Getting together with other parents to learn about career options

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Acknowledgment
“This product was funded by the Commonwealth Department of Education, Science & Training under the Careers and Transition programme pilot”.

Workshop One: Beginning to Explore

How is the workplace different now?

Careers and communication.

The Multiple Intelligence Quiz.
How is the Workplace Different Now?

Choosing a career pathway is not an easy task. For many individuals this may be a life long journey with several changes as opportunities and events occur along the way. Some people may know from a young age what it is they want to do as a career choice; others are uncertain about the prospects ahead. For most, finding the right career is a process of trial and error, which starts with an idea and requires lots of exploration along the way. It is important to remember that at Year 9, there should be no expectation that students start making clear decisions about particular job choices. Our boys should however, be starting the process of exploring the world of work.

Myths & Facts

**Myth:** Most people have the one job or career for the majority of their working life.

**Fact:** Most people entering the workforce now will have at least three Major changes of career direction over a working life*

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**Sam’s Journey**

Sam likes to play with cars. He wants to be a racing car driver. He gets a job at a go cart track. As he gets older he realises he wants to help people. He decides to become an ambulance officer. After several years, Sam gets married and decides he wants to stop doing shift work, as he would like to spend more time with his family. He returns to study and becomes a Social Worker.

**Myth:** Young people do not like or require assistance from their parents When exploring post-secondary options.

**Fact:** Parents are one of the strongest influences on young people when Exploring career options** Young people learn about the world of work through family employment patterns and familial attitudes to employment.

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Myth: As adults, we know about today’s labour market because we have been in the workforce for many years.

Fact: Career and educational options are complex and ever changing. It is vital that your son learns from your experiences. However, the opportunities and challenges he faces will be vastly different to those of our generation!

GROUP DISCUSSION

How has the job market evolved from when we received our first pay packet?

Notes:……………………………………………………………………
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Careers and Communication

Most young people will not want you to plan their lives for them, but will appreciate you working with them in planning career goals. This can occur from a young age, as long as it is not accompanied by a sense of expectation. Below are some ways you can help:

• Avoid the dreaded question; “So, what do you want to do with your life?” A more open-ended question might keep the doors of communication open a little longer. Examples can include: “How do you and your friends decide what subjects to take?” “What do you learn at school about careers?” Perhaps share some of your experiences in the workforce. It is often best to take a casual, general approach to begin with.

• Encourage your son to participate in extra-curricular activities through sports, clubs or voluntary work. This can be a great opportunity for a young person to get a sense of his personal preferences, strengths and weaknesses.

• Encourage your son to plan for other goals. Most goals require some planning, whether it be saving up for a bike or making sure to attend all pre-season sessions with the aim of getting on to the local sporting team. This can be good practise for careers planning.

• Help him research opportunities and take advantage of help available from school and outside services. Getting ideas from more than one person can be helpful and may ease the pressure on you. It is a careers adviser’s job to stay well informed and up-to-date. They may know about options you have not heard of.

• Be patient if your son is simply daydreaming about a job, which you consider to be an unrealistic goal. Reality checking does now always occur as quickly as we would like. Ask him about the training requirements, the job growth, the chance for development within the industry. Don’t expect a quick change of heart – give him time to consider any obstacles as this will give him some sense of ownership over the decision making process. If he is persisting with what you consider to be an unrealistic goal, call the school to see if we can organise an information interview with an industry representative.

• Make sure your son feels that the decisions are his, with of course your advice. Taking responsibility for important life decisions is an important part of becoming an adult.

• Show him this book. Let him know you have had to learn about careers too and that you don’t always have the answers!
GROUP DISCUSSION

Break into small groups and consider the following scenarios. Perhaps base your discussion around some key questions: How might you encourage your son? How can you let him know you are interested in his goals and dreams without imposing your own views, or fears, upon him? Where can you get information?

Scenario One
Michael is in Year 9 and is a star footballer. He is certain he will be drafted by Essendon and does not see any need to plan for alternative career options.

Scenario Two
Matthew is in Year 9. Whilst he struggles with English, he loves science and is forever tinkering with things at home, whether they are motors or putting together electronics kits.

Scenario Three
Vince is doing well in all his Year 10 subjects. Some of his teachers have encouraged him to consider university. He wants to be an electrician.

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Multiple Intelligence Quiz

Answer 'Y' for Yes or 'N' for No to each of the following questions. Remember, there are no right or wrong answers - this is not a test. Do not take too long to answer questions.

1. Do you enjoy listening to people talk?
2. Do you like working with calculators and computers?
3. Do you prefer to draw rather than write?
4. Do you find riding a bicycle, skating or balancing easy?
5. Do you enjoy playing a musical instrument?
6. Do you like to work and spend time with other people?
7. Do you often need a quiet place to be alone?
8. Do you use a lot of hand gestures when talking to people?
9. Do you enjoy maths classes?
10. Do you find your way around new places easily?
11. Do you have a collection of things that are important to you?
12. Do you remember your dreams?
13. Do you understand how your friends are feeling by looking at their faces?
14. Do you get annoyed when people use improper English?
15. Do you listen to music a lot?
16. Do you hum or sing a lot?
17. Can you run, swim, or exercise without getting overly tired?
18. Do you display a sense of independence or a strong will?
19. Do you like to learn new words?
20. Do you like to take things apart and then figure out how to put them together again?
21. Can you add numbers easily in your head?
22. Have you two or more close friends.
23. Do you enjoy doing science experiments?
24. Do you give advice to friends who have problems?
25. Do you like touching things to feel the texture? (For example the panel of a car or a piece of timber).
26. Are you able to express how you feel?
27. Do you enjoy reading?
28. Do you read maps, chart and diagrams easily?
29. Do you remember the melodies of songs?
30. Can you copy other people's gestures and mannerisms?
31. Do you give good directions that are easy to understand?
32. Do you build interesting three-dimensional constructions? (For example models, speaker boxes, bike racks).
33. Do you have a good memory for names, dates and trivia?
34. Do you enjoy doing crosswords, logic puzzles or brain-teasers?
35. Can you tell when music is off-key?
36. Have you a realistic sense of your own strengths and weaknesses?
Go through each of the multiple intelligence areas below and circle any number you have responded 'Y' to.

VERBAL/LANGUAGE: 1, 14, 19, 27, 31, 33
VISUAL/ARTISTIC: 3, 10, 20, 28, 32, 39
PHYSICAL/KINETIC: 4, 8, 17, 25, 30, 38
MUSICAL: 5, 15, 16, 29, 35, 41
MATHS/LOGIC: 2, 9, 21, 23, 34, 40
INTROSPECTIVE: 7, 11, 12, 18, 26, 36
INTERPERSONAL: 6, 13, 22, 24, 37, 42

Record the total below.

<table>
<thead>
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<th>Category</th>
<th>Total</th>
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<td>VISUAL/ARTISTIC</td>
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<td>PHYSICAL/KINETIC</td>
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<td>MUSICAL</td>
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<td>MATHS/LOGIC</td>
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<td>INTROSPECTIVE</td>
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<tr>
<td>INTERPERSONAL</td>
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PACTS Parent Handbook
Revised: October 2005
The following jobs are a sample of what might interest you – according to your above responses. This list can help when choosing subjects, thinking about work experience or exploring pathways once you leave school.

**VERBAL/LANGUAGE:**

<table>
<thead>
<tr>
<th>Job Category</th>
<th>VERBAL/LANGUAGE</th>
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</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>Advertising</td>
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<tr>
<td>Teaching</td>
<td>Doctor</td>
</tr>
<tr>
<td>Sales/retail</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Marketing</td>
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</table>

**VISUAL:**

<table>
<thead>
<tr>
<th>VISUAL</th>
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</thead>
<tbody>
<tr>
<td>Artist,</td>
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<tr>
<td>Interior designer,</td>
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<tr>
<td>Architect,</td>
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<tr>
<td>Graphic designer,</td>
</tr>
<tr>
<td>Surveyor,</td>
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<tr>
<td>Mechanic</td>
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<tr>
<td>Fashion designer</td>
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<table>
<thead>
<tr>
<th>VISUAL</th>
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</thead>
<tbody>
<tr>
<td>Engineer</td>
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<tr>
<td>Landscape architect</td>
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<tr>
<td>Sign writer</td>
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<tr>
<td>Hairdressing</td>
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<tr>
<td>Confectioner</td>
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<tr>
<td>Multimedia developer</td>
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<tr>
<td>Games developer</td>
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**PHYSICAL:**

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<th>PHYSICAL</th>
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<tbody>
<tr>
<td>Athlete</td>
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<tr>
<td>Fitness instructor</td>
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<tr>
<td>Plumber</td>
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<tr>
<td>Child care</td>
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<tr>
<td>Electrician,</td>
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<td>Panel beater</td>
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<tr>
<td>Farmer</td>
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<td>Lifeguard</td>
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<table>
<thead>
<tr>
<th>PHYSICAL</th>
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</thead>
<tbody>
<tr>
<td>Builder</td>
</tr>
<tr>
<td>Physiotherapist</td>
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<tr>
<td>Landscape gardener</td>
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<tr>
<td>Massage therapist</td>
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<tr>
<td>Animal attendant</td>
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<tr>
<td>Hospitality</td>
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<tr>
<td>Occupational therapist</td>
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<tr>
<td>Recreation officer</td>
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**MUSICAL:**

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<thead>
<tr>
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<tbody>
<tr>
<td>Musician</td>
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<tr>
<td>Singer</td>
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<table>
<thead>
<tr>
<th>MUSICAL</th>
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</thead>
<tbody>
<tr>
<td>Radio announcer</td>
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<tr>
<td>Music therapist</td>
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<tr>
<td>Composer</td>
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<tr>
<td>Instrument maker</td>
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</tbody>
</table>
**MATHS/LOGIC:**

<table>
<thead>
<tr>
<th>Computer programmer</th>
<th>Optician</th>
<th>Engineer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designer</td>
<td>Pharmacist</td>
<td>Market researcher</td>
</tr>
<tr>
<td>Mathematician</td>
<td>Aviation</td>
<td>Architect</td>
</tr>
<tr>
<td>Statistician</td>
<td>Building surveyor</td>
<td>Electrician</td>
</tr>
<tr>
<td>Accountant</td>
<td>Financial planner</td>
<td>Games developer</td>
</tr>
<tr>
<td>Scientist</td>
<td>Economist</td>
<td>Surveyor</td>
</tr>
</tbody>
</table>

**INTROSPECTIVE:**

<table>
<thead>
<tr>
<th>Researcher</th>
<th>Lawyer</th>
<th>Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Accountant</td>
<td>Private investigator</td>
</tr>
<tr>
<td>Scientist</td>
<td>Archivist</td>
<td>Careers advisor</td>
</tr>
</tbody>
</table>

**INTERPERSONAL:**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Retail</th>
<th>Real estate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare</td>
<td>Advertising</td>
<td>Parliamentarian</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Occupational therapist</td>
<td>Actor</td>
</tr>
<tr>
<td>Public relations</td>
<td>Journalist</td>
<td>Social worker</td>
</tr>
<tr>
<td>Nurse</td>
<td>Psychologist</td>
<td>Doctor</td>
</tr>
<tr>
<td>Coach</td>
<td>Marketing</td>
<td>Hotel manager</td>
</tr>
<tr>
<td>Accountant</td>
<td>Counsellor</td>
<td>Librarian</td>
</tr>
<tr>
<td>Lawyer</td>
<td>Emergency services</td>
<td>Events coordinator</td>
</tr>
<tr>
<td>Financial advisor</td>
<td>Manager</td>
<td>Careers advisor</td>
</tr>
</tbody>
</table>

If any of these jobs interest you go to [www.jobguide.thegoodguides.com.au](http://www.jobguide.thegoodguides.com.au) and click on Search. Otherwise, to find a greater list of jobs according to your multiple intelligence preference areas, click on Building your Career/Job Charts.
The Seven Occupational Categories

Young people may be unsure which work areas are most likely to suit them. A job is more likely to be satisfying when people are interested in what they are doing and have the necessary skills to do well. To find satisfying careers, young people need to know their own interests, abilities and expectations. They can then look for jobs that relate to those interests.

Occupations are often based on the skills required to perform those jobs. The following are seven broad categories of occupations often used in careers resources and careers interest profiles.

1. **Analytical or Scientific:** This involves working with ideas to investigate or seek solutions to scientific, technical, social or other issues. You will do things like observing, researching, analysing and working out results. Developing theories and exploring abstract ideas in specialist areas is also part of working in this area. Examples: forensic scientist, chemist, journalist, market researcher.

2. **Artistic and creative:** Not only including jobs such as painting, design, arts and crafts, this area is also reflected in careers in music, drama, writing or working in the media. You may also be creative in a more general way such as looking at alternative ways to solve problems. Examples: actor, graphic design, theatre technician, art or music teacher, fashion designer, architect.

3. **Helping or advising:** These occupations involve working directly with people. Employees will have good communication skills to help, inform, teach or treat others. They will do things like discuss personal issues, listen to people’s problems, and provide advice, instruction, information or treatment. Examples: teacher, social worker, human resource, salesperson, fitness instructor, lawyer.

4. **Practical or mechanical:** Some occupations involve working with tangible objects, such as tools, machines, and instruments. This type of work is in many industries like electronics, industrial arts, gardening, and trades such as plumbing and mechanics. Other examples: army officer, baker, construction worker, fire fighter, hairdresser, engineer.

5. **Nature or recreation:** This area involves working in the natural world, undertaking activities such as handling animals, managing fauna and flora, growing crops, raising livestock, or fitness and sporting related tasks. Other examples: botanist, dog trainer, farm hand, fisheries officer, marine biologist, sports coach, zoologist.

6. **Organising or Clerical:** This group of occupations involves tasks like processing data, retrieving facts and figures, developing policies and procedures. Other activities might include organising, updating information like files or accounts, planning and budgeting. Examples: accountant, bank officer, functions coordinator, manager, librarian, secretary.
7. **Persuading or Service:** This involves working with people to sell, influence, motivate, negotiate, or serve them. Activities include selling, promoting goods and services, bargaining or presenting a point of view. Examples: beauty therapist, interior decorator, sales, travel consultant, hotel management.

People’s interests often do not lie in just one area and specific jobs usually involve a combination of interests. It is advisable to explore this further, and there are many career interests profiles around which can help. Answers can be insightful, but are intended as a guide only. Such exercises can also include lists of possible jobs relating to each category.

For a full list of occupations, see the ‘Job Chart’ section in the Job Guide. [www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au) and click on ‘Building your Career’

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**Kate’s list**

- Skateboarding
- Spending time with friends, having fun and helping them when they are upset
- Music – playing favourite songs to friends.
- Fashion
- Cleaning room, keeping things well organised
- Favourite school subjects English and Art

Kate’s list shows interests in creating and designing and working with people. She also has some interest in the clerical work category. She decides to undertake a degree in youth work, taking an elective in art therapy.
Researching Career Options

Careers at St. Bernard’s College

Where is the Information?

What are the options?
Careers at St. Bernard’s

Whether your son hopes to become a paediatrician or a plumber, it is equally important that he makes the most of the careers service at St. Bernard’s College. This can be either through attending employer and industry seminars, active participation in careers related class exercises, or just as importantly, in simply dropping in to the careers room for a chat.

It is equally important that parents also are not afraid to ask questions and seek assistance. The careers advisor is happy to talk on the phone or make a time for you to come and visit. Please note however, that priority needs to be given to Year 11 and 12 students, particularly in semester two.

For a list of careers related activities, by Year Levels, go to the Careers link on the school website.

The School’s Careers Program aims to help students in the following ways:

Develop an understanding of their needs, interests, values, aptitudes, and aspirations with respect to education and work. Various career interest profiles and quizzes are available for this process. Remember such exercises are intended as guides only - students do not ‘pass’ or ‘fail’. If your son doesn’t agree with the feedback of a careers related exercise, try to work out why. It might prompt a more in-depth consideration of career choices, or it simply might be that the exercise is not appropriate to his age or maturity level.

Investigate careers and opportunities, by enabling them to find out about local, national, and international opportunities in education, training and work. Suggest curriculum choices based on vocational interests.

Gain work experience. This is a great way to learn first-hand about a particular field of work. It also provides an insight into the adult workforce and the responsibilities and rewards that come with it.

Develop and implement pathway plans.

Assist with job application forms, resumes, tertiary applications, interview skills etc.

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Where is the Information?

This section is designed to assist parents and students to seek out careers related information. It is by no means an exhaustive list of all resources available, but should more than suffice at Year 9 Level. You will know which of the strategies and tools listed below will be best suited to your son’s learning style.

Where can I start in year 9???????

1) Careers Profiles / Questionnaires
The first step in your son’s investigations might involve completing an interest profile or questionnaire. Again – such an exercise does not simply tell a student what to do. However, such a tool that can often point a student in a direction that might warrant further research. The Multiple Intelligence Quiz is often undertaken by Year 9 students. In later years, students complete interest profiles of an increasingly sophisticated manner, such as the MBTI.

2) The Job Guide
Once a student has identified an area/s of interest, he is ready to explore the Job Guide. This book contains an alphabetical listing of thousands of different jobs, which includes a description of the job, personal requirements, the education/training required, as well as related jobs. Professional organisations are also listed and can provide additional information. The Job chart section in the front of the guide sorts careers into interest categories (compare these with the intelligence/preference areas in the MI Quiz). There are copies in the Careers Room, but they are not available to take home. Please note that in Year 10 all students receive a copy free of charge. If you would like to purchase a copy, newsagents sell the guide for about $25. The Job Guide may also be accessed on www.jobguide.dest.gov.au

3) Online Job Videos
Go to www.myfuture.edu.au and click on ‘The Facts’ and then click on ‘Occupation videos’. This section provides a great range of videos, which for visual learners in particular, might prove to be a more useful and fun resource tool.

4) Subject Bullet Posters – ‘Do you enjoy or are you good at…?’
Some students might prefer to research career options based around favourite subjects. This form of research starts with the simple question: ‘What do I like at school?’ These are available at the careers office or can be downloaded from the Careers folder in Student Resources on the school’s careers website.

5) Work Experience
The planning for Year 10 work experience starts in mid year 9! Encourage your sons to get in early and secure the best opportunities.
Some other tips…

The careers room stocks a very wide range of careers materials. A good place to start is the red A4 Industry folders. There are three computers available for student use. There is also a myriad of careers related websites. Some of the more popular and useful amongst secondary students are:

www.jobguide.dest.gov.au
(see above). The most use friendly site in terms of specific job information.

www.myfuture.edu.au
Similar to the Job Guide site in that it lists all jobs and job characteristics. In addition, it also allows a user to build an individual profile via the ‘My Guide’ section and suggests career interest areas based on profile responses. See also the Occupation Videos

www.jobsearch.gov.au
The federal government site that allows users to review all advertised positions as listed on the Job Network. Also reports on job prospects and provides a national industry overview, including skills shortage areas.

Don’t just rely on the school and Internet sites. Sometimes the best source of information comes from going straight to the source:

• Careers Expos (see Age and Herald Sun)
• University and Tafe Open Days
• Interview a family friend in a position of interest
• Read the employment section in the Age and Herald Sun to get an idea for what jobs are being advertised and what the employer is looking for. Perhaps your son, if he identifies a company of interest, might try and secure a work experience placement with the company for Year 10!
• Try a short course over the school holidays (www.shortcourses.vic.gov.au)
• Folio preparation course
Training and Education Options

Victorian Certificate of Education (VCE)
The VCE is a two-year academic program that students enter into at Year 11. Students would generally complete 20 – 24 units over two years. A unit is half a year or a semester in length. The student level of achievement is measured by formal examinations, class tests, assignments, practical work, essays and oral presentations. Universities look at a student’s academic performance via the ENTER score, when considering application.

Victorian Certificate of Applied Learning (VCAL)
VCAL is an alternative to VCE, with more of a vocational and hands-on focus. VCAL includes Literacy and Numeracy, personal development subjects, work placement and VET. This can be a positive option for students eager to enter the work force, but who still wish to secure a Year 12 pass. VCAL students do not receive an ENTER score and thus are not eligible to apply for the great majority of university courses.

Agere
This program is unique to St. Bernard’s. It is a vocationally based program that prepares students for either VCE or VCAL in years 11 and 12. Starting in year 10, Agere places special emphasis on learning in the workplace and organisational skills. Each student is required to undertake one week of work placement per term. Additionally, students begin VET (see below) in semester two. Students study English, Maths, RE and the VCE unit ‘Industry and Enterprise’. Extra assistance is available for English and Maths, if required.

Vocational Education & Training (VET)
VET allows students to complete a vocational certificate whilst also completing VCE or VCAL. At the end of Year 12, students receive Certificate II qualification - providing they have met all the work requirements. VET is available across numerous vocations, such as building and construction, horticulture, automotive, hospitality, office administration, engineering, multimedia etc. Currently all VET courses are undertaken offsite at TAFE.

Gap Year
Increasingly popular option for secondary students who do not feel ready to commit to a particular study or vocational pathway straight after school. Structured options include ADG Gap Year, Gap Australia and SBC Gap Year programs.
Tertiary – University and TAFE

Both models offer hundreds of different courses and students are required to adjust to an adult and independent learning environment. While universities offer degree (three years) and post degree studies which place greater emphasis on theory, TAFEs place a greater focus on technical skills. For example, in the sports and recreation field, a human movement degree is a popular choice for those interested in sports science or coaching. As such, units such as anatomy and physiology, biomechanics and behavioural sciences are key components of the course.

When undertaking a course at Tafe in the field, there is less emphasis on theory and a greater focus on work related skills. For instance, in a Diploma of Sport and Recreation, modules might include Occupational Health and Safety, Merchandising and Business Planning.

In some cases, TAFE courses can also be used as a pathway into a university degree. This is called articulation. Students can be granted credits towards their university course, thus reducing the time taken to complete their degree. For example, the completion of a two year Diploma in Financial Services at TAFE, may mean a student can go on to a Degree at university in Business or even Accounting, and skip the first year. A degree allows the student to enter the workforce at a higher level – in terms of pay structure, qualifications and responsibility.

For a more in-depth analysis of the differences between TAFE and university, go to Student Resources on the school website and click on the Careers folder. You can also view St. Bernard’s student tertiary destinations by clicking on ‘Career and Pathway Reports’ on the school’s careers website.

‘Australian Apprenticeships’ (includes apprenticeships and traineeships)

Apprenticeships help you to set yourself up for a career and earn a wage while you learn. In addition to the traditional areas such as building trades, hospitality, automotive, food services, beauty and hair; apprenticeships and traineeships now cover many other fields of employment - from small business to fitness communications to multimedia, sports to engineering, retail to tourism.

Part-time arrangements are also available to school students.

As a New Apprentice, you carry out paid work whilst being trained. Training can be on or off the job, or a mix of both. Your employer, and/or a TAFE College or other training providers provides the training. Under ‘Australian Apprenticeships’, traineeships range from 12 months to two years, and apprenticeships up to 4 years. Some apprenticeships and traineeships can be completed in a shorter timeframe.
Workshop Three

Tackling the employment market
Job Seeking Skills

GROUP DISCUSSION

Break into small groups and choose a job you would like to apply for. Brainstorm the process of searching for a position. How can you build your profile whilst still at school or university?

Apprentice Plumber

Retail clothing store – part time

Research assistant position at CSIRO for science degree graduate
Stages of Job Hunting

Looking for work can be a time consuming process. If your son is looking for a part-time job, encourage him to stay positive and persevere with it. Having a plan in place should cut down the time it takes to secure employment.

There are a number of different steps in looking for a part-time job:

• Prepare a resume and get some interview practise.

• Use network of family and friends.


• Keep an eye open for notices in shopping centres.

• Cold calling. Encourage your son to think of places he would like to work, then phone them and ask if he can send in a resume, or go in person and ask to leave a resume (appropriately dressed).

For a student Job Tips Information Sheet, Interview Tips and Resume Proforma, go to Student Resources on the school website and click on the Careers folder.

• When applying for full time work in particular, it is important to research the position you are applying for. Even for part-time employment, more and more employers are asking students at interview: “What do you know about the company?” Students are strongly encouraged to get onto the Internet for some basic research. When was the company formed? How many branches? What business is the company engaged in?

• Write an application letter. If there is a position description, make sure your son addresses the ‘Key Selection Criteria’ point by point and explains how he meets the job requirements.

• Make sure to tailor the resume to the position. Whilst St. Bernard’s provides a proforma resume geared towards part-time employment, when applying for a full time position a more sophisticated resume might be required.
• When attending an interview, make sure he has **suitable clothes** ready and has worked out how to get there. Arriving a little **early** or on time makes a far better impression than running late! Being early will also allow the participant to enter the interview in a more relaxed state.

• If your son hasn’t heard back within the specified time frame, **call** the employer and ask how the selection process is going. Calling too often may irritate an employer, but calling back after an interview lets an employer know he is eager to get the job.

• If not successful, ask the interviewer if he or she can give any **tips** on how he might better perform at an interview next time!

### Young people and Telephones

Always get your son to make all these calls himself. Many young people are nervous about making these types of phone calls, so good preparation is vital.

For a guideline on phoning employers, go to **Student Resources** on the school website and click on the Careers and Pathways folder.

Mirella Luca from the careers office can assist students with interview preparation, job seeking skills and resume preparation.

**Mirella Luca**
9289 1193
mluca@sbc.melb.catholic.edu.au
Employability Skills

.Groups Discussion

Break into small groups and choose a job you would like to apply for. What does your group think are the top-five employability skills (ranked in order of importance) of the following jobs?

Engineer

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Marketing executive

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Physiotherapist

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
JOHN SMITH

OBJECTIVE

To gain a position in the -----------

(Optional, not required for most part time positions)

EDUCATION

2002 St. Bernard’s College Year 10
Subjects:

PERSONAL ATTRIBUTES

• Excellent communication skills
• Customer service focused
• Enjoy working within a team
• Able to work independently and show initiative
• Reliable and committed employee
• Quick learner
• Punctual
• Takes directions
• Sound clerical skills
• Experienced working with a variety of tools
• Flexible and adaptable
• Creative
• Enjoy challenges
• Sound time management skills
• Able to work under pressure
• Enthusiastic
• Sound problem solving skills
• Loyal and persistent
• Fit and healthy
• Well presented / groomed
• Willing to learn

(Choose 6 or 7 from above that best suit position you are applying for)
EMPLOYMENT

0000 – present
Name of Workplace
‘Position’
Duties:
•
•
•

WORK EXPERIENCE

Month / Year
Name of workplace
Duties:
•
•
•

EXTRACURRICULAR ACTIVITIES / ACHIEVEMENTS

• Activity relating to job interest
• Football – member of senior school team
  member of Keilor Saints U18s
• Basketball
• Guitar
• Gym
• Back of House Assistant School Production 2002
• Commonwealth Maths Team Champions 2003
• Particular social activity – youth club etc.

(Where possible, activities to stress sporting team and individual pursuits. Also note particular hobbies).

REFEREES

Name
Position
Place of work
Ph:

(3 referees at most, starting with work, work experience, school).
Information for the new young employee

**Job Watch** is the only specialist community legal centre in Australia focusing on employment law and training related issues.

It can assist by:

- Educating workers and prospective workers about their rights at work.
- Providing accurate advice on issues that concern workers and affect their working lives, such as equal opportunity, harassment, workplace violence, unfair dismissal and non-payment of wages.
- Providing effective advocacy services and support for those workers in greatest need.
- Referring clients to those organisations, agencies and individuals who can supply the best quality service.

**Phone:**  9662 1933  
**Web Site:**  [www.job-watch.org.au](http://www.job-watch.org.au)
Errol taking cat’s heartbeat at Niddrie Vet to determine patient’s vocational interests.

Please do not try this at home.