



Australian Blueprint for Career Development

Student Workbook



Area B: Learning and Work Exploration

Career Competency 5: Locate and effectively use career information

Phase 3: Locate, interpret, evaluate and use career information

Student Name: _____



Competent

Assessor signature: _____ Date: _____

CAREER COMPETENCIES AND PERFORMANCE INDICATORS FOR PHASE III

Performance Indicators:

- 5.3.1 Discover how key personnel in selected work roles could become ideal information resources/role models
- 5.3.2 Understand how labour market information (profiles, statistics, etc.) can be used when making career decisions
- 5.3.3 Explore how trends and work opportunities in various industry sectors impact upon the nature and structure of work roles.
- 5.3.4 Explore how employment and workplace trends impact upon the provision of education and training
- 5.3.5 Understand how a variety of factors (e.g., supply and demand for workers, demographic changes, environmental conditions, geographic location) impact upon work opportunities
- 5.3.6 Use career information resources such as career directories, occupation classification systems, labour market information, mass media, computer and Internet based career information delivery systems to locate trend information on occupational and industry trends, education and training trends, and social and economic trends
- 5.3.7 Rank the usefulness of career information resources you have explored in terms of their accuracy, currency, reliability and relevance
- 5.3.8 Put strategies in place to evaluate career information resources that you locate and use

Performance Indicator: 5.3.1

Discover how key personnel in selected work roles could become ideal information resources/ role models

Activity: Jobs people do.

The best way of finding out about a particular job is to ask someone who is already doing it. Your job is to contact someone whose work is something that interests you. This could be a family member or friend's acquaintance. Networking is an extremely valuable means of finding out about jobs, training required, wages etc.

Even if you can't interview them, you may be able to email or phone them with your questions. It is imperative that you work out your questions beforehand. Here are some possible ones you might like to ask. Please add to the list of questions.

Job	
1. Do you enjoy your job?	
2. What qualification do you have?	
3. What hours do you work?	
4. What are the best things about your job?	
5. What do you dislike about your work?	

Reflection:

Did any of their answers surprise you? If so, which ones? Do you feel differently about this person's job than you did at the beginning of the exercise? Is this a job that you feel you could do?

Extension:

Imagine you are a journalist on the local paper. Write a profile of the person you have interviewed.

Activity: Mentors and role models

Before you decide what sort of work you want to do, it is important to collect as much information as possible. One of the most important sources of career information is from people involved in the industry you are interested in.

Part A - Your Job:

The table below contains a list of places where you could get information about industry mentors. For each place, find the name, address, and phone number of a possible mentor you could approach.

Source of Information	Name of person	Address/ phone
Newspapers - career articles and employment section		
Local businesses		
Electronic data bases		
Centrelink		
Industry publications		
Career services		
Career counsellors - school, TAFE, university, private		
Talking with/observing people employed in an area of interest		
Personal/community contacts		
Unions		
Professional/business/technical associations		

Performance Indicator: 5.3.3

Explore how trends and work opportunities in various industry sectors impact upon the nature and structure of work roles

Activity: Trends and work roles

Background:

Over the past 20 years, information technology has had a huge impact on many industries including the automotive, business, engineering, IT, aerospace, chemical, medical, etc.

Your Job:

1. Using the Your Career website, <https://yourcareer.gov.au/occupations/>, investigate 3 careers that you are interested in. Look at the description and tasks performed, as well as the personal requirements and find evidence of the extent of information technology that is embedded in these careers.

Career:	Career:	Career:
<i>Description/ tasks performed</i>	<i>Description/ tasks performed</i>	<i>Description/ tasks performed</i>
<i>Personal requirements</i>	<i>Personal requirements</i>	<i>Personal requirements</i>

2. Share your findings with other members of your class.

Performance Indicator: 5.3.4

Explore how employment and workplace trends impact upon education and training

Performance Indicator: 5.3.5

Understand how a variety of factors (e.g., supply and demand for workers, demographic changes, environmental conditions, geographic location) impact upon work opportunities

Activity:

Read the following report produced by the *Department of Education Science and Technology*, highlighting key information.

Australia's Workforce 2005: Jobs for the Future

This report describes the implications for the pattern of employment and skill needs over the next decade, of existing demographic, educational, social and domestic economic trends as well as of future technological changes and international economic developments. It should be emphasised that, while the report takes into account some of the major factors and trends likely to affect the workforce in the future, other unspecified factors, such as possible droughts and major mineral discoveries, will also bear on employment growth and skill requirements.

Main Findings

The report analyses in turn the key changes which are likely to occur over the next ten years in Australia's economy and industrial structure, the size and composition of the labour force, the employment prospects for particular occupations and occupational groups, the education and training system and supply of skills to the workforce and the balance between the supply of, and demand for, skills. Key findings in each of these areas are summarised below.

The Australian economy and industrial structure

Continued globalisation is expected to provide expanding export opportunities for Australian industries as well as maintain pressure on them to become more internationally competitive and meet greater import competition. A key stimulus to export performance will be the ongoing integration of the Australian economy into the quickly growing Asian region; this should also serve to reduce the impact on exports arising from future economic slowdowns in Australia's trading partners in Europe and North America.

While employment will grow across most industries, the pattern of employment growth is projected to continue the trends of the last two decades, with growth occurring more strongly in service sector industries. These industries include the finance, health, personal services, retail and accommodation and restaurant industries. Employment is projected to grow more slowly or fall in many of the manufacturing industries, in part because of the need to become more internationally competitive. One way by which this competitiveness can be achieved is to increase labour productivity which in turn would act to reduce the rate of growth of employment opportunities. Other industries such as electricity, gas and water and transport are also projected to increase labour productivity substantially through the impact of microeconomic reforms. Improved international competitiveness and increases in labour productivity in these industries would be expected to have beneficial effects on the economy overall, allowing stronger growth in national income and employment in other industries, particularly those in the service sector.

The labour force

The labour force growth rate is projected to slow to an average of 1.6 per cent per year over the next ten years. This compares with 2.0 per cent per year growth over the period since 1985. The reasons for this

slowdown are the projected reductions in the rate of natural increase and level of immigration as well as changes in the age structure of the population. This means that there will be a reduction in the growth of the number of people of working age. The labour force participation rate is projected to continue to increase as quickly as over the past decade as a result of greater participation by middle-aged women.

As a consequence of these trends, the composition of the workforce will change. The long-term trends towards more part-time work, a middle-ageing of the workforce and an increased proportion of females will continue.

The ageing of the population is unlikely to impose an increased burden on the working population over the next ten years. Indeed, on the assumptions used in this analysis, the ageing of the population will mean that a greater proportion of the population will be of working age.

Occupational employment prospects

Employment prospects for particular occupations over the next ten years will depend on two main factors: first, on the distribution of occupational employment by industry sector, especially when it is concentrated in a rapidly growing service sector industry or in industries facing international competition or further microeconomic reforms; and second, significantly, on the skill level of the occupation.

The employment prospects of highly skilled occupations such as managers, professionals and para-professionals will benefit in two ways. First, many who are engaged in meeting domestic consumer needs, such as health professionals, will experience strong employment growth. Second, certain other professional groups, such as engineers, who may be employed in export or import competing industries, will also experience strong employment growth. Their services will be required by these industries as they introduce new technologies, increase the value of their products and services and better meet consumer needs.

In general, more highly skilled occupations will experience strongest growth in new jobs, with the less skilled occupations, such as labourers and machine operators, experiencing comparatively lower rates of growth. There are, however, many exceptions to this general statement. Employment of sales workers, for example, most of whom would not be classified as highly skilled, is projected to grow strongly owing to the increase in consumer demand as a result of the growth of the national economy.

Production workers in manufacturing, who include many machine operators, labourers and tradespersons, will face declining or weak employment growth because of the need for industry to raise labour productivity to meet competition from overseas and capitalise on expanding export opportunities. Notwithstanding the decline or slow growth in employment for these groups, there will still be many job vacancies over the next decade for machine operators and labourers arising from the replacement of existing workers as they leave these occupations or retire.

While the findings contained in Workforce 2001 are generally consistent with those in this report, (for example that the workforce was projected to become more skilled), there are a number of differences. Workforce 2001, for example, had projected relatively slower growth of management occupations and faster growth of trades occupations than are implied by the projections of this report.

The education and training system and supply of skills to the workforce

The number of people participating in the education and training system will continue to grow, though at a slower rate than over the last decade. The proportion of people who complete secondary school or obtain a tertiary qualification is projected to rise from 57 per cent in 1994 to 68 per cent in 2005. This moderation of growth arises from a slow-down both in the rate of population growth and in the growth of participation in post-compulsory schooling and higher education. Current education and training policies represent a consolidation of the large increase in access to higher education over the past decade, with further Commonwealth Government growth funding likely to be concentrated on regions with rapid population growth. The Government has signalled a shift in priorities for growth towards the vocational education and

training sector, providing funding for an extra 40,000 places per year up to 1997. National industry vocational education and training plans are being used by the Australian National Training Authority to help ensure that the training provided meets industry needs.

The projected increases in enrolments in the vocational education and training and higher education sectors are consistent with the education and training targets agreed to by Commonwealth and State Ministers in 1991 (the Finn targets). As a consequence of both past and projected levels of education participation, the proportion of people in the workforce with higher education qualifications is projected to rise from 22 per cent in 1994 to 26 per cent in 2005. Much of the increase in the proportion of people holding higher education qualifications arises from an ageing of an already qualified population. As most older people would have obtained their qualification soon after completing school this raises the issue of the need to maintain the relevance of the knowledge and skills represented by their qualifications. This requires a commitment to a process of life-long learning.

The proportion with vocational education and training qualifications is projected to rise slightly from 21 per cent in 1994 to 22 per cent in 2005. The projected increase in the proportion of people with a vocational education and training qualification is likely to be the minimum achieved as it does not include the effect of students studying for VET qualifications in schools and the increases in entry level placements flowing from the Working Nation statement.

Supply and demand for skills

While the new jobs created over the next decade will require a more skilled workforce overall, the education and training system is well positioned to provide sufficient people with the appropriate qualifications. As a consequence, broad occupational skill shortages are not projected to occur over the next decade.

These findings are generally in line with those of Workforce 2001. This report also found that the skills balance would not significantly change for most skilled occupations. The conclusions differ, however, in that Workforce 2001 indicated likely skill shortages in a greater number of areas. Since Workforce 2001 was released, the growth in the number of tertiary education graduates has exceeded the projected growth contained in that report. Accordingly, the increase in the supply of people with professional and trades qualifications has been greater than originally projected.

This report addresses the issue of likely skills balances only at the level of broad occupational categories and for the nation as a whole. It is inevitable that, from time to time, there will be some localised or short-term skill shortages, or shortages of people with highly specialised skills.

The continued process of globalisation will present Australian industry with many opportunities and challenges over the next decade. The opportunities will include the expansion of current export markets for existing products and services and the export of new products and services. Challenges will involve greater competition both from other countries and in the domestic market.

It is clear that Australian industry has the potential to extend and build on emerging competitive strategies to take advantage of these opportunities and meet these future challenges. Such strategies will have many elements and include the use of improved technologies, innovative marketing arrangements, better management and organisation changes. The particular strategies employed will vary from industry to industry and firm to firm. As noted above, the proportion of workers holding qualifications is projected to reach a historically high level by 2005. A key element in most strategies, therefore, should be to make the most of the opportunities which this will present for improvements in quality, productivity and organisational effectiveness. A failure to take advantage of the rising skill base of the workforce would represent a missed opportunity on the part of management and employers and a waste of part of the education and training investments of governments.

Performance Indicator: 5.3.6

Use career information resources such as career directories, occupation classification systems, labour market information, mass media, computer and Internet based career information delivery systems to locate trend information on occupational and industry trends, education and training trends, and social and economic trends

Activity: Job Outlook

There are a number of websites that will provide you with up-to-date information on the labour market. This information is vital when making decisions about career paths. You can find out about long term and short-term career prospects, as well as information on weekly earnings, and other useful occupational information.

Your Job: Search for Information on Occupations and Careers

Using the Your Career website, <https://yourcareer.gov.au/occupations/> and <https://joboutlook.gov.au/> Choose 5 careers that you may be interested in pursuing. Find out about job prospects, weekly earnings, type of work and other useful occupational information about these jobs. Write your finding below in the table.

Career	Occupation size	Weekly earnings	Job Prospects	Main employing industries	% working full time	Median age	Gender breakdown	Unemployment	% employment in Qld

As a class, collect all of this data and display it on the room noticeboard.

Performance Indicator: 5.3.7

Rank the usefulness of career information resources you have explored in terms of their accuracy, currency, reliability and relevance

Performance Indicator: 5.3.8

Put strategies in place to evaluate career information resources that you locate and use

Activity: Time to take stock....

In this unit, you have located and used information that gives you a better insight into your possible career pathways.

1. What was the best sources of careers information that you found for your career?

2. How did they help you with your career decisions?

3. Can you suggest any other strategies that could be incorporated to improve your ability to interpret, evaluate and use this career information?
