

FSK - Foundation Skills Training Package

FSK10213—Certificate I Skills for Vocational Pathways

Unit

FSKLRG03

Use basic strategies for career planning

*This is not a complete document.
SAMPLE ONLY*

Trainer/Teacher Manual



LANE

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STUDENT/TRAINEE DETAILS

Student/Trainee Name**Student/Trainee Email****Teacher / Trainer Name****School / Institution / Training Organisation / Employer**

SAMPLE SAMPLE

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INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

INTRODUCTION—CONT'D

LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online, the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

INTRODUCTION—CONT'D

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

**Learning
Activity**

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

The questions in the 'Self Assessment' section are questions that align with the 'Unit of Competency—Required Knowledge'.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

FSKLRG03 - USE BASIC STRATEGIES FOR CAREER PLANNING

ELEMENT	PERFORMANCE CRITERIA
1. Plan for career	1.1 Identify own career goals 1.2 Identify learning requirements to achieve goals 1.3 Identify own skills 1.4 Identify barriers to achieving career goals
2. Prepare an individual learning plan	2.1 Identify learning strategies to develop required skills 2.2 Record information on a simple individual learning plan 2.3 Review individual learning plan and strategies

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Section One

Plan for Career

SAMPLE SAMPLE

USE BASIC STRATEGIES FOR CAREER PLANNING

SECTION ONE—PLAN FOR CAREER

INTRODUCTION

There is a time in everyone's life that they contemplate a career. Some make the decision to pursue one, others enter the workforce without a clear career in mind. Then others choose a career path, only to change it later in life.

Deciding on pursuing a career takes some effort and this effort can be reduced and be far more effective if you set a career goal and follow some simple steps in career planning.

In these training materials we look at these topics

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying own career goals
- ☆ Identifying learning requirements to achieve goals
- ☆ Identifying own skills
- ☆ Identifying barriers to achieving career goals



IDENTIFY OWN CAREER GOALS

At some point, assuming you are wanting to pursue a career, you will need to set some career goals.

There are numerous factors that will influence your career goal setting and those will include:

- ☆ **Family factors**—parent(s) have been working in a specific career most of their life and will often suggest that you should follow the same path. For example, dad is a lawyer so he thinks you should become a lawyer, or mom is a teacher so she thinks you should consider becoming a teacher.

Some career choices are based on the family business. For example, the family may own a farm and you choose a career in business management. Ultimately your career could be in managing the farm from a business point of view.

- ☆ **Interests**—this has a major influence on many peoples choice of career. A love of animals could lead to becoming a veterinarian or a zookeeper. You may enjoy sports so your career choice may be as a professional sports coach, sports TV reporter, or even a professional sports athlete.
- ☆ **Talents**—if you are good at drawing you may look at becoming a graphic artist or animator. If you are good at writing you may want to look at journalism, advertising copywriter, technical writer.
- ☆ **Personality**—your personality may be suited to certain careers. It takes certain personalities to become a childcare worker, a teacher, a social worker, actor and so on.

Another factor is your 'values'. This refers to what you feel is important to you. Could it be money? Is spending time with the family more important? The ability to be creative in what you do important to you? Your values will play a significant role in your career decision and goals.

There is not one single factor that will influence your choice of career, what your career goals are and in most cases it is a combination of several factors. Your career counsellor at school or those available to you in your local community will provide you ongoing assistance and support as you start to develop your career goals.



TIPS FOR SETTING A CAREER GOAL

So what are career goals and why are they important? Career goals are simply the things you want to achieve in your chosen career, where you want to end up and how you want to get there.

Some people create career goals that are very broad, such as, "I want to have a job I look forward to every day," or they can be specific, such as, "I want to work as a graphic artist in an advertising agency."

However, whether goals are specific or broad, certain or uncertain, identifying them is an important step in career planning.

One consultant said:

"In many ways, setting career goals is like looking at a map before a trip. Without a map, there's a good chance you'll get lost or spend a lot of time wandering about aimlessly. If your career is a destination, your goals are the map."

(Caitlin Uttley "How to Set Career Goals" 14 July 2010.)

When setting goals you should consider the following ideas:

- ☆ First brainstorm to come up with a list of all your goals
- ☆ Then break your goals down into short-term and long-term goals. Short-term goals are those you can reach in one year or less. Long-term goals are ones that are attainable in one to five years. For example a long-term goal may be completing your TAFE course or University degree. Completing or starting your training or tertiary education would be the short term goal
- ☆ Identify any barriers that could threaten your ability to reach your goals and then develop some solutions that would help you overcome them. It is important though, that if some of those barriers cannot be overcome, you may need to readjust your goals

As with all goals set, they need to be achievable and be time based.

**Learning
Activity**

Task

SAMPLE SAMPLE

LEARNING ACTIVITY ONE

In this section we learned that some personalities suit certain careers. There is a group that has done research on careers and personality matching and have said:

51% of people are 'Introverts' who prefer working independently and in quiet spaces; the other 49% are 'Extraverts' who enjoy working with others and prefer busy spaces.

60% of people are 'Feelers' who want work that reflects their values and gives them an opportunity to help others; the other 40%, 'Thinkers', strive to find work that requires them to use their intelligence to excel.

(by Truity.com)

In the first part of this activity we want you to define the following terms:

Introvert**Extravert**

In the next part of this activity we want you to tell us the meaning of being a 'Feeler'.

Now we want you to tell us the meaning of being a 'Thinker'.

Then tell us if you think you are an 'Introvert' or an 'Extravert', as well as tell us whether you are a 'Feeler' or a 'Thinker'

SAMPLE SAMPLE

TEACHER/TRAINER GUIDANCE NOTES

Introvert—a shy person; not revealing one's thoughts or feelings readily

Extravert—an outgoing, socially confident person

Feeler—emotional, expressive, sensitive, sincere, and entertaining. They care about other people's feelings.

Thinker—value knowledge, enjoy discussing and debating ideas, analyse things thoroughly before taking action, and want things to be done well. They take their time before taking action and are annoyed when rushed.

The last part of this activity is basically a self assessment and even a self admission. Being successful in certain careers or occupations does, at times, require certain types of personalities.

**Learning
Activity**

Task

SAMPLE SAMPLE

LEARNING ACTIVITY TWO

The Australian Federal Government has created an excellent online resource for researching careers and occupations.

This resource is at:

<http://joboutlook.gov.au/>

Go to this website and we want you to take the 'Career Quiz'. Then tell us below what your results were. Put the number you received next to each below.

Practical _____

Technical _____

Creative _____

Administrative _____

People _____

Helping _____

Did you agree with the results, YES or NO _____

SAMPLE SAMPLE

SAMPLE SAMPLE

TEACHER/TRAINER GUIDANCE NOTES

These types of self assessment and self admission exercises are important when the students or trainees are starting to research and choose their preferred career.

It will help them fine tune their choices by understanding that their personality may not really suit what they are thinking of choosing.

This quiz is an ideal exercise to do in a classroom.

Learning Requirements



IDENTIFY LEARNING REQUIREMENTS TO ACHIEVE GOALS AND IDENTIFY OWN SKILLS

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

Setting your career goal is important, but it is almost as important as you identifying what the learning or training requirements are that will enable you to achieve those career goals.

As you do your research you will find that some careers need only a few months of training at short courses, even on the job, whereas others require several years of full, or part time training before you can be considered qualified in that career.

Here are some basic questions you need to ask yourself relating to the training requirements:

- ☆ Am I willing to spend a long period of time training so as to be successful in my preferred career?
- ☆ What costs are associated with the training and how will I fund the training costs?
- ☆ If I decide not to complete my training, can I still be successful in my preferred career?

Most of the time the answers to those questions are easy, especially if you have established personal goals as to what you want to achieve in your life. Those goals would have likely included what career you would want and this would mean the costs and length of learning or training time is irrelevant to you pursuing your preferred career.

But for some, the training requirements can be a mental barrier in pursuing a preferred career. Some are looking to get into a career that will get them the quickest and highest level of income without too much effort and this could include avoiding any additional learning or training.

So it is very important that you get a clear understanding of the learning and training requirements of your preferred career option before committing time and effort on the career planning stage.



CURRENT SKILLS AND KNOWLEDGE

The understanding of what type of training may be required for your preferred career should also include a clear and accurate understanding of your current skills and knowledge.

This is when your current skills and knowledge should be compared to the training requirements of your preferred career option.

What the result will be is called 'skill and knowledge gaps' and often this means that you may already have some of the required skills and knowledge required for your preferred career option and will only be required to take training to address those skills and knowledge 'gaps'.

On the previous page we suggested that you ask yourself three questions relating to the training requirements of your preferred career option. There is one more question and that should be:

- ☆ Do I already possess some of the skills and knowledge required for my preferred career option?

It is often surprising what individuals may discover when reviewing their own current skills and knowledge.

**Learning
Activity**

Research

SAMPLE SAMPLE

LEARNING ACTIVITY THREE

There is an excellent resource called 'myfuture'.

The website is at:

<https://myfuture.edu.au>

In this activity we want you to sign up to this website. Then we want you to research two of the occupations below and tell us what training is required and what the study requirements are at school that should be completed.

Geophysicist***Carwash attendant***

SAMPLE SAMPLE

TEACHER/TRAINER GUIDANCE NOTES

Geophysicist—Jobs in this group usually require completion of a recognised Bachelor Degree, or extensive relevant experience. Some jobs also require post-graduate study, such as a Graduate Certificate, Graduate Diploma, or Master Degree.

School study requirements include:

- ☆ Chemistry
- ☆ Computing Studies
- ☆ Geography
- ☆ Mathematics
- ☆ Physics

Carwash attendant—These jobs generally require no specific education for entry. Practical skills are often more important than level of education. Certificate I or II training is available for some jobs. There are no school study requirements for this job.

The idea behind this activity is threefold.

First is to have the student or trainee use the website 'myfuture' as a research tool. Secondly, is to show what each occupation requires as far as training requirements and thirdly, what they should focus on while in school if they choose a particular career.

As you can see we show the two extremes—one that takes a university degree and the other does not require any training at all.

**Learning
Activity**

Task

LEARNING ACTIVITY FOUR

Using any research resource you wish we want you to first, tell us what you think your preferred career might be and then, what your second choice of a preferred career might be.

For each, we want you to tell us what the learning requirements of each choice are. Then tell us what skills and/or knowledge you think you may already possess in relation to each choice.

Preferred Career One _____
Learning Requirements

My current skills and knowledge

SAMPLE SAMPLE

Preferred Career Two _____
Learning Requirements

My current skills and knowledge

TEACHER/TRAINER GUIDANCE NOTES

This activity is very similar to the previous one, except we are making it a little more personal. We know that the student or trainee may not have yet settled on a preferred career and set career goals, but it helps if they thought about some possible career preferences and practice researching learning and/or training requirements, as well as practice reviewing their own skills and knowledge.



IDENTIFY BARRIERS TO ACHIEVING CAREER GOALS

There are many types of barriers that can prevent people from achieving their career goals. Researchers have identified the more common ones as being:

- ☆ Lack of information
- ☆ Lack of skill
- ☆ Well being
- ☆ Other people
- ☆ Own motivation
- ☆ Time
- ☆ Money
- ☆ Fear
- ☆ Procrastinating

SAMPLE SAMPLE

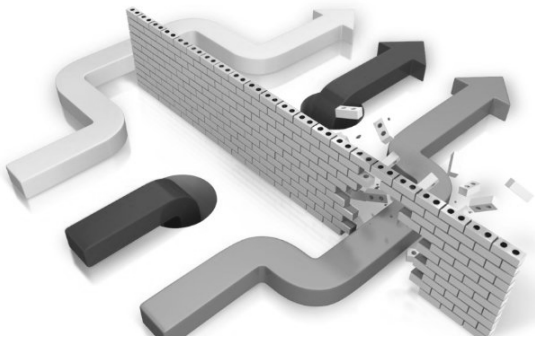
Let's look at each one.

Lack of information—With too little information you are not able to identify where you have gaps in your knowledge and including this as part of your goal will move you closer to achieving it. There are many sources of information relating to your preferred or chosen career and these should be researched.

Lack of skill—As part of your goal setting, understanding what skills you need to acquire and how you will acquire them will form a major part of your plan.

Well being—Despite your best efforts, there may be times when you are simply not able to pursue your goals. A sudden illness or injury can set you back. When this happens you need to be realistic. However, it does not mean you should give up. Take a little time to re-assess your goal and consider what your options are now. How important is it that this goal is achieved within the original timeframe. Also consider how else you goal can be pursued and who can help you during these times.

Other people—Quite often the people that are closest to us fear us achieving our goals. For them this means that you may change and that will also mean change for them. They may not be aware how important your goals are to you. If the people you share your time with for example family, friends, or colleagues do not understand and support your goals, there is a chance that you may be influenced by this. If these people do not like change then they may well make it difficult for you to pursue your career goal.



Own motivation—Although you may start out with the best intentions and excited, after a while the novelty may wear off or there are other distractions. This may be down to a number of factors. Perhaps the goals that you set were too large and needed to be broken down into smaller manageable goals.

Perhaps you are not getting the results and need to consider what you doing that is preventing you from moving forward. In these cases the goal needs to be reassessed. If it requires modification because circumstances have changed, then it should be changed.

Time—Everyone seems not to have enough time. In most cases this is because we do not manage our use of time to get the best results. Sometimes people have overcommitted themselves, or are easily distracted. When it comes to achieving goals you need to prioritise activities that will ensure you are heading toward achieving your goal.

Money—this generally refers to seeking additional training which may be a cost and as well as the time it may take prevents the person from making an income. There are government agencies that assist in funding training or support, as well as employers that offer to pay for training. All funding options should be explored before making money a major barrier to achieving your career goals.

Fear—This a very common barrier. The fear of failure. What will those around you think if you do not achieve you goal? Self doubt comes into play and you try to talk yourself out of pursuing the goal. Find support through mentors or those who you know will encourage you to push on through this barrier.

Procrastinating—Everyone does this and procrastinating just delays, gets you frustrated and stops you achieving. It is important that you start making decisions and taking action now.

Finally, one professional career consultant has been quoted as saying:

“It is easy to come up with 101 excuses for not achieving. In truth, if you keep taking decisions, taking action, get the skills and support you need, you greatly increase your chances of success”.

(D. Brodie—Consultant UK)

**Learning
Activity**

Question

LEARNING ACTIVITY FIVE

In this Section we reviewed the nine more common barriers to achieving career goals. What were those nine common barriers?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Lack of information
- 2) Lack of skill
- 3) Well being
- 4) Other people
- 5) Own motivation
- 6) Time
- 7) Money
- 8) Fear
- 9) Procrastinating

SAMPLE SAMPLE

**Learning
Activity**

Task

LEARNING ACTIVITY SIX

In Activity Five you listed those nine common barriers. In this activity we want you to take each barrier and number them in order of how you think they could be the biggest barrier to you as Number 1, down to the least likely to be a barrier to you as being Number 9.

1 _____	2 _____	3 _____
4 _____	5 _____	6 _____
7 _____	8 _____	9 _____

TEACHER/TRAINER GUIDANCE NOTES

This activity is designed to have the student or trainee think more about potential barriers to career goal achievement from a personal point of view, not that these could be barriers, it just gets them to think about it.

SAMPLE SAMPLE

**Learning
Activity**

Task

LEARNING ACTIVITY SEVEN

In Activity Five and Six we reviewed those nine common barriers. In this activity we want you tell us at least one barrier (aside from those nine) that may affect your ability to achieve a career goal and explain why?

TEACHER/TRAINER GUIDANCE NOTES

Again, this activity is designed to have the student or trainee think more a specific potential barrier to career goal achievement from a personal point of view.

Section Two

Prepare an Individual Learning Plan

SAMPLE SAMPLE

USE BASIC STRATEGIES FOR CAREER PLANNING

SECTION TWO—PREPARE AN INDIVIDUAL LEARNING PLAN

INTRODUCTION

In this section we get into some details regarding how a person should start a career plan.

It goes into detail on what should be in the plan, including the training requirements.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying learning strategies to develop required skills
- ☆ Recording information on a simple individual learning plan
- ☆ Reviewing individual learning plan and strategies

IDENTIFY LEARNING STRATEGIES TO DEVELOP REQUIRED SKILLS

In the previous section we learned that when deciding on a career path you should take into account what learning requirements are needed—before and after identifying your own skills and knowledge, as well as knowing your skill and knowledge gaps. Once this is done you would then need to develop some strategies on how you will acquire those required skills. Learning or training can be accessed through various ways. We look at the most common ways.

The two most common methods of training is ‘competency based training and ‘traditional type training’. Most persons are familiar with the traditional method of learning. As a student undertaking traditional training you would go to a school/campus for a set period of time and learn a subject within a set curriculum framework. It is content based and is taught by a teacher or lecturer who teaches several students at the same time with exactly the same content.

Competency based training (CBT) is quite different to traditional training. There are numerous differences between traditional and competency based training. It can be summarised as follows:

Traditional

Time is fixed
Outcome is variable
Teacher/trainer is in control
Content based
Time based
Group paced
Group needs
Delayed feedback
Textbook and workbook based
Limited field experience
Lectures and demonstrations
General objectives
Subjective criteria
Final grades

Competency Based

Time is variable
Outcome is fixed
Student is in control
Skills based
Performance based
Self paced
Individual needs
Immediate feedback
Modules and media based
Learning on the job
Assistance of various persons
Specific objectives
Objective criteria
Student competency

With CBT, the training time is variable and flexible. This allows the student to take as long as required to learn, in order to demonstrate their competency. This means that the outcome is fixed not the learning time. In CBT the student is encourage to learn various elements of the course in the field, through job experience programs, part time jobs, or research. The resources provided contain the necessary content to teach certain elements and are reinforced with outside research and experiences.

TRAINEESHIP, APPRENTICESHIP AND PROFESSIONAL INTERNSHIPS

Both an apprenticeship and a traineeship are work based training programs. This means that while they are learning, both apprentices and trainees are earning a living.

There are two main differences between an apprentice and a trainee 1) outcomes and 2) training times. An apprentice is trained in a skilled trade and upon successful completion will become a qualified tradesperson, such as an electrician or plumber, for example.

A trainee is someone who is being trained in a vocational area such as office administration, retail and hospitality.

Anyone wishing to either undertake an apprenticeship or a traineeship must sign a 'Training Contract' with an employer for a period of time and the duration would depend on the type of vocation or trade.

- ☆ **Apprentices**—An apprenticeship is generally three to four years long, depending on the trade. An apprentice would be required to complete a TAFE course (equivalent to one day a week) while on the job and the final year of an apprenticeship is usually spent solely on the job.

Although it is not required to have any formal academic schooling, Year 10 is generally considered to be a minimum. Certain trades or jobs such as those in manufacturing jobs require some basic mathematical ability, and in many instances apprentices are required to sit and pass a mechanical aptitude and mathematical test.

An apprentice will gain valuable skills while on the job and on successful completion of an apprenticeship they will be eligible to receive a Trade Certificate III. Some apprentices go on to achieve a Diploma and/or Advanced Diploma, or professional qualifications at university.

TRAINEESHIP
APPRENTICESHIP
INTERNSHIP

SAMPLE

SAMPLE SAMPLE

SAMPLE SAMPLE

TRINEESHIP APPRENTICESHIP INTERNSHIP

- ☆ **Trainees**—A 'Training Contract' for a trainee is shorter than for an apprentice, generally for a period of one to two years. Training may be totally on the job, or combine on and off the job programs. Trainees can be of any age, may already hold a qualification, and can be employed on a full-time or part-time basis.

Trainees being trained off the job usually attend classes at a TAFE or a Registered Training Organisation. Registered Training Organisations are training organisations approved by the government that deliver specific courses relating to specific vocations.

As with apprentices, trainees are usually required to have a minimum of Year 10. On successful completion of a traineeship, the person would be eligible to receive a Certificate I, II, or III, which are nationally recognised qualifications and can lead to further professional qualifications.

- ☆ **Professional internships**—An internship is offered to students taking higher education in universities while completing their qualification. Internships allow the student to gain some work experience in the professional career they are training in, as well as make a small amount of income.

Common professional sectors that offer internships are:

- Accounting
- Advertising and marketing
- Engineering
- Events and conferences
- Hotel management
- Information technology
- Legal
- Medical

In most cases, the organisation that offers a person an internship will often hire them on a full time basis after graduating.

**Learning
Activity**

Task

LEARNING ACTIVITY ONE

In this section we learned about the traditional type of learning and competency based training. They are both quite different. Below are some elements of each type of learning/training. In this activity please tell us what type it is from—either traditional (TL) or competency based training (CBT).

Learning on the job _____

Outcome is variable _____

Student is in control _____

Content based _____

Time based _____

Student competency _____

Limited field experience _____

Time is variable _____

General objectives _____

Skills based _____

Final grades _____

Self paced _____

SAMPLE SAMPLE

SAMPLE SAMPLE

TEACHER/TRAINER GUIDANCE NOTES

Learning on the job (CBT)
Outcome is variable (TL)
Student is in control (CBT)
Content based (TL)
Time based (TL)
Student competency (CBT)
Limited field experience (TL)
Time is variable (CBT)
General objectives (TL)
Skills based (CBT)
Final grades (TL)
Self paced (CBT)

SAMPLE SAMPLE

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY TWO

What is the difference between an apprentice and a trainee?

TEACHER/TRAINER GUIDANCE NOTES

There are two main differences between an apprentice and a trainee 1) outcomes and 2) training times. An apprentice is trained in a skilled trade and upon successful completion will become a qualified tradesperson, such as an electrician or plumber, for example.

A trainee is someone who is being trained in a vocational area such as office administration, retail and hospitality.

**Learning
Activity**

Question

LEARNING ACTIVITY THREE

What were the eight common occupational examples we provided that would offer professional internships?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Accounting
- 2) Advertising and marketing
- 3) Engineering
- 4) Events and conferences
- 5) Hotel management
- 6) Information technology
- 7) Legal
- 8) Medical

SAMPLE SAMPLE



RECORD INFORMATION ON A SIMPLE INDIVIDUAL LEARNING PLAN AND REVIEW INDIVIDUAL LEARNING PLAN AND STRATEGIES

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

Career planning often starts when approaching the final years of high school and ends when you retire.

It may come as a surprise to you that most people will change their career several times during their lifetime.

This is due to many reasons, some of which include:

- ☆ Wrong career choice to start with
- ☆ Interest generated in another career
- ☆ Change of career due to job advancement/promotion
- ☆ Hobby turned into a money making venture
- ☆ Change of employment status – employee to self employed
- ☆ Loss of job
- ☆ Move to another location
- ☆ Inheriting a family business
- ☆ Retrained due to technology advances

Career planning however, generally starts with an initial choice of a career and the process that one goes through to secure their chosen occupation.



STEPS IN CAREER PLANNING

There are many methodologies developed for career planning. Many persons, no matter where they are in their career life will often seek the advice of a professional. Most High schools generally provide career counselors who are trained to assist students in career planning and assist them to access resources and/or information relating to career or occupational choices. As a school leaver it is suggested that you use these counsellors as your first 'point of call'.

It is important to note that whether you use the assistance of a professional or not, the success of career planning depends wholly on the amount of time, thought and effort 'you' put into the planning process.

The first step in career planning is to perform an assessment on yourself. We have touched on some of these topics, however it is important that we review them again, as this is an important part of your career plan.

This assessment would include:

- ☆ **Your interests** – this often has a strong influence on what industry you may look to build a career in. If you enjoy computers, you may be looking to get into the Information Technology arena.
- ☆ **Your values** – this includes what you would consider job satisfaction, are you wanting job security, does the career need to be considered prestigious, do you like helping others, would you prefer outdoor work and so on.
- ☆ **Roles** – what role are you wanting to start with and end up with? This could be a goal to become the Chief Executive Officer of a multinational company and you are willing to start as an intern. Or maybe you just want a job that has a certain amount of autonomy and are happy with a secure paying job without the need to advance up the corporate ladder.
- ☆ **Skills/Aptitudes** – do you have the skills to secure your chosen occupation, or will additional training/education be required? Are you just naturally talented and have enough aptitude to effectively perform the job in your chosen career?
- ☆ **Preferred environments** – do you like office work, outdoor work, working with others, working autonomously, high stress jobs, jobs that foster creativity and so on.
- ☆ **Developmental needs** – does your chosen industry require additional training on your part, does it require ongoing personal development, and are there resources or training/education institutions readily available to ensure your developmental needs are met?



KNOWING YOUR OPTIONS

In order to have an effective career plan you need to know your career options and this requires some research on your part.

As broad research you would need to explore the occupations you have an interest in.

Then you would list the industry sectors that you would like to work in. Remember many occupations overlap into many types of industries.

As an example, a horticulturalist could choose to work in the landscaping industry, plant nursery industry, or wine industry and so on. Another example could be an accountant who could work in an accounting firm, a large manufacturing business or a small family business.

It is important also to do some research on the labour market. You may choose an occupation in an industry that is experiencing skill shortages, so as a result, securing a job would be an easier task.

However if the industry is in decline or has been known to have an overabundance of job candidates, then your ability to secure a job may be difficult.

Many students will do work experience in a company or volunteer to do work in a project that has aspects of the occupation they are interested in.

Many career planning consultants suggest that you approach businesses in your area that are in the industry you have an interest in and ask for an informational interview.

These are advantageous because you get some insight as to what is required of those seeking a career in such an industry.

SAMPLE SAMPLE

ACTION STAGE

This is where you develop an action plan. This action plan needs to include:

- ☆ Your self assessment, including your current skills and knowledge
- ☆ The steps you have identified that will assist you in achieving your goal of securing a job in the industry you have an interest in
- ☆ Timetable
- ☆ The training/development needs (including any work experience or volunteering)
- ☆ Contingencies to overcome potential barriers
- ☆ Your job search strategy
- ☆ The writing of your resume (including all supporting documents of previous work and education/training)
- ☆ Compiling company information that you intend on approaching
- ☆ Creating introductory letters
- ☆ Preparing for job interviews

The action plan can be considered your career road map.

It is a personalised document that gets you from Point A to Point B – Point A having you choosing an occupation and Point B, you getting a job in that occupation.

It will also assist you in going on to Point C and further as you progress in your career.

The most important part of this stage is documenting your career plan. A written document is a more tangible reference than just mentally storing your career plan. You can visually observe how you are progressing, as well as where any adjustments may be needed.



REVIEWING PLAN

As we mentioned, it is important to document your career plan.

As you progress towards your career plan goals and targets, you should begin to collect some evidence of your progress.

Evidence provides the basis for ongoing feedback, reflection and further development. It is an important tool that you can use to demonstrate your career progress and show others if needed.

Collecting and reviewing evidence helps you to understand your progress with respect to your career and development goals throughout the plan, as well as timetables and importantly, it allows you to identify any additional or different action that is required in order to achieve your career goals. Or alternately, to recognise if there is a need to modify your career goals.

**Learning
Activity**

SAMPLE SAMPLE

Question

LEARNING ACTIVITY FOUR

What were the nine common reasons why people change their careers during their working life?

SAMPLE SAMPLE

TEACHER/TRAINER GUIDANCE NOTES

- 1) Wrong career choice to start with
- 2) Interest generated in another career
- 3) Change of career due to job advancement/promotion
- 4) Hobby turned into a money making venture
- 5) Change of employment status – employee to self employed
- 6) Loss of job
- 7) Move to another location
- 8) Inheriting a family business
- 9) Retrained due to technology advances

SAMPLE SAMPLE

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY FIVE

We learned in this Section that your career plan should include a self assessment. What six things should this self assessment include?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Your interests
- 2) Your values
- 3) Roles
- 4) Skills/Aptitudes
- 5) Preferred environments
- 6) Developmental needs

SAMPLE SAMPLE

**Learning
Activity**

Question

SAMPLE SAMPLE

LEARNING ACTIVITY SIX

What ten things should be included in your career action plan?

SAMPLE SAMPLE

TEACHER/TRAINER GUIDANCE NOTES

- 1) Your self assessment, including your current skills and knowledge
- 2) The steps you have identified that will get you to achieving your goal of securing a job in the industry you have an interest in
- 3) Timetable
- 4) The training/development needs (including any work experience or volunteering)
- 5) Contingencies to overcome potential barriers
- 6) Your job search strategy
- 7) The writing of your resume (including all supporting documents of previous work and education/training)
- 8) Compiling company information that you intend on approaching
- 9) Creating introductory letters
- 10) Preparing for job interviews

**Learning
Activity**

Question

LEARNING ACTIVITY SEVEN

As you progress towards your career plan goals and targets, you should begin to collect some evidence of your progress. Why?

TEACHER/TRAINER GUIDANCE NOTES

Collecting and reviewing evidence helps you to understand your progress with respect to your career and development goals throughout the plan as well as timetables and importantly, it allows you to identify any additional or different action that is required in order to achieve your career goals.

SAMPLE SAMPLE

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities. This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would be need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

☆ Do you get a good understanding of the following information:

- 1) Identifying your own career goals?
- 2) Identifying learning and/or training requirements to achieve goals?
- 3) Identifying your own skills?
- 4) Identifying those barriers that may prevent you from achieving your career goals?
- 5) Identifying learning and/or training strategies so that you can develop the required skills in your chosen career?
- 6) Developing a simple individual learning plan and reviewing that training and/or learning plan?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

NOTES

SAMPLE SAMPLE