



What is work?

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1. Give an example of each type of paid and unpaid work

Work			
Unpaid		Paid	
Type	Example	Type	Example
Education/ training		Self- employment	
Voluntary/ community service		Full-time employment	
Family duties		Part-time employment	
Household duties		Casual employment	
Leisure		Seasonal employment	

Could any of the examples you have given be included in another box in this table?

2. Write a definition of work.

Work is:



Task	Is this work?		Paid?		Would you enjoy this?	
	Work	Non-work	Paid	Unpaid	Yes	No
Sending emails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeding pets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bushwalking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering the telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Downloading from the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleaning your room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shopping for groceries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musical instrument practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking a dog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making a powerpoint slideshow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washing your clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fixing your bike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washing a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phone texting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Babysitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shopping for clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ironing clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washing dishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing computer games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organising a party with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mowing the lawn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeing a movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooking a meal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Umpiring sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Why work?

What careers can offer



Investigate one occupation from the list below. Rate it out of 10 in terms of the criteria – Interest, Job satisfaction, Money, Hours of work, Prestige, Legal Responsibility.

Career	Interest	Job satisfaction	Money	Hours of work	Prestige	Legal responsibility	Total
Mechanic							
Psychologist							
Teacher							
Engineer							
Truck Driver							
Nurse							
Carpenter							
Hairdresser							
Lawyer							
Politician							
Self-employed consultant							
Chef							

Find other people in your class who have investigated the same career. Compare your ratings and try to come up with a consensus rating for that occupation. Present your findings to the rest of the class.

Fill in the ratings for all the occupations as each group presents their findings.

The 'most desirable' occupation for our class is:

Gathering careers information



An important part of career decision making is investigating the occupations in which you are interested. This handout gives you ideas on how to obtain occupational information, which contributes to overall employability.

Read

- **The Jobguide** (book or website www.jobguide.dest.gov.au).
- **Internet sites** that have information about occupations e.g. *Youth Central* at <http://www.youthcentral.vic.gov.au/> and *myfuture* at www.myfuture.edu.au.
- **Newspaper job advertisements** for useful, up-to-date information on available jobs. Saturday morning newspapers are often the best. The Age includes a special section on careers every Saturday.
- **Information from professional organisations, employer associations, Industry Training Advisory bodies, and unions.** Find contact information in the *Job guide*, or *Youth Central* or *myfuture* websites (see the 'Further information' section), or the telephone book (white and yellow pages).
- **Universities, TAFE institutes and private training organisations brochures or websites** about courses, the occupations the courses lead to, and destinations of their students.

Access your allies – Talk to

- **Your parent and relatives** They can tell you about jobs. Also, as they know you better than most other people, they may be able to help you think about jobs that suit you.
- **Your own information 'network'** of family friends, neighbours, sports coaches, people you work with etc who have knowledge about the world of work.
- **People who do the job** Most people don't mind talking about their work as long as you are polite, show interest, come prepared with questions, and don't take too long.
- **Employers** can give you a picture of how jobs fit into their organisation. Ask them about educational requirements, employment opportunities and conditions of work, but remember that these aspects of the job may vary between employers.
- **Course providers** to tell you about the occupations their courses prepare you for.

Go and see

Careers Markets and Expos that are run in cities and regional centres.

Career Information Centres have a wide range of career information. In Victoria there are services in:

Melbourne (Phone, post or email service only) PO Box 571 Rosanna 3084; Ph: (03) 9299 1038
Fax: (03) 9403 8898; Email: cic.mel@centrelink.gov.au

Geelong Customer Service Centre, 1st Floor (rear), 170 Lt. Malop St, Geelong VIC 3220; PO Box 263 Geelong 3220; Ph: (03) 5228 6323; Fax: (03) 5228 6298; Email: cic.geelong@centrelink.gov.au

Experience...

Through different workplace learning activities such as work experience, part-time work, and volunteering.

Work experience organised through your school, or by holiday or part-time jobs.

Vocational Education and Training courses at school allow you to experience tasks required in a specific occupation or industry and can include structured workplace learning.

Jobs – holiday, casual or part-time.



Researching careers (Year 6, 7 and 8)



As you work through these exercises, place a tick in the box or boxes which you think best answers each question.

NAME OF JOB: _____

Features of the job

1. *Would the job involve working:*

- | | | |
|---|---|--|
| <input type="checkbox"/> indoors? | <input type="checkbox"/> outdoors? | <input type="checkbox"/> in the city? |
| <input type="checkbox"/> in the country? | <input type="checkbox"/> in another town? | <input type="checkbox"/> in another state? |
| <input type="checkbox"/> with small business? | <input type="checkbox"/> in a large organisation? | <input type="checkbox"/> in an office? |

2. *Would the job involve working:*

- | | | |
|---|---|---|
| <input type="checkbox"/> by yourself? | <input type="checkbox"/> with customers or clients? | <input type="checkbox"/> with animals? |
| <input type="checkbox"/> as part of a team? | <input type="checkbox"/> with people? | <input type="checkbox"/> with machines? |

3. *Would the premises be:*

- | | | |
|---------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> clean? | <input type="checkbox"/> smelly? | <input type="checkbox"/> hot or cold? |
| <input type="checkbox"/> dirty? | <input type="checkbox"/> dangerous? | <input type="checkbox"/> noisy? |

4. *Would the job involve:*

- | | | |
|---|---|--|
| <input type="checkbox"/> being your own boss? | <input type="checkbox"/> being supervised a little? | <input type="checkbox"/> supervising others? |
| <input type="checkbox"/> being supervised constantly? | | |

Describe the features of this job, especially the things that attract you.

Work Activities

Does the job involve:

- | | | |
|--|---|---|
| <input type="checkbox"/> mainly sitting? | <input type="checkbox"/> standing still in one place? | <input type="checkbox"/> using complicated machinery? |
| <input type="checkbox"/> handling heavy objects? | <input type="checkbox"/> handling light objects? | <input type="checkbox"/> moving around occasionally? |
| <input type="checkbox"/> moving around a lot? | <input type="checkbox"/> talking a lot? | <input type="checkbox"/> using simple machinery? |
| <input type="checkbox"/> designing things? | <input type="checkbox"/> writing reports? | <input type="checkbox"/> doing a lot of mathematics? |
| <input type="checkbox"/> working with animals? | <input type="checkbox"/> working with computers? | <input type="checkbox"/> reading order forms or letters? |
| <input type="checkbox"/> growing things? | <input type="checkbox"/> using scientific equipment? | <input type="checkbox"/> looking after customers/clients? |

Describe what you would do in this job.

Physical factors

What physical factors are important for this job?

- | | | |
|---|--|--|
| <input type="checkbox"/> certain height? | <input type="checkbox"/> certain age? | <input type="checkbox"/> physical fitness? |
| <input type="checkbox"/> good hearing? | <input type="checkbox"/> good colour vision? | <input type="checkbox"/> good ordinary vision? |
| <input type="checkbox"/> able to withstand heights? | <input type="checkbox"/> mobility? | <input type="checkbox"/> no allergies? |

Describe the physical factors that are important for this job, (include factors that you know of, and are not listed above).



Researching careers



Personal qualities

What personal qualities are needed to be able to do this job:

- | | | |
|---|--|--|
| <input type="checkbox"/> to be especially patient? | <input type="checkbox"/> to be good at figures? | <input type="checkbox"/> to be good with machinery? |
| <input type="checkbox"/> to be good at writing? | <input type="checkbox"/> to be good at reading? | <input type="checkbox"/> to get on well with people? |
| <input type="checkbox"/> to have initiative? | <input type="checkbox"/> to speak well? | <input type="checkbox"/> to be able to make decisions? |
| <input type="checkbox"/> to be especially trustworthy? | <input type="checkbox"/> to be able to concentrate for long periods of time? | |
| <input type="checkbox"/> to be a happy person most of the time? | | |

Describe the personal qualities that are important for this job (include other qualities that you know of, that are not listed above).

Education and training requirements

- What minimum educational level do you need to reach at school, before you can enter this job?
- Are there any subjects that you need to take at Years 10, 11 or 12? List the subjects required.
 Year 10 _____
 Year 11 _____
 Year 12 _____
- Do you need further education or training after leaving secondary school? _____
- What training courses are necessary to become qualified in this occupation and how long do they take?

- Does training for this job require a traineeship or an apprenticeship? _____
- Name some other jobs that may require similar skills or interests.

- What do you like about this job?

- What don't you like about this job?

- Do you feel this job might suit you? Explain why or why not.

Researching careers (Year 9 and 10)



Remember to consult all the sources of information in the *Gathering information handout*

NAME OF JOB: _____

Task Description

1. Describe the tasks involved in this job. Is there a variety of tasks? Write about the different tasks you would do over the whole week. Indicate the proportion of time spent on each.
2. Are you reasonably independent in deciding how to do the day's work or does someone else plan and supervise it for you?
3. How much responsibility do you have in this work? What are you responsible for (e.g. machines, other people, money, decisions)?
4. How difficult is it to do this work? Is it physically, mentally, or emotionally demanding?
5. What sort of people will you come in contact with during your work (e.g. other staff, clients, customers, the general public)? How will you be relating to them (e.g. working with, helping, selling, advising, teaching)?

Conditions of Work

1. What kind of organisation might you work for (e.g. cooks work for hotels, motels, restaurants, catering organisations, etc.)?
2. Where would you work (e.g. office, factory, outdoors)? Describe the physical conditions of the work (e.g. clean, dirty, noisy, smelly, hot, cold, dangerous).
3. What equipment and facilities are provided for this work (e.g. tools, uniforms)? What equipment would you have to buy (e.g. chef's knives, doctor's stethoscope, etc.)?
4. What are the usual working hours for the job? Does it involve shift work?
5. Is overtime available/required?
6. Would you be employed on a seasonal basis or a yearly basis?
7. What annual holidays and long-service leave are available?
8. What other types of leave are available - sick leave, maternity leave, study leave?
9. Is it necessary for you to join a union or a professional organisation? If so, which one?
10. What is the salary range of people working in this occupation?
11. Are there any special benefits of work in this job (e.g. discount on company products, good superannuation, salary packaging, company car, etc.)?

Personal attributes, skills and other requirements

1. What personal attributes do you need to have or to develop to be able to do this job (e.g. loyalty, honesty, reliability, adaptability, motivation, good personal presentation)?
2. What are the most important employability skills needed for this job?
3. What job specific skills are needed for this job?
2. List any physical factors which are important for this job (e.g. colour vision, physical strength, height, able to work at heights).
3. What other special requirements do you need before doing this type of job (e.g. Australian citizenship, age, driver's licence, special skills, previous experience in other jobs, foreign language ability, first aid certificate)?



Researching careers



Educational requirements

1. What minimum educational level do you need to reach before you can enter this occupation?
2. Are there any subjects that you need to do at Years 10, 11 and 12? List the subjects required and any necessary achievement levels. Indicate which subjects are absolutely essential, and which are recommended but not essential.
3. Can you enter the job straight from school or do you need further education?

Gaining qualifications (Omit this section if no further education or training is required)

1. What education/training courses are necessary to become qualified in this occupation and where are they offered? (include course, institution and location, length of course, what costs are incurred and what financial assistance is available)
2. Indicate whether the courses can be studied by full-time (F), part-time (P), external (X), or flexible (Flx) methods.
3. How do you apply to enter these courses?
4. Is it necessary for you to enter into any form of training agreement with your employer (e.g. apprenticeship, traineeship)? What would be your commitment as a party to the agreement?

Employment prospects

1. Are vacancies for positions in this occupation advertised often?
2. Is it difficult to obtain employment in this occupation? Give reasons for your answer.
3. Are there firms or organisations in your local area that employ these workers? If so list them. In what sorts of towns or locations is it possible to find this type of work?
4. Are there promotional pathways in this job? How quickly can you be promoted? What would be required of you before you could gain promotion (e.g. age, ability, education, experience)?
7. Name the positions to which you could be promoted.
8. What do are the future prospects of work in this occupation (e.g. is the need for such work likely to increase or decrease)? Give reasons for your answer.
9. Having gained experience in this occupation, is it possible to enter into different fields of employment? List two possible fields you could enter.

Job stability

1. Can a person trained in this job start his/her own business? Give reasons for your answer.
2. Is this job equally suited for people of all ages, or is it mainly suited for a particular age group? Give reasons for your answer.
3. Does this job enable you to gain employment with another organisation or in another town or state? Give reasons for your answer.
4. Is work in this job on a permanent, temporary, full-time, part-time, contract or casual basis?

Your personal evaluation

What do you think the good points or advantages of this job are for you? What are the bad points or disadvantages?

Can you see yourself in this occupation? Do you think it would satisfy your personal values and work values? Explain why or why not.



Researching careers peer assessment



STUDENT NAME: _____

NAME OF JOB: _____

Is there a good description of the job, e.g. type of tasks performed in the position, products or services provided?	
Are the working conditions and environment described? e.g. location of work, safety requirements, equipment used, hours of work and leave provisions, special conditions (danger money), uniform and dress, indoor or outdoor work, union membership	
Are the wages/salaries for the job outlined? e.g. salary range, any special conditions for overtime work, or special benefits	
Are the job specific skills required for tasks within the job identified? e.g. manual, mechanical, writing, speaking or other skills	
Are the employability skills that apply to the job identified? e.g. leadership, communication, problem solving	
Are any other special requirements that apply to the job identified? e.g. licences, first aid certificates, other language proficiency	
Are the education or training qualifications required for the job outlined? e.g. TAFE/universities/apprenticeships/traineeships, school level, and required subjects	
Are employment prospects, now and in the future outlined?	
Are the advantages and disadvantages of the job outlined? e.g. long hours, flexible hours, good pay, bonuses	
Has the student evaluated or judged his or her own personal suitability for job? e.g. do you think the presenter is capable of doing this job? Why? What skills or competencies would they have to develop to have a good chance of getting into this job or career?	
Has the student gathered material from a range of sources, e.g. websites, personal interviews, library, Career Information Centre or Job Network member?	

Comments:



Dicing with life

Dicing with life



Roll a dice three times (one for each of Settings, Skills and Opportunities) and work out what type of career you have. Research and identify the types of jobs that fit with these three aspects. Discuss how doing this type of work would effect your life.

Dice roll	Settings	Skills	Opportunities
1	Outdoors	Computer skills	Can travel
2	Office or large building	Analysis and mathematics	Can make a lot of money
3	Travelling around	People skills	Can meet a wide range of people
4	Lots of people around	Leadership	Can help a lot of people
5	Lots of machinery	Physical strength	Highly regarded by society
6	Visiting a variety of places	Drama and acting skills	Can solve difficult problems

My results

Setting _____

Skills _____

Opportunities _____

Possible occupations	Lifestyle



Careers expos/markets

Student Expo preparation



Questions about the career	Career 1	Career 2
What subjects do I need to study at school?		
What qualifications are required?		
What is the best thing about this job?		
What is the worst thing about this job?		
What is the average starting salary for this job?		
What special skills and abilities are needed?		
Is there opportunity for promotion?		
What related jobs are there in this area?		
My questions: 1		
2		
3		



Careers expos/markets

Expo to dos



What to do at the Careers expo or market

Maps of the expo or market and information brochures are usually provided. These give details of employers and organisations who are represented, and their location and/or booth number. Use this information to answer the following.

The organisations I need to find are:

Career	Organisation to visit	Booth number

Tip 1 Collect business cards from the people you talk to so you can contact them later if you need to.

Tip 2 Only collect brochures that will have information that you may need later. Too many brochures can be confusing.

Ask the questions you have about the careers you are interested in.

- What subjects do I need to study at school?
- What qualifications are required?
- What is the best thing about this job?
- What is the worst thing about this job?
- What is the average starting salary for this job?
- What special skills and abilities are needed?
- Is there opportunity for promotion?
- What related jobs are there in this area?

My questions:

1

2

3



Expo follow up



The person/people that helped me the most at the Expo was/were:

My career choices have been confirmed by the people I spoke to. YES or NO
I have changed my mind about my career choice because:

New jobs I found out about were:

Most employers expect school leavers to have:

The best things about the jobs I investigated were:

The worst things about the jobs I investigated were:

I got the information I needed about the careers I am interested in. YES or NO
(If NO) I need to find out about:

Future Careers Expos should include more careers and training information about:



Tips for accompanying teachers

Those teachers who take groups of student to careers markets or Expos can help students to gain maximum benefits from their attendance by:

- assisting students to develop a list of exhibitors they think they should visit to gain information about the careers they want to research;
- assisting students to 'interpret' the map and decide which employers or organisations can provide the information they require; and
- watching for students who lack the confidence to approach adults and ask questions and help them where necessary.

Some students may be too attached to their peer group to separate and get their own individual information. Approaching groups and checking that each person is finding what he/she needs is often useful.



Paid work survey

Answer the following questions in relation to your paid part-time or casual work. If you are not in paid work answer these questions about a job you know about.

Work tasks

What is the range of tasks you do at work?

What are the specialised tasks in this workplace? Who does them? And how are they rewarded?

Which tasks are required to be performed routinely? Who performs these tasks and why?

Which tasks are performed less frequently than others? Who performs these tasks and why?

What tasks at your work are easy to learn?

What tasks did you need help to learn and who helped you learn them?

Which activities do you start and complete on your own in your workplace?

Which activities are started, monitored and supervised by others?

What tasks at your work are difficult to learn and do? Who does these difficult tasks?

Responsibilities at work

What responsibilities does your work entail?

Do you supervise other people at work?

At what times is this work busiest? Is everyone in the workplace busy at the same time?

How do people at your work manage during these busy times?

What kinds of interactions with other people are required in your work?

Conditions of work

On what basis are you employed? (e.g. part-time, casual, piecework)

What are the consequences of being a part-time or casual worker in the workplace?

How does this differ from those who are full-time employees?

What responsibilities does your employer have for you?

Work values

What are the key values at your work? (e.g. quick service, friendliness to customers, selling as much as possible)

Do any of these values conflict with your personal values?

Are you able to engage in new and interesting tasks, if you want to?

How are opportunities to participate in different and new tasks distributed at work?

To what degree is your work similar or different to what others do?

What are the particular benefits and/or shortcomings associated with some activities?

Work tools

What workplace tools you are required to use (e.g. computers, machinery etc)?

Paid work activities



Paid work review



As a group, answer the following questions drawing on the answers you gave for the previous page.

1. What work activities and interactions are common to the experiences of paid work?

2. What is different among these experiences?

3. What work is well rewarded?

4. What work is poorly rewarded?

5. What kinds of work give people lots of freedom?

6. What kinds of work seem restrictive (i.e. don't grant workers much freedom?)

7. What kinds of work offer opportunities for promotion or advancement?

8. What kinds of work offer interesting work tasks?



Paid work activities

Paid work experiences summary



1. How can your paid part-time or casual work help you think about the kind of work you want to do beyond school? What sort of work is it?

2. What kinds of work (part-time or otherwise) would you recommend to other students?

3. What preparation and personal qualities is required for that kind of work?

4. What kinds of work would you definitely not recommend, even to those interested in them? Why is that?

5. What information and assistance are you able to access about work, training and education options beyond school? How could this support be improved?

6. What would be the best way of learning what kinds of work best suit you?



Evolving careers



How careers develop survey

Student: _____

School: _____

1. What is your present work?

2. Did you want to do this when you left school? Why?

3. Have you ever had a mentor at work? How did they help you?

4. What was your first job? (Was it part-time, full-time, casual, or volunteer work?)

5. Why did you do that work?

6. How many times have you changed work? Why did you change?

7. Describe the best work you have ever had.



Evolving careers



8. Have you taken any courses and, if so, how were they helpful?

9. If you have been unemployed, how did you spend your time?

10. What was the best career decision you ever made? Why was it the best?

11. Are there any career decisions that you regret making? If so why?

12. How have technological changes affected your work?

14. What advice would you give to yourself if you were my age?

Thank you for helping with this survey.



Employability Skills Framework

All young people need a set of skills and attributes that will prepare them for both employment and further learning. The Employability Skills Framework includes what employers think makes a good employee. The personal attributes and key skills are shown in the table below.

Personal attributes ... that contribute to overall employability

- Loyalty
- Reliability
- Common sense
- Motivation
- Ability to deal with pressure
- Commitment
- Enthusiasm
- Positive self esteem
- Adaptability
- A balanced attitude to work and home life
- Honesty and integrity
- Personal presentation
- A sense of humour

Skill	Element – (aspects of the skill that employers think is important. Note – the mix and priority of these aspects will vary from job to job)
Communication ... that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> • Listening and understanding • Speaking clearly and directly • Writing to the needs of the audience • Negotiating responsively • Reading independently • Empathising • Speaking and writing in languages other than English • Using numeracy • Understanding the needs of internal and external customers • Persuading effectively • Establishing and using networks • Being assertive • Sharing information
Team work ... that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> • Working across different ages irrespective of gender, race, religion or political persuasion • Working as an individual and as a member of a team • Knowing how to define a role as part of the team • Applying team work to a range of situations e.g. futures planning, crisis problem solving • Identifying the strengths of the team members • Coaching and mentoring skills including giving feedback
Problem solving ... that contributes to productive outcomes	<ul style="list-style-type: none"> • Developing creative, innovative solutions • Developing practical solutions • Showing independence and initiative in identifying problems and solving them • Solving problems in teams • Applying a range of strategies to problem solving • Using mathematics including budgeting and financial management to solve problems • Applying problem solving strategies across a range of areas • Testing assumptions taking the context of data and circumstances into account. • Resolving customer concerns in relation to complex projects issues

Employability skills



<p>Initiative and enterprise ... that contribute to innovative outcomes</p>	<ul style="list-style-type: none"> • Adapting to new situations • Developing a strategic, creative, long term vision • Being creative • Identifying opportunities not obvious to others • Translating ideas into action • Generating a range of options • Initiating innovative solutions
<p>Planning and organising ... that contributes to long and short term strategic planning</p>	<ul style="list-style-type: none"> • Managing time and priorities- setting time lines, co-ordinating tasks for self & with others • Being resourceful • Taking initiative and making decisions • Adapting resource allocations to cope with contingencies • Establishing clear project goals and deliverables • Allocating people and other resources to tasks • Planning the use of resources including time management • Participates in continuous improvement and planning processes • Developing a vision and a proactive plan to accompany it • Predicting - weighing up risk, evaluate alternatives and apply evaluation criteria • Collecting, analysing and organising information • Understanding basic business systems and their relationships
<p>Self management ... that contributes to employee satisfaction and growth</p>	<ul style="list-style-type: none"> • Having a personal vision and goals • Evaluating and monitoring own performance • Having knowledge and confidence in own ideas and visions • Articulating own ideas and visions • Taking responsibility
<p>Learning ... that contributes to ongoing improvement and expansion in employee and company operations and outcomes</p>	<ul style="list-style-type: none"> • Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn - mentoring, peer support and networking, IT, courses • Applying learning to 'technical' issues (e.g. learning about products) and 'people' issues (e.g. interpersonal and cultural aspects of work) • Having enthusiasm for ongoing learning • Being willing to learn in any setting - on and off the job • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledging the need to learn in order to accommodate change
<p>Technology ... that contributes to effective execution of tasks</p>	<ul style="list-style-type: none"> • Having a range of basic IT skills • Applying IT as a management tool • Using IT to organise data • Being willing to learn new IT skills • Having the OHS knowledge to apply technology • Having the physical capacity to apply technology e.g. manual dexterity

From *Employability Skills for the Future, 2002*

http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm



Employability skills summary



Employability skills

Employability skills are the "key skills and personal attributes you need to enter, operate and thrive in the new world of work." These are the transferable skills that we take with us from one work situation to another, just like a tradesperson carries their toolbox.

Key skills are:

- communication;
- team work;
- problem solving;
- initiative and enterprise;
- planning and organising;
- self-management;
- learning skills; and
- technology.

Personal attributes are:

- loyalty;
- commitment;
- honesty and integrity;
- enthusiasm;
- reliability;
- personal presentation;
- commonsense;
- positive self-esteem;
- sense of humour;
- balanced attitude to work and home life;
- ability to deal with pressure;
- motivation; and
- adaptability.

(See http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm)



Employability skills sheet

Job _____

Skill and elements of skill	Very important	Not so important	Doesn't apply
Communication			
Listening & understanding			
Speaking clearly & directly			
Writing to the needs of the audience			
Negotiating responsively			
Reading independently			
Empathising			
Speaking & writing in languages other than English			
Using numeracy			
Understanding the needs of internal & external customers			
Persuading effectively			
Establishing & using networks			
Being assertive			
Sharing information			
Team work			
Working across different ages, irrespective of gender, race, religion or political persuasion			
Working as an individual & as a member of a team			
Knowing how to define a role as part of the team			
Applying team work to a range of situations e.g. futures planning, crisis problem solving			
Identifying the strengths of the team members			
Coaching & mentoring skills including giving feedback			
Problem solving			
Developing creative, innovative solutions			
Developing practical solutions			
Showing independence & initiative in identifying problems & solving them			
Solving problems in teams			
Applying a range of strategies to problem solving			
Using mathematics including budgeting & financial management to solve problems			
Applying problem solving strategies across a range of areas			
Testing assumptions taking the context of data & circumstances into account.			
Resolving customer concerns in relation to complex projects issues			



Employability skills



Skill and elements of skill	Very important	Not so important	Doesn't apply
Initiative and enterprise			
Adapting to new situations			
Developing a strategic, creative, long term vision			
Being creative			
Identifying opportunities not obvious to others			
Translating ideas into action			
Generating a range of options			
Initiating innovative solutions			
Planning and organising			
Managing time & priorities- setting time lines, co-ordinating tasks for self & with others			
Being resourceful			
Taking initiative & making decisions			
Adapting resource allocations to cope with contingencies			
Establishing clear project goals & deliverables			
Allocating people & other resources to tasks			
Planning the use of resources including time management			
Participates in continuous improvement & planning processes			
Developing a vision & a proactive plan to accompany it			
Predicting – weighing up risk, evaluate alternatives and apply evaluation criteria			
Collecting, analysing & organising information			
Understanding basic business systems & their relationships			
Self management			
Having a personal vision & goals			
Evaluating & monitoring own performance			
Having knowledge & confidence in own ideas & visions			
Articulating own ideas & visions			
Taking responsibility			
Learning			
Managing own learning			
Contributing to the learning community at the workplace			
Using a range of mediums to learn – mentoring, peer support & networking, IT, courses			
Applying learning to 'technical' issues (e.g. learning about products) and 'people' issues (e.g. interpersonal & cultural aspects of work)			
Having enthusiasm for ongoing learning			
Being willing to learn in any setting - on & off the job			
Being open to new ideas & techniques			
Being prepared to invest time & effort in learning new skills			
Acknowledging the need to learn in order to accommodate change			
Technology			
Having a range of basic IT skills			
Applying IT as a management tool			
Using IT to organise data			
Being willing to learn new IT skills			
Having the OHS knowledge to apply technology			
Having the physical capacity to apply technology e.g. manual dexterity			



Skills in demand



Skills shortages

When there aren't enough people with the specialist skills that are needed to do a particular kind of work, the result is known as a skill in demand or skill shortage.

There are many reasons why skills can be in demand and the kind of skills in demand in can vary from place to place.

List reasons why skills shortages can happen

How can skills in demand be useful for job seekers

How do I find out what skills are in demand?

- Look at the numbers of advertisements for a particular job in the classified section of the newspaper
- Explore websites that provide this information
- Explore developing technologies and consider predictions of growth areas in the future

and _____

Remember

- Just because a skill is in demand, doesn't mean you can automatically get a job in that area. You still need the specialised skills required.
- Areas in demand now, may not be in demand in future. You need to think about whether they will still be in demand when you finish your training.
- When exploring skills shortage information look at how old the data is that is being used to identify the shortages.
- If you don't have the skills that are in demand, there might be an opportunity to get an entry-level job in a skill-in-demand field. This will let you develop your skills on the job.
- Don't choose a skill in demand just because it's in demand. You need to consider jobs that actually interest you.



Skills in demand

Careers



Using information about job prospects and skill shortages, complete the table.

Career	Nationally in demand (yes or no)	In demand in Victoria (yes or no)	In demand near where I live (yes or no)	In demand in 5 years (yes or no)	Why?
Mechanic					
Aged care attendant					
Architect					
Games developer					
Truck Driver					
Nurse					
Carpenter					
Bank teller					
Mining engineer					
Child care worker					
Chef					

My predictions

Name and describe a job that does not exist now, but may exist in 10 years time



Leisure time

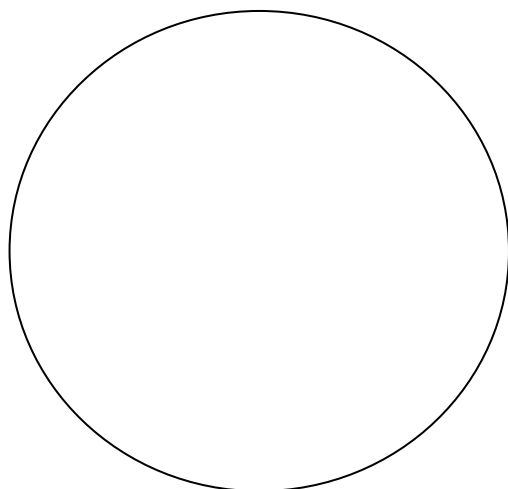


How do I spend leisure time?

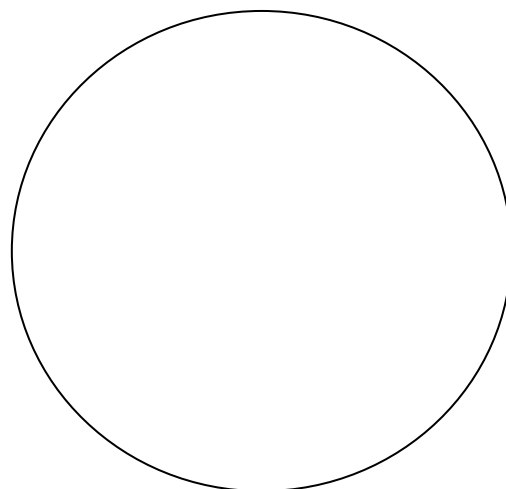
1. Complete the table below to show how you spend your leisure time.

Leisure activity	How much time per week do I spend on this activity?	How much does it cost?

2. Divide the pie graphs into sections to show your average week showing how much leisure time you have in a week. Remember to label each of the sections (e.g. at school, sleep, study, sport, part-time work, leisure etc).



Weekdays



Weekends



Balancing leisure with work

Community leisure facilities



1. List leisure resources or facilities in your town or suburb.

2. Identify any social (or age) group that is over or under catered for.

3. Draw a map to show where the listed facilities are.