

Job-seeking skills

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Comments

I&E Unit 1: WORKPLACE PARTICIPATION 5ed.

Updated for 2022



Written by Michael Carolan
I&E Unit 1: Workplace Participation

Written specifically for those schools teaching Unit 1-only of Industry and Enterprise as part of a Year 10 or Year 11 careers/pathways/work experience/work education/work studies program.

This popular resource includes full and comprehensive course materials designed for the 2019-2024 Industry and Enterprise study design.

I&E Unit 1: Workplace Participation is available in different formats that might best suit your teaching program.

i. As a **printed text/workbook** 172 pages, A4, perfect bound. Price: \$38 GST inc.

ii. **e-version: School site-license**

A master license with PDF files of the interactive e-version of the resource. This e-version includes answer fields that students can fill-in, save and/or print. Also includes PDF files of the standard hard-copy print version that you can load electronically or reproduce in print.

After acquiring the master license you are then permitted to reproduce the material for use by your school, resource centre and students.

Price = \$550 GST inc. for unlimited reproduction license, 1 copy of text plus

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I&E Units 1&2: TOWARDS AN ENTERPRISING YOU 6ed.

Updated for 2022



Written by Michael Carolan
I&E Units 1&2: Towards an Enterprising You

I&E Units 1&2: Towards an Enterprising You has been newly revised and updated for contemporary work-related issues to suit the Industry and Enterprise study design from 2019-2024.

This text also supports those schools offering Industry and Enterprise Units 1&2 as part of a VCAL Work Related Skills - Intermediate program.

The resource is also ideal for Senior HSC Work Studies and other work education areas.

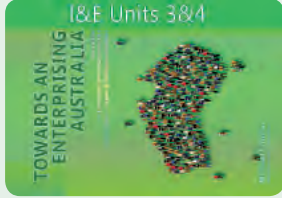
I&E Units 1&2: Towards an Enterprising You also features 150+ activities, a full careers and pathways identification survey, as well as an ongoing suite of Pathways Portfolio activities that complement work education programs.

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I&E Units 3&4: TOWARDS AN ENTERPRISING AUSTRALIA 5ed.

Updated for 2022



Written by Michael Carolan
I&E Units 3&4: Towards an Enterprising Australia

This 5th edition of I&E Units 3&4: Towards an Enterprising Australia has been updated and revised for contemporary work-related issues to suit the Industry and Enterprise study design from 2019-2024.

I&E Units 3&4: Towards an Enterprising Australia also includes a CD with PDF files of the book and specially pre-formatted student worksheets for schools booklisting or using class sets.

This hugely informative 360+ page text also complements those schools offering Industry and Enterprise Units 3&4 as part of a VCAL Work Related Skills - Senior program.

The resources is also ideal for Senior HSC Work Studies and other areas.

I&E Units 3&4: Towards an Enterprising Australia features hundreds of activities, assessment tasks and other material to enhance students' learning experiences.

Unit 3: Enterprise culture

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WACE: Career and Enterprise		Printed text	e-version master	Total
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Career and Enterprise Foundation 12 (2016)	2017	___ @ \$49.50	___ @ \$595	___
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Career and Enterprise General 12/ATAR 11 2ed.	2022	___ @ \$62	___ @ \$660	___
Career and Enterprise ATAR 12 2ed.	2022	___ @ 68	___ @ \$770	___

Careers, Work Education & Personal Development		Printed text	e-version master	Total
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Work Experience Journal	2015	___ @ \$22	___ @ \$165	___
Work Placement Journal	2015	___ @ \$29.50	___ @ \$220	___
Personal Development Activity Planner: Foundation	2020	___ @ \$29.50	___ @ \$220	___
Personal Development Activity/Project Planner: Intermediate	2020	___ @ \$29.50	___ @ \$220	___
Personal Development Project Planner: Senior	2020	___ @ \$29.50	___ @ \$220	___

VCE: Industry and Enterprise (New editions 2022)		Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 5ed.	2022	___ @ \$38	___ @ \$550	___
I&E Units 1&2: Towards an Enterprising You 6ed.	2022	___ @ \$55	na	___
I&E Units 3&4: Towards an Enterprising Australia 5ed.	2022	___ @ \$68	na	___

VCAL/ Applied Learning Resource Sets		Printed text/workbook	Printed activities book	Master license text/workbook	Master license activities book	Combined master set license	or Master license with writeable PDF e-versions
Literacy Foundation 2ed.	2019	___ @ \$42.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
Literacy Intermediate 4ed.	2019	___ @ \$42.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
Literacy Senior 2ed.	2019	___ @ \$42.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
Numeracy Foundation 2ed.	2019	___ @ \$49.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
Numeracy Intermediate 2ed.	2019	___ @ \$49.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
Numeracy Senior 2ed.	2019	___ @ \$49.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
PDS Foundation 2ed.	2020	___ @ \$42.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
PDS Intermediate 4ed.	2020	___ @ \$42.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
PDS Senior 3ed.	2020	___ @ \$42.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
WRS Foundation 2ed.	2020	___ @ \$42.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
WRS Intermediate 4ed.	2020	___ @ \$42.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
WRS Senior 3ed.	2020	___ @ \$42.50	___ @ \$27.50	___ @ \$275	___ @ \$99	or ___ @ \$330	or ___ @ \$440
Totals		_____	_____	_____	_____	_____	_____

Add Postage:
Masters-only orders = \$7.50 (only if USB required, otherwise emailed)
Victoria and interstate:
VCAL: 1 printed book = \$14, 2-3 printed books \$19, 4-6 printed books \$25.
I&E and CAE: 1 printed book = \$14, 2 printed books \$18, 3-4 printed books \$25.
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Contact me for larger orders.
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Position: _____

e-mail: _____

School: _____

Address: _____

Order No: _____ **Approx. Amount \$** _____ **ABN:** _____

email for invoice (if different): _____

3.01 Job-Seeking Skills

Successful job-seeking

You might have heard before that being successful at job-seeking is like having a full-time job. As with any task you have to put the time in if you want to achieve a good outcome.

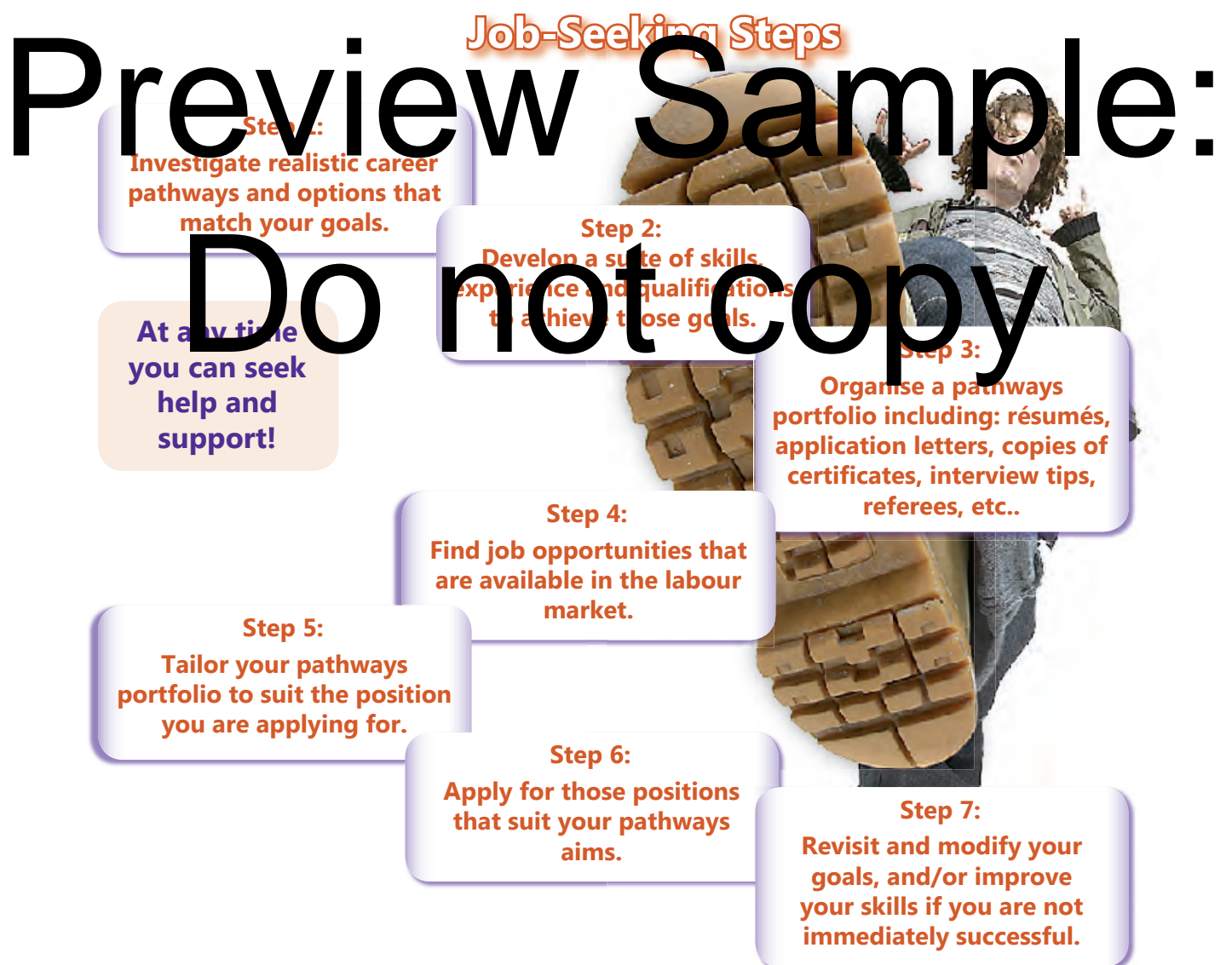
At this stage of your career pathways development you probably have two main outcomes in relation to job-seeking.

1. Finding a **structured work placement** opportunity related to your longer-term career goals.
2. Finding a **casual** or **part-time** job.

You should note that for some career choices the two points above might be directly related. e.g. A casual job as a checkout operator might lead to a long-term career in retail management.

However, no-one is going to knock on your door and offer you a job. You have to get out there to find or create that job or work placement opportunity.

3



Pathways Portfolio A

Your teacher will expect you to complete a number of tasks as part of an ongoing Pathways Portfolio. Use this pro-forma to record information about these and any others they set.



Pathways Portfolio

Name: _____ Class: _____

Teacher: _____ Final Due Date: _____

Portfolio Activity/ Requirements /Details	Due date/Done?	Comment/Details
<input type="checkbox"/> Identification of people in my job-seeking network and their contact details.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Completion of relevant careers investigation/pathways survey.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Interview with careers teacher.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Interview/profile/meeting with career/ industry contact or mentor.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Participation in a work-related training course.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Completion of draft résumé using a computer.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Completion of final résumé using a computer.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Completion of draft application letter.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Completion of final application letter using a computer.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Sourcing and collation of certificates and references.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Registration with online job-seeking sites and/or youth agencies (if relevant).	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Sourcing of potential of job opportunities (or simulated opportunities).	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Completion of application process for a position (or simulated position).	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Participation in job interview or mock interview program.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Completion of relevant industry-related OH&S/WHS induction program.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Compile a suitable e-portfolio of pathways resources and personal information.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

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3.03 Résumés

Résumé

A **résumé** is still the most commonly used initial selection tool for job applicants. A résumé should clearly and concisely describe you, your skills, your training, your attributes and your experience to potential employers. It should sell you and get you an interview! Depending on the format of the application process you might need to supply a full résumé as a **hard copy** or as an **attachment**, or alternatively you might need to input sections of your résumé into various **fields** as part of an **online form**.

What to do: Formatting...

- ✓ Use a word processing package, duh!
- ✓ Use an 11-12 point plain font. Times New Roman is ok, Calibri is good, Arial looks good when printed.
- ✓ Use one consistent font only and use no more than 2 font sizes.
- ✓ Use headings and sub-headings as sections (this will also help with breaking it up for online forms).
- ✓ Use size, bold and italics to show different information/headings.
- ✓ Insert page numbers at the bottom of the page.
- ✓ Include plenty of white space.
- ✓ Use tabs to indent and line up sections.

What to do: Content...

- ✓ 2-3 well-spaced pages is enough at this stage of your career pathway.
- ✓ Include your name in a page header or footer on each page.
- ✓ List in order from most recent to earliest.
- ✓ Use work-related skills and employability skills to outline your competencies and skills.
- ✓ Explain how you have contributed either in your work, in school, or in your community.
- ✓ Include full details of references. Email your résumé using a widely used program such as Word or a PDF.

What not to do: Formatting...

- ✗ Don't handwrite your résumé (unless asked).
- ✗ Don't use a font that is too small and crowded or is so large that it looks awkward on the page.
- ✗ Don't use a font that is too fancy; or use more than 2 font sizes.
- ✗ Don't crowd too much onto a page.
- ✗ Don't use spaces to indent and don't have uneven indents.
- ✗ Don't use coloured paper.
- ✗ Don't use gimmicks and tricks.

What not to do: Content...

- ✗ Don't include a cover page.
- ✗ Don't have any spelling and grammatical errors.
- ✗ Don't make the reader have to work out for themselves the skills and competencies you have.
- ✗ Don't send originals of certificates.
- ✗ Don't have any spelling and grammatical errors.
- ✗ Don't include a photograph unless necessary (e.g. modelling) or for bulk cattle calls.
- ✗ ...and don't have any spelling and grammatical errors!

A My Résumé

1. Use the information and the template on pp.62-65 to prepare your draft résumé. Get your teacher to check over this.
2. Use a word processing package to prepare a final version of your résumé. Once again have this checked, correct any errors and prepare a final copy for your Pathways Portfolio.
3. Use the information on these 2 pages to develop a poster, factsheet, webpage, PowerPoint or some other learning tool to communicate a 'Top 10' of tips for writing résumés.

1. Clear personal details

- ⇒ Make sure your personal details are included neatly in their own section at the top.
- ⇒ Showing your age can indicate how close you are to driving.
- ⇒ Use a professional email address that will not offend people.

3. School & VET subjects & units

- ⇒ List main subjects that you are studying and also the main units that you are studying as part of VET.
- ⇒ Pick those that match the job type you are applying for.
- ⇒ Help@ www.myfuture.edu.au

5. Career ambition

- ⇒ Include a short 'Career Ambition', but make sure it's related to the occupation you are applying for.

7. Employment tasks and skills

- ⇒ State clearly what your job position was and when.
- ⇒ List 3 to 5 main tasks that you performed on a day-to-day basis. i.e. What did you do?
- ⇒ Also list 6 to 10 work-related skills that you developed doing this work. State 'ings'; tasks that you can be relied upon to do competently.

9. Your professional or technical skills

- ⇒ Include all of your other skills under the heading 'Professional Skills'.
- ⇒ If you are applying for a trade-related job add a section 'Technical Skills'.
- ⇒ Make sure to include your abilities with computers, software, tools and equipment.

11. Referees: accurate and suitable

- ⇒ You must include 'Referees' but first, ask these people if it is OK to use them; and get them to write out their correct contact details. Do not use family members!

2. Current education: Easy to follow

- ⇒ There's no need to include specific results under 'Education' unless asked.
- ⇒ Feel free to fully explain what you are studying by using full sentences.
- ⇒ People may not be aware of different qualifications, such as VCAL, so clarify these.

4. Other qualifications & certificates

- ⇒ List any extra non-school certificates you have obtained.
- ⇒ You might have completed these at work, or at TAFE, but they should be listed separately.

6. Employment/experience history

- ⇒ Your 'Employment History' should include real employment, work experience and voluntary work.
- ⇒ Start with your most recent experience first.

8. Your other transferable skills

- ⇒ Include all of the other sections under the heading 'Transferable Skills'.
- ⇒ This way you are telling them that you have developed a lot of other skills and experiences that you can use in different occupations.

10. Other information & achievements

- ⇒ Include any 'Achievements' or awards you have received either through study or through sport or community participation.
- ⇒ One line is enough for hobbies, your boss might be into these too!

Preview Sample:
Do not copy

Résumé: Thierry Novoclap, April 2022

1

Thierry Novoclap

3/45 Klingsred Lane, Lighttown, 3065

DOB: 1/4/2005

M: 0412 0412 0214

thierry@wotmail.com.au

Education

2

2022: Lighttown College, completing VCE Year 11 and Certificate II in Hospitality.

VCE subjects include:

3

- English
- General Maths
- Food Studies
- Health & Human Development
- Industry and Enterprise

Certificate II in Hospitality (pre-apprenticeship) units include:

- Operate a Food Outlet
- Follow Workplace Hygiene Procedures
- Use Basic Methods of Cookery
- Organise & Prepare Foods

2018-2021. Completed Years 7-10 Lighttown College

Qualifications & Training

4

- Apr 2022: Certificate in Basic First Aid
- Nov 2021: Certificate I in Food Hygiene

Career Ambition

I wish to enter the hospitality industry and develop a career supported by relevant TAFE training, in customer service, progressing through to event management.

Employment History

6

Employment

⇒ Lumpy Burgers, 202 Doolan St, Crainbourne

Position: Food service sales assistant Duration: February 2022 - current

Tasks: 7 In-store and phone orders, customer service, food preparation and cooking, cash and EFTPOS, food and restaurant hygiene and table service.

Work skills: The main work-related skills and competencies I demonstrated were:

- ⇒ Effective communication with customers
- ⇒ Working as part of a team with other staff
- ⇒ Using electronic point-of-sale equipment and balancing register
- ⇒ Operating fryers, grill and cleaning equipment
- ⇒ Being flexible working evening and weekend shifts
- ⇒ Maintaining effective hygiene standards
- ⇒ Preparing catering bulk orders
- ⇒ Helping with first-aid and OHS procedures, and
- ⇒ Solving customer problems and complaints.

page 1 of 2

Preview Sample:
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Résumé: Thierry Novoclap, April 2022

Employment History (cont.)

Work Experience

⇒ A&J Enterprises, 12 Goil Crescent, Washlong (A wholesale distributor of gift baskets.)

Position: Administration and production assistant Duration: June 2021 - 2 weeks

Tasks : **7** Taking phone and online orders, customer contact, maintaining database, assembling gift baskets, recording stock and orders and office tasks.

Work Skills: The main work-related skills and competencies I demonstrated were:

- ⇒ Dealing with customers in a professional manner
- ⇒ Working with other staff to process orders
- ⇒ Using hand pallet jacks
- ⇒ Applying effective lifting techniques
- ⇒ Effectively using computer and digital copier for business purposes
- ⇒ Organising appropriate product presentation and packaging.

Transferable Skills **8**

Leadership

- 2022, Lighttown Secondary College Peer Support Program for new Year 7 students which involved supporting young students, guiding and familiarising them with new environment.
- 2021, coordinated Year 10 small business activity involving student and staff lunch orders.

Clubs

- Member Lighttown Octopush Club since 2014; captain Lighttown Juniors since 2016.

Professional Skills **9**

- High level Word, Excel, Power Point, Power point and MYOB applications.
- Current learner's permit.
- Can converse in Italian.
- Can effectively use business and office equipment.
- Able to operate media equipment including still and video digital cameras.
- Can use MYOB small business software.

Achievements **10**

2021, school achievement award for best Small Business Student.

Hobbies/Interests

Art and design, internet and multimedia, photography, octopush (underwater hockey).

Referees **11**

Ms. Elle Earn
VCE Coordinator
Lighttown College
P: 9999 8888 (BH)

Ms. Kay Leanup
Duty manager
Lumpy Burgers
M: 04 1404 1404

Mr. A. Jay
Director
A&J Enterprises
P: 9999 9999 (BH)

Note: This résumé has been reduced in size to fit on these 2 pages but this could be set out over 3 pages. Given this, the font size would increase, margins would be bigger creating more white space, 'Employment History' would start on the 2nd page with 'Transferrable Skills' starting on the 3rd.

page 2 of 2

Résumé: _____, _____ 20 _____

3

Education

Qualifications & Training

Preview Sample:

Career Ambition

Do not copy

Employment History

Employment



Position:

Tasks:

Work skills: The main work-related skills and competencies I demonstrated were:

-
-
-
-
-
-
-
-
-

Résumé: _____, _____ 20 _____

Employment History (cont.)

Work Experience



Position:

Duration:

Tasks :

Work Skills: Some key work-related skills and competencies I demonstrated were:

- ➔
- ➔
- ➔
- ➔
- ➔
- ➔
- ➔

Transferable Skills

Leadership

-
-

Clubs

-

Professional Skills

-
-
-
-
-

Achievements

Hobbies/Interests

Referees



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Application letter

An important part of successful job-seeking is writing a job **application letter**. Many job advertisements ask you to submit a letter (sometimes they say 'cover letter') along with a résumé. And even though you might be emailing this letter you still should write it like a formal business letter.

Application letters are important. Employers use these letters to test your interest in the job, your suitability for the position as well as your ability to use correct grammar and spelling. An application letter guides an employer in making their shortlist for an interview.

When it comes to getting a **job interview**, your application letter can often be more important than a résumé. A résumé talks coldly about you, the 'who'. Whereas an application letter is about warmly selling you, or the 'why'!

The ad might sometimes even ask for this letter to be in your own handwriting. You might also have to write an application letter for a work experience or work placement position.

Job Application Letters**Importance**

- ⇒ Employers use application letters to test your interest in the job, your suitability for the position, as well as your ability to use correct grammar and spelling.

Getting it right

- ⇒ Always go for short sentences instead of long sentences.
- ⇒ Always use a professional tone related to the position.
- ⇒ And always have someone else check your letter.

Relate to the job

- ⇒ The application letter must relate to the specific job you are applying for.
- ⇒ The letter has to show how your work-related skills and competencies suit that job.

Sell yourself

- ⇒ Application letters should make the employer think that you might be a good employee for their organisation and want to interview you.
- ⇒ So make sure that you sell yourself.

Formal letter

- ⇒ Application letters should be written as a typed, formal business letter.
- ⇒ Use plain fonts and plenty of white space.

email note

- ⇒ When applying for a position online or electronically you might also have to submit a brief email message.
- ⇒ This too is a test of your grammar and communication so don't let yourself down in this area.

Image: sharpen1234/
iStock/Thinkstock

Preview Sample:

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Job application tips A

1. Use the words provided below to complete the following passage about job applications.

An _____ letter should be set out as a _____ business letter. The letter should be _____ unless you are asked to _____ your letter. The letter should use _____ fonts and generous _____ between paragraphs.

The letter should include the correct addressing, spelling and _____ of anyone named in the advertisement. The letter should relate _____ to the position and organisation and must not be just a general, generic or form letter.

The letter should show some of your work-related _____, _____ or _____ that make you able to do the job, or show how you might _____ to do the job. The letter should clearly explain how you could be a _____ to the organisation. i.e. What can you _____ that will make you a good employee? Always keep a _____ of the letter for your own records.

- | | | | |
|---------------------------------------|-------------------------------------|----------------------------------|---------------------------------------|
| <input type="checkbox"/> application | <input type="checkbox"/> experience | <input type="checkbox"/> effort | <input type="checkbox"/> title |
| <input type="checkbox"/> benefit | <input type="checkbox"/> formal | <input type="checkbox"/> plain | <input type="checkbox"/> typed |
| <input type="checkbox"/> competencies | <input type="checkbox"/> handwrite | <input type="checkbox"/> skills | <input type="checkbox"/> specifically |
| <input type="checkbox"/> copy | <input type="checkbox"/> learn | <input type="checkbox"/> spacing | |

2. Work in a team to prepare a list of tips for writing good job application letters for young people. Also consider how to structure the draft of an application letter so that it can more easily be cut and pasted into sections of an online application form. The tips must be written briefly or short enough to be texted or tweeted.

Draft some ideas here.

Preview Sample: Do not copy

4/56 Lumbuk Place,
SPRINGTOWN, VIC, 3523

March 22nd, 2022
Mr. Cre Tickle-Eye
Manager
The Deject Shop
Shop 9, Spflats Homemakers Complex
Springtown Flats VIC 3521

1 a. Your address, note the format!

1 b. Date of writing the letter.

1 c. The name, title, and address of who you're sending to. Note the format. (Not 'Cre' or 'dude'!)

Note: If you are asked to apply using your own handwriting, do so!

Dear Mr. Tickle-Eye

2. Intro title of letter.

I am applying for the position of Casual Retail Assistant that was advertised in the Springtown Bugle on March 20th, 2022.

3. Reason for letter so it gets to the right person.

I am currently undertaking Year 11 at Springtown College and hope to develop a career working in business. Some of my main subjects include English, Industry and Enterprise, Computing and General Mathematics and I studied Small Business and Commerce in Year 10.

4. About you now and where you want to go.

5. Specific subjects related to the position, job and/or industry.

Last year during the summer break I completed voluntary work for the Brotherhood of Smith Families in their charity retail shop in Lower Springtown. I gained work-related skills by working with other staff, dealing with customers, controlling stock, solving customer problems and using equipment safely. During this work, I became interested in building a career in customer service because I liked the responsibility of looking after customers and being able to help make them happy.

6. Any relevant experience and skills that you have.

7. What you got out of your experiences and what makes you happy at work.

I am enthusiastic and have a range of retail and transferable skills, including very good computer skills, that can contribute positively to The Deject Shop. I also welcome the chance to gain more training from your organisation.

8. The win/win; for you and them. Also, how you are willing to grow.

I have included a copy of my résumé and 2 references. I look forward to hearing from you soon about the possibility of working at the Deject Shop.

9. The sign-off.

Yours Sincerely

Regina Rightyo

enc: Résumé and references

10. Indicates you have enclosed other material such as a résumé.

Preview Sample: Do not copy

Job application B

1. Draft an application letter for a position you are interested in, or a work experience/ placement opportunity, or an advertisement your teacher has provided.
2. When your teacher has checked over this draft, prepare a proper letter using a computer. *(Tip: Perhaps you should enlarge this page to A3 and make another copy before you start.)*

Position applying for:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

3

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3.13 Digital Applications

Check your digits

You are living in a digital world. A lot of formal, and some informal job-seeking, now takes place entirely using digital processes. This is especially common for larger enterprises that use streamlined **job application portals**. And many of these larger enterprises are big employers of younger or entry-level workers.

However, one of the pitfalls of some digital application processes is that job-seekers simply attach résumés and apply for positions for which they are unsuitable, unqualified, or in some cases, not really even interested in. As a result more **streamlined**, **automated** 'smart' digital application systems have been set up to quickly eliminate applicants who are unsuitable for a position. This is done using keyword analysis and is enabled by getting users to fill in standardised **data fields** as part of the application process.

In practical terms, this means that you will have to tailor your **expression of interest** or **cover letter**, your **résumé**, and your responses to **selection criteria** to suit the application process that you are forced to use. And you are likely to have to do some slight, or even some major, tweaks time and time again.

So a good strategy is for you to get this right in the beginning. You should make use of the methods already outlined in Section 5 to create your standard résumé(s), application letters and responses to typical selection criteria. These are your 'templates'.

But you are going to have to develop the skills to be able to modify this template information so that you can cut and paste the key information as needed into a particular application process. This also means that you might need to add, delete or change some of the information to suit different application processes.

Three key digital application requirements require you to be able to:

- ✓ choose and enter the 'correct' information in the relevant field
- ✓ ensure that you address/respond to specific 'questions' in the application process, and
- ✓ adjust your 'template' information to fit into the field length (i.e. number of words or keystrokes).

Don't use a phone for a job application!

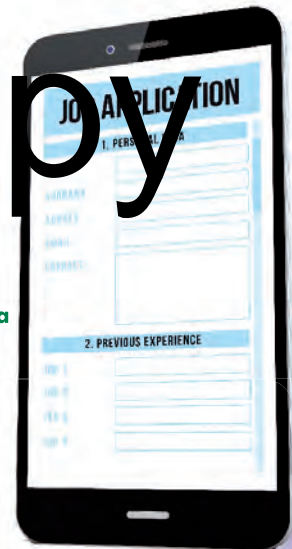


Image: georgejmclittle/
Depositphotos.com

Digital applications

You must understand and describe the correct process related to each of these digital job-seeking requirements. So you need to:

- ❑ research how to sign up and register with suitable job-seeking sites and portals
- ❑ be able to turn your job-seeking information into digital copies, such as PDFs
- ❑ become familiar with a range of online job application portals
- ❑ be able to quickly and accurately modify your job-seeking information to suit and 'fit' digital job application portals (including field lengths)
- ❑ develop appropriate online safety strategies to not disclose or share personal information, unless you are sure of the person/enterprise
- ❑ know the best sources of help, including support from your Careers Coordinator.

Digital applications C

Now is the time to research appropriate digital job-seeking processes. This will enable you to create appropriate e-documents; and to also be able to modify your own job-seeking portfolio to suit varied requirements of digital processes.

Discuss each of these questions. Then working in small research teams, develop appropriate guidelines. (You can add other requirements as well).



Digital application question	Digital application strategy/advice	Who could help?
What are the most suitable digital job-seeking portals for me?		
What are the requirements for signing up to digital job-seeking portals?		
What is the best format for e-documents; and what software do I need to create these?		
Which employers commonly use their own online application portals?		
How might I need to modify my job-seeking portfolio to 'fit' online application portals and templates?		
What information should I leave out if the application portal has character limits for input fields?		
How do I make sure that I am safely sharing my personal information online?		
How do I know which sources of online information are relevant for me?		

Preview Sample: Do not copy

3.15 Job Interviews

The interview

Most organisations only interview a few people for each job, so if you do get an interview then they think that, on paper, you are potentially suitable for the job. However, someone else might be more suitable. So they will interview the best candidates before making their selection.

If you do get a **job interview** you are going to have to be confident (but not cocky) and sell yourself. Employers want to see if your personality suits their organisation. They also want to see if you will be able to work effectively with their other staff.

Below are five main strategies that you can use to make your interview experience more successful. But remember, you will only get better at job interviews by having interviews - so practise. If you've never had an interview before, ask an adult, maybe one in the industry you are preparing to enter, or your careers teacher for some ideas. You should do a **mock**

interview activity as part of this class, so ask if your teacher is planning to do this.

Succeeding at Job Interviews

1. Prepare thyself!

- ⇒ Find out about the organisation, what they do, their products, their history, etc..
- ⇒ Find out where to go, how long it will take to get there, any parking & public transport issues, time to contact in the building and so on.
- ⇒ Have extra copies of your resume and references and offer to leave these.

2. Look the part

- ⇒ Dress suitably for the interview. You can never be over-dressed for a job interview but you can be under-dressed.
- ⇒ Tone down all accessories for the interview.
- ⇒ Be clean, fresh, neat, ironed and ready to shine. Borrow clothes if you need to.
- ⇒ No sunnies, hoodies, hats; no trackies; ever!

3. Be personable

- ⇒ Greet people warmly, look into their eyes (but don't freak them out by staring), use their names, shake hands if appropriate (no knuckle-crunching), and wait to be seated.
- ⇒ Sit upright and lean slightly forward, don't fidget, don't chew and no MOBILES!
- ⇒ You've earned this chance to impress so feel good about yourself.

4. Sell yourself confidently

- ⇒ Clearly know your strengths, and how what you've done before, suits this job. Have examples ready. You can refer to notes but don't just read stuff out.
- ⇒ Always talk about positive experiences you have had working in a team.
- ⇒ Don't be afraid to ask the interviewers to repeat or clarify a question.
- ⇒ Always ask at least one question (e.g. about further training and career growth).

5. Reflect on your experience

- ⇒ Thank them for their time and shake hands (if appropriate), even if the interview has gone badly.
- ⇒ If you haven't heard anything after 5 working days (unless told to wait longer) contact the organisation to find out the news.
- ⇒ Even if you're not successful for this job you might have been ranked second. So imagine if the person ahead of you doesn't take the job!

Preview Sample:

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Interview 2.0

Life's tough. In a job interview, you are competing against a lot of other good applicants.

- ☹ Some may be better qualified than you.
- ☹ Some may have more experience than you.
- ☹ Some will be better at interviews than you.
- ☹ Some may have a better personality than you!
- ☹ Some may even look better than you!

So, how are you going to get a job over these well-qualified, experienced and glamorous competitors? You have got to be prepared for every likely possible question that may be asked.

That means anticipating the kinds of questions that are commonly asked in interviews, as well as those that are specific to the particular workplace and position that you are applying for.

As part of your preparation you should make a list of potential questions and make some notes about possible answers that you might use.



"Make no mistake, in an interview you are being judged! That's what it's all about!"

3

Preview Sample:

Common Interview Questions

There are some questions that are often asked and you will be expected to be able to answer these well. If you can't answer these questions with confidence and certainty, the employer may well consider you a dud! So undud yourself! Practise.

Do not copy

Common Job Interview Questions



Why do you want this job?

Why should we employ you in this position?

What skills/abilities/qualities/experience can you contribute to the organisation?

Explain how you have succeeded in a team environment, or when dealing with other people.

Do you have any questions you would like to ask?

Where do you see yourself in 12 months time?

Are you pp-pp-pp-prepared?

If you really want that job then it is important that you do a lot of preparation before you go to your job interview. So follow these tips and see how you go!

Personal preparation

You must ensure that you dress to suit both the position and the culture of the organisation.

- ☺ You can never be over-dressed for an interview, but you can be under-dressed. No hoodies, sunnies, runners or club clobber.
- ☺ If it is a 'trade' job you might be best to show that you have proper work footwear.
- ☺ Wash and iron your clothes; try them on a few days before the interview to make sure they still fit. If needed, borrow clothes from friends, family and clothes banks!
- ☺ Wear your clothes with pride. Your bearing is important. Make sure you stand, sit and move comfortably in your 'skin'.
- ☺ Whatever you do, tone down for an interview. Lay off the piercings, hair dyes, butterfly wings, gangsta' sunnies and so on.
- ☺ Avoid too tight, too short, too loose, too shiny; you can slowly start to be yourself again when you've got the job!
- ☺ Organise yourself with a folder, a bag or a case. Don't use a plastic or shopping bag. Borrow a bag or briefcase if necessary.
- ☺ Lay off the super-strong perfume or after-shave and watch out for the triple-garlic kebab. Don't smoke just prior to the interview - you will stink!
- ☺ If it's a video interview, be aware of what's in your 'background'!

Professional preparation

Before your interview find out as much as you can about the organisation - what they do, where they operate, how big they are and where you might fit in.

- ☺ Use the internet or contact the organisation to get some written material.
- ☺ Pre-plan your travel route, public transport or parking. Have a practice transport run on a work day.

- ☺ Arrive at least 15-30 minutes early and freshen up.
- ☺ Always bring along copies of your résumé, references, and certificates in a flat folder - offer to leave these.
- ☺ If it is a creative job have your folio or digital samples organised and ready to show.
- ☺ As soon as you enter the premises or grounds you are under scrutiny. Deal politely and confidently with security staff, receptionists and PAs. They might have a lot of sway!
- ☺ Sit upright when waiting. Don't get on your mobile... instead turn it off.
- ☺ Look at what's around you while you're waiting; articles, certificates, company magazines, etc..
- ☺ Be professional with all people, using

appropriate names as they are introduced; i.e. by first name or by surname.

☺ Don't ever criticise the organisation, its products, its image or other applicants.

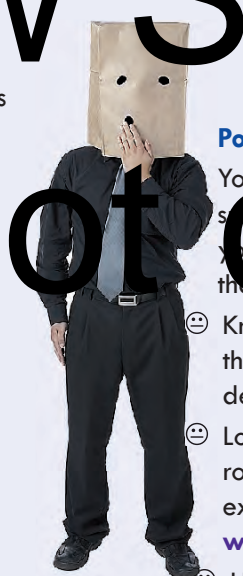
Position preparation

You will usually be interviewed for a specific job. So it is essential to convince your interviewer that you are able to do the job.

- ☺ Knowing the position generally involves the general job advertisement or job description. e.g. A sales assistant.
- ☺ Look up the occupation and study its key roles and responsibilities. i.e. What is expected of a sales assistant generally?
- ☺ Have examples that show how you can use the 8 employability skills in this position.
- ☺ Knowing the position specifically involves finding out some of the position's responsibilities related to this organisation. e.g. A sales assistant in a fashion store.
- ☺ Have examples ready that show how you have or could use your skills, experience and abilities both generically and specifically.

So there you have it. Just remember to look after the 6P's and the rest should look after itself.

"You can never be over-dressed for an interview."



Preview Sample: Do not copy



Top interview tips A

1. Develop a list of 10 interview tips you would give job interviewees. Start drafting below.

i	ii
iii	iv
v	vi
vii	viii
ix	x

2. Turn these into a 3-5 minute multimedia presentation. You might work in pairs.

Interview Q&A B

Find a suitable job advertisement. Anticipate 5 questions that might be asked of a job interview and produce 5 answers for these. Practise these with a partner. Tip: Your teacher might bring in a card. Use your work folders if you need more space.

Job:	
Q1	A1
Q2	A2
Q3	A3
Q4	A4
Q5	A5

Preview Sample: Do not copy

AT1 Career Pathways Portfolio

Unit 1: Workplace Participation - AOS1: Contributing to the Workforce

Outcome 1

- Explain the importance of Australia having a skilled workforce.
- Investigate your own career pathways opportunities.
- Analyse current and future work options.

Required

In order to achieve this investigation and analysis you will be required to complete a number of tasks as directed by your teacher.

- ⇒ Possible tasks are listed in the table opposite. Those that are already ticked are required to be completed (as a minimum) so that you can demonstrate achievement of Outcome 1.
- ⇒ Tick others that you are required to complete as directed by your teacher. Your teacher might also add some other tasks, if so, write these in the table.
- ⇒ You might have to negotiate some of these tasks with your teacher depending on your learning program (such as VCE, VCAL or some other program).
- ⇒ Make a copy of the assessment task sheet opposite.
- ⇒ Fill in the due dates for those that are required to be completed.
- ⇒ Tick the tasks off as you have completed them. Get your teacher to initial or comment on these.

As part of this unit, your school might also require you to complete a number of Pathways Portfolio activities and tasks.

- ⇒ A Pathways Portfolio pro-forma is included as 3.02A on p.59. Make a copy of this.
- ⇒ Use this to record and tick those tasks that are required to be completed. Your teacher might add some other tasks, if so, write these on this pro-forma.

Record any other important information and due dates here.

Preview Sample:
Do not copy

Unit 1: Outcome 1 - Career Pathways Portfolio

Explain the importance of Australia having a skilled workforce, investigate career pathways opportunities and analyse current and future work options.

Name: _____ Class: _____

Teacher: _____ Final Due Date: _____

3

Activity/Details	p.	Required	Due date/Done?	Comment/Initials
1.02A Pathways options	3	<input type="checkbox"/>	<input type="checkbox"/>	
1.04B Career pathways and values	5	<input type="checkbox"/>	<input type="checkbox"/>	
1.08A Career goal-setting	9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.15C My attitude	16	<input type="checkbox"/>	<input type="checkbox"/>	
1.19B Online job sites	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.04B Skilled workforce	27	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.07C Industry trends	31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.08D Industry trends II	31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.09A Industry employment	32	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.12B Work-related trends	35	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.14C The digital age	37	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.16D The post-pandemic age	39	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.20A AQF & training	43	<input type="checkbox"/>	<input type="checkbox"/>	
2.28B Interest areas	51	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.31C Mini GOALscorer	52-55	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.02A Pathways portfolio activities	59	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

Preview Sample:
Do not copy

Student signature: _____ Date: _____

Teacher signature: _____ Date: _____

Using the phone effectively



Whether you make a cold-call or are following a lead from someone within your network you will be judged on your telephone manner. This activity will help you get it right.

1. Complete the following scripts to help you in your career pathway planning.
2. Practise these scripts in pairs and groups before you make your call. You could organise to ring your careers teacher and have them rate your performance.
3. Use the tips below to leave a message. Have someone take down the message to test your clarity.

Work Placement/Work Experience (You can tick these off as you go along)

- 1. Good, my name is from
- 2. I am a Year student and was wondering if I could speak with somebody about the possibility of doing work with your organisation.
- 3. Who would be the best person for me to talk to about this?
(If transferred through to someone else you'll need to repeat yourself.)
- 4. Good, my name is from
- 5. I am a Year student and was wondering if I could speak with somebody about the possibility of doing work with your organisation.
- 6. I'm trying to organise work about my subject
- 7. I'm looking for placement for weeks for jobs
- 8. The placement will occur
- 9. Would there be a possibility of a placement with your organisation?
(If no, thank them for their time. If yes then you need to make a firm appointment time.)
- 10a. Would I be able to organise an appointment to meet with you (or the relevant person) about doing work with your organisation?
(This is essential as you will have to get official forms signed).

Often the person you need to speak with will not be available. By being really clear and polite with the receptionist or person answering the phone you can maximise your chances of getting what you want.

e.g. "I'mmm sorry, the manager Bugulugs Mc Gregor isn't available at the moment."

You should reply:

- 10b. When would be the best time for me to call back? or
- 10c. Can I leave a message to have them call me back? or
- 10d. Would it be possible for you to leave the details of my request for them?

Important tips:

- ✓ If you leave a mobile number for contact and are expecting a call you will need to adjust your way of answering to a more professional manner; and turn off any 'offensive' messaging system.
- ✓ If you leave a message and they haven't got back to you within a business day, call again but at a different time of the day. If you again fail to get the person that you're after, then make sure that you say that you called previously. If unsuccessful again you could ask to send an email. If they don't get back to you, it's nothing personal, it's just a busy world. After 3 unsuccessful attempts you should be considering other options, so try someone else - it will probably work out better anyway.
- ✓ If you are expecting a call-back during class time inform your teacher so that you don't get into trouble if your phone goes off.
- ✓ In many cases your teacher will need to contact these potential employers. You can offer to have your teacher call if the employer is unsure about any details.
- ✓ **When leaving a recorded message, speak slowly, say your name, where you're from, when you called, briefly give your message, spell your n-a-m-e and pause between each pair of nu- mb-er-s. Repeat your name and number again slowly at the end giving your availability and contact time(s).**

Preview Sample:
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Work-related skills

4.01 Work-Related Skills	80	4.19 Enterprise Projects.....	98
4.03 Personal & Social Competencies .	82	4.21 Workplace Learning Planner ...	100
4.07 Work-Related Skills For Jobs	86	4.23 Self-Assessment Tools.....	102
4.13 Entry-Level Requirements.....	92	4.27 Work Placement Evaluation.....	106
4.17 Workplace Learning	96		

Activities 4: Work-related skills	p.	Due date/Done?	Comment
4.05A Personal and social competencies	84-85	<input type="checkbox"/>	
4.07A Work-related skills	86	<input type="checkbox"/>	
4.08B Enterprising capabilities in jobs	87	<input type="checkbox"/>	
4.10C Skills and specialisations	87-90	<input type="checkbox"/>	
4.12D Work-related skills in the workplace	91	<input type="checkbox"/>	
4.16A Entry-level requirements	95	<input type="checkbox"/>	
4.18A My Structured Workplace Learning	97	<input type="checkbox"/>	
4.21A Workplace Learning Planner	100-101	<input type="checkbox"/>	
4.24A Self-assessment: Generic Skills	103	<input type="checkbox"/>	
4.25B Self-assessment: Specific Work-Related Skills	104	<input type="checkbox"/>	
4.25C Self-assessment: Enterprising Behaviours	104-105	<input type="checkbox"/>	
4.27 Work Placement Evaluation	106	<input type="checkbox"/>	

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Comments

4.01 Work-Related Skills

Work-related skills

Officially, for the purposes of Industry and Enterprise, the term **work-related skills** refers to a sub-set of:

- i. six **enterprise capabilities**, and
- ii. eight **employability skills**.

As part of this unit you are expected to develop and apply your own work-related skills in both classroom and work-related settings as part of your **Structured Workplace Learning**.

i. Enterprise capabilities

These six sets of **enterprise capabilities** include a number of interrelated enterprising skills and behaviours. You need to remember that these six lists are not exhaustive. By their very nature each of these six sets of enterprise capabilities can keep developing and evolving. Also, many of the specific enterprising skills and behaviours on these lists will naturally cross over into one or more of the other sets of enterprising capabilities.

Work-Related Skills: Enterprise Capabilities

Preview Sample: Do not copy

Adaptability

Includes but is not limited to:

- ⇒ being flexible
- ⇒ learning new skills
- ⇒ developing industry-specific competencies
- ⇒ embracing change
- ⇒ accepting challenges

and working with others.

Learning and developing skills and knowledge

Includes but is not limited to:

- ⇒ learning and acquiring new skills
- ⇒ developing new skills
- ⇒ learning, acquiring and developing skills on-the-job
- ⇒ learning, acquiring and developing skills off-the-job
- ⇒ building a professional and/or technical vocabulary

and working with others.

Acting proactively and autonomously

Includes but is not limited to:

- ⇒ identifying opportunities
- ⇒ creating ideas
- ⇒ showing initiative
- ⇒ using new technologies
- ⇒ asking questions
- ⇒ seeking feedback
- ⇒ accepting responsibility

and working with others.

Managing and leading

Includes but is not limited to:

- ⇒ taking charge
- ⇒ managing oneself
- ⇒ managing others
- ⇒ planning and organising
- ⇒ managing risk
- ⇒ using resources effectively
- ⇒ working sustainably
- ⇒ reviewing performance
- ⇒ being socially responsible

and working with others.

Connecting and working with others

Includes but is not limited to:

- ⇒ understanding others
- ⇒ building rapport
- ⇒ understanding own personal goals, values, expectations and emotions
- ⇒ accommodating others' personal goals, values, expectations and emotions
- ⇒ developing effective communication skills
- ⇒ recognising and utilising diverse perspectives

Problem-solving

Includes but is not limited to:

- ⇒ analysing issues
- ⇒ making decisions
- ⇒ dealing with change
- ⇒ resolving conflict

and working with others.

Work-Related Skills: Employability Skills

ii. Employability skills

Back in 2002, the *Employability Skills For The Future Project*, identified a set of eight employability skills (in four skills-sets). These are required not only to gain employment, but also to progress within an enterprise so as to achieve one's full potential.

Employees are expected to develop these eight employability skills as part of lifelong learning to contribute effectively as part of an enterprise's skilled workforce.

Employability skills

- ⇒ communication
- ⇒ teamwork
- ⇒ problem-solving
- ⇒ planning and organising
- ⇒ self-awareness
- ⇒ learning
- ⇒ technological skills
- ⇒ initiative and enterprise skills

4

iii. Core Skills For Work

The *Core Skills For Work Development Framework* developed a newer set of skills that is being used instead of employability skills in many industry, workplace, training and learning situations.

As you can see these 10 core skills encompass many of those found in the list of enterprising capabilities and employability skills. And as such, these may also be relevant as part of your investigation into work-related skills.

Preview Sample:

Work-Related Skills: Core Skills For Work

Do not copy

Image: IgorTishenko/
Depositphotos.com

Core Skills For Work Cluster 1 - Navigate the world of work

- a. Manage career and work life.
- b. Work with roles, rights and protocols.



Image: monkeybusiness/
Depositphotos.com

Core Skills For Work

Cluster 2 - Interact with others

- a. Communicate for work.
- b. Connect and work with others.
- c. Recognise and utilise diverse perspectives.



Core Skills For Work Cluster 3 - Get the work done

- a. Plan and organise.
- b. Make decisions.
- c. Identify and solve problems.
- d. Create and innovate.
- e. Work in a digital world.

4.03 Personal and Social Competencies

What about me?

We hear a lot of talk about different **skills-sets** that young people need to develop to make them employable. So how do these relate to you and what you can offer potential employers?

You already have **personality traits**, personal behaviours and attributes that will influence your **employability**. One of the keys to mapping your future pathway and developing as an enterprising person is to recognise certain **personal competencies** and **social competencies** that you can apply to future work situations. These personal and social competencies will be strongly influenced by your values.

The idea is to build a career based on the things that you are naturally good at, while also developing skills and competencies through **lifelong learning** and on and off-the-job **training**.

Strengths and weaknesses

The personal strengths and weaknesses you possess, and how well you interact socially, can play a major role in your future pathway. They also influence your development of **work-related skills**.

Are you socially bold and outgoing? Why not try sales and customer service. Are you quiet and analytical? Try research. Like destroying things? Demolition. A technological wiz? AV technician. Care too much; try nursing. Like being the centre of attention? Well be a performer. Can't shut up, try a call-centre. Can't sit still? Door-to-door sales. You get the picture! The choices are yours, do don't underestimate your skills; and don't be surprised if what you might have been told are personality weaknesses may actually turn out to be personality strengths.

Got a, ahem, 'big personality'? Then make sure you build a career that suits this - such as sales, entertainment or the like!

Preview Sample:
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Personal competencies

Personal competencies reflect your inner self and are demonstrated through tasks that you have a natural ability for. These are your **aptitudes**, which are those activities that you naturally are good at and enjoy doing every day. "Gregor has an aptitude for fixing computers."

These can be developed into enterprise capabilities. You can turn your aptitudes into useful workplace abilities by developing skills, competencies and enterprise capabilities through **training**. "Gregor is doing a VET course in IT."


Personal competencies also reflect your personality and your **values**. Different personality strengths suit different careers. You need to plan your **career pathway** to complement your personality strengths and weaknesses.

🗣️ So what are you good at, and what type of career might suit your interests?

Social competencies

Social competencies describe your skills in dealing with people and social situations. These can also be developed into enterprise capabilities.

Your personality, your experiences and your involvement and participation in community activities and social events will develop your social competencies. Your understanding of different people and different cultures is also important.

Socialisation skills are extremely important in the workplace. Positive **interpersonal relationships** are a key factor in whether you will develop a sense of **job satisfaction** and enjoy working. And happy workers are productive workers who are more likely to succeed in a **work setting**. So how are your people skills? 

4

Key personal competencies

- ⇒ How well you deal with stress.
- ⇒ What your level of patience and understanding is like.
- ⇒ How much attention to detail you have.
- ⇒ How reliable and punctual you are.
- ⇒ What motivates you.
- ⇒ How much responsibility you are prepared and able to handle.
- ⇒ Understanding of your different multiple intelligences (see p.112).

Key social competencies

- ⇒ Are you easy to get along with?
- ⇒ Do you like meeting new people?
- ⇒ Are you a good listener?
- ⇒ Do you show understanding and empathy?
- ⇒ Do you work well in a team?
- ⇒ Are you bossy and domineering, or are you accepting and inclusive of others?
- ⇒ Do you mix well with people from diverse background and cultures?

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Image: sabphoto/Depositphotos.com

Transferable skills

Transferable skills are all those personal and social competencies that you have developed in your everyday personal life, educational life, community life and even your social life. You can transfer all these skills to the workplace. This will make you more employable. For example, someone who is naturally outgoing might make a good sales rep or front-of-house employee. Someone quiet and analytical might be a good bookkeeper or a technician.

At this stage of your career you should have some information to put on your résumé or to talk about in a job interview. But it's time for you to also start recognising all those transferable skills you might have developed.

You can build your transferable skills by performing work-related tasks while still in a school setting. These can then be developed into **enterprising capabilities** and **employability skills**. You can then explain how these skills can be transferable to a workplace situation.

A Personal and social competencies

Part A: Personal and social competencies

1. Identify and describe 3 personal and 3 social competencies that you have.
2. For each one explain how you could transfer (or have transferred) that competency to a work-related situation.
3. Interview someone in the class then complete a competencies table for them as well. Discuss and share the information with each other and with the class.

Competency	How can this be transferred to a work-related situation?
e.g. Personal competency - I am always on time and I usually arrive early to most events.	
Personal competency 1	
Personal competency 2	
Personal competency 3	
Social competency 1	
Social competency 2	
Social competency 3	

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Part B: Skills Audit

1. Circle high, medium or low for what you think your current skill level is for each of the skills in the Skills Audit. Later on in your course, you should complete the final column to see whether your skills have developed.
2. In your workbooks list 5 other transferable skills you have already developed (or could develop). Explain how you would go about developing these transferable skills.
3. As a whole group, calculate class averages for each skill. How could your group go about improving its weak areas?

Skills Audit	What is my current skill level now...			...and at the end of my course?		
	high	medium	low	high	medium	low
1. Using a computer.	high	medium	low	high	medium	low
2. Calculating and using percentages.	high	medium	low	high	medium	low
3. Drawing and painting.	high	medium	low	high	medium	low
4. Giving oral presentations.	high	medium	low	high	medium	low
5. Making things with my hands.	high	medium	low	high	medium	low
6. Using a telephone effectively.	high	medium	low	high	medium	low
7. Fixing machines and equipment.	high	medium	low	high	medium	low
8. Helping people with problems.	high	medium	low	high	medium	low
9. Completing tasks on time.	high	medium	low	high	medium	low
10. Following instructions.	high	medium	low	high	medium	low
11. Coming up with new ideas.	high	medium	low	high	medium	low
12. Planning and organising my time.	high	medium	low	high	medium	low
13. Calculating prices and making change.	high	medium	low	high	medium	low
14. Convincing people to do things.	high	medium	low	high	medium	low
15. Working with other people.	high	medium	low	high	medium	low
16. Working out timelines and rosters.	high	medium	low	high	medium	low
17. Communicating in English.	high	medium	low	high	medium	low
18. Asking appropriate questions.	high	medium	low	high	medium	low
19. Developing a résumé.	high	medium	low	high	medium	low
20. Writing a job application.	high	medium	low	high	medium	low
21. Filling out forms.	high	medium	low	high	medium	low
22. Using the internet to find jobs.	high	medium	low	high	medium	low
23. Cold-calling about job interviews.	high	medium	low	high	medium	low
24. Recording people's information details.	high	medium	low	high	medium	low
25. Preparing a budget.	high	medium	low	high	medium	low
26. Planning my career pathway.	high	medium	low	high	medium	low
27. Identifying future job prospects.	high	medium	low	high	medium	low
28. Finding out what courses I need to do.	high	medium	low	high	medium	low
29. Finding people who can give me advice.	high	medium	low	high	medium	low
30. Preparing for a job interview.	high	medium	low	high	medium	low
31. Being punctual and keeping appointments.	high	medium	low	high	medium	low
32. Using a mobile phone.	high	medium	low	high	medium	low
33. Using the internet and email.	high	medium	low	high	medium	low
34. Using tools and equipment safely.	high	medium	low	high	medium	low
35. Understanding another language.	high	medium	low	high	medium	low
36. Calculating percentages.	high	medium	low	high	medium	low
37. Using office equipment and technology.	high	medium	low	high	medium	low
38. Writing memos and reports.	high	medium	low	high	medium	low
39. Giving directions and instructions.	high	medium	low	high	medium	low
40. Filling out application forms.	high	medium	low	high	medium	low
41. Taking and recording minutes and notes.	high	medium	low	high	medium	low
42. Driving a motor vehicle.	high	medium	low	high	medium	low
43. Following first-aid procedures.	high	medium	low	high	medium	low
44. Helping people to understand new things.	high	medium	low	high	medium	low
45. Giving a presentation to students and/or adults.	high	medium	low	high	medium	low
46. Greeting customers and clients.	high	medium	low	high	medium	low
47. Training new workers.	high	medium	low	high	medium	low
48. Analysing financial information.	high	medium	low	high	medium	low
49. Meeting deadlines.	high	medium	low	high	medium	low
50. Working flexible hours and shifts.	high	medium	low	high	medium	low

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4.07 Work-Related Skills For Jobs

Work-related skills for jobs

All occupations require the development and application of work-related skills by employees. However, some jobs will need employees who are more developed in some **enterprise capabilities, core skills** and **employability skills** than in others.

The general types of work-related skills required for occupations are usually set down in an occupation's job description, whereas the specific work-related skills needed to perform an occupation's work tasks are usually outlined in job specifications.



Job descriptions and job specifications

Job (position) descriptions outline the key functions and roles expected of an employee in order to carry out a particular occupation. Job descriptions relate to the position and not to the person. Job descriptions are developed and used when advertising for potential employees.

Job specifications detail the nuts and bolts of a particular occupation.

Job specifications outline the 'specifics' needed by an employee to successfully perform a particular designated position. These specifications

involve skills, competencies, experience, qualifications and technical abilities that the employer is expected to demonstrate on a day-to-day basis. Job specifications relate closely to **industry-specific competencies**.

The enterprise capabilities and employability skills required for occupations are similar; but the industry-specific competencies required for occupations as diverse as a personal trainer or a painter and decorator will vary considerably, and reflect job descriptions and job specifications.

Preview Sample:

Industry-specific competencies

Industry-specific competencies are developed by Industry Reference Committees and Skills Service Organisations and form the basis of **competency-based training** such as VET and TAFE courses. Employees need to show competence in tasks related to their specific industry or industry sub-sector for particular occupations.

For example, using technology is a work-related skill expected generally for all occupations, whereas using EFTPOS for customer transactions might be an industry-specific competency for the Retail Trade industry.



A Work-related skills

1. For the purposes of Industry and Enterprise what are work-related skills?
2. List the 6 enterprise capabilities, the 8 employability skills and the 10 Core Skills For Work. Rank yourself from 1-10 (highest) based on your skills and experience for each.
3. What are industry-specific competencies and how can these be developed? Give examples.
4. How might young people be able to develop their work-related skills?
5. Choose an occupation you are interested in, and list 10-20 tasks that an employee would be required to do as part of their day-to-day duties. For each of these note which of the work-related skills would be most needed to successfully complete each task.

Enterprising capabilities in jobs B

- 3 different occupational examples are given below for each of the 6 enterprise capabilities. Choose 1 of these occupations for each enterprise capability and outline how *connecting and working with others* will be used by employees in this occupation.
- Briefly explain how another work-related skill that complements *connecting and working with others* would need to be demonstrated by an employee in this occupation. (More space? = Use workbooks!)

Skill	Occupational example	Crossover skills
connecting and working with others	<ul style="list-style-type: none"> - A fast-food cashier is required to work with the kitchen staff to manage orders. - A hairdresser needs to understand client needs to suggest suitable styles. - A doctor might have to carefully explain a care routine to a nurse. 	Connecting and working with others: Fast food cashiers will work with other employees in a busy work environment as part of a service team to prepare, serve and sell food.
problem-solving	<ul style="list-style-type: none"> - A tiler must measure, quote and order the appropriate materials. - A mechanic needs to listen to engine sounds to diagnose possible faults. - A sales assistant may have to deal with an angry customer who wants a refund. 	Connecting and working with others:
managing and leading	<ul style="list-style-type: none"> - A childcare worker needs to manage and plan activities for pre-schoolers. - A cinema manager needs to organise staff rosters 28 days in advance. - Storepersons must ensure that trucks are always loaded by the end of the day. 	Connecting and working with others:
adaptability	<ul style="list-style-type: none"> - A nursing worker may have to be flexible and work a rotating shift. - A teacher's aide may have to create easier ways of explaining work to children. - An event manager may have to come up with new themes, menus and ideas. 	Connecting and working with others:
acting proactively and autonomously	<ul style="list-style-type: none"> - A retail manager might need to seek feedback on their personal and communication skills. - A tailor will have to check that their garments meet desired quality levels. - A micro entrepreneur might have to take the responsibility to manage all aspects of their online business. 	Connecting and working with others:
learning and developing skills and knowledge	<ul style="list-style-type: none"> - An electrician will have to undergo ongoing learning and OH&S training. - A bank officer will have to update their skills with training in new ICT systems. - A graphic designer might have to return to TAFE to learn new design techniques. 	Connecting and working with others:

Extension (Based on workplace learning)

Draw up a similar table with skills examples from each of the 6 enterprising capabilities.

Explain how each of these would be used in 1 occupation of your choosing. You should draw on information gathered from your 35 hours of Structured Workplace Learning, or past experiences.

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4.09 Work-Related Skills For Jobs

Specialisations

As part of your pathways development you will most likely specialise within particular occupations. Occupational classifications are generally quite broad, e.g. a registered nurse; whereas a **specialisation** might relate to that occupation, e.g. a theatre nurse; or be a specific occupational classification in itself, e.g. a midwife. Specialisation requires the development of particular work-related skills.

People often specialise in occupations that reflect their aptitudes, skills and abilities, which of course match their personal and social competencies. As your career develops you are likely to turn these **personal** and **social competencies** into specific work-related skills for specific occupations. e.g. You might have natural empathy for others and be good at helping people deal with problems. This could lead to the development of occupational work-related skills related to communication and counselling as a social worker or a psychologist.

Pathways development

Some people know quite clearly, and from a fairly early age, that they want to specialise in a particular field within an occupation. In these cases the person's **interests** are likely to have strongly influenced their chosen specialist field. They take steps to develop relevant work-related skills to support this specialisation. Others take some time to grow into a specialist field. Their **training**, experiences and aptitudes will influence their occupational specialisation.

For example, as a person undertakes general training in recreation they may respond more favourably to certain tasks and activities such as outdoor activities. These positive experiences are likely to guide them into specialisation that matches their skills, interest and abilities which draw on their personal and social competencies. (Just like you picking and enjoying electives and VCE subjects.)

However, many people don't know what area they wish to specialise in. By working and gaining experience in certain occupations and tasks within an occupation, people start to develop a specialisation. Of particular influence is the type of **industry** you work in, the **size of the organisation** you work for and the types of **work-related skills** at which you develop and excel.



GPs are generalists whereas surgeons are specialists.



Preview Sample:
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I only do tax!



The specialist employee

- ⇒ Imagine the different specialisations available to an animal attendant working in the racing industry compared with the retail pets industry! What about the different areas of specialisation available to a chef working in a café compared to a chef working in a fine-dining restaurant? And what about the tasks performed by an ICT technician for a small firm with 10 people as opposed to their role in a large organisation employing over 100,000 people!
- ⇒ You might develop into a specialist role within an occupation, undertaking lifelong learning to really hone and develop your work-related skills. Specialists often work for large-scale organisations or as self-employed or contracted-in specialist consultants who are employed or engaged on a needs-basis...this could be you.

The generalist employee

- ⇒ On the other hand, some of you will fill a more generalist role in your employment often undertaking varied roles that require a wide breadth of knowledge, skills and competencies. To do this you will need to be multi-skilled and functionally flexible.
- ⇒ In many cases employment in small to medium firms requires a greater breadth of skills and a more flexible approach by employees. Owner/operators of micro enterprises need to be well-developed generalists; they have to do everything.
- ⇒ As an example, consider the roles, tasks and responsibilities of students in your class who are employed in small, local firms; compared with those in large organisations, or franchises or chains.



**It's my own business,
I have to do everything!**

4

Chef (cook)

- ⇒ Chef de Cuisine
- ⇒ Commis Chef
- ⇒ Demi Chef (specialist)
- ⇒ Sous Chef (2IC)
- ⇒ pastry chef
- ⇒ commercial cook
- ⇒ industrial chef
- ⇒ cuisine chef
- ⇒ hotel chef
- ⇒ restaurant chef
- ⇒ café chef

Retail manager

- ⇒ supermarket
- ⇒ department store
- ⇒ grocery
- ⇒ newsagent
- ⇒ fast-food
- ⇒ fashion store
- ⇒ sports store
- ⇒ household goods
- ⇒ hardware
- ⇒ electrical products
- ⇒ automotive parts
- ⇒ online manager

Teacher

- ⇒ early childhood
- ⇒ primary
- ⇒ secondary
- ⇒ ESL/EAL
- ⇒ physical education
- ⇒ special education
- ⇒ TAFE/vocational
- ⇒ adult education
- ⇒ teacher librarian
- ⇒ music teacher
- ⇒ visual arts teacher
- ⇒ dance teacher

Farm manager

- ⇒ livestock farmer
- ⇒ dairy farmer
- ⇒ crop farmer
- ⇒ grain farmer
- ⇒ fruit farmer
- ⇒ vegetable farmer
- ⇒ viticultural
- ⇒ horticulturalist
- ⇒ floriculturalist
- ⇒ aquaculture
- ⇒ stock & station agent

ICT technician

- ⇒ help & support desk
- ⇒ internet support
- ⇒ network support
- ⇒ software support
- ⇒ systems support
- ⇒ hardware installation
- ⇒ hardware support
- ⇒ personal user support
- ⇒ on-site technician
- ⇒ on-call service person
- ⇒ repair technician

Registered (Div 1) nurse

- ⇒ aged care
- ⇒ community health
- ⇒ accident/emergency
- ⇒ neo-natal
- ⇒ mental health
- ⇒ cardiothoracic
- ⇒ operating theatre
- ⇒ nurse educator
- ⇒ nursing administrator
- ⇒ midwife
- ⇒ rehabilitation nurse

Accountant

- ⇒ budgeting
- ⇒ bursar
- ⇒ financial manager
- ⇒ financial advisor
- ⇒ investment analyst
- ⇒ cost accountant
- ⇒ taxation consultant
- ⇒ treasurer
- ⇒ systems accountant
- ⇒ superannuation adviser
- ⇒ auditor

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Skills and specialisations C

1. Choose one of the sets of job specialisations above. Use www.myfuture.edu.au to help you find out the differences between these specialisations.
2. What is the difference between an occupational specialist and a generalist? Use examples.
3. How can the size of the organisation that an employee works for influence the opportunity to be a specialist or a generalist? Use examples.
4. How might a person's personal and social competencies influence whether they become a specialist or a generalist? Use examples related to your career pathways development.
5. How might further training or qualifications create the opportunity to be a specialist or generalist?

Extension (Based on workplace learning)

- a. Complete the table on p.90 for 2 occupations using the information drawn from: www.joboutlook.gov.au Select Careers, Explore Careers, choose an occupation, select Skills and Knowledge, and then Work Environment, and other categories from the menus.
- b. Copy or draw up the table from p.91 and give examples of how skills related to these 6 enterprise capabilities would be relevant for 2 occupations of your choosing.

Occupation:	
Knowledge Top 5: % importance • • • • •	Top 5: Description • • • • •
Skills Top 5: % importance • • • • •	Top 5: Description • • • • •
Abilities Top 5: % importance • • • • •	Top 5: Description • • • • •
Activities Top 5: % importance • • • • •	Top 5: Description • • • • •
Demands Top 5: % importance • • • • •	Top 5: Description • • • • •
(Work) values Top 5: % importance • • • • •	Top 5: Description • • • • •
Interests Top 5: % importance • • • • •	Top 5: Description • • • • •

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Work-related skills in the workplace D

Fill out this table in relation to an occupation you are investigating. This should be the occupation in which you are undertaking Structured Workplace Learning. *(Tip: If needed enlarge this.)*

What role did teamwork play as part of this skill?										
How did this cross-relate with an employability skill?										
How was this demonstrated?										
Enterprise capability										
Adaptability										
Acting proactively and autonomously										
Connecting and working with others										
Learning and developing skills and knowledge										
Managing and leading										
Problem-solving										

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4.13 Entry-Level Requirements

Entry-level skills

Entry-level skills at certificate I, II or III can be the first step towards your pathways development within an industry.

Some of you might already be doing a VET certificate as part of your VCE or VCAL program. For entry into many trade-related occupations, it is recommended that you undertake a pre-apprenticeship to gain entry-level knowledge and skills. Part-time and casual work can help people get a foothold into an occupation, especially if the work is in a related industry, or if it involves some responsibility. Some occupations such as law enforcement want you to accumulate life skills and maturity.



As your career progresses into more senior, responsible and complex positions you might indeed be faced with a new set of entry-level requirements requiring new training challenges.

As part of the **Australian Qualifications Framework** (AQF) a person can upgrade their qualification level in order to advance their career as part of **lifelong learning**.

Starting out

Everybody needs to start somewhere. It is important to know about the minimum entry standards needed for a particular occupation; and then you can plan your **career pathway** within an industry or across different industries. These **entry-level requirements** can be classified into three different areas.

1. The personal qualities, attributes and abilities needed in order to be a suitable employee for that occupation.
2. The qualifications, training, skills or experience needed in order to be qualified for entry into an occupation.
3. The minimum school-related entry requirements needed in order to gain the qualifications, skills or experience for work in that occupation (such as ATAR, prerequisites for course, related experience, etc.).

1. Personal qualities, attributes and abilities

All workers need a basic set of **generic skills** to function as a suitable employee. These are closely related to your **personal and social competencies** and form the basis of your work-related skills. These include generic skills such as literacy, numeracy, technological competence, communication, punctuality, teamwork, safety, following instructions, health and fitness and so on.



Keep in mind that all occupations require minimum acceptable standards for literacy, numeracy, punctuality, communication and following instructions; among others. You need to develop these generic or general skills through schooling and Structured Workplace Learning.

However, some occupations may require different standards for some of these. Consider the numeracy required of a labourer, versus an electrician versus an engineer. And what about the fitness levels expected of a bank worker, compared to that of an arborist or even a police officer?

Preview Sample:

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2. Qualifications, training and experience

Entry into nearly all occupations requires workers to have undergone some type of further study or training. This might involve:

- i. training for generic knowledge and skills such as school-based education and work-readiness programs, or
- ii. training for industry-specific competencies and skills such as apprenticeships and traineeships, VET, TAFE and specialised training, or
- iii. training for professional occupations such as higher-level TAFE, undergraduate university, post-graduate university and specialised training.

You can check out the personal requirements, qualifications, training and experience for each occupation as part of www.vyfuture.edu.au

3. Minimum school-related entry requirements

Many **professional** and **para-professional** occupations require the completion of a university or higher-level TAFE course as a minimum entry into these courses can depend on the successful completion of your Year 12 certificate such as VCE; along with a minimum **ATAR** score that is determined by the demand for and supply of places in that course; as well as a minimum study score in pre-requisite subjects such as Maths Methods or Chemistry.

Other courses require you to undertake an interview, audition or to present a folio. You might also be expected to demonstrate a working knowledge of the industry and/or relevant work experience.

The best place to find out more about these entry-level requirements is through your careers teacher and your relevant state tertiary selection organisation.

(i.e. www.vtac.edu.au)



Australian Apprenticeships

- ⇒ Involve a combination of on-the-job and off-the-job competency-based training (CBT).
- ⇒ Australian Apprenticeships are an ideal way to combine work and study, and complement TAFE studies as a pathways option.
- ⇒ A trainee is exposed to both the practical and theoretical aspects of their occupation.
- ⇒ More and more students are undertaking VET programs and part-time, school-based Australian Apprenticeships while still at school to get a head-start on their careers.
- ⇒ Australian Apprenticeships are now available in more than 500 occupations. For more information contact an Australian Apprenticeship Support Network Provider. Industries include:
 - ✓ Agriculture, horticulture and related industries
 - ✓ Printing
 - ✓ Automotive
 - ✓ Process manufacturing
 - ✓ Building and Construction
 - ✓ Property services
 - ✓ Business services
 - ✓ Public services
 - ✓ Finance services
 - ✓ Retail
 - ✓ Food
 - ✓ Seafood
 - ✓ Hairdressing
 - ✓ Sport and recreation
 - ✓ Community services and health
 - ✓ Tele-communications
 - ✓ Information technology
 - ✓ Tourism
 - ✓ Light manufacturing
 - ✓ Transport and distribution
 - ✓ Local government
 - ✓ Utilities and energy.
 - ✓ Metals & engineering



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Australian Apprenticeships are not gender specific.

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Entry to Occupational Levels

Professionals/ & Managers

- ⇒ Usually require completion of a university degree or even higher, post-graduate studies.
- ⇒ Includes occupations such as accountants, lawyers, architects, doctors, engineers, scientists, teachers, computer programmers, registered nurses and many more.
- ⇒ Might include management-level occupations across all industries which might require extensive experience and/or university or higher-level TAFE qualifications.

Community and Personal Service Workers

- ⇒ Normally require TAFE level qualifications such as certificate IV, or preferably diploma or advanced diploma studies.
- ⇒ These include community workers, aged, child and disability carers, teacher aides, division 2 nurses, emergency and protective services workers and so on.
- ⇒ Personal service workers in hospitality such as wait staff, baristas and bar staff; and in tourism, arts and recreation, such as tour guides, fitness instructors and event workers, might require specific vocational or TAFE qualifications, or completion of a traineeship.

Clerical and Administrative Workers/ & Sales Workers

- ⇒ Sales workers and clerical and administrative workers are likely to need TAFE certificate IV qualifications or higher and/or completion of an Australian Apprenticeship (traineeship).
- ⇒ Sales jobs include customer service officers, cashiers, sales assistants, checkout operators and similar roles; as well as sales reps and real estate agents (who might require specialised training and qualifications).
- ⇒ Clerical, admin and similar service-based occupations, as well as sales roles; might also offer informal on-the-job training.

Technicians and Trades Workers

- ⇒ Technicians such as engineering and construction associates, medical technicians, computer technicians, scientific technical officers and so on normally require TAFE level qualifications such as certificate IV, or preferably diploma or advanced diploma studies.
- ⇒ Tradespersons require completion of a competency-based Australian Apprenticeship normally lasting 3 or more years combining extensive on-the-job and off-the-job training. Trades exist in many diverse areas; carpentry through to cooking, electrical through to jockeys, mechanical through to millinery.
- ⇒ Trades assistants usually require an Australian Apprenticeship (traineeship) lasting approximately 12 to 18 months combining on-the-job and off-the-job training.
- ⇒ Trades assistants are often specialised practical occupations that support trades. e.g. A windscreen fitter is a specialised trades assistant role but requires a lower level of training compared to a mechanic.
- ⇒ Many tradespersons also undertake further training for specific skills and areas, such as a plumber undertaking training in gasfitting.



Machinery Operators and Drivers/ & Labourers

- ⇒ These usually require completion of a specific industry or skills-related training course or licensing course.
- ⇒ These include truck drivers, forklift drivers, couriers, machinery operators, process workers, storepersons, cleaners and other manual and practical support workers.
- ⇒ However, the chances of entering many of these occupations can be enhanced by completion of related TAFE or VET studies, or pre-employment programs.

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Entry-level requirements A

1. Consider the occupations below. Classify each according to 1 of the 8 occupational levels from p.94. Find out the minimum entry-level qualifications and/or skills required for each. Also describe the requirements needed to be accepted into any required tertiary study or training for that occupation.
2. For each one suggest another occupation that a person might progress to as part of their career development; and find out the qualifications/skills needed to progress to that occupation.
3. Add and research 2 occupations of your own that you are interested in pursuing.



4

Entry occupation	Occupational level	Entry requirements	Tertiary/training requirements	Advanced occupation	Tertiary/training requirements
primary teacher	professional	4 Year university degree, Bachelor of Education.	Usually maths, English, ATAR score about 75+ and possibly some work experience.	Primary school principal	Probably 20+ years experience, further studies in education and/or management.
plumber					
fast food cook					
registered nurse					
vet nurse					
youth worker					

Preview Sample:
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Application

Consider 2 industries in which you might be likely to develop your pathway. For each of these research the entry-level requirements, and complete the following table in your workbooks.



Industry:	Occupation(s):
Post-school entry-level requirements:	Entry-level requirements to achieve full qualification:
Entry-level generic skills:	Entry-level specific skills:
Formal training required:	Informal training required:

4.17 Structured Workplace Learning

Workplace learning

As part of Outcome 2 you are required to undertake 35 hours of **Structured Workplace Learning**. This might involve a work placement, or enterprise projects or activities. This means that you will be able to investigate the world of work for real and develop and apply your **work-related skills**.

Workplace learning provides an ideal opportunity to relate the theory you learn in a classroom setting to educational, community or industry work settings. During your **work placement** you might also gather information that could be used for your other learning outcomes throughout the year.

Structured workplace learning settings

For the purposes of Industry and Enterprise, appropriate Structured Workplace Learning settings include these options.

- ✓ A workplace during normal school hours either on an ongoing basis or as a block-release.
- ✓ Part-time or casual work out of school hours (paid or unpaid).
- ✓ Voluntary or community work (either paid or unpaid).
- ✓ Community enterprise projects and activities.
- ✓ Short-term or ongoing student-initiated or school-based enterprise projects.
- ✓ Complementary VCAL work placements.
- ✓ VET work placements including school-based apprenticeships or traineeships.

Different schools will have different rules on what is an acceptable placement depending on the learning program. Therefore, appropriate settings and timing of your placement will need to be negotiated with your teacher and any relevant co-ordinators.

Bear in mind that you will also have to complete the relevant OH&S induction program (**safe@work**) or relevant VET OH&S/WHS units.

Plan-Organise-Do-Review

There are many possible tasks that might need to be done when planning your 35 hours of Structured Workplace Learning. Different task skills are needed at different stages of this process.

- ⇒ When first initiating the work placement or enterprise project as part of the **planning** process.
- ⇒ In the lead-up to the work placement or enterprise project as part of the **organising** process.
- ⇒ During the work placement or enterprise project as part of the **doing** process.
- ⇒ Following the work placement or enterprise project as part of the **review**.

To effectively organise your Structured Workplace Learning you should follow the **PODR** planning process. Plan, Organise, Do, Review. There is also a 7-stage process on pp.100-101 that will help you organise what you need to do step by step.



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PODR Planning Process

Plan

- ⇒ Work out just what it is you are trying to do; i.e. your objective/ goal, and also how you might be able to achieve this.
- ⇒ It is good to be able to write this in one or two short sentences.

Organise

- ⇒ Break your big objective into smaller, achievable, bite-sized goals.
- ⇒ Develop an action plan to achieve each of these smaller goals on a task-by-task basis.
- ⇒ Organise yourself, other people and any resources you need to successfully complete each task.

Do

- ⇒ Undertake the day-to-day activities needed to actually perform each task.
- ⇒ This is where everything comes together and might even be the shortest (but not easiest) part of the entire process.

Review

- ⇒ Monitor what you've achieved, evaluate your outcomes and if necessary make any adjustments.
- ⇒ Each of these 4 stages of PODR is not discrete so you should be reviewing throughout the whole process.

Preview Sample:

My Structured Workplace Learning A

After discussing Structured Workplace Learning with your teacher outline the requirements of your Structured Workplace Learning for this unit. (Tip: Enlarge this in your workbooks.)

What: Appropriate workplace learning settings, compulsory CH&S/V&HS programs?

When: Scheduling, times and dates?

What: Tasks I have to do, permissions I need to obtain?

Other:

Do not copy

4.19 Enterprise Projects

Enterprise projects

One of the most rewarding ways that you can satisfy Outcome 2 is to undertake one or more enterprise projects or activities. As part of Structured Workplace Learning you have to complete 35 hours in an appropriate individual or teams-based setting. However, you might complete more than one **enterprise project**, or combine an enterprise project or activity with a work placement in order to accumulate some, or all, of your 35 hours.

An **enterprise activity** requires you to undertake extensive planning and organising which should count towards the enterprise activity time. You should use a planning process such as the **PODR** process to assist you with planning your activity.

Just as with a work placement you also have to complete a relevant daily journal and also a record of the development of your **work-related skills**. You also have to get an evaluation from your supervisor and/or teacher.

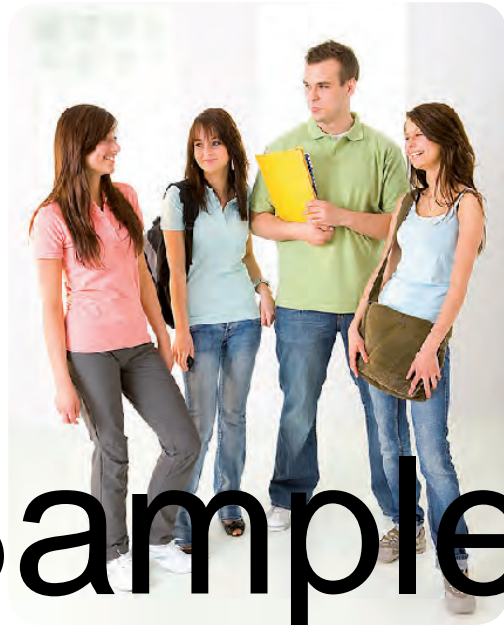
A range of suitable enterprise settings is possible.

You might choose to conduct a voluntary or community project, fundraise, participate in structured training programs, run a student-initiated project on a one-off or ongoing basis, or some other relevant activity in negotiation with your teacher.

Some examples are listed opposite and you can add more.

Issues to consider

- ☺ You must undertake suitable enterprise projects and activities with enough scope to allow you to accumulate 35 hours of Structured Workplace Learning (or also complete some work placement).
- ☺ If you are undertaking an enterprise project or activity it may be more appropriate to work as part of a team. However, a group of friends does not necessarily make for a successful team.
- ☺ There might be financial risks (funding) and legal requirements (food-handling, insurance, etc.) associated with enterprise projects or activities.
- ☺ There will be OH&S issues to manage as well as a likely risk assessment and hazard control process.
- ☺ You will need to get official school approval for enterprise projects or activities. Your teacher will provide you with details of your school's rules and requirements in this respect.
- ☺ Enterprise activities are often more difficult and do carry an element of risk.
- ☺ You must undertake extensive planning and organising before doing the project.
- ☺ Teamwork has its own responsibilities and difficulties - strive for **synergy**.
- ☺ Your performance will be assessed and you must also evaluate the outcomes.



We are going to organise and stage a talent show and raise money for Oxfam.

Preview Sample:

Do not copy

- Appropriate VET, TAFE and short courses.
- relevant industry/workplace simulations
- Australian Business Week
- industry design competitions
- Occupation videos
- peer-support leadership
- first-aid course and training
- industry-specific training
 - ⇒ Responsible Service of Alcohol
 - ⇒ various licenses and certification
 - ⇒ fitness instruction
 - ⇒ 'White Card'
 - ⇒ _____
 - ⇒ _____
 - ⇒ _____
- cross-age tutoring for:
 - ⇒ primary school kids
 - ⇒ Years 7&8s
 - ⇒ older people
 - ⇒ migrants
- volunteer work
- team-building activities
- outdoor education activities
- mentoring programs
- community work
- Landcare programs
- coaching clinics
- fund-raising activities such as:
 - ⇒ child sponsorship
 - ⇒ Red Shield
 - ⇒ Red Cross
 - ⇒ Clean Up Australia
 - ⇒ RSPCA
 - ⇒ Smith Family
 - ⇒ Red Nose Day
 - ⇒ Good Friday Appeal
 - ⇒ Jeans for Genes Day
 - ⇒ Walk Against Want
- ⇒ World's Greatest Shave
- ⇒ World's Biggest Morning Tea
- ⇒ Movember
- ⇒ Live Below the Line
- ⇒ CanTeen
- ⇒ Guide Dogs Australia
- ⇒ Zoo Sponsorship
- ⇒ _____
- ⇒ _____
- ⇒ _____
- school social organisation
- radio station
- fashion show
- school uniform designs
- visual arts show
- enterprise activities
- furniture's catering
- small business day
- ongoing business such as:
 - ⇒ school canteen
 - ⇒ second-hand books
 - ⇒ retail enterprise
 - ⇒ catering/breakfasts
 - ⇒ environmental work
 - ⇒ shopping services
 - ⇒ office administration
 - ⇒ teacher training (in ICT)
 - ⇒ _____
 - ⇒ _____
- recycling program
- school website design
- aged-care visits
- community gardening
- cultural days
- parent-teacher night hosts
- school guides/ambassadors
- catering for staff luncheon
- primary school mentoring
- safety audit
- school signage
- school furniture rejuvenation
- car wash
- street-art mural
- cross-class quizzes
- publications/websites such as:
 - ⇒ careers factsheets
 - ⇒ comics
 - ⇒ youth guides
 - ⇒ school magazine/blog
 - ⇒ ICT device guides
 - ⇒ birthday cards
 - ⇒ safety factsheets
 - ⇒ apps
 - ⇒ school functions/expos
 - ⇒ open-day activities
 - ⇒ school marketing design
 - ⇒ sporting competitions
 - ⇒ Eisteddfods
 - ⇒ school environment cleanup
 - ⇒ school garden
 - ⇒ media/video productions
 - ⇒ community TV and radio
 - ⇒ school band
 - ⇒ music recording
 - ⇒ dance performances
 - ⇒ sporting and fitness seminars
 - ⇒ martial arts displays
 - ⇒ drama/theatre productions
 - ⇒ school environmental audits
 - ⇒ school beautification programs
 - ⇒ water-saving programs
 - ⇒ student competitions
 - ⇒ _____
 - ⇒ _____
 - ⇒ _____
 - ⇒ _____

Enterprise Projects & Activities
Do not copy

A Workplace Learning Planner

Use this pro-forma to help you plan and organise your Structured Workplace Learning. Fill in each box with relevant contact details, dates, requirements and other information.

Structured Workplace Learning: Planning Process

1. Source placement

- ⇒ Determine appropriate settings. Consider Mini GOALScorer pp. 52-53.
- ⇒ Find a suitable and safe placement. (Have backup options available.)
- ⇒ Use your network of contacts to help find suitable places.

Details

2. Negotiate timing

- ⇒ Negotiate an appropriate time for the placement.
- ⇒ Consider your school's scheduling of the workplace learning program.
- ⇒ Consider travel issues, your school and study commitments and your usual work, sporting and family commitments.

Details

3. Negotiate tasks

- ⇒ Discuss appropriate tasks with your teacher.
- ⇒ Negotiate suitable workplace tasks and roles with potential employer.
- ⇒ Confirm suitability of these tasks with your teacher.

Details

Preview Sample:
Do not copy

4. OH&S induction

- ⇒ Complete the required safe@work modules or VET OH&S/WHS training courses prior to the work placement.

Details

5. Workplace induction

- ⇒ Visit worksite at least 2 weeks prior to commencing to meet with your supervisor/employer.
- ⇒ Find out any safety, equipment, dress and clothing requirements.
- ⇒ Get appropriate forms signed (and bring them back).

Details

6. Work placement

- ⇒ Successfully complete 35 hours of work placement.
- ⇒ Develop and apply appropriate work-related skills.
- ⇒ Maintain a daily journal of tasks.

Details

7. Review performance

- ⇒ Undertake self-assessment before, during and after placement.
- ⇒ Maintain a daily journal of tasks.
- ⇒ Report on your experience using work-related skills.
- ⇒ Obtain an evaluation form from your employer.

Details

Preview Sample:
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4.23 Self-Assessment Tools

Workplace performance assessment

Workers are expected to develop and demonstrate work-related skills in order to effectively perform work tasks and fulfil work-related responsibilities. This means that their workplace performance needs to be **monitored** and **assessed**.

When measuring performance the only true way to evaluate whether something has been successful is to compare the **outcome** to the **objectives**. If the outcome equals or exceeds the objectives then it is successful. But if the outcome fails to meet the objectives, then the endeavour is unsuccessful.

The same is true for measuring worker performance. Workers are expected to meet or even exceed the standards of performance expected of them.

Key performance indicators

Key performance indicators (KPIs) can be used as an assessment tool to measure whether performance objectives are being met. KPIs include **quantitative** measures such as **financial** and **non-financial** indicators, as well as **qualitative** measures.

As a personal KPI example, your teacher could use a set of criteria to measure performance on the internal assessment tasks. In the workplace your supervisor or manager might use KPIs to measure your work performance, such as how many customers you serve (i.e. in a retail work setting), how long it takes you to perform certain work tasks (i.e. building a computer), how satisfied clients are with your service (i.e. in hairdressing) or even how little waste you produce (i.e. a prep cook).

For your structured work placement your boss might assess your performance using various evaluation pro-formas.

Self-assessment

An important part of workplace performance is workplace self-assessment. It's one thing to have your performance reviewed by managers, colleagues and even customers. But it's an altogether different thing to undertake regular and honest self-assessment.

Self-assessment as part of reflection and review is an enterprising approach to improving work performance.

Enterprising workers who are able to self-assess demonstrate initiative, problem-solving, adaptability; and the ability to learn and develop skills and knowledge. They show that they can accept responsibility for their own performance and that they can make decisions so as to better achieve their goals and objectives.



Image: tonodiaz/
focuspocusltd/
Depositphotos.com

As part of your 35 hours of structured work placement you will be encouraged and expected to self-assess. You should self-assess based on your performance in developing and demonstrating work-related skills in these areas.

- ⇒ **Generic** or **general work-related skills** such as punctuality and communication with colleagues and customers/clients.
- ⇒ **Industry-specific skills** (for a particular occupation and/or industry setting) as well as work-related skills required for job tasks and responsibilities for your specific work setting.
- ⇒ **Enterprising capabilities** and **skills** such as adaptability, initiative, problem-solving and developing and learning new skills.

Generic skills

These can include basic personal and social competencies that are transferable to work-related situations such as:

- ⇒ punctuality
 - ⇒ following instructions
 - ⇒ working with others
 - ⇒ asking questions
 - ⇒ completing tasks on time
 - ⇒ demonstrating appropriate numerical skills
 - ⇒ using appropriate literacy and communication skills
 - ⇒ demonstrating suitable technological skills
 - ⇒ working safely
- and many more.



No boss will put up with a worker who is regularly late.

Image: tonodiaz/focuspocusltd/Depositphotos.com

Self-assessment: Generic Skills A

1. Develop a list of the most important generic work-related skills required by all workers as entry-level requirements for any job. Be sure to also include skills areas which you need to improve and develop.
(Tip: You can use the list of Employability Skills p.81, and the Skills Audit p.85, to guide you. Also consider generic OH&S/WH&S skills.)
2. Develop a pro-forma to use for self-assessment. Add other generic work-related skills that you would be expected to demonstrate during your placement.
(Note: Acquiring these generic skills will give you general examples to use on your résumé.)

What are some categories, skills and other key information that should be included on a self-assessment pro-forma?

4.25 Self-Assessment Tools

Industry-specific skills

These involve skills needed for a particular industry, or occupation, and/or a work setting and job tasks.

These are often set down in training packages (i.e. for VET and apprenticeships); and/or used for other work-related training, including competency-based training.

These might also be developed by specific enterprises, whereby employees are expected to follow operational practises to meet work standards.

The major categories of industry-specific skills can include:

- ⇒ applying specific communication skills and techniques
- ⇒ applying specific numeracy skills and techniques
- ⇒ dealing with typical industry customers and clients
- ⇒ solving relevant work-related problems
- ⇒ using specialised work-related tools, equipment, machinery and technologies
- ⇒ using specialised work-related ICT, software and apps
- ⇒ performing work according to specified work practises
- ⇒ following established safety protocols including hazard control
- ⇒ following internal systems, rules and guidelines
- ⇒ meeting expected codes of conduct and standards of behaviour and many more.



Preview Sample:

B Self-assessment: Specific Work-Related Skills



1. Develop a list of industry-specific skills and work tasks related to your work setting that you are likely to be required to do as part of your structured work placement. These will form the basis of self-assessment for your work placement. Many of these might also be entry-level requirements for a particular industry and/or occupation.

(Tip: You can use VET training package competencies as well as MyFuture to assist you).

2. Develop a pro-forma to use for self-assessment. Add other work-related skills that you would be expected to demonstrate during your placement.

(Ask yourself: What are some categories, skills and other key information that should be included on a self-assessment pro-forma?)



C Self-assessment: Enterprising Behaviours



Have a look at the types of information that are used for this *Self-assessment: Enterprising Behaviours* pro-forma on p.105.

Complete possible examples that might suit the structured workplace situation for Brodee.

Use this as a guide to develop your own pro-forma for self-assessment based on your Structured Workplace Learning. Many of these might also be generic, or even specific, entry-level requirements.

Your teacher will assist you in this; and might even give you a self-assessment pro-forma to use.

Self-assessment: Enterprising Behaviours			
Name: Brodee Fine		Dates: April 17-22, 2022	
Work Setting: Tom's Diner		My role: Customer service	
Work-Related Skill	How I will demonstrate this skill?	Specific example(s) of what I did to demonstrate this.	My performance. High Medium Low
Adaptability			
being flexible	I will need to perform a variety of different work tasks because working in a café/diner requires many skills.	I did different work tasks such as taking orders, making coffees, clearing and cleaning, and helping in the kitchen.	Medium I was able to do different tasks but when it got too busy I forgot some orders.
accepting challenges			
Acting proactively and autonomously			
showing initiative			
asking questions			
Connecting and working with others			
developing effective communication skills			
understanding others			
Learning and developing skills and knowledge			
developing new skills			
building a professional and/or technical vocabulary			
Managing and leading			
managing myself			
planning and organising			
Problem-Solving			
analysing issues			
making decisions			

Preview Sample:
Do not copy

4.27 Work Placement Evaluation

Work Placement: Evaluation - Work-Related Skills

A copy of this evaluation needs to be completed by your supervisor in relation to your work placement (or enterprise activity). Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation before, during and after your placement.

Student: _____

Workplace/activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

	Excellent	Very Good	Good	Basic	Not shown
☺ Communicating effectively.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being adaptable.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Showing initiative (& enterprise).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Solving problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Managing and leading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Planning & organising.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Learning new tasks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Using technology.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being self-aware.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working in teams.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working safely.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe up to three of this student's most successful contributions/areas of involvement.

1. _____
2. _____
3. _____

Briefly suggest areas that this student should aim to develop further.

1. _____
2. _____

Feel free to comment further. (Add another page or a specific evaluation if necessary.)

Signed: _____ Date: _____

Preview Sample:
 Do not copy