

**Engaging youth:  
A TDL Industry Model**

Final Report

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Prepared by

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for the

**Western Metropolitan Region Transport Taskforce**

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## Table of contents:

<a href="#">Report Executive Summary</a>	3
<a href="#">Project Description</a>	5
<a href="#">Report Scope</a>	5
<a href="#">Project Background</a>	6
<a href="#">Research Methodology</a>	6
<a href="#">1. Who and what are the influences for youth in terms of making a career choice.</a>	7
<a href="#">1a) The key decision influences</a>	7
<a href="#">1 b) The ways that key decision influencers impact youth career decision making</a>	8
<a href="#">1 c) Roles of the key people in youth career decision making</a>	13
<a href="#">2. The range of key career decision points for youth</a>	15
<a href="#">2 a) The range of key decision points for youth</a>	15
<a href="#">Years 7 and 8 – Key Career Decision Points</a>	15
<a href="#">Year 9 - Key Career Decision Points</a>	15
<a href="#">Year 10 – Key Career Decisions Points</a>	16
<a href="#">Year 11 – Key Carer Decision Points</a>	17
<a href="#">Year 12 – Key Career Decision Points</a>	18
<a href="#">Post Secondary School – Key Career Decisions and Options</a>	20
<a href="#">At Any Age on Career Timeline – Key Career Decisions and Options</a>	21
<a href="#">2 b) What a youth career decision tree looks like</a>	22
<a href="#">3. TDL Career information</a>	27
<a href="#">3 a) The key sources of career information</a>	27
<a href="#">3 b) Career information dissemination</a>	31
<a href="#">3 c) Preferred ways of receiving career information</a>	32
<a href="#">4. What are the Entry Points to the TDL Industry</a>	36
<a href="#">4 a) TDL entry points</a>	36
<a href="#">4 b) TDL Engagement readiness</a>	39
<a href="#">4 c) Industry capacity to engage youth</a>	40
<a href="#">5. Gap analysis and recommendations</a>	41
<a href="#">5.1 Influences for youth in terms of making a career choice</a>	41
<a href="#">5.2 Key decision points for youth in terms of making career decisions</a>	42
<a href="#">5.3 TDL Career Information</a>	44
<a href="#">The Key Sources of TDL career information</a>	44
<a href="#">Influencers and the career information they use</a>	45
<a href="#">Disseminating TDL Career Information</a>	47
<a href="#">TDL Career Expo</a>	49
<a href="#">Web sites - content</a>	49
<a href="#">5.4 Entry points to the TDL Industry</a>	50
<a href="#">TDL Entry Points</a>	50
<a href="#">TDL Engagement Readiness</a>	52
<a href="#">TDL Industry Capacity to engage youth</a>	53
<a href="#">6 Overall Recommendations</a>	54
<a href="#">6.1 Career decision influences</a>	54
<a href="#">6.2 Career decision points</a>	54
<a href="#">6.3 Career Information</a>	55
<a href="#">6.4 Entry Points to TDL careers for youth</a>	57
<a href="#">6.5 A way forward: A TDL Engaging Youth Strategy</a>	59

# Report Executive Summary

The Transport Distribution and Logistics (TDL) Industry Victoria wants to understand more about how youth are engaged in making career decisions. Engaging young people about career options in TDL is a critical part of an overall youth strategy. We know that identifying and providing the right information at the appropriate time is a key factor that influences career decisions. This project identifies the information needed by young people, how and in what form it needs to be provided and who should be delivering the message.

This report provides information about what the current situation is for youth and makes recommendation to close gaps that are key pressure points. Specifically this report has the following key findings:

## **Career decision influences**

- The influences for young people in making careers are complex and no one situation fits all youth.
- However there are general patterns where young people are influenced by parents, career advisors, school teachers, family and friends in making career decisions. Other influences include personal experiences, part time work, academic ability and achievements.
- The perception of the TDL industry and knowledge about career options within TDL industry is also a key influencer.
- Some influences on youth are of a nature that can be addressed in the future to support positive outcomes for TDL industry.

## **Career decision points**

- There are a range of times that are key decision points for youth. This study identifies the key decision points and the nature of decisions and decision options at each of these points.
- Key decision points are at year 10, 11, 12, once a person leaves school and are making critical career decisions, and later when a person may choose to change their employment situation.

## **Career Information**

- There is a vast existing array of TDL career information but very little of the material showcased during the survey was known to youth, parents or the careers teachers.
- TDL career information dissemination requires a planned strategy to ensure all parents youth and careers advisors have access to TDL career materials as they need them.
- TDL career information also needs to be packaged to meet each target audience.
- Very importantly, TDL career information needs to be bundled to meet the information needs at each of the key career decision points.
- Some commonly used career information resources hardly mention TDL careers and this issue needs to be addressed immediately

- The study also identified a range of ways that each group in the audience prefers to receive information. These preferences should be taken in to account when formulating new TDL career materials, websites and strategies.

### **Entry Points to TDL careers for youth**

- The study found that there are certain sections of the TDL industry that has evolved a capacity to engage youth,
- however the study has also found a need for this capacity to grow in depth and breadth.
- The recommendations are that the TDL industry, employers, and relevant networks and associations, work together in a collaborative effort to build further capacity for youth engagement across the three levels of providing:
  - A) Information about TDL industry and jobs for career information support;
  - B) Experiences in the TDL industry for youth;
  - C) Further opportunities of Entry level jobs
- The industry itself and more pertinently, employers in the industry, need to understand the benefits of building capacity to engage with youth in order to reap the benefits of attracting youth talent to the industry.
- Without this key input from employers and employer groups, this study believes that other recommendations made may not bring their full potential of positive results.
- The issue of raising TDL industry capacity for engagement with youth, especially the creation of visible entry points to the industry, is paramount to the success of engaging, recruiting and retaining youth into the TDL industry.

The report recommends that immediate attention be made to two key aspects. These are firstly, to create a strategy to ensure TDL career information is disseminated to its wide and intended audience and that the information be packaged and bundled to meet the needs of each audience. Secondly, entry points to the TDL industry needs to be clearly understood and identified. A strategy to address the creation of consistent entry points for youth should be commenced.

# Engaging youth: a TDL Industry Model

## Project Description.

The Transport Distribution and Logistics (TDL) Industry Victoria wants to understand more about how youth are engaged in making career decisions. Engaging young people about career options in TDL is a critical part of an overall youth strategy. We know that identifying and providing the right information at the appropriate time is a key factor that influences career decisions. This project identifies the information needed by young people, how and in what form it needs to be provided and who should be delivering the message.

This report provides information about what the current situation is for youth and makes recommendation to close gaps that are key pressure points. Specifically this report looks at the following:

### **Section 1. Career decision influences**

Who and what are the key influences for youth in terms of making a career choice:

- 1a) the key decision influences
- 1b) The ways they influence youth
- 1c) The roles of the key people in youth career decision making

### **Section 2. Career decision points**

When do youth need to make critical career related decisions:

- 2a) The range of key decision points for youth and
- 2b) What a youth career decision tree looks like

### **Section 3. Career Information**

What career information is used and how it is received:

- 3a) The key sources of career information
- 3b) Career information dissemination
- 3c) Preferred ways of receiving career information

### **Section 4. Entry Points to TDL careers for youth**

- 4a) TDL entry points
- 4b) TDL Engagement readiness
- 4c) Industry capacity to engage youth

### **Section 5. Gap Analysis and Recommendations**

### **Section 6. Overall Recommendations**

## Report Scope

The brief for this report is to ascertain the current situation for youth and to make recommendations to close gaps. Because of the complexity of the many variables and dependencies across and within each of the key topics, stakeholders and facets of the report context, the report has been commissioned to look at high level issues only.

## Project Background

Engaging Youth: A TDL Industry Model is the initiative of the Western Metropolitan Region Transport Taskforce (WMRTT), a group convened in recognition that a whole-of-government and industry partnership is needed to address the issue of disconnection between young people and new and entrants and TDL companies in the Western Metropolitan Region.

The disconnect was brought to the attention of the TDL Industry Round Table in late 2005 and the problem was identified as involving a need to match supply and demand.

## Research Methodology

The project group undertaking this report worked with the Western Metropolitan Region Transport Taskforce (WMRTT) to identify the key sources of data to inform the project.

It was agreed that, because of the high transport industry employer profile across the Western Metropolitan Region, youth and stakeholders from this region would be interviewed. It is anticipated that the findings from this report will extrapolate to other regions across Melbourne Metropolitan and Regional Victoria.

A small cohort reference group was chosen as this was agreed to be sufficient to inform the key questions of the interviews.

Each of the following was interviewed:

Group	Profile	No.	Total No.
Youth (school)	Pre Year 10, 15 year old student	1	18
	Year 11, 16 yr old VCAL student	1	
	Year 12, VCE Student, 17 yrs old	1	
Youth (left school)	VCE YR 12 leaver. TER not significant. Actively seeking work	1	13
	16 yr old, left school. Actively seeking work	1	
	Post VCE Cert IV in TDL, TAFE, Ages 20-25 years	13	
Careers Advisors	From across the Western Metropolitan Region	3	3
Parents of youth	Parents of youth but not necessarily the parent of youth interviewed	6	6
Industry	Large TDL industries across a range of specialisation	3	3

# 1. Who and what are the influences for youth in terms of making a career choice.

This section looks at who and what are the key influences for youth in terms of making a career choice:

- 1a) The key decision influences
- 1b) The ways they influence youth
- 1c) The roles of the key people/ groups that engage youth in career decision making

## **1a) The key decision influences**

There are a range of influences on youth as they engage on making decisions regarding a career/job pathway. These influencers should be considered when TDL is contemplating how best to engage youth into the transport industry.

The following statements are of a general nature and it should be noted that an individual youth's circumstances will impact who and how each of the influencers impact youth career decision making.

Anecdotally, it was reported that the key influencers of youth are parents/family, careers teachers, specialist teachers and peers in that order. However further investigation uncovered that youth do not have a set pattern of influencers, rather each influence plays a differing level of role at certain points of career decision making, which are different for all youth. What is known, is that the influences on youth career planning are complex and diverse. (Alloway et al: School Students Making Career Decisions: Aspirations, Attitudes and Influences).

However, that being noted, the youth interviewed reported that their key influencers included the following (in no order of importance):

- Mum and Dad,
- myself,
- nanna,
- careers teachers,
- people I know in certain fields of work,
- friends,
- family,
- specialist teachers,
- peers,
- work(study) colleagues

There does appear to be some trends in influences:

- those influencers who have immediate connections to the context of a youth's life, their situation, preferences and aspirations, are those that have impact on career decision making.
- where some youth reported that they saw themselves as self determining they relied less on external influences.
- youth at school reported that parents/family, careers teachers and specialist teachers were key influences
- having left school, youth reported a different range of influences on their career decision making. For this group, and peers/work/study colleagues had more of a role

## **1 b) The ways that key decision influencers impact youth career decision making**

This section reports findings from two categories of influences and how they influence youth career decision making:

### People influencers

- Parents as influencers
- Career Teachers as influencers
- Specialist Teachers as influencers
- Peers as influencers
- Significant others as influencers

### Situational Influencers

- Socio Economic Cultural circumstances as an influencer
- Industry Perception and TDL Industry perception as an influencer

### **Parents as influencers**

Parents are identified as the primary influence for Youth between the ages of 13–23 years of age with a higher level of influence on those youth still at school. Their influence is highest where youth are in the formative stage of making decisions about possible career pathways.

Parents generally reported that they saw their role included a range of financial, emotional, practical, advisory support to assist youth to engage in a career/job. Parents reported they recommend job/careers with the following characteristics:

- For fit to the child and their interest
- May tend to recommend careers they know most about (personal experiences)
- A career with a pathway
- A career with job security

Careers Teachers, when asked their views on parental influence on youth career decision making reported that:

- Parents are the key
- Parents need much more and better advice that is comprehensive; targeting parents; not generic materials; and additional material to the new 2006 Jobs Guide- Parents Leaflet.
- Need to open up avenues whereby parents move outside own perceptions and experiences
- Move informal parent contacts to a more formal information/ initiative plan

### **Career Teachers as influencers**

Career Teachers have a crucial role in influencing youth whilst at secondary school. They drive the opportunities offered to youth so they can ‘try before they buy’ and ultimately this influences youth career decision making.

### Approaches to Career Teaching

- Generally tends to be student centred. This approach has a focus on the individual and aims to assist to find individual career interests and options.
- Information session with parents and students are common.

- Contact time with students ranged from timetabled classes for Yr 10 and Yr 12 students to student centred engagement on a needs basis.
- VCAL and VET students get required attention and information sessions.
- There are positive reports of initiatives such as TOLL virtual business (The Firm) and a Manufacturing Centre facility business where student gain hands on practice.
- Career Teachers generally select career information to be distributed to youth. The selection process appears to be driven by the majority need of the school youth population, funding, opportunity, and ease of access and use.

#### Careers Teachers and School Curricula Influence

- Schools were generally reported as being supportive of their career teacher curricula
- The level of school support may vary according to the skills and/or attributes of any particular career teacher.
- Ranged from needing to grow a higher recognition of the importance of the Career Teacher role within the school, to recognition of role as a Leading Teacher position.
- Thus the influence of career teachers within a school varies greatly.

Career Advisors play a key role in imparting or not imparting the TDL message. Career Teachers' experience and knowledge base largely dictates the individual level and depth to which they operate. All reported some formal and informal Associations and Networks they use to support their role. More experienced career teachers have their own networks within industry/s that they have built up over time. These networks are used to bring a broad and personalised message base of career/job knowledge and experience to youth.

Careers teachers reported using the following supports in their roles:

- Industry contacts and knowledge of employment opportunities, training pathways and higher education.
- A bank of career resources at disposal.
- Involvement in community career/job related networks and professional development.
- Ability to liaise with industry to engage with positive outcomes for industry and youth.
- Establishing a large network of contacts

Career Teachers report that their ability to inform youth on a continuum over time is influenced by the following issues:

- Continual turn over of career teachers and subsequent loss of knowledge base
- Time Poor
- A need to move parental perceptions
- Careers as a 'subject' may not be a key part of school curricula
- Finding industry job/ experience placements
- Flexibility with industry placements/experience

#### **Specialist Teachers as influencers**

Specialist Teachers can be described as those who have set areas of instruction such as Food Technology, PE, Art, Technology etc. Specialist Teachers are reported to influence individual students through their positive and engaging relationship with the students. Opportunities involving positive experiences and a healthy relationship between student

and teacher during their interactions may lead students to be influenced to consider careers in this specialist area. Some of these Specialist Teachers may, in fact, be considered subconscious mentors and/or role models to the students.

For some youth, a positive experience in a subject/industry area has a direct impact on engagement to consider that area as a career pathway.

### **Peers as influencers**

Peers are particularly influential from the age of 14 to early twenties. Peers become dominant influences particularly during pubescent years for a youth.

Peers may influence youth in career decision making through validating images of industries as inviting or not inviting. Peers also reinforce and support the 'Generation Y' life context and views of a youth. Generation Y is considered to be those people aged between 14 - 28 years of age.

### **Significant others as influencers**

A significant other may be described as a relative or friend of the family who can influence individual youth to consider career/job pathways.

These people are those that the youth report as being "people I know in certain fields of work". They may be personal friends, family contacts or someone from their life. Youth hear about their jobs/careers, filter the information and make certain decisions according to what they hear.

A discussion point is that these people may be quite powerful influences (but outside scope of this study) as they can provide a depth and breadth or personalized information and real experiences about a job/career. Research shows us that this type of information is what Generation Y youth respond to positively.

Many youth appear to be making decisions that are often influenced by their known perceptions of the world, and, this perception is impacted by significant experiences, relationships and events.

### **Socio Economic Cultural circumstances as an influencer**

Socio Economic Cultural circumstances are significantly influential in a youth's decision about career prospects and aspirations. Youth who have financial and social stability appear to have a greater range of opportunity than those with limited stability.

Youth appear to be influenced by their perceptions of the world and, therefore will, for example, aspire to achieve the limits of their known community. For example, the youth interviewed reported that where parents were migrants and in blue collar work, they had high expectations for their children (reported as especially for boys). These parents may not be sufficiently familiar with the Australian realms of job opportunities and careers to be able to advise. It was anecdotally reported that where parents worked in labouring or 'blue collar' work, they had high expectation that their children did not undertake the same type of work that parents did and that their children would be employed in 'white collar' jobs. However, these parents had little exposure to Australian post compulsory education and knew very little about it.

Residence in the Western Metropolitan Region may bring with it certain issues regarding capacity for youth to travel easily to and from study/work. Youth interviewed reported that

they understood and expected to undertake long hours of public transport travel. This traveling issue may be a barrier to work entrance to TDL industry in the industrial sprawl of Western Metropolitan Melbourne. For example, when a series of transport- related youth entry level jobs advertisements were sampled, it was found that in the majority of cases, TDL employers requested that youth have a driver's licence and a reliable car. This was one of the critical criteria for employment.

Anecdotally there was report of a transport company that hired a mini bus to transport students for work/industry placement experiences; a LLENS group that arranged for a mini bus to get youth to their places of work; and a TDL employer that was reticent to 'employ the youth on a bicycle'.

### **Industry Perception and TDL Industry perception as an influencer**

Perception of an industry is pivotal to career decision making which in turn impacts on the thrust of this report of 'How to engage, recruit and retain youth in the TDL industry'.

Many industry verticals are fully aware that perception of their industry is a key aspect to being able to engage youth. It appears that some are leading the way in terms of selling their industry to youth. Anecdotally it was reported that industries such as Hospitality and Marketing had attained a title of 'glamour' industries and have high attraction to youth. Clear understanding of jobs careers and their career pathways are also elements of positive industry perceptions.

Interview results for this study show that perceptions of the TDL industry appear to be generally restrictive and narrow. However, of those who worked/studied in the industry, there appeared to be a range of some to high understanding of the variety and range of roles the TDL industry offered.

#### Industry perception – Career Teachers viewpoint

- Careers teachers report that it is very rare for a student to approach them regarding entering the TDL industry as a career.
- Careers teachers range in their understanding of the TDL industry from no real understanding to full understanding. This understanding is highly dependent on own experiences – and thus not sustainable across an entire career teacher profession. The one teacher that did have TDL knowledge frequently referred students to the TDL industry as a sound career option and its diversity of roles within it.
- This range of understanding about TDL is interesting given that TDL is the second largest employer in the Western Metro Region.

#### Industry perception – a parent viewpoint

- Some parents had only a rudimentary grasp of the range of jobs and their interconnection in the TDL industry whilst others had very limited knowledge.
- There were some negative stereotypical connotations to their comments about TDL as an industry.

#### Industry perception – youth viewpoint

- Generally youth reported a fair understanding of the importance of the transport industry in terms of transportation of goods and the importance of this to the economy.
- However industry perception of a career in TDL was limited to truck transportation and fork lift driving.
- Some youth reported a strong distinction between white collar and blue collar jobs

- While there were no obvious negative perceptions reported about the TDL industry, the fact that many had not considered the industry in terms of their own career choices reinforces the fact that youth are not looking to TDL as an option.

It is outside the scope of this report to further pursue this investigation on the level of influence that Industry Perception plays however the issue remains that currently TDL is not on the career radar for youth. Discussions with youth, careers teachers and parents show that there is much room for improved perception of the TDL industry.

### How do people influence

People and situations influence youth in their career decisions making in a number of ways. Actions listed below may be conscious and/or subconscious and can influence youth in either positive or negative ways. These include:

<b>How Identified Influences can impact on Career Choices for Youth</b>						
<b>ACTION</b>	<b>Parents</b>	<b>Specialist Teachers</b>	<b>Careers Teacher</b>	<b>Peers</b>	<b>Significant Others</b>	<b>Socio Economic Circumstances</b>
Conversations	X	X	X	X	X	
Advise	X	X	X	X	X	
Role model	X	X	X	X	X	X
Offer experiences	X	X	X	X	X	X
Provide feedback	X	X	X	X	X	
Offer reflective events	X	X	X			X
Assist to source information	X	X	X	X	X	
Reinforce industry perceptions	X	X	X	X	X	X

## **1 c) Roles of the key people in youth career decision making**

Now that we have looked at the situation of influencers for youth we further identify and discuss the roles of the key people that are involved at some stage to engage youth in careers. Roles identification clarifies complexity of the diversity across these roles and assists to understand the 'who does what'.

<b>Key people</b>	<b>Role to positively engage youth in career decision making</b>
Youth	<ul style="list-style-type: none"><li>• Self directed inquiry,</li><li>• exploring options and fit of careers,</li><li>• knowing oneself and one's abilities,</li><li>• knowing where to source career information and or who to source it from,</li><li>• being organised,</li><li>• attendance in career promotions/events</li></ul>
Parents /Guardians	<ul style="list-style-type: none"><li>• to guide and assist youth in career information gathering and decision making,</li><li>• to advise where to obtain answers if they cannot find them,</li><li>• role modeling of work ethic,</li><li>• emotional and/or financial support</li></ul>
Career Advisors	<ul style="list-style-type: none"><li>• assist youth to know own strengths and aptitudes,</li><li>• assist youth to discover and engage with a whole range of career options</li><li>• assist with industry awareness raising and creation of opportunities for experiences</li><li>• liaise with industry to create experiences/opportunities for youth</li><li>• filter and disseminate career information</li><li>• advise parents in their role</li><li>• filter and disseminate education /career information</li><li>• work with careers advisors networks to ensure currency</li><li>• promotion of and participation in careers events</li></ul>

**Key people      Role to positively engage youth in career decision making**

Learning networks / LLENS

- bring together education providers, industry, community organisations, and individual and government organisations to improve education, training and employment outcomes for young people in communities across Victoria.
- lay a central role in implementing the Victorian Government's post compulsory education and training reform agenda.
- manage their community membership profile to meet needs of youth and LLENS aims
- work across all broad areas of interest regarding all matters that effect the education, employment and training outcomes of young people;
- provide information on community building and networking approaches.
- have high level understanding and networks regarding employment and training opportunities in key industries in their region

Employers

To work with community learning networks, schools and Education providers to

- assist with awareness raising of job in the industry
- assist by creating opportunities for site visits and year 10 work experiences
- assist by working with youth who are undertaking TAFE industry courses.
- ensure they know what is expected of their involvement
- grow and create capacity for youth engagement

Career Training / Education providers

- inform youth of their study options
- deliver the apprenticeship /traineeship in the industry
- provide youth with range of suitable and appropriate learning experiences in real life situations
- ensure the skills sets required are delivered to youth
- liaise with employers to assist both employers and youth achieve positive outcomes

## **2. The range of key career decision points for youth**

This section look at key career decision points and identifies the times and variables involved when youth make critical career related decisions:

2a) The range of key decision points for youth and

2b) What a youth career decision tree looks like

### **2 a) The range of key decision points for youth**

Youth have a range of decisions that must be made at certain times of their school life. These decisions are about choosing from a range of options – in order to filter and best choose those options that suit themselves and their future career aspirations.

What is interesting that in that any best practice reference on decision making – one finds that a key to making a good decision is having all the facts at one’s disposal. How we expect youth to make decisions about careers/ subjects which may lead to or close doors for certain careers, without backup background information is a confounding issue. For many youth, this lack of background information appears to be normal.

So this study investigates where the key decision points are for youth (whilst at school and post school). We know at present that some TDL career information may be available to support a career decision but what is not known, or to what degree, is how much of that information actually gets to the youth at the time they need it most? (See Section 5)

### **Years 7 and 8 – Key Career Decision Points**

- In years 7 and 8 at secondary school there are no key career related decisions that need to be made
- In terms of providing career information to this group it appears some but not all youth are undertaking careers curricula in schools.

### **Year 9 - Key Career Decision Points**

- In year 9 the key decision that is made may involve choosing subjects and streams for year 10
- Careers information that is needed in Year 9 is generally a knowledge and understanding of a broad range of careers.
- The youth may have been involved in some industry site visits
- Youth may have participated in career preference profiling to some degree. The profiling ascertains preferences and aptitudes for certain areas of careers.

## Year 10 – Key Career Decisions Points

- In year 10 youth must make a career related decision in so far as they choose their subject areas for Years 11 and 12. The choice of subjects may impact on the choice of career at a later stage.
- The decisions that can be made at this point can range from:
  - Year 11 and 12 subject VCE choices.
  - Choose an alternative learning stream such as a VCAL, VET, Traineeship / Apprenticeship or combined stream.
  - A youth, because of their age may also choose to leave school. They may have opportunity for employment, a plan or no plan.
- Career information that is needed in Year 10 assists the youth to refining their careers knowledge to their areas of interest. Youth may be beginning to forecast their future and the nature and types of careers job they might be suited to.
- Information about study options is also required in Year 10. Youth need to know about VCE, VCAL, VET, Traineeships, Apprenticeships and combined courses from which they can choose.
- Year 10 offers opportunity for youth to engage in structured workplace experiences. Some youth view this as opportunity to ‘try out’ jobs/careers they may be interested in. For some youth it is reported that this experience may be the only experience they have in terms of work related participation. Work experience is aimed to occur in a field of particular interest for a youth. However, it was reported that the situation arises where youth are unable to undertake work experience in their area of first choice and thus experience other opportunities in other areas.

Diagram 1 below shows an overview of the situation for key career decision points for years 7, 8, 9 and 10.

- It outlines the career knowledge required,
- career experiences that may occur,
- whether a career decision is required or not,
- the nature of the decision and
- the range of options that may be involved in making the decision.

*Diagram 1: Year 7, 8, 9 and 10 Key Career Decisions and Options*

Approximate Age	12-13 yrs	13-14 yrs	14-15 yrs	15-16 yrs
School year	Year 7	Year 8	Year 9	Year 10
<b>Career Knowledge required</b>	nil	nil	Broad careers knowledge	Refining careers knowledge to particular interests
<b>Career Experiences</b>	nil	nil	industry site visits	structured work experiences
			may begin part time job	
<b>Is a Career Decision required</b>	NO	NO	YES	YES
<b>What type of decision?</b>	nil	nil	<b>choose subjects /stream for year 10</b>	<b>choose yr 11/12 subjects</b>
<b>options</b>				<b>or choose learning stream</b>  VCE  VCAL  VET  Combined Traineeship / Apprenticeship  <b>or may leave school with a plan</b>  with no plan with employment

## Year 11 – Key Career Decision Points

- In year 11 the key career decisions that youth may make involve the following
  - They may stay with their decisions made in yr 10
  - They may choose to change subjects where possible
  - They may start another option (VCAL VET Traineeship/Apprenticeship or combined)
  - Or they may choose to leave school; they may have opportunity for employment, a plan or no plan.
- In terms of career information needed by youth in Year 11, youth should be beginning to develop an in-depth knowledge of the areas and careers that they have a personal interest in.
- Any work experience youth may have in year 11 generally relate to their study requirements.

Diagram 2 below shows an overview of the situation for key career decision points for year 11.

- It outlines the career knowledge required,
- career experiences that may occur,
- whether a career decision is required or not,
- the nature of the decision and
- the range of options that may be involved in making the decision.

**Diagram 2: Year 11 Career Decisions and Options**

<b>Approximate Age</b>	<b>16-17 yrs</b>						
	<b>Year 11</b>						
<b>School year</b>							
<b>Career Knowledge required</b>	indepth career knowledge of areas of choice						
<b>Career Experiences</b>	are related to study requirements						
<b>Is a Career Decision required</b>	YES						
<b>What type of decision?</b>	<b>may remain with initial choice</b>	<b>Potential scenarions End Yr 11</b>					
<b>options</b>	<b>might change some aspects</b>	<b>may change stream</b>	<b>may choose subject speciality</b>	<b>may change subjects</b>	<b>may start a T/A</b>	<b>may start other study option</b>	<b>may leave school</b>
		<i>within VCE</i>	<i>N/A</i>	<i>within VCE</i>	<i>from VCE</i>	<i>from VCE</i>	<i>VCE not complete</i>
		<i>within VCAL</i>	<i>within VCAL</i>	<i>within VCAL</i>	<i>from VCAL</i>	<i>From VCAL</i>	<i>VCAL not complete</i>
		<i>within VET</i>	<i>within VET</i>	<i>within VET</i>	<i>from VET</i>	<i>from VET</i>	<i>VET not complete</i>
		<i>within combined</i>	<i>within combined</i>	<i>within combined</i>	<i>from combined</i>	<i>from combined</i>	<i>combined not complete</i>
		<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>from T/A</i>	<i>T/A not complete</i>
							<i>may have a plan</i>
							<i>no plan</i>
							<i>employment</i>

## Year 12 – Key Career Decision Points

- Year 12 brings a situation for youth where they need to make a critical career path decision
- In Year 12 youth need in-depth knowledge about the careers of their choice and jobs within these careers.
- Information about study options is also required at Year 12. Youth need to know about tertiary study courses (University, TAFE and or RTO), Traineeships and Apprenticeships from which they can choose.

- Some students interviewed in year 12 reported they still had not fully decided their career options but would wait until their TER Score was finalized. This score is seen to dictate career options. However, generally, Year 12 youth reported that they did have a short list, of say 1, 2 or 3 career options.
- The options /decisions at year 12 range from:
  - Choosing to undertake further VCE study (if required)
  - TER dependent choice of career stream study (Uni, TAFE, RTO)
  - Commencement of a Traineeship or Apprenticeship
  - Gap year
  - May leave study with a plan or no plan
  - May start employment
  - May finish school, no employment but have either a plan or no plan.

Diagram 3 (below) shows an overview of the situation for key career decision points for year 12.

- It outlines the career knowledge required,
- career experiences that may occur,
- whether a career decision is required or not,
- the nature of the decision and
- the range of options that may be involved in making the decision.

**Diagram 3: Year 12 Career Decisions and Options**

Approximate Age	17-18 yrs								
	Year 12								
School year									
Career Knowledge required	in depth knowledge of career options								
Career Experiences	generally only related to study requirements								
Is a Career Decision required	YES								
What type of decision?	Where to after Yr 12?	Potential Scenarios end Yr 12							
options		may choose further study stream	TER dependent	may choose TAFE Uni or RTO learning	may enter T/A	may have a gap year	may leave study	may start employment	may leave school but no employment
		or may repeat VCE	from VCE results	VCE complete	VCE complete	VCE complete	VCE complete	VCE complete	VCE complete
		within VCAL		VCAL complete	VCAL complete	VCAL complete	VCAL complete	VCAL complete	VCAL complete
		within VET		VET complete	VET complete	VET complete	VET complete	VET complete	VET complete
		within combined		Combined complete	Combined complete	Combined complete	Combined complete	Combined complete	Combined complete
		within T/A		T/A complete	T/A complete	T/A complete	T/A complete	T/A complete	T/A complete
						may have a plan	may have a plan		may have a plan
						no plan employment	no plan employment		no plan employment

## Post Secondary School – Key Career Decisions and Options

- After year 12 there is a trend for a mix of scenarios for youth and, for some, they are still engaging in making critical career path decisions.
  - Some youth may have commenced a course of study or employment and have found that they are not suited to it and are seeking further career/study options
  - Some youth may have commenced a course of study a need further knowledge about the career in order to choose specialized area of study
- After Year 12, youth still need access to in-depth knowledge about the careers of their choice and jobs within these careers.
- Information about study options is still required at this stage. Youth need to know about Tertiary study courses (University, TAFE and or RTO), Traineeships and Apprenticeships from which they can choose if they need to.
- The options/decisions made at this point range from:
  - Continue on chosen pathway
  - Change chosen pathway
  - Change subjects within pathway
  - Look for new career options
  - Gap year
  - Leave study
  - May start employment
  - May leave study, no employment but have either a plan or no plan.

Diagram 4 below shows an overview of the situation for key career decision points for youth post secondary school.

- It outlines the career knowledge required,
- career experiences that may occur,
- whether a career decision is required or not,
- the nature of the decision and
- the range of options that may be involved in making the decision.

**Diagram 4: Post Secondary School Key Decisions and Options**

Approximate Age School year	At any Age (post secondary school)					
	typically post school Yr 1; Yr2; Yr 3; and or Yr 4					
Career Knowledge required	in depth knowledge of career options					
Career Experiences	generally related to study requirements					
Is a Career Decision required	YES					
What type of decision?	decide right career mix for next year	potential scenarios whilst undertaking study at any time ( post school)				
options	continue chosen pathway	change chosen pathway	change subjects	look for new career options	gap year	leave study
	<i>in Uni</i>	<i>within or from Uni</i>	<i>within or from Uni</i>	<i>within or from Uni</i>	<i>from Uni</i>	<i>from Uni</i>
	<i>in TAFE</i>	<i>within or from Uni</i>	<i>within or from TAFE</i>	<i>within or from TAFE</i>	<i>from TAFE</i>	<i>from TAFE</i>
	<i>In RTO</i>	<i>within or from RTO</i>	<i>within or from RTO</i>	<i>within or from RTO</i>	<i>from RTO</i>	<i>from RTO</i>
	<i>with T/A</i>	<i>from T/A</i>	<i>N/A</i>	<i>from T/A</i>	<i>from T/A</i>	<i>from T/A</i>
					<i>may have</i>	<i>may have</i>
					<i>a plan</i> <i>no plan</i>	<i>a plan</i> <i>no plan</i>
				<i>employment</i>	<i>employment</i>	

### At Any Age on Career Timeline – Key Career Decisions and Options

Across a career lifespan today, it is common for a person to have more than one career. When people need to make a choice to change their employment situation, it is a time when a key career decision is made.

- At this stage people need access to in-depth knowledge about the careers of their choice and jobs within these careers.
- Information about study options is required. People need to know about Tertiary study courses (University, TAFE and or RTO) and prerequisites, Traineeships and Apprenticeships from which they can choose if they need to.
- The options/decisions made at this point range from:
  - Continue on chosen pathway
  - Change chosen pathway and career
  - Commence new career related study
  - Commence employment in new career
  - Choose between study options, full time or part time
  - Choose appropriate course and provider.

Diagram 5 below shows an overview of the situation for key career decision points for any person who may be engaged in making career decisions.

- It outlines the career knowledge required,
- whether a career decision is required or not,
- the nature of the decision and

- the range of options that may be involved in making the decision.

**Diagram 5: Key Career Decisions and options at any age**

<b>Approximate Age</b>	<b>At any Age - any entry level</b>				
	<b>Return to study or start new career study</b>				
<b>School year</b>	in depth knowledge of career options				
<b>Career Knowledge required</b>	generally related to study requirements				
<b>Career Experiences</b>	YES				
<b>Is a Career Decision required</b>	YES				
<b>What type of decision?</b>	<b>decide</b>	<b>Uni course</b>	<b>TAFE Course</b>	<b>RTO Course</b>	<b>T/A</b>
<b>options</b>	return to study	<i>full time</i>	<i>full time</i>	<i>full time</i>	<i>full time</i>
	return to study part time	<i>part time</i>	<i>part time</i>	<i>part time</i>	<i>part time</i>
	begin new career studies full time	<i>full time</i>	<i>full time</i>	<i>full time</i>	<i>full time</i>
	begin new career studies part time	<i>part time</i>	<i>part time</i>	<i>part time</i>	<i>part time</i>

## **2 b) What a youth career decision tree looks like**

What does a decision look like for a youth? What are the ranges of issues they deal with when making a decision? We know from this study that the event of career decision making is a complex one. The key message is there are many players and influences on youth, information comes from many sources, and that careers choices are is complex.

Diagram 6 (page 22) describes some of these aspects and illustrates the complexities influencing youth when they make a career decision. It is concerned especially with the TDL industry. A summary of the aspects of the diagram include:

### Career Influences:

The diagram shows career decision influences for youth and the ages of youth when each have most influence:

- Peers are influential from 13 to 20+ years of age
- Industry Perception is influential across a persons’ entire life
- Parents and Relatives are influential from early age to approximately 23 years of age
- Friends employed in the TDL industry are influential across a persons’ entire life
- Specialist teachers are influential across school years
- Secondary School career teachers are influential across school years.
- LLENS and learning network groups are influential from about year 10 through to a persons working life span

### Sources of Career Information

Sources of career information include:

- The influencers who provide career information – either formally or informally. This group includes peers, industry perception, parents, relatives, friends employed in TDL, specialist Teachers, Careers Teachers and LLENS and Learning Networks.
- Information from Tertiary Institutions, TAFE Institutions and or Registered Training Organisations
- Information about VET, VCAL, Traineeships and Apprenticeships
- Information from the labour hire and recruitment industry
- Information from Careers Expos
- Information from TDL related careers expos such as Freight week 2005
- Information through work experiences (school work experience, VCAL VET Traineeships, Apprenticeships) in the TDL sector
- Information from careers, job, course websites
- Information from TDL specific websites
- Information from the TDL industry
- General Course, Jobs guides, Further Education and skilling programs

Key career decision points are at:

- End of year 10
- End of year 11
- End of year 12
- Across the first 4 years post school
- Across a person's entire working life