

# WORK RELATED SKILLS

## VM 3&4

### Unit 3: Industrial relations, work environment and practice

1. Workplace Structures & Agencies	1
2. Workplace Accountability	25
3. Workplace Relations	51
4. Workplace Behaviours	87
5. Communication & Collaboration	123

AOS1 -  
Workplace wellbeing and  
personal accountability

AOS2 -  
Workplace responsibilities  
and rights

AOS3 - Communication  
and collaboration

### Unit 4: Portfolio preparation and presentation

6. Job-Seeking Portfolios	153
7. Specific Portfolios	197
8. Refining Your Portfolio	233
9. Presenting Your Portfolio	259

AOS1 -  
Portfolio development

AOS2 -  
Portfolio presentation

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First published 2023 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia.  
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Work Related Skills: VM 3&4 (ISBN 978-1-925172-95-9 for printed coursebook)

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## Advice to Students

Welcome to your studies of **Work Related Skills units 3&4** as part of your final stage of your **Vocational Major**. Throughout the year you will investigate and demonstrate a range of work-related skills that will help you to develop your employability skills for work situations.

So be sure to apply what you are learning in the classroom to the world of work, to your **work** experience **placements**, to your **VET** course, to volunteer and community placements as well as in other applied situations - and vice versa!

You will also naturally apply your developing **Literacy**, **Numeracy** and **Personal Development** skills-sets in work-related situations.

In **Unit 3: Industrial relations, work environment and practice** you will complete **3 areas of study**:

**AOS1 - Workplace wellbeing and personal accountability** (Sections 1&2)

**AOS2 - Workplace responsibilities and rights** (Sections 3&4) and

**AOS3 - Communication and collaboration** (Section 5).

This coursebook has specific sections for the Unit 3 areas of study. However, your teacher might integrate some key knowledge and skills across the areas of study so that you can demonstrate achievement of the learning outcomes in a more applied manner.

In **Unit 4: Portfolio preparation and presentation** you will complete **2 areas of study**:

**AOS1 - Portfolio development** and

**AOS2 - Portfolio development**.

This coursebook again has specific sections for the Unit 4 areas of study. And again, your teacher might integrate some key knowledge and skills across the areas of study so that you can demonstrate achievement of the learning outcomes in a more applied manner.

Your school might also expect you to undertake structured work placements related to your future career pathway, or VET certificate. This is an ideal way to develop your employability skills, gain experience and build a deeper applied understanding of the world of work.

Use this coursebook by completing the tasks in the spaces and pages provided. You will also need to maintain your own work folios to complete some tasks, as well as others given to you by your teacher.

You will need to collect and keep an evidence portfolio with copies of resources, handouts and evidence of you applying work-related skills.



You should also use your Work Related Skills **Applied Vocational Booklet** to help build skills; and to record, identify and apply transferable skills and experiences throughout the year.

You might be directed to complete some or even all of these **assessment tasks**, as well as others supplied by your teacher that are more suited to your learning program.

### Assessment tasks

#### Unit 3

AT1 Workplace Structures, Agencies & Advocacy .....25

**AT2 Workplace Rights and Responsibilities..... 48-9**

**AT3 Workplace Relations: Investigative Case Study..... 84-5**

**AT4 Investigative Case Study Report - Workplace Behaviours  
..... 120-1**

**AT5 A Day in The Life - Investigation & Presentation ..... 150-1**

#### Unit 4

AT1 Developing My Portfolio.....196

**AT2 Getting Specific and/or Creative ..... 230-1**

AT3 Refining My Job-Seeking Portfolio..... 256-8

**AT4 Presenting & Evaluating My Job-Seeking Portfolio . 276-9**

**VCE: Vocational Major**

*Note: 3&4 due Nov & Dec '23	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
*Literacy VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
*Numeracy VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
*Personal Development VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
*Work Related Skills VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
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3&4 Interim masters

- Available now
- Available now
- U3 Available now, U4 Oct
- Available now

**Vocational Pathways Certificate**

* Print Lit/WRS due Dec 23 & Jan 24 ^ Print Num & PDS due Mar '24	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
* Literacy VPC: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
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3&4 Interim masters

- U3 Available from Nov, U4 Jan '24
- U3 Available from Dec, U4 Feb '24
- U3 Available from Nov, U4 Jan '24
- U3 Available from Dec, U4 Jan '24

**Vocational and Work Education Resources**

	Printed Book	e-version Master license PDFs
Work Experience Journal	___ @ \$22	or ___ @ \$165
Work Placement Journal	___ @ \$33	or ___ @ \$220
PDS Planner: VPC 1&2	___ @ \$33	or ___ @ \$220
PDS Planner: VPC 1&2 (exp Mar'24)	___ @ \$33	or ___ @ \$220
PDS Planner: VM 1&2	___ @ \$33	or ___ @ \$220
*PDS Planner: VM 3&4 (exp Jan '24)	___ @ \$33	or ___ @ \$220
Foundation Numeracy	___ @ \$44	na
Senior Numeracy	___ @ \$44	na

**WACE: Career and Enterprise**

	Printed Text Coursebook	e-version Master PDFs
Career and Enterprise		
CAE: General 11 2ed	___ @ \$60	or ___ @ \$660
CAE: General 12/ATAR 11 2ed	___ @ \$62	or ___ @ \$660
CAE: ATAR 12 2ed	___ @ \$68	or ___ @ \$770
CAE: Foundation 11	___ @ \$55	or ___ @ \$595
CAE: Foundation 12	___ @ \$55	or ___ @ \$595

**VCE: Industry and Enterprise**

New editions were released in 2022

I&E Unit 1: Workplace Participation 5ed - book	___ @ \$38
I&E Unit 1: Workplace Participation - e-master	___ @ \$550
I&E 1&2: Towards an Enterprising You 6ed - book	___ @ \$55
I&E 3&4: Towards an Enterprising Australia 5ed - book	___ @ \$68

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# Job-Seeking Portfolios

# 6

6.01 Unit 4: AOS1 - Introduction.....	154	6.21 Updating Your Résumé .....	174
6.03 Portfolios .....	156	6.29 It's A Digital World .....	182
6.09 Where Am I Going?.....	162	6.35 Further Study.....	188
6.17 Job-Seeking Portfolio.....	170	6.43 Graduated Assessment.....	196

Activities 6: Job-Seeking Portfolios		p.	Due date	Done	Comment
6	U4 AOS1: My Requirements	155		<input type="checkbox"/>	
6A	Ready?	157		<input type="checkbox"/>	
6B	Job-seeking portfolios	160-161		<input type="checkbox"/>	
6C	Career myths & realities	167		<input type="checkbox"/>	
6D	Where Am I Going?	168-169		<input type="checkbox"/>	
6E	Job-seeking portfolio - Artefacts	171-172		<input type="checkbox"/>	
6F	My job-seeking portfolio	173		<input type="checkbox"/>	
6G	CV update	174-175		<input type="checkbox"/>	
6H	Résumé rescue	176-177		<input type="checkbox"/>	
6I	Ask an expert	178-180		<input type="checkbox"/>	
6J	Getting it right	181		<input type="checkbox"/>	
6K	Digital job-seeking	183		<input type="checkbox"/>	
6L	TAFE search	186-187		<input type="checkbox"/>	
6M	TAFE: Pre-application	189		<input type="checkbox"/>	
6N	TAFE: Pre-application	191		<input type="checkbox"/>	
6N	My further study	194-195		<input type="checkbox"/>	
AT1	Developing My Portfolio	196		<input type="checkbox"/>	

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Comments:

## 6.01 Unit 4: AOS1 - Introduction

### Unit 4: AOS1 - Portfolio development

In **Section 6: Job-Seeking Portfolios**, you will thoroughly investigate the importance of job-seeking portfolios for different vocational situations. You will undertake an action-oriented investigation and evaluation of potential portfolio formats and propose the most suitable inclusions to enable you to meet your own vocational aspirations. As an applied task, you will collect, create and collate suitable information, evidence and artefacts for your own portfolio and meet with a Career Advisor or your teacher to discuss your progress.

In **Section 7: Specific Portfolios**, you will use a similar process to develop applied industry-specific and/or creative inclusions, for your job-seeking portfolio. You will investigate appropriate inclusions for targeted industry-specific job-seeking, as well as for course application processes as required. Once more you will meet with a Career Advisor or your teacher to discuss your progress.

Achievement of the learning outcome for AOS1 will be demonstrated through the successful completion of both assessment tasks.

**AT1: Developing my Portfolio** (based on Section 6), and

**AT2: Getting Specific and/or Creative** (based on Section 7).

Of course, your teacher might modify these assessment tasks, or develop others that are more suitable for you and your learning program.

AOS1: Portfolio development		Job-Seeking Portfolios
Portfolio development		156
Job-seeking portfolios	Portfolio formats	
Where Am I going?		162
Sources of jobs	Job-seeking steps	Job applications
	Career myths and realities	
	Job-Seeking Portfolio	170
	Updating Your Résumé	174
Résumé sections	Résumé rescue	Résumé: Tips
	It's A Digital World	182
Getting it right	e-networks	e-networking strategies
	Further Study	188
TAFE	TAFE: Application process	Direct applications
Private training providers	VTAC: Application process	Course fees
AT1: Developing My Portfolio		p.196

<b>AOS1: Portfolio development</b>		<b>S7: Specific Portfolios</b>	
<b>Specific Portfolios</b>		<b>198</b>	
Sub-portfolios	Broad occupational categories		
<b>Industry-Specific Skills</b>		<b>200</b>	
Where to?	ANZSIC industries	Industry-specific skills	Employability skills
<b>My Industry-Specific Skills</b>		<b>208</b>	
<b>SUPER System</b>		<b>214</b>	
Skills	Understanding	Progression	Evaluation
<b>Putting it Together</b>		<b>218</b>	
Visual portfolio - AVCV	Career statements		
<b>Creative Portfolios</b>		<b>220</b>	
Inclusions	Showcase talents		
<b>SUPER System Creative</b>		<b>226</b>	
Do the right thing	Say the right thing	SUPER System	
AT2: Getting Specific and/or Creative pp. 30-31			

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**U4: AOS1: My Requirements 6-7**

Your teacher will discuss your unit requirements for AOS1 with the class. List the important information, and make diary notes and reminders where relevant.

Requirement	Activities/ Resources/ Applied	Assessment

## 6.03 Portfolios

### Get ready

Welcome to your final unit of your Vocational Major program. Throughout the last two years, you have been working towards achieving your goals to build a future career pathway in a chosen industry or occupational role.

To support your career progress you need to develop a **job-seeking portfolio** that includes various **documents**, **evidence** and other information and **artefacts** that you will be required to create, collate, refine and submit in **job application processes**.

You might also be applying for a TAFE course next year, either through the **VTAC** process or via **direct entry** into a course. The documents, evidence and other artefacts in your job-seeking portfolio might also be required as part of the application process for these courses.

Many of you might be seeking employment or further study or training in **industry-specific** or **occupational-specific** roles. Therefore, you should develop an industry-specific or occupational-specific portfolio that showcases your **industry-specific skills**, along with your **transferable skills** and competencies, including text, **image-based** or **video** evidence to demonstrate some of your skills-sets.

Some of you might be developing a pathway in **creative fields** such as art, design, fashion, performing arts, media, programming and other fields. In these pathways situations, the expectation will be on you to develop and present a creative **folio** or **showreel** to showcase examples of your work, past achievements, growth and development, as well as other related skills, competencies, abilities and experience.

And let's not forget that many of you will be pursuing **part-time or casual employment** - quite possibly in a different industry or occupation from your longer-term career goals. So you also need to be able to tailor your **job-seeking portfolio**, and relevant **creative elements** or other **portfolios**, to enhance your **employability**.

### Get set

In this contemporary age of digital communication, you will be expected to develop both a **physical portfolio** (i.e. analogue and hard copy artefacts) as well as a **digital portfolio** (e.g. digital copies of artefacts as well as images, video, photo-essay, sound files, etc.).

In some cases you will need to prepare a **hybrid** portfolio including both physical and digital information and artefacts.

What will go in your portfolio?



Image: SergeyNivens/  
Depositphotos.com



**Go**

The format requirements of your portfolio will be totally dependent upon the initial job or course **application processes** and their requirements, as well as any supporting information, evidence and artefacts you need to provide.

If you are selected to progress further in an application process, you may need to have your information, evidence and artefacts available and ready to go in varied formats, depending upon whether you are being interviewed or assessed face-to-face, in a group or bulk call-up situation, via phone or video-conferencing, or even via audition, demonstration or some other method.

So as you progress through this unit of work, always think **hard copy**, always think **digital** in the most common and transportable file formats, and if relevant for creative opportunities, think **demonstrative** in short text descriptions and by using demonstrable media (or even in-person) formats.

Ready? 6A

Right now, brainstorm **what** you think will need to **go** into your **job-seeking portfolio**. Next to each term or phrase, **indicate** if you **currently have these** as **physical** documents, evidence and artefacts; and/or in a **digital** form.

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My job-seeking portfolio should include:

## 6.05 Portfolios

### Job-seeking portfolio

A job-seeking portfolio refers to the basic documents and artefacts that every job-seeker and worker needs to create to support their job-seeking activities and varied application process.

Naturally, a job-seeking portfolio includes:

- ⇒ **user-generated documents** such as a résumé
- ⇒ examples of application and cover letters, and
- ⇒ explanation and documentation of courses, experience and achievements, and other relevant information about you.

Your job-seeking portfolio might also include **externally generated documents** such

as school certificates and evidence of school completion, VET and TAFE statements of attainment, VET, TAFE and short course completion certificates, personal references and other external documentation and evidence.


Sometimes, as part of an application process, you will have to get these external documents **certified**. This means that any copy of a document has to be **witnessed** by an **authorised professional** such as:

- ✓ a school principal
- ✓ certain medical professionals including pharmacists
- ✓ a police officer
- ✓ a Justice of the Peace
- ✓ a judicial officer
- ✓ a minister of religion authorised to celebrate marriages
- ✓ a Notary Public,
- ✓ and a range of other official positions and roles.

Now there are certain exclusions on who can certify documents that might apply depending on the function of the document being witnessed and the jurisdiction for use e.g. a particular state vs the whole of Australia, or for overseas use.

And many professionals working in their normal roles might indicate that they do not 'witness' documents due to overwhelming demand that impacts on their ability to perform their usual job.

But as you can see, there's one 'person' on that list who can set this right before

 you leave school. Who is that?

### Job-Seeking Portfolio

1. Résumé(s)
2. Evidence of work history
3. Statements of attainment (VET & TAFE)
4. Certificates of completion
5. Licenses and certifications
6. Awards and achievements
7. Visual evidence
8. Referees
- To be developed as needed:
9. Cover letter(s)
10. Application letter(s)
11. Industry-specific evidence
12. Evidence of transferable skills
13. Creative/performative evidence

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### Portfolio formats

In the contemporary world of job-seeking, you must compile both an **analogue**, i.e. a hard copy portfolio, and a **digital** job-seeking portfolio. In reality, your portfolio will be a combination of both physical and digital information and artefacts - a **hybrid portfolio**.

You also need to understand that some documents and artefacts are **static** and require you to make certified copies, e.g. official certificates. Whereas, your own user-generated documents and artefacts are **dynamic**, meaning you should be adding to and **updating** these regularly. At this stage of your education journey, this should be at least every two weeks. And naturally, documents and artefacts in your job-seeking portfolio will also need to feed into any **course application processes**.

Whether you need to submit an analogue portfolio, or a digital portfolio, or a hybrid portfolio is entirely dependent on the application process. Many application processes are now fully digitised, as too are many course application processes. However, you might still need to lodge (and certify) digital copies of hard-copy documents.

But keep in mind, some employers, especially people running local small businesses, might be old-school and prefer written documents, particularly for quick face-to-face interviews, when cold-calling, or for answering a call-out on social media. And at the other end of the continuum, larger organisations and public sector employers might be completely digital-only, with strict requirements, until you move up the selection process to the interview stage.

And as far as we know, it will still be a person interviewing you, not an AI HR-bot! So when you progress to an interview stage, it is often more convenient to bring along hard copy documents and artefacts for easy display and communication in most (but not all) employment situations. So in essence, contemporary job-seeking portfolios are a hybrid of both physical and digital information and artefacts.

We also need to introduce two sub-focuses that you need to consider as they relate to your own career pathways goals.

All job-seekers need an **industry-specific portfolio** to showcase their industry experiences, training, skills and competencies; including some (not all) digital evidence of these as images or videos. You might also need more than one industry-specific portfolio; i.e. one for the industry associated with your long-term career pathway, and another for your casual/part-time work in a different industry.

Some job-seekers will also need a **creative portfolio** (or performative or demonstrative portfolio). These portfolios showcase works, creations, processes and experience in art, design, performance, manual and practical tasks, product development, sport and recreation, computing, media and many other fields where it is expected that you have worked towards creating some type of demonstrable output. You will investigate industry-specific portfolios and creative portfolios in Section 7.

**Although many elements of job-seeking portfolios are similar for all people, these also will be specific for the individual.**

Image: luislouro/Depositphotos.com



## 6.07 Portfolios

### 6B Job-seeking portfolios



#### Part A: Portfolio terminology

There is a lot of very good information on pp.156-159. And this information introduces and uses specific **terminology**.

In your own words, **explain** the **meaning** and **relevance** for you for each of these terms. Add **3 more**.

job-seeking portfolio	documents/artefacts	evidence/artefacts
physical portfolio	digital portfolio	hybrid portfolio
job application processes	direct-entry	VTAC
industry-specific skills	occupational-specific skills	transferable skills
user-generated documents	externally-generated documents	certified
static	dynamic	tailoring
industry-specific portfolio	folio/showreel	creative portfolio

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**Part B: Portfolio requirements**

1. Your **teacher** will **discuss** with the **class**, and with **you** personally, the basic **requirements** that you will need to fulfil in relation to your **job-seeking portfolio(s)**, and **course application processes**. List the important information.



<p><b>Job-seeking portfolio</b> Requirements?</p> <p>By when?</p> <p>Who can help?</p>	<p><b>Industry-specific portfolio</b> Requirements?</p> <p>By when?</p> <p>Who can help?</p>
<p><b>Creative portfolio</b> Requirements?</p> <p>By when?</p> <p>Who can help?</p>	<p><b>Course applications</b> Requirements?</p> <p>By when?</p> <p>Who can help?</p>

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2. The information above is **your starting point**, so what do you have to **do next**?

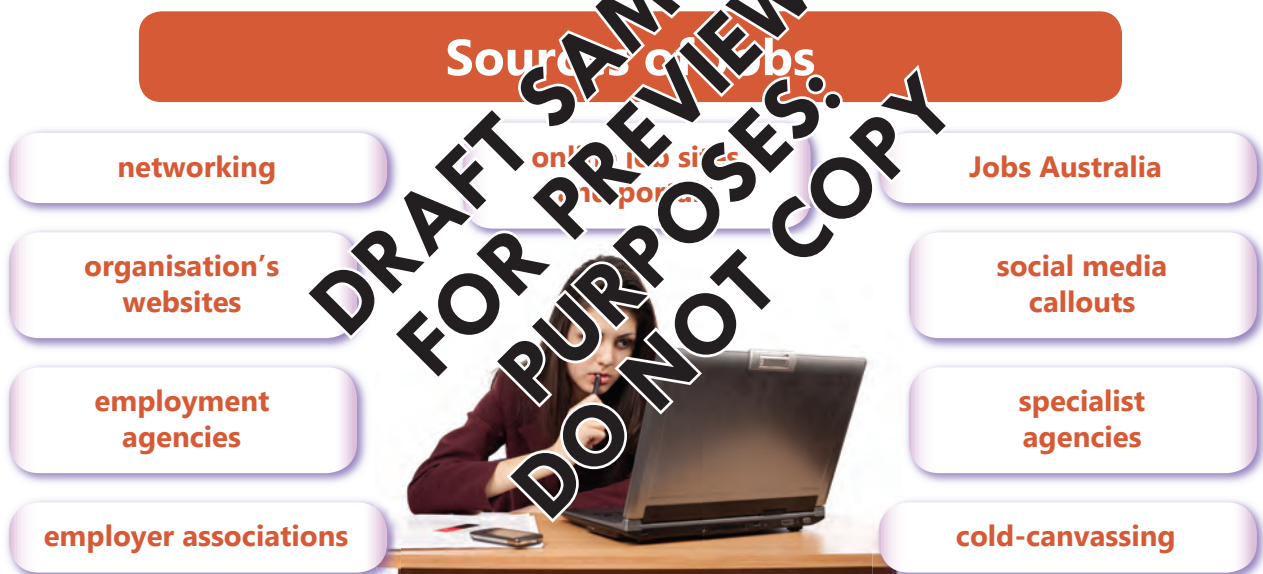
## 6.09 Where Am I Going?

### Job-seeking

When you are choosing **artefacts** to include in your **job-seeking portfolio** it is important to understand and clarify the **purpose** and the **audience** for these artefacts. So we need to start with a recap of common **job-seeking methods** available to all job-seekers and how these usually require the development and inclusion of particular items in your job-seeking portfolio. When you start to unpack these methods, you can more easily see the type of documents, evidence and other job-seeking artefacts that will be required in your own portfolio.

As you know, finding work requires a systematic and enterprising approach whereby you use and combine as many different methods as possible. So don't just rely on one single method of **job-seeking**. If you want to get an edge in the job market then you must use all the job-seeking tools at your disposal. And of course, the jobs won't come to you; rather you have to get out there and actively seek work.

Some methods of finding work are much more effective than others depending upon the type of work you are looking for, and also the stage of your career. An effective contemporary job-seeker should use **online** methods as well as utilising their **network** and contacts to access the '**hidden**' job market. So do you know where you can find jobs advertised online? And are you aware of all the people in your life and all the **specialist agencies** you can register with that can help you find employment? If not, then it's time to find out!



### Job-seeking steps

Image: Xalanx/  
Depositphotos.com

1. Investigate realistic career pathways and options that match your goals.
2. Develop a suite of skills, experience and qualifications to achieve those goals.
3. Organise your job-seeking portfolio including: résumés, application letters, copies of certificates, interview tips, referees, evidence, and other hard copy and digital artefacts.
4. Find job opportunities that are available in the labour market.
5. Tailor your job-seeking portfolio to suit the position you are applying for.
6. Apply for those positions that suit your pathways aims.
7. Revisit and modify your goals, and/or improve your skills if you are not immediately successful.

Note: At any time you can seek help and support!

## Job applications

Naturally, a job application process is the way that employers connect with potential employees as part of **recruitment** and **selection**. So it is crucial that you understand which artefacts you need to have ready to go in your job-seeking portfolio. And as you also know, this process can vary depending on the type of job, the size and type of the organisation, and the urgency with which an employer needs to fill a position

Many processes will ask you to **email** your application. So you need to ensure that your artefacts are digitised in a widely used format, such as a **PDF**.

An increasing number of job application processes for larger enterprises are **automated** using digital recruiting software, requiring you to input your information into pre-determined **fields**, and/or to **upload** your **documents**. Often this is 'smart' software, which scans applications looking for key skills, qualifications, experience and accuracy of information to eliminate serial applicants, time-wasters, and others who may not be suitable. As a result you need to create text-based information that is relevant, honest and accurate.

So what **artefacts** would you need to create for these application process situations?



### Expression of interest

- ⇒ Some jobs, especially higher-level or government roles, request for applicants to provide an initial expression of interest (EOI).
- ⇒ Sometimes this will happen before the application process has started.
- ⇒ An EOI helps filter out uninterested applicants, as only those who have taken the time to write and email their EOI will receive the application materials.
- ⇒ As an applicant, you are being assessed right at the beginning with your EOI.

### Cover letter

- ⇒ Many jobs will ask applicants to attach a cover letter.
- ⇒ A cover letter is a brief introductory letter that summarises: who you are, the role you are applying for, why you are applying and a very brief outline of why you may be suitable.
- ⇒ Cover letters are usually emailed, or included in an early form field on a digital application.
- ⇒ Cover letters are assessed for grammar and accuracy, as well as your suitability. So they should always be written formally. No emojis!

### Cold-canvassing

- ⇒ Sometimes also called cold-calling, this method involves you being proactive.
- ⇒ When cold-canvassing, you take the initiative and approach potential employers by visiting or calling them.
- ⇒ You must have all your career information, such as your résumé, training evidence and references, ready to go.
- ⇒ In times of labour shortages, cold-calling can extend to checking 'window' vacancies in the shopping precinct or on the main street.

### Social media (and PMs or DMs)

- ⇒ Many small businesses are increasingly using social media posts on community pages to put a call out for workers.
- ⇒ You may not see these directly, so it is important to have people in your networks keeping an eye out for you.
- ⇒ Your first reply is likely to be a direct message. So you need to develop a 'script' to reply to the employer.
- ⇒ Once you have a script with clear and concise information, you just need to tailor it to the position, and then to make sure you reply professionally.

## 6.11 Where Am I Going?

### Career myths and realities

In order to establish your true career direction, you might need some help to sort out some of the facts from the fantasies; some of the truths from the untruths.

So for starters, try this guide to career myths and realities and follow its good advice!

#### Myth #72

**“But my friends think this career/job ... is uncool, will be too hard, is too far away, requires too much study, or... (insert negative remark!)”**

- ⇒ Unless your friends are the ones who are going to get up every morning and go to work for you then they shouldn't be the ones who make and plan your career decisions.
- ⇒ It is a sociological fact that many people retain few friends from high school into long-term adulthood, so don't let them determine your future.
- ⇒ Be careful not to make decisions that will jeopardise your career prospects and that might set you back in developing your career.
- ⇒ A true friend will support your decision rather than try to hold you back or drag you down.

#### Myth #1

**“Potential to make squillions of dollars is the key factor that should be used to decide a career pathway.”**

- ⇒ This might be one of the most dangerous and ill-informed myths of all. Most employees actually report that it is other intrinsic factors such as responsibility, a sense of achievement, recognition, challenge and pure enjoyment that provide the key to choosing for career success.
- ⇒ If you study at uni or TAFE and become a professional or get a trade qualification, complete a degree or progress through a management program, then you will earn good money and can have a comfortable standard of living.
- ⇒ The problem is that some people in society use money as a way of determining status. Another problem is that when you are 17-18 with very little money you want to earn as much as possible.
- ⇒ One thing to watch out for is when recruiters say you can earn up to \$2,500 a week as a... (insert job they are trying to attract you to!) They always tell you the highest income you might get in this occupation, in an ideal world! If it is so easy, then why aren't they doing it?
- ⇒ Don't chase after a career that seems to promise big money if it is one that you won't enjoy!

#### Myth #73

**“The occupation you start your career in is the occupation you finish your career in.”**

- ⇒ Don't fool yourself. Only a few people get through life doing the same thing. Most people will become managers and supervisors which gives them a different occupational classification.
- ⇒ Pathways develop and branch out. The nature of work is changing and what you might be doing in 2050, about 25+ years from now, may be totally different from what you expect. It's really not that far away, but 25 years can change the nature of work so much. You'll only be in your mid-40s. How old is your teacher? How old are your parents? Are they in the same job as when they first started?
- ⇒ As you undertake lifelong learning and develop different skills, competencies, interests and values, you will change occupations, industries and careers to move with the times.
- ⇒ In just a few years you might be working in a job that hasn't even been invented yet. Think of being an app developer or a social media strategist 25 years ago!



**Myth #82**

**“If I wait, the right job - my ideal job, will come to me.”**

- ⇒ If you kick-back all day on Twitch and scoffing Doritos, you'll find that the only person likely to come knocking at your door for you is someone trying to get you to switch energy providers.
- ⇒ Finding work is a hard slog that requires you to put in the required legwork and brain work. Be proactive and meet the challenge head-on. People don't knock on your door and offer you jobs (...not real ones anyway).

**Myth #35**

**“I know what's best for me, so I'm best able to find a job on my own.”**

- ⇒ Wrong! Why not use services, which in most cases are free services, that are available to you?
- ⇒ You should take advantage of your network, careers teacher, government programs, employment agencies and other specialists to help you find work. They are the employment industry; you are not. Use them to help you... it's what they get paid for!

**Myth #99**

**“It's too late to change my career.”**

- ⇒ No, it's not. Many people change careers, re-enter the workforce and pursue new directions throughout their working life.
- ⇒ You will spend most of your life as an older person rather than a younger person. At 20 you have at least 45 years of your working life ahead of you.
- ⇒ If you think you would be better off redefining your career (and now, it's never too late) then do it. But get advice and make informed decisions.

**Myth #58**

**“References must be work-related.”**

- ⇒ Not true. It is understood that when you are young and just starting out in the workforce you may not have many, or even any, work-related referees.
- ⇒ You can use teachers, principals, sports coaches, youth leaders, community leaders, elders, police officers, work experience bosses, bank managers, people that you know (and who know you) with good standing in the community. But not family members!!

**Myth #50**

**“It is always the most qualified and experienced person who gets the job.”**

- ⇒ Well you would think so, but it isn't always the case. Generally the person who gets the job is the one who is most prepared and performs best in the interview.
- ⇒ Sometimes an organisation is looking for a person to grow into a position and may hire someone with less, but some, experience.
- ⇒ In most cases, an organisation is looking for someone who will fit in with their workplace culture. This can be much more important than different levels of experience.
- ⇒ Someone younger, dynamic and willing to grow and adapt might be just what they are after, rather than a very experienced but stolid (look it up!) and immovable rock.

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## 6.13 Where Am I Going?

### Myth #31

**“My parents want me to be a... (insert prestigious sounding hotshot career here) so that they can brag to their friends and rels at parties & BBQs.” or**

**“My parents don’t want me to be a... (insert non-prestigious sounding, generally practical or manual, artistic or community service career here).”**

- ⇒ Parents can sometimes be a tricky sell, but often the noise they make about career choice is different from what they truly believe inside.
- ⇒ Basically, you face one of two common problems: Parents want you to follow in their footsteps and make the family proud or parents don’t want you to follow in their footsteps and make the family proud!

“Well Algernon, grandfather Algernonco was a barrister, I am a barrister, Uncle Algeronimo is a barrister, your sister Algernonina is a barrister and you will abandon those stupid plans to become an aged-care worker.”

or... “Look boy, I don’ vork 45 years in fahktry so you go skol to become dancer.”

- ⇒ I can tell you that deep down, truly, your parents will be proud of you making a go of your career. A way to deal with them is to bring them to a meeting with your careers teacher or meet with a careers professional.
- ⇒ Sometimes brothers and sisters don’t always help either; there can just be too many know-it-alls out there. However, be careful not to regard good and well-meaning advice from family and friends. But at times, a second opinion from someone neutral is better!

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### Myth #38

**“All available jobs are advertised.”**

- ⇒ Not even close! We might hear Waleed Ali from The Project doing a 60-second job-seeking report saying, “It’s not what you know, but who you know! 75% of jobs are never advertised. Tonight find out about the hidden job market you didn’t even know existed!” Well I’ve never seen this 75% as an official figure but many, many jobs are not advertised.
- ⇒ So how do you get these jobs? Your network of contacts, family friends, workmates, sports buddies, clients, even competitors can help you out. Tell people that you are looking for work or a type of job/career. You might get a referral which can get you an interview or place you at the front of the queue of 300 applicants.
- ⇒ Networks save you and employers both time and money. Believe me, it costs a lot of money to advertise for and recruit employees. Cost-effective ‘informal’ recruiting is favoured by many businesses.
- ⇒ And a recommendation from someone who is a valued existing staff member is like a gold-plated reference.
- ⇒ And try some cold-calling, that is you being proactive and approaching organisations, which is the second dimension to accessing the hidden job market.

Summarise 5 of the **career myths** and their associated **realities** and **explain** how each could **impact** on **your own career** choices. Create and **add** a **career myth** and **reality** of your own.



Myth/reality	Impact on my career

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**Extension: Discuss the following**



Why do you think people would rather believe in myths than face the realities associated with their own career pathway?

What about you? Did any of the myths and realities surprise you and cause you to readjust your thinking? Do you now have a more realistic view of the challenges and opportunities available to you?

## 6.15 Where Am I Going?

### 6D Where Am I Going?



Ok. Before you start to finalise your job-seeking portfolio, it is important to **reflect** on your **goals** and **objectives** as you **move from** this final year of **school** and **into** the big wide **world** of 'work'.

Name:			Date:	
			Age now:	
My career ambition is:				
Occupation/ industry for me:	Why am I suited to this occupation?	What do I need to do to become employable?	What training courses/options are available?	
People in my job-seeking networks:				
Family	Social	Community	Educational	Work
Potential sources of job opportunities for me:				
Online	Online	Jobs Australia	Social media	Local

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Your teacher will arrange for your Careers Advisor to talk to your class about your potential employment, course and study options, and other potential opportunities for next year.

**Revisit** and **update your planner** based on the **advice** they give to the class.

Name:		Date:		
		Age now:		
My career ambition is:				
Occupation/ industry for me:	Why am I suited to this occupation?	What do I need to do to become employable?	What training courses/options are available?	
People in my job seeking networks:				
Family	Social	Community	Educational	Work
Potential sources of job opportunities for me:				
Online	Online	Jobs Australia	Social media	Local

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## 6.17 Job-Seeking Portfolio

### Job-seeking portfolio

When you are preparing to apply for jobs you need to start assembling your job-seeking portfolio. Your **job-seeking portfolio** will include all the **evidence, examples, certificates, results** and other **documentation** of your work readiness and achievements.

And now that many application processes have gone **digital**, you will also need to create and collate appropriate **digital versions** of all of these 'artefacts'.

Some requirements are **universal** such as a résumé, cover letter, education and training completion evidence, and referees. Others will be **minimum entry pre-conditions** such as an RSA for hospitality, a 'White Card' for construction, or a Working with Children check for child-care.

Some will be **job-specific** such as a manual license, or a performance showreel. Others **add value** to your **employability** such as first-aid, community involvement or leadership programs. So now at this final stage of your schooling ask yourself: 'What have I got ready?'

🧠 'What do I still need to set up?' And, 'which do I still need to go and do?'



Job-seeking portfolio - Artefacts 6E

Your teacher will lead the class through an explanation of many of the **artefacts** required in **job-seeking portfolios**. In the table explain the **meaning** and **formats** of each. Then, explain the **relevance** of each artefact **for you**, including the **extent** to which **you have created** and/or **prepared** this artefact.



Artefact	Explanation/Examples	Relevance for me/ Where am I at?
Résumé		
Cover letter		
Application letter		
Career ambition		
'Image' résumé		
School results		
School certificates		
VET results		
VET certificates		
Visual portfolio		
Showreel		
Industry-specific certification		

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## 6.19 Job-Seeking Portfolio

Artefact	Explanation/Examples	Relevance for me/ Where am I at?
OHS/WHS certifications		
School awards and commendations		
Community participation		
Short courses and certificates		
First-aid		
Working with Children		
Licenses		
Tax file number		
Resident status		
Statement of attainment		
References		

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Summarise the most important artefacts for your **job-seeking portfolio (JSP)** that **you have ready now**. Add specific information. Tick whether you have **hard copies** or **e-files**. Record the **date** you made these. Show if you need to **update** these.

Job-Seeking Portfolio		Date:			
Name:	hard copy	e-file	Date done	Up-date?	
<b>A: My résumé</b>					
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B: My job-seeking skills</b>					
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C: My work-related experiences</b>					
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D: My network and referees</b>					
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E: My supporting documents and visual evidence</b>					
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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## 6.21 Updating Your Résumé

### Updating your résumé

At this stage of the year, it is important that you update your job-seeking portfolio to reflect your career development progress. This means that you will need to update your **résumé**, as you have at least two years of experience and achievements to reflect on. And this updating task is really something that you should be doing, at the very least, monthly, or even better, bi-weekly.

Some of you are now at the stage where you will be soon actively **applying** for jobs and/or courses. So of course you need to have both **hard** and **digital** copies in your job-seeking portfolio ready to go.

Jobs often go to the most organised candidates; not necessarily the most suitable candidates. You can easily turn this job-seeking pressure into a job-seeking opportunity by being organised.

Imagine if someone in your network messaged you and said, "I've got a client who's looking to hire a young worker and I told him about you. He wants you to email your résumé tonight after school."

🧠 Would you be ready? Well, an updated CV = problem solved!

### 6G CV update

🧠 Refer to your **current** résumé as it stands right now. Use the prompts in this table to develop an **action plan** to update your CV.

Section	Task/question	Answer/Action?
Personal details	Are these up to date?	
	Are you disclosing too much or too little personal information?	
	Have you got a professional email address?	
Education	Is this up to date?	
	Does it make sense to someone who doesn't understand the education system?	
School and VET subjects & units	Do you need to list your grades?	
	Have you listed relevant VET units to suit the industry or job?	

### Résumé sections

1. Clear personal details.
2. Current education: Easy to follow.
3. School and VET subjects & units.
4. Other qualifications & certificates.
5. Brief career ambition.
6. Employment/work experience history.
7. Employment tasks/competencies.
8. Your other transferable skills.
9. Your professional/technical skills.
10. Other information/achievements.
11. Referees: Accurate and suitable.

Section	Ask yourself...	Answer/Action?
<b>Other qualifications &amp; certificates</b>	<p>Have you included all your other qualifications?</p> <p>Have you included both on-the-job and off-the-job training achievements?</p> <p>Do you have copies of certificates? Have you got certified copies?</p>	
<b>Brief career ambition</b>	<p>Is this up-to-date to match your changing goals?</p> <p>Does your statement suit the industry or job?</p>	
<b>Employment/work experience history</b>	<p>Have you listed paid work, volunteer work, community work and work placement?</p> <p>Is it in reverse chronological order?</p> <p>Have you done any community or enterprise activities that can be listed?</p>	
<b>Employment tasks/competencies</b>	<p>Are you describing your key roles accurately?</p> <p>Have you listed relevant competencies using 'ings'?</p> <p>Do your competencies reflect a range of tasks and skills, including working with others, using work-related technologies and following OHS/WHS practices?</p>	
<b>Your other transferable skills</b>	<p>Have you identified other skills, experiences and abilities that are relevant?</p>	
<b>Your professional/technical skills</b>	<p>Have you listed a range of professional or technical skills that are relevant to your industry?</p> <p>Have you included skills developed personally, through school, through VET and through work?</p>	
<b>Other information/achievements</b>	<p>Have you included other information such as awards and achievements?</p> <p>Do you have information that shows community involvement, leadership and teamwork?</p>	
<b>Referees</b>	<p>Are they the most appropriate referees for your industry/job?</p> <p>Have you checked that it's still OK to use these people? Is their information up-to-date?</p> <p>Have you notified them that you are applying?</p>	

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## 6.23 Updating Your Résumé

### 6H Résumé rescue



#### Part A: Rescue Ollie

On pp.178-9 is a draft résumé given to you by a friend, Ollie Spork. Ollie really wants to be a chef and is doing well in his VET course. But Ollie is not doing the VM so he hasn't developed all the job-seeking skills that you have.

He also has excellent references from his workplaces because he gets along well with customers and colleagues, he is very hard-working, and he asks questions and listens to advice.

Ollie has followed a template on a tablet device but as you can see, he hasn't put a lot of work into this. (He really doesn't like sitting at computers typing and prefers to be up and about doing manual and practical tasks).

He wants to send his CV off to a potential employer to try and get an apprenticeship as a chef. But he knows it's only a first draft. Ollie also realises that he has to make a lot of changes.

1. You need to identify all the mistakes, formatting errors, inconsistencies, omissions, over-explanations and under-explanations. There might be quite a few!
2. Number and label errors as you find them.
3. Rewrite Ollie's résumé. Type and format it properly, using a computer (and not a tablet!)

#### Instructions

- ⇒ It might be best to work in pairs for this activity.
- ⇒ Use your work folios to write down all of the problems with Ollie's résumé. Set up a table using sub-headings for the different categories of 'mistakes'.
- ⇒ As a class identify and discuss all of the problems, and make sure that all errors are identified and corrected before typing up Ollie's final résumé.

#### Extension

Ollie is keen to work but he knows he is better off getting his Year 12 and having his license because of the shift hours he might be working. But as part of self-reflection and a SWOT, Ollie has identified that writing formally is a weakness of his.

However, Ollie's strengths are that he is very enthusiastic, he's not scared of talking face-to-face with people and potential employers, and he will do whatever training is recommended to help him achieve his dream career of being a chef.

What type of job-seeking methods would you recommend Ollie focus his efforts on? Why so? What other advice would you give Ollie?

List 5 practical steps as part of an action plan that you would recommend Ollie pursue to improve his chances of getting an apprenticeship as a chef.



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### Part B: Help each other out

The purpose of a résumé is to quickly, clearly and concisely communicate information about yourself to someone who doesn't know you. That is why this activity, preparing a résumé for someone you don't know very well, works best.

1. Partner up with someone in the class. It is best if you work with someone who you don't know very well. Your teacher can put you into pairs. **DON'T WORK WITH YOUR CLOSE FRIENDS.**
2. You are required to write a draft résumé for your partner. This means you need to interview them to find out the appropriate information to include. Prepare a rough draft of their résumé using a template distributed by your teacher, or the sample in Section 8.
3. Make sure that you include all relevant information. Check each other's résumés for accuracy and spelling

### Résumé: Tips

#### What to do: Formatting...

- ✓ Use a word processing package.
- ✓ Use a 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.
- ✓ Use size, bold and italics to show different information/headings.
- ✓ Insert page numbers at the bottom.
- ✓ Include plenty of white space.
- ✓ Use tabs to indent and line up sections.

#### What to do: Content...

- ✓ Use a well-organized résumé that is 2 pages are enough at this stage of your career pathway.
- ✓ Include your name in a header or footer on each page.
- ✓ List from most recent to earliest.
- ✓ Use work-related terms to outline your employability and to outline your competencies.
- ✓ Explain how you have contributed either in your work, school or volunteer/community settings.
- ✓ Include details of supporting referees.
- ✓ 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 phone or tablet.
- ✗ 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 have uneven indents.
- ✗ Don't use coloured paper, gimmicks or fancy 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 include a photograph (unless asked or necessary e.g. modelling).
- ✗ Don't have any spelling and grammatical errors.
- ✗ Avoid video CVs unless requested.

## 6.25 Updating Your Résumé

resume: Ollie Sprk, July 2024

Ollie Spork

Sprintown , 3149

M: 0441 0404 0101

ollie\_da\_sickest\_allnite\_raver@wotmail.com.au

### Education

2024: VCE

TAFE Hospitality.

Subjects include:

- English
- Food Studies
- Industry and Enterprise
- Outdoor and environment studies
- PE

2019-2023: Did Years 7-11 at Springtown College

### Qualifications & Training

- Jun 2023: Certificate 1st Aide and First Aid
- Mar 2023: Certificate I in Food Hygiene
- MAY 2024 - Responsible alcohol serving the CHA

### CAREER OBJECTIVES

I want a job cooking as a chef in a restaurant with good pay.

### Employment History

#### Employment

→ Richmond Larder and Bookstore

Position: Help out in the cafe casual Duration: All this year

Tasks: Do a lot of different things with customers.

Competencies: Some of the main competencies I have demonstrated include:

- effective talkin with customers
  - using the registers
    - make sure I prepared food properly and higinicly
- flexible by working evening and weekend shifts
- I safely used coffee machines and cooking equipment and didn't cause no accidents.
- I prepare all the salads and do grill cooking
- I diod what I was told and listened to Lionel.

**Résumé: Ollie Sprk, July 2042****Employment History (cont.)***Work Experience*

➔ El Scofflow's Eatery, Wide Way, Springtown

Position: Food and service helper-out      Duration: June 2023 - 2 weeks

Tasks: Boss didn't let me do too much.

Competencies: During my work experience my tasks included:

- ➔ showing customers how to sit down
- ➔ taking people's plates away from them
- ➔ making sure the cutlry was shiny
- ➔ carrying bottles of alcohol to people
- ➔ making sure that the salads had no bugs and dirt in them
- ➔ cleaning up all the all-you-can-eat counter

**Transferable Skills***Leadership*

- Last year at school we showed the new kids around and looked after them to make sure that they didn't get bashed.
- In Year 10 we ran a football tipping comp that raised over \$1200 to buy new sports stuff.
- I mow lawns for free for the oldies on my block who can't mow because of arthritis.

*Professional Skills*

- ✓ I can use computers programs, all sorts, pretty good.
- I'm fit and am very good at sports, winning a lot of awards.
- I'm not that good at office stuff and sitting down.
- I've got my learner's permit and will be going for my manual license in a few months.
- I'm good at cooking, I cook stuff for my family most nights.
- I'm really safe at using kitchen equipment as I have been trained at TAFE at using kitchen equipment safely at TAFE.

*Achievements*

I haven't won any awards at school. But I did enter the Melbourne royal show baking competition and placed 2nd and have won 3 highly commended prizes as part of Food studies.

*Hobbies/Interests*

Kickboxing, MMA and cooking Sports

**Referees**

lionel Johnson

Boss

Richmond Larder

P: 92222 3333 (BH)

Mrs. Wanda Scone

Cooking teacher

Mr Athol Spork

Local counsellor

P: 9888 6789

## 6.27 Updating Your Résumé

### 6I Ask an expert



#### Part A: Careers Advisor appointment

Make an **appointment** with your **Careers Advisor**. They are going to be very busy this term so get in as soon as possible. Record their **advice** on the following **job-seeking portfolio requirements**. Add **other information** they give to you.

Section	Their advice	Actions you need to do? By when?
My career goals/ambition/statements		
My job-seeking portfolio		
My résumé		
My documents/evidence/artefacts		
My course applications		
My job applications		
Other		

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**Part B: Industry expert**

Make an **appointment** to meet with a knowledgeable person from an **industry** or **workplace** in which you are interested in, or your **career mentor**.

Record their **advice** on the following **job-seeking portfolio requirements**. Add **other information industry** and **occupational-specific** advice they give to you.

Section	Their advice	Actions you need to do? By when?
Career goals/ambition/statements		
Job-seeking portfolio requirements		
Résumé inclusions		
Documents/evidence/artefacts		
Job applications		
Contacts leads and networking		
Other		

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## 6.29 It's A Digital World

### Getting it right

A lot of formal, and an increasing amount of informal job-seeking, now take place entirely using **digital processes**. In response, you have to ensure that your job-seeking portfolio is **flexible** enough to be presented in digital formats - as required.

And as you also already know, many of the less formal digital job-seeking processes, especially by smaller employers - expect a very quick reply. So you have to be **fast**.

One of the pitfalls associated with the growing use of digital application processes is that job-seekers are still simply attaching their résumés and applying for positions for which they are unsuitable, unqualified, or in some cases, not even really interested. Employers are finding that up to 90% of applicants might be unqualified, underqualified or unsuitable.

So to deal with these serial applicants they are using streamlined, automated 'smart' digital application systems to eliminate many applicants by using **keyword analysis** and by insisting that applicants fill in **standardised data fields** as part of the application process.

### Tailoring your information

In practical terms, this means that you will have to **tailor** some of your resources in your job-seeking portfolio, such as an expression of interest or cover letter, your résumé, and your responses to **selection criteria**, to suit the application process that you are required to use.

And you are likely to have to do these slight, or even major, tweaks time and time again. So a good strategy is for you to get this right in the beginning, and then refine and improve over time as needed.

You should make use of the methods you have already learned to create your standard résumé(s), application letters and responses to typical selection criteria. These are your **'templates'**.

You also have to develop your ability to **modify** the template information so that you can apply, and/or **cut and paste** the relevant information, as needed, into a particular application process.

You will further develop your skills in this area by **evaluating, updating** and **refining** the key information in your job-seeking portfolio throughout this unit; and more specifically in sections 7 & 8.

This also means that you might need to add, delete or change some of the information to suit different application processes.

As always, 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).

**"I'm trying to fit my info into the field length but the good stuff gets cut-off. Apps close in 20 mins! I should've pre-prepared this with character counts."**



Image: Bob Ingelhart/  
iStock/Thinkstock

Getting it right 6J

1. The table has the key terms in the 'Getting it right' passage. For each term, explain **why you have to do this** for your job-seeking portfolio.
2. Then explain **how you could do** this for your job-seeking portfolio.
3. Describe an **occupational-specific** or **industry-specific example** that relates to **your own career pathways goals**.
4. Finally, suggest where you can get **help, advice** and **support** to **improve** these elements of your **job-seeking portfolio**.



Action	Why?	How?	Example	Support
flexible				
fast				
tailor				
templates				
modify				
evaluate				
update				
refine				

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## 6.31 It's A Digital World

### e-networks

As the world continues to evolve with electronic communication and social media growing as key networking tools, people are experiencing the growing benefits of developing and maintaining a job-seeking e-network. There are a number of guidelines you need to follow when using social media as part of your e-networking strategy.

#### 1. Create and manage a suitable professional digital profile.

- ⇒ Create a separate 'professional' profile for job opportunities, including a professional email address and social media profiles.
- ⇒ Any potentially embarrassing and personal posts should be confined to your personal network. You can judge this based on whether you would show these to a job interviewer in a formal interview process. If your answer is 'no way', then you really should re-consider what you post, where you post these, and who can see your posts based on your privacy settings.
- ⇒ This is all a part of maintaining a responsible **digital footprint!** If you contact someone digitally asking about employment, you can be guaranteed that one of the first things they'll do is an e-search for you. So what image do you want to project to employers; and what image do you currently project?



#### 2. Be safe online.

- ⇒ If you come across any potential opportunities online, then take steps to find out who you are dealing with.
- ⇒ Double-check contact details for organisations to make sure they are real, and whether the person 'advertising' or 'replying' to your enquiry is indeed who they say they are!
- ⇒ Limit sharing of your personal information, such as age, private phone number and address. These can be disclosed if you make a positive digital contact and after the person has checked out your CV.
- ⇒ Don't post or mass-share your CV. It can disclose a lot of personal information.
- ⇒ If someone asks you to PM a photo - don't. Why do they need that? If it is for a 'modelling' job or something similar then you should be even more wary. There are real agencies to handle that type of work. People don't get discovered as 'Wyndham's Next Top Model' on TikTok, FB, Instagram or Twitter!

#### 3. Communicate professionally.

- ⇒ e-networking might seem less formal but you are participating in what is really, just a different form of job application. So communicate professionally and succinctly. Everything you 'say' (type) will be assessed and evaluated just as with a job application letter or expression of interest. Watch for auto-correct and dictated text bloopers.
- ⇒ Make sure you send information in a digital format that users can access, based on the type of device they are using.
- ⇒ Be aware of standard business and industry hours for work-related contacting.
- ⇒ email is still the most widely used business communication tool. So use this appropriately. But many smaller businesses now want a fast response using DMs. So create some scripts for this.

Image: Kronick/  
iStock/Thinkstock



## e-Networking Strategies

### Formal online networking

The most prominent e-networking site is LinkedIn: <https://au.linkedin.com>



However, it is more suited for professional networking rather than entry-level jobs. But as you progress through post-secondary study you might consider launching a LinkedIn profile.

The site allows you to 'link' into organisations and industries that suit your career pathway. You can also follow key people.

When using sites such as LinkedIn you need to take care to manage your digital footprint.

- ✓ Manage your privacy settings. Do you want your boss to see that you are scouting for other opportunities?
- ✓ Is the person who is contacting you reliable, reputable and safe? Anyone can 'pretend' to be whoever they want to be in the digital world.
- ✓ Is an opportunity too good to be true, especially one whereby you are contacted by someone you don't know? Ask yourself: Why would someone be contacting you? Why are they offering something completely remarkable? It could be a scam, or worse!

### Informal online networking

Sometimes employers or employees share job opportunities through online networks.

e.g. A bar owner might post on Facebook asking if anyone knows a person who can work weekends in the bistro. A firm might post in an online community forum to see if someone can recommend a person for an apprenticeship.

On the other hand, a job-seeker might 'ask' their network if they know of any jobs going or if they can recommend any potential contacts they could approach.

You should always have a separate 'professional' social media profile with a more 'adult' network of contacts; as well as a professional email (not [iloveselfies@lookatme.com](mailto:iloveselfies@lookatme.com) or [gameallnight@sleepallday.com.au](mailto:gameallnight@sleepallday.com.au))!

*Image: Adapted from Rawpixel Ltd/iStock/Thinkstock*



When using informal online networking you also need to take care.

- ✓ Be very wary of unsolicited offers or offers from people or firms you don't know.
- ✓ Limit the disclosure of personal information (including your CV) until you have had a responsible adult check the offer.
- ✓ Strongly consider developing a professional online presence and set of social media profiles, separate from your personal life.
- ✓ Apply to all opportunities professionally and state where you 'saw' the opportunity.
- ✓ Many employers search the online profiles of prospective employees. So what did you say/post/comment on last weekend and will it come back to bite you?

### Online showcasing

This method of e-networking can be quite useful for artistic, creative, performative and craft-based activities such as digital media, photography, film, music, performance, art, design and other related fields.

You might use sites such as YouTube, Vimeo, SoundCloud, Flickr, DeviantArt, and LiveJournal. Or perhaps you could use social media sites like Instagram, Facebook, and Twitter. You could also create your own website, blog, or portfolio to showcase your work.

Having a digital presence can enhance your reputation, showcase your skills in action and broaden your profile. But there's not much point uploading a video of you filling out a spreadsheet, unless it's a tutorial. But what about a video of you preparing a dinner party from your own recipes, or dismantling a gearbox?

If you are using 'showcasing' social media to help broaden your network then

you have to make sure that all your communication is professional. And that includes what your friends comment on, as well as how you answer their comments!

And you must self-edit. Leave the dress where it belongs, on your phone. There's enough digital clutter in the world already!

## 6.33 It's A Digital World

### 6K Digital job-seeking



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
What are the most suitable digital job-seeking portals for me?		
What are the requirements for signing up for digital job-seeking portals?		
What is the best format for e-documents; and what software do I need to create these?		
Which enterprises 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 could I leave out if the application portal has set 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?		

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**Applied investigation**

- a. Research and summarise 2 different social media career networking strategies. One strategy should be based on your career pathway now, whereas the other is based on achieving a future goal sometime down the track. Complete these tables based on your findings.



Social media career development strategy 1:

Advantages:	Disadvantages:
Risks to manage:	
Advice you would offer:	

Social media career development strategy 2:

Advantages:	Disadvantages:
Risks to manage:	
Advice you would offer:	

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- b. What do you need to do next? By when? Create action statements.

## 6.35 Further Study

### Further education

Next year, many of you might be planning to study and train at TAFE by doing a certificate IV or a diploma as part of your pathways development into your preferred career vocation. There are thousands of vocational and further learning courses that provide qualifications at graduated levels offered by different **TAFE** institutions and/or **private providers**.

Some common vocational study areas for young people include child-care, visual arts, design, computing, hospitality, administration, business, community and care services, electrical and engineering support, construction and infrastructure, sport and recreation, various trades, and many - very many - others.

The most likely ways that you might access and apply for these further education and training opportunities are:

- ⇒ **TAFE** courses using the **VTAC** application process
- ⇒ **TAFE** and **further education** courses by **applying directly** to the institutions
- ⇒ **private provider** courses using either the **VTAC** process and/or via **direct application**
- ⇒ for **vocational training, skills development, licensing** and **certification** courses, and **industry-specific** opportunities, by applying **directly** to the training provider.

### TAFE

TAFE is the government-funded and operated system that provides vocational training and skills-development in a wide range of industry and occupation areas. Most TAFEs offer courses from **certificates** I to IV, through to **diplomas** and **advanced diplomas**.

Some of the most common areas of training include cooking and hospitality, retail, ICT, technical, engineering and electrical, manufacturing and physical trades including construction, automotive, business and management, child-care, aged care, community services, health, nursing, art and design, and many other areas.

TAFE courses are nationally accredited courses. For some occupations require further **specific licensing** and **certification** to meet different state-based legal guidelines to be eligible and qualified to work in the occupation or industry. Vocational training and education offered through TAFEs is generally more skills-based and provides great entry opportunities into the workforce

TAFE courses are usually delivered at institutes and campuses across metropolitan and regional Australia. In Victoria, training is offered by TAFEs such as Kangan Institute, Box Hill Institute and Federation TAFE, as well as many others. Some courses can be completed partly, or even wholly, online.

Many TAFE courses are **government-subsided** so that eligible students can pay less for their training. In Victoria, look for these named as **Skills First** courses. There is also a large range of courses offered as **Free TAFE** courses for industries and occupations that the government has recognised are facing skills shortages, and in which the state needs more skilled workers.

**There is ongoing need for more skilled technical workers.**



Image: monkeybusiness/  
depositphotos.com



The 13 Victorian TAFEs	
TAFE Victoria portal	<a href="https://tafe.educationapps.vic.gov.au/s/">https://tafe.educationapps.vic.gov.au/s/</a>
Bendigo TAFE	<a href="https://www.bendigotafe.edu.au/">https://www.bendigotafe.edu.au/</a>
Box Hill Institute	<a href="https://www.boxhill.edu.au/">https://www.boxhill.edu.au/</a>
Chisholm Institute	<a href="https://www.chisholm.edu.au/">https://www.chisholm.edu.au/</a>
TAFE Gippsland	<a href="https://www.tafegippsland.edu.au/">https://www.tafegippsland.edu.au/</a>
The Gordon (Gordon Institute of Technical and Further Education)	<a href="https://www.thegordon.edu.au/">https://www.thegordon.edu.au/</a>
GOTAFE (Goulburn Ovens Institute of Technical and Further Education)	<a href="https://www.gotafe.vic.edu.au/">https://www.gotafe.vic.edu.au/</a>
Kangan Institute	<a href="https://www.kangan.edu.au/">https://www.kangan.edu.au/</a>
Holmesglen Institute	<a href="https://holmesglen.edu.au/">https://holmesglen.edu.au/</a>
Melbourne Polytechnic	<a href="https://www.melbournepolytechnic.edu.au/">https://www.melbournepolytechnic.edu.au/</a>
South West TAFE (South West Institute of Technical and Further Education)	<a href="https://www.swtafe.edu.au/">https://www.swtafe.edu.au/</a>
SuniTAFE (Sunraysia Institute of Technical and Further Education)	<a href="https://www.sunitafe.edu.au/">https://www.sunitafe.edu.au/</a>
William Angliss Institute (William Angliss Institute of Technical and Further Education)	<a href="https://www.angliss.edu.au/">https://www.angliss.edu.au/</a>
Wodonga TAFE (Wodonga Institute of Technical and Further Education)	<a href="https://www.wodongatafe.edu.au/">https://www.wodongatafe.edu.au/</a>
The University of TAFE Victoria	<a href="https://www.vut.edu.au/">https://www.vut.edu.au/</a>
Federation TAFE (Federation University Australia)	<a href="http://www.federation.edu.au/">http://www.federation.edu.au/</a>
RMIT University (TAFE Victoria)	<a href="http://www.rmit.edu.au/">http://www.rmit.edu.au/</a>
Swinburne University of Technology (TAFE Victoria)	<a href="http://www.swinburne.edu.au/">http://www.swinburne.edu.au/</a>
Victoria University Polytechnic	<a href="https://www.vupolytechnic.edu.au/">https://www.vupolytechnic.edu.au/</a>



TAFE search 6L

1. Search your **local TAFE** for a **course** related to an occupation you are interested in. Is there **further training available** at this TAFE, and if so, what are the **entrance requirements**?
2. Search **more broadly** across other **TAFE institutions**. Are there **courses available** that match your career pathways **goals**? If so, what are the **entrance requirements**?



## 6.37 Further Study

### TAFE: Application process

Throughout this year you have been investigating career pathways options. And one of those options might be further training and qualifications offered through TAFE.

🧠 So before you take your final step to apply for TAFE, you should have done the following.

- Researched occupations and/or industries that match your career pathway preferences.
- Identified suitable courses that will give you the qualifications needed to enter this occupation.
- Explored potential options for you through the government-supported Skills First, Free TAFE, and pre-apprenticeship courses.
- Considered the course delivery mode (i.e. face-to-face, online, part-time, full-time) course length and course fees (including any concession subsidies and fee caps).
- Satisfied or be able to meet entrance requirements such as minimum achievement levels in English and Maths, and for some courses, other relevant section criteria.
- Noted the application dates and the closing dates.
- Located relevant TAFE campus locations at which you can undertake the course. Take into account your likely living arrangements when completing the course.
- Lodged an enquiry to find out more about a course.
- Visited an information session about the course.
- Prepared your job-seeking portfolio materials that may be required to support your application. This includes written references.
- Registered to get a Unique Student Identifier (if you haven't already got one).
- Met with your Careers Advisor or a careers mentor to get assistance with your application.
- Identify if you need to apply using the VTAC process or via direct entry.
- If through VTAC, found out if an ATAR is needed for entry, or if alternative entry criteria (non-ATAR) exist.
- Research course-specific entry requirements including folios, auditions, demonstrations, interviews, lower-level course completion, industry experiences, etc..
- Understand the basic language, literacy and numeracy expectation standards, the type of ways that learning institutions will assess these through pre-testing, and if suggested by your teacher, complete any practice tests.
- Prepared and made digital copies of your ID documents.
- Completed a dummy application in class or with a Careers Advisor.
- Had your application and all other materials checked.

🧠 If you can tick all of these boxes, then you might be ready to apply! Your teacher will give you full advice on this.



Image: moodboard/Thinkstock

Use this **checklist** to record important **information**, **dates** and other **requirements** as part of the steps in the **TAFE application process**. When each step is done, **outline the action you need to take and/or the outcome**.



Step	Requirements	Action/Outcome
Research occupations and/or industries.		
Identify suitable courses.		
Consider the course length.		
Consider the course delivery mode.		
Consider the course fees.		
Identify and meet entrance requirements.		
Note application dates.		
Locate relevant TAFE campuses.		
Lodge course enquiry/attend information session.		
Prepare your job-seeking portfolio.		
Register for a Unique Student Identifier.		
Meet with your Careers Advisor/mentor for advice.		
Complete a dummy application form.		
Have your application and evidence checked.		

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## 6.39 Further Study

### Direct applications

Many of the TAFE courses that you might apply for will require a **direct entry application** to the specific institution(s). So when you lodge your direct entry application, you will need to complete a range of information correctly.

Some information such as biodata, education history, disability status including NDIS, citizenship status, whether you are an Aboriginal or Torres Strait Islander, and other 'identifying' information about you, is common for selection processes across all institutions.

However, you might need to respond to **specific course-based** questions (i.e. **selection criteria**) describing;

- ⇒ your interest in the vocational area or industry field
- ⇒ ambitions and goals
- ⇒ industry experience
- ⇒ industry-specific skills acquired
- ⇒ transferable skills from other training and experiences, and
- ⇒ other course selection information that the selection officers, or course co-ordinators will use to assess your suitability for the course.

So this means you should have developed suitable responses to these before you complete the online form. You will spend time doing this in sections 7 & 8 as part of your **industry-specific portfolio**.

### Common information

Common information that you need to complete either will, or is very likely, to include the following.

**Biodata:** Your name, address, age, contact details, etc..

**Demographic data:** Information about your nationality, language spoken at home, citizenship, disability status, etc..

**Education status:** Current study (i.e. Year 12), Victorian Student Number (VSN), Unique Student Identifier (USI), highest completed education level, previous enrolments and completion.

**Employment/voluntary work history:** Name of employer, work dates, average weekly hours worked and weeks/year, employment status (p/t or f/t).

**Course-based work experience:** Name of employer, dates, total hours, name of program.

**Declaration:** Attesting that your work history is true and correct.

**Supporting documents:** You'll need to supply and/or upload photocopies of:

- ⇒ proof of identity documents
- ⇒ school completion certificate(s)
- ⇒ school reports and results
- ⇒ training provider certificates and/or statements of attainments (or enrolment details)
- ⇒ (external) or pre-selection test results
- ⇒ written references (so you must have these organised and written by your referees well in advance!).

### Private training providers

The vocational education and training sector also has thousands more private training providers that deliver nationally-recognised qualifications.

Some private provider courses require a VTAC application. But many other courses are available via **direct application** to the private training provider. This means you will have to meet a range of varied **application dates** and **institution-specific** entrance requirements.

Private training providers determine their **own fees** and **charges** for courses and many of these fees are higher than the state-funded TAFE courses. However, some of these providers are accredited by the state government to offer **Skills First** subsidised courses.

There can be a huge difference between TAFE and private provider courses, especially in price. Many **TAFE** courses are **subsidised** by the **government**. So it pays to compare and ask around about the quality of programs, the experience of teachers and trainers, the types of teaching and course delivery methods, and the ease of accessing online materials. This means that is worthwhile shopping around for the location, dates, duration and price that you can afford.

You should always know how much you might be up for when applying with a private training provider. Most are reputable trainers with significant industry experience and a real commitment to work with students to develop their career pathways.

But be wary, as over the last decade, there were a number of colleges exploiting people by using dubious and high-pressure tactics to get students to sign up for courses; and then delivering very little service and support, leaving students with a large study debt - for little or no pathways outcome.

#### VTAC Application Process

Some of you might be applying for courses offered by TAFEs and private providers through the VTAC process. These might include advanced diplomas, diplomas and certificate 4 level courses across almost all (non-professional) industry fields.

Your teacher and Careers/VTAC Advisor will give you much more information about this process and whether you should apply to some courses through the VTAC process.

Listed below are the basic steps, but your teacher will advise and support you to deal with all the specific requirements as part of these VTAC steps.

**Unique Student Identifier (USI).** You will need to have your USI before you commence applying for tertiary courses through VTAC. (You are likely to already have this for VET.)

1. You will need to create a VTAC account.
2. Research suitable courses, course delivery modes and course fees.
3. Understand course entry requirements and be sure that you meet these.
4. Choose up to 8 courses in preference order.
5. When applying - Enter your secondary education information.
6. When applying - Enter your post-secondary studies educational history (if relevant).
7. Confirm your information and pay your application fee.

If relevant:

8. Complete and submit a SEAS (Special Entry Access Schemes) application and supporting documentation.

## 6.41 Further Study

### Course fees

OK there is no nice way to put this. On average it costs more to study at TAFE and in private courses than it did a few years ago, especially at diploma and advanced diploma level. But **Skills First** courses are heavily **government-subsided**. And there is an extensive range of **Free TAFE** options, as well as apprenticeship and pre-apprenticeship opportunities, that might be suitable for you.

If you make sensible and relevant pathways choices then your study costs are an investment in your future. And remember, training costs for all **apprenticeships**, most **traineeships** and many other certificate I-IV courses are also heavily **subsidised**. There are also **concessional** tuition rates that apply to some students.

All students will need to pay **tuition fees**, **resource fees**, and a **service fee**; and will be expected to purchase other course **support materials** (such as textbooks, equipment, etc.). Education providers clearly detail these fees on their website information.

**Tuition fees** are calculated by: the course fee rate (for a particular course) multiplied by the nominal hours to complete the units of study (based on an average student expectation).

**Resource fees** are set charges for materials (provided by the institution) that students access in order to complete their course.

Eligible students (with an eligible concession card, who enrol in state-subsidised certificate I-IV courses may be eligible for a **concessional rate**, only 20% off their tuition fees. There are no concessional rates available for resource fees.

### 6N My further study



1. What are **your further study** and **course options** for next year? **Why** is that?

Empty text box for response to question 1.

2. If you are still looking for employment next year, or you don't get your preferred course options, what **study** and **course back-ups** should **you have** in place?

Empty text box for response to question 2.

3. What **do you still need to find out**? Where can you get **help** and **advice** about courses?



Empty text box for response to question 3.

### TAFE Payment Options

When enrolling, you can choose from these payment options.

1. Pay the **full amount** of fees and charges **upfront** yourself. You may be able to access a regular payment plan spread out across the year.
2. Elect to have an **employer pay** (if they have agreed of course!) You'll need a signed authority from an employer so that they get invoiced for your fees.
3. Enter into a legally binding agreement to pay your fees using regular **smaller instalments** over a longer timeframe.
4. Defer **payment** by using the Commonwealth Government's **VET Student Loans (VSL or VETSL)** program (provided that you and the course provider are eligible).
  - ⇒ VSLs only apply for courses above Certificate IV level.
  - ⇒ The amount of a VSL for a course is **capped**, and this VSL cap may not be enough to cover the tuition fees for a course. You are responsible for paying any **gap** amount.
  - ⇒ VSL loan amounts have **no interest** component, but debt amounts are **indexed** each year.
  - ⇒ **Full fee paying/fee for service** students will incur a **20% loan fee** on their VSL.
  - ⇒ You are **compulsorily** required to **repay** your VSL debt through the **taxation system** when your annual income exceeds \$46,911 (2022/23 tax year).
  - ⇒ You can also make **voluntary repayments** on your VSL debt at any time.

In special circumstances, you might qualify for a financial hardship fee waiver of all or part of your fees, depending on your own personal circumstances, family income or other significant factors.

Your teacher, Careers Advisor, and the course provider themselves can help you and give you more information on your eligibility requirements.



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4. If you are undertaking a **course study** for training, what will be the **costs** of these? **Compare** some alternatives.



5. Find out which **Free TAFE** courses are **available** and **suited** to **you**, for when you finish Year 12. <https://www.vic.gov.au/free-tafe>



## 6.43 Graduated Assessment

### AT1 Developing My Portfolio AOS1 - Portfolio development



For this assessment task, you are required to analyse the features of a job-seeking portfolio by:

- developing your own portfolio
  - justifying your inclusions in a session with a Careers Advisor (or teacher), and
  - getting feedback and advice to improve and refine your portfolio proposal.
1. Explain the purpose and scope of your job-seeking portfolio.
  2. Identify what you think would be the likely inclusions for your job-seeking portfolio.
  3. Analyse the most appropriate format for your portfolio and for the inclusions.
  4. Gather, collate and create suitable documents, evidence and artefacts for your portfolio, including appropriate formats.
  5. Discuss the likely applied uses of your portfolio in job-seeking situations.
  6. Discuss the likely applied uses of your portfolio for course selection processes for further study and/or training.
  7. Meet with Careers Advisor or teacher to present your portfolio as it stands now, and to discuss and justify your proposed inclusions.
  8. Take and use feedback to develop an action plan to refine and improve your job-seeking portfolio (including for course selection purposes, if relevant).

Name:	Key dates:	UNIT 4 AOS1		
Tasks - AT1: Developing My Portfolio	Must Do?	Due Date	Done	Level
1. Purpose and scope of my job-seeking portfolio.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Likely inclusions for my job-seeking portfolio.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Appropriate formats for my portfolio inclusions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Suitable documents, evidence and artefacts for portfolio.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Establish appropriate formats of portfolio and inclusions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Discuss applied uses of portfolio for job-seeking situations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Discuss applied uses of portfolio for further study/training.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
<input type="radio"/>	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Prepare and submit my job-seeking portfolio.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. <b>Participate in interview with Careers Advisor/teacher.</b>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
<b>Make notes of advice and suggestions.</b>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
8. <b>Establish an action plan for portfolio improvement.</b>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>



# Specific Portfolios

# 7

7.01 Specific Portfolios.....	198	7.23 Creative Portfolios .....	220
7.03 Industry-Specific Skills .....	200	7.29 SUPER System - Creative.....	226
7.11 My Industry-Specific Skills.....	208	7.33 Unit Assessment Task .....	230
7.17 SUPER System.....	214	7.35 Review and Reflection .....	232
7.21 Putting it Together .....	218		

Activities 7: Specific Portfolios	p.	Due date	Done	Comment
7A Occupation categories	199		<input type="checkbox"/>	
7B Where to?	201		<input type="checkbox"/>	
7C Industry vocational training	204-205		<input type="checkbox"/>	
7D Technical and specialist training	206-207		<input type="checkbox"/>	
7E My industry-skills audit	208-213		<input type="checkbox"/>	
7F SUPER System	216-217		<input type="checkbox"/>	
7G Visual Portfolio - AVCV	218-219		<input type="checkbox"/>	
7H Career Statement	220		<input type="checkbox"/>	
7I Creative Portfolios: Inclusions	221		<input type="checkbox"/>	
7J My creative portfolio	224-225		<input type="checkbox"/>	
7K Portfolio requirements	227		<input type="checkbox"/>	
7L SUPER System - Creative	228-229		<input type="checkbox"/>	
AT2 My Portfolio - Getting Specific and/or Creative	230-231		<input type="checkbox"/>	
R7 Review and Reflection	232		<input type="checkbox"/>	

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Comments:

## 7.01 Specific Portfolios

### Specific portfolios

As you know, job-seekers and course applicants have to **tailor** and **refine** their job-seeking portfolios to specifically meet and satisfy the **job description**, **application processes**, **selection criteria** and other specific requirements of the **position** or **course** they are applying for.

For you, this means creating your 'general' job-seeking portfolio. But it also means having a '**sub-portfolio**' to directly communicate your **industry-specific skills**, competencies and experiences. And some of you might need two sub-portfolios. One for your **longer-term career goals** in a particular industry or occupation, and the second for **part-time** and **casual work** that might be in a totally different industry.

Some of you will also need to create a **creative portfolio** for jobs and courses in art, design, fashion, multimedia, performing arts, product development, hair and beauty, sport and recreation, and so on.

And for all of you, there is the opportunity to **showcase** some of your skills, competencies and achievements by providing **visual** or **video evidence** of your achievements in manual, practical and technical tasks such as making, rendering, building, fixing, assembling, using tools, using technology, problem-solving and other in industry-specific or occupation-specific roles.

As you work through the **portfolio proposal** task in this section, always think of how these apply to your job-seeking portfolio in a specific way or in a creative way.

💡 So let's get specific by starting with a recall of occupational categories. Where do you fit?

### 21 Broad Occupational Categories

Accounting, Banking and Financial Services	Administration and Human Resources	Advertising, Public Relations, Media & Arts
Agriculture, Animal and Horticulture	Automotive, Transport and Logistics	Construction, Architecture and Design
Education and Training	Electrical and Electronics	Engineers and Engineering Trades
Executive and General Management	Government, Defence and Protective Services	Health and Community Services
Hospitality, Food Services and Tourism	Information & Communication Technology	Legal and Insurance
Manufacturing	Mining and Energy	Personal Services
Sales, Retail, Wholesale and Real Estate	Science	Sports and Recreation

Occupation categories 7A

**Occupations** in Australia are grouped into **21 broad categories** (see p.198).

1. What **type** of **worker** might **organisations** in these **occupational categories** be **looking for**? You decide on what the word, ‘type’, means in this context.

e.g. Organisations in the Health and Community Services sector are likely to be looking for workers who care about others, who have well-developed emotional intelligence, patience and empathy, and who have an understanding of physical, mental and emotional health issues.

Accounting, Banking and Financial Services	Administration and Human Resources	Advertising, Public Relations, Media & Arts
Agriculture, Animal and Horticulture	Automotive, Transport and Logistics	Construction, Architecture and Design
Education and Training	Electrical and Electronic Engineering	Engineers and Engineering Trades
Executive and General Management	Government, Defence and Protective Services	Health and Community Services
Hospitality, Food Services and Tourism	Information and Communication Technology	Legal and Insurance
Manufacturing	Mining and Energy	Personal Services
Sales, Retail, Wholesale and Real Estate	Science	Sports and Recreation

2. What about **you**? Where do **you fit in** and **why**?

## 7.03 Industry-Specific Skills

### Where to?

As you continue to further develop your job-seeking portfolio, it is important to clearly understand the **audience** for your portfolio.

This means you need to establish whether your career pathways **goals** are centred wholly within one **industry** or specific **occupation**. This **specialised approach** means that you will need to **target** your portfolio **inclusions** specifically for the types of stakeholders who will be scrutinising your portfolio as part of a **job application** or **course selection** process.

But in reality, you will also need to **develop, refine** and **tailor** elements of your **portfolio** to extend beyond one specific industry or job. For example, you might be seeking **casual** or **part-time** work until you find your ideal vocational role. You might also be seeking work in a totally different industry, such as retail or hospitality, to help support you when you are **studying** at **TAFE** or undertaking further **training**. You might also be working more than one job, especially if you are a 1st-year apprentice being paid at that lowest rung wage level.

You also need to realise that these skills you are building right now, won't only just be useful for your exit from secondary school this year. The whole purpose of your Vocational Major, and this Work Related Skills subject in particular, has been to give you **lifelong career pathways development skills** and **techniques** that you can apply again and again as your career evolves as a natural part of a **career life cycle**.

So, at this stage of your development, you need to answer the following questions. Doing so will guide the type of career pathway development that you should proactively undertake for the remainder of the year. And naturally, (even if you don't do the track, and perhaps sooner than you might expect), you will apply your skills and knowledge over and over again - as an independent young member of the labour market. So ask yourself:

- 🧠☹️ Am I looking for an **entry-level position** to enable me to start on the pathway to achieving my longer-term career goals?
- ☹️ Am I seeking **part-time** or **casual work** to **complement** further **study** and to build a suite of **transferable skills**?
- ☹️ Am I looking for **'any' job** (within reason) until I find (or am ready for) my preferred career pathway role?

### ANZSIC Industry Divisions

- |  |   |
|--|---|
| <b>A. Agriculture, Forestry and Fishing</b>          | <b>M. Professional, Scientific &amp; Technical Services</b> |
| <b>B. Mining</b>                                     | <b>N. Administrative and Support Services</b>               |
| <b>C. Manufacturing</b>                              | <b>O. Public Administration and Safety</b>                  |
| <b>D. Electricity, Gas, Water and Waste Services</b> | <b>P. Education and Training</b>                            |
| <b>E. Construction</b>                               | <b>Q. Health Care and Social Assistance</b>                 |
| <b>F. Wholesale Trade</b>                            | <b>R. Arts and Recreation Services</b>                      |
| <b>G. Retail Trade</b>                               | <b>S. Other Services</b>                                    |
| <b>H. Accommodation and Food Services</b>            |   |
| <b>I. Transport, Postal and Warehousing</b>          |   |
| <b>J. Information Media and Telecommunications</b>   |   |
| <b>K. Financial and Insurance Services</b>           |   |
| <b>L. Rental, Hiring and Real Estate Services</b>    |   |

**"I just need to get a start working - so almost any job will do!"**



Image: iordani/depositphotos.com

1. What are **your career pathways goals**? Why so?

2. What are your **back-up, or supporting goals**? Why so?

3. Now is the time to **clarify the industry** or industries that **match your career pathways goals**. In the table: List your industry(ies). List industry sub-sector(s). Identify other common names used for these industries. List the occupation(s) you are pursuing for your career pathways goals.

ANZSIC industry	ANZSIC sub-divisions	Other common names	Occupation(s)

4. Now do the same thing for other **supporting industries**, or potential industries that could provide **casual or part-time** work.

ANZSIC industry	ANZSIC sub-divisions	Other common names	Occupation(s)

**What if? - Discussion**

Your Careers Advisor comes into your class and says, “I’ve got 2 local employers looking to reach out. Funky Chikns on Main St. desperately needs a casual worker for about 4 evening and weekend shifts/week. And K&L Enterprises [which just happens to be in the industry that matches your career goals] is looking to employ a junior ASAP for weekend shifts - with the possibility of a long-term apprenticeship/traineeship/ permanent job role from December”. Are you willing? Are you ready?



## 7.05 Industry-Specific Skills

### Industry-specific skills

As you already know, when we work, we do so within an industry setting. Many of these industry-specific skills are closely related to **employability skills**.

But the difference is that industry-specific skills require a worker to develop **specialised task knowledge** and **technical skills** for occupations and work tasks directly for their industry of employment.

**Industry-specific skills** refer to particular skills (or competencies) that an individual must demonstrate for a specific occupation within an industry.

So in your **job-seeking portfolio**, you need to show that you have developed industry-specific skills; and include both physical and digital evidence of you demonstrating these.

You might also have to respond to **selection criteria** by describing and providing examples and evidence of you demonstrating industry-specific skills.

You also need to be able to clearly articulate your development and demonstration of industry-specific skills in **interview** situations.

### Training packages

One way that you can better communicate your skills of industry-specific skills is to use the training package related to your **VET course**, or that is related to vocational training, such as an **Australian Apprenticeship**.

Training packages are sets of national endorsed standards and qualifications for recognising and assessing people's skills. Training packages include the industry-specific skills required of an apprentice, or a trainee, or a student, undertaking vocational learning as part of **competency-based training**.

A training package sets out the requirements for both on-the-job and off-the-job structured training.

Training packages include relevant **competency standards**. These describe the required skills and knowledge needed for a trainee to operate effectively in the workplace.

Competency standards in training packages are recognised Australia-wide. They form the basis of training for a specific industry.

To successfully complete a qualification, a trainee must complete all **units of competency (core and elective)** in a qualification.

This is achieved by completing all of the **elements** that make up each unit of competency; and by satisfying each of the **performance criteria** in each element.

To successfully complete a task, a person must be **competent** in the specific requirements of that task. **Training packages** include units of competency that are developed by industry stakeholders to meet the specific skill needs of that industry.

### Employability skills

Employability skills are the set of 8 generic or general skills that you develop and apply through work, education and training; and at times through your personal life experiences.

- ⇒ **Planning & organising**
- ⇒ **Teamwork**
- ⇒ **Self-awareness**
- ⇒ **Communication**
- ⇒ **Technological**
- ⇒ **Problem-solving**
- ⇒ **Learning**
- ⇒ **Initiative & enterprise skills**



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For example, in the Construction industry, a bricklayer would need to know how to use **technology**. Specifically, this may include hand and power tools, lifting equipment, levelling and measuring tools and devices, and so on.

In the Accommodation and Food Services industry, a barista would also need to know how to use technology; specifically coffee machines, roasters, tampers, steamers, etc.. These are different **industry-specific technologies** and relevant for that occupation in that industry.

When it comes to preparing inclusions for your **job-seeking portfolio** you should ask yourself, “How do my personal skills, attributes and capabilities match this industry?” Essentially ask yourself: “How do I fit this industry?” Then you will develop **evidence** to show this.

You also should explore the notion of, “How does the industry fit me?” This is where you might apply your **transferable skills** and **other experiences** to create a more rounded profile of your suitability for the job role or course - as a person who can offer more than just a suite of technical skills.

Now you will undertake a series of activities to identify, explain and match your various skills and competencies for industry-specific occupations. And don't forget to picture visual examples that you might use as evidence in your job-seeking portfolio.



Image: photography33/ depositphotos.com

### Researching Industry-Specific Skills

The best site to use to find out about Industry-Specific skills (and competencies) is:

<https://training.gov.au/home/TGA>

It is a huge official information site and does take some getting used to at first.

- ⇒ Go to **Keyword search** near the top.
- ⇒ **Enter a job name** and then **Search**.
- ⇒ From the results choose **Qualifications**.
- ⇒ Select a suitable course by clicking on the **course code** (current not superseded).
- ⇒ Scroll down to see all the core units and the elective units.

Get familiar with these for your occupation and qualification level.

⇒ Scroll back up and choose from the **Units of Competency (click on course code)**.

⇒ Scroll down and you can see all the **Elements** required for that unit.

Next to these are all the **Performance Criteria**. These are industry-specific.

⇒ You can scroll down again to see the **Assessment requirements**.

Both the **Knowledge Evidence** and the **Assessment Conditions** give even more insight into industry-specific competencies.

Your teacher may guide the class through this process using a common industry training package, such as **Retail Operations** or **Kitchen Operations**.

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## 7.07 Industry-Specific Skills

### 7C Industry vocational training

Use <https://training.gov.au/home/TGA> to research a **training package** that matches an industry occupation that you are interested in.



Title, level & code

Training packages that include this qualification

Classifications

Entry requirements

Learning files

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Units		





## 7.09 Industry-Specific Skills

### 7D Technical and specialist training

1. Revisit the **training package** research you did for Activity 7C, using:

<https://training.gov.au/home/TGA>



Stick with this, or search a different industry occupation.

Focus on your **Core Unit** findings from tasks 'c' to 'e':

- c. List some of the most relevant **Performance Evidence** for you.
- d. List some of the most relevant **Knowledge Evidence** for you.
- e. List some of the relevant **Assessment Conditions** for you, and the equipment, tools and technology required.

Create short statements that **describe** day-to-day **specialist** and **technical** work **roles** that employees would be expected to perform. Include the **equipment, tools** and **technology** that they would use.

A large rectangular area with horizontal lines for writing. A large, bold, black watermark is centered diagonally across the area, reading: "DRAFT SAMPLE FOR PREVIEW PURPOSES: DO NOT COPY".



## 7.11 My Industry-Specific Skills

### 7E My industry-skills audit



Now is the right time to undertake a **skills audit** to identify and describe your skills and competencies, and to help you to determine which of these to emphasise in your job-seeking portfolio.

Choose an industry:

Brainstorm examples of varied skills, competencies and other attributes and experience to match the 10 foci.

Foci 1, 3, 5 & 7 are industry-specific for your chosen industry.

Foci 2, 4, 6 & 8 require you to describe examples from your participation and experiences in other industry settings. Now, you might naturally have experiences from a range of other industry settings. So make sure you name the industry(ies) each time you describe one of your examples.

1. My **industry-specific skills** and **competencies** for 'my' industry.
2. My **industry-specific skills** and **competencies** developed in **other industry settings**.
3. My **technical skills** and **competencies** for **my** industry.
4. My **technical skills** and **competencies** developed in **other industry settings**.
5. My **interpersonal skills** and **competencies** for **my** industry.
6. My **interpersonal skills** and **competencies** developed in **other industry settings**.
7. My **personal skills, attributes** and **competencies** for 'my' industry.
8. My **personal skills, attributes** and **competencies** developed in **other industry settings**.
9. My **experience, training**, and other relevant **histories**.
10. My other **transferable skills** that could be applied.

Note: If you get stuck and/or feel that you can't complete all the boxes, then focus on the **8 employability skills**. At least 1 (and usually more) of these will 'match' various industry-specific skills and competencies, as well as personal skills, attributes and experiences.

Also, think about how you could use **visual evidence** of you demonstrating these varied skills and competencies. A good way to do this is to create a picture in your mind of you demonstrating your skill or competency. Then all you need to do is source, recreate or create these situations in visual formats.

Ideas?













## 7.17 SUPER System

### SUPER System

A really effective method that you can apply to communicate your industry-specific skills, competencies and experiences is to use the **SUPER System**. For all possible job-seeking portfolio inclusions think: **Skills, Understanding, Progression, Evaluation** and **Relevance**.

Of course, you will not be able to communicate all of the information below for each skill, every time! e.g. If you are providing a list of industry-specific skills and competencies on your résumé, then these will likely be single sentences emphasising one specific 'ing'.

But some descriptions will cross over and encompass more than one **SUPER stage** at a time.

Then when you are in an interview situation, you have more chance to describe your skills by giving detailed applied information. And sometimes, an annotated image, or a short edited video, can communicate a lot of industry-specific information effectively and efficiently.

### Applying the SUPER System

As you go through the 5 SUPER stages you should always think. **What? When? Why? How? and Which?** This will help you target in on your most relevant industry-specific skills, competencies and experiences.

Doing this will also help you to create concise explanation statements, as well as better choices of appropriate visual and other evidence.

- ☺ What was I doing?
- ☺ When did this happen?
- ☺ Why did I choose to, or need to, do this?
- ☺ How did I do this; and how did I learn and develop this?
- ☺ Which tools, equipment, technology and support from others did I use?

## SUPER System

**S**  
**Skill**  
**Determine which skills, competencies and experiences you want to, and need to, communicate.**

- Identify suitable industry-specific examples.
- Match these to descriptions and selection criteria for jobs or courses.
- Describe the tasks, roles and situations being presented.
- Name the skills using 'ings'.
- Explain the role of tools and technology needed to demonstrate these skills.
- Consider if visual or video examples might also be useful.

S

**U**  
**Understanding**  
**Explain the importance of the skill, competency and experience; and how you demonstrated these.**

- Explain why you need to have these skills for industry-specific, or course situations.
- Describe how these skills are needed for occupational roles and tasks.
- Clarify the context of the skill, such as responding to a brief, conducting a demonstration, performing work for a client, undertaking training and practice, and naturally, doing day-to-day work roles.
- Discuss how workers with these skills can be of use to an employer.
- Consider if visual or video examples might also be useful.

U

**Progression**

**Communicate your process of growth and skills development; including the importance of further improvement and development.**

- Explain how you developed your skills, and if relevant, your timelines of progression.
- Outline different types of training that assisted you.
- Explain how the support and guidance of others helped you to develop the skills.
- Describe any self-initiated learning such as online tutorials and self-directed training.
- Explain why you still need to further develop your skills, and how the job/course would assist you to do this.
- Consider representing your journey from being unskilled or under-skilled, to becoming competent (or near competent) in these skills.
- Strongly consider if visual or video examples might also be useful, such as before and afters, or tutorials/demonstrations.
- Provide evidence of certificates of completion, statements of attainment and other official documents.

**P****Evaluation**

**Evaluate your level of expertise in the skills, competencies and experiences; and invite the other party to evaluate as well.**

- Explain what you did well.
- Clarify how often you have achieved at this level (are you now fully competent or was this a once-off?)
- Identify what you still need to improve (this follows on from progression).
- Discuss how people such as assessors or teachers (through the job or course) can help you identify strengths and weaknesses as well as strategies to improve.
- Invite feedback and advice.
- Consider if references, testimonials, awards and other commendations can help communicate your achievements.

**E****Relevance**

**Explain how the skills, competencies and experiences relate to applied industry, occupational and/or course situations.**

- Start by focusing on the need for specific skills related to the particular industry, job or course you are applying for.
- Discuss how a worker (or student) would be required to apply these skills, competencies or experiences on a day-to-day basis.
- Examine the difference between being able to achieve these skills as a once-off, as compared to needing to do them again and again, day-in and day-out.
- Explore the concepts of quality, efficiency and productivity as relevant to the industry or occupation-specific setting.
- Outline how being able to demonstrate these skills, etc. acts as a stepping stone to further expertise; including further guidance, training and development.
- Summarise by stating your level of job readiness and employability for the role.

**R**

## 7.19 SUPER System

### 7F SUPER System



Use the **SUPER System** to identify key information that you would like to communicate for your relevant **industry-specific skills**. Try for 3 key points in each of **Understanding, Progression, Evaluation** and **Relevance**, as well as a clear description of information for **Skills**. Consider the appropriate use of **image-based** and **video evidence** as well.

You can make a copy of this pro-forma to do the same thing for a **2nd industry** of choice, perhaps for **part-time/casual work**.

<b>Industry:</b>	
<b>Skills</b>	
<b>Understanding</b>	<b>Progression</b>
<b>Evaluation</b>	<b>Relevance</b>
<b>Skills</b>	
<b>Understanding</b>	<b>Progression</b>
<b>Evaluation</b>	<b>Relevance</b>
<b>Skills</b>	
<b>Understanding</b>	<b>Progression</b>
<b>Evaluation</b>	<b>Relevance</b>

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Skills	
Understanding	Progression
Evaluation	Relevance
Skills	
Understanding	Progression
Evaluation	Relevance
Skills	
Understanding	Progression
Evaluation	Relevance
Skills	
Understanding	Progression
Evaluation	Relevance
Skills	
Understanding	Progression
Evaluation	Relevance

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## 7.21 Putting it Together

### 7G Visual Portfolio - AVCV



In some situations, employers are requesting **applicants** to **submit** some **visual evidence**, or even an **annotated visual CV (AVCV)**, to support their applications.

This is especially relevant for industries and occupations that require workers to develop, use and apply **practical, manual and technical skills** - including many **trades**, or those that lead to a made **product** or **creative output** by occupations such as chefs, hairdressers, beauty therapists, artists, designers, media and multimedia makers and many more. **Storyboarding** is the best way to draft these.

1. Create a **5-panel storyboard** showing you demonstrating **industry-specific skills**. Consider the stages of the SUPER System to guide you.
2. Create another **5-panel storyboard** showing you demonstrating **industry-specific skills** for a **2nd industry** or job role.
3. Create another **5-panel storyboard** showing you demonstrating how to **work safely** as part of effective industry-specific skills.
4. Create a **5-panel storyboard** identifying the use of **industry-specific tools, equipment and technology**.
5. Create a **5-panel storyboard** showing you demonstrating **progression** in the development of your industry-specific skills.
6. Create a **5-panel storyboard** showing your completion of **quality finished output** or **product** creation.

1. Ideas?	2. Ideas?	3. Ideas?
4. Ideas?	5. Ideas?	6. Ideas?

7. How you will **annotate** each of your AVCVs to **briefly** describe the **content** of the image story, but perhaps more importantly, the **context** of the image story.
8. How might a short, **well-edited video** highlight your industry-specific skills?

### Career statement

The final piece of the industry-specific puzzle is a career statement that concisely summarises your **ambitions** and **goals**, usually in one to three sentences. Essentially, this is a short **pitch** that introduces you to your prospective employer and helps them to determine whether, at first glance, you might be a good fit for this industry/occupation/workplace.

So we can say that a good career statement means that the employer is more likely to read on, rather than pass you over!

Some applicants let themselves down because they don't **modify** their career statements to match the specific job they are applying for.

So, you have to make sure your career statement **matches** the **position** you are applying for.

If you don't, the employer is likely to think that you are just cutting and pasting information, and/or just applying for jobs willy-nilly without any clear thought of your suitability for the specific role, or for the nature and culture of the enterprise.

In your career statement, focus on **what**, **how** and **why** - which always involves a **pay-off** for them. Always mention the **training** and **development**.

#### Career statement

Step 1: Ignore American advice!

Step 2: Don't use hyperbole. If you are already that good then why do they need to employ you?

Step 3: Avoid clichés. Who doesn't say that they are motivated, hard-working, enthusiastic, knowledgeable and skilled, and a good team player?

Step 4: What? How? Why (them)?

e.g. Current student looking for a part-time/casual role.

**What:** I am looking to develop a career in the hospital industry with the long-term aim of becoming a restaurant chef.

**How:** I hope to complete an apprenticeship to develop industry-specific and applied skills, and to become a more valuable member to my future employers.

**Why (them):** By working as a weekend kitchen assistant at Joe's Juice Joints I will gain valuable experience and learn from your staff about how to apply the competencies I am developing in my VET College certificate for your menu.

#### Career statement 7H

1. Quickly now, and without too much thinking, prepare two **3-sentence career statements**. One for your **long-term ambition**, and a second for a **part/time casual role**. Make up a job and organisation, and don't forget the pay-off!
2. Partner up. Read **your statements aloud** to your partner - taking turns.
3. Ask **them** to write down their **feedback** on what they 'hear'.
4. Read them again. **Reflect** on the **clarity** of what you have written. If they don't sound good when read aloud, then they're not likely to read well on your CV.
5. Use the **feedback** and your own **reflection** to **refine** your **statements**.
6. **Read** the **refined statements** to your partner.
7. Get **feedback** and **reflect**. **Redraft** your statements.
8. Have **1 more read aloud**. Make any **final adjustments**. Then **present** these to **your teacher** for feedback and **advice**.



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## 7.23 Creative Portfolios

### Creative portfolios

Assembling a strong creative portfolio takes a lot of time, thought and critical self-assessment. And portfolio requirements will vary depending on the industry, occupation, course or even the project brief. So what should you include?

The only way you can truly find out, is to find out! That means **analysing course** and **job application requirements**.

That also means getting **advice** and **support** from a course **selection officer** and/or an **industry expert**. And that also means getting a **mentor** from your **network** who has had experience going through the process, or who has had experience evaluating others going through the process.

💡 So what do you know, who do you know, and how can you find out more?



### Creative Portfolios Inclusions

Career ambition

Visual portfolio

Artworks

Videos

Auditions

Storyboards

Creations

Models

Demonstrations

Media

Products

Gradings

Testimonials

Technologies

Résultats

Experience abstract

Digital CV

Designs

Showreel

Performance

Animations

Writings

Renders

Tutorials

Samples

Enterprises

Training

References

Software

Experience

Commissions

Engagements

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The requirements for a creative portfolio are diverse depending on the industry, occupation, course or specific focus.



What **inclusions** do you think would be **needed** in a **creative portfolio** for each of these **situations**? Add **2 more** situations (these might be more relevant for you.)

Visual arts course

Performing arts course

Multimedia design course

Visual merchandising course

Gig at a local pub

Photoshoot for a fashion designer

Commission for a themed cake

Job interview for a hairdresser

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## 7.25 Creative Portfolios

### Showcasing your talents

These pages offer a summary of generally expected **portfolio inclusions** for different fields of practice.

Use these as a starting point for a **portfolio proposal** about how best to build your **creative portfolio**.

*Image: SergeyNivens/  
Depositphotos.com*

Then seek **expert advice** to refine your portfolio and really target in on your key skills, experiences and **demonstrable** talents.

If you don't see an area of interest explained here, then use the examples from similar fields of interest to create your own brief abstract.



#### Hair and beauty

Applicant portfolios might include images and videos of haircuts, styling, colours, braids and transformations; make-up styles, techniques and application methods for different purposes; before/after analysis; by-side transformations, specialised techniques, special occasion work, online tutorials and client testimonials.

#### Performing arts

These specialised portfolios for singing, music, dance, acting, musical theatre, circus arts, comedy, etc. will involve reels featuring examples of singing and work, auditions, training drills, characterisations, public performances, creative work, headshots and body shots, and others as relevant, including their online profiles.

#### Visual design and art

Fields such as graphic design, industrial design, interior design, fashion design, animation, visual arts and fine arts often require portfolios to showcase the applicant's artistic abilities, creativity, conceptual understanding and technical and software skills.

#### Fashion and textiles

Courses and careers in fashion design, styling, or fashion merchandising may require a portfolio showcasing the applicant's fashion sketches, clothing designs, conceptual understanding, styling projects, or fashion-related images or videos.

#### Photography and videography

Courses and occupations related to photography, videography, filmmaking, and multimedia production often require portfolios to demonstrate the applicant's proficiency in capturing and editing visual content and use of technology and software.

#### Industrial design and product development

People who are pursuing careers in product design or development need a portfolio to display their conceptualisation, prototyping and product design projects, and use of technology and software.

### Web design and development

Portfolios are commonly requested for courses or jobs in web design, front-end development, user experience (UX) design, and interactive media, to showcase the applicant's ability to create visually appealing and functional websites, apps or digital interfaces; and applied use of technology and software.

### Architecture, drafting and planning

Applicants pursuing architecture, drafting or urban/regional planning pathways will need to present a sophisticated portfolio demonstrating their design skills, architectural drawings, 3D-modeling, applied renderings, use of technology and software, responses to project briefs and other related projects.

### Animation and game design

Portfolios are crucial in the animation and game design fields, as they demonstrate the applicant's skills in character design, storyboarding, animation techniques, 3D-modeling, meeting project briefs, app and game development and applied use of technology and software.

### Film and Media Production:

Courses or occupations in film production, video editing, or media studies often request portfolios to showcase the applicant's work in storyboarding and conceptualisation, filmmaking, editing, cinematography, screenwriting, production management and other relevant areas.

### Advertising and Marketing

Applicants in the advertising and marketing fields often need to present a portfolio highlighting their campaigns, branding projects, marketing strategies, and any visual or creative work they have produced, including storyboarding, copywriting, brand conceptualisation and financial viability analysis.

### Writing, editing and media

Writing portfolios typically include written pieces such as articles, blog posts, journalism pieces, creative writing samples, copywriting work, or excerpts from published works. These portfolios may also showcase research skills, interviewing abilities, editing proficiency, and knowledge of specific subject areas.

### Creative foods

These may include chefs, pastry chefs (pâtisseries), confectioners, cake-makers, bakers and other speciality areas who might showcase their work through photos, videos of recipes, examples of works-in-progress, novelty creations, items made for special events, testimonials, use of technology and demonstrations.

### Creative trades

These may include woodturning, blacksmithing, furniture-making, textile, clothing and footwear trades, auto detailing, model-making and many more who would use images, videos, process descriptions, demonstrations and testimonials to showcase their work, skills and conceptual acumen.

### Sport and recreation

Applicants should highlight coaching, instructional and first-aid experiences and demonstrations, sports participation and achievements, recreation and community leadership involvement, program participation and development, specialised skills and expertise, client testimonials as well as specific image and video evidence.

## 7.27 Creative Portfolios

### 7J My creative portfolio



If you need to create a **creative portfolio**, then it is quite likely that you might **think** in a **visual-spatial** way.

1. So picture in your mind **your** most likely **inclusions** in your **creative portfolio**. List these below using your own descriptive terms.
2. Next to this description, **indicate** if you will need to include **these** as **physical** evidence and artefacts; and/or as **digital** evidence and artefacts

Creative portfolio for:

	Phys Dig		Phys Dig		Phys Dig
	Phys Dig		Phys Dig		Phys Dig
	Phys Dig		Phys Dig		Phys Dig
	Phys Dig		My creative portfolio is likely to include:		Phys Dig
	Phys Dig		Phys Dig		Phys Dig
	Phys Dig		Phys Dig		Phys Dig
	Phys Dig		Phys Dig		Phys Dig

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3. Now, because you are more likely to think in a **visual-spatial way**, create a **diagram, mind-map** or other **visual representation** of the **artefacts** and **evidence** you should **include** in your **creative portfolio**, and how you might **organise** and **arrange** these.

Creative portfolio for:

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## 7.29 SUPER System - Creative

### Do the right thing

When you are putting together your creative portfolio for a **course** or **job selection process** you must clearly identify the **requirements** and **guidelines** that are provided. This is step 1 in showing that you can follow instructions. This also introduces a step 2 to show that you can **critically self-select** to illustrate your most suitable examples. So if a course says:

- ✓ pastel works must be fixed, then do so
- ✓ works greater than 1m in size must be photographed instead of brought in, then make sure you take good quality representations of your work
- ✓ that you need to organise works into different artistic areas/ media or fields of expression, then do this
- ✓ digital images must be saved as hi-res jpegs as your name, work title, and media then make sure you do
- ✓ to limit showreel videos to 30 sec each, with no more than 3 minutes in total, then do this
- ✓ to save your portfolio as a PDF, or provide a URL link to a single webpage then do so
- ✓ to bring in your device to show your digital examples then do this by bringing in a tablet or laptop (and not just your phone!)

Naturally, there are many more examples depending on the type of creative field you are pursuing. And the same advice goes for job application processes that ask for the submission of creative and portfolio examples. Interviewing you to upload examples as part of a pre-selection assessment.

When course selection officers or employers are looking to choose the most suitable candidates, they are not selecting the portfolio. Instead, they are selecting the person. So you have to be prepared, young and able to talk about the works you have chosen to include in your portfolio. The interview stages are crucial to your success.

Many applicants with good portfolios that demonstrate well-developed skills, are not successful in application procedures. Turn those negatives around and communicate these key understandings.

Why not? Well generally:

- ✗ they think they are already 'highly competent'
- ✗ their works are derivative and too similar to a specific artist/creative or a fad-style
- ✗ they find it hard to accept constructive feedback and criticism
- ✗ they show hesitancy at being expected to work outside their own preferences
- ✗ they have an inability to describe how they might progress within an industry.
- ✓ Make sure that you show and explain your progression.
- ✓ Communicate an understanding of the industry, your interests and key creatives/artists.
- ✓ Showcase a variety of applied creative skills.
- ✓ Highlight strong work in your preferred theme, style, media, etc..
- ✓ Demonstrate how you responded to a brief.
- ✓ Talk about the importance of critical feedback in skills development.
- ✓ Consider illustrating a failure, why you think this failed, and how you improved.

One very useful method is for you to apply the **SUPER System** to all of your examples.

Portfolio requirements 7K

If you are applying for a **course** that has **creative portfolio requirements**, it is vital that you **meet** all of the **requirements exactly** as asked. Go online and **find out** the **portfolio** and **other requirements** for courses you are interested in applying for. Summarise the key information.



Course		
Institution and Campus		
Duration/ delivery mode		
Entry requirements		
Folio requirements overview		
Types/ examples of works required		
Format of works		
Requirements for physical works		
Requirements for digital works		
Interview guidelines and advice		
Support info, sessions, videos and contacts to get advice		

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## 7.31 SUPER System - Creative

### 7L SUPER System - Creative



Apply the **SUPER System** to identify key information that you would like to communicate for your relevant **creative output** and **experiences**. Try for 3 key points in each of **Understanding, Progression, Evaluation** and **Relevance**, as well as a clear description of information for **Skills**. Of course, you must include the appropriate use of **physical, image-based** and **video evidence** as well.

You could also make a copy of this pro-forma to apply your creative output and experiences as transferable skills for **part-time/casual work**.

<b>Industry:</b>	
<b>Skills</b>	
<b>Understanding</b>	<b>Progression</b>
<b>Evaluation</b>	<b>Relevance</b>
<b>Skills</b>	
<b>Understanding</b>	<b>Progression</b>
<b>Evaluation</b>	<b>Relevance</b>
<b>Skills</b>	
<b>Understanding</b>	<b>Progression</b>
<b>Evaluation</b>	<b>Relevance</b>

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Skills	
Understanding	Progression
Evaluation	Relevance
Skills	
Understanding	Progression
Evaluation	Relevance
Skills	
Understanding	Progression
Evaluation	Relevance
Skills	
Understanding	Progression
Evaluation	Relevance
Skills	
Understanding	Progression
Evaluation	Relevance

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## 7.33 AOS1 Assessment

### AT2 My Portfolio - Getting Specific and/or Creative AOS1 - Portfolio development

For this assessment task, you are required to complete your industry-specific and/or creative sub-portfolios as part of your overall job-seeking portfolio proposal.



Required

- Complete **AT 1: Developing My Portfolio** from p.196.
- Gather, collate and create suitable documents, evidence and artefacts for your **industry-specific portfolio** related to your long-term **career pathways goals**.
- Gather, collate and create suitable documents, evidence and artefacts for an **industry-specific portfolio** in a **2nd industry**, such as for **part-time/casual work**.
- Gather, collate and create suitable documents, evidence and artefacts for your **creative portfolio as required**.



For this assessment task, you are required to analyse the features of an industry-specific/creative job-seeking portfolio by:

- developing your own industry-specific and/or creative portfolio
  - justifying your inclusions in a session with a Careers Advisor, industry mentor (or teacher), and
  - getting feedback and advice to further improve and refine your portfolio.
1. Explain the purpose and scope of your industry-specific/creative job-seeking portfolio.
  2. Identify what you think would be the likely inclusions for your industry-specific/creative job-seeking portfolio.
  3. Analyse the most appropriate format for your industry-specific/creative portfolio and for the inclusion.
  4. Gather, collate and create suitable documents, evidence and artefacts for your industry-specific/creative portfolio, including appropriate formats.
  5. Discuss the likely applied uses of your industry-specific/creative portfolio in job-seeking situations.
  6. Discuss the likely applied uses of your industry-specific/creative portfolio for course selection processes for further study and/or training.
  7. Meet with Careers Advisor, industry mentor or teacher to present your industry-specific/creative portfolio as it stands now, and to discuss and justify your proposed inclusions.
  8. Take and use feedback to develop an action plan to refine and improve your industry-specific/creative job-seeking portfolio (including for course selection purposes if relevant).

Information

Name:		Key dates:		UNIT 4 AOS1	
Tasks - AT2: Getting Specific and/or Creative		Must Do?	Due Date	Done	Level
<b>My industry-specific portfolio: Proposal</b>					
1. Purpose and scope of my industry-specific portfolio.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Likely inclusions for my industry-specific portfolio.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Appropriate formats for my industry-specific inclusions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Suitable documents, evidence and artefacts for portfolio.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish appropriate formats of portfolio and inclusions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Discuss applied uses of portfolio for job-seeking situations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Discuss applied uses of portfolio for further study/training.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed steps 1-6 for a 2nd industry-specific portfolio.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and submit my industry-specific portfolio(s).	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Participate in interview with Careers Advisor/teacher.</b>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Make notes of advice and suggestions.</b>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Establish an action plan for portfolio improvement.</b>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>My creative portfolio: Proposal</b>					
1. Purpose and scope of my creative portfolio.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Likely inclusions for my creative portfolio.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Appropriate formats for my creative inclusions.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Suitable documents, evidence and artefacts for portfolio.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish appropriate formats of portfolio and inclusions.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Discuss applied uses of portfolio for job-seeking situations.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Discuss applied uses of portfolio for further study/training.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and submit my creative portfolio(s).	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Participate in interview with Careers Advisor/teacher.</b>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Make notes of advice and suggestions.</b>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Establish an action plan for portfolio improvement.</b>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Additional information:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## 7.35 Review and Reflection

### Review and Reflection

Which work-related skills did I develop during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have my work-related skills also helped me to improve in my personal life?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have my work-related skills helped improve my future career prospects?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

My performance in developing my work-related skills this unit was:

<b>0</b> not shown	<b>1</b> low	<b>2</b> reasonable	<b>3</b> good	<b>4</b> very good	<b>5</b> excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# Refining Your Portfolio

# 8

8.01 Unit 4: AOS2 - Introduction.....	234	8.11 By The Letter .....	244
8.03 Your Goals.....	236	8.15 Cold-Canvassing.....	248
8.07 Refining Your Résumé.....	240	8.23 Graduated Assessment.....	256

Activities 8: Refining Your Portfolio		p.	Due date	Done	Comment
8-9	Introduction - Unit 4: AOS2	234-235	<input type="checkbox"/>	<input type="checkbox"/>	
8A	Goal-setting and decision-making	237	<input type="checkbox"/>	<input type="checkbox"/>	
8B	'Seeing' what's next	239	<input type="checkbox"/>	<input type="checkbox"/>	
8C	Refining Your Résumé	240	<input type="checkbox"/>	<input type="checkbox"/>	
8D	Preparing your letters		<input type="checkbox"/>	<input type="checkbox"/>	
8E	Canvassing preparation	255	<input type="checkbox"/>	<input type="checkbox"/>	
AT8	Refining My Job-Seeking Portfolio	256-258	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

## 8.01 Unit 4: AOS2 - Introduction

### Unit 4: AOS2 - Portfolio presentation

In **Section 8: Refining My Job-Seeking Portfolio**, you will revisit all of the inclusions for your job-seeking portfolio and make refinements as required to prepare your final information, artefacts, documents and digital copies. You will ensure that your portfolio inclusions match your career pathways goals. You will also need to revisit the suitability of different types of application 'letters'. You will also explore how best to apply cold-cavassing strategies to access opportunities in the hidden job market.

In **Section 9: Presenting Your Portfolio**, you will present your portfolio in a panel-type situation. You will also engage in evaluations and use feedback and advice to prepare your final job-seeking portfolio documents, artefacts and inclusions before your school exit.

Your teacher might also get you to undertake job and course interview simulations as well as cold-cavassing role-plays. You are encouraged to extend your evaluation process to constructive evaluations of your peers.

Achievement of the learning outcome for AOS2 will be demonstrated through the successful completion of the final assessment task.

#### AT4: Presenting and Evaluating My Job-Seeking Portfolio

Naturally, the activities and tasks you undertake in Section 8 (and others) will drive your readiness for your final portfolio presentation and evaluation and are developed through:

#### AT3: Refining My Job-Seeking Portfolio.

Of course, your teacher might modify these assessment tasks, or develop others that are more suitable for you and your learning program.

AOS2: Portfolio presentation		Section 8: Refining your portfolio	
Goal-setting	Career development	Portfolio career	236
	Refining your Résumé		240
	By The Letter		244
Cover letter	Expression of interest	Application letter	
Selection criteria	Cold-cavassing	Social media	
	Cold-Cavassing		248
Success strategies	Face-to-face	Letter cavassing	
Phone	Social media	Making contact	
AT3: Refining My Job-Seeking Portfolio pp.256-258			

<b>AOS2: Portfolio presentation</b>		<b>S9: Presenting Your Portfolio</b>
Portfolio Presentation		260
Job-seeking portfolio presentation		
Selection Criteria		262
Informal criteria	Common selection criteria	
Job Interviews		266
Preparing for interviews	One-to-one interviews	Panel interviews
Group interviews	SAO technique	Interview questions
Are You Ready?		272
Self-reflection		
AT4: Presenting and Evaluating My Job-Seeking Portfolio pp.276-279		

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**U. AOS2: My Requirements 8-9**

Your teacher will discuss your unit requirements for AOS2 with the class. List the important information, and make diary notes and reminders where relevant.

Requirement	Activities/ Resources/ Applied	Assessment

## 8.03 Your Goals

### Go

You have now reached the final stage in preparing your job-seeking portfolio. You've created and collated your **general portfolio**. Good! You've developed and collated your **industry-specific portfolio**. Even better. And you've created and made a range of **documents, evidence and artefacts** in suitable **physical and digital formats**. Fantastic!

But your job-seeking portfolio is a **dynamic** portfolio. So you also have to **refine** and **update** all your inclusions to give you the best chance of achieving your career pathways goals. After all, it's your future - why not make the best of it! So let's start with your goals.

### Goal-setting

Throughout the entirety of your Vocational Major studies, we have continually been asking you to answer one simple question: "Where do you see yourself heading?"

As you know, one of the most important ways to live a happy and healthy life is to match your **personal values** with your **career goals**. You know that some people develop career pathways in areas that don't suit their **interests** and their values - and you probably have come across a few of these people in your personal, social, community and vocational interactions.

But you have been working hard to ensure that you match your **personal skills** and **work-related skills** to **industry** and **occupational areas** that interest you. You have also been reflecting on how your interests and values to suit the career choices you have been pursuing. And of course, you have been undertaking classroom work, VET studies and vocational and community placements to develop your suites of **employability, industry-specific, technical, interpersonal** and **transferable skills**.

So now, at this final stage of your school-leaving career pathway's journey, you once again need to ask yourself - "What are you hoping to achieve?"

And once you have that answer, so great, then all you have to do is to work towards presenting the best 'you' to potential employers, course selection officers and other decision-makers who might enable you to make real career progression.



### Goal-Setting Process

Image: gustavofrazaa/  
Depositphotos.com

1. Break longer-term goals down into a series of smaller achievable objectives.
2. Visualise your goals and yourself in these roles; (but don't daydream).
3. Aim high but still keep your goals realistic.
4. Find out as much information as possible about what you need to do in order to achieve your goal.
5. Make short-term sacrifices to achieve a longer-term investment in yourself.
6. Plan and use your time efficiently.
7. Ask for help and get advice, support and feedback when needed.



**In most cases, the answer to this question is not 'someone else'. Instead it is usually you.**

**That's why using a goal-setting process can really help you refine your goals and determine the actions needed to achieve these.**



## Goal-setting and decision-making 8A

You've done this before, but things are very likely to have changed since then.

1. Answer the following questions in relation to **your preferred pathway**.

a. What do I aim to be doing in **3 months** time?

---

b. What do I aim to be doing in **12 months** time?

---

c. What do I aim to be doing in **2-3 years**?

---

d. What do I aim to be doing in **6 years**?

---

e. What do I aim to be doing in **15 years**?

---

2. How have you **modified** or **refined your goals** over the last **2 years**, this **year**, and even the last **few months**? **Why** is that?

All people are likely to encounter **barriers, problems or setbacks** achieving their **goals**.

3. Who are the people potentially responsible for these **barriers, problems or setbacks**? (And don't forget about your **own locus of control**.)

4. What **decisions** might **you** need to make to deal with these **barriers, problems or setbacks**.

**Discussion:** So what's next for you to do? What does your teacher say?



## 8.06 Your Goals

### Career development

Right now you are actively planning for your career pathway as you transition out of secondary school. But it is important to remember that the skills you are developing in your VM studies can be **applied** again and again throughout your life.

As you go through changes and stages in your life, your career will **evolve**. Not only will you change occupations, you are likely to change industries and you will also change occupational classifications. This means that the occupation that you use to start off your career, is unlikely to be the same occupation in which you finish your career.

People often use **entry-level occupations** to get into the workforce. e.g. A trainee in office administration might progress all the way through to become a company director. An apprentice motor mechanic might finish as the head of production and manufacturing for an automotive firm.

As you gain skills, experience and training you are likely to be **promoted** to more **senior** and **managerial** positions. As you upgrade your skills later in life you might move into para-professional or professional occupations.

Your **values** and your **expectations** in relation to **work/life balance** will influence the type of career development decisions you make. The type of things that might **satisfy** you early in a career may no longer apply as you get older. You might be well prepared to trade leisure time for money when you are young. However, when you have a young family, you might value part-time work above income. And as we are seeing in broader society, many people are taking a mid-life 'sea change' to trade down to a less stressful work environment.

This **career life cycle** simply means that you will experience different changes depending on the stage of life you are in. These changes will vary depending on the individual. However, general types of changes are common to most people, such as leaving home, lifestyle, relationships, family and changing interests.

These all influence the choices you make. It is all about your **locus of control** and recognising your own active **responsibility** for the **life** and **career pathway decisions** you make.

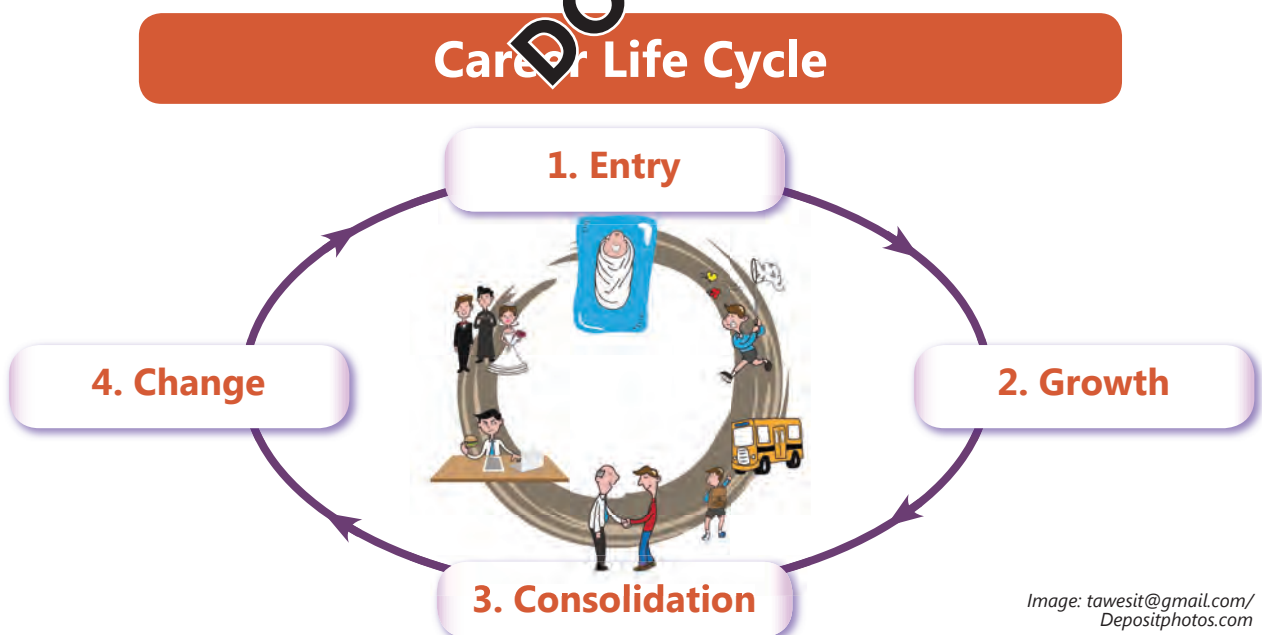


Image: tawesit@gmail.com/  
Depositphotos.com

### A portfolio career

One of the key trends that is happening in the workforce is the development of what is called a **'portfolio career'**. As little as 25 years ago, people were often employed with the same organisation in what they thought was a job for life. In recent times, there has been significant industry restructuring which has meant the creation of many casual, part-time and short-term contract occupations and positions with reduced **job security**.

Some professional workers have now set themselves up as independent consultants. This means that they source work when it is available and effectively work for themselves, often in **home-based micro businesses**. Because their work is irregular they often have backup part-time or casual work. This relates to the idea of building a portfolio career. Rather than just having one job from which to draw income, people instead have a range of positions that they use to build their careers and satisfy their lifestyles.

Increasingly, people are combining paid **part-time** or **contract** work with their own micro **enterprise**. Many of these micro enterprises are web-driven either in online retail, cottage industry manufacturing (such as crafts), or specific service provision (such as bookkeeping, design and/or multimedia development).

Back during the COVID-19 pandemic, we started to hear the term **'hybrid career'** being used in the media. Essentially, this really is just people taking on a variety of roles by **being adaptable**, applying their **transferable skills** to different employment options and job roles - in many cases - just to survive financially! And since then we have seen many people take on a second or even a third job to help deal with **cost of living** issues.

And let us not forget the growing incidence of people working on as independent contractors engaged by firms in the **gig economy**. Some people like the **flexibility** to set their own hours and take on a second or even more 'gig' jobs.

But for many workers this is their main source of income. This raises very real issues related to non-payment of award wages, insolvency and contractor exploitation by multinational corporate giants, as well as by local consumers with unrealistic service expectations for the money they are prepared to pay for these services.

So, does a portfolio career sound like the type of career focus you might be interested in?



Image: kentoh/  
Depositphotos.com

**'Seeing' what's next 8B**

Develop a visual **graphic** or **mind-map** to summarise **your career pathways goals** and the actions **you** could **take** to achieve these, as part of **your locus of control**.

Consider organising your information into 4 distinct categories:

- Educational** actions.
- Personal, social** and **community** actions.
- Vocational** and **employment** actions.
- Networking** actions.

## 8.07 Refining Your Résumé

### Advanced résumé

Over the last two years, you would likely have been exposed to, and used, a range of different **résumé formats**. But some of you might have a broad **range** of **vocational** and other **experiences** that need to be included on your CV, now that you are at this important stage of career pathways explorations.

The resume on pp.241-243 offers a more **detailed** and **professional approach** to ‘**selling you**’. It also **explains** and **emphasises** your **VM qualification**, illustrates your full **VET engagement** and provides an **abstract** that summarises your **employment readiness**.

So in essence, this more detailed résumé can present a fuller story of you, which also helps serve as an **introductory letter** as well as a strong artefact for **cold-canvassing**.

### 8C Refining your résumé

1. Analyse the **résumé** on pp.241-243. Identify how it is **different from** other, more straightforward **formats**, that **you** might be **currently using**.

Personal details	School and VET/TAFE explanations
Career ambition	Employment and engagement abstract
Employment qualification	
Structured work placements	
Work experiences	Leadership, community and clubs
Professional skills and achievements	Referees

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2. Consult with your **teacher** to get **feedback** and **advice** on its **suitability** for you.
3. Refine and **update your résumé** to reflect this more professional approach.

## Résumé: Dok D'Ambrosia, November 2024

Dok D'Ambrosia  
 Springtown, Victoria  
 Born: July 2006 M: 0412 0412 0412  
 dokdambrosia@gmail.com.au

**Education**

2023-24: Completed VCE Vocational Major and a Certificate II in Construction Pathways at Springtown College.

(The Vocational Major is a 2-year program that builds industry-specific skills and transferable skills through an applied vocational focus).

**Vocational Major subjects at units 1-4:**

- ⇒ Literacy
- ⇒ Numeracy
- ⇒ Personal Development Skills
- ⇒ Work Related Skills

**Certificate II in Construction Pathways units included:**

- ⇒ Undertake a basic construction project.
- ⇒ Carry out measurements and calculations.
- ⇒ Plan and organise work.
- ⇒ Apply WHS requirements, policies and procedures in the construction industry.
- ⇒ Work effectively and sustainably in the construction industry.
- ⇒ Work safely at heights.
- ⇒ Use wall and floor tiling tools and equipment.
- ⇒ Undertake basic installation of wall tiling.
- ⇒ Apply and install sealant and sealant devices.
- ⇒ Perform repair gas metal arc welding.

2019-2022: Completed Years 7-10, Springtown College

**Qualifications & Training**

- ⇒ Apr 2022: Certificate in Basic First Aid
- ⇒ Mar 2023: Construction industry Improved White Card
- ⇒ Nov 2023: Certificate I in Food Hygiene
- ⇒ Apr 2024: Springtown Youth Leadership program

**Career Ambition**

I wish to develop a career in the Construction industry by gaining a plumbing apprenticeship focusing mainly on domestic and housing estate work environments, eventually working towards licensing as a plumber and gasfitter.

**Employment and Engagement Abstract**

I am currently employed as a casual cook and server working about 20 hours a week at Bazza's Big Burger Barn. I like the fast pace, but plumbing is my long-term career interest. In our VCE Vocational Major program, we were encouraged to use initiative and source our own vocational work placements to build applied industry-specific competencies in a variety of settings. I undertook a range of plumbing-related work placements, including an ongoing once-a-week placement over 20 weeks in Year 12.

We also participated in and delivered teams-based community activities and projects to build interpersonal, problem-solving, communication and other transferable employability skills, and to help contribute to local community improvement.

1/3

## 8.09 Refining your Résumé

### Résumé: Dok D'Ambrosia, November 2024

#### Employment History

##### - Employment

###### ⇒ **Bazza's Big Burger Barn, Springtown Heights**

Position: Cook and server

Duration: March 2024 - current

Tasks: Grill and fry cook, customer counter service, catering and phone orders.

Competencies: Some of the main competencies I have demonstrated include:

- » Operating grill, fryers and ovens
- » Taking and preparing catering orders
- » Meat, salad and other food prep
- » Safely using kitchen equipment, cutting implements and other tools
- » Maintaining food storage, hygiene requirements and daily cleaning
- » Working with staff in a service team
- » Using EFTPOS terminals and balancing register
- » Being flexible, working evenings and weekend shifts
- » Following kitchen and front-of-house OH&S processes.

##### - Structured Work Placements

###### ⇒ **DubZees Plumbing p/l, Springtown**

Position: Plumbing assistant and labourer

Duration: Mar-Sep 2024: 1 day a week

Tasks: Household bathroom, toilet, kitchen and drainage.

Competencies: Under supervision, the main competencies I demonstrated include:

- » Locate leaks and replace washers
- » Unblock toilets, drains and waste
- » Install kitchen and bathroom tapware
- » Fit new toilets and cisterns
- » Dig ditches for pipe laying
- » Locate pipes and flush drains
- » Work with gutter repair and levelling
- » Identify, organise and select plumbing-specific tools and equipment
- » Use hand cut and power tools
- » Pack up worksite and remove rubbish
- » Be available for 6am pick-up to depot.

###### ⇒ **Handee Dandee Plumbing, Dundee Flats**

Position: Plumbing assistant and labourer

Duration: July 2023: 1-week

Tasks: New housing estate kitchen, bathroom and laundry installation.

Competencies: Under supervision, the main competencies I demonstrated include:

- » Help load and unload vans
- » Locate and supply tools and equipment as directed by workers
- » Dig drainage ditches
- » Help install tapware and showerheads
- » Help install toilets and cisterns
- » Help cut pipes to length
- » Pack up worksite and remove rubbish
- » Work safely including use of ladders
- » Ready for 6:30am pick-up.

###### ⇒ **Dr Drain Unblocko, Springtown Lower**

Position: Drainage labourer

Duration: Apr 2023: 1-week

Tasks: Unblocking commercial, industrial and domestic drains.

Competencies: Under supervision, the main competencies I demonstrated include:

- » Help load and unload ute
- » Supply tools and equipment as directed
- » Dig to locate pipes
- » Help unblock toilets and wastes
- » Use two-way communication devices
- » Practise safe plumbing hygiene
- » Clean away waste and pack up tools
- » Be available for 7am pick-up.

2/3

## Résumé: Dok D'Ambrosia, November 2024

**Employment History (cont')****- Work Experience**⇒ **The Hardware Bargain Bin, Springtown Plaza**

Position: Retail assistant

Duration: June 2022 - 2 weeks

Tasks: Helping customers, cleaning, sorting stock and packing shelves.

Competencies: During my work experience my key roles and tasks included:

- » Dealing with customers in a professional manner
- » Assisting customers with hardware questions
- » Working with other staff to process orders
- » Using hand pallet jacks
- » Restocking, tidying and pricing stock
- » Applying safe and effective lifting techniques
- » Organising product presentation and packaging.

**Leadership, Community and Clubs**

- ⇒ 2024: Worked in a team to collect and deliver over 2 tonnes of donated grocery and household items for Lower Springtown Family Helping Hand Centre.
- ⇒ 2023: Springtown College Peer Support Program for new year 7 students which involved supporting young students and guiding them through their new environment.
- ⇒ 2023: coordinated Year 11 Personal Development Enterprise activity based on baking and selling cakes to raise money for Oxfam.
- ⇒ Member of Springtown Football Club and Springtown Cricket Club since 2015, and Springtown Soccer Club since 2017.

**Professional Skills**

- ⇒ Manual license. Have a car and saving to buy a ute
- ⇒ Can speak conversational Arabic and Italian
- ⇒ Able to use a range of hand and power tools safely.
- ⇒ Developing my suite of skills in occupational specific climbing tools and equipment.
- ⇒ Skilled in commercial kitchen cooking equipment and cutting implements.
- ⇒ Physically fit and able to do extended manual labour.
- ⇒ Proficient use of retail, manual and digital point-of-sale terminals and devices.
- ⇒ Can operate multimedia equipment and devices, and able to install computer hardware components.

**Achievements**

2024: School achievement award for Best Vocational Trades Student.

2020-2023: Springtown Football Club, Best Junior Clubperson.

**Hobbies/Interests**

Home repairs, environmentally sustainable gardening, online gaming and all sports.

**Referees**

Zed Zedekis

Co-Owner

DubZees Plumbing p/l

040 1404 1404

Barry Bolchop

Owner

Bazza's Big Burger Barn

P: 4444 4444 (BH)

Ms Jan Jansen

VM Coordinator

Springtown College

P: 92222 2222 (BH)

3/3

## 8.11 By The Letter

### Job applications

At this stage of refining your **job-seeking portfolio**, we also need to revisit various types of application 'letters'.

Some positions will ask you to write an **application letter**, usually sent via **email** or **uploaded** to a recruitment **portal**. This is a formal letter and needs to follow standards and **conventions** of 'business' letters regardless of whether it is emailed, uploaded or posted (rare these days).

Some firms will ask you to **email** your application, so you need to ensure that your documents are in a widely used format, such as a **PDF**. At times, the application process will stipulate a 1-page letter, or a 250-word letter, with the letter saved using a specific naming convention. You must meet these **requirements**, as they also test that you can follow instructions

**Course applications** might ask you to write to specific criteria, or answer a question or three about you and your goals, your interest in the field, and your relevant experience. These are likely to have mandated word or field lengths.

Sometimes you will be required to send the employer an email with a brief **cover letter**, along with **attachments** of your relevant portfolio documents. In more formal (e.g. government) application processes, your initial contact might be an **expression of interest**. An EOI starts the ball rolling and is likely to give you access to an application process, official **position description** and perhaps **selection criteria** to respond to.

Many job application processes for **large enterprises** are **automated** using digital recruiting software, requiring you to input your information into predetermined fields and/or to upload your documents. So again, just as with your résumé sections, you might need to watch your **character count**. And you also need to prepare a range of **user scripts** or **pitches** to use when responding to **social media leads** and **call-outs**, as well as when **cold-calling** potential employers.



## Types of Application 'Letters'

Image: RawPixel/  
Depositphotos.com

Application letter

Cover letter

Expression of interest



Cold-canvassing

Social media scripts and pitches

Application letter responding to selection criteria



Victoria Police's application process stipulates that applicants must use a computer and not a tablet or phone. Why would that be?



### Cover letter

- ⇒ Many jobs will ask applicants to 'attach' a cover letter.
- ⇒ A cover letter is a brief introductory letter that summarises: who you are, the role you are applying for, why you are applying; and a very brief outline of why you may be suitable.
- ⇒ Cover letters are usually emailed, or entered into an early form field on a digital application.
- ⇒ Cover letters are assessed for grammar and accuracy, as well as your suitability. So they should always be written formally. No emojis!

### Expression of interest

- ⇒ Some jobs, especially higher-level or government roles, ask applicants to provide an initial expression of interest (EOI).
- ⇒ Sometimes this will happen before the application process has started.
- ⇒ An EOI helps filter out uninterested applicants, as only those who have taken the time to write and email their EOI will receive the application materials.
- ⇒ As an applicant, you are being assessed right at the beginning with your EOI.

### Application letter

- ⇒ Many job advertisements ask an applicant to submit a letter along with their résumé.
- ⇒ Employers use application letters to test your interest in the job, your suitability, as well as your ability to use correct grammar and spelling.
- ⇒ An application letter is the first stage in addressing the key selection criteria, especially common 'informal' criteria.
- ⇒ A formal application letter needs to be set out professionally and act as a selling tool for you.

### Application letter responding to selection criteria

- ⇒ This is a complex type of application letter using formal selection criteria for higher-level careers.
- ⇒ Applicants need to provide more information in their application letters to show that what is on their résumé is true and demonstrate or 'prove' what they are saying on their CVs.
- ⇒ You must clearly and succinctly describe how your expertise and experience show the likelihood of your ability to fulfil the requirements of the specific job.

### Cold-canvassing

- ⇒ Sometimes also called cold-calling, this method involves you being proactive. When cold-canvassing, you take the initiative and approach potential employers by visiting, calling or contacting them.
- ⇒ You must have all your career information, such as your résumé, training evidence and references, ready to go.
- ⇒ In times of labour shortages, cold-calling can extend to checking 'window' vacancies in the shopping precinct or on the main street.

### Social media (and DMs/PMs)

- ⇒ Many small businesses are increasingly using social media posts on community pages to put a call out for workers.
- ⇒ You may not see these directly so it is important to have people in your networks keeping an eye out for you.
- ⇒ Your first reply is likely to be a direct message. So you need to develop a 'script' to reply to the employer.
- ⇒ Once you have a script with clear and concise information, you just need to tailor it to the position, and then to make sure you reply professionally.

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## 8.13 By The Letter

### 8D Preparing your letters

#### Part A: Formal application letter

Analyse the formal application letter opposite on p.247. How many words is it?

1. List the major **components** of the letter.

1a.	1b.	1c.
2.	3.	
4.	5.	
6.	7.	
8a.	8b.	
9.	10.	

2. In your work folios, develop suitable tasks for the **letter components** (1-10) related to **your career pathways**, experience and goals. Note: You can access a mock or real ad to help you with some of the major components you need to complete.

3. Then get a **peer** and your **teacher** to give **feedback** and **advice**.

#### Part B: Cover letters

1. Create **3 different** cover letters as a brief introduction that communicate:

- who you are,
- the role/position you are applying for,
- why you are applying; and
- a very brief outline of why you would be suitable for the role.

Do at least 1 for an occupation related to your long-term career pathway goal, the 2nd for a part-time/casual role in a different industry, and you choose the 3rd.

2. Then get your **classmates** and **teacher** to give **feedback** and **advice**.

#### Part C: The 'pitch'

1. Create 3 pitches/scripts to respond to **social media leads** and **call-outs**. Again at least 1 for an occupation related to your long-term career pathway goal, a 2nd for a part-time/casual role in a different industry, and you choose the 3rd.

Develop **5 clear sentences** as well as an **intro** and a **conclusion**. Think: What information **must** be included, **should** be included and **could** be included?

1. Read it **aloud**. How **well** and **fast** does it **read**? Does it **sell you** quickly? Why/why not? Take your **best one** and then **edit** it down by **20%**.

2. Again, get your **classmates** and **teacher** to give **feedback** and **advice**.

27 Finster Avenue  
Newtown Vic 3962

1a. Your address, note the format!

February 28th, 2024  
Mr. Elias Brentood  
Communications Manager  
Care in Community  
2 Day Place, South Restin, 3945

1b. Date of writing the letter.

1c. The 'title' and address of the person to whom the letter is intended. If you know their name, even better.

Dear Mr Brentwood

2. Intro title. Using a name is always better! If no pronoun then full name.

I am applying for the position of part-time **Communications Support Assistant, Ref: 871** that was advertised online through [www.speek.com.au](http://www.speek.com.au).

3. Reason for letter.

I recently obtained my VCE at Springtown College and am looking to develop a long-term career in the social and community services sector. I am seeking to build my industry experience this year before commencing a part-time Diploma in Community Services in 2025.

4. About you now and where you want to go. Match the industry to the organisation.

Throughout 2023 I worked in a casual retail sales position with Just Right ICT Sales in Newtown. Through this I developed professional and communication skills by providing support and advice to customers, taking responsibility for stock control, conducting sales transactions, dealing with customer problems and using my conversational Chinese, when needed, to help translate for clients.

5. Any relevant and/or transferable experience and skills that you have.

After completing Year 12, I participated in a 2-month volunteer program with The Asylum Seeker Centre's - New Arrivals Resettlement Project. This involved working with recent arrivals in community, education and health programs. In this program I was given the responsibility to be a youth mentor for newly arrived teenagers. In my own time I also help new arrival families to deal with issues such as shopping, public transport and general cultural awareness. I am currently also developing my basic language skills in Arabic.

6. Any specific experience and skills that you have.

These experiences show that I can communicate with clients from different age groups and varied cultural backgrounds. In my roles I was also able to show initiative by solving problems that people were experiencing. These are the types of enterprising behaviours that we were encouraged to develop in our 2-year Vocational Major study program for our VCE.

7. What you have got out of your experiences; what were you good at?

Given that I have both commercial and community experience I feel that this will serve me well in the position as Communications Support Assistant. I also bring excellent administrative, communication and computer skills to this role, which I understand from the position description, are a part of the daily duties required by a Communications Support Assistant.

8a. The win/win; for you and them.

An ongoing part-time position with Care in Community will complement my future TAFE studies. Working directly in this industry will also give me more insight into the day-to-day operations of the community services sector. I also welcome the opportunity to experience more training, advice, mentoring and career guidance to help me to better succeed in my studies, as well as in my future career so that I can help groups within the community more effectively.

8b. The win/win; and 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 Care in Community.

9. The sign-off.

Yours Sincerely

Robyn Thint  
(Enc: Résumé)

10. Indicates you have enclosed docs such as a CV.

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## 8.15 Cold-Canvassing

### Cold-canvassing

Cold-canvassing (cold calling) is when you show initiative and approach potential employers by visiting or calling them. Essentially you are putting yourself out there, and actively **canvassing** for a job. Cold-canvassing can be done using five main methods.

*Image: adapted from KreatiW/  
iStock/Thinkstock*

1. A direct face-to-face approach.
2. By e-mailing/posting an introductory canvassing letter.
3. Short-form email canvassing.
4. Phoning potential employers.
5. Via social media, DMs and PMs and electronic messaging.

Each method has its advantages and disadvantages.

**Face-to-face canvassing** can be scary and intimidating. But if you make a good impression you will get listened to because you are demonstrating **initiative**. You are also likely to get a quick resolution (most likely no - but that's not the end of the world!)

A **canvassing email** or **letter** shows initiative and professionalism. An email/letter also enables you to explain about your skills and experience. You can also include a PDF or hard copy of your résumé.

Although hard copy mailed correspondence is far less common nowadays, it is more likely to get opened and read by someone than an email (especially by a small business operator). But if your email/letter is poorly written, or is too generic, then the reader is unlikely to get past paragraph one, and if you do come back again, you are most likely to never receive a reply.

**Short-form email canvassing** can help you reach many potential targets. You can attach a CV. However, many emails are not read - let alone their attachments. And you are likely to never get a reply and you may just get treated as a spammer.

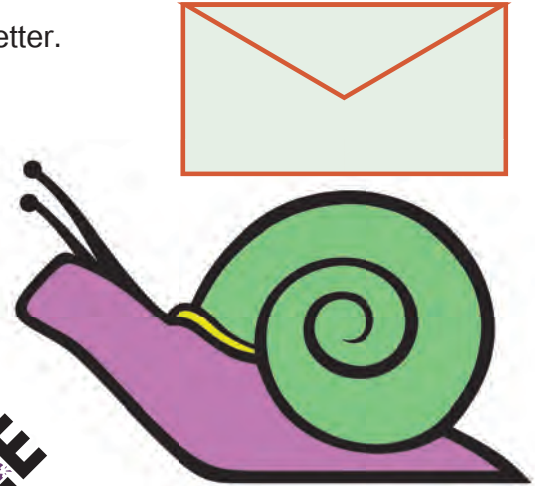
Unsolicited **social media canvassing** and **cold-phoning** can be an annoying time-waster for businesses and will often be ignored. However, we are increasingly seeing employers putting call-outs for workers on social media.

And quite often a small, local business will post in a community forum asking for workers. In these cases, you are not quite cold-canvassing but **canvassing by invitation**.

One proactive method is for young job-seekers to put a **call out** with a short 'script' on **local community Facebook forums** (that are safely moderated). This broadens your exposure to locals who might be able to lead you in the right direction.

Some of these methods can, and do work for some job-seekers, depending on the nature of the enterprise, the type of job, the location, and the urgency in which a position needs to be filled.

 So how and when could you employ these methods to your advantage?



**Don't underestimate the power of a written letter. They are becoming rarer these days!**

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## Cold-Canvassing: Strategies for Success

### Cold-canvassing: Strategy for success

Short and sharp. Here is a cold-canvassing strategy to help guide you. Use this to improve your chances of job-seeking success.

#### Cold-Canvassing: Tips and Guidelines

##### Who

- Start by canvassing your network. Announce your intentions.
- Do your research and make a list of potential employers to cold-canvass.
- Find out the names of the decision-makers to approach and contact.
- Use social media to identify key managers and employers.
- Take a walk around your local area and see if there are any job ads/staff wanted notices posted in windows. Local businesses have gone back to using this method a lot in recent years due to staff shortages.
- Which sounds better?
  - “Is the manager available, I’d like to enquire about the possibility of employment?” or
  - “Is Sally Carruthers available? I’d like to ask her about the possibility of seeking employment.”

##### What

- Develop a clear and concise introductory statement about you.
- Which sounds better?
  - “I’d like to know if you have any positions available at the moment?” or
  - “My name is Winsome Devries. I have just completed level 12 and my TAFE Certificate 2 in Food Service. I’m now actively contacting local businesses to seek out any potential job opportunities that might be suitable for my career in hospitality.”
- Prepare an outline of your career goals that you can easily discuss.
- Prepare and make hard and e-copies of your canvassing CV. (Do not include your actual home address on this, just your suburb will do.)
- Create and use a professional email address.
- Confirm and brief your referees.
- Prepare a list of questions you could ask potential contacts.
- Prepare a canvassing letter tailored to the organisation, the industry and to the job.

##### How

- If it suits your job type, industry and location then do the following.
- Go door-to-door and carry your hard copies of your CV. Make a contact card.
- Make targeted phone calls.
- Make appointments to meet with decision-makers.
- Send targeted canvassing letters to owners, managers, HR people, etc; preferably by name.
- Send targeted emails to key decision-makers (and not a mass email). Use their names.
- Make times to follow up with people.
- Try. Then try again!

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## 8.17 Cold-Canvassing

### Face-to-face canvassing

So now it's time to investigate, plan and model some face-to-face cold-canvassing tips. These samples are provided as a general guide, so you might have to adapt them to suit the job, the industry and formality of your initial contact situation.

When you canvas face-to-face you should dress to match the expectations of the organisation. If that is business attire, then so be it. Hospitality type of uniform required? Then show that you have this as part of your professional wardrobe. A trade position? Then perhaps wear safety boots - even consider overalls if you are doing a walk-in off the street. The guide is to dress to match the level of formality that you would be expected to wear at work.

**Dress to suit the job and make a confident impression when greeting.**

Image: Szepi/Stock/Thinkstock



### Finding opportunities

- ⇒ You should start local and then move out.
- ⇒ You should canvass your network asking for potential opportunities.
- ⇒ You should have a basic understanding of what the 'business' does before you make your approach.

#### × Wrong

- × **Going down the street asking at every business. (But you should be congratulated only for your effort.)**
- × **Bulk emailing businesses asking for a job.**
- × **Sending bulk general letters asking for a job.**

#### ✓ Right

- ✓ **Targeting 3 potential opportunities for every day that you can.**
- ✓ **Can suit your career goals, or**
- ✓ **Can provide you valuable experience that you can transfer.**



### Breaking the ice

- ⇒ You need to have ready a concise and clear introduction that describes:
  - who you are
  - your level of education/experience
  - what you want.

#### × Wrong

- × **"Hi, have you got any jobs, I really need a job!"**
- × **"Do you need any staff, if so I'm the guy for you."**
- × **"This place is cool. What would I have to do to work here?"**  
(Although this approach is not too bad for 'niche' businesses.)

#### ✓ Right

- ✓ **"Good morning, my name is Jaxxon. I have just completed Year 12 and a TAFE Certificate 2 in Business and I'm now actively contacting local employers to seek out any potential job opportunities that might be suitable for my career in..."**

### Handling rejection



- ⇒ Although your Vocational Major teachers have trained you well, you are most likely to be rejected, especially early on. So thank them for their time but add:
- ❑ “Can I ask if you know of any other businesses or contacts within the industry that you recommend that I could approach?” (You are now asking them to help you and are respecting their expertise!)
- ⇒ And then finally ask:
- ❑ “Do you think this approach is right for this industry, or is there something I could do differently or better?” (You are asking them to help you by giving feedback and by reviewing your performance.)

#### × Wrong

- × “That sucks!”
- × “Gee you’re missing out on a good people person.”
- × “You’ve just lost yourself a customer buddy!”
- × “Sob, sniff, it’s not fair. No-one will give me a start.”

#### ✓ Right

- ✓ “That’s totally understandable, thanks for your time. Could I ask you if there are any contacts within your network that perhaps I should try?”
- ✓ “Thanks for that. Would you recommend that this approach is suitable for this industry? What could I improve on?”



Image: Fanatic Studio/  
Thinkstock

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### Got a nibble?



- ⇒ You might get a mildly positive response, where perhaps the person wants to think it over, or might have something available in the future or wants to find out more about you.
- ❑ Offer to leave your canvassing résumé with them (of course you will have multiple copies with you!).
  - ❑ Invite them to contact one of your referees.
  - ❑ State that you can contact them in a week’s time to follow up.

#### × Wrong

- × “Ok. Let me know when you have made up your mind.”
- × “Can you tell me now to save me the effort of asking others.”
- × “Sweet, when do I start!”
- × “You better snap me up before someone else does.”

#### ✓ Right

- ✓ “I can give you a copy of my CV with my contact details and more information about my skills and experience.”
- ✓ “If you’ve got the time feel free to call one of my referees, they are aware that I’m actively seeking work now.”
- ✓ “Thanks for your time and consideration. I’ll let you get on with it, and I can drop back in a week to see how things are going.”

## 8.19 Cold-Canvassing

### Letter canvassing - Full introductory emails and letters

When you are canvassing using full introductory letters via email or old-school mail, you need to create a business-style letter that follows the standard style rules and formatting.

It is always better to try and find out the name of the person to whom you are actually canvassing for a position. You may need to search online; or even call and ask the organisation. This will help get you past the **gatekeepers!**

You must tailor the email/letter specifically to the organisation. Otherwise, the reader will just think that you are saying the same thing over and over again to everyone, using a mass-produced message. Tailoring your email/letter helps to show why you want a job with them, and not just that you want a job.

In the sample on p.253, information that you must change for each letter is shown in **red**. You can create a simple word-processing template to help you with this as part of your industry-specific job-seeking portfolio.

The sample also includes information coloured in **purple**. This information is about your own skills and experiences and might need to be modified slightly, depending on the nature of the specific organisation or type of job you are canvassing for.

This sample letter may sound formal, but when you write your own, your natural choice of language will alter the tone to suit your own style of expression. Although this sample email/letter might not get you a job, it might get you an interview, some good advice and perhaps a new career mentor for your network.

However, it would be most unlikely that after reading your letter, if it is styled like the sample (in your own words and register), that the reader would not at least want to find out a bit more about you. They might contact you for a reference, or even ask you to drop in to see if you might suit a position in the future! It's worth a try.

### Short-form email canvassing

When canvassing using **short form emails** (as opposed to a full introductory letter), your message should be formal, concise and to the point. Think of it like a short pitch 'selling' you. Just as with a formal letter, a short form email should be tailored to the organisation, including an appropriate contact person. (Hopefully, you have their email address! If you just send to enquiries@cityofmelbourne you are not likely to get anywhere.

You also have to have a relevant header, but one that doesn't get rejected as spam. And bear in mind that some employers will treat an unsolicited email asking for employment as spam, especially if it is generic. And this could reflect badly on you.

Just as with phone canvassing, emails are good for following up a contact, asking about an application process or communicating remotely.

Emails are a good second form of contact. Perhaps you have had a face-to-face that went OK? Then you could email the person to thank them or to follow up. You will come across as being professional - because you are being professional!

Image: monkeybusinessimages/  
iStock/Thinkstock





## Cold-Canvassing Letter/email - Job-Seeking

4/56 Lumbuk Place,  
SPRINGTOWN, Vic, 3750  
regina.r@gmail.com  
0401 000 0002  
March 22nd, 2024

Gisella Anderson  
The Deject Shop  
Shop 9, Spflats Homemakers Complex  
Springtown Flats Vic 3749

Dear Ms Anderson

I am writing to enquire about the possibility of arranging an introductory interview with you to assess whether I would be suitable for a position now, or in the future, working for **The Deject Shop**.

As part of our VCE: Vocational Major course at Springtown College we were encouraged to take responsibility for our own career development by using our initiative to source potential job opportunities.

I have successfully completed VCE Year 12 and now hope to develop a future career working in the **Retail Trade industry**. My subjects were:

- Work Related Skills (including safe@work OH&S certificate)
- Literacy
- Numeracy
- Personal Development Skills
- VET Certificate 2 in Hospitality (all vocational students did this)

Last year during the summer break I completed volunteer work for the Brotherhood of Smith Families in their family retail shop in Lower Springtown. I gained workplace skills by working with other staff, dealing with customers, controlling stock, solving customer problems and using retail equipment safely.

During this work I became interested in building a career in **retail customer service** because I liked the responsibility of looking after customers and being able to help make them happy.

I have a range of **retail** and transferable skills (including those from my hospitality studies), as well as strong **numerical skills** and excellent **computer skills**, that I think can contribute positively to **The Deject Shop**. You can view these in more detail on my résumé. I also feel that the training and advice that I would receive if I worked at **The Deject Shop** will also help develop my **retail** skills for the future.

I would like an opportunity to arrange an initial interview to discuss if I might be suitable for work in your organisation either now; or perhaps whether I might be considered in the near future if a position becomes available. Alternatively, I would welcome any advice and feedback that you might be willing to provide about the application process at **The Deject Shop** or to help me succeed in building a career in **retail**.

I have included a copy of my résumé with two written references. I thank you for your time and look forward to hearing from you soon about the possibility of arranging a suitable time to meet you.

Yours Sincerely Regina Rightyo  
(enc: Résumé and references)

1a. Your address, note the format!  
If emailing list your suburb only, but don't include your street address.

1b. Date of writing the 'letter'.

1c. The title of the person to whom the 'letter' is intended. If you don't know their pronoun use their full name.

2. Intro title of letter. A name is better!

3. The introduction.

4. The reason for the cold-canvas!

5. List main subjects and examples; and any VET or other courses.

6. Tailor any relevant experience and skills that you have.

7. Tailor what you got out of your experiences and what you enjoyed.

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

9. The sell. What you are asking for showing flexibility and that you are open to advice.

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

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## 8.21 Cold-Canvassing

### Phone canvassing

Phone canvassing is not generally recommended as a method of cold-canvassing because employers are reluctant to take, what might seem to them, an intrusive 'sales' call. Employers also do like to visually assess potential workers, because as humans we pick up so many visual cues through non-verbal communication. However, canvassing using the phone can be quite useful for situations such as these.

- ✓ You have been given a **referral** or contact details by someone in your career network.
- ✓ You are calling to find out about the firm's **application process**, or who you should contact for potential opportunities.
- ✓ You are seeking opportunities that are quite **remote** and a **long distance** away.
- ✓ You are calling to enquire about **work placement** opportunities.

If you are going to try this method, then you'll need to develop a script to help you.

### Social media canvassing

Although some jobs are advertised through social media sites, forums and networks, using social media itself doesn't really suit personal cold-canvassing. It can be good for **networking**, but not so good for unsolicited canvassing. Of course, **LinkedIn** is a proper and popular **networking** and canvassing site and might suit your career as you progress beyond entry-level employment.

But in reality, a lot of people - and businesses - don't like it when you slide into their DMs. And many may not open, or even see, your messaging request.

However, you should consider how you might best canvass your **network** on social media for job opportunities. A way of getting 'seen' or **referred**, such as a call out on a local Facebook community forum. This can reach a lot of eyes and could generate leads.

But do this without disclosing too much personal information that might get shared and then on-shared. This includes not giving out your address - just the suburb or town will do.

Be mindful of protecting your security and making sure that you check the bona fides of anyone you are communicating with.

Don't release your phone number until you really know who you are dealing with. And if they ask for a photo or more photos - then ask yourself - why is that? This is all part of you maintaining a professional (and perhaps separate) social media profile as part of your job-seeking portfolio.

Some people recommend that you follow companies you are interested in and make insightful comments on their pages to show your interest and expertise. Do you really think they will notice that? Perhaps for 'niche' or speciality businesses - but it's not likely that Coca-Cola Australia will consider you for a job in their production warehouse just because of a few posts on their Twitter page. And would the bigwigs at Channel Seven be interested in your posts about how you as an employee would improve their football coverage?

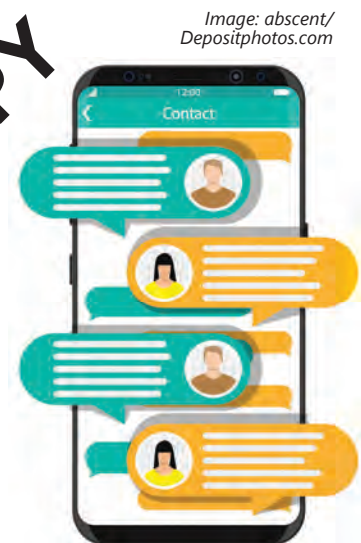


Image: abscent/  
Depositphotos.com

**Some people consider 'sliding into their DMs' as a breach of privacy and unprofessional.**

**Making contact**

If you do cold-canvas through social media (such as for a niche area in which you have specialist skills) you really must consider whether you need to have a public conversation with someone.

You could try DMs and PMs to communicate, and also treat this method as an introduction to try and get a face-to-face. And of course a short message could be a quick way to make first contact, but it might also be seen as pushy and intrusive. However, direct messaging is a good way to follow up with a contact that has been given to you.

Social media canvassing might be useful if you want to showcase a special skill or talent in art, design or performance with a link to where people can find out more about you. But your work must be relevant to the organisation and must be of a very high, refined and finished quality.

Now there is one thing that is almost guaranteed nowadays. If you are cold-cavassing, using any method, then your potential employer is probably going to use social media to check you out.

So how's your digital identity (or footprint) looking? Perhaps there's a little unprofessionalism that you should either delete or leave hidden to be shared only with your close and trusted friends.

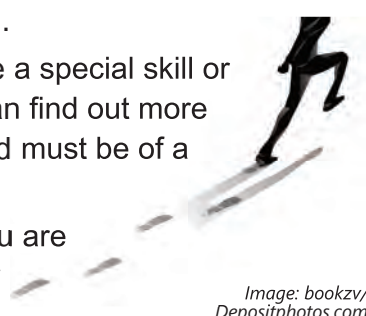


Image: bookzv/Depositphotos.com

**How's does your online identity and digital footprint looks to someone else in the world of work?**

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**Canvassing preparation 8E**

Think carefully about some of your next steps in your educational life. Complete this table as relevant to **canvassing preparation** for you.

Face-to-face canvassing	Online canvassing	Other canvassing
What is your goal/objective?	What is your goal/objective?	What is your goal/objective?
Who could you approach?	Who could you approach?	Method: _____ Who could you approach?
When is a good time? Why?	When is a good time? Why?	When is a good time? Why?
What should you say generally?	What should you write generally?	What should you 'say' generally?
Write your introductory icebreaker or pitch.	Write your introductory icebreaker or pitch.	Write your introductory icebreaker or pitch.
Develop 3 other things you should say about yourself.	Develop 3 other things you should say about yourself.	Develop 3 other things you should say about yourself.
How would you follow up?	How would you follow up?	How would you follow up?
What hard or digital copies of documents and evidence will you need?	What hard or digital copies of documents and evidence will you need?	What hard or digital copies of documents and evidence will you need?
Other information.	Other information.	Other information.

## 8.23 Graduated Assessment

### AT3 Refining My Job-Seeking Portfolio AOS2 - Portfolio presentation

For this assessment task, you are required to complete your **refined job-seeking portfolio** as part of a **self-audit** of your readiness to undertake your final portfolio presentation. Required:

- Gather, collate, update and refine all suitable documents, evidence and artefacts for your **job-seeking portfolio**.
- Prepare and organise the **physical** elements of your job-seeking portfolio.
- Prepare and organise the **digital** elements of your job-seeking portfolio.

It's your portfolio, so you have to determine the most suitable and appropriate elements and inclusions for you. In this evidence record, some essential examples are given as prompts. However, you need to identify and add the specific requirements for your job-seeking portfolio.

Name:		Key dates:		UNIT 4 AOS2	
Tasks - AT3: Refining My Job-Seeking Portfolio		Do/	Format?	Done	Date
1. My career goals statements - - -	<input checked="" type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
2. My industry-specific résumé - - - -	<input checked="" type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
3. My casual/ part-time résumé - - - -	<input checked="" type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
4. My evidence of experience - - -	<input checked="" type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>

## Graduated Assessment 8.24

<b>5. My course completion evidence</b> - - -	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Physical Physical Physical Physical	Digital Digital Digital Digital	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>6. My annotated visual images</b> - - -	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Physical Physical Physical Physical	Digital Digital Digital Digital	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>7. My edited video evidence</b> - - -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Physical Physical Physical Physical	Digital Digital Digital Digital	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>8. My other artefacts as needed</b> - -	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Physical Physical Physical	Digital Digital Digital	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>9. My creative portfolio</b> - - -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Physical Physical Physical Physical	Digital Digital Digital Digital	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>10. My referees</b> - - -	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Physical Physical Physical Physical	Digital Digital Digital Digital	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>11. My keystroke character count for digital formats</b> - - -	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Physical Physical Physical Physical	Digital Digital Digital Digital	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>12. Cover letter(s)</b> - - -	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Physical Physical Physical Physical	Digital Digital Digital Digital	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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## 8.25 Graduated Assessment

13. Specific interview question responses	<input checked="" type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
14. My interview practise(s)	<input checked="" type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
15. My cold-canvassing 'script'	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
16. My cold-canvassing portfolio	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
17. My cold-canvassing practise(s)	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
18. My professional social media profile	<input checked="" type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
19. My social media 'scripts'	<input checked="" type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
20. Other as required...	<input checked="" type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	Physical	Digital	<input type="checkbox"/>	<input type="checkbox"/>

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Additional information:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# Presenting Your Portfolio

# 9

9.01 Portfolio Presentation .....	260	9.17 Unit Assessment Task .....	276
9.03 Selection Criteria .....	262	9.19 Portfolio Presentation: Evaluation...	278
9.07 Job Interviews .....	266	9.20 Portfolio Interview: Evaluation...	279
9.13 Are You Ready? .....	272	9.21 Unit Review and Reflection.....	280

Activities 9: Presenting Your Portfolio	p.	Due date	Done	Comment
9A Portfolio presentation	261		<input type="checkbox"/>	
9B Informal selection criteria	263		<input type="checkbox"/>	
9C Responding to selection criteria	265		<input type="checkbox"/>	
9D Preparing for interviews	268		<input type="checkbox"/>	
9E Why you?			<input type="checkbox"/>	
9F Am I Ready?	272-277		<input type="checkbox"/>	
AT4 Presenting and Evaluating My Job-Seeking Portfolio	276-277		<input type="checkbox"/>	
9.19 Job-Seeking Portfolio Presentation: Evaluation	278		<input type="checkbox"/>	
9.20 Job-Seeking Portfolio Interview: Evaluation	279		<input type="checkbox"/>	
R9 Unit Review and Reflection	280		<input type="checkbox"/>	

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Comments:

## 9.01 Portfolio Presentation

### Job-seeking portfolio presentation

Ok now. It's showtime!

To meet the assessment requirements for AOS2 of Unit 4: Work Related Skills, you have to make a portfolio **presentation** to a panel of people, along with a full **evaluation**.

Here are some of the potential job-seeking portfolio **presentation situations** that your teacher and school might require you to undertake.

- A portfolio **interview panel** of at least 3 people.
- A portfolio **presentation** to a **broader audience**, such as your class.
- A **simulated/practise job interview** situation to match your **longer-term career goals**.
- A **simulated/practise job interview** situation for **part-time/casual work**.
- A pre-interview **creative folio review**.
- A **simulated/practise course application interview**.
- A series of **cold-canvassing** role-play **scenarios**.
- Other **industry-specific** or **creative scenarios/demonstrations** depending on your own **specific** job and/or course **requirements**.

In reality, to fully develop and apply your suites of employability and personal skills, and to maximise your career pathways opportunities, it is strongly advised that you undertake at least three of these varied types of presentation opportunities.

There is no point in taking the easy road. You may have invested two years of **hard work** into your Vocational Major program. This is the time to leverage **your skills** and **knowledge**, as well as the skills and knowledge of **others**, to maximise your pathways opportunities. And many of you might be developing **practical, communication** and **presentation skills** right now in **Literacy** Unit 4 to apply to your portfolio presentation.

You've waited for this. You've trained for this. So all you need to do is action this! After all, it is **your future** - and it's time to fully flex your **muscle of control**.



### Job-seeking portfolio presentations in action

For example, Clyde is looking to get an apprenticeship as a plumber but has no solid leads right at the moment. Clyde knows that as the year comes to a close they will be less likely to access job opportunities because construction firms are finishing up their contract work as the holidays approach. So Clyde might be better off focusing on launching their intensive plumbing career job-seeking from about late-Jan/Feb next year.

In the interim, Clyde is hoping to get a full-time retail job ASAP, or a casual retail job (or two) to get lots of hours and work through the busy Christmas trade period. This will also help Clyde to save more money and buy their first ute.

Clyde has seen lots of staff wanted ads in windows locally, as well as in the next suburb which has a big retail precinct. So Clyde has decided that they need to do:

- a simulated industry-specific job interview situation to match their longer-term career goals to secure a plumbing apprenticeship
- a simulated job interview situation to match their shorter-term goals to quickly gain retail work
- a series of cold-canvassing role-plays for both the Construction Industry (for plumbing), and to learn how to master direct face-to-face approaches for the Retail Industry.

So what do you think? is this a good triple-barrel approach for Clyde?



Your teacher will discuss the **job-seeking portfolio presentation requirements** with the **class**, and then with **each of you specifically**, depending on your particular **career pathways goals**.



Record key information in this planner. Add other presentation formats/information as relevant to your own situation.

Job-seeking Portfolio Presentation: Advice			
Name:			
Key pathways goals/objectives:			
Type of presentation activity?	What will this involve?	Who will be involved?	What are the planning dates and final dates?
Presentation panel			
Industry-specific job interview			
Part-time/casual job interview			
Pre-interview creative folio review			
Simulated course interview			
Industry-specific cold-cannvassing			
Part-time/casual job cold-cannvassing			

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## 9.03 Selection Criteria

### Selection criteria

At the end of VM Unit 2 you investigated job application, job interview and selection processes. But it is right now that you have immediate needs to effectively communicate your employability and personal skills, as part of your **job-seeking portfolio presentation**. And very soon you will also be applying these skills to seek, apply, and hopefully interview for jobs and courses. So we must revisit these topics from last year, as it is now that these are most relevant to you!

You already know that pretty much all application processes require you to respond to **selection criteria** in some way, shape or form. This means that you, as an applicant, need to provide more information in your **application letters** (or **expressions of interest**) and **interview situations** than what is contained in your résumé.

As applicants, you always need to demonstrate or 'prove' what you are presenting on CVs. Your 'responses' help show your likelihood to fulfil the requirements of the specific job.

You are more likely to encounter **formal selection criteria** for higher-level, career-focused positions as your career develops, or after completing tertiary study. However, you will encounter **informal selection criteria** in your application and interview situations.

And although many of these selection criteria will be similar in all processes, they will be **tailored** (there's that word again) and modified for the specific hiring needs of the **organisation**, the **job role** and the **type of position** they are seeking to fit in with their **workplace culture**.

You have to be able to communicate how you fit the job, as well as how they sees you.

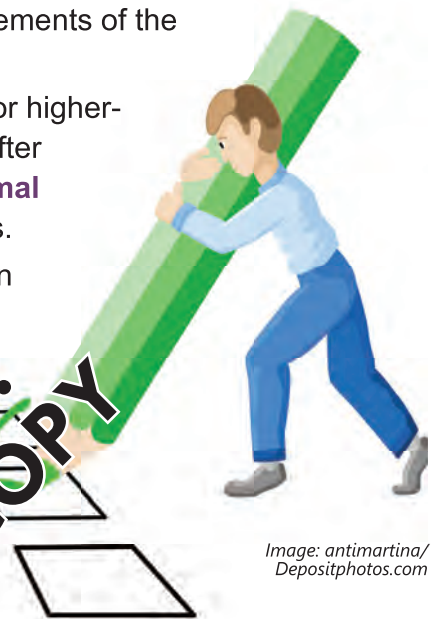


Image: antimartina/Depositphotos.com



### Informal criteria for selection

All positions are filled using a pre-determined set of criteria to guide the selection of applicants. These are the qualities the employer is looking for in a suitable applicant for the job. For **entry-level positions**, these criteria for selection might include an applicant's:

- education level
- vocational qualifications
- general experience, including transferable skills
- industry-specific experience
- licenses and industry-specific certifications
- practical or technical skills
- safe use of equipment, machinery and work-related technologies
- demonstrated evidence of successful teamwork
- community participation and involvement
- leadership experience
- general skills and abilities such as punctuality and reliability, communication and numerical skills
- health and fitness (where applicable for the role)
- age (where applicable for the role)
- understanding of the roles and responsibilities of the job
- understanding of the industry, and other criteria upon which an applicant might be judged as suitable for the specific role, that workplace and that organisation.

Informal selection criteria 9B

Develop **responses** for each of these **selection criteria** questions to communicate **where you are at now**. Add 2 more.



Informal criteria	Me now...	How can I prove this?
education level		
vocational qualifications		
general experience & transferable skills		
industry-specific experience		
transferable skills		
licenses & industry-specific certifications		
practical or technical skills		
safe use of equipment & technologies		
evidence of successful teamwork		
leadership experience		
community participation		
punctuality & reliability		
communication skills		
health and fitness (if relevant)		
age (if relevant)		
understanding the roles of the job		
understanding of the industry		

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## 9.05 Selection Criteria

### Common selection criteria

Selection criteria are developed to guide the recruitment and selection process. In most cases, these will reflect:

- ☺ the type of **organisation**, i.e. mission, values, goals and operations
- ☺ the type of **job/position** being filled, i.e. job description
- ☺ the type of **person** being sought, i.e. the workplace culture.

In all cases, selection criteria will try and elicit responses that show the interrelationship between an applicant's **generic skills**, **employability skills** and **industry-specific skills**.

So as you get closer to your portfolio presentation, it's time to refine your responses to common selection criteria so that you can clearly communicate your generic, employability and industry-specific suites of skills.

### Common 'Selection Criteria'



#### Entry-level generic skills

Before an employer will consider you for a role they will generally expect you to be able to prove that you can deliver on these 'Big 10' entry-level generic skills. So, how will you communicate and 'prove' these in your portfolio presentation?

1. Punctuality
2. Literacy
3. Numeracy
4. Teamwork
5. Communication
6. Following instructions
7. Technological competence
8. Health and fitness
9. Working safely
10. Ability to accept responsibility.

#### Employability skills

And don't forget about your employability skills. How will you best communicate and 'prove' these in your portfolio presentation?

- ⇒ Teamwork
- ⇒ Communication
- ⇒ Technological
- ⇒ Planning & organising
- ⇒ Problem-solving
- ⇒ Learning
- ⇒ Self-awareness
- ⇒ Initiative & enterprise skills

#### Industry-specific skills

And finally, which applied examples could you use to communicate the industry-specific skills you have developed? A few crossover examples in each of the employability skills areas is a good start.

Responding to selection criteria 9C

1. Rephrase the 8 'Common Selection Criteria' on p.264 into **how** they **might** be asked in a **job interview** as **questions**.
2. Develop **responses** to **each** of these **questions**. Add 2 more.
3. Select and organise **examples, evidence** and **artefacts** from your **job-seeking portfolio** to further illustrate or '**prove**' your responses.



Question	Response	How will I prove this?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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4. Pair up and work through this **process** by **asking** these questions of **each other**. Make **notes** and give **feedback** so that each of you can get these right for your **portfolio presentation**.



## 9.07 Job Interviews

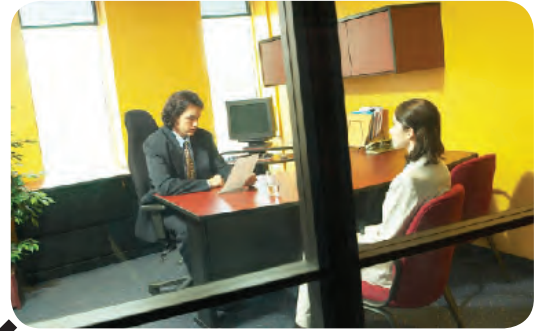
### Preparing for interviews

Job applicants have to undergo some type of interview as part of the selection process. Most organisations only interview a few people for each job. If you do get an interview then they think that, 'on paper', you are potentially suitable for the job. But, someone else might be more suitable. So they will interview the best candidates before making their selection.

If you get an interview you are going to have to be confident, but not cocky, and sell yourself. Employers want to see if your personality suits their **workplace culture**. They also want to see if you will be able to work effectively with their other staff.

So let's revisit five main things that should make your interview experience more successful. But remember, you will only get better at job interviews by having interviews - so practise.

**1. Preparation. 2. Presentation. 3. Personality. 4. Selling. 5. Reflection.**



#### 1. Prepare thyself!

- ⇒ Find out about the organisation, what they do, their products, their history, etc.
- ⇒ Find out where you need to go, how long it will take to get there, any parking and public transport issues, who to contact in the building and so on.
- ⇒ Have extra copies of your résumé, references and other documents as part of your job-seeking materials. Leave a folio of the

#### 2. Look the part

- ⇒ Dress suitably for the interview. Match your clothes to the professional tone of the position.
- ⇒ You can never be over-dressed for an interview but you can be under-dressed.
- ⇒ Tone down all accessories for the interview. No sunnies, hoodies, hats and no trackies; (except maybe for sporting roles)!
- ⇒ Be clean, fresh, neat, ironed and ready to shine. Borrow clothes if you need to.

#### 3. Be personable

- ⇒ Greet people warmly, look into their eyes (but don't freak them out by staring), use their names, shake hands if culturally 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 know your stuff about yourself.

#### 4. Sell yourself confidently

- ⇒ Clearly show your strengths, and how you've done before, suits this job. Give examples ready. You can refer to notes but don't just read stuff out.
- ⇒ Always talk about positive experiences you've 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 your interviewers 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 in this job you might have been ranked second. So imagine if the person ahead of you doesn't take the job, or doesn't stick it out for long! It does happen!
- ⇒ Each interview you have gets you one step closer to being employed.

### The interview

When you have been selected for an interview then it's your chance to try and secure a job. If you get to the interview stage, i.e. **shortlisted**, you are in with a good shot. But remember, they are evaluating you as a person just as much (or maybe more) than they are assessing your various skills-sets.

#### One-to-one interviews

This is the most common method when starting out your career, and when going for jobs in small businesses. (This might also happen via video.)

- ⇒ You'll most likely be interviewed by the person who is actually employing you.
- ⇒ You might be competing against quite a limited field, perhaps just 3-5 applicants.
- ⇒ The successful applicant will most likely be chosen after only one interview session.
- ⇒ If you are called back for a second interview this means that you are in strong consideration. The second interview might be in front of a panel.

- ⇒ You must develop good, positive communication with your interviewer.
- ⇒ You need to show your enthusiasm for the position, because this person might own the business, or is likely to be your future supervisor.
- ⇒ You must address the person directly because it's just you and them in the interview.
- ⇒ In an interview for a course, this person is likely to be the coordinator. So they are directly involved in the course you are hoping to get into. This means they know exactly what they are looking for, and have heard the same things many times before. What can you bring to the table?

#### Panel interviews

Many higher-level positions, large organisations and government positions will use an interview panel. (This can sometimes happen via video.) That's why your job application presentation will use a panel of what.

- ⇒ An interview panel would normally consist of three people. For example:
  - ✓ someone from human resources (HR) who is in charge of recruiting,
  - ✓ someone who you are likely to be working with such as your future manager or supervisor, and
  - ✓ someone who is either a union, staff or merit and equity representative.
- ⇒ When facing a panel, don't be intimidated. Panels can be a better option, because you don't have to just concentrate on the one person all the time.
- ⇒ When asked a question, address the questioner first, but then make sure that you address each of the panel members by including all of them in your gaze. Move your head in a semi-circle to take in the entire panel when talking.

- ⇒ Each panel member is likely to be assessing you on different aspects such as:
  - ✓ technical skills, job knowledge and potential to do the job successfully
  - ✓ your body language and your level of confidence
  - ✓ ability to answer questions honestly and openly
  - ✓ how you and your personality are likely to suit those you will be working with, and the workplace culture.

- ⇒ A panel interview for a course is likely to include a course selection officer and/or the course coordinator, and perhaps 1 or 2 specialist teachers/tutors.
- ⇒ Again they are directly involved in the course, have done this many times before, and know exactly what they are looking for in a potential student. So make sure you deliver on what they are asking for.

Image: Wavebreakmedia Ltd/Thinkstock



## 9.09 Job Interviews



### Group interviews

A group interview situation highlights your ability to work with others. Group interviews might be used:

- ✓ for certain lower-level jobs focusing on customer service,
  - ✓ when a new business is just starting out, or
  - ✓ for special events, such as an agency employing for a one-off event, or
  - ✓ when an organisation is hiring a number of people for similar jobs.
- ⇒ The group interview process might involve sessions with 10-20 other people.
- ⇒ You might even be part of a bulk 'cattle-call', whereby hundreds or even thousands of people turn up, lining up on the street, for the opening of a new 'high profile' business.
- ⇒ A group interview situation highlights your ability to work with others. The organisation is not likely to be looking for the most outgoing person, nor the quietest person.
- ⇒ You need to be well-presented and prepared, confident but not pushy,

assertive but not aggressive. Remember, pushy people cannot hide this trait.

- ⇒ It is vital that you take an interest in what other people are saying, and join in any group activities. You must demonstrate active listening to others, and to your interviewer(s).
- ⇒ You must assume that you are being watched and assessed the entire time you are there; not just when you are being interviewed. This includes:
  - ✓ while waiting and standing in line,
  - ✓ how you deal with other people such as the organisers (wranglers), and
  - ✓ how well you interact with other applicants, and whether you are patient.



Image: Alexander Raths/ Photos.com

### 9D Preparing for interview



Form into small groups. **Brainstorm** a list of **tips, techniques, skills and strategies** to help you to **succeed in job interviews**. Use the advice on pp.262-271, as well as other sources of information, including online videos. Organise your list into:

- preparation
- interview techniques
- common selection criteria
- answering general questions
- answering specific questions
- applied use of portfolio, evidence and artefacts
- others related to your situation.

**Feed back** to the **class**. Use other **ideas** suggested by your peers and **refine** your **list**.

**Evaluate** your **readiness** in each of these areas, and if you are not quite there yet, suggest **practise, actions, advice** and **support** to **get you ready**.





**Addressing questions and selection criteria: SAO Technique**

One method to address interview questions and/or selection criteria is to use the SAO technique. This involves treating all questions or criteria as a 3-part process, and developing or providing responses in three stages.

- 1. Situation:** Describe a task or situation where you demonstrated work-related or transferable competencies and skills.
- 2. Action:** Give examples of what you did and how you did this. Identify resources used such as other people, equipment, etc..
- 3. Outcome:** Summarise the outcome; was it successful and why; or was it unsuccessful and if so, how would you improve?

So consider how you would use SAO if you were asked to, “Describe how you have worked effectively in a team.”

**Using SAO**

Have a look at the SAO example below and discuss this as a class. What would you have done in that work situation?

What do you reckon? Has this student described the situation that happened clearly, explained the action, and then reported on the outcome?



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**Interviewer:** “Describe a time where you had to use initiative and explain what you did.”

**Situation**  
**Interviewee:** “In July I was doing my work placement in a kitchen, hand in a commercial kitchen and as I was unpacking and storing vegetables, I thought that there might not be enough vegetables to prepare all the meals.”

**Action**  
**Interviewer:** “So, what did you do?”  
**Interviewee:** “I finished the unpacking then made a quick calculation on my phone of how many meals this current amount of vegetables would satisfy. I then found my supervisor and explained the situation to her.”

**Outcome**  
**Interviewer:** “So what happened?”  
**Interviewee:** “She said that this couldn’t be correct and asked me if I had miscalculated or missed unpacking part of the delivery. I went back and checked again and re-confirmed my estimate. She then came into the coldroom herself, had a look and said that it seemed that I was actually correct.  
 She phoned the supplier, who after checking, said that they might have mispacked the order because they were in a hurry.  
 The kitchen substituted some canned vegetables to make ends meet until the missing items were delivered.  
 My boss said that it was very well spotted and that I should keep using my initiative and let her know if anything else seems wrong or unusual.”

## 9.11 Job Interviews

### Interview questions

In interview situations you will be asked to answer questions about you, your work-related experiences and suitability, and your likelihood to succeed in the role within that organisation.

Questions about **you** are likely to focus on your:

- ☺ personal abilities and life experience
- ☺ work-related skills and competencies
- ☺ qualifications and training
- ☺ involvement in community and volunteer activities
- ☺ future career goals;

as well as many other potential questions.

You will also be quizzed on your suitability for the specific job. For these questions, you really need to have real examples that enable you to provide suitable answers.

Questions related to the specific role may focus on your:

- ☺ generic work-related skills, work-related skills experiences and work-related training
- ☺ specific work-related competencies, experiences and training
- ☺ knowledge of the tasks, requirements and responsibilities of the job
- ☺ interest and enthusiasm for the role
- ☺ understanding of the organisation and what it does
- ☺ ability to work as part of an effective team
- ☺ willingness to undertake further training and professional growth; and more!

You may even be asked to provide examples that relate to common **general** or **specific work-related scenarios** provided by employers for that role.

🧠 So as a class, discuss the types of general questions that you might need to address in your portfolio presentation. And then apply these to industry and occupational-specific situations related to your particular circumstances.



**“Make no mistake, in an interview you are being judged! That’s what it’s all about!”**

🧠 General scenarios	Specific scenarios: 🧠
<ul style="list-style-type: none"><li>⇒ “Explain an example where you worked effectively as a team, and describe how working as a team was of benefit.”</li><li>⇒ “Explain when you had to deal with a problem in the workplace, and the actions you took to deal with that problem.”</li><li>⇒ “Identify an area in which you think you need improvement, and outline how you think you could achieve this improvement.”</li><li>⇒ “Outline an example where you demonstrated leadership, and what was the outcome of your actions?”</li></ul>	<ul style="list-style-type: none"><li>⇒ “We have to give customers a full explanation of our mobile plans. How would you go about this for a customer who speaks little English?”</li><li>⇒ “After their induction training, we expect workers to take responsibility for reporting safety issues. What would you do if you are working alone and you encounter a dangerous safety hazard?”</li><li>⇒ “If a customer comes in to pick up an order, but they don’t have a copy of their transaction, what would you do?”</li><li>⇒ “Sometimes our customers can be rude or pushy. How would you deal with that?”</li></ul>

Find an example of an **employment opportunity**; or your teacher might supply you with one as a **focus** for your **portfolio presentation**.



Prepare **responses** to these **questions**. Consider which **experiences**, evidence and **artefacts** you could use to support your responses.



1. Why do you want this job?

2. Why should they employ you in this position?

3. What skills/abilities/qualities/experiences can you contribute to their firm?

4. Explain how you have succeeded in a previous role dealing with other people?

5. Where do you see yourself in (12) months time?

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## 9.13 Are You Ready?

### Self-reflection

A key part of successful career development and growth is the ability to **self-reflect** and **evaluate** what you are doing. Naturally, this also extends to the job-seeking process or to a course application process. And by extension, this applies to the development of your job-seeking portfolio and the presentation of your portfolio.

At all stages of your VM studies, you have been doing active self-reflection to assess your **personal** and **employability skills** so as to determine what you need to build and improve to become more **employable**. So now, at this end-stage of your high-school education, it is time to see 'where you are at' and decide if you are ready to make your presentation.

### 9F Am I Ready?



You have reached the final stage of the preparation of your job-seeking portfolio prior to your presentation. So it's time for you to honestly **self-reflect** and **evaluate** all of your **inclusions**, as well as **skills development** in **oral communication**.

The common portfolio inclusions will apply to you. So too will many of the others, depending on the level and breadth to which your teacher has had you preparing your job-seeking portfolio, doing various drafts and doing practise scenarios. Add others if relevant for you.

Portfolio inclusion	Requirements for me	Learned	Actions still needed	By when?	Done /Date
My career goals statements					
My industry-specific résumé					
My casual/part-time résumé					
Evidence of experience					

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Portfolio inclusion	Requirements for me	Last actioned	Level	Actions still needed	By when?	Done /Date
My course completion evidence			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
My annotated visual images			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
My edited video evidence			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
My other artefacts as needed			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
My creative portfolio			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
My referees			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
My keystroke character count for digital formats			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
Cover letter(s)			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			

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## 9.15 Are You Ready?

Portfolio inclusion	Requirements for me	Last actioned	Level	Actions still needed	By when?	Done /Date
Application letter(s)			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
Application practise(s)			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
Common selection criteria			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
Specific selection criteria			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
General interview question responses			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
Specific interview question responses			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
My interview practise(s)			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
My cold-cavassing 'script'			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			

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Portfolio inclusion	Requirements for me	Last actioned	Level	Actions still needed	By when?	Done /Date
My cold-cavassing portfolio			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
My cold-cavassing practise(s)			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
My professional social media profile			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
My social media 'scripts'			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			
			H: <input type="checkbox"/> M: <input type="checkbox"/> L: <input type="checkbox"/> na: <input type="checkbox"/>			

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**Reflection**

So are you ready to go? Self-assess and check with your teacher for feedback. If so, what's next for you to do?



## 9.17 AOS2 Assessment

### AT4 Presenting and Evaluating My Job-Seeking Portfolio AOS2 - Portfolio presentation

For this assessment task, you are required to present your finalised job-seeking portfolio in a panel-style interview, and communicate effectively about you and your inclusions.

You are also required to undertake a process of evaluation, self-assessment and suggest and action any improvement strategies.

Your teacher will inform your class and you of your specific presentation requirements, including key dates, length and format, and the people and processes involved.



These are some potential job-seeking portfolio presentation situations that your teacher and school might require you to undertake. Your teacher will inform you of your requirements

- A portfolio interview panel of at least 3 people.
- A portfolio presentation to a broader audience, such as your class.
- A simulated/practise job interview situation to match your longer-term career goals.
- A simulated/practise job interview situation for part-time/casual work.
- A pre-interview creative folio review.
- A simulated/practise course application interview.
- A series of cold-canvassing role-play scenarios.
- Other industry-specific or creative scenarios/demonstrations depending on your own specific job and/or course requirements.




Key information, dates and requirements

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#### Things to consider

- ⇒ What setting will the interview be staged in, for what duration, and what will the interviewee need to bring with them? (e.g. To show multimedia.)
- ⇒ Will the interview be recorded for feedback purposes; and by whom?
- ⇒ Who will be the industry experts on the panel? Perhaps teachers with expertise?
- ⇒ Should a student be a rotating member of each panel? It gives excellent insight into 'the other side' of an interview.
- ⇒ What dress requirements will be implemented? Dress for the type of job/interview?
- ⇒ Will the teacher provide an evaluation pro-forma to help craft and guide the presentation? (e.g. For communication and non-verbal communication skills.)
- ⇒ Will the class develop its own self-assessment pro-forma?
- ⇒ What debriefing and feedback processes will be used?
- ⇒
- ⇒



Name:		Key dates:		UNIT 4 AOS2	
Tasks - AT4: Presenting & Evaluating My Job-Seeking Portfolio		Must Do?	Due Date	Done	Level
<b>Portfolio: Inclusions, evidence and artefacts</b> 					
1. Accurate and concise career goals statement.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Appropriate industry-specific résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Appropriate general résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Effective 'letters' of application and introduction.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Suitable evidence and artefacts of support.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Appropriate use of images and video.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Appropriate use of creative portfolio elements.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Effective organisation of inclusions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Appropriate balance of physical and digital inclusions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Portfolio: Presentation</b> 					
1. Confident and appropriate greetings and salutations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Met appropriate dress and appearance standards.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Evidence of effective pre-organisation for presentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Clear understanding of the role/position/course/units.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Clear communication of personal and employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Clear communication of industry-specific skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Insightful responses related to general selection criteria.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Insightful responses related to specific selection criteria.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Appropriate use of images, digital or creative elements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Present to, and interact effectively with, the panel.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Demonstrate active listening in the presentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Use suitable non-verbal communication.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ask questions and seek feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Portfolio: Evaluations</b> 					
⇒ <b>Conduct self-evaluation after presentation/interview.</b>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Conduct evaluation of a peer/ or peers.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ <b>Meet with advisor for feedback and advice.</b>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ <b>Action feedback and advice to update &amp; refine portfolio.</b>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ <b>Re-present final portfolio.</b>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 9.19 Job-Seeking Portfolio Presentation: Evaluation



### Job-Seeking Portfolio Presentation: Evaluation

This evaluation is to be completed by your **interviewer(s)**, by you as **self-assessment**, and by **you** for evaluation of **your peers**. (Copies of this pro-forma may need to be made.)

Presenter: \_\_\_\_\_

Assessed by: \_\_\_\_\_ Date: \_\_\_\_\_

	HIGH	MEDIUM	LOW	NOT SHOWN	na
1. Confident, appropriate greetings & salutations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Appropriate dress and appearance standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Effective pre-organisation for presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Understand the role/position/course/focus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Communicate personal & employability skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Communicate industry-specific skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Respond to generic selection criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Respond to specific selection criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Use of images, digital or creative elements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Present to and interact effectively with panel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Demonstrate active listening & present well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Use suitable non-verbal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ask questions and seek feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the most successful aspects of the presentation?




How might the presentation have been improved?




Anything else? \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Job-Seeking Portfolio Interview: Evaluation 9.20

Job-Seeking Portfolio Interview: Evaluation					
Interviewee: _____	Date: _____				
Evaluated by: _____					
Position: _____	HIGH	MEDIUM	LOW	NOT SHOWN	na
1. Accurate and concise career goals statement. Notes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Appropriate industry-specific résumé. Notes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Appropriate general résumé. Notes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Effective 'letters' of application and introduction. Notes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Suitable evidence and artefacts of support. Notes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Appropriate use of images and video. Notes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Appropriate use of creative portfolio elements. Notes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Effective organisation of inclusions. Notes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Appropriate balance of physical and digital inclusions. Notes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other... Notes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas of strength:					
Areas for improvement:					
Overall assessment:					

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## 9.21 Unit Review and Reflection

### Unit Review and Reflection

Which work-related skills did I develop during this entire unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have my work-related skills also helped me to improve in my personal life?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have my work-related skills helped improve my future career prospects?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

My performance in developing my work-related skills this entire unit was:

<b>0</b> not shown	<b>1</b> low	<b>2</b> reasonable	<b>3</b> good	<b>4</b> very good	<b>5</b> excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

active listening 140-1  
 advocacy organisations 56  
 affirmative action 97  
 allowance 72  
 ANZSIC Industry Divisions 200-1  
 apprenticeship 58, 74  
 arbitration 118-9  
**Are You Ready? 272-5**  
 asking questions 142-3  
 ATCU 18, 20  
 Australian Human Rights Comm'n 16  
 awards 64-65, 70  
 Brodie's law 104  
 business structures 9  
 businesses 4  
**By The Letter 244-7**  
 career development 238-9  
 career life-cycle 238  
 career myths and realities 164-7  
 career statement 219  
 cashback schemes 111  
 casual 58  
 casual conversion 83  
 certified documents 158  
 codes of conduct 33-34  
**Cold-Canvassing 163, 248-255**  
 collaboration 40, 127  
 commission 72  
 Commonwealth government 54  
**Communicating Effectively 140-7**  
 communication - formal 136  
 communication - informal 136  
**Communication & Collaboration 123-152**  
 communication 40, 127  
 conciliation 82-83, 116-7  
 conflict resolution 42  
 contracting - sham 111  
 contractor 58, 67  
 course applications - direct 192  
 course applications 188-193  
 course fees 194-5  
 courses - common information 192  
 cover letter 163, 245  
**Creative Portfolios 220-25**  
 digital communication 146-7  
 digital job-seeking 182-7  
 discrimination 94-95  
 discrimination complaints 98-99  
 dismissal 114  
 dispute resolution 99  
 disputes 17  
**Disputes 82-83**  
 diversity 46-47, 144-5  
**Diversity and Inclusion 46-47**  
 divisional structure 10  
 emotional intelligence 130  
 employability skills 202, 264  
 employee responsibilities 31  
 employee rights 30  
**Employee Rights 42-45**  
**Employer Associations 22-23, 56**  
**Employer Expectations 32-35**  
 employment contract 60  
 e-networking 185-7  
 entry-level generic skills 264  
**Equal Opportunity 16-17, 94-101**  
 exploitation 76-77, 110-3  
 expression of interest 163, 245  
 Fair Work agencies 55  
 Fair Work Commission 60, 62, 65-, 82-83, 104, 118  
 Fair Work Ombudsman 14, 82, 111  
 flexible work arrangements 42  
 full-time 58-59  
 functional structure 9  
**Further Study 188-195**  
 geographical structure 9  
 goal-setting process 236-9  
**Grievance Procedures 116-9**  
 horizontal structures 8-11  
 inclusiveness 43  
 industrial action 83  
 industrial tribunal 118  
 industry groups 22, 56  
**Industry-Specific Skills 200-7**  
 internship 77  
 interpersonal effectiveness 38-39  
 intrapersonal effectiveness 36-37  
 job application letters 244-6, 252-3  
 job applications 163  
 job classification 110  
 job Interview questions 270-271  
**Job interviews 266-271**  
 job-seeking 162  
**Job-Seeking Portfolio 170-3**  
**Job-Seeking Portfolios 153-196**  
 job-seeking steps 162  
 lawful discrimination 96  
 leave entitlements 61, 68-69  
 loyalty 32  
 matrix structure 10  
 mediation 116-7  
 meetings 134-5  
 mentoring 138  
 minimum pay rates 66  
 multiple intelligences 130  
**My Industry-Specific Skills 203-233**  
 National Employment Standards 61  
 negotiation 110  
 networks 108-9  
 new economy 76-77  
 not-for-profit 4  
 networks 108-9  
 occupational capabilities 198-9  
 organisational structure 9  
 part-time 83-59  
**Pay 72-77**  
 pay and conditions 43  
 payment-in-kind 72  
 penalty rates 111  
 policies 33-34  
 portfolio career 239  
**Portfolio Interview: Evaluation 279**  
**Portfolio Presentation 260-1**  
**Portfolio Presentation: Evaluation 278**  
**Portfolios 156-161**  
**Presenting Your Portfolio 259-280**  
 private sector 4  
 private training providers 193  
 professional behaviour 32  
 protocols 33-34  
 public sector 4  
 punctuality 36  
 questions - open 142-3  
 redundancy 115  
**Refining Your Portfolio 233-258**  
**Refining Your Résumé 240-3**  
 registered agreements 62-63, 70  
 resignation 114  
 respectful relationships 43  
 resumes 174-9, 240-3  
 retainer 72  
**Rights and Responsibilities 30-31, 44-**  
 45, **90-93**  
 Safe Work Australia 12-13  
 safe workplace 43  
 salary 72  
**Selection Criteria 245, 262-5**  
 self-employed contractors 76  
 self-reflection 272-5  
 social media - jobs 163, 245  
 sources of jobs 162  
**Specific Portfolios 197-232**  
 state governments 56  
**Statutory & National Bodies 12-17**  
**SUPER System - Creative 226-29**  
**SUPER System 214-17**  
 superannuation 73  
 synergy 126  
 TAFE 188-95  
 TAFE: Application process 190-1  
**Team Dynamics 132-5**  
 team roles 132-3  
 teams 41  
**Teamwork & Communication 136-9**  
**Teamwork 126-131**  
 termination 83, 114-5  
 time management 36  
 Trades Hall Council 18, 20  
 traineeship 58, 74  
 training packages 202-3  
 training, development & promotion 42  
 underpayment 76  
 unions 56, 18-21  
**Unit 3: AOS1 - Introduction 2-3**  
**Unit 3: AOS2a - Introduction 52-53**  
**Unit 3: AOS2b - Introduction 88-89**  
**Unit 3: AOS3 - Introduction 124-5**  
**Unit 4: AOS1 - Introduction 154-5**  
**Unit 4: AOS2 - Introduction 234-5**  
**Unit 4: AOS3 - Introduction 234-5**  
**Unit 4: AOS4 - Introduction 234-5**  
**Updating Your World 182-7**  
**Updating Your Résumé 174-181**  
 Victorian  
 Victorian structures 8-11  
 VET Student Loans 195  
 Victorian EO & Human Rights  
 Commission 16-17, 98-99, 104-9  
 visual portfolio 218  
 volunteering 77  
 VTAC 156, 190, 193  
 VTAC Application Process 193  
 wages 72, 74-75, 78  
**Where Am I Going? 162-9**  
 work ethic 32  
**Work Settings 4-7**  
**Work/Life balance 28-29**  
 worker - classifications 58  
 workload - managing 36  
**Workplace Accountability 25-50**  
**Workplace Arrangements 60-67**  
**Workplace Behaviours 87-122**  
**Workplace Bullying 102-5**  
 workplace communication - types 148  
**Workplace Conditions 68-71**  
**Workplace Culture 26-27**  
**Workplace Dismissal 114-5**  
**Workplace Effectiveness 32-33, 36-41**  
**Workplace Exploitation 110-3**  
**Workplace Relations 51-86**  
**Workplace Sexual Harassment 106-9**  
**Workplace Structures/Agencies 1-24**  
**Workplace Structures 8-11**  
 WorkSafe Victoria 12-13, 102-3

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