

# CAREERS PASSPORT

## Workshop 2

### Surveying the Work Environment



## OVERVIEW OF THE CAREER PASSPORT PROGRAM

Career management skills are an essential tool for the successful navigation of repeated career transition processes that individuals will engage in during their adult life.

In order to enable UNE students to develop the competencies required to develop these skills, the UNE Careers Service has developed the Career Education Passport. This series of interactive workshops are designed to be undertaken in sequence, as each succeeding workshop assumes certain knowledge and competencies.

<b>Topic</b>	<b>Duration</b>	<b>Workshop Titles</b>
Career self-management	3x3 hr workshops	<ol style="list-style-type: none"><li>1. Self-reflection</li><li>2. Surveying the work environment</li><li>3. Serendipity</li></ol>
Job seeking skills	2x2 hr workshops	<ol style="list-style-type: none"><li>1. Resume writing &amp; applying for jobs</li><li>2. Interviews &amp; assessment centres</li></ol>
Making the transition from study to workplace	Various	<ol style="list-style-type: none"><li>1. Preparation for Virtual Careers Fair</li><li>2. Internships</li><li>3. WorkReady</li><li>4. Work Experience</li></ol>

## **LEARNING OUTCOMES**

In this workshop we will be developing strategies for surveying the work environment. After completing this workshop you should

- have the skills needed to successfully engage in successive career transitions throughout your working life
- have an increased awareness of potential career options
- be able to make better informed choices in subject selection and see the connection between their course of study and desired career destination
- be more mindful of the importance of developing Graduate Attributes and generic employability skills, identified by DEETYA as communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technology

This course will contribute to the development of the following Graduate Attributes: communication skills, information literacy, lifelong learning, problem solving, and teamwork.

## **CONCEPT OF CAREER IN CONTEXT**

### **Historical perspective from 1900- 1950s**

- **Parson and the rise of industrialisation**
- **Time and motion studies**
- **Efficiency paramount**
- **Science providing answers**

### **1950s – 1980s**

- **Psychology providing answers**
- **Person to job fit**
- **Stability and predictability - control**

### **1980s – present**

- **Increased complexity and instability – chaos theory**
- **Multiple roles**
- **Life planning rather than career planning**

## **CAREER PATHWAY NOW RESEMBLES CRAZY PAVING**

Rather than remaining in one occupation for life, we can expect to change occupations (not just employers) 6 or 7 times over our working life.

Fortunately, there is no one and only perfect career choice. For each of us there is a range of occupations, any of which will provide a satisfying and fulfilling career.

- People differ in their abilities and personalities, needs, values, interests, traits and self-concepts.
- Each person is qualified, by virtue of these characteristics, for a number of occupations
- Each occupation requires a characteristic pattern of abilities and personality traits, with tolerances wide enough to allow some variety of occupations for each individual as well as some variety of individuals in each occupation.
- Vocational preferences and competencies, the situations in which people live and work, and, hence, their self-concepts can change with time and experience.  
(Harrington, 2002)

Therefore, the career choice decision you make at this point in time is NOT a 'once and for all, set in concrete' decision, it is rather 'what am I going to do NOW, and possibly what am I thinking about doing NEXT'.

## **GROUP EXERCISE**

### **CONSIDERING FUTURE SCENARIOS**

1. Draw a timeline from now to age 70.
2. Mark on the timeline major life stages and significant events that you would like to happen in the best of all possible futures. These could include events such as
  - Study
  - Work
  - Travel
  - Relationships
  - Family
  - Political/economic trends

Remember that these events are unlikely to occur in a neat, clearly defined sequence. They are more likely to overlap and occur more than once. At this stage we will not incorporate unexpected or chance events, although as we shall see in the next workshop, serendipitous events actually have a significant influence on the direction of our life and career.

Now repeat the exercise at least twice, but include less than favourable possible events, for example

- Illness or accident
- Unemployment
- Forced relocation
- Relationship breakdown
- Need to give time as a carer for a family member
- Political or economic or environmental disaster

## COMMON MISTAKES

1. Occupational stereotypes – challenge your assumptions
2. Not challenging ‘accepted wisdom’ eg there are no jobs for Arts graduates, there is no future in such-and-such occupation, you can’t get into a decent law firm unless you went to one of the ‘sandstone’ law schools.
3. Uncritically accepting occupational information – what context or experience is informing or colouring the advice
4. Asking the wrong question – “I am graduating with a degree in xyz, what can I do?”
5. Start by thinking about what you want to do, then see how you go about best equipping yourself for that occupation.
6. Taking the first answer that presents itself. Approach to the ‘problem’ of finding out what you want to do – find an answer, and then proceed to find more answers.

## MIX & MATCH EXERCISE

Rephrase the question:

What job should I apply for = What do I like to do + what fields interest me.

### 1. WHAT DO I LIKE TO DO (TASKS)

(remember RIASEC results)

### 2. WHAT FIELDS INTEREST ME?

#### Examples of what you might like to do or skills you have could include:

Work in a team	Organisational skills	Selling
Work with figures	Communication skills	Problem solving
Variety	Work outdoors	Frequent travel
Predictable routine	Client/customer contact	Specific location

PLUS: see list of Transferable Skills

#### Examples of fields that may interest you could include:

Computers	Music	Agriculture
Travel	Animals	Politics
Writing	Mechanical equipment	Environment
Languages	History	Fashion
Sport	Science	Food
Art/drama	Medicine	People

## **GROUP EXERCISE**

### **WHAT POSSIBLE OCCUPATIONS CAN THESE COMBINATIONS SUGGEST?**

Think creatively as well as logically. At this stage we are still not looking for a job title. Take into account the Values that you articulated in the last workshop. Are the suggested occupations congruent with your personal values?

Can you see a pattern consistent with the narrative you were beginning to develop in the last workshop?

Some of the occupations generated in this exercise will NOT be feasible options – no matter how hard you try you will never be able to acquire the skills/attributes required. How can you use the information produced by these choices in a positive way?

## **GENERATE A LIST OF TARGET POTENTIAL EMPLOYERS**

Consider all three sectors of the economy: Government, Private, Non-profit

## **HOW TO RESEARCH POTENTIAL EMPLOYERS**

MEDIA:

NETWORKING:

## **LOOKING BACK**

### **Workshop 1:**

Connect self-reflection with occupational choice and look for congruence

## **LOOKING FORWARD**

### **Workshop 3:**

Having your radar set to scan for opportunities. If you know what you are looking for, it is easier to identify it when it comes along.

