USuccess
guide
career development workbook
Context

The USuccess guide has been designed to support students
- to learn about themselves,
- to explore an ever growing and changing career market,
- to explore what the world of work expects from them,
- to explore opportunities and potentials as well as
- build planning skills in possible futures for education and employment.

This guide has been informed by the Australian Blueprint, the Systems Theory Framework (Patton and McMahon, 2006), Social Cognitive Career Theory (Lent, Brown and Hackett, 1987), and the DOTS model (Watts, 1977).

Funding

The Career Outreach Project is funded through the Commonwealth Government’s Higher Education Participation Program (HEPP) in 2015 to improve the access, participation and success of student from communities under-represented in higher education.
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Career Development

When you know yourself, you can create a career plan based on what’s important to you. First you need to ask yourself – “Where am I right now?”

Think about your past, present and future and then provide a quick answer for each of the following questions.

What is important to me?

What inspires me?
What do I like to do?

What don’t I like to do?

What have I done before?

What do I want to do?
Using this filter can help you in your career decision making.
If a job gets stuck in the filter, would it really suit you?

- **STRENGTHS:** Your top skills, what you are good at, what you find easy.
- **VALUES:** What you value in others, what you value in yourself, what values you strive to demonstrate.
- **CONTEXT:** Your placement regarding family, finance, beliefs, age and stage, and geographical location.
- **INTERESTS:** What do you like? What do you enjoy? What you would be interested in learning more about?

Now to plan for your future...

**CAREERS OF INTEREST**
- A.
- B.
- C.
- D.

**STUDY OPTIONS OR PATHWAYS**
What makes you different from someone else?
What are you good at? Where do you excel? What is your attitude?

Use this space to list 15 – 20 personal strengths.

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VALUES

What is important to you?
Values are very personal and guide you in your decision making. They are a set of standards that determine your attitude, choices and actions.

ACTIVITY

Use this space to list 12 personal values.

1. -----------------------------
2. -----------------------------
3. -----------------------------
4. -----------------------------
5. -----------------------------
6. -----------------------------
7. -----------------------------
8. -----------------------------
9. -----------------------------
10. -----------------------------
11. -----------------------------
12. -----------------------------
WHO AM I?

The front of this T-shirt is to be used to describe you. You could use words, pictures, colours or patterns to describe yourself.

Take 5 minutes to plan your drawing/design and 10 minutes to complete it.
The back of this T-shirt is an illustration of your challenges, your difficulties, your worries and what you have trouble with.
Take 2 minutes to plan and 5 minutes to complete it.
Ask yourself the following questions and fill in your answers within the provided spaces.

1. Do you **like being around others** or prefer **being by yourself**?
2. What is my **culture**?
3. What are my **values**?
4. Am I a **Risk Taker** or do I **avoid trying new things**?
5. What are my **talents** & **strengths**?
6. **Who Am I?**
7. What is my **dream lifestyle**?
8. How do others **see me**?
9. What do I do **in my spare time**?
Do you know what they do to keep a circus elephant from running away?

They tie a metal chain onto a collar around the mighty elephant’s leg and tie it to a small, wooden peg that’s hammered into the ground. The 10-foot tall, 5,000 kilo hulk could easily snap the chain, uproot the wooden peg, and escape to freedom. But it does not do that. In fact, it does not even try! The world’s most powerful animal, which can uproot a tree as easily as you and I can break a toothpick, remains tied down by a small peg and a flimsy chain. How come?

It’s because when the elephant was a baby, its trainers used exactly the same methods. A chain was tied around its leg and the other end of the chain was tied to a metal stake on the ground. The chain and peg were strong enough for the baby elephant. When it tried to break away, the metal chain would pull it back. Sometimes, tempted by the world it could see in the distance, the elephant would pull harder. But the chain would cut into the skin on the elephant’s leg, making it bleed and creating a wound that would hurt the baby elephant even more. Soon, the baby elephant realised it was futile trying to escape and stopped trying.

And now, when the big circus elephant is tied by a chain around its leg, it remembers the pain it felt as a baby and it does not try to break away. So even though it’s just a chain and a little wooden peg, the elephant stands still. It remembers its limitations and knows that it can only move as much as the chain will allow. It does not matter that the 100 kilo baby is now a 5,000 kilo powerhouse. The elephant’s old belief that he is unable to escape prevails.

We are all a bit like this. We all have choices.

Sometimes these choices have been reduced by our reactions in response to family and other significant people, or because of difficulties in early school. These become the chain/rope and pull us back. We are just not game to try something because we have been taunted by others or hurt by their words. Sometimes we just want to give up. Sometimes we just want to stop trying.

Have you experienced this? Do you find something seems to hold you back when really there is no reason except that you are just not game to try something different? It is important to, every now and then, take stock of what is causing us angst or what may be holding us back. We have the opportunity to get up and try again. We can choose to learn from failure.
**The Magic Triangle**

*If we make little changes, just one small change a day, we can make a big difference.*

If we continue to just mooch along through life as we are now, we can go from A to Z without too much change. The elephant’s peg holds us back and even pulls us down. However, if we are game enough to make simple, small changes today, look how different our lives could be five years from now!

**List three things that are holding you back:**

1. --------------------------------
2. --------------------------------
3. --------------------------------

**List three small changes you could make to move forward:**

1. --------------------------------
2. --------------------------------
3. --------------------------------
Write your top 3 Core Skills.

For each skill, include one sentence that provides an example of a time you demonstrated that skill.

- Manage career and work life
- Communicate for work
- Connect and work with others
- Recognise and utilise diverse perspectives
- Plan and organise
- Work with roles, rights and protocols
- Make decisions
- Identify and solve problems
- Create and innovate
- Work in a digital world

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**Your Life Influences**
The world and society you live in includes many areas that influence decisions you make about your personal and career path.
**Influences surrounding your life**
Who or what impacts on your life and the choices you make?

**Activity**
Select at least 3 different influences from the diagram on the previous page and write down examples of what they are in your life.

**Examples:**

- **Locality** - Where do you live? Is it near available work?
- **Family** - do you make decisions based on the people you live with?
- **Government** - are there political decisions that affect your plans?

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If you were the boss - how would you act? Would you like to be employed by the type of boss you would be?

- Who would you hire?
- Why would you hire a person?
- Why is being the boss hard?
- What would you judge that person on, in an interview?
- How would you treat the person who worked for you?
Design an outfit you would like to wear to the job of your choice. Then write 3 reasons why this outfit is suitable.

**Reason 1**

**Reason 2**

**Reason 3**
IDENTIFYING JOBS

ACTIVITY

How many jobs / careers or roles can you find?

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GOAL SETTING

How short term and realistic goal setting helps promote success…. what will you do?

Start your goal setting today with small and achievable steps. What will you do today, this week or this month to improve your job/roles/life/goals/qualifications.

TODAY I WILL

THIS WEEK I WILL

THIS MONTH I WILL
GOAL QUESTIONS

Why do I want it?

What do I want?

When do I want it?

What could stop me?

How do I get it?

Who can help me?
Fill out the below, using all the information you have gathered so far. Start connecting the dots and putting it together.

**What jobs am I interested in?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**What study or skills do I need to reach my goal?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Where can I study this?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
How long could it take me?

What will I find hard?

What jobs could I get when I complete my study?
Introduction: Career Development (pages 1 - 3)
When you know yourself, you can create a career plan based on what’s important to you. First you need to ask yourself – “Where am I right now?”

Think about your past, present and future and then provide a quick answer for each of the following questions.

- The introductory questions focus on a participant considering their experiences, achievements, likes and dislikes. (page 1 & 2)
- The Career Filter (page 3) follows on from the questions and provides a starting point in the career decision process by filtering out careers not compatible with a participant’s needs, skills and goals for example.
- As participants continue through this workbook, a good reflection activity would be to refer back to these initial exercises.

Strengths & Values (page 4 & 5)
What makes you different from someone else? What is important to you?

Use this space to list 15 – 20 personal strengths.

Use this space to list 12 personal values.

- Following on from the initial exercise in the Introduction, this next exercise allows the participant(s) to consider their achievements and experiences listed before and describe strengths and values they can identify with themselves.
- What are you good at? Where do you excel? What is your attitude? What makes you different from someone else?
- What set of personal values or standards determine your attitude, choices and actions?
Who Am I? : T-shirt exercises (page 6 & 7)

The front of this T-shirt is to be used to describe you.
The back of this T-shirt is an illustration of your challenges.

- You could use words, pictures, colours or patterns to describe yourself. Take 5 minutes to plan your drawing/design and 10 minutes to complete it.
- The back of this T-shirt is an illustration of your challenges, your difficulties, your worries and what you have trouble with. Take 2 minutes to plan and 5 minutes to complete it.
- Reflect back on the initial Introduction exercise regarding past experiences and achievements.

Who Am I? (page 8)

Ask yourself the following questions and fill in your answers within the provided spaces.

- This activity follows on from the previous identification of skills and values.
- Other questions asked focus on personality types such as introvert or extrovert, cautious or risk-taker and how others see you.
- All of these lead into the next section which is about identifying barriers to career development.

Identifying barriers (page 9)

Read this story and consider how it may relate to you.
Do you believe there are barriers that don’t exist?

- Review the “Who Am I” activities and see if there were any barriers identified (such as how participant’s believe they are seen by others)
Making Changes (page 10)

The Magic Triangle

If we make little changes, just one small change a day, we can make a big difference.

- This activity is all about considering what small changes can be completed to create the most positive impact on a participant’s future.
- A participant lists 3 things they know are holding them back (barriers) and 3 things that they know they can change (small changes).

Core Skills for Work (page 11)

Write you top 3 Core Skills

- This activity focuses on the core skills for work (employability skills)
- For each skill identified by the participant, they need to include one sentence that provides an example of a time they demonstrated that skill.

Life Influences (page 12 & 13)

Select at least 3 different influences from the diagram and write down examples of what they are in your life.

- This activity is based on the Systems Theory Framework of Career Development and identifies influences surrounding an individual (ie. Family, friends, peers, media, government etc...)
- Connecting this activity with the Identifying Barriers activities can assist in highlighting influences most pervasive in hindering a participant’s career progress.
You’re the Boss (page 14)

If you were the boss – how would you act?
Would you like to be employed by the type of boss you would be?

- This activity provides participants to a chance to think about what they want to see in a workplace (communication, leadership, teamwork, time management etc...)
- It is a good activity to link in with Core Skills for Work (employability skills)

Design an Outfit (page 15)

Design an outfit you would like to wear to the job of your choice.
Then write 3 reasons why this outfit is suitable.

- Participants consider the requirements of their chosen job / career. What environment and work duties are involved?
- Selecting an outfit encourages participants to research their career requirements. Can be linked to the previous “You’re the Boss” activity when thinking about what the employer would expect of them.

Identifying Jobs (page 16)

How many jobs / careers or roles can you find?

- Looking at the provided illustration, participants can identify numerous occupations.
- The aim of this activity is to provoke discussion with participants about how they recognised each occupation (what was the illustration person doing, wearing etc...)
- Discussion can then be lead towards what skills, knowledge, values are required for the various illustrated occupations. (referring back to previous activities regarding these areas)
Goal Setting (page 17 & 18)

**Activity**
How short term and realistic goal setting helps promote success.... what will you do?

- Activity to start goal setting with small and achievable steps.
- What will a participant do today, this week and then this month to improve their job / roles / life / goals / qualifications?
- Refer participants to the Goal Questions (page 18) when they are considering their daily, weekly and monthly goals (page 17).

Plan it Out (page 19 & 20)

**Activity**
Using all the information you have gathered so far, start connecting the dots and putting it together.

- This activity makes a participant go back and look at all the information they have previously gathered and identified regarding their career plans, who they are, what they can offer and their barriers.
- Using this activity as the final stage will provide a participant time to reflect on what they have learnt about themselves and their career plans.
## COMPETENCY STANDARD

- Australian Blueprint for Career Development (ABCD) – Phase 4
- Core Skills for Work Developmental Framework (CSfWDF) employability skills

## ABCD MAPPING
(AUSTRALIAN BLUEPRINT for CAREER DEVELOPMENT).

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<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>1-2</td>
<td><strong>PERSONAL MANAGEMENT</strong> Build and maintain a positive self concept</td>
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<tr>
<td>Think about your past, present and future and then provide a quick answer for each of the following questions.</td>
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<td>1.4.1 Understand the influence of personal characteristics on career decisions.</td>
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<td><strong>CAREER FILTER</strong></td>
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<td>1.4.6 Re-examine personal characteristics and determine those that contribute positively to the achievement of your life, learning and work goals.</td>
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<td><strong>STRENGTHS</strong></td>
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<td><strong>PERSONAL MANAGEMENT</strong> Build and maintain a positive self concept</td>
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<td><strong>VALUES</strong></td>
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<td>1.4.1 Understand the influence of personal characteristics (skills, knowledge, attitudes, interests, values, beliefs and behaviours) on career decisions</td>
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<td>WHO AM I?</td>
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<td><strong>PERSONAL MANAGEMENT</strong></td>
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<td>T-Shirt exercise</td>
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<td><strong>INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS</strong></td>
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<td><strong>2.4.2</strong> Explore the concept of self-defeating behaviours and attitudes as well as strategies for overcoming them</td>
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<td>WHO AM I?</td>
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<td><strong>PERSONAL MANAGEMENT</strong></td>
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<td>Ask yourself exercise</td>
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<td><strong>BUILD AND MAINTAIN A POSITIVE SELF CONCEPT</strong></td>
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<td><strong>1.4.6</strong> Re-examine personal characteristics and determine those that contribute positively to the achievement of your life, learning and work goals.</td>
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<td>IDENTIFYING BARRIERS</td>
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<td><strong>LEARNING AND WORK EXPLORATION</strong></td>
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<td><strong>PARTICIPATE IN LIFELONG LEARNING SUPPORTIVE OF CAREER GOALS</strong></td>
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<td><strong>4.4.3</strong> Understand the importance of developing strategies to help overcome barriers to education and training</td>
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<td>MAKING CHANGES</td>
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<td><strong>4.4.8</strong> Outline and adopt strategies to overcome personal barriers to education and training</td>
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<td><strong>CORE SKILLS FOR WORK</strong></td>
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**PERSONAL MANAGEMENT**
CHANGE AND GROW THROUGHOUT LIFE
3.4.5
Explore the skills, knowledge and attitudes needed to adapt to changing work role requirements

**CAREER BUILDING**
SECURE/CREATE AND MAINTAIN WORK
7.4.7
Identify your transferable skills, knowledge and attitudes

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**LEARNING AND WORK EXPLORATION**
UNDERSTAND THE RELATIONSHIP BETWEEN WORK, SOCIETY AND THE ECONOMY
6.4.1
Understand how trends (such as social, demographic, technological, occupational and industrial trends) affect your career
6.4.2
Understand how the global economy affects your career
6.4.3
Understand how recent social and economic changes influence the knowledge, skills and attitudes required for seeking, obtaining/creating and maintaining work

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<td><strong>YOU’RE THE BOSS</strong></td>
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**PERSONAL MANAGEMENT**
INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS
2.4.4
Discover the importance and benefits of being able to interact with diverse groups of people in all areas of your life.
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<td>SECURE / CREATE AND MAINTAIN WORK</td>
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<td>Identify job opportunities that suit your own needs and values</td>
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<td>LOCATON AND EFFECTIVELY USE CAREER INFORMATION</td>
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<td>Discover the diverse work opportunities available to an individual with a given set of work skills, knowledge and attitudes</td>
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<td>PARTICIPATE IN LIFELONG LEARNING SUPPORTIVE OF CAREER GOALS</td>
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<td>Prepare short and long-range plans to achieve your personal and professional goals through appropriate educational / training pathways.</td>
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<td>4.4.8</td>
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<td>Outline and adopt strategies to overcome personal barriers to education and training.</td>
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<td>Understand the importance of making career decisions that align with your preferred future</td>
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