

Work Studies

Core: My Working Life

Student Workbook

Name: _____

Transition from school to work

Stages of life

Activity 1

For each of the ages listed, indicate how we are dependent on others.

Age in years	Dependency
0–5	
6–13	
14–18	
19–21	
22–65	
66–death	

Work phases in life

Activity 2

For each of the ages, state what life and work responsibilities would be relevant.

Age	Life responsibilities	Work responsibilities
0–5		
6–13		
14–18		
19–24		
25–35/40		
41–70 (retirement age varies)		
71 and older		

Self-evaluation

Where are you in the above work phase? _____

Which of the above life responsibilities apply to you? Provide an example for each. _____

Which of the work responsibilities apply to you? Provide an example for each. _____

What is work?

Activity 3

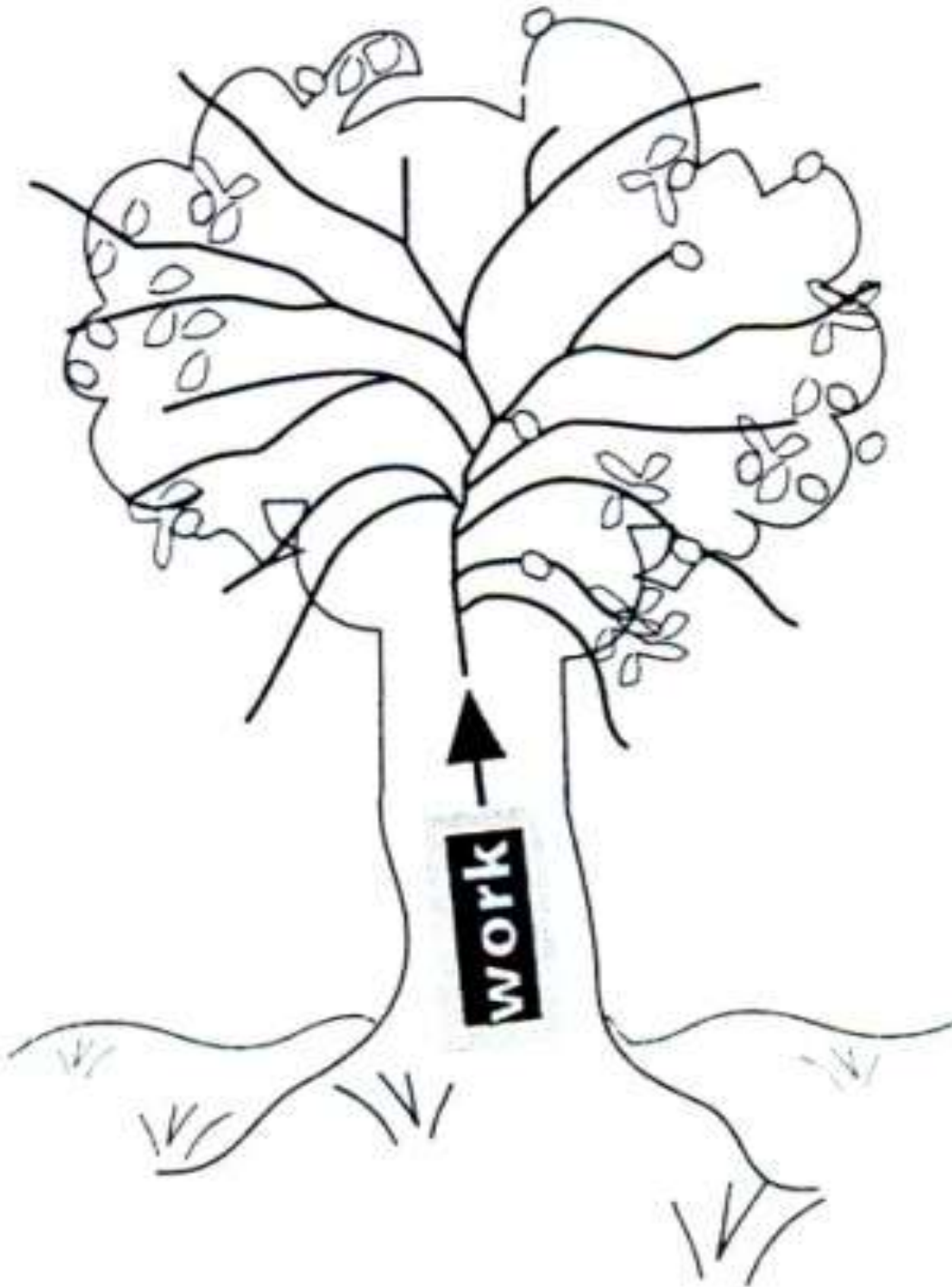
Fill in the following table. Student responses will vary.

Task	Is this work?		Does it need effort?		Does it give satisfaction?		Would you enjoy this?		Does it add value?	
	Work	Non-work	Effort	Effortless	Satisfying	Unsatisfying	Yes	No	Yes	No
Gardening										
Cleaning your room										
Shopping										
Doing homework										
Music practice										
Washing your clothes										
Going to school										
Fixing your bike										
Washing a car										
Listening to music										
Babysitting										
Shopping										
Ironing clothes										
Sports training										
Organising a party										
Mowing the lawn										
Seeing a movie										
Learning to drive										
Going to the gym										
Collecting for a charity										
Duty as a lifeguard										
Doing a part-time job										

Work means many different things to different people – work tree

Activity 4

Go to www.myfuture.edu.au and search for the article 'Why do people work?' Read the article and fill in the 'branches' below with work-associated words or phrases.

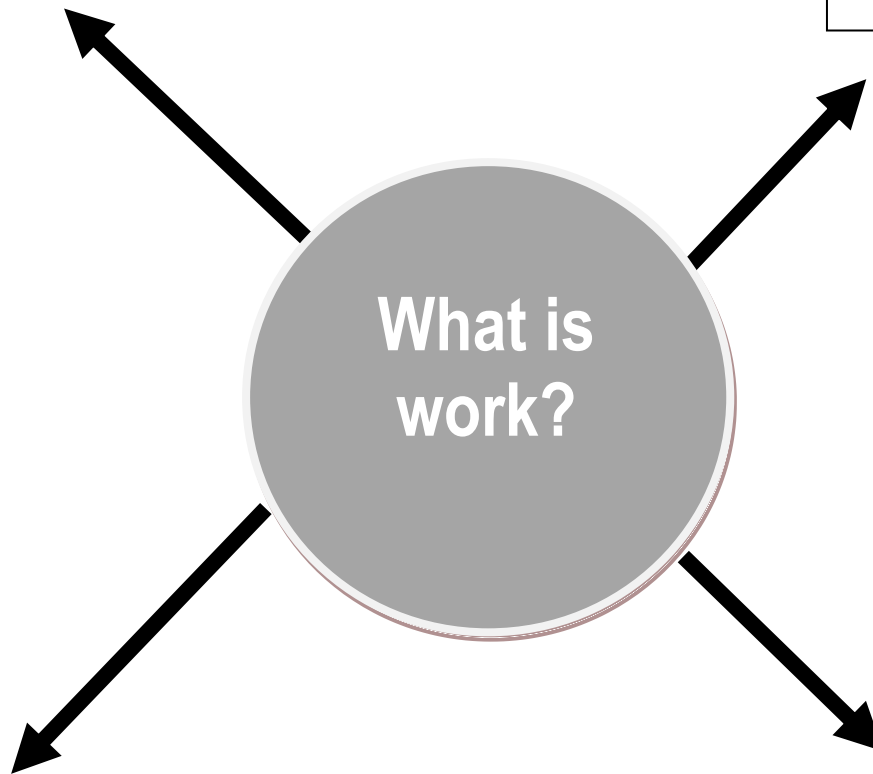


What is work? Synopsis

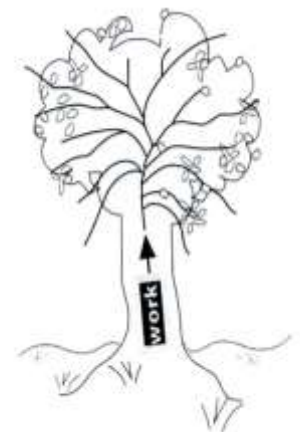
Common characteristics of work:

- Requires effort
- Can be paid or unpaid
- Is actual and specific
- Achieves goals

**Work means
different
things to
different
people**



Your written definition:



Paid and unpaid work

Activity 6

Tick the boxes if you can relate to the reasons expressed for performing unpaid work.

I am a student and I:

- am gaining crucial skills and knowledge, which I hope will assist me in obtaining a job in the future
- work around the house because my family expects me to make a contribution to the running of the home
- enjoy contact with other people
- help my parents by looking after my younger brothers and sisters because it contributes to family life
- get satisfaction from helping others
- take time out to help those around me because it provides for a better (more harmonious) living/working atmosphere
- contribute to Clean Up Australia (or a similar activity) because it's a good thing to do.

My career path flowchart

It often helps if you can put a career plan down on paper – even if you change your mind or you don't know what you want to do. You can see where you want to go and the steps you need to make. These flowcharts can be a start. You can redo them to suit yourself. Fill in the blanks with what you want to do.

There are three flowcharts, one each for:

- those who want an ATAR
- those who do not want an ATAR
- those who don't know what they want to do.

Activity 7

Complete the flowchart that best suits you and your aspirations.

Flowchart: ATAR wanted

My career goal is _____

(Keep it realistic, eg no 'I want to be a millionaire by the time I am 21' – unless your family is rich and the money is likely to be given to you for your 21st birthday.)

* Means that you need to research this area.

Complete Preliminary subjects



HSC subjects



Are these subjects appropriate for my goal?

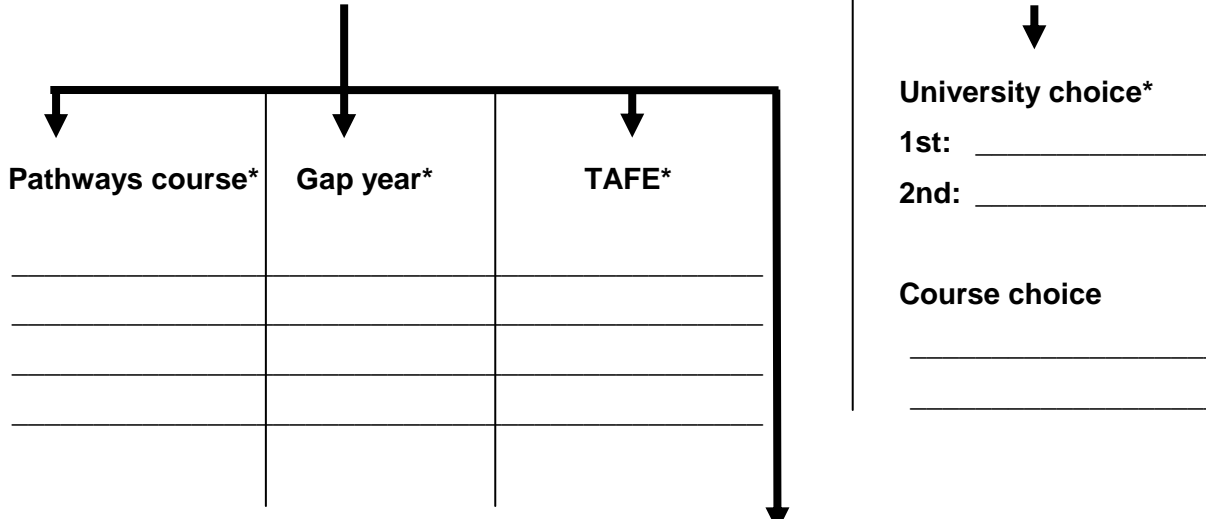
YES

NO, I need to change*

	for	
	for	
	for	

Missed the cut

Got the ATAR



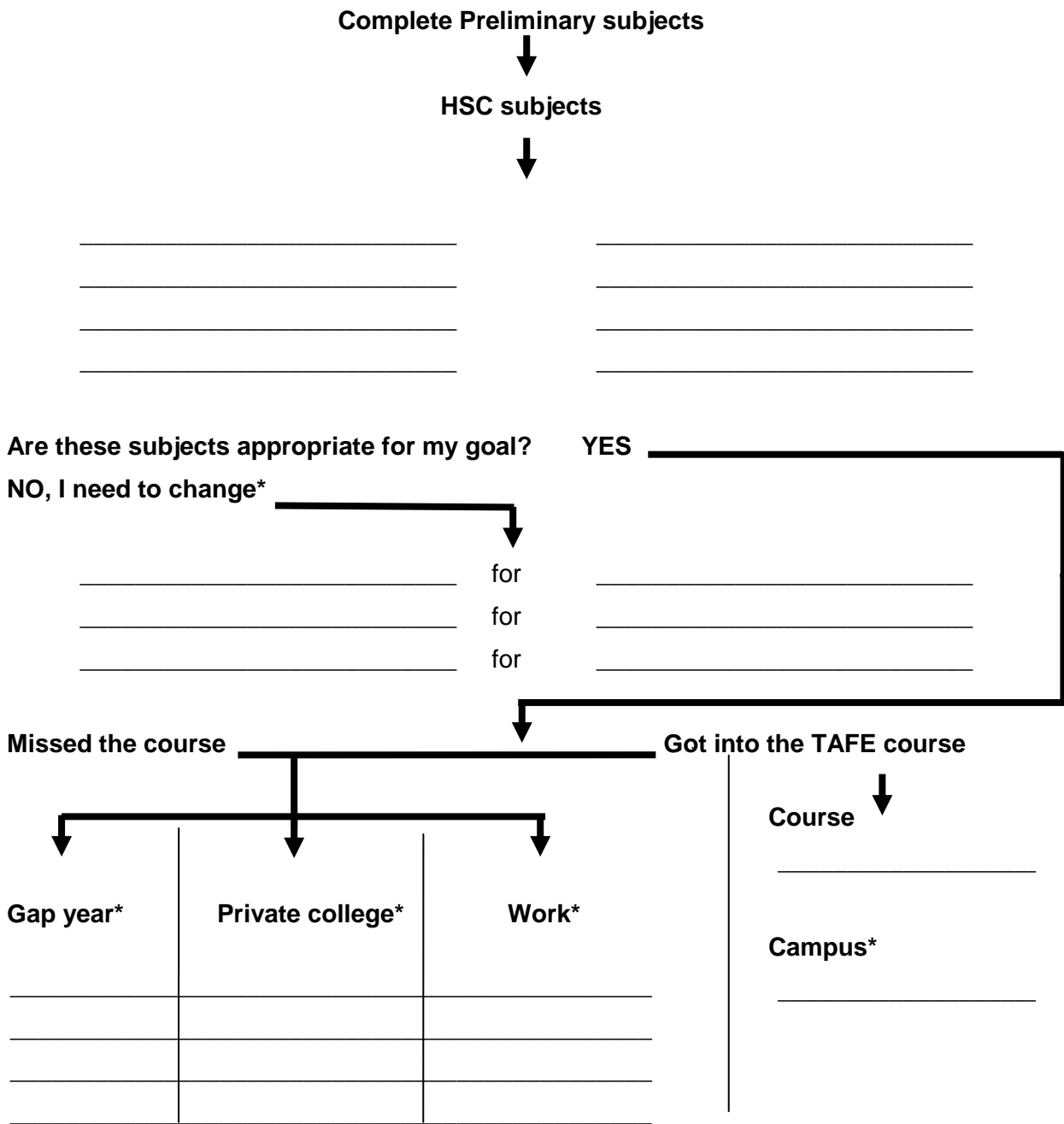
Private college* _____

Flowchart: Non-ATAR

My career goal is _____

(Keep it realistic, eg no 'I want to be a millionaire by the time I am 21' – unless your family is rich and the money is likely to be given to you for your 21st birthday.)

* Means that you need to research this area.



Additional notes _____

Flowchart: Don't know what I want to do

I might be interested in _____

Complete Preliminary subjects



HSC subjects



Do these subjects provide a wide variety of choice that would suit what I might want to do?

YES

NO, I need to change*



	for	
	for	
	for	

Gap year *	Work *	Interest course* to improve skills

Additional notes _____

Activity 8 

Go to www.myfuture.edu.au and search for 'choosing school subjects'. Read the information. Make some notes that may be of assistance in helping you decide what you want to do with your life after school. You can revise your plan at any time.

Career pathways



1. Research and draw in your preferred pathway.
2. Research and draw in an alternative pathway in case you miss out on your preferred pathway

TAFE

Working way up the company ladder

Postgraduate courses



Mature-aged student



Private colleges

Pathway courses

Cadetship

Apprenticeship

Traineeship

Gap year

Got the ATAR

Pre-apprenticeship

School's OUT!!!

Missed the cut

Year 12



Year 12

ATAR

Non-ATAR

Year 11

TVET

Key:
 _____ My preferred pathway
 - - - - - My alternative pathway

Your pathway starts here

Work–life balance



Work–life balance has become a popular topic over recent years. Australians work longer hours than people in most other Western societies, and this is at the sacrifice of time spent with family and friends and having a social life.

Activity 9

What do you think the term ‘work–life balance’ means?

Definition of work–life balance: _____

Activity 10

In the blank line of the table below each statement, state what you think the data tells you about then and now.

Table 1

Work–life balance: working Australians now and 30 years ago	1984	2014
Average age of an employed person	30	38
Percentage of those aged 65–69 in the work force	12%	20%
Average number of years staying with a particular employer	8	4
Percentage of mothers aged 30+ when having first baby	10%	70%
Average gross weekly earnings (before tax)	\$324	\$1000
Unemployment rate	7%	5%

Table 2

Then and now			
Average time spent on activity in 24 hours			
Activity	1998	2013	Difference
Sleeping	8 hours 16 minutes	8 hours 11 minutes	
Eating and drinking	1 hour 33 minutes	1 hour 29 minutes	
Employment (main job)	6 hours 49 minutes	6 hours 59 minutes	
Interacting with children	5 minutes	12 minutes	
Sport/Outdoor activity	27 minutes	19 minutes	
Games, hobbies, arts, crafts	17 minutes	10 minutes	
Reading	25 minutes	23 minutes	
Audio/Visual media (TV, etc)	2 hours 10 minutes	2 hours 20 minutes	

Using the information from table 2, answer the following questions.

1. Which activities can be considered:

(a) Personal or 'me' time? _____

(b) Carer time _____

(c) Work time _____

2. What total time differences are there for:

(a) Personal or 'me' time – plus or minus _____ minutes

(b) Carer time – plus or minus _____ minutes

(c) Work time – plus or minus _____ minutes

3. What general statement can you make about this trend? _____

4. What does this show you about work–life balance? _____

Personal and family time management/use

Activity 11

Complete table 3 by estimating the time for your own activities for a weekday 24-hour period. Ask two other friends to complete the table.

Table 3

Average time use in 24 hours (weekday)			
Activity	Me	Friend 1	Friend 2
Sleeping			
Eating and drinking			
Employment/School			
Part-time work (if applicable)			
Sport/Outdoor activity			
Games, hobbies, including the internet			
Reading			
Homework and study			
Audio/Visual (TV, etc)			

Ask two adults (parents, relations or neighbours) to assist you to complete table 4.

Table 4

Average time use in 24 hours (weekday)		
Activity	Adult 1	Adult 2
Sleeping		
Eating and drinking		
Employment		
Interacting with children		
Sport/Outdoor activity		
Games, hobbies, including the internet		
Reading		
Working at home/study		
Audio/Visual (TV, etc)		

5. Looking at tables 2, 3 and 4, can you see any similarities? _____

6. Looking at tables 2, 3 and 4, can you see any differences? _____

7. Account for the similarities and differences.

Similarities: _____

Differences: _____

Select an occupation from the poster. Use one that is linked, as this will lead to further information from myfuture.

Check for the information you need to record during this activity.

After you have filled in the information you gained from one link, return to the list of posters. Choose another (or the same one, if you like) and follow through to another occupation page.

If there are any occupations that you are genuinely interested in, follow the links through to the qualifications required. Print the information and record it in your workbook.

Complete the table below for the five occupations you followed up through the bullseye posters.

Occupation	What are the main duties and tasks?	What are the personal requirements?	What are the related courses for this occupation?
Occupation 1			
Occupation 2			
Occupation 3			
Occupation 4			
Occupation 5			

Activity 13

myfuture occupation videos

This activity will familiarise you with the range of occupation videos available on myfuture.

- Go to www.myfuture.edu.au.
- Go to **Explore careers**.
- You can browse alphabetically, by industry subdivision or by keyword search.
- Make a list of videos to watch when you have time. Select one to watch now.
- Follow up some information related to the occupations depicted in these videos.
- Record your findings on the table provided.

Most of the videos are fairly short, and it may be worth watching them twice.

Think about whether you could see yourself in the occupations featured in the videos and whether you need to find more information at myfuture.



Information for each occupation is provided above the video space. Scroll up and use the information available to complete the following table.

Complete the table below for three occupations you followed up through the videos.

Occupation	What are the main duties and tasks?	Do you think you have what it takes for this job? Why or why not?	What facts did you learnt about this occupation?
Occupation 1 Do you want to know more about this occupation?			
Occupation 2 Do you want to know more about this occupation?			
Occupation 3 Do you want to know more about this occupation?			

Exploring education and training pathways



Through this activity, you will explore the idea of education and training pathways. Your career pathway is the unique route you choose, from the many routes available, to reach your career goals.

Your career pathway will involve you completing formal and informal learning, developing your skills, and experiencing education and training, as well as community and personal life.

myfuture can help you understand what the important elements in your career pathway might be.

Activity 14

- Go to www.myfuture.edu.au.
- Select 'What is a career pathway?'
- Read the information carefully.

1. What is RPL? _____

2. What RPL might you have? _____

3. What is formal learning? _____

4. What is informal learning? _____

5. What are networks? _____

6. How might your networks help with your career pathway? _____

Following your career pathway means making some choices. Ask yourself these questions:

What have I learnt from my life experiences that I want to use in my career? _____

What career fields am I interested in? _____

What pathways could I take to get to those career fields? _____

Do I need to take a course at a tertiary institution (a private college, TAFE or university)? _____

What are the entry requirements for those institutions? _____

When I finish the course, what jobs will I qualify for? _____

Who do I know who can help me? _____

What resources and networks does my community have to offer? _____

How can I use my personal networks of family, friends and associates to build my career? _____

The relationship between education, work and standard of living

Activity 14

Select the correct word from the list below to fill the blank spaces in these notes.

List of words for cloze procedure

apprenticeships; employment; personal motivation; carpenter; job prospects; skilled non-trade; qualification; standard of living; workplace learning; professional; apprenticeship; employability; hairdressing; semi-skilled; educational; curriculum vitae; permanent; unskilled; hospitality; construction; lifelong learning; opportunities; touch typing; on-the-job training; workplace learning; auto-electrician; skilled

Once formal schooling has been completed, further studies or training must be considered. This provides the means to job security and entry into future _____.

The advantages of further education and training

Education and training improves _____ and, subsequently, income. Income is the key to _____. The most secure jobs are permanent full-time positions. These provide steady, reliable income and a range of other entitlements. For the best chance to attain _____ jobs, qualifications and skills must be achieved. All young people must stay at school until they are 17 years of age UNLESS there is an _____ component to their employment – for example, an _____. Most young people now complete Year 12. This provides the opportunity to apply for a tertiary course (university or other tertiary institution), and also shows that they have the ability to complete something they have started. Some students are also choosing to study a variety of courses in Vocational Education and Training while still at school – TVET courses, such as _____ and _____.

An attitude of ‘ _____ ’

It can be difficult and stressful choosing and working towards a career. The best way in which to approach this is to focus on the areas that are most enjoyable and of high interest. These may not necessarily be at school, but remember: the Preliminary and HSC courses must be completed to the best of your ability. Try to develop skills while still at school, such as becoming competent at _____ or becoming involved in many of the _____ available while at school. It is ideal to be working or gaining experience in an area that is related to the job you are looking for, such as working in customer service on weekends while studying hospitality. As in your school life, finding a job takes time, hard work and _____. Overall, there is a need to develop an attitude of ‘lifelong learning’. This will allow employment to be approached in a positive way and the further development of _____ skills.

The importance of skills and experience

It is important to constantly develop skills and experience. Employers will certainly like to see some form of _____ after school, such as a university degree, a trade or a TAFE course. They will, however, be looking carefully at the types and levels of skills attained and any work experience. Many students will have already listed and described present skills, experience and knowledge within a résumé or _____ (CV) when they have applied for part-time work while still at

school. This needs to be constantly updated with new experiences and as new skills are learned.

There are broadly four types of work: professional, skilled, semi-skilled and unskilled.

_____ work is done by professional workers such as doctors, lawyers and teachers, who have formally trained for their qualifications at university, together with gaining work experience within the community. There are a number of levels of university graduates:

- undergraduate degree, eg accountants, teachers, registered nurses
- professional degree, eg doctors, architects, dentists, lawyers, engineers – this requires the completion of an undergraduate degree and also requires postgraduate study, such as a graduate certificate, graduate diploma, doctorate or master degree
- para-professional – this requires the completion of some further study of a vocational nature, such as diploma or advanced diploma (may be either through TAFE or university).

_____ work requires formal training (_____) and qualifications, which lead to trades such as _____, _____ and _____ work, which requires further study such as Certificate III or IV, and _____, such as dental assistant, paralegal, chef and cosmetologist.

_____ work is normally the work completed in trades or office-based jobs. Certificate I and II, as well as individual units of competency and some non-award courses, can be undertaken. These courses provide training in a limited range of skilled operations on a limited range of equipment at a basic level.

_____ work requires low levels of training, such as retail sales and waitressing. These types of jobs are often undertaken while students are still at school or university. Unskilled jobs, such as building site labouring or pizza delivery, tend to pay the lowest levels of income. These jobs are not secure and do not allow the development of a wide range of skills.

Traineeships and workplace learning/on-the-job training

Many employers are realising the importance of training their workers on-the-job through _____. These are usually over a 12–24 month time period and allow the workers to gain both on-the-job training and external education through accredited institutions which offer relevant skills for that particular job. There are benefits to both the employer and the employee, as the trainee learns the skills needed to perform the job in the way the employer wants and enjoys a reasonable salary while learning.

Table 1: Highest level of education attainment for Australians aged 15–64 years, living in households in 2013

Highest level of education attainment	% of population aged 15–64 years
Postgraduate degree	5
Bachelor degree	14
Advanced diploma, Certificate IV, Certificate III	28
Certificate II, Certificate 1, other Certificate	1
Year 12	18
Year 11	7
Year 10	15
Year 9	7
Year 8 or below	5

Table 2: Labour force status by highest level of education attainment for those aged 15–64 years, living in households in 2013

Highest level of education attainment	% employed full-time	% employed part-time	% unemployed but looking for work	% unemployed
Postgraduate degree	66	20	2	11
Bachelors degree	65	20	3	12
Advanced diploma, Certificate IV, Certificate III	61	20	3	16
Certificate II, Certificate 1, other Certificate	34	26	12	28
Year 12	48	27	5	20
Year 11	40	25	5	30
Year 10	41	23	6	30
Year 9	25	20	6	49
Year 8 or below	25	11	5	59

Activity 16

Research the median income level achieved by people in each of the categories of highest level of educational attainment.

Questions

1. What can you generalise about the importance of education in relation to level of income?

2. Which groups have the highest income? Why?

3. Which groups have the lowest income? Why?

Assessing specific work and life situations

Employment types

Activity 18

Select the correct word from the list below to fill the blank spaces in these notes.

List of word for cloze procedure

same benefits; many; fruit picking; job for life; develop employability skills; lower security; costs; unpaid; commission and retainer; part-time; targets; not offered; popular; regulations; employment; full-time; 35-hour week; higher; fewer; 60%; pro-rata basis; no; 12 hours; 40-hour; 38 hours; 38-hour; 12 hours; flexi-time; six days; forced; four weeks; disadvantages; government; annual leave; sick leave; as required; number; certain; contract; rotating; agency; superannuation; set period of time; three days; own; roster; less; different; subcontract; communication technology; two people; exceed; free time

In the past, the number of options people had for work was limited – most people had a _____. These days, people have many interests beyond the workplace that also need to be met and, as a result, many different _____ types have evolved. Over your lifetime, you will likely have many different jobs, not all in the same area you become qualified in. In fact, you may work in an occupation that hasn't even been invented yet.

Full-time work

Traditionally, a _____ employee in Australia worked a _____ week. By the late 1970s, this began to change. At the time, labour unions – such as those in the coalmining and oil industries – successfully fought for a _____. In December 1981, the Metal Industry Award reduced the full-time week from 40 hours to 38 hours and, as a result, this became the goal of most groups. In September 1983, a federal commission established a general principle of a _____ week in Australia. With the increasing use of 'flexi-time', some people now choose to work these hours over four days instead of five. In general, employees are not allowed to work more than _____ in one day, and no more than six days in one week. Statistics show that the average person in a non-agricultural activity works just over 38 hours a week, and that this has barely changed since 1984. Full-time work means that people are at work longer, but it also means that they receive _____, _____ entitlements, _____ and a full-time wage.

Part-time work

A _____ worker is a person who works approximately the same hours every week in the same position, but _____ than 38 hours in a given week. Generally, a person employed part-time receives most of the same benefits as a full-time employee, but on a _____. If a person works _____ a week, they generally receive 60% of the sick days and holiday entitlements offered to a full-time employee. So, an employee is sacrificing some security and money as a result of working part-time.

A person may choose to work part-time because of family, welfare restrictions or some other personal reason. Some people may be _____ to work part-time because there is _____ full-time work available as a result of the changing nature of the workforce.

Casual work

A casual worker is a person who is employed by a business to work _____. A person in this position may only know a week in advance exactly what hours they will be working, and those hours may vary greatly week by week. A growing number of employees in Australia are casual workers. Companies are often willing to employ people on a casual basis because they can then _____ the person only as required. It is used frequently in the retail and hospitality industry, where demand is concentrated around certain times. These are also the industries in which most young people are first employed.

Casual employees generally receive a _____ hourly rate than full-time or part-time employees doing the same job. This is because they are _____ sick leave entitlements or annual leave. The security for them is much _____, as in quiet times the employer will not put them on the roster.

Permanent

Another work pattern is whether the employee is 'permanent' in that position. A permanent worker is one who, all things being equal, will still be in that position next year and for as long as they continue to perform well. A permanent worker may be a full-time or part-time employee.

Fixed-term employment or work

The opposite of a permanent worker is a contract worker. Today, many people start out in contract positions. Basically, this means that they are employed for a set period of time. For example, if an organisation needed to get a certain computer program completed, it may employ a programmer for a period of six months. That way, the business is not tied down to keeping on an employee whose tasks will be complete.

Contract work is very _____ with businesses and the _____ departments. However, it is not always as popular with employees. While it does give people the opportunity to change workplaces regularly, it does so at the cost of _____. For example, some banks will not give people working 'on a contract' a loan to buy a house, because their employment cannot be guaranteed.

Shift work

A shift worker is a person who works full-time but at _____ times of the day, depending on when they are needed. For example, if all nurses worked from 9.00am to 5.00pm, people in the community would not be safe, because a person who was in hospital would not have any medical care outside these hours. So, nurses work on _____ shifts to ensure that there is someone there 24 hours a day. Some workers prefer to stay on permanent night shift for family reasons. Many other jobs involve shift work.

Self-employment

An increasingly popular option for people is becoming their own employee. A person who sets up a business and then works for that business is considered to be self-employed. They must register with the government and obtain an Australian Business Number (ABN).

This is the way in which many building trades operate. They can work for _____ customers, or they may _____ out their work. They also need to provide their own equipment. There are advantages in self-employment. The person can work or not work as they please, and any profits that are made go back into the business they own. There are also _____ – there are a lot of government _____, such as insurances, workers compensation, superannuation and Business Activity Statements (BASs), as well as calculating quarterly taxation (PAYG) that must be completed. There is _____ job security.

Working from home

With the increasing use of the internet and _____, many people are now able to work from home, where they complete their work by email or courier it to their central office without needing to go in. The option of working from home means that people who need to be at home for one reason or another do not need to leave the workforce. This option can also help to reduce the cost of working, particularly for self-employed people, as office _____ are considerably lower.

Telecommuting

As the internet becomes more powerful, there is often no need for a person to have physical access to their workplace at all. In fact, a person can live in Australia, work in the United States and have a morning meeting in London without leaving their home or office! All that is needed is access to a computer and telecommuting software. As net-meetings and teleconferencing become more common, so will this option.

Job sharing

Sometimes a business is willing to employ two people to do the work of one. A full-time position is advertised, but two people may be employed who are willing to share the position. The workload is divided between the two workers, who usually work set days each week.

Seasonal work

Some jobs only exist at _____ times of the year – eg _____. The employees work as needed in one place and then move on and look for another position. It is ideal for people who want to travel around and not have to rely on savings, eg backpackers.

Fly-in fly-out (FIFO)

Rather than relocating the employee and their family to a town near the worksite, the employee is flown to the worksite. They work for a number of days and are then flown back to their hometown for a number of days of rest.

Employers prefer it when the cost of establishing permanent communities (of sufficient quality to attract families to live locally) will exceed the cost of airfares and temporary housing on the worksite. Generally, such sites use portable buildings, since there is no long-term commitment to that location.

Usually, a fly-in fly-out job involves working a long shift (eg _____ each day) for a number of continuous days, with all days off spent at home rather than at the worksite. As the employee's work days are almost entirely taken up by working, sleeping and eating, there is little need for any recreation facilities at the worksite. However, companies are increasingly offering facilities such as swimming pools, tennis courts and gyms as a way of attracting and retaining skilled staff. Employees like such arrangements, since their families are often reluctant to relocate to small towns in remote areas where there might be

limited opportunities for the partner's employment, limited educational choices for children, and poor recreational facilities.

Piece work

This is employment where a person receives payment for a certain _____ of items, eg five boxes of fruit from a fruit picker, or a measured amount of a commodity, eg a trailer load of wood.

Commission-based employment

Pay is based on reaching sales _____. A commission is usually a percentage rate of pay per item sold. A _____ employment includes a base pay rate plus commissions, which work like bonuses. Real estate and car sales people often work in this way.

Agency work

People sign up with an agency and are paid by that _____. The agency finds positions for them. An agency may supply people with a variety of different skills, eg private nurses, nannies and a variety of building trades people. This means that people do not have to find their own jobs.

Voluntary work

Is _____ work. Many charities (non-profit) rely on voluntary workers because their main purpose is to provide free services to the community, eg Meals on Wheels for the aged population and Surf Life Saving patrols. People work voluntarily for a number of reasons, including to use _____ productively, to _____, to help the community or to contribute to fundraising.

Many large non-government organisations (NGOs) use volunteers for fundraising and to promote global issues, such as humanitarian and environmental causes. Voluntary workers generally feel a great sense of purpose in volunteering for a good cause.

Understanding industry information



The purpose of this activity is to help you learn more about what an industry is, and to become familiar with where to find industry information available in myfuture.

Activity 19

- Go to www.myfuture.edu.au.
 - Look for information about industries.
1. What is the industry information in myfuture based on?

Industry categories

- Accommodation and food services
- Administrative and support services
- Agriculture, forestry and fishing
- Arts and recreation services
- Construction
- Education and training
- Electricity, gas, water and waste services
- Financial and insurance services
- Health care and social assistance
- Information media and telecommunications
- Manufacturing
- Mining
- Other services
- Professional, scientific and technical services
- Public administration and safety
- Rental, hiring and real estate services
- Retail trade
- Transport, postal and warehousing
- Wholesale trade

2. How many levels are there to each industry category? _____

3. Complete the table for grape growing.

Level	Example	Grape growing
Division	Manufacturing	
Subdivision	Food product manufacturing	
Group	Meat and meat product manufacturing	
Class	Meat processing	Grape growing

Now choose an industry of interest to you by using a keyword search. Read the industry information.

4. Complete the table below for a search of your choice.

Level	
Division	
Subdivision	
Group	
Class	

When you read about the industry you are researching, you will probably find that that it contains occupations that you had not thought were related. This means that when you are considering an occupation, you should also look for something that you hadn't considered.

Choose an industry and select five occupations that you might consider at a later date.

1. _____
2. _____
3. _____
4. _____
5. _____

What are the main things you have learnt from this activity? _____

Developing a career plan

Activity 20

Highlight the points that you consider to be most important.

Career development is a lifelong process that is unique for every individual. There are many influences that contribute to your career, such as:

- Who you are as an individual

This includes your self-concept, interests, skills, knowledge, personality, ethnicity, age, gender, ability, disability, health, beliefs and sexual orientation. For example, your choice of hobbies reflects your interests and abilities.

- Your community

The community plays an important role in forming your identity, beliefs and attitudes. Members of your community can be your family, peers, friends or colleagues from your school or workplace, employers, the media, community groups and clubs. They can influence the lifestyle you want to aspire towards, the work you choose, the life roles you take on and what you value about yourself.

- The environment and wider society

This refers to the opportunities or constraints caused by factors such as the region or location you live in (ie rural or metropolitan), what is happening in the employment market (eg are there job vacancies in your career field?), your socioeconomic status (eg do you have to consider financial commitments, such as mortgages or children's education?), historical trends (eg changes in women's participation in the workforce) and political decisions (eg government grants available for enterprise development).

Random and unpredictable events may also have an impact on your career. Different sets of influences will be dominant at different stages in your life as you grow and develop as a person. For example, in childhood, ideas about life roles and work are expressed in play and are based on the adults with whom you identify strongly.

In adolescence, career exploration is based on identifying interests, abilities, capacities and values; learning about the world of work through observing adults at work; participating in the workforce; and accessing career resources and programs.