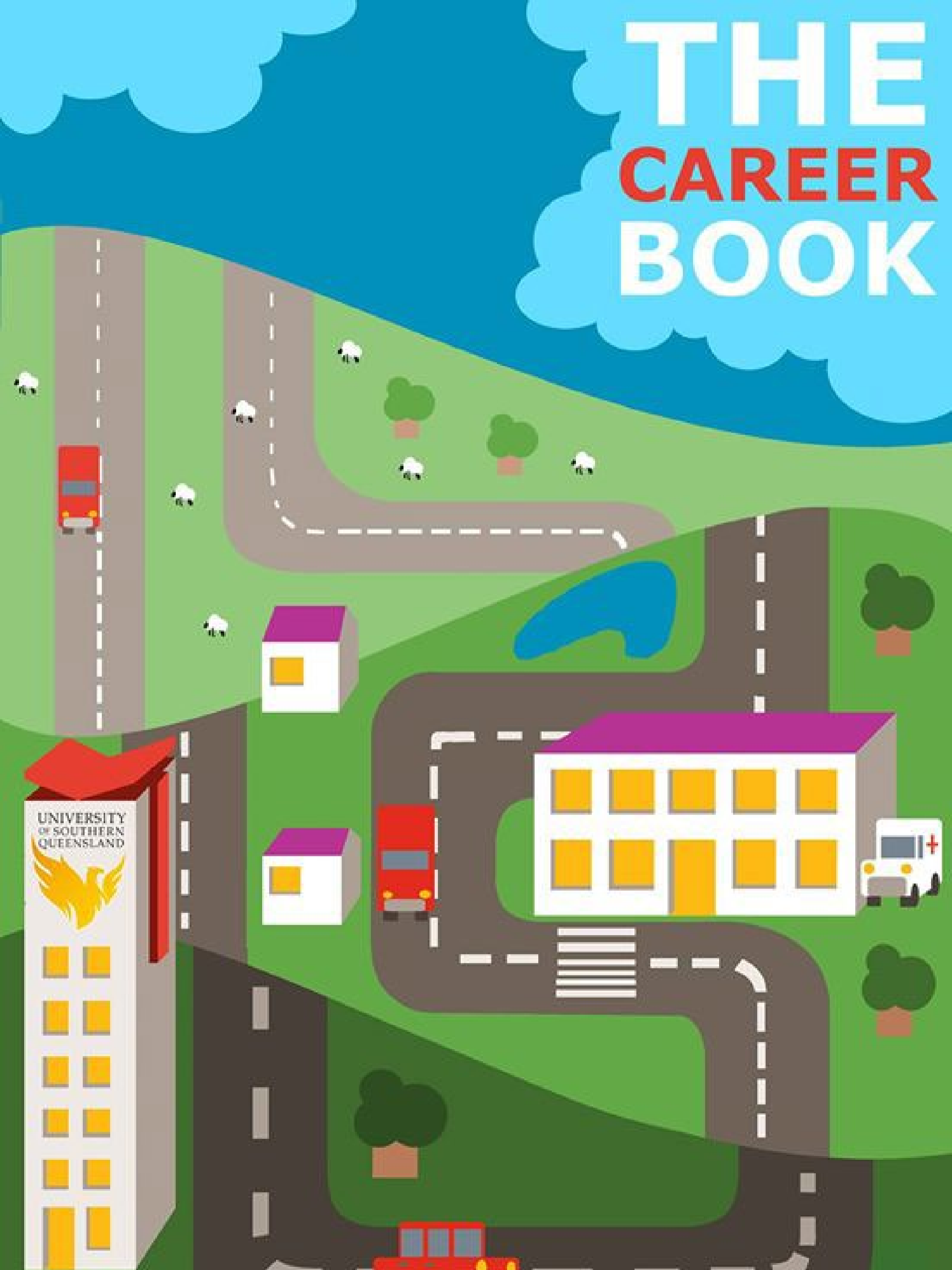
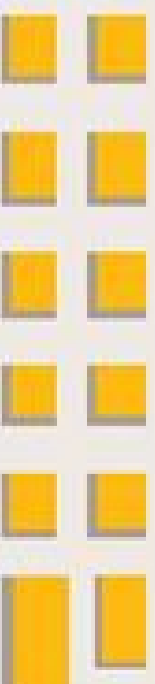


THE CAREER BOOK



UNIVERSITY
OF SOUTHERN
QUEENSLAND



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FOREWORD

The diversity and richness of educational opportunities in the Darling Downs and South West Queensland region never ceases to amaze me.

In less than 50 years, the University of Southern Queensland (USQ) has cemented its reputation as one of the state's fastest growing education institutions, with more than 28,000 students and almost 1700 staff.

The Australian Financial Review has recognised USQ as second in Australia for our graduate starting salaries and third in the country for graduates in employment through the Quality Indicators for Learning and Teaching website. We are very proud of our success in this area when ranked against all Australian universities.

For me, one of the best things about USQ is our diverse community of students and staff. Over 80 nationalities from 100 different countries are represented across our Australian campuses and we come together to create a unique multicultural community.

USQ students have fantastic teachers and they are supported throughout their studies with easily accessible support services to help reach their full potential. We are committed to seeing our students achieve academically, and we are also concerned with their personal journey toward achieving their goals.


The following resource is an example of one of the many initiatives that has been developed as part of the *Opening Doors Project*. It is our hope that 'The Career Book' helps you explore your options for an exciting future career. The *Opening Doors Project* is designed to offer career development support and guidance to secondary school students.

We are committed to raising career and education aspirations and one of the ways we do this is by providing various pathways into Higher Education.

This interactive resource has been developed to help you think about your future careers and the many pathways you can take to get to university.

I urge you to take the time to see how USQ can help you achieve what you may never have imagined was possible.

My very best wishes as you explore the many options towards your exciting future.



INSTRUCTIONS

Making career decisions and managing your career will be a lifelong process. There are skills that you can develop and steps you can take each time you are faced with your next career transition. These can be divided into three sections: 'Understanding myself', 'Exploring my career' and 'Managing my career'.

1. Read the introductory paragraph on each page, beginning the book at Section 1 through to Section 3. A teacher resource section is also included.
2. It is not intended that you would complete every activity nor explore every web link, but there is a sequential order to the book. You can decide which areas are relevant for you to explore.
3. Each graphical image has an identifying number and explanatory title. A full list of these web links are cited in the 'Glossary of links'.
4. Click on the blue icon at the lower-left corner of each graphical image. This will take you to the relevant web link, some of which are videos and others are relevant websites which you can further explore.
5. Some graphical images have red icons. These link to activities, some of which are compiled in the 'Activities' section of the book. These can be downloaded to complete these activities. Other activities will be found on the linked webpages. Follow the instructions as directed on these pages.
6. The aim is for you to develop necessary career management skills through undertaking a series of practical experiences, both inside and outside of school.

ACKNOWLEDGEMENTS

USQ *Opening Doors: Career Development Project* members would like to acknowledge the willing collaboration of our partner P-10 and secondary schools in Fraser Coast, south-east and south-west Queensland. Together we have embarked on fostering career development and career management skills, with the mutual goal of empowering and raising aspirations of our young people.

CONTACT DETAILS:

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Phone: (07) 46312372

Web: usq.edu.au

Email: student.services@usq.edu.au

The Opening Doors: Career Development Project is funded through the Commonwealth Government's Higher Education Participation Program (HEPP) to improve the access, participation and success of students from communities under-represented in higher education.



1

UNDERSTANDING MYSELF

WHAT IS A CAREER?

Understanding your strengths and interests, as well as the world of work, is an essential starting point when deciding on which career path is for you. So, what is a career?

A **CAREER** is the sequence and variety of occupations and roles (paid and unpaid) which one undertakes throughout a lifetime. More broadly, career includes life roles, leisure activities, learning and work.

CAREER DEVELOPMENT is the process of managing life, learning and work over the lifespan.

Whereas ...

A **JOB** is a paid position requiring a group of specific attributes and skills that enable a person to perform tasks in an organisation, either part-time or full-time, for a short or long duration.

An **OCCUPATION** is defined as a group of similar jobs found in different industries or organisations.

Some truths about career decision-making:

- Career decision-making is not magic!
- No one else can make the decision for you.
- You must be actively involved in the process.
- It is never too late to start.
- There is not one 'ideal' occupation for you. There may be several occupations that will give you the satisfaction you want from work.
- In all likelihood you will have several occupations during your working lifetime. The career decision you are making now is not a lifetime decision.
- Think where am I going to start, not where am I going to finish my career... your career is a journey, not a destination!



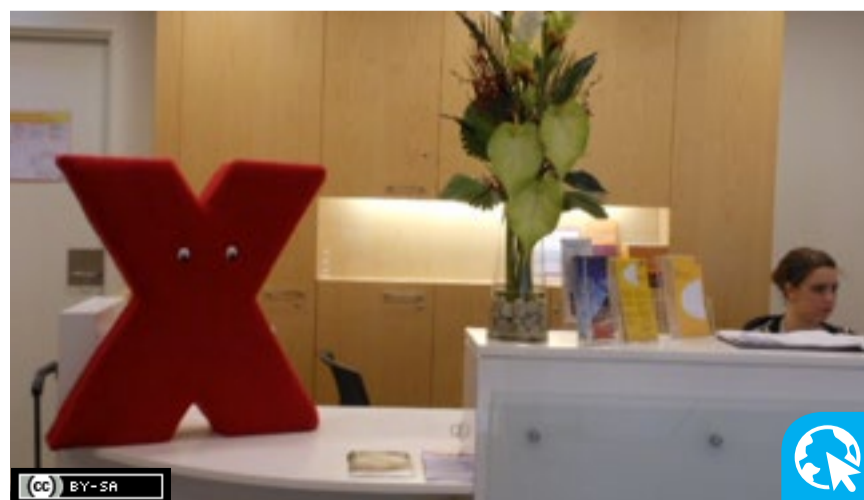
1.01 Globalisation of careers and employment is here to stay



1.02 Know the times in Australia



1.03 Let's find out more about today's Australia



1.04 Australia's changing workforce

WHAT'S HAPPENING ON THE EMPLOYMENT SCENE?



1.05 Challenge of Change – 2015 Intergenerational Report



1.06 Workforce insights

 **After watching the Workforce Insights clip, answer the following 5 questions:**

- What is the single biggest shift in the Australian labour market over the past 30 years and what has this meant?

- What are the three biggest labour market changes to expect over the next 10 years?

- What sort of impact is the aging population likely to have on the Australian workforce?

- What will the office of the future look like?

- What are the main attributes the office worker of the future will need to have?

1.07 Questions to be answered



1.08 Going Places!

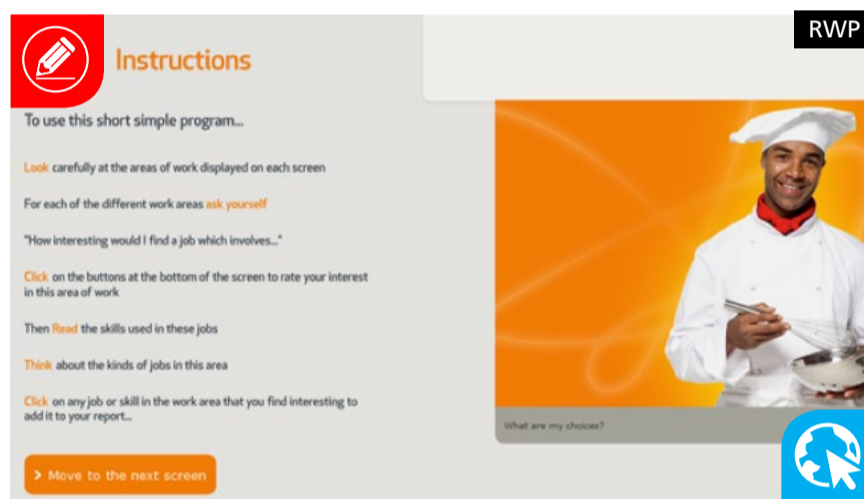
BUILD YOUR CAREER PROFILE

Where do I start? ... right where you are now! Think about what are your favourite things? What do you like doing? Exploring your skills and abilities is a good starting point. Developing one of the following profiles will help you to do this. Profiles are a good place to start, although your profile will change as time moves on. These can be revisited when you make your next career move.



USQ

1.09 Knowing your strengths – watch the video, register and start the quiz online



RWP

1.10 Choices – create a report online



RWP

1.11 Knowing yourself – complete activities online



RWP

1.12 Career possibility generator – create career possibilities online



USQ

1.13 My skills summary – myfuture – complete your skills summary online



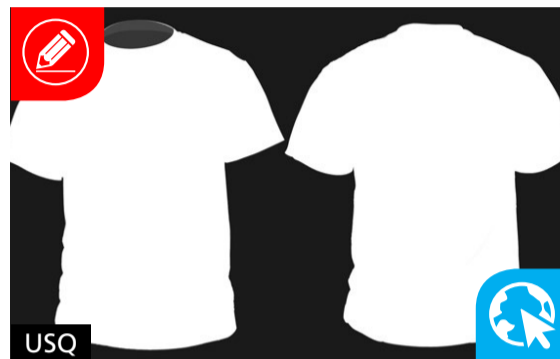
USQ

1.14 Career quiz – complete online

IT'S ALL ABOUT YOU



1.15 Skills card game – complete online



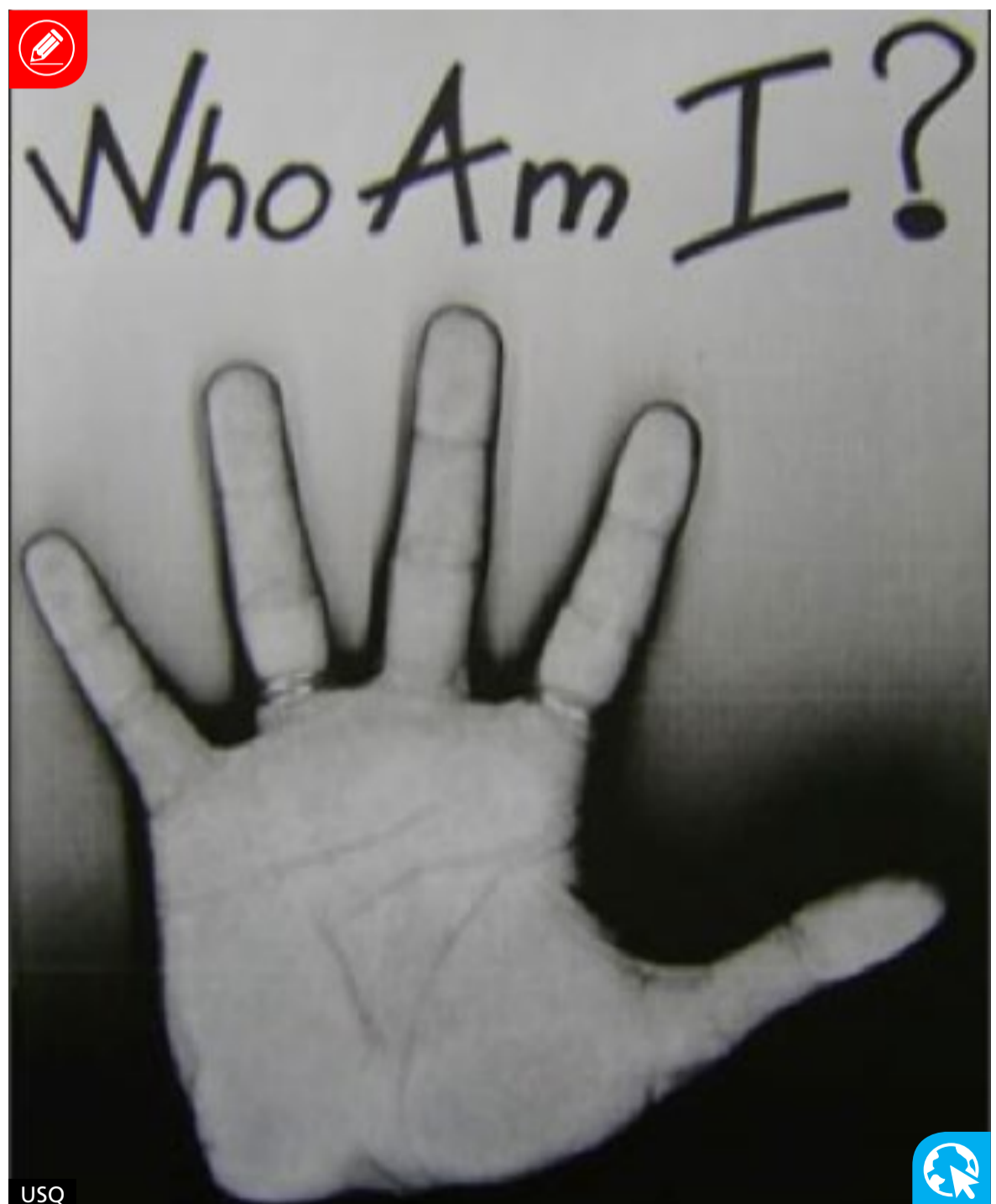
1.16 T - shirt activity



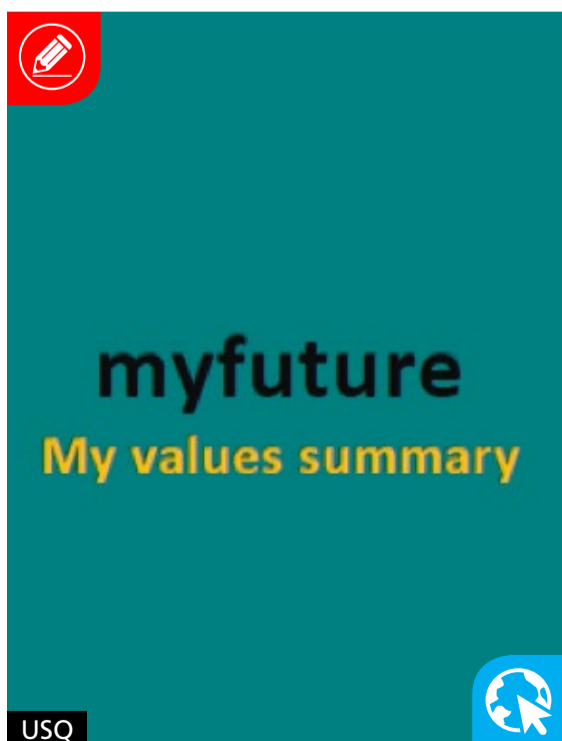
1.17 Will Smith on self-belief



1.18 Create a Wordle of your values



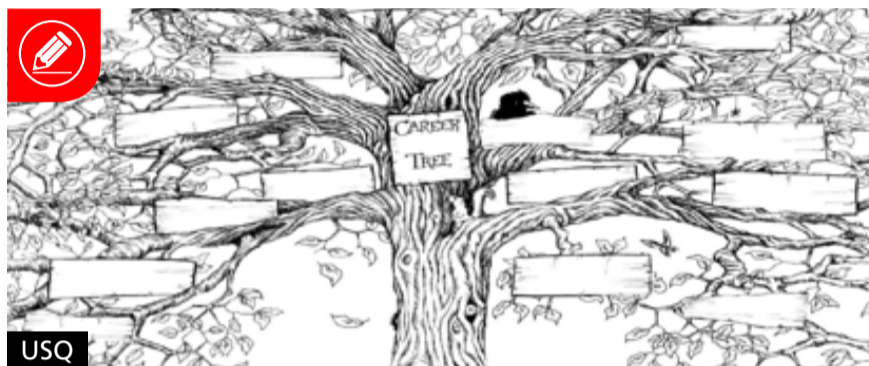
1.20 Who Am I?



1.19 My values summary - myfuture

INFLUENCE OF OTHERS

People around us influence our career decisions. Let's look at how we can use this to our advantage.



1.21 Career Tree

Our friends, the teachers at our school, the family we have and the people our parents know are all influences in our lives. The jobs those people around us have also influence us. Do the people I meet go into trades? Do the people I meet go to university? Do the people I meet work in unqualified jobs?



1.22 Access your allies through networking

If you want to be a physiotherapist or a plumber and you don't know someone who is, maybe your family friends might know someone? Accessing our allies, or 'networking', is very important in both career planning and job hunting.



1.23 Mentoring

Mentors are experienced people who can help you as you begin on your career journey. People you meet along the way can then be mentors as you travel on your future career path.



1.24 Volunteering

Volunteering experiences are a great addition to your resumé. Volunteering can also be a very helpful way to gain a 'foot in the door', particularly in some industries and occupations. National park rangers and marine biologists are some of these.



1.25 Work experience

If you need help with mathematics you ASK your mathematics teacher, or if you need to know about sports training you ASK the PE teacher. ASK questions. ASK those who know. Recognise that if you don't know about a career path, a particular job or going to Uni., someone around you may know. Informational interviewing and work experience can be very valuable.



1.26 Student's guide to work experience

Sitting on the couch won't be the best place to find out about or experience what it is like in different careers. What if you want to find out what it's like to be a vet or an engineer and you don't know any? Work experience is an essential part of finding out about occupations and possible career paths.

CHANGE AND GROWTH



1.27 Believe in yourself



1.30 Live without limits

I WANT TO BE A ... WHEN I GROW UP!

Our motivations and aspirations change over time. And that's OK. The people we meet, the places we go, the things we do introduce us to many new options. We learn, grow, change and have different motivations.

When you were in Year 3:

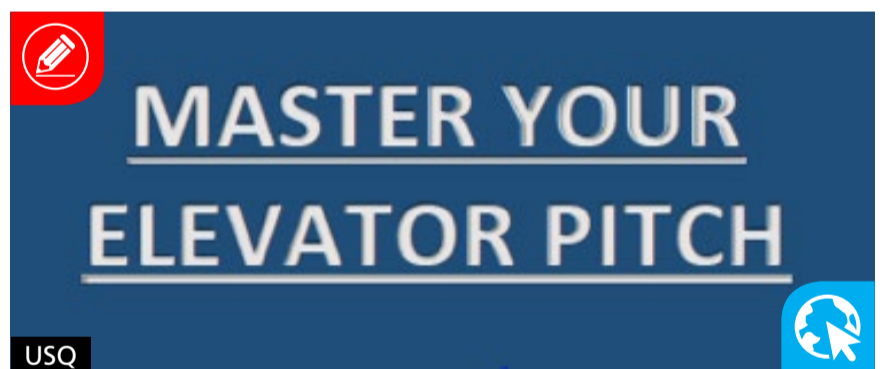
- What was your favourite movie? _____
- Your favourite book? _____
- Your favourite activity? _____
- What did you want to be when you grew up? _____



1.28 Chase your dreams



1.29 Change your mind



1.31 Master your elevator pitch

When you were in Year 7:

- What was your favourite movie? _____
- Your favourite book? _____
- Your favourite activity? _____
- What did you want to be when you grew up? _____

Now, what is :

- Your favourite movie? _____
- Your favourite book? _____
- Your favourite activity? _____
- What jobs interest you now? _____

THINGS TO CONSIDER WHEN CHOOSING SUBJECTS

You wouldn't choose your first car or what to wear on a special occasion without careful planning and thought. Same goes for making successful subject choices and career decisions. It takes time, thought and research into the range of options available. Carefully consider possible career plans and interest areas before selecting your subjects.

As a general guide, consider the following guidelines for subject selection, when planning future pathways:

- Your interests, aptitudes, achievements and career goals.
- Any pre-requisite subjects, assumed knowledge and recommended subjects for courses/careers you may be interested in taking after Year 12
- Subjects you will achieve in successfully.
- Ability to maintain a balance of interest and flexibility for change in the future.

To do this best:

- Choose subjects that interest you and you are committed to whilst considering the necessary post-school pathway and QTAC information.
- Consult the QTAC *Year 10 Tertiary Prerequisites* guide for areas of interest, courses available and course information.
- Importantly, subject selection is a decision that requires you to *think carefully* about what you are good at and what you **genuinely enjoy doing** as you tend to achieve well in subjects that you are passionate about completing.
- Most importantly, if you do change your mind along the way there are always other pathways that will take you to where you want to be... so all is not lost!

How NOT to choose subjects:

- **You think you will get a higher tertiary entrance rank by doing this subject.**
- **Your friends are taking it.** Your friends will have different abilities, interests and motivations to you.
- **Your favourite teacher is taking it.** This can be short term thinking. Teachers often change classes or even schools.
- **You want to go on a particular excursion.** You could endure years of misery for the sake of that one excursion.
- **You've heard it's a 'bludge' subject.** There are no 'bludge' subjects – students who may think this, are probably not doing very well. A subject can be very easy for one student but quite difficult for another. We all have different strengths.
- **You need to do it even though you hate it.** If you need to do a particular course, there will be a lot of that subject in that course... carefully consider if this subject or that course is right for you.
- **Boys/girls don't do that subject.** There are no separate subjects for boys and girls.



USQ

1.32 Bullseye posters - myfuture



1.33 Subject choices – World of work



RWP

1.34 QTAC – Starting your journey



2

EXPLORING MY CAREER

SETTING THE SCENE

Exploring suitable career options can be very exciting but at the same time can be rather confusing! Transitioning from school to beyond, one job to the next, one phase to the next will take place many times in your life. This is called career development and is a lifelong process encompassing many facets of your life, including

paid work., unpaid work, volunteering and life roles. Your career is a journey, not a destination. Deciding on where you will START your career not where you will FINISH your career is a useful way to navigate the many decisions and options that are open to you. Being aware and ready to take opportunities as they arise will

certainly add value and satisfaction to your career journey. There will be times of success as there will be times of disappointment, but navigating these twists, turns and dead ends are all part of life's excitement and journey.

Having a Plan A, Plan B and Plan C is very wise. Some things you have your heart set on may actually be impossible for you. For example, you may find out you are colour blind, so therefore won't be able to become an electrician. You may need to wear glasses and therefore won't be able to become a Pilot. Your peanut allergy or height may exclude you from joining the Defence Force.

Find out what your future employment worth is, what occupations actually do and know the skill shortages of the future. Here's your chance to explore!



2.01 Next generation chasing dying careers



2.02 My skills summary - myfuture



2.03 Career planning

LIFELONG LEARNING

‘Your career is a journey, not a destination’.

This sounds great, but what does it actually mean?

Your career does not start and end when you get a job. You have already started your career while you have been doing activities at school, playing sport on weekends, or working hours at your part-time or volunteer job.

Your career will be a rich and rewarding experience that will require you to make many key career-decisions throughout your working life as you move from job to job and successfully navigate the world of work.

So why won't you just leave school and go straight into a job that you'll have for life? Lots of reasons! You might find out you don't suit this job, you want to earn more money, you get fired, you move towns, you're offered the chance to do something with more of a challenge, or, your job becomes obsolete.

That's when you need to work through your career decision-making process and review your career Action Plan.



Case study:

Emma finished school confident that she wanted to become a hairdresser. She completed her apprenticeship and spent three years working in the industry. When she was 23 her mother became very ill and spent a lot of time in hospital. Through this personal experience Emma became interested in nursing as a career. She completed a Tertiary Preparation Program and then a Bachelor of Nursing. Emma found that many of the skills she had developed through her hairdressing career (communication, time management, attention to detail, and working under pressure) helped her hit the ground running on her new career.



USQ

CAREER INFORMATION SOURCES

You only know what you know - you don't know what you don't know! Scavenger hunts are always fun, so here's a chance to explore what is possible, what occupations there are, what occupations actually do and how much they get paid.

Why would you study at university for four years or undertake a four year apprenticeship if the job prospects for the occupation you chose for the future were limited. Where are the jobs and what are their long and short-term projections for the future?

Discover where to find out this information and what questions you should ask now and the next time you are researching your subsequent career moves.



2.04 Browse occupations - myfuture



2.05 My Big Tomorrow



2.06 Where's that job? Career Finder



2.07 Find out! and explore occupations

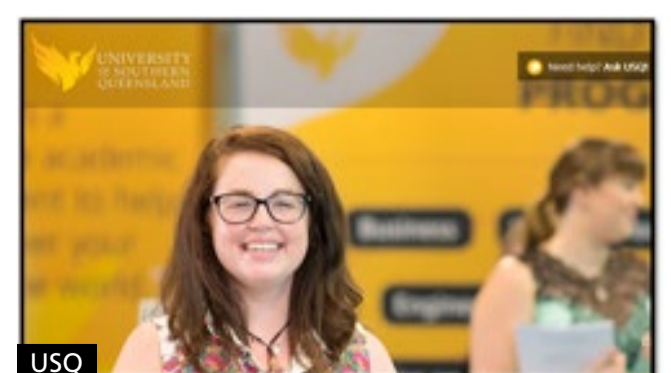
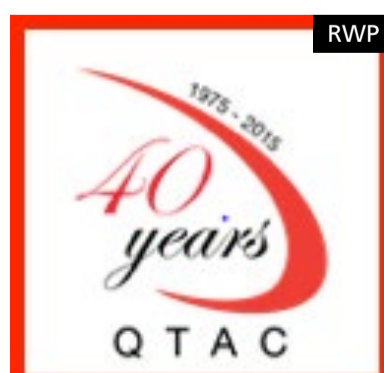
JOB SEARCH

CLICK ON THE FOLLOWING GRAPHICS TO WEBLINKS



COURSE SEARCH

CLICK ON THE FOLLOWING GRAPHICS



PATHWAYS

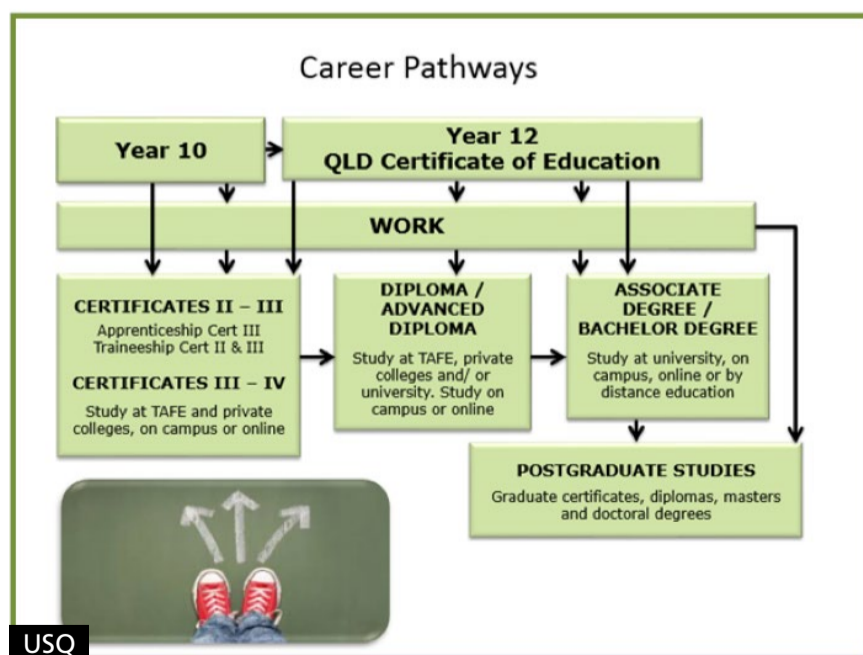
The pathway through school is typically a direct line from Prep to Year 10. The pathway beyond Year 10 is not always a direct line at all. The diagram below is indicative of some of the directions you could take from Year 10. Moving into and out of employment, gaining qualifications along the way, whether they be trade qualifications through apprenticeships, vocational education qualifications at TAFE and private colleges, or university qualifications, they are directions that we need to navigate on our career journey.

Why are qualifications important?

We live in a modern society that highly values and expects qualifications. By completing qualifications you have a much better chance of entering the workforce and having a choice of occupations and jobs to select from. In Australia we have a system designed to recognise learning by levels and qualifications. This is called the Australian Qualifications Framework (AQF).

The framework helps us to understand how different levels of learning can achieve different qualifications. The AQF outlines for governments, education providers and industry the requirements for achieving certificates. Every occupation has a qualification available to help you do the job required.

THE AQF offers a consistent message in terms of levels of qualifications and related expectations. Many of these qualifications are then linked to pay levels.

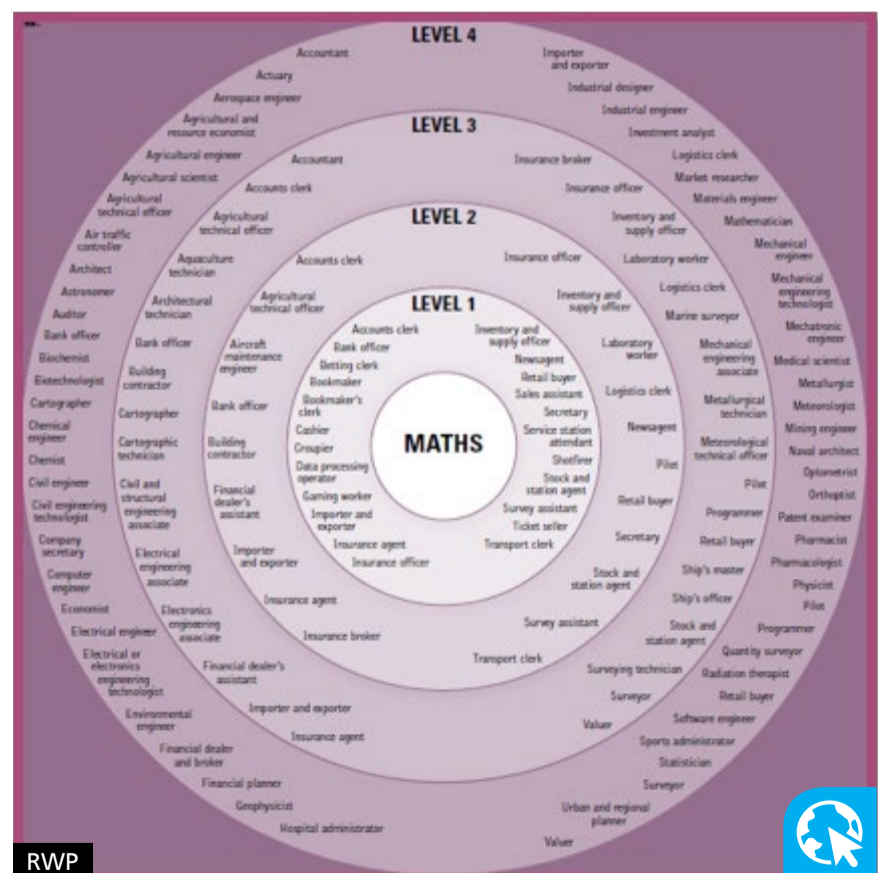


USQ

2.11 Career pathways

Qualifications can:

- provide you with a better choice of jobs – qualifications can help you select from a wider range of jobs and industries
- help you upskill and improve your current job chances
- build your earning power – people with qualifications earn more than unqualified individuals and have better long term prospects
- demonstrate to future employers, universities and colleges your willingness to learn and complete challenging tasks
- demonstrate to others your capacity to improve yourself and achieve your goals
- boost your self-confidence and provide you with the incentive to go further with your learning and training.



RWP

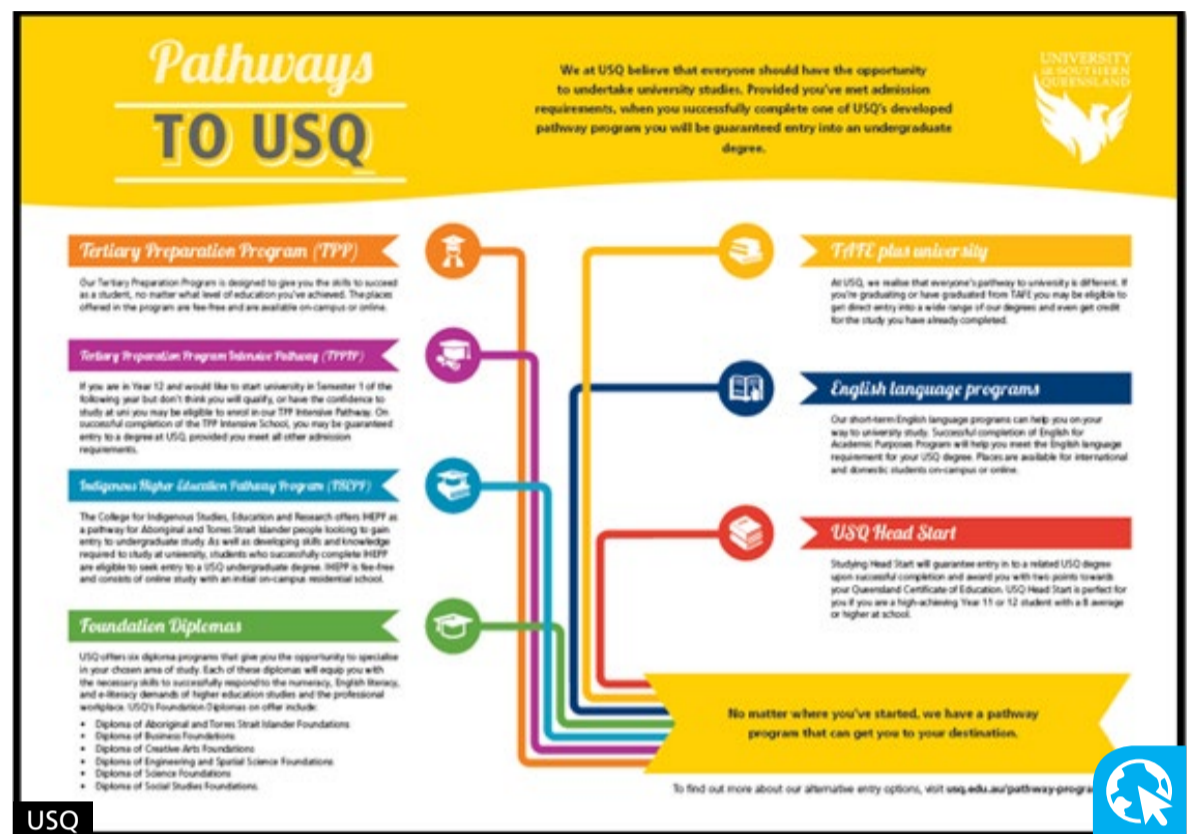
2.12 Bullseye posters - myfuture

The Australian Qualifications Framework aims to enable consistency in the way in which qualifications are described, as well as clarity about the differences and relationships between qualification types.

The levels identify the knowledge, skills and application of those skills for the workplace. It is important for you to be aware of this framework in designing your learning pathways and so that you understand the terminology of Degrees/Bachelor/Certificate/s I, II, III, IV, Diploma, Masters and where they fit in the hierarchy of learning.

For example a Certificate I, II, III states that you have a vocational level of skill. A Diploma to Bachelor states you have an undergraduate level of skill. A Master and PHD states you have a university post-graduate level of skill.

HOT TIP: make a list of all the occupations you can think of and write them on post-it-notes to leave somewhere that you will see them every day (the bedroom wall, fridge etc.) Then as you decide that something is not for you, remove it ... keep doing this process until you have some jobs that you can research further. Universities, TAFEs and private colleges also have internal pathways allowing individuals opportunities to gain entry to courses through many different means. Always check with the institution you wish to study as to what is the best pathway into their courses. Completing Year 12 entry is not the only way into university or TAFE.



2.13 Pathways to university



RWP

2.14 Australian Qualifications Framework (AQF)

THE LABOUR MARKET AND YOU

How to be prepared for the labour market of today and the labour market of tomorrow... be prepared and informed on latest trends, predictions and key employment information.

YOU are in the driving seat. YOU choose how proactive you will be on your career journey. Just as you wouldn't travel on a bus without knowing where it was going, choosing which direction to take when starting your career also needs preparation and prior research. This will not usually be a straight line, and although some choices may lead to dead ends, the experience you gain will never be a waste. Knowledge gained is always useful in informing your next move. It's your mistakes you will learn most from. Managing these challenges and keeping them small is the key.

Understanding your interests and skills, and considering them in relation to what is available in the current job market is an essential starting point for your career decision-making. Understanding what employers are looking for is equally important. You need to know that your interest in a particular field or area will lead to employment or business opportunity in the future.

Investigating the current job market statistics and projections for the future will give you a good idea as to where the jobs will be in the future.



2.15 The Department of Employment's annual publication providing up-to-date and forward-looking information about jobs.



2.16 Job Outlook

This site tells you how many people are employed, what hours they work, how much they are paid, the States and industries in which they work and future job prospects.



2.17 Labour market information - myfuture

HOW DO YOU
--- **KNOW** ---
IF YOU DON'T
ASK?

USQ

2.18 Informational interviewing

LMIP LABOUR MARKET
INFORMATION PORTAL

RWP

2.19 LMIP – Labour Market Information Portal

The Labour Market Information Portal provides up-to-date information about your local labour market. It provides information at the national, state and regional level on employment by industry and occupation, and unemployment and participation rates.

PayScale
HUMAN. CAPITAL.

Log In

Hi! We're PayScale.

What should I pay?
PAY THE RIGHT WAY

What am I worth?
GET A FREE SALARY REPORT

RWP

2.20 How much does this occupation earn? PayScale – Australian salaries



USQ 2.21 PayScale Salary – Carpentry



USQ 2.22 Dos and don'ts of informational interviews



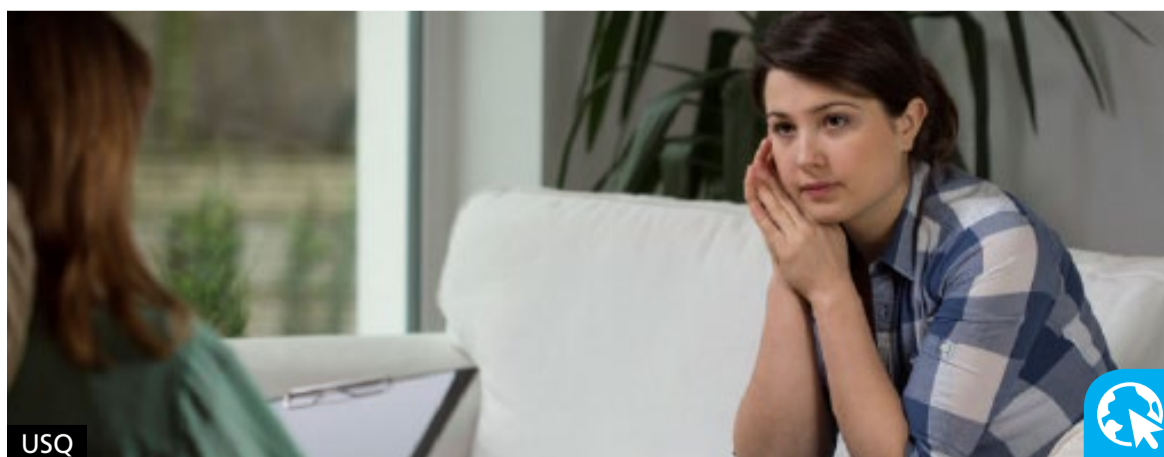
USQ 2.23 What to do in an informational interview?



USQ 2.26 Explore future prospects of various industries



USQ 2.24 Skills shortage lists



USQ 2.25 A clinical psychologist earns approximately \$48 480 to \$143 811 per year.



3

MANAGING MY CAREER

SETTING THE SCENE

Career is a journey, an unknown adventurous weaving and turning along an exciting pathway.

You have the opportunity to determine, navigate and travel this path. Like all travel plans, some initial research allows you to get the most out of your trip.

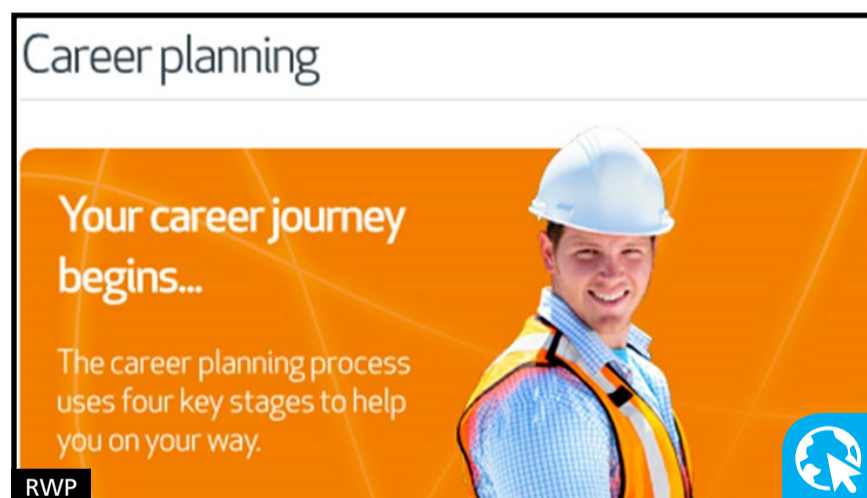
The twist and turns are best navigated once you are prepared. Sport persons especially, are aware of the 5 P's -Prior Preparation Prevents Poor Performance! Master chefs understand *mise en place*, a French term for 'putting in place' – setting up and being prepared ahead.

As you travel your career, being aware of the four-step career planning process allows you to be in the driver's seat, rather than the passenger seat, and therefore have influence over the best career opportunities for you. You will then be skilled and prepared to make these transitions many times in your career.

This journey is not always going to be smooth nor end up where you want it to! Being prepared for disappointments, as well as the celebrations, and working out how to turn these disappointments into advantage, is also a very necessary skill.

Developing RESILIENCE is being able to step up again after you have been disappointed. This will help you to be 'match fit'; that is, fit enough to cope with and master the trials and tribulations of not just your career, but all aspects of life.

Some of these pitfalls or experiences will also assist you to identify what else you need to learn. Being a lifelong learner is essential in the 21st century! Let's discover how..



3.01 Career planning



3.02 Resilience



3.03



3.04 Create your career profile - myfuture

SETTING GOALS AND BEING ADAPTABLE

What we can learn from the baby elephant

Do you know what they do to keep a circus elephant from running away? They tie a metal chain onto a collar around the mighty elephant's leg and tie it to a small, wooden peg that's hammered into the ground. The 3-metre tall, 5000-kilo hulk could easily snap the chain, uproot the wooden peg, and escape to freedom. But it does not do that. In fact, it does not even try! The world's most powerful animal, which can uproot a tree as easily as you and I can break a toothpick, remains tied down by a small peg and a flimsy chain. How come?

It's because when the elephant was a baby, its trainers used exactly the same methods. A chain was tied around its leg and the other end of the chain was tied to a metal stake on the ground. The chain and peg were strong enough for the baby elephant. When it tried to break away, the metal chain would pull it back. Sometimes, tempted by the world it could see in the distance, the elephant would pull harder. But the chain would cut into the skin on the elephant's leg, making it bleed and creating a wound that would hurt the baby elephant even more. Soon, the baby elephant realised it was futile trying to escape and stopped trying.



And now, when the big circus elephant is tied by a chain around its leg, it remembers the pain it felt as a baby and it does not try to break away. So even though it's just a chain and a little wooden peg, the elephant stands still. It remembers its limitations and knows that it can only move as much as the chain will allow. It does not matter that the 100-kilo baby is now a 5000-kilo powerhouse. The elephant's old belief that he is unable to escape prevails.



We are all a bit like this. We all have choices.

Sometimes these choices have been reduced by our reactions in response to family and other significant people, or because of difficulties in early school. These become the chain/rope and pull us back. We are just not game to try something because we have been taunted by others or hurt by their words. Sometimes we just want to give up. Sometime we just want to stop trying.

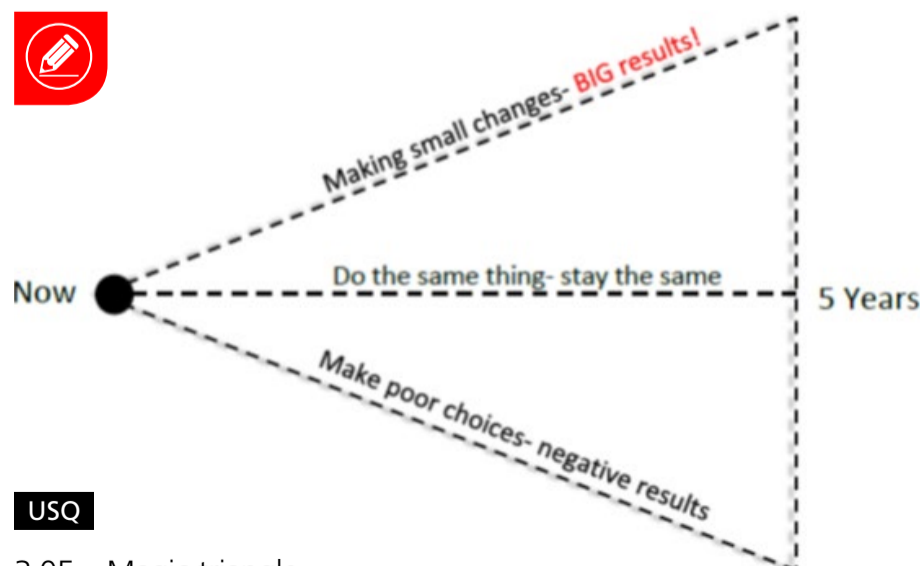
Have you experienced this? Do you find some things seem to hold you back when really there is no reason, except that you are just not game to try something different? It is important to, every now and then, take stock of what is causing us angst or what may be holding us back. We have the opportunity to get up and try again. We can choose to learn from failure.

The magic triangle:

If we make little changes, just one small change a day, we can make a big difference.

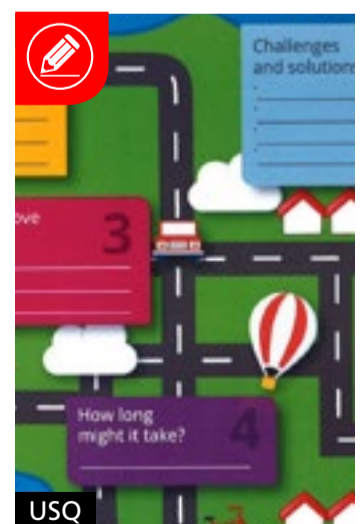
If we continue to just mooch along through life as we are now, we can go from A to Z without too much change. The elephant's peg holds us back and even pulls us down.

However, if we are game enough to make simple, small changes today, look how different our lives could be 5 years from now!



USQ

3.05 Magic triangle



USQ

3.06 Planning for change

MAKING INFORMED CAREER DECISIONS

Decision-making is actually problem-solving, which stops when you come to a solution which you think is satisfactory. Some people find problem solving easier to do than others, but we can all learn these skills. These skills can then be used in many different circumstances, but they can most definitely be used in career decision-making.

How to make decisions:

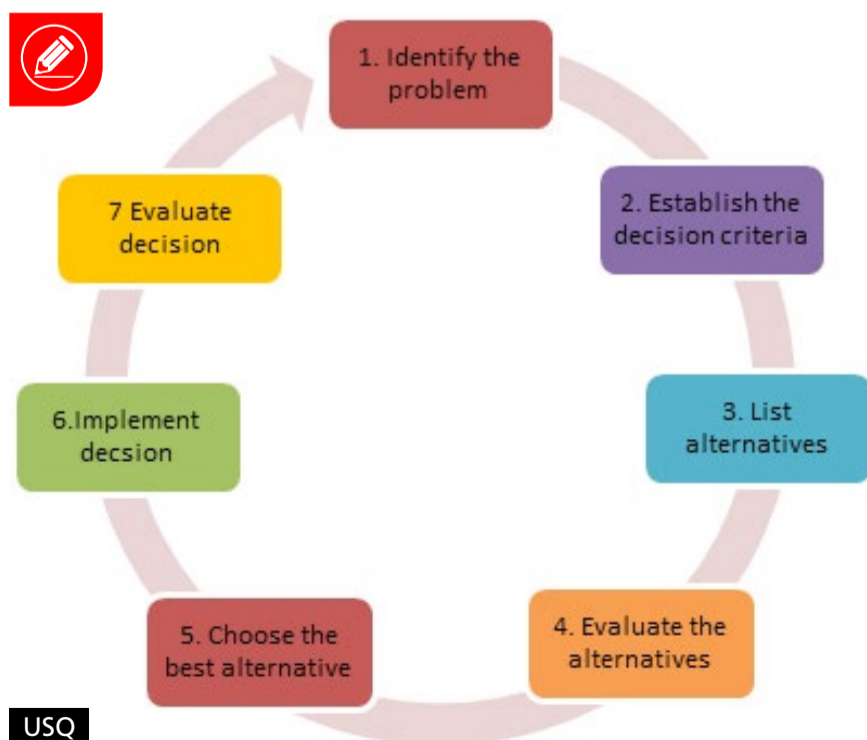
1. What is actually the decision to be made? Precisely identify and describe the objective.
2. Which criteria will you use, that is, how will you measure the answer meets your objective?
3. What are the alternatives? In two columns, identify the pluses and minuses, placing them in order of priority (score the best answers higher and the least answers less)
4. Evaluate the alternatives against your objective and identify the possible consequences.
5. Select the best alternative to suit your objective.
6. Put your choice into practice – do it!
7. As time passes, evaluate whether this is the correct decision and amend if necessary.

Finished year 12... Now what?

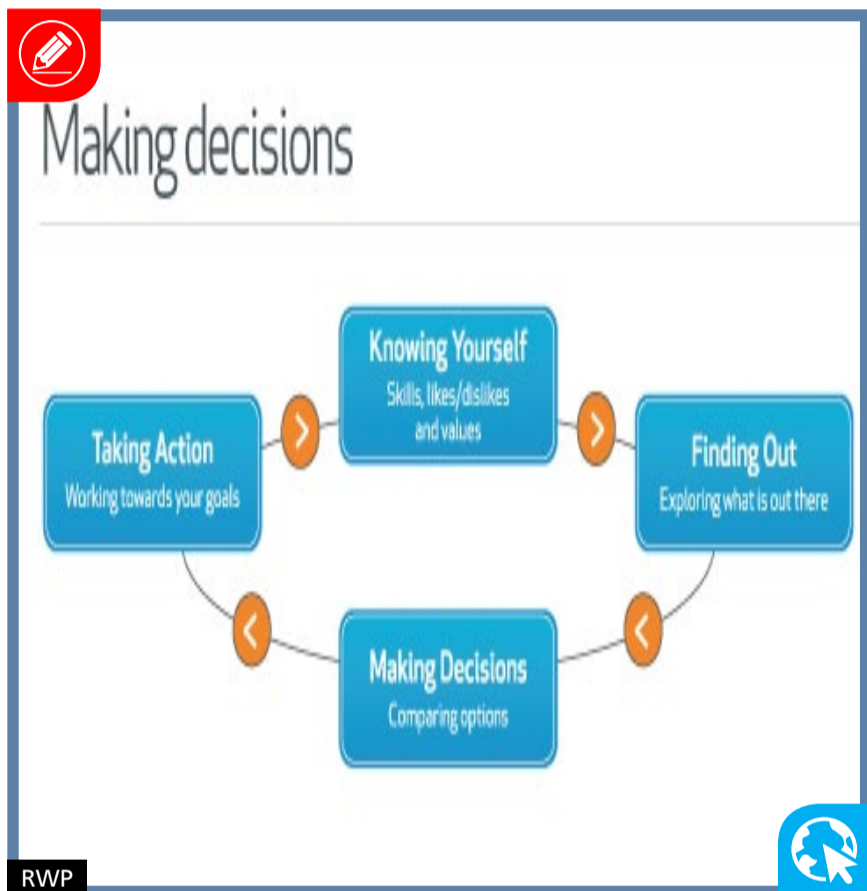
This quiz will help you work out your options after high school.

USQ

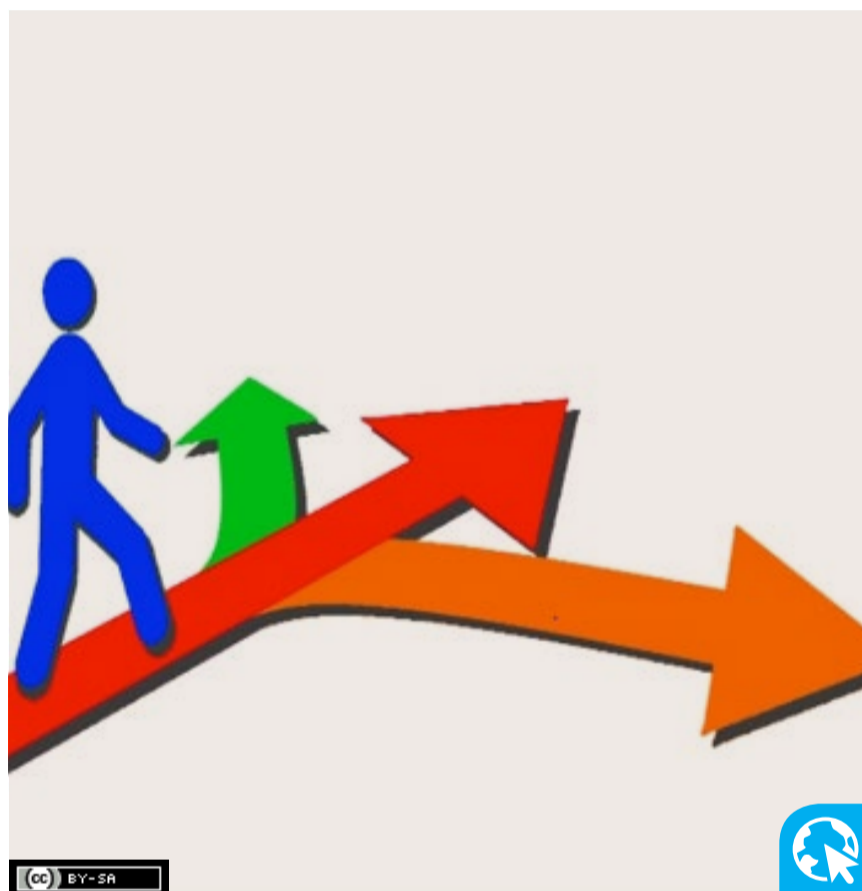
3.07 Finished Year 12... now what?



3.08 Decision making cycle



3.09 Making decisions



3.10 Choosing careers in high school



3.11 I'm in Year 7-10: what's my future?



3.12 I'm in Year 11 or 12: what next?

WHAT ARE EMPLOYERS LOOKING FOR?

In addition to qualifications and technical skills, employers are more often interested in employability skills when deciding who to employ. The Australian Government Core Skills for Work Developmental Framework (CSfW) describes the non-technical skills, knowledge and understandings necessary for successful participation in work.

The 10 skill areas of CSfW include:

- **Managing career and work life;** including decisions throughout life about how, when and where to work
- **Understanding work roles,** protocols and workplace rights and expectations
- **Communicate for work;** including recognising communication protocols and etiquette, using communication systems and processes, understanding messages and getting messages across to others
- **Connect and work with others;** which involves building the work-related relationships needed to achieve outcomes and goals in work
- **Recognise and utilise diverse perspectives;** including the capacity to recognise and respond to differing values, beliefs and behaviours, and draw on diverse perspectives
- **Plan and organise;** which involves making choices from a wide range of possibilities
- **Identify and solve problems;** which involves identifying and addressing the routine and non-routine problems in order to achieve work objectives
- **Create and innovate;** which includes creating, applying and recognising the value of new ideas to solve problems; improve or develop new processes, products or strategies; or deliver new benefits

Reference: Job Guide 2015 <http://www.jobguide.thegoodguides.com.au/Looking-for-work/Step-1-Preparing-to-look-for-work>



3.13 Employability skills

EMPLOYERS VALUE EMPLOYABILITY SKILLS

CSfW include the employability skills, which identify key generic employability skills which employers require individuals to have along with the job-specific or relevant technical skills. The Employability Skills Framework also identify a number of personal attributes that employers value.

The following skills were included in the framework:

- Communication
- Teamwork
- Problem-solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology skills

Employability skills can be developed at school, through sport, in the performing arts and in paid and unpaid work.



3.14 What employers want



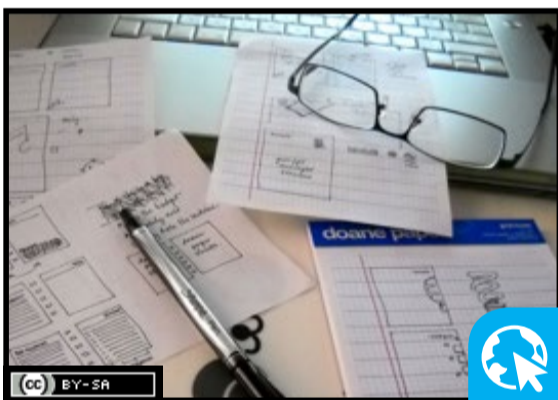
3.15 Enthusiasm



3.16 Communication



3.17 Teamwork



3.18 Planning and organisation



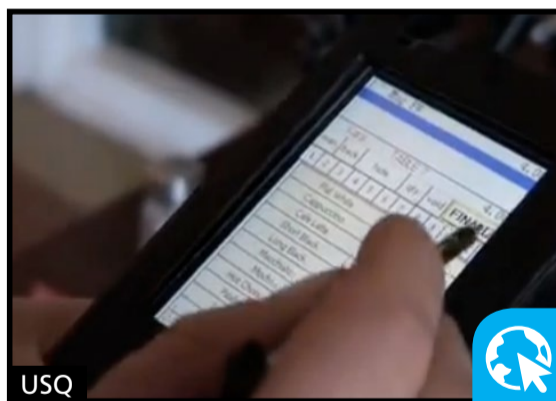
3.19 Problem-solving



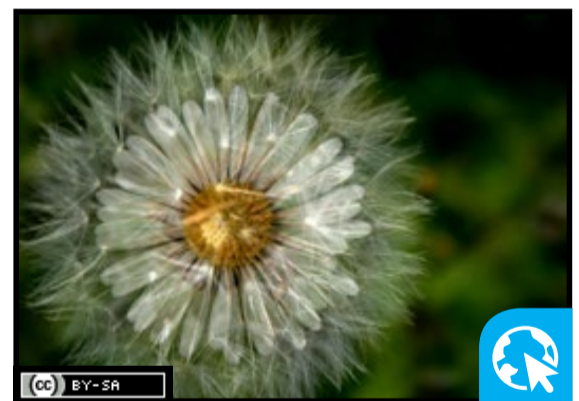
3.20 Self-management



3.21 Initiative and enterprise



3.22 Technology skills



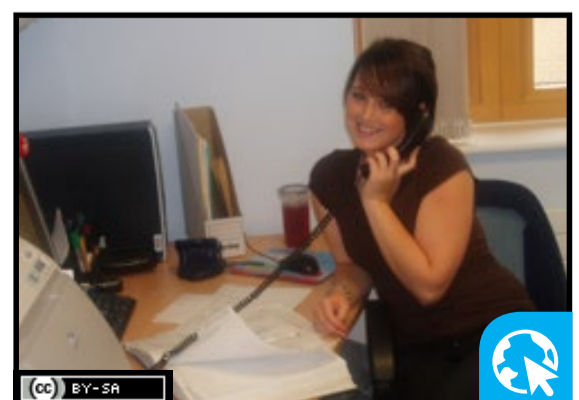
3.23 Presentation



3.24 Lifelong learning



3.25 Understanding your skills



3.26 Work Matters

LOOKING FOR WORK

Looking for a job requires a positive attitude and careful planning. Job hunting is a journey of discovery that requires hard work and motivation to find employment.

You will feel much more confident approaching this new phase if you have done some prior thinking and preparation. Job searching is a process. Mastering this process is a very important step to developing skills in managing your own career. Here are four steps to follow when looking for work:

Step 1: Preparing to look for work

- Think about what you are really interested in and your overall career goals.
- Collect and organise all relevant information about your skills, experience and attributes for a career portfolio.
- Find out what employers want.

Step 2: Looking for a vacancy

- Know where to look for work.
- Plan your search systematically.

Step 3: Applying for positions

- Know how to apply for a job.
- Know how to prepare for an interview.

Step 4:

- Learn from each job application and interview.
- Think about what you could do differently next time.

Reference: Job Guide 2015

<http://www.jobguide.thegoodguides.com.au>



3.28 Know your rights and entitlements at work



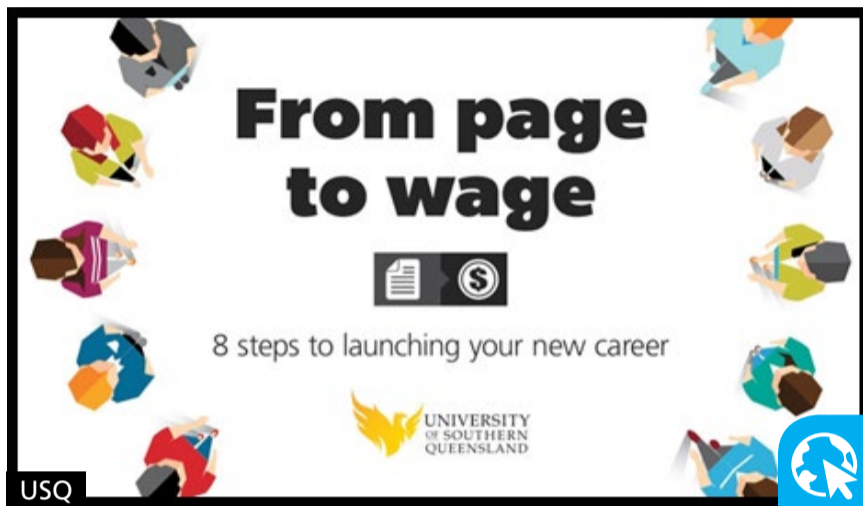
3.27 Why volunteer?

Volunteering

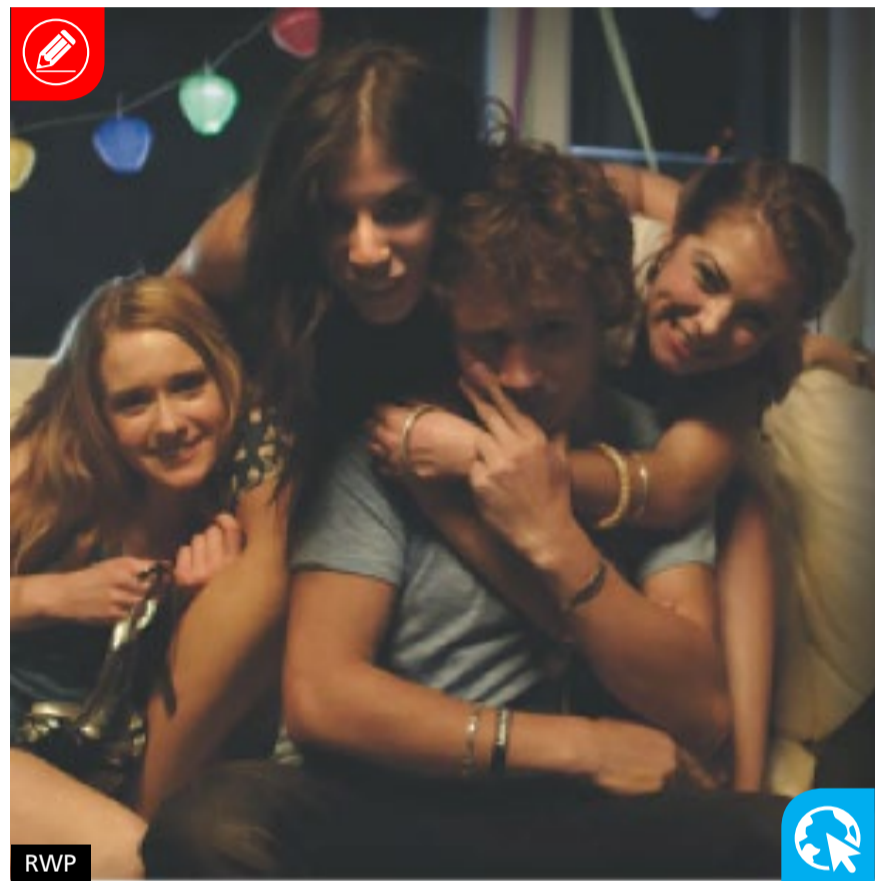
Volunteering is an excellent 'foot in the door' for many job seekers offering opportunity to gain skills and work experience which can then be added to your resumé. Volunteering is particularly beneficial in some areas such as, the Arts, working with animals or working in the environment.



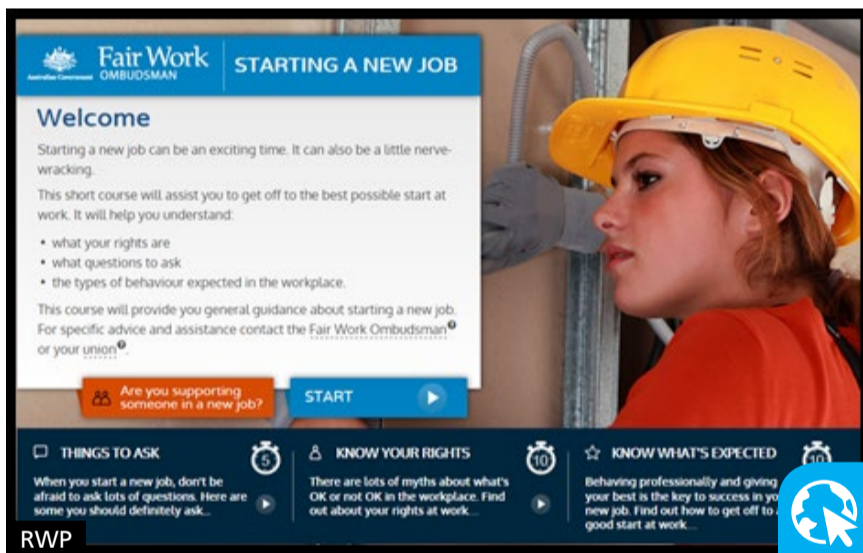
3.29 Starting your job search -myfuture



3.30 From page to wage – launching your career



3.31 Tagged – what you do online can stay with you for life



3.32 Watch the online videos supporting young workers starting work and other resources



3.34 How to get that job? Including job hunting, resumés, cover letters and interviews



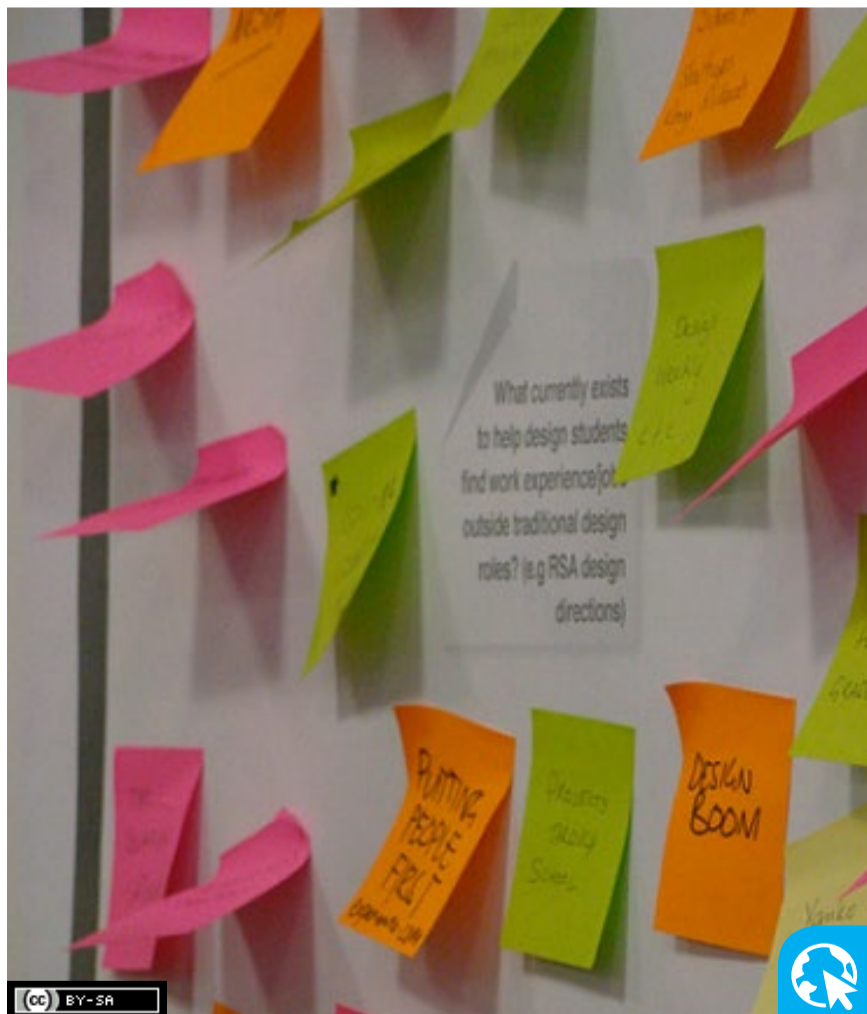
3.33 How many and where are the jobs? - labour market information

WORK EXPERIENCE

There are many benefits to undertaking work experience. Work experience gives you opportunity to experience the work environment of an occupation that you have interest. You can then see the relevance and make the connection between what you learn at school and the work place. This increases your motivation by showing how skills learned at school are applied in real work situations. Work experience opens up future employment and school-based apprenticeships and traineeship possibilities and builds your skills, knowledge and confidence in many areas. Work experience also offers an opportunity to learn different aspects of your desired future career.



3.35 Work Matters – three young people on work experience



3.36 Work experience – how to get a placement and make the most of it while you are there



3.37 The right start: building safe work for young workers



3.38 Worksafe Victoria



3.39 Safety Sense certificate – Workplace Health and Safety



3.41 What employers want



3.42 Work experience Workplace Health and Safety for students with disabilities



3.40 APS cadetship, scholarships and work experience opportunities



3.43 Reflections on your work experience

CAREER PORTFOLIO AND RESUME

A career portfolio is a collection of information about you, including your resumé, which will help demonstrate your skills, abilities and experiences to prospective employers.

A career portfolio is a personal collection of materials that documents your:

- work history
- professional development
- achievements
- employability skills
- career plans
- job applications and related information.

Building a career portfolio involves thought and analysis. Through the process of putting together a career portfolio, you will develop a greater awareness of your life, learning and work competencies and produce a product that communicates, your achievements and capabilities to others. This can also be used as a 'gap analysis'. Have you achieved something to record in each section? Certificates? Awards? Work experience? If not, now is the time to shift focus onto achieving in these deficit areas.

Your career portfolio supports you in your transition through and beyond school to further learning and work. It will change as your life changes, so keep your portfolio current and up to date.

What is in it?

The types of things that you can put in your portfolio include resumé, cover letters, certificates and awards, reference letters and referee lists, educational achievement records, awards, previous applications, personal and career plans, and job descriptions. More specific items can be added depending on your particular field of interest.

Reference: Job Guide 2015 <http://www.jobguide.thegoodguides.com.au>



3.44 Creating a resumé that stands out - myfuture



3.45 Use action words for maximum impact in your resumé



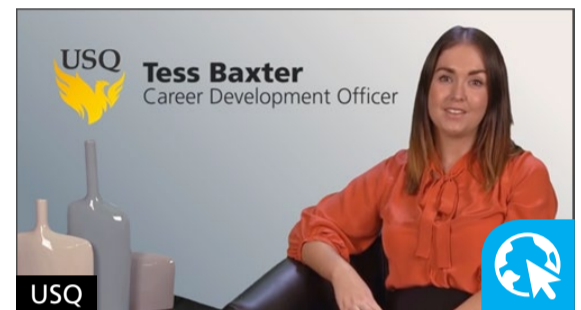
3.46 Your resumé recipe slideshare



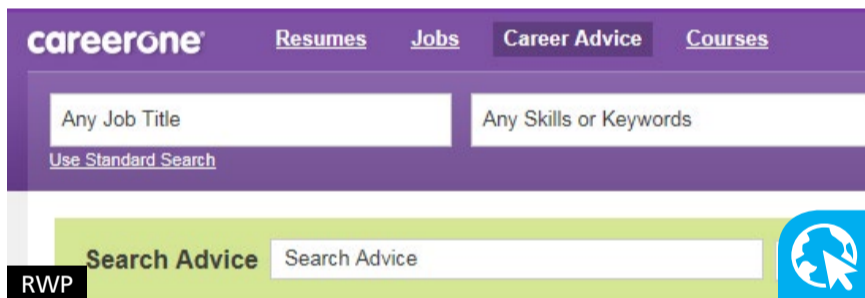
3.47 Resumé tips and tricks



3.48 Apps for career help



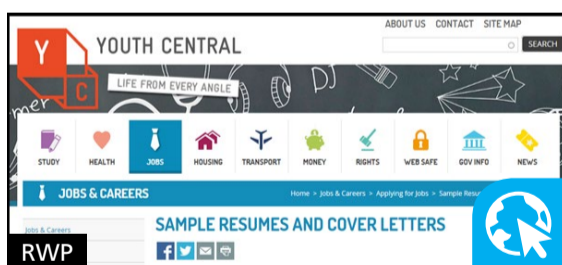
3.49 Career video series



3.50 Sample resumé's



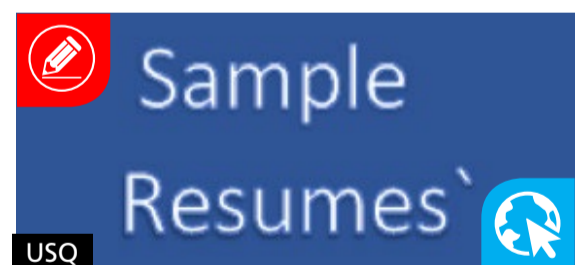
3.51 Online resumé Builder



3.52 Sample resumé's and cover letters



3.53 How to make a video resumé



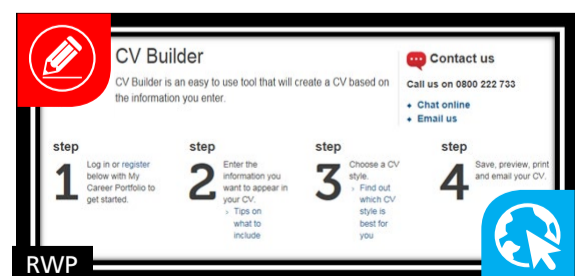
3.54 Sample resumé's and cover letters



3.55 Resumé dos and don'ts



3.56 Resumé dos and don'ts



3.57 Online resumé builder

HOW TO WRITE APPLICATIONS

Many applications, especially to larger companies, require you to submit applications online. Smaller businesses may still require you to submit hard copies by post. They may also ask you to address Key Selection Criteria (KSC).

Difference between application letter and cover letter?

An application letter is a response to an advertised vacancy whereas a cover letter is a letter of introduction, which you might include when you are handing out your resumé.

- Always tailor your Resumé towards the job you are applying for – one Resumé doesn't fit all jobs!
- The cover letter is very important, as it convinces the employer to find out more about you, before reading your resumé or inviting you in for an interview. List what you can do, will do in this job and how you will fit into this company.

Key Selection Criteria (KSC)

Key Selection Criteria are questions that employers ask you to respond to in a job application. The best way to answer KSC is demonstrate or prove you can do these by giving examples from your relevant experiences. Use the STAR method when responding to KSC. Think of a relevant example or situation where you could respond as follows:

Situation – what was the challenge or situation you faced?

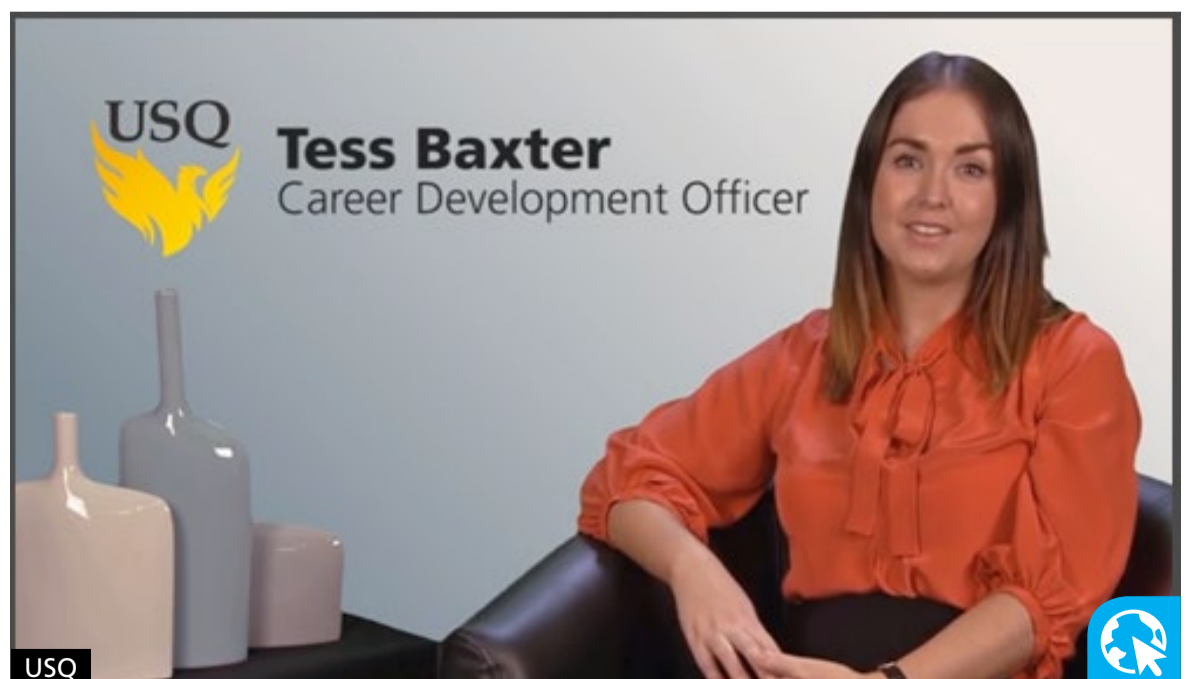
Task – what did you do?

Action – what course of action did you take?

Results – what did you achieve?



3.58 Finally finding that job Blog



3.59 Preparing for your interview



3.60 Addressing selection criteria



3.61 Use social media to energise your career



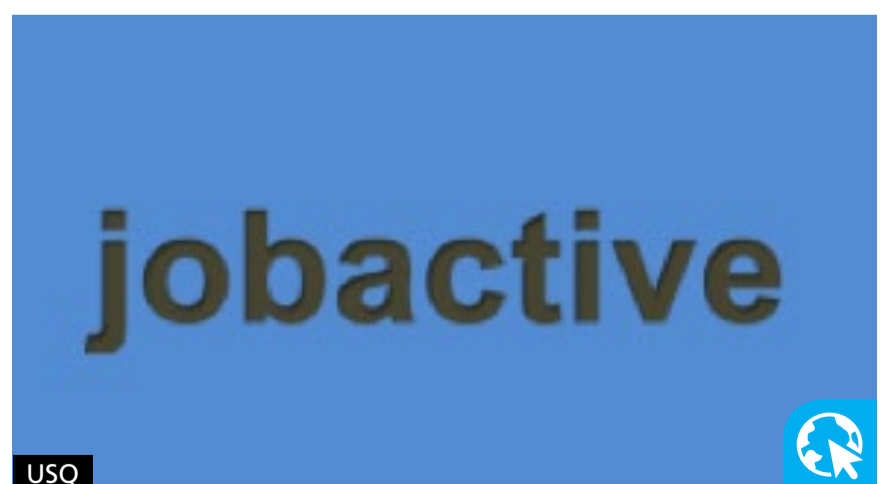
3.62 Think about your social footprint



3.63 Preparing job applications



3.64 Writing a good Cover letter



3.65 Australian JobSearch – finding that job!

THE JOB INTERVIEW

You've been selected to attend an interview!! The interview is your chance to convince the employer that you are the best person for the job. Employers typically only interview three to four candidates for each position. The cover letter was the hook that encouraged the employer to read your resumé; your resumé outlined what you have done in the past. resúmes alone will not get you the job - only score

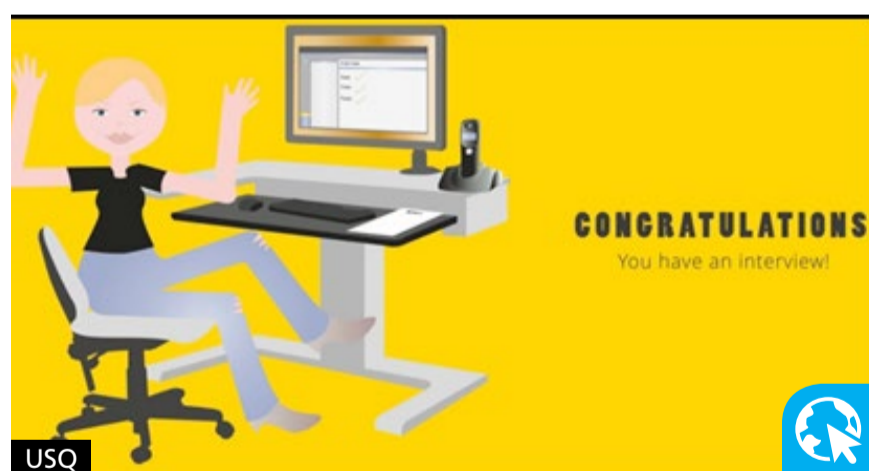
you an interview. The interview is now your chance to confirm to the employer that you are the candidate they should hire. The more interviews you do, the more experienced and confident you will become in interviews. Treat each interview as a learning opportunity and always ask for feedback, should you not be successful at getting this job. Being an ace at interviews is an advantageous skill.



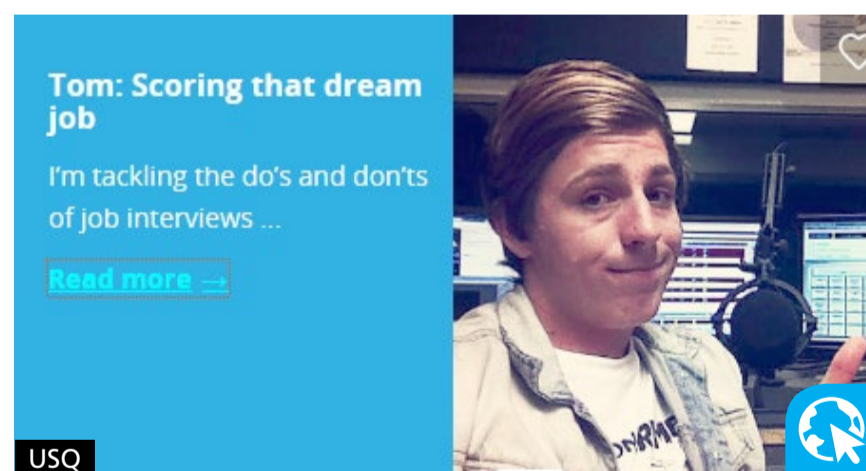
3.66 Preparing for your interview



3.67 The job interview



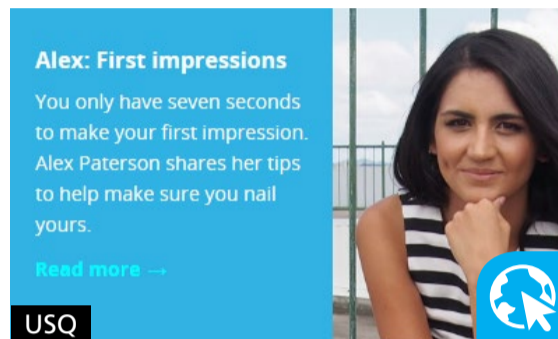
3.68 Interview tips



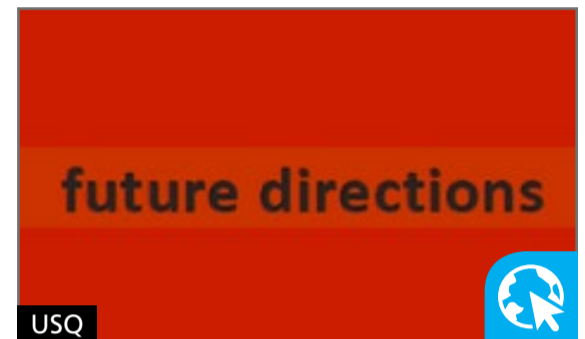
3.69 The dos and don'ts of job interviews



3.70 Preparing for interviews and questions to ask



3.71 First impressions



3.72 Preparing job interview questions



3.73 How to market yourself

ACTION PLANNING

Some of us are very good at planning ahead and achieving goals in a timely manner. Others are happier not planning ahead and wait until the very last minute. This can be OK, but the result can be enormous unnecessary stress and pressure resulting in bad decisions or 'analysis paralysis'; that is, making no decision at all! Understanding how to action plan is definitely a worthwhile skill.

You may have heard of SMART goals. These are strong goals you can create from any of the dreams you have, regarding your fitness, relationships, finances, work or study. Use the SMART principles to make them happen. You are four times more likely to achieve a goal, just by writing it down!

S = SPECIFIC
M = MEASURABLE
A = ACHIEVABLE
R = REALISTIC
T = TIME BOUND

In Queensland, this action plan is part of the SET (Senior Education and Training) Plan process. Every school does this in a different way. Developing skills to develop plans, action plans and change plans will be skills necessary to manage your future career. Your plans need to be flexible and adaptable but 'you can't hit a target if you don't know what it is' (Anthony Robbins). Use the SMART principle to help create your action plan. QCAA Student Connect is also a good source of information.



You can't hit a target if you don't know what it is
 (Anthony Robbins)



3.74 Student Connect QCAA



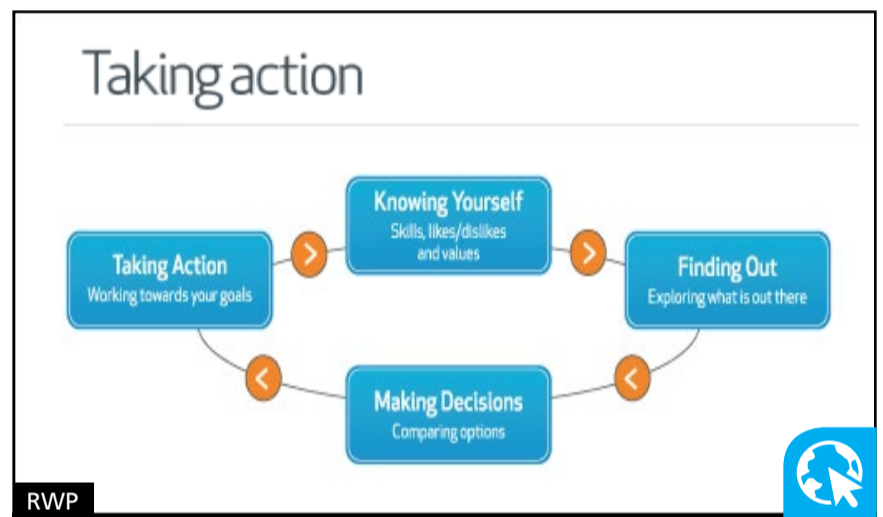
3.75 Deadly pathways



USQ



3.76 Making your mark



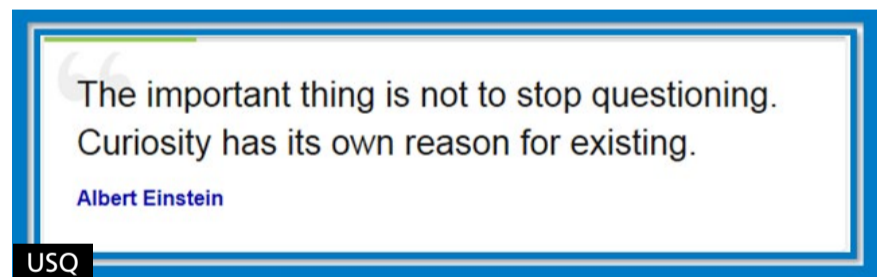
RWP



3.77 Taking action

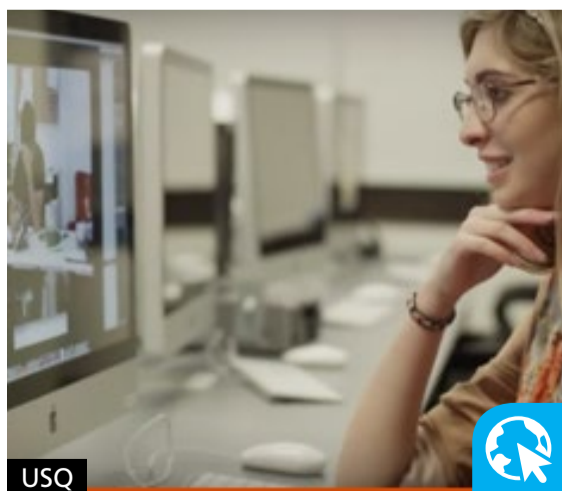


3.78 My Big Tomorrow



USQ

3.79 Albert Einstein



USQ



3.80 How to make career transitions



CC BY-SA



3.81 Writing an action plan – Make Your Mark

CAREER ENHANCING TIPS

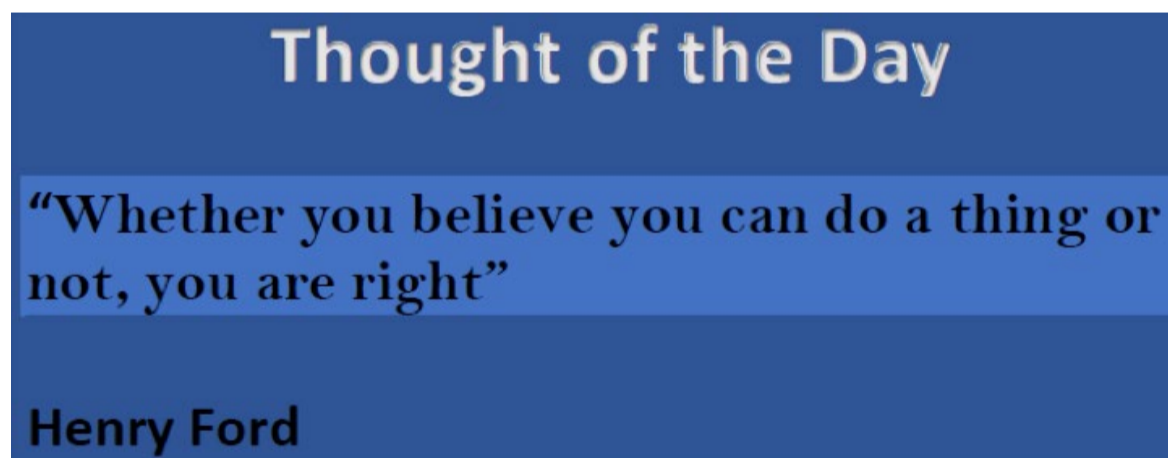
So you have written your cover letter and resumé, you have applied for the job and maybe not been successful in gaining an interview. How do you get a 'foot in the door' of the industry that you want to be in? How do you improve your chances of employment? Maybe you don't want to be employed, maybe you want to start your own business! Here's some ways to enhance your chances:

Understanding the 'Hidden Job Market'

80 percent of new jobs are NOT advertised in newspapers or on online job boards. 'Word of mouth' or opportunities you hear about through volunteering with companies, are where most of the jobs are found. Getting 'a foot in the door' is a term often used to explain the importance of taking opportunities as they arise to gain entry into jobs, whether it is your first job or you are changing your career path.

The following tips are very useful:

- Networking
- Using professional social media - LinkedIn
- Volunteering
- Developing your executive functioning
- Fully researching your next occupation or industry
- Gaining part-time employment in a related field
- Undertaking an apprenticeship
- Being mentored



3.82 Career tips and ideas – networking



3.83 Benefits of networking

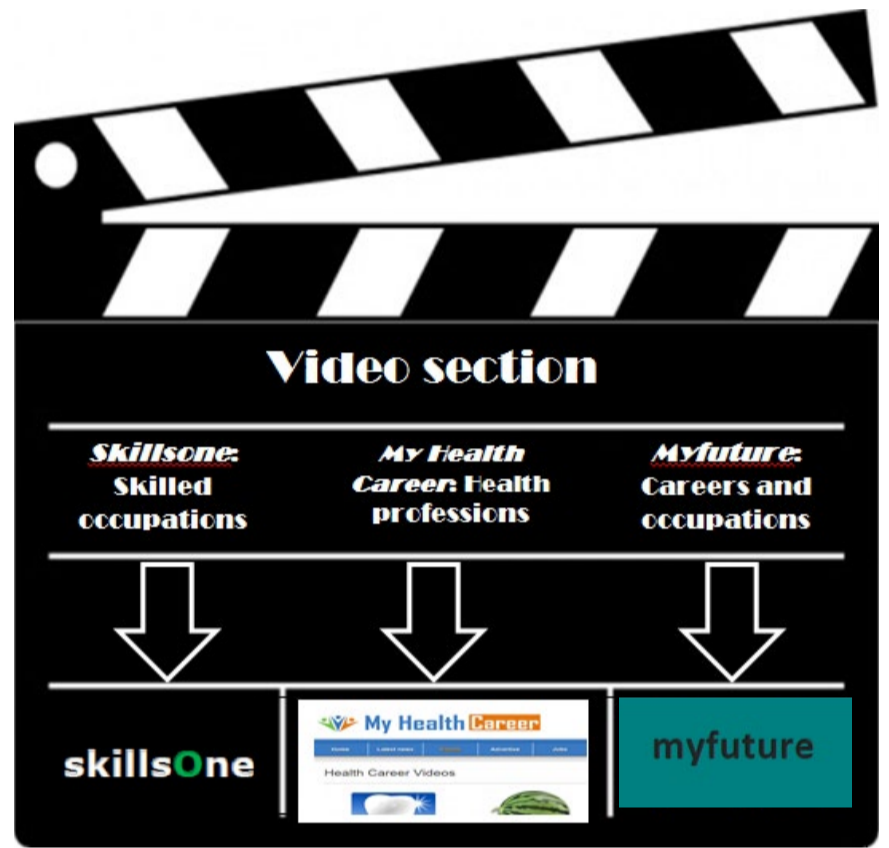


3.84 What is LinkedIn?



USQ

3.85 Using LinkedIn effectively



USQ

3.86 Apps to help get jobs



3.87 Australian Apprenticeships



3.88 Starting your own business



3.89 Volunteering tips



3.90 How can volunteering help me get a job?



3.91 ACE Day Jobs



3.92 SkillsOne skilled occupations video



3.93 Getting the edge through career mentoring



3.94 Occupations and videos -myfuture occupation videos



3.95 Starting a business – government assistance



3.96 Entrepreneurs – starting your own business



3.97 Real opportunities – Australian Apprenticeships



3.98 My Gain videos



3.99 Health professions

BEING PROACTIVE AND FUTURE FOCUSED

What does the future hold for you?

We don't have a crystal ball and we can't predict the future, but we can certainly be prepared for what our next move will be. Being informed of future directions and trends will assist you in this journey. Do the best you can now, keep your options open and explore what may happen next.



4.01 Top 10 new future jobs



4.04 Top 10 new future jobs

CAREERS IN 2030



4.02 Careers in 2030



4.03 Careers in 2030



4.05 10 most-needed jobs in the future



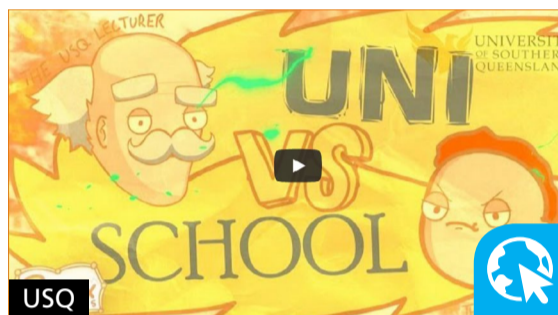
4.06 Top 10 new future jobs

CHASE YOUR DREAMS



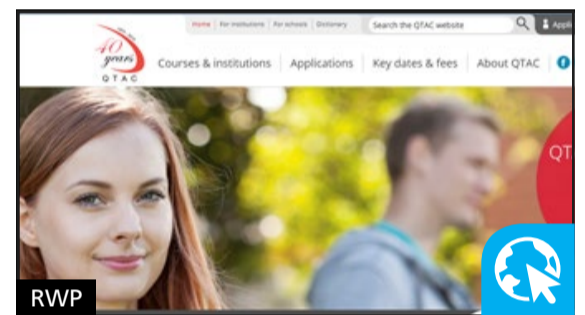
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4.07 Chase your dreams



USQ

4.08 Uni vs school cartoon



RWP

4.09 QTAC Qld Tertiary Admissions Centre



RWP

4.10 TAFE Queensland



RWP

4.11 Apprenticeships



USQ

4.12 Disability assistance at USQ



USQ

4.13 Uni life myths busted



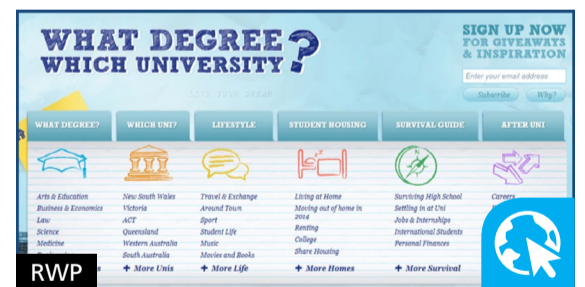
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4.14 University survival guide



RWP

4.15 Project unknown



RWP

4.16 Which degree?



USQ

4.17 What to expect at Uni



USQ

4.18 Better future for kids

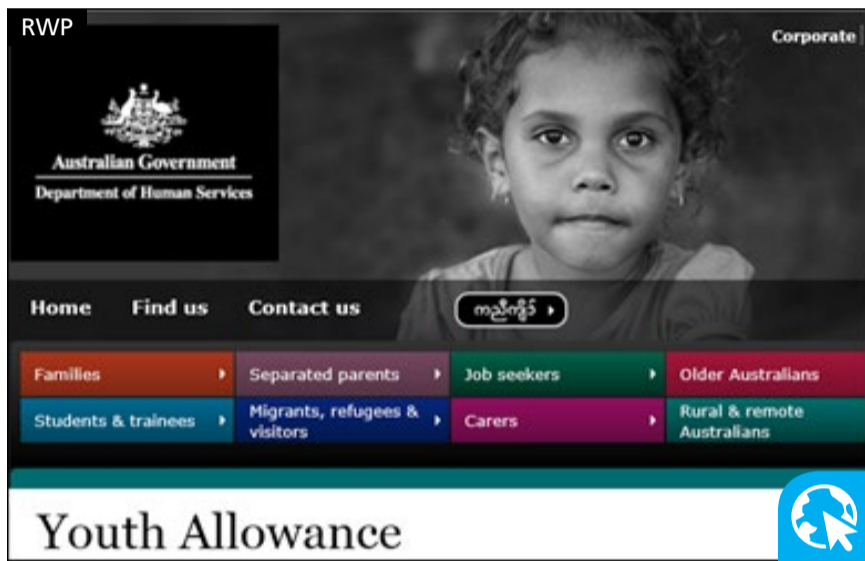


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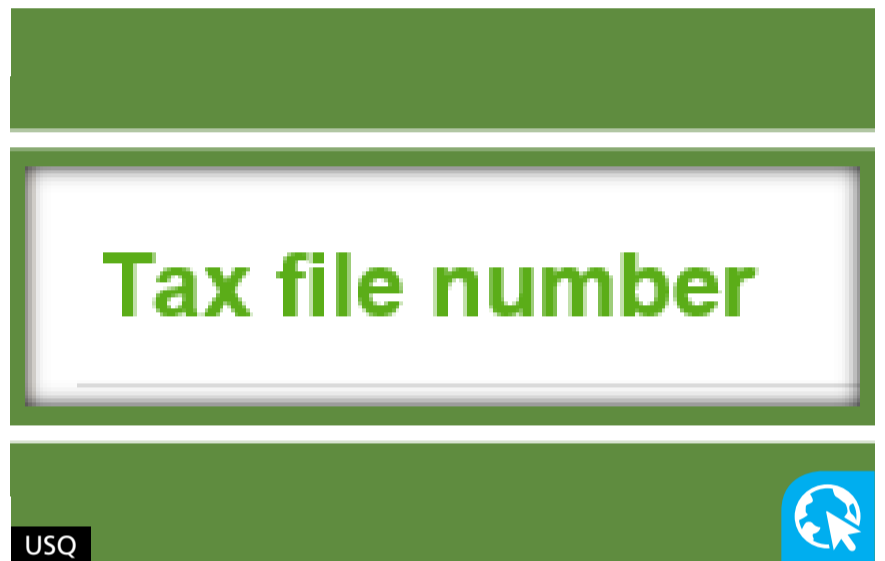
4.19 Indigenous pathways

AGENCIES TO HELP

These agencies can assist as you transition beyond school:



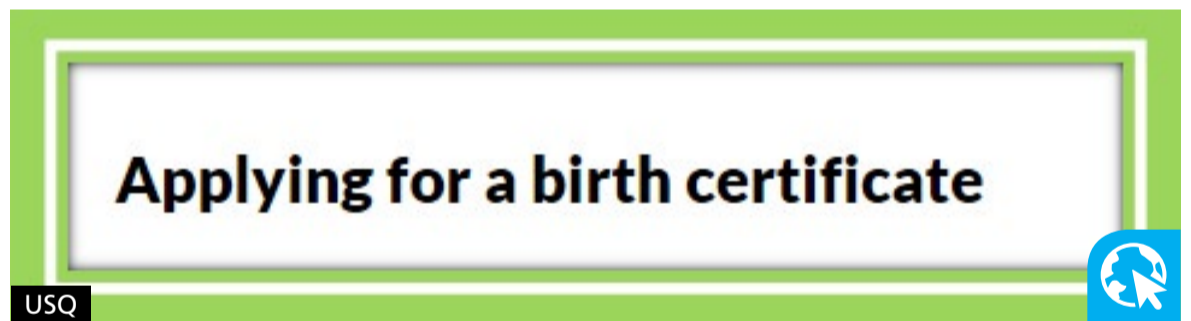
4.20 Centrelink allowances



4.21 ATO – Tax file number



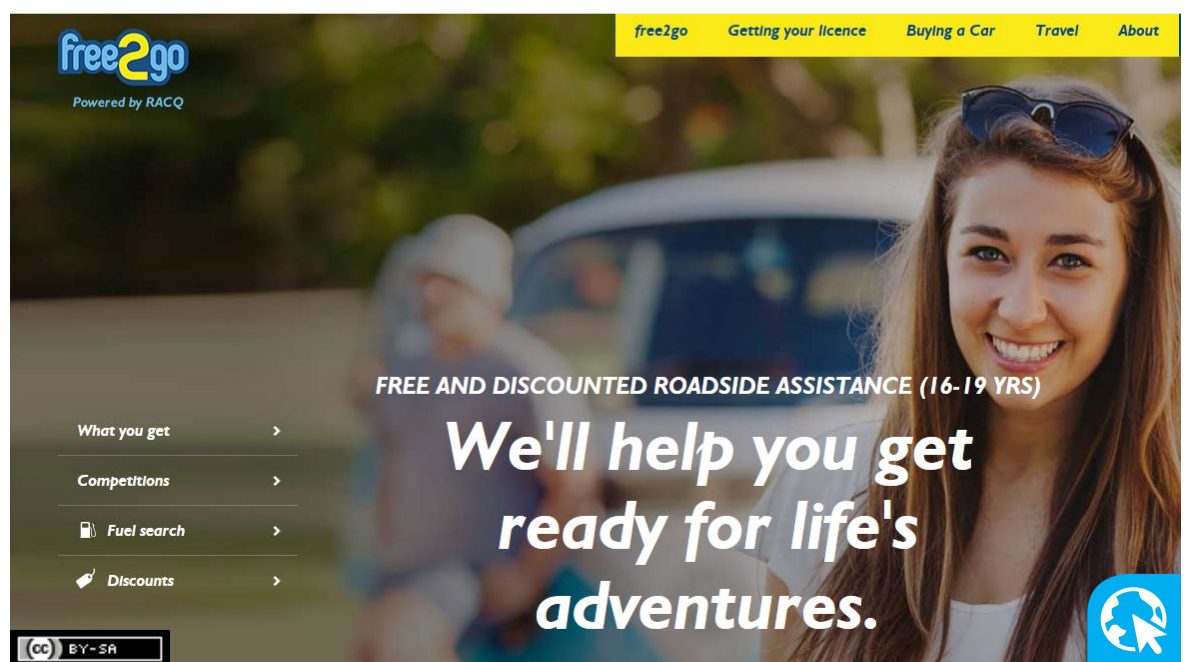
4.22 Driver's Licence application



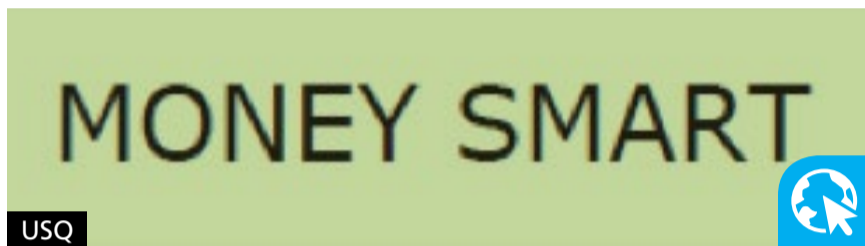
4.23 Birth Certificate application



4.24 Your renting rights



4.25 RACQ free2go



USQ

4.26 Moneysmart



USQ

4.27 Medicare



RWP

4.30 Enrol to vote



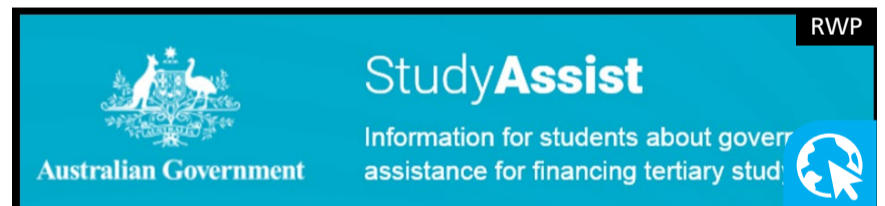
RWP

4.32 Smiling Mind



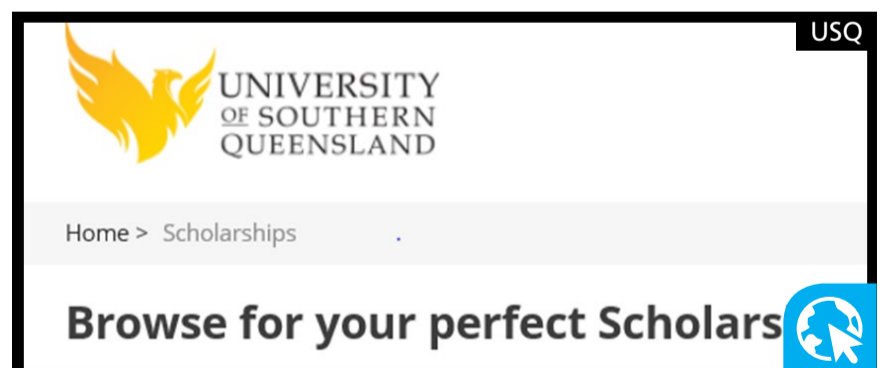
RWP

4.28 Health Care Card



RWP

4.29 StudyAssist



USQ

4.31 USQ Scholarships



USQ

4.33 Coping skills



USQ

4.34 beyondblue



RWP

4.35 headspace



USQ

4.36 Australian Defence Force recruiting



USQ

4.37 USQ Study abroad options



USQ

4.38 Queensland Fire and Emergency Services- SES, Rural Fires



RWP

4.39 Sourcing volunteering opportunities



RWP

4.40 Letzlive Gap Year programs

APPENDIX 1:

**TEACHER
RESOURCES**

RESOURCES: SECTION 1



Mind Tools



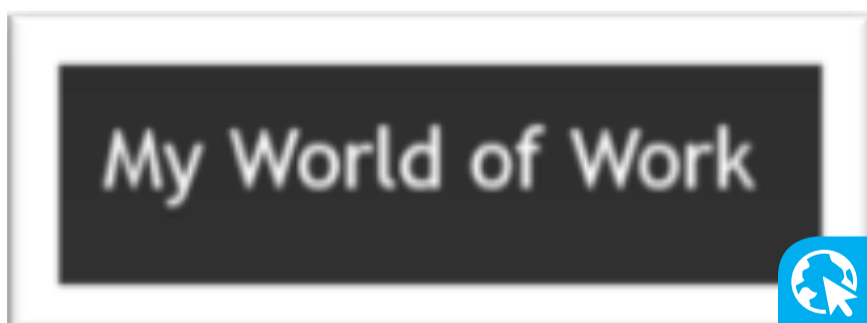
Career Resource Kit – Education and Training Department, Victoria



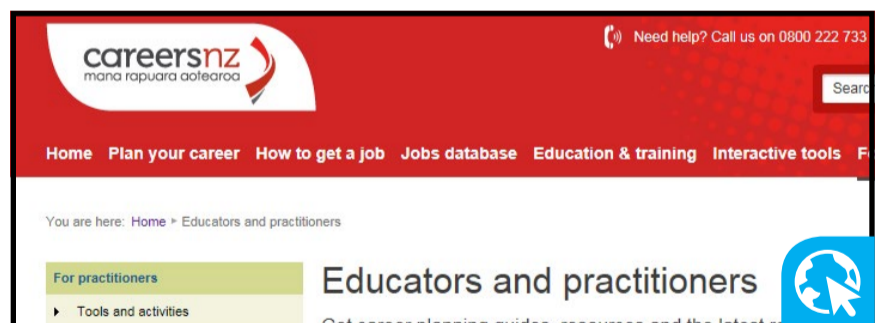
DOTS analysis – Bill Law and A.G.Watts



Department of Training and Workforce Development, Western Australia



Skills Development Scotland



Resources for Practitioners

RESOURCES: SECTION 2



Australian Jobs publication

Teachers can order hard copies for free from australianjobs@employment.gov.au



Labour Market Information Portal

LMIP – Reflection activity – discussion questions to help students to reflect on what this information means for their future.

Looking at the top increase occupations - why do you think this is so?.

- a. Could be: health, aged care (increase in ageing population)
2. Discuss in groups why the decrease in assembly and factory workers is in existence?
 - a. Could be: advances in technology, less need for people working in these areas.
3. Students to work to come up with other lists of increase/decrease areas in occupations and explain to the class/group why this is.

What skills are in shortage?

Skill shortages



Skill shortages

Informational Interviewing:

1. Ask students to create a list of questions to interview someone.
2. Plan the interview:
 - a. Who.
 - b. When.
 - c. How (phone, in person, skype).
 - d. Conduct interview.
3. Give responses back to class to share learnings.

RESOURCES: SECTION 2



Bullseye posters

Bulleseye Booklets are no longer in print.

For more information on using the Bullseye posters click [here](#)



Careers and Transitions Resource Kit – Opportunity Awareness



Go Get a Job! video. Log on to Scootle



Career Centre Western Australia

RESOURCES: SECTION 3



Career Centre Western Australia Resumé Builder Fact sheets



Career Centre Fact Sheets



Career Centre Practitioners Manual



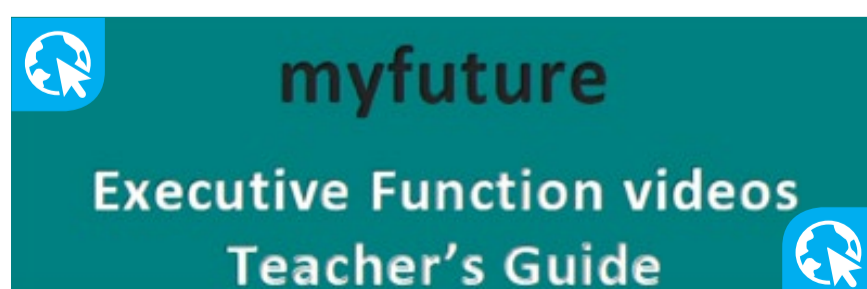
careers NZ



Workplace Health and Safety Queensland Fact Sheets



A Job Well Done Resource Kit for Students with Disabilities
Education and Training Department, Victoria



My Future: Executive Function videos and guides

[Career Resources](#)

[Career and Transition Resource Kit – Decision Learning](#)

[Career and Transition Resource Kit –
Opportunity Awareness activities](#)

[Career and Transition Resource Kit – Transition Planning](#)

[Career Tool Kit](#)

RESOURCES: SECTION 3



My Career Match - career advisers



Education Victoria Teaching-Resources



My Big Tomorrow lesson plans



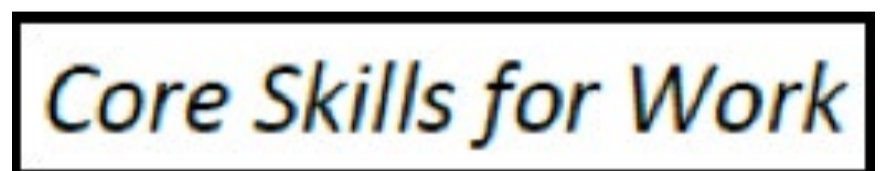
Resources for young workers



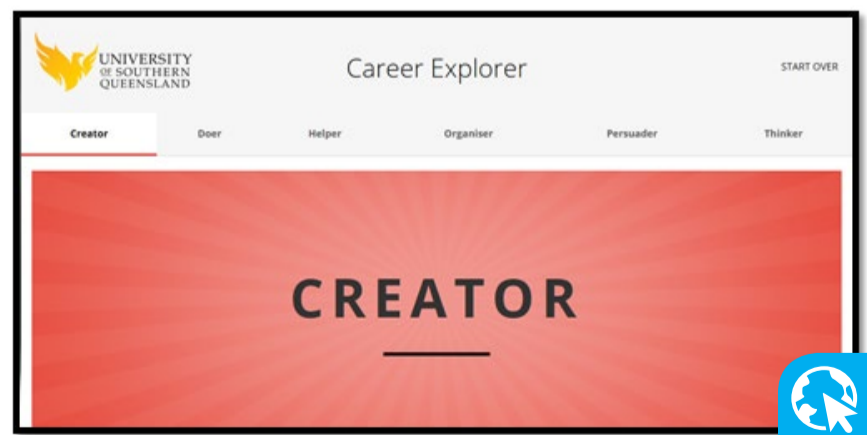
[PowerPoint Slides](#)

[Copy of Program](#)

[Audio Recording: \(27.2MB, 00:58:11\)](#)



Core Skills for Work (CSfW) Bridging document to employability skills



The Career Explorer tool is based on the Holland Occupational Themes (RIASEC) Theory of founding career choices based upon personality types and links to relevant study options

APPENDIX 2:

GLOSSARY OF LINKS

1: UNDERSTANDING MYSELF

WHAT IS A CAREER

- 1.01 Did you know? globalisation of careers and employment
https://www.youtube.com/watch?v=YmwwrGV_aiE
 Image URL: <http://bit.ly/1Y5KT68> Creator: Gerd Altmann
- 1.02 Know the Times in Australia
<https://www.youtube.com/watch?v=vzSonLxpFk>
 Image URL: <http://bit.ly/1KPuv61> Creator: Martin Pettitt
- 1.03 Let's find out more about today's Australia
<https://www.youtube.com/watch?v=TzAtaZg6ljo>
 Image URL: <http://bit.ly/1iruOHP> Creator: Michael Coghlan
- 1.04 Australia's changing workforce
<http://media.amp.com.au/phoenix.zhtml?c=219073&p=irol-reportsNATSEMArticle&ID=2076397>
 Image URL: <http://bit.ly/1M81Cil> Creator: Michael Coghlan

WHAT'S HAPPENING ON THE EMPLOYMENT SCENE?

- 1.05 Challenge of Change – 2015 Intergenerational Report
<http://www.challengeofchange.gov.au/TheIGR/>
 Image: Reproduced With Permission Australian Government
- 1.06 Workforce Insights questions
<http://www.clarius.com.au/blog/workforce-insights-bernard-salt/>
 Image: USQ
- 1.07 Questions to be answered
 Image: USQ
- 1.08 Going Places!
<http://www.schooltube.com/video/256265dcb93b4a1cc70d/Oh-the-Places-Youll-GO-by-Dr-Seuss>
 ACTIVITIES ICON:
http://www.seussville.com/activities/OTP_WordSearch_2.pdf
http://www.seussville.com/activities/OTP_Maze.pdf
 Image URL: <http://shutr.bz/1ObFJCj> Creator: Nicolas Raymond

BUILD YOUR CAREER PROFILE

- 1.09 Knowing your strengths – watch the video, register and start the quiz online
<http://www.myworldofwork.co.uk/landing-mystrengths>
 Image: USQ
- 1.10 Choices – create a report online
<http://www.careercentre.dtwd.wa.gov.au/toolsandresources/Pages/Choices.aspx>
 Image: Reproduced With Permission Department of Training and Workforce Development (Government of Western Australia)
- 1.11 Knowing yourself – complete activities online
<http://www.careercentre.dtwd.wa.gov.au/careerplanning/knowingyourself/Pages/KnowingYourself.aspx>
 Image: Reproduced With Permission Department of Training and Workforce Development (Government of Western Australia)
- 1.12 Career possibility generator –complete online
<http://www.careercentre.dtwd.wa.gov.au/occupations/Pages/CareerPossibilityGenerator.aspx>
 Image: Reproduced With Permission Department of Training and Workforce Development (Government of Western Australia)
- 1.13 My skills summary – myfuture – complete your skills summary online
<http://myfuture.edu.au/mycareerprofile/skills?activityid=41>
 Image: USQ
- 1.14 Career Quiz – complete online
<http://joboutlook.gov.au/careerquiz.aspx>
 Image: USQ

IT'S ALL ABOUT YOU

- 1.15 Skills Card game –complete online and activity
http://www.windmillsonline.co.uk/interactive/section_1/subsection_2/game/page2.php
 Image: USQ
- 1.16 T shirt activity
<http://www.tagxedo.com/app.html>
 Image: USQ
- 1.17 Will Smith on self-belief
<http://www.feelingsuccess.com/will-smiths-wisdom-on-tavis-smiley-interview/>
<http://video.pbs.org/video/1869183414/>
 Image URL: <http://bit.ly/1EZgkc5> Creator: Thomas Hawk

- 1.18 Create a Wordle of your personal skills and talents
<http://www.tagxedo.com/app.html>
 Image: USQ
- 1.19 My values summary - myfuture
<http://myfuture.edu.au/mycareerprofile/values>
 Image: USQ
- 1.20 Who Am I?
http://www.mindtools.com/pages/article/newCDV_97.htm
 Image: USQ

INFLUENCE OF OTHERS

- 1.21 Career Tree activity
 Image: USQ
- 1.22 Access your allies through Networking
<https://www.youtube.com/watch?v=GeFQjVP-Vxc>
 Image URL: <http://bit.ly/1M82unh> Creator: Kevin Dooley
- 1.23 Mentoring
<https://www.youtube.com/watch?v=dZo6GYBdirs>
 Image URL: <http://bit.ly/1OSgQZC> Creator: Brian Ujiie
- 1.24 Volunteering
<http://www.abc.net.au/acedayjobs/cooljobs/profiles/s1714023.htm>
 Image URL: <http://bit.ly/1LdunMd> Creator: Kristin Baldeschwiler
- 1.25 Work experience
<http://www.usq.edu.au/SocialHub/study-work/2014/06/work-experience>
 Image: USQ
- 1.26 Student's Guide to Work experience – be prepared activity
<https://www.youtube.com/watch?v=qjYhOMDW0yw>
 Image URL: <http://bit.ly/1KmWK9U> Creator:

CHANGE AND GROWTH

- 1.27 Believe in yourself
<https://www.youtube.com/watch?v=AjZOKbJcav0>
 Image URL: <http://bit.ly/1EZh8xU> Creator: Denny Mont
- 1.28 Chase your Dreams
<https://www.youtube.com/watch?v=IPM2K6mlymE>
 Image URL: <http://bit.ly/1Kc6BOs> Creator: Ian Sanderson
- 1.29 Change your mind
<https://www.youtube.com/watch?v=zsRzD-aRybQ>
 Image URL: <http://bit.ly/1KbxShT> Creator:
- 1.30 Live without limits
https://www.youtube.com/user/passiveaggressions?sub_confirmation=1
 Image URL: <http://bit.ly/1gnB3KO> Creator: Lisa Rama
- 1.31 Master your elevator pitch
<https://www.pinterest.com/source/realbusiness.com/>
 Image: USQ
- 1.31b I want to be when I grow up activity
 Image: USQ

THINGS TO CONSIDER WHEN CHOOSING SUBJECTS

- 1.32 Bullseye posters - myfuture
<http://myfuture.edu.au/tools-and-resources/learning-tools-for-secondary-students/bullseye-posters-explore-occupations-by-school-subject>
 Image: USQ
- 1.33 Subject choices – World of Work
<http://www.myworldofwork.co.uk/content/help-what-subjects-should-i-choose>
 Image URL: <http://bit.ly/1LvbFeU> Creator:
- 1.34 QTAC – Starting your journey
<http://www.qtac.edu.au/about-qtac/publications>
 Image: Reproduced With Permission Queensland Tertiary Admissions Centre

2: EXPLORING MY CAREER

SETTING THE SCENE

- 2.01 Next generation chasing dying careers
<http://www.abc.net.au/news/2015-08-24/next-generation-chasing-dying-careers/6720528>
 Image URL: <http://bit.ly/1OSinyJ> Creator: Ricardo Diaz
- 2.02 My Skills Summary – myfuture complete online
<http://myfuture.edu.au/mycareerprofile/skills?activityid=41>
 Image: USQ
- 2.03 Career planning
<http://www.careercentre.dtwd.wa.gov.au/CareerPlanning/Pages/CareerPlanning-4StepPlanningProcess.aspx>
 Image: USQ

LIFELONG LEARNING

Image URL: <http://bit.ly/1OSj0s8> Creator:

CASE STUDY

Image: USQ

CAREER INFORMATION SOURCES

- 2.04 Browse occupations- myfuture – complete online
<http://myfuture.edu.au/getting-started/explore-different-occupations>
 Image: USQ
- 2.05 My Big Tomorrow
<http://www.mybigtomorrow.com.au/>
 Image: Reproduced With Permission The University Of Newcastle Australia
- 2.06 Where's that job? Career Finder
 Image: USQ
- 2.07 Find out! and explore occupations
<http://www.careercentre.dtwd.wa.gov.au/occupations/Pages/OccupationExplorer.aspx>
 Image: Reproduced With Permission Department of Training and Workforce Development (Government of Western Australia)

JOB SEARCH

Job Outlook
<http://joboutlook.gov.au/alpha.aspx>
 Image: Reproduced With Permission Department of Employment Australian Government

SEEK.com
www.seek.com.au
 Image: Reproduced With Permission SEEK

CareerOne
www.careerone.com.au Image: Reproduced With Permission CareerOne

INDEED
www.indeed.com.au Image: USQ

ETHICAL JOBS
www.ethicaljobs.com.au
 Image: Reproduced With Permission Ethicaljobs.com.au

PRO BONO AUSTRALIA
www.probonoaustralia.com.au/#
 Image: Reproduced With Permission Pro Bono Australia

CAREER JET
www.careerjet.com.au
 Image: Reproduced With Permission Career Jet

QUEENSLAND GOVERNMENT
www.smartjobs.qld.gov.au
 Image: USQ

APS JOBS
<https://www.apsjobs.gov.au/index.aspx> Image: USQ

AUSTRALIAN APPRENTICESHIP PATHWAYS
<http://www.aapathways.com.au/Home>
 Image: Reproduced With Permission Industry Training Australia

COURSE SEARCH

USQ
<http://www.usq.edu.au/> Image: USQ

TAFE
www.tafe.qld.gov.au Image: USQ

THE GOOD UNIVERSITIES GUIDE

<http://www.gooduniversitiesguide.com.au/>
 Image: Reproduced With Permission Hobsons

COMPARE COURSES

www.comparecourses.com.au
 Image: Reproduced With Permission Compare Courses

QILT – Quality indicators for learning and teaching

<http://www.qilt.edu.au/>
 Image: USQ

STUDY ASSIST

www.studyassist.gov.au/sites/StudyAssist
 Image: USQ

QTAC

www.qtac.edu.au
 Image: Reproduced With Permission Queensland Tertiary Admissions Centre

MYFUTURE

www.myfuture.edu.au
 Image: USQ

PATHWAYS

- 2.11 Career Pathways Image: USQ
- 2.12 Bullseye posters
<http://myfuture.edu.au/tools-and-resources/learning-tools-for-secondary-students/bullseye-posters-explore-occupations-by-school-subject>
- 2.13 Pathways to University
<http://www.usq.edu.au/study/degrees/pathway-programs> Image: USQ
- 2.14 Australian Qualifications Framework (AQF)
<http://www.aqf.edu.au/aqf/in-detail/aqf-levels/>

THE LABOUR MARKET AND YOU

- 2.15 Australian Jobs 2015
<http://docs.employment.gov.au/documents/australian-jobs-2015-publication>
- 2.16 Job Outlook
<http://joboutlook.gov.au/alpha.aspx>
 Image: Reproduced With Permission Department of Employment Australian Government
- 2.17 Labour Market Information - myfuture
<http://myfuture.edu.au/explore-careers/find-out-about-industries/latest-labour-market-information>
 Image: USQ
- 2.18 Informational Interviewing
<http://jobsearch.about.com/video/What-Is-an-Informational-Interview-.htm>
 Image: USQ
- 2.19 Labour Market Information Portal
<http://lmip.gov.au/>
 Image: Reproduced With Permission Department of Employment Australian Government
- 2.20 How much does this occupation earn? Payscale – Australian salaries
<http://www.payscale.com/research/AU/Country=Australia/Salary>
 Image: Reproduced With Permission PayScale
- 2.21 Payscale salary- Carpentry
http://www.payscale.com/research/AU/Job=Carpenter/Hourly_Rate
 Image: USQ
- 2.22 Dos and Don'ts of Informational Interviews
 URL <https://www.youtube.com/watch?v=ixbhtm8l0sl>
 Image: USQ
- 2.23 What to do in an Informational Interview?
<https://www.youtube.com/watch?v=wZor7bWEIXc> Image: USQ
- 2.24 Skills Shortage List investigation
<https://employment.gov.au/skill-shortages>
 Image: USQ
- 2.25 A Clinical Psychologist earns approximately \$48,480 to \$143, 811 per year
<http://www.payscale.com/research/AU/Job=Psychologist/Salary>
 Image: USQ
- 2.26 Explore future prospects of various industries
<http://joboutlook.gov.au/industry.aspx>
 Image: USQ

3: MANAGING MY CAREER

SETTING THE SCENE

- 3.01 Career planning
<http://www.careercentre.dtwd.wa.gov.au/careerplanning/Pages/CareerPlanning.aspx>
 Image: Reproduced With Permission Department of Training and Workforce Development (Government of Western Australia)
- 3.02 Resilience
<http://www.theresilienceprogramme.co.uk/resilience-content/our-introduction-resilience>
 Image: USQ
- 3.03 Quote Image: USQ
- 3.04 Create your Career profile – myfuture – complete online
<http://myfuture.edu.au/getting-started/what-is-a-career/what-could-your-career-include>
 Image: USQ

SETTING GOALS AND BEING ADAPTABLE

- 3.05 The Magic Triangle
 Image: USQ
- 3.06 Planning for change – consider your study plans
 Image: USQ

MAKING INFORMED CAREER DECISIONS

- 3.07 Finish Year 12... Now what?
<http://social.usq.edu.au/motivationals/2015/07/finished-year-12>
 Image: USQ
- 3.08 Decision making cycle
 Image: USQ
- 3.09 Making decisions – complete online
<http://www.careercentre.dtwd.wa.gov.au/CareerPlanning/Pages/MakingDecisions.aspx>
 Image: Reproduced With Permission Department of Training and Workforce Development (Government of Western Australia)
- 3.10 Choosing careers in high school
<https://www.usq.edu.au/SocialHub/study-work/2014/10/steph-choosing-careers-high-school>
 Image URL: <http://bit.ly/1LdvWcY> Creator: Dan Moyle
- 3.11 I'm in Years 7-10: what's my future?
<http://www.makeyourmark.edu.au/my-future/what-do-i-want-do-with-my-life/im-in-years-7-10/>
 Image URL: <http://bit.ly/1Lvd4BZ> Creator: See-ming Lee
- 3.12 I'm in Year 11 or 12: what next?
<http://www.makeyourmark.edu.au/my-future/what-do-i-want-do-with-my-life/im-in-year-11-or-12-what-next/>
 Image URL: <http://bit.ly/1VZe2hx> Creator: Mendee

WHAT ARE EMPLOYERS LOOKING FOR?

- 3.13 Employability skills
<http://myfuture.edu.au/getting-started/what-is-a-career/what-are-employability-skills>
 Image: USQ
- 3.14 What employers want (full suite of employability skills)
https://www.youtube.com/results?search_query=what+employers+want+cwyts
 Image URL: <http://bit.ly/1FJCxps> Creator: Petteri Sulonen
- 3.15 Enthusiasm
<https://www.youtube.com/watch?v=Z5S0wSFKdX8>
 Image URL: <http://bit.ly/1KmZpjW> Creator: Prayitno Hadinata
- 3.16 Communication
https://www.youtube.com/watch?v=_PIWa9--gpM
 Image URL: <http://bit.ly/1KmZHaD> Creator: Eduard Titov
- 3.17 Teamwork
<https://www.youtube.com/watch?v=Y0ZeDu5aSu0>
 Image URL: <http://bit.ly/1URSX60> Creator: Glen Forde
- 3.18 Planning & organisation
<https://www.youtube.com/watch?v=Kpa0QlPiDgM>
 Image URL: <http://bit.ly/1J94Bmm> Creator:
- 3.19 Problem solving
<https://www.youtube.com/watch?v=3rw6sl08dYU>
 Image URL: <http://bit.ly/1KcbYxc> Creator: Ilmicrofono Oggiono
- 3.20 Self-management
<https://www.youtube.com/watch?v=BveBTgw-egl>
 Image: USQ

- 3.21 Initiative & enterprise
<https://www.youtube.com/watch?v=RKUzqPVh7As>
 Image URL: <http://bit.ly/1M84Z9j> Creator: Dane Lawler
- 3.22 Technology Skills
<https://www.youtube.com/watch?v=q12W0mDU2uo>
- 3.23 Presentation
<https://www.youtube.com/watch?v=hHjnuRdVAS0>
 Image URL: <http://bit.ly/1Mo55fU> Creator: M.G. Kafkas
- 3.24 Lifelong learning
<https://www.youtube.com/watch?v=gW9NbPUt99w>
 Image URL: <http://bit.ly/1KccE5D> Creator: Maria Fleischmann
- 3.25 Understanding your skills
<http://social.usq.edu.au/how-to/2015/07/understanding-your-skills>
 Image: USQ
- 3.26 Work Matters
<https://www.youtube.com/watch?v=bn5BipWtuKg&feature=youtu.be>
 Image URL: Title: Creator:

LOOKING FOR WORK?

- 3.27 Why volunteer?
<http://social.usq.edu.au/study-tips/2015/07/phoenix-cartoons-s02e06>
 Image: USQ
- 3.28 Know your rights and entitlements at work
<http://www.fairwork.gov.au/>
 Image: USQ
- 3.29 Starting your job search –myfuture
<http://myfuture.edu.au/change-direction/preparing-to-apply-for-jobs/starting-your-job-search>
 Image: USQ
- 3.30 From page to wage – launching your career
<http://social.usq.edu.au/study-work/2015/07/page-to-wage>
 Image: USQ
- 3.31 Tagged – what you do online can stay with you for life
<https://www.esafety.gov.au/education-resources/classroom-resources/tagged>
 Image: Reproduced With Permission Office of the Children's eSafety Commissioner Australian Government
- 3.32 Watch the Online videos supporting young workers starting work and other resources
<https://employment.gov.au/generation-success-resources-young-workers>
 Image: Reproduced With Permission Department of Employment Australian Government
- 3.33 How many and where are the jobs? - Labour Market Information
<http://lmip.gov.au/>
 Image: Reproduced With Permission Department of Employment Australian Government
- 3.34 How to get that job? Including Job hunting, Resumés, Cover letters and Interviews
<http://www.careers.govt.nz/how-to-get-a-job/>
 Image: Reproduced With Permission Careers New Zealand

WORK EXPERIENCE

- 3.35 Work Matters – three young people on work experience
<https://www.youtube.com/watch?v=bn5BipWtuKg&feature=youtu.be>
 Image URL: Title: Creator:
- 3.36 Work experience
<http://www.myworldofwork.co.uk/section/work-experience>
 Image URL: Title: Creator:
- 3.37 The right start: Building safe work for young workers
<https://www.worksafe.qld.gov.au/forms-and-resources/films/the-right-start-building-safe-work-for-young-workers>
 Image: Reproduced With Permission Workplace Health and Safety Electrical Safety Office Queensland Government
- 3.38 Worksafe Victoria
<http://www.worksafe.vic.gov.au/safety-and-prevention>
 Image: Reproduced With Permission WorkSafe Victoria
- 3.39 Undertake Safety Sense certificate online- Workplace Health and Safety
 URL <http://www.deir.qld.gov.au/workplace/pdfs/safetysense/>
 Image: Reproduced With Permission Queensland Department of Industrial Relations
- 3.40 APS Cadetships, scholarships and work experience opportunities
<http://www.australia.gov.au/information-and-services/jobs-and-workplace/australian-government-jobs/cadetships-scholarships-work-experience>
 Image: USQ

3: MANAGING MY CAREER

- 3.41 What employers want
https://www.youtube.com/results?search_query=what+employers+want+cwys
 Image URL: <http://bit.ly/1J97UtM> Creator: Petteri Sulonen
- 3.42 Workplace Health & Safety for work experience students with disabilities
<https://www.eduweb.vic.gov.au/edulibrary/public/video/jobwelldone.mp4>
- 3.43 Reflections on your work experience
<http://industry.gov.au/skills/ForTrainingProviders/CoreSkillsForWorkDevelopmentalFramework/Documents/CSFW%20-%20Reflection.pdf>
 Image: Reproduced With Permission Department of Employment Australian Government

CAREER PORTFOLIO AND RESUME

- 3.44 Creating a Resumé that stands out – complete online
<http://www.myfuture.edu.au/change-direction/preparing-to-apply-for-jobs/creating-a-resume-that-stands-out>
 Image: USQ
- 3.45 Use Action words for maximum impact in your Resumé
<http://myfuture.edu.au/getting-started/prepare-to-apply-for-jobs/create-a-resume-that-stands-out/action-words>
 Image: USQ
- 3.46 Your Resumé Recipe slideshare
<http://social.usq.edu.au/how-to/2015/06/resume-recipe>
 Image: USQ
- 3.47 Resumé tips and tricks
<http://social.usq.edu.au/how-to/2015/01/resume-tips-tricks>
 Image: USQ
- 3.48 Apps for Career Help
<http://www.slideshare.net/usqedu/get-that-job-from-your-pocket?ref=>
 Image: USQ
- 3.49 Career video series
<http://www.usq.edu.au/socialhub/study-work/2015/05/career-quick-tips>
 Image: USQ
- 3.50 Sample resumé
<http://career-advice.careerone.com.au/resume-cover-letter/sample-resume/jobs.aspx>
 Image: Reproduced With Permission CareerOne
- 3.51 Online Resumé Builder – complete online
<http://www.careercentre.dtwd.wa.gov.au/ToolsAndResources/ResumeBuilder/Pages/ResumeBuilder.aspx>
 Image: Reproduced With Permission Department of Training and Workforce Development (Government of Western Australia)
- 3.52 Sample resumé and cover letters
<http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs/sample-resumes-and-cover-letters>
 Image: Reproduced With Permission Youth Central State Government of Victoria
- 3.53 How to make a video Resumé
<https://www.youtube.com/watch?v=ktOVRs3XM>
 Image URL: <http://bit.ly/1KbHrxx> Creator: Bob Beklan
- 3.54 Sample Resumé and Cover Letters- complete online
<http://www.careerfaqs.com.au/careers/sample-resumes-and-cover-letters/>
 Image: USQ

- 3.55 Resumé Dos and Don'ts
<https://www.youtube.com/watch?v=7bQqMTAH4TI>
 Image: USQ
- 3.56 Resumé Dos and Don'ts
<https://www.youtube.com/watch?v=WUCuWVWNKIA>
 Image: USQ
- 3.57 Online Resumé builder complete online
<https://www.careers.govt.nz/tools/cv-builder/>
 Image: Reproduced With Permission Careers New Zealand

HOW TO WRITE APPLICATIONS

- 3.58 Finally finding that job Blog
<http://www.usq.edu.au/socialhub/study-work/2015/05/kim-finally-landing-that-job>
 Image: USQ
- 3.59 Preparing for your interview
<http://www.usq.edu.au/socialhub/study-work/2015/05/career-quick-tips>
 Image: USQ
- 3.60 Addressing selection criteria
<http://www.apsc.gov.au/publications-and-media/current-publications/cracking-the-code/factsheet5>
 Image: USQ
- 3.61 Use social media to energise your career
<http://career-advice.careerone.com.au/career-development/professional-development/social-media-energise-your-career/article.aspx>
 Image: USQ
- 3.62 Think about your social footprint
<http://www.usq.edu.au/socialhub/study-technology/2014/07/social-footprint>
 Image: USQ
- 3.63 Prepare to apply for jobs – myfuture - complete online
<http://myfuture.edu.au/getting-started/prepare-to-apply-for-jobs>
 Image: USQ
- 3.64 Writing a good Cover letter
<https://www.youtube.com/watch?v=YnxxL6txpQ8>
 Image: USQ
- 3.65 Australian JobSearch – finding that job!
<http://www.jobsearch.gov.au/>
 Image: USQ

THE JOB INTERVIEW

- 3.66 Preparing for your interview
<http://myfuture.edu.au/getting-started/prepare-to-apply-for-jobs/job-interview-tips>
 Image: USQ
- 3.67 The Job Interview
<http://social.usq.edu.au/study-tips/2015/05/phoenix-cartoons-s02e04>
 Image: USQ
- 3.68 Interview Tips
<http://social.usq.edu.au/how-to/2015/01/interview-tips>
 Image: USQ
- 3.69 The Dos and Don'ts of Job Interviews
<http://www.usq.edu.au/socialhub/study-work/2014/07/tom-dream-job>
 Image: USQ

- 3.70 Preparing for interviews and questions to ask – complete online
<http://www.careers.govt.nz/how-to-get-a-job/>
 Image: Reproduced With Permission Australian Government
- 3.71 First impressions
<http://www.usq.edu.au/socialhub/study-work/2015/07/alex-first-impressions>
 Image: USQ
- 3.72 Preparing interview questions
 Image: USQ
- 3.73 How to market yourself
<http://myfuture.edu.au/getting-started/prepare-to-apply-for-jobs/how-to-market-yourself>
 Image: USQ

ACTION PLANNING

- 3.74 Student Connect QCAA
<https://studentconnect.qcaa.qld.edu.au/>
 Image: Reproduced With Permission Queensland Government
- 3.75 Deadly Pathways
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- 3.76 Making your mark
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<http://www.careercentre.dtwd.wa.gov.au/CareerPlanning/Pages/TakingAction.aspx>
 Image: Reproduced With Permission Department of Training and Workforce Development (Government of Western Australia)
- 3.78 My Big Tomorrow
<http://www.mybigtomorrow.com.au/>
 Image: Reproduced With Permission University of Newcastle Australia
- 3.79 The important thing is not to stop questioning. Curiosity has its own reason for existing. Albert Einstein Image: USQ
- 3.80 How to make career transitions
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- 3.82 Career tips and ideas – Networking
<http://careers.vic.gov.au/exploration/theworld>
 Image URL: <http://bit.ly/1Kjjeo2> Creator: Louish Pixel
- 3.83 Benefits of Networking
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- 3.84 What is LinkedIn?
<https://www.youtube.com/user/LinkedIn>
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- 3.85 Using LinkedIn effectively
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- 3.86 Apps to help get jobs
<http://www.usq.edu.au/socialhub/study-work/2015/01/get-that-job>
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- 3.87 Australian Apprenticeships Pathways
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 - 3.88 Starting your own business
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 - 3.89 Volunteering tips
<http://www.usq.edu.au/socialhub/uni-lifestyle/2014/09/volunteering-tips>
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 - 3.90 How can volunteering help me get a job?
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 Image URL: <http://bit.ly/1QdZWVG> Creator: Michael J. Nevins
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 - 3.94 myfuture occupation videos
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 - 3.95 Starting a Business – government assistance
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 Image: USQ
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 Image: Reproduced With Permission Careers New Zealand
 - 3.97 Real Opportunities – Australian Apprenticeships
<https://www.youtube.com/watch?v=rqOpdjfSgK8&list=PL9CC4BF1401DCAD30>
 Image: Reproduced With Permission Industry Training Australia
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- 4.01 Top 10 new future jobs
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 Image URL: <http://bit.ly/1URW9ia> Creator: Alisa Perne
 - 4.02 Careers in 2030
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 - 4.04 10 most needed jobs in the future
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<http://www.coursefinder.com.au/blog/10-quirky-jobs-that-will-exist-by-2030/> Image URL: Title: Creator:
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- 4.20 Centrelink -Youth Allowance
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 Image: Reproduced With Permission Department of Human Services Australian Government
 - 4.21 ATO – Tax file number
<https://www.ato.gov.au/individuals/tax-file-number/apply-for-a-tfn/australian-residents---tfn-application/> Image: USQ
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 - 4.25 RACQ free2go
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 - 4.31 USQ Scholarships
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 - 4.32 Smiling Mind
<http://smilingmind.com.au/my-smiling-mind/>
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 - 4.33 Coping skills
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 - 4.40 Letzlive Gap Year programs
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APPENDIX 3:

ACTIVITIES



1.01 1 OF 1

DID YOU KNOW?

Did You Know? Originally started out as a PowerPoint presentation for a staff meeting in August 2006 at Arapahoe High School in Centennial, Colorado, United States. The presentation "went viral" on the Web in February 2007 and, as of June 2007, had been seen by at least 5 million online viewers. Today the old and new versions of the online presentation have been seen by at least 20 million people, not including the countless others who have seen it at conferences, workshops, training institutes, and other venues, including previous Sony conferences in Singapore.

Watch the video. Answer the following questions relating to some main points:

1. Who will soon be the number one English speaking country in the world?

2. Which country has 25% of its population with the highest IQ?

3. When did the top 10 jobs in 2010 not exist?

4. Why do you think this is so?

5. What does the video suggest we are "**currently preparing students for**"?

6. How long have current employees been with their current employers?

7. If it were a country, which would be the third largest country in the world?

8. What is suggested is doubling every 2 years?

9. What is the result of students starting 4 year technical degrees by their third year?

10. So what does it all mean? Write your interpretation of this video

1.07 1 OF 1

WORKFORCE INSIGHTS

After watching the “Workforce Insights” video clip (page 5), answer the following questions:

1. What is the single biggest shift in the Australian labour market over the past 30 years and what has this meant?

2. What are the three biggest labour market changes to expect over the next 10 years?

3. What sort of impact is the aging population likely to have on the Australian workforce?

4. What will the office of the future look like?

5. What are the main attributes the office worker of the future will need to have?

1.15 1 OF 3

Which are your STRENGTHS???

There are so many people in this world and we are all different!!!

WE ALL have strengths and they are all different strengths.

We each have these strengths in different combinations.

Look at the following personal STRENGTHS.

TO DO:

- Choose 3 STRENGTHS
- Give an example as to when you display this STRENGTH

For example:

Team Player- When my team plays Football on Saturday, I'm always at every game

<p>Athletic</p> 	<p>Caring</p> 
<p>Team Player</p> 	<p>Proud</p> 
<p>Social</p> 	<p>Energetic</p> 
<p>Open</p> 	

1.15 2 OF 3

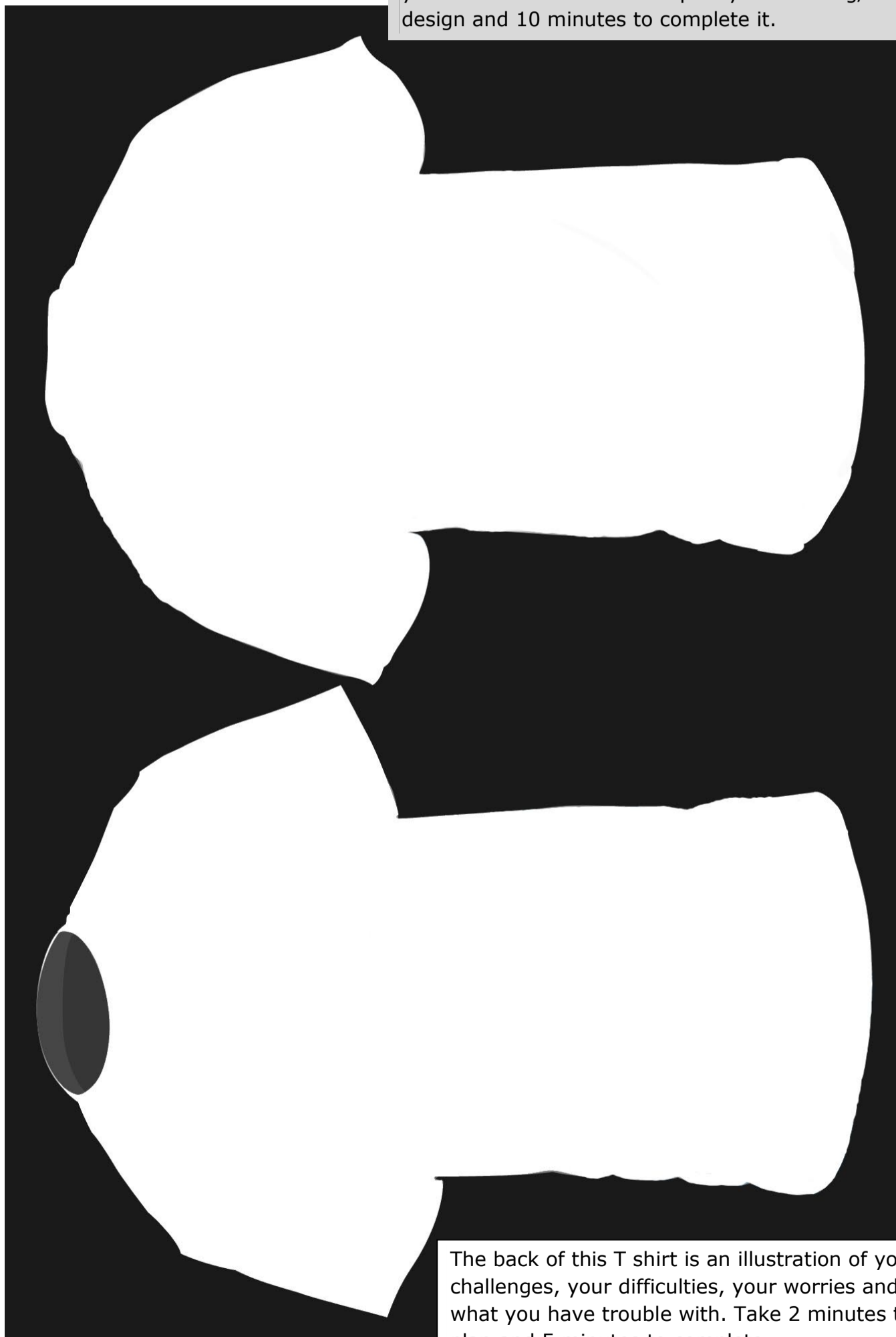
<p>Confident</p> 	<p>Outgoing</p> 
<p>Enthusiastic</p> 	<p>Communicator</p> 
<p>Negotiator</p> 	<p>Organised</p> 
<p>Adventurous</p> 	<p>Logical</p> 
<p>Leader</p> 	<p>Creative</p> 
<p>Powerful</p> 	<p>Honest</p> 

1.15 3 OF 3

<p>Friendly</p> 	<p>Compassionate</p> 
<p>Influential</p> 	<p>Focused</p> 
<p>Courageous</p> 	<p>Strong</p> 
<p>Persistent</p> 	<p>Curious</p> 
<p>Industrious</p> 	<p>Individual</p> 
<p>Decisive</p> 	<p>Patient</p> 

1.16 1 OF 1

The front of this T-shirt is used to describe you! Use words, pictures, colours or patterns to describe yourself. Take 5 minutes to plan your drawing/design and 10 minutes to complete it.



The back of this T shirt is an illustration of your challenges, your difficulties, your worries and what you have trouble with. Take 2 minutes to plan and 5 minutes to complete

1.18 1 OF 5

Personal Skills and Talents

1. Read the following skills, talents and interests
2. Tick those which best suit you
3. Use your identified words to create a WORDLE on the *Tagxedo* website

Which terms best describe you? Think about the personal qualities listed below. Then in the appropriate column rate yourself on these qualities.

Use the scale: 1= none of the time 2 = some of the time 3 = most of the time

PERSONAL QUALITIES	✓	PERSONAL QUALITIES	✓
Approachable	<input type="checkbox"/>	Honest	<input type="checkbox"/>
A sense of humour	<input type="checkbox"/>	Know my own mind	<input type="checkbox"/>
Attention seeking	<input type="checkbox"/>	Loyal	<input type="checkbox"/>
Committed	<input type="checkbox"/>	Motivated	<input type="checkbox"/>
Confident	<input type="checkbox"/>	Optimistic	<input type="checkbox"/>
Consistent	<input type="checkbox"/>	Positive	<input type="checkbox"/>
Competitive	<input type="checkbox"/>	Punctual	<input type="checkbox"/>
Cooperative	<input type="checkbox"/>	Reliable	<input type="checkbox"/>
Courteous	<input type="checkbox"/>	Respectful	<input type="checkbox"/>
Diligent	<input type="checkbox"/>	Responsible	<input type="checkbox"/>
Efficient	<input type="checkbox"/>	Shy	<input type="checkbox"/>
Enthusiastic	<input type="checkbox"/>	Sincere	<input type="checkbox"/>
Erratic	<input type="checkbox"/>	Thoughtful	<input type="checkbox"/>
Good at organising	<input type="checkbox"/>	Tough	<input type="checkbox"/>
Friendly	<input type="checkbox"/>	Witty	<input type="checkbox"/>
Fun to be with	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>

1.18 2 OF 5

Strengths and Weaknesses

Identify your strengths by ticking those which are most like you!

Add to the list any others you can think of.

AREAS OF PERSONAL STRENGTH	✓	AREAS OF PERSONAL STRENGTH	✓
Good at making decisions		Can demonstrate initiative	
Confident with computers		Good at thinking up new ideas	
Good at solving problems		Good negotiator	
Can manage time well		Good at leading people	
Good at organising		Good at presenting a logical argument	
Can get on with people		Can multi-task	
Good in a crisis		Good at listening to people	
Can communicate clearly		Open-minded	
Confident public speaker		Love animals	
Good at working with people in a team		Artistic	
Can communicate in a foreign language		Outgoing	
Good maths skills		Adventurous	
Creative		Pays attention to detail	
Understanding		Team player	
Love the outdoors		Committed	
Able to influence people		Likes to complete tasks	
Enthusiastic			
Good with using my hands			
Caring			
Focussed			
Imaginative			
Positive thinker			

1.18 3 OF 5

Improvements

.....now to think of areas which may need improvement. **Use the following**

1 = Regularly display this behaviour. 2 = Sometimes. 3 = Rarely display this behaviour.

AREAS THAT NEED IMPROVEMENT	✓
Shy when meeting new people	
Find change difficult	
Have trouble organising myself	
Easily distracted	
Am sometimes short tempered	
Can be attention seeking	
Sometimes act on impulse	
Can become too focused on one activity	
Can be pessimistic at times	

What can I do to improve these areas?

1.18 4 OF 5

Interests

What are your main interests/hobbies? Tick five items that relate to you.

INTERESTS / HOBBIES	✓
Sport	<input type="checkbox"/>
Surf life saving	<input type="checkbox"/>
Surfing, body boarding, wind surfing	<input type="checkbox"/>
Sailing	<input type="checkbox"/>
Water sports eg; skiing, wake boarding	<input type="checkbox"/>
Model Making	<input type="checkbox"/>
Cooking	<input type="checkbox"/>
Horse riding, pony club	<input type="checkbox"/>
Socialising with friends	<input type="checkbox"/>
Listening to music	<input type="checkbox"/>
Caring for animals	<input type="checkbox"/>
Camping	<input type="checkbox"/>
Fishing	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Bike riding	<input type="checkbox"/>
Skate boarding / rollerblading	<input type="checkbox"/>
Motocross	<input type="checkbox"/>
Martial Arts	<input type="checkbox"/>

INTERESTS / HOBBIES	✓
Shopping	<input type="checkbox"/>
Crafts	<input type="checkbox"/>
Art	<input type="checkbox"/>
Photography	<input type="checkbox"/>
Voluntary community work	<input type="checkbox"/>
Playing an instrument	<input type="checkbox"/>
Programming computers	<input type="checkbox"/>
Hiking	<input type="checkbox"/>
Youth group	<input type="checkbox"/>
Church group	<input type="checkbox"/>
Sewing	<input type="checkbox"/>
Scrap booking	<input type="checkbox"/>
Internet games	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

1.18 5 OF 5

Extra Curricular Activities

Which other activities do you participate in? e.g. sports coaching

SPORT		SCHOOL ACTIVITIES
<input type="checkbox"/> Athletics	<input type="checkbox"/> Hockey	<input type="checkbox"/> Debating or Mooting
<input type="checkbox"/> Swimming	<input type="checkbox"/> Softball	<input type="checkbox"/> Public Speaking Competitions
<input type="checkbox"/> Cross country running	<input type="checkbox"/> Baseball	<input type="checkbox"/> Student Representative Council
<input type="checkbox"/> Tennis	<input type="checkbox"/> Gymnastics	<input type="checkbox"/> Maths Competition
<input type="checkbox"/> Basketball	<input type="checkbox"/> Cricket	<input type="checkbox"/> English Competition
<input type="checkbox"/> Netball	<input type="checkbox"/> Rowing	<input type="checkbox"/> School Choirs
<input type="checkbox"/> Rugby Union	<input type="checkbox"/> Water polo	<input type="checkbox"/> Musical
<input type="checkbox"/> Rugby League	<input type="checkbox"/> Touch Football	<input type="checkbox"/> School Orchestras
<input type="checkbox"/> Australian Rules Football	<input type="checkbox"/> Equestrian events	<input type="checkbox"/> Instrumental Music
<input type="checkbox"/> Football/Soccer	<input type="checkbox"/> Weight Lifting	<input type="checkbox"/> Assisting with Assemblies
<input type="checkbox"/> Volleyball	<input type="checkbox"/> Archery	<input type="checkbox"/>
<input type="checkbox"/> Coaching teams	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUTDOOR EDUCATION		<input type="checkbox"/>
<input type="checkbox"/> Duke of Edinburgh	<input type="checkbox"/> Rock climbing	<input type="checkbox"/>
<input type="checkbox"/> Outdoor Education Camps	<input type="checkbox"/> Abseiling	<input type="checkbox"/>
<input type="checkbox"/> Bush walking	<input type="checkbox"/> Kayaking	<input type="checkbox"/>
<input type="checkbox"/> Orienteering	<input type="checkbox"/> Fishing	<input type="checkbox"/>
<input type="checkbox"/> Cattle Show Team	<input type="checkbox"/>	<input type="checkbox"/>

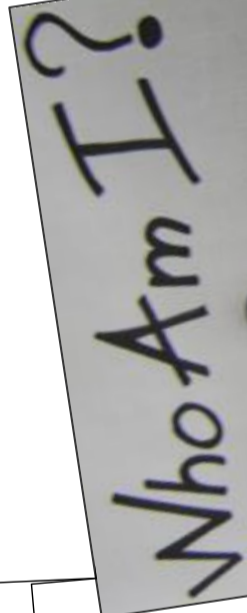
CULTURAL	COMMUNITY
<input type="checkbox"/> Instrumental Music	<input type="checkbox"/> Volunteering
<input type="checkbox"/> Orchestra member	<input type="checkbox"/> Door Knock Appeals
<input type="checkbox"/> Choir	<input type="checkbox"/> Fund raising activities
<input type="checkbox"/> Drama/Musical Productions	<input type="checkbox"/> Hospitality / Catering activities or events
<input type="checkbox"/> Cultural Exchange/Tours	<input type="checkbox"/> Work in family business/on family Property
<input type="checkbox"/> Dance	<input type="checkbox"/> Scout / Guide/Youth group
<input type="checkbox"/> Music/Art Festivals	<input type="checkbox"/>
<input type="checkbox"/> School Social events	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

1.20 1 OF 1

MY CULTURE IS.....

Do you like being around others or prefer being by yourself?

I like....



My values are.....

AM I A RISK TAKER?

OR

DO I AVOID TRYING NEW THINGS?

My **DREAM LIFESTYLE** looks like...

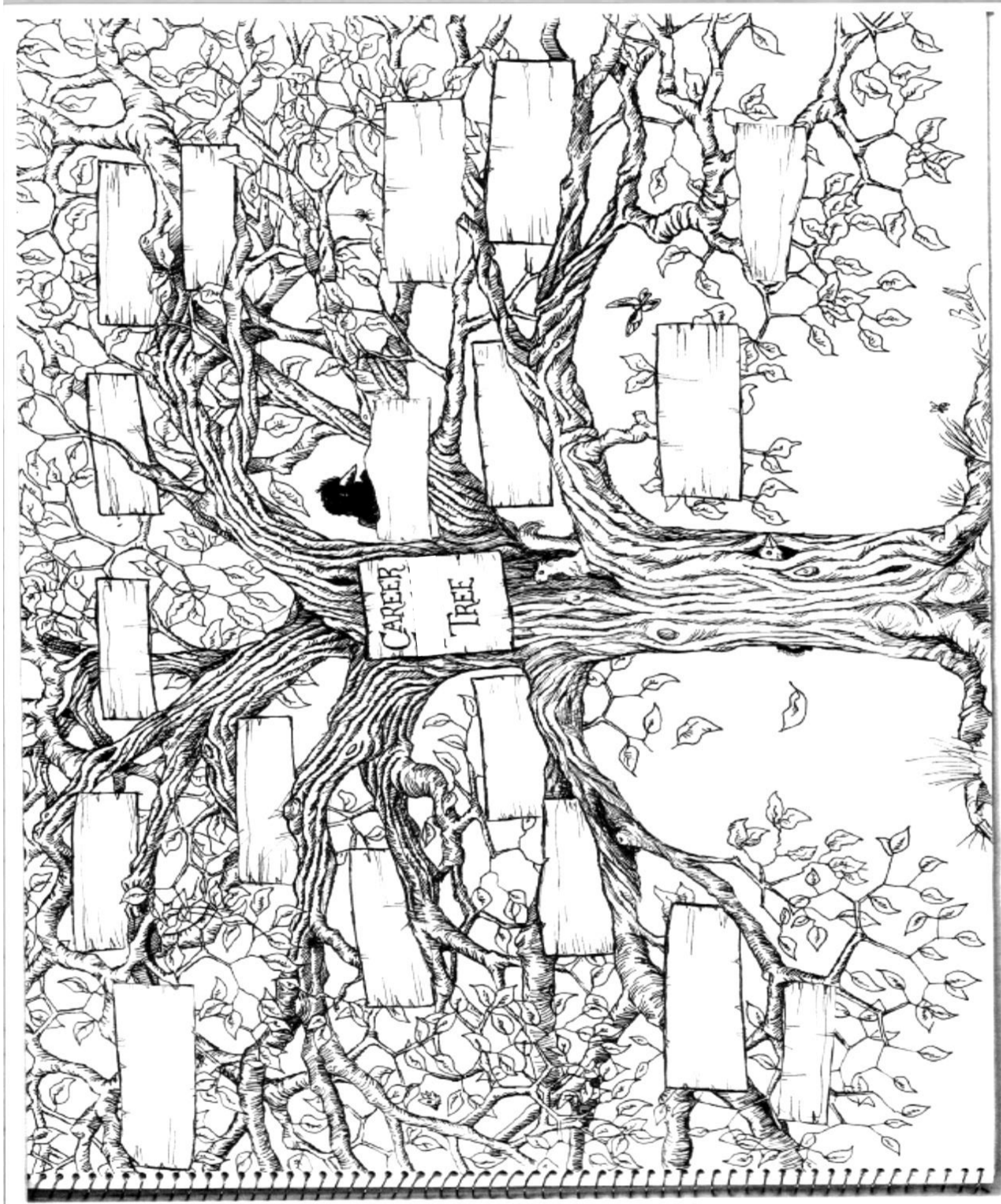
MY TALENTS AND STRENGTHS ARE....

In my free time I like to ...

OTHERS SEE ME AS

1.21 1 OF 1

People around us have a significant influence. Think of the relatives you have, the people your family knows or the people who live close by to you. Some of these have a notable influence on your life. Take note of the occupations that are around you. On each of the signs on the Career Tree, write the names of the occupations these people have.



Make a list of the three occupations that are most commonly around you:

1. _____ 2. _____ 3. _____

1.26 1 OF 3

SO, YOU'RE GOING ON WORK EXPERIENCE!
STUDENT CHECKLIST

Tasks to be Completed	Tick ✓ or Answer as Appropriate
1. What are the dates of my work experience?	
2. Ring the employer to confirm placement. Record phone number for later use. Do they want you to have a pre-placement interview? When is the Interview?	
3. Briefly, what will your tasks be while you are at work?	
4. What is the business' address?	
5. What are your hours of work?	
6. When do you take your breaks – morning tea? lunch?	
7. What dress standard is required? What will you need to wear?	
8. What type of transport are you going to take? How will you get there and home?	
9. If public transport, check the transport timetable to make sure you will arrive 10 – 15 minutes prior to time. Bus times? Train schedule?	
10. The name of the person to ask for when you arrive i.e. contact person.	
11. How do you address your supervisor? Work colleagues?	
12. When is your Orientation? What will be covered in this?	

1.26 2 OF 3

Tasks to be Completed	Tick ✓ or Answer as Appropriate
13. Organise to have the clothes you require clean and neatly pressed the night before.	
14. What shoes are you required to wear / going to wear?	
15. Your hair is clean, well groomed and in a style suitable for work! Do you need a haircut, if so when?	
16. Ask about lunch facilities. Do you need to take your own lunch? Will there be refrigerators to use? What arrangements have you made regarding lunch?	
17. What do you do in case of an accident?	
18. If there are any problems with your industry placement, who do your contact: At work- At school-	
19. Are you aware of the Code of Behaviour required of work experience participants at this work site? What are these expectations?	
20. If I am too ill <u>to go to</u> work, what should I do? Who should you call at work? At school?	
21. If you are ill <u>while you are at</u> work, what do you do?	
22. Have your Work experience contracts been signed by you and your parents/carer/the employer? Have they been returned to school?	
23. Use initiative but if you don't know anything ASK lots of questions - shows you're interested.	

1.26 3 OF 3

1. List at least **5 recommendations** discussed in the video "Student Work Experience Guide", which will help you to get the most out of your work experience.

2. **What else** do you need to know about Work Experience? Your school may have given you specific information. Write some notes here.....

1.31 1 OF 2

MASTER YOUR ELEVATOR PITCH

What is an elevator pitch?

An elevator pitch is the introduction you would use if you met someone in a lift. You would only have a very short period of time, so this would only be an interesting starter to a longer conversation.

The elevator pitch can of course, be given without a lift! These days' people are very 'time poor' and we expect to have our attention grabbed very quickly. It is your key to building a good relationship and opportunity to have a longer conversation. This benefits your next work experience opportunity or career move.

Read the infographic "Master Your Elevator Pitch". Take note of their tips. Here are some more...

1. Always be ready	Have an elevator pitch prepared and ready for use!
2. Ease into it	<i>Hi, I'm.... a friend of..... I know him from playing club sport on Saturdays. He says you employ several apprentices in your business and you're really good to work for.</i>
3. Focus on the future	<i>I'm wanting to study Engineering when I finish school. I'm trying to organise some work experience to try this out.</i>
4. Keep it short	Aim for a 45-60 second pitch. Practice in front of the mirror. Take a 'selfie' video! Evaluate your effort.
5. Be approachable	Make eye contact and keep your arms open, not defensively crossed. Keep a good distance from the person, so as not to encroach on their personal space.
6. Ask questions	Turn the conversation back to the other person. You should know enough about them so you can keep in contact
7. Exchange contact information	This conversation is only an introduction, it's only a start. You want to connect and be able to contact them in the future.

NOW WRITE YOUR ELEVATOR PITCH

Think of when you could use this. Are you looking for a job? An apprenticeship? Or a work experience placement?

Step 1: Make some connection with this person

1.31 2 OF 2

Step 2: Talk about what you are suggesting

Step 3: Talk about what why you are the best person. Show your interest.

Step 4: Exchange contact details

Here's a suggested elevator pitch

1. Hi, I'm Alex Ingham, I go to Australia State High. Our class went on an excursion to your performing arts centre recently. I really enjoyed the opportunity to see how all the technical equipment worked backstage.
2. I'm actually interested in studying production or set design at university when I finish school and it would be great if I could undertake work experience to check this out for myself.
3. I've always been interested in the theatre and I'm always the first one to sign up for the school musical each year. This year I'm in the back stage crew.
4. It's nearly school holidays. Could I ring you and discuss any chances you may have for me to do work experience. Could I email or ring you? Here's my contact details.

AVOID MAKING YOUR ELEVATOR PITCH TOO GENERAL

It needs to be specific and therefore the 'general' pitch you write will need to be made very specific for each new occasion. You may need to have a number of elevator pitches to cover different situations.

If you use these tips to put together your own elevator pitch, you will be able to introduce yourself well. You will have a good chance of converting these opportunities into promising situations. Even if it's not in a lift!

1.31B 1 OF 1

I WANT TO BE A..... WHEN I GROW UP?.....

Our motivations and aspirations change over time. And that's OK. The people we meet, the places we go, the things we do introduce us to many new options. We learn and grow, change and have different motivations.

When you were in Year 3:

- What was your favourite movie? _____
- Your favourite book? _____
- Your favourite activity? _____
- What did you want to be when you grew up? _____

When you were in Year 7:

- What was your favourite movie? _____
- Your favourite book? _____
- Your favourite activity? _____
- What did you want to be when you grew up? _____

Now, what is it?

- Your favourite movie? _____
- Your favourite book? _____
- Your favourite activity? _____
- What jobs interest you now? _____

Ask your parents/carers, when I was little what do you remember about me:

- My favourite movies? _____
- My favourite books? _____
- My favourite activities? _____
- Things that interested me? _____

1.33 1 OF 1

SUBJECT CHOICES

Watch the video "Making the Choice"

1. Although these students are in Scotland, their tips for subject choices are still relevant to us in Australia. What are some of the tips that these Year 11 and 12 students recommend considering when choosing senior subjects?

2. Investigate and read the Subject Choices webpage. Write any important notes that you have learnt.

Watch the video-

"Pupils tell parents how they can help with subject choices"

3. Maybe this would be a good video to show your parents/carers. Write any important notes.....

Now look at **1.34 QTAC -starting the journey**, for relevant Queensland information regarding **Tertiary Pre-requisite subjects** and advice on choosing subjects.

Reference: *My World of Work, Skills Development Scotland*

1.34 1 OF 2

QTAC

CHOOSING SENIOR SUBJECTS

Read:

Section 1 *Choosing Senior subjects*, starting on page 2 in the QTAC Tertiary Prerequisites publication

When choosing senior subjects, start with your interests. Your interests include things you enjoy doing and learning about and your goals and ambitions:

Now answer the following questions:

1. What do you enjoy doing?

Think about the things you like doing in your spare time. Are there any related or relevant subjects to these interests?

2. What do you enjoy learning about?

Think about the subjects that you have studied so far. Which subjects would you like to know more about?

3. What are your goals and ambitions?

Think about your realistic goals and ambitions. Which subjects are required prerequisites for particular study/ careers you are interested in? Check and explore the QTAC prerequisite publication. Write notes:

1.34 2 OF 2

Read:

Section 2 *Study Areas*, starting on page 8 in the QTAC Tertiary Prerequisites publication

4. Which of the 11 study areas are you interested in?

Read

Section 3 *Course Entry requirements*, starting on page 19.

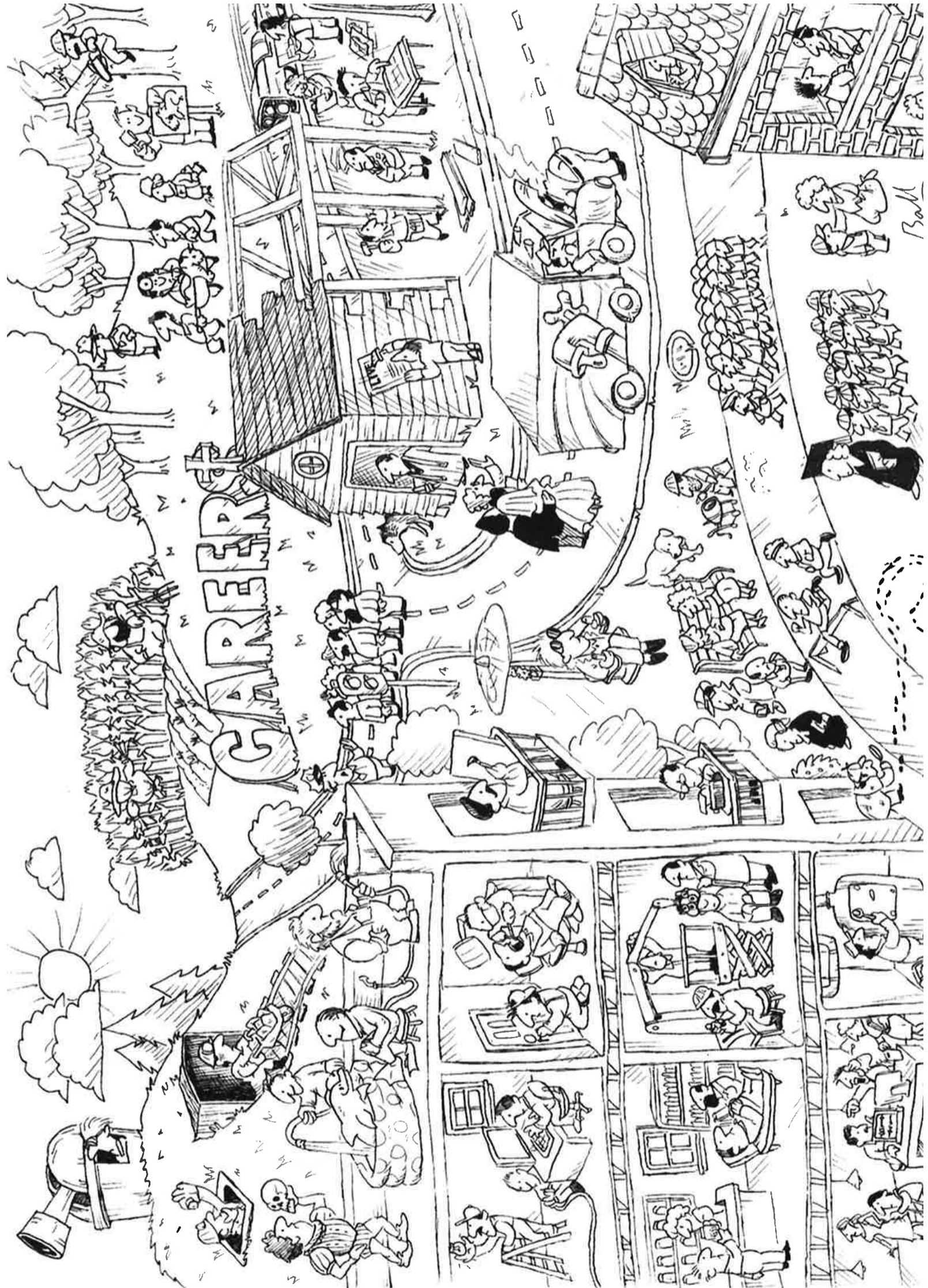
5. Investigate the University/TAFE and the courses you currently have an interest in. Write down the courses and the prerequisite subjects for those areas you are interested in.

You can do this, even though at this stage you may not know whether you will be going to university or TAFE. This will assist you in making well informed subject choices for Year 11 and 12, regardless of which pathway you take after school. Being well informed now before it is too late later on, is the important point.

NOTE:

All Year 10 Students receive a "hardcopy" of this publication at their school, prior to making subject selections in Year 10.

2.06 1 OF 2



2.06 2 OF 2

Where's that job? How many occupations can you find in the Career Finder

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2.23 1 OF 1

*Choose an occupation. What sorts of **qualities** does this person require for this role? Who would you hire?*

What would you expect this person to know and say in the interview?



Why is being the boss hard?



What would you judge that person on, in an interview?

How would you treat people who worked for you?

2.26 1 OF 1

JOB SEARCH

Researching a job or occupation can often save a lot of time and money. Work experience is a great practical way of finding out what an occupation is really like. Researching about the occupation on the internet and by talking to people already in the industry is also a good way to explore. Does this occupation match your skills and abilities? Does it align with your personal values? Are there jobs in this area available where you live? Find out....explore.....



Search **JOB OUTLOOK** website. Choose one occupation and explore:

Name of occupation: _____

NAME TWO:

1. Activities involved in this occupation:

2. TAFE/College/Universities where you can study this occupation

3. Pathways into this occupation

4. Related jobs to this occupation

5. Personal qualities you need for this occupation

6. Websites that have relevant information about this occupation

7. Reasons why you would be suitable for this occupation

8. Places I could get work experience

9. Areas of expected growth, that is, areas of good prospects for this occupation

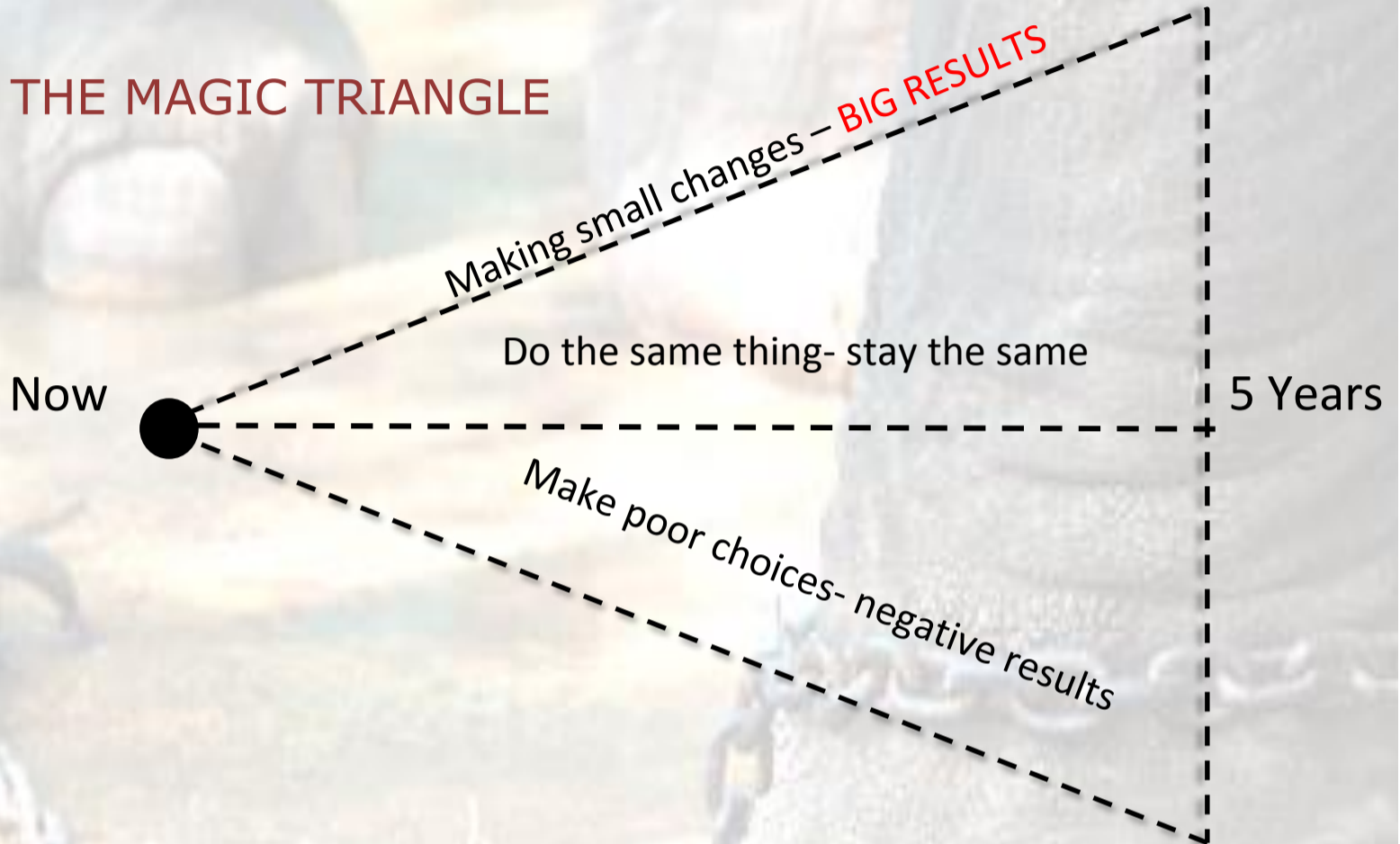
10. Factors that may impact on my opportunity to get into this occupation

3.05 1 OF 1

Activity 3.05 1/1

Page 23

THE MAGIC TRIANGLE



List three small changes you could make to move forward:

- 1.
- 2.
- 3.

List three things that are holding you back:

- 1.
- 2.
- 3.

3.06 1 OF 1

USQ Career Goal Setting

6
Challenges and solutions

2
Study & skills needed

3
How can I improve my chances?

4
How long might it take?

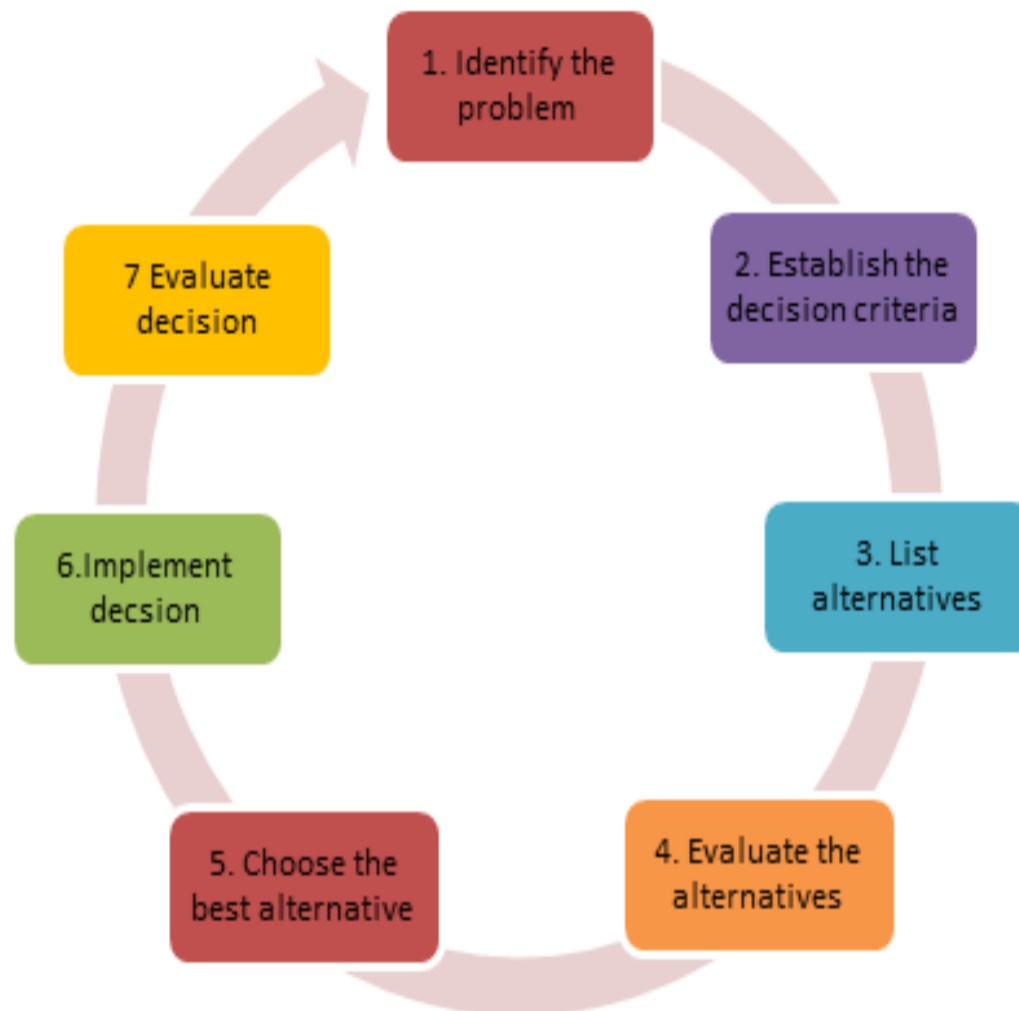
7
What 5 jobs can I get now?

What 5 jobs can I get?

Do I have a study timetable?
Yes / No

3.08 1 OF 3

MAKING INFORMED CAREER DECISIONS



Time for you to try. As examples... maybe you are considering whether to take a particular subject or course; maybe you are considering whether to join a defence or police service?

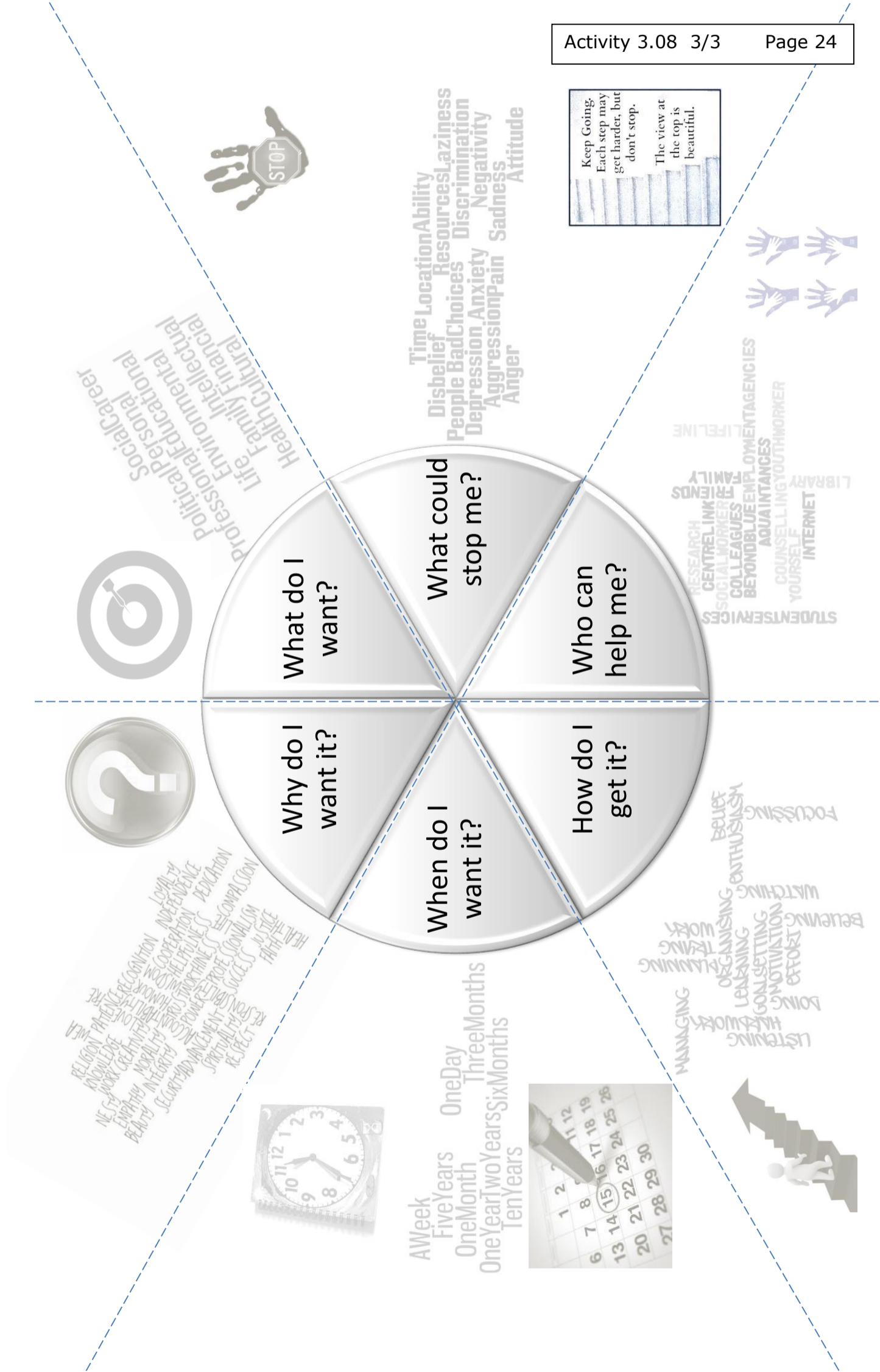
- **Think of a decision to be made and take the following decision making steps**
- **Through practice, good decision making is a skill you can learn**
- **With some practice it will become a good habit!**

3.08 2 OF 3



3.08 3 OF 3

Activity 3.08 3/3 Page 24



3.14 1 OF 4

What Employers Are Looking for

In addition to the formal qualifications you get from a university, TAFE or through an apprenticeship or traineeship, employers are often interested in what they describe as 'employability skills' when deciding who to employ in their business.

Australian employers have identified 8 groups of skills they consider to be essential to successful workplace performance. These 8 skills are important regardless of where you work or what kind of work you do.

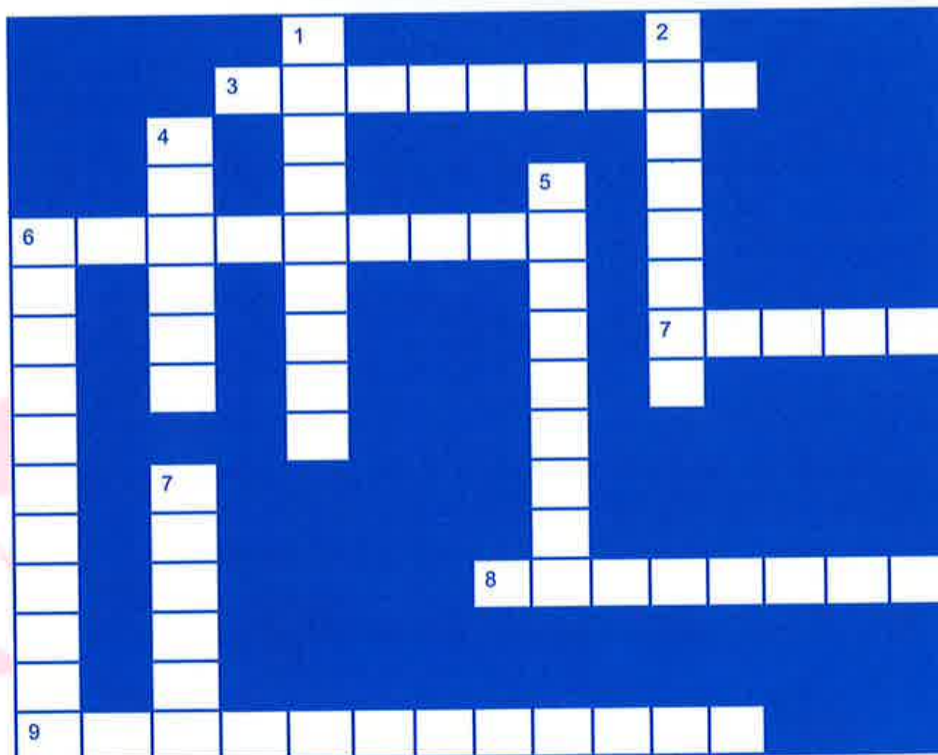
Draw a line to match the employability skill with the definition that best fits it:

Employability skill	Definition
Communication Skills	Can come up with solutions to problems
Team-working Skills	Able to come up with smarter ways of doing things
Problem-solving Skills	Can do the things that need to be done to achieve goals
Innovative and Enterprising Skills	Always like to learn new things and improve your skills
Planning and Organising Skills	Can listen to others and pass on relevant information
Self-management Skills	Able to use technology to get things done quicker
Learning Skills	Able to prioritise your time effectively
Technology Skills	Able to get on with others

How do you think school helps you to develop these employability skills?

In addition employers are saying that young people will look more attractive to employ if they have also developed certain personal attributes.

Complete the crossword and identify some of the many employability attributes.



Across:

- 3. Doesn't have to be pushed into doing things
- 6. Not give up
- 7. Faithful to the company
- 8. _____ presentation is important
- 9. Always happy and willing to give things a go

Down:

- 1. Feels good about themselves
- 2. Does what they say they will do
- 4. A person who has this, is fun to be around
- 5. Can do many different things
- 6. Acts responsibly
- 7. Can be trusted

Words to choose from: (These are

employability attributes but there are more words than you need so you will have to choose the best one.)
 Loyal * Committed * Honest * Enthusiasm
 * Reliable * Personal * Commonsense
 Humour * Adaptable * Confident * Motivated
 Able to deal with pressure * Balanced attitude
 between work & home

Which of these attributes do you feel are your strengths? _____

3.14 2 OF 4

ACTIVITY

Use the code wheel to identify the skills and attributes that employers look for in workers today. Each letter of the alphabet is represented by a number. Just match a number to a letter to work out what the skills are that employers today look for.

Employability Skills And Attributes

What are employers looking for?



3 15 13 13 21 14 9 3 1 20 9 15 14

8 1 18 4 23 15 18 11 5 18 20 5 1 13 23 15 18 11

3.14 3 OF 4

8 15 14 5 19 20

18 5 12 9 1 2 12 5

16 18 15 2 12 5 13

19 15 12 22 9 14 7

20 5 3 8 14 15 12 15 7 25

3 15 13 13 9 20 13 5 14 20

5 14 20 8 21 19 9 1 19 20 9 3



16 12 1 14 14 9 14 7

1 14 4

15 18 7 1 14 9 19 9 14 7

12 15 25 1 12

3 15 13 13 15 14

19 5 14 19 5

Imagine you were a boss and owned your own company. What kind of business would you have?

Using the qualities described above as a guide (but you may also use your own), write a newspaper advertisement to attract the kind of person you would want to work for you.

Example:





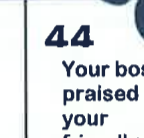












RETAIL POSITION

New fast food shop in Brisbane City is looking for a hard working **team player** to join their staff.

Must be **honest** and **reliable** and have good **communication** skills.

If you feel this describes you and you can work weekends Ph 3204 1284 for an appointment **TODAY!**

3.14 4 OF 4

FINISH 	62 Discussed company business outside of work	61	60 Made the boss mad by not wearing proper safety gear	59	58	57 Took a sickie to go to the beach	56
48 	49 You spread rumours about a co-worker	50 It's sad but true. You turned up for a job interview in jeans and a t-shirt	51 	52 Came back to work late from lunch	53	54	55 Awesome! Your new boss was impressed with your school reference
47 	46	45	44 Your boss praised your friendly attitude	43 	42 Good going! You showered and wore clean clothes to a job interview	41 	40 Loaned work tools to a friend without permission.
32 Congrats! You arrived early for your first day at work.	33	34 You arrived for work late and did not apologise	35 	36	37	38	39 Partied all weekend. Came to work over tired
31	30 Was seen using your mobile phone at work	29 	28	27 You took out your eye brow ring before your job interview	26	25 	24
16 	17 	18	19 You impressed your teacher by doing a task without being asked	20	21 Swore at your co-workers	22	23 
15	14 Prepared well for your school project and passed!	13	12	11 Didn't ask for help when you couldn't understand your task	10	9 	8 
START 	1	2 Worked as a team to get your task done	3 	4	5 Wore the correct leather shoes in workshop	6 	7 Well done! You passed the maths test needed for your apprenticeship

Work skills you learn at school.
After playing the game with your friends, list ways school helps you prepare for the world of work.

AGENCIES TO HELP

Personal Checklist



Look through the checklist below and where appropriate, put a copy of each item in the back of this book. You will find that you will need all of these items in the near future, as the transition from school to work/ further learning becomes a reality.

Readiness Checklist	Tick if Achieved	Number in Priority Order
100 points		
Birth Certificate		
Tax File Number*		
Bank Account		
Knowledge of Centrelink Procedures		
Health Care Card Application		
Current Resume		
Drivers Licence		
Knowledge of Job Networks		
Knowledge of New Apprenticeships		
Decide on a career path		
Construction blue card		
Two character referees (not family members)		
Your own Medicare Card		
Registered for the Electoral Roll		
Copy of latest school report		
Copy of any recent certificates Eg school, sport, TAFE etc.		

*** Not sure how to get a tax file number (TFN)?** If you are a high school student, the quickest and easiest way for you to get your TFN is to apply through your school because the school verifies your identity and you will not need to provide further proof of identity. If you have left school, you can get a TFN by applying direct to the Tax Office or you can apply on-line. Call the Tax Office on 13 28 61 for more details. You can also pick up an application form from any newsagent.

By gathering this information now, you will be more prepared for the challenges that 'life after school' might bring.



Remember, any copies of official documents should be certified by a JP.

Travellers Tip:

"If you find a path with no obstacles, it probably doesn't lead anywhere."

Frank A. Clark

usq.edu.au/studentservices

