

National magazine of the Career
Development Association of Australia

Australian Career Practitioner

VOLUME 22 ISSUE 2

WINTER 2011



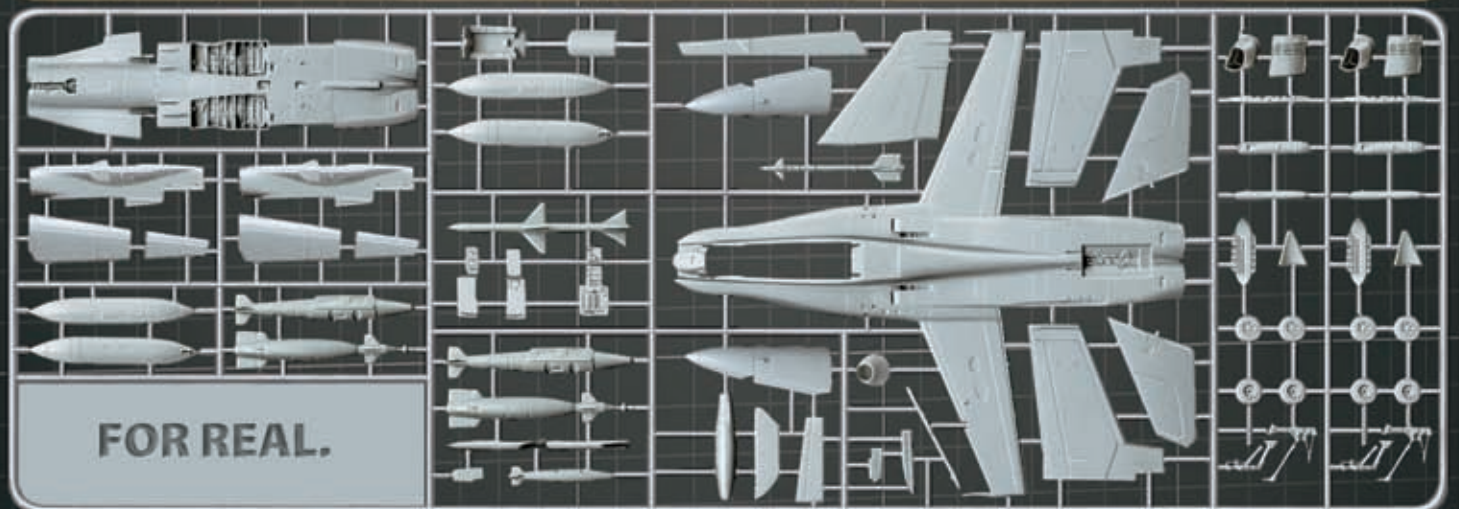
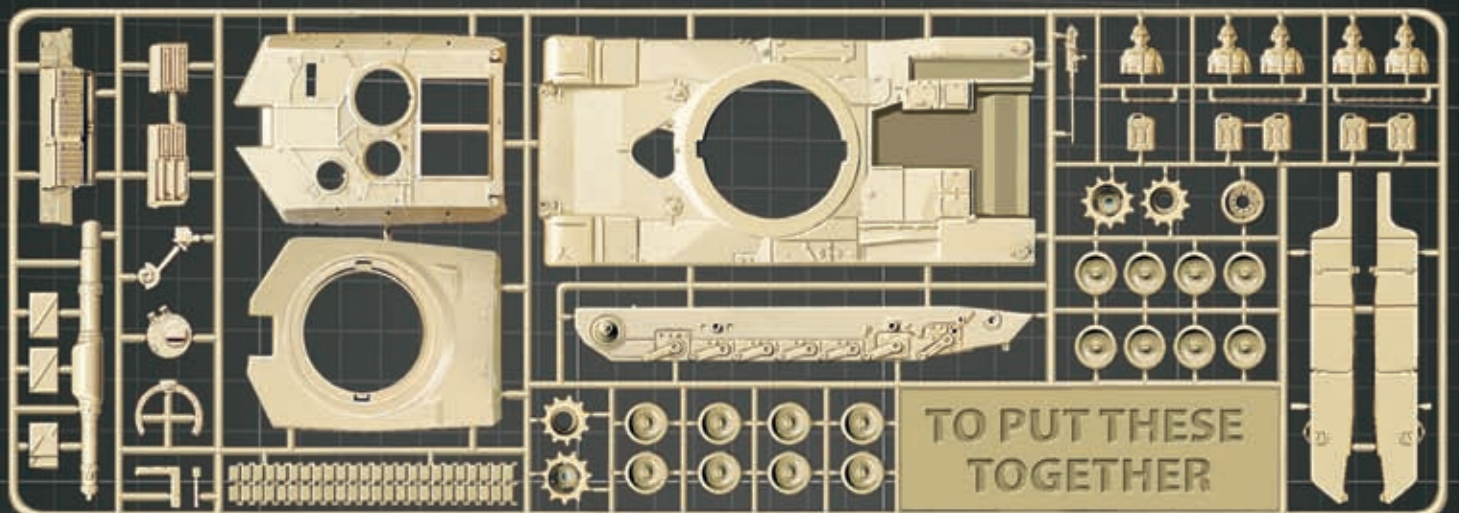
Maths: make your career count

Brain mapping and recruitment

Strategic career connections

Feature: Making it creatively

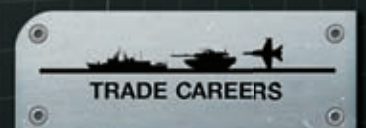
CDA
CAREER DEVELOPMENT
ASSOCIATION OF AUSTRALIA



As a technical trades person in the Navy, Army or Air Force you'll get to work on some of the biggest toys in the Defence Force. Be challenged to reach your full potential through comprehensive training that will see you recognised as more highly qualified than your civilian counterpart. And with endless challenges and opportunities to work in a range of different environments, no two days are ever the same.

Following paid training you'll be rewarded with a competitive salary and opportunity for faster career progression. With no experience necessary there's nothing stopping you from applying for an exciting career.

Call 13 19 01 or visit www.defencejobs.gov.au



Editorial

Earlier this year Germany's highly regarded Karl-Theodor zu Guttenberg resigned as Defence Minister amid claims, that much of his 2006 PhD thesis was plagiarised. And last year, Men at Work, were found guilty of copying the flute riff from the 'Kookaburra Sits in the Old Gum Tree' ballad, in their 1993 hit, 'Down under'.

So where does plagiarism fit in a commercial world? It only takes copied material to be used or distributed once to tarnish a reputation that may have taken years to build. It might also result in a lawsuit costing thousands, expulsion from professional membership, missing out on a tender bid, losing market share, going bankrupt, or failing to sell a business at the anticipated profit level.

Is this a little exaggerated?

Occasionally I receive (and reject) articles that contain questionable sources. And in our busy lives it's not hard to see why people are enticed to cut corners. But is this a valid excuse? Is evidence referencing a thing of the past or simply a feature of business competitiveness?

Intellectual property (IP) has become a principle that allows people to make money for themselves; either directly or through others. And like money, it's not real, but a form of idealised currency.

IP offers protection, but for what public good? Who does plagiarism actually hurt (or help)? Is it a good thing to protect something that has a value to society—in favour of individual jealousy and avarice?

If it becomes okay to make a profit from the work of another, could the owner of that work, claim a commercial percentage of revenue earned; without claiming plagiarism *per se* but through simply issuing an invoice? It could save the courts a lot of work.

Of course we also need to consider how it impacts our appreciation of, for example, learning, innovative thought, and self expression and ownership.

But whatever way you look at it, could your business products and services stand a test for plagiarism? Is your reputation at risk? Be honest. Do you or your staff cut corners here and there? Are you steadfast in referencing and ensure that any copyright or source acknowledgement is made?

Perhaps in the final analysis of whether plagiarism is a form of flattery or theft, we may just need to accept the many shades of wrongness (or rightness) and the idea of having no middle road.

You may like to consider what risks you're exposed to, when next you write!

'til next time ...

Lee Miles



Editorial	3
In the media	4
President's report	5
Future careers—are you ready?	6
How to succeed in perpetually gut-wrenching economic times	7
Australian data management in a post-WikiLeaks world	8
Maths: make your career count	9
Is this the profession for you?	10
Schools First	10
Making it creatively: building sustainable careers in the arts and creative industries	11
Strategic career connections	14
Brain mapping and recruitment	15
The benefit of board membership to career progression	16
A chat with Jo Conradi	17
Ethical dilemma	18
Ability can take you to the top	19
Graduate employment three years out	20
Agency recruitment vs. internal recruitment	21
Membership	22
Double trouble	22

Copy for Spring 2011 edition
due by Friday 22nd July 2011.
Send to editor@cdaa.org.au or
mileslee@inet.net.au

CDA
A
A
CAREER DEVELOPMENT
ASSOCIATION OF AUSTRALIA

LEADING CAREER DEVELOPMENT

Career Development Association of Australia Inc. | 1/182 Fullarton Road, DULWICH, SA, 5065 | www.cdaa.org.au

Telephone 08 8341 1492 | Fax: 08 8334 3211 | Toll Free: 1800 222 390 | Email: info@cdaa.org.au | ARBN 061 218 639

Print Post Approved No PP245227/00042 ISSN 1324-5368

The CDA Inc provides a vehicle for the interchange of ideas and experiences which it hopes will inspire, develop and inform career practitioners. As this is an inclusive Association, the Editor accepts submissions and advertising from a broad spectrum of people. No responsibility is accepted by CDA Inc for the accuracy of the information contained herein. Expressed or implied authors' and advertisers' opinions and beliefs are not necessarily those of the Editor and/or Publisher. It is up to you, the reader, to make your own evaluation and judgement and take your own path and seek professional advice when appropriate. No responsibility will be accepted where publication is delayed or with factors beyond our control. Our liability for any error is limited to the cost of the space and is applicable only to an error that materially affects the value of the advertisement. Further, we shall not be liable for damages, if, for any reason, we fail to publish an ad. Advertisers agree to assume all responsibility and liability for all claims arising from their advertisers and will protect publisher from the same.

LH Martin Institute

www.lhmartininstitute.edu.au

This Australian critical approach to mentoring is an interesting read. It talks about mentoring being regarded as a panacea for a variety of organisational ills and draws on recent research and literature that highlights the ways in which mentoring over-promises and under delivers.

Strategies to connect education and careers

www.clasp.org

From the US, this paper considers reforming basic skills services to better prepare lower-skilled students for postsecondary education and careers, requires an understanding of the major barriers and roadblocks that derail progress and make it challenging for students to complete their education and earn credentials.

At risk youth: a transitory state?

www.lsay.edu.au

This paper considers whether being 'at risk' is a permanent or transitory state. It suggests that, rather than counting the numbers of young people who are detached from work, study or other meaningful activities, we should focus on those who remain disconnected.

Over education and mismatch

<http://ftp.iza.org/dp5523.pdf>

A survey of economics literature on over education, presents an interesting discussion on the theory of career mobility. For example, older workers were found less likely to be over schooled than their younger colleagues; a fact consistent with search theory which predicts that workers are increasingly in better matches, but also with the theory of career mobility where workers who are overschooled in their first job have a higher probability to be promoted."

Future Society—the future of education

www.international.to 13 March 2011

"By 2030 ... Enterprise organisational boundaries and work practices will become increasingly fluid and porous, with individuals moving freely between projects, career paths and virtual organisations; adding value to each enterprise and in turn continuously allowing workers to acquire new skills, linked to ongoing advanced learning programs.

Work and education patterns will therefore gradually adapt to a cycle of seamless knowledge generation and acquisition which in turn will trigger the need for more personalized education. This will be facilitated by the Web's pervasive social reach, providing flexibility of learning options—mixing and matching with an individual's lifestyle and experience"

Australian managers —AIM VT

www.hcamag.com

One third of Australian managers admit they are underperforming at work. 34% of those surveyed said: 'I could be putting more effort and input into my current role'. The response was consistent across all management and support levels in private and public sector organisations with 26% of Board members and CEOs agreeing with the statement. Read the survey for more interesting revelations...

Ed's note: I wonder to what degree this is reflected in our political leaders?

Older displaced worker participation

www.irpp.org

It seems that "more general skills that could be applied at other jobs appear to deteriorate as the length of job tenure increases. Other obstacles to re-employment include labour-market rigidities, possible age-related job discrimination, and the shorter remaining career, which may discourage retraining or relocation".

Ed's note: What does this mean for the employability skills (ES) framework and VET learning where the eight ES are embedded?

South Africa: skills development

press release@ www.info.gov.za

The Minister of Higher Education and Training has launched the 3rd National Skills Development Strategy which aims to improving the relevance, quality and sustainability of skills training programs. It has eight goals, including establishing a credible institutional mechanism for skills planning; increasing access to occupationally-directed programs; and building career and vocational guidance.

'Discover Life at Work' campaign

Bahrain: www.ameinfo.com/255701.html

This discovery campaign aims to increase awareness among students at schools and universities as well as fresh graduates, about alternative careers that are available in the labour market—specifically in the logistics, manufacturing and tourism sectors.

Enabling workforce development

www.apo.org.au

It is highly unlikely that the benefits of e-learning can over-ride low motivational factors inherent in truncated career paths and poor wage structures. So says this Australian report of insights from industries using e-learning.



Carole Brown FCDAA
National President
0401 573 178

What matters most

Recently, I had the pleasure of participating in a CDAA webinar facilitated by the NSW Division. *Hot Topics for Career Practitioners* provided important insights from members around Australia about the direction of the career industry, aspirations for CDAA, and their priorities as individual practitioners.

The webinar highlighted the strong interest members have in workforce development issues and the skills shortage; particularly in regard to the contributions and potential of Australia's older workers and youth. Members also said it was important to build a stronger evidence base through a substantial research effort; to evaluate individual practice; to lobby for health fund and tax rebates; and to strengthen relationships with other professions such as human resources professionals and psychologists.

Webinar participants also felt strongly about the marketing our profession and increasing public awareness of what career practitioners do; and related to that, the clear expectation that members have of CDAA position being regarded as the expert voice.

The webinar provided a great mechanism for communication among members. It offered valuable, immediate and current feedback in 'bite-sized' pieces. Importantly, much of the discussion was congruent with CDAA's strategic plan *Leading Career Development* and as the Association grows its resource base, so too will your voice. I look forward to the next webinar and hope you can join in.

The webinar highlighted the strong interest members have in workforce development issues and the skills shortage

CDAA LEADERSHIP FORUM

CDAA is now in its 24th year. Our uniqueness lies in our representation of professionals working in all key sectors and across the life span. This enables the Association to provide a comprehensive perspective on the current issues and imperatives facing the industry.

Associated with this presence, is a responsibility we have to our members, stakeholders and the Australian community to grow our capacity to meet the demands of an increasingly complex, expanding and diverse world. It is this growth that will enable CDAA to make a sustained contribution in priority areas for its members and other key constituents.

Within this context the Board has commenced planning for the inaugural CDAA Leaders Forum to be held from July 15–17. The Forum will address three key areas:

- Achieving consensus among current and emerging leaders about where and how CDAA should be positioned in the next 3–5 years.
 - *What does 'Leading Career Development' mean in practice?*
- Identifying priority stakeholders and mechanisms for strengthened engagement.
 - *Who will mean the most to our future? To whom and in what ways are we most accountable?*
- Building stronger leadership capability to take CDAA and the career industry forward.
 - *What leadership capabilities and capacity does CDAA currently have?*
 - *How does the Association develop and sustain leadership capability?*

The Forum will uniquely bring together a combined group of CDAA's current and emerging leaders to address these questions. I am incredibly excited about the potential of this event and will keep you informed as planning progresses and outcomes achieved.

AND BRIEFLY...

CDAA has welcomed 87 new members in the first quarter of 2011. It is more than ever before achieved and reflective of the growth the Association continues to experience in all areas.

The Board is pleased to welcome Jo Shambler to the National Board following a recent call to fill an executive position. Jo is an active member of Queensland Division and holds the position of Manager, Organisational Development in the Queensland Government Department of Public Works. Jo has an extensive background in human resource management, and specifically organisational development, career development, learning and development and generalist HR.

Planning is underway for the 2012 National Conference in Canberra. The conference—*Designing Careers, Building Workforces*—will focus on connecting workforce development with individual career development and coincides with the eve of the Centenary of the nation's capital. Significantly also, 2012 is the year the National Standards for Career Practitioners will be implemented, and the conference will provide the perfect backdrop for the 'coming of age' of our profession. Please mark your diaries—March 29 and 30, with a pre-conference Masterclass day.

All the best and may you be achieving what matters most to you in life and work.

Carole

Future careers — *are you ready?*

We are preparing young people now for jobs that haven't been created using technologies that haven't been invented. A 'wicked' problem if ever I saw one. Intractable, unsolvable, complex, systemic, uncertain, or is it?

What can we know about the future? And what is unknowable? And how do we find the way through to thrive?

There are two approaches we can take here. Look at possible futures or look at some of the tools and questions to think about possible futures. I choose the latter. Let's learn how to fish rather than receive a fish. And isn't that what career development is all about?

We don't know what the future holds. But we do know some things.

WHAT DO WE KNOW ABOUT US?

- We are human and our brains have not changed in approximately 100 000 years from when we were hunter/gatherers.
- We are collaborative—we work together to survive.
- We have brains—biological learning machines that develop over our entire lives.
- Our babies need physical and emotional closeness with other humans to survive and thrive—and so do adults!
- We are nature and nurture and we are shaped by, as we shape, our environment.

WHAT KEY TRENDS ARE SHAPING THE WORLD?

- **Glocalisation:** globalization is enabled via communication technologies due to immediate pervasive connection; localisation is driven by culture, our physical environment, our human needs and climate change.
- **Capitalism is evolving** into *Shared Value Creation*: there is a rise of social entrepreneurship¹ (make

money, live your values, save the world) and corporations realising the need for broader definitions of what value is. It's also driven by climate change and glocalisation².

- **Expanding human capability** is enabled through technology e.g. data visualization.
- **Climate Change** has created challenges which will continue to grow in complexity and impact. It includes increasing extreme weather events (both number and severity).

WHAT DOES THIS MEAN FOR CAREER DEVELOPMENT?

- Old technologies are not providing jobs any more. Think about the newspaper industry—its revenue stream moved online and its readers have too. Recognise changes early so you can build the skills needed to thrive.
- Online, social media is rapidly evolving. It's not a fad. Use them, explore them and understand why they are important. Think about what is INTERESTING or STRANGE.
- Open innovation is growing exponentially. Open source, open applications, open outsourcing, open everything, start to learn to SHARE, reflect on interesting uses of smartphone apps, and explore the innovation competition websites. This is where the world is changing.
- Data is not enough. We need to make it easy to understand and in a useable form. If your job is data, look at visualisation techniques to turn data from information into meaning.
- Green jobs related to climate change and sustainability have huge growth. This is everything from technical jobs in cleantech to innovation jobs in carbon reduction, development of new business models, and everything in between. It means growth in jobs in weather and climate, in farm and food data analysis, in

logistics, in labeling and quality control, in local government, and at every level in the value chain.

MINDSETS

Think key megatrends from yang to yin values i.e. from dominator values to partnership values³. A yang/yin model reflects a balance of both masculine and feminine qualities in ourselves, our families, our organisations, our societies.

How can we share information and power? How can we encourage different models of leadership? And at every level? How can we encourage people around us to be the best they can be?

In a complex uncertain world we can't do it alone. We need to rely on others more quickly, build relationships faster than ever before, influence others on key priorities, and move to prototypes and action learning models rather than full solutions.

Resilience is important in these uncertain exponentially changing times. Personal resilience is built around good relationships and physical and mental health: good work/life balance, fitness, relaxation and relationships.

Strategic resilience (both personal and corporate) adds another layer. Understand what is happening in our environment—our work, our family, our society—to create possibilities to thrive. Understand that the future will become more and more important as organisations seek to innovate in uncertain environments.

What is your mindset? And are you ready to thrive in the future? And with this knowledge, how can you help others to thrive in their futures?

Janine Cahill

CEO of Future Journeys—an Innovation and Foresight consulting business

✉ jcahill@futurejourneys.com

www.futurejourneys.com

WHICH MINDSETS AND SKILLS WILL HELP US THRIVE?

CREATIVITY OPTIMISM COLLABORATION APPRECIATIVE APPROACHES
SYSTEMS THINKING OPENNESS SYNTHESIS SHARING

¹ *Social Entrepreneurship—Make Money, Live your Values, Save the World (you choose the order)*

² *Creating Shared Value*, Michael Porter and Mark Kramer, Harvard Business Review, Jan–Feb 2011

³ Riane Eisler, *The Chalice and The Blade: Our History, Our future*, 1989, and *The Real Wealth of Nations: Creating a Caring Economics*, 2007

How to succeed in perpetually gut-wrenching economic times

Andrew Neitlich
www.bulletproofcareer.com

There is nowhere to hide. The economy can be sizzling, flat, or in a recession. You can own a business, work for someone else, be a college professor, or work in government. It doesn't matter where in the world you live and work, whether you telecommute or work in an office, or whether you work full time or part time.

At any minute you can face an ambush that can turn your career upside down.

If you lived through the dot-com bubble and the Great Recession of 2008–10, you know this. However, even in good

... even in good times, no one can count on stability

times, no one can count on stability. Jobs get outsourced. New technologies eliminate old jobs while creating entirely new ones, jobs that may require entirely new qualifications. Foreign competitors win market share over local companies with lower costs. Mergers cut positions as companies come together and eliminate redundancy. Investors push for layoffs to assure a strong quarterly earnings report. Government gets involved in an industry, which often makes it harder for employers in that industry to retain top talent or compete. A scandal breaks and jobs disappear. Consumer tastes change. A product liability lawsuit causes major damage to the company's reputation. An employee doesn't get along with his or her boss or with an influential colleague and as a result, gets pushed aside or out.

It really is a jungle out there. Uncertainty is everywhere and you have to be prepared for sudden ambushes. It is time for a new set of rules—guerrilla rules—to survive and thrive.

Take a moment to consider what you would do if you knew that in six months you would lose your job, or—if you own a business—your company would collapse. What would you do now to prepare? What if you knew that in three months you would lose your current job or business? One month? Tomorrow? What if you got the call right now? Many people would be like cows in line for slaughter, even if they were self-aware cows who knew what was going to happen to them when they reached the front of the line. They'd feel scared, they'd complain with loud moos, they'd hope for the best, but they'd still move forward in line as each cow in front of them is killed. What about you? Are you ready to flip a switch and earn income in other ways, or are you like a cow in line for slaughter?

Here are four strategies that everyone can implement to become prepared for perpetually gut-wrenching times:

- Develop your skills to the point where you can provide value equal to five to 10 times your salary or fees. If you can't do this, you will always be at risk, always looking over your shoulder for someone to fire you.
- Have one or more flip-the-switch back up plans ready to go, in case you get ambushed. There are many businesses that you can have ready to go at any time—and even build up part time to the point where you don't need a job at all. They include freelancing, starting an online business, and starting a low-fixed-cost and low-barriers-to-entry business.
- Make it a top priority to nurture relationships with movers and shakers



It really is a jungle out there

in your field. That way, you are one or, at most, two calls away from key connectors and people who can introduce you to opportunities before they are posted publicly.

- Save money. In tough times, cash become a competitive advantage. During the Great Recession, millions of people realized that they were living beyond their means. These days, believe it or not, you need up to 36 months of cash reserves to cover your living expenses in case you lose your job or your business goes belly up.

ED'S NOTE: The next ACP will feature a review of Andrew's book: *Guerrilla Marketing for a Bulletproof Career*. Also look out for a special CDAA webinar about his book soon!

... become prepared for perpetually gut-wrenching times

Australian data management in a post-WikiLeaks world

Could the WikiLeaks scandal that has hit the US Government be repeated in Australia? Andy Peyton says yes because at the heart of all 'secure' systems there are usually people who are trusted to act as custodians of the data; people who are trusted to not extract the data and give it away.

Andy Peyton
DAMA—Canberra President
8 andy.peyton@gmail.com
DAMA (Data Management Association)
is a vendor independent, not for profit
professional association of information
management practitioners

SO WHAT'S THE FUSS ABOUT?

From a purely data management perspective, it was reported¹ that the information publicised by WikiLeaks contained both Secret and Confidential material. For those unfamiliar with the specifics of these classifications, the unauthorised disclosure of Secret information 'could be expected to cause serious damage to the national security' while the disclosure of *Confidential* information 'could cause lesser damage'.

So at the heart of it, we have a trusted person disclosing information that he or she knew could cause serious damage to a nation's security. Being realistic, that's a hard thing to defend against.

WHAT IS BEING DONE ABOUT IT?

I'm sure that in some offices the issue of 'what is being done' is being discussed very seriously. But within the not-so-secretive government departments, life continues much as before.

The general public might even be surprised at how seriously the major departments take their data custodianship. Many maintain their data in a security environment that rivals that of the Dept. of Defence and address both the security of data, and the access to data. It means personal data can only be accessed when there is a need to and often PCs have their diskette, CD-burning, and USB access deactivated—so even if you can access secure data, you can't copy it off a system. Some departments have implemented security mechanisms for their office computers similar to those used by banks when customers want to access their accounts via the Internet. Others keep an automatic log of who accessed what information and when, so that if data is leaked, they have a good chance of finding out who did it.

OTHER SIGNIFICANT ISSUES

In the information management business there is an ever-increasing awareness of issues regarding data privacy, data security, and the release of information. Recently very significant changes were made to Australia's freedom of information (FOI) rules. Firstly with the creation of the Office of the Australian Information Commissioner, and secondly, with the adoption of the principle that "government-held information is a national resource."²

It appears that the rules for holding and releasing data to the public have been reversed. Previously, government's hid data until they were obliged to release it, the new approach expects them to make their data holdings public, unless of course there are specific reasons to hold it such as personal privacy issues. Potential agency embarrassment is now not accepted as a criterion for withholding information.

IMPLICATIONS FOR CAREERS

Broadly, we can envisage the growth of two new career paths.

One is an information security role that is responsible for ensuring that data doesn't escape from organisations (especially government ones). And while data becomes more accessible to internal staff, there needs to be appropriate controls to ensure that it is only accessed or used for work-related functions. This will be a very technical role, requiring skills in IT and computer networking.

The second career path will be more concerned with the release, organisation, and publication of information. If government policy now allows its citizens to access the data that it has collected on its behalf, then there will be a significant amount of work to be done



to make this happen since it is not an established line of work within existing policies and procedures. Publishing reports, studies, and analyses on websites will possibly become part of everyday business for government agencies. It could mean that any report produced has the potential for public release and as a consequence, workers in this area will likely require skills in publishing, writing, web authoring and content management systems.

Also, with the increased release of information, there will be additional public commentary on this data to which the releasing agency must react. So agencies will be required to react quickly and responsibly to potentially negative reactions to the information being released. It is not clear what roles will be involved in this area, but they may involve legal, library, journalism, and information management skills—but couched and defined in future terms rather than those from our current perspectives.

There are exciting times ahead!

- 1 *The New York Times*, 28/11/2010:
www.nytimes.com/2010/11/29/world/29cables.html
- 2 Office of the Australian Information Commissioner
website: www.oaic.gov.au/infopolicy-portal/index.html,
March 2011

Maths: make your career count

AMSI is a national, collaborative venture supporting the mathematical sciences. Together with their 31 members including universities and key mathematics organisations, their mission is to promote and strengthen understanding and use of the mathematical sciences in Australia's culture, science and economy. Through its education division, the International Centre of Excellence for Education in Mathematics (ICE-EM), AMSI has been undertaking wide-ranging education programs at both school and tertiary levels since 2004. AMSI manages The Improving Mathematics Education in Schools (TIMES) Project funded by the Australian Government, 2009–2011.

WHY MATHEMATICS?

Improving participation in mathematics in Australia is important to individuals and to the nation. At an individual level, mathematical competence improves career options and earning capacity as well as enhancing a person's participation in society. At a national level, for a country aspiring to be innovative and highly technologically developed, a level of quantitative competence across all areas from trades to research is crucial.

The need for mathematical competence is well recognised. However, in recent years participation in the more advanced Year 12 courses has decreased and the percentage of graduates from Australian universities with a major in mathematics and statistics is less than half the OECD average¹. The Australian Mathematical Sciences Institute (AMSI) aims to increase the awareness of the importance of mathematics by providing high quality materials and careers advice through The Improving Mathematics Education in Schools (TIMES) project.

TIMES CAREERS MATERIALS

In December 2010, every school in the country received a pack of the new AMSI careers materials. Funded by the Australian Government, the TIMES Project careers materials build awareness amongst students, their parents and teachers—especially careers teachers—about the importance of mathematics in a range of careers.

The materials include:

- 12 posters for upper primary/secondary school students. They show a range of career options and draw attention to the mathematics used in each
- a DVD with 10, three-minute careers videos showcasing a range of careers

and highlighting the practical uses of mathematics; and

- a booklet featuring 20 career profiles that require mathematics skills
- a website where all of the profiles can be viewed and from which the materials can be downloaded. See www.mathscareers.org.au

The Slogan 'Maths: Make Your Career Count' features on all of the materials.

MATHEMATICS PROVIDES OPPORTUNITY

The TIMES careers materials aim to increase awareness among students, parents, teachers and career advisors because many sought-after careers depend on a solid background in mathematics. Careers in areas as diverse as biological and medical fields, finance, banking, environmental risk analysis, mining, manufacturing, logistics, retail supply chain and IT, to name a few, have become more quantitative.

Opportunities for graduate mathematicians and statisticians have opened up in finance, particularly banking and insurance; in manufacturing, for example automotive; in the power industry; in biomedicine where much research is based on mathematical algorithms and statistical analysis; and computing—internet security is based on mathematical algorithms.

Similarly many trades require more mathematical skills than most young people recognise. Students planning on apprenticeships may be unaware that trades such as electrician require a pass on a mathematics test to gain entry to the apprenticeship and, further, that the study component of the apprenticeship includes a significant amount of mathematics.

Even at the tertiary level students are limiting their options by avoiding mathematics and statistics. This is particularly true of the biological and medical sciences as few students graduate with sufficient quantitative skills to meet the demands of modern biological sciences. An acute shortage of biostatisticians has led to an initiative to upgrade the skills of those working in these areas². But such courses are 'catch-up' rather than providing the skills for leaders in these research areas. Environmental, climate and forensic sciences are other areas that are attractive to many young people but these also require excellent quantitative skills for the most rewarding careers.

Australia needs students to understand the power of mathematics in their lives as citizens and in work choices. The message is motivation—giving young people a reason to 'stick with maths'.

Janine McIntosh

TIMES Project Manager, Australian Mathematical Sciences Institute (AMSI)
✉ times@amsi.org.au



EDS NOTE: If you would like a copy of the materials or would like to talk about developing a second series of materials, please contact Janine and for more information visit: www.mathscareers.org.au – www.amsi.org.au.

1 Professor Gavin Brown, *Report to the Group of Eight Universities: Review Of Education In Mathematics, Data Science and Quantitative Disciplines*. December 2009

2 www.bca.edu.au

Is this the profession for you?

Jane Fletcher

Community Relations Advisor, Chipper Funerals
✉ JFletcher@chipperfunerals.com.au



I am often asked how I came to work for a funeral company and what qualifications are needed. I have to say there is no simple answer.

Chippers offer in house training. However before this happens most people, if found to be suitable, will often be employed performing tasks such as driving and assisting in the transfer of deceased people to our mortuary. This is considered to be a testing time; the public will be observing how staff relate to our clients (the deceased) and their grieving families. As you can imagine this type of work does not suit everyone and even those who believe they have the attributes often fall at this first hurdle.

Recently we interviewed for several positions. The following are a selection of the questions that we asked at this first interview stage followed by my comments:

1. How many hours are you prepared to work and what hours are you available? *This work does entail night and weekend work on a roster system as we have to be available 24/7 for deceased people.*
2. What are your long term goals? *If we are going to spend time and therefore money training, we like to know whether the applicant is genuinely interested—even though there are no contracts.*
3. Explain what funeral experience you have had? *This may be related to family or friends passing away.*
4. Why did you apply for a position in funeral services? *For some this is a difficult question to answer but we are certainly interested in the reply.*
5. Have you seen a deceased person before and how did you feel about that? *This is something staff face on a daily basis so applicants need to be able to deal with this. However we always give plenty of support as even experienced staff find it difficult at times.*

You will have noticed that I have not stated any specific educational background or qualifications. This is because our needs are different to academic credentials. Yes staff do need tidy and legible handwriting and be well spoken and presented, all companies have a uniform and staff are expected to know how to wear it and to do so with pride. But ... staff also need to be approachable, respectful, caring, compassionate, and non judgemental, never setting themselves apart from or above any member of the public. These after all, are the people who employ us.

People in this profession also need the ability to know how to care for themselves as then they can be most effective in caring for others—without getting burnt out!



NAB Schools First

—supporting partnerships that develop our future leaders

Over the past two years, NAB Schools First has awarded \$10.15 million to 195 schools throughout Australia to help them deliver programs in partnership with the community that provide opportunities for students.

Many of the award winning school-community partnerships have been developed specifically to broaden the vocational options and skills of students. An analysis conducted by the Australian Council for Educational Research (ACER) around the applications received in the first year of the program in 2009 has shown that this is one of four leading reasons why schools partner with community organisations.

ACER found that these vocational-orientated partnerships were set up to help students make informed career choices. Some partnerships aimed to improve knowledge of particular professions, such as engineering, law, marine biology or architecture.

Others offered practical experience in manual activities related to a specific trade, occupation or vocation. These partnerships aimed to teach students the specifics of a job or trade, and generic workplace—related skills such as communication, team work and problem solving.

NAB Schools First provides assistance to school-community groups in a number of ways. In 2011, NAB Schools First has an additional \$5 million to invest in school-community partnerships.

Through the Impact Award category, NAB Schools First rewards schools that are already in partnership with the community in programs that are benefitting their students. In 2011, there are up to 60 Impact Awards available at \$50 000 each to help sustain and grow these existing partnerships.

The Seed Funding Awards are designed for school-community partnerships that are either new or in the early stages of development. NAB Schools First has up to 50 Seed Funding Awards available at \$25 000 each in 2011 to help grow these partnerships.

Applications for both the Impact and Seed Funding Awards open at 9.00am (AEST) on Monday, 20 June 2011.

ED'S NOTE: Readers with a strategic career interest will find the recently released report from ACER a very informative read. It's available as a free download from http://research.acer.edu.au/policy_analysis_misc/6/.

Many people aspire to careers in the arts and creative industries. However, it has long been known that it can be challenging to navigate a creative career: that competition for work can be intense, particularly for entry-level positions, and that success requires advanced skill sets in addition to a high degree of artistic talent and proficiency. In this article, Dr Ruth Bridgstock draws upon her doctoral and post-doctoral research to explore the challenges involved in building a creative career in Australia and suggest ways to support emerging creatives to build satisfying and sustainable careers.

Making it creatively: building sustainable careers in the arts and creative industries

Dr Ruth Bridgstock *Vice Chancellor's Research Fellow*

ARC Centre of Excellence in Creative Industries and Innovation
Queensland University of Technology Ph: (07)31388587 ✉ r.bridgstock@qut.edu.au



Ruth Bridgstock

ARTS AND CREATIVE INDUSTRIES

The arts have always played a central role in individual and social well-being and development. Over the last decade policy makers in Australia have also started to argue that creativity, which underpins innovation, is essential to economic growth in the 21st century. 'Traditional' arts-based fields such as music, dance, drama, writing, publishing, and the visual arts have been included with film, television, radio, advertising, games and interactive content, architecture, and design, into a category of economic activity known as the creative industries.

The unifying themes of the creative industries are individual creativity, skill and talent, and the potential to create wealth and jobs through the generation and use of intellectual property.

Another unifying theme is the distinctive labour force profile they share (Throsby & Zednik, 2010). In contrast with more conventional industries such as financial services or manufacturing, the sector contains a very high number of small-to-medium enterprises, sole-traders and micro-businesses. Work in the creative industries is often freelance, or performed on a short-term project basis. Creative industries careers are largely individually navigated, often with minimal opportunity for stable employment or progression within a single firm. Although creative workers tend to have similar levels of education to professionals from other sectors,

decisions regarding employment are much less likely to rely on formal educational credentials or professional accreditation, but rather are often dependent on informal contacts and the quality of previous work.

Recent research using Census and Labour Force Survey data indicates that while some creatives are employed to perform creative work in core creative industries sub-sectors, an equal number eventually become embedded in creative occupations outside the creative industries, doing jobs like designing 'serious games' for injury rehabilitation (Cunningham & Higgs, 2010). Others perform valuable support or management roles in creative sectors.

Although there are numerous examples of outstandingly successful people working in the arts and creative industries, many emerging creatives find it difficult to establish themselves in creative work. There are a number of reasons for this. It can take significant time and effort to set up a business and build up career networks, and demand for entry-level creative work often exceeds supply. These challenges can result in extended education-to-work transition periods, including multiple entry attempts. In order to build a portfolio of work and create much-needed industry contacts, emerging creative workers may undertake further specialist training or unpaid internships. They may experience spells of

unemployment and underemployment during this entry phase. Multiple job-holding within and outside the creative sector ('day jobs'), is common amongst both emerging and established creatives.

CAREER SELF-MANAGEMENT

My research is concerned primarily with identifying ways to support and develop the careers of creative workers, particularly through higher education. In 2006–7, I conducted a study which tracked 200 new graduates from Australian university creative industries courses forward for one year, in order to investigate which skills were important to early creative career success (Bridgstock, 2011). My theory was that because the careers of creative workers tend to be individually navigated, career self-management skills could well be crucial. As part of the study, I developed a career management competence scale based on the Australian Blueprint for Career Development (Haines, Scott, & Lincoln, 2003) which I administered to the graduates at the time of course completion. The Blueprint identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers. One year later, I administered another survey which asked about the graduates' earnings from creative work and overall, and their perceptions of their levels of employability and career success.

I found that two clusters of Blueprint skills measured at time 1, were strong predictors of all of the career success measures one year later. The two clusters were: (i) self management, relating to internally focussed career skills such as building and maintaining a positive self image; changing and growing throughout life; participating in lifelong learning; and maintaining balanced life and work roles, and (ii) career building, relating to externally focussed career skills such as finding and obtaining work, locating and using career information, and making career enhancing decisions. In short, the graduates who possessed well developed career management skills experienced better initial career outcomes than those who did not. To my knowledge, this study was the first to make an empirical link between graduate skills of any type and career outcomes.

CAREER IDENTITY

I then became interested in how tertiary creative students might be able to

develop career management skills through their university work experiences. My own research, as well as existing literature, suggested that an adaptive career identity is pivotal to the development of the ability and propensity to career self-manage, including the ability to engage effectively in disciplinary content learning at university. A career identity is a structure of meanings in which the individual links their own career motivations, interests and competencies with suitable career roles (Meijers, 1998). There is strong evidence that many emerging creatives may need support to develop an adaptive and realistic career identity based on knowledge of themselves and the world of work, before they engage in advanced disciplinary learning. Students can enter creative courses with poorly defined notions of what they will do afterwards, or with overly rigid and foreclosed career identities (e.g., "having a career just like that of film director Peter Jackson"), influenced by unrealistic ideas about the world of work in their fields. These identity issues influence student engagement with coursework, as well as their career-related experiences and behaviour afterwards.

Although university career development services are well aware of the importance of student career identity, and do much to support students with the identity building process (often on an opt-in extra-curricular basis), these services are often not well integrated with tertiary creative course provision. Creative courses tend to emphasise the career building aspects of career development, especially concrete skills for gaining or creating employment, such as portfolio creation. Because adaptive career identity building is usually not a core part of coursework, creative students may not be able to make maximum personal sense of, and therefore take full advantage of, learning opportunities during the course. They are also more likely to experience distress and anxiety during the final semesters of coursework, as they realise precipitously that they are not as prepared as they might be for the impending transition to a challenging world of work.

During the career identity building process, students reflect upon their own career needs, values, and influences ('self-awareness' in the SODI model of career development outlined by Watts, 2006), and in turn learn about, and

experience first-hand where possible, various aspects of the world of work and their intended occupations ('opportunity awareness' in the SODI model). For creative students, becoming aware of the potential challenges involved in navigating a creative career is particularly important. The iterative and reflective process of career identity building emphasises the self management aspects of career management skills. This process may involve 'turning students on' to opportunities they had not yet considered (remembering that a significant proportion of creatives are employed doing creative work in non-creative sectors). During the adaptive career identity building phase, students also acquire skills and strategies to continue the reflective process for themselves in an ongoing way.

The career identity building process as just described should commence in the first year of a university degree. Once this process is well underway, students will be better positioned to find personal relevance and therefore engage actively with learning opportunities, and also to drive their own skill acquisition in line with their own goals. They will also be more likely to connect with the outward 'career building' aspects of career management skill acquisition as they are offered. Thus, later years of undergraduate creative industries courses should be involved with the development of industry-specific knowledge and know-how, including how to build industry networks, and how to find and obtain or create work.

EMPLOYABILITY SKILLS FOR THE CREATIVE WORKER

My most recent research builds theory about the specific work-related capabilities needed for creative employability and career success. I conducted case studies of outstandingly successful Australian creatives, and identified formative individual, social-contextual, and environmental factors which were influential to their career development. Below I provide a brief description of six important creative career capabilities which arose from my project findings.

Discipline-specific depth

All participants experienced an extended and immersive formative period of skill development immersion within their primary field of expertise, usually (but not

always) commencing during middle school years. Their formal educational experiences contributed meaningfully to this formative period, but school and university were not sufficient to meet all of their skill development needs. Special interests were pursued through private lessons, informal study or practice, and/or working with an experienced mentor (e.g., through the family business).

Disciplinary agility

The creatives exhibited diversity in their skill sets, and had eclectic educational backgrounds (e.g., visual art and maths; dance and science; animation and marketing). This afforded them unusual and creative perspectives, and assisted them to traverse different disciplinary perspectives and terminologies. Trans-disciplinarity is important for creatives because bringing multiple disciplines together can spark innovative new ideas. Disciplinary agility can also provide a potential employability advantage by helping creatives to obtain or create work in non-traditional sectors. In addition, cultural agility and bilingualism can be a strong advantage in the globalised, networked world of 21st century creative work.

Social network capability

Although the participants were individually recognised for their work, they in no way 'created in isolation'. Their social relationships shared a number of distinctive features and patterns which were important to success, including a balance of strong transdisciplinary and intra-disciplinary ties, and a wide network of weak and indirect ties. These relationships were reflectively and proactively built and maintained, with a strong emphasis on mutual benefit and collaboration (Bridgstock, Dawson, & Hearn, 2011).

Digital savvy

The creatives remained abreast of and open to, the globalised creative, collaborative and marketing possibilities afforded by 21st century online digital

continued on page 14...

Strategic career connections

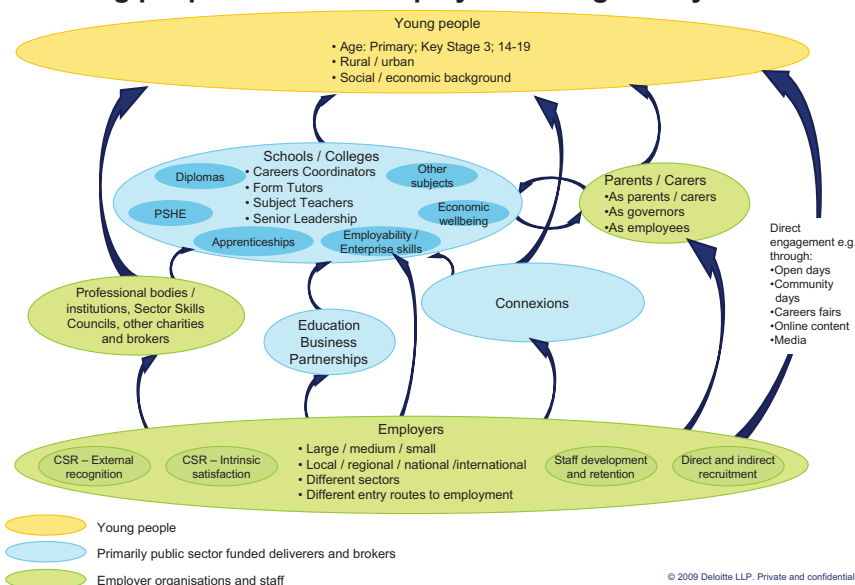
The vision of the Education and Employers Taskforce in the UK is to ensure that every school and college has an effective partnership with employers. This will provide its young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential and to secure the UK's future prosperity.

The Taskforce has two websites—the Employers' Guide and the Teachers' Guide. They each show the ways in which employers and education can work together, and the benefits that come from collaboration. They are accessible through www.the-guides.org.

HOW CAREERS ADVICE IS CURRENTLY PROVIDED TO YOUNG PEOPLE

Employer involvement is an important aspect of career education and young people hear from them through a variety of channels. This diagram from the Education and Employers Taskforce paper prepared by Deloitte's Education and Skills practice, depict how employers currently contribute to the careers advice that young people receive. They note that the system "includes the key, but not all, components of the current complex careers advice system".

Young people hear from employers through many conduits



SOURCE AND REPRINTED WITH PERMISSION: Helping young people succeed: How employers can support careers education. Education and Employers Taskforce. 2010. Retrieved from: www.educationandemployers.org/media/7630/deloitte%20et%20young%20people%20succeed%20report%20final.pdf

JAN 2011 UK Government to expand work experience for young unemployed

Young unemployed people will get much more help to access extended work experience opportunities to get the best possible start in life. • Under a new scheme young people will be allowed to do work experience for up to eight weeks so they can get a proper stint in a business for their CV and providing real value to the employer. Under the old system people were only allowed to do two weeks experience. If they tried to do more they could face a loss of benefits.

Full story: www.dwp.gov.uk/newsroom/press-releases/2011/jan-2011/dwp007-11.shtml

...continued from page 13

developments (e.g., Web 2.0). However, they did not necessarily possess all of the required digital skills themselves. They maintained relationships with others who could supply specific technical know-how.

An enterprising orientation

Many of the participants operated within both subsidised (grant-based) and commercial working environments concurrently, and were equally comfortable with either mode of work. While some of the creatives had well-developed grant writing, business management and marketing skills themselves, for others it was sufficient to appreciate the need to find and exploit new markets, and to make the effort to forge strong transdisciplinary ties with like-minded people who had the necessary business and entrepreneurship expertise (Hong, Essig, & Bridgstock, 2011).

'Passionstance'

The creatives' career patterns showed an apparently paradoxical balance between: (a) passion for career, often expressed as wanting to 'make a difference', characterised by strong intrinsic career motivation and goal-directed action, and (b) planned happenstance (Mitchell, Levin, & Krumboltz, 1999)—an ability to adapt proactively, be resilient, and make the best of both positive and negative chance events.

SPECIFIC CAREER DEVELOPMENT STRATEGIES FOR EMERGING CREATIVES

I conclude my discussion with some specific career development strategies for emerging creatives.

Go in with your eyes open

Creative career decision-making should be based on realistic and up-to-date information about the world of work in the chosen field, including graduate labour market data, along with reflection on individual values, interests, career motivations, and skills. I recommend that emerging creatives undertake informational interviews with professionals in their field/s of interest, and possibly brief work placements, before making career decisions.

Immerse yourself

Ideally, emerging creatives should pursue their disciplinary interests and enhance their technical skills both within

and outside formal education. While school, vocational education and university can provide invaluable learning, extra-curricular and elective activities (such as work placements—Smith et al, 2009, project work and master classes) are fast becoming essential for the development of advanced skills and industry networks, and to demonstrate employability.

Find or create a niche

The most successful creatives find ways to differentiate themselves and their work from the rest of the market. Emerging creatives who can demonstrate an unusual and desirable combination of skills within the arts / creative industries and high growth fields such as science, technology, engineering, and health, are able to access creative career options not open to most. The ability to speak a foreign language is also highly desirable.

Look for hidden opportunities

A very large number of emerging creatives end up competing for a very small number of positions, mostly because they aren't aware of the significant number of hidden creative career opportunities available. Hidden creative work can often be found (a) in non-traditional sectors (e.g., designing 'serious games' for education, or providing visual design services in-house to a retail or engineering firm) and (b) overseas. While some (e.g., performing artists) may need to travel to avail themselves of opportunities overseas, more and more digital specialists are undertaking globally-networked project-based work from Australia. Much of this hidden work can be found via professional associations, and via informal social contacts (such as industry mentors).

It's who you know ... and also who knows you

More than in any other field, creative workers must build relationships in order to build careers. However, the idea of having to 'network' can be frightening or distasteful, and doesn't come naturally to many. Unfortunately, creative courses often don't include social networking as part of the curriculum. I suggest that creatives should start to practice networking as early in their careers as they can, and to treat networking as an important skill set which can be learned (Zack, 2010). Some may find it worthwhile to reframe networking as an opportunity to be genuine and get to

know people with whom they have a common interest, with mutual benefit in mind—whether it is in the context of informational interviewing for career advice; attending professional events; or meeting an industry work placement supervisor for the first time.

Every creative product needs a market

Most emerging creatives will be self-employed to some degree, and will need to market their creative products or services themselves. However, remarkably few arts and creative industries courses contain much content on creative business management, entrepreneurship and marketing. I recently conducted interviews with creative graduates about their enterprise skills, and discovered that those who enrolled in elective small business or marketing subjects run by business schools found these courses invaluable, even though the courses did not cater specifically to the creative industries. I recommend that all emerging creatives undertake some type of business/entrepreneurship training.

REFERENCES

- Bridgstock, R. (2011, in press). Skills for creative industries graduate success. Education and Training.
- Bridgstock, R., Dawson, S., & Hearn, G. (2011). Cultivating innovation through social relationships: A qualitative study of outstanding Australian innovators in science, technology, and the creative industries. In A. Mesquita (Ed.), *Technology for creativity and innovation: Tools, techniques and applications*. IGI-Global.
- Cunningham, S., & Higgs, P. (2010). *What's your other job? A census analysis of arts employment in Australia*. Melbourne: Australia Council for the Arts.
- Haines, K., Scott, K., & Lincoln, R. (2003). Australian Blueprint for Career Development: Draft prototype. Retrieved March 20, 2007, from http://www.dest.gov.au/directory/publications/australian_blueprint.pdf
- Hong, C., Essig, L., & Bridgstock, R. (2011). The enterprising artist and the arts entrepreneur: Emergent pedagogies for new disciplinary habits of mind. In *Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind* Sterling, VA: Stylus.
- Meijers, F. (1998). The development of a career identity. *International Journal for the Advancement of Counselling*, 20(3), 191–207.
- Mitchell, K. E., Levin, A. S., & Krumboltz, J. D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling & Development*, 77(2), 115.
- Smith, M., Brooks, S., Lichtenberg, A., McIlveen, P., Torjul, P., & Tyler, J. (2009). *Career development learning: Maximising the contribution of work-integrated learning to the student experience*. Wollongong: NAGCAS.
- Throsby, D., & Zednik, A. (2010). *Do you really expect to get paid? An economic study of professional artists in Australia*. Melbourne: Australia Council for the Arts.
- Watts, A. G. (2006). Career development learning and employability. *Learning and Employability Series Two* Retrieved August 10, 2010, from <http://www.heacademy.ac.uk/learningandemployability.htm>
- Zack, D. (2010). *Networking for people who hate networking: A field guide for introverts, the overwhelmed, and the underconnected*. San Francisco: Berrett-Koehler Publishers.

Brain mapping and recruitment

Alistair Schofield *Director of MyBrain International* www.mybrain.co.uk

Many years ago I was approached for a job at a large company. The job sounded interesting so I duly went along to be interviewed. However, instead of sitting down with my potential new boss as I had expected, I was shown into a small room and asked to complete a series of psychometric and aptitude tests.

As I sat in the room completing the tests I became increasingly agitated and annoyed. This wasn't what I had anticipated at all! I had been expecting a dialogue—a two-way conversation in which I could quiz them as well as they interview me. Instead I was being subjected to an interrogation in which they were learning about me whilst I was learning nothing. Nothing two-way about that process!

Two hours later I had a meeting with a person from the HR department who told me that the results suggested that I would be a good fit for the organisation and that they would therefore like me to meet the CEO. They were surprised when I told them that I felt that an organisation that would treat a potential employee like that was NOT a good fit for me.

This experience represented a turning point for me—the point at which I began recruiting people in a different way. It made me realise that most recruiters place too much emphasis on competence and far too little emphasis on preference. In other words, too much focus on questioning whether a person is capable of doing the job and too little time spent on deciding whether they would enjoy doing the job. We all know that when we enjoy

our jobs, we will be highly energised, engaged and in our flow. The counter situation is true—and I have never been prepared to do a job I didn't enjoy, even if I would have been good at it.

To assist in this process I used the subject of Neurological Dominance. The subject takes as its starting point the fact that different parts of the human brain process information in different ways. As we grow, our brains develop a natural preference for which parts of the brain they use to process information and thoughts in much the same way as we also develop preferences for which hand we use to hold a pen or which foot we would prefer to use to kick a ball.

However, in much the same way as a right-handed person could probably learn to write with their left hand if they wanted to, Neurological Dominance is about preference, not competence or ability. The way I used it in recruitment therefore was to include with the job description a Neurological Dominance Profile for role and the offer to provide short-listed applicants the chance to receive a personal profile and debrief in advance of the interview.

In this way I ensured that, in addition to the usual interview conversation around competence, I also created a common language for discussing the nature of the work and the type of energy and motivation a person would need if they were to find the role enjoyable and fulfilling.

Interestingly, I quickly found that this discussion opened a whole new area of conversation that the organisation had previously not explored in interviews. As a result, interviews became much more behaviourally oriented, those employed truly bought into the role and, as a result, staff attrition rates fell.

The Neurological Dominance profiling tool I used at that time was the Herrmann Brain Dominance Instrument. However, since then more advanced tools such as Prism, NBI, BTSA and MiND have been created. However, regardless of what tool you prefer to use, the important thing is to focus on preference as well as competence.



Help your students win their first real job

... and set them on the road to success!

**The Job Winners Guide for
young adults**

**ORDER NOW
& PAY ONLY \$135**

Offer ends 30 June

Mail The Job Winners PO Box 136
North Hobart TAS 7002

Email youngadults@jobwinners.com.au

Online & Preview www.jobwinners.com.au/youngadults



RRP \$235

**A complete job search program for young adults
conveniently packaged in one CD-ROM.
Effective, easy to teach, affordable.**

The benefit of board membership to career progression

THE ROLE OF A BOARD

The role of a board is to govern (as opposed to manage) a company. Functions which boards typically perform in this context include:

- developing and approving company strategy and policy
- monitoring the company's performance (financial and non-financial)
- monitoring the management of risk and compliance with laws and regulations
- employing and monitoring the performance of the Chief Executive Officer
- accounting to the company's shareholders and stakeholders; and
- representing the company.

Boards work as collective decision-making entities where each director contributes their specific skills and experience. However, certain attributes and behaviours are also expected of all directors including: acting with integrity including putting the company's interests ahead of their own; being an effective listener and communicator; being a critical and innovative thinker; challenging management appropriately; and working effectively as part of a team.

CAREER PROGRESSION

There are a number of reasons why you might consider board membership as a positive step in your career plan. These include an opportunity to:

- learn first-hand about governance
- work at the strategic level of an organisation
- contribute and hone your skill set
- develop your leadership skills
- gain a different perspective regarding management
- expand your knowledge in areas such as finance, law, human resources, and ethics—as well as the particular industry in which the company operates; and
- build new networks.

Being a director can be challenging as well as personally rewarding. Sitting on a board has the potential to help you develop not only your professional skills but also personal awareness and behaviours.

Having a board position can be a useful addition to your résumé and potentially enhances your credibility.

JOINING A BOARD

Companies and organisations in a wide range of sectors have boards including large ASX listed companies, private companies, government owned entities and not for profit organisations.

Boards usually seek directors with particular skills and experience. Many directors start their board careers by sitting on a not for profit board where there is more demand for directors and they have the opportunity to assist a worthwhile cause or activity. This

enables a new director to gain board experience as well as contribute to the work of the organisation.

Doing a course in governance, developing a board-focussed résumé, making contacts at board level, and telling relevant people about your aspirations are advisable if you are seeking a directorship.

CONSIDERATIONS BEFORE JOINING A BOARD

Directors are ultimately responsible for their company's performance and actions. The Corporations Law places a number of duties and responsibilities on directors; other federal and state legislation also imposes liabilities.

If you are contemplating taking a position on a board, you should undertake a careful 'due diligence' of the company, board and CEO including indemnities and insurance held by the company. Be clear about the time commitment and other expectations of the role and ensure that you are able to meet them.

You should also carefully check that your current employment agreement doesn't preclude you from taking up a directorship.



Kerryn Newton m: 0408 735 529
www.directorsaustralia.com

Kerryn Newton is an experienced director and leads Directors Australia, a consultancy that specialises in working with boards around Australia to enhance their performance. Directors Australia also runs an exclusive director and board recruitment service.

Who said... in a recent report?

We currently have a population of around 22 million people with about 13½ per cent of those (less than 3 million) aged 65 and older. By 2050, the population is projected to grow to nearly 36 million people with nearly 23 per cent of the population (more than 8 million) aged 65 plus...

Thinking about the population projections in a slightly different way, there will be only 2.7 people of working age to support each Australian aged 65 years or over by 2050, compared with 5 working age people per aged person today, and 7.5 in 1970.

... unpublished projections indicate that for every adult without employment—excluding fully self-funded retirees—there will be only 1.8 people in employment in 2049–50, a fall from 2 currently. This is a modest deterioration ... However, regardless of how dependency is measured, an ageing population is expected to lead to deterioration in dependency ratios, with adverse implications for economic growth.

... long-term projections of economic growth are, as I have already noted, a function of population, participation and productivity—the 3Ps framework.

Answer of page 22

IN NUMBERS

Within **2** years, Saudi Arabia plan to raise the number of employed Saudi citizens from the current 3.9 million to 5.04 million to cut its reliance on foreign workers in the private sector

@ <http://arabnews.com>

2.5 million unpaid carers in Australia—about one-fifth of them provide care for a disabled person under 65, and most leave their jobs to do so

@ www.theaustralian.com.au

22% of employees stated that people should seek to remain with the one organisation for their entire career according to AIM Melbourne

@ www.hcamag.com/news/

Across **29** countries in a 24 hour day, people average: 3.4 hours on unpaid work; 46% on personal care (inc. sleeping and eating); 20% on leisure and 19% in employment or study. Less than 1% of a day is devoted to religious activities

@ www.oecd-ilibrary.org

52% of public sector employers in the UK intend to make redundancies in the first three months of 2011

@ www.cipd.co.uk

81 million young people are out of work and youth unemployment is now a concern in almost every country—so says the *State of the world's children 2011: adolescence—an age of opportunity*

@ www.apo.org.au

300 million new jobs will be needed between now and 2015 to keep pace with the growth in the labour force

@ *WEF Global Talent Risk Report 2011*



A chat with Jo Conradi

Group People Executive at
Parsons Brinckerhoff
www.pb.com.au

Q: *Your Women's Network has been active for 12 months—how important is it for staff retention?*

A: It is still early days but female retention figures in 2009 were one of the key business drivers for setting up our Women's Network. At that time, our female turnover figures were some 30% higher than their male counterparts. Since then PB, has invested in a number of initiatives including strengthening our maternity leave offering and a stronger investment in the accelerated development of our female staff. In 2010, while still acknowledging we have a challenge with turnover to resolve, we have witnessed a 50% reduction in the gap between male and female turnover. Still work to be done, but the early signs are both positive and rewarding.

Q: *What are your thoughts on gender equality on the international stage?*

A: We have a Women's Network established in each main region of our business (UK, US, Middle East, Asia, and Australia–New Zealand). Across each, there is a strong unity of purpose and goals to be achieved. While the words might be different—the intention is the same: to create and strengthen an inclusive culture by attracting, developing, valuing and promoting women in our business.

It is fascinating to see the diversity of initiatives that we invest in—Whether it be teaching women how to speak Arabic in the Middle East: creating an Alumni program to keep in touch with female talent that has left our organisation in the US: or challenging how we do recruitment here in Australia. Culture plays an important role so an international response to gender equality cannot be achieved through a cookie-cutter template.

Q: *We recently celebrated the 100th anniversary of International Women's Day—is this still relevant in the Western World?*

A: It is important to celebrate events that define and shape us. In some places like China, Russia, Vietnam and Bulgaria, International Women's Day is a national holiday. Looking back over the last 100 years, we have a lot to recognise. However, it is important to keep all of this in context. It was 100 years ago, with the signing of the IWD charter, where the principle of equal pay for work equal work first gained momentum. 100 years later we still report significant gender pay differences. With such a lot of progress achieved, we still have some way to go, so celebrating IWD will continue to be timely and relevant. It does make one wonder just what needs to change for gender equality to no longer be something we talk about. I just hope it doesn't take another 100 years to get there.

Q: *In a practical sense, what impact will the signing of the Women's Empowerment Principles have to PB?*

A: In my view, a big step forward is about ultimately making our organisational commitments to gender equality more visible. Senior leaders need to be genuinely close to the commitment. Parsons Brinckerhoff has made a really important step in this area, by having our Managing Director, Dr Jim Mantle, sign the CEO statement of support for the Women's Empowerment Principles, an initiative of the UN. Being the first infrastructure firm globally to sign up is a really potent statement of commitment and provide us with a framework to ensure a holistic and values-based strategy towards gender diversity.

Given gender diversity can be such an emotive and personal issue, the Principles will challenge us to broaden our thinking and give us an external expert point of reference to guide our decision making and action planning.

Thank you Jo

Ethical dilemma #3 *presented a story of how a parent, who had a personal interest in large animal husbandry, had influenced her daughter towards veterinary studies. The compliant daughter happily conformed at the expense of her own passion; that of dance and in particular ballet.*

... your responses

Ethical dilemma #4 – what would you do?

... comments by 22 July 2011 to editor@cdaa.org.au

"Hi Lee, I recently applied for another job and asked a very senior person to be a referee. He was thrilled to be asked and sent me off with best wishes. I was happy as I knew he liked my work and would be supportive.

The bottom line was I didn't get the job. But it seems that everyone around me now knows that I am now looking for other work—a mini-restructure has even been thought through for when I go. It is really unsettling as there is only one person in the office that this information could have come from.

I thought that being a referee was a position of trust and a confidential discussion—what should I do? I wasn't that desperate to leave...."

CAREER COMPETENCE (OR NOT)?

Neither the mother nor the 'child' are career competent. What does this situation say about the mother living her dreams through her daughter? Do you know the daughter and do you have options to spend a few moments with her from time to time? I would be looking for these moments to test her ideas out—nicely.



GRRRR

I think I would be surreptitiously introducing the mum and the daughter to stories of people who have followed their passion. There are stories everywhere—in newspapers and magazines to the TV and in songs. From this, you can lay the foundations for better choices will take on a different meaning. Why can't people see the connection to careers in arts?

Ed's note: Perhaps the feature article this issue is a good place to start?



IT'S A HARD ONE

How does this sit with the code of ethics? As a practitioner, ought you not be following this through? No matter how hard, a gentle conversation will be, it could save the daughter from a lifetime of not knowing if she could have made it and the regret of not trying. Not to mention anger directed at the mother for not supporting her a better way. There are risks in everything and this is the only way that we learn whether we like it or not.

Medical ethics

In January this year, the online Madison magazine reported "No consent: patients probed by medical students".

The article presented a study capturing the responses of 200 medical students about performing procedures on patients that had not provided consent. The article stated that

"Unauthorised intimate procedures carried out by students included genital, rectal and breast exams. Almost half of patients were under the influence of medication or unconscious, while the remainder were conscious.

"Among cases described in the research was that of a man who had been anaesthetised in preparation for surgery but was then unknowingly subjected to rectal examinations from a "queue" of students.

"He hadn't given consent beforehand...

"Astonishingly, another student admitted to having "no qualms" about giving a female patient an anal examination without her consent because they didn't consider her permission relevant."

Some 82 % of students reportedly obeyed instructions from senior medical staff and that the author of the study, Professor Charlotte Rees, "raised serious concerns about a culture of senior clinicians ordering students to perform intimate examinations without valid consent."

Professor Rees wrote that "We think that it is weakness in the ethical climate of the clinical workplace that ultimately serves to legitimise and reinforce unethical practices in the context of students learning intimate examinations."

The article stated that the findings of the study were "expected to provoke a furious reaction from patient groups".

As a career practitioner you may be interested in this study as a reference for clients considering a medical career; and, to consider if examination under sedation is an okay practice if it educates students and progresses the knowledge of medical practice.

Read the full article @ www.madisonmag.com.au/news/no-consent-patients-probed-by-medical-students.htm

ABILITY can take you to the top but CHARACTER keeps you there

plus good manners, honesty and presentation

Miss June Dally-Watkins shares her top tips on creating first impressions as a pathway to success both in business and socially worldwide.



FOR LADIES AND GENTLEMEN

1. Dress suitably for your job and the occasion.
2. Abide by the dress code of your company.
3. Good posture is important and it makes you LOOK important.
4. Represent your company with style and eye contact.
5. Don't chew gum—ever.
6. Don't hold your arms—ever. Bad for posture and shows a lack of confidence and insecurity.
7. To know how to conduct oneself on social occasions is VERY important.
8. When introduced, shake hands firmly and with eye to eye contact and a smile. A gentleman waits for a lady to extend her hand first.
9. Table manners immediately reflect your knowledge of the correct way to eat. People notice. They don't tell you that you have bad

manners, they talk about you later. Hold your knife and fork correctly. Not the American way—shovelling food into your mouth with a fork. There is a correct way to eat soup, dessert and bread.

FOR LADIES

10. Do not overdo your make-up, especially dark eye shadow around your eyes. Never apply eyeliner on the inside rim of your eyes as it is a risk to the health of your eyes and makes your eyes look smaller.
11. Learn which colours are best for you: Summer, Autumn, Spring or Winter.
12. Never wear stilettos as they can cause foot, knee and back injuries. They are difficult to walk in and look ridiculous.
13. When a man shows kindness and courtesy, be sure to thank him most sincerely. This is a special person.

FOR GENTLEMEN

14. Consider if your job requires a suit and tie or an open neck shirt, or perhaps casual wear and no tie with the shirt out.
15. A tie tied correctly has the tip of it touching your belt—no shorter. When going to a business meeting wear a tie, even if it is a hot day. Open shirt collars show disrespect.
16. Always have the middle button of your jacket done-up. You can undo all buttons when sitting.
17. Shoes must always be well polished.

June Dally-Watkins
Education and Training/
Business Finishing College
www.jdw.com.au

In 1949 June-Dally Watkins was named Australia's 'Model of the Year' and declared our most photographed too. Then in 1950 she established JDW—the first Personal Development School in the southern hemisphere. Her work is legendary.

700 000 part-time workers under-employed abs.gov.au (cat no 6250.0)

Almost 733,900 part-time workers were under-employed in September 2010, according to the Australian Bureau of Statistics. It represents 22% of all part-time workers.

One in two under-employed part-time workers were looking for more hours with the most common steps being to ask their current employer (62%), contact a prospective employer (53%), or search the internet (51%). Over half (59%) of all under-employed part-time workers preferred to work more hours with their current employer.

Older workers tended to experience longer durations of under-employment. One in two (49%) under-employed part-time workers aged 45–54 years, and 52% of those aged 55 years and over, had been under-employed for one year or more. In comparison, 25% of under-employed workers aged 15–19 years had been under-employed for one year or more.

Graduate employment

Three years out

The labour force is a common destination for new Australian bachelor degree graduates, with around eight in ten graduates considering themselves available for employment—that is, engaged in or seeking employment—following the completion of their studies. (Graduates who consider themselves unavailable for employment are typically engaged in further full-time study or an activity unrelated to work or study, such as overseas travel). While nearly four decades of national graduate surveys have generated a great deal of information about the labour market outcomes of new bachelor degree graduates in Australia, the question of what these graduates do in the years immediately following the completion of their studies has been given much less attention.

In order to investigate the impact of these interceding years on the outcomes of bachelor degree graduates, Graduate Careers Australia (GCA) developed and administered the Beyond Graduation Survey (BGS) in mid-2009, designed to collect data from graduates who completed a course of study at an Australian higher education institution three years earlier. The BGS was administered as an online survey to graduates from 23 Australian higher education institutions. In all, more than 4000 Australian bachelor degree graduates provided usable responses to the survey.

GRADUATES IN FULL-TIME EMPLOYMENT

The proportion of bachelor degree graduates in full-time employment (of those graduates who identified that they were available for employment) increased notably between 2006 and 2008, moving from 76.9 per cent to 88.8 per cent, before falling slightly to 86.8 per cent in 2009 (see Figure 1).

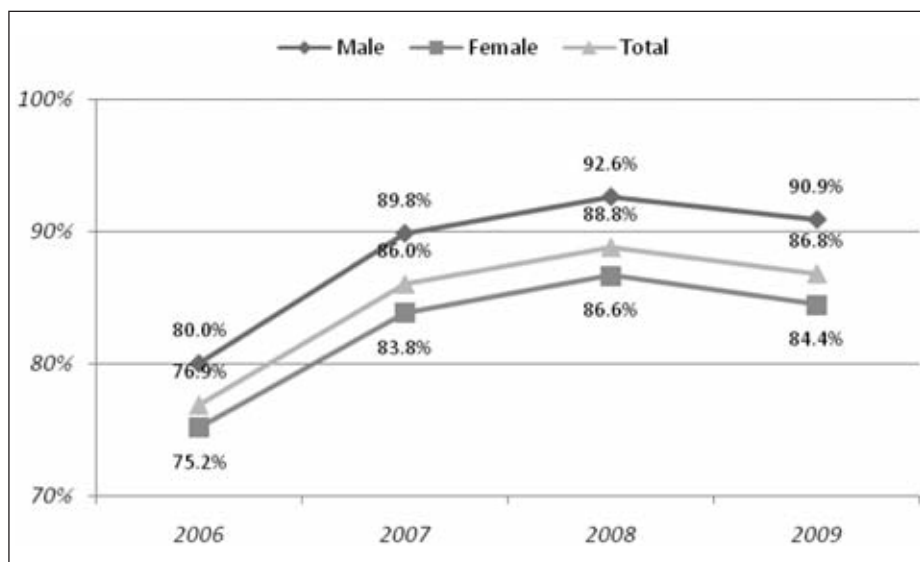


Figure 1. Bachelor degree graduates in full-time employment of those available for employment, 2006–09

It is likely that this decline in the full-time graduate employment rate between 2008 and 2009 was due to the economic downturn resulting from the global financial crisis and is not a typical outcome for bachelor degree graduates three years after the completion of their initial course of study. Also noteworthy in Figure 1 is that male bachelor degree graduates were consistently more likely to be in full-time employment than their female counterparts.

GRADUATES IN RELEVANT FULL-TIME EMPLOYMENT

Being in full-time employment does not necessarily mean that a graduate is in employment related to their long-term career goals. To investigate this potential disparity between employment and relevant employment, graduates were asked to indicate whether they were in a job in 2009 that they felt was related to their long-term career goals. Encouragingly, the majority of bachelor

degree graduates in full-time employment in 2009 indicated that they were currently in employment that was related to their long-term career goals. Graduates from health, education and agriculture courses were the most likely to be in employment related to their long-term career goals, while graduates from creative arts, information technology and sciences courses were the least likely.

If you would like to know more, the report of the 2009 Beyond Graduation Survey is available as a free download from www.graduatecareers.com.au.

David Carroll
Senior Research Associate
Graduate Careers Australia


Graduate Careers
Australia

RESOURCE–CAREER INNOVATION ZONE www.careerinnovation.com/valuestool

If you need a tool to help you and your clients reflect on values, this free online tool could be just what you have been looking for. The values inventory take about 15 to 25 minutes to work through but well worth the effort to clarify what is most important.

Agency recruitment vs. internal recruitment

Jason Rickersey previously worked as a recruitment consultant when the mining boom was in full flight in WA. He currently works as a HR and Recruitment Officer in the Aged Care Industry and fortunately for us, shares his experiences from both sides of the recruitment tracks.

One of my previous roles was as a Recruitment Consultant with a recruitment agency in Perth. Times were good as the mining boom was in full flight.

Sales and the ability to influence people were key elements of my role. On a daily basis I was liaising with applicants seeking employment, as well as with employers seeking candidates. This meant, I had to promote the benefits of the agency to employers, while also attempting to convince them why they should hire the candidates I had presented. I also promoted the benefits of jobs to candidates on behalf of employers wanting to hire their skills. This was challenging in a booming economy as candidates were being interviewed by multiple employers and as a consequence, coming from a position of strength. On the plus side, employers weren't too concerned about spending money on recruitment.

While cold calling can make many people cringe, it is something I did a lot of as an Agency Recruiter. It is part and parcel of the job. And while I may only have made one appointment from ten calls, it meant I had another nine clients to keep in touch with and who represented potential future business.

One of the benefits of agency recruitment is that as I learnt about the business of my clients' and increased my knowledge about other industries, I also learnt how to target and attract quality candidates from the advertisements I placed. This paid off for me as my skills developed.

It is very important to work quickly as an agency recruiter. Applicants are likely to approach other agencies, as well as employers directly. You might spend a couple of days on the road bringing on new clients and sourcing new vacancies, while other days you will be interviewing candidates and arranging them to interview with your clients. As you can see, the nature of this type of work requires the ability to undertake multiple roles at the same time and, in order to meet a budget. This might sound tough but it actually gave me a good grounding for when I made the move to internal recruitment.

As an internal recruiter, I now only recruit for the company I work for—I still however recruit for multiple job types and liaise with multiple hiring managers. This is where my influential skills developed as an agency recruiter, come in very handy.

... the sense of urgency is generally not as intense

Hiring managers are often excited about the prospect of hiring a particular candidate but sometimes, I need to identify potential concerns regarding these candidates. I do this in a way that demonstrates potential flaws while still allowing hiring managers to feel that their opinion is valued. This allows me to maintain a solid working relationship with them. As I once read in 'Recruiter Daily' (an industry newsletter) internal recruitment is not an escape from sales; the sales element becomes internal



where you promote the benefits of the company to potential new employees, as well as promoting strong candidates to hiring managers.

In my experience as an internal recruiter, the organisation I now work for would rather wait to fill a role with the right person. After all, filling a role as soon as possible can result in the realisation that the wrong person has been hired. This means that the sense of urgency is generally not as intense as that in agency recruitment where the role has to be filled as soon as possible in order to meet your budget.

Agency recruitment is a real adrenaline rush punctuated by very slow periods when sourcing new vacancies. As my old boss at the agency once said, "recruitment is the bipolar express". So while I got a real buzz from it, I am now enjoying internal recruitment. It may not be as exciting but it is more stable. Oh and I don't miss those phone calls at five o'clock in the afternoon that I used to get from employers, informing me of their desperate need to find a temp. for the next morning!

Jason Rickersey



THE FIVE PILLARS OF GUARANTEED BUSINESS SUCCESS

Dr Greg Chapman

Director: Empower Business Solutions

Price: \$24.95 plus \$5.00 p&h

(includes online business tools)

www.fivepillarsbusinesssuccess.com

and www.empowersolutions.com.au

Running a business is a rocky journey. And so, in part 1, Dr Greg Chapman exposes the travels of a hypothetical business to the reader with many signposts and scenarios.

A bit of psychology, a bit of organisational theory and a fair wack of small business theory are mixed to build a picture of birth, life and finally the threat of business extinction. Each chapter has action steps to help the reader link perception with theory and get tangible personal outcomes.

Part 2 describes the five pillars and like part 1, encourages the reader to build their own. But there is a sting. Readers will find themselves being strongly and constantly challenged! Which leads into part 3—the readers own role. Where there is much more to learn through a set of resources that are made available to readers as they take their own, private business journey.

Overall, the book is a very useful tool that any small business owner can use to take themselves out of their comfort zone and toward a brighter future.

Reviewer: Dr Rob Welsh. Business Consultant

trouble words always relate to an aspect of career development

DEGRE	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
GAE	<div><div></div><div></div><div></div></div>
LATRIMA SUTTAS	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
TAALINNYTOI	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
IEGINROL	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
GEIWHT	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
HGHETI	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
SOPTHO	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
Trouble word	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>

1. unscramble each of the clue words.
2. copy the letters in the circular cells to identify the trouble word below.
3. clue: the theme for this issue is 'irrelevant résumé data?'

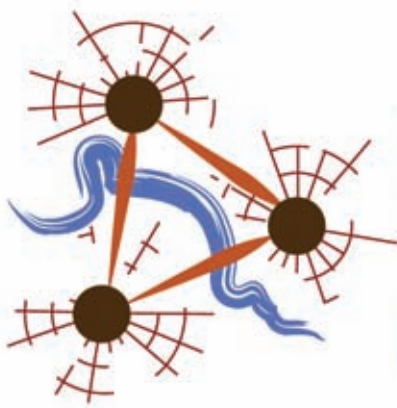
Who Said source: IGR 2010: challenges and priorities for Australia. Dr Ken Henry AC, Secretary to the Treasury. Address to the Committee for Economic Development of Australia, Sydney, 14 July 2010 www.treasury.gov.au/documents/1881/PDF/01_Secretarys_CEDA_speech.pdf

Autumn Double Trouble answer: Strategic plan

NEW AND UPGRADING MEMBERS

~ welcome and congratulations ~

FELLOW		ASSOCIATE		Lara Hardy	
Les Emery*	WA	Karen Bail	ACT	Beth Matsuto	NSW
PROFESSIONAL		Charlotte Reah	NSW	Sharon Stone	NSW
Samantha Brown	ACT	Janene Stitt	NSW	Annette Priest	QLD
Leanne Baker	NSW	Julie Eggleton	NSW	Luana Carter	QLD
Belinda Wilde	NSW	Karen Deguet	NSW	Kelly Perks	QLD
Salvatore Gambacorta	NSW	Katherine Foster	NSW	Aislinn Sharp	QLD
Anne Christoffersen	NSW	Lynette Sumner	NSW	Jacqueline Gregory	QLD
Lisa Happell*	NSW	Monique Markezic	NSW	Rebecca Enright	QLD
Denise Jepsen	NSW	Sonia Rudd	NSW	Denise Mills	QLD
Justine Whipper	NSW	Deborah Moseley	QLD	Matthew Smitten	VIC
Kim Davis	NT	Jane Palmer	QLD	Paul Foskey	VIC
Elizabeth Grylls	NT	Michelle Mason	QLD	Nanxin Zhang	VIC
Vicky Gray	NZ	Robyn Andrews	QLD	Belinda McIvor	VIC
Ken McDonald	QLD	Annette Thiel	SA	Carolyn Hindmarsh	VIC
Paul Pagliano	QLD	Susanne Jagnow-Haak	SA	Ian Lack	VIC
Ian Christie	QLD	Susie Barber	SA	Teresa Brandau-Stranks	VIC
Christine Cox	QLD	Terence Boden	SA	Rosa Schiavello	VIC
Gerry Collins	QLD	John O'Rourke*	SA	Bianca New	VIC
Rebecca Fraser*	QLD	Jacqui Mason	VIC	SUBSCRIPTION—CORPORATE	
Nikky Rhodes	QLD	Johanna Mawdsley	VIC	Alison Monroe	NSW
Helen Drousas	SA	Robert Bertagnolio	VIC	Krystyn Mibus	VIC
Lea Lawrence	SA	Anne Novelly*	WA	NEW CORPORATE MEMBERS	
Louise Manifold	VIC	Tara Hill	WA	HR Solutions (Australasia) Pty Ltd	
Mary Harrington	VIC	STUDENT		The Smith Family Partnership Brokers	
Melania Guzman	VIC	Lora Bance	ACT	ANIBT	
Valentina Mickovski	VIC	Susan Forseille	NT	SageCo™ Pty Ltd	
Shelley Thompson (Reid)	VIC	Helena Asher	NSW	Independent Schools Victoria	
Julie Hedger	VIC	Suzy Hughes	NSW	*upgrading members	
Ralph Snider*	VIC	Anneli Korhonen	NSW		
Robyn Ekberg	WA				
Jyoti Thethy	WA				
Laurie Sutherland	WA				
Jason Rickersey*	WA				



CDAA Conference 2012

DESIGNING CAREERS, SHAPING WORKFORCES

Meet us in Canberra to explore:

- How designing diverse careers connects with workforce development
- Emerging new roles for career development practitioners
- How productivity and economic issues are influenced by career development

Inspiring speakers - Stimulating workshops - Research snapshot updates - Skilful master classes

29 - 30 March 2012 - Canberra



ACS Career Adviser Seminars

A FREE event for all Australian Career Advisers

The ACS Seminars are a must-attend professional development event for any career practitioner. The seminars showcase a fantastic variety of presenters from a range of industries.

Attend this FREE one day seminar to:

- Develop your industry knowledge
- Network with colleagues in your area
- Discover new career pathways
- Meet local and national industry representatives
- Discuss opportunities for your students and clients

REGISTER NOW

When: July and August 2011

Where: Hobart, Melbourne, Canberra, Brisbane, Gold Coast, Sydney, Adelaide, Perth

*Travel Reimbursement is available (Check the website for more details)



To register visit: www.GoodUniGuide.com.au/ACS



For further information email acs@hobsons.com.au or Freecall 1800 682 133

CDAA Membership

An essential part of
your career plan



Join Australia's strongest and widest network of Career Development Professionals

The Career Development Association of Australia has as its Vision the statement, *Leading Career Development*. It is a commitment that this leading professional association for career development practitioners takes very seriously.

As a Professional Member you will gain access to:

- Professional indemnity insurance
- CDAA Career Development Professional endorsement
- Special offer on public liability insurance
- Networking events with experienced practitioners
- Access to quality Professional Development
- Discounted Member rates to the annual National Conference
- Online system for recording Continuing Professional Development
- Subscription to the quarterly 'Australian Career Practitioner'
- Fortnightly CDAA National e-bulletin Magazine

CDAA is Australia's strongest and widest network of Career Development Professionals. The Association actively supports practitioners working in a diverse range of environments including; small to medium businesses, education, employment services, rehabilitation, corporations, government and community organisations.

"Progression and success in the future will depend on making the right decisions at the right time in life. No longer is success merely the result of hanging in there year after year and decade after decade. The fluid business world requires a fluid career path. And the best people to give direction in this world are professional career development practitioners."

- Bernard Salt, Author
and Futurist

Apply online now at: www.cdaa.org.au/content/join