



# WORK READINESS

Student eResource



2025

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This resource is proudly provided by the Geelong Region Local Learning and Employment Network.  
Compiled by Amanda Stirrat, Project Officer GRLEN



# Introduction

## World of Work

“It’s a big world out there so how do I know where I fit in and what I want to do when I leave school?” is the question that most young people would be asking themselves.

Finding out about yourself, your skills, attributes, and values would be your first step in finding out about what career path you may take.

As a young person you can be actively engaged in creating your unique place in life through everything you do and participate in at school, home, with friends, sports, hobbies and eventually work.

You will continually develop skills and knowledge and will make and remake plans throughout your life.

As a young person use opportunities to make connections between your strengths and interests to jobs and careers you see, hear, and learn about.

**To find out where you fit you first need to know yourself.**

What is your story so far? - What experiences and education have I had so far? What knowledge and skills do I have right now?

Do you have a good sense of yourself? – What are my strengths, weaknesses, interests, values? How does this inform me in choosing my future career? How can I strengthen them and use them to my advantage?

What journey will I need to take to reach my goals? - What education and training will I need for the job or career that I hope to end up in?

## How do you prepare yourself for the World of Work?

- Develop an awareness of your capabilities, interests, skills.
- Skills build up over time so keep practicing and learning new skills.
- Question self and others about learning options, jobs, and work.
- Be open minded and willing to learn.
- Research your desired career path.
- Explore connections between peoples’ abilities and interests and the careers that they choose.
- Sets some goals and plan of how you are going to achieve them.
- Practice your organisational skills at home, school, and your life in general.
- Start networking withing the industry you want to work in.
- Try and secure a valuable work placement or part-time job to improve and strengthen your employability skills.
- Consider what subject choices will be needed for you to pursue your dream career.
- Be prepared for change – Most people will change their careers 5-7 times in their lifetime.

# Employability Skills

In any job you choose, employers will look for soft skills or employability skills that are transferrable across all jobs and careers.

You already are using them but how strong are they?

The stronger these skills the more employable you will be.

Let's look at what you are thinking about right now and how you might get there and what you may need to work on over the next few years to reach your goals.



## For teachers use

Information and activities in this workbook relate to the learning outcomes outlined in the Victorian Careers Curriculum Framework (VCCF).

There are six steps in a young person's acquisition of skills for career development and outcomes at each step are organised into three stages:

1. Self-development
2. Career Exploration
3. Career Management

Click on the link for more information.

Click on this link to see the full VCCF Learning Outcomes Matrix.



# Employability Skills

Employability skills are the essential skills, personal qualities and values that will help you thrive in any workplace.

1. Communication Skills
2. Problem Solving
3. Teamwork Skills
4. Self-Management Skills
5. Planning & Organising Skills
6. Learning
7. Technology: Digital Skills
8. Initiative & Enterprise Skills



4



5



6

1



2



3



7



8

Employability Skills graphics created by Julie Pratt

# Employability Skills

Employability skills are vital to your career path.

These skills can be demonstrated in many ways and are transferrable across many jobs. They are common skills that are used on a daily basis in many workplaces. They are not specific to one type of industry.

|                        |   |                                    |   |
|------------------------|---|------------------------------------|---|
| <b>Communication</b>   | <ul style="list-style-type: none"><li>• Listening and understanding</li><li>• Speaking clearly and directly</li><li>• Reading and Writing skills</li></ul>  | <b>Planning &amp; Organising</b>   | <ul style="list-style-type: none"><li>• Time management</li><li>• Setting priorities</li><li>• Making decisions</li><li>• Setting goals</li><li>• Collecting information</li><li>• Analysing information</li><li>• Organising information</li></ul>                 |
| <b>Problem Solving</b> | <ul style="list-style-type: none"><li>• Identifying problems</li><li>• Developing solutions</li></ul>   | <b>Learning</b>                    | <ul style="list-style-type: none"><li>• Being willing to learn new things</li><li>• Being open to new ideas</li><li>• Being accepting to change</li></ul>   |
| <b>Teamwork</b>        | <ul style="list-style-type: none"><li>• Working as part of team</li><li>• Collaborating with work colleagues</li><li>• Sharing ideas and resources</li></ul>  | <b>Technology</b>                  | <ul style="list-style-type: none"><li>• Basic IT skills</li><li>• Word Processing skills</li><li>• Being able to learn new IT skills</li></ul>  |
| <b>Self Management</b> | <ul style="list-style-type: none"><li>• Taking responsibility</li><li>• Managing time and tasks effectively</li><li>• Monitoring own performance</li><li>• The ability to work unsupervised</li></ul> | <b>Initiative &amp; Enterprise</b> | <ul style="list-style-type: none"><li>• Being creative</li><li>• Adapting to new situations</li><li>• Turning ideas into actions</li><li>• Think of the bigger picture and to improve on the way things are</li><li>• Coming up with a variety of options</li></ul> |









# Employability Skills

Using the legend 1-10 below, click where you think you are right now with each of these skills.

## Legend

Needs work ————— Average ————— Very strong

1 2 3 4 5 6 7 8 9 10

| My Employability Skills   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| <b>Learning</b><br>                     |   |   |   |   |   |   |   |   |   |    |
| <b>Technology</b><br>                  |   |   |   |   |   |   |   |   |   |    |
| <b>Communications</b><br>              |   |   |   |   |   |   |   |   |   |    |
| <b>Teamwork</b><br>                    |   |   |   |   |   |   |   |   |   |    |
| <b>Problem Solving</b><br>             |   |   |   |   |   |   |   |   |   |    |
| <b>Initiative &amp; Enterprise</b><br> |   |   |   |   |   |   |   |   |   |    |
| <b>Planning &amp; Organisation</b><br> |   |   |   |   |   |   |   |   |   |    |
| <b>Self Management</b><br>             |   |   |   |   |   |   |   |   |   |    |

# Employability Skills

| Communication Skills  | I'm OK at this | I need to work on this | Why/evidence |
|---|----------------|------------------------|--------------|
| I think about how I communicate and how it affects others, both written and verbally. |                |                        |              |
| I ask questions when not sure.  |                |                        |              |
| I am an active listener.  |                |                        |              |
| I show respect when I communicate.  |                |                        |              |

| Problem Solving Skills                               | I'm OK at this | I need to work on this | Why/evidence |
|--|----------------|------------------------|--------------|
| I think of all the options before making a decision. |                |                        |              |
| I can see problems and try to solve them.            |                |                        |              |
| I think before I do something.                       |                |                        |              |
| I think about the consequences before I act.         |                |                        |              |
| I know when I need to get help.                      |                |                        |              |

| Teamwork Skills  | I'm OK at this | I need to work on this | Why/evidence |
|--|----------------|------------------------|--------------|
| I work well with others to complete tasks and meet goals.          |                |                        |              |
| I contribute to new ideas.   |                |                        |              |
| I work well with others of different genders, cultures or beliefs. |                |                        |              |
| I follow the directions of my managers.                            |                |                        |              |

# Employability Skills

| Self Management Skills   | I'm OK at this | I need to work on this | Why/evidence |
|--|----------------|------------------------|--------------|
| I arrive at work/school on time with right clothing and equipment. |                |                        |              |
| I understand how my words and actions can affect others.           |                |                        |              |
| I show commitment and responsibility.                              |                |                        |              |
| I am dependable, I follow instructions and complete tasks.         |                |                        |              |
| I follow health and safety guidelines.                             |                |                        |              |

| Planning & Organising Skills                               | I'm OK at this | I need to work on this | Why/evidence |
|--|----------------|------------------------|--------------|
| I can identify tasks needed to complete a job given to me. |                |                        |              |
| I am able to organise my time to meet a deadline.          |                |                        |              |
| I plan out steps needed to complete tasks.                 |                |                        |              |
| I am motivated to finish tasks in a given timeframe.       |                |                        |              |

| Learning Skills  | I'm OK at this | I need to work on this | Why/evidence |
|--|----------------|------------------------|--------------|
| I am willing to learn new tasks, skills and information. |                |                        |              |
| I am curious and enthusiastic about a task given to me.  |                |                        |              |
| I look for opportunities to learn new skills.            |                |                        |              |
| I accept advice and learn from feedback.                 |                |                        |              |

# Employability Skills

| Technology & Digital Skills   | I'm OK at this | I need to work on this | Why/evidence |
|---|----------------|------------------------|--------------|
| I connect with other people, information and contexts using digital systems and technologies. |                |                        |              |
| I understand that technologies change, and I keep upskilling myself.                          |                |                        |              |
| I am interested in new technologies and digital systems and familiarise myself with them.     |                |                        |              |

| Initiative & Enterprise Skills   | I'm OK at this | I need to work on this | Why/evidence |
|--|----------------|------------------------|--------------|
| I look for new ways of doing things.   |                |                        |              |
| I am creative and like to apply my ideas if I think it will help a situation.                    |                |                        |              |
| I look for opportunities to improve ways of doing things or in helping others to complete tasks. |                |                        |              |



## Useful Websites:

[www.geelongcareers.org.au](http://www.geelongcareers.org.au)

[www.skillsroad.com.au](http://www.skillsroad.com.au)

[www.myfuture.edu.au](http://www.myfuture.edu.au)

| This section relates to the following learning outcomes of the VCCF |   |       |   |    |    |    |
|---|---|-------|---|----|----|----|
| Year  | 7 | 8     | 9 | 10 | 11 | 12 |
| Outcome/s   | 4 | 4 & 5 | 2 | 2  | 2  | 4  |

# What Career are you suited to?

## What career is for me?

Take the **Skills Road Career Quiz** to find out what career you may be suited to.

A PDF report will be generated from your results showing the industry you would be suited to, recommendations for improvement and a list of ideal careers for you.

Click the link below and sign in for free.

## Explore Careers Australia Quiz

This will help you discover industries in Australia and careers that are right for you.

Click the Explore Careers logo below to take the free quiz.

**Take a  
career  
quiz >>**

Still not sure, take the **Job Fit Test**.

Choose an industry and see if you are suited to it.

**Take a  
Job Fit  
Test >>**



# How well do you know yourself?

How does your personal characteristics, interests, attitudes, values and beliefs and behaviours influence your career decisions?

Being self-aware is a start so take the *Personality quiz – The Big 5* on the next page to:

- get to know yourself
- identify where your strengths are and
- where that might direct you in the future.



| This section relates to the following learning outcomes of the VCCF |   |       |   |       |       |       |
|---|---|-------|---|-------|-------|-------|
| Year  | 7 | 8     | 9 | 10    | 11    | 12    |
| Outcome/s   | 1 | 2 & 3 | 1 | 3 & 6 | 1 & 7 | 1 & 2 |

# Personality Quiz - The Big 5

There is no right or wrong answers, so be honest and you will really increase your self-awareness. Using the scale below rate each of the 25 statements according to how accurately it describes you. Place a number from 1 to 7 on the box before each statement.



| No. | Personality Trait  | Score |
|-----|--|-------|
| 1   | I step forward and take charge in leaderless situation   |       |
| 2   | I am concerned about getting along well with others  |       |
| 3   | I have good self-control; I don't get emotional or get angry or yell   |       |
| 4   | I am dependable; when I say I will do something, it's done well and on time  |       |
| 5   | I try to do things differently to improve my performance   |       |
| 6   | I enjoy competing and winning; losing bothers me   |       |
| 7   | I enjoy having lots of friends and going to gatherings and events  |       |
| 8   | I perform well under pressure  |       |
| 9   | I work hard to be successful   |       |
| 10  | I go to new places and enjoy travelling  |       |
| 11  | I am outgoing and willing to speak up when in conflict   |       |
| 12  | I try to see things from other people's point of view  |       |
| 13  | I am an optimistic person who sees positive side of situations (the cup is 'half full')  |       |
| 14  | I am a well organised person   |       |
| 15  | When I go to a new restaurant, I order foods I haven't tried   |       |
| 16  | I always want to be the highest achiever and be at the forefront   |       |
| 17  | I want other people to like me and to be viewed as friendly  |       |
| 18  | I give people lots of praise and encouragement. I don't put people down or criticise   |       |
| 19  | I conform by following the rules of an organisation  |       |
| 20  | I volunteer to be the first to learn and do new tasks at work  |       |
| 21  | I try to influence other people to get them to do things my way  |       |
| 22  | I enjoy working with others more than working alone  |       |
| 23  | I view myself as being relaxed and secure, rather than nervous and insecure  |       |
| 24  | I am considered to be credible because I do a good job and come through for people   |       |
| 25  | When people suggest doing things differently, I support them and help to bring it about; I don't make statements like: It won't work, we never did it this way before, there is no alternative, we can't so it |       |

# Personality Quiz - The Big 5

The Big 5 are five broad factors (dimensions) of personality traits based on scientific evidence.

The Big 5 can help you understand your own personality traits in terms of how you and others see you. It can help you choose a compatible career since certain qualities are required for particular jobs.

The dimensions are not personality types so you will vary continuously on them at different stages of your life. The dimensions provide a unifying personality framework and research has established relationships between personality dimensions and job performance.

## Scoring Instructions

- Transcribe your responses for each statement into the table below.
- Follow each number **ACROSS** the page.
- Then add up each column- the total should be a number between 5 - 35.
- This is your score against that dimension.

| Surgency<br>(Extraversion) |  | Agreeableness |  | Adjustment<br>(Emotional Stability) |  | Conscientiousness |  | Openness to<br>experience |  |
|----------------------------|--|---------------|--|-------------------------------------|--|-------------------|--|---------------------------|--|
| 1                          |  | 2             |  | 3                                   |  | 4                 |  | 5                         |  |
| 6                          |  | 7             |  | 8                                   |  | 9                 |  | 10                        |  |
| 11                         |  | 12            |  | 13                                  |  | 14                |  | 15                        |  |
| 16                         |  | 17            |  | 18                                  |  | 19                |  | 20                        |  |
| 21                         |  | 22            |  | 23                                  |  | 24                |  | 25                        |  |
| <b>Total</b>               |  | <b>Total</b>  |  | <b>Total</b>                        |  | <b>Total</b>      |  | <b>Total</b>              |  |

- The higher the total number the stronger that dimension is expressed.
- What is your strongest and weakest dimension?
- Are your scores evenly expressed across all dimensions?
- Or is there a clear high and low?

Read the summary explanations for each dimension on the next page.

# Personality Quiz - The Big 5

## **Surgency (Extraversion)**

This trait includes characteristics such as excitability, sociability, assertiveness, and high amounts of emotional expressiveness.

The dimension captures how one feels about relationships and social interaction. Individuals high in surgency are outgoing, competitive and decisive.

Individuals low in surgency tend to like to work by themselves and do not wish to compete with others.

## **Agreeableness**

This personality dimension includes attributes such as trust, altruism, kindness, affection, and other pro-social behaviours.

It is more about how one gets along with others as opposed to leading others.

Individuals high in agreeableness tend to be approachable and sensitive while individuals lower in agreeableness tend to be insensitive and distant to others.

## **Adjustment (Emotional Stability)**

This dimension is about how an individual reacts to stressful situations, failure and even personal criticism.

Individuals high in this dimension tend to experience emotional stability, tend to be calm and not react to personal failure in a negative manner.

Individuals low in adjustment tend to be subject to anxiety, moodiness, irritability and sadness.

## **Conscientiousness**

This dimension includes how one approaches work and life in general.

Individuals with high conscientiousness have high levels of thoughtfulness, with good impulse control and goal directed behaviours.

Those high in conscientiousness tend to be organised and mindful of details.

Individuals low in conscientiousness are less concerned with meeting commitments and may be more creative and spontaneous.

## **Open to Experience**

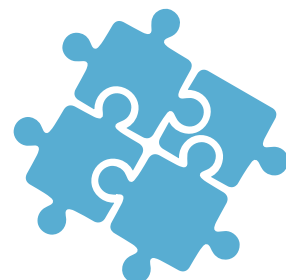
How an individual approaches problems or learns from new experiences is related to the open-to-experience dimension.

Individuals high in this dimension feature characteristics such as imagination and insight and also tend to have a broad range of interests.

Individuals low in this dimension tend to be practical people with a narrower range of interests.

Hurtz, G. M., & Donovan, J. J. (2000). Personality and job performance: The Big Five revisited. *Journal of Applied Psychology*, 85(6), 869-879

Dalglis C & Miller P 2010, *Leadership- Understanding its global impact*, Tilde University Press, Prahran, pp 68-70





# Career Pathways

Choosing a career path can be tricky no matter how old you are. But remember not knowing what you want to do isn't the end of the world.

You need to focus on finding out about different careers and trying out different options.

Log into the **Myfuture** website to explore how occupations relate to your school learning areas.

Begin by completing the **My Career Profile** activities that will also help you identify your interests, values, and skills. Your results include suggested occupations for you to explore, course and career pathways.



## Career Bullseyes

Career Bullseyes show you occupations that match a learning area that you may enjoy and give you an indication of the most common education or entry requirements for these occupations.

- **Level 1:** Completion of Year 10 or Certificate I or II
- **Level 2:** Certificate III or IV or 3 years of relevant experience
- **Level 3:** Diploma or Advanced Diploma usually completed at TAFE but offered in some Universities
- **Level 4:** Bachelor or Higher degree completed at university

33 Learning areas (eg. Maths, Construction, Biology, Entertainment) have been outlined for you to discover a range of occupations related to that learning area.

Select a learning area that interests you and find out what occupations match that learning area, click on an occupation to see average salary demand for this type of work and tasks associated with this occupation.

Click on the bullseye.



- The GRLEN acknowledges content from the myfutures website. Myfuture is Australia's national Career Service managed by Education Services Australia ESA. This is a government funded resource designed for use by students, teachers, career practitioners, and parents and carers.
- It offers unbiased career information that assists with career planning, career pathways and work transitions.

# Career Planning

Make a career plan and keep reviewing and refreshing it to help you choose a realistic career for you.

This career plan involves:

- Being passionate about what you want to do.
- Identifying your skills, goals and interests then matching them to a job, course, or training program.
- Researching the range and type of jobs that fit into your area of interest.
- Making some career goals.
- Developing a strategy to find work or pursue training in your chosen field.
- Put things into action like choosing subjects at school and finding some volunteer work, work experience or structured workplace learning in the field you have chosen.



|   |       |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|-------|
| This section relates to the following learning outcomes of the VCCF |       |       |       |       |       |       |
| Year  | 7     | 8     | 9     | 10    | 11    | 12    |
| Outcome/s   | 7 & 8 | 7 & 8 | 7 & 8 | 7 & 8 | 7 & 8 | 5 & 6 |

# Your Career Map

**Reality Check:** How can you make this happen?

**If I want to be a ...**



**I must do well in these subjects ...**

**This type of experience would be useful ...**

**I should develop these skills or abilities ...**

**I need to get these qualifications**

# Your Career Map

**Reality Check:** Would you like to do these things?

If I was a ...



People I'd work with ...

Equipment I might use ...



Things I would do ...

Hours I might work ...



Clothes I might wear ...

Places I might work at ...



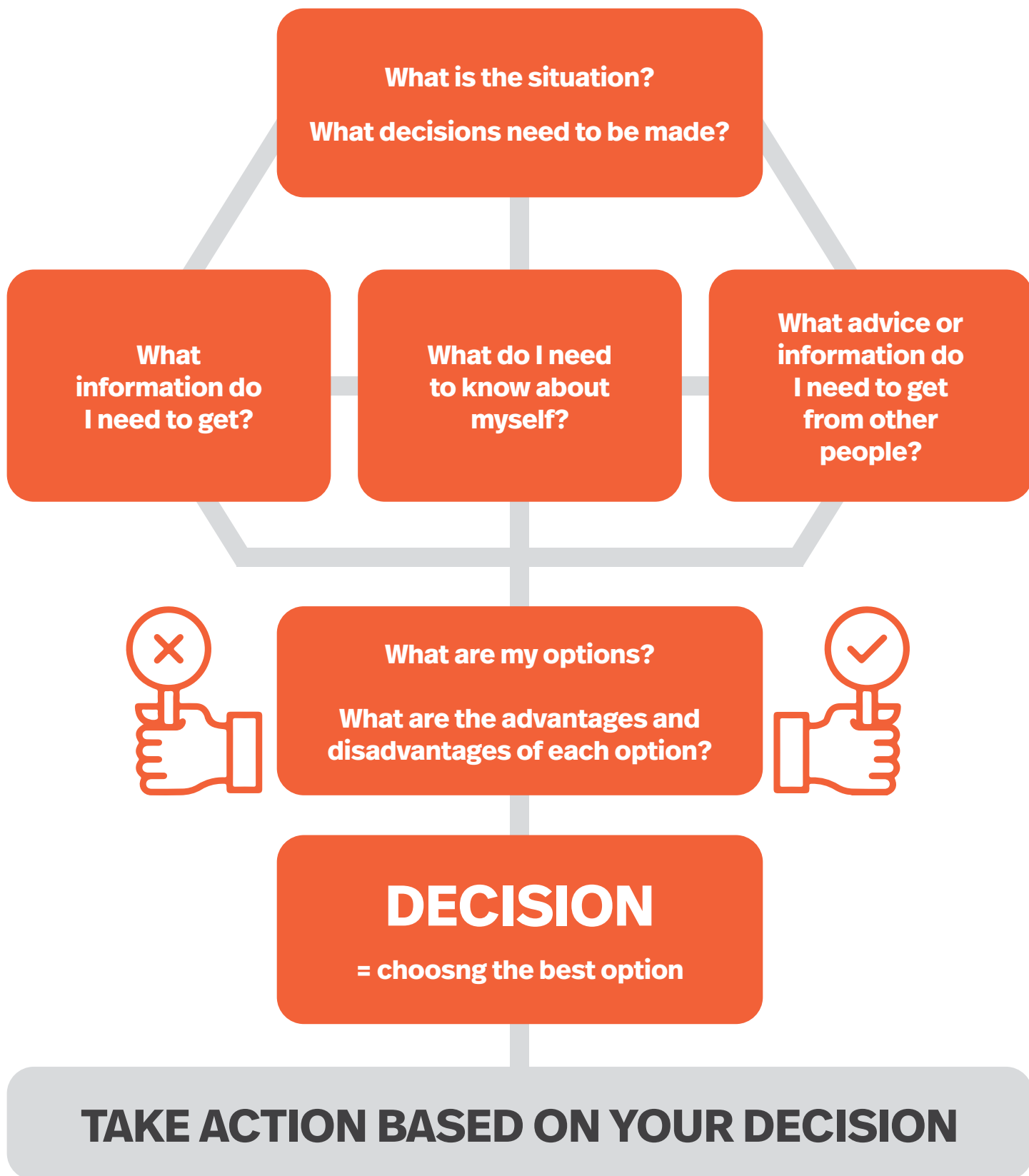
# Industries

Every business or organisation belongs to one or more industries. An industry is a group of businesses or organisations that produce or supply goods, services, or sources of income. Within an industry are many types of jobs and careers requiring different levels of education and training.

| Which career industry do you think you might be suited to?  | X | ? | ✓ |
|---|---|---|---|
| <b>Advertising and Marketing:</b> Creative Director; Graphic Designer; Social Media Coordinator; Copywriter                         |   |   |   |
| <b>Aerospace:</b> Aeronautical Engineer; Aircraft designer; Aircraft Mechanic; Pilot  |   |   |   |
| <b>Agriculture:</b> Agronomist; Farmer; Wildlife Biologist; Food Inspector  |   |   |   |
| <b>Computer &amp; Technology:</b> Software Engineer; Web Developer; Cyber Security Technician; Computer Programmer                  |   |   |   |
| <b>Construction:</b> Electrician; Equipment Operator; Civil Engineer; Concrete Labourer   |   |   |   |
| <b>Education:</b> Teacher; Teachers Aide; Professor; Childcare Educator   |   |   |   |
| <b>Energy:</b> Wind Turbine Engineer; Solar Consultant; Urban Planner; Environmental Scientist                                      |   |   |   |
| <b>Entertainment:</b> Film Crew; Actor; Booking Agent; Theatre Manager  |   |   |   |
| <b>Fashion:</b> Buyer; Fashion Designer; Visual Merchandiser; Stylist   |   |   |   |
| <b>Finance &amp; Economics:</b> Certified Public Accountant (CPA); Financial Analyst; Investment Banker; Financial Planner          |   |   |   |
| <b>Food &amp; Beverage:</b> Bartender; Executive Chef; Line Cook; Restaurant Manager  |   |   |   |
| <b>Health Care:</b> Biomedical Engineer; Dentist; Registered Nurse; Physician   |   |   |   |
| <b>Hospitality:</b> Travel Agent; Event Specialist; Front Desk Agent; Hotel Manager   |   |   |   |
| <b>Manufacturing:</b> Assembler; Welder; Packaging Engineer; Manufacturing Technician   |   |   |   |
| <b>Media &amp; News:</b> Broadcaster; Journalist; Producer; Video Editor  |   |   |   |
| <b>Mining:</b> Geologist; Diesel Mechanic; Driller; Industrial Designer   |   |   |   |
| <b>Pharmaceutical:</b> Chemist; Nuclear Pharmacist; Pharmaceutical Manufacturer; Pharmacologist                                     |   |   |   |
| <b>Telecommunications:</b> Cable Installer; Data Analyst; Systems Manager; Telecommunications Operator                              |   |   |   |
| <b>Transportation:</b> Distribution Manager; Supply Chain Specialist; Traffic Engineer; Truck/Train/Tram/Bus driver; Shipping Agent |   |   |   |

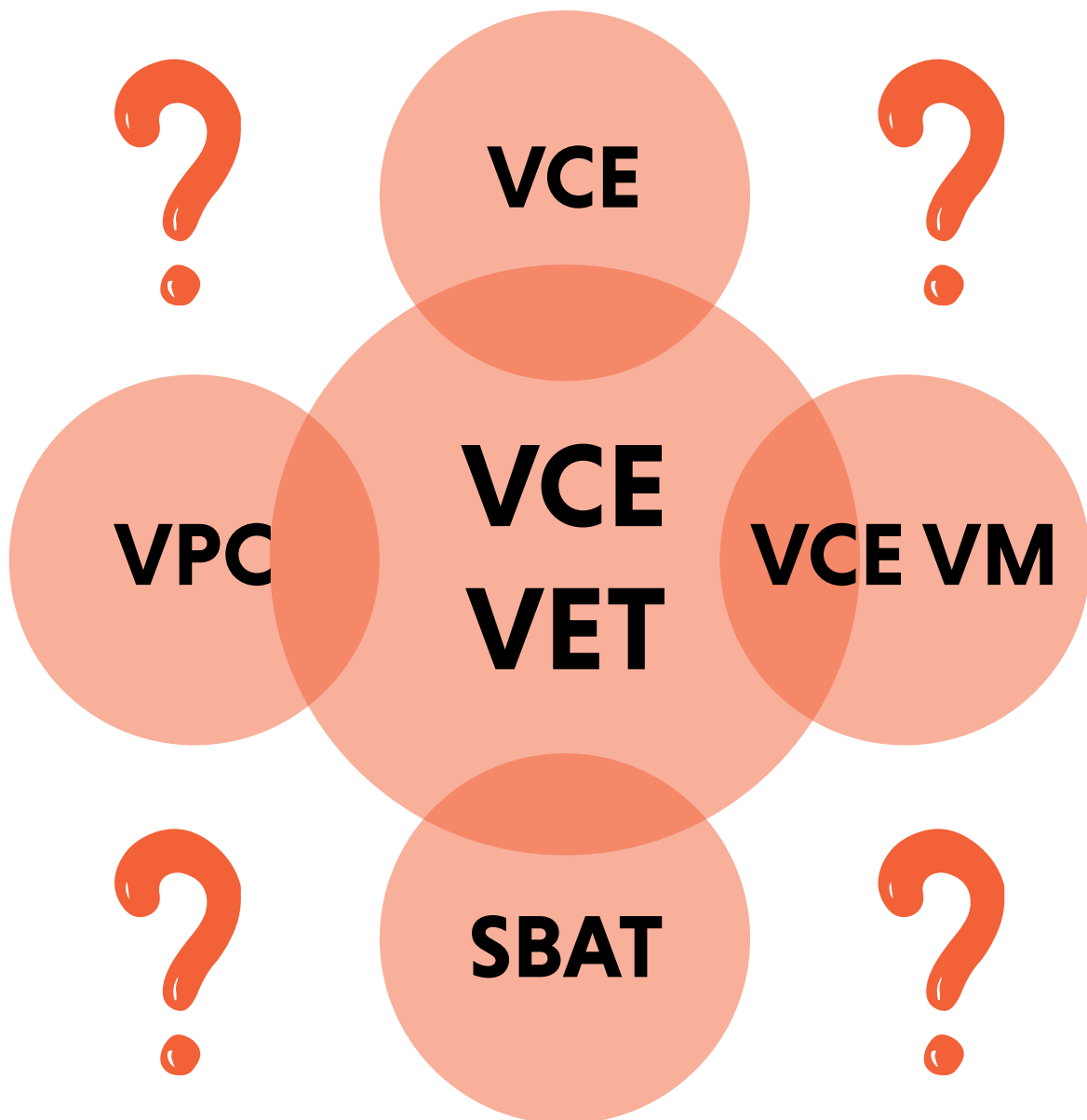
To find out more about some of these careers click the link.

# Making Decisions



# Where to from here?

You have some choices to make.





# Where to from here?

Depending on what you plan for your future you do have options.

- Know your strengths, interests, goals.
- Talk to teachers and Careers Coordinators.
- Talk to family & friends.
- Start making some industry connections.
- Select subjects at school that match your interests and where you see yourself in the future.
- A VET subject gives you credits to VCE/VCE VM/VPC and can count toward your ATAR score.
- VET allows you to achieve a pathway and credits to higher education.
- VET has either mandated SWL or recommended SWL so you will know if you are suited to this type of career or not.

|             |   |
|-------------|---|
| <b>SBAT</b> | School Based Apprenticeships or Traineeship |
| <b>VCE</b>  | Victorian Certificate of Education          |
| <b>VET</b>  | Vocational Education & Training             |
| <b>VM</b>   | Vocational Major                            |
| <b>VPC</b>  | Victorian Pathways Certificate              |

By taking a **VET subject** you can begin your career while you are still at school from years 10-12.

A **SBAT** is offered to students in Year 11 and 12 and offers you the option of combining your **VCE VM** or **VPC** with part-time employment.

| This section relates to the following learning outcomes of the VCCF |   |   |   |       |    |       |
|---|---|---|---|-------|----|-------|
| Year  | 7 | 8 | 9 | 10    | 11 | 12    |
| Outcome/s   | 9 | 7 | 7 | 7 & 8 | 7  | 2 & 4 |

# Online Learning Student Resource

## World of Work: Work Readiness

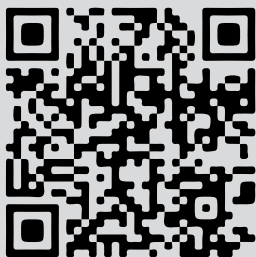
### Experience for Work

The Experience for Work platform aims to provide young people with opportunities to explore and connect to the world of work.

So where do you start? Some of your friends might have already worked out what they want to do but if you don't know – that's ok.

Developing a career is not something that will just happen instantly. Also, no-one else can choose a career for you. You have to make it happen for yourself.

Click onto the Experience for work to find out what local supports are available to you.



<https://www.experienceforwork.com.au/about#school-to-work>

### The role of the GRLEN

There are 31 Local Learning Employment Network groups throughout Victoria.

They aim to help jobseekers of all ages achieve sustainable employment through partnerships with key regional organisations.

They also facilitate student access to structured workplace learning placements which are tailored to local priorities and employment opportunities.



“ All our dreams can come true if we have the courage to pursue them. ”  
~ Walt Disney