

WORK RELATED SKILLS

VPC
3&4

Unit 3

1. Work Settings and Work Safety	1
2. Healthy Workplace Practices	25
3. Rights and Responsibilities	49
4. Workplace Behaviours	77
5. Physical Workplace Safety	99
6. Working Safely	127

Module 1 - Healthy workplace practice

Module 2- Rights and responsibilities

Module 3 - Physical health and safety

Unit 4

7. Planning a Pathway	155
8. Further Training and Courses	185
9. Jobs and Résumés	213
10. Job Applications	235
11. Job Interviews	259

Module 1 - Explore and plan for potential pathways

Module 2 - Employment seeking activities and the application process

Module 3 - Interviews

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Advice to students

Welcome to your final year of studies of **Work Related Skills** as part of your **Vocational Certificate**. Throughout the year you will investigate and demonstrate a range of work-related skills that will help you to build your applied skills as well as varied employability skills for a range of vocational and 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** you will complete **3 modules**. Together these modules will help you to become a more effective future worker with an applied understanding of appropriate workplace health and safety, and positive workplace behaviours. The modules are:

M1: Healthy workplace practice.

M2: Rights and responsibilities.

M3: Physical health and safety.

This coursebook has 2 sections for each module. The 1st features a graduated assessment task. The 2nd section concludes with an overall module assessment task.

In **Unit 4** you will also complete **3 modules**. Together these modules will help you to take proactive steps towards planning and achieving your future pathways goals. The modules are:

M1: Explore and plan for potential pathways.

M2: Employment seeking activities and the application process.

M3: Interviews.

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Use this coursebook by completing the tasks in the spaces and pages provided. You will also maintain your own work folios to complete some tasks, as well as others set by your teacher. You will need to collect and keep a hard copy and a digital evidence portfolio with copies of resources, handouts, a job-seeking portfolio and evidence of you applying work-related skills.



You should also use your Work Related Skills **Applied Vocational Booklet** to build skills and to apply your 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

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AT1 Workplace Structures and Health and Wellbeing24

AT2 Positive Workplace Physical and Mental Health..... 46-7

AT3 Workplace Behaviour and Equal Opportunity.....76

AT4 Investigative Report - Rights and Responsibilities 96-7

AT5 Workplace Health and Safety126

AT6 Workplace Health and Safety Investigation & Report..150-3

Unit 4

AT1 Planning a Pathway184

AT2 My Pathways Plan 210-1

AT3 My Résumé 233-4

AT4 Job Application..... 256-7

AT5 Job Interview..... 272-3

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
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VM 3&4 coursebook masters available now	VM 3&4 printed coursebooks available mid-late Nov
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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
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 U3 Available now, U4 Jan '24
 U3 Available Jan 24, U4 Feb
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 U3 Available now, U4 Jan '24

Vocational and Work Education Resources

	Printed Book	e-version Master license PDFs
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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
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Foundation Numeracy	___ @ \$44	na
Senior Numeracy	___ @ \$44	na

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Career and Enterprise		
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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
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Work Related Skills: VPC 3&4 (ISBN 978-1-925172-97-3 for printed coursebook)

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AT5 Job Interview..... 272-3

7.01 Introduction - Unit 4: Module 1

Unit 4: Module 1 - Explore and plan for potential pathways

Module 1 requires you to investigate future potential pathways options and develop a Pathways Plan.

In **Section 7: Planning a Pathway** you will:

- ⇒ investigate career pathways planning and decision-making
- ⇒ understand common examples of career planning support
- ⇒ explore the components of a Pathways Portfolio
- ⇒ revisit the notion of transferable skills for industries and occupations.

At the end of this section, you will complete a graduated assessment (**AT1**) to create a Pathways Plan, including hard copy and digital portfolio inclusions, and evidence of achievements.

In **Section 8: Further Training and Courses** you will explore potential courses and training options including Australian Apprenticeships, TAFE and private training providers.

You will fully investigate the TAFE application process, and identify and explore potentially suitable TAFE courses, including fees and other costs, and undertake a pre-application plan.

At the end of this section, you will complete a graduated assessment task (**AT2**) to complete, present, discuss and refine your Pathways Plan.

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U4 Module 1: My Requirements 7-8

Your teacher will discuss your unit requirements for **Module 1** with the class. List the important information, and make diary notes and reminders where relevant.



Requirement	Activities/ Resources/ Applied	Assessment

7.03 Career Pathways

Your career

Welcome to your future, what will you make of it?

As a post-compulsory student undertaking study or training beyond the official school leaving age, the main reason why you are still here is to develop a **career pathway** for yourself.

You already know that in order to enjoy a fulfilling and satisfying life you need to do more than just find a job; you need to develop a career.

Even at this point in time, some of you might already be employed and have jobs. Being employed as a productive member of society enables you to:

- ⇒ earn an **income**,
- ⇒ gain **experience** and develop **work-related skills** and workplace competencies, and
- ⇒ build and grow self-esteem and **responsibility**.

🧠 So how many of you are currently working? And if so, are you planning to build your career based on your **casual** or **part-time work**? Or will you be looking to undertake further study or training for a totally different type of **industry** or occupation?

What is a career?

When we refer to a career we are talking about developing a **pathway** to your future success. People work for a variety of reasons and it is important that you develop a pathway that best matches your own reasons.

Often a young employee might say “I’ve been only working in a call-centre to earn money. This is just a job. I want to build a career as an actress.”

Sometimes a middle-aged worker might say, “You know, I never wanted to be an accountant. I always saw myself forging a career as a musician.”

And we can even hear a retiring employee say, “You know, I spent 45 years as an engineer, but I always wanted to be a firefighter!” Each of these people, for various reasons, has not been able to match their chosen employment with their preferred career.

It’s sad that in each of these cases their **employment** has left these people unfulfilled.

So we can say that a career describes the employment that a person undertakes in order to satisfy their personal values. **Personal values** are those things that we, as workers, wish to obtain from working.

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Why work?

There are many different reasons why people work and you have explored these throughout your entire vocational program. You may expect to get various **benefits** from working and these **expectations** as an employee will influence your **choice** of work and career.

People are more likely to seek and undertake work that satisfies their **values**. Choosing a suitable occupation may help your expectations of work be fulfilled. So what do you want or expect to gain from working? And have some of these changed for you since the start of your VPC 18 months ago?



Reasons for Working



My reasons for working 7A

1. What will be your **main reasons** for working? **Why** is that?
2. So what **type** of **job(s)** will help **provide these things** for **you**, and **how**?

Interview: Ask these questions of an older worker (30+). Report back to the class



7.05 Career Pathways

Developing a Career Pathway

Career development

- ⇒ One of the most important ways to live a happy and healthy life is to match your personal values with your career.
- ⇒ Many people develop career pathways in areas that don't suit their interests and their values, and end up experiencing an unfulfilling work life.
- ⇒ It is important that you choose work that will best lead to the fulfilment of your personal goals.
- ⇒ You need to build a pathway in the type of work that you enjoy doing, and which helps motivate you and gives you job satisfaction.

Combining career & personal life

- ⇒ An average person will spend about 40+ years of their adult life working.
- ⇒ The demands of working life will dictate how much family, personal and leisure time is available.
- ⇒ You must strike a work/life balance between career demands and your personal life.
- ⇒ At different stages of your life, your personal and family responsibilities will influence your ability to develop a career.
- ⇒ Your personal values will change depending on your stage of life.
- ⇒ Your personal values will influence the expectations you have for your choice of work.

Multiple career pathways

- ⇒ These days, very few people experience a linear career pathway. Instead people develop multiple career pathways.
- ⇒ Many people change occupations and develop different careers throughout their working lives.
- ⇒ Most modern pathways branch off in different directions supported by lifelong learning.
- ⇒ These changes reflect changes in personal values associated with the stage of one's life.
- ⇒ Sometimes a sideways or even a backward step can advance a person along their career pathway.

Lifelong learning

- ⇒ If you think that when you're finished with school you're finished with learning, then think again!
- ⇒ A successful career pathway relies on lifelong learning.
- ⇒ Lifelong learning refers to all the different types of study, training and learning you might participate in throughout your career.
- ⇒ You need specific qualifications to enter certain occupations.
- ⇒ You also need to maintain and upgrade your qualifications as your career evolves. This might involve TAFE, Uni, professional development, industry courses, etc..

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Career life cycle

- ⇒ You will develop your career pathway over the course of your life. This will see you move from school and into further study and training leading to entry-level employment.
- ⇒ Your career life cycle will force you to consider new options that complement the values that are most important to you at that particular stage of your life.
- ⇒ A career life cycle commonly involves these 4 phases that keep cycling and re-cycling throughout one’s career (of 40-50 years).
 - » **Entry:** Learner - starting out in first job, first career job or a new job.
 - » **Growth:** Developer - building skills, experience and networks, looking for advancement.
 - » **Consolidation:** Practitioner - has established expertise, so where can I go from here?
 - » **Change:** Can happen at any time, and is increasingly happening in mid-career to people as they seek to re-align their evolving values and interests.

Developing a career pathway 7B

1. Create **word chains** for these key terms related to developing a career pathway.

Career development	
Combining career & personal life	
Multiple career pathways	
Lifelong learning	
Career life cycle	

2. **Interview** people who have been **working** for **more than 5 years**. Ask them about what each of these **terms means to them**.

Career development	Who:
Combining career & personal life	Who:
Multiple career pathways	Who:
Lifelong learning	Who:
Career life cycle	Who:

7.07 Planning and Decision-Making

Planning

When it comes to achieving your major **ambitions** and **goals**, things don't just happen by accident. Sure, sometimes a few lucky people might 'be in the right place at the right time'. But the reality of life is that we all have to **plan**, set **objectives**, make **decisions** and take **action** to achieve our goals.

Effective planning takes place over different **timeframes**. The length of time associated with each 'plan' varies according to the type of goal or objective being aimed for.

For example, many large businesses set strategic goals over 3-5 years. However, for you, a strategic goal might have a timeframe of 12 months; perhaps the length of time needed to achieve a longer-term vocational goal, such as finding an Australian Apprenticeship.

All goals have clear definable timeframes that vary depending on the overall length of the goal. However, as each overall timeframe gets shorter, the decisions and tasks involved move from planning, to organising, to actually doing. These timeframes are:

- ⇒ **short-term planning** (i.e. for you, the next 2-4 weeks)
- ⇒ **mid-term planning** (i.e. for you, the next 2-3 months)
- ⇒ **long-term planning** (i.e. for you, the next 12-18 months).

So what different career pathways goals and objectives might you have planned these three different planning timeframes

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Planning and Decision-Making

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Decision-making

Believe it or not, one of the most difficult things to do in life is to make the right decisions. Essentially, life is just a never-ending series of decision after decision after decision. From the mundane, “What shall I have on my toast this morning?” To the profound, “How can I be a better person?”

Every decision we make involves an element of **risk**, as well as the need to **sacrifice** something else. For example: “Should I apply for the job - I risk being rejected. To do my application - properly - I’ll have to give up 20 hours of my time. That means no weekend for me! I’ll give it a miss then!”

Some people struggle to make positive and **proactive** decisions. They **procrastinate** and often miss out on opportunities. They often **blame** others for their misfortune.

Other people jump too quickly at every opportunity and don’t weigh up the **pros** and **cons** of their decisions. They often find themselves doing things they don’t really want to do.

Career decision-making is hard, because many people are afraid of making the wrong decisions. They often end up making no decision at all!

It is important that at this stage of your career path development that you understand, that ultimately, it is you who has **responsibility** for the decisions you make. However, for some of you, your parents or guardians will still have responsibility for a lot of your decisions.

The decisions you make are primarily your **focus of control**. And for actions outside of your control, you still have the decision-making ability to govern how you respond - positively or negatively - to situations. So it is that you refine your skills of decision-making.

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Decisions, decisions 7C

1. What **types of decisions** do you think you will need to **make** this **semester** about your future **career pathway**?
2. Within what **timeframe** will these need to **be made** and why?

I will have to decide...

by...

because...

I will have to decide...

by...

because...

I will have to decide...

by...

because...

I will have to decide...

by...

because...

7.09 Planning and Decision-Making

PODR planning

As you already know, the best way to deal with a significant or long-term goal is to break it down into a series of smaller, achievable, bite-sized objectives. Doing this will make it easier for you to make ongoing and timely decisions.

You have used the **Plan-Organise-Do-Review process** before for PDS and WRS activities and projects. You can also apply this process to help you plan and take steps towards achieving your career pathway goals. The **PODR process** is a natural process that comes easily. This is why it's such a simple and useful tool to use when planning and making decisions. **PODR steps** are:

1. Work out and plan just what it is you are trying to do (your pathways goal) and also how to best get it done.
2. Organise yourself and resources you need to successfully complete these tasks.
3. Complete and do the tasks.
4. Monitor and review your efforts, and make changes and adjustments if necessary.

The PODR process is **continuous**.

Planning leads to organising, which leads to doing, which leads to reviewing, which leads back to planning and so on.

And each of the 4 stages of the Plan-Organise-Do-Review process **cross over**.

As part of planning you might be reviewing
- which is doing, and also checking things
- which is part of reviewing and so on.

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Image: VadimVasenin/
Depositphotos.com

PODR Planning

1. Plan

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

2. Organise

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

3. Do

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

4. Review

- ⇒ Monitor what you've achieved, evaluate your outcomes for quality, and make any changes and adjustments if necessary.
- ⇒ Each of these 4 stages of Plan-Organise-Do-Review cross over. So you should be reviewing throughout the whole PODR process.

PODR planning 7D

The most effective way to achieve and/or complete an overall activity or task is to **break it down** into a series of smaller, achievable goals (or objectives). Then you can use **PODR** to help make smaller decisions to achieve your overall activity goal.

In your personal life you might do this:

- ⇒ when you are getting ready to go out or getting ready to go to school, or
- ⇒ to plan and organise your weekly timetable when doing a work placement, or
- ⇒ even as you are learning to drive a car.

With each of these activities, as with just about everything else you do in life, it is best to break a large and difficult activity or task into a series of smaller, more manageable goals. Each of these will involve its own decisions.

1. Why is it good to break big activities/tasks down into smaller, achievable goals?

2. Pick one of the three tasks listed above and break it down into **5 smaller achievable goals**. Identify if the particular goal is part of **planning**, or **organising**, or **doing**, or **reviewing**. Give **time estimates** for each smaller goal. Make sure that the **tasks** are in the **correct order**.

Task:			
	Smaller achievable goal	PODR stage?	Estimated time?
1.			
2.			
3.			
4.			
5.			

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7.11 Planning and Decision-Making

7E Good advice or not?



1. In groups, **discuss** each of these **approaches** to **planning and decision-making**.
2. What **advice** would you give each person? Report back to the class.

Z
e
d



“Dude, I just go with the flow. If it’s not meant to be, then it’s not meant to be.”

Y
u
l



“I plan everything using a spreadsheet, Gantt chart and goals target. It helps me see the big picture.”

X
e
e



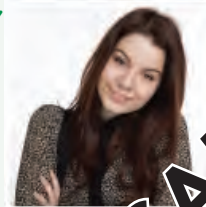
“Goals, what’s the point? You’re just setting yourself up to fail!”

W
u
z



“Mercury is ascending through Jupiter, so I know that this is the time for me achieve.”

V
y
e



“You can plan if you want, it’s always what you know that gets you the job.”

U
r
n



“I applied for a job online but I’ve never heard back. Lolz I just copied my appo from that GTP anyway.”

T
a
m



“There’s something I learn each time. Each failure puts me one step closer to success.”

S
a
l



“I’ll give 2 weeks to find a job - have more important things to do after that.”

R
e
g



“I wasn’t sure what to do, but I met my Careers teacher, did the course, and I’m now a pool lifeguard.”

Images: georgemuresan/Thinkstock

Zed	Yul	Xee
Wuz	Vye	Urn
Tam	Sal	Reg

Career statement

A career statement 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 or course selection officer. It helps them to assess whether, at first glance, you might be a good fit for the job or for their course.

A good career statement means that the employer or selection officer 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 or course they are applying for.

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

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

In your career statement, focus on **what**, **how** and **why**. **What** involves a **pay-off** for them. For jobs, always mention further **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 or enrol 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. I am not a student looking for a part-time casual role.

What: I am looking to develop a career in the hospitality 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 professional worker to my future employers.

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

Career statement 7F

1. Quickly now, and without too much thinking, prepare two **3-sentence career statements** for **jobs**. 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. Ask **them** to write down their **feedback** on what they 'hear'.
3. Use the **feedback** and your own **reflection** to **refine your statements**.
4. **Read** the **refined statements** to your partner.
5. Get **feedback** and **reflect**. **Redraft** your statements.
6. Have **1 more read aloud**. Make any **final adjustments**. Then **present** these to **your teacher** for feedback and **advice**.



7.13 Career Planning - Support

Finding out

Just about everyone of working age has to plan, take action and find out about the world of work. But the most important thing to understand about career planning, is that you are not expected to find out and do everything on your own.

In contemporary times, some people forget that there is a whole world of information and support out there to guide young people towards their future career goals.

The Australian Government has a range of **online resources** to help you navigate the future world of work such as <https://www.jobjumpstart.gov.au> and <https://labourmarketinsights.gov.au>. Businesses also publish careers and **job-seeking** information online.

And then there are all the varied job-seeking portals (such as www.seek.com.au) that can help guide you in your career pathways development and match employees with employers. These all have **information** resources.



People

There is a range of **people** that you can go to get **advice** and **support**. This is especially relevant when you are planning to achieve a particular vocational goal or job role.

These people include career specialists, starting with your careers Advisor and MIPS Coordinator. They have **expertise**.

Then you should seek out a **career mentor** who works in an industry or in an occupation in which you have an interest. They have **insight**.

Also, don't forget about people in your family, friendship, recreational and community networks. They have **experience**. You can talk with these people and get advice from them based on their own experiences - good and not so-good! Developing your **network** contacts might lead you to **opportunities** that you might never hear about on your own.

Image: Andrew Johnson/
Photos.com



Career Pathways: People who can help

Careers specialists

Consider:

- ⇒ School Careers Advisor
- ⇒ Vocational Education Coordinator
- ⇒ Vocational Pathways teachers
- ⇒ External careers advisor
- ⇒ Pathways support specialists

Employers

Consider:

- ⇒ Work experience
- ⇒ Work placement
- ⇒ Contacts from your paid employment
- ⇒ Volunteer work
- ⇒ Community work

Career mentors

Consider:

- ⇒ Managers and supervisors
- ⇒ Experienced industry person
- ⇒ Experienced person in/who has done the occupation
- ⇒ Relevant VPC teacher
- ⇒ Relevant community leader

Networks

Consider:

- ⇒ Family support and advice
- ⇒ People currently working
- ⇒ People who have worked in similar roles
- ⇒ Managers and supervisors
- ⇒ Friends who are working

Career planning support 7G

1. With **career planning**, do **you** have to **do it all on your own**? Why not?

2. Identify **people** in these roles who could **help you** plan your **career pathway** more effectively. (Why not start the **job** - get in touch!)

Careers specialist	Employers
Career mentors	Networks

3. Your teacher will arrange for your **Careers Advisor** to visit the class. Your WRS teacher might actually be that person. Even better! Form into small groups based on similar vocational goals.

- Develop at least **3 questions** to ask the Careers Advisor about **general job-seeking strategies** and **resources** for young people.
- Develop at least **3 more questions** to ask the Careers Advisor about **specific job-seeking strategies** and **resources** for **your** vocational goals.

7.15 Career Planning - Support

Where am I at?

Developing your future career is not easy. As you already realise, no-one is going to knock on your door, or send you a DM out of the blue, offering you your dream job. That's a Hollywood thing; or perhaps a Summer Bay thing!

However, as you head towards the end of this module, you will have taken significant steps towards developing your work-related skills as a foundation for future success.

You have also explored careers and pathways planning in Literacy and are applying this knowledge and skill-set to enable you to make better decisions about your future pathways options.

During this year you are likely to have initiated many of the following actions.

1. Undertaken VET training.
2. Researched online career information.
3. Investigated job sites and online portals.
4. Investigated major labour market trends.
5. Met with a Careers Advisor.
6. Developed network contacts.
7. Got advice from knowledgeable people in your course/work.
8. Made contact with a career mentor.
9. Clarified some of your career goals.
10. Researched online course information.
11. Made some preliminary career decisions.
12. Undertaken work and/or learning activity requirements.
13. Worked with others in groups and team situations.
14. Applied Literacy, Numeracy and Personal Development skills to the world of work.

Image:
Depositphotos.com



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💡 So ask yourself, where am I at?

7H What have I done?

💡 Complete this **self-audit** of your progress in developing your career. Add 1 more.

At the moment my:	Good	Moderate	Lacking	Coming soon
1. Progress in VET training is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Research into online career information is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Investigation of job sites is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Understanding of labour market trends is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Meetings with Career Advisor are:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job Information, Advice and Support

Careers Advisor

Myfuture

Careers specialists

Image: Photos.com

Labour Market Insights

Network contacts

Workforce Australia

Organisation websites

Job search

Employment agencies

Job Access

Unions

Job Jumpstart

Specialist agencies

Youth Central

Industry associations

Australian Apprenticeships Pathway

Online job-seeking portals

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At the moment:	Good	Moderate	Lacking	Coming soon
6. Development of network contacts is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Advice from knowledgeable people is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Relationship with a career mentor is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Clarity of my career goals is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Research of online course information is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Making of preliminary career decisions is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Experience in work and/or community placements is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Working in teams with others is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Applied use of Literacy, Numeracy and Personal Development skills is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.17 Pathways Portfolio

Pathways Portfolio

When you are preparing to apply for jobs and courses you need to start assembling your Pathways Portfolio. Your **Pathways Portfolio** will include all the **evidence, examples, certificates, results** and other **documentation** of your work and further study readiness, and your varied 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, a Working with Children check for child-care; or course prerequisites such as Year 12.

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 what have you got ready, what do you still need to set up and which do you still need to go and do?



Record all the important elements of your **Pathways Portfolio** that you need to prepare and complete. Tick whether a hard copy or e-file (or both) is/are required and then record dates. Add specific information to each section.

Pathways Portfolio				
Name:	hard copy	e-file	Due date	Date done
A: My résumé				
-	<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: My job-seeking skills				
-	<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"/>
C: My work-related experiences				
-	<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"/>
D: My network and referees				
-	<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"/>
E: My supporting documents and visual evidence				
-	<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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7.19 Pathways Portfolio

7J Where am I going?



Ok. Before you start to finalise your Pathways Plan, 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**' and/or further **study** and training.

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	Workforce 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	Workforce Australia	Social media	Local

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7.21 Industries and Occupations

Where to?

As you continue to further develop your potential pathway and your Pathways Portfolio, you need to establish whether your career pathways **goals** are centred mainly within one **industry** or **specific occupation**, or if you have **broader** goals.

If you have industry-specific or occupation-specific goals (i.e. a **specialised approach**) you will need to **target** a lot of your planning specifically for the types of industries, occupations and courses that match your career pathways goals.

But many people don't just focus on one particular vocational goal. Instead they create options for themselves. So you will need to **develop**, **refine** and **tailor** elements of your pathways planning 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 or trainee being paid at that low starting wage level.

Transferable skills

You also need to remember that the skills you are developing now, won't only just be useful for your exit from secondary school this year.

The whole purpose of your Vocational Pathway Certificate, and this Work Related Skills subject in particular, has been to give you **lifelong career pathways development skills** and **opportunities** that you can apply and transfer again and again as your career evolves as a natural part of a **career life cycle**.

🧠 So, at this stage of pathways development, you need to answer the following questions to guide the type of career pathway development that you should proactively undertake for the remainder of the year.

- 😊 Am I looking for an **entry-level position** to start me on the pathway to achieving my longer-term career goals?
- 😊 Am I looking for an **entry-level course** to enable me to gain the qualifications I need to take steps towards 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?



Image: Rawpixel/Depositphotos.com

ANZSIC Industry Divisions

- A. Agriculture, Forestry and Fishing
- B. Mining
- C. Manufacturing
- D. Electricity, Gas, Water and Waste Services
- E. Construction
- F. Wholesale Trade
- G. Retail Trade
- H. Accommodation and Food Services
- I. Transport, Postal and Warehousing
- J. Information Media and Telecommunications
- K. Financial and Insurance Services
- L. Rental, Hiring and Real Estate Services

- M. Professional, Scientific & Technical Services
- N. Administrative and Support Services
- O. Public Administration and Safety
- P. Education and Training
- Q. Health Care and Social Assistance
- R. Arts and Recreation Services
- S. Other Services

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



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Which industries? 7K

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 to describe industry(ies).
- List the **occupation(s)** you are pursuing for your **career pathways goals**.

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

- 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)

7.23 Industries and Occupations

7L Industries - Drilling down

Part A: Choose **3** of the **ANZSIC** industries.

1. List the most common **informal industry names** that industry stakeholders use for these industries. Give **examples** of enterprises that match these.

ANZSIC Industry	Common other names (or sub-sectors)	Example(s)

2. Find out the **ANZSIC** Industry sub-divisions for 2 industries that you are most interested in. www.abs.gov.au/au/stats/subs/divisions/mf/1292.0



ANZSIC Industry sub-divisions

ANZSIC Industry sub-divisions

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Part B: Researching labour market information

Use <https://myfuture.edu.au> or <https://www.jobsandskills.gov.au> and <https://www.jobsandskills.gov.au/data/employment-region-dashboards-and-profiles/industry-profiles> to find out the **current information** about an **industry** in which you are interested.



ANZSIC industry			
ANZSIC industry sub-divisions/sectors			
Informal industry names			
Current employment total (as at when?)		Workforce share % (when?)	
Past employment growth (from when?)		Projected employment growth (to when?)	
Regional employment % (when?)	Full-time employment % (when?)	25-74 employment % (when?)	Female/male emp. % (when?)
Education % Degree+ (when?)	Education % C3+ /VET (when?)	Education % Other qual (when?)	Education % Low/none (when?)
Other statistic	Other statistic	Other statistic	Other statistic
Top occupations (& numbers)		Other potential occupations (skill levels 3-5)	
Other important information			

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7.25 Industries and Occupations

Occupations

So what do you want to 'be'?

Butcher, baker, barista or boilermaker?

Nurse or nurseryperson - arborist or zookeeper?

How about a hairdresser or handyperson, tattooist or train driver, dental nurse or disability support worker?

What about a sparky, a chippy, a brickie, a garbo, a muso or a postie?

Did you know that in Australia there are over 1,000 specific occupational classifications according to **ANZSCO**, the Australian and New Zealand Standard Classification of Occupations?

Now that's a lot of potential career pathways options there. And the world of work is evolving, with new types of occupations emerging all the time.

About 25% of all jobs in Australia are in the top 15 occupational classifications. And the top 50 jobs in Australia account for about 50% of all employment opportunities.

Top occupations

In Australia, as at August 2022, the largest occupations were:

1. General Sales Assistants.....595,400
 2. General Clerks.....296,600
 3. Registered Nurses294,000
 4. Aged and Disabled Carers ...274,000
 5. Retail Managers213,400
 6. Truck Drivers212,100
 7. Accountants206,600
 8. Receptionists..... 191,600
 9. Electricians186,200
 10. Storepersons169,800
 11. Adv, PR & Sales Managers...162,100
 12. Software & App Program's..158,800
 13. Primary School Teachers157,100
 14. Vendors.....151,200
 15. Kitchenhands146,600
 16. Commercial Cleaners142,800
 17. Secondary School Teachers.140,700
 18. Estate Managers.....140,100
 19. Child-carers136,100
 20. Checkout operators/Cashiers 131,800
- Source: ABS, Labour Force, Detailed, General and Commission seasonally adjusted, August 2022.

So what are you interested in?

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

Which occupations? 7M

Occupations in Australia are grouped into 21 broad categories (see p.180).

1. What types of occupations might be available in these categories?
2. Are these suitable for entry-level employees?

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

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3. What about you? What are you interested in? Where do your skills fit in? Will you need to undertake further study or training to enter this pathway?

7.27 Industries and Occupations

7N Occupation investigation



1. Undertake a **skills** investigation to find out the key **requirements** needed by a worker for an **occupation**. Use: <https://labourmarketinsights.gov.au> or <https://www.jobsandskills.gov.au> select an Occupation and navigate down.

Occupation:									
Skills	<table border="0"> <tr> <td>Top 3: % importance</td> <td>Top 3: Description</td> </tr> <tr> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> </tr> </table>	Top 3: % importance	Top 3: Description	•	•	•	•	•	•
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Knowledge	<table border="0"> <tr> <td>Top 3: % importance</td> <td>Top 3: Description</td> </tr> <tr> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> </tr> </table>	Top 3: % importance	Top 3: Description	•	•	•	•	•	•
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Abilities	<table border="0"> <tr> <td>Top 3: % importance</td> <td>Top 3: Description</td> </tr> <tr> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> </tr> </table>	Top 3: % importance	Top 3: Description	•	•	•	•	•	•
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Top 3: % importance	Top 3: Description								
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Demands	<table border="0"> <tr> <td>Top 3: % importance</td> <td>Top 3: Description</td> </tr> <tr> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> </tr> </table>	Top 3: % importance	Top 3: Description	•	•	•	•	•	•
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2. Choose an **occupation you are interested** in pursuing for your career pathway.

Check out these sites and complete this occupational summary

<https://labourmarketinsights.gov.au> or <https://www.jobsandskills.gov.au>
or <https://myfuture.edu.au>



Correct Occupation Title (& any alternative names):	Use Labour Market Insights or Jobs and Skills to find out this info.
⇒	
Summary Description:	Total Employment
⇒	When? _____
5 Main Tasks:	Employment Growth (5 yrs)
⇒	To When? _____
⇒	Unemployment Rate
⇒	Year? _____
⇒	Weekly Earnings
⇒	Year? _____
Specialisations (if applicable):	Projected Job Growth
⇒	To when? _____
⇒	% Full-time
⇒	When? _____
Personal Requirements:	Main Industry
⇒	When? _____
⇒	Average Age
⇒	When? _____
⇒	% Male/Female
Related Occupations:	When? _____
⇒	
⇒	
Education & Training Required:	
⇒	
Course Entry Requirements:	
⇒	
Employment Opportunities:	
⇒	
Additional Information:	
⇒	
Contacts (for your state):	
⇒	


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7.29 Graduated Assessment

AT1 Planning a Pathway Module 1 - Planning a Pathway

For this assessment task, you are required to:

- Investigate the essential elements needed for a Pathways Plan
- Use a planning process (such as PODR) to outline the required elements and inclusions for your Pathways Plan
- Create a timeline to guide the completion of the key elements of your Pathways Plan
- Start collecting and collating hard copy and digital inclusions and evidence of achievements for your pathways portfolio (in your Pathways Plan)
- Meet with a teacher and/or career advisor to discuss your own specific requirements for your Pathways Plan
- Get advice from another adult mentor about your proposed Pathways Plan
- Use feedback and advice to refine your Pathways Plan
- Complete other required tasks as directed by your teacher/advisor.

Name(s):		Assessment dates:	UNIT 4 Module 1		
Tasks - AT1: Planning a Pathway		Assessment	Due Date	Done	Level
a.	Investigate the essential elements needed for a Pathways Plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
b.	Use a planning process (such as PODR) to outline the required elements and inclusions for your Pathways Plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
c.	Create a timeline to guide the completion of the key elements of your Pathways Plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
d.	Start collecting and collating inclusions for your Pathways portfolio.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
e.	Meet with teacher/career advisor to discuss your plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
f.	Get advice from another adult mentor.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
g.	Use feedback and advice to refine your Pathways Plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
h.	Other:	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Other:	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Other:	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒	Applied use of text and explanations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒	Applied use of other descriptive elements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒	Prepare and discuss proposed Pathways Plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

Further Training and Courses

8

8.01 Industry-Specific Skills	186	8.15 Course Applications	200
8.07 Australian Apprenticeships	192	8.19 Course Fees	204
8.09 Pathways Investigation	194	8.21 Pre-Application	206
8.11 Further Study and Training	196	8.25 Module Assessment Task	210

Activities 8: Further Training and Courses	p.	Due date	Done	Comment
8A Industry vocational training	188-189	<input type="checkbox"/>	<input type="checkbox"/>	
8B Technical and specialist training	190-191	<input type="checkbox"/>	<input type="checkbox"/>	
8C Australian Apprenticeships	193	<input type="checkbox"/>	<input type="checkbox"/>	
8D Education pathways investigation	194-195	<input type="checkbox"/>	<input type="checkbox"/>	
8E Further study and training	199	<input type="checkbox"/>	<input type="checkbox"/>	
8F Further study - Applying	201	<input type="checkbox"/>	<input type="checkbox"/>	
8G Investigating courses	202-203	<input type="checkbox"/>	<input type="checkbox"/>	
8H TAFE costs	204	<input type="checkbox"/>	<input type="checkbox"/>	
8I Pre-application	206-209	<input type="checkbox"/>	<input type="checkbox"/>	
AT2 My Pathways Plan	210-211	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Review and Reflection	212	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

8.01 Industry-Specific Skills

Industry-specific skills

As you already know, when you work, you 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.

In your **Pathways Portfolio**, you need to show how you will develop industry-specific skills, including those to be developed on the job as well as those that are developed off-the-job through further study, courses and training.

Training packages

Training packages are sets of nationally endorsed structures and qualifications for recognising and assessing people's skills. They include **units of competency** that are developed by industry stakeholders to meet the specific skill needs of that industry. Therefore, **training packages** detail the industry-specific skills required of an **apprentice**, or a **trainee** on 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.

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
- ⇒ satisfying each of the **performance criteria** in each element.

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**



Image: AndrePopov/
Depositphotos.com

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 planning your **Pathways 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?”

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 assess whether you might be suitable for the industry, job or course.



Image: photography33/depositphotos.com

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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**.



8.03 Industry-Specific Skills

8A 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

Accrediting bodies

Reference units

Reference units		

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8.07 Australian Apprenticeships

Australian Apprenticeships

An Australian Apprenticeship is an excellent type of **entry-level training** for many occupations. Australian Apprenticeships involve a combination of on-the-job and off-the-job **competency-based training** (CBT). The apprentice or trainee is exposed to both the practical and theoretical aspects of their occupation as part of their apprenticeship.

Australian Apprenticeships are an ideal way to combine work and study, and complement TAFE studies as a pathways option. More and more students are undertaking VET programs and part-time, school-based apprenticeships and traineeships (**ASbAs**), while still at school, to get a head-start on their careers. Perhaps you or someone in your class or school is interested in, or already doing, a school-based apprenticeship or traineeship?

Trades and services

The more traditional, practical or **trade** types of Australian Apprenticeships normally take about 3.5 to 4 years to fully complete.

These include occupations as diverse as light vehicle mechanic, chef, hairdresser, carpenter, baker, metal engineering tradesperson, and hundreds more. It is interesting to note that many of these occupations face significant skills shortages.

The more **service-oriented** Australian Apprenticeships take about 12-18 months to complete as a traineeship.

Common **traineeships** include ICT technician, customer service officer, office assistant, dental nurse, **trades assistant**, retail worker, child-care worker as well as hundreds more.

Many of the service occupations are the first step to further career development as a **para-professional**.

Many of the **trade** and **technical occupations** might set up a pathway into a full trades-based Australian Apprenticeship.



Some times, what we wanted to do when we were young changes as we grow older. But for some people it doesn't. What about you?

Image: IgorVetushko/
Depositphotos.com

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Apprentices and trainees (March 2023) Highest occupation and/or industries

- ⇒ Construction 69,865 (16% of all apps & trainees)
- ⇒ Automotive and engineering trades 61,930
- ⇒ Electrotechnology & telecom's trades 53,920
- ⇒ Community and personal service 48,260
- ⇒ Clerical & admin 37,860 // Sales 21,895
- ⇒ Other technicians and trades 20,295
- ⇒ Machinery operators and drivers 17,265
- ⇒ Food trades 14,135

Fewer employed in industries such as:

- ⇒ Mining, Education, Arts and Recreation Services, Finance, etc..

NCVER: Apprentices and trainees 2023: March quarter - Australia (Aug 2023).

Australian Apprenticeships

Australian Apprenticeships are available in more than 500 occupations. The most common industry areas include:

- ✓ Agriculture, Horticulture and Related Industries
- ✓ Automotive
- ✓ Building and Construction
- ✓ Business Services
- ✓ Clothing and Textiles
- ✓ Finance Services
- ✓ Food
- ✓ Hairdressing
- ✓ Community Services and Health
- ✓ Information Technology
- ✓ Light Manufacturing
- ✓ Local Government
- ✓ Metals and Engineering
- ✓ Printing
- ✓ Process Manufacturing
- ✓ Property Services
- ✓ Public Services
- ✓ Retail
- ✓ Seafood
- ✓ Sport and Recreation
- ✓ Telecommunications
- ✓ Tourism
- ✓ Transport and Distribution
- ✓ Utilities and Energy

www.australianapprenticeships.gov.au
<https://www.aapathways.com.au/>



Australian Apprenticeships 8C

1. Find **jobs** you can enter via an Australian Apprenticeship in your industry areas.



2. What are the most **effective ways** that a young job-seeker can **find** an **apprenticeship** or a **traineeship**? **Where** would you **search**? **Who** would you **ask**? Get some **advice**. What advice is given at:

<https://www.skills.vic.gov.au/s/apprenticeships-and-traineeships>

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8.09 Pathways Investigation

8D Education pathways investigation

For an occupation (or broader industry area) you are interested in, complete an investigation into **Australian Apprenticeships**, **TAFE**, and/or **other** potential **training** and education opportunities.

If you know of a suitable local provider go straight to their website and search.

You might need to explore options using: www.skills.vic.gov.au/s/ and then search by a job title. Other states have their own portals.



Find out	Australian Apprenticeship	TAFE	Other:
Occupation (or Industry)			
Course(s)			
Provider(s)/ Location(s) or (GTO)			
Delivery method(s)			
Duration(s)			
Costs & subsidies			

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Find out	Australian Apprenticeship	TAFE	Other:
Entry requirements			
Core units			
Related occupations			
Further pathways			
Provider contacts			
Other contacts			
What should I do next?			

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8.11 Further Study and Training

Further education

Planning to do a course next year? The TAFE and vocational education sector is often described as the key educational provider that is responsible for 'skilling' Australia. The three key stakeholder groups responsible for delivering vocational education and training in Australia are:

- ✓ TAFEs
- ✓ accredited private provider colleges, and
- ✓ Registered Training Organisations.

There are thousands of vocational and further learning courses that provide qualifications at graduated levels offered by different **TAFE** institutions and/or **private providers**. Vocational training and education offered through TAFEs is generally more skills-based and provides great entry opportunities into the workforce.

Next year, many of you might be planning to study and train at TAFE by doing a certificate II, III or IV, or possibly a diploma, as part of your pathways development into your preferred career vocation. Some common vocational study areas for young people include:

- ⇒ child-care
- ⇒ visual arts, design and fashion
- ⇒ computing, ICT and multimedia
- ⇒ hospitality and food and beverage
- ⇒ administration, office management and accounting
- ⇒ business, retail and commerce
- ⇒ community, health 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** and **further education** courses by **applying directly** to the institutions
- ⇒ **TAFE** courses using the **VTAC** application process
- ⇒ **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.

Image: monkeybusiness/
depositphotos.com

There is ongoing need for more
skilled technical workers.



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 nationally accredited 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, manual and practical 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 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 now known 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.

TAFE Victoria	https://www.tafe.vic.gov.au/
Bendigo TAFE	https://www.bendigotafe.edu.au/
Box Hill Institute	https://www.boxhill.edu.au/
Chisholm Institute	https://www.chisholm.edu.au/
TAFE Gippsland	https://www.tafegippsland.edu.au/
The Gordon (Gordon Institute of Technical and Further Education)	https://www.thegordon.edu.au/
GOTAFE (Goulburn Ovens Institute of Technical and Further Education)	https://www.gotafe.vic.edu.au/
Kangan Institute	https://www.kangan.edu.au/
Holmesglen Institute	https://holmesglen.edu.au/
Melbourne Polytechnic	https://www.melbournepolytechnic.edu.au/
South West TAFE (South West Institute of Technical and Further Education)	https://www.swtafe.edu.au/
SuniTAFE (Sunraysia Institute of Technical and Further Education)	https://www.sunitafe.edu.au/
William Angliss Institute (William Angliss Institute of Technical and Further Education)	https://www.angliss.edu.au/
Wodonga TAFE (Wodonga Institute of Technical and Further Education)	https://www.wodongatafe.edu.au/
The 4 University TAFEs	
Federation TAFE (Federation University Australia)	https://federation.edu.au/
RMIT University (TAFE)	https://www.rmit.edu.au/
Swinburne University of Technology (TAFE)	https://www.swinburne.edu.au/
Victoria University Polytechnic	https://www.vupolytechnic.edu.au/



8.13 Further Study and Training

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.

There can be a huge difference between TAFE and private provider courses, especially in price. Many **TAFE** courses are **subsidised** by the **government**. 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.

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 it is worth while shopping around for the location, dates, duration and price that you can afford.

You should always know how much you might be paying 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 pathway.

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 pathway outcome.

Registered Training Organisations

A **Registered Training Organisation** (RTO) delivers relevant training for vocational education, including **apprenticeships** and **traineeships**, according to the guidelines set down in a **training package**.

TAFEs, private providers, **group training organisations**, industry associations and many industry training specialists register as RTOs in order to deliver the **off-the-job** component of training, in conjunction with the employer who delivers the **on-the-job** training component. A **workplace assessor** monitors progress of trainees and 'ticks-off' achievement of **competency standards**.

Some employers and schools register as RTOs in their own right and supply all of the training as part of a **VET in schools** vocational education certificate or **ASbAs**.



Image: Goodluz/Depositphotos.com

Australian Apprenticeships

Australian Apprenticeships are structured **competency-based training** (CBT) that involve a combination of **on-the-job** and **off-the-job** CBT. An apprentice or a trainee is exposed to both the practical and theoretical aspects of their occupation through their training.

Training is offered by a TAFE or a **Registered Training Organisation**. Some employers are accredited and registered as RTOs themselves, as are some schools.

Some training providers are actually **Group Training Organisations** that employ apprentices and trainees and place them with host employers to gain on-job-training. The Group Training Organisation may then organise off-the-job training for the apprentice; or if they are an RTO deliver some of the training themselves.

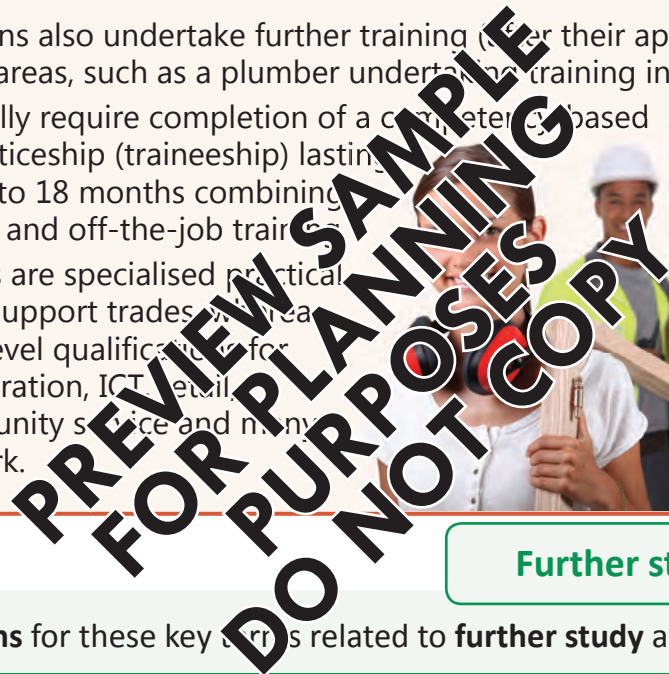
Apprenticeships are the traditional 'trades' and usually take between 3 1/2 to 4 years to complete depending on the occupation. They are usually awarded at certificate III level.

Many tradespersons also undertake further training (after their apprenticeship) for specific skills and areas, such as a plumber undertaking training in gasfitting.

Traineeships usually require completion of a competency-based Australian Apprenticeship (traineeship) lasting approximately 12 to 18 months combining formal on-the-job and off-the-job training.

Some traineeships are specialised practical occupations that support trades, while others are entry-level qualifications for business, administration, ICT, retail, hospitality, community service and many other types of work.

Image: photography33/Depositphotos.com



Further study and training 8E

Create **word chains** for these key terms related to **further study and training**.

Further education	
TAFE	
Private training providers	
Registered Training Organisations	
Australian Apprenticeships	

8.15 Course Applications

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.



Image: terovesalainen/
Depositphotos.com

So this means you should have developed suitable responses to these before you complete the online form.

VTAC Application Process

Some of you might be applying for courses offered by TAFEs and private providers through the VTAC process. These might include certificate 4 and diploma 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 school 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.

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 also need to supply and/or upload photocopies

- ⇒ 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 (if you must have these organised and written by your referees well in advance!).

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Further study - Applying 8F

1. Which type of **application processes** are **you** most likely to **need to use**? **Why**?

2. Some of your **documents** or evidence might need to be submitted as **certified copies**. What does **this mean** and **who can do this** for you?



8.17 Course Applications

8G Investigating courses



1. Search your **local TAFE** for a **course** related to an occupation you are interested in. Is there **further study/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**?
3. Complete these tables to help you make your **comparisons**.



TAFE:				Location:		
Course title:				Level:		
Duration of study	Delivery method	Key core subjects	Key elective subjects	Fees & costs	Student services	Transport options
Other info:						

TAFE:				Location:		
Course title:				Level:		
Duration of study	Delivery method	Key core subjects	Key elective subjects	Fees & costs	Student services	Transport options
Other info:						

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TAFE:				Location:		
Course title:				Level:		
Duration of study	Delivery method	Key core subjects	Key elective subjects	Fees & costs	Student services	Transport options
Other info:						

TAFE:				Location:		
Course title:				Level:		
Duration of study	Delivery method	Key core subjects	Key elective subjects	Fees & costs	Student services	Transport options
Other info:						

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So, what should I do next and who can I contact?

8.19 Course Fees

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-subsidised**. And there is an extensive range of **Free TAFE** options, as well as apprenticeship and pre-apprenticeship opportunities, which 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 course (based on an average student population)

Resource fees are set charges for materials provided by the institution) that students access so as to complete their course.

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

Course Costs

Skills First

Government

Tuition fee

Service Fee

Concessional rate

VET Student Loans

TAFE



Private providers

Free TAFE

Subsidised

Resource fee

Support materials

Full-fee paying

Fee gap

Image: AndreyPopov/
depositphotos.com

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 **renew** your VSL debt through the **taxation system** when your annual income exceeds \$45,000 (2022/23 tax year).
 - ⇒ You can also make **voluntary repayments** of 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 unique 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.

TAFE costs 8H

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



Applied: 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>

8.21 Pre-Application

81 TAFE: Pre-application



Your teacher and Careers Advisor will guide you through course application processes and help you determine which actions you need to complete for your pathways choices. (You could develop a mind-map or diagram to help you).

- Researched occupations and/or industries that match your career pathway preferences.

Requirements	Action/Outcome

- Identified suitable courses that will give you the qualifications needed to enter this occupation.

Requirements	Action/Outcome

- Explored potential options for work through the government-supported Skills First, Free TAFE, and pre-apprenticeship courses.

Requirements	Action/Outcome

- Considered the course delivery mode (i.e. face-to-face, online, part-time, full-time) course length and fees (including any concession subsidies and fee caps).

Requirements	Action/Outcome

- Satisfied or be able to meet entrance requirements such as minimum levels in English and Maths, and for some courses, other relevant section criteria.

Requirements	Action/Outcome

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- Noted the application dates and the closing dates.

Requirements	Action/Outcome

- Located relevant TAFE campus locations at which you can undertake the course. Take into account your likely living arrangements when completing the course.

Requirements	Action/Outcome

- Lodged an enquiry to find out more about a course.

Requirements	Action/Outcome

- Visited an information session about the course.

Requirements	Action/Outcome

- Prepared your Pathways Portfolio materials that may be required to support your application. This includes written references.

Requirements	Action/Outcome

- Registered to get a Unique Student Identifier (if you haven't already got one).

Requirements	Action/Outcome

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8.23 Pre-Application

- Met with your Careers Advisor or a career mentor to get assistance with your application.

Requirements	Action/Outcome

- Identify if you need to apply using the VTAC process or via direct entry.

Requirements	Action/Outcome

- If through VTAC, found out if an ATAR is needed for entry, or if alternative entry criteria (non-ATAR) exist.

Requirements	Action/Outcome

- Research course-specific entry requirements including folios, auditions, demonstrations, interviews, lower-level course completion, industry experiences, etc..

Requirements	Action/Outcome

- 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.

Requirements	Action/Outcome

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- Prepared and made digital copies of your ID documents.

Requirements	Action/Outcome

- Completed a dummy application in class or with a Careers Advisor.

Requirements	Action/Outcome

- Had your application and all other materials checked.

Requirements	Action/Outcome

- Other?

Requirements	Action/Outcome

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

- What do I do next? By when?

Requirements	Action/Outcome



8.25 Module Assessment Task

AT2 My Pathways Plan Module 1 - Explore and plan for potential pathways

For this assessment task, you are required to complete, present, discuss and refine your Pathways Plan.

You might also need to have completed **AT1** or a similar task set by your teacher.

Requirements



Your teacher will discuss and outline your specific requirements and the format and dates for completion.

You should strongly consider including text, image-based, diagram and varied media formats to best set-out your information and communicate your Pathways Plan.

Your Pathways Plan is an evolving document and should include the following.

1. Statement of your career pathways goals.
2. Outline of the steps needed to achieve your career pathways goals, including a timeline.
3. Outline of further study and training options and courses required.
4. Summary of meetings and advice from:
 - WRS and other teachers
 - Careers Advisor
 - Experienced people in the industry or occupation (i.e. Career Mentor)
 - Family members and other relevant personal support contacts.
5. Summary of research into employment options, including labour market information.
6. Summary of research into course and study options.
7. Summary of hard-copy and digital documents and evidence needed as part of a Pathways Portfolio.
8. Clarification of application process for further study and training options and courses.
9. Clarification of potential costs and fees associated with further study, training and courses.
10. Establishment of an action plan including short-term, mid-term and long-term milestones and timelines for achievement.
11. Establishment of a back-up option(s) or a Plan B.
12. Final discussion for feedback on your Pathways Plan.
13. Use and apply feedback and advice to finalise your Pathways Plan.

Module Assessment Task 8.26

Name:	Key dates:		UNIT 4 Module 1
Tasks - AT2: My Pathways Plan	Must Do?	Due Date	Done Level
Negotiate the format and other requirements with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
1. My career pathways goals.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
2. My steps needed and timeline.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
3. My further study, training and course options.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
4. My meetings with and advice from:			
- WRS and other teachers	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
- Careers Advisor	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
- Experienced industry/occupation people	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
- Family members and personal support contacts	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
5. My research into employment options and data.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
6. My research into course and study options.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
7. My documents and evidence for my pathway application.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
8. My application process for study, training and courses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
9. My potential study costs and fees.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
10. My action plan and timeline for my studies.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
11. My back-up options and plan(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
12. My discussion for final feedback and advice.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
13. My use of feedback and advice.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>
⇒ Appropriate research, including digital information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
⇒ Appropriate use of support, feedback and advice.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
⇒ Finalise and submit my Pathways Plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
Present or report to my teacher or the class.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>

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Additional information:

Signed: _____ Date: _____

8.27 Review and Reflection

Review and Reflection

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

→ _____

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

0 not shown	1 low	2 reasonable	3 good	4 very good	5 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: _____

Jobs and Résumés

9

9.01 Introduction - Unit 4: Module 2 . 214	9.11 Résumés 224
9.03 Sources of Jobs..... 216	9.17 My Résumé 230
9.09 Job-Seeking Steps..... 222	9.20 Graduated Assessment 233

Activities 9: Jobs and Résumés		p.	Due date	Done	Comment
9-10	U4 Module 2: My Requirements	215		<input type="checkbox"/>	
9A	Sources of jobs	217		<input type="checkbox"/>	
9B	Online job sites	219		<input type="checkbox"/>	
9C	My networks	220		<input type="checkbox"/>	
9D	Employment information	221		<input type="checkbox"/>	
9E	Job-seeking steps	225		<input type="checkbox"/>	
9F	My résumé draft	227		<input type="checkbox"/>	
9.17- 9.18	Résumé template	230- 231		<input type="checkbox"/>	
9G	My key information	232		<input type="checkbox"/>	
AT3	My Résumé	233- 234		<input type="checkbox"/>	

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Comments:

9.01 Introduction - Unit 4: Module 2

Unit 4: Module 2 - Employment seeking activities and the application process

Module 2 requires you to develop strategies to explore job opportunities and the job application process, and to prepare usable job-seeking documents including cover letters and a résumé.

In Section 9: Jobs and Résumés you will:

- ⇒ investigate common sources of jobs including networking
- ⇒ evaluate suitable résumé formats
- ⇒ prepare a suitable current entry-level résumé
- ⇒ understand the need to adapt your résumé for digital application processes.

At the end of this section, you will complete a graduated assessment (**AT3**) whereby you will draft and prepare an entry-level résumé. After completing a series of graduated tasks, you will use appropriate software to create your résumé.

In Section 10: Job Applications you will explore the job application process by:

- ⇒ understanding the usual requirements of job application processes
- ⇒ exploring common selection criteria and how to respond to these
- ⇒ explaining the suitability of different cover and application letters
- ⇒ developing strategies to adapt your application documents for different processes, including digital.

At the end of this section, you will complete a module assessment task (**AT4**) where you will investigate the job application process and develop a suitable cover letter, and/or an application letter, and/or a DM/colleage/wasting script. (You will also need to have finished **AT3: My Résumé** as a similar task set by your teacher.)

Module 2 - Employment seeking activities and the application process		S9: Jobs and Résumés
	Sources of Jobs	216
Sources of jobs	Job information and job ads	Networking
	Job-Seeking Steps	222
	Résumés	224
The digital age	Your résumé: Tips	Résumé sections
Sample résumé	Résumé template	
	My Résumé	230
AT3: My Résumé (pp.233-4)		

Module 2 - Employment seeking activities and the application process		S10: Job Applications
	Job Applications	236
Job applications	Application requirements	Application types
	Selection Criteria	242
Informal criteria	Common selection criteria	
	Application Letters	246
Application letters	Cover letter	Sample letter
	Digital Applications	252
Check your digits	Getting it right	Digital application process
AT4: Job Application (pages 6-7)		

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U4 Module 2: My Requirements 9-10

Your teacher will discuss your unit requirements for **Module 2** with the class. List the important information, and make diary notes and reminders where relevant.



Requirement	Activities/ Resources/ Applied	Assessment

9.03 Sources of Jobs

Introduction

In these next two sections, you will build a range of skills that will help develop your job-seeking abilities. Some tasks will include:

- ⇒ investigating **sources of jobs**
- ⇒ identifying and building your **job network**
- ⇒ preparing a **résumé**
- ⇒ writing a job **application letter**.

Your teacher might structure these activities so that together they create a **Pathways Portfolio** that will make you more job ready.



Image: Hamri
Mohammed Samir/
Photos.com

Successful job-seeking

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

1. Finding a **work experience/work placement** or **junior** opportunity related to your longer-term career goals; and/or
2. Finding a **casual** or **part-time** job.

These outcomes might be directly related for some career pathways.

For example, a casual job as a waiter might lead to a long-term career goal in hospitality. Or a work placement as a trades assistant might lead to an opportunity for an Australian Apprenticeship. Your first job in an apprenticeship might be the first step in a career in retail customer service.

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Image: lisafx/
Photos.com

After discussing these sources of jobs as a class, **match** the correct 'source' from p.216, with the most appropriate **description**. Find an example(s) for each.



Job source	Description	Example
direct approach/ cold-calling	This is when you show initiative and approach potential employers by visiting or calling them. You must have all your information ready.	
	You can register with these organisations such as Drake and Skilled who can match you to jobs and potential employers.	
	You can use your contacts, friends and relatives to help you find employment. It is one of the best ways to find jobs and work placement opportunities.	
	Most jobs are advertised online e.g. www.adzuna.com.au www.seek.com.au www.careerone.com.au www.workforceaustralia.gov.au	
	Increasingly, employers looking for casual and lower-level jobs are using their own strategies to reach potential applicants.	
	You can use your own work contacts developed through working as a volunteer or for market experience. This can also include the use of LinkedIn and building your profile.	
	Most large organisations have dedicated online careers pages and application portals that enable you to directly apply for employment.	
	This is when you perform unpaid work for a charity, welfare or community service provider. It helps you to build skills and a professional network.	
	This is when you do a placement organised through your school study program. This helps you to become more work-ready.	
	Some specialise in Australian Apprenticeships using group training arrangements (such as MEGT), while others might focus on students at risk of not finishing school.	
	Local papers might still offer some job opportunities for entry-level workers, but increasingly these types of ads are used mainly for professional, higher-level positions.	
	This is the Commonwealth Government's system of employment agencies that try to find jobs for the unemployed. Start with: www.workforceaustralia.gov.au	

9.05 Sources of Jobs

Job Information and Job Ads

Online employment websites

These are the key job vacancy sources.

Try www.seek.com.au
www.adzuna.com.au
www.careerone.com.au
<https://au.jora.com> and
www.workforceaustralia.gov.au



Workforce Australia & Jobsearch

Workforce Australia members are contracted by the government to assist unemployed people to access workforce opportunities.

Some providers specialise in remote jobs and disability support. Start with *Workforce Australia* through:

www.workforceaustralia.gov.au



Organisation websites

Many organisations, especially large ones, advertise directly on the Human Resources, Careers, etc. pages of their websites; and on social media.

They often have video case studies of current workers explaining job roles.

Job Jumpstart

This Australian Government portal offers a range of tips, videos and other resources for career pathways planning for younger job-seekers.

www.jobjumpstart.gov.au



Youth-oriented agencies

Some are Group Training Organisations that specialise in apprenticeships (such as MEGT); while others focus on students at risk of not finishing school.

Youth Central

This state government site has heaps of information, links to training opportunities and other resources to help plan and build your career pathway.

www.youthcentral.vic.gov.au



Indeed career guide

This is a global meta-site that has many job search functions and lots of other tools and advice.

<https://au.indeed.com>



Job Access

Specialist agencies providing information and support for job-seekers with a disability.

www.jobaccess.gov.au/home



Employment agencies

Many employers use agencies such as Drake and Skilled. You can register with these agencies who can match you to jobs, often in specific industries.

Australian Apprenticeships

The key government site for information about Australian Apprenticeships, including links to the very informative Australian Apprenticeships Pathways website.

www.australianapprenticeships.gov.au
www.aapathways.com.au



Networking

Networking uses your contacts, friends and relatives to help you find advice about jobs. Networking is one of the best ways to find out about jobs and work experience opportunities. You really should focus on this method as a key way to find employment.

You also need to focus on developing effective social media networking.

Pair up and **investigate** each of the following jobs and careers **sites**. Briefly **evaluate** how **useful** each site is for **young people** building their career pathway.



Online site	Job-seeking features to help young people
Careerone (News Limited job ads) www.careerone.com.au	
Adzuna (The Age job ads) www.adzuna.com.au/	
Seek (Employment site) www.seek.com.au	
Workforce Australia (Commonwealth Government) www.workforceaustralia.gov.au	
My Future https://myfuture.edu.au	
Australian Apprenticeship www.australianapprenticeship.gov.au	
Youth Central (Victorian State Government) www.youthcentral.vic.gov.au	
https://au.jora.com	
Vic Tertiary selection or Vic Vocational (TAFE) courses www.vtac.edu.au https://www.skills.vic.gov.au/s/	
(Your choice)	

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9.07 Sources of Jobs

Networking

When it comes to successful job-seeking we know one thing for sure. Nobody is ever going to come knocking on your door to offer you a job. You have to get out there and actively search for work.

Networking involves using all of your contacts, friends and relatives to help you find employment.

Networking is a very useful way to find out about job, work placement and volunteer opportunities. Networking might sometimes even be the most effective way to find work, just as many professionals are discovering using online networking portals such as LinkedIn.

There are three main networks that can provide contacts for someone at your stage of career development.

- 1. Personal network:** Family, friends, social contacts and others.
- 2. Community network:** Neighbours, other people in your social contacts, sporting, community and religious contacts, online friends, online communities, local traders, your classmates and others.
- 3. Professional network:** Employers, employees, business owners, teachers, professionals, managers and supervisors, mentors and others.

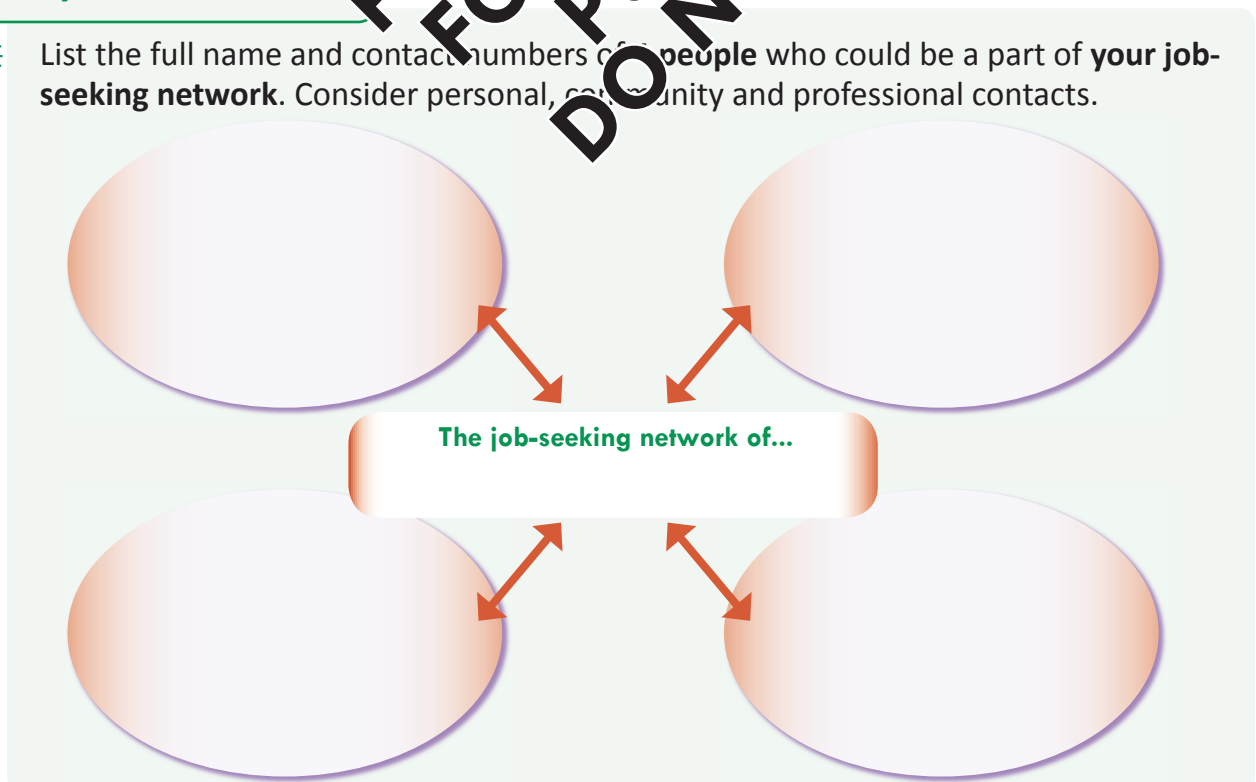


9C My networks



List the full name and contact numbers of **five people** who could be a part of **your job-seeking network**. Consider personal, community and professional contacts.

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Employment information 9D

Produce a factsheet, brochure, guide, poster, website or multimedia presentation for young people your age, **summarising** the features of an **online careers or jobs information** site. You might complete this activity in pairs.



Summarise information about each of the categories below.



<p>Basic details</p> <ul style="list-style-type: none"> <input type="checkbox"/> site name <input type="checkbox"/> organisation <input type="checkbox"/> web address <input type="checkbox"/> email <input type="checkbox"/> phone <input type="checkbox"/> social handles <input type="checkbox"/> etc. 	<p>Who are they?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agency/organisation? <input type="checkbox"/> What do they do? <input type="checkbox"/> What is their mission? <input type="checkbox"/> Are there any fees or costs involved? 	<p>Features of the site</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe these clearly. <input type="checkbox"/> Who are they targeting? <input type="checkbox"/> What does the site allow you to achieve? <input type="checkbox"/> What can you do/or find out directly from the site? <input type="checkbox"/> How does it work? <input type="checkbox"/> How effective are the searches and navigation?
<p>Services they provide</p> <ul style="list-style-type: none"> <input type="checkbox"/> What other services do they offer? <input type="checkbox"/> Can you contact people in the 'real' world? <input type="checkbox"/> Do they work with another agency? <input type="checkbox"/> Can they help you face-to-face? 	<p>What resources are available?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What resources are available? <input type="checkbox"/> What applications are available? <input type="checkbox"/> Let me know more about: <ul style="list-style-type: none"> • job vacancies • courses • help and advice • career tips • registration facilities • some other information? 	<p>Contacts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can you speak with them? <input type="checkbox"/> Do they have an office/branches? <input type="checkbox"/> Do they have one-to-one support services? <input type="checkbox"/> Which people should I contact and how?
<p>Contacts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who should use the site? Age, etc.. <input type="checkbox"/> When should they use it? Year level and stage of pathway, etc.. <input type="checkbox"/> Which features work best? <input type="checkbox"/> Do you have any quick tips or handy hints about the site? 	<p>Strengths</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarise the good points and usefulness of the site. <input type="checkbox"/> How easy is the site to use? <input type="checkbox"/> How much can the site assist young people to find work? 	<p>Weaknesses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarise the not-so-good points and lack of usefulness of the site. <input type="checkbox"/> How difficult is it to use the site? <input type="checkbox"/> What improvements would you suggest?

9.09 Job-Seeking Steps

Job-seeking steps

You might have heard that being successful at job-seeking is like having a full-time job. As with any task, you have to put the time in if you want to achieve a positive outcome. At this stage of your career pathways development you might be exploring work experience/**work placement** opportunities related to your longer-term **career goals**, and/or finding a **casual** or part-time job.

Remember that for some career choices the two goals above might be directly related. e.g. Casual job as a checkout operator leading to a long-term career in retail management.

There is a series of step-by-step actions that all job-seekers can take to improve their career pathways outcomes. It is important to emphasise that these **7 steps** are **continuous**. They act as a **cycle** you have to **revisit** and **modify** as you build your career pathway and make more informed decisions.



Job-Seeking Steps

Step 1:

Investigate realistic career pathways and options that match your goals.

Develop a suite of skills, experience and qualifications to achieve those goals.

Step 2:

Organise your portfolio including: résumés, application letters, copies of certificates, interview tips, referees, etc..

Step 3:

Find job opportunities that are available in the labour market.

Step 4:

Tailor your Pathways Portfolio to suit the position you are applying for.

Step 5:

Apply for those positions that suit your pathways aims.

Step 6:

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!

List the **7 job-seeking steps**. Describe what **you have done** for each step. Explain what **you still need to do** at each step. What **advice and support** can you get?



Step	I have done:	I still need to:	Advice & support:
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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9.11 Résumés

Résumés

A résumé (or CV) is still the most commonly used initial selection tool for job applicants.

A résumé should clearly and concisely describe you, your **skills**, your **training**, your **attributes** and your **experience** to potential employers.

It should sell you and get you an interview!

There are some **common sections** that you should use for your résumé. These are shown opposite and explained more fully on p.226. Your teacher will also discuss these in more applied detail for you when you do your own draft.

There are also some useful résumé **templates** online. You could try:

⇒ www.myfuture.edu.au

⇒ <https://www.jobjumpstart.gov.au/article/building-your-resume>



Find one that suits you. However, the internet is filled with American-style, one-page resumes. Give them a miss!

Your teacher or Careers Advisor might also present you with the preferred résumé format they recommend. That's fine, as there's more than one suitable format to use. And some formats certainly do suit different occupations and industries more than others.

The digital age

One thing to remember is that in the age of **digital applications**, many application processes require you to enter your résumé details section-by-section in pre-determined and pre-formatted **fields**, often with a **character length**.

This means you will have to **tailor** and not and paste your key résumé information to suit different processes; and you may have to crop some information out.

Therefore, your résumé is not a static document; instead it is a **dynamic** document.

You will need to **update** it at least every six weeks, especially as you do more training, develop skills and gain experience.

This also means that you may need **more than one** résumé ready to go depending on your different occupation and industry interests and goals.

For example, you might have one CV ready to go for a **casual employment** opportunity in retail, and another for your **longer-term career goals** in a totally different industry.

Image: omgimages/Photos.com



When it comes to preparing a good-looking résumé, a computer, and not a tablet, and definitely not your phone, might just be your 'bestie'!

Your 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...

- ✓ 2-3 well-spaced 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 or employability skills to outline your competencies.
- ✓ Explain how you have contributed either in your work, school or volunteer/community settings.
- ✓ Include details of supporting referees.
- ✓ Save your résumé using a widely used program such as Word or a PDF.

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Resumé Sections

Image: VitalikRadko/Depositphotos.com

Clear personal details



Current education status

Other qualifications & certificates

Employment/work experience history

Other transferable skills

Other information/achievements

School and VET subjects and units

Brief career ambition

Employment tasks/work-related competencies

Professional/technical skills

Referees/ references

Hard copy & digital formats

9.13 Résumés



Résumé Sections


1. Clear personal details

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

2. Current education

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

3. School and VET subjects and units

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

4. Other qualifications & certificates

- ⇒ List any extra non-school certificates you have obtained, such as VET.
- ⇒ These might through work, or at TAFE, but they should be listed separately.

5. Brief career ambition

- ⇒ There is no need for 'Career Ambition', but make sure it is directly related to the occupation you are applying for.
- ⇒ If you need different ones.

6. Employment/work experience history

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

7. Employment tasks, competencies

- ⇒ State clearly what your job position was and when.
- ⇒ List 3-5 main tasks that you did on a daily basis. i.e. What did you do?
- ⇒ Also list 5-8 work-related skills that you developed doing this work. State 'ings'; tasks that you can be relied upon to do competently.

8. Your other transferable skills

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

9. Your professional/technical skills

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

10. Other information/achievements

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

11. Referees

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

1. Do you know **everything** that you should **include** in your **résumé** for these 11 **sections**? Briefly outline **what you think** you should **include** on your résumé.
2. Present this to your **teacher** or **Career Advisor** for **feedback** and **advice**.



Section	What I think I should include...	Feedback and advice...
Personal details		
Education		
School and VET subjects & units		
Other qualifications & certificates		
Brief career ambition		
Employment/work experience history		
Employment tasks/competencies		
Your other transferable skills		
Your professional/technical skills		
Other information/achievements		
Referees		

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9.15 Résumés

Résumé: Ignatia Oglethorpe, September 2024

1

Ignatia Oglethorpe
Age: 18 Live: Mayloika
M: 0411 0411 0411
ignog@wotmail.com.au

Current Education

2

2024: Springtown College, currently completing Vocational Pathways Certificate (VPC Yr 12) and Certificate II in Hospitality Operations.

VPC subjects include:

3

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

Certificate II in Hospitality Operations modules include:

- Work with colleagues and customers
- Develop and update hospitality industry knowledge
- Follow health, safety and security procedures
- Follow workplace hygiene procedures
- Provide food and beverage service.

2019-2023: Completed Years 7-11, Springtown College

Qualifications & Training

4

- Current Responsible Service of Alcohol
- March 2024: Certificate I in Food Hygiene
- June 2023: Certificate in Basic First Aid
- Mar 2023: Introduction to Vocational Assessment

Note: There is a more sophisticated version of a CV in the VM 3&4 coursebook that your teacher might introduce.

Career Ambition

5

I wish to enter the hospitality industry and develop a career, supported by TAFE training, in food and beverage service, eventually moving through to management.

Employment History

6

Employment

⇒ Co-fi Culcha Café, 111 Buzzdoing St, Mayloika

Position: Food and beverage assistant (Casual) Duration: Apr 2024 - current

Tasks: Serving customers, preparing food and coffee, taking phone, SMS and digital orders, cleaning and working the POS system.

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

7

- Effective communication with customers
- Working with staff as part of a busy food and beverage team
- Using electronic point-of-sale equipment and register
- Processing cash, SMS and online transactions
- Following hygienic food preparation and service processes
- Being flexible, working evening and weekend shifts
- Ensuring the responsible service of alcohol
- Safely using coffee machines and cooking equipment.

Page 1 of 2

Résumé: Ignatia Oglethorpe, September 2024**Employment History (cont.)** 6*Work Experience*

⇒ Da's Char Bar and Grill, Bustledon Hwy, Springtown Hills.

Position: Kitchen assistant Duration: June 2023 - 2 weeks

Tasks: Preparing food, table service, washing dishes and cleaning.

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

- 7
- Dealing with customers and staff in a professional manner
 - Following verbal instructions in a busy kitchen
 - Using kitchen equipment and utensils safely
 - Making salads and entrées
 - Following food hygiene processes
 - Carrying meals to tables safely and quickly.

Transferable Skills 8*Leadership*

- 2024: VPC Student Health and Wellbeing Representative (VWR).
- 2023: Coordinated micro social enterprise project, Personal Development Skills providing a catered staff lunch for charity.
- 2023: Peer Support Program for Year 7 students supporting young students and guiding and mentoring them through their new environment.
- Ongoing kitchen and services committee with the Springtown Food Bank.

Professional skills 9

- Able to use Word, Excel, Canva, digital tools in apps and 365 email program.
- Able to touch-type 2.40 words per minute.
- Current learner's permit, applying for license in November.
- Can use business and office equipment including ICT devices and photocopiers.
- Can safely operate most kitchen equipment, including coffee machines.
- Able to sketch, draw and create visual displays.
- Fluent at speaking and reading in Italian.
- Basic Auslan communication.

Achievements 10

2023: Nominated best Vocational Hospitality student.

2022: School achievement award for best Graphic Design student.

Hobbies/Interests

Cooking inc. online videos, art and design, internet and multimedia, meeting new people.

Referees 11

Ms. Shay Kyorhead

Vocational Coordinator

Springtown College

P: 92222 3333 (BH)

Mr. Bill Dzunp

Owner

Co-fi Culcha Café

M: 04 1104 1101

Mrs. Ethel Lambchop

President - Springtown

Community Group

P: 9999 9999 (BH)

9.17 My Résumé

Résumé:

1

Current Education 2

3

Qualifications & Training 4

Career Ambition 5

Employment History 6

Employment
→

Position: _____ Duration: _____

Tasks: _____

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

7

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Résumé:

Employment History (cont.)

6



Position:

Duration:

Tasks:

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

7



Transferable Skills

8

Leadership

Professional skills

Achievements

Hobbies/Interests

10

Referees

11

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9.19 My Résumé

9G My key information

1. Identify **your key information** for each of the 4 **categories**. Try to express each statement in **one concise sentence**. Use this page as a starting point, and then continue your lists in your work folios.

My skills and competencies

My attributes and knowledge

My training and qualifications | My work and transferable experiences

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2. Present your **drafts** to your **teacher** or **Career Advisor**. **Redraft** your statements based on the **feedback** you get.

M2 - Employment seeking activities and the application process

Required



For this assessment task, you are required to draft and prepare an entry-level **résumé**.

After completing a series of graduated tasks, you will use appropriate software to complete your **résumé**.

Part 1: Investigate appropriate résumé formats and inclusions.

- a. Source and evaluate a range of potential **résumé formats** and inclusions.
- b. Choose and justify a suitable **résumé format** for you.

Part 2: Prepare your draft résumé.

Get advice and support as needed to communicate:

- a. Personal details
- b. Current education
- c. School and VET subjects & units
- d. Other qualifications & certificates
- e. Brief career ambition
- f. Employment/work experience history
- g. Employment tasks, responsibilities and skills
- h. Your other transferable skills
- i. Your professional/technical/practical skills
- j. Other information/achievements
- k. Referees
- l. other:

Note: These might be organised in a different order, or under different headings, depending on the style and format of your own **résumé**.


Part 3: Prepare your final résumé

- a. After receiving feedback, complete your ‘final’ **résumé**.
- b. Use software to create your final **résumé**.
- c. Develop strategies for modifying your **résumé** for online applications.

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9.21 Graduated Assessment

Name:		Key dates:		UNIT 4 Module 2	
Tasks - AT3: My Résumé		Must Do?	Due Date	Done	Level
Part 1: Investigate résumés for me.					
a.	Source and evaluate a range of potential résumé formats.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Discuss potential résumé inclusions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b.	Choose and justify a suitable résumé format for me.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part 2: Prepare my draft résumé.					
a.	My personal details.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b.	My current education.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c.	My school and VET subjects & units.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d.	My other training and qualifications.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e.	My brief career ambition statement.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f.	My work and work-related experiences.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g.	My employment tasks, competencies and skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
h.	My other transferable skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
i.	My practical, technical or professional skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
j.	My other information and achievements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
k.	My appropriate references.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
l.		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part 3: Prepare my final résumé.					
a.	Use feedback to complete my 'final' résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b.	Use software to create my final résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c.	Discuss how to modify résumé for online applications.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Appropriate use of resources, including ICT.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Create my final résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Finalise and submit my résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Present or report to my teacher or the class.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Additional information:					
Signed: _____			Date: _____		

Job Applications

10

10.01 Job Applications.....	236	10.17 Digital Applications.....	252
10.07 Selection Criteria	242	10.21 Module Assessment Task	256
10.11 Application Letters.....	246		

Activities 10: Job Applications	p.	Due date	Done	Comment
10A Job applications	237	<input type="checkbox"/>	<input type="checkbox"/>	
10B Application requirements	239	<input type="checkbox"/>	<input type="checkbox"/>	
10C Job application types	241	<input type="checkbox"/>	<input type="checkbox"/>	
10D Informal selection criteria	243	<input type="checkbox"/>	<input type="checkbox"/>	
10E Common selection criteria	245	<input type="checkbox"/>	<input type="checkbox"/>	
10F Job application tips	247	<input type="checkbox"/>	<input type="checkbox"/>	
10G To the letter	248-249	<input type="checkbox"/>	<input type="checkbox"/>	
10H Job application draft	250-251	<input type="checkbox"/>	<input type="checkbox"/>	
10I Digital applications	253	<input type="checkbox"/>	<input type="checkbox"/>	
10J Digital action plan	255	<input type="checkbox"/>	<input type="checkbox"/>	
AT4 Job Application	256-257	<input type="checkbox"/>	<input type="checkbox"/>	
R10 Review and Reflection	258	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

10.01 Job Applications

Job applications

The job application process is the way that employers connect with potential employees as part of the **recruitment** and **selection** process. So it is crucial that you start to master this as you emerge from Year 12 and into the wider world of work.

When applying for jobs, some firms will ask you to **email** your application. This means that you, as an applicant, will need to ensure that your documents are in a widely used format, such as a PDF.

Many job application processes utilised by larger enterprises are **automated** using digital recruiting software.

This requires you to input your information into **pre-determined fields**, and/or to **upload** your documents.

These types of fields have **character lengths** which means that your information cannot exceed a certain number of **keystrokes**. You have to carefully pre-plan this as you don't want the most important information about you being cut off!

And often this software is 'smart' software. This software uses **AI** capabilities to scan applications looking for key **skills**, **qualifications**, **experience** and **accuracy** of information. This helps employers to efficiently eliminate serial applicants, time-wasters and others who may not be suitable.



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1. What is a **job application**?

2. What do **you think** are the most **important parts** of getting a **job application** 'right'?

3. What **experiences** have **you had** with **job applications**?

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Applied



Interview some people who have gained employment. Ask them either about the job application process they had to follow; or the process they would use to recruit workers.

An employer you have worked with.	A small local business owner.	A manager in a large organisation.	An experienced worker in a workplace.
A teacher who is not from your VPC.	An employed student not doing the VPC.	An older family member	Other:

10.03 Job Applications

Application Requirements

Expression of interest

- ⇒ Some jobs, especially higher-level or government roles, ask for applicants to provide an initial expression of interest (EOI).
- ⇒ Sometimes an EOI will be needed to start the official application process.
- ⇒ An EOI helps filter out uninterested applicants, because 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. So make it professional!

Cover letter

- ⇒ Many jobs will ask that applicants 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, considered into an early form field in a digital application.
- ⇒ Cover letters are assessed for grammar and accuracy, as well as your suitability, so they should always be written formally.

Cold-cavassing

- ⇒ Sometimes called cold-calling, this method involves you being proactive in seeking work.
- ⇒ When cold-cavassing, 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.
- ⇒ A lot of businesses are now posting up QR links to application processes onsite, so look for these.

Social media (and PMs or DMs)

- ⇒ Many smaller businesses prefer to use 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.
- ⇒ But watch out for scammers and dodgy creeps - limit what personal info you share.

Application requirements 10B

1. What is an **expression of interest**? When might **you have to** complete an **expression of interest**?

2. What is a **cover letter**? Why is it **vital** that you prepare a good cover letter?

3. What is **cold-cavassing**? When might **cold-cavassing** be a **good job-seeking technique**?

4. How is **social media** being used to recruit potential **workers**? What do **you need** to **do** you enhance your **chances** through this method?

Applied: Prepare a 'script' to help you **get ready** for potential **cold-cavassing** or **social media job** opportunities. What **Pathways Portfolio documents** will you need to have ready to go? Start listing ideas below.



10.05 Job Applications

Application types

Different jobs, industries and organisations may prefer to use varied application methods. We want you to be prepared for all possibilities. The three most common types you are likely to experience are:

- i. written applications
- ii. verbal/face-to-face applications
- iii. online/digital applications.

i. Written applications

- ⇒ These should be prepared as a typed, formal business letter.
- ⇒ You must refer specifically to the job or position you are applying for.
- ⇒ You must also refer specifically to the organisation (if known) or industry that you are applying to.
- ⇒ Of course, you must spellcheck, edit and review the letter.
- ⇒ Keep it to one page and use a simple plain font that is easy to read.
- ⇒ You can develop a type of template or model to use in your Pathways Portfolio.
- ⇒ Many written application processes now use exclusively digital methods.
- ⇒ Local and smaller employers using social media or networks might ask for a short written PM or DM or email - which is more of an informal approach.

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ii. Verbal/Face-to-face applications

- ⇒ These are a bit like an application and an interview rolled into one. But they can save time.
- ⇒ You might get this opportunity through a network contact, i.e. "Drop in at 4pm and we'll have a talk about your options," or "...call tonight; we'll have a chat."
- ⇒ These might be favoured by small local employers who want to get to know someone personally rather than just read paperwork (that really, anyone could've written, especially AI)!
- ⇒ Or they might be used for bulk 'cattle-calls' (meaning they really are more of an interview).
- ⇒ Consider verbal applications a pre-test. They might seem more informal, but of course you are being assessed and judged; especially on your interpersonal and communication skills; and your 'attitude'.
- ⇒ Cold-calling involves verbal applications. So you need to prepare a 'script' of what to say and how to sell yourself confidently.
- ⇒ You might need a different verbal communication approach for face-to-face, or for phone, or for video Zoom/Facetime applications.
- ⇒ Most people struggle when doing verbal applications. It takes practice!

iii. Online/Digital applications

- ⇒ These generally use a template and often have character lengths for fields.
- ⇒ You must complete the application; just like filling out a form.
- ⇒ They will require basic biodata about you.
- ⇒ They will also ask for information, skills, experience etc., related to both you, and to the position.
- ⇒ You will need to complete all sections. There might even be a (timed) test component!
- ⇒ You should pre-prepare all your answers in a program such as Word and edit, spellcheck and review for character length.
- ⇒ Then when you've had this checked, copy and paste your information into the appropriate sections on the online form.



Image: Eyecandy Images/Thinkstock

Job application types 10C

1. Which **types** of **situations** do you think are more **suitable** for each of the 3 **application types**?
2. Explain why **you would** and/or **wouldn't** prefer each **application type**.
3. Suggest **another application type** and complete the questions for this as well.

Type	Situations	Preference and why and/or why not.
written application		
verbal/ face-to-face application		
online/ digital application		
other...		

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10.07 Selection Criteria

Selection criteria

Some application processes require you to respond to **selection criteria**. This means that applicants need to provide more information in their **application letters** or **expressions of interest** than what is contained in their résumé.

Applicants are being asked to demonstrate or 'prove' what they are saying on their CVs. The 'responses' help show the likelihood of an applicant's ability to fulfil the requirements of the specific job.

You are more likely to encounter **formal selection criteria** for higher-level, career-focused positions.

However, **informal selection criteria** are also being increasingly used due to the switch to online applications. Many e-applicants are applying for jobs that they are not qualified for by simply attaching their CVs as part of the online process.

Selection criteria enable employers to 'cull' prospective applicants quickly and eliminate serial applicants who are not suited to that job.

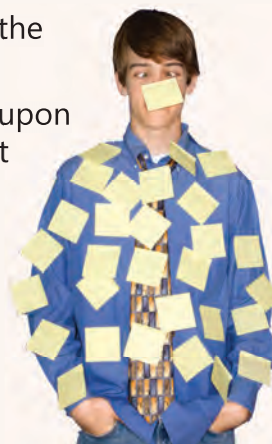
If an application asks you to address specific selection criteria (such as a list of questions) then the employer or agency is using a formal selection criteria process.

Image: antimartina/
Depositphotos.com



 **Informal Criteria for Selection**
All positions are filled using pre-determined set 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 10D

Sometimes we can learn more about unfamiliar processes by helping others. In pairs, develop **responses** for each of these **selection criteria questions**. Add 2 more.



Informal criteria	Me now...	What do I need to do?
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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10.09 Selection Criteria

Common 'selection criteria'

As you can see, it's quite a task to be able to demonstrate and communicate that you 'tick all of the boxes' when it comes to selection criteria.

That's why the labour market is so competitive for young job-seekers.

From here on, we will refer to these informal criteria for selection as

'**selection criteria**' rather than that more formal definition.

This is because you are more likely to experience these examples of selection criteria at this stage of your career pathway.

However, there are **common selection criteria** that seem to pop up time and time again for nearly all job application situations.

You need to be able to provide clear concise statements that '**prove**' your **abilities** in each of these areas. Every applicant says they are reliable, a positive team member and a good communicator. But in order to be considered for the job, you have to prove these statements!

So how can you prove that you are reliable? How can you show when have you worked effectively in teams? And what examples can you give to demonstrate that you are a good communicator?

- 🧠 Your teacher will discuss the 2 common selection criteria with you as a class. So have a think of how they apply to you and your situation.



Image: innu_asha84/
Depositphotos.com

Common 'Selection Criteria'

Reliability and punctuality.

Ability to communicate effectively.

Ability to work safely and to protect the safety of others.

Experience working in, or being part of, a team.



Demonstrable industry-related experience.

Management or leadership experience.

Skills in the use of work-related technologies and devices.

Well-developed customer/client service skills.

Common selection criteria 10E

1. Rephrase the 8 'Common Selection Criteria' on p.244 into **how** they **might** be **asked** in a **job interview** as **questions**. (Your teacher can help if you need it.)
2. How would **you respond** to **each** of these **questions**?



You will need to **relate** some of your answers to a **specific industry** and **job** in which you might be interested.

Question	Answer
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

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Applied



- a. Research job opportunities for a position you are interested in now, and/or one that matches your future career pathways goals. Find out and document the selection criteria for these positions.
- b. Explain whether these selection criteria are general (informal), or more specific to the type of occupation and industry.
- c. Do you meet these selection criteria? Why so, or why not?
- d. What might you have to do to skill-up so that you can satisfy selection criteria in the future? Get advice.



Application Letters

Be set out as a formal business letter or email.

Use plain fonts and spacing between paragraphs.

Be typed, unless you are asked to handwrite your letter (rare nowadays).

Include the correct addressing, spelling and titles of anyone named in the advertisement.

Relate specifically to the position and organisation.

Clearly explain how you could be a benefit to the organisation, (i.e. what can you offer that will make you a suitable employee?).

Show how your skills, competencies and experience make you able to do the job (or learn to do the job).

Job application tips 10F

Use the **terms** to complete the following passage about job application letters.

- application
- experience
- titles
- asset
- formal
- typed
- competencies
- handwritten
- specifically
- copy
- learn
- spacing

An **a**_____ letter should be set out as a **f**_____ business letter. The letter should be **t**_____ unless you are asked to **h**_____ your letter. The letter should use **p**_____ fonts and generous **s**_____ between paragraphs. The letter should include the correct addressing, spelling and **t**_____ of anyone named in the advertisement. The letter should relate **s**_____ to the position and organisation and must not be just a general, generic or form letter. The letter should summarise how your main **s**_____, **c**_____ and **e**_____ enable you to do the job; or show how you might **l**_____ to do the job. The letter should clearly explain how you could be an **a**_____ to the organisation, i.e. what can you **o**_____ that will make you a good employee? Always keep a **c**_____ of the letter for your own records.

Discussion: Do you think that in the digital age any employer would still want you to **handwrite** a letter? What **jobs** might need **very good handwriting**?



10.13 Application Letters

10G To the letter



In pairs, take a look at these **cover letters**. They're not all bad, but they certainly need a 'bit' of **improving**.

1. What **type of job** is each applicant applying for?
2. What would the **employer** be **looking for** in an **applicant**?
3. Edit and/or re-write these cover letters to **make them better**.

Dear Fred Kelsokov

I'm applying for the furniture removalist job I spotted online. You'll find my resume and character references attached, just like you asked.

I'm strong and a real hard worker. I'm all about the physical work and soaking up wisdom from old-timers in the industry with experience like yours.

Looking forward to hearing from you soon.

Cheers, Jaxxon

Dear Irena

I spotted the weekend waitstaff ad in your window and followed the QR link. I've uploaded my resume through the link and I'll wait for you a note.

I'm pretty stoked about the idea of working at Sweets & Soda. Food sounds like a blast. I'm all about being a team player, and your references are a great bonus for that. They're cool with you giving them a buzz, right? And, I'm currently doing a VET course in hospitality.

You can reach me on my mobile if you want to chat, just avoid school hours.

Hoping for a positive response and a job for the awesome work you're doing!

Peace out

Angie Angopolous

4. Have a look at the **sample letter** on page 249. It may sound **formal**, but your teacher will read it out to you. Listen for the **key words** and **phrases** and think how you could **adjust** these for your own 'register'.
5. Pair up with another student and **modify this letter** based on each others' **pathways goals** and **experiences**. Read this aloud and then make refinements.

Applied

1. Create a typed **cover letter** to respond to this job advertisement in the window of Freddie's Funland and Mini-Golf.
2. Assume the employer has asked you to send them a social media **DM** or **PM**. Change your cover letter to suit a social media message format.
3. Would you make any other changes if they asked you to send an **SMS** message? Explain.

**Freddie's Funland
and Mini-Golf
Casual staff
wanted.
Send your CV &
folio or enquire
within!**

1/43 Downs Place,
SPRINGTOWN, VIC, 3523

September 24th, 2024

Ms. Racine Ranangana
Owner
Racine's Retro Bazaar
222 High St
Springtown Heights VIC 3521

Dear Ms. Ranangana

I am applying for the position of casual retail assistant that was listed on www.seek.com.au on September 22nd, 2024.

I am currently completing my Vocational Pathways Certificate (Year 12) at Springtown College and as part of this am studying Certificate II in Retail. I hope to develop a long-term career in a retail setting such as a speciality store or a collectibles/second-hand employment.

Some of the units I am doing as part of my VET course include:

- Engage the customer
- Communicate in the workplace to support team and customers
- Work effectively in a service environment
- Advise on products and services
- Identify and respond to security risks
- Contribute to workplace health and safety

In June this year I completed work placement for 7 weeks at the Biggie's Brows'n'Buy shopping bow place. During my placement, I gained retail industry skills and competencies by dealing with customers, controlling stock and using equipment safely.

This experience made me very interested in building a career in customer service because I really enjoyed the slower pace of the shop and being able to help customers choose. I have found through my retail course that I would be better suited for a customer-focused face-to-face retail environment that engages customers.

I have real enthusiasm and love for all things retro and a range of retail, ICT and merchandising skills that I can contribute positively to your team. I also welcome the chance to gain more training from your organisation.

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 Racine's Retro Bazaar.

Yours Sincerely

Shoanna Marslin (She/her)
enc: Résumé and references

1a. Your address, note the format!

1b. Date of writing the letter.

1c. The name, title, and address of who you're sending to. Note the format. If you don't know their pronouns then use their full name.

2. Intro title of letter.

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

4. About you now and where you want to go. Relevant subjects/courses show your suitability.

5. Specific experience or study examples related to the position, occupation and/or industry.

6. Any relevant experience and competencies that you have.

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

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

9. The sign-off.

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

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WORK RELATED SKILLS: VPC 3&4 // VOCATIONAL & PATHWAYS LEARNING (PREVIEW VERSION)
Written by Michael Carolan. Copyright © 2024 DELIVER Educational Consulting and its licensors. All rights reserved.

249

10.15 Application Letters

10H Job application draft

1. Use the table below to start **drafting** your relevant information for a **job letter**. The numbers match the sample on p.249.

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

**PREVIEW SAMPLE
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2. Create a **job application letter** for a **position** you are interested in, or a **work experience/placement opportunity**, or an **advertisement** your teacher has provided.

When your teacher has checked over this letter, prepare a final copy using a computer. (Tip: You could make a copy of this page and enlarge to A3.)



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10.17 Digital Applications

Check your digits

In the contemporary world of work, most people find jobs using digital application processes. This involves a combination or some, or even all, of the following job-seeking requirements.

1. Digital job advertisement sites.
2. Digital 'company' job application portals.
3. Digital networking, as well as direct 'informal' contact, through social media.
4. Digital 'bulk' call-outs through social media.
5. Digital networking megasites where job-seekers upload and 'advertise' their own profiles.

Additionally, nearly all job applicants are required to submit an 'application' formatted and sent using ICT; i.e. job application letters, application templates, résumés, expressions of interest, selection criteria, etc..

So as a class, discuss examples of each of these digital job-seeking opportunities that you are, or should, be aware of!

Uncommon Knowledge



Digital applications

More than half of all jobs are advertised on formal job-seeking sites, including organisations' own websites.

Almost a quarter of jobs are 'advertised' on social media sites, including bulk call-outs, and smaller employers asking for applicants.

Almost a third of all jobs are filled by word-of-mouth; that is, by networking!

This adds up to more than 100%. Why is that?

Source: Australian Jobs 2021, p.33, Australian Government

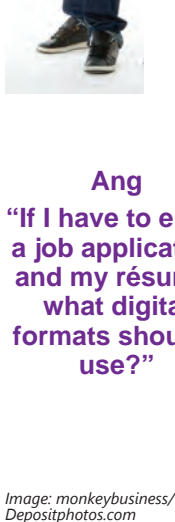


Bruti
"It seems that most jobs are advertised online. But which sites are the best to use?"



Jojo
"I see some business asking for workers on Facebook. How should I respond to these?"

Verdham
"My mate told me to email all the shops in my town and say I'm looking for a job. I don't know if this would work!"



Ang
"If I have to email a job application and my résumé, what digital formats should I use?"



Kel
"I've heard that the big companies have their own online job application processes. How does that work?"



Valentine
"I see a lot of teens put job wanted ads on Gumtree and Marketplace with a cool selfie and their personal details. Is that really what I should be doing too? And I'm way hotter than them anyway!"

Image: monkeybusiness/Depositphotos.com

Form into **pairs** and **discuss** each of the **digital** job-seeking ‘**questions**’ that these young guys are asking.



1. How **accurate** is what each of these guys are saying? How would **you find out**?
2. What **advice** would you give each of these teens?
3. What would **you do** in each of those situations? Why so?

1. Bruti	2. Doris
3. Vyndham	4. Ag
5. Kel	6. Valentine

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4. Turn your pairs into **teams of 4**. As a team develop a list of **10 digital job-seeking tips** you would give young people (and **rank** these in importance).



Consider online job sites, signing up and registering, youth agencies and support, push notifications, social media, digital networking, employment application portals, digital CVs, digital applications, privacy, **online safety**, misinformation and JOB SCAMS!

Present your list to the class, and then develop a master list! And of course, follow these tips, don't just be one of the digital millions hoping 'blithely' for a job!

10.19 Digital Applications

Getting it right

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

However, one of the pitfalls of digital application processes is that some job-seekers apply for positions for which they are unsuitable, unqualified, or not even really interested in.

In response, automated 'smart' digital application systems are used to automatically eliminate unsuitable applicants. This is done using **keyword analysis** and by getting users to fill in **standardised data fields** as part of the application process.

So this means that you will need to **tailor** your cover letter, résumé, and responses to **selection criteria** to suit the application process that you are forced to use.

And you are likely to have to do some slight, or even some major, tweaks time and time again. So a good strategy is for you to get this right in the beginning.

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

You also have to develop the skills to be able to **copy** this template information so that you can **cut and paste** the key information as needed, into a particular application process.

This also means that you might need to add, delete or change some of the information to suit different application processes. Three key digital application requirements require you to be able to:

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

Digital application process

- ✓ Check dates. Give yourself plenty of time.
- ✓ Check formats for submission; print, online or direct contact.
- ✓ When using an online portal, complete all sections offline in Word or another program. Spellcheck, check grammar, character length, etc.. When you are satisfied, copy and paste into the e-application.
- ✓ Check name, titles and details of person to whom you're sending.
- ✓ Use your professional email address.
- ✓ Attach expression of interest, cover letter, CV, referee details (inform them), copies of certificates (not originals) etc., as required.

Image: Rawpixel/
Depositphotos.com



1. Discuss each of these **digital job application actions**. Add 2 more of your own.
2. Why do you **need to do** these?
3. How **can you do these** - what do you **specifically** need to do?
4. Where am I at? Identify what **you have done**, what **you still need to do**, and any **advice** and **support** that can assist you.



Digital action	Why?	How?	Where am I at?
Sign up and register on appropriate job-seeking sites and portals.			
Turn your job-seeking information into digital copies, such as PDFs.			
Get familiar with online job application portals.			
Modify your job-seeking information to suit and 'fit' digital job application portals.			
Don't disclose or share personal information unless you are sure of the person/enterprise.			

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10.21 Module Assessment Task

AT4 Job Application

M2 - Employment seeking activities and the application process

For this assessment task, you are required to complete a job application process including suitable a cover letter, and/or an application letter, and/or a DM/Cold-cannvassing script. Your teacher will advise you if this will be for a:



- real employment opportunity suited to your career pathways goals at this moment
- potential employment opportunity (as a practise) related to your career pathways goals for when you finish Year 12
- a simulated employment opportunity or set of employment opportunities.

My requirements: Employment opportunity and application

Part A: Résumé

You will need to have completed **AT3: My Résumé** or a similar task set by your teacher.

Part B: Job-seeking

- Identify a suitable **employment opportunity** (Your teacher might provide a mock opportunity for the class to work on.)
- Summarise the **nature** and **requirements** of the job being advertised.
- Identify the key **actions** a **candidate**, **selection criteria**, and **inclusions** you need to **prepare** and **submit** to get an application.

Part C: Application letter(s)

- Prepare a draft **cover letter** to 'apply' for the **job opportunity**.
- Get **feedback** to refine and **improve** your **cover letter**.
- Complete your **final cover letter** using appropriate **software**.
- Prepare a draft **application letter** to 'apply' for the **job opportunity**.
- Get **feedback** to refine and **improve** your **application letter**.
- Complete your **final application letter** using appropriate **software**.
- Prepare a draft **DM/Cold-cannvassing script** to 'apply' for the **job opportunity**.
- Get **feedback** to refine and **improve** your **DM/Cold-cannvassing script**.
- Complete your **final DM/Cold-cannvassing script** using appropriate **software**.



Task requirements, dates and other information

Module Assessment Task 10.22

Name:	Key dates:	UNIT 4 Module 2		
Tasks - AT4: Job Application	Must Do?	Due Date	Done	Level
Part A: Résumé				
⇒ Complete AT3: My Résumé or a similar task.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Part B: Job-seeking				
a. Identify a suitable employment opportunity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
b. Summarise nature and requirements of the job.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
c. Identify the key actions and steps required.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Identify the selection criteria and draft your responses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Identify the inclusions required as part of the application.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Part 3: Application letter(s)				
a. Prepare draft <u>cover letter</u> to 'apply' for the job.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
b. Get feedback to refine and improve <u>cover letter</u> .	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
c. Complete final <u>cover letter</u> using appropriate software.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
d. Prepare draft <u>application letter</u> to 'apply' for the job.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
e. Get feedback to refine and improve <u>application letter</u> .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
f. Complete final <u>application letter</u> using software.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
g. Prepare draft <u>DM/canvassing script</u> to 'apply' for the job.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
h. Get feedback to refine & improve <u>DM/canvassing script</u> .	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
i. Complete final <u>DM/canvassing script</u> using software.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Appropriate use of resources, including ICT.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Create my final job application responses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Finalise and submit my job application responses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Present or report to my teacher or the class.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

Additional information:

Signed: _____

Date: _____

10.23 Review and Reflection

Review and Reflection

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

→ _____

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

0 not shown	1 low	2 reasonable	3 good	4 very good	5 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: _____

Job Interviews

11

11.01 Introduction - U4: Module 3 260	11.09 Job Interviews - Questions..... 268
11.02 Job Interviews..... 261	11.13 Module Assessment Task 272
11.05 Job Interview - Types..... 264	11.15 Unit Review and Reflection..... 274

Activities 11: Job Interviews		p.	Due date	Done	Comment
11	U4 Module 3: My Requirements	260		<input type="checkbox"/>	
11A	Job interviews	261		<input type="checkbox"/>	
11B	Preparing for interviews	263		<input type="checkbox"/>	
11C	Interview types	266-267		<input type="checkbox"/>	
11D	Common questions	268		<input type="checkbox"/>	
11E	Answering questions	270		<input type="checkbox"/>	
AT5	Job Interview	272-273		<input type="checkbox"/>	
R11	Unit Review and Reflection	274		<input type="checkbox"/>	

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Comments:

11.01 Introduction - Unit 4: Module 3

Unit 4: Module 3 - Interview

Module 3 focuses on preparing you for job interviews.

In **Section 11: Jobs Interviews** you will:

- ⇒ learn how to prepare for job interviews
- ⇒ understand the nature of varied types of job interviews
- ⇒ explore common and specific job interview questions and develop suitable responses
- ⇒ prepare for and participate in a real or simulated job interview situation.

At the end of this section, you will complete a module assessment (**AT5**) whereby you will source an employment opportunity that matches your career pathways goals and thoroughly prepare for and participate in a real or simulated job interview process.

Module 3: Interview		Job Interviews
Job Interview		262
Preparing for Interview		
Job Interview - Type		264
One-on-one	Group	
Job Interview - Preparation		268
Under the microscope	Common questions	Interview questions
AT5: Job Interview (pp.272-3)		

11 U4 Module 3: My Requirements



Your teacher will discuss your unit requirements for **Module 3** with the class. List the important information, and make diary notes and reminders where relevant.

Requirement	Activities/ Resources/ Applied	Assessment

Job interviews

A job interview is a formal **meeting** (although for micro firms it might be more informal) between a **job-seeker** and a potential **employer** to assess the applicant's **qualifications**, **skills**, **experience**, and **suitability** for a specific job position. It is a critical step in the hiring process and serves several important purposes.

Employers use interviews to assess a candidate's **abilities**, **personality**, and fit for the organisation, the **role** and the **workplace culture**.

Job interviews also enable candidates to **learn** more about the job, workplace culture, and expectations, especially by **asking questions** about the role and the organisation.

As a **selection** tool, job interviews help employers **evaluate** and **choose** the most qualified and suitable candidate for the job.

Job interviews are important because they help employers make informed hiring decisions, and they assist job-seekers to gain employment that aligns with their skills and career goals.



Image: lisafx/
Depositphotos.com

Job interviews 11A

1. Have **you** ever had a job interview? Did it go well or **not**? Why was that?

2. What do **you think** makes for a **successful job interview**?

3. If **you** had to have a job **interview tomorrow** at 9am what would you **do** to **prepare**? How **well** do you think **you would go**? Why?

11.03 Job Interviews

Preparing for interviews

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

If you 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.

Given below are 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



Preparing for the interview

- ⇒ 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 resumé, references, and other documents as part of your Pathways Portfolio and offer to leave a folio of these.

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 a job 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 feel good about yourself.

4. Sell yourself confidently

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

Image: Alexandru Chiriac/Hemera/Thinkstock



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 one 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 puts you one step closer to being employed.

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Preparing for interviews 11B

What would **you do** to help you succeed in each of these 5 **categories** in an **interview** situation? For each category, respond using **examples** related to a **potential** interview for a **job** or career you would like to pursue.

i. Preparation
ii. Presentation
iii. Personality
iv. Selling
v. Reflection

11.05 Job Interview - Types

The interview

If you have been selected for an interview then it's your chance to try and secure a job. Organisations are selective about who they interview and might only interview three to five people. So if you get to the interview stage you are in with a good shot.

If you are granted an interview, then the employer most likely thinks that you are probably able to do the job. However, there might be someone else who is more skilled and better suited for the position.

The type of interview and number of interviewers vary depending on the job you are going for.

There are three main types of interviews:

1. One-to-one interviews
2. Panel interviews
3. Group interviews.



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

Image Photo.com

1. One-to-one interviews

This is the most common method. You'll most likely be interviewed by the person who is actually employing you. You'll need to show your enthusiasm starting out your career, and when you're applying for the position, because this person for jobs in small businesses. They might own the business, or is likely to sometimes happen via video. They might be your future supervisor.

- ⇒ 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.
- ⇒ Apply your skills in active listening
 - ⇒ You must address the person directly because it's just you and them in the interview.
 - ⇒ Make sure that you get their name correct right at the beginning, including any honorifics. Then address them by that name.

Some people are good at going one-on-one. Are you?



Panel interviews

Many higher-level positions, large organisations and government positions will use an interview panel. (This can also sometimes happen via video so make sure you have a 'clean' backdrop.)

- ⇒ 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 may even be a better option, because you don't have to concentrate on the one person at 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 spoken language and your level of confidence
- ✓ your ability to answer questions honestly and openly
- ✓ your personality is likely to be assessed by the people you will be working with.

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Now you might need to know more names. So when introduced use their names to reply. e.g. "This is Jack from HR." "Good morning Jack."



Image: Wavebreakmedia Ltd/Thinkstock

11.07 Job Interview - Types

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), etc.)
 - ✓ how well you interact with other candidates, and whether you are a team player.

Image: Alexander Raths/Photos.com



11C Interview types

1. List an **advantage** and a **disadvantage** of each of these 3 **types** of interviews for you. Briefly **explain** your preference for each type.

One-to-one	Panel	Group
Advantage:	Advantage:	Advantage:
Disadvantage:	Disadvantage:	Disadvantage:
My preference:	My preference:	My preference:

2. Remember the Rule of 3's? it's a very useful way to extract, summarise and remember key information.

Outline 3 **important points** of information for **interviewees** for **each** of the three **interview types**.

One-to-one	Panel	Group
i.	i.	i.
ii.	ii.	ii.
iii.	iii.	iii.

3. Now create **1 more** final piece of **information** in the **applies for all interviews** related directly to **young job-seekers** such as yourself. Share with the class.

Applied investigation 1

Now you have 10 clear and concise tips for job interviews. Compare these with 2 different class members and let the other 10 have their own advice and feedback.

Applied investigation 2

There's a lot (and would be a lot) of job interview advice online. Some of this is from reputable sites and government agencies, portals such as myfuture and Job Jumpstart. Other information can be found on the big job-seeking portals such as Seek. Of course all those experts on TikTok have a thing (or a 100) to say about this. And there are many short and long form tutorial videos on YouTube.

But the question is - 'How suitable are these for Australian vocational students seeking entry-level employment at school-leaver age?' What do you think?

- Pair up. Find at least 5 examples of job interview tips, including text and video.
- Identify the source, origin and date of release of the material.
- Find out the credentials or expertise of the person or agency.
- Summarise each example to extract the main information.
- Are they telling you what you already know? Why/why not?
- Evaluate the information for relevance and suitability for young job-seekers such as yourself.
- Report back to the class. Show the videos to the entire class.
- What does your teacher (and/or Career Advisor) say about these examples?
- As a class, prepare a top interview tips list based on all of your research.

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11.09 Job Interviews - Questions

Under the microscope

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

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

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

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

As part of your preparation you should make a list of **potential** questions and make notes about possible answers.

And you also need to ensure that you don't fall prey to clichés such as a 'team player', 'enthusiastic and good with computers'. You can't just say it. You have to prove it with prepared examples that demonstrate your skills.

- ✓ **when** and **how** you worked well in a team
- ✓ **why** you are enthusiastic for this role and organisation, and
- ✓ **what** general and specific examples of work-related technology and ICT can you apply.

If you've never had an interview before, as an adult, maybe one in the industry you are preparing to enter, ask your Careers Advisor, for some ideas. Then you need to check that your answers are good ones. You should also do practise interviews.



Common interview questions

Some questions are often asked and you will be expected to be able to answer these well.

- 💡 Why do you want this job?
- 💡 Why should we employ you in this position?
- 💡 What skills/abilities/qualities/experience can you contribute to our organisation?
- 💡 Demonstrate how you have succeeded in a team environment and in dealing with other people.
- 💡 Where do you see yourself in 12 months time?

If you can't answer these questions with confidence and certainty, the employer may well consider you as unsuitable! So suit yourself up!

Common questions 11D

Think of your preferred **entry-level job** and **workplace**. Answer the **common interview questions** that might be asked in an **interview for this job role**. Add **1 more question** that might be asked and reply to this as well.

Why do you want this job?	Why should we employ you in this position?	What skills/abilities/experience can you contribute to our organisation?
Show how you have succeeded in a team environment dealing with others.	Where do you see yourself in 12 months time?	

Applied 1: Practise making a plan

Pair up. Practise asking and answering the questions for a few different scenarios. Pay attention, take notes and give feedback to one another.

Applied 2: Ask an expert

When it comes to preparing for job interview questions, you are not on your own. In your network there are so many people who have had successful job interviews that it would be silly not to tap into the wisdom of their experience.

So ask these people for advice about the types of questions and potential responses that might be asked in job interviews. List some names below.

Compile these in your work folios and report back in small groups.

An employer you have worked with.	A small local business owner.	A manager in a large organisation.	An experienced worker in a workplace.
A teacher who is not from your VPC.	A student who is working and not doing the VPC.	An older family member	Other:

11.11 Job Interviews - Questions

Interview questions

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

Image: kues/
Depositphotos.com

Questions about you

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.



Don't be like Reggie here.
"About me? Uhm. Well, what can I tell you? I really like money!"

Questions about your suitability for the job/role

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

Questions related to the specific role may include:

- ✓ 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!

Responding to scenarios

You may even be asked to provide examples that relate to common **general** or **specific** work-related **scenarios** faced by workers in that role. These often involve the demonstration of applied skills in **communication**, **collaboration**, **decision-making**, **problem-solving**, showing **initiative** and accepting **responsibility**.



General scenarios

- ⇒ "Explain an example where you worked effectively as a team, and describe how working as a team was of benefit."
- ⇒ "Explain when you had to deal with a problem in the workplace, and the actions you took to deal with that problem."
- ⇒ "Identify an area in which you think you need improvement, and outline how you think you could achieve this improvement."
- ⇒ "Outline an example where you demonstrated leadership, and what was the outcome of your actions?"

Specific scenarios



- ⇒ "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?"
- ⇒ "After 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?"
- ⇒ "If a customer comes in to pick up an order, but they don't have a copy of their transaction, what would you do?"

Answering questions 11E

1. Develop **responses** to 3 of the **General scenario questions** and 3 **Specific scenario** questions. You choose the job/workplace.

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2. Anticipate **5-8 questions** and prepare **responses** for one of these **job ads**. Use your work folios.
3. Find **your own advertisement** and develop **questions** and responses for that.

Trades assistant/labourer - Casual
Landscape gardening and plumbing firm. Fit, reliable, energetic person required for regular weekend work. Early starts so must have own transport or be close for pick-up. Use of outdoor tools and equipment and OH&S knowledge essential. Good pay for right person.
Sam Stone, Leaf It To Me Gardening,
47 Aphid Way, Greentown 3452.

Australian Apprenticeship: Retail Sales
Enthusiastic trainee required for home electronics, mobile phone and car sound-system retailer. Join our national chain and have the opportunity to grow into a management position. Specific product knowledge not essential. Excellent communication skills, knowledge of computer applications and ability to work a flexible roster essential. Phone: 909 00900.

11.13 Module Assessment Task

AT5 Job Interview Module 3 - Interviews



Overview:

For this assessment task, you are required to complete the following tasks.

1. Find and analyse a suitable employment opportunity that matches your career pathways goals.
2. Prepare job application documents including an application letter, cover letter or direct response as required for this employment opportunity.
3. Participate in a real or simulated job interview process involving:
 4. Investigating types and formats of job interviews
 5. Clarifying selection criteria
 6. Anticipating potential questions
 7. Developing responses to these questions and selection criteria
 8. Seeking advice and feedback prior to the interview
 9. Undertaking a job interview including an appropriate personal presentation
 10. Effectively communicating with the interviewer(s)
 11. Using criteria to evaluate your performance in the interview
 12. Suggesting steps for an action plan to improve responses and make improvements as part of your Pathways Plan

Part A: Application letter

- Identify a suitable employment opportunity (your teacher might provide a mock opportunity for the class to work on.)
- Prepare a **draft cover letter**, and/or **application letter**, and/or **script for a direct response** to 'apply' for the **job opportunity**.
- Get **feedback** to refine and **improve** your letters and script.
- Complete your **final responses** using appropriate **software**.

or

- or complete **AT4: Job Application**, pp.256-7



Part B: Job interview

- Investigate **types** and **formats** of **job interviews**.
- Prepare** for a **job interview**.
- Participate in a **real or simulated interview process**.
- Discuss the interview and use **feedback** to suggest **improvement strategies**.

(Note: Your teacher/interviewer will have criteria to assess your performances.)

Module Assessment Task 11.14

Name:	Key dates:	UNIT 4 Module 3		
Tasks - AT5: Job Interview	Must Do?	Due Date	Done	Level
Part A: Application letter(s)				
1. Find and analyse a suitable employment opportunity	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
2. Prepare draft <u>letters</u> or <u>scripts</u> to 'apply' for the job.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Get feedback to refine and improve <u>responses</u> .	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
or AT4: Job Application, pp.256-7	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Part B: Job interview				
3. Participate in a real or simulated job interview process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
4. Investigate types of job interviews.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
5. Clarify selection criteria.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
6. Anticipate potential questions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
7. Develop responses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
8. Apply advice and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
9. Undertake a job interview.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Demonstrate appropriate personal presentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
10. Communicate effectively with the interviewer(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Use appropriate non-verbal communication.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
11. Evaluate your performance in the interview.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
12. Action plan to refine responses and apply improvements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Appropriate use of resources, including ICT.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Finalise and submit my job application responses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Participate professionally in interview(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Present or report to my teacher or the class.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

Additional information:

Signed: _____

Date: _____

11.15 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 to improve my future career prospects?

→ _____

→ _____

→ _____

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

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance over the entire unit? What should I work on improving?

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

Signed: _____ Date: _____

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