

This content was obtained from the Queensland Government Web site:

http://www.trainandemploy.qld.gov.au/client/jobs_careers/job_career_planning/choosing_career/index.htm

Choosing a Career

The changing world of work

The nature of work is changing. You will probably change jobs numerous times over your lifetime. The idea of a 'job for life' doesn't exist any more. Your career may involve a range of different jobs. New technology also means that there are new occupations today that didn't exist 10 years ago. Many of these occupations involve working with computer-based systems, procedures, machinery and the Internet. Many of the occupations of the future will mean being self-employed, or working in small business.

The changing nature of work will provide many opportunities for those who are prepared for them. This will mean being able to identify opportunities, tackle problems, take initiative, persevere, be flexible and work in teams. It will mean developing the right 'enterprise skills' for the future.

It is worth thinking about the changing nature of work and your own enterprise skills when you are looking through the Job Guide and choosing occupations you may wish to pursue.

Two useful websites for career exploration are:

- www.myfuture.edu.au- a national online careers information service
- www.aacc.org.au - a national organisation of practitioners who provide careers services for people entering the workforce.

Choosing a career path

Choosing a career path is not always easy. For most people there is not one right occupation, but several occupations they could do and enjoy. Different occupations will satisfy you in different ways. Different occupations will suit you at different times. Your career is your whole working life, which can be made up of a wide range of occupations and involve many changes in direction.

It is important that you make informed choices. It is wise to base your career decisions on a good understanding of yourself, as well as a thorough knowledge of the occupations and courses open to you.

It takes time to think about yourself, to decide what sort of lifestyle you want, to talk to people and to explore occupations. If you want to find work that is satisfying, however, there are no shortcuts-and without this knowledge, you may be tempted to react to whatever luck brings your way.

It is important that you take charge of your career. Only you can make career choices that work for you. You are the person best suited to choose work that suits your own unique skills, knowledge, personality and interests. So be positive and act now by taking three small steps.

STEP 1 - Getting to know yourself

- [Your aptitude](#)
- [Your skills](#)
- [Your personality](#)
- [The level of responsibility that suits you](#)
- [Your interests](#)
- [Your needs](#)
- [Your priorities](#)
- [Summary](#)

Your answers to these two questions will help you identify your strengths. An employer will consider you seriously for a position when you can show them that you know who you are, what you can offer and where you are going.

Sometimes it is difficult to know what your weaknesses are. Clearly not everyone is equally good at everything. You may need to improve in some areas and so taking courses in that area could turn a weakness into strength.

You will need to spend some time on your self-assessment. Your honesty and the desire for self-improvement will help you to succeed in getting the right job.

Explore the following seven areas to start to get to know yourself: your aptitude, your skills, your personality, the level of responsibility you feel comfortable with, your interests and your needs.

Your aptitude

If you try an activity and find you pick it up quickly, you may have an aptitude for occupations related to that activity. On the other hand, with training, either on the job or by doing courses, you may learn new tasks and find that you have an aptitude for some of them.

Ask yourself some questions. Are there some things you find easier to learn than others? If so, what? Do you have any special talents? Do you need to consider your physical health when choosing a job? Be as honest and realistic as you can, and ask for other people's opinions if necessary. Make a list of these things. It is usually a good idea to talk about your aptitudes with teachers, family and friends.

If you are considering a career that requires a special talent, such as art, acrobatics, mathematics or music, discuss your aptitudes with an expert in that area and discover how they fit the needs of the occupation.

The result of your questioning and self-examination might be a list like this:

- found graphic art, computing and maths easy
- often work with my hands, can learn new sewing stitches easily
- like public speaking and debating
- started to learn a musical instrument, not good enough to be a professional musician yet
- physical health OK, not sporty, good eyesight.

Your skills

A skill is something you have learnt to do by applying your aptitudes and knowledge. Any tasks, which you can already do to a reasonable standard, may help you to get a job in a related field.

Make a list of the skills you have. This list may include a range of things, such as knowledge of another language, knowing how to operate machines or equipment, having licences and permits, or holding tickets, certificates and diplomas.

Your list might look like this:

- use a computerised cash register /EFTPOS efficiently
- develop and print photographs to a professional standard
- speak Japanese fluently
- make saleable jewellery
- build good relationships between people.

Your personality

The sort of occupation you enjoy will depend on your personality, because every occupation calls for certain personal qualities. Make a list of your personal qualities. Be honest with yourself and include them all, even those you do not like. Remember your personal qualities are not good or bad, but just more or less suited to certain occupations.

Sometimes outsiders see things about you that you had not thought of yourself, so ask parents and friends to describe your personal qualities too. When making your list, you could divide it into 'qualities I have a lot of' and 'qualities I have little of'. You might end up with lists like these.

Qualities I have a lot of:

- friendliness
- ability to work alone
- ambition.

Qualities I have little of:

- patience
- attention to detail
- organisational ability
- tolerance for routine.

The level of responsibility that suits you

Certain characteristics of the occupation itself, such as the degree of responsibility, supervision or decision-making required can also influence your choice.

Some people like to work alongside others as part of a team, thereby sharing responsibility, for example nurses, police officers or flight attendants. In these cases your work depends upon what the others are doing, and they depend on you. Do you enjoy team sports or working on projects as part of a group? If so, perhaps team-work would suit you.

In other occupations you may be working on your own without regular interaction with other people. In some occupations this may involve attending to money matters, supervising other people's work or making decisions that will affect your staff. A hospital administrator, company secretary or hotel manager works with this high level of responsibility. Being self-employed also requires these attributes, for example, a journalist, farrier, architect, plumber or chef may have their own business.

Do you like to make your own decisions and act upon them? Are you good at organising? What are your own experiences with supervision? Have you ever been a class captain or group leader? Do others look to you to make a decision?

If you want to work independently, without someone looking over your shoulder, you need to realise that there may be no one there to help you with any problems that may arise.

Think about how much supervision, responsibility and decision making you would be comfortable with in a job. Bear in mind, however, that you may find your feelings about these things change once you are trained and gain experience in a job.

Your interests

Consider your interests. The activities you enjoy at school and in your spare time may provide useful clues to the type of work that would interest you. For example, caring for pets may lead to you becoming a veterinarian. Remember though that some hobbies are best kept as hobbies. You may enjoy playing computer games and surfing the net, but this does not mean you necessarily want to work in the IT industry eight hours or more a day. Chat rooms might be just your way to relax!

Make a list, dividing your interests into work interests and hobbies, like this:

Work interests:

- caring for sick animals
- being creative and original
- using my brain to solve problems
- helping people.

Hobby interests:

- fixing the bike
- playing guitar and listening to music
- playing sports-football, swimming
- going to the movies or theatre.

Your needs

Think about what you would like an occupation to offer you. List these in order of importance to you. Unfortunately, you may have to sacrifice one need to meet another. For example, you may want a regular income, yet also want the independence of being self-employed. This will mean that you will have to make a decision about what is most important to you. To help you decide, write down what it is about each value that is important to you. For example, if you list job satisfaction as a need, alongside it describe what you actually mean by job satisfaction.

Your list may look something like this:

I would like:

- stimulating and challenging work; not always doing the same thing; being able to introduce new ideas
- a secure job--with a reliable employer
- contact with people--working with others or in a team; helping people
- regular income--being able to plan ahead financially
- independence--being self-employed.

Your priorities

Your choice of career will also affect other areas of your life. It can determine your level of education and training, your rates of pay, your promotional prospects, where you are located, your hours of work, and your working conditions. These, in turn, will affect your future lifestyle: where you will live; which house and car you will buy; your clothes; social life; sports and leisure activities. It can be fairly complicated.

For example:

- Income determines what kind of lifestyle you can afford.
- Promotional prospects may be more important than pay. You may choose to start in a lower paid occupation, which has better training and promotional opportunities.
- Your occupation will affect where you live. For some occupations you have to live in a particular area. Other occupations require you to move to another area, for example, teachers may be expected to work in country schools.
- Hours of work have a big influence on a worker's social, sporting and family life. Hospitality, leisure and tourism industries, along with occupations such as medical practitioners, cleaners, and jobs in the emergency services may not be suitable if you like regular hours and free weekends.
- Working conditions can also play a part in forming your lifestyle. A worker on an oil rig or fishing boat is likely to have a different lifestyle from a hairdresser or computer programmer.
- Being your own boss appeals to many people.

The trick is to strike a balance between your lifestyle plans and your career aspirations. Again, list these in order of importance to you. Remember that some of your values are likely to change as you get older, so you should keep your options open. The list of your social or lifestyle needs may look something like this:

- regular hours and free weekends
- live in the country
- helping other people.

Summary

This first step has been about self-examination. Make sure you have included everything about yourself that might be related to your job choice. Have you a fairly clear picture of yourself at present? As you discover more about yourself and about jobs, you may change your ideas so be prepared to revise your lists from time to time.

You can also download useful career information booklets from the website at:

www.dest.gov.au/schools/careers/ciproducts.htm.

STEP 2 - Which career is right for you?

- [Stage 1](#)
- [Stage 2](#)
- [Stage 3](#)
- [Stage 4](#)
- [Stage 5](#)
- [Stage 6](#)
- [Stage 7](#)
- [Other ways to find out about jobs that interest you](#)
- [Summary](#)

The chances are that there is more than one occupation that is right for you, but unless you look at the full range of possibilities, working systematically through the steps, you may never find out all the options suitable for you.

This exercise is just one way of sorting through the range of options covered in the *Job Guide* using your personal interests.

To get the maximum value from this step, continue on with the next seven stages.

Stage 1

The following describes seven types of work categories. Read the description of each of the type of work categories carefully before going on to the next stage.

Analytic or Scientific

These jobs involve working with ideas to investigate or seek solutions to scientific, technical, social or other issues. Activities include observing, researching, analysing and interpreting results. The ability to develop theories, apply logic and explore abstract ideas in a specialist area of knowledge is important.

Creative or Artistic

These jobs involve working with ideas, to creatively express, present or perform them. An appreciation of design, style, form, beauty or related concepts used to develop or interpret an idea are important. Activities include writing, painting, singing, dancing, decorating, designing and performing.

Helping or Advising

These jobs involve working with people, to help, inform, teach or treat them. Activities include discussing personal issues, listening to people's problems, and providing advice, instruction, information or treatment to meet their needs.

Nature or Recreation

These jobs involve working with things in the natural world, such as conservation, handling animals, raising crops or livestock, or sport. Activities include growing and caring for living things, or an involvement with sport, leisure or the environment.

Organising or Clerical

These jobs involve working with data, to order, process, or retrieve facts and figures, or to develop or administer policies and procedures. Activities include organising, using or updating information, such as files or accounts, developing or following procedures or systems, and the planning, budgeting, and staffing of an organisation.

Persuading or Service Jobs

These jobs involve working with people, to sell to, influence, motivate, negotiate with, or serve them. Activities include selling, promoting or providing goods or services, bargaining, or presenting a point of view.

Practical or Mechanical

These jobs involve working with things, using the hands, or special tools or equipment to make, fix, install or adjust them. Activities include doing practical and physical tasks, and may require an understanding of how equipment or machinery works.

Stage 2

Having read through these type of work categories, ask yourself:

- Would I like or dislike this type of work?
- How much would I like or dislike it?

Indicate your likes and dislikes on the [Type of Work Chart](#) by ticking the appropriate boxes.

Stage 3

Go to the list of occupations by type of work categories ([Jobs Charts](#)). Look up the occupations for which you ticked 'like a lot' or 'like' on the Type of Work Chart.

You will notice that the jobs listed in the Jobs Chart have been divided into four *skill levels*.

Skill Level 1

Most occupations in this group have a level of skill equal to the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. Practical expertise or experience may often be more important than academic achievement. Some occupations offering an entry pathway through a New Apprenticeship fall into this category.

Skill Level 2

Most occupations in this group have a level of skill equal to a Certificate III or IV or at least three years relevant experience. In some cases relevant experience is required in addition to the formal qualification. Some occupations offering an entry pathway through a New Apprenticeship fall into this category.

Skill Level 3

Most occupations in Skill Level 3 require a level of skill equal to a Diploma or Advanced Diploma. Study for this qualification is often undertaken within a registered training organisation, including Institutes of TAFE. Some universities offer studies at the Advanced Diploma and Diploma levels (sometimes referred to as Associate Degrees). In some cases relevant experience is required in addition to the formal qualification.

Skill Level 4

Most occupations in this category require the successful completion of a bachelor degree or higher qualification. Study is usually undertaken at university. In some cases relevant experience is required in addition to the formal qualification.

The classification of occupations into the four skill levels required for entry should be used as a guide only. It may be possible to enter some jobs at different levels.

You should look not only at the level of education required for each occupation, but also at the level you are expecting to reach. For instance, you may be in Year 10 now, but expect to complete a Year 12 Certificate over the next two years, and then do some post-secondary study after that. In this case, you would probably focus on occupations listed under Levels 3 and 4.

Stage 4

One way to start examining occupations is by crossing out those that do not appeal to you. Quite often you know the types of jobs that you do not want rather than those you do. Cross out an occupation only if you are sure of what it involves. If in doubt, do not cross it out. Take a look at the full job description using the [Search the Job Guide](#) section on the Job Guide 2003 Web Site.

You should finish up with a list of occupations to explore more thoroughly.

Stage 5

Once you have finished identifying the occupations, you can begin to explore them by:

- reading the job descriptions using the [Search the Job Guide](#) section. By looking carefully at these entries you may decide that some occupations on your list are not for you. The contacts listed in each job entry can be a further source of information.
- finding more information on the website at www.myfuture.edu.au.
- talking to your school careers adviser.

Stage 6

If you found that there were no choices left after Stages 4 and 5, it could mean a couple of things.

- You were a bit too 'hard' on certain aspects of some jobs. You must realise that the 'ideal' job rarely exists and sometimes you have to compromise.
- Perhaps it is not really your type of work interest area after all. You may need to return to Stage 1 and work through the stages again more carefully.

Stage 7

In the final stages of your investigation, you will need to do some in-depth research into your remaining job options with people involved in these jobs (for example employers, employees, unions, employer associations, professional organisations and training providers). You should be able to work out more accurately how realistic and achievable your goals are and make some definite plans for getting into the study or work area of your choice.

You should repeat this kind of exercise every so often, as your interests, and therefore job options, may change as you mature, experience new things or gain new skills.

Other ways to find out about jobs that interest you

There are many other ways to find out which careers might interest you. Some of these are outlined below. You should have a good look at these, as you may find new ideas to consider when investigating occupations.

Ask yourself:

- What careers and jobs interest me when I watch TV, read the newspaper, or listen to the radio?

Read:

- newspapers-career articles and job vacancies advertisements
- university and TAFE handbooks
- Job Guide
- other career publications.

Most are available at Centrelink Offices, and school or community libraries.

Telephone or write to:

- companies asking if they have any information on the type of occupations and opportunities that are available in their company

Talk with:

- teachers, especially your careers adviser
- your parents, family and friends
- human resources staff in organisations where your occupation may be located
- people working in the occupation
- experts at Open Days, Career Nights
- staff at your nearest Centrelink Office

Look at:

- videos on careers at school, on TV or at a Centrelink Office
- people at work
- displays at Open Days, Career Nights
- information on the Internet at www.myfuture.edu.au is a good place to start

Try for yourself:

- holiday jobs
- work experience schemes
- casual or part-time jobs after school or on weekends
- volunteer jobs

Take notes:

Jot down everything you find out about an occupation.

- What would I have to do?
- At what age could I start?
- What level of schooling would I need?
- What subjects should I study?
- What personal qualities are needed?
- What training is needed?
- What opportunities are there?
- What is the salary?
- What are the working conditions like?
- Are there any good or bad points to the job?
- An address or contact so I can write for further information.
- Rating from 0 (not for me) to 10 (I would love this job).

Finding information on entry requirements, wages, and what future there is in an occupation is not hard if you use the methods outlined in this section. Be active. Talk to people in the occupation or spend time in a workplace. Be sure to ask questions. It is important that you get a complete, realistic picture of the occupation so that you can make a fair judgment about whether or not it is for you.

Contact professional associations and employer organisations:

Some professional associations and employer organisations produce career literature that you may find particularly useful. In addition, some employer associations offer assistance in preparing for job interviews and test potential recruits.

Examples of professional associations that could be useful are included in the Further Information section of many of the occupation entries in the [Search the Job Guide](#) section. Information can also be found on the Internet and in the White or Yellow Pages.

Contact Industry Training Advisory Boards:

Industry Training Advisory Boards (ITABs), sometimes referred to as Industry Training Councils (ITCs), provide advice to government and training providers on the skills required for occupations in their particular industries. They can provide you with advice on education and training requirements and employment prospects. Some ITABs also have liaison officers who can give presentations to school students.

Information linking ITABs to occupations may be shown in the job descriptions. Contact details can also be found in the [Useful Addresses](#) section of the Job Guide 2003 Web Site.

Contact unions:

Unions play an increasing role in providing information about jobs. They will answer any questions you may have about union matters, including information about how the union affects your work life, the advantages of membership and the aims and achievements of the union. You should make a written or telephone approach to the appropriate union for your area of interest. They can provide useful information about award conditions and the working environment of many industries. Contact details for unions may be included with the relevant job descriptions, or can be found in the White Pages. Information can also be found at the ACTU website for secondary students: www.worksite.actu.asn.au.

Summary

Do you have a clear picture of all aspects of careers that interest you? Do you know how to get that interesting occupation? If not, you may need to do some more work on this step. Remember that job availability changes from year to year as do course requirements. Make sure your information is up-to-date.

STEP 3- Relating yourself to the occupation

- [Making career changes](#)
- [There is more than one way to look at work options](#)
- [You and various types of work](#)
- [The personal requirements of occupations](#)
- [Summary](#)

Whether you have realised it or not, you have probably taken this step already on your journey to finding work that interests you.

Compare the facts you have collected about yourself with the facts you have collected about jobs and decide.

- Do I have the secondary school subjects required?
- Can I see myself carrying out all the different duties of the occupation?
- Would I be happy doing those tasks?
- Do I really want to do all the training involved? (How much study do I want to do?)
- Can I use my abilities in that occupation?
- Does that career satisfy my needs?
- Am I just pleasing my parents?
- Will there be good opportunities in the future?
- Do I like the sort of people I would work with?
- Would I fit into the culture of the workplace?
- Would I enjoy that sort of supervision?

You should be able to pick those occupations and career paths which satisfy your needs and which are realistic choices for you. For most people there is not just one right occupation. Follow up a number of occupations or courses that may suit you. Do not just apply for one job or course-apply for several, otherwise you may miss out and be left with nothing.

Making career changes

No matter what job you start out in, you will probably find yourself making a number of career changes during your working life. Both people and occupations change over time. As you develop more job skills, your priorities and work expectations will probably change. The things that are important to you in a job today may not seem so important in ten years time.

The nature of work is changing rapidly and will certainly continue to do so. The occupation you first start out in may be completely different a few years later. It is very likely that you will find yourself reviewing your career goals many times throughout your lifetime.

The three steps outlined above should help you make career choices, whether it is your first job or a later career change.

There is more than one way to look at work options

Exploring occupations and the world of work is not meant to be a five-minute exercise. You really need to invest the time if you are going to achieve some worthwhile results. If you want to make 'informed' career decisions you need accurate information, advice and ideas.

Earlier in this section you matched possible job options to your interest in a particular type of work category. However, there are other ways of looking at the relationship between you and possible job options. The following section outlines some other ways of looking at these links.

You and various types of work

You and a specific occupation

You may already have your mind set on a specific occupation. However, you owe it to yourself to really check out the full story.

How much training is involved? Are there certain educational or other entry requirements? What is the employment future like? Does the work change in different employer settings? What are the physical and mental demands? Are there opportunities for further development? Is the job a realistic option for you?

Having a specific occupation in mind can make it easier to plan career choices, but it is wise to keep your options open.

You and a specific industry

Most industries have a wide range of job options. If a specific occupation appeals to you, maybe there are some other occupations in the same industry that will also appeal. In some industries, getting a complete picture of the range of jobs and how they relate can be quite confusing.

Your school careers adviser will also be able to help. Larger employers and industry/employer associations are also a useful source of advice. You can explore the industry links at www.myfuture.edu.au.

You and occupations that are required by many employers

There are a number of occupations that are required by employers in most industry sectors. If you consider that being able to switch easily between employers and industry sectors is important, choosing a portable occupation may be the answer. Jobs that allow for easy transfer across industries include training and development, financial administration, occupational health and safety, industrial relations, information technology and marketing/public relations.

You and a 'field' of work

A 'field' of work can be described as occupations with a common or united goal in the work involved. Examples include health care, environmental issues, industrial relations or counselling. People may do jobs at different levels because of their training or qualifications, and have diverse backgrounds, but all work in the same 'field'.

You and specific aspects of jobs

Mode of work - (full-time/part-time/casual/shift/seasonal/job-share)

Increasingly, many occupations are being offered on a part-time or casual basis as employers and workers look for better and more flexible ways of using resources and time. Some industries are more suited to this style of employment, particularly the entertainment, leisure, hospitality, fast food, tourism and retail sectors. Many people prefer to work part time as it allows time for other interests.

Many occupations across a range of industries involve shift work, where the regular hours of work are not 9am - 5pm, Monday to Friday. Manufacturing, health services and computing are examples of industries in which employees may do shift work.

Seasonal work, where crops, entertainment events or other activities occur at a set time in a given location, is another way of working. This may involve travelling to a number of locations throughout the year.

Working conditions or environment

The working conditions or environment associated with occupations may be important. For example, you may be seeking a calm or peaceful type of working environment where things are quiet and ordered. Occupations in libraries or research may offer such an environment. Some people may be looking for an 'outdoor' job, whereas, others may prefer to do indoor office work. But not all occupations take place in only one type of environment or with one set of working conditions. These can vary from company to company and from one industry to another. Some occupations can combine both environments, such as fieldwork coupled with laboratory/office research.

Type of workplace

In some industries there are many 'self-contained' workplaces which have a range of different occupation types and levels of employment. These include a television or radio station within the media industry; a national park within the recreation industry; an international hotel within the tourism and hospitality industry; an airport within the transport industry; or a bank or building society within the finance industry. This means that you can focus on a smaller work environment, rather than on a whole industry.

Working with people or products?

Some people may wish to work in an area with animals, children, people with disabilities or elderly people. Others may prefer working with electronics or products, or items such as motor bikes, computers, plants or ships. The links can be as varied as the range of people, animals, products or items that exist. Quite often there is a range of occupations at different levels and in different settings.

Image or status

Some people are drawn to occupations that seem to have a particular image or standing in society, for example, occupations with an image of authority or glamour. Make sure you look at the actual duties, demands and responsibilities of a job carefully. In many of these occupations, irregular and long working hours may be expected, and there may not always be a clear career path.

It is also important to realise that an occupation that is considered powerful or glamorous today may not be in the future.

Good money or good job prospects

Many occupations with high salaries involve years of study and effort, sacrifices or risks, and unusual or irregular hours. You need to consider what kind of lifestyle you want to lead as a result of your career. For many, the guarantee of good job prospects determines the occupations they are prepared to consider; however, there are often factors that can change employment predictions over time. It may be better to look at a group of jobs that appeal to you and then do your best to show that you have the ability, training and personal skills to do the work. Even when prospects do not look the brightest, a person with the right background and technical and personal skills will often be rewarded with opportunities.

The personal requirements of occupations

Abilities, skills, aptitudes and talent

You can look at occupations that rely mainly on abilities you have which are natural, learnt or a mixture of both. Some occupations can involve skills that may be gained over a short period of time while others require years of training and experience. With a bit of thought, you will be surprised how many skills and talents you can identify which can be used as links to occupations.

Physical/mental demands and limitations

How you feel mentally and physically can determine the type of occupation you can do or keep. Increasingly, there are industry standards, which cover the physical aspects of work situations. With the focus on occupational health and safety, as well as the introduction of new technologies, the physical demands are not as great as many years ago. Some occupations will always place more physical demands or expectations on workers. Others require a greater level of alertness or mental capacity. Mental demands, occurring in a more high-paced work environment, may cause stress to one person, yet provide a challenge to another.

Secondary and post-secondary studies

You may see your favourite subjects, or topics within these subjects, leading you into a field of work. Sometimes the connections between subjects and occupations may not be clear, therefore it is important to get advice on where subjects may lead.

A series of charts called *Do you enjoy or are you good at*. have been produced that allow you to explore jobs related to a range of secondary school subjects. These are available to download at the website at www.dest.gov.au/schools/careers/ciproducts.htm.

Values, ethics and beliefs

Some people hold strong work and/or personal values that they are not prepared to compromise. It may be that you value respect and honesty in the workplace, or in business transactions have a strong commitment to the work and expect a high level of teamwork and support from others. Therefore, it is important to think about occupations, work environments or industries where it is possible to hold and practise your values without them being threatened. There may also be beliefs or traditions that are important to your ethnic or religious background. Environmental and humanitarian beliefs may also influence your choice of work.

Non-traditional work

A non-traditional occupation is one in which the person's age or gender is different from that of the majority of the people who work in the occupation. Young people looking for work can severely restrict their options by dismissing a whole range of occupations because they have traditionally been considered 'male' (e.g. a plumber) or 'female' (e.g. a make-up artist). People must realise that these types of occupations are always available to them.

The job descriptions in the *Job Guide* do not make assumptions about the gender of the person doing the job and it is important to approach each description with an open mind. It is generally the person who reads the description who decides if it is an occupation that only a male or female can do - occupations do not have gender; only people do!

Work experience/voluntary work

You may have undertaken work experience as a part of secondary or further studies, or you may have worked voluntarily in a friend's business. This type of experience will often give you a 'feel' for a job or an industry. Such experience is valuable in helping you to decide if it is the kind of work that you want to pursue. Occasionally, these placements lead to permanent work because employers have had the opportunity to assess your suitability, energy, interest and potential.

Summary

By now you should have realised that there are many ways to think about occupations, careers and industries and, of course, not all have been mentioned here. It is likely that you will think of other ways as you continue to explore your options.

Job chart

These links will take you to the [Job Guide 2003 Website](#).

[Analytic or Scientific](#)

These jobs involve working with ideas to investigate or seek solutions to scientific, technical, social or other issues. Activities include observing, researching, analysing and interpreting results. The ability to develop theories, apply logic and explore abstract ideas in a specialist area of knowledge is important.

[Creative or Artistic](#)

These jobs involve working with ideas, to creatively express, present or perform them. An appreciation of design, style, form, beauty or related concepts used to develop or interpret an idea are important. Activities include writing, painting, singing, dancing, decorating, designing and performing.

[Helping or Advising](#)

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[Nature or Recreation](#)

These jobs involve working with things in the natural world, such as conservation, handling animals, raising crops or livestock, or sport. Activities include growing and caring for living things, or an involvement with sport, leisure or the environment.

[Organising or Clerical](#)

These jobs involve working with data, to order, process, or retrieve facts and figures, or to develop or administer policies and procedures. Activities include organising, using or updating information, such as files or accounts, developing or following procedures or systems, and the planning, budgeting, and staffing of an organisation.

[Persuading or Service Jobs](#)

These jobs involve working with people, to sell to, influence, motivate, negotiate with, or serve them. Activities include selling, promoting or providing goods or services, bargaining, or presenting a point of view.

[Practical or Mechanical](#)

These jobs involve working with things, using the hands, or special tools or equipment to make, fix, install or adjust them. Activities include doing practical and physical tasks, and may require an understanding of how equipment or machinery works.