



Australian Government



National
Careers
Institute

Australian Blueprint for Career Development

Student Workbook

Area C: Career Building

**Career Competency 8: Make career
enhancing decisions**

Phase 3: Engage in career decision making

Student Name: _____



Competent

Assessor signature: _____ Date _____

Career Competencies and Performance Indicators for Phase III

Performance Indicators:

- 8.3.1 Understand the importance of developing a range of scenarios supportive of your preferred future
- 8.3.2 Investigate the requirements needed to qualify for chosen education/training courses
- 8.3.3 Investigate the costs (living and fee-related) associated with education and training
- 8.3.4 Investigate strategies for securing financial assistance related to education and training
- 8.3.5 Explore courses in terms of skills, knowledge and attitudes required for entry level work or advanced training
- 8.3.6 Understand the steps required to make an effective transition (from school to post-secondary education/training programs or work, or to re-enter the workforce)
- 8.3.7 Understand how personal values may influence your choices and actions
- 8.3.8 Explore how being positive about the future and its uncertainties may lead to creative and interesting possibilities/alternatives
- 8.3.9 Demonstrate responsibility for making educational and work choices
- 8.3.10 Develop a range of scenarios supportive of your preferred future
- 8.3.11 Develop strategies for covering the costs (living and fee-related) associated with education/training possibilities and apply for needed assistance
- 8.3.12 Plan and complete the steps required to make an effective transition (from school to post-secondary education/ training programs or work, or to re-enter the workforce)
- 8.3.13 Develop creative or alternative choices reflective of the changing world of work
- 8.3.14 Evaluate educational and work choices in terms of your personal goals, values and financial means
- 8.3.15 Examine alternatives in given decision-making situations and determine if they are supportive of your values and goals
- 8.3.16 Create and engage in career experiences supportive of your values and goals
- 8.3.17 Engage in decision making that suits your needs and values and is supportive of your goals

Performance Indicator: 8.3.1

Understand the importance of developing a range of scenarios supportive of your preferred future

Activity: What do I REALLY want out of my Career

Before you make a decision about your career, you need to be sure about what you want out of your career. This is important if you want to stay interested in that job. What do you think are important in a job...

Have a look at the list below and tick whether they are things you want or don't want and your reasoning.

Job viewpoint	I want	I don't want	Reason
Salary/Wages			
Steady wages paid weekly			
Wage plus commission (varies)			
Work hours			
Work 9-5			
Weekend work			
Overtime			
Flexible hours			
Job Prospects			
Incr. Promotion			
Extra training			
Make good money			
Location			
Specific town			
A lot of travelling			

Working conditions			
Indoors			
Wear a uniform			
Noisy environment			
Working with colleagues/customers			
Supervising others			
Work under supervision			
Work alone			
Work in a team			
Working with own age			
Working with the public			
Able to use initiative			
Helping customers			
Miscellaneous			
Use my strengths			
Doing well			
Seeing work results			

In groups of 4-5 and using the checklist above, discuss your thoughts on:

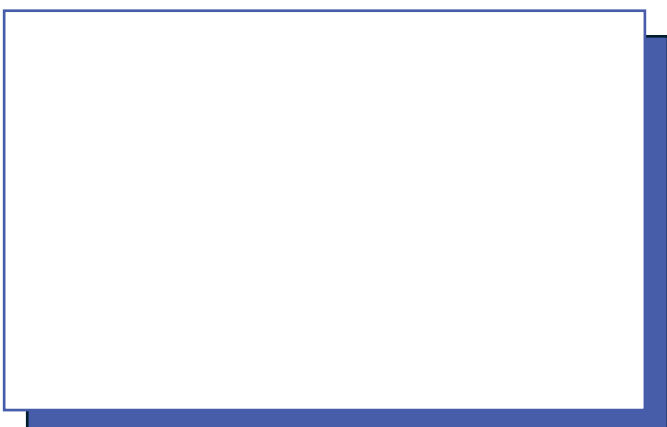
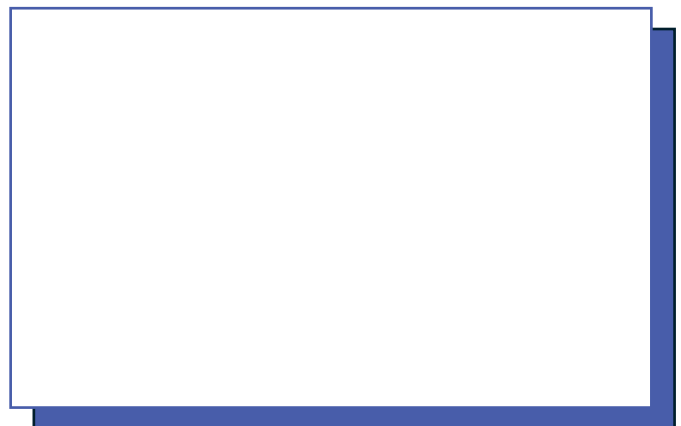
1. What are 3 things that might be difficult to obtain?
2. How can these problems be overcome?
3. Have these results changed your idea on the type of career you want?

Performance Indicator: 8.3.2

Investigate the requirements needed to qualify for chosen education/training courses

Activity: The career I want and the training I need

Write down 6 careers you would like to do. Use the Job Guide books. (or you can use the website: <http://jobguide.dest.gov.au>). Locate those careers and write down the Educational requirements to undertake each career.



Performance Indicator: 7.3.2

Explore the attributes and employability skills necessary to obtain and maintain work

Background Information:

In the last exercise, you identified 6 careers you are interested in and the training required to work in those careers. In many cases, it would be assumed that you have successfully completed Year 12. To many students, this is a tough call. One of the reasons for this is the study required to complete subjects successfully.

In this exercise, you are to complete the "Study Habits Checklist". The purpose of the checklist is to help identify strong areas and areas where you may need to improve your study habits.

Study Habits Checklist	Never	Sometimes	Often
I am able to take notes during classes, videos, or speeches			
I can take notes while reading			
I have difficulties with pronouncing words			
I can read, but I do not understand what I am reading			
My major trouble is I can't seem to get interested in the material I have to learn			
I understand what I read, but it seems that I can't remember the material			
I am organised, and I plan my assignments ahead of time			
Whenever I sit down to study, my mind wanders from the material I am supposed to study			
I can stand in front of a group of people and speak or recite a poem			
When I read, I seem to recognize single letters and words instead of whole phrases			
Whenever I start a test, I never second question. Usually I know the answers, but it feels and if I am 'stuck'			
My reading is handicapped by not knowing difficult words. This slows down my reading			
I believe I know the meaning of most of the words I read, but defining them is another thing. I seem to grope for the right words but can't express them			
Whenever I read aloud fast, I seem to reverse words like 'saw' for 'was'. I do not seem to notice, but others have told me			
I seldom seem to recall what I have read. I do remember small, minute details, but I miss out on the meaning of the whole passage or story			
The moment I see a book, I feel tired and worn out. This never happens to me in the yard or outdoors, just in connection with reading material			
Soon after I start to read, my vision becomes blurred			
Radio or TV bothers me while I am studying			
I look up new words in a dictionary only if I find one in my assignments			
If I want to be alone and study, a separate or private room is available at home for this purpose			

1. In groups of 4 -5 students or as a class, share your strengths and how you use them to complete your assignments and to learn new material.
 2. Now identify one of your study skills that need improving.
-

3. As a whole class, identify and brainstorm ways in which these study skills may be improved.
 4. Develop a plan for improving your own selected study skill.
-
-
-

Extension: In small groups, make a list (on poster paper) of "Strategies for School Success" to be displayed around the classroom.

Performance Indicator: 8.3.3

Investigate costs (living and fee-related) associated with education and training

Activity: My Career and my training costs

The cost of training is directly related to the type of career you want to pursue.

A. If you are pursuing a career that involves University, TAFE or other Private Training Organisation, you will need to pay fees. Use the net to find out how much these courses are, and how long they go for. Also write down what your estimated fortnightly living expenses (rent, food, car costs, etc) would be for this period.

B. If you pursue a full time apprenticeship or traineeship, these training fees will be paid for you by the government. Indeed, you will also be eligible for various incentives. As well you will be paid for all the (work) on-the-job training you do. Go to www.det.qld.gov.au for more information on wages, incentives etc.

C. Use the boxes below to write down your findings on course fees, approximate living expenses etc. for TWO of those careers listed in 8.3.2.

Performance Indicator: 8.3.11

Develop strategies for covering costs (living and fee-related) associated with education/training possibilities and apply for needed assistance

Activity: How will you do it...

Consider the following two scenarios: You have managed to be accepted into the both of the training courses you investigated above. Devise a plan on how you could cover fees and living costs for both scenarios... be mindful of the time required for each of the training courses.



Performance Indicator: 8.3.4

Investigate strategies for securing financial assistance related to education and training

Funding for training

If you undertake and school based traineeship or apprenticeship whilst still at school, you receive a wage for the days you are doing your on-the-job training. This is normally more than a full time apprenticeship wage as sick pay and holiday pay is not factored into the salary package. The amount that you are paid is determined by the industry award that you are working under. In addition, the off-the-job training (theory) is delivered free to you. You are not, however paid while you are undertaking this training.

When you are undertaking a full time apprenticeship or traineeship, you are paid for the time you spend on-the-job and off-the-job training. The wage is a little less in the first year to a school based apprenticeship as factored into your wage is holiday and sick pay. If you are doing a trade apprenticeship, at the end of each year that you have successfully completed, you may be given incentives of approximately \$1000. Also depending on the apprenticeship you are doing, you may also be eligible for a tool allowance of \$800.

More information on wages and incentives for apprentices and trainees can be found at www.det.qld.gov.au

Activity: Answer True or false

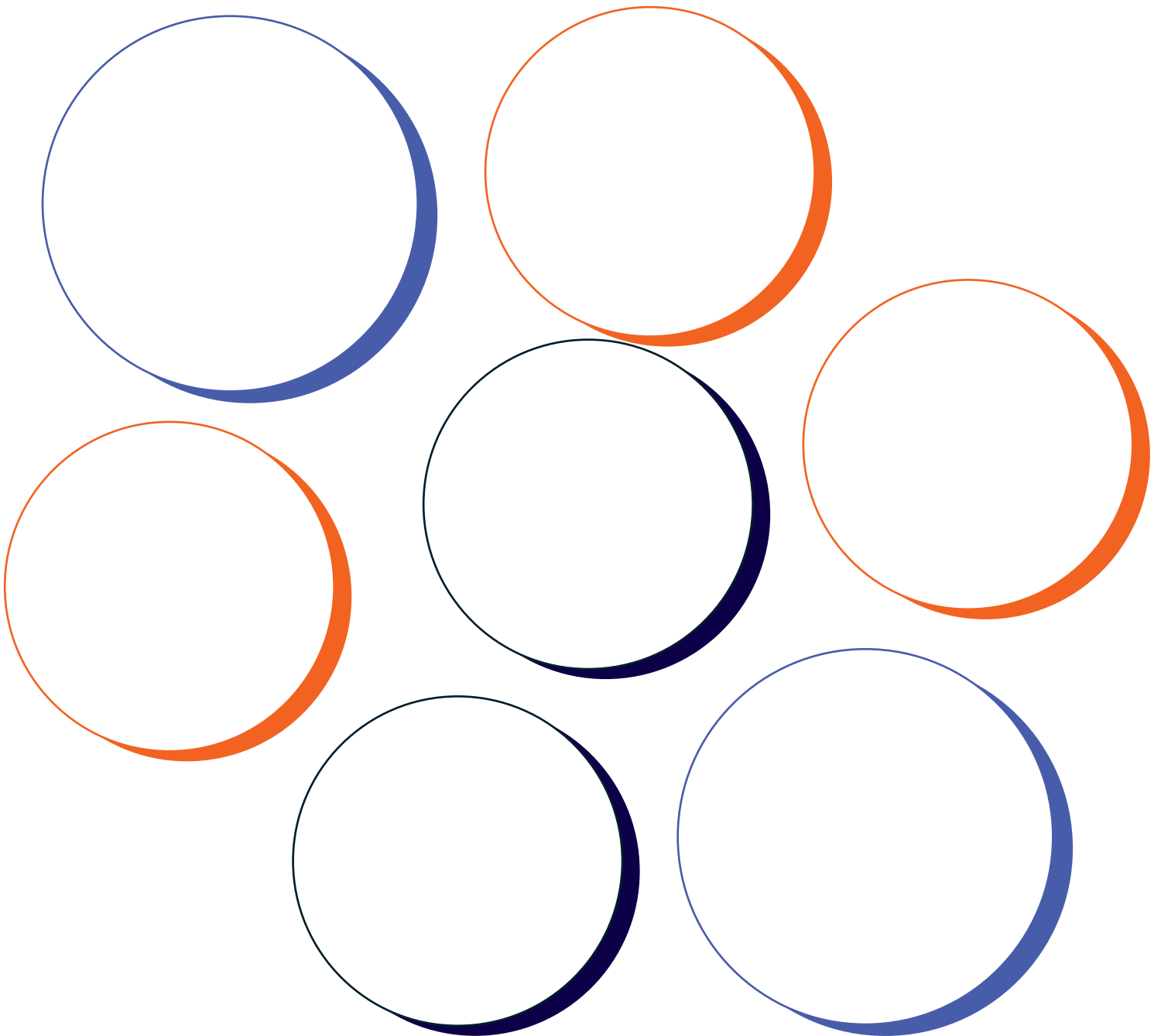
1. If you are in a full time trade apprenticeship, you may be eligible for a tool allowance.
2. School based apprentices and trainees get the same hourly rate, irrespective of the industry you are in.
3. Full time apprentices have to pay for training at TAFE (off-the-job training).
4. Full time apprentices get paid to attend training at TAFE (off-the-job training).
5. School based apprentices get sick pay and holiday pay.
6. If you are in a school based trade apprenticeship, you may be eligible for a tool allowance.
7. Full time apprentices and trainees get the same hourly rate, irrespective of the industry you are in.
8. School based apprentices get paid to attend training at TAFE (off-the-job training).
9. Full time apprentices get sick pay and holiday pay.
10. School based trainees have to pay for training at TAFE (off-the-job training).

Performance Indicator: 8.3.5

Explore courses in terms of skills, knowledge and attitudes required for entry level work or advanced training.

Activity: The career I want and the training I need

From the 6 careers you focused on in 8.3.2, continue to use the Job Guide books or the website: <http://jobguide.dest.gov.au> to find out what skills, knowledge and attitudes you will need to be successful in these careers.



Performance Indicator: 8.3.7

Understand how personal values may influence your choices and actions

Activity: My Work Values

Our work values are mainly determined by our experiences in life. Different childhood experiences, upbringing, social class, educational influences etc. all contribute to our individual values. Some people want highly paid jobs, others status, security, or advancement to name a few.

Questionnaire: Work Values

Answer the following scoring between **6 (very important) to 1 (least important)**. Then **tally** up the scores to find out which of the 12 categories dealing with work values fits you. The score is not important, but rather the values that you rank higher than others.

I want a job where:	Score (1-6)	Values Code
I can get ahead in my career		A
I can help people cope better with their lives		Su
There is a high financial reward		E
Job security is guaranteed		Se
I can work independently of others		I
I can do things which involves some risk		R
I can enjoy high social status		P
There is quite a bit of travel involved		V
I can enjoy my workplace		En
I can do work that is socially useful		Su
I can develop new ideas or products		C
There is little work related stress		Se
People respect me for my position		P
There is plenty of scope for advancement		A
There are new challenges and adventures		R
Things are left entirely to my own judgement		I
There is a pleasant working environment		En
I am in charge of other people		Au
I can work as part of a team		S
I can be creative or inventive		C
Very good standard of living is possible		E
There are friendly people around me		S
There is a lot of variety in what I can do		V
I have the authority to get things done		Au

Value Score Sheet

Value	Score
Advancement (A) Upward mobility and promotion. More interesting work	
Social (S) Friendly contact with workmates. Attending to and talking to people	
Economics (E) High salary financial rewards	
Security (Se) Job stability and regular income. No threat to economic or social well-being	
Independence (I) Autonomy – freedom to make decisions and take the initiative	
Prestige (P) Being seen in an important role. Social, economic or occupational status	
Variety (V) Change and variety in task and place of work. The opportunity to train	
Environment (En) Pleasant physical surroundings	
Support (Su) Helping people. Work of social or community value	
Creative (C) Being original and dealing with new ideas, creating new products, finding solutions to problems	
Risk (R) An element of uncertainty. Financial and other kinds of risk	
Authority (Au) Influence and control over other people, leading others, making decisions	

Reflection on my work values

The work values which are most significant are:

The work values which have a lesser importance are to do with:

Performance Indicator: 8.3.7

Understand how personal values may influence your choices and actions

Activity: Values – what you care about

Having a look at what your values are will give you more clues about who you are and some idea of what you want to be. Values are things you believe in, the things you care about or feel are worthwhile in life.

Your behaviour and the decisions you make can reflect your values. When you speak assertively to a person who has jumped the queue at the movies, it may mean that you value fair play, respect for others and proper behaviour. If the prospect of investing your money on the shares excites you, you probably value risk-taking. Someone who valued security would not consider it. Fame, wealth, producing something tangible, authority, challenges, particular lifestyles are also examples.

Values can also be ideals, like freedom, human rights, conservation, equality and education.

Your values will change over time as your experiences increase and you come into contact with more people and ideas.

What is important to you? Make a list of your values:

You now have a list of values that reflect who you are now. They may also give you an idea of what you want to be, or what work you want to do. List some careers that complement your values.

They may also exclude some forms of work. For example if you value animal rights, you would not consider a career as a battery hen (poultry) farmer. List some careers that clash with your values.

Remember, your values can help you keep going and motivate you once you have decided on the career or course of study that will lead to your goal. They can also give you satisfaction in your job.

Performance Indicator: 8.3.8

Explore how being positive about the future and its uncertainties may lead to creative and interesting possibilities/alternatives

Background:

It has often been predicted that people entering the labour force today will change occupations at least four times during their working life. Some of this change will be involuntary as factory or businesses close, corporate mergers, and technological change alter the nature of the workplace; however, much of this change will be voluntary.

It is no longer expected that people will hold one occupation for their entire life. People who anticipate change and have thought about strategies for coping with such change will be better equipped for the world of tomorrow.

Activity:

1. Describe a change in your life. How did you react? How did you wish you had reacted? How has this change made a difference in your life?

2. As a group of 2-3 people, brainstorm a list of changes that occur; for example, family structure, location, economic stability, personal (physical, social, global, death, etc.)

Changes I can control	Changes I can't control

3. Brainstorm another list about ways people usually respond to change. Decide if these responses are negative or positive.

Ways people usually respond to change	
Positive responses	Negative responses

4. As a class, discuss how careers have changed over the last decade. How have people responded? (*Write your class responses below*)

5. In groups of 5-6, on strips of paper, write down the following quotes. Put them in a hat, and students take one or two each.

- People with goals succeed because they know where they are going.
- People can alter their lives by altering their attitudes.
- One cannot change yesterday but only make the most of today and look with hope toward tomorrow.
 - We cannot direct the wind but we can adjust the sails.
 - Destiny is not a matter of chance. It is a matter of choice.
 - You cannot change others. You can only change yourself. By changing yourself, you change those around you.
 - Do not wait for your ship to come in. Swim out to it.
 - Life is a journey, not a destination.
 - Every cloud has a silver lining.
 - The future belongs to those who believe in the beauty of their dreams.
 - Do not follow where the path may lead - instead go where there is no path and leave a trail.
 - Act as though it were impossible to fail.
 - The only limit to our realization of tomorrow will be our doubts of today.

6. Discuss the quote with the rest of the group and determine the meaning. Design a poster on the quote (be as creative as possible).

7. As a whole class, share the meanings of the posters

Performance Indicator: 8.3.10

Develop a range of scenarios supportive of your preferred future

Activity: Building Your Career – Research Options

For this activity, you will either need the Jobguide book or website: <http://jobguide.dest.gov.au>

Knowing about your interests will help you to explore types of work and particular occupations that may suit you. You should be guided by what you have learnt about yourself to date. You will find that there are many work environments for you to investigate and, chances are, there is more than one occupation that is right for you. It is best to think of as many options as possible at this stage and investigate areas of interest thoroughly.

One way of sorting through the range of options covered in Job Guide is by reflecting first on your personal interests.

Step 1

Read the following descriptions of seven 'type of work' categories carefully.

Analytic or scientific

These jobs involve working with ideas to investigate or seek solutions to scientific, technical, social or other issues. Activities include observing, researching, analysing and interpreting results. The ability to develop theories, apply logic and explore abstract ideas in a specialist area of knowledge is important.

Creative or artistic

These jobs involve working with ideas to creatively express, present or perform them. An appreciation of design, style, form, beauty or related concepts used to develop or interpret an idea is important. Activities include writing, painting, singing, dancing, decorating, designing and performing.

Helping or advising

These jobs involve working with people to help, inform, teach or treat them. Activities include discussing personal issues, listening to people's problems and providing advice, instruction, information or treatment to meet their needs.

Practical or mechanical

These jobs involve working with things, using the hands, or special tools or equipment to make, fix, install or adjust them. Activities include practical and physical tasks, which may require an understanding of how equipment or machinery works.

Nature or recreation

These jobs involve working with things in the natural world, such as conservation, handling animals, raising crops or livestock, or sport. Activities include growing and caring for living things, or an involvement with sport, leisure or the environment.

Organising or clerical

These jobs involve working with data to order, process or retrieve facts and figures, or to develop or administer policies and procedures. Activities include organising, using or updating information (such as files or accounts), developing or following procedures or systems, and the planning, budgeting and staffing of an organisation.

Persuading or service

These jobs involve working with people to sell to, influence, motivate, negotiate with or serve them. Activities include selling, promoting or providing goods or services, bargaining, or presenting a point of view.

Step 2

Having read through these type of work categories, ask yourself:

- Would I like or dislike this type of work?
- How much would I like or dislike it?

Indicate your likes and dislikes by ticking the boxes in the chart below.

Type of Work Chart

	Dislike	Not keen	Unsure	Like	Like a lot
Analytic or scientific					
Creative or artistic					
Helping or advising					
Practical or mechanical					
Nature or recreation					
Organising or clerical					
Persuading or service					

If you have ticked some boxes in the 'like a lot' or 'like' columns, you can go ahead and explore these groups first.

If you have not ticked any boxes in these columns, you should look more closely at the groups in the 'unsure' column to see if they can be moved across to the 'like' or 'like a lot' columns.

Step 3

Go to the Jobs Chart, a list of occupations by 'type of work' categories. Look up the categories for which you ticked 'like a lot' or 'like' on the Type of Work Chart.

You will notice that the jobs listed in the Jobs Chart have been divided into four skill levels.

Skill level 1

Most occupations in this group have a level of skill equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Practical expertise or experience may often be more important than academic achievement. Some occupations offering an entry pathway through a New Apprenticeship fall into this category.

Skill level 2

Most occupations in this group have a level of skill equal to a Certificate III or IV or at least three years relevant experience. In some cases relevant experience is required in addition to the formal qualification. Some occupations offering an entry pathway through a New Apprenticeship fall into this category.

Skill level 3

Most occupations in this group require a level of skill equal to a Diploma or Advanced Diploma. Study for this qualification is often undertaken within a Registered Training Organisation, including TAFE institutes. Some universities offer studies at the Diploma and Advanced Diploma levels (sometimes referred to as Associate Degrees). In some cases relevant experience is required in addition to the formal qualification.

Skill level 4

Most occupations in this group require the completion of a Bachelor Degree or higher qualification. Study is usually undertaken at university. For some occupations, relevant experience is required in addition to the formal qualification.

Note

The classification of occupations into the four skill levels required for entry should be used as a guide only. It may be possible to enter some jobs at different levels.

You should look not only at the level of education required for each occupation, but also at the level you are expecting to reach.

Step 4

Have a closer look at the lists for the types of work that you ticked earlier as 'like a lot' or 'like'. One way to start examining occupations in the Jobs Chart is by eliminating the ones that do not appeal to you. Quite often you know the types of jobs that you do not want rather than those you do.

Cross out an occupation only if you are sure of what it involves. If in doubt, do not cross it out. Take a look at the full job description by clicking on the job title in the chart.

You should end up with a list of occupations to explore more thoroughly.

Step 5

Once you have finished identifying the occupations, you can begin to explore them by:

- reading the job descriptions in the Job Guide. By looking carefully at these entries you may decide that some occupations on your list are not for you. The contacts listed in each job entry can be a further source of information.

Step 6

If you found that there were no choices left after Steps 4 and 5, it could mean a couple of things.

- You were a bit too 'hard' on certain aspects of some jobs. You might like to take another look at those that interested you somewhat.
- Perhaps it is not really your type of work interest area after all. You may need to return to Step 1 and work through the stages again more carefully.

Step 7

In the final stages of your investigation, you will need to do some in-depth research into your remaining job options. This will help you to work out how realistic and achievable your goals are before you make more definite plans for getting into the study or work area of your choice.

You might like to ask yourself:

- What pathways could I take to lead me to the work area I have identified?
- Do I need to study a course at a tertiary institution (e.g. private college, TAFE or university) as part of my pathway to the occupation I am interested in?
- What are the entry requirements for those institutions?
- After I finish the course what jobs could I qualify for?
- Do I need work experience to complement my studies?
- Who do I know that can help me?
- What resources and networks does my community have to offer?
- How can I utilise the personal networks of family, friends and associates?

You should repeat this kind of exercise every so often because your interests, and therefore job options, will change as you mature, experience new things or gain new skills.

Performance Indicator: 8.3.6

Understand the steps required for transition (eg: school to post-secondary education/training programs or work, re-entering the workforce)

Performance Indicator: 8.3.12

Plan and complete the steps required to make an effective transition (from school to post-secondary education/ training programs or work, or to re-enter the workforce)

Activity: The Senior Education and Training (SET) Plan

The SET Plan Outline is a means for you to begin mapping your possible career path. Complete the following:

1. Which path do you intend to study?
 - Academic (OP eligible)
 - Vocational (VET)
2. List below any area of career interests or goals

List any past school experience or training that you can do toward these careers.

2. List any senior school subjects that are essential or useful for your career or intended post school study (eg. Prerequisites)

List any additional qualifications that you are working towards outside of school (eg. In Music, Dance, Speech and Drama, employment or TAFE)

3. Do you want to:

a) Complete Year 12	Yes	No
b) Quality for the QCE	Yes	No
c) Be eligible for University study	Yes	No
d) Study part time at TAFE while at school	Yes	No
e) Start a School based apprenticeship/ traineeship	Yes	No
f) Leave school before finishing Yr 12 to do an apprenticeship, traineeship, or study at TAFE	Yes	No
g) Leave school before finishing Yr 12 to work full time	Yes	No

Answer the following if you intend to stay at school until complete Year 12:

After Year 12 do you want to: (you can circle more than one)

- A. Study at University
- B. Study at TAFE
- C. Start Full time work
- D. Start or continue an apprenticeship or traineeship
- E. Other

Performance Indicator: 8.3.13

Develop creative or alternative choices reflective of the changing world of work

Activity: The perfect jobs for me

Most of us dream about doing our ideal job. Some people want to play for Australia in Rugby League or Soccer. Others want to be game show hosts or actors. What about you?

Part A: Think of three perfect jobs for you. What is it about them that really appeals to you? Is it the money, the fame, the lifestyle, independence? In the jigsaws below, write down three jobs that really are appealing to you. In the boxes, link the factors that make this job so appealing to you.

Perfect Job 1:	

Perfect Job 2:	

Perfect Job 3:	

Part B: Now get into groups of 4 – 5 people and play “Twenty Questions”. This is where other people in the group have to guess one of your perfect Jobs. You are only allowed to answer them with Yes or No.

Consider how long the group took to work out your ideal job. Did you describe it accurately? Your comments:

Performance Indicator: 8.3.9

Demonstrate responsibility for making educational and work choices

Performance Indicator: 8.3.14

Evaluate educational and work choices in terms of your personal goals, values and financial means

Activity: Education, work choices, and my career

Using the previous activity, investigate what educational requirements are needed to undertake these three “perfect jobs” for you. You can use the Jobguide books or go to www.jobguide.dest.gov.au

Write down the personal requirements for each of these jobs and highlight those qualities that you have. Also write down the duties you would perform in these jobs, again highlighting those duties that you would be happy to do (assuming you have had the training).

“Perfect Job” #1:		
Educational Requirements	Personal Requirements	Duties Performed
“Perfect Job” #2:		
“Perfect Job” #3:		

Performance Indicator: 8.3.15

Examine alternatives in given decision-making situations and determine if they are supportive of your values and goals

Performance Indicator: 8.3.17

Engage in decision making that suits your needs and values and is supportive of your goals

Activity: So what's best for me?

From the previous activity, look at the sections you have highlighted. It is now time to play Devil's Advocate.

1. For each of your "Perfect Job's", reflect on the positives and negatives for these jobs, in the light of the highlighted personal characteristics and duties to be performed in these jobs. Be realistic and honest!

2. Reflect on whether they align with your values and goals. Be realistic and honest!

"Perfect Job" #1:	
Positive aspects of the job:	Negative aspects of the job:
How do they (or don't they) align with my values and goals:	
"Perfect Job" #2:	
Positive aspects of the job:	Negative aspects of the job:
How do they (or don't they) align with my values and goals:	
"Perfect Job" #3:	
Positive aspects of the job:	Negative aspects of the job:
How do they (or don't they) align with my values and goals:	

Performance Indicator: 8.3.16

Create and engage in career experiences supportive of your values and goals

You will need to choose what Work Experience you wish to go to that supports your values and goals.

You will need to undertake Work Experience. This is to be arranged through your school's Work Experience Coordinator/ Industry Placement Coordinator.