

# Australian Blueprint for Career Development

## Area C: Career Building

### Career Competency 11: Understand, Engage in and Manage the Career Building Process

#### Phase 3: Recognise and take charge of the career building process

## STUDENT WORKBOOK

To gain competency in 11.3: Recognise and take charge of the career building process, students must -

- Complete activities in student work booklet.



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

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

### **AREA C CAREER BUILDING**

#### **COMPETENCY 11: Understand, engage in and manage the career building process**

#### **Phase III Take charge of your career building process**

##### **Performance Indicators:**

11.3.1 Understand the concept of the labour market and its relationship to career building

11.3.2 Understand how risk taking and positive attitudes towards self and work (resilience, flexibility, openness, etc.) are important to the career building process

11.3.3 Understand the difference between risk taking in career building and risk-taking in the workplace

11.3.4 Understand how information on yourself and on the labour market is important to the career building process

11.3.5 Explore the notion of career scenario building as an integral component of the career building process

11.3.6 Understand the importance of pursuing short-term action plans

11.3.7 Demonstrate risk taking and positive attitudes toward self and work (resilience, flexibility, openness, etc.)

11.3.8 Update your resume and/or portfolio using newly acquired information about yourself and the labour market

11.3.9 Build career goals, aspirations and experiences in step with your preferred future

11.3.10 Develop and pursue short term action plans in light of your desired career goals and aspirations

11.3.11 Experience different roles through work experience, volunteering, social events, etc

11.3.12 Refine your self-perception (based on career experiences) and evaluate its impact on your decisions or choices

11.3.13 Revisit your preferred future to determine whether or not it is necessary to modify and/or create new career goals, aspirations and experiences and adjust your short-term action plans

11.3.14 Engage in a career building process that truly reflects your own needs, desires and values

**Performance Indicator: 11.3.1** Understand the concept of the labour market and its relationship to career building

**Performance Indicator: 11.3.12** Refine your self-perception (based on career experiences) and evaluate its impact on your decisions or choices

**Performance Indicator: 11.3.14** Engage in a career building process that truly reflects your own needs, desires and values.

**Activity: Visit, Learn and Listen - Careers Expo/ Trades Expo**

Careers expos are hugely interactive that showcase Trades and other careers that might involve apprenticeships or traineeships. Career expos are designed especially for young people. Real employers are there, along with their apprentices. This way you get to talk to other young people who are actually working in the jobs you're considering. There are practical demonstrations and things happening that you can get involved in!

Career of Interest to	Training Requirements	What the job involves	What I like about this career	What I don't like about this career

<b>Career of Interest to</b>	<b>Training Requirements</b>	<b>What the job involves</b>	<b>What I like about this career</b>	<b>What I don't like about this career</b>

**Performance Indicator: 11.3.2** Understand how risk taking and positive attitudes towards self and work (resilience, flexibility, openness, etc.) are important to the career building process

**Performance Indicator: 11.3.7** Demonstrate risk taking and positive attitudes toward self and work (resilience, flexibility, openness, etc.)

**Activity: Career Making Decisions: Should I be thinking of the future now?**

Work in groups of 4 – 5 students, discuss and brainstorm answers to the following questions:

<b><i>Personal/Social: Should I leave home after Year 12?</i></b>	
HOW WILL THIS DECISION AFFECT: my happiness and well-being? my occupational choice? the lives of my family or other significant people in my life? me in my current situation?	
<b><i>Educational/Career:</i></b>	
What career should I choose?	HOW WILL THIS DECISION AFFECT: my happiness and well-being? my occupational choice? the lives of my family or other significant people in my life? me in my current situation?
Should I go to uni or TAFE, or just start working?	HOW WILL THIS DECISION AFFECT: my happiness and well-being? my occupational choice? the lives of my family or other significant people in my life? me in my current situation?
Should I go to the closest training institution to home?	HOW WILL THIS DECISION AFFECT: my happiness and well-being? my occupational choice? the lives of my family or other significant people in my life? me in my current situation?
Should I choose work for money or because I enjoy it?	HOW WILL THIS DECISION AFFECT: my happiness and well-being? my occupational choice? the lives of my family or other significant people in my life? me in my current situation?
Should I choose a career with long term prospects/ advancement, even if the wage is lower now?	HOW WILL THIS DECISION AFFECT: my happiness and well-being? my occupational choice? the lives of my family or other significant people in my life? me in my current situation?

**Performance Indicator: 11.3.2** Understand how risk taking and positive attitudes towards self and work (resilience, flexibility, openness, etc.) are important to the career building process

**Performance Indicator: 11.3.7** Demonstrate risk taking and positive attitudes toward self and work (resilience, flexibility, openness, etc.)

## Activity: Career Making Decisions: Coping With Obstacles

### Influences on decisions

1. Read "Influences on Decisions" and highlight specific phrases and words that are important to you.

### ***Influences on Decisions***

*Most people experience obstacles when making decisions. Identifying the particular obstacles that you face is the first step to overcoming those obstacles.*

*Decision-making does not happen in a vacuum. Your decisions have an impact on your life; likewise, your life situation influences what decisions you make and how you make them.*

*The society in which you grow up, your family background, your present family, your peers, and the way you feel about yourself all influence the decisions that you make. Sometimes these factors make decision-making easier. For instance, a friend who encourages you may help build your confidence and, therefore, make the final decision less difficult.*

*However, society, family, peers, and feelings about yourself also act as obstacles to decision-making. For example, many girls would like to pursue careers that are traditionally considered to be a male occupation such as law, engineering, etc. Rather than giving it very serious thought, they tend to dismiss the idea. This might be due to family and peer pressure, and feelings about themselves such as, lack of self-confidence, fear of failure, and age, race and sex role stereotyping.*

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***"I would like to change jobs, but I have my family to think about."***

***"The reason I haven't made a decision is because I'm afraid and I know it."***

***"What I would really like to be is a lawyer, but I've given up on that because I know it's so hard for women to succeed in law."***

***"I do not know whether I'm going to apply for that job or not. Besides, they're not going to choose a black person."***

***"I'm not really qualified to do that kind of job and I'm too old to get more training."***

*Many of the preceding statements describe something you have heard people say or maybe even something you have said or felt. It is likely that you identify with a number of these statements. They represent some of the most common obstacles that people face when making career-related decisions.*

*An obstacle to a satisfying decision is anything or anyone that prevents you from adequately considering all of the alternatives. For example, one of the persons said, "I'm too old to start something new". When looking for a job, this person might not even consider some positions for which he or she is well qualified. Age stereotyping prevents this person from considering all the possible alternatives.*

*Obstacles can be divided into two general categories: internal and external. **Internal obstacles** may include some of your feelings. For example, in one of the quotes above, the person was afraid to make a decision. For this individual, fear was an internal obstacle. **External obstacles** are those that originate in the person's environment, such as family responsibilities, and age, race and sex discrimination. While these external obstacles are sometimes very real, they are often used as excuses. Thus, individuals put off making a decision to avoid taking risks. However, putting off making a decision is actually a decision not to make a decision even though individuals may avoid recognizing the fact. Source: Developmental guidance classroom activities, Vocational Studies Centre, University of Wisconsin-Madison, 1991.*

2. Identify a decision presently facing you (e.g., what courses to take in school, what occupations to consider, etc.).

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3. Highlight internal and external obstacles that prevent you from making your decisions using the "Identifying My Own Obstacles" activity.

*Remember, an obstacle to a satisfying decision is anything or anyone that causes you not to adequately consider all of the alternatives.*

### **Identifying my own obstacles: INTERNAL OBSTACLES**

- a. Fear of making the wrong decision
- b. Fear of taking a risk
- c. Fear of failure
- d. Fear of change
- e. Lack of self-confidence
- f. Ambivalence (that is, having conflicting feelings about the decision)
- g. Procrastination (putting things off)
- h. Stereotyping about self and others with respect to age, race, and sex (e.g., I can't do that, I am too old! or I'm black or I'm a man or I'm a woman)

**Identifying my own obstacles: EXTERNAL OBSTACLES**

- a. Family expectations and responsibilities (e.g., pay the bills, cook the meals, pressure to go into a specific career, etc.)
- b. Societal stereotyping with respect to age, race and sex (e.g., you can't do that, you're too old! or you're black or you're a woman or you're a man)
- c. Other societal expectations (e.g., to conform, to make increasingly more money, to be successful, to be a good parent, etc.)

4. Discuss with members of your group whether the obstacles identified are real or only misconceptions which can be changed. Summarize your findings here.

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5. Suggest ways in which you can change or cope with the misconceptions or attitudes involved.

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**Extension:**

Create a dance, piece of music or role play which illustrates:

- (a) a decision that went well/poorly.
- (b) the tensions/pressures/stresses involved in the decision to stay in school/leave school early.

**Performance Indicator: 11.3.3** Understand the difference between risk taking in career building and risk-taking in the workplace

**Activity: What’s the risk to me?**

Risk taking is a part of life. What we can do is ensure that the risks we take are informed risks. Also the risks we take can be catagorised into two areas: risk taking in the workplace, and risk taking in career building.

Consider where you work at present (or have worked), either paid work or voluntary work. Complete the table below for Risk taking in the workplace and possible consequences:

<b>Risk taking in the workplace</b>	<b>Possible consequences</b>
<i>Incorrect storing of chemicals</i>	<i>Chemical spills; Injury to staff; damage to property; Wrong chemical used etc.</i>

Now consider risks that can occur in your career building. Complete the table highlighting possible risks and their consequences.

<b>Risk taking in career building</b>	<b>Possible consequences</b>
<i>Failure to investigate all career options available</i>	<i>Career opportunities not taken up; Wrong subjects chosen limiting career options; Wrong apprenticeship chosen; Wrong University course taken etc.</i>

Reflect on risk taking in career building and risk taking in the workplace. Which one is likely to have long term effects on you? Explain your reasoning.

**Performance Indicator: 11.3.4** Understand how information on yourself and on the labour market is important to the career building process

### Activity: Job Prospects and Skills Shortages

**Background:** Not all jobs have the same chances of employment. Job prospects are an indication of the likelihood of being employed in that career. Job prospects may vary within one career depending on whether you are investigating jobs on a national, state or regional level.

Although we can never predict what the future may hold, if we make informed decisions, we are less likely to be surprised by the outcome. When determining what career path you want to pursue, it is good practice to find out what the job market is like for that career.

The easiest way to do this is to use the internet to Google *Jobguide*, and click on *Skills shortages*.

**Skills shortages** shows occupations where there is a current need for skilled or qualified workers. This means that employers are unable to fill or have great difficulty in filling vacancies for that occupation.

Skills shortages can occur because:

- the technology used in an industry changes
- new technologies emerge
- old industries move into different regions with a different skills base
- job seekers' interest in industries and occupations changes.

However, a skills shortage does not always mean that there are plenty of jobs for anyone who is interested. Sometimes only experienced workers with specialised skills are in demand. Skills shortage areas could change between now and when you enter the workforce. Overall though, the trades and engineering professions offer good prospects for long-term job security, with a shortage of skilled workers in most areas.

#### Your Job:

1. Go through the list of skill shortages for your state. Write down at least 5 jobs that appeal to you.

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2. Click on your top 3 jobs that appeal to you and write down key information in the boxes below:

*Note: To find information on the last 2 columns, you will need to click your state.*

<b>Job Name</b>	<b>Brief Description</b>	<b>Personal attributes</b>	<b>Qualifications required</b>	<b>Employment Opportunities</b>

**Performance Indicator: 11.3.5** Explore the notion of career scenario building as an integral component of the career building process

**Activity: What if.....**

Sometimes when you are looking for the ideal career for YOU, you need to think outside the square. You need to forget about the barriers and look at all the career types that appeal to you. Don't focus on the educational costs, moving away from home to study, parents and friends not wanting you to look at those careers. Assume anything is possible. ...

1. Using the internet, Google *Jobguide* and click on *Work demands*. (or use Jobguide books). Check out the jobs that have particular demands placed on the employee. Any that appeal to you, write in the table below.
2. Using the *Jobguide* look at the broad categories of jobs, for example, Artistic, Practical, Technical. For any category that appeals to you, click on that category and investigate the jobs that relate to that category. Include any that interest you in the table as well.
3. Investigate each job further and complete the description and the reason it appeals to you.

<b>Job Name</b>	<b>Brief description</b>	<b>Why this job appeals to me</b>

**Performance Indicator: 11.3.6** Understand the importance of pursuing short-term action plans

### **Background: Goal Setting and Action Plans**

Goal setting and action plans are a very powerful technique that can yield strong returns in all areas of your life.

It allows you to choose where you want to go in life. By knowing precisely what you want to achieve, you know what you have to concentrate on and improve, and what is unimportant. Goal setting gives you long-term vision. It helps to focus and organise your knowledge and resources.

By setting clearly defined short term goals and action plans, you can gain a sense of achievement at each stage. You can see forward progress in what might previously have seemed a long hard grind.

By setting goals you can:

- Achieve more
- Improve performance
- Increase your motivation to achieve
- Increase your pride and satisfaction in your achievements
- Improve your self-confidence
- Plan to eliminate attitudes that hold you back and cause unhappiness

Research (Damon Burton, 1983) has shown that people who use goal-setting effectively:

- suffer less from stress and anxiety
- concentrate better
- show more self-confidence
- perform better
- are happier and more satisfied.

### **The Importance of Goal Setting and Short Term Action Plans**

By setting goals and action plans you are able to see what you have done and what you are capable of. The process of achieving goals and seeing their achievement gives you the confidence and self-belief that you need that you will be able to achieve higher and more difficult goals.

Providing that you have the self-discipline to carry it through, goal setting and action planning is also relatively easy. The following gives guidelines.

### **Activity: Deciding your Career Goals and Aspirations**

The first step in setting goals and action plans is to consider what you want to achieve in your lifetime - setting Lifetime goals gives you the overall perspective that shapes all other aspects of your decision making, including action plans

To give a broad coverage of all important areas in your life, try to set goals in all of the following categories:

- *Attitude*  
Is any part of your mind-set holding you back? Is there any part of the way that you behave that upsets you? If so, set goals to improve or cure the problem, even if the goal is only to get help.
- *Career*  
What level do you want to reach in your career?
- *Education*  
Is there any knowledge you want to acquire in particular? What information and skills will you need to achieve other goals?
- *Family*  
Do you want to be a parent? If so, how are you going to be a good parent? How do you want to be seen by a partner or by members of your extended family?
- *Financial*  
How much do you want to earn by what stage?
- *Physical*  
Are there any athletic goals you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve this?
- *Pleasure*  
How do you want to enjoy yourself? - you should ensure that some of your life is for you!
- *Public Service*  
Do you want to make the world a better place by your existence? If so, how?
- *Social*  
Do you have any social ambitions?

Once you have decided your goals in these categories, assign a priority to them from A to F. Then review the goals and re-prioritise until you are satisfied that the goals and priorities you have set reflect the shape of the life that you want to lead. *Remember, the goals and action plans are yours, not what your parents, family, or people around you want them to be.*

My Goals and Action Plans

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## How to Start to Achieve Your Lifetime Goals

Once you have set your lifetime goals, now set a *25 year plan* of smaller goals that should be achieved if you are to reach your lifetime plan. Then set a *5 year plan*, *1 year plan*, *6 month plan*, and *1 month plan* of progressively smaller goals that should be reached to achieve your lifetime goals. Finally set a *daily to-do list* of things that you should do today to achieve your lifetime goals. At this stage many goals may simply be to read books and gather information on the achievement of your goals so that you can improve the quality and realism of your goal-setting.

Finally review your plans, and make sure that they fit the way in which you want to live your life.

## Staying on Course

Once you have decided your first goal plans, keep the process going by reviewing and updating your to-do list on a daily basis. Some people recommend doing this as the last thing done the day before, others as the first thing done in the morning - this is up to you. Periodically review your other plans, and modify them to reflect your changing priorities.

Adapted from Mind Tools [www.psywww.com/mtsite/pgdcgoal.html](http://www.psywww.com/mtsite/pgdcgoal.html)

**Performance Indicator: 11.3.8** Update your resume and/or portfolio using newly acquired information about yourself and the labour market

**Background Information:** Resumes are an excellent marketing tool. They market your skills, work history, dreams and potential. A resume is a two dimensional sheet of paper that represents a three dimensional you, with all of your characteristics and potential. Just as you grow and acquire new skills, so must your resume grow. It is a living document that at any given stage in your life is a snapshot of your current personal, work, and industry related skills. It provides insight for the employer of your employability potential for their company.

It is important to keep an electronic version of your resume so that it can be updated regularly. And remember, each time you apply for a position, be it a casual, full time job or apprenticeship or traineeship, it is important for that resume to be specific to that industry.

Included are 2 examples of resumes, for 2 different industries. Notice how the personal skills and industry related skills are different for each resume.

You can access the personal and industry related skills using *Jobguide*. Each job will cover the skills required to successfully work in that job. But remember, ONLY choose those attributes and skills that YOU have.

*Now once you have looked at the two resumes, develop one yourself, specific to an industry that you are interested in.*

**Performance Indicator: 11.3.9** Build career goals, aspirations and experiences in step with your preferred future

**Performance Indicator: 11.3.10** Develop and pursue short term action plans in light of your desired career goals and aspirations

**Activity: Personal Action Plan**

What do I need to do to reach my goal/s? \_\_\_\_\_

Who can help me reach my goal/s? \_\_\_\_\_

Where can I find information to help me? \_\_\_\_\_

When do I need to start? \_\_\_\_\_

Which of the following do I need to do and when do I need to do it/them?

<b>Employment Goals</b>	<b>Timeline if needed</b>
Talk to :	
Visit:	
Read:	
Investigate career guidance aids:	
Undertake work experience:	
Obtain casual job:	
Seek structured work placement:	

<b>Study Goals</b>	<b>Timeline if needed</b>
Talk to:	
Develop study plan:	
Identify study habits:	
Implement study techniques:	
Balance life demands:	

**Now that you have established your personal, career and study goals. Articulate this as a flowchart**

**Performance Indicator: 11.3.11** Experience different roles through work experience, volunteering, social events, etc

**Activity: Roles and Experiences - Reflection**

Think of all the work experience, voluntary community work, voluntary school activities, voluntary family work that you have done in the last 5 years. Each of these activities has been in a particular role. In each of these roles you have gained new skills and insights into you as a person, and what you enjoy doing.

Take a few minutes to think of all of these experiences, and write down what it was, what skills you learnt and an honest appraisal of that experience to you. This reflection can give you insight into your career and work goals in the future.

<b>Activity – what, when, where</b>	<b>What you did – your job</b>	<b>What you learnt – your skills</b>	<b>How this experience may have helped you decide on your future career goals.</b>

**Performance Indicator: 11.3.13** Revisit your preferred future to determine whether or not it is necessary to modify and/or create new career goals, aspirations and experiences and adjust your short-term action plans

**Activity: Mapping me and my life**

What is my preferred future? \_\_\_\_\_

\_\_\_\_\_

What short term goals do I need to achieve to make this future happen for me?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What experiences will help me in realizing my preferred future?

\_\_\_\_\_

\_\_\_\_\_

Have a think about your action plan to achieve this preferred future. Complete your short term action plan below.

<b>Activities and tasks</b> (what activities and tasks have to be done and in what sequence)	<b>Responsibilities</b> (who will do activities/tasks)	<b>Timeline</b> (when an activity/task is to be completed)	<b>Resources</b> (materials and equipment and money needed to undertake activities/tasks)	<b>Strategy for managing financial resources (if applicable)</b>	<b>Performance/ success indicators</b>