

# COURSE OUTLINE

## CAREER & ENTERPRISE – GENERAL YEAR 12: 2021

### UNIT 3 AND UNIT 4

This course will run the two units, 3 and 4, concurrently. The student Semester 1 grade will therefore be an estimate

Term	Week	Topic and key teaching points	Syllabus content	WALT/ WILF	Assessment
1	1	<p>Lesson 1- Introduction to the course and course documents.</p> <p>Lesson 2: Construction of SMART Goals. Introduce assessment 1.</p> <p>Lesson 3: Skills Audit and identification of attributes and how they will help you achieve SMART Goals and Career development.</p> <p>Lesson 4: Networking- Define networking and develop an elevator pitch promoting yourself to others.</p>	<p><b>Learning to learn</b></p> <p><b>Entrepreneurial behaviours</b></p> <ul style="list-style-type: none"> <li>• identify personal and professional skills and attributes, and understand their link to career development</li> <li>• self-management strategies to enhance personal change and growth, including: <ul style="list-style-type: none"> <li>♣ self-reflection</li> <li>♣ construction of SMART (specific, measurable, achievable, realistic, time based) goals</li> <li>♣ interacting with others through teamwork and networking</li> </ul> </li> <li>• strategies to build and maintain a positive self-concept for career development, including: <ul style="list-style-type: none"> <li>♣ promoting yourself to others</li> <li>♣ targeting job searching to match own personal profile</li> </ul> </li> <li>• identify personal and professional learning opportunities and understand their link to career development</li> <li>• the value of participating in lifelong learning designed to support career goals</li> <li>• develop/refine own electronic individual pathway plan (IPP)</li> </ul>	<p>WALT: Students will understand)</p> <ul style="list-style-type: none"> <li>- How to manage their time and career development through goal setting and developing a growth mindset for their career development.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>• class activities and notes</li> <li>• Assessment One.</li> </ul>	

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1	2	<p>Lesson 1- Research two possible career pathways and develop a career pathway map for strategies for taking advantage in the workplace linked to the career life cycle.</p> <p>Lesson 2 – Construction of a PMI comparing common Decision-making processes in the workplace.</p> <p>Lesson 3 – Define and provide examples of informal and formal learning opportunities.</p> <p>Lesson 4 – Define Work life Balance and develop a timetable to maintain a healthy worklife balance. Completion and Submission of Assessment One.</p>	<ul style="list-style-type: none"> <li>• strategies that give an individual an advantage in the workplace, including: <ul style="list-style-type: none"> <li>▪ taking advantage of work opportunities</li> <li>▪ undertaking training</li> <li>▪ seeking learning opportunities</li> </ul> </li> <li>• strategies to assist in making decisions in a work context, including: <ul style="list-style-type: none"> <li>▪ choosing from a set of pre-determined options</li> <li>▪ using a formal decision-making process</li> </ul> </li> <li>• examine personal progress in each of the following career competencies: <ul style="list-style-type: none"> <li>♣ make career-enhancing decisions o seeks advice, feedback and support as required</li> <li>♣ maintain balanced life and work roles o develops a personal, school and work timetable to manage all commitments</li> <li>♣ understand the changing nature of life and work roles o identifies changes in personal roles and commitments that will occur in the school to post-school transition</li> <li>♣ understand, engage in and manage the career-building process of sets personal learning challenges using formal and informal learning opportunities</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>• How to make effective workplace decisions</li> <li>• how to make career developing choices with consideration of both their personal and profession life.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>• Class activities and notes.</li> <li>• Completion of Assessment 1</li> </ul>	<p><b>Task 1- IPP &amp; SMART GOALS</b></p>
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1	3	<p>Lesson 1: Development of a SWOT Analysis of relocating.</p> <p>Lesson 2: Development of a 6 thinking hats on taking a gap year</p> <p>Lesson 3: Develop a PMI on both retraining and accepting less pay.</p> <p>Lesson 4: Refine IPP and examine the skills and attributes needed to when taking personal risks.</p>	<p><b>Entrepreneurial behaviours</b></p> <ul style="list-style-type: none"> <li>• taking personal risks when making career decisions, including: <ul style="list-style-type: none"> <li>▪ relocating</li> <li>▪ accepting less pay</li> <li>▪ taking a gap year</li> <li>▪ undergoing re-training</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>• The various person risks when taking career risks and how this may affect their career development.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>• Class activities and notes (SWOT, 6 Thinking Hats, PMI and IPP review)</li> </ul>	
1	4	<p>Lesson 1: Students define networking both contemporary and traditional networking and develop my networks explosion chart.</p> <p>Lesson 2: Viewing activity on E-networks</p> <p>Lesson 3: Positives and negatives of social media as a career development tool.</p> <p>Lesson 4: Research their chosen career and review labour market data and how</p>	<p><b>Entrepreneurial behaviours</b></p> <ul style="list-style-type: none"> <li>• remaining employable in constantly changing workplaces, including: <ul style="list-style-type: none"> <li>♣ undertaking training and up-skilling</li> <li>♣ networking and e-networking</li> </ul> </li> <li>• considering labour market information to identify employment opportunities, including: <ul style="list-style-type: none"> <li>♣ self-employment opportunities</li> <li>♣ business and product development</li> </ul> </li> <li>• the concept of e-networks</li> <li>• how social media can be used as a career development tool</li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>• How they can use both traditional and contemporary networking to remain employable</li> <li>• How to utilise labour market research to remain employable.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>- Class activities and notes.</li> </ul>	

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		they can remain employable, through training, upskilling, self-employment opportunities.			
1	5	<p>Lesson 1 : Develop a network tree on who they could access in their career network- At the top are those they feel most comfortable confiding in for advice.</p> <p>Lesson 2: Developing a code of conduct for communication.</p> <p>Lesson 3: How to writing a professional cold canvassing email and revision of Task 2.</p> <p>Lesson 4 : Remaining Employable Task 2</p>	<ul style="list-style-type: none"> <li>ways to build networks that will enhance career opportunities, including: <ul style="list-style-type: none"> <li>identifying people you feel comfortable talking to and whose advice you listen to</li> <li>increasing the range of people you know in a work role</li> <li>using of technology to help expand networks</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>How to build professional networks</li> <li>how to appropriately expand networks with the use of ICT.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>Class activities and notes</li> <li>Assessment 2</li> </ul>	<b>Task 2- REMAINING EMPLOYABLE</b>

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1	6	<p><b>Labour Day Monday-</b> Lesson 1 – Start worklife balance investigation (task 3), define work-life balance and completion of the wheel of life</p> <p>Lesson 2 – Define work patterns an investigate strategies (eg ABCDE method, timetabling, lists, etc) for organising work-load</p> <p>Lesson 3- Review their IPP and refine timetables to incorporated their strategies that helps organise workload imbalances.</p>	<p><b>Work skills</b></p> <ul style="list-style-type: none"> <li>the steps in planning and organising work load and work/life balance, including: <ul style="list-style-type: none"> <li>determining the amount of work to be completed in a set timeframe</li> <li>identifying personal priorities related to work hours and work patterns</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>of Work-life balance and how to strageties that can help when planning and organising workload.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>Class notes and Activities</li> <li>Assessment Task 3</li> </ul>	
1	7	<p><b>PTO DAY Tuesday-</b> Lesson 1- Strategies for dealing with unexpected events.</p> <p>Lesson 2- Diversity and the workplace, Review the roles and responsibilities of employees and employers in recognising diversity in the workplace.</p> <p>Lesson 3- continue with employee and employer responsibilities.</p>	<p>Work Skills</p> <ul style="list-style-type: none"> <li>the need to recognise diversity within a workplace, including: <ul style="list-style-type: none"> <li>ages</li> <li>ethnicity</li> <li>physical ability</li> </ul> </li> <li>the need to adjust to diversity within a workplace</li> <li>strategies to deal with unexpected events in a workplace</li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>how to deal with unexpected events</li> <li>how employees and employers are recognising diversity in the workplace.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>Class notes and activities</li> </ul>	

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1	8	<p>Lesson 1- In small groups students complete a placemat activity reviewing each group member's strength and weaknesses and define interpersonal skills in the centre of the placemat.</p> <p>Lesson 2 – Students draw and annotate Hollands Hexagonal chart on Holland's Theory of Career Choice.</p> <p>Lesson 3 – Students determine their personality type and discuss the accuracy of Holland's Theory of Career Choice for their personality and work environments</p> <p>Lesson 4- With reference to Holland's Theory of Career Choice students roleplay a career counselling session. Submission of Task 4.</p>	<p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"> <li>• skills used to connect with and work with others, such as, recognising strengths and weaknesses of your interpersonal skills</li> <li>• the features of the personality types outlined in Holland's Theory of Career Choice (1985) and how they relate to career choice</li> <li>• determine own personality type and preferred work environment using the personality types and work environments outlined in Holland's Theory of Career Choice (1985)</li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>- Holland's Theory of Career Choice</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>- Class notes and activities</li> <li>- Assessment Task 3</li> </ul>	<p><b>Task 3- HOLLAND'S THEORY OF CAREER CHOICE</b></p>
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1	9-10	<p><b>PTO Day Wednesday-</b> Lesson 1- Students define individual efficiency and work satisfaction and research the top factors affecting job satisfaction.</p> <p>Lesson 2-3- SMART Move Certificate</p> <p>Lesson 4- Factsheet on Equal Opportunity and codes of conduct.</p> <p>Lesson 5- Components of a contract and the National Employment Standards Guide for young workers.</p>	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>• the relationship between individual efficiency and work satisfaction</li> <li>• the need for rights and protocols for the workplace, including: <ul style="list-style-type: none"> <li>♣ health and safety</li> <li>♣ equal opportunity</li> <li>♣ codes of conduct and standards</li> </ul> </li> <li>• completion of a WorkSafe SmartMove industry-specific module</li> <li>• reasons for, and requirements of, an employment contract with reference to the National Employment Standards from the Fair Work Act 2009</li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>- Of the relationship efficiency and work satisfaction and the factors that affect job satisfaction.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>- Class activities and notes</li> <li>- Task 5 Part A &amp; B</li> </ul>	<p><b>Task 4 Part A &amp; B- CREATING AN EFFECTIVE WORKPLACE</b></p>
2	1	<p><b>Pubic Holiday Monday</b> <b>Pupil Free Day Tuesday</b> Lesson 1 – Revision for EST's Lesson 2 – Revision for ESTS</p>	<ul style="list-style-type: none"> <li>• remaining employable in constantly changing workplaces, including: <ul style="list-style-type: none"> <li>♣ undertaking training and up-skilling</li> <li>♣ networking and e-networking</li> </ul> </li> <li>• examine personal progress in each of the following career competencies: <ul style="list-style-type: none"> <li>♣ make career-enhancing decisions</li> <li>o seeks advice, feedback and support as required</li> <li>♣ maintain balanced life and work roles</li> <li>o develops a personal, school and work timetable to manage all commitments</li> <li>♣ understand the changing nature of life and work roles</li> <li>o identifies changes in personal roles and commitments that will occur in the school to post-school transition</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>- All syllabus points for the EST and how the EST will run.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>- Class notes and activities</li> <li>- ESTs Task 6</li> </ul>	

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			<ul style="list-style-type: none"> <li>♣ understand, engage in and manage the career-building process</li> <li>o sets personal learning challenges using formal and informal learning opportunities</li> <li>• the need for rights and protocols for the workplace, including:               <ul style="list-style-type: none"> <li>♣ health and safety</li> <li>♣ equal opportunity</li> <li>♣ codes of conduct and standards</li> </ul> </li> <li>• the features of the personality types outlined in Holland's Theory of Career Choice (1985) and how they relate to career choice</li> <li>• determine own personality type and preferred work environment using the personality types and work environments outlined in Holland's Theory of Career Choice (1985)</li> </ul>		
2	2-4	<b>ESTS – Task 5</b>			
2	5	<p>Lesson 1 -2– Students research an organisation and review the types of resources managed and the type of organisational structure, their quality assurance standards and process, Health and safety guidelines and the equal employment processes.</p> <p>Lesson 3-4- Develop a how to guide on internal and external</p>	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>• factors that create effective workplaces, including:               <ul style="list-style-type: none"> <li>▪ management of human, physical, financial and technological resources</li> <li>▪ internal and external communication strategies and processes, including meetings, telephone calls and text messages, emails, memos, letters, newsletters, intranet and internet</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>- considerations of workplaces to create effective working environments.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>- completion of class notes and activities</li> </ul>	



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		communication. Evaluate how Flexible work arrangements like work-from-home are changing communication in the workplace.	<ul style="list-style-type: none"> <li>▪ health and safety workplace legislation</li> <li>▪ equal employment opportunity workplace legislation</li> <li>▪ quality assurance standards</li> </ul> <ul style="list-style-type: none"> <li>• the relationship between individual efficiency and work satisfaction</li> <li>• features of each of the following workplace organisational structures:               <ul style="list-style-type: none"> <li>▪ hierarchical</li> <li>▪ flat</li> </ul> </li> </ul>		
2	6-7	<p>Lesson 1-Students create a Venn diagram on social, cultural and technological change in the workplace and define work patterns and work settings- hand out work life balance inquiry</p> <p>Lesson 2- Students review Job Australia and Summarise the effects of Covid 19 on Australia's workforce.</p> <p>Lesson 3- Students evaluate the Great resignation and how organisation will combat skill shortages and what this means for the students career development.</p>	<p><b>Entrepreneurial behaviours</b></p> <ul style="list-style-type: none"> <li>• the impact of social, cultural, and technological change on current work patterns and work settings</li> <li>• the impact of economic, social and technological change on individual career development</li> <li>• the influence of global trends on changing workplace requirements, including:               <ul style="list-style-type: none"> <li>▪ possible increased travel requirements</li> <li>▪ increased need for technology for video or teleconferencing</li> <li>▪ more cultural diversity in work environments</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>- how global trends impact by individual career development and organisations.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>- Class notes and activities.</li> </ul>	<p><b>TASK 6</b></p> <p><b>WORK LIFE BALANCE</b></p>

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		<p>Lesson 4- Students develop an action plan to deal with economic, social and technological change to ensure that they continue to have career development.</p> <p>Lesson 5-8- Students research the impact of social cultural and technological change on work patterns (eg flexible work arrangements) and works settings (eg. Work from home) and complete a PMI Chart for how this impacts individuals and organisations.</p>			
2	8	<p>Lesson 1 – Students define an ageing workforce and review the impact it has on their individual career development and the workforce.</p> <p>Lesson 2 - Students define a mobile population and changing family roles and review the impact it has on their individual career development and the workforce.</p> <p>Lesson 3 – Impacts of FIFO Work Review.</p>	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>the impact of global trends on individual career development, including: <ul style="list-style-type: none"> <li>ageing workforce</li> <li>a more mobile population</li> <li>changing work roles of family members</li> </ul> </li> <li>the impact of global trends on the workforce, including: <ul style="list-style-type: none"> <li>the ageing workforce</li> <li>a more mobile population</li> <li>changing work roles of family members</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>The impact of global trends on their career development and the workforce.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>Class notes and activities</li> </ul>	

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		<p>Lesson 4- Students define the term ecommerce and identify the for types with examples and research a company that is considered ecommerce. Along with discussing the impact of overseas outsourcing.</p>	<ul style="list-style-type: none"> <li>▪ e-commerce (for example, online shopping)</li> <li>▪ overseas outsourcing</li> </ul>		
2	9-10	<p>Lesson 1-2 Students develop an infographic on how to locate and how to interpret job advertisement.</p> <p>Lesson 3- Revision</p> <p>Lesson 4- Labour Market Task 7</p> <p>Lesson 5-6 – How to write an unsolicited application letter.</p> <p>Lesson 7-8- How to participate in an interview.</p>	<p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"> <li>• location of job opportunities, including: <ul style="list-style-type: none"> <li>▪ newspapers</li> <li>▪ websites</li> <li>▪ social and professional networking</li> <li>▪ professional associations</li> </ul> </li> <li>• interpret requirements in a job advertisement, including: <ul style="list-style-type: none"> <li>▪ job description</li> <li>▪ job location</li> <li>▪ qualifications required</li> <li>▪ selection criteria</li> <li>▪ expression of interest requirements</li> <li>▪ application process and deadline</li> </ul> </li> <li>• strategies for successfully applying for a job, including: <ul style="list-style-type: none"> <li>▪ writing a job application letter</li> </ul> </li> </ul>	<p>WALT: (Students will understand):</p> <ul style="list-style-type: none"> <li>- Work search techniques and tools to help develop their career.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>- Class notes and activities</li> <li>- Task 7</li> </ul>	<p><b>Task 7- Labour Market</b></p>

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			<ul style="list-style-type: none"> <li>participating in an interview situation</li> </ul>		
2	10	<p>Lesson 1 -2 – Cultural Awareness and how to respectfully communicate in the workplace. Cultural awareness atlas.</p> <p>Lesson 3- 4- Sydney University Aboriginal Kinship Course and research CVC's local language group.</p>	<p><b>Work skills</b></p> <p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>adapt communication skills to show respect for differences within the work place, including: <ul style="list-style-type: none"> <li>values</li> <li>beliefs</li> <li>cultural expectations</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>the importance of cultural awareness and how to communicate respectfully across cultures.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>Class Activities and Notes</li> <li>Sydney University Aboriginal Kinship Course</li> </ul>	
3	1	<p>Lesson 1 – How to manage change- Supers life span types of change that exist during one's life. Identification of areas for retraining and updating skills for professional and personal development.</p>	<p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <li>the need for ongoing self-assessment when responding to change, including: <ul style="list-style-type: none"> <li>personal life</li> <li>professional life</li> </ul> </li> <li>responding to change and how it may impact an individual's career, including: <ul style="list-style-type: none"> <li>retraining</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>Of how to audit their IPP and how to respond to change to encourage career development (retraining and upskilling)</li> <li>Of the different types of unemployment and the steps for dealing with unemployment.</li> <li>Development of a budget and reviewing how to manage finance</li> </ul> <p>WILF: (the completion of:)</p>	

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		<p>Lesson 2-3 – How to manage finances e.g. leaving home activities and paying for study.</p> <p>Lesson 4 – Develop a flow chart on how to deal with unemployment.</p>	<ul style="list-style-type: none"> <li>▪ updating skills</li> <li>▪ managing finances</li> <li>▪ coping with unemployment</li> <li>• the need to undertake personal and professional development opportunities to maintain up-to-date skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- Class notes and activities</li> </ul>	
3	2-3	<p>Lesson 1 – Role play types of communication styles and complete an assertiveness test.</p> <p>Lesson 2 – Brainstorm types of conflict in the workplace.</p> <p>Lesson 3 – Create an action plan for informal conflict resolution strategies.</p> <p>Lesson 4 – Create an action plan for formal conflict resolution strategies.</p> <p>Lesson 5-8 – Task 8 Making conflict resolution board game.</p>	<ul style="list-style-type: none"> <li>• strategies and processes for resolving conflict in the workplace, including:               <ul style="list-style-type: none"> <li>▪ informal strategies and processes, such as, communicating concerns through supportive relationships, being tolerant of others, adopting a positive approach to resolving differences, and internal mediation</li> <li>▪ formal processes, such as, arbitration processes, industrial tribunal hearings and trade union intervention</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>- Students will have an understanding of how to manage conflict in a workplace.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>- Class Activities and notes</li> <li>- Task 8</li> </ul>	

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3	4-5	<p>Lesson 1 – Defining individual efficiency, workplace productivity and sustainability. Defining performance management and reviewing performance management methods and tools.</p> <p>Lesson 3- Fair work Performance Management Course</p> <p>Lesson 4 – Fair work pay and entitlements brochure. Ethical considerations and code of conduct.</p> <p>Lesson 5- Organisational Structures and how restructuring impacts individual career development.</p> <p>Lesson 6 – Review the concept of work life balance and how work life balance changes through Supers life span.</p> <p>Lesson 7-8 – Students define globalisation and research a</p>	<ul style="list-style-type: none"> <li>▪ the interrelationships between individual efficiency, workplace productivity and sustainability</li> <li>▪ the use of performance management as a tool to improve individual efficiency and workplace productivity</li> <li>▪ considerations for individuals in the workplace, including: <ul style="list-style-type: none"> <li>▪ pay and conditions</li> <li>▪ ethical considerations, including following the code of conduct</li> </ul> </li> <li>▪ the concepts of organisational restructuring and workplace reform</li> <li>▪ the impact of organisational restructuring on individual career development</li> <li>▪ the concept of work/life balance</li> </ul> <p><b>Entrepreneurial behaviours</b></p> <ul style="list-style-type: none"> <li>• being enterprising in a global economy, including: <ul style="list-style-type: none"> <li>▪ making international business links</li> <li>▪ identifying consumer gaps</li> <li>▪ using technology (including online groups)</li> </ul> </li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>- of how to monitor and factors that effect efficiency. Workplace productivity and sustainability.</li> <li>- Of legal and ethical considerations for individuals</li> <li>- Organisation structures and how organisational restructuring impacts individuals career development.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>- Class activities and notes.</li> </ul>	
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### UNIT 3 AND UNIT 4

		global business, and how the brand, make international links, market and identify consumer gaps and use technology to stay globally competitive.	<ul style="list-style-type: none"> <li>steps in problem solving within the workplace, including: <ul style="list-style-type: none"> <li>identifying the problem</li> <li>applying a decision-making process, such as SWOT (strengths, weaknesses, opportunities, threats)</li> <li>creating an action plan to execute the solution</li> </ul> </li> </ul>		
3	6-7	<p>Lesson 1 – PMI Chart on various cold canvassing techniques.</p> <p>Lesson 2 – Development of a script for a YouTube promotional video.</p> <p>Lesson 3-5 – Development of Career Portfolio. Actively source a position on seek and format an application letter and CV.</p> <p>Lesson 4 – Organisation of supporting documents for</p>	<p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"> <li>methods of finding job opportunities, including cold canvassing</li> <li>awareness of innovative contemporary strategies for gaining employment, such as: <ul style="list-style-type: none"> <li>YouTube promotion</li> </ul> </li> </ul> <p>live performance</p> <p><b>Career development and management</b></p> <ul style="list-style-type: none"> <li>refine own electronic career portfolio formats for job applications</li> </ul>	<p>WALT: (Students will understand)</p> <ul style="list-style-type: none"> <li>How to gain employment and how to develop a career portfolio.</li> </ul> <p>WILF: (the completion of:)</p> <ul style="list-style-type: none"> <li>Class activities and notes</li> <li>Task 9 Career Portfolio</li> </ul>	<p><b>Task 8- CONFLICT</b></p> <p><b>Task 9- CAREER PORTFOLIO RESOLUTION</b></p>



**COURSE OUTLINE**  
**CAREER & ENTERPRISE – GENERAL YEAR 12: 2021**  
**UNIT 3 AND UNIT 4**



3	8	Lesson 1- 2 – Legal responsibilities with the use of technology in the workplace.  Lesson 3-4 – Procedures and expectations for the use of technology in the workplace.	<b>Work skills</b> <ul style="list-style-type: none"><li>- work rights and protocols in the use of technology, including:<ul style="list-style-type: none"><li>♣ legal rights and responsibilities (for example, copyright implications)</li><li>♣ procedures and expectations in the workplace</li></ul></li></ul>	WALT: (Students will understand) <ul style="list-style-type: none"><li>- How Legal and ethical use of technology in the workplace.</li></ul> WILF: (the completion of:) <ul style="list-style-type: none"><li>- Class Activities and Notes</li></ul>	<b>Non- assessment Week- For Exams</b>
3	9-10	<b>ATAR EXAMS</b>			
4	1	Lesson 1-2 – Students refine their Individual Pathway Plan  Lesson 3-4 – Students refine their career portfolio and all feedback from task 9.	<b>Career development and management</b> <ul style="list-style-type: none"><li>• refine own electronic career portfolio and Individual Pathway Plan</li></ul>	WALT: (Students will understand) <ul style="list-style-type: none"><li>- Of the importance of refining their career portfolios and IPPs</li></ul> WILF: (the completion of:) <ul style="list-style-type: none"><li>- Refined electronic portfolio and Individual Pathway Plan</li></ul>	