

# Australian Blueprint for Career Development

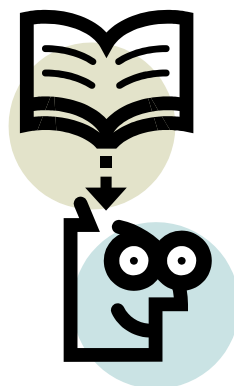
## Area B: Learning and Work Exploration Career Competency 4: Participate in life-long learning

### Phase 3: Link life-long learning to the career building process

To gain competency in 4.3: Learn to respond to change and growth, students must -

- Complete activities in student work booklet.

## STUDENT WORKBOOK



STUDENT NAME: \_\_\_\_\_



**COMPETENT**

Assessor Signature

Date

## ***CAREER COMPETENCIES AND PERFORMANCE INDICATORS FOR PHASE III***

### **AREA B LEARNING AND WORK EXPLORATION**

#### **COMPETENCY 4: Participate in lifelong learning supportive of career goals**

##### **Phase III Link life-long learning to the career building process**

#### **Performance Indicators:**

4.3.1 Understand how the skills, knowledge and attitudes acquired in a variety of learning programs may contribute to achieving personal and professional goals

4.3.2 Understand how life-long learning enhances people's ability to achieve career goals

4.3.3 Understand how a set of skills, knowledge and attitudes can fulfil the requirements of a variety of work roles and work environments

4.3.4 Understand why lifelong learning is required in the work place

4.3.4 Understand how prior education relates to the selection of courses / programs, workplace training and/or entry into work

4.3.5 Explore the education and training requirements of various work roles

4.3.6 Demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals

4.3.7 Determine the value of ongoing learning to you

4.3.8 Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments

4.3.9 Engage in a continuous learning process supportive of your career goals

**Performance Indicator: 4.3.1** Understand how the skills, knowledge and attitudes acquired in a variety of learning programs may contribute to achieving personal and professional goals

**Activity: Learning Styles**

**Objective:** *This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed various leaning 'habits' that help you benefit more from some experiences than others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.*

**Actions:** *There is no limit to this questionnaire. It will probably take about 10-15 minutes. The accuracy of the results depends upon how honest you can be. There are no right or wrong answers.*

*If you agree more than you disagree with a statement put a tick in the box (☑). If you disagree more than you agree put a cross in the box (☒). Be sure to mark each item with either a tick or a cross.*

- 1. I have strong beliefs about what is right and wrong, good and bad
- 2. I often act without considering the possible consequences
- 3. I tend to solve problems using a step-by-step approach
- 4. I believe that formal procedures and policies restrict people
- 5. I have a reputation for saying what I think, simply and directly
- 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis
- 7. I like the kind of work where I have time for thorough preparation and implementation
- 8. I regularly question people about their basic assumptions
- 9. What matters most is whether something works in practice
- 10. I actively seek out new experiences
- 11. When I hear about a new idea or approach I immediately start working out who to apply it in practice
- 12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc
- 13. I take pride in doing a thorough job
- 14. I get on best with logical, analytical people and less well with spontaneous, 'irrational' people
- 15. I take care over the interpretation of data available to me and avoid jumping to conclusions
- 16. I like to reach a decision carefully after weighing up many alternatives
- 17. I am attracted to more novel, unusual ideas than to practical ones
- 18. I don't like disorganised things a prefer to fit things into a coherent pattern
- 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done
- 20. I like to relate my actions to a general principle
- 21. I discussions I like to get straight to the point
- 22. I tend to have a distant, rather formal relationship with people at work
- 23. I thrive on the challenge of tackling something new and different

- 24. I enjoy fun-loving spontaneous people
- 25. I pay meticulous attention to detail before coming to a conclusion
- 26. I find it difficult to produce ideas on impulse
- 27. I believe in coming to the point immediately
- 28. I am careful not to jump to conclusions too quickly
- 29. I prefer to have as many different sources of information as possible- the more data to think over the better
- 30. Flippant people who don't take things seriously enough usually irritate me
- 31. I listen to other people's point of view before putting my own forward
- 32. I tend to be open about how I'm feeling
- 33. In discussions I enjoy watching the manoeuvring of the other participants
- 34. I prefer to respond to event on a spontaneous, flexible basis rather than planning things out in advance
- 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programs, contingency planning, etc
- 36. It worries me if I have to rush out a piece of work to meet a tight deadline
- 37. I tend to judge people's ideas on their practical merits
- 38. Quiet, thoughtful people tend to make me feel uneasy
- 39. I often get irritated by people who want to rush things
- 40. It is more important to enjoy the present moment than to think about the past or future
- 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition
- 42. I tend to be a perfectionist
- 43. In discussions I tend to produce lots of spontaneous ideas
- 44. In meetings I put forward practical realistic ideas
- 45. More often than not, rules are there to be broken
- 46. I prefer to stand back from a situation and consider all the perspectives
- 47. I can often see inconsistencies and weaknesses in other people's arguments
- 48. On balance I talk more than I listen
- 49. I can often see better, more practical ways of getting things done
- 50. I think written reports should be short and to the point
- 51. I believe that rational, logical thinking should win the day
- 52. I tend to discuss specific things with people rather than engage in social discussion
- 53. I like people who approach things realistically rather than theoretically
- 54. In discussions I get impatient with irrelevances and digressions
- 55. If I have a report to write I tend to produce lots of drafts before setting out on the final version
- 56. I am keen to try things out to see if they work in practice
- 57. I am keen to reach answers via a logical approach
- 58. I enjoy being the one that talk a lot
- 59. In discussions I often feel that I am the realist, keeping people to the point

- 60. I like to ponder many alternatives before making my mind up
- 61. I discussions with people I often find that I am the most dispassionate and objective
- 62. In discussions I'm more likely to adopt a 'low profile' than to take the lead and do most of the talking
- 63. I like to be able to relate current actions to a longer term bigger picture
- 64. When things go wrong I am happy to shrug it off and 'put it down to experience'
- 65. I tend to reject wind, spontaneous ideas as being impracticable
- 66. It is best to think carefully before taking action
- 67. On balance I do the listening rather than the talking
- 68. I tend to be tough on people who find it difficult to adopt a logical approach
- 69. Most times I believe the ends justify the means
- 70. I don't mind hurting other people's feelings so long as the job gets done
- 71. I find the formality of having specific objectives and plans stifling
- 72. I'm usually one of the people who puts life into a party
- 73. I do whatever is expected to get the job done
- 74. I quickly get bored with methodical, detailed work
- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events
- 76. I'm always interested to find out what people think
- 77. I like meetings to be run on methodical lines sticking to laid down agenda, etc
- 78. I steer clear of subjective or ambiguous topics
- 79. I enjoy the drama and excitement of a crisis situation
- 80. People often find me insensitive to their feelings.

**Learning Style Scoring**

**Purpose:** To score your learning style from the questionnaire.

**Action:** You score one point for each item you ticked (☑). There are no points for items you crossed (☒). Simply indicate on the table below (by circling), which questions you ticked.

Activist	Reflector	Theorist	Pragmatist
2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
TOTAL	TOTAL	TOTAL	TOTAL

**Learning Score Profile**

Activist	Reflector	Theorist	Pragmatist	
13 - 20	18 - 20	16 - 20	17 - 20	Very Strong Preference
11 - 12	15 - 17	14 - 15	15 - 16	Strong Preference
7 - 10	12 - 14	11 - 13	12 - 14	Moderate Preference
4 - 6	9 - 11	8 - 10	9 - 11	Low Preference
0 - 3	0 - 8	0 - 7	0 - 8	Very Low Preference

## **General Descriptors**

### **Activist**

Activists involve themselves fully without any bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open minded, not sceptical and this tends to make them enthusiastic about anything new.

Their philosophy is: "I will try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next.

They tend to thrive on the challenge of new experiences but are bored with implementation and long-term consolidation. They are gregarious people constantly involving themselves with others, but in doing so, they seek to centre all activities on themselves.

These type of people work best in areas such as advertising, retail sales, performing arts, public relations, construction based vocations, and most areas that deal with people and creativity.

### **Reflectors**

Reflectors like to stand back and ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible.

Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making their move. They prefer to take a back seat in meetings and discussions. They enjoy watching other people in action. They listen to others and get the drift of the discussion before making their own points.

They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and other's observations as well as their own.

These type of people work best in areas such as Engineering, Town Planning, Drafting, Technology and most areas that rely on utilising data.

### **Theorists**

Theorists adapt and integrate observations into complex but logical sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles and theories, models and systems theory.

Their philosophy prizes rationality and logic. 'If it is logical, it is good'. Questions they frequently ask are: "Does it make sense?", "How does this fit with that?" and "What are the basic assumptions?".

They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their "mental set" and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

These type of people work best in areas such as Information Technology, Law, Medicine, Sciences and most areas that rely on logical assumptions.

## **Pragmatists**

Pragmatists are keen to try out new ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sorts of people who return from management courses brimming with new ideas that they want to try in practice.

They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities “as a challenge”.

Their philosophy is: “There is always a better way” and “ If it works, it’s good”.

These type of people work best in areas such as Education, Business, Tourism, Health and Recreation and most areas that rely on responding to practical situations.

***It is interesting to note that some people can score highly in two different categories and seem to have characteristics that relate to both learning styles. Some common combinations are Activist/Pragmatist or Reflector/Theorist. It is uncommon to have a Pragmatist/Reflector combination or an Activist/Theorist combination as these seem to oppose each other rather than complement each other.***

***Your particular learning style suggested from this questionnaire is only a guide to assist you in making some decisions about career choices and options.***

***There are other interesting questionnaire including the Keirseley Temperament Sorter, which is loosely based on the Myers Briggs Personality Types and Careers. This personality “test” is based on the premise that people with similar personalities have a tendency to choose similar careers.***

**Performance Indicator: 4.3.2** Understand how lifelong learning enhances people's ability to achieve career goals

### Activity 3: Choosing An Occupation to Meet Life Career Goals

#### Background Information:

A career means more than just an occupation. One should be thinking of a life career - a term which means every part of students' development and growth from childhood through to teenage years into adult life. A career is made up of all the things students do and the roles they fill such as student, friend, son, daughter, babysitter, sports team member, etc. All of these roles make up a life career. Students' life career goals, then, can be to achieve a certain occupation (such as a teacher, farmer, carpenter); to be a mother/father one day; to run a marathon and/or to be a community volunteer. All are life career goals and everything individuals do is interrelated.

#### Activity:

1. As a class, discuss the idea of life career goals.

(a) What does the term mean to you?

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(b) What are some examples of your life career goals?

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2. Select one life goal. Identify an occupation(s) that would facilitate you obtaining that life goal.

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3. Share with the group your life career goal and the occupations you identified. Explain how you identified these occupations and how you think your occupations will help you meet your life career goal.

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4. Role play an occupation that you might consider in the future.

5. Complete the following statements:

*One of my life career goals is*

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*I found out that*

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**Extension:**

Students at this age may be contemplating the possibility of dropping out of school before completing Year 12. The following activities may provide some support for these students.

Students can create an advertising campaign. Visual displays such as banners and posters can be created to promote "Staying in School" or the antithesis "Leaving School". Students should be encouraged to incorporate learnings from the unit (i.e., transferable skills, life-long learning, entry into work, personal and professional goals).

A panel discussion/forum could be planned and organized by the students. Guests may include representatives from businesses, parents, teachers, students who were early school leavers, students who completed high school, school administration, and students. Possible questions to explore:

In what ways might school respond to needs of students who may be potential "dropouts"?

How does the role of the school compliment/ interfere with student needs?

*Adapted from: Developmental guidance classroom activities, Vocational Studies Centre, University of Wisconsin-Madison, 1991.*

**Performance Indicator: 4.3.3** Understand how a set of skills, knowledge and attitudes can fulfil the requirements of a variety of work roles and work environments

**Activity: Career Mixes and matches**

*There is no one set of skills, knowledge and attitudes that fulfill only one job role. Many jobs can match your set of skills, knowledge and attitudes.*

1. Match up each of the people with the job you believe that they are most suitable for.

Dianne is good at maths, and very practical. She doesn't like close supervision, but loves routine.	
John is vision impaired. He is outgoing and likes being with a crowd of people.	
Callum is outgoing and enjoys meeting new people. He doesn't want shift-work.	
Julie likes working on her own. She is good at looking after animals, people, and things. She is practical and organised.	
Simon is very fit and healthy. He would like work that stretches him physically. He doesn't have a lot of patience. He likes being kept busy.	
Keyren gets on well with people. He is tidy and good with his hands. He likes taking responsibility and enjoys working outside.	
Tanya doesn't like working in a team. She likes work that involves her enjoying the results of her work. She is in a wheelchair.	
Tony is well organised and enjoys being part of a busy team. He is shy and prefers to stay behind the scenes.	

**Nurse**                      **Catering Assistant**                      **Carpenter**                      **Car mechanic**  
**Gardener**                      **Computer programmer**                      **Accounts Clerk**                      **Receptionist**

2. Discuss the reasoning behind your matches with other people in your group.
3. Tick the person which is most like you.
4. Is the job that you chose for that person, similar you would do yourself? Explain.

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**Performance Indicator: 4.3.3** Understand how a set of skills, knowledge and attitudes can fulfil the requirements of a variety of work roles and work environments

**Activity: Work Role Requirements**

Using the Jobguide book, or website <http://jobguide.dest.gov.au> , find two careers that you would be interested in. Summarize what you would be required to do on the job. Also summarize the personal requirements needed.

<i>Career:</i> <i>Work role requirements</i>
<i>Personal requirements</i>

<i>Career:</i> <i>Work role requirements</i>
<i>Personal requirements</i>

Looking at the information above, write down any similarities in the **job requirements**.

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Looking at the information above, write down any similarities in the **personal requirements**.

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**Performance Indicator: 4.3.4** Understand why life-long learning is required in the work place

**Activity: Learning and the Workplace**

**Match the scenarios with each of the Employability Skills that deal with workplace learning. Each scenario may be used more than once, and there may be more than one scenario that matches the employability skill sets.**

LEARNING SKILLS	SCENARIOS
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 (eg. leaning about products) and ‘people’ issues (eg. interpersonal & cultural aspects of work)	
Having enthusiasm for ongoing learning	
Being willing to learn in any setting – on or 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	

**Write the letter against the corresponding scenario/s that fit.**

- A. Anne waits on tables at a local restaurant. She attends TAFE in her own time doing a Bartending course as she would like to get into that side of the hospitality industry.
- B. Bill is a landscape gardener. He has an interest in the installation of the new style in water features, and has become an expert. He shows other employees in the company his installation techniques.
- C. Colin has been in the hairdressing industry for over 15 years. Whenever there are any new techniques, products or equipment out he is always very keen to update his knowledge and skills.
- D. As a lab technician, Dianne knows that there are always new methods she needs to be aware of. Dianne subscribes to a number of Industry email lists. She often discusses these new developments with colleagues, as well as the trainee she works with.
- E. Eddie works as a Public Relations consultant for a large media company. He likes to be “up to speed” with any new developments, both in the technical side of publishing as well as finding out about new clients needs.

**Performance Indicator: 4.3.5** Explore the education and training requirements of various work roles

**Activity: Training Requirements**

Using the Jobguide book, or website <http://jobguide.dest.gov.au> , categorize the following jobs according to the level of training required to gain entry into this career. (Note: some careers may have more than one entry level).

**Skill Level 1: Requires completion of Year 10 or the senior QCE**

**Skill Level 2: Certificate III or IV with 3 years industry experience**

**Skill Level 3: Diploma or Advanced Diploma through TAFE**

**Skill Level 4: Bachelor degree or higher qualification undertaken through university.**

Career	Skill Level 1	Skill Level 2	Skill Level 3	Skill Level 4
Electrician				
Physiotherapist				
Army soldier				
Secretary				
Journalist				
Flight attendant				
Hairdresser				
Doctor				
Ambulance officer				
Registered nurse				
Sales assistant				
Waiter				
Chef				
Radiologist				
Dental assistant				
Lawyer				
Butcher				
Travel consultant				
Firefighter				

**Reflection:**

Why do some of the jobs listed above have more than one entry level?

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**Performance Indicator: 4.3.5** Explore the education and training requirements of various work roles

**Activity: Education and entry to work**

*Depending on what level of education you have achieved will determine what careers are open to you.*

Using the Jobguide book, or the website <http://jobguide.dest.gov.au> , find 5 examples of careers that would require the following education levels.

<p><b><i>Year 10 Level of Education</i></b></p> <p><i>1</i></p> <p><i>2</i></p> <p><i>3</i></p> <p><i>4</i></p> <p><i>5</i></p>
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<p><b><i>Year 12 Level of Education</i></b></p> <p><i>1</i></p> <p><i>2</i></p> <p><i>3</i></p> <p><i>4</i></p> <p><i>5</i></p>
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<p><b><i>Completion of a TAFE course (Certificate II , III or IV)</i></b></p> <p><i>1</i></p> <p><i>2</i></p> <p><i>3</i></p> <p><i>4</i></p> <p><i>5</i></p>
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<p><b><i>Completion of a University degree</i></b></p> <p><i>1</i></p> <p><i>2</i></p> <p><i>3</i></p> <p><i>4</i></p> <p><i>5</i></p>
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In the space below, write down what you think you would like to do as a career. Explain what courses and training you will need to undertake to make you ready for the workforce in this career. Use *Jobguide* to help you with the research.

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**Performance Indicator: 4.3.5** Explore the education and training requirements of various work roles

**Activity: Explore the educational and training requirements of various work roles**

**Resources Required:**

Job Guide Book or internet to access Job Guide online ([www.dest.jobguide.gov.au](http://www.dest.jobguide.gov.au))

**Length of Activity:**

1 – 2 lessons

**Task:**

Using the Job Guide, complete the table below. Choose 5 – 7 careers that appeal to you. For each job, locate the education and training options required to start this career. Summarise these requirements in dot points for each career.

<b>Career choice</b>	<b>Educational and Training Requirements</b>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

**Performance Indicator: 4.3.6** Demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals

**Activity: Lifelong learning behaviours and attitudes**

**What would a lifelong learner look like?**

As you know, learning does not only occur in the classroom. Before you got to pre-school, you had already learnt an enormous amount of skills. Similarly, during your school years, your knowledge, skills and abilities are constantly evolving with new experiences you come into contact with, and not only in the school setting! As a progression to this, once you complete formal training, you will continue to learn throughout your life. Lifelong learning contributes to you achieving your personal and career (professional) goals.

Lifelong learners (including you) have the following skills and attitudes

- They plan their own learning
- They assess their own learning
- They are active rather than passive learners
- They learn in both formal and informal settings
- They learn from their peers. Teachers, mentors etc
- They integrate knowledge from different subject areas when required
- They use different learning strategies for different situations.

These are all characteristics inherent in us all, although we may not be consciously aware of it.

Think of activities you do outside of school. Write down how you have integrated these lifelong learning skills and attitudes into you achieving any goals in your social, sporting, and work endeavours.

<b>How I have demonstrated lifelong learning behaviours in my sporting, social and work goals.</b>	
Plan your own learning	
Assess your own learning	
Active rather than passive learner	
Learn in both formal and informal settings	
Learn from your peers, mentors etc.	
Integrate knowledge from different areas when required	
Use different learning strategies for different situations.	

**Performance Indicator: 4.3.7** Determine the value of ongoing learning to you

**Activity: Where to from here**

At this stage you should have an idea mapped out of how you are going to achieve your career goals, and the necessary continued learning you will have to do to achieve those goals.

Below is an example of one student’s career goals. Fill in the next table with yours.

<b>GOAL SETTING TIME FRAME!</b>	
<b>Steps towards achieving my career goals in Civil Construction/ Engineering</b>	<b>Date</b>
Complete Year 12	2006
Convert to a Full Time Apprenticeship	End 2006
Complete Certificate III in Civil Construction	End 2008
Promotion to Leading Hand at XYZ Constructions	2009
Foreman, supervisor of site	2014
Start Bachelor of Engineering (Civil) at James Cook University	2014
Complete degree	2020
<b>Steps towards achieving my sporting goals in Touch Football</b>	<b>Date</b>
Represent North Queensland in Touch Football ( <i>achieved</i> )	2003, 2004, 2005, 2006
Selected in the Australian side in Touch Football	2007, 2008

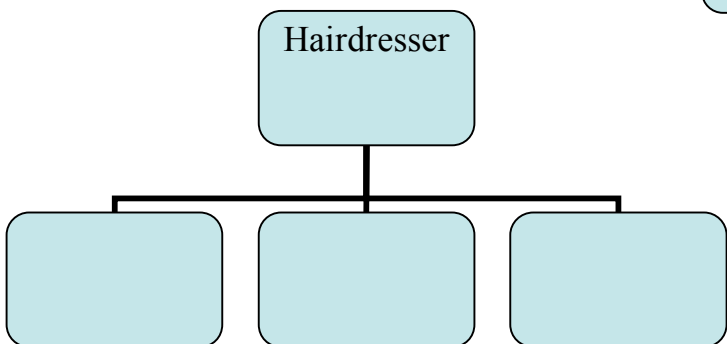
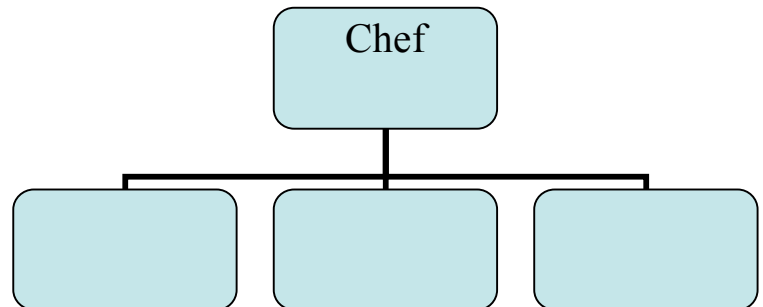
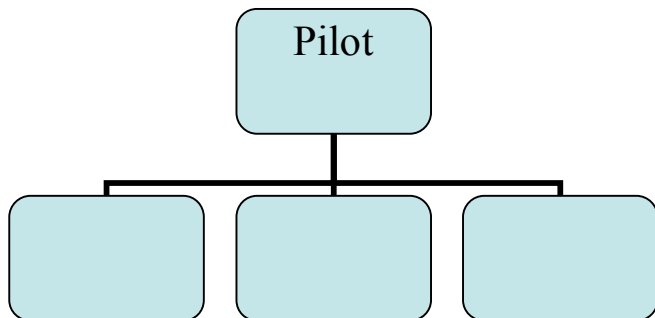
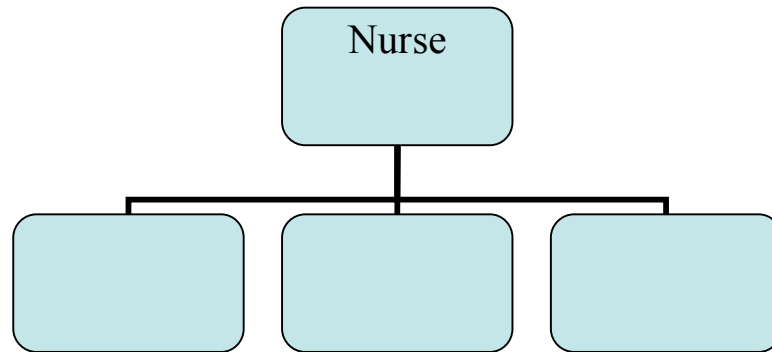
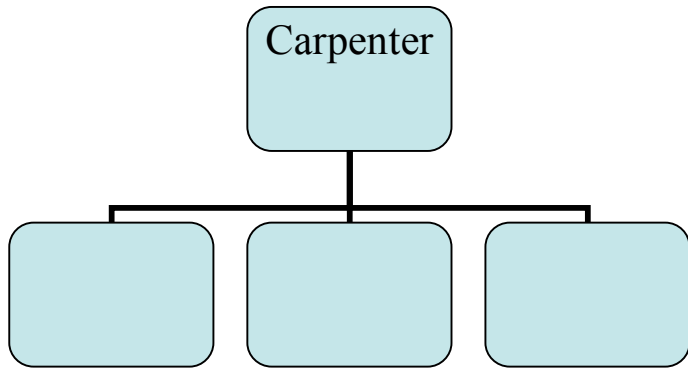
<b>GOAL SETTING TIME FRAME!</b>	
<b>Steps towards achieving my career goals in</b>	<b>Date</b>
Complete Year 12	
<b>Steps towards achieving my goals in</b>	<b>Date</b>

**Performance Indicator: 4.3.8** Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments

**Activity: Career Change**

*In order to change from one career to another, you need to have “transferable skills”. These are skills you have that can be transferred from job to another. For example, a bus driver has skills in communicating with the public, mechanical skills, driving skills, road knowledge etc. These skills could be used if he became a transport driver, taxi driver, worked in a mechanical workshop etc.*

1. Look at the following and determine what transferable skills these people have.



2. Next to each write down another job that they could do with the skills you identified.

3. For one of these, write a brief scenario on how they could move from one job to another with respect to the transferable skills that you have identified.

**Performance Indicator: 4.3.9** Engage in a continuous learning process supportive of your career goals

**Activity: Life and learning**

As we have learnt, throughout life you are learning new skills and knowledge. This lifelong learning supports career, social and personal goals that you have. These goals are constantly changing as a result of new life experiences to which you are exposed.

In a previous exercise, you mapped the learning required to achieve your initial career goals. We have also discovered that throughout life, you are likely to make up to four major changes to your career. Taking these aspects into consideration, map the learning process that would support your possible career goals until retirement.

Age (years)	Learning process supporting career goals
15 - 20	
20 - 30	
30 - 40	
40 - 50	
50 - 60	