CAREERS AND EMPLOYABILITY

CAE G11

Disclaimer: All material is provided in good faith but it is the responsibility of students and teachers to check current and appropriate guidelines, assessment information and publications.

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Also by DELIVER Education

WACE: Career and Employability
// Careers and Employability: General 11 (from 2025)
// Careers and Employability: General 12 (from 2026)
// Career and Enterprise: ATAR12 2ed (ending 2024)
// Career and Enterprise: Foundation 12
// Career and Enterprise: Foundation 11
(All also available as masters and/or e-masters)

VCE: VM Units 1&2 from 2023
// Literacy VM: 1&2 & Applied Vocational Booklet
// Numeracy VM: 1&2 & Skills Development Booklet
// Personal Development VM: 1&2 & AVB
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VCE: VM Units 3&4 from 2024
// Literacy VM: 3&4 & Applied Vocational Booklet
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// Personal Development VM: 3&4 & AVB
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VPC: Units 1&2 from 2023
// Literacy VPC: 1&2 & Applied Vocational Booklet
// Numeracy VPC: 1&2 & Skills Development Booklet
// Personal Development VPC: 1&2 & AVB
// Work Related Skills VPC: 1&2 & AVB
   (All also available as masters and/or e-masters)

VPC: Units 3&4 from 2024
// Literacy VPC: 3&4 & Applied Vocational Booklet
// Numeracy VPC: 3&4 & Skills Development Booklet
// Personal Development VPC: 3&4 & AVB
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   (All also available as masters and/or e-masters)

Vocational Careers, Work Ed., and Applied learning
// Work Experience Journal and Work Placement Journal
// Personal Development Activity Planner - VM 1&2
// Personal Development Project Planner - VM 3&4
// Personal Development Activity Planner - VPC 1&2
// Personal Development Project Planner - VPC 3&4
      (All also available as masters and/or e-masters)

VCE Industry and Enterprise
// I&E Unit 1: Workplace Participation 5ed (& e-master)
// I&E 1&2: Towards an Enterprising You 6ed
// I&E 3&4: Towards an Enterprising Australia 5ed
Money Matters 1: Cash transactions and orders (& master)

Vocational Numeracy General: Skills Development Booklet
(& as masters and/or e-masters)

Look for new titles in these series and selected titles to be updated as studies are revised.

www.delivereducation.com.au
michael@delivereducation.com.au

VCE: Vocational Major

--- All U1-4 now available ---	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
Literacy VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Numeracy VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Personal Development VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Work Related Skills VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Literacy VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Numeracy VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Personal Development VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Work Related Skills VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495

Vocational Pathways Certificate

--- All U1-4 now available ---	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
Literacy VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Numeracy VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Personal Development VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Work Related Skills VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Literacy VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Numeracy VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Personal Development VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Work Related Skills VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495

Vocational and Work Education Resources

	Printed Book	e-version Master license PDFs
Vocational Numeracy General - SDB	___ @ $30	or ___ @ $165
Work Experience Journal	___ @ $22	or ___ @ $165
Work Placement Journal	___ @ $33	or ___ @ $220
PDS Planner: VPC 1&2	___ @ $33	or ___ @ $220
PDS Planner: VPC 1&2	___ @ $33	or ___ @ $220
PDS Planner: VM 1&2	___ @ $33	or ___ @ $220
PDS Planner: VM 3&4	___ @ $33	or ___ @ $220
Foundation Numeracy (almost gone)	___ @ $33	na
Senior Numeracy (almost gone)	___ @ $33	na

WACE: Career and Enterprise/(Employablity G11 in 2025)

Career and Enterprise	Printed Text Coursebook	e-version Master PDFs
CAE: General 11 (New 2025) *Careers & Employability exp Dec*	___ @ $60	or ___ @ $660
CAE: General 12/ATAR 11 2ed	___ @ $62	or ___ @ $660
CAE: ATAR 12 2ed	___ @ $68	or ___ @ $770
CAE: Foundation 11	___ @ $55	or ___ @ $595
CAE: Foundation 12	___ @ $55	or ___ @ $595

VCE: Industry and Enterprise

I&E Unit 1: Workplace Participation 5ed - book	___ @ $38
I&E Unit 1: Workplace Participation - e-master	___ @ $550
I&E 1&2: Towards an Enterprising You 6ed - book	___ @ $55
I&E 3&4: Towards an Enterprising Australia 5ed - book	___ @ $68

Add Postage:
VM & VPC: 1 book = $14, 2-4 books $20, 5-8 books $27. *9+ Contact me
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--- New (Previews online) --- Money Matters 1: Cash transactions & orders

Master license only	____	$165.00
Master license pack	____	$247.50
Add postage:	____	$16
Inc. Master license files, Money set, Printed book		
Print book only 1-4 copies	____	$33
Print book only 5+ copies	____	$30
Print book only 20+ copies	____	$27.50
Add postage:		____
Master w/money set & book		$16
Printed book only: 1-2 copies		$10
Printed book only: 3-10 copies		$15
Printed book only: 10+ copies		$20
Total Amount (approx)		$ _____

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Order Details

Name:

Position:

e-mail:

School:

Address:

State:	**Postcode:**
Order No:	**ABN:**

email for invoice (if different):

VM Total $	VPC Total $	Other Total $
Voc Ed Total $	CAE Total $	I&E Total $
Postage $		**Total Amount (approx)** $ _____

Advice for Students - Unit 1

Welcome to your studies of **Careers and Employability** as part of your **WACE** or other learning program. Throughout the year you will investigate and demonstrate a range of **employability skills** and **enterprising characteristics** that will help you to **develop your work-related skills** for a range of work situations.

So be sure to apply what you are learning in the classroom to the world of work, to any **work** experience or **placements that you might be doing**, to your **VET** course, to volunteer and community placements as well as in other applied situations - and vice versa! You will also naturally apply your developing **literacy**, **numeracy** and other **transferable skills-sets** to your **career development** for work-related situations.

This coursebook has six sections for each unit. **Unit 1** is structured as:

1. **Skills For Work**
2. **Nature of Work**
3. **Being Enterprising**
4. **Personal Management**
5. **Exploring Work & Learning**
6. **Career Building**

Use this coursebook by completing the tasks in the spaces and pages provided. You will also need to maintain your own **work folios** to complete some tasks, as well as others given to you by your teacher.

Throughout this unit, you need to think well beyond what is on these pages, to identify and explain how these topics relate to the world of work. There are many applied activities that require you to make contact with **work-related stakeholders**. You should also reflect on how what you are learning through your **VET** studies applies to your future career.

Your school might support you to undertake structured **work placements** related to your future career pathway, or VET certificate. This is an ideal way to develop your employability skills, gain experience and build a deeper applied understanding of the world of work.

You may need to collect and keep an evidence portfolio with copies of resources, handouts and evidence of you applying work-related skills.

You might be directed to complete some or even all of these **assessment tasks**, as well as others supplied by your teacher that are more suited to your learning program.

Throughout the unit, you will also be expected to complete **graduated assessment tasks**. These are not 'scored', but offer the opportunity to meet with your teacher to assess your progress and to reflect on what actions you need to take to continue to improve your **Pathways Plan**, your **Career Portfolio** (Unit 2), and ultimately, you future **employability**.

Unit 1: Assessment tasks		%	Due/ Done?
Investigation	AT1A: Nature of Work - Investigation pp.52-53	**12.5%**	
	AT1B: Being Enterprising - Investigation pp.78-79	**12.5%**	
Career Portfolio	AT2: Snapshot: Where Am I At? - Career Portfolio pp.125-126	**5%**	
	AT3: My Pathways Plan - Career Portfolio pp.154-55	**5%**	
Response	AT4: (Teacher set: 1 task, or a 2-part task)	**15%**	

Skills For Work

1

Activities 1: Skills For Work	p.	Due date	Done	Comment
1A **Careers and Employability**	3			
1B **Career knowledge and understanding**	5			
1C **Generic skills and abilities**	6-7			
1D **My employability skills**	9			
1E **CAE employability skills**	11			
1F **Core Skills for Work**				
1G **Industry-specific skills**	15			
1H **Personal and social competencies**	17			
1I **Multiple intelligences**	18-19			
GA1 **Our skills and abilities**	20			

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1.01 Careers and Employability
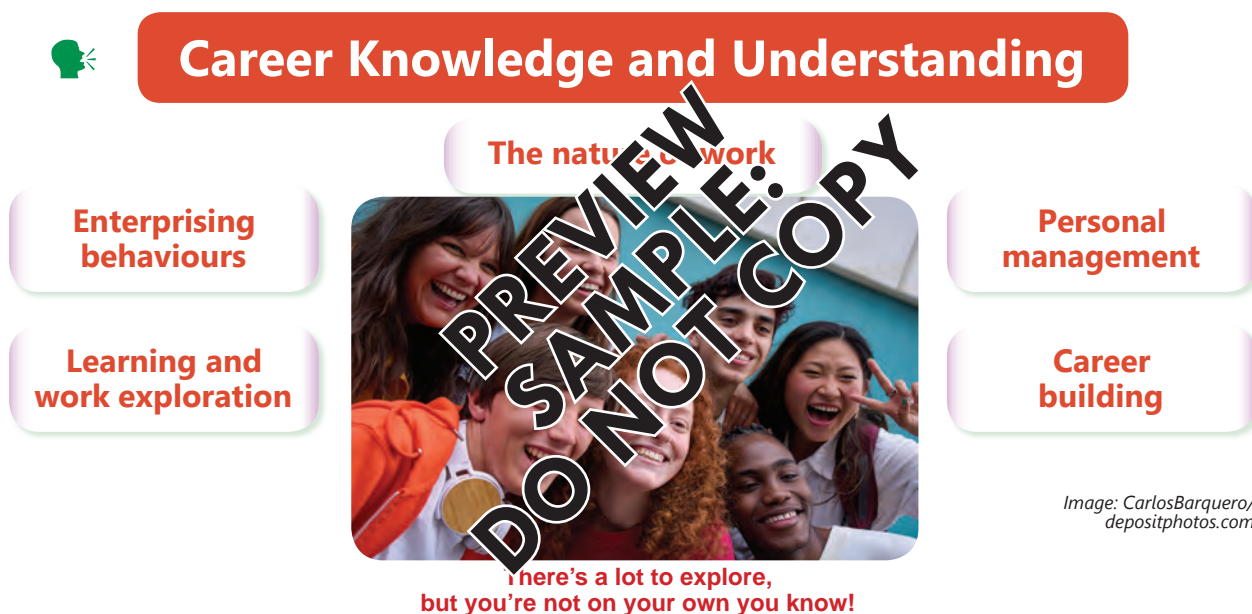
Careers and Employability

Welcome again to your studies of Careers and Employability General 11. Choosing to do this subject is one of the best decisions you have made for your future.

The **world of work**, and the **labour market**, are becoming increasingly complex. So it is important that young people approaching the completion of their secondary schooling have the right **information**, **knowledge**, **skills** and **strategies** to assist them to make informed **career pathways** decisions.

Career knowledge and understanding

Over the course of this year, you will start to investigate and apply strategies to plan and develop your career so as to help you become more employable.

In both units 1 and 2 you will find the **Career knowledge and understanding** learning material is organised under five main sections as outlined below. These match sections 2 to 6 for Unit 1, and sections 7 to 12 in Unit 2. It is important to emphasise that all these sections cross over with each other and naturally also build upon one another.

Career Knowledge and Understanding

The nature of work

Enterprising behaviours

Personal management

Learning and work exploration

Career building

Image: CarlosBarquero/ depositphotos.com

There's a lot to explore, but you're not on your own you know!

The 6 CAE employability skills

Your Careers and Employability course requires you to develop and apply six key **employability skills** areas. These employability skills, along with other **transferable skills-sets** and **enterprising characteristics**, are vital for successful workplace participation and career pathways development. You will start your Careers and Employability studies in Section 1 by investigating the nature and importance of employability skills, as well as a range of transferable skills-sets.

6 CAE Employability Skills

Communication

Digital literacy

Teamwork

Time management

Problem-solving

Critical thinking

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Your teacher would have led you through a **discussion** of the 5 areas of **Career knowledge and understanding** and the **6 CAE employability skills**.

1. Briefly, in your own words, what do each of the 5 areas of **Career knowledge and understanding** mean to **you**?

Career knowledge and understanding	What these mean to me.
Personal management	
Enterprising behaviours	
Learning and work exploration	
The nature of work	
Career building	

2. Choose an **occupation** you are interested in. How would **you** use (i.e. apply) each of the **6 CAE employability skills** while working in that occupation?

Occupation:	
Communication	Time management
Digital literacy	Problem-solving
Teamwork	Critical thinking

Applied

Interview 2 people who are working, one an adult worker, and the other a young person still at school/in study but not doing CAE. Ask them about how they develop and apply employability skills when working. Do they use the same terminology as the 6 CAE employability skills? Report back to the class.

1.03 Careers and Employability

Career knowledge and understanding

So let's start by unpacking the varied elements that make up each of the five areas of Career knowledge and understanding. Your teacher will lead you through a discussion of these.

As you unpack each of these key words/concepts to consider, reflect on how each element might relate to you right now at the start of Year 11, and for your future career. (Note: On these pages, the 5 areas are listed in the order they appear in your study syllabus).

So, how do you fit in?

Career Knowledge and Understanding

Personal management
Key words/concepts to consider:

- ☐ Motivations and aspirations change.
- ☐ Strategies to manage behaviours.
- ☐ Attitudes and emotions.
- ☐ Be constructive.
- ☐ Boost productivity.
- ☐ Improve work satisfaction.
- ☐ Positive self-concept.
- ☐ Impact on relationships.
- ☐ Change and growth.
- ☐ Promote mental and physical health and wellbeing.
- ☐ Physical challenges.
- ☐ Build meaningful relationships.
- ☐ Make informed decisions.

Enterprising behaviours
Key words/concepts to consider:

- ☐ Social, cultural and tech change.
- ☐ Globalisation.
- ☐ Emergence of new technologies.
- ☐ Artificial intelligence.
- ☐ Use of natural resources.
- ☐ Environmental sustainability.
- ☐ Focus on customers and expectations.
- ☐ Impact on individuals, workplaces, businesses and regions.
- ☐ Enterprising behaviours and capabilities.
- ☐ Development and prosperity.
- ☐ Skills, attributes and behaviours.
- ☐ Recognise opportunities.
- ☐ Develop innovative solutions.
- ☐ Fast-moving, changing and uncertain future.

Learning and work exploration
Key words/concepts to consider:

- ☐ Changing labour market.
- ☐ Global trends.
- ☐ Digital and ICT technologies.
- ☐ Demographic shifts.
- ☐ Increasing flexibility and casualisation.
- ☐ Reliable sources of information.
- ☐ Future employment prospects.
- ☐ Skills shortages.
- ☐ Industry growth areas.
- ☐ Emerging industries.
- ☐ Current and future trends.
- ☐ Lifelong personal and professional learning.
- ☐ Knowledge, skills and competencies.
- ☐ Professional excellence.
- ☐ Personal development, competitiveness and employability.

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The nature of work

Key words/concepts to consider:

- ☐ Complex and changing nature of work.
- ☐ Work processes and quality.
- ☐ Create products and perform services.
- ☐ Local, national and global market forces.
- ☐ Adaptation of workplaces.
- ☐ Manage resources efficiently and effectively.
- ☐ Human, physical, financial and technological resources.
- ☐ Policies and procedures set boundaries and conditions.
- ☐ Workplace and management processes.
- ☐ Compliance with workplace legislation.
- ☐ Workplace health and safety.

Career building

Key words/concepts to consider:

- ☐ Varied life roles.
- ☐ Paid and unpaid work.
- ☐ Lifelong learning.
- ☐ Leisure activities.
- ☐ Community and family responsibilities.
- ☐ Dynamic and ongoing process.
- ☐ Securing and maintaining work.
- ☐ Career-enhancing decisions.
- ☐ Changing nature of life and work roles.
- ☐ Managing life through learning, transitions and work.
- ☐ Personally determined future.

Career knowledge and understanding   1B

Choose **2** of the **key words/concepts** from each of the **5 elements** of **Career knowledge and understanding**. For each, explain about what **relates** to **your** own **career pathways development**. Get advice about one of these from a **current worker**.

Career knowledge and understanding	How this relates to my career pathway.	How this relates to my career pathway.	Advice from a person working.
Personal management			
Enterprising behaviours			
Learning and work exploration			
The nature of work			
Career building			

1.05 Generic Skills

Generic skills and abilities

All workers need a basic set of **generic skills and abilities** so as to function as effective employees. These generic abilities are closely related to your personal and social competencies, and therefore will help form the basis of your work skills.

Key generic abilities include literacy and numeracy skills, including digital literacy and numeracy, as well as other personal qualities and attributes.

Undertaking an honest **evaluation** of your generic skills and abilities is an important part of assessing your current potential for **employability** at this early stage of **career development**.

So, have a look at these listed in this diagram and reflect how you rate in each of these generally.

Collaboration and communication are vital generic skills.

Image: vadimphoto1/ depositphotos.com

Generic skills and abilities

Pursue it!

- Literacy
- Teamwork
- Ability to follow instructions
- Health & fitness (if applicable)
- Working safely
- Numeracy
- Communication
- Technological competence
- Ability to accept responsibility

Image: iQoncept/ depositphotos.com

1C   Generic skills and abilities

1. Complete the table, by giving examples that describe **your** successful **demonstration** of generic **skills** and **abilities** in **personal/social**, **school** and **work-related** situations. Add some others if relevant to you.

2. Identify **3 actions** you could take to **improve** your **generic skills and abilities** so as to make you more **employable**.

Applied discussion

How do you think you would communicate to potential employers that you have these generic skills? Why not ask some employers and find out?

Generic skills and abilities	Personal/Social settings	School settings	Work-related settings
Punctuality			
Literacy			
Numeracy			
Teamwork			
Communication			
Ability to follow instructions			
Technological competence			
Health & fitness (if applicable)			
Ability to accept responsibility			
Working safely			

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2. Actions I could take to improve my generic skills and abilities include:		
By the end of today:	*By the end of today:*	*By the end of today:*
In the near future:	*In the near future:*	*In the near future:*

1.07 8 Employability Skills

The 8 Employability Skills

The contemporary world of work requires you to demonstrate a range of employability skills.

Way back in 2002 (yes that's right, before you were even born!), the *Employability Skills For The Future Project*, identified a set of eight essential skills (in four skills-sets) that you develop and apply through work, education and training; and at times through your personal life experiences. And these eight essential **Employability Skills** still relate today.

Image: photography33/ depositphotos.com

It is expected that all workers in all work settings should be able to demonstrate these eight common skills as part of their day-to-day work activities. Therefore, these Employability Skills are essential to gain **entry-level employmen**t.

Employees are also expected to grow and develop their Employability Skills as part of lifelong learning as their career develops.

Workers who demonstrate and develop these 8 Employability Skills become more **productive** employees for their organisation. Being more productive makes you more **employable** and will help you build a better **career pathway**.

Workers use employability skills in combination such as technological skills, learning and problem-solving.

The 8 Employability Skills

Initiative and enterprise skills
Being able to use all your skills to develop better ways of completing tasks, being flexible and adaptable, communicating and solving problems.

Teamwork
Being able to work effectively with others, help out, ask questions when needed, and seek feedback from others.

Technological
Being able to use ICT and communications devices, machinery, equipment and tools; safely and effectively.

Communication
Being able to effectively speak, listen, read and write for workmates, supervisors, customers and others.

Self-awareness
Honestly knowing your strengths and weaknesses, and being able to take steps to improve yourself.

Problem-solving
Being able to work out the best solutions, persevere, use maths and logic, and seek help when needed.

Learning
Involves both on-the-job training under supervision; and off-the-job training by doing relevant courses.

Planning and organising
Managing your own and other peoples' time, meeting deadlines, being responsible, and carrying out activities successfully.

My employability skills   1D

1. Complete the table, by describing examples of **your strengths** in each of the 8 'official' **Employability Skills** areas.

2. Identify at least 1 **area of improvement** you need to undertake in each of the 8 official **Employability Skills** areas.

8 Employability Skills	Examples of my strengths:	However, I still need to improve:
Examples e.g. Learning	- At home I have taught myself to touch-type by chatting online. - I have completed a certificate in basic first-aid and CPR.	I still really need to get my driving hours up for my 'Ls', I've only done 20 hours so far.
Communication		
Teamwork		
Problem-solving		
Planning and Organising		
Self-awareness		
Learning		
Technological		
Initiative and Enterprise Skills		

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1.09 6 CAE Employability Skills

Six employability skills for CAE

As you know, your Careers and Employability course requires you to develop and apply **six key employability skills areas**. These are the employability skills against which you will be assessed for CAE. But it is important to understand the relationship between your CAE employability skills and the 8 official Employability Skills, as those 8 might be used in your workplace, in VET and vocational training, at TAFE, and in other external situations.

6 Employability Skills for CAE

Communication skills

Include but are not limited to these.

⇨ Use correct terminology, spelling and grammar for clear communication.

⇨ Demonstrate written and verbal skills considering purpose, audience and format.

⇨ Use non-verbal communication, facial expressions, and tone, to connect with the audience.

⇨ Practice active listening by focusing on the speaker, asking questions, and responding thoughtfully.

Digital literacy skills

Include but are not limited to these.

⇨ Effectively locate reliable information online.

⇨ Implement online safety measures to avoid unlawful activity.

⇨ Implement online safety measures to protect your digital footprint.

⇨ Communicate using email, text message, video calls and webinars.

⇨ Create documents, presentations and spreadsheets using work-related software.

Teamwork skills

Include but are not limited to these.

⇨ Contribute to team harmony and unity.

⇨ Complete team roles and responsibilities effectively and efficiently.

⇨ Reliably complete tasks on time and by meeting expectations and standards.

⇨ Consider team members' ideas and opinions as part of consensus.

Time management skills

Include but are not limited to these.

⇨ Plan, organise and prioritise tasks to meet specific deadlines.

⇨ Make use of tools and applications to improve productivity and efficiency.

⇨ Track and evaluate progress when completing tasks.

⇨ Review and re-assess priorities to deal with unexpected events.

Critical thinking skills

Include but are not limited to these.

⇨ Apply research skills to gather reliable, relevant information.

⇨ Analyse, compare and evaluate information to develop actions and solutions.

⇨ Identify and reflect on any biases that may influence actions and decision-making.

Problem-solving skills

Include but are not limited to these.

⇨ Use open and closed questions to unpack and understand a situation or issue.

⇨ Use problem-solving tools and techniques to create a list of potential solutions.

⇨ Apply decision-making techniques and models to plan, implement and evaluate solutions.

1. For each of these **statements**, identify which **CAE employability skill** it **directly relates** to. Identify a **second CAE employability skill** it is also likely to relate to. (You can use abbreviations).

2. **Rate yourself** from 1 (low) to 5 (high) based on your **current ability** for each. If you don't understand what that skill is, or have never heard of it, use 'DN' (don't know).

a.	Analyse, compare and evaluate information to develop actions and solutions.			
b.	Apply decision-making techniques and models to plan, implement and evaluate solutions.			
c.	Apply research skills to gather reliable, relevant information.			
d.	Communicate using email, text messages, video calls and webinars.			
e.	Complete team roles and responsibilities effectively and efficiently.			
f.	Consider team members' ideas and opinions as part of consensus.			
g.	Contribute to team harmony and unity.			
h.	Create e-documents, presentations, and spreadsheets using work-related software.			
i.	Demonstrate written and verbal skills considering purpose, audience and format.			
j.	Effectively locate reliable information online.			
k.	Identify and reflect on any bias which may influence actions and decision-making.			
l.	Implement online safety measures to avoid unlawful activity.			
m.	Implement online safety measures to protect your digital footprint.			
n.	Make use of tools and applications to improve productivity and efficiency.			
o.	Plan, organise and prioritise tasks to meet specific deadlines.			
p.	Practice active listening by focusing on the speaker, asking questions, and responding thoughtfully.			
q.	Reliably complete tasks on time and by meeting expectations and standards.			
r.	Review and re-assess priorities to deal with unexpected events.			
s.	Track and evaluate progress when completing tasks.			
t.	Use correct terminology, spelling and grammar for clear communication.			
u.	Use non-verbal communication, facial expressions and tone, to connect with the audience.			
v.	Use open and closed questions to unpack and understand a situation or issue.			
w.	Use problem-solving tools and techniques to create a list of potential solutions.			

1.11 Core Skills for Work

Core Skills for Work

Employability skills are an important set of skills used in many work-related situations and learning programs. However, as the contemporary world of work evolves, we have seen the emergence of newer skills-sets classifications, that describe important work-related skills with a slightly different focus.

The *Core Skills for Work Development Framework* created a set of 10 **Core Skills for Work** considered important for contemporary workers. Some learning, workplace and industry stakeholders prefer to use this newer Core Skills for Work set as a focus for career and skills development (rather than employability skills). The set of Core Skills for Work is organised into three clusters.

The first two skills are part of *Cluster 1: Navigate the world of work*. These relate to building and developing a career by maintaining **work/life balance**; and through an understanding of the **roles**, **rights** and **responsibilities** of a **worker.**

Cluster 2: Interact with others, focuses on generic **interpersonal skills** that all workers are expected to demonstrate and develop in work-related situations.

Cluster 3: Get the work done, involves day-to-day **work-related skills** that are essential for all workers in the contemporary world of work.

Many of these 10 core skills are similar to, or even cross over with, employability skills. And as such, these may also be relevant as part of your investigation into work-related skills.

So how do you think these 10 Core Skills for Work relate to your own situation?

Core Skills for Work

Image: IgorTishenko/ Depositphotos.com

Core Skills for Work

Cluster 1 - Navigate the world of work

a. Manage career and work life.
b. Work with roles, rights and protocols.

Core Skills for Work

Cluster 2 - Interact with others

a. Communicate for work.
b. Connect and work with others.
c. Recognise and utilise diverse perspectives.

Core Skills for Work

Cluster 3 - Get the work done

a. Plan and organise.
b. Make decisions.
c. Identify and solve problems.
d. Create and innovate.
e. Work in a digital world.

Image: monkeybusiness/ Depositphotos.com

Complete the table by explaining how **you** have **shown**, or **developed**, the 10 **Core Skills for Work** in each of these 3 settings.

- **Personal/Social**: Through helping others, hobbies, sports, interests, etc..

- **School**: Through doing assignments, projects, assessment tasks, training, etc..

- **Workplace**: Through employment, volunteering, work experience/placement, etc..

Core Skills for Work	Personal/Social settings	School settings	Workplace settings
Examples	e.g. Manage career and work life. I have to juggle sport, school and leisure with my job by....	e.g. Plan and organise. For CAE we have to source and arrange a suitable work placement by...	e.g. Connect and work with others. In my work placement I have to take direction from my boss by....
Manage career and work life.			
Work with roles, rights and protocols.			
Communicate for work.			
Connect and work with others.			
Recognise and utilise diverse perspectives.			
Plan and organise.			
Make decisions.			
Identify and solve problems.			
Create and innovate.			
Work in a digital world.			

PREVIEW SAMPLE: DO NOT COPY

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1.13 Industry-Specific Skills

Industry-specific skills

Industry-specific skills (**competencies**) are certain skills that an individual must demonstrate for a particular occupation within an industry.

For example, in the Construction industry, a carpenter would need to know how to use technology. Specifically for this industry, this may include hand and power tools, safety harnesses and measuring tools and equipment.

In the Accommodation and Food Services industry, a chef would also need to know how to use technology; specifically ovens, fryers, cutting tools, etc.. These are industry-specific competencies and are relevant for that occupation in that industry.

And in the Retail Trade industry, a store manager needs to know how to use technology such as point-of-sale systems, e-commerce platforms and inventory management software. These are industry-specific competencies and are relevant for that occupation in that industry.

Employees need to develop full competence in tasks related to their specific industry or industry sub-sector for particular occupations. Industry-specific skills are developed through both **on-the-job** and **off-the-job vocational training** and **learning**.

Consider these key characteristics of industry-specific skills by thinking about an occupational role you are interested in.

1. **Specialisation**: These skills are specialised and tailored to the unique needs of a specific industry or job role.

2. **Relevance**: They are directly applicable to tasks that an employee will encounter in their job.

3. **Technical proficiency**: Often involve technical knowledge and practical abilities that are necessary for performing specific job functions.

4. **Continuous learning**: Due to technological advancements and evolving industry standards, these skills require continuous learning and updating.

Industry-Specific Skills

Image: ZavgSG/ iStock/Thinkstock

Specialised

Relevant

Competency

Qualification

On-the-job training

Technical

Learning

Certification

Off-the-job training

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1. Identify an **employability skill**, and an **industry-specific skill**, being demonstrated in the images. Add 1 more image. Your class will discuss the answers.

2. Choose an **industry** that you are interested in. Identify and explain **3-5 industry-specific skills** that are important for 3 occupations within that industry. (Try: **www.yourcareer.gov.au/learn-and-train/myskills** and search for an occupation, then follow relevant links.)

Industry:		
Occupation 1	Occupation 2	Occupation 3
⇨	⇨	⇨
⇨	⇨	⇨
⇨	⇨	⇨
⇨	⇨	⇨
⇨	⇨	⇨

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1.15 Transferable Skills

Transferable skills

Many people have a range of **personal** and **social competencies** that are transferable to workplace situations. You need to be able to recognise how the things you are good at in your everyday lives are **transferable**.

By performing work-related tasks while still in school you are building transferable skills that can be developed into one or more of the **employability skills**.

You might also have **technical** and **specialist** skills that are also transferable to work-related situations.

The idea is to build a career based on the things that you are naturally good at, while also developing skills and competencies through on and off-the-job **training**.

This way you can offer employers a suite of transferable skills that can make you more employable.

"I've always been handy around the house, ever since I was a little kid."

Personal competencies

Personal competencies are those skills that you have a natural **ability** for, and are usually the things that you naturally **enjoy** doing. Personal competencies, which might also be referred to as **intrapersonal skills**, usually reflect your **personality**, and stem from your abilities and **aptitudes**.

Your abilities and aptitudes are tasks that you can do quite well without even thinking about them. You might just have a natural aptitude or ability to do something, e.g. sport, fixing things, cooking, looking after children, using technology, selling and commerce, art and design, maths, and so on.

Varied personality traits suit different work tasks and different occupations. So, it is important to try and build your career around things you enjoy doing. If so, you are more likely to see your career progress naturally and successfully.

Key personal competencies include these, but there are many more! As a class, suggest others.

⇨ How well do you deal with stress?

⇨ What is your level of patience and understanding?

⇨ How much attention to detail do you have?

⇨ How reliable and punctual are you?

⇨ What motivates you?

⇨ How much responsibility are you able to handle?

⇨ To what extent do you embrace a growth mindset?

"Helping my little brother learn different sports has made me more patient and confident in my ability to communicate."

Social competencies

Social competencies refer to your skills in dealing with **people**, and your ability to do well in **social situations**.

You build social competencies through your everyday **life experiences** and interaction with other people. Social competencies can also be developed through involvement and participation in social events, teams, clubs, education and other situations. As such they are a driver of your **interpersonal skills**.

Workplace learning and **volunteer** work are excellent ways to develop social competencies. These **experiences** also allow you to mix and work with a different peer group, which helps you become more work-ready.

Socialisation skills are extremely important in the workplace. Positive **interpersonal relationships** are a key factor in whether you will develop a sense of job **satisfaction** and enjoy working. And happy workers are productive workers who are more likely to succeed in a work setting. So how are your **people skills**?

Some key social competencies include these, can you think of others?

⇨ Have you got well-developed emotional intelligence?

⇨ Are you easy to get along with?

⇨ Do you like meeting new people?

⇨ Are you a good listener?

⇨ Do you show understanding and empathy?

⇨ Do you work well in a team?

⇨ Are you bossy and domineering or are you accepting and inclusive of others?

⇨ Do you mix well with people from different backgrounds and cultures?

Tina has always been good with children and has attributes such as patience and good communication. She values social interaction and is interested child welfare. She hopes to study child care or pre-school education.

Personal and social competencies   1H

Quickly now, and without too much deep thinking. List 5 of **your personal** and 5 of **your social competencies** that could be transferable to work-related situations.

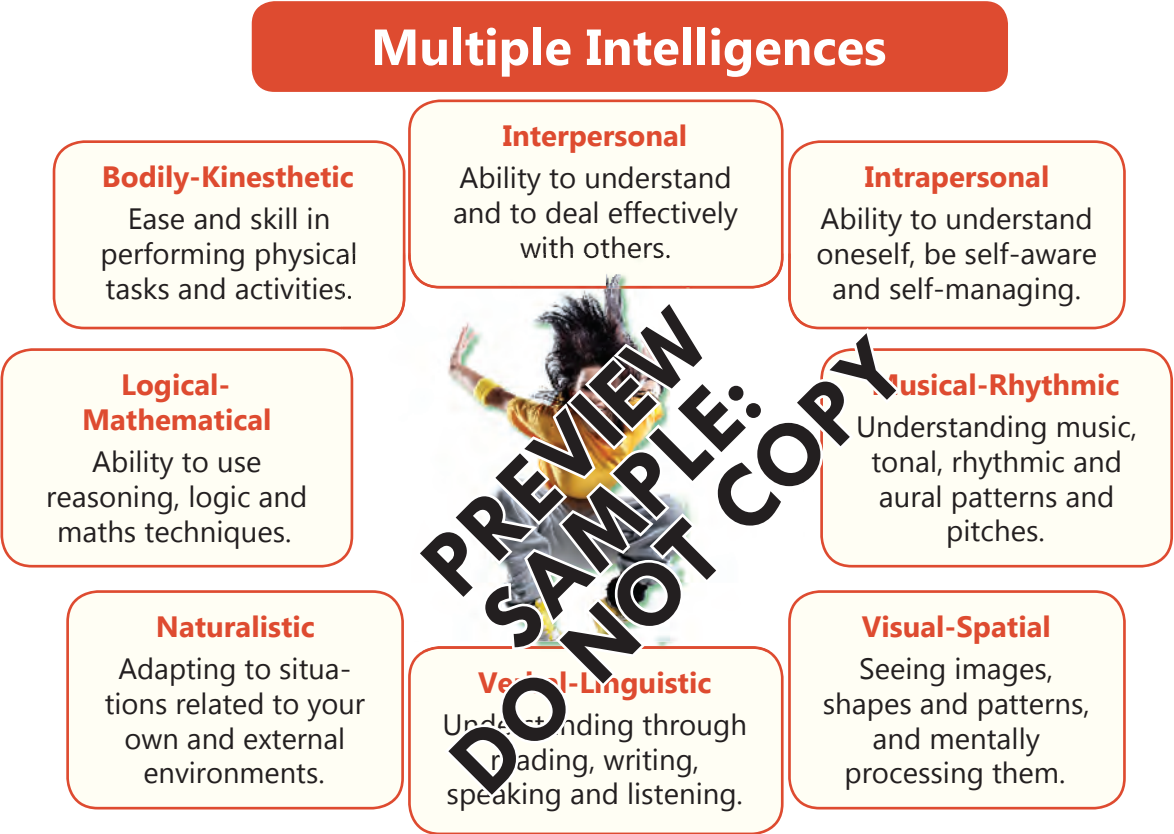| Transferable personal competencies	Transferable social competencies
⇨	⇨
⇨	⇨
⇨	⇨
⇨	⇨
⇨	⇨

1.17 Transferable Skills

Multiple intelligences

The capabilities, attributes, skills and ultimately the competencies you develop are strongly influenced by your varied multiple intelligences. Harvard University professor Howard Gardner is recognised as the developer of these eight '**multiple intelligences'**.

You should consider that different people are likely to have different levels of intelligence in each of these eight categories. You should also understand that you are likely to have a combination of different co-related intelligences. These intelligences will strongly influence the type of tasks, work environments, jobs and industry settings you might be suited to.

So which of these multiple intelligences seem more like you?

Multiple Intelligences

Bodily-Kinesthetic
Ease and skill in performing physical tasks and activities.

Interpersonal
Ability to understand and to deal effectively with others.

Intrapersonal
Ability to understand oneself, be self-aware and self-managing.

Logical-Mathematical
Ability to use reasoning, logic and maths techniques.

Musical-Rhythmic
Understanding music, tonal, rhythmic and aural patterns and pitches.

Naturalistic
Adapting to situations related to your own and external environments.

Verbal-Linguistic
Understanding through reading, writing, speaking and listening.

Visual-Spatial
Seeing images, shapes and patterns, and mentally processing them.

Image: AYakovlev/ iStock/Thinkstock.com

1I   Multiple intelligences

Part A

1. List each **multiple intelligence** and **rank yourself** from *very low, low, medium, high, very high*.

Interpersonal ⇨	⇨	⇨	⇨
⇨	⇨	⇨	⇨

2. **Tabulate** and **discuss** these as a class. In which **intelligences** are **classmates stronger**, and **less strong**? **Why** do you think this is the case?

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Part B

3. Describe 3 of **your multiple intelligence strengths** that you could apply in **work-related situations**. Ask yourself, "What could I be relied upon to do well?"

4. Now, describe 3 of your **multiple intelligence weaknesses** that might cause you to struggle in **work-related situations**. Ask yourself, "What might I need help with and/or need to develop further to become more employable?"

My multiple intelligence strengths...	My multiple intelligence weaknesses...
i.	i.
ii.	ii.
iii.	iii.

5. Match each of the **8 intelligences** to the most suited **occupations**. Add 2 more.

physiotherapist _____

musician _____

park ranger _____

architect _____

social worker _____

fitness instructor _____

vet nurse _____

ICT programmer_____

_____

author _____

entrepreneur _____

aged-care worker _____

mechanic _____

retail worker _____

baker _____

truck driver _____

child-care worker _____

_____

Research

Go online and find some multiple intelligence quizzes. But be careful, some require you to sign up or pay for your results. Share the good quizzes with classmates, and discuss your results, and how 'accurate' and 'relevant' they seemed to be.

1.19 Graduated Assessment 1

GA1 Our skills and abilities - Skills for Work

For this graduated assessment task, you are going to work with a partner to develop statements that describe each others' skills and abilities, and employability skills.

1. Form into pairs. Develop 8-10 concise statements that:

   a. Clearly describe your partner's strongest **generic skills and abilities** and **employability skills**

   b. Explain how this **skill** and **ability** would be **important** for a **worker** to have, for an occupation or industry in which they are interested.

   c. Identify an **action** they can take to **further enhance** their personal **capability** in this area.

2. Do **they agree**? And did you identify **skills** and **abilities** in your **partner** that perhaps they had **taken for granted**? Report back to the class.

Tip: Use the table to start to draft/record your information

Prepared by:	For:		Date:
Skills/abilities & employability skills	**Can apply this to work-related situations by...**		**Should take further actions to...**

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Nature of Work

Activities 2: Nature of Work	p.	Due date	Done	Comment
2A Nature of work	23			
2B Work	25			
2C Australian industries	27			
2D Occupation categories	29			
2E Main employing industry	3_			
2F Employment	35			
2G Australian Apprenticeships	3_			
2H Flexible work arrangements	43			
2I Work environments	45			
2J Workplace diversity	47			
2K Motivating factors	51			
AT1A Nature of Work – Investigation	52-53			

Comments:

2.01 Nature of Work

The nature of work

When it comes to planning and developing your future **career pathway**, it is important to understand about the nature of work.

The nature of work in modern, developed Western market economies such as Australia will influence the type of **employment opportunities** that are available to workers, including young future job-seekers such as yourself.

Different **occupations** require varied **employability** and **industry-specific skills**. These varied occupations also have different **entry-level requirements** including **qualifications**, **certification** and **licensing**.

The nature of work in Australia is also influenced by the types of **industries** that operate, as well as the **growth** and **decline** of different industries and industry sub-sectors.

Added to this is the need to understand how the nature of work is evolving in **emerging industries** in response to changing **customer** and **client needs**, **innovation**, **environmental sustainability**, **government policies** and the pressures and opportunities presented by increased **globalisation.**

The nature of work involves the **job status** of workers such as **full-time**, **part-time**, **casual**, **contract** and other types of employment. **Australian apprentices** also need to understand the nature of work from their own perspective, as they experience both on-the-job and off-the-job **training**, often in occupational areas facing significant **skills shortages**.

The nature of work both influences, and is influenced by, the types of **work environments** that exist within workplaces. As part of this, future workers also need to consider the changing nature of work environments and **work arrangements** in response to **technology**, **workplace flexibility** and **customer needs**.

Another element to consider is the need for a greater emphasis on **workplace diversity** to reflect the diverse culture that makes up Australia. This includes eliminating **discrimination** and promoting **equal opportunity**.

And of course, young career planners such as yourselves need to understand the importance of factors that influence **job satisfaction** and **motivation** such as:

⇨ the importance of **job security**,

⇨ the level and types of workplace **pay** and other **conditions** and **benefits**,

⇨ the opportunity for personal and professional **growth** through the applied use of your **skills** and **abilities**, and

⇨ the vital importance of **workplace safety**.

Image: Rawpixel/ depositphotos.com

"The nature of work is changing and evolving for all of us, and let's not forget about AI!"

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Nature of work   2A

The passage, 'The nature of work' on p.22 includes a lot of **bolded** key terms. At times it can be hard to make clear sense of information when there are a lot of key points. A good strategy is to make **word chains** that feature key words or terms.

1. Based on 'The nature of work', complete **word chains** for **these key words**. Some key words might feature more than once. Then develop one **final summary word chain**.

occupations	employability industry-specific skills entry-level requirements qualifications certification licensing
industries	
job status	
work environments	
workplace diversity	
job satisfaction	
Nature of work	

2. Consider these lists. Add **2 more** jobs to each. Try to find **older workers/retirees** who do/did these jobs, and ask them how **job changes impacted** on them.

Jobs that have almost disappeared: due to the changing nature of work:	Jobs where roles have changed due to the changing nature of work:
⇨ Switchboard operators	⇨ Travel agents
⇨ Typists	⇨ Bank tellers
⇨ Photo processors	⇨ Journalists
⇨ Elevator operators	⇨ Copywriters
⇨	⇨
⇨	⇨

Discussion: A job by any other name is still...

What do these contemporary 'fancy' job names do? Is it really much different from the past? Report back to the class and suggest some other examples.

⇨ Customer experience specialist	⇨ Produce fulfilment specialist
⇨ Brand strategist	⇨ Food and beverage executive
⇨ IT solutions architect	⇨ Guest experience coordinator
⇨ Transit operator	⇨ Customer support specialist
⇨ Automotive service technician	⇨ Student success coach

2.03 Nature of Work

Work

So what is work? A simple definition of work is not as clear-cut as we would think.

The standard definition of **work** is when an individual is engaged by an organisation to provide their **skills**, **expertise** and **experience** to undertake relevant **tasks** and **duties** that the employer needs.

In return for their **labour**, employees receive **payments** of wages or salaries, or payment in kind; as well as a range of other **workplace conditions** such as allowances, annual leave, superannuation, etc..

Work also extends to **self-employed** people who own or operate their own business; because they are of course working! They hope to obtain a profit from their enterprise.

Work can also include people who work without pay in **family businesses**.

It is important to emphasise that work isn't really about people being paid for their time. People are paid for doing something with their time for someone else (their employer). They are paid for their labour which involves skills, expertise, etc.

Work also includes people who give their labour, skills and expertise to **community**, **volunteer** and **charity** organisations - even if they aren't paid for their efforts.

Work can also include students and trainees who undertake work experience or **structured work placement** as part of their vocational education programs, or for their TAFE and university qualifications.

We are also experiencing a growing cohort of **interns** - both paid and unpaid - who are working for varied organisations to try and kickstart their careers.

Generally, unpaid domestic and family duties are not considered work; however, these people do develop valuable **employability skills** that can be transferred to work-related situations - if given the opportunity.

It is important to emphasise that work is not necessarily employment. The official term '**employment**' has a specific definition that you will investigate later.

But which examples of work from this page do you think would be included or excluded from the official definition of employment?

So, what type of work do you want to do?

And perhaps more importantly - why?

Some work is practical and requires technical skills.

Most working is about helping out others in some way, which also requires having good people skills.

Image: Umkehrer Richard/Photos.com

Image: tyler olson/Photos.com

Supermarkets and shops are some of the types of workplaces where young people commonly work. Do you?

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1. Use your own words to explain the meaning of **work**.

   _____

   _____

   _____

   _____

2. Look at the 3 **images** on p.24. Name each **worker** and complete the following.
   a. Identify the work, or the **job**, or the occupation, they are doing.
   b. Briefly outline **2 work tasks** they would usually do, in a day of work.
   c. Describe the **characteristics** of the **workplace** that they work in.

Person 1:	Person 2:	Person 3:
Job:	Job:	Job:
Work Tasks:	Work Tasks:	Work Tasks:
i.	i.	i.
ii.	ii.	ii.
Workplace characteristics:	Workplace characteristics:	Workplace characteristics:

3. Think about 3 **people you know** who work. For each one, complete these tasks.
   a. Identify the work, or the **job**, or the occupation, they do.
   b. Briefly outline 2 **work tasks** they would usually do, in a day of work.
   c. Describe the **characteristics** of the **workplace** that they work in.

Person 1:	Person 2:	Person 3:
Job:	Job:	Job:
Work Tasks:	Work Tasks:	Work Tasks:
i.	i.	i.
ii.	ii.	ii.
Workplace characteristics:	Workplace characteristics:	Workplace characteristics:

2.05 Industries and Occupations

What is an industry?

When you look around the commercial world, all those different workplaces belong to particular industries.

We can say that an **industry** is a group of work settings, businesses or organisations that are involved in the production of the same or similar goods or services.

This means that different organisations within the same industry are likely to share similar characteristics.

For example:

⇨ businesses such as shops belong to the Retail Trade industry

⇨ factories that make goods usually belong to the Manufacturing industry

⇨ government departments and other agencies such as Western Australia Police Force belong to the Public Administration and Safety industry

⇨ social and community service organisations include schools (Education and Training industry), hospitals (Health Care and Social Assistance industry) and others.

What other industries are you aware of?

Industry names

In Australia, industries are grouped primarily according to **19 divisional classifications** as part of **ANZSIC 2006**. ANZSIC then has further classifications for industry sectors and industry sub-sectors.

However, these official names are not always used in workplaces, or by employees, or even by their bosses or business owners themselves!

And these official industry names don't always clearly communicate the types of specific sub-sectors (and associated organisations) within that industry.

Sure mining, retail trade and wholesale trade are pretty clear. But what about Professional, Scientific and Technical Services, Arts and Recreation Services, or even Other Services?

It is important to know these correct names, because **vocational training** is created and organised according to these **divisional classifications**. And this is where you find out about **industry-specific skills**. Also, all official **statistics** are compiled and communicated using these classifications.

But your boss might use a different **informal name** for their industry, such as hospitality; or focus on a specific industry sub-sector, such as the retail sporting goods industry.

So, your teacher will help you to work out what are the best and most suitable names for you to use for your industries of interest.

**"So which industry do I belong to?
Is it the Accommodation and Food Services industry, the
restaurant industry or the hospitality industry?
I just tell my friends that I work for a burger joint!"**

The **first column** lists the official 19 **ANZSIC** industry divisions. The **middle column** lists some of the main **industry sectors and sub-sectors**, as well as some commonly used **informal** industry names. These might be the names you use for your industries. **Highlight** any you are **interested** in. Give an **example** for each industry.

ANZSIC Industry	Common other names (sub-sectors)	Example(s)
Accommodation & Food Services	Hotel, tourism, hospitality, restaurant, pub, cafe, takeaway food.	
Administrative & Support Services	Travel agency, cleaning, pest control, gardening, employment services.	
Agriculture, Forestry & Fishing	Farming (& types e.g. dairy, beef, crop), logging, fishing, nursery.	
Arts & Recreation Services	Sporting (& types), music, creative arts, performing arts, music, dance, racing.	
Construction	By types e.g. building, residential, non-residential, civil, installation.	
Education & Training	By types e.g. early childhood, primary, secondary, TAFE, university.	
Electricity, Gas, Water & Waste Services	By types e.g. electricity, gas, water, solar, wind, waste collection, recycling.	
Financial & Insurance Services	Banking, insurance, superannuation, financial advice.	
Health Care & Social Assistance	Hospital, medical services, aged-care, childcare, disability, pathology.	
Information Media & Telecommunications	Media, publishing, newspaper, broadcasting, telecommunications, ISP.	
Manufacturing	By types e.g. food, beverage, industrial, clothing, paper, chemicals.	
Mining	By types e.g. coal, iron-ore, gold, metals, exploration.	
Other Services	Auto repair, personal care, hairdressing, beauty, funeral, charities.	
Professional, Scientific & Technical Services	Architectural, engineering, legal, ICT, accounting, veterinary, advertising.	
Public Administration & Safety	Emergency services, police, ambulance, fire, public sector, justice, defence.	
Rental, Hiring & Real Estate Services	Real estate, car hire, industrial hire, property rental.	
Retail Trade	By types e.g. supermarket, clothing, hardware, pharmacy, speciality, liquor.	
Transport, Postal & Warehousing	Transport, trucking, freight, rail, public transport, airline, courier, postal.	
Wholesale Trade	By types e.g. grocery, furniture, vehicle, agricultural, industrial, pharmaceutical.	

2.07 Industries and Occupations

Occupations

So what do you want to 'be'?

Butcher, baker, barista or boilermaker?

Nurse or nurseryperson - arborist or zookeeper?

How about a hairdresser or handyperson, tattooist or train driver, dental nurse or disability support worker?

What about a sparky, a chippy, a brickie, a garbo, a muso or a postie?

Did you know that in Australia there are almost 1,000 specific occupational classifications according to **ANZSCO**, the *Australian and New Zealand Standard Classification of Occupations*?

Now that's a lot of potential career pathways options there. And the world of work is evolving, with new types of occupations emerging all the time.

About 25% of all jobs in Australia are in the top 15 occupational classifications. And the top 50 jobs in Australia account for about 50% of all employment opportunities.

So what are you interested in?

Uncommon Knowledge

Top occupations

In Australia, as at May 2024, the largest occupations were:

1. Sales Assistants - General ...550,200
2. Registered Nurses 342,800
3. Aged and Disabled Carers ...332,500
4. General Clerks.....................297,000
5. Retail Managers 242,000
6. Accountants 201,100
7. Receptionists..................... 189,200
8. Electricians 185,500
9. Truck Drivers 180,800
10. Software & App Program's..176,500
11. Adv, PR & Sales Managers...171,900
12. Child-carers 171,100
13. Storepersons 169,200
14. Primary School Teachers.....161,700
15. Kitchenhands 148,900
16. Commercial Cleaners 148,200
17. Carpenters and Joiners 143,600
18. Secondary School Teachers.139,500
19. Office Managers..................132,800
20. Checkout operators/Cashiers 131,900

Source: ABS, Detailed Labour Force Survey (Table EQ08), May 2024, data trended by Jobs and Skills Australia, Labour Market Insights, Occupations pages. From: Jobs and Skills Atlas

21 Broad Occupational Categories

Accounting, Banking and Financial Services	**Administration and Human Resources**	**Advertising, Public Relations, Media & Arts**
Agriculture, Animal and Horticulture	**Automotive, Transport and Logistics**	**Construction, Architecture and Design**
Education and Training	**Electrical and Electronics**	**Engineers and Engineering Trades**
Executive and General Management	**Government, Defence and Protective Services**	**Health and Community Services**
Hospitality, Food Services and Tourism	**Information & Communication Technology**	**Legal and Insurance**
Manufacturing	**Mining and Energy**	**Personal Services**
Sales, Retail, Wholesale and Real Estate	**Science**	**Sports and Recreation**

Occupations in Australia are grouped into **21** broad **categories** (see p.28).

1. Choose **3 occupational categories** that you are most **interested** in and list some **occupations** that you think might be **available** in this category.

i.	ii.	iii.

2. How well do you know your classmates? **Predict** the **occupational categories** that each of your **classmates** might be **interested** in. List some **jobs** that might **suit their career** pathways aspirations.

Accounting, Banking and Financial Services	Administration and Human Resources	Advertising, Public Relations, Media & Arts
Agriculture, Animal and Horticulture	Automotive, Transport and Logistics	Construction, Architecture and Design
Education and Training	Electrical and Electronics	Engineers and Engineering Trades
Executive and General Management	Government, Defence and Protective Services	Health and Community Services
Hospitality, Food Services and Tourism	Information & Communication Technology	Legal and Insurance
Manufacturing	Mining and Energy	Personal Services
Sales, Retail, Wholesale and Real Estate	Science	Sports and Recreation

3. Discuss the **predictions** as a class. Are there any **patterns**? Why so/why not?

4. If **someone** is **surprised** by the predictions, **discuss** with them why you think **they** might be **suited** to this category.

5. What about **you**, were your **classmates accurate**? Why/why not?

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2.09 Industries and Occupations

Industry of occupation

It is important to realise that specific occupations don't just occur in one industry only.

Of course, some occupations are more likely to occur in only one industry classification due to the nature of the work. For example, Police officers work in the Public Administration and Safety industry. Postal workers work in the Transport, Postal and Warehousing industry. Hairdressers and barbers work in the Other Services industry.

However, some occupations may be required in a range of industries (and sub-sectors). For example, most electricians naturally work in the Construction industry (64%)[1]. But some electricians might instead be employed by enterprises in the Manufacturing industry (8%)[1].

A storeperson might be employed in the Wholesale trade industry (20%)[1] or in the Retail Trade industry (26%)[1]. And we might see chefs employed mainly in accommodation and food services (85%)[1], but also in health care and social assistance (5%)[1], and a small but growing proportion in manufacturing (2%)[1]. Why would that be?

Source: www.joboutlook.gov.au, based on ABS Census 2016

So when you are investigating the most likely industries that you might work in, it is important to think of the nature of the **work tasks** and **work roles** being performed.

You also need to consider the **characteristics** of workplace, as well as the **work environment** that a worker operates within.

And you need to factor in the **nature** and **goals** of the **enterprise** that employs the worker.

Image: Wolfpoint depositphotos.com

2E   Main employing industry

Part A: Use **https://www.jobsandskills.gov.au** to find out the top **3 employing industries** for these occupations. Choose 3 more of your own.

Make sure you include the **industry**, the **%**, as well as the **date** and **source** of the statistic. Discuss the findings as a class.

Chef/cook	Commercial cleaner	Registered nurse
Sales assistant	**Truck driver**	**Dancer**

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Part B: Use **https://www.jobsandskills.gov.au** to complete the table.

🔍

1. Select <u>Industries</u> from the main menu and choose an industry to investigate. Write the **description**.

2. Click through to an industry. List some of the **occupations** you are most interested in.

3. Choose 4 occupations that you might be interested in pursuing.
Use the links to research other information about the occupation.

Occupation:	Specialisations:	Occupation:	Specialisations:
Prospects:	Pathways:	Prospects:	Pathways:
Other?		Other?	
Occupation:	Specialisations:	Occupation:	Specialisations:
Prospects:	Pathways:	Prospects:	Pathways:
Other?		Other?	

4. Based on your choices, how would you describe the future prospects for employment in this industry?

5. What might you need to consider when planning your career pathway in this industry? (e.g. Skills shortages).

2.11 Employment

Employment

Did you know that everybody who is employed is working, but not everyone working is employed? This is because the definition of employment is set down by the **Australian Bureau of Statistics**.

The ABS is a **government agency** that surveys and collects statistical information related to the economy, industry, production, employment, trade, society and many other areas, including the Census. The ABS operates independently of the government and does its work gathering and analysing statistics regardless of which political party is in power.

The ABS definition of employment also conforms to international standards. This enables comparison of socio-demographic characteristics and socio-economic performance across similar countries, such as the UK, the USA, New Zealand, Japan, Germany and so on.

Definition

In order to be considered employed in Australia, people need to have provided at least **one hour** of **work** in a given **week**, in exchange for some type of **payment** - be that wages, salaries, commission, profit or payment-in-kind. The definition also includes unpaid family workers working in a family business.

So when the official total number of employed people is released each month it will include:

- ✓ full-time employees
- ✓ part-time employees
- ✓ casual employees
- ✓ contractors and sub-contractors
- ✓ self-employed people and owner-operators
- ✓ unpaid family workers in a family business.

Those who are <u>not counted</u> as being employed include:

- ✗ people who are unemployed
- ✗ unpaid volunteers
- ✗ unpaid interns
- ✗ people who are not in the labour force, including retirees and students not working
- ✗ people who are unable to work due to disability or illness
- ✗ people who choose not to participate in the workforce, such as full-time carers, stay-at-home parents, etc..

So where do you fit in?

Uncommon Knowledge

Employment

Employment numbers are based on the resident civilian population aged 15 years and over.

People are considered to be officially employed if they provide at least one hour of their labour in return for:

- ⇨ a wage or salary, or
- ⇨ a commission or other form of payment, or
- ⇨ payment-in-kind such as board, free rent, or goods and services in return for their labour.

People are also employed if they are self-employed and own and/or operate a business (owner-operator).

Paid workers who work for charities are also employed.

But unpaid volunteers are not officially counted as employed even though they are 'working'.

Both paid and unpaid family members working in a family business are classified as employed.

In Australia, as at October 2024, 14.54 million people were employed (full-time represented 69.1%).

(Source: ABS 6202.0)

Employment Status

Full-time		Part-time
Casual		Contractors
Apprentice		Sub-contractors
Trainee		Owner/operator
Volunteer		Self-employed

Many younger workers are employed as casuals.

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Full-time
⇨ A work arrangement whereby a worker is employed on a regular basis for a standard working week.
⇨ This is set at 38 hours per week in Australia; but some industries and occupations may set this as 35 hours/ week.
⇨ In Australia about 70% of all employees are full-time.

Casual
⇨ A flexible work arrangement whereby a worker is employed on an 'at-call' basis, without regular set hours.
⇨ Workers normally receive a higher rate of pay (% loading) but give up leave and other benefits and conditions.
⇨ About 20-25% of all workers in Australia are casual.

Apprentice (ship)
⇨ An apprentice is employed on a special contract of training as part of the Australian Apprenticeship scheme.
⇨ Apprenticeships usually apply to skilled 'trades-related' occupations such as carpenter, plumber, mechanic, chef, hairdresser, as well as many more.
⇨ Apprentices complete on-the-job training, as well as external training at a TAFE or RTO (trade school).
⇨ Apprenticeships usually involve 3.5 to 4 years of structured training.

Part-time
⇨ A work arrangement whereby a worker is employed for fewer hours than the accepted full-time amount.
⇨ Part-time is regular work but workers work less hours than full-time. e.g. 2 days, (or 2.4 or 4 half days).
⇨ Part-time workers are paid and accrue other benefits on a pro-rata basis.

(Sub) Contractor
⇨ A contractor or sub-contractor is engaged for a set period of time, or for a particular task or project (e.g. onsite tradies or ICT consultants).
⇨ Contractors are not employees and usually have to cover their own costs such as insurance, vehicle, tools, etc..
⇨ Many delivery drivers are sub-contractors and are paid per 'job'.

Trainee (ship)
⇨ Traineeships usually apply to trades-support occupations; or to customer service roles, or to business, ICT and admin assistants, or in care occupations.
⇨ A trainee is also employed under a special contract of training as part of the Australian Apprenticeship scheme.
⇨ Trainees are paid a training wage and complete the equivalent of one day of 'external' training a week.
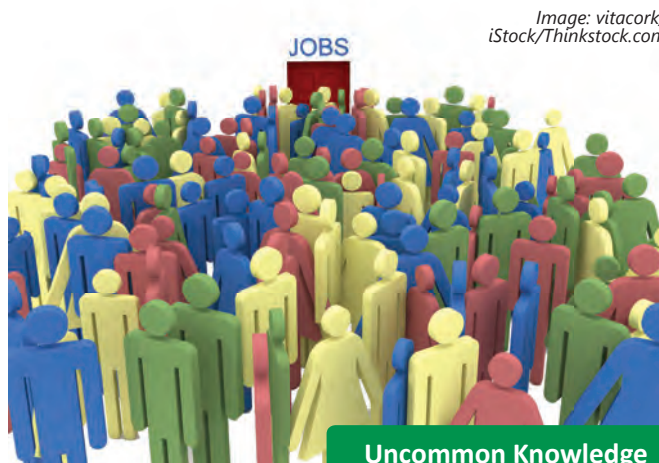⇨ Traineeships usually involve 12-24 months of structured training.

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2.13 Employment

Unemployment

It is important that when you start to investigate and research labour market information and trends, that you also aware of the correct ABS definition of **unemployment**.

Just because a person is not working, it does not mean that they necessarily are counted as being unemployed.

🗣 So how do you think that works?

JOBS

Uncommon Knowledge

Unemployment

People are only counted as being officially unemployed if they are **actively seeking work**.

According to the ABS, the official definition of unemployment requires:

⇨ someone to be aged **15+**, and who was **not employed** during the reference week to:

✓ have **actively looked for work** during the previous four weeks,

✓ and be **available to start work** in the reference week if a job is available.

It is important to understand that many people who are 'not employed' are not necessarily unemployed.

These might include retirees, aged people, invalids, workers, non-working spouses, high school and post-secondary students, stay at home parents, unpaid volunteers, and other people not part of the labour force for one reason or another, and who **choose not to work**, and are **not actively seeking work**.

Also, you should note that qualification for payments and assistance from Centrelink is unrelated to the statistical measurement of employment and unemployment figures.

In Australia, as at October 2024, 623,5?? people were officially unemployed, i.e. actively seeking work. The unemployment rate was 4.1%. *(Source: ABS 6202.0)*

2F Employment

🗣 1. Match the most appropriate terms from pp.32-34 to their meaning.

a. The minimum number of hours worked per week to be officially counted as employed. _____

b. The agency that collects and reports on key statistics. _____

c. People who work for 'free' to help out a community. _____

d. Wages, salaries, commission, profit, etc.. _____

e. Employees engaged for a full working week, i.e. 38 hours. _____

f. People who own and work in their own business. _____

☐ **ABS**	☐ **one hour**	☐ **self-employed**
☐ **full-time**	☐ **payment**	☐ **volunteers**

2. List **people** you know who **match** the different **categories** of being counted as **employed** from the 'Employment Status' diagram on p.33.

Person	Employed Category	Person	Employed Category

3. Use examples to explain **your preference** for the different types of **employment status now**, and for after you have **completed** your secondary **education**.

Employ-ment status	Suitability for me now...	Suitability for me in my future...
Full-time		
Part-time		
Casual		
(Sub) Contractor		
Apprentice (ship)		
Trainee (ship)		

Applied research

Navigate around the Jobs and Skills Atlas at: **https://www.jobsandskills.gov.au**

What demographic and labour market information is featured. When is this from?

Find out key labour market information about your local area.

Try the comparison tool. How does your area compare to another area such as greater Perth, or WA, or Australia; or even a similar area to yours but in a different state, e.g. Victoria/Melbourne?

2.15 Employment

Australian Apprenticeships

An Australian Apprenticeship is an excellent type of **entry-level training** for many occupations.

Australian Apprenticeships involve a combination of on-the-job and off-the-job **competency-based training** (CBT).

The apprentice or trainee is exposed to both the practical and theoretical aspects of their occupation as part of their apprenticeship.

Australian Apprenticeships are an ideal way to combine work and study, and complement TAFE studies as a pathways option. More and more students are undertaking VET programs and part-time, school-based apprenticeships and traineeships (**ASbAs**), while still at school, to get a head-start on their careers.

Perhaps you or someone in your class or school is interested in, or already doing, a school-based apprenticeship or traineeship?

Trades and services

The more traditional, practical or **trade** areas of Australian Apprenticeships normally take about 3.5 to 4 years to fully complete. These include occupations as diverse as light vehicle mechanic, chef, hairdresser, carpenter, baker, metal engineering tradesperson and hundreds more. It is interesting to note that many of these occupations face significant skills shortages.

The more service-oriented Australian Apprenticeships take about 12-18 months to complete. These **traineeships** include ICT technician, customer service officer, office assistant, dental nurse, trades assistant, retail worker, child-care worker as well as hundreds more. Many of these occupations are the first step to further career development as a **para-professional**.

"At times it seems like a tough start in the beginning. But we can tell you, it's worth it in the end!"

Australian Apprenticeships

Australian Apprenticeships are available in more than 500 occupations. The most common industry areas include:

⇨ Agriculture, Horticulture and Related Industries
⇨ Automotive
⇨ Building and Construction
⇨ Business Services
⇨ Clothing and Textiles
⇨ Finance Services
⇨ Food
⇨ Hairdressing
⇨ Community Services and Health
⇨ Information Technology
⇨ Light Manufacturing
⇨ Local Government
⇨ Metals and Engineering
⇨ Printing
⇨ Process Manufacturing
⇨ Property Services
⇨ Public Services
⇨ Retail
⇨ Seafood
⇨ Sport and Recreation
⇨ Telecommunications
⇨ Tourism
⇨ Transport and Distribution
⇨ Utilities and Energy

Image: photography33/ depositphotos.com

Australian Apprenticeships: Advantages and Disadvantages

There are a number of advantages for a young career builder in undertaking an Australian Apprenticeship.

☺ **Practical experience**: Gain hands-on experience while learning on the job.

☺ **Earning while learning**: Get paid while you train and study.

☺ **Career head start**: Begin your career early, often with job security upon completion.

☺ **Pathway to further education**: Can lead to further qualifications and career advancement.

☺ **Industry demand**: Many apprenticeships are in high-demand fields with good job prospects.

☺ **Nationally recognised qualifications**: Completing an Australian Apprenticeship provides a qualification recognised across Australia, enhancing mobility and employability within the job market.

☺ **Mentorship**: Receive guidance from experienced professionals in your chosen field, which can greatly enhance your learning and professional development.

However, this vocational pathway does also present some potential disadvantages.

☹ **Time commitment**: Requires a long-term commitment, often 3.5 to 4 years for traditional trades.

☹ **Work-life balance**: Balancing work, off-the-job training, and personal life can be challenging.

☹ **Lower initial earnings**: Apprentices typically earn less during training compared to qualified workers.

☹ **Physical demands**: Many apprenticeships, especially in trades, can be physically demanding, which may not suit everyone.

Australian Apprenticeships   2G

1. Find **jobs** you can enter via an **Australian Apprenticeship** for 3 industry areas.
   www.australianapprenticeships.gov.au

Industry 1	Industry 2	Industry 3

2. Choose **1** of these **occupations**. Describe an **example** of how **each** of the **CAE employability skills** would **apply** for **apprentices/trainees** doing this job.

Discussion

In small groups or pairs, discuss the advantages and disadvantages of Australian Apprenticeships as a career pathway. Does this pathway option suit you and/or your peers? Why or why not? Report back to the class.

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2.17 Flexible Work Arrangements

Types of work arrangements

Workplace flexibility is a key force for change impacting on the nature of work, resulting in flexible work arrangements across many industries.
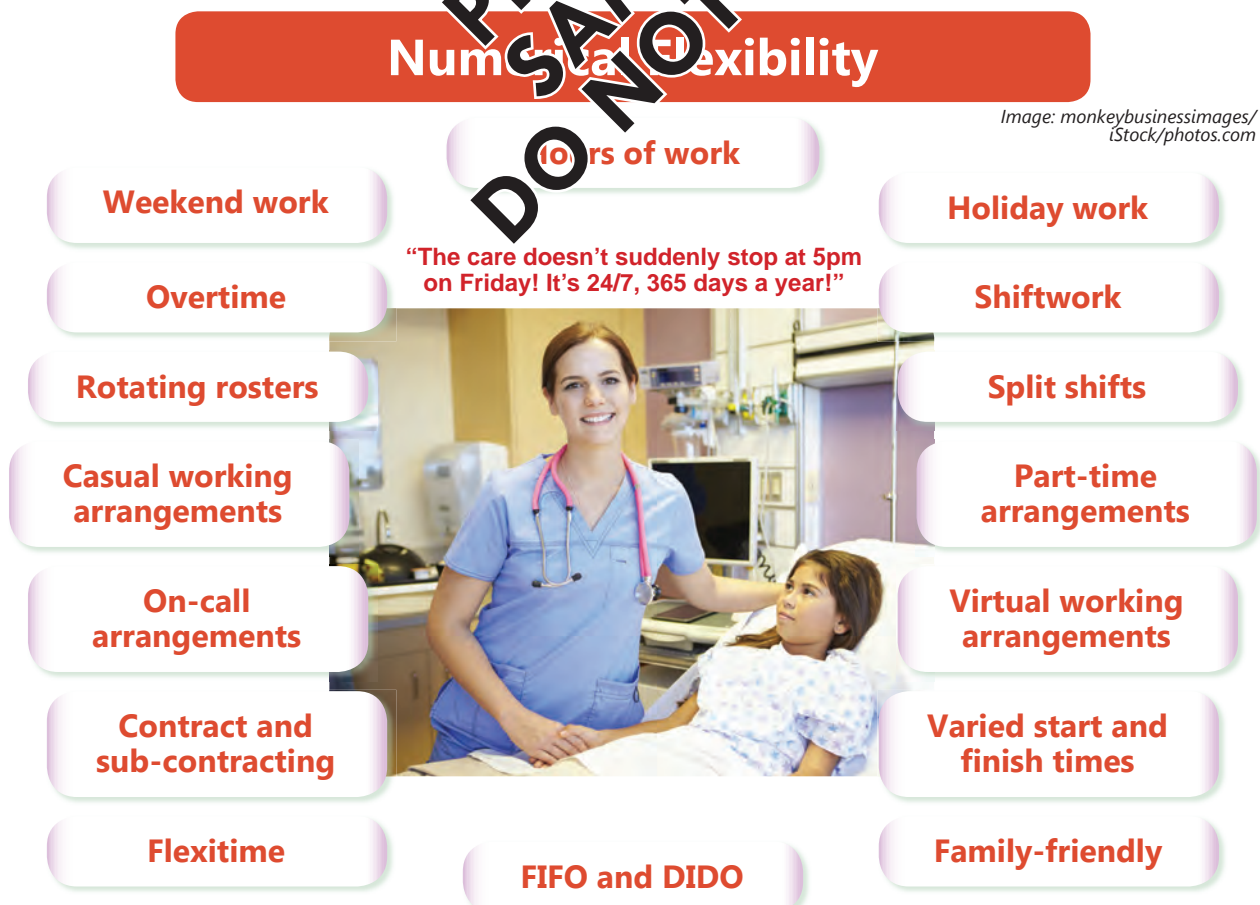
At the most basic level, we can categorise workplace flexibility as being either **numerical flexibility** which refers to **when** an employee performs their tasks; and **functional flexibility** which refers to **what** an employee actually does when performing those tasks.

Numerical flexibility is concerned with flexible workplace arrangements used to engage employees. More and more workers might be employed under part-time, casual, contracting, sub-contracting, outsourcing, rotating roster, tele-commuting, job-sharing, flexi-time, FIFO and DIDO, and other flexible work arrangements.

For example, in the Accommodation and Food Services industry, employees are expected to work varied hours on different days. So, working this rotating roster is an example of numerical flexibility. In addition, an employee who is trained for a variety of responsibilities such as front-of-house, operations, catering and other hospitality functions is a more functionally flexible employee.

As you develop your career you will be increasingly expected to become both numerically flexible (when you are available to work) and functionally flexible (what you can do at work).

Many workers are now expected to have greater **technological skills** and **competencies**, better **communication** skills, the ability to **learn faster** and to have almost around-the-clock **availability**.

Numerical Flexibility

Image: monkeybusinessimages/ iStock/photos.com

Hours of work

Weekend work		Holiday work
Overtime		Shiftwork
Rotating rosters		Split shifts
Casual working arrangements		Part-time arrangements
On-call arrangements		Virtual working arrangements
Contract and sub-contracting		Varied start and finish times
Flexitime	FIFO and DIDO	Family-friendly

"The care doesn't suddenly stop at 5pm on Friday! It's 24/7, 365 days a year!"

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Flexible work arrangements

As the contemporary world of work continues to evolve, it is important that you are aware of the nature of three different types of flexible working arrangements.

1. Shiftwork

Shiftwork refers to a work schedule whereby a worker's regular rostered hours fall outside the traditional workday (i.e. Mon-Fri from 8am-6pm ish). It involves employees working at different times of the day or night, often in rotating shifts, to ensure that operations continue around the clock or at varying hours. Hence **numerical flexibility**.

Some common occupational examples of shiftwork are explained below. But you could easily think of others - perhaps people you know - or even yourself!

"The only way you can get fresh bread daily is for me to start very, very early!"

Image: ArturVerkhovetskiy/ depositphotos.com

Occupations commonly working shiftwork

⇨ **Health-care workers**: Nurses and doctors often work in hospitals that operate 24/7 all year around. They may be assigned to morning, evening or night shifts to ensure continuous patient care.

⇨ **Hospitality workers**: Waiters, chefs and kitchen staff, and hotel receptionists might work evening or night shifts to serve guests who arrive late or depart after traditional meal hours. Restaurant workers might also work a broken shift 10am to 3pm and then 5pm to late, so as to cater for peak traffic times.

⇨ **Manufacturing workers**: In a manufacturing plant that operates continuously, workers might be scheduled in three 8-hour shifts: morning (6am to 2pm), afternoon (2pm to 10pm), and night (10pm to 6am) to keep production running without interruption.

⇨ **Law enforcement officers**: Police officers may work rotating shifts to ensure public safety at all times. For example, they might work a day shift (7am to 3pm) for one week and then switch to a weekend night shift (11pm to 7am) the next week.

⇨ **Retail workers**: Employees in a supermarket might work different shifts to cover the hours of operation over the week. A night shelf filler might work the overnight shift (10pm to 6am) to restock shelves when the store is less busy.

⇨ **Transport workers**: Long-haul truck drivers often work overnight shifts to avoid traffic and meet tight delivery schedules. Similarly, airline pilots might fly during late-night or early-morning hours to ensure flights operate on time. Train drivers have to ensure trains operate to extended timetable hours across the week.

⇨ **Emergency service workers**: Firefighters and paramedics often work rotating shifts of 10-14 hours, followed by days off, to ensure that emergency services are available at any time - day or night. Of course, if they are actively engaged on a job they have to keep working beyond their rostered times.

Image: Keith Brofsk/Thinkstock

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2.19 Flexible Work Arrangements

2. Contracting

A **contractor** or **sub-contractor** is engaged for a set period of time, or for a particular task or project (e.g. onsite tradies or ICT consultants).

Contractors offer their 'employers' **flexibility** in managing their workforce. Companies can hire contractors for specific **projects** or **peak periods** without the long-term commitment that comes with employing staff. This is particularly useful in industries with **fluctuating demand**, such as construction, ICT, or delivery services.

Contractors are not employees, and usually have to cover their own **costs** such as insurance, vehicle, tools, etc..

In Australia, there are about 1 million workers engaged as sub-contractors, contractors and in consultant and support positions on contracts. Consider tradies working as '**subbies**' on housing estates, security, cleaning and maintenance contractors, many couriers, **short-term** workers, **fixed-term contractors** working on specific **projects**, **freelance creatives**, as well as many **performers** and **arts** practitioners.

The proportion of independent contractors in the workforce is growing. Think of all of those work roles that need to be filled when people use **app-based** digital services to place an order. Many **drivers**, **couriers** and **delivery people** are sub-contractors, and are paid per 'job'. Those businesses engage their workers as independent contractors, and not employees; and have resisted challenges, including legal challenges, to engage their workers as 'employees'. Why might that be?

Image: Syaa_Productions/ depositphotos.com

Contracting and Sub-Contracting

- Cost efficiency
- Labour flexibility
- Pay for output
- Digital innovation
- Outsourcing
- Gig economy
- Globalisation
- Events
- Seasonal work
- Short-term labour needs
- Project-based work
- Reduced legal obligations
- Expertise on demand
- Market uncertainty

"We're all subbies, and that accounts for most of our work and income. The flannie shirts are an extra bonus."

Image: AndreyPopov/ depositphotos.com

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3. FIFO & DIDO

Industry and workplace evolution has meant that workers can no longer expect to find work opportunities in their immediate local geographical location.

The importance of **FIDO** and **DIDO work arrangements**, the ongoing move towards '**working from home**', and a more **mobile workforce** generally, means that workers must be proactive and ready to take a more flexible approach to sourcing work opportunities.

FIFO (Fly-In Fly-Out)

FIFO is a work arrangement where employees are flown to a remote work site, such as a mine, or an oil or gas site, for a specific period (typically a few weeks) and then flown back home for a period of rest.

FIFO is crucial in Australia's mining and resource industries. FIFO enables firms to access qualified and skilled operational and support workers for worksites in remote and isolated areas without the need for permanent residential infrastructure.

FIFO helps maintain workforce **flexibility** and ensures operations in areas where a local workforce might be insufficient.

As you know, FIFO is highly prevalent in Western Australia due to the state's vast, remote mining and resource sites. It's a key form of employment in the resource sector, impacting the social and economic landscape significantly. It's estimated that there are at least 60,000 regular FIFO and DIDO workers in the state.

DIDO (Drive-In Drive-Out)

DIDO is similar to FIFO but involves workers driving to a remote worksite rather than flying. Workers typically 'reside' within a driving distance of the site and commute there for their work shifts.

DIDO provides an alternative to FIFO, particularly for sites that are not as remote, or where local accommodations are available. It allows workers to maintain closer ties to their homes and communities. It is often used for less-isolated sites or where infrastructure supports commuting by road.

Of course, working remotely in mining, resources and construction has created a flexible pool of FIFO and DIDO workers (but not without societal costs). But many other industries expect workers to embrace a mobile work environment that extends beyond geographical boundaries. Mobile jobs include transport, trades, sales, engineering and many other fields.

Image: Kzenon/depositphotos.com

And of course Western Australia is such a huge state that geography can present some issues when starting your career. There's not much point applying for a job opportunity in Broome if you live in Albany. Unless you are prepared to move, or if it's a FIFO, that is!

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2.21 Flexible Work Arrangements

Shiftwork: Advantages and Disadvantages

Advantages

☺ **Flexibility:** Shiftwork allows employees to have flexible working hours, making it easier to balance personal commitments or pursue further education.

☺ **Higher pay:** Shift workers usually receive additional compensation like penalty rates or overtime pay, which can lead to higher overall earnings.

☺ **Increased job opportunities:** Industries that operate 24/7, such as health-care, manufacturing and transport, often require shift workers, offering job opportunities.

Disadvantages

☹ **Disrupted sleep patterns:** Working irregular hours can disrupt circadian rhythms, leading to sleep disorders and long-term health issues.

☹ **Social isolation:** Shiftwork can interfere with social life and family time (work/life imbalance) as workers might be on different schedules than their loved ones.

☹ **Increased fatigue and stress:** The irregular hours can lead to chronic fatigue, higher stress levels and burnout, which can affect job performance and overall wellbeing.

Contracting: Advantages and Disadvantages

Advantages

☺ **Flexibility:** Can choose when, where and how much they work to balance other personal or professional commitments.

☺ **Autonomy:** By being self-employed, they can source work, jobs, 'gigs' and projects quickly to help earn extra income.

☺ **Diverse opportunities:** Offers a wide range of job opportunities across various industries, allowing workers to diversify their skills and income streams.

Disadvantages

☹ **Income instability:** Earnings can be unpredictable, which can lead to financial insecurity, especially during slow periods.

☹ **Lack of benefits:** Typically do not receive traditional employment benefits such as paid leave, which can lead to work/life imbalance.

☹ **Work-life balance challenges:** Need to cover their own vehicle costs, insurances, 'tools' and other expenses.

FIFO/DIDO: Advantages and Disadvantages

Advantages

☺ **High income potential:** FIFO/DIDO roles often come with competitive pay and benefits, including living allowances, which can significantly boost income.

☺ **Clear work-life separation:** The scheduled nature of FIFO/DIDO allows workers to have dedicated time off, leading to a clear separation between work and personal life.

☺ **Access to specialised roles:** Workers can access occupations not available in urban or local settings. This can lead to unique career opportunities; and the chance to work on significant projects, such as in the mining, oil and gas industries, that require expertise in remote areas.

Disadvantages

☹ **Extended time away from home:** Workers spend long periods away from their families, which can strain relationships and lead to feelings of loneliness or isolation.

☹ **High stress and fatigue:** The demanding nature of the work, combined with long shifts and the stress of being away from home, can lead to physical and mental exhaustion.

☹ **Limited social interaction:** Being in remote locations can limit social interaction outside of work, contributing to feelings of isolation.

1. Name some **occupations** that operate using these **3 types** of **flexible work arrangements**. (Note: Some might utilise more than 1 type of flexible work arrangement).

2. How **likely** are you to **work** in an **occupation** using **these** types of **flexible work arrangements**? Explain.

3. Flexible work arrangements can create potential risks and hazards that may impact on **physical** and **mental safety** and **wellbeing**. Outline potential **risks** and **hazards** associated with each of these **types** of **flexible work arrangements**.

1. Shiftwork	2. FIFO/DIDO	3. Contracting
Occupations:	Occupations:	Occupations:
For me?	For me?	For me?
Risks and hazards:	Risks and hazards:	Risks and hazards:

Applied (Note: You might do this in pairs or trios, and then report back to the class.)

Interview 3 different workers who work, or who have worked, doing shiftwork, FIFO/DIDO, and contracting and sub-contracting. Ask them about the pros and cons of these work arrangements, and advice that would give to young career builders.

Shiftwork	FIFO/DIDO	Contracting (sub)

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2.23 Work Environments

Types of work environments

As the world of work changes so too do key features of **work environments**.

Traditionally a worker went to work, clocked on, took their place at a static work station and did their work until knock-off time. But things are markedly different now! Organisations are increasingly using flexible, open-plan work environments, supported by ICT and mobile and adaptable equipment.

There has been a huge rise in the use of **virtual workplaces** enabling global connections, and helping to promote family-friendly work arrangements, including working from home. In addition, the growth in **on-site service provision** has led to a growing army of mobile employees who bring their skills, expertise and equipment directly to their clients.

All workplaces present both **physical** and **mental** safety **risks** and **hazards**. However, some work environments, by their very nature, are inherently **dangerous**, such as mining, construction, industrial and manufacturing plants, transport and many others.

Work environments can generally be classified into four general categories.

1. Traditional physical work spaces.

2. Contemporary physical work spaces.

3. Mobile work environments.

4. Virtual workplaces.

Types of Work Environments

1. Traditional physical work spaces

These fixed workspaces are generally used by larger 'task-orientated' professional and administrative organisations, manufacturers, large retailers and static service providers such as hospitals and schools.

Image: Felipe Dupouy/Digital Vision/Thinkstock

2. Contemporary physical work spaces

These open plan, and hybrid models, are often preferred by more progressive, flexible and 'people-centred' firms in professional and administrative industries such as marketing and ICT, and people-focused service provision.

Image: monkeybusinessimages/iStock/Thinkstock

3. Mobile work environments

These feature in many industries and include on-site service provision (e.g. trades, construction and technical workers), mobile service, sales professionals and transport services; as well as contractors and providers of both domestic and industry support services.

4. Virtual workplaces

These are increasingly being used by many different industries to enable people to link and work across geographical boundaries using ICT. Online education, data and information roles, and professional services, often use tele-commuting (working from home).

Image: monkeybusinessimages/iStock/Thinkstock

Work environments   2I

1. Name some **organisations** that operate using each of these **types** of **work spaces**. (Note: Some might utilise more than 1 type of work environment/ worksite).

2. How **likely** are you to **work** in each of **these** types of **work spaces**? Explain.

3. All workplaces are inherently dangerous and have risks and hazards that can affect both **physical** and **mental safety** and **wellbeing**. Outline different **risks** and **hazards** associated with each of these **types** of **work spaces/environments**.

1. Traditional work spaces	2. Contemporary work spaces
Used by:	Used by:
For me?	For me?
Risks and hazards:	Risks and hazards:
3. Mobile work environments	**4. Virtual workplaces**
Used by:	Used by:
For me?	For me?
Risks and hazards:	Risks and hazards:

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2.25 Workplace Diversity

Cultural diversity

Australia is one of the most culturally diverse nations in the world. At the core of our nation is the oldest continuously living culture in the world, with Australian Aboriginal history dating from 65,000 years ago.

Australia is also home to peoples from almost 200 different countries who have added to the rich layer of culture and community.

We experience this diversity through many social and community bonds that bring people together to celebrate their culture and enjoy their democratic freedom and human rights.

This diversity is reflected, and sometimes even magnified, in vocational situations.

At work you might find that clients, customers, supervisors, colleagues, suppliers, contractors and other **workplace stakeholders** come from varied and diverse backgrounds.

It is vital that you have well-developed skills to recognise and deal with cultural diversity, i.e. cross-cultural skills.

In addition, Australian enterprises are key participants in the **global commercial world**. This exposes employees to a new and challenging array of cultural diversity.

Some key elements of **cultural diversity** are shown below.

Australian diversity (2021)

⇨ The median age was 38 years.

⇨ 29% of the population aged 55+.

⇨ 18% of the population aged 10-24.

⇨ 3.2% of the population is Aboriginal and Torres Strait Islander peoples; the median age is 23.

⇨ 30% of the Aboriginal and Torres Strait Islander population aged 10-24.

⇨ 167 Aboriginal and Torres Strait Islander languages used at home.

⇨ 29.3% of people born overseas, plus another 22.2% of people with at least 1 parent born overseas.

⇨ Top 5 origin countries for overseas-born population: England, India, China, NZ and the Philippines.

⇨ Mandarin most common language other than English, followed by Arabic, Vietnamese, Cantonese and Punjabi.

⇨ 72% of people lived in major cities; 28% lived in regional, rural and remote areas.

⇨ 10% of people provided unpaid assistance to others with a disability, long-term health condition, or due to old age.

Source: www.abs.gov.au, Census 2021

Cultural Diversity

- Sex
- Gender identity
- Ethnicity
- Race
- Age
- Religion
- Language
- Sexual
- Background
- Disability
- Family status
- Political beliefs

Image: adapted from MAJIVECKA/Depositphotos.com

1. What is **cultural diversity**?

    _____

    _____

    _____

    _____

    _____

2. Why is cultural diversity **important** in the **workplace**? Give examples.

    _____

    _____

    _____

    _____

    _____

3. Are **you culturally diverse**? How does that make you feel?

    _____

    _____

    _____

    _____

4. List some **issues**, **behaviours** or **attitudes** that still prevent **Australia** from truly **embracing cultural diversity**. Discuss these in pairs/groups.

5. Respond to this statement. "We are more alike than we are different. And you'll really experience this when working." Report back to groups and/or to the class.

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2.27 Motivation and Job Satisfaction

Job satisfaction

When building your future career pathway it is important that you are able to derive job satisfaction from what you are doing at work. Remember you are potentially going to be working for about 50 years. That's a long time to be unhappy in what you're doing! So that's why we keep encouraging you to develop a career doing things based on your likes, interests and values.

Many people mistakenly believe that income is the most important determinant in relation to job satisfaction. This may be true for someone who is just starting out working in a casual job, because now they have some income, whereas before they were broke! That's a pretty satisfying outcome.

> **Employee expectations**
>
> Each of these employee expectations influences potential job satisfaction. How important is each to you?
>
> ⇨ Fair and reasonable pay.
> ⇨ Good working conditions.
> ⇨ Safe working environment.
> ⇨ Positive social interaction.
> ⇨ Freedom from harassment.
> ⇨ Recognition and reward.
> ⇨ Opportunity for advancement.
> ⇨ Career development.
> ⇨ Security of employment.
> ⇨ Feeling of contribution.
> ⇨ Development of self-esteem.

Intrinsic motivators

Study after study indicate that over a person's **career life cycle**, they are more likely to seek intrinsic motivators related to the job itself. These **intrinsic** factors include **satisfiers** such as:

✓ **recognition** and **reward**

✓ opportunity for **advancement** and **career development**

✓ enjoying a feeling of **contributing** positively, and

✓ developing a feeling of **pride**, **self-respect** and **self-esteem**.

The longer you stay in a job then the more likely it is that these satisfiers will have greater influence on your **dissatisfaction** than factors such as pay and other work-related benefits. However, a good income can help reduce job dissatisfaction (which BTW is not the opposite to job satisfaction!).

Starting out

When you first start to work you are likely to be motivated by money. However, you are also likely to want to show that you are able to do the job and to take pride in your productive efforts. You'd also hope to get positive feedback from your boss and perhaps get the chance for a promotion.

Consider the career pathway of an apprentice tradie. Of course the pay is going to start off pretty lousy! So why do so many young people still do apprenticeships? Perhaps it's because they know that as they get closer to finishing their training their pay will improve.

Or perhaps they realise that when they make it as a registered tradesperson that the potential to build a career, in a field of work they enjoy doing (with comfortable income as well) is all in front of them!

Motivation and Job Satisfaction

What motivates people?

What drives people to do things? What causes people to act in certain ways? Why do some students work harder than others? Why do some employees work harder than others? These are tricky questions to answer.

People are motivated by different things at work. Some people are motivated by money, income and wealth. Some people are motivated by status, recognition or respect. Some people are motivated by achievement, creativity or personal growth. Some people are motivated by family, personal, spiritual and religious beliefs or social interaction. And some people aren't motivated at all!

Many people, and younger people in particular, often argue that money is the best motivator. You might say that "if you pay me, I'll work." Students have even said to me that if I paid them for producing their assignments they would do all the work and hand it in on time. Is this the answer, to cough up the money to generate a better outcome?

Same pay, different pay-off!

Just reflect on the world around you. Those of you who already have a job work alongside other employees who are often being paid the same rate of pay as you. However, you and they might demonstrate different productivity levels.

So why is it that two workers, with the same level of training and skills, and receiving the same pay, essentially work harder or work less hard than one another?

Why is it that some employees, who are being paid good dollars, go out of their way to avoid work and seem totally unmotivated?

And why do some workers just seem to love to work? Are they a special case? They work hard and generally create good outcomes for their employer. Why is that?

Often they are being paid no more than other workers, but yet they demonstrate high levels of productivity and quality. Are they trained better? Do they enjoy their job more? What is the reason? What motivates them?

Career life cycle

A factor to consider might be that many people change over time. What might have motivated a person in their past doesn't always last forever.

For example, as you age you might become more concerned with other matters, such as your personal lives, your social lives, your car!

You might find that you are happy to do a job, primarily just for the money... for a while. But could you see yourself doing this same job, every day, five days a week, 48 weeks a year, for the next 50 years?

Job satisfaction and motivation

Organisations need to identify and satisfy the key factors to motivate their workers. And you need to determine the factors likely to motivate you and help you experience job satisfaction over the course of your career.

Is money really the only answer, or is the answer something else to do with people's values, attitudes and behaviours?

Consider these questions. Why do some people happily give their time and skills to do community service and volunteer work; and for no pay? What factors are motivating them to keep going day after day?

Why are you happy to do one task while your friends are just as unhappy doing the same task - yet this level of happiness may change when the task is different?

"Hi, it's me again. I love my job; and they even pay me as well!"

What motivates you? What motivates others? How can you motivate yourself and others?

If you can answer most of these questions then you are well on the way to making more informed career pathway choices for you!

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2.29 Motivation and Job Satisfaction

Factors affecting job satisfaction

It's no secret that the world of work is changing. New and emerging patterns and modes of work can be good for society, but these can also impact on the job satisfaction of workers. Four key issues that impact on **job satisfaction** for all workers, including young workers, are investigated below. As you work through these, consider the relevance of each to your own career.

1. **Job security**

2. **Pay and benefits (remuneration)**

3. **Opportunity to use skills**

4. **A safe work environment.**

"What would keep you satisfied and motivated at work?"

Image: Taavi Toomasson/ Hemera/Thinkstock

1. Job security

There no longer is any job for life. Economic conditions, industry restructuring and changing patterns of work can impact on job security. Factors to consider are:

⇨ increased casualisation
⇨ part-time instead of full-time work
⇨ short-term contracts and outsourcing
⇨ industry decline and closures of firms
⇨ higher youth unemployment
⇨ global changes in employment

You can have the 'best' job in the world, but if you don't know you'll still be employed next year, next month or even next week, then your job satisfaction is likely to be severely at risk.

2. Pay and benefits

Pay and benefits (remuneration) are a key reason why people work, but not the only motivating factor. Pay and other work-related benefits that might impact are:

⇨ income level, wages and salaries
⇨ bonuses and incentives
⇨ annual, family and long-service leave
⇨ superannuation contributions
⇨ non-income benefits such as workplace perks, discounts, etc..

A fair day's pay for a fair day's work! But younger people are generally paid less (for the same work). Casual work has a higher hourly rate, but is there long-term security in being a casual worker?

3. Opportunity to use skills & abilities

We work for a long time. People welcome this opportunity to both develop and use their skills in the workplace. This helps us grow as people. Workers can be more satisfied by:

⇨ enhancing industry-specific skills
⇨ workplace training and professional development
⇨ contributing to industry and society
⇨ career advancement and promotion.

A dull job is just that; dull. Will you be happy doing the same thing, with little personal or professional growth, for the next 50 years? I think not! People as workers like to be useful and also to develop and apply their skills.

4. Safe work environment

Industry and workplaces have made significant safety improvements over the past 20 years, but a safe work environment is still paramount to job satisfaction. Some (of the many) key WHS issues are:

⇨ appropriate training
⇨ safe work practices
⇨ job rotation to reduce repetition
⇨ employee involvement and feedback in improving workplace WHS
⇨ freedom from harassment and bullying.

Hazard control and risk management drive safer workplaces. Safe workers are happier workers.

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Motivating factors   2K

1. These potential **motivating factors** are commonly associated with working. **Rate each** with a score of 1 (not very important) to 5 (very important) for **your preferred future career**.

⇨ job that I find interesting	_____	⇨ good hours of work	_____
⇨ sense of achievement	_____	⇨ important/useful job to society	_____
⇨ good interpersonal relationships	_____	⇨ opportunity for promotion	_____
⇨ job security	_____	⇨ respect for position	_____
⇨ able to use my initiative	_____	⇨ lack of pressure	_____
⇨ good pay/income	_____	⇨ good holidays	_____
⇨ can use my abilities/skills	_____	⇨ job has good status in society	_____
⇨ able to meet people	_____	⇨ _____	_____
⇨ responsible job	_____	⇨ _____	_____

2. Collate and **summarise** these **results** for the whole **class**. Have someone do this on the board and then each person should draw a **bar graph** in their workbook.

3. As a class **discuss** the results. Look for and outline the similarities and **differences** between gender and age (if relevant).

4. List 3 **reasons** why y**ou are** studying in **school**. For each of these identify whether it is an example of a **positive** (proactive motivator) or a **negative** (reactive motivator).

My reasons for staying in school include...		
i.	ii.	iii.

5. Consider a **job** that you would do **casual/part-time** while still **studying**, as well as an **occupation** you are interested in pursuing for **your future career pathway**. Explain 3 different **factors** that would most **motivate you** to do **that** type of **work**. Report back to the class. What do the responses suggest about motivation?

Part-time /casual:	Future career:
i.	i.
ii.	ii.
iii.	iii.

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**AT1A Nature of Work
- Investigation**

This investigation, AT1A, forms the first part of Assessment task 1. (You will also be directed to complete AT1B: on pp.78-79.)

Overview: Investigation - Nature of Work

For this assessment task, you are required to undertake an investigation into the nature of work.

You are also required to create descriptive examples of how factors related to the nature of work might impact on your career pathways development and choices.

Format

Your teacher will discuss a suitable format for this investigation (e.g. a report with sub-headings, dot points and tables). However, you should include a digital/ multimedia component, as well as a written and/or an oral component.

Required

1. **Employment types**

   a. Outline the **advantages** and **disadvantages** of different **types** of **employment** (i.e. employment status).

   b. Describe, using **examples**, the potential suitability of these different **types** of **employment** for **your** own career pathway.

2. **Work environments**

   a. Describe the main **types** of **work environments** (work spaces).

   b. Suggest, using **examples**, how changing **work environments** might **impact** on **your career** pathways choices.

3. **Cultural diversity**

   a. Explain the **importance** of **cultural diversity** within **work settings**.

   b. Describe, using **examples**, how to **apply employability skills** to **embrace cultural diversity** in **work-related situations**.

4. **Job satisfaction**

   a. Describe, using **examples** from **workers**, the main **motivating factors** that influence **their job satisfactio**n.

   b. Suggest **key factors** that could **create job satisfaction** for **you** in your future **career.**

Format/ key dates	What I need to do/ resources I will use.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Name:	Key dates:			UNIT 1 AT1A
Tasks - AT1A: Investigation - Nature of Work	**Must Do?**	**Due Date**	**Done**	**Level**

Part 1: Employment types

	Must Do?	Due Date	Done	Level
a. Advantages/disadvantages of different types of employment.	✓		○	
b. Suitability of employment types for my career pathway.	✓		○	
	○		○	
⇨ Appropriate use of resources, information and multimedia.	✓		○	

Part 2: Work environments

a. Describe main types of work environments	✓		○	
b. Impact of changing work environments on my career pathways choices.	✓		○	
	○		○	
⇨ Appropriate use of resources, information and multimedia.	✓		○	

Part 3: Cultural diversity

a. Importance of cultural diversity in a work setting.	✓		○	
b. How to apply employability skills to embrace cultural diversity.	✓		○	
	○		○	
⇨ Appropriate use of resources, information and multimedia.	✓		○	

Part 4: Job satisfaction

a. Main motivating factors that influence job satisfaction of workers.	✓		○	
b. Factors that could create job satisfaction in my future career.	✓		○	
	○		○	
⇨ Appropriate use of resources, information and multimedia.	✓		○	

🗣 **Draft my investigative report and get feedback.**	✓		○	
⇨ **Submit my final investigative report.**	✓		○	
🗣 **Present or report to the class (if required).**	○		○	

Additional information:

Signed: _____ Date: _____

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2.33 Review and Reflection

Review and Reflection

How did I develop my employability skills during this unit of work?

➔ _____

➔ _____

➔ _____

➔ _____

How have my employability skills also helped me to improve in my personal life?

➔ _____

➔ _____

➔ _____

How have employability skills helped me improve my future career prospects?

➔ _____

➔ _____

➔ _____

My performance in developing my employability skills in this unit of work was:

0	1	2	3	4	5
not shown	low	reasonable	good	very good	excellent

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Being Enterprising

3

Activities 3: Being Enterprising	p.	Due date	Done	Comment
3A	Being enterprising	57			
3B	Me being enterprising	59			
3C	Enterprising characteristics	60			
3D	Enterprising characteristics in action	62			
3E	Help them out	63			
3F	What is innovation?	65			
3G	Types of innovation?	67			
3H	Innovation and Enterprise 1	69			
3I	Innovation and Enterprise 2	71			
3J	The Digital Age	72			
3K	Rise of the Drones	73			
AT1B	Being Enterprising - Investigation	78-79			

Comments:

3.01 Being Enterprising

Being enterprising

You know that all workers need to develop **enterprising behaviours** as these are a cornerstone of demonstrating **employability skills**. And given the rapid speed of **technological change** and **innovation**, workers must also be **flexible** and **adaptable** to keep developing new **enterprising skills-sets** so as to make them more **employable**.

But what you might not realise, is that enterprising behaviour can be used to help us succeed in all aspects of life. The idea of being enterprising should not just be confined to the business or commercial world. Individuals can develop and apply enterprise capabilities throughout their personal, social and community lives.

It used to be mistakenly believed that a person was only being enterprising if they came up with a new business or commercial idea. However, being enterprising is more than this. In basic terms, being enterprising is about coming up with better ways of doing things. This also extends to **leadership** and **innovation** as part of an enterprise culture.

An **enterprise culture** can be said to be the prevailing culture within an organisation, workplace or work setting that fosters innovation, leadership and **initiative**, and which supports employees to be better trained, flexible **problem-solvers** to generate quality outcomes for all **stakeholders.**

The very nature of enterprising characteristics is that there is no set definitive list of enterprising behaviours and skills. Some skills are common to all activities. At times, different behaviours and skills take precedence for varied situations and tasks. For example, skills in planning and organising an event, and then communication and teamwork skills when the event is being staged. Enterprising people are able to effectively combine enterprising behaviours to achieve a suitable outcome.

If you want to be engaged as an enterprising individual who can contribute positively to your specific workplace, as well as to Australian industry more generally, then you need to develop your own employability skills as part of an enterprise culture.

Enterprise in personal settings

As an individual goes about their day-to-day life they participate in a range of activities that require and develop enterprising behaviours. Key tasks required in personal settings include, among others:

- ⇨ developing personal relationships
- ⇨ raising/supporting a family
- ⇨ completing (unpaid) domestic tasks
- ⇨ planning and achieving personal goals
- ⇨ managing personal finances
- ⇨ learning and mastering skills and competencies
- ⇨ maintaining health and wellbeing
- ⇨ participating in hobbies and interests
- ⇨ balancing personal and professional commitments.

At times things progress from social into personal and back again.

Enterprise in social settings

Human beings are, by their very nature, a gregarious lot. People have a need to seek out others in social situations. Many social situations extend from our personal experiences. These might include:

⇨ cultivating and maintaining friendships

⇨ participating in social activities

⇨ maintaining family relationships

⇨ working with others to complete tasks

⇨ working towards shared or team goals

⇨ participating in hobbies and interests with others

⇨ balancing personal and professional commitments.

Enterprise in community settings

As individuals we often have experiences within community settings that contribute to everyday community life. Many of our social interactions extend into the community through sporting, family, religious, volunteer and other structured and non-structured activities.

We might participate in a range of varied communities including:

⇨ local and regional communities

⇨ the broader community within society

⇨ learning communities

⇨ volunteer, welfare and support agency communities

⇨ teams-based communities

⇨ communities formed around a hobby or recreational pursuit

⇨ social networks and communities

⇨ online and virtual communities.

⇨ work-related communities.

Image:monkeybusinessimages/iStock/Thinkstock

Being enterprising   3A

Based on the information on these 2 pages, complete **word chains** for **these key terms**. Some key words might feature more than once.

Being enterprising	
Enterprise in personal settings	
Enterprise in social settings	
Enterprise in community settings	

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3.03 Being Enterprising

Personal enterprise

In order to develop **employability skills** and **career competencies** it is important that you are personally enterprising. Some of the things that you can do to help make you more personally enterprising include:

⇨ developing supportive family, personal and social relationships

⇨ proactively managing your personal affairs such as your finances

⇨ participating in personal, social and recreational activities and hobbies

⇨ being a positive member and leader within your school and/or local community

⇨ building resilience to cope with unexpected events

⇨ contributing to your community by active participation and volunteering

⇨ taking responsibility for managing your own career pathway

⇨ building your skills and qualifications through education and training

⇨ completing work experience and workplace learning placements

⇨ working in part-time or casual jobs to build skills, experience and networks.

Notice how these are all 'ings'. That involves you doing! So which of these could you tick off?

Me Being Enterprising

Image: elvinstar/ depositphotos.com

"Think outside and create new opportunities." a

"I am proactive." n

"I welcome new challenges." b

"I like to initiate ideas." m

"I have a responsibility to treat others with respect." c

"I am prepared to carefully manage risk." l

"I value and learn from feedback." k

"Life is what you make of it." d

"I take the opportunity to make decisions." e

"I see myself as a vital part of the community." j

"I grow and learn by working with others." f

"I like to test new ways of doing things." i

"It is important to plan and organise so as to achieve goals." h

"I like meeting and working with people from diverse backgrounds." g

1. Consider each of the **statements** on p.58.
   Give them a **rating** from 1-5 (1: not-at-all, 2: rarely, 3: sometimes, 4: a lot, 5: all the time), based on how much they **sound like you**.

Statement	Score	Statement	Score	Statement	Score	Statement	Score
a		b		c		d	
e		f		g		h	
i		j		k		l	
m		n		total			

2. Develop **4 more statements** that would be considered to be indicative of an **enterprising individual**.

3. How do you think **enterprising individuals** could **develop** their **transferable employability skills**? Use **examples** for the **3 settings** discussed on pp.56-57.

4. Discuss how **you** could **take steps** to be more **enterprising**. Give **examples** of the types of **tasks** and **activities** you could do.

3.05 Enterprising Characteristics

Enterprising characteristics

Enterprising characteristics are work-related skills that are needed for a person to become an effective employee. Sometimes you might see different lists of varied behaviours or skills that make up these enterprising capabilities. But for Careers and Employability, these main skills have been classified in six interrelated sets of enterprising characteristics.

1. **Adaptability**

2. **Initiative**

3. **Problem-solving**

4. **Managed risk taking**

5. **Resilience**

6. **Critical and creative thinking**

You need to remember that the expected behaviours in each of these six sets of enterprising characteristics is not fixed. By their very nature each of these sets can keep developing and evolving. Also, many of the specific enterprising characteristics and behaviours will naturally cross over into one or more of the other sets.

The other important element to understand is that people, as workers, cannot demonstrate any of these enterprising behaviours, or the employability skills, without applying effective **communication**, nor without developing and demonstrating the ability to **work with others**.

So which of these enterprising characteristics sound like you? And what type of behaviours or 'indicators' would you expect people, and workers, to show as part of their enterprising characteristics?

Image: dizanna/ depositphotos.com

Unfortunately, the digital age and AI are stifling the ability of people to think critically.

3C   Enterprising characteristics

Describe examples when **you** have demonstrated **enterprising characteristics** in **work-related situations**. How did you **know** or **learn what to do**?

Adaptability	Initiative
Problem-solving	Managed risk taking
Resilience	Critical and creative thinking

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Enterprising Characteristics & Behaviours

Adaptability

Includes behaviours such as:

⇨ being flexible
⇨ learning new skills
⇨ developing industry-specific competencies
⇨ welcoming diversity
⇨ embracing change
⇨ accepting challenges
⇨ overcoming setbacks
⇨ embracing innovation

and communicating and working with others.

Initiative

Includes behaviours such as:

⇨ identifying opportunities
⇨ being proactive
⇨ creating ideas
⇨ using new technologies
⇨ asking questions
⇨ seeking feedback
⇨ accepting responsibility
⇨ developing new skills
⇨ pursuing innovation

and communicating and working with others.

Problem-solving

Includes behaviours such as:

⇨ analysing issues
⇨ thinking critically
⇨ thinking creatively
⇨ evaluating outcomes
⇨ making decisions
⇨ dealing with change
⇨ resolving conflict
⇨ applying innovation

and communicating and working with others.

Managed risk taking

Includes behaviours such as:

⇨ identifying potential risks
⇨ accepting responsibility
⇨ planning and organising
⇨ managing oneself and others
⇨ using resources effectively
⇨ reviewing performance
⇨ developing back-up plans
⇨ working sustainably

and communicating and working with others.

Resilience

Includes behaviours such as:

⇨ building mental and emotional strength
⇨ maintaining a positive attitude
⇨ welcoming feedback and constructive criticism
⇨ overcoming adversity
⇨ dealing from setbacks
⇨ coping with stress effectively
⇨ demonstrating perseverance
⇨ adapting to difficult situations

and communicating and working with others.

Critical and creative thinking

Includes behaviours such as:

⇨ being objective
⇨ seeking valid viewpoints
⇨ researching and analysing information
⇨ evaluating arguments and evidence
⇨ making informed decisions
⇨ seeking creative solutions
⇨ generating original ideas
⇨ seeking diverse perspectives

and communicating and working with others.

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3.07 Enterprising Characteristics

3D Enterprising characteristics in action

🗣 Pair up. Develop examples of how **workers** would demonstrate these **sets** of **enterprising characteristics** in the following **vocational situations**. Add **2 more** for **you**. Tip: Focus on **enterprising behaviours**.

Adaptability & Resilience: Retail worker	**Problem-solving & Managed risk taking:** Electrician
Initiative & Critical and creative thinking: Vet nurse	**Initiative & Adaptability:** Personal trainer
Resilience & Managed risk taking: Live performer	**Critical and creative thinking & Initiative:** Designer
Managed risk taking & Adaptability: Child-care worker	**Problem-solving & Resilience:** Self-employed contractor

🗣 **Applied**

Find or create images or video of workers being enterprising. This might even be you at work. You might have to pair up for this task.

Share in small groups and ask the viewers to identify examples of enterprising behaviours. Did they spot anything you were not expecting, or had overlooked?

1. Each of these people has come to you for **career** and **employability advice**. But they are a bit anxious and confused as to **how** they could **transfer** their **enterprising** characteristics to **vocational options**. What would you say to each?

Henna, 16, does the family shopping and always keeps to a strict budget. She doesn't see how this is relevant when applying for hairdressing apprenticeships.	Marki, 18, is a very skilled e-gamer and often live streams his play along with tips and hacks. "But what has that got to do with me becoming an electrician?"
Milly is very fit and plays a ton of team sports, helps coach the juniors, and volunteers at her clubs as well. "I don't know - what's this got to do with me becoming a disability support worker?"	Jacksy, the oldest of a family of 7, does a lot of impersonations and can do a cracking Mr Bean. "It's fun, but how could I use this to earn money while I'm studying child-care at TAFE?"

PREVIEW SAMPLE. DO NOT COPY

2. Pair up. Ask your **partner** some **questions** to find out about **their enterprising characteristics** and **behaviours** in a range of different **situations** and **settings**. They'll do the same for you. Give **advice** about how they could **transfer** their **skills** to **vocational situations**. (Apply a bit of critical and creative thinking here!)

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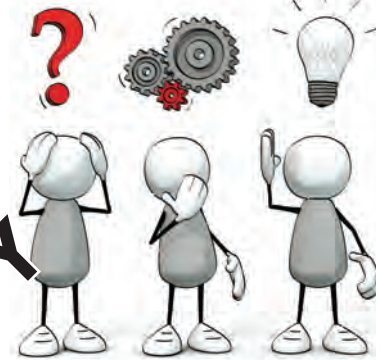
3.09 Innovation

Innovation

Innovation is essential to Australia developing an **enterprising culture**. Innovation demonstrates a culture of **leadership** and an ability to be **proactive** and to embrace **opportunities** where they exist.

Some people wrongly believe that innovation only refers to something that is new or some type of new technology. This isn't necessarily true. New isn't always better. In order to be innovative, something must be better; usually significantly better. Sometimes innovation relates to using some existing technology in a new or better way.

The key to innovation is ensuring that Australian organisations adapt to new technological change, that they improve operational or work practices on a continuous basis, and that they also develop ways to use their people more effectively.

Technological invention is a key part of innovation; but so too is managerial improvement. Australia, as an enterprising nation, needs to be more innovative and invest in **research and development** to strive for a better future.

Image: lilu_foto/ depositphotos.com

Definition

According to the Australian Bureau of Statistics innovation is:

"The process of introducing new or significantly improved goods or services and/or implementing new or significantly improved processes." Source: ABS, Innovation in Australian Business 2018-19

New goods or services or new processes may involve the development of new technology (e.g. Smart watches), an adaptation of existing technology to a new use (e.g. smart phone apps) or may be non-technological in nature (e.g. a change in work practices or managerial change) as well as some changes in marketing).

Innovation can be classified into two categories.

1. A **new good** or **service**.
2. A **new process**.

Innovations should be...

- Newer
- Better
- Faster
- Cheaper
- Easier
- Lighter
- Stronger
- Smaller
- Safer
- 'Greener'
- 'Cooler'

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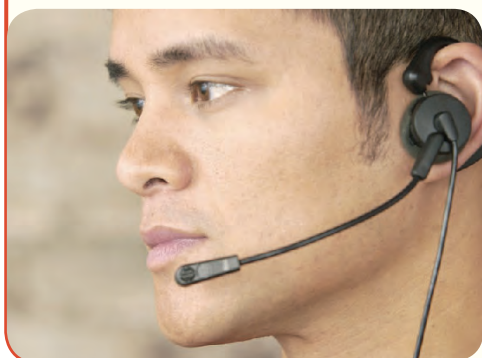
Innovative goods and services

Innovation in goods and services refers to when new goods and services are introduced to an enterprise, or where new uses are found for existing goods or services.

If a good or service is to be considered innovative its characteristics or intended uses must be significantly different than before.

e.g. The next generation of 'wearable' mobile devices and health-apps driven by AI.

Image: VectorStory/ Depositphotos.com

Innovative operational processes

Innovation in operational processes refers to when enterprises implement significant change in their methods of production of goods and/or services. Operational innovation refers to improving work practices by the use of new or different technologies, or new and different systems.

e.g. A global ICT firm might outsource its customer help centre to multi-lingual and multi-cultural specialist contractor in an overseas country.

Innovative managerial process

Innovation in managerial processes (sometimes called organisational processes) refers to enterprises implementing significant changes in their strategies and structures that alter the way they go about doing business, with an aim to improve performance.

e.g. A manufacturer might introduce self-managed work teams that have responsibility for work-related decision-making. This can result in a more innovative way of managing the enterprise as workers are able to act more autonomously.

What is innovation?   3F

Form into pairs, discuss these questions and make notes in your work folios. Report back to the class.

a. What is **innovation**? What are the **2 categories** of innovation? Give **personal** and **work-related examples**.

b. Explain the **3 types of innovation** explained above, by using **examples** from **work settings** you are familiar with.

c. Describe the types of **innovations** that **you** have **discovered** for the **first time** as part of your **Careers and Employability studies** this year. What makes them innovative?

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3.11 Innovation

Types of Innovation

1. Product innovation

By definition both goods and services are products. But for the purposes of your CAE topics, this will usually refer to 'goods', i.e. physical, tangible items such as a Smart Watch. Product innovation can include **consumer products** and **producer products**.

2. Service innovation

Services include both **consumer services** i.e. a haircut, and **producer services**, such as a courier pick-up delivery service. Many **digital** age innovations are based on services-based technology, e.g. communication and apps. But remember, people and organisations could use hundreds (or more) other **non-digital services** (e.g. health-care, media and utilities).

3. Process innovation

Image: nejron/
depositphotos.com

A process simply refers to how 'something' is done. Most process innovations will be related to **producer goods and services** including manufacturing, management, marketing, finance, ICT, WHS, environmental and so many more. Think: 'How is the organisation being more enterprising?' and 'What improvements are occurring?'

4. Social innovation

These might be goods, or services, or processes, or a combination of some or all of these. Think: 'What is new or changed that is **improving health** and **wellbeing** for people, for the community, for society, for the environment, or for the world generally?'

<table>
<tr><td>

1. Product innovation

Introducing a new or significantly improved physical product. Consider:

⇨ The development of electric cars, such as Tesla's Model S, offer a new mode of environmentally-friendly transport compared to traditional petrol-powered vehicles.

⇨ Cochlear implants developed by Cochlear Limited, have revolutionised hearing technology and ongoing innovation has significantly improved the quality of life for individuals with severe hearing loss.

⇨ Development of wearable safety devices, such as smart helmets or vests, equipped with sensors that monitor vital signs and detect hazardous conditions (e.g. fatigue, gas leaks, excessive heat). These devices can automatically alert workers and supervisors to potential dangers, significantly reducing the risk of accidents in high-risk environments like construction sites or factories.
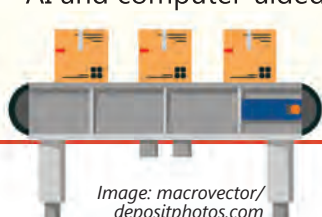
</td><td>

2. Service innovation

Introducing a new or significantly improved service. Consider:

⇨ The launch of streaming services like Netflix revolutionised the way people consume entertainment, by providing on-demand access to a vast library of movies and TV shows.

⇨ Afterpay, an Australian 'fintech' company introduced a 'buy now, pay later' service, allowing consumers to make purchases and pay them off in instalments without traditional credit checks.

⇨ Implementing a remote tele-health platform in regional hospitals enabling patients to consult with specialists in larger urban centres without needing to travel. This service ensures that people in remote areas have access to high-quality medical care, improving overall health outcomes for society, as well as reducing the risk of untreated injuries or illnesses.

</td></tr>
</table>

3. Process innovation

Implementing a new or significantly improved production process, work practice or delivery method. Consider:

⇨ The use of autonomous haulage systems in mining operations by companies like Rio Tinto, which has improved efficiency, safety and productivity in the mining industry; or Sydney's Metro train system piloted by driverless trains.

⇨ Development of a virtual reality (VR) training program that simulates hazardous work environments, allowing employees to practice safety procedures in a controlled, risk-free setting.

⇨ The adoption of almost totally autonomous assembly lines in manufacturing, using AGVs, robotics, AI and computer-aided manufacturing.

Image: macrovector/ depositphotos.com

4. Social innovation

Introducing new strategies, concepts or social or community enterprises, that meet social needs and create new social relationships or collaborations. Consider:

⇨ The development of microfinance institutions like Grameen Bank, which provides small loans to under-served populations, enabling them to start businesses and improve their living standards.

⇨ The Indigenous Rangers Program, employs Indigenous Australians to manage protected areas, combining traditional knowledge with modern conservation techniques to preserve biodiversity and provide enterprising career pathways opportunities.

⇨ Launching a workplace WHS program that includes mental health support, regular health screenings, and stress management workshops, helping to create safer and healthier work environment.

Types of innovation   3G

Describe an **example** of each of these **4 types of innovation** from **workplaces/ industries you** are **familiar** with. You could also source/create an **image**.

1. Product innovation (goods)	2. Service innovation

3. Process innovation	4. Social innovation

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3.13 Innovation and Enterprise

Innovation and enterprise

Innovation and being enterprising go hand-in-hand. When **workplace stakeholders** such as owners, managers, supervisors, employees and even volunteers demonstrate enterprising behaviours, it often leads to innovations in goods, services and processes.

When industry as a whole is more enterprising, the result can be **social innovations** through a shift to more **sustainable** ways of 'operating', such as EV buses and the use of renewables for electricity generation.

So let's take a look at how combinations of enterprising characteristics can drive innovation, as well as be driven by innovation. As you go through these examples, reflect on situations you are aware of in vocational and social situations.

Product innovation (Goods)

⇨ **Initiative and critical thinking**: Taking the initiative to explore new product concepts and applying critical thinking to analyse their potential for success.

For example: A take-away chain investigates the appeal of a plant-based meals range for environmentally-conscious consumers, entering a new market and boosting sales.

⇨ **Adaptability and resilience**: Being adaptable to changing market trends and resilient in overcoming setbacks, ensures the continuous development of cutting-edge products.

For example: The evolving range of sensor sports mouthguards that record and warn of potential concussion incidents.

⇨ **Problem-solving and managed risk taking**: Tackling design challenges through problem-solving while carefully managing risks, can result in successful product launches.

For example: An engineer spots a design flaw in a new smartphone's casing. They suggest switching to a stronger alloy and test it on a small batch first. The tests prove successful, leading to a better product launch with minimal risk.

"In my day I was the innovation!"

Service innovation

⇨ **Adaptability and creative thinking**: Adapting to evolving customer needs while employing creative thinking, helps businesses develop improved service offerings.

For example: A fitness studio responds to the rise of remote work by creating virtual workout classes. They think creatively by designing online classes with live coaching and personalised feedback, which attracts a new segment of clients and boosts engagement.

⇨ **Initiative and problem-solving**: Identifying service-gaps and solving delivery challenges enables the creation of innovative service solutions.

For example: A niche CBD café identifies a gap in providing timely deliveries during lunchtime peak hours. They take the initiative to use delivery skaters and BMX riders to offer 'zippier' delivery in high-traffic areas. This results in faster delivery times and increased customer satisfaction.

⇨ **Managed risk taking and resilience**: Taking calculated risks in service innovation and demonstrating resilience in the face of hurdles, can lead to long-term success.

For example: A medical clinic adopts a new wearable device/app for chronic disease monitoring. Despite initial technical and user issues, they refine the technology by addressing these problems. Their perseverance and resilience lead to improved patient management and successful integration into patient-care routines.

Innovation and Enterprise 1   3H

The innovation and enterprise explanations and case studies might seem to be quite complex at first. However, when you are working you might experience supervisors, managers and even customers and clients using some of this terminology. So create some **word chains** to unpack the **key words** and **terms**.

1. Product (goods) innovation and enterprise

Initiative	
Critical thinking	
Adaptability	
Resilience	
Problem-solving	
Managed risk taking	

2. Service innovation and enterprise

Adaptability	
Creative thinking	
Initiative	
Problem-solving	
Managed risk taking	
Resilience	

Applied: Describe examples from workplaces/organisations you are familiar with that show innovation and enterprise in action. Report to the class.

1. Product innovation and enterprise	**2. Service innovation and enterprise**

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3.15 Innovation and Enterprise

Process innovation

⇨ **Problem-solving and adaptability**: Solving operational challenges by adapting processes to new technologies, can significantly improve quality and efficiency.

For example: Australian manufacturers can implement automated quality control. By integrating AI-driven inspection, they can identify defects more accurately and efficiently than manual checks, leading to fewer defects, reduced waste and lower costs.

⇨ **Initiative and creative thinking**: Proactively rethinking traditional processes using creative thinking, can result in best-practice process innovations.

For example: Small local hospitality operators can rethink their ordering process by introducing a digital menu app. Customers can order directly from their devices, reducing wait times and allowing staff to focus on delivering better service.

⇨ **Managed risk taking and resilience**: Introducing new processes by supporting change, coupled with building resilience, can drive sustained improvements in operations.

For example: An emergency department tests a real-time AI-driven patient prioritisation system during off-peak. This careful trial allows for adjustment before a full roll-out, managing risks, while building staff resilience through targeted training and support.

Social innovation

⇨ **Resilience and adaptability**: Being resilient when responding to societal issues by adapting to emerging and evolving social values.

For example: Embracing cultural diversity in workplaces can be addressed by implementing diversity and inclusion training. These programs, coupled with policies that promote equal opportunity, can help organisations create an inclusive environment that values different perspectives and varied lived-experiences.

⇨ **Creative thinking and managed risk taking**: Using creative thinking to develop new approaches to social challenges, while managing risks, can result in innovations that benefit society at large.

For example: Addressing AI-related plagiarism and copyright concerns in education can involve developing AI systems that focus on ethical content creation and citation. Schools can use hybrid AI tools to detect plagiarism while guiding students in creating original content and properly attributing sources.

⇨ **Initiative and problem-solving**: Taking the initiative to address social issues and help solve complex problems can lead to meaningful improvements in community wellbeing.

For example: Responding to climate change by establishing community-based renewable energy projects. Local governments and providers can collaborate to develop sustainable local solar or wind energy initiatives, reducing reliance on fossil fuels, and empowering communities to take control of their energy needs.

The innovation and enterprise explanations and case studies might seem to be quite complex at first. However, when you are working you might experience supervisors, managers and even customers and clients using some of this terminology. So create some **word chains** to unpack the **key words** and **terms**.

3. Process innovation and enterprise

Problem-solving	
Adaptability	
Initiative	
Creative thinking	
Managed risk taking	
Resilience	

4. Social innovation and enterprise

Resilience	
Adaptability	
Creative thinking	
Managed risk taking	
Initiative	
Problem-solving	

Applied: Describe examples from workplaces/organisations you are familiar with that show innovation and enterprise in action. Report to the class.

3. Process innovation and enterprise	**4. Social innovation and enterprise**

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3.17 Innovation and Enterprise in Action

3J   The Digital Age

a. Read and discuss the article, 'The Digital Age' on pp.74-75. Complete this table.

Digital changes	Describe examples of these innovations.	Outline impact on customers/clients.	How have workers have become more enterprising?
1. Different ways of processing information			
2. Changing patterns in customer and client ordering and service			
3. Industry disruption			
4. Changing work arrangements			

b. How might these changes **impact** on **my career pathways planning** and **actions**?

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a. Read and discuss the article, 'Rise of the Drones' on p.76-77. Complete this table.

Industry/ operations	Describe examples of these innovations.	Potential benefits	Potential costs
Construction and infrastructure			
Delivery services			
Media, photography and filmmaking			
Your choice			
Your choice			

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b. Suggest ways that the use of **drones** could **impact** on **your career** opportunities. Create some new **innovative** uses.

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3.19 Innovation and Enterprise in Action

The Digital Age

You are right in the midst of a digital revolution that is shaping your world. This has occurred within your timeframe of maturing, so you might not realise how this revolution is impacting on the world of work.

You can't investigate the future world of work without considering the impact of digital technologies on society, industries, workers, customers and clients, and other stakeholders.

Now we could devote a whole book to the digital economy and its impacts on the world of work. But in reality, we can classify these impacts into four broad areas of change.

1. Different ways of processing information

Digital technologies are not new. Business enterprises have been making use of these technologies for decades. Business-to-business (B2B) transactions have been facilitated since the earliest days of the internet and email, via 'back-end' communication systems and supplier portals servicing domestic and global commercial networks.

Industrial enterprises have been using digital technologies to support and even control manufacturing and production systems. These technologies have also been embraced by many agricultural and primary producers.

Wholesale, retail and transport industries have also been using barcode systems and automated scanning technologies to order and track stock and supplies in real-time. And the now-prevalent QR codes have been in use in industry for decades!

Professional services firms have been using digital ICT to manipulate and send large volumes of data, to facilitate tele-commuting and to service clients remotely; as too have engineering and design professionals.

And of course, firms in media and communications industries have had to innovate to keep up with changing digital technologies.

The ongoing trend is that the use of digital networks and ICT systems is growing as a natural day-to-day part of doing business.

So it is expected that newly emerging job-seekers will have the required work-related skills to be able to effectively and proactively deal with the ongoing digital technological evolution in any, and perhaps even all, work settings!

2. Changing patterns in customer and client ordering and service

One of the biggest changes of the digital age is the way customers and clients are using online portals and mobile smart devices to purchase goods and services. This has seen a shift away from traditional ways of shopping and buying such as face-to-face or phone sales transactions.

Image: JohanH/ depositphotos.com

Automated digital systems, sales portals and apps - especially apps - have meant that customers can now buy through a digital interface without having any human contact with the enterprise (or the workers) supplying those goods and services.

You can see this in retail and online shopping, accommodation and travel, cafés and restaurants, transport services, banking, and other industry areas that have made use of online and mobile digital technologies to replace worker-customer/client face-to-face, or over-the-phone interaction.

This has seen a shift from traditional people-centred service roles. Many workers are now engaged in information support and processing roles; as well as in 'back-end' logistics' (i.e. processing, organising and facilitating orders).

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Communication is now usually in a 'written' (often scripted) digital format, rather than orally; using automated notifications, texts and emails - if indeed any communication happens at all! Customer service support can seem to be almost non-existent, or 'dumb' AI.

Added to these ongoing trends was the significant shift to digital shopping brought about by the COVID-19 pandemic. The decline of cash was significant and digital payment methods now account for the majority of retail transactions.

3. Industry disruption

Many of the new digital firms position themselves as digital 'disruptors'. This means that what they do is 'disrupt' traditional ways of offering services. They claim that traditional service models are outdated, inflexible and over-regulated; and that new service models, supported by digital interfaces are better.

Consider the disruption caused by:

⇨ Amazon Prime to the retail industry

⇨ Uber to the taxi industry

⇨ Uber Eats and MenuLog to hospitality

⇨ Airtasker to manual and practical services

⇨ Airbnb to the accommodation industry

⇨ WhatsApp to telecommunications

⇨ Netflix to the media and entertainment

⇨ Facebook, X, YouTube, Instagram and TikTok to media, broadcasting and advertising industries.

Essentially, digital disruptors operate as intermediate service providers by automating a customer service process using apps, online portals and other digital interfaces.

This results in substantial changes to the ways that business and commercial activities are transacted. Ongoing structural change is occurring within many 'traditional' firms leading to closures, job losses, job insecurity; and

a fundamental shift toward information gathering, collation and aggregation - facilitated by a third-party provider or app.

And digital disruption will continue to evolve, impacting the types of jobs that will be available.

4. Changing work arrangements

Digital innovation has resulted in ongoing change in how people are working. The 'gig' economy is so named because many people go from gig to gig chasing contracts communicated through digital media.

There has been an increase in workers engaged as self-employed contractors. A benefit is workplace flexibility, by choosing when and how often to work.

However, this trend has resulted in job insecurity and claims of worker exploitation. Many workers are paid using 'per job' or piece-rate contract arrangements, and not according to minimum wage conditions. These workers also often have to self-insure and supply their own equipment.

Digital ICT has led to more tele-commuting and remote working. This can help improve work/life balance for employees in information industries. This has also helped reduce business costs, i.e. less office space.

However, many workers are now expected to be on-call around the clock, which is an intrusion into their personal lives.

You are likely to experience more casualisation, increased use of contracts, and the blurring of the distinction between a paid employee (with all the associated entitlements and protection) versus being an independent self-employed contractor (who carries much of the risk, and a lot of the on-cost, just for doing their job).

And of course, you will also be witness to (and perhaps even be part of) the growing army of micro, digital entrepreneurs, endlessly plugged into new ways of sourcing and doing work. So, will you?

Image: daisy-daisy/depositphotos.com

75

Rise of the Drones

Drones, or unmanned aerial vehicles (UAVs), have revolutionised various sectors with their innovative applications, enhancing efficiency, safety and data collection.

Originally developed for military use, drones have found diverse roles in commercial, industrial and agricultural settings. Here's a look at how drones are being utilised across different industries.

⇨ Agriculture

In agriculture, drones have become vital tools for precision farming. Equipped with multispectral sensors, they provide farmers with detailed aerial imagery, enabling them to monitor crop health, soil conditions and irrigation needs. This data helps optimise resource usage, improve yields and reduce environmental impact. Drones can also distribute seeds and fertilisers, streamlining farming operations.

⇨ Construction and infrastructure

Drones are transforming the construction industry by offering rapid site surveys and progress monitoring. They can quickly capture high-resolution images and 3D maps of construction sites, providing project managers with real-time insights. This capability not only improves project management, but also enhances safety by reducing the need for workers to perform hazardous inspections. In infrastructure, drones inspect bridges, power lines and pipelines, ensuring timely maintenance and reducing the risk of accidents.

⇨ Environmental monitoring

Environmental scientists use drones to monitor ecosystems, wildlife and natural disasters. Drones can access remote and hazardous areas, capturing data on forest health and animal populations, as well as the impacts of climate change. They are also crucial during natural disasters like bushfires, floods and cyclones, by providing real-time information to aid in emergency response and recovery efforts.

⇨ Media, photography and filmmaking

Drones have revolutionised the photography and film industries by providing unique aerial perspectives that were once difficult and expensive to obtain. They are widely used in cinematography to capture stunning landscapes, action sequences and real estate footage. Their agility and ease of use have opened new creative possibilities for filmmakers and photographers.

⇨ Public safety and law enforcement

In public safety, drones assist in search and rescue missions, surveillance and crime scene analysis. Equipped with thermal imaging cameras, drones can locate missing persons in challenging terrains and low-visibility conditions. Law enforcement agencies use drones to monitor large public events, conduct reconnaissance, and gather evidence, enhancing their operational capabilities.

⇨ Delivery services

Organisations like Amazon and Uber Eats are exploring drone delivery services to expedite shipping times. Drones can deliver packages quickly and efficiently, particularly in urban areas and in some cases remote locations (e.g. medicines). This innovation not only promises faster delivery but also reduces traffic congestion and lowers carbon emissions compared to traditional delivery methods.

In 2021 in the ACT, ravens attacked a coffee-carrying drone during a delivery service by Wing (a part of Google/Alphabet). And rumour has it that seagull battle squadrons are in place and ready to swoop once hot chips start being delivered.

Image: depositphotos.com

⇨ **Logistics and warehousing**

Drones are being integrated into logistics and warehousing to streamline inventory management and transportation. They can quickly scan barcodes and RFID tags, doing inventory counts with high accuracy and speed. In large warehouses, drones reduce the time and labour required for stocktaking and fulfilment, improving overall efficiency.

Benefits associated with using drones

☺ **Efficiency**: Drones can perform tasks quickly and efficiently, such as aerial surveys and inspections, reducing the time and labour required.

☺ **Cost savings**: Over time, drones can save money by reducing the need for manual labour, lowering operational costs, and minimising the risk of accidents.

☺ **Improved safety**: Drones can access hazardous or hard-to-reach areas, reducing the risk to human workers in dangerous environments.

☺ **Enhanced data collection**: High-resolution imagery, real-time video and advanced sensors, enable precise data collection and analysis, enhancing decision-making processes.

☺ **Versatility**: Drones are adaptable to various applications across industry, from agriculture and construction, to logistics and public safety.

☺ **Environmental impact**: Drones can help monitor environmental conditions and reduce carbon footprints compared to traditional methods, such as delivery trucks.

☺ **Innovative capabilities**: Drones offer new possibilities for creativity and problem-solving, from capturing unique photographic angles to developing new delivery systems.

Costs associated with using drones

☹ **Initial investment**: Purchasing high-quality drones and necessary accessories can be expensive, especially for advanced models with specialised sensors and cameras.

☹ **Training**: Operators need proper training and certification to ensure safe and efficient drone usage, which involves time and expense.

☹ **Maintenance and repairs**: Regular maintenance, repairs and replacement parts can add to the operational costs.

☹ **Regulatory compliance**: Navigating the legal requirements and obtaining necessary permits for drone operations can be complex and costly.

☹ **Potential for malfunctions**: Technical issues and malfunctions can occur, leading to downtime and additional repair costs.

☹ **Privacy and security concerns**: Using drones can raise privacy issues and security risks, necessitating measures to protect data and comply with regulations.

On balance, while the initial and ongoing costs of implementing drone technology can be significant, the benefits in terms of efficiency, safety, accuracy and versatility, can make drones a powerful tool across various work-related applications.

As technology advances, we can expect even more innovative uses of drones, transforming industries, and changing the way we work. From improving agricultural practices to ensuring public safety, drones are proving to be invaluable assets in the modern world.

Drones are being used by fire services to monitor controlled burns and bushfire risk.

Image: photovs/ depositphotos.com

3.23 Assessment Task 1B

AT1B The Nature of Occupations - Investigation

This investigation, AT1B, forms the second part of Assessment Task 1. (You will also be directed to complete AT1A: on p.52.)

Overview: Investigation - The Nature of Occupations

For this assessment task, you are required to undertake an investigation into 2 different occupations.

One occupation must be related to your future career pathways goals, while the 2nd could be a common occupation that young people are employed in as casual/part-time workers.

Alternatively, you might investigate a 2nd occupation related to your long-term career pathways goals. Your teacher will advise you on what is suitable for your class and for you specifically.

Format

Your teacher will discuss a suitable format for this investigation (e.g. a report with sub-headings, dot points and tables). However, you should include a digital/multimedia component, as well as a written and/or an oral component.

Required

1. Choose and negotiate **suitable occupations** and **format**.
2. Identify potential **sources** of information, including **online** and **direct contacts**.
3. Summarise the **nature** of each occupation including key **labour market statistics**.
4. Describe how each of the **6 CAE employability skills** is **developed** and **applied** in the day-to-day job roles related to that occupation.
5. Describe some key **organisations** that have **employees working** in these occupational **roles**.
6. Describe the types of **work environments** for **workers** doing these **job roles** within these organisations and their associated work settings.
7. Discuss the **risks** and **hazards** that **workers face** in these types of work environments in those workplaces.
8. Evaluate the potential **suitability** of this **occupation** for **you**. Include **advantages** and **disadvantages**.
9. Suggest how **changes** in the **nature of work** might **impact** on these occupational **roles** and their **work environments** and **settings**.
10. Explain how **you** could **apply enterprising characteristics** and **behaviours** to improve your **employability** for these job roles.

Format/ key dates	What I need to do/ resources I will use.

Name:		Key dates:			**UNIT 1 AT1B**
Tasks - AT1B: Investigation - The Nature of Occupations	**Must Do?**	**Due Date**	**Done**		**Level**
Completed AT1A (or similar task)	✓		○		
1. Negotiate suitable occupations and format.	✓		○		
2. Sources of information, including online and direct contacts.	✓		○		
3. Nature of each occupation including key statistics.	✓		○		
4. How CAE employability skills are developed and applied.	✓		○		
5. Organisations with employees in these occupations.	✓		○		
6. Work environments for workers doing these job roles.	✓		○		
7. Risks and hazards faced by these workers.	✓		○		
8. Suitability of this occupation for you.	✓		○		
9. Impact on these jobs from changes in the nature of work	✓		○		
10. How to apply enterprising characteristics and behaviours.	✓		○		
	○		○		
	○		○		
⇨ Appropriate use of resources, information and multimedia.	✓		○		
🗣️ **Draft my investigative report and get feedback.**	✓		○		
⇨ **Submit my final investigative report.**	✓		○		
🗣️ **Present or report to the class (if required).**	○		○		

Additional information:

Signed: _____ Date: _____

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3.25 Review and Reflection

Review and Reflection

How did I improve my enterprising characteristics and behaviours this unit?

➜ _____

➜ _____

➜ _____

➜ _____

How has being enterprising also helped me to improve in my personal life?

➜ _____

➜ _____

➜ _____

How has being enterprising helped to improve my future career prospects?

➜ _____

➜ _____

➜ _____

My performance in developing my enterprising characteristics this unit was:

0	1	2	3	4	5
not shown	low	reasonable	good	very good	excellent

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

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Personal Management 4

Activities 4: Personal Management	p.	Due date	Done	Comment
4A	Personal management	83			
4B	Personal development skills	85			
4C	Personal development experiences	86			
4D	Social/Recreational development experiences	87			
4E	Education development experiences	88			
4F	Community/Volunteer development experiences				
4G	Personal growth	9			
4H	Growth mindset				
4I	Emotional intelligence	95			
4J	EI - Main characteristics	97			
4K	EI - Different contexts	99			
4L	Word up!	101			
4M	Personal development	102-103			
GA2	Personal Development Skills	104			

Comments:

4.01 Personal Management

Personal management

Over the next 3 sections, you will take active steps to develop a **Career Pathways Plan** as part of your **Career Portfolio**.

When planning and developing your career pathway, it is essential to understand the importance of personal management.

Personal management involves developing the **skills** and **mindset** necessary to navigate career **challenges** and **opportunities**.

A key concept within personal management is that of having a **growth mindset**. A growth mindset involves:

⇨ **learning** from your **mistakes**

⇨ embracing **challenges**, and

⇨ **reflecting** on your progress.

Applying a growth mindset will help you continually **improve** and adapt throughout your career as part of both **personal**, and **professional resilience**.

Naturally, the ongoing development of your **personal development skills** is vital to your future success, Some key strategies to help you develop include:

⇨ **overcoming fears**

⇨ seeking **feedback**

⇨ **observing** others, and

⇨ building **professional networks**.

These skills enable people to grow both personally and professionally. They assist you to plan and achieve **career goals** and **progression**.

As you are well aware, **emotional intelligence**, including **self-awareness**, **self-regulation**, **motivation**, **empathy** and **social skills**, play a vital role in personal management. It allows individuals to:

⇨ **communicate** better

⇨ manage **relationships** effectively

⇨ **make** informed **decisions**, and

⇨ enhance **teamwork.**

Workers with well-developed emotional intelligence will apply this on a daily basis via their **intrapersonal skills** and **interpersonal skills**, their **enterprising capabilities**, and by extension, their **employability skills**.

So are you ready to apply some personal management strategies? Of course, you are!

Image: garagestock/depositphotos.com

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1. The passage, 'Personal management' on p.82 includes a lot of **bolded** key terms. Complete **word chains** for **these key words**. Some key words might feature more than once. Then develop one **final summary word chain**.

Personal management	
Growth mindset	
Personal development skills	
Emotional intelligence	

2. Give examples of when **you have made mistakes** in different **situations**, but then **overcome** these, and **learned** from them.

In my personal life:	**In my vocational life:**	**In my vocational life:**
I made the mistake of...	I made the mistake of...	I made the mistake of...
Immediately, I felt...	Immediately, I felt...	Immediately, I felt...
But I rectified this by...	But I rectified this by...	But I rectified this by...
And then I felt...	And then I felt...	And then I felt...
In future I will...	In future I will...	In future I will...

Discussion

In the contemporary world, and especially in the digital world, it seems that people are not encouraged or permitted to make mistakes. But consider these statements.

"A mistake-free person is a perfect liar."

"Mistakes: if you learn from them, then they add value to your life."

"The only real mistake is the one from which we learn nothing." - Henry Ford

What do you think about this? Discuss in small groups and then report back to the class.

4.03 Personal Management

Personal development skills

The term personal development skills for Careers and Employability is defined as:
"The attributes and abilities that help you grow both professionally and personally."
Source: Careers and Employability General Course Year 11 syllabus, SCSA, 2024

Personal development naturally involves ongoing lifelong development of your work-related skills, abilities and competencies. Personal development helps you to develop professionally. It enhances your **employability** as you become better able to achieve your immediate and longer-term **career goals**.

But it is important to understand that career development doesn't happen in a vacuum. The true driver of career development is your own personal development in personal, social, education and learning, community, and of course, work-related situations.

Some key elements of personal development involve (but are not limited to) the following.

⇨ **Self-awareness**: Understanding your strengths, weaknesses, values and career motivations.

⇨ **Career planning**: Setting clear and achievable career objectives and developing strategies to reach them.

⇨ **Time management**: Organising and prioritising tasks effectively to maximise achievement and productivity.

⇨ **Emotional intelligence**: Managing your emotions, as well as understanding those of others in the workplace.

⇨ **Adaptability**: Being flexible and responsive to change, especially in dynamic and evolving work environments.

⇨ **Resilience**: The ability to bounce back from challenges, and persist in the face of obstacles.

⇨ **Continuous learning**: Actively seeking opportunities to develop new skills and knowledge relevant to your career.

"What did you learn today?"
"That when the dim sims in the canteen are half-price, then that's not going to be good for anybody!"

Image: Goodluz/ Depositphotos.com

Intrapersonal and interpersonal skills

What you bring to the workplace as a person is a product of your **interpersonal skills** and **intrapersonal skills**.

What you can do are your **competencies**, which reflect your **capabilities**.

The equipment, tools machinery, devices, etc. that you can use are your **technical skills**.

All skills and abilities can be **transferable**. Applied use of all skills and abilities develops and demonstrates **enterprising behaviours** in action.

And every skill can be recognised, in one way or another, as part of one - or more - of the six CAE **employability skills** (or the eight **Employability Skills**).

Interpersonal skills

Interpersonal skills are crucial for effective communication and collaboration in the workplace. Key interpersonal skills include:

- ☺ Communication
- ☺ Teamwork
- ☺ Empathy
- ☺ Active listening
- ☺ Support for others
- ☺ Negotiation
- ☺ Conflict resolution
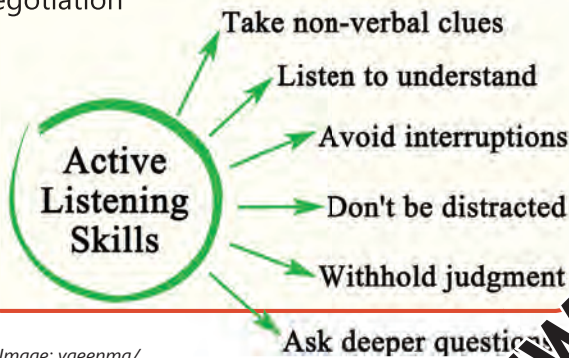- ☺ Networking
- ☺ Leadership
- ☺ Cross-cultural understanding

Active Listening Skills
- Take non-verbal clues
- Listen to understand
- Avoid interruptions
- Don't be distracted
- Withhold judgment
- Ask deeper questions

Image: vaeenma/ Depositphotos.com

Intrapersonal skills

Intrapersonal skills focus on being self-aware and understanding your own thoughts, emotions, and behaviours. These skills are essential for personal growth and effective self-management.

- ☺ Self-awareness
- ☺ Self-regulation
- ☺ Self-motivation
- ☺ Self-reflection
- ☺ Emotional intelligence
- ☺ Emotional regulation
- ☺ Resilience
- ☺ Goal-setting
- ☺ Mindfulness
- ☺ Critical thinking
- ☺ Creative thinking
- ☺ Adaptability
- ☺ Willingness to accept responsibility

Personal development skills 4B

What does each of these **personal development skills mean** to **you**? **Examples** would be good! **Discuss** as a class. Why are there **similarities/differences**?

Self-awareness	Career planning	Time management
Emotional intelligence	**Adaptability**	**Resilience**
Continuous learning	**Interpersonal skills**	**Intrapersonal skills**

4.05 Personal Development - Settings

Personal experiences and settings

Although employability skills relate generally to people's competence in work-related situations, we can also develop **transferable skills** in day-to-day personal situations.

People have to develop and apply skills to manage their lives. These might include:

⇨ balancing their personal, educational and working commitments (**time management**)

⇨ helping family members do household tasks (**teamwork**)

⇨ making choices so that a limited budget can stretch further (**problem-solving**)

⇨ working out how to best use smart devices and apps (**digital literacy**)

⇨ maintaining positive interpersonal relationships with family, friends and loved ones (**communication**).

So the key to improving your future skills-sets, is to think about how the day-to-day tasks that you naturally do can be **transferred** to work-related situations. Sometimes it is better to do this by considering how you develop and use more than one employability skill at the same time (simultaneously).

Are you a whiz in the kitchen? Well that takes time management, learning, and applying technological skills.

Are you good at babysitting and looking after other family members? Well you're using communication, self-awareness, and problem-solving skills.

Are you good at fixing things around the house? Well, that must have come from learning, technological know-how, and a successful use of problem-solving skills.

Now have a think about how each of those skill-sets: cooking, babysitting and fixing things, might help open up career opportunities.

🗣 You get the idea. So, what are you good at in your personal life, that might just help you in your future career?

Image: Jaimie D. Travis/ Photos.com

Looking after young children also shows responsibility, empathy, patience and communication.

4C Personal development experiences

Describe an example of how you developed and/or applied each CAE **employability skill** in your own **personal** experiences.-

Communication	Digital literacy
Teamwork	Time management
Critical thinking	Problem-solving

Social and recreational experiences and settings

As humans we all need to have social interaction. We also enjoy many different recreational activities, sports, hobbies and other interests. As a result, we also build employability skills when undertaking social or recreational activities.

You naturally put a lot of time, energy and **passion** into getting the most from your social and recreational lives, as these activities are generally the things you really like doing.

The positive work-related benefit is that you will also build your **employability skills** when following your interests and passions - **organically** - without even thinking about it. You can then **transfer** the skills you build to **work-related situations**.

Do you play team sports? That builds teamwork and communication.

Do you enjoy nature, hiking, gardening, fishing or other outdoor activities? These build natural learning skills, time management, and can involve problem-solving.

Do you have a creative hobby such as art, crafts, cooking, designing, woodworking or even writing? Well that requires learning, problem-solving, and often critical thinking skills.

Don't forget about the importance of **communicating effectively** with others through your **social interactions**, either face-to-face, online, through shared participation in sports, recreation or hobbies, or even helping friends and family to deal with issues they might find overwhelming in their lives.

So how might your social and recreational involvement and experiences, help you to develop **transferable employability skills**, so as to create career opportunities?

Having fun often makes it easier to learn and develop skills that can be put to good use.

Image: monkeybusiness/ Depositphotos.com

Social/Recreational development experiences   4D

Describe an example of how you developed and/or applied each CAE **employability skill** in your own **social** and **recreational** experiences.

Communication	Digital literacy
Teamwork	Time management
Critical thinking	Problem-solving

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4.07 Personal Development - Settings

Educational experiences and settings

Education and training play a vital role in skilling-up people. Therefore, your educational and training experiences are very effective ways for you to develop and apply your suite of employability skills.

Training, such as VET, TAFE and short courses, is generally aimed at developing specific skills-sets in trainees. This helps a trainee to become better skilled and more job-ready.

Education, such as school education, is not just about skills development. School education helps build **communication**, **teamwork**, **problem-solving, time management** and **decision-making** skills. School education also can enhance a learner's **interpersonal** and **intrapersonal skills**. The development of these skills assists a learner to become more **self-aware** and to be more **enterprising**.

Most importantly, school education can help enable a student to, **learn to learn**. This means that the student can show more **initiative** in their personal, social, and work lives, and embark on a journey of **re-skilling** and **upskilling** throughout their career as part of **lifelong learning**.

So consider how you have, and can further, develop and apply your own employability skills in these education and training settings.

⇨ School 'literacy' and 'numeracy' subjects and activities.

⇨ School 'personal development' subjects and activities.

⇨ School-based work-related vocational subjects and activities.

⇨ VET courses

⇨ TAFE courses

⇨ School-based Australian Apprenticeships

⇨ Short courses

⇨ Online tutorials

⇨ Work-related employee training, delivered both on-the-job, and off-the job.

Image: monkeybusiness/ depositphotos.com

4E   Education development experiences

Describe an example of how you developed and/or applied each CAE **employability skill** in your own **educational** experiences.

Communication	Digital literacy
Teamwork	Time management
Critical thinking	Problem-solving

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Community/volunteer experiences and settings

One of the most effective ways to develop both personally and professionally is by working as a **volunteer** in community settings.

This is especially useful for young people who may not have much, or any, paid work experiences to list on their résumé, or to talk about in a job interview situation.

Volunteering and community work create triple benefits - essentially a **win:win:win** situation. The organisation wins because you are supplying your **time**, **labour**, **skills** and **expertise** for free to help the enterprise deliver its community service.

For example, many local sporting organisations are fully run by volunteers - from the coaches, to people running the canteen, right down to the person who sweeps the changerooms. The volunteers win because they get to enjoy the **support**, **services** and **benefits** of the community organisation.

As another example, a local charity meals provider is able to provide wholesome and regular meals to low-income and struggling community members - at no cost to the people. Your labour helps the community enterprise manage its own costs, as there is no way they could afford to have paid staff and still provide free meals.

The final win is for you. You get **training**, **supervision**, **skills development**; and in some cases, real **qualifications** to help boost your suite of employability skills. This will make you more **employable**.

Image: Wavebreak Media LTD/depositphotos.com

For example, if you volunteer at a local animal rescue shelter you are likely to do a variety of tasks from cleaning, maintenance, feeding, rights through to care-giving and even admin support. Not only do you consistently develop and apply your employability skills, you build day-to-day on-the-job skills, you also develop a network of contacts that can help you in the future.

And once again, you will naturally transfer the employability skills you develop to many work-related situations.

Community/Volunteer development experiences   4F

Describe an example of how you developed and/or applied each CAE **employability skill** in your own **community** and **volunteer** experiences.

Communication	Digital literacy
Teamwork	Time management
Critical thinking	Problem-solving

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4.09 Personal Growth

Personal growth

Your **personality** (i.e. who you 'are') is determined by a range of factors and is naturally a key influencing factor on the type of career you might like to pursue. Your personality can manifest through factors that drive your **values** such as:

⇨ **expectations** (what you want and what you think you deserve)

⇨ **motivation** (what drives you to act in different ways and achieve goals)

⇨ **attitudes** (your underlying beliefs that influence your thoughts, feelings and actions)

⇨ **behaviours** (how you act in different situations, including towards others).

Your values, expectations, motivations, attitudes and behaviours all combine to steer your personal growth. But we think you'll agree, that you're not really likely to be the same person in 50, 25, 10 or even five years' time, as you are now. As you grow, and evolve, and experience new things in life, your personality is also likely to grow and evolve. And this will change what you want to achieve in life - and by extension - some of your reasons for working.

Developing oneself

It is important to understand that self-development is not a static once-off activity. You can't just do one course, or one personal improvement action, or even one personality 'cleanse' - and then think you have become the best that you can be!

Effective self-development is an **ongoing** process you have to 'manage' throughout your entire life. We develop continuously (and differently) as our **life circumstances** change.

We grow up, mature, change, evolve, take on work **responsibilities**, develop new social contacts, build friendships, enter (and leave) relationships, and in many cases, start our own families (and even businesses).

We win, thrive and enjoy. We struggle, doubt and worry. We lose, fail and suffer.

So to become a more well-rounded, self-assured and resilient person and worker, you have to understand and embrace the ongoing, and ever-changing, **challenges** that come with developing and improving both your **personal** and **professional life**. And that includes the difficult challenges - these often build greater **character** and give you more **resilience**.

These challenges illustrate how **lifelong learning** is vital to developing and managing your **career pathway**. So get ready for these challenges - set your mind on some growth!

4G Personal growth

🗣 Respond to each of these questions honestly. Describe an **example** of how **you** have **met** each of these **challenges** in **personal situations**, and also in **vocational** or **educational situations**.

1. Do I accept that getting things wrong is a path to learning?		
2. Am I flexible and can I think critically, or creatively, when needed?		

Personal Self-Development

Taking on work responsibilities	Maturing and personal growth	Taking on family responsibilities

Training and learning

Broadening your experiences

Developing social contacts

Setting goals and making decisions

Dealing with adversity

Getting knocked down

Eliminating negative habits

Self-understanding

Feeling and loving

Caring and nurturing

Understanding and empathising

Handling stress and anxiety

Dealing with criticism

Getting back up again

Developing a healthy lifestyle

Communicating effectively

Self-reflection

One of the greatest achievements in a young person's life is getting their driver's license.

Image: pinkcandy Depositphotos.com

3. Is near enough good enough; or is being better, better?		
4. Do I seek feedback and take steps to improve my performance and quality?		
5. Can I see how my behaviours and actions impact on me, and also on others?		
6. Am I resilient and able to deal with problems when they arise?		
7. Am I welcoming of ongoing training and lifelong learning to grow my skill-sets and develop my career?		

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4.11 Personal Growth

Growth mindset

Have you heard the term growth mindset before? You might have come across this concept from one of your teachers, or when searching online, or even when viewing a TikTok 'expert' (who is usually really parroting what someone else has said).

Put simply, a **growth mindset** is the belief that **abilities** and **intelligence** can be **developed** through **dedication** and **hard work**.
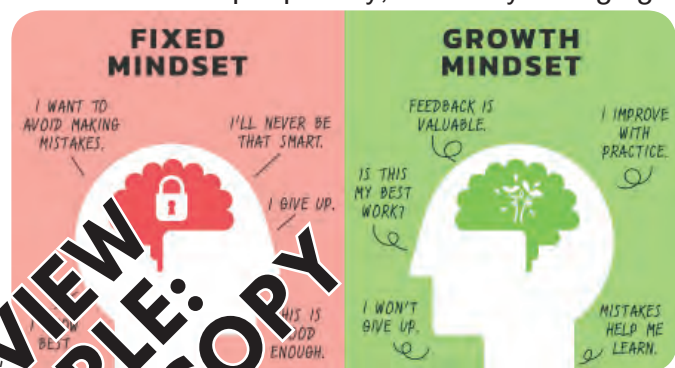
By understanding and adopting a growth mindset people are more likely to **excel** in their personal, social, educational and professional activities. This happens because people actively welcome and encourage **reflection**, **feedback** and **continuous improvement**, all the while building and applying **resilience**.

A growth mindset contrasts with a **fixed mindset**, where individuals believe their 'talents' are innate and unchangeable. You might have heard some people say, "Don't try changing me, this is what I am - take it or leave it!"

Well, when faced with this sort of fixed mindset, employers are quickly able to assess poor attitude and will take the latter option - that is - they will leave it!

A growth mindset refers to being **proactive** instead of **reactive**, and turning **pressures** into **opportunities**.

Image: thailerderden10/Depositphotos.com

🗣️ Strategies to Develop Growth Mindset

Learning from mistakes

Mistakes, everyone makes them. It's how we learn from mistakes that helps us to build resilience, grow and thrive.

- ☐ Don't be afraid to make mistakes, they are a natural part of the learning process.
- ☐ View mistakes as opportunities to learn and grow.
- ☐ Reflect on what went wrong and how to improve.
- ☐ Get feedback, advice, help and support.
- ☐ Skill-up to level-up!

Embracing challenges

As our personal, social and professional lives evolve, we will face new and ongoing challenges.

- ☐ Step out of your comfort zone and take on new tasks.
- ☐ See challenges as a way to build new skills and knowledge.
- ☐ Stay persistent even when tasks are difficult.
- ☐ Embrace responsibility and pursue leadership opportunities and training.
- ☐ Skill-up to level-up!

Regular self-reflection

As our personal, social and professional lives evolve, we need to reflect on our progress.

- ☐ Actively encourage feedback and review.
- ☐ Take time to assess your progress and areas for improvement.
- ☐ Set aside regular time to reflect on your achievements and to unpack your setbacks.
- ☐ Where needed, get feedback, advice, help and support.
- ☐ Skill-up to level-up!

Describe **2 ways** that **you could apply** each of these elements of a **growth mindset** to:

⇨ **planning** and **developing your career** and

⇨ when **working** as a **new** or **younger worker**.

Learning from mistakes	Embracing challenges
...when developing my career. i. ii.	**...when developing my career.** i. ii.
... as a new or younger worker. i. ii.	**... as a new or younger worker.** i. ii.

Regular self-reflection

...when developing my career.	... as a new or younger worker.
i. ii.	i. ii.

PREVIEW SAMPLE: DO NOT COPY

Applied

Take a closer look at the image depicting a growth mindset on p.92. It's OK, but it's not 'great'. Work with a classmate to determine what could be included in a better image and then design this image. (AI is supposed to be good at images - but the results can vary. Can it help you?) Report back to the class on your new image.

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4.13 Emotional Intelligence

Emotional intelligence

Emotional intelligence is a type of 'social intelligence' that involves the ability to monitor the feelings and emotions of yourself and other people.

Emotional intelligence relates to a person's ability to recognise and understand their own emotions by being **self-aware**, and then having the skills to effectively **manage emotions** in different situations.

Emotional intelligence originates **internally** from within a person as part of a suite of **intrapersonal skills**. Emotional intelligence then plays out **externally** as a series of positive **interpersonal skills**.

A person with well-developed emotional intelligence is thought to be more socially competent, and more able to understand what other people do and say.

Emotionally intelligent people can use this ability to develop successful relationships that lead to positive outcomes for all involved. They are more likely to interact positively with friends, family, workmates, customers and clients, and others with whom they may come into contact.

Modern research is showing that people, as employees in the workplace, must be more than just technically skilled. They also need to have well-developed emotional intelligence.

People who have well-developed emotional intelligence are also more likely to enjoy fulfilling and balanced **relationships** across all spheres of their lives.

Image: Feodora52/Depositphotos.com

Are you mindful of how your actions will impact on the feelings of other people?

Emotional intelligence involves...

- Self-awareness
- Social skills
- Empathy
- Communication
- Self-confidence
- Intuition
- Self-assessment
- Flexibility
- Self-regulation
- Adaptability
- Initiative
- Motivation
- Teamwork
- Conscientiousness
- Conflict management
- Trustworthiness

Image: J.M. Guyon/Depositphotos.com

Emotional intelligence   4I

1. What is **emotional intelligence**?

_____

_____

_____

2. How does **emotional intelligence** originate, **internally**? Give an example.

_____

_____

_____

_____

3. How does **emotional intelligence** play out, **externally**? Give an example.

_____

_____

_____

_____

4. What **positives** are people with high levels of **emotional intelligence** more likely to experience?

_____

_____

_____

_____

5. Just from what you have learned so far, describe **your** own levels of **emotional intelligence**. Consider the key terms in the diagram.

Investigation: Emotional intelligence tests

Go online and search for emotional intelligence tests. There are plenty around but some charge a fee to get your results - which really is a bit of a rort!
        Try: **www.psychtests.com/tests/iq/emotional_iq_r2_access.html**
Discuss these results. Do they seem accurate? How might you improve your EI?

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4.15 Emotional Intelligence

Emotional intelligence

Daniel Goleman, a US psychologist and author, is the pioneer of research into emotional intelligence. Goleman emphasised that well-developed **self-management** skills, as well as the ability to **relate to others**, are key aspects of emotional intelligence for effective leadership.

Emotional intelligence, according to Goleman, extends well beyond technical skills and traditional IQ, into five characteristics.

Image: Creatista/ Depositphotos.com

1. **Self-awareness:** which involves being in touch with and understanding one's strengths and weaknesses.

2. **Empathy:** including the ability to see things from another's perspective.

3. **Self-regulation:** shown through exercising emotional control and balance.

4. **Motivation:** such as maintaining an inner drive to achieve objectives.

5. **Social skills:** by communicating effectively with others.

Self-regulation

- ⇨ **Controlling emotions**
- ⇨ **Knowing limits**
- ⇨ **Behaving positively**
- ⇨ **Limiting negative behaviours**
- ⇨ **Achieving balance**

Motivation

- ⇨ **Setting clear goals**
- ⇨ **Aligning personal values**
- ⇨ **Striving for rewards**
- ⇨ **Avoiding negative consequences**
- ⇨ **Clarifying achievement**

Self-awareness

- ⇨ **Understanding of self-identity**
- ⇨ **Acknowledging feelings**
- ⇨ **Knowing strengths**
- ⇨ **Overcoming weaknesses**
- ⇨ **Questioning responses**

Empathy

- ⇨ **Listening to others**
- ⇨ **Accepting other points of view**
- ⇨ **Embracing diversity**
- ⇨ **Being compassionate**
- ⇨ **Supporting by inclusion**

Social skills

- ⇨ **Developing relationships**
- ⇨ **Communicating effectively**
- ⇨ **Actively listening**
- ⇨ **Encouraging inclusiveness**
- ⇨ **Applying diverse communication methods**

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1. According to Daniel Goleman, what are the **5 main characteristics** of emotional intelligence?

   _____

   _____

2. Think about how **you feel**, **respond** and **act** in different **situations**. Describe 2 examples of how you demonstrated **emotional intelligence** in those **situations**, for each of these 5 main **category areas**.

   e.g. Self-regulation: I was at work on a break and most people were sucking on vapes. I don't want to smoke in any way so I said no. I got a bit of ribbing, then after a few minutes, no-one cared anyway.

Self-regulation	**Motivation**
⇨	⇨
⇨	⇨

Self-awareness
⇨   ⇨

Empathy	**Social skills**
⇨	⇨
⇨	⇨

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4.17 EI in Different Contexts

Different contexts

We experience our lives through different contexts. We have our **personal** life, our **family** life, our **educational** life, our **work** life, our **social** life, and even our **online** life.

Sometimes these contexts or situations might crossover one another, such as personal and family, and online and social. At other times we might be in a specific situation, such as undertaking a work placement, volunteering or doing paid work.

Life's varied situations can require us to develop and apply our emotional intelligence **differently**. The way we need to **control** our **emotions** with our family, might be different to when we are online. How we deal with disagreements at work, might be different to when we are with friends. And how we respond to struggles and difficulties might be much different in our personal lives, than when we are at school or TAFE.

However, the core characteristics of emotional intelligence remain in any situation. So to become more **employable** you need to develop your emotional intelligence across all your experiences, and then **transfer** these skills to **work-related situations**.

Personal situations

⇨ **Emotional bonds drive personal situations.**

⇨ **Care, compassion and tolerance are vital.**

⇨ **Communication might be very informal and personal.**

⇨ **Personal values are often shared.**

⇨ **Selfishness and control can put pressure on relationships.**

⇨ **There can be a clash of needs.**

Family situations

⇨ **Emotional bonds unite families.**

⇨ **Care, compassion and support are once again vital.**

⇨ **Communication is informal.**

⇨ **Family members may have different responsibilities.**

⇨ **Family bonds offer belonging, support and care.**

⇨ **Family bonds can also be taken advantage of and exploited.**

Image: Subbotina/ Depositphotos.com

Education situations

⇨ **Learning involves advice, support and feedback.**

⇨ **It is encouraged to ask questions.**

⇨ **It is acceptable to get things wrong.**

⇨ **Working collaboratively will develop team skills.**

⇨ **Codes of conduct mandate standards of behaviour.**

⇨ **Social relationships are formed.**

Work situations

⇨ **Work roles create and define responsibilities.**

⇨ **Employment codes of conduct mandate standards of behaviour.**

⇨ **Workers have to deal with diverse people.**

⇨ **Emotional responses need to be controlled.**

⇨ **Different and formal ways of communication are expected.**

Social situations

⇨ **People seek to forge social bonds, inclusion and acceptance.**

⇨ **People can also be excluded.**

⇨ **Communication rules of social etiquette might apply.**

⇨ **To belong, people seek out those with similar values.**

⇨ **Our actions might impact people in varied ways.**

⇨ **Group and power dynamics exist.**

Online situations

⇨ **People might 'promote' a different version of 'self'.**

⇨ **Opportunity to connect with varied and diverse people.**

⇨ **Communication rules of online etiquette might apply.**

⇨ **There's a lot of reacting and posting, but far less thinking.**

⇨ **People can use social media to troll, harass and bully.**

EI - Different contexts   4K

1. Have a think about how **you think**, or **feel**, or **act**, or **react**, in **different contexts** or **situations**. Describe **examples** of these.

2. Explain how you could **transfer thoughts**, **feelings** or **actions** in a **positive** and proactive way to **work-related** situations. What would you **do** or say?

Situation	Description	transfer these to work?
Personal		
Family		
Education		
Social		
Online		

Discussion: In small groups, come up with 3 **positive action strategies** that you can apply to **demonstrate emotional intelligence** across **any situation**.

4.19 Personal Development

Personal development strategies

Personal development doesn't just happen by accident. Of course we grow, mature and evolve by broadening and deepening our **lived experiences**. But in order to develop your **personal self**, and your **professional employability**, you need to take active steps to **implement strategies**. Your teacher will introduce and apply a range of personal development strategies throughout your Careers and Employability studies.

Four key strategies that everyone needs to apply are listed below. So, how do you think these would help you?

1. **Overcoming fears**
2. **Asking for feedback**
3. **Observing others**
4. **Networking**

You're not on your own, you know!

Image: Monkey Business Images/ Depositphotos.com

Strategies to improve personal development skills

1. Overcoming fears

⇨ **Identify and acknowledge what is 'standing in your way'.**

⇨ **Identify issues and problems.**

⇨ **Break your goals down into smaller, manageable steps.**

⇨ **Set and plan timelines for goal achievement.**

⇨ **Gradually face your fears to achieve goals; and celebrate small victories along the way.**

⇨ **Communicate with others.**

2. Asking for feedback

⇨ **Seek constructive criticism from teachers, mentors and supervisors.**

⇨ **Use feedback to identify strengths and areas for improvement.**

⇨ **Ask for advice, support, training and other help.**

⇨ **Actively apply the feedback to make positive changes.**

⇨ **Communicate with others.**

3. Observing others

⇨ **Find role models experienced in areas that you want to improve.**

⇨ **Observe how they operate, communicate and solve problems.**

⇨ **Identify their strengths and analyse why that is the case.**

⇨ **Identify what doesn't work for them to avoid similar errors.**

⇨ **Ask them for insights into their methods and approaches.**

⇨ **Communicate with others.**

4. Networking

⇨ **Develop positive interpersonal relationships.**

⇨ **Seek out knowledgeable mentors and industry professionals.**

⇨ **Develop both a personal and professional support network.**

⇨ **Establish and communicate your 'needs' and goals.**

⇨ **Use digital media professionally to connect with others**

⇨ **Communicate with others.**

Listed below are a range of **words** related to building **personal development skills**. You could add 4 more.

Create **statements** to complete the **prompts** by using at least **2 of these** for each statement. Some might be used across multiple prompts. Add 1 more.

Wisdom	**Failing**	**Experience**	**Succeeding**
Organising	**Seeking**	**Testing**	**Coaching**
Mentoring	**Advice**	**Review**	**Initiating**
Trialling	**Learning**	**Managing**	**Training**
Risking	**Solving**	**Asking**	**Modelling**
Responsibility	**Planning**	**Analysing**	**Adapting**
Creating	**Critiqueing**	**Collaborating**	**Communicating**

I can overcome fears by:

Feedback can help me by:

I can observe others by:

I can build my network by:

I can solve problems by:

I can build resilience by:

I can build my skills by:

I can ask for help by:

I can

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4.21 Personal Development

4M Personal development

Part A: Describe **examples** of how you have, or could, **apply** each of the **4 strategies for personal development** in relation to the **CAE employability skills**.

Strategies...	For career entry and/or career development	
for developing communication skills	Overcoming fears	Asking for feedback
	Observing others	Networking
for developing teamwork skills	Overcoming fears	Asking for feedback
	Observing others	Networking
for developing critical thinking skills	Overcoming fears	Asking for feedback
	Observing others	Networking
for developing digital literacy skills	Overcoming fears	Asking for feedback
	Observing others	Networking
for developing time management skills	Overcoming fears	Asking for feedback
	Observing others	Networking
for developing problem-solving skills	Overcoming fears	Asking for feedback
	Observing others	Networking

Part B: Describe **examples** of how you have, or could, **apply** each of the **4 strategies for personal development** when demonstrating **enterprising behaviours** as part of the **enterprising characteristics**.

Choose 2 strategies related to your personal development, and 2 more related to your professional (i.e. work-related) development.

Strategies...	My personal development	My professional development
for demonstrating adaptability	i. ii.	i. ii.
for demonstrating initiative	i. ii.	i. ii.
for demonstrating problem-solving	i. ii.	i. ii.
for demonstrating managed risk taking	i. ii.	i. ii.
for demonstrating resilience	i. ii.	i. ii.
for developing critical and creative thinking	i. ii.	i. ii.

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4.23 Graduated Assessment 2

GA2   Personal Development Skills - Personal Management

For this graduated assessment task, you will create a list of your key personal development skills, as well as an honest assessment of your current achievement level for these.

You will then meet with your teacher, and/or a Careers Adviser or Career Mentor to discuss your self-reflection. You will make adjustments as advised, including adding other skills.

You will work together to identify actions you should take to improve your personal development skills (such as training, placements, volunteering, etc.).

e.g. I would rate my time management as 'medium' at the moment, because I am usually punctual, but I do sometimes miss some deadlines for assignments.

An action I could take is to set e-reminders for at least 72 hours before due dates, so that I don't miss any work.

Tip: Use the table to start to draft/record your information

Name:	Advisor/mentor:	Date:
Personal development skill	**My current level**	**Further action needed**

Exploring Work & Learning 5

Activities 5: Exploring Work & Learning	p.	Due date	Done	Comment
5A **My career values**	107			
5B **By the letter**	108			
5C **My aptitudes**	109			
5D **Personal capabilities**	111			
5E **Preferred work environment**	112			
5F **Advancement wisdom**	113			
5G **Being SAVI**	1			
5H **My career goals and values**	115			
5I **Online career sites**	17			
5J **Career planning support**	119			
5K **Career information portals**	121			
5L **Breaking down barriers**	123			
5M **Who could it be now?**	124			
AT2 **Snapshot: Where Am I At? – Career Portfolio**	125-126			

Comments:

5.01 Values and Interests

My career values

"So, what do you want to be?" You've probably been asked this question many times. But how do you know what's best and what suits?

Values are the things that we rate as important in our lives. Values are often the **guiding principles** upon which we make our decisions. Your values are an important set of personal influencers that need to be considered when planning your career.

You need to build a career that you can be **proud** of; but not just because of the **status** associated with the job. More importantly, your work life must help you satisfy as many **personal values** as possible so that you can enjoy a more **fulfilled life**.

People are more likely to seek and undertake work that satisfies their values, and work that reflects their **attitude** towards their vocational goals. Building a long-term career is about choosing a **vocation** - and not just doing a job!

So don't just 'believe' what is said 'online'. There are many different reasons why people work. Most reasons for working and **job satisfaction** go well beyond simply the level of pay. Your **expectations** as an employee will influence the types of **work tasks** you prefer in your job and career.

You also need to realise that things that you value as important now, might change over time. So be careful not to make a hasty decision which might seem right at this present moment, but which might not suit you later in your life.

So, what do you want to get from working based on your own values?

What Do You Value?

"I value having a really high standard of living."

"I value freedom."

"I value being creative."

"I value social contact and meeting people."

"I value my friends over anything else."

"I value my family over anything else."

"I value helping the community as vital."

"I value helping myself as number one."

"I value spirituality."

"I value certainty."

"I value a lot of leisure time."

"I value being my own boss."

"I value my health most.

"I value fame, excitement and glamour."

"I value the opportunity to make decisions."

Image: zhev/iStock/Thinkstock

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1. List 5 of the **values** from p.106 that relate to **your** preferred **career pathway**.
    For each, explain how your choice of a career pathway relates to that value.

2. Identify **1 more value** that might relate to your preferred career pathway.
    Complete an explanation for each of these.

Values	How this relates to my career pathway.
e.g. **"I value freedom."**	I want to develop my own retail business so that I can be responsible for my own success (or failure) and be my own boss. But I'll first need business or retail qualifications, as well as retail experience from working, so that I can learn how the industry operates.

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5.03 Values and Interests

Capabilities and interests

Your interests are the things that motivate you. And **motivation** is the key to ongoing job **satisfaction**. You are more likely to enjoy your career if you match your interests and your personal capabilities to the type of job and its associated work **tasks**.

For example, if you are interested in computers then you will be well-placed to develop a career in an ICT role. Perhaps you might be an ICT technician (if you are interested in fixing problems), an ICT salesperson (if you are interested in customer service), or even an app developer (if you are interested in new media technology platforms).

As another example, perhaps you might be interested in physical fitness. So you might become a personal trainer, or a PE teacher, or a recreation officer; or even a landscape gardener (if this is also a complementary interest).

Complementary interests

The idea of building a career pathway to suit your complementary interests is one that you should pay close attention to. Too many people get drawn-in by social media which says that 'this' is a good job, or 'that' is a good job. A good job is always one that you are **interested** in doing! That's how you develop a rewarding **career pathway**.

You can also apply your **personal aptitudes**, and satisfy your **personal values**, by working in a job role in an enterprise or industry setting that you are interested in.

For example, you might be an accounts officer for Greenpeace, a sales rep for a surfwear manufacturer, or a cook in a trendy mobile food van.

5B   By the letter

1. Quickly now. You have to list 26 things that **are interested in**, each starting with a **different letter** of the **alphabet**. None should be more than 3 words long.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X/Y/Z

2. Now, list **jobs** that might give you an opportunity to **satisfy** these **interests**. **Rank each** job **out of 10** for your level of interest as a potential career.

   e.g. Zoetropes - Digital animator (8/10)

Personal aptitudes

All throughout your life there would have been some **activities** and **tasks** that have come naturally and have been easy for you to do.

These natural **aptitudes** could include sport, physical activities, fixing machines, communicating with people, art and drawing, calculating numbers, playing music, using computers, and many more.

The list is endless and varies from person to person.

Therefore, one of the first steps is to determine what you are naturally good at.

Focusing on your **personal aptitudes** enables you to develop certain **skills** and **capabilities** that you can apply to **work-related tasks**. It makes good sense that you should try to make these aptitudes the foundation of your career.

I'm sure you'll agree that you're more likely to prosper in a career that has you doing tasks and activities based on the things you're good at doing!

This is a part of **transferring** your natural interests and personal aptitudes so that you can better succeed in work-related situations.

Whether it is outdoors such as gardening, or indoors such as art, we all have varied aptitudes.

Images:
...tuckF/iStock/Thinkstock
...Jupiterimages/Polka Dot/Thinkstock

My aptitudes 5C

List 3 'natural' **aptitudes** you have. Explain how each of these aptitudes can be **applied** to **personal, school** and **work-related** settings.

My aptitudes...	In a personal situation	In a school situation	In a work-related situation
e.g. I am very physically fit and healthy.	I play a variety of sports all year round which also builds my team skills.	I use my fitness abilities to help coach Year 7's in sport.	I can do hard manual labour all day without complaining.

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5.05 Capabilities and Preferences

Personal capabilities

Your **capabilities** can be described as being the things that you are able to do well. So it is important to match your personal capabilities to employability skills, industry-specific skills and technical skills - and vice versa.

In normal life, we might say are you capable of driving a car, cooking a roast dinner, babysitting children, kicking a football 35 metres, or even building a dog house.

If you are capable of doing a task it means that you must have the **skills** needed to effectively perform that task.

In work-related situations, the ability to do a **task** successfully over and over again, means that you are **competent** at that task.

So, capabilities, skills and competencies are all related.

If you can do something you are capable in that task.

You show your capability to do the task by developing and applying varied skills.

Finally, if you can demonstrate the ability to consistently do the task properly, then you can be described as being competent in that task. That is actually very similar to how VET courses and other vocational training work.

So ask yourself, honestly, what can I do?

And don't get too comfortable with what you can do now. You will still have to grow and learn as part of developing and applying a **growth mindset**.

Making it work

Before an employer will consider you for a role they will generally expect you to be able to prove that you can deliver on these basic entry-level generic skills.

⇨ Punctuality
⇨ Literacy
⇨ Numeracy
⇨ Teamwork
⇨ Communication
⇨ Following instructions
⇨ Technological competence
⇨ Health and fitness
⇨ Working safely
⇨ Ability to accept responsibility

So how do rate on these 'Big 10'?

Capabilities - Skills - Competencies

Capabilities:
What tasks can I do?

Skills:
What specific abilities, knowledge and actions have I developed, and will I apply, to do the task successfully.

Competencies:
Work tasks I can effectively do over and over again, by applying my skills, which were developed from my capabilities.

Image: ZZZDIM.COM / Depositphotos.com

1. Honestly **assess** your **current leve**l for these 10 **capabilities**. Add 2 more.

2. Describe **examples** to justify your assessment.

3. Give examples of how you could **apply** this capability to **work-related situations**.

Personal Capabilities	Capability level	Example(s)	Applied examples
Examples: Literacy	My reading and writing literacy is medium. But my oral and digital literacy is quite high.	I am usually the leader when doing presentations and I handle all the multimedia elements.	I think this will help me in customer or client focused situations; and good digital skills are needed for nearly all jobs.
Punctuality			
Literacy			
Numeracy			
Teamwork			
Communication			
Following instructions			
Technological competence			
Health and fitness			
Working safely			
Ability to accept responsibility			

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5.07 Capabilities and Preferences

Preferred work environment

Now that you have identified your **values** and **interests**, along with your **capabilities** and **preferences**, you need to match these to the most suitable types of work environments for you.

Naturally the type of **work environment** that might best suit you is driven by the types of **work tasks** that will feature in your career pathways choices. Not every one is cut out to work in mining, or agriculture, or hospitality, or retail, or health-care or corporate environments. Some people are better suited to small worksites. Others thrive in large industrial settings. Some people suit mobile work, whereas others need a fixed work station.

One important factor is the management of hazards and risks as part of **workplace health and safety**. You also need to take into account the **evolving nature** of different work environments and how this evolution will impact on your future career options.

At times, we might not realise how suitable we are for certain work environments, especially if we have never experienced these types of work spaces and work tasks before.

So, how can you find out which type of work environment might suit you? It might be time to move beyond the classroom and find out!

Not everyone is cut out for this type of work environment. But those who are, love every moment!

Image: ... Deposi... ...m

5E   Preferred work environment

1. List some of your key **values** and **interests**, **capabilities** and **preferences**.

2. What type of **work environment** might align with these. And why so?

Tip: Images/video would be very useful to illustrate these.

Opportunities for advancement

One very important influence on your career preferences is the opportunity for **advancement** within the organisation or the industry. Naturally, many young people take on **casual** or part-time roles to earn an **income** and build **experience** in the world of work. However, many of these roles offer limited opportunity for advancement, especially if the organisation prefers employing juniors (i.e. on a lower rate).

At times, you might find that what you think is just going to be a short-term job while still at school, morphs into your preferred **long-term career goal**. Some workers do go on to turn their casual and part-time work into long-term careers, especially in retail, hospitality and in personal services industries.

This can happen when younger workers demonstrate **management** capabilities, and then with appropriate **training**, including internal training programs, grow into **leaders**.

This might also occur when workers experience high levels of **satisfaction** in the jobs they're doing, coupled with a productive **team** of workers, and supported by true **leadership** within the workplace.

And the opportunity for advancement is a key driver of a worker's **career life cycle**, as they move from the **entry** stage into a **growth** phase, and then evolve into longer-term career **consolidation**.

Image: ...agesa.navalny/Depositphotos.com

Advancement wisdom   5F

Where do you see your career development in 5 years time? How would you get there? One way to start planning for this, is to ask those who have come before you. Interview a **worker** in their 20s, a **worker 30+**, and a **senior manager/business owner**. What **steps** did **they take** to advance their careers? What **advice** would they give you to deal with potential **barriers** or 'roadblocks'.

20s	
30+	
Manager/owner	

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5.09 Capabilities and Preferences

Being SAVI

Now as you start to plan and manage your career pathway it is important that you focus on investigating the types of occupations that might best suit you. One way to support this investigation is to focus on your **skills,** your **attributes** (abilities and aptitudes), your **values** and your **interests**. So:

✓ Be aware of the **skills** you currently have and the skills you will need to develop to build your career pathway

✓ Make an honest assessment of your **attributes** and how these relate to your career pathways choices

✓ Reflect on the **values** that might influence your career pathway choices, and

✓ Understand how your **interests** will influence your career pathways choices.

By undertaking an honest assessment of your preferences in these four areas, you can start to identify potential industry and occupational interests that might suit your future career pathways development. These will coalesce to form what you aspire to be - your **aspirations**.

*Image: ro... ...
Depositph...os.c...*

5G   Being SAVI

1. Quickly now, and without t... ...uch ...ical ...nalysis, create **key statements** that **describe you** for each of the 4 Bei... ...AVI ...tegories.

Skills	Attributes
Values	**Interests**

2. Pair up. What type of **career pathway options** might **suit** your **partner** based on their **SAVI profile**? **Why** is that?

My career goals and values   5H

1. Briefly describe your career **goals** and your **values**.

2. Write a concise **career goals statement** - one that would make you proud.

3. Identify where you can get **advice** and **support** to help you achieve your **aims**.

1a. As a worker I aspire to be:

⇨

⇨

⇨

1b. Personal values that will influence my career choices are:

⇨

⇨

⇨

1c. Personal capabilities that I can offer immediately are:

⇨

⇨

2. My career goals summary

3. Advice and support - Who/what can help me?

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5.11 Career Planning Support

Finding out

Just about everyone of working age has to plan, take action and find out about the world of work. But the most important thing to understand about career planning, is that you are not expected to find out and do everything on your own.

In contemporary times, some people forget that there is a whole world of information and support out there to guide young people towards their future career goals.

The **Australian Government** has a range of **online resources** to help you navigate the future world of work such as:

https://www.jobjumpstart.gov.au

https://www.jobsandskills.gov.au

https://www.workforceaustralia.gov.au .

The **WA State government's** primary portal is:

https://www.jobsandskills.wa.gov.au .

Businesses, organisations, **unions** and **industry associations** also publish careers and job-seeking information online.

Tertiary institutions such as **TAFEs**, universities and **private training providers**, offer extensive information, advice and especially in the case of TAFEs, **support** for young people trying to explore their options and establish their most appropriate career pathway.

And then there are all the varied **job-seeking portals** (such as **www.seek.com.au**) that can help guide you in your career pathways development and match employees with employers. These all have **information** resources.

People

There is a range of **people** that you can go to get **advice**, **help** and **support**. This is especially relevant when you are planning to achieve a particular vocational goal or job role.

These people include career specialists, starting with your Careers Adviser, your CAE teacher and other specialist teachers. They have **expertise**.

Then you should seek out a **career mentor** who works in an industry or in an occupation in which you have an interest. They have **insight**.

Also, don't forget about people in your family, friendship, recreational and community networks. They have **experience**. You can talk with these people and get advice from them based on their own experiences, good and not-so-good! Developing your **network** contacts might lead you to **opportunities** that you might never hear about on your own.

Career Information, Advice and Support

Teachers	**Careers Adviser**	**myfuture**
Careers specialists		**Jobs and Skills Australia**
Network contacts		**Jobs and Skills WA**
Organisations' websites		**Workforce Australia**
Employment agencies		**Job Access**
Unions		**Job Jumpstart**
Specialist agencies		**Registered training organisations**
TAFEs and private training providers		**Group training organisations**
Industry associations		**Online job-seeking portals**

Image: Photos.com

Australian Apprenticeships
www.australianapprenticeships.gov.au

🔍

Online career sites   5I

Your teacher will lead a discussion of the most **relevant** and **suitable online** sites and portals for **you** to use in your career pathways investigations. List the **details** including **addresses**, key **features/importance** and any **apps**.

5.13 Career Planning Support

Career Advice and Support - People

Careers specialists
Consider:
⇨ School Careers Adviser
⇨ CAE Coordinator
⇨ Vocational Education Coordinator
⇨ External careers adviser
⇨ Pathways support specialists
⇨ TAFE Jobs and Skills Centres

Career mentor
Consider:
⇨ Managers and supervisors
⇨ Experienced industry person
⇨ Experienced person in/who has done the occupation
⇨ Relevant teacher
⇨ Relevant community leader

Networks
Consider:
⇨ Family support and advice
⇨ People currently working
⇨ People who have worked in similar roles
⇨ Managers and supervisors
⇨ Friends who are working
⇨ Community contacts

Colleagues/Peers
Consider:
⇨ People currently working
⇨ People who have worked in similar roles
⇨ Managers and supervisors
⇨ Community and volunteer managers and workers
⇨ Teammates, coaches, etc..

Employers
Consider:
⇨ Work experience
⇨ Work placement
⇨ Contacts from your employment
⇨ Volunteer work
⇨ Community work
⇨ Local businesses/traders
⇨ Organisations' web portals
⇨ Social enterprises

Employment 'agencies'
Consider:
⇨ Jobs and Skills WA/Centres
⇨ Youth employment services
⇨ Regional employment services
⇨ Disability support networks
⇨ Indigenous and Deadly employment programs
⇨ Recruitment agencies
⇨ Job/gig 'match' portals e.g. Mabel

Industry information
Consider:
⇨ Industry associations
⇨ Unions
⇨ Organisations' web portals
⇨ Trade shows // Career expos
⇨ Jobs and Skills Australia/WA
⇨ TAFE info sessions
⇨ Online networking sites

Tertiary institutions
Consider:
⇨ TAFE Western Australia
⇨ TAFE websites
⇨ TAFE info sessions
⇨ TAFE Jobs and Skills Centres
⇨ Private providers
⇨ Short course information
⇨ Universities/higher learning

1. With **career planning**, do **you** have to **do it** all **on your own**? Why not?

    _____

    _____

    _____

2. Identify a **person** in these roles who could potentially **help you** plan your **career pathway** more effectively. (Why not start the ball rolling - get in touch!)

Careers specialist	Career mentor
Employers	Colleague/peer

3. Your teacher will arrange for your Careers Adviser to visit the class. Your CAE teacher might actually be that person. Remember:

    ☐ Form into small groups based on similar vocational goals.

    ☐ Develop at least **3 questions** to ask the Careers Adviser about **general course** and **job-seeking strategies** and **resources** for young people.

    ☐ Develop at least **3** more **questions** to ask the Careers Adviser about **specific course** and **job-seeking strategies** and **resources** for **your** vocational **goals**.

    ☐ Summarise the **responses**.

General		Specific	

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5.15 Career Planning Support

Career Information 'Portals'

myfuture

A state/territory government-supported portal for students, parents and educators with helpful career advice, job market information and pathways to different careers.

Tools include career interest tests, articles and extensive resources for planning education and work transitions. **https://myfuture.edu.au**

Job Jumpstart

This Australian Government portal gives advice, tips, videos and other resources for career pathways planning targeted at younger job-seekers.

www.jobjumpstart.gov.au

Your Career

Provided by the Australian Government, via the *National Careers Institute*, offers guidance on career paths, training, job trends and job search tools, including career quizzes, industry profiles and insights into education pathways.

www.yourcareer.gov.au

Australian Apprenticeships

The primary Australian government portal for apprenticeships advice and support, it states:

"Everything you need to become or employ an apprentice in one place."

www.apprenticeships.gov.au

Jobs and Skills Australia

Australian government agency and portal with labour market data about industries, occupations and trends.

www.jobsandskills.gov.au

Workforce Australia & Jobsearch

Workforce Australia members are contracted by the government to assist unemployed people to access workforce opportunities.

Some providers specialise in remote jobs and disability support. Start with *Workforce Australia* through:

www.workforceaustralia.gov.au

TAFE WA

The entry portal to access all the information and links to the 5 region-based TAFEs and course information and advice.

www.tafe.wa.edu.au

Indeed career guide

This is a global (commercial) meta-site that has easy job search functions and some other useful tools and advice.

https://au.indeed.com

Organisation websites

Many organisations, especially large ones, provide career information and videos, and advertise directly for jobs on the Work with us, Human Resources, Careers, etc. pages of their websites; and on social media.

Jobs and Skills WA

WA's primary careers and training portal offering information on jobs, apprenticeships, traineeships and vocational education. Features career advice, job search tools, TAFE and training course information, and support for young people starting their careers.

Includes links to local Jobs and Skills Centres, where career guidance and employment services are available for free. **www.jobsandskills.wa.gov.au**

It is also the entry point to Skills Ready fee-free and subsidised training courses.

www.jobsandskills.wa.gov.au/skillsready

Career information portals 5K

Pair up and **investigate 2** of the **career information portals** on p.120. Your teacher will allocate these so that each portal is investigated at least twice across the whole class.

Evaluate how **useful** each **site** is **for young people** building their career pathway using these **prompts** (where relevant to that portal). Report back to the class.

Basic details	**Who are they?**	**Features of the site**
❑ Name	❑ Agency/organisation?	❑ Describe these clearly.
❑ Organisation	❑ What do they do?	❑ Who are they targeting?
❑ Addresses/locations	❑ What is their mission?	❑ What does the site allow you to achieve?
❑ email	❑ Are there any fees or costs involved?	❑ What can you do/or find out directly from the site?
❑ Phone		❑ How does it work?
❑ Social handles		❑ How effective are the searches and navigation?
❑ etc.		

Services they provide	Online resources	**Contacts**
❑ What other services do they offer?	❑ What resources are available?	❑ Can you speak with them?
❑ Can you contact people in the 'real' world?	❑ What apps are available?	❑ Do they have an office/branches?
❑ Do they work with another agency?	Is the information about:	❑ Do they have one-to-one support services?
❑ Can they help you face-to-face?	• jobs data	❑ Which people should I contact and how?
	• job vacancies	
	• courses	
	• help and advice	
	• career tips	
	• registration facilities	
	• other information?	

Contacts	**Strengths**	**Weaknesses**
❑ Who should use the site? Age, etc..	❑ Summarise the good points and usefulness of the site.	❑ Summarise the not so good points and lack of usefulness of the site.
❑ When should they use it? Year level and stage of pathway, etc..	❑ How easy is the site to use?	❑ How difficult is it to use the site?
❑ Which features work best?	❑ How much can the site assist young people to find work?	❑ What improvements would you suggest?
❑ Do you have any quick tips or handy hints about the site?		

5.17 Proactive Strategies

It's not always easy

There is a huge amount of **information** and **support**, targeted **programs**, and thousands of **training courses** that can assist senior secondary students and school-leavers develop their career pathways and **employability**.

But in reality, many young people (as well as older workers) might have to deal with particular **barriers** and **obstacles** when trying to enter the workforce or training sector. And some of these issues are particularly acute for residents of Western Australia - and you already know why that is!

People could face barriers including **geographic isolation**, which limits access to training and work. **Financial constraints** can certainly make further education unaffordable and out-of-reach for some.

Low **literacy** and **numeracy** skills can hinder students' ability to communicate effectively, or to complete job applications and Career Portfolio documents. Additionally, the **digital divide** restricts access to online resources and job-seeking platforms.

Mental **health challenges** and **social/cultural** barriers can affect confidence, motivation and engagement. **Disabilities** and **lack** of **work experience** further limit opportunities, while navigating **complex systems** for support or funding can be overwhelming.

However, any barriers or obstacles can be overcome. To do so requires acknowledgement of the cause of the **problem**, understanding of your **locus of control**, souring **accurate** and **timely information**, and getting **help**, **support**, **feedback** and **advice**.

Image: dim4[...]69/
depo[...]hotos.com

Learning/Work Opportunities: Potential Barriers

Geographical isolation	**Unclear career information**	**Financial constraints**
Lack of access to digital technologies	**Overly-complex training system**	**Lack of role models & mentors**
Conflicting cultural expectations	**Systemic social disadvantage**	**Language & cultural barriers**
Family and caring responsibilities	**Disability and health challenges**	**Emotional and mental health issues**
Literacy/numeracy skill-levels	**Lack of employment and training opportunities**	**Lack of experience and referees**

Identify 4 potential **barriers** and **obstacles** that might **effect you** and **your career pathways development**. Respond to these prompts.

What is the barrier/obstacle?

How might this impact on me?

In response, what could I do?

What advice and support could I get?

What is the barrier/obstacle?

How might this impact on me?

In response, what could I do?

What advice and support could I get?

What is the barrier/obstacle?

How might this impact on me?

In response, what could I do?

What advice and support could I get?

What is the barrier/obstacle?

How might this impact on me?

In response, what could I do?

What advice and support could I get?

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5.19 Proactive Strategies

Overcoming barriers

There are many **strategies** that you can apply to help deal with common **barriers** related to accessing **learning** and **work opportunities**. For the purposes of your CAE curriculum, these have been organised into 3 main types.

1. Personal mentor

2. Professional support services

3. Financial and academic assistance programs

Some of these are relevant now. Others might become moreso over the next 12 months. Some might come more into play next year when you are closer to leaving school and entering work or study. And your teacher might have others strategies - including better actions for you. The key at this moment in your course is to have an awareness of what and who can help you, and then you can build your applied knowledge over time.

Strategies to address potential barriers

1. Personal mentor

✓ They have knowledge of how the world of work, and/or education operates.

✓ They have experience, expertise and wisdom - that translates into advice.

✓ They can help you to avoid common mistakes.

✓ They can help you unpack and overcome with problems you face.

✓ They can assist with applications, portfolio documents and so on.

✓ They might have contacts that can help give you a 'headstart'.

✓ They want to help you. So who could you consider as a personal mentor?

2. Professional support services

State and commonwealth funded job-seeking and support agencies such as:

☐ Workforce Australia

☐ Workforce Australia - Transition to Work

☐ TAFE WA Jobs and Skills Centres

☐ Australian Apprenticeships

☐ Career Connect

☐ Disability Employment Services (DES)

☐ Aboriginal Employment Program

☐ Plan 2day 4 2morrow (P242)

3a. Financial assistance

☐ Youth Allowance for job seekers.

☐ Clothes hire programs for interviews.

☐ Fee-Free Job Ready courses.

☐ Reduced-fee TAFE courses (Skills Ready).

☐ Concession allowances // Scholarships.

☐ VET student loans.

3b. Academic assistance

☐ Literacy and numeracy testing and support at TAFE.

☐ Targeted disability support programs.

☐ Specialised Indigenous programs.

☐ Headspace Work and Study Program.

☐ Local community tutoring programs.

5M Who could it be now?

If you had to turn to **one person** to **help you** with important **careers information who** would that be and **why**? Report back to the class.

This assessment task, **AT2: Snapshot: Where Am I At?**, is the first of your 2 Career Portfolio tasks for this unit. The 2nd is **AT3: My Pathways Plan** on pp.154-5.

Overview

There are 3 main elements that you need to complete for this assessment task.

1. Where am I at?

Create a **snapshot** to identify where you currently are placed, right now, in relation to your career pathways goals and aspirations. Include:

a. Your key goals and aspirations

b. Being SAVI as it relates to you.

2. What information do I need to access?

As part of your **snapshot**, identify and summarise the key information you need to source and access to support your career pathways planning requirements. Include:

a. Online information sources and portals

b. Information directly from organisations, businesses and training institutions.

3. Who can help advise and support me?

In your **snapshot**, describe the roles of key people, advisors and career mentors, and how they could assist you with your career pathways planning and goal achievement.

a. Teachers, Careers Advisers and other agencies/specialists.

b. Career mentor(s).

c. (After meeting with them). The advice they give you at this point in time.

Submission/completion

Your teacher will discuss a suitable submission format for your **snapshot** (e.g. a report with sub-headings, dot points, images and tables). You should include a digital/multimedia component, as well as a written and/or an oral component.

You will need to present and discuss your finished 'snapshot' with your Careers Adviser and/or a Career Mentor. Your teacher might also have you present your finished snapshot to the class for general feedback and discussion.

Format/ key dates	What I need to do/ resources I will use.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

5.21 Assessment Task 2

Name:			Key dates:		UNIT 1 AT2

Tasks - AT2: Career Portfolio - Snapshot: Where Am I At?	Must Do?	Due Date	Done	Level
1. Where am I at?				
a. My key goals and aspirations.	✓		○	
b. Me Being SAVI.	✓		○	
	○		○	
c. Summary of feedback and advice from advisor/mentor.	✓		○	
⇨ Appropriate use of resources, information and multimedia.	✓		○	
2. What information do I need to access?				
a. Online information sources and portals.	✓		○	
b. Organisations/businesses information.	✓		○	
TAFE and training institute information.	✓		○	
	○		○	
c. Summary of feedback and advice from advisor/mentor.	✓		○	
⇨ Appropriate use of resources, information and multimedia.	✓		○	
3. Who can help advise and support me?				
a. Teachers, careers advisers and other agencies/specialists.	✓		○	
b. Career mentor(s):	✓		○	
	○		○	
c. Summary of feedback and advice from advisor/mentor.	✓		○	
⇨ Appropriate use of resources, information and multimedia.	✓		○	
⇨ **Draft my snapshot and get feedback.**	✓		○	
⇨ **Submit my completed snapshot.**	✓		○	
⇨ **Discuss my snapshot with careers adviser/mentor.**	✓		○	
🗣 **Present my snapshot to the class (if required).**	○		○	

Additional information:

Signed: _____   Date: _____

Activities 6: Career Building	p.	Due date	Done	Comment
6A Pathways Plan	128-129			
6B Building a pathway	131			
6C My applied learning in action	132-133			
6D Using initiative	135			
6E My goals	137			
6F SMART goals	139			
6G PODR planning	141			
6H My vocational goals	143			
6I My short-term work goals	145			
6J Managing your career	147			
6K For my SAIK	149			
6L What about me?	151			
6M Pathways Plan - Inclusions	152-153			
AT3 My Pathways Plan - Career Portfolio	154-155			
AT4 Career knowledge and understanding - Response	156-157			

Comments:

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6.01 Pathways Planning

Pathways Plan

Well, now we've arrived at the final stage of Unit 1. It's in this section that you will create a Pathways Plan to guide and manage your career development aspirations for the rest of this year and beyond.

It is important to understand that although **Pathways Plans** might share similar elements, each person's pathways plan is likely to **vary** based on their own **specific** career **goals** and **aspirations**.

Another important aspect of a Pathways Plan is that it is a **dynamic** plan that is likely to **change** over time, based on your **evolving understanding**, **interests**, **experiences** and applied **research**.

And finally, your career pathways research and development does not happen in a vacuum. You need to **discuss** your Pathways Plan with your CAE **teacher**, other relevant school staff and **advisors**, employees and managers that you connect with, your families, with a career or industry **mentor** and other **people** that can give you **support**, **feedback** and **advice**.
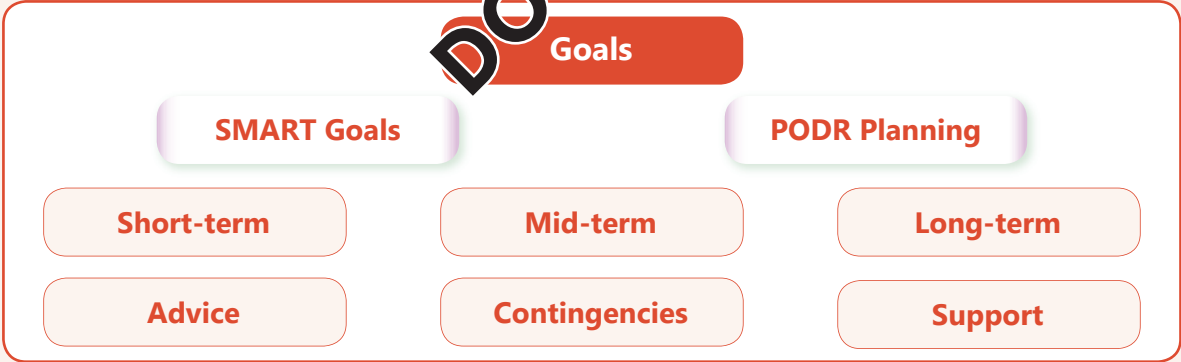
A goal without a plan is just a wish!

image: sili istvan / depositphotos.com

6A   Pathways Plan

🗣 Your teacher will discuss the elements and inclusions required in the Pathways Plan for your class. This will also include the planning and goal-setting stages and techniques that you will apply for your own Pathways Plan.

Some key terms are listed in each of these diagrams. As you work through each, complete **word chains** about what is **required** for **your Pathways Plan**.

Goals		
SMART Goals		**PODR Planning**
Short-term	**Mid-term**	**Long-term**
Advice	**Contingencies**	**Support**

Goals	
Planning	
Timelines	
Advice	

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Actions

School	Training	Work	Community
Placements	VET/Vocational	Placements	Engagement
Volunteering	TAFE/Uni	Employment	Volunteering
Mentors	Contacts	Networks	Connections
Advice	Contingencies	Support	

Actions - School	
Actions - Training	
Actions - Work	
Actions - Community	
Advice	

Self-Reflection

Skills	Attributes	Interests	Knowledge
Values	Motivations	Expectations	
Likes	Dislikes	Strengths	Weaknesses
Advice	Contingencies	Support	

Skills & interests	
Values	
Likes	
Advice	

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6.03 Pathways Planning

Building a career pathway

A **career** can be described as the types of **employment** that a person undertakes to satisfy their **values** and **vocational goals**. Your career is part of your pathway to future **success**.

Few people are able to achieve their career goals in just one step. You are much more likely to achieve your goals using a **step-by-step process**. So a **career pathway** is a series of steps that enable you to get to where you want to be in life.

Entry-level skills at certificate I, II or III can be the first step towards your pathways development within an industry. That's why you might also be doing a **VET** certificate. When you finish your WACE, you are likely to already have some work-related **skills** and **qualifications** to give you a **headstart** in the **labour market**.

For entry into many trade-related occupations, it is recommended that you undertake a 'pre-apprenticeship' to gain entry-level skills. **Part-time** and **casual** work can also help younger people get a foothold into an occupation, especially if the work is in a **related industry**, or if it involves tasks that require **responsibility**. And some fields such as community services, and emergency services, want you to accumulate **life skills** and **maturity**.

Then there are the more **specific vocational** and **personal development skills** and **qualifications** you can achieve. If you want to work in construction then you'll need a 'White Card'. And having a manual license is almost mandatory. Then some first-aid training wouldn't hurt. And what about some short **industry-specific courses** that skill you up to operate technical equipment? The same goes for most industries - it's just that the types of skills and qualifications you might pursue could vary.

The best way to embrace this is to think of what you would do if you were an employer, and it was your money, business, safety, and reputation on the line. If the job choice came down to two final applicants with the same general qualifications, enthusiasm and attitude as one another - then in nearly all cases - you'd prefer to employ the **young job-seeker** who has shown **initiative** and **responsibility** and made themselves as **work-ready** as possible. They will be more **employable**!

Lifelong learning

A **successful career pathway** relies on lifelong learning. **Lifelong learning** is all the different types of **education**, **training** and **learning** you might complete throughout your career.

As your **career progresses** into more **senior**, responsible and complex positions, you might be faced with a **new** set of **entry-level requirements** requiring new training challenges. e.g. Many middle-level managers are sent back to **TAFE** and **uni** to undertake financial and accounting training.

As part of the **Australian Qualifications Framework** (AQF) a person can upgrade their qualification level to advance their career as part of lifelong learning.

Image: Anne Louise Quarfoth/Thinkstock

Australian Qualifications Framework		
School	**TAFE**	**University**
		doctoral degree
		masters degree
		graduate diploma
		graduate certificate
		bachelor degree
	advanced diploma	
	diploma	
	certificate 4	
	certificate 3	
senior secondary: VCE, HSC, WACE, SACE, QCE, TCE, NTCE	certificate 2	
	certificate 1	

One destination, many paths

When planning your future career pathway, it is important to realise that there is more than one way to get to where you want to be in life.

Many **entry-level jobs** can be accessed via **different methods**. Sure it is easier and faster to get accepted into your chosen career straight out of school, or based on the first job that you apply for. However, most people need to take a series of **career steps** to get to where they want to be, including different **work-related training** options.

Sometimes you might experience **roadblocks** that prevent you from achieving your career goals straight away. These might include a lack of training, a lack of experience, or a lack of available jobs, including Australian Apprenticeships.

In order to overcome these barriers, it is vital to have a series of **pathways options**. These options are supported by you exploring different methods of **on-the-job** and **off-the-job formal** and **informal training** that can help you.

Building a pathway   6B

Explain how each of these **terms** relates to **your career pathway**. Using an **example** might give a better explanation.

career pathway	lifelong learning
entry-level skills	career progress
qualifications	different methods
young job-seeker	training

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Investigation

Choose an **entry-level occupation** and a related **senior occupation** for an industry in which you are interested. Find out the **different entry-requirements**, and the different **pathways steps**, needed to progress into each occupation.

Explain how you might be able to take these steps, the **training** you could access, and where this training is offered. Develop a 'Plan B' for your career pathway. Use interviews, TAFE sites, **www.jobsandskills.gov.au** and/or **https://myfuture.edu.au**

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6.05 Pathways Planning

Where am I at?

Developing your future career is not easy. As you already realise, no-one is going to knock on your door, or send you a DM out of the blue, offering you your dream job. That's a Hollywood thing; or perhaps a Summer Bay thing!

However, as you head towards the end of this first unit, you have taken significant steps towards developing work-related skills as a foundation for future success.

During this unit, you are likely to have initiated many of the following actions.

✓ Undertaken some VET/vocational training.

✓ Researched online career information.

✓ Investigated major labour market trends.

✓ Investigated job sites and online portals.

✓ Met with a Careers Adviser.

✓ Developed network contacts.

✓ Got advice from knowledgeable supporters.

✓ Clarified some of your career goals.

✓ Made some preliminary career decisions

✓ Undertaken work and/or community placements.

✓ Worked with others in group and team situations.

✓ Applied literacy, numeracy and personal development skills to the world of work.

So ask yourself, where am I at?

Image: Depositphotos.com

6C   My applied learning in action

1. Complete this table by describing **situations** when you have **developed** and **applied** different **skills** in your school learning **programs**.

Developed and applied literacy skills.			
Developed and applied numeracy skills.			
Developed and applied personal development skills.			
Developed and applied industry-specific (VET) skills.			
Developed and applied employability skills by working.			

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2. Complete this **self-audit** of your progress in developing your career prospects.

At the moment my:	Good	Moderate	Lacking	Coming soon
1. Progress in VET/Vocational training is:	◯	◯	◯	◯
2. Research into online career information is:	◯	◯	◯	◯
3. Understanding of labour market trends is:	◯	◯	◯	◯
4. Investigation of job sites is:	◯	◯	◯	◯
5. Meetings with a Careers Adviser are:	◯	◯	◯	◯
6. Development of network contacts is:	◯	◯	◯	◯
7. Advice from knowledgeable people is:	◯	◯	◯	◯
8. The clarity of my career goals is:	◯	◯	◯	◯
9. Work and/or community placements are:	◯	◯	◯	◯
10. Work with others in team situations:	◯	◯	◯	◯

3. Action Plan - What should I do next and when? Your teacher will add 1 more.

What do I need to do?	Why do I need to do this?	What resources? or Who could help me?	By when should I get this done?
Develop my employability skills			
Set goals and objectives			
Take responsibility			
Develop strategies			
Build resilience			
Plan for achievement			

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6.07 Pathways Planning

My career pathway

To successfully develop and manage your **career pathway**, you're going to have to demonstrate **initiative**. After all, it is your own future you are building.

So what steps are you prepared to take, and what actions will you initiate to help build the best career pathway; for you?

Taking initiative

The term **initiative** refers to being able to take **proactive** steps to achieve your goals. Initiative is one of the key character traits required by employees as part of contemporary workplace culture.

Employers often say that they are looking for job applicants who can demonstrate initiative. However, sometimes demonstrating initiative is easier said than done.

But there are common **strategies** that you can implement that will help grow your initiative over the next two years.

- ✓ Be **proactive** rather than being reactive.
- ✓ Carefully **plan** your **goals** and objectives; make sure that these are realistic.
- ✓ Access and analyse reliable career pathways and job-seeking **information.**
- ✓ Make sensible **decisions** that will help enable you to achieve your goals.
- ✓ Wherever possible, try to turn pressures into **opportunities.**
- ✓ Take **responsibility** for your actions.
- ✓ Undertake a process of **self-assessment** and **reflection**; and seek **feedback** and **review** so as to implement learning improvement strategies.
- ✓ Manage **career development risks.**
- ✓ Deal with **unexpected** labour market **issues.**
- ✓ Undertake **lifelong learning**, including appropriate **work-related training** and personal and professional development.
- ✓ And perhaps the most important strategy is to get suitable **advice** and **support**, ask **questions**, and then take steps as part of an **action plan** to incorporate what you have learned, into the development of your career pathway.

Are you ready?

Showing initiative means taking responsibility for your career pathways planning and decisions.

Of course, you are not expected to be able to implement all of those strategies shown above straight away.

However, your studies of Career and Employability, as well as the application of what you have learned to your own personal and vocational situations, will help you to develop a whole suite of **enterprising behaviours** that involve more initiative.

Image: badmanproduction/ iStock/Thinkstock

It's time to show some **initiative** to get a headstart in your career pathway planning.

1. For these **strategies,** outline how each could **help you plan** and **develop** your **career pathway**.

2. Identify a **proactive action you** could **take** as part of your **Pathways Plan**.

Strategy	How this can help me.	What should I do?
Be proactive		
Plan my goals		
Access information		
Make decisions		
Create opportunities		
Take responsibility		
Self-assess and reflect		
Seek feedback and review		
Manage risks		
Deal with unexpected issues		
Undertake lifelong learning		
Do work-related training		
Get advice		
Seek support		
Ask questions		
Develop an action plan		

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6.09 Goal-Setting

Goal-setting

So, where do you see yourself?

One of the most important ways to live a happy and healthy life is to match your personal values with your career goals. Some people develop career pathways in areas that don't suit their interests and their values. As a result, they can end up experiencing an unfulfilling work life.

It is important that you choose work that will best lead to the fulfilment of your personal goals. If you want to achieve a successful career pathway you should set goals to help guide your decision-making.

Did you realise that many adults didn't have much of a clue about what they really wanted to do when they were your age? But like you, they did have some idea of where they wanted to be at certain stages of their lives. To achieve your goals, it is sometimes better to work backwards and determine the actions you need to take.

At the start of this decade, many people had to modify, or even put their goals on hold, due to the global COVID-19 pandemic. Even though you would have been quite young, did you reassess any goals?

The most effective way to achieve any longer-term goal is to break this goal down into a series of smaller, shorter-term, and more achievable, 'stepped' objectives.

The standard way to start planning your future goals is to ask:

- ✓ "Where do I see myself at the end of the year?"
- ✓ "Where do I see myself in 2-3 years time, when I am 18-20?"
- ✓ "Where do I see myself in 6-9 years time, when I am in my mid-20s?"

Image: almagami/ Thinkstock

Goal-Setting Process

1. Break longer-term goals down into a series of smaller achievable objectives.

2. Visualise your goals and yourself in these roles; (but don't daydream).

3. Aim high but still keep your goals realistic.

4. Find out as much information as possible about what you need to do in order to achieve your goal.

5. Make short-term sacrifices to achieve a longer-term investment in yourself.

6. Plan and use your time efficiently.

7. Ask for help and get advice, support and feedback when needed.

Decision-making and Problem-solving

So what are you going to do? You may have been asked that question before.

Planning your life is really just about making a series of **decisions**. And of course, planning your life is also about acting on those decisions to enable you to better achieve your goals. This really is a process of **problem-solving**.

Making decisions can be hard because making choices is about overcoming problems. Some people experience problems making decisions because they have to take **responsibility** for those decisions. And **fear of failure** can cause some to hesitate and avoid committing - thereby making no proactive and worthwhile decisions at all!

What if you make the wrong decision? Will that set you back in developing your career pathway? The key action you can take is to show initiative by being a **proactive** decision-maker. After all, it's your future! So again, what are you going to do about it?

My goals   6E

1. Answer the following questions in relation to **your** preferred **pathway**.

   a. What do I think **I will be doing** in **3 months** time?

   _____

   b. What do I think **I will be doing** in 12 months time?

   _____

   c. What do I think **I will be doing** in 5 years?

   _____

   d. What do I think **I will be doing** in 5 years?

   _____

   e. What do I think **I will be doing** in **15 years**?

   _____

2. Do you think you might encounter any **problems achieving** your **goals**? If so, what **decisions** might **you** have to **make** to deal with these problems?

Potential problem?	Why might this occur?	What can I do about this?
Can't find a work placement in 3 months time.	Local employers don't want to take a chance on me because I don't have any experience.	I need to do some volunteer work as soon as possible to build skills and to get a work reference.

6.11 Goal-Setting

SMART goals

One tool to help guide you in your planning and decision-making is the **SMART goals** technique. Once you have decided on your key goals and objectives you can develop and apply SMART goals to help better plan for your goal achievement.

SMART goals should: be **specific**, be **measurable**, be **achievable**, be **realistic** and be **time-based** or (timely). The SMART goal technique can assist you to move to the next stage of goal achievement - the doing stage!

See how SMART goals can be applied to goal-setting, decision-making and problem-solving as your class works through this example.

Specific
Measurable
Achievable
Realistic
Time-based

SMART Goals

Specific

You must identify a clear and concise goal that is not vague. It should focus on what, how and who, if relevant.

e.g. "I want to finish Year 12 next year and gain an apprenticeship as an electrician. To assist in this, I will try to gain real industry experience during my CAE program."

Measurable

You must be able to measure the achievement of the goal(s) in some way. This could be a simple yes/no or pass/fail, or by using qualitative or quantitative key performance indicators.

e.g. "This year I will research and apply to at least three potential employers ensuring I submit applications with updated résumés and cover letters for each one."

Achievable

You must aim for goals that can be achieved based on your skills and abilities; usually through personal and professional growth via step-by-step progression. This might require you to identify smaller specific goals.

e.g. "I will continue to build my VET competencies, complete a mock interview at school, update my résumé with my vocational qualifications, and ask my network contacts to create references to strengthen my applications."

Realistic

You must identify goals that not only can be achieved, but which also reflect your willingness and ability to achieve them. Whether a goal is realistic (including too easy or too hard) can depend heavily on your motivation and attitude.

e.g. "Securing suitable work placements while still at school is critical to me becoming an apprentice, because I will be supported by my teachers, gain experience, and perhaps find an industry mentor."

Time-based (timely)

You must set a timeframe or deadline as part of a goal-achievement plan or strategy. This helps create focus and discipline. The timeframe might also be reviewed and modified if necessary.

e.g. "I will complete my portfolio tasks and applications by the start of term 3 so that I can access graduated opportunities throughout semester 2."

Use the **SMART goals** technique to assist you to **plan** for a **career pathway goal** you are interested in achieving, such as getting your preferred job.

Specific: What is my goal?

Measurable: How will I measure whether I have achieved this?

Achievable: What makes me think I can do it? What else do I need to do to achieve this?

Realistic: Is this the right goal for my career pathways development? How do I know?

Time-based (timely): What deadlines will I set and what review timeframes will I use to measure achievement?

Applied investigation

We constantly hear about the benefits of AI and how it can help you to turn 3 ingredients into a chef-quality meal, or produce any type of written response to help you in your life. So why not give **Chat-GPT** a go by feeding in some prompts about your career aspirations, and seeing if it can create some useful SMART goals for you. How did it go? Report back to the class.

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6.13 Goal-Setting

PODR Planning

The best way to deal with a significant or long-term goal is to break it down into a series of smaller, achievable, bite-sized objectives. Doing this will make it easier for you to make ongoing and timely decisions.

The **Plan-Organise-Do-Review Process** can help you tackle any task or activity.

The **PODR Process** is a natural process that comes easily. This is why it's such a simple and useful tool to use when planning and making decisions. **PODR steps** are:

1. Work out and plan just what it is you are trying to do (your goal) and also how to best get it done.

2. Organise yourself and any resources you need to successfully complete the tasks.

3. Complete and do the tasks.

4. Monitor and review your work output, and make any changes and adjustments if necessary.

The PODR Process is a continuous process. Planning leads to organising, which leads to doing, which leads to reviewing, which leads back to planning and so on. Also, each of the 4 stages of the Plan-Organise-Do-Review process is not separate. As part of planning you might be organising - which is doing, and also checking things - which is part of reviewing, and so on.

What you need to remember, is that for everything you need to do, just think: **Plan**, **Organise**, **Do**, and **Review!**

Image: VadimVasenin/ Depositphotos.com

PODR Planning

1. Plan

Work out just what it is you are trying to do; i.e. your overall goal, and also how you might be able to achieve this.

It is good to be able to write this in one or two short sentences.

2. Organise

Break your overall goal into a series of smaller, achievable, bite-sized objectives.

Develop an action plan to achieve each of these smaller objectives on a task-by-task basis.

Organise yourself, other people, and any resources you need, to successfully complete each task.

3. Do

Undertake the day-to-day activities needed to actually perform each task.

This is where everything comes together, and might even be the shortest (but not easiest) part of the entire process.

4. Review

Monitor what you've achieved, evaluate your outcomes for quality, and make any changes and adjustments if necessary.

Each of these 4 stages of Plan-Organise-Do-Review cross over.
So, you should be reviewing throughout the whole activity process.

The most effective way to achieve and/or complete an overall activity or task is to **break it down** into a series of smaller, achievable goals (or objectives). Then you can use **PODR** to help make smaller decisions to achieve your overall activity goal.

In your personal life you might do this:

⇨ when you are getting ready to go out, or

⇨ if you are planning a party for your friends, or

⇨ even as you are learning to drive a car.

With each of these activities, as with just about everything else you do in life, it is best to break a large and difficult activity or task into a series of smaller, more manageable goals. Each of these will involve its own decisions.

1. Why is it good to break big activities/tasks down into smaller, achievable goals?

    _____

    _____

2. Pick one of the three tasks listed above and break it down into **5 smaller achievable goals**. Identify if the particular goal is part of **planning**, or **organising**, or **doing**, or **reviewing**. Give **time estimates** for each smaller goal. Make sure that the **tasks** are in the **correct order**.

Task:		
Smaller achievable goal	**PODR stage?**	**Estimated time?**
1.		
2.		
3.		
4.		
5.		

6.15 My Career Pathway Goals

Career pathways goals - Vocational

Remember back in primary school when people asked you, "So what do you want to be when you grow up?" Firefighter? Nurse? Footballer? Train driver? Mechanic? Anyone?

But back then, probably not a tattoo artist, a barista or a social media influencer.

Well you know what, you're almost there! But that doesn't mean you are any closer to giving a definitive 100% answer of what you want to be. And nor do you necessarily have to be 100% sure just yet!

So, perhaps a better question to ask is; "What do you want to do?"

Your job will involve 'going' to work **every day** - at least 5 days a week and 38 hours weekly for a full-time role, for what might be almost, 50 years!

You will have to perform **similar job tasks day in** and **day out**, although these job tasks will **evolve** over time.

You will work in the same sorts of **work settings** and **work environments** day after day, year after year, although physical workplaces might change over time.

You are likely to mix with the same types of **workplace stakeholders**, including colleagues, managers, customers and clients.

Naturally, you have to be **interested** in what you're doing for your job. You have to like what you do as your job. And you have to get **rewarded** and feel **fulfilled** by what your job is.

At the moment you might have varied career pathways goals. You might want a casual job to earn money and build experience. You might need to do vocational training to help you gain entry into your career preference. And you might hope to get an Australian Apprenticeship to kickstart your career.

So, what are your career pathways goals? And what do you want to do, and need to do, to achieve your vocational goals?

My Career Pathways Goals

Employment

Entry-level employment

Short-term employment

Long-term career growth

Industry specific and technical skills

Vocational training - Now

Vocational training - Future

Vocational training - Entry requirements

Vocational training - Skills growth

Apprenticeship

Traineeship

Image: olly18/Depositphotos.com

My vocational goals   6H

1. At this point in time, briefly describe **your career goals** for these categories.

2. Write a concise vocational goals statement to **summarise your goals**.

3. Identify where you can get **advice** and **support** to help you achieve these.

1a. My long-term career goals.

⇨

⇨

⇨

1b. My vocational training goals.

⇨

⇨

⇨

1c. My other training goals.

⇨

⇨

2. My vocational goals summary.

3. Advice and support - Who/what can help me?

6.17 My Career Pathway Goals

Career pathways goals - Immediate

A major focus of your skills development for this unit is on investigating a vocational career pathway within an industry that matches your longer-term career goals. But many young people, including students, work in casual or part-time jobs. In some cases, their employment is in entirely different industries and occupations from their longer-term career aspirations.

> e.g. Reggie wants to be a carpenter and is doing CAE as well as a Certificate 2 VET course in Building and Construction. Reggie also works at Maccas as a line cook. Reggie not only earns an income, but builds valuable experience in workplace systems and processes, workplace safety, planning and organising, self-management, problem-solving, teamwork and communication. This is a real win:win for Reggie.

You can use the knowledge, skills and experiences that you are developing this year to try and obtain casual or part-time work.

🗣 Let's consider these work settings and job roles that employ many younger people as casuals and part-timers. Any of these interest you?

⇨ Retail - large, medium and small, including supermarkets and speciality stores.

⇨ Hospitality including take-away, cafés, restaurants, pubs and clubs, and delivery services.

⇨ Recreation including fitness centres, swimming pools, sporting roles, and as officials.

⇨ Performing arts such as dance, music and acting.

⇨ Farming and fishing such as labourers, farm hands or deck hands.

⇨ Construction and landscape trades such as labourers or trades assistants.

⇨ Caring roles such as child-carers.

⇨ Personal services including hair and beauty assistants.

You should also consider how you can make use of your school learning program to undertake **work experience**, **structured workplace learning**, **volunteer** and **community placements** and even **enterprise activities**.

My Short-Term (Immediate) Work Goals

Paid employment

Casual employment		Volunteer experiences
Part-time employment		Community experiences
Holiday employment		Enterprise activities
Structured workplace learning		Work experience opportunities

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1. At this point in time, briefly describe **your goals** for these **work** categories.

2. Write a concise short-term goals statement to **summarise your goals**.

3. Identify where you can get **advice** and **support** to help you achieve these.

1a. My short-term work goals.

⇨

⇨

⇨

1b. My short-term work placement/work experience goals.

⇨

⇨

⇨

PREVIEW
SAMPLE:
DO NOT COPY

1c. My short-term work placement/experience training goals.

⇨

⇨

2. My short-term work goals summary.

3. Advice and support - Who/what can help me?

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6.19 Career Management and Reflection

Managing your career

As you start to build your career pathway, you need to apply a range of **strategies** to manage your progress. Essentially, these strategies are about you taking **responsibility** for your **decision-making**. In response, you need to proactively undertake **behaviours** and **actions** to help you move towards achieving your **goals** and **aspirations**. These can include job profiling, industry investigations, work and community placements, course exploration, contact with suitable advisors and mentors, and ongoing analysis of labour market trends and vocational education options.

It is vital that you undertake ongoing **self-reflection**. Self-reflection enables you to make better **decisions** about your **suitability** for a particular job, course and career. Self-reflection also enables you to honestly assess your current **progress**.

Key strategy areas are presented below. Your teacher will lead you through a discussion of these right now. So how are you currently performing in relation to each of these?

1. Setting personal and professional goals
- ☐ Identify industries and occupations you're interested in exploring.
- ☐ Build skills, qualifications and experience through courses, placements, and/or volunteer work.
- ☐ Set clear short-term goals, such as securing a casual or part-time job.
- ☐ Define long-term goals based on your strengths and interests.
- ☐ Use SMART goals for focus. (i.e. Specific, Measurable, Achievable, Relevant, Timely.)

2. Predicting consequences of decisions
- ☐ Understand the longer-term benefits that come from making sacrifices.
- ☐ Consider the long-term growth potential of entry-level roles.
- ☐ Weigh the benefits of taking a job that offers potential career development vs. higher pay.
- ☐ Evaluate how accepting or rejecting opportunities could affect your skills-sets, experiences and résumé.
- ☐ Reflect on the impact of your decisions on work-life balance.

3. Dealing with unexpected circumstances
- ☐ Clearly identify the potential impact of personal, social and other responsibilities on your career options.
- ☐ Be ready to adapt when opportunities don't go as planned.
- ☐ Develop back-up plans if your preferred job choice or course isn't available.
- ☐ Stay resilient if job searches and applications are unsuccessful; view these as learning experiences.
- ☐ All work builds skills, experience and contacts, so be open to roles outside your comfort zone to broaden skills.

4. Seeking feedback
- ☐ Get advice and support by asking mentors, teachers, or family for guidance on job search strategies.
- ☐ Seek feedback on your Pathways Plan, Career Portfolio, résumé and interview skills from a careers adviser.
- ☐ After interviews, request constructive criticism to improve for next time.
- ☐ Engage with employers during placements, volunteering or casual jobs for performance feedback.
- ☐ Reflect on feedback to identify areas for growth and skill development.

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5. Engaging in self-reflection

☐ Regularly assess whether your goals are aligned with your values.

☐ Reflect on your experiences during job searches to refine future applications.

☐ Be sure to develop and apply transferable skills to work-related situations.

☐ Analyse what you enjoy or dislike in different roles or industries.

☐ Adjust your career goals based on your evolving interests and strengths.

☐ Honestly assess your skill-level, skills development and skills-gaps. Take proactive action to improve in each of these areas.

Managing your career   6J

1. Be honest now - how are **you progressing** in each of these **career management areas**? Describing **examples** is the best way to show this.

Career man-agement area	What have I done well?	What do I still need to do?	Who can help me?
1. Setting personal and professional goals			
2. Predicting consequences of decisions			
3. Dealing with unexpected circumstances			
4. Seeking feedback			
5. Engaging in self-reflection			

2. So what's **next**?

6.21 Career Management and Reflection

For your SAIK

Now that you are near to completing your **Pathways Plan** it is important to understand your **skills**, **attributes**, **interests** and **knowledge**. Honest assessment of these 4 **SAIK** categories will help guide you in making the most appropriate, suitable and rewarding career pathways choices.

In Section 5 you might have undertaken self-reflection into **Being SAVI**. Your teacher might prefer to use Being SAVI for your internal self-reflection, as it's a tool they have been applying successfully for many years.

For Your SAIK is very similar - it's just that it doesn't include your 'values' at this stage (they're coming next). Instead, SAIK includes your 'knowledge'. And when we compare it to Being SAVI, knowledge is naturally embedded into the skills, attributes and interests categories.

Your teacher will clarify any issues with these for you. But for **Your SAIK**, let's just focus on your skills, attributes, interests and knowledge for now!

Image: adapted from orlaimagen/ Depositphotos.com

For Your SAIK

Skills

✓ Skills are the tasks that you can do, and include physical, mental, technological and even emotional skills.

✓ If you can do these 'things' over and over again, then these can become your competencies.

✓ You learn and develop varied skills in personal, educational, social, recreational, community and work related settings.

✓ Be enterprising by transferring your varied skills to develop your career.

Attributes

✓ Tasks that come naturally to you and you find 'easier' for you to do.

✓ Attributes (or aptitudes/abilities) might include sport, fixing, making, communicating, art, numbers, business, music, computers and many more. The list is endless and varies from person to person.

✓ By focusing on your personal attributes you can develop specific skills and abilities that you can apply to work-related situations.

Interests

✓ You are more likely to enjoy your career if you match your interests to the type of job you do.

✓ Your interests are the things that motivate you. And motivation is the key to ongoing job satisfaction.

✓ Don't be 'taken in' by digital influencers saying what is a 'good' job. What would they know? They opine and self-promote for money.

✓ A good job is one that is rewarding, that you enjoy doing, matches your values and contributes to society.

Knowledge

✓ Know yourself through honest self-reflection about your values, interests, strengths and weaknesses.

✓ Know about occupations and workplaces and what is expected of workers in these job roles.

✓ Know about the world of work, varied industries, emerging trends and the commercial world.

✓ Know about skills, training, courses, qualifications and entry requirements.

✓ Know what you don't know, and learn how to find out.

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For my SAIK 6K

Complete the 4 **SAIK** boxes by responding to the **prompts**. When finished get **feedback** from your **teacher**, and/or your **Careers Adviser** or industry **mentor**.

My skills

Some of my key skills include:

These might suit career choices such as:

I need to further develop skills such as:

And I could develop these by:

My attributes

Some of my key attributes include:

These might suit career choices such as:

I need to further apply attributes such as:

And I could develop these by:

My interests

Some of my key interests include:

These might suit career choices such as:

I need to explore further interests such as:

And I could develop these by:

My knowledge

Some of my key knowledge areas include:

These might suit career choices such as:

I need to further develop knowledge about:

And I could develop this by:

6.23 Career Management and Reflection

What about me?

The next stage of your **self-reflection** involves identifying your key **values**, your **likes** and **dislikes**, and your **strengths** and **weaknesses**. Once you have done this you can better match potential career choices to 'you'. But take note; all of these elements are likely to change and **evolve** over time. Also, don't just write-off something because you have perceived weaknesses now. That might change with appropriate **training** and **qualifications**. The same goes for likes and dislikes. At times it can really surprise people as to what they like doing, and not like doing, for work, day-in and day-out!

"I liked making cupcakes, until I had to make them all day for 5 days straight!"

Values

✓ What motivates me? (e.g. Helping others, creating things, financial security, and so on.)

✓ What do I want from a job? (e.g. Work-life balance, making a difference, job security, meeting new people.)

✓ What kind of work environment suits me? (e.g. Indoor, outdoor, industrial, office, retail, fast-paced, team-oriented, independent?)

✓ How important is it for me to make a positive impact? (e.g. Social change, environmental sustainability, etc..)

So, a student who values making a positive impact in society might be drawn to 'helping' careers in customer and client support, social work, health-care, disability support, education and so on.

Likes and dislikes

✓ What kinds of tasks do I find rewarding? (e.g. Problem-solving, creative design, working with numbers, and so on.)

✓ Do I prefer working indoors or outdoors? (e.g. Outdoor physical and manual tasks vs. office-based roles.)

✓ Do I enjoy working with my hands, my mind, or using technology? (e.g. Construction vs business vs. ICT.)

✓ What work settings suit my personality? (e.g. Fast-paced vs. slow-paced, large teams vs small teams, corporate vs social enterprise.)

A student who likes working outdoors and with their hands, and dislikes admin work, might consider careers in agriculture, mining, outdoor trades, landscaping or other similar settings.

Strengths

✓ What am I naturally good at? (e.g. Practical skills, people-communication, organising, and so on.)

✓ What skills have I developed through my studies? (e.g. Technical knowledge, teamwork, problem-solving.)

✓ What do others often compliment me on? (e.g. Creativity, work ethic, attention to detail, care for others.)

✓ What subjects or tasks do I excel in without much effort? (e.g. Sport, art.)

A student who is good at working with tools, and who has an eye for detail, might find success in precision trades like engineering, carpentry, electronics or metals.

Weaknesses

✓ What do I struggle with in life? (e.g. Managing time, handling stress, public speaking, early starts.)

✓ What tasks/areas do I avoid? (e.g. Written tasks, maths tasks, drawing and design, dealing with people, and so on.)

✓ What feedback have I received about areas to improve? (e.g. Meeting deadlines, attention to detail.)

✓ How do I typically respond to difficult situations or setbacks? (Avoidance, learning, asking for help.)

A student who struggles with planning and managing their time would benefit from a more structured work environment.

What about me?   6L

Complete these boxes by responding to the **prompts**. When finished get **feedback** from your **teacher**, and/or your **Careers Adviser** or industry **mentor**.

My values

Values important to me include:

These might suit career choices such as:

I still need to explore other values such as:

My likes and dislikes

When working I really like to:

Things I would dislike doing include:

These might suit career choices such as:

And these might rule out roles such as:

My strengths and weaknesses

My key strengths include:

But I have weaknesses in areas such as:

And I could apply these to working by:

I might need these when working because:

These might suit career choices such as:

These might rule out roles such as:

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6.25 Pathways Plan

Pathways Plan - Requirements

Now it is time to start to prepare your **Pathways Plan**.

As you know, the key features and elements of a Pathways Plan might vary depending on the individual involved and their type of career pathways goals and aspirations.

You might also need to make **adjustments** to include both **shorter-term goals**, such as casual/part-time work, and **longer-term goals**, such as your post-secondary career vocation.

🗣 As always, your teacher will advise you as to the requirements for your class, and for you individually. At the very least, you all will have to include the sections shown in **Activity 6M** as stipulated in your **Careers and Employability** subject curriculum. And then naturally, you will **add** to, **refine** and **tailor** your Pathways Plan to suit your career pathways future.

Image: luplupme.gmail.com / Depositphotos.com

6M Pathways Plan - Inclusions

🗣 Your teacher will clarify the final **elements** and **inclusions** that will be required in the **Pathways Plan** for your **class**.

Your teacher will also suggest suitable completion formats for the **Pathways Plan** which should involve text, images, timelines, diagrams, multimedia, tables and others (such as video) to suit the nature of the plan.

You also will meet with them to discuss any **specific requirements** for **your** own individual **Pathways Plan**.

My goals

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My action plan

My career exploration

My academic review

My self-reflection

Other

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6.27 Assessment Task 3

AT3 My Pathways Plan
- Career Portfolio

Overview

For this assessment task, you are required to draft, refine and submit your **Pathways Plan**.

You will negotiate a suitable **submission format** with your teacher (e.g. a multimedia report with sub-headings, dot points, images, timelines and other inclusions).

You will need to **present** and **discuss** a **draft** of your Pathways Plan with your teacher and/or a Careers Adviser/Mentor.

You will use the **feedback** you have been given to **refine** your **Pathways Plan** for final submission.

Submission might involve **presenting** your Pathways Plan to your **CAE teacher** and/ or a **Career Adviser/Mentor**.

Your teacher might also have you present your finished plan to the class for general feedback and discussion.

Elements

At the very least your Pathways Plan needs to include these elements. Your teacher might add other inclusions.

1. **Your goals (including short-term and long-term goals).**
2. **An action plan to achieve your goals (inc. timelines and support needed).**
3. **A summary of your career exploration (inc. key resources and websites).**
4. **An academic review (inc. school performance, and if relevant VET/TAFE).**
5. **Self-reflection (inc. strengths & weaknesses, skills-gaps and matching SAVI/SAIK).**
6. **Key people who can help and advise you (inc. school, industry and others).**
7.
8.
9.
10.

Format/ key dates	What I need to do/ resources I will use.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Name:		Key dates:		UNIT 1 AT3
Tasks - AT3: Career Portfolio - *My Pathways Plan*	**Must Do?**	**Due Date**	**Done**	**Level**
⇨ Negotiate format and inclusions. Details: 🗣	✓		○	
1. My goals. Details:	✓		○	
2. My action plan. Details:	✓		○	
3. My career exploration. Details:	✓		○	
4. My academic review: Details:	✓		○	
5. My self-reflection. Details:	✓		○	
6. My key people. Details:	✓		○	
7.	○		○	
8.	○		○	
9.	○		○	
10.	○		○	
⇨ Appropriate use of resources, information and multimedia.	✓		○	
🗣 **Draft my Pathways Plan and get feedback.**	✓		○	
⇨ **Submit my final Pathways Plan.**	✓		○	
🗣 **Present or report to the class (if required).**	○		○	

Additional information:

Signed: _____ Date: _____

6.29 Assessment Task 4

> ## AT4 Career knowledge and understanding - Response

Response

For this assessment task, you might be required to do varied tasks depending on your school's teaching program. However, it is likely this assessment task will be completed under test conditions.

It is most likely that you will have to respond to an area of **Career knowledge and understanding** along with **employability skills**, or **multiple** (complementary) **knowledge areas**; by completing some or all of these types of tasks.

❑ True or false questions and/or multiple choice questions.

❑ Short answer questions that require a specific 'closed' response.

❑ Extended response questions that require a more detailed or 'open' response.

❑ Structured questions that include a combination of short and extended answers, retrieval charts, diagrams/templates, case study responses, etc..

You will be expected to provide examples and evidence from your applied investigations and experiences of work-related situations, as well as from your application of key issues to your own career pathways development. You might also have to respond to stimulus material such as a case study, article, graph, item of information or other relevant information.

You might have to complete more than one 'Response' task throughout the unit.

Your teacher will give you specific information regarding this task, so record this below.

Format/ key dates	What I need to do/ resources I will use.

Format/ key dates	What I need to do/ resources I will use.

Build your response skills: Multiple choice

Multiple choice tests are a type of problem-solving activity. They usually feature a question, a statement, or a scenario. You have to select the most appropriate answer from the options.

There are 3 different types of multiple choice questions that you might be tested on.

1. A direct question/statement/scenario with **only one 'positive' answer** that can be correct.

   e.g. Which word best completes this statement.

   The idea that people will have to undertake ongoing training and development over the course of their career is most often referred to as lifelong _____ .

   > a. *availability*
   > b. *enterprise*
   > c. *learning*
   > d. *motivation*

2. A direct question/statement/scenario with **only one 'negative' answer** that can be correct.

   *e.g. Which of the following is **not** usually considered a strategy to improve personal development skills*

   > a. *observing others*
   > b. *ignoring feedback*
   > c. *overcoming fears*
   > d. *networking*

3. A direct question/statement/scenario which might have **multiple correct options.** These could include, 'all of the above', 'none of the above, 'both a & b' and so on.

   e.g. Which of the these are commonly accepted elements of emotional intelligence.

   > a. *self-awareness*
   > b. *empathy*
   > c. *self-regulation*
   > d. *all of a, b and c.*
   > e. *neither a, b or c.*

Build your response skills: Structured questions

Structured questions are usually grouped together in a graduated sequence of difficulty and based on a related topic.

The idea is that you move from more straightforward responses through to more complex, detailed and thoughtful responses. Some questions might ask you to use example(s).

Usually you will need to write one point of information for each mark. The questions might require you to respond in the following ways:

⇨ list/identify (to name key points)

⇨ outline (give a short description) or

⇨ explain, describe or discuss (provide a more detailed description or analysis).

For example:

1. Identify 3 different types of work environments. (3 marks)

2. Discuss an advantage and a disadvantage commonly associated with each of these types of work environments. (6 marks)

3. Choose 1 of these work environments. Use applied examples to describe how the roles of workers in these work environments have changed due to the changing nature of work. (3 marks).

4. Which type of work environment are you most likely to work in as part of your own career pathway? How would you apply varied employability skills in this work environment? (4 marks)

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6.31 Unit Review and Reflection

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Unit Review and Reflection

How did I improve my employability skills this entire unit?

→ _____

→ _____

→ _____

→ _____

How did I improve my enterprising capabilities this entire unit?

→ _____

→ _____

→ _____

How has developing my employability skills improved my future career prospects?

→ _____

→ _____

→ _____

My performance in developing my employability skills this entire unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

</div>

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