



CAREER AND ENTERPRISE

ATAR course examination 2016

Marking Key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Short answer

60% (107 Marks)

Question 1

(12 Marks)

- (a) Identify **three** challenges and **three** opportunities for individuals created by globalisation. (6 marks)

Description	Marks
3 challenges x 1 mark each	
Identifies a challenge created by globalisation for individuals	1–3
subtotal	3
3 opportunities x 1 mark each	
Identifies an opportunity created by globalisation for individuals	1–3
subtotal	3
Total	6
<p>Answers could include:</p> <p>Individual challenges:</p> <ul style="list-style-type: none"> • increased competition for individual jobs • may need to move overseas to access jobs • need to be aware of changes in technology • need to be aware of changes in global trends • need to be aware of changing labour markets in industry areas • may have to work in different cultural contexts • may need to communicate in different languages • need to develop a range of skills to work in different environments <p>Individual opportunities:</p> <ul style="list-style-type: none"> • wider access to job opportunities • can develop skills by working in different cultural environments • opportunities to travel • opportunities to start own businesses • can work from home using technology • can access global markets via online technology • quick access to trends and industry information • online application processes for international jobs • networking. <p>Other relevant examples accepted.</p>	

- (b) Identify **three** challenges and **three** opportunities created for organisations by globalisation. (6 marks)

Description	Marks
3 challenges x 1 mark each	
Identifies a challenge for organisations created by globalisation	1–3
subtotal	3
3 opportunities x 1 mark each	
Identifies an opportunity for organisations created by globalisation	1–3
subtotal	3
Total	6
<p>Answers could include:</p> <p>Organisational challenges:</p> <ul style="list-style-type: none"> • competition with global competitors • need to adapt more quickly to changes in the industry • need to be aware of innovations and technological change • may be competing with countries with cheaper labour or resources • need to have 'online' presence • need for international online sales and advertising • need to understand different cultural contexts • may need to access overseas components or labour <p>Organisational opportunities:</p> <ul style="list-style-type: none"> • access to global markets • opportunities to employ the best qualified staff from around the world • opportunities to sell products online to a global market • opportunities to source the cheapest components and labour • opportunities to access latest technologies and production techniques • opportunities to conduct meetings via online video conferencing • opportunities to enter new markets. <p>Note: Challenges and opportunities that do not relate to globalisation will not get awarded marks</p> <p>Other relevant examples accepted.</p>	

Question 2

(21 Marks)

- (a) Explain the use of self-management strategies, such as self-reflection, goal setting and time management, in building a career. (9 marks)

Description	Marks
3 self-management strategies x 3 marks	
Explains the use of a self-management strategy in building a career.	3
Explains briefly the use of a self-management strategy in building a career.	2
Mentions or states a fact related to the use of a self-management strategy in building a career.	1
Total	9
<p>Answers could include:</p> <p>Self-reflection:</p> <ul style="list-style-type: none"> • allows you to review the success of completing a task or a decision made and the methods used • enables you to focus on successes and weaknesses and areas of improvement for the future • provides you with an opportunity to list future strategies to undertake when task is repeated. • allows you to better match your own personal interests and abilities to suitable career options • allows you to make realistic judgements about the suitability of career pathways in relation to your own personal circumstances. <p>Goal-setting:</p> <ul style="list-style-type: none"> • use of SMART goal-setting techniques (specific, measurable, achievable, realistic, time-orientated) • provides clearer focus • allows priority use of resources • provides clarity of thinking • measurement of outcomes against goals is easier • provides more structure and direction in planning your career pathway • gives you specific indicators of success to track and measure your progress. <p>Time-management:</p> <ul style="list-style-type: none"> • develop routines for priority tasks that have to be done on a regular basis • organise your working area effectively • use a planner to ensure deadlines, appointments are followed • make checklists. • set clear time limits for achieving desire goals • develop routines that are advantageous in workplace settings and improve your employability. <p>Other relevant examples accepted.</p>	

- (b) Explain **two** examples of the need to accept diversity in the workplace. (6 marks)

Description	Marks
2 examples x 3 marks each	
Explains a suitable example of the need to accept diversity in the workplace	3
Explains briefly a suitable example of the need to accept diversity in the workplace	2
Mentions or states an example of the need to accept diversity in the workplace	1
Total	6
<p>Answers could include:</p> <p>Ethnic and cultural links:</p> <ul style="list-style-type: none"> • originate from different countries • English is often the second language • follow different religions • food preferences are often different • follow different cultural celebrations • often have difficulty securing employment, particularly on arrival in Australia <p>Generational differences:</p> <ul style="list-style-type: none"> • historically women have been disadvantaged in the workforce in Australia. Different pay rates; often had to resign when married or pregnant • today, still gaps with average wages, superannuation levels being lower for women. Promotional opportunities ('glass ceiling') are proportionally lower than men <p>Sexual orientation:</p> <ul style="list-style-type: none"> • individuals who classify themselves as gay or transgender are more likely to experience vilification, harassment or bullying in the workplace • more likely to suffer from sexual harassment and/or sexual discrimination <p>Physical disabilities:</p> <ul style="list-style-type: none"> • make up 10% of the Australian workforce today • workplaces may need to be modified (e.g. accessible bathrooms/toilets, accessible work stations) • workers with a disability have, on average, higher job retention and better attendance rates than those without one. There is little difference between people with a disability and others when comparing levels of productivity <p>Mental health concerns:</p> <ul style="list-style-type: none"> • recognising and promoting mental health is an essential part of creating a safe and healthy workplace • treating mental health problems like any other illness • mental health problems, especially depression and anxiety, are common in the community • legislation examples to promote diversity and social inclusion in the workplace. <p>Other relevant examples accepted.</p>	

Question 2 (continued)

- (c) Explain **two** strategies that an organisation could implement for employees working in a diverse workplace. (6 marks)

Description	Marks
2 strategies x 3 marks each	
Explains a suitable strategy that an organisation could implement for employees working in a diverse workplace	3
Explains briefly a suitable strategy that an organisation could implement for employees working in a diverse workplace	2
Mentions or states a fact related to a suitable strategy that an organisation could implement for employees working in a diverse workplace	1
Total	6
<p>Answers could include:</p> <p>Strategies</p> <ul style="list-style-type: none"> • all employees to attend cultural awareness training through PD programs • celebrate special days for all nationalities • educational programs to increase awareness of equal opportunity legislation • online organisational web page that outlines the organisation's diversity policy and a focus on social inclusion, e.g. appropriate communication techniques within the workplace • encourage cultural understanding throughout outside work social events • practise positive cultural diverse employment policy • challenge any stereotypes that are observed in the workplace • provide wheelchair access throughout the workplace • use recruitment strategies that encourage applications from a diverse range of backgrounds • publish clear equal opportunity policies and give all employees access to support if an individual requires it • management strategies that utilise the expertise and experience of different ethnic, cultural or other personal backgrounds • modify workplace accessibility, work stations • respond to any discrimination issues raised by employees in a timely and equitable manner • use inclusive management and communication styles and encourage employees to share their knowledge and experiences within teams • promote awareness and initiatives of mental health and wellbeing at work • focus on areas where our diverse attributes may be enhanced and of value to the working environment • introduce an effective employee complaints handling procedure. <p>Other relevant examples accepted.</p>	

Question 3

(26 marks)

- (a) Define the terms 'continual personal learning' and 'continual professional learning'.
(4 marks)

Description	Marks
'continual personal learning'	
Defines the terms 'continual personal learning'	2
Mentions or states a fact related to the terms 'continual personal learning'	1
'continual professional learning'	
Defines the terms 'continual professional learning'	2
Mentions or states a fact related to the terms 'continual professional learning'	1
Total	4
<p>Answers could include:</p> <p>Continual personal learning is constantly developing a person's skills to further enhance their knowledge and understanding as part of their career development. It could be for intrinsic value or linked to their professional learning</p> <p>Continual professional learning is about a person expanding their skills in response to changing work environments and developments to ensure they can work efficiently in their changing work environment.</p> <p>Other relevant examples accepted.</p>	

- (b) Describe **three** examples of the concept of continual personal learning and **two** examples of the concept of continual professional learning.
(10 marks)

Description	Marks
3 examples x 2 marks each	
Describes an example of the concept of continual personal learning.	2
Identifies an example of the concept of continual personal learning.	1
subtotal	6
2 relevant examples x 2 marks each	
Describes a relevant example of the concept of continual professional learning.	2
Identifies a relevant example of the concept of continual professional learning.	1
subtotal	4
Total	10
<p>Answers could include:</p> <p>Examples of continual personal learning: IT: using social media to connect with friends and family, e.g. Facebook. Community involvement: voluntary involvement:</p> <p>Opportunities for personal development through interacting with people from different backgrounds and cultures. One can develop valuable networks and useful evidence of community involvement for a resume. One can gain skills in an area of interest and improve interpersonal skills by working in communities and teams</p>	

Question 3(b) (continued)

Public speaking courses: training in public speaking or related courses can improve personal development. Organisations such as Rostrum give person opportunities to improve their skills. Enhanced public speaking skills contribute to greater success in interviews, presentations and improve an individual's confidence.

Travel: travel can contribute to personal and professional development. It gives an insight into different cultures, forces one to be independent and learn self-management and initiative. One may combine travel with study or work in a different country, which contributes to skills and understanding of how to manage in different legal/economic environments.

Examples of continual **professional** learning:

IT: using an Excel spreadsheet to complete tasks more efficiently in the workplace.

Employer initiatives:

Attending specific, industry related forums, workshops, presentations and conferences improves professional development. It updates skills, gives opportunities to expand networks and gain new insights into the broader industry. It can also give opportunities to explore new technology or access new training.

Graduate programs:

Internships offer an opportunity to develop skills in specific organisations. Holiday work programs and vacation work programs allow people to develop skills in an industry area and get a feel for the work before making a formal commitment. It also allows people to gain exposure to the work environment, develop networks and make more informed decisions about their career choices.

Online courses:

This could include online tertiary/university courses, TAFE or other registered training organisations. Short courses or certificate courses such as safety courses or responsible service of alcohol could also be considered. Personal development courses including free skills-based training are also options.

Training courses:

Enrolling in further training can improve professional development by increasing skills. University or TAFE qualifications can improve job opportunities. Certification training can improve employment options. Training in physical skills such as vehicle/machine operations, sport coaching, art or music can improve personal and professional development.

Undertaking 'refresher' courses helps keep skills current and contributes to ongoing professional development

Other concepts

Work experience:

Undertaking work experience contributes to personal and professional development. It allows one to gain an insight into an area of interest, assess what skills and training is required and to develop professional networks. It also allows one to make a realistic assessment about the suitability of the career in regards to personality type, skills and interests.

Undertaking work in a related area:

If one cannot secure the ideal job, then one may work in a related area. This allows one to develop experience in the industry, gain more skills and extend networks. Evidence of work in the industry will improve opportunities for future work in a related area.

Other relevant examples accepted.

- (c) Explain **four** reasons for continual personal and professional learning in the management of your long-term career development. (12 marks)

Description	Marks
4 reasons x 3 marks each	
Explains a reason for continual personal and professional learning in the management of your long-term career development.	3
Explains briefly a reason for continual personal and professional learning in the management of your long-term career development.	2
States a fact related to a reason for continual personal and professional learning in the management of your long-term career development.	1
Total	12
<p>Answers could include:</p> <p>Personal and professional learning ensures:</p> <ul style="list-style-type: none"> • your capabilities keep pace with the current standards of others in the same field • that you maintain and enhance the knowledge and skills you need to deliver a professional service to your customers and clients • that your knowledge stays relevant and up to date. You are more aware of the changing trends and directions in your profession. The pace of change is probably faster than it's ever been – and this is a feature of the new normal that we live and work in. If you stand still you will get left behind, as the currency of your knowledge and skills becomes out dated • you continue to make a meaningful contribution to your team. You become more effective in the workplace. this assists you to advance in your career and move into new positions where you can lead, manage, influence, coach and mentor others • that you stay interested but it does mean that we tend to do what we have done before. Focussed personal and professional learning opens up new possibilities, new knowledge and new skill areas • you develop a deeper understanding of what it means to be a professional, along with a greater appreciation of the implications and impacts of your work. <p>Other relevant examples accepted.</p>	

Question 4

(15 Marks)

(a) Explain any **two** of the methods used for monitoring and improving workplace performance listed below:

- self-assessment
- performance management
- quality control.

(6 marks)

Description	Marks
2 methods x 3 marks each	
Explains a method for monitoring and improving workplace performance.	3
Explains briefly a method for monitoring and improving workplace performance.	2
States a fact related to a method for monitoring and improving workplace performance.	1
Total	6
<p>Candidates must discuss any two methods of self-assessment, performance management or quality control.</p> <p>Answers could include:</p> <p>Self-assessment: Employees can monitor whether they are meeting goals and deadlines laid out in a performance plan, they can make notes as they are completing tasks, they can report to a line manager at regular intervals. Employees can keep diaries where they can actually note what they are doing each day, including breaks or interruptions. Every time an employee moves on to a new activity, if he or she is using a diary, the employee makes a note of what he or she is doing and when the activity began</p> <p>Performance management: is a process where employers and employees work together to plan, monitor and review an employee's work goals and overall contribution to the organisation. Performance management is more than just an annual performance review, it is the continuous process of setting goals, assessing progress and providing on-going coaching and feedback to ensure that employees are meeting their work and career goals</p> <p>Quality control: is improving the quality of their employees in having up-to-date knowledge, skills and improved competencies. Continuous education and training for employees is an essential part of improving their knowledge, skills and competencies. Collecting and analysing information about the performance of employees and their teams is very important. Performance measures should not just focus on the number of tasks an employee does, it should also focus on other things, for example, the level of waste, the number of defective products produced (quality control) and the number of different skills an employee learns (multi-skilling). By collection of information, good practices can be identified and problems can be easily identified and addressed.</p> <p>Other relevant examples accepted.</p>	

- (b) Explain the following processes used in performance management:
- rating scales
 - management by objectives
 - 360 degree feedback.

(9 marks)

Description	Marks
3 processes x 3 marks each	
Explains a process used in performance management.	3
Explains briefly a process used in performance management.	2
Mentions or states a fact related to a process used in performance management.	1
Total	9
<p>Candidates must elaborate all three of the processes used in performance management, including the use of rating scales, management by objectives and the 360 degree feedback process.</p> <p>Answers could include:</p> <p>Rating scales: graphical rating scales are the most commonly used system in performance management. Employees are judged on many different factors and on how much of that factor or trait they possess. Typically a 5 or 7 point scale is used</p> <p>Management by objectives: the purpose of any performance appraisal program is employee development. The value of performance management is in the process of communication between supervisor and employee and not merely in the completion of the form. Specific objectives of the performance management program might include such objectives as increase professional development, skill level and performance of each employee; to strengthen working relationships between supervisor and employee; to clarify job duties and responsibilities; to establish mutually understood standards for measuring performance and to aid in promotion, retention and salary decisions</p> <p>The 360 degree feedback: refers to multiple evaluations of employees, which often include assessments from a line manager, peers, and self-assessment. In self-assessments, individuals assess and evaluate their own behaviour and job performance and in peer assessments members of a group evaluate and appraise the performance of their fellow group members. It is common for a rating scale to be used for self-assessments. Positive leniency tends to be a problem with self-assessments. Peer assessments from multiple members of a group are often called crowd-based performance reviews, and solve many problems with peer assessments from only one member.</p> <p>Other relevant examples accepted.</p>	

Question 5

(17 marks)

(a) Explain the concept of **each** of the following and discuss **one** reason for the importance of managing **each**:

- career
- work/life balance.

(12 marks)

Description	Marks
1 career concept x 3 marks	
Explains the concept of a career	3
Explains briefly the concept of a career	2
Mentions or states a fact related to the concept of a career	1
subtotal	3
1 work/life balance concept x 3 marks	
Explains the concept of work/life balance	3
Explains briefly the concept of work/life balance	2
Mentions or states a fact related to the concept of work/life balance	1
subtotal	3
1 reason for managing career x 3 marks	
Discusses a reason for the importance of managing your own career	3
Discusses briefly a reason for the importance of managing your own career	2
Mentions or states a fact related to the importance of managing your own career	1
subtotal	3
1 reason for managing work/life balance x 3 marks	
Discusses a reason for the importance of managing your work/life balance	3
Discusses briefly a reason for the importance of managing your work/life balance	2
Mentions or states a fact related to the importance of managing your work/life balance	1
subtotal	3
Total	12

Answers could include:

Concept: a career:

A career is a sequence and a variety of occupations and roles (both paid and unpaid), which have been undertaken throughout life. A career includes life roles, leisure activities, learning and work.

Concept: work/life balance:

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Reasons for managing one's own career:

1. Be responsible for one's own career success. It is one's responsibility to discover special gifts, attributes and capabilities that can give one a competitive edge and the greatest probability to have a successful career. Managing a career requires quality networking, being in the right place at the right time, knowing unique value and how to use it, managing personal brand, being influential - to mention a few essentials. But in the end, all of these factors require one important thing, a personal commitment to manage and invest in one's career the right way.
2. Managing one's career is essential because the investment an employer makes in one's career is no longer enough – and most of the time these investments align with the organisation's goals. One's specific performance improvement needs for skills and experience must be transferable across all industries and organisations that one may choose to engage with in the future. In today's global market, one can no longer afford to wait for employers to invest in professional growth and development. One must know oneself and career ambitions well enough to recognise the necessary career investments that one must make and determine the wisest career investment path.

Reasons for managing one's own work/life balance:

1. Overworked employees are more likely to suffer health problems, more likely to be absent or sick, less efficient, less sociable, and overall more difficult to work with. It is in the best interests of both the employee and employer to avoid these pitfalls through smart human resource management.
2. With work/life balance you are more productive over longer periods of time. Because one has a more balanced perspective one can spot opportunities that may otherwise have been missed had one been over-worked and over-tired.
3. Managing work/life balance allows one to select work that suits life at different stages of personal development. One may wish to work less as one gets older or work more in the early stages of a career to support lifestyle ambitions.

Other relevant examples accepted.

Question 5 (continued)

- (b) Identify **five** reasons for the changing nature of work/life balance over a life span.
(5 marks)

Description	Marks
5 reasons x 1 mark each	
Identifies a reason for the changing nature of work/life balance	1–5
Total	5
<p>Answers could include:</p> <p>Reasons:</p> <ul style="list-style-type: none"> • job security concerns • employer expectations • increased technology connectivity • increased work requirements • greater use of employee short-term contracts • power imbalance in employee/employer relationship • society pressures and expectations • standard of living expectations • lower trade union membership in many industries • increased globalisation reducing time zones for businesses • separation of management from the employees • uncertainty in global markets increasing the stress of employees • diminishing job opportunities in some countries as production moves to regions with cheaper labour. 	
Other relevant examples accepted.	

Question 6

(16 marks)

(a) There are many important considerations when going through the stages of gaining a job. Describe **two** aspects of **each** of the following stages in this process:

- locating job opportunities
- applying for a job
- attending an interview.

(12 marks)

Description	Marks
2 aspects x 3 stages x 2 marks each	
Describes an aspect of each of the stages of gaining a job.	2
Identifies an aspect of each of the stages of gaining a job.	1
Total	12
<p>Answers could include:</p> <p>Locating job opportunities:</p> <ul style="list-style-type: none"> • consider the open job market • consider the hidden job market • use a range of media to locate job information • consider investigating jobs in areas related to your ideal job as an opportunity to enter your preferred industry area and attend job expos • use personal networks to investigate job opportunities and advice • consider jobs in other states or countries • research the background of potential employers • look at industry based information sites • use employment agencies <p>Applying for a job:</p> <ul style="list-style-type: none"> • ensure your resume/curriculum vitae is professional and up to date • if you are required to address selection criteria make sure the information is clear, well written and addresses each point thoroughly • meet application deadlines • ensure any application material is free from any spelling or grammatical errors and uses the correct level of language • ensure you can be available to attend any interview or can be contacted easily if more information is needed • if applying in person, ensure your appearance is appropriate for the type of work you are seeing and your language is professional • consider asking a professional member of your network to assist with and proofread your application material before submitting • consider a range of application options such as online applications and e-portfolios. <p>Attending an interview:</p> <ul style="list-style-type: none"> • do research about the organisation before the interview so you know the history of the organisation and its products • plan your travel before the interview to ensure you are on time • make sure you wear appropriate clothing to the interview • use appropriate language both verbal and non-verbal (body language) • ask questions that demonstrate an interest in the organisation • bring appropriate support documentation to the interview such as certificates or portfolios. 	
Other relevant examples accepted.	

Question 6 (continued)

- (b) Describe
- two**
- factors you need to consider when thinking of working overseas. (4 marks)

Description	Marks
2 factors x 2 marks each	
Describes a factor you need to consider when working overseas.	2
Identifies a factor you need to consider when working overseas	1
Total	4
<p>Answers could include:</p> <p>Factors:</p> <ul style="list-style-type: none"> • taxation – you may need to take into account the impact of different taxation requirements on your income to see if the income you earn is sufficient to support your lifestyle overseas • cultural differences – you will have to work in different cultural environment, which may mean encountering different social rules and expectations, language differences and different ways of conducting business • legal differences – each country has its own legal system which you will need to understand when operating in a business overseas • cost of living – living costs vary widely and you will need to take this into account when considering working overseas. The income offered may not be enough to cover living expenses • finding accommodation and transport – you will need to consider where you will live and how you will commute to work. There may be different regulations about renting or owning property or the need to apply for a new driving license if you need to drive to work • conditions of employment. <p>Other relevant examples accepted.</p>	

Section Two: Extended answer

40% (60 Marks)

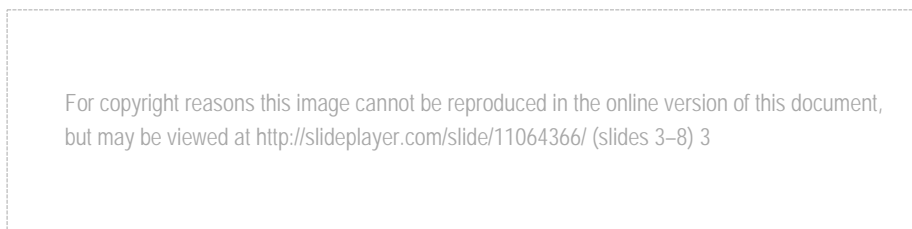
Question 7

(30 marks)

- (a) Identify **one** traditional career development theory and discuss **three** stages of the theory. (10 marks)

Description	Marks
Identifies a traditional theory	1
subtotal	1
3 stages x 3 marks each	
Discusses a stage of the traditional career development theory.	3
Discusses briefly a stage of the traditional career development theory.	2
Mentions or states a fact related to a stage of the traditional career development theory.	1
subtotal	9
Total	10

Answers could include:



Traditional theory – Super's Lifespan (Developmental) Theory (1957)

This theory focuses on the various stages of a person's career by breaking down the different aspects of an individual's career into stages. Each stage identifies certain characteristics.

Note: If the stage is incorrectly identified but is discussed correctly, the candidate cannot receive full marks (3) for each stage.

Question 7 (continued)

- (b) Identify **one** contemporary career development theory and discuss **three** features of the theory. (10 marks)

Description	Marks
Identifies a contemporary career development theory	1
subtotal	1
3 features x 3 marks each	
Discusses a feature of the contemporary career development theory	3
Discusses briefly a feature of the contemporary career development theory	2
Mentions or states a fact related to a feature of the contemporary career development theory	1
subtotal	9
Total	10
<p>Answers could include:</p> <p>Contemporary theories – Mtchell (2003) and Krumboltz's Happenstance Theory (2008)</p> <p>These theories focus on the concept that careers are influenced by a number of factors including unexpected events and opportunities. By being flexible, maintaining a general focus on your direction and being open to opportunities a person can develop a successful career.</p> <p>The main features of planned happenstance, based on Mitchell(2003) include:</p> <ol style="list-style-type: none"> 1. Clarify ideas take time to identify your interests and make this a focus for exploring career opportunities. Exploring personal curiosity is part of this process 2. Remove the blocks: wonder how you can achieve a desired outcome rather than focus on reasons why you cannot achieve something 3. Expect the unexpected: Unexpected events can be opportunities. Being prepared for chance opportunities such as unexpected meetings, impromptu conversations or new experiences can lead to career possibilities 4. Take action: Be prepared to continue to learn and develop your skills. The theory states that you need to open to opportunities and to follow up on any chance events that may contribute something towards your career development. 	

- (c) Analyse in detail Super's Lifespan (Developmental) Theory (1957) and Krumboltz's Happenstance Theory (2008) focusing on the origin, content and relevance of each theory. (10 marks)

Description	Marks
Detailed and thorough analysis of the traditional and contemporary career development theories of Super's Lifespan (Developmental) Theory (1957) and Mitchell (2003) or Krumboltz's Happenstance Theory (2008) with specific references to the different origins of the theory, the context of their development, their relevance to current career management	9–10
Analyses Super's Lifespan (Developmental) Theory (1957) and Mitchell (2003) or Krumboltz's Happenstance Theory (2008)	7–8
Discusses Super's Lifespan (Developmental) Theory (1957) and Mitchell (2003) or Krumboltz's Happenstance Theory (2008)	5–6
Discusses briefly Super's Lifespan (Developmental) Theory (1957) and Mitchell (2003) or Krumboltz's Happenstance Theory (2008)	3–4
States a few facts related to the Super's Lifespan (Developmental) Theory (1957) and Mitchell (2003) or Krumboltz's Happenstance Theory (2008)	1–2
Total	10
<p>Answers could include:</p> <p>Super's theory was developed at a time where there was more consistency in the stages a person takes in their career. It focuses on the idea that a career develops in a linear way over a lifetime with clear progression leading to retirement. It was developed at a time where most people worked for long periods of time in one job or for one firm. It does not take into account external factors such as economic or job market changes</p> <p>Mitchell or Krumboltz's theory is more dynamic. It was developed at a time where the concept of 'lifelong employment' and 'loyalty' are not as relevant. Most people in modern work settings will change jobs or careers many times over their lifetime. More people are working to an older age and many will continue to work in different capacities after they leave full-time employment. With the advent of globalisation and technology the opportunity for exploring new career opportunities has increased dramatically and the theory focuses on these chance opportunities as a major focus on how a career develops</p> <p>Both theories may be more relevant to certain industries when looking at career development. Mitchell or Krumboltz's theory is particularly relevant to dynamic, changing work environments such as media, technology or entrepreneurial careers. Super's theory remains relevant where work pathways remain established and clear, particularly in very traditional hierarchical organisations.</p> <p>Other relevant examples accepted.</p>	

Question 8

(30 marks)

- (a) Discuss thoroughly **two** strategies you would use to manage changes in your personal employment circumstances. (8 marks)

Description	Marks
2 strategies x 4 marks each	
Discusses thoroughly a strategy you would use to manage changes in your personal employment circumstances	4
Discusses a strategy you would use to manage changes in your personal employment circumstances	3
Discusses briefly a strategy you would use to manage changes in your personal employment circumstances	2
Mentions or states a fact related to a strategy you would use to manage changes in your personal employment circumstances	1
Total	8

Answers could include:

Strategy 1: Up-skilling and retraining

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The Productivity Places Program is a federal government initiative, run through the states and territories. It offers training to eligible existing workers and job seekers. Other options for retraining include local community college courses (for basic computer and other courses), or an organisation such as “Wesley Mission's Vocational Institute”, which runs a range of courses designed to learn new skills, upgrade existing ones and find pathways back into employment. The local Job Search agency may be a place to start. You could visit the Government site at: <http://www.jobsearch.gov.au/serviceproviders>.

If you wish to change industries, you may need to study for a full university qualification. If that's the case, look for a university that allows you to do your degree as flexibly as possible. Organisations such as Open Universities Australia offer online degrees from leading Australian universities that can be taken a couple of units at a time, which makes studying flexible and much more manageable when you're at home with young children

Strategy 2: Individual Pathway Plan (IPP) analysis

An individual Pathway Plan (IPP) is not a one-time activity but an ongoing process by which one defines, explores, and then refines his or her interests and goals throughout his school and work life

Developing an IPP starts with a student, working with a teacher or career counsellor, to identify their career interests, personal strengths, and work values. Schools that require an IPP typically provide students with access to computer-based interest and skill inventories; however, tools similar to those used by most schools are readily available for free on the Internet

Students who are more engaged in IPP activities tend to display stronger goal setting skills, increased motivation to attend school, and increased academic self-efficacy which leads to better academic achievement, stress and health management, and readiness to engage in career decision-making. Career counsellors believe that it

helps students become more focused learners who complete more challenging coursework in order to reach their self-defined career and life goals.
IPP activities provide opportunities for a person to manage changes in their personal employment circumstances assisting them to engage in skill development: self-exploration, career exploration, and career planning and management. Self-exploration activities develop students' ability to identify career interests, skills, and work values. Career exploration activities develop students' ability to connect their interests, skills, and values to a range of career options, identify the school courses and employability skills needed to enter careers of interest, and identify corresponding post-secondary pathways. Career planning and management activities help students develop a range of skills related to acquiring job search skills needed to secure employment; developing career readiness skills and developing the traits, work habits, and behaviours needed to navigate career changes and pursue growth opportunities throughout a lifetime.
Other relevant examples accepted.

- (b) Identify **two** possible impacts of predicted global trends on your career planning and explain **two** possible impacts of an organisation's structure on your career development. (10 marks)

Description	Marks
2 global trend impacts x 2 marks each	
Identifies a possible impact of predicted global trends on your individual career planning	2
States a fact related to a possible impact of predicted global trends on your individual career planning	1
subtotal	4
2 organisational structure impacts x 3 marks each	
Explains a possible impact of an organisation's structure on your individual's career development	3
Explains briefly a possible impact of an organisation's structure on your individual's career development	2
States a fact related to a possible impact of an organisation's structure on your individual's career development	1
subtotal	6
Total	10

Answers could include:

Possible impacts of global trends might include:

- increased competition globally and locally for jobs will need to be taken into account when planning a career. Areas of high competition will require you to be more competitive, have greater skills and be flexible as you move through your career
- globalisation and technological advances, such as electronic service delivery must be considered in career planning as many jobs may either move overseas or are lost or altered through technological advances. Planning a career must consider if the desired career pathway is viable into the future.
- labour market trends – higher participation rates, fewer job vacancies, increasing casualisation of employment all will have an impact on how you plan your career. You need to consider if the trends show that you could be moving into areas of high competition and if you can manage financially if you wish to work in an area with high levels of casual or part time employment
- changing community demographics, particularly the ageing population, which will impact on the type of services in demand can assist you plan a career. Choosing a career in an area of increasing need based on community demographics could ensure long term employment into the future

Question 8(b) (continued)

- rising educational levels, leading to greater expectations of increased income and improved working conditions may influence your career planning. If you are choosing long term education, you will need to plan for that education to lead to the type of pay and work conditions you desire in the long term
- the ongoing increase in the participation of women in the workforce and changing lifestyles/family structures have contributed to the demand for more flexible working arrangements and you will need to plan your career to take into account the changing nature of your personal circumstances as you move through life. Having a family is a typical situation that will require you to plan your career carefully to allow you do this successfully
- changing workforce behaviour, attitudes and expectations such as increased mobility and reduced long term commitment to one employer (so called 'Generations X and Y') will affect your career planning as you will need to expect changes in work places and possible careers during your lifetime and be able to plan effectively for this
- you need to consider the different flexible remuneration packages tailored to individual needs, which are becoming increasingly desirable and sought after as you plan your career to allow you the best opportunity to secure jobs with the greatest pay and conditions
- ever increasing expectations of improved service delivery by clients may require you to plan your career to suit your particular strengths. If you are not an effective communicator you may need to plan to include learning in your career or choose an area that does not involve direct service delivery

Possible impacts of an organisation's structure:

- an organisation that changes to or has a flat organisational structure has fewer layers of management and wider spans of control. This means employees can access and communicate with managers more easily and quickly. This relies on an employee taking more responsibility for decision-making. This can create a more motivated workforce
- organisation structures that provide opportunities for an individual to develop their career help motivate and retain staff. A worker may develop their career within an organisation where there are opportunities to learn new skills, engage with training or participate in internships
- a hierarchical organisational structure may make it difficult for an employee to develop their career as there is limited movement between levels
- an organisation that has a structure, which spans many companies may give employees the potential to develop careers involving work in many different international environments. It could also have negative impacts on career development if the structure shifts operations or production to new companies, reducing career opportunities for previous employees
- the backbone of any effective succession planning process is a well-prepared talent pipeline that can be drawn from at any time. With employee-driven career development initiatives in place, an organisation's talented employees gain the opportunity to apply for critical roles that may be vacant. Making such opportunities visible and available for all eligible employees ensures the most qualified individuals enter those critical roles.

Other relevant examples accepted.

- (c) Discuss **two** approaches you might consider when changing jobs and **two** approaches you might consider to deal with unemployment when managing change to your career development. (12 marks)

Description	Marks
2 approaches when changing jobs x 3 marks each	
Discusses an approach when changing jobs	3
Identifies an approach when changing jobs	2
States a fact related to an approach when changing jobs	1
subtotal	6
2 approaches to unemployment x 3 marks each	
Discusses an approach to unemployment	3
Identifies an approach to unemployment	2
States a fact related to an approach to unemployment	1
subtotal	6
Total	12
<p>Answers could include:</p> <p>Approach – how to change your job:</p> <div style="border: 1px dashed gray; padding: 10px; margin: 10px auto; width: 80%;"> <p>For copyright reasons this image cannot be reproduced in the online version of this document, but may be viewed at www.groper.com.au/free-article.php?articleID=16</p> </div>	

Question 8(c) (continued)

- Job-hunting basics. If it's been a while since you have had to use your job-hunting tools and skills, you might need a refresher course. Consider spending some time with a career practitioner
- Be flexible. You will need to be prepared to be flexible about nearly everything, from your employment status to relocation and salary. Set positive goals for yourself, and you should expect setbacks and change. Besides totally new careers, you might also consider a lateral move that could serve as a springboard for a bigger career change. You might also consider starting your own business or consulting as other avenues

Approach – how to deal with unemployment in managing change in your career development:

- With planning, you can take control of your career and deal with unemployment. The key is not so much how skilled you are at predicting what will happen, it is how attuned you are to the early indications of change. When you realise that change is constant and you are constantly planning to 'stay ahead of the game', you will find yourself in a great position to recognise and capitalise on opportunities that present themselves. In many industries, geographical barriers are getting less and less relevant. Your co-workers, clients and stakeholders now and in the future can be from anywhere in the world. You need to acquire the ability to work within the international marketplace by:
 - learning about working with diverse cultures.
 - asking for assignments that require international exposure.
 - learning another language
- You should be developing relationships with people both within and outside your organisation. These people will be invaluable if you become unemployed and can assist in managing change in your career development. They can provide opportunities when your current position looks a bit uncertain. When you add a mentor to your network, you have the added bonus of learning new skills, technologies and strategies that will help you. You can:
 - collect business cards
 - keep track and in regular contact with former employers and colleagues
 - join professional networking associations
 - participate in a wide range of activities and build relationships beyond your current career or industry
- You should be developing resilience because the future is uncertain, you will probably encounter setbacks no matter how much you prepare and plan. People who will emerge successful are those with the ability to bounce back and consider such setbacks as learning experiences.
 - evaluate and affirm your strengths on a regular basis
 - develop realistic and achievable goals, monitor your progress and identify what is holding you back
 - build your flexibility and maintain your enthusiasm despite what is happening around you

These all have in common the elements of risk management and career planning. You need to become good at both to secure your future career.

Other relevant examples accepted.

Question 9

(30 marks)

- (a) Use the 'cost/benefit analysis' tool to justify a decision you could make relating to any future training you might undertake. (8 marks)

Description	Marks
Uses the 'cost/benefit analysis' tool to justify a decision made relating to any future training undertaken	7–8
Uses the 'cost/benefit analysis' tool to explain a decision made to any future training undertaken	5–6
Uses the 'cost/benefit analysis' tool to explain briefly a decision made relating to any future training undertaken	3–4
States a fact relating to the 'cost/benefit analysis' tool or a future training program	1–2
Total	8
<p>Answers could include:</p> <p>The 'cost/benefit analysis' tool: involves adding up the benefits of a course of action and then comparing these with the costs associated with it.</p> <p>The cost/benefit of undertaking future training. The process:</p> <ul style="list-style-type: none"> • brainstorm the benefits of a decision and list them all down • brainstorm the costs of that decision and also list them all down. Particularly relate to the costs and benefits over time • assign a monetary value to the costs and benefits • finally, compare the value of your costs to the value of your benefits and use this analysis to decide your course of action <p>Example cost/benefit of future training undertaken</p> <p>Benefits:</p> <ul style="list-style-type: none"> • greatly improves your employment and further education opportunities • you will be trained to get the skills required in your workplace • it is very likely to improve your career prospects • it is very likely to improve your salary expectations • it is very likely to improve your potential for further promotion • it is known to improve your confidence and self-esteem in the workplace • improves understanding of the job role and employer demands, so that you can deliver your best performance in terms of quantity and quality • the type of training chosen provides an opportunity for professional development and career advancement at no extra cost, while earning money at the same time 	

Question 9(a) (continued)**Costs:**

- it can be expensive to provide the training
- your productivity levels at work could temporarily decrease if you are busy studying or training. This may go against you
- could be a strain on your family, as you will have less time to be with them
- there may be a substantive financial cost to your family
- scheduling training times can interfere with normal working hours. It may be difficult to get time off to undertake further study or training – whether on or off the job, and requires careful planning and organisation. If everyone receives the same training, it may be completely unnecessary in some cases
- if you don't get offered an opportunity for further training by your employer you may feel unwanted or excluded, which can breed discontent. This can impact morale and lower performance aptitude
- identifying the right training option and an effective trainer can be cumbersome
- the type of training you choose may become out-dated or not stay relevant for long

Clearly an individual needs to weigh up the benefits against the costs when it comes to future training.

Other relevant examples accepted.

- (b) Outline each element of the 'six thinking hats' decision-making tool. Analyse how you would apply this decision-making tool to a preferred career decision. (12 marks)

Description	Marks
6 elements x 1 mark each	
Outlines an element	1–6
subtotal	6
Analyses, using a well-structured format and supportive example, the preferred career decision applying the 'six thinking hats' decision-making tool.	6
Analyses, using one example, the preferred career decision applying the 'six thinking hats' decision-making tool.	5
Describes, using one example, the preferred career decision applying the 'six thinking hats' decision-making tool.	4
Provides some detail regarding a career decision applying the 'six thinking hats' decision-making tool.	3
Makes general comments related to a career decision using the 'six thinking hats' decision-making tool.	2
States a fact related the 'six thinking hats' decision-making tool.	1
subtotal	6
Total	12
<p>Answers could include:</p> <p>Edward de Bono originated the six thinking hats decision-making tool</p> <ul style="list-style-type: none"> The premise of the method is that the brain thinks in a number of distinct ways which can be deliberately challenged, and hence planned for use in a structured way allowing one to develop tactics for thinking about particular issues. <p>The six thinking hats elements</p> <ul style="list-style-type: none"> managing blue – what is my life work goal/s? (career ideas; income earned; job satisfaction, work/life balance) information white – what are the facts (subjects enjoyed; skills, interests and attributes, and strengths) emotion red – instinctive or gut reaction to the possible career of becoming a teacher after reading literature, e.g. Job Guide, prior work experience in a school) discernment black – logic applied identifying reasons to be cautious (practical considerations include the cost of going to university; employment prospects; opportunity cost) optimistic response yellow – logic applied to identifying benefits (job prospects; and satisfaction, income opportunities) creativity green – statements of provocation and investigation (the 'what if' statements). <p>Analysis of a preferred career decision using the 'six thinking hats' decision-making tool.</p> <p>Example: to become a teacher.</p> <p>Managing blue – what is my life work goal/s? (career ideas; income earned; job satisfaction, work/life balance). Making short-term career decisions first can lead to developing an understanding of the wider range of options available to me, for example, whether I am eligible to enrol and have the capacity to do and complete the Bachelor of Education at a University. If I achieve these short term goals I can then pursue the long term aspirations of becoming a teacher. Goals relevant to teaching</p>	

Question 9(b) (continued)

can include the opportunities to work in a wide range of places, opportunities for holidays and the potential for job security. A back-up plan will also be important (e.g. what if I am not successful in gaining entry into university or if my social or economic circumstances change and the option is no longer available to me?)

Information white – what are the facts (subjects enjoyed; skills, interests and attributes, and strengths) I would need to be realistic about what my skills and interests are in considering a career in teaching. Strong communication and teamwork skills are essential as well as being able to work in possibly stressful situations. I would need to be confident my academic skills are strong enough to be able to teach confidently. After I have increased my level of self-awareness by examining my eligibility, skills, interests, strengths and preferences that contribute positively to the achievement of my life, learning and work goals, I believe I am well positioned to make an effective choice.

Emotion red – instinctive or gut reaction to the possible career of becoming a teacher after reading literature e.g. Job Guide, prior work experience in a school) Teaching is a dynamic and challenging career. I would need to be confident I am able to cope confidently and also gain emotional satisfaction from the career. Am I pursuing the career for the right reasons such as a passion for teaching. I need to consider whether my personal motivations and aspirations may change over time as I learn more and grow in self-awareness of the Education Industry. This is why I should re-examine my personal motivations, aspirations and determine whether it will impact on my career decision, as well as acknowledge if I have the capacity to complete the study.

Discernment black – logic applied identifying reasons to be cautious (practical considerations include the cost of going to university; employment prospects; opportunity cost) Possible considerations include the potential for conflict in this career. Can you manage issues with students and parents? You would also need to be able to afford the costs associated with studying including the time and financial commitment. You may also need to accept that you might have to work in places not suitable for your personal circumstances such as in the country. I need to consider other life commitments and interests, such as family and caring responsibilities, community engagement, personal and spiritual wellbeing, leisure activities and personal relationships that contribute to my work/life balance.

Optimistic response yellow – logic applied to identifying benefits (job prospects; and satisfaction, income opportunities) There are advantages to becoming a teacher if you enjoy working with students. The remuneration is reasonable and the holiday times are generous. You have the chance to work in many environments and there is the potential for advancement through the career.

Creativity green – statements of provocation and investigation (the ‘what if’ statements) I would need to consider a number of ‘what if?’ questions. These could include things like ‘what if my chosen area of teaching is already well supplied with teachers?’ ‘What if I had to work in the country or far from my current home?’ ‘What if I wanted to start a family? Is this career suited to this?’

Other relevant examples accepted.

- (c) Describe **three** advantages of the 'six thinking hats' decision-making tool and **two** disadvantages of using the 'cost/benefit analysis' tool when making an important career decision. (10 marks)

Description	Marks
3 advantages x 2 marks	
Describes three advantages of the 'six thinking hats' decision-making tool when making an important career decision.	2
Mentions or states a fact relating to an advantage of the 'six thinking hats' decision-making tool when making an important career decision.	1
subtotal	6
2 disadvantages x 2 marks	
Describes two disadvantages of using the 'cost/benefit analysis' tool when making an important career decision.	2
Mentions or states a fact relating to a disadvantage of using the 'cost/benefit analysis' tool when making an important career decision.	1
subtotal	4
Total	10
<p>Answers could include:</p> <p>Advantages: the 'six thinking hats' decision-making tool</p> <ul style="list-style-type: none"> • provides a template to follow • good for introductory decision making thinking • helps to simplify decisions • allows objectivity and takes emotion / bias out of decisions • can help goal setting and aid motivation in making decisions • reduces procrastination • can improve exploration of ideas • fosters collaborative behaviour <p>Disadvantages: 'cost/benefit analysis' tool</p> <ul style="list-style-type: none"> • difficult to quantify benefits in cost/benefit analysis – information on costs, benefits and risks is rarely known with certainty, especially when one looks to the future. • estimating the benefits can be challenging. Usually the cost/benefit analysis tool only allows for the calculation of monetary values and excludes the environmental and social costs and benefits • the application of the tool demands expertise and sufficient data. <p>Other relevant examples accepted.</p>	

ACKNOWLEDGEMENTS

- Question 4(a)** Adapted from: Maraicar, M.B. (2016). *How to monitor your subordinate performance* [Blog comment]. Retrieved June, 2016, from www.bayt.com/en/specialties/q/283813/how-to-monitor-your-subordinate-performance/
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