

# CAREER and Enterprise

## Career and Enterprise - Foundation 12

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1st published July 2016

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Career and Enterprise - Foundation 12

ISBN: 978-1-925172-27-0

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Foundation 12

# New Career and Enterprise resources for 2016

## WACE Career and Enterprise and Workplace Learning programs

New  
resources  
for 2016 & 2017

### New

Available mid-July 2016

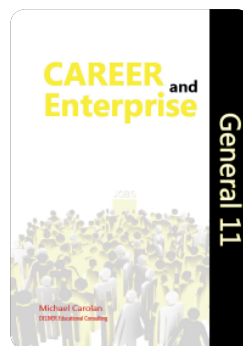
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Now available for 2016: Check for samples on web

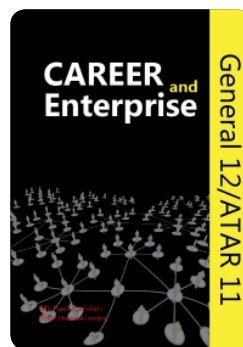
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Available for 2017

- **Career and Enterprise: Foundation 11**  
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### Current resource list: 2016 (\* = new)

#### WACE Career and Enterprise (PDF e-versions also available)

- \* Career and Enterprise General 11
- \* Career and Enterprise General 12/ATAR 11
- \* Career and Enterprise ATAR 12 (available for 2017)
- \* Career and Enterprise Foundation 12 (available mid July 2016)
- \* Career and Enterprise Foundation 11 ((available for 2017)

#### Career pathways, work education and personal development (PDF e-versions also available)

- > Career Pathways
- > Work Experience Journal
- > Work Placement Journal
- > Personal Development Activity Planner: Introductory
- > Personal Development Project Planner: Advanced

#### Industry-specific resources (PDF e-versions also available)

- > Community Services Foundation
- > Community Services Intermediate
- > Retail Foundation
- > Retail Intermediate

#### Industry and Enterprise

- > I&E Unit 1: Workplace Participation 3ed (& e-version)
- \* I&E 1&2: Towards an Enterprising You 4ed
- > I&E 3&4: Towards an Enterprising Australia 3ed

#### VCAL and Applied Learning (Master sets also available)

- \* Literacy - Intermediate 3ed Workbook/text & Activities booklet (revised for 2016) !!!also new e-version!!!
- \* Literacy - Senior Workbook/text & Activities booklet (new 2016) !!!also new e-version!!!
- > Numeracy - Intermediate Workbook/text & Activities booklet
- \* Numeracy - Senior Workbook/text & Activities booklet (new 2016)
- \* Personal Development - Intermediate 3ed Workbook/text & Activities booklet (new colour ed 2016)
- \* Personal Development - Senior 2ed Workbook/text & Activities booklet (new colour ed 2016)
- > Work Related Skills - Foundation Workbook/text & Activities booklet
- \* Work Related Skills - Intermediate 3ed Workbook/text and Activities booklet (new colour ed 2016)
- > Work Related Skills - Senior 2ed Workbook/text & Activities booklet

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## Order form: Current from Term 3, 2016 (Note: All prices are GST inc.)

<b>WACE: Career and Enterprise</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
<b>Career and Enterprise Foundation 12 (mid-July '16)</b>	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

<b>Careers, Work Education &amp; Personal Development</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
Career Pathways 2015	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$20	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

<b>Industry and Enterprise</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
I&E Unit 1: Workplace Participation 3ed. 2015	_____ @ \$33	_____ @ \$440	_____
I&E Units 1&2: Towards an Enterprising You 4ed. 2015	_____ @ \$42.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 3ed. 2012	_____ @ \$59.95	na	_____

<b>Industry-Specific Resources</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
Retail - Foundation 2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

<b>VCAL/ Applied Learning Resource Sets</b>	<b>Printed text/workbook</b>	<b>Printed activities book</b>	<b>CD Master text/workbook</b>	<b>CD Master activities book</b>	<b>Combined CD master sets</b>	<b>or license with master e-version</b>
<b>Literacy - Intermediate 3ed.</b> <small>New 2016</small>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
<b>Literacy - Senior</b> <small>New 2016</small>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
<b>Numeracy - Senior</b> <small>New 2016</small>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. <b>2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed <b>2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. <b>2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
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### Order Details

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**e-mail:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Address:** \_\_\_\_\_

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

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## The Job Interview

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Comments:

the job  
interview

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## 1. Introduction

In this section you will investigate the job interview process and develop and apply strategies to assist you to succeed in job interview situations. The unit culminates in an assessment task requiring you to prepare for and participate in a simulated or real job interview process.

# Job Interviews

Are you ready?

☐ One-to-one interviews

☐ Panel interviews

☐ Group interviews

### Interview prep

- ☐ Preparation
- ☐ Presentation
- ☐ Personality
- ☐ Selling
- ☐ Reflection

### Interview advice

- ☐ You
- ☐ Them
- ☐ Others
- ☐ Role
- ☐ Tasks
- ☐ Common questions
- ☐ Ask

### Get ready: Preparation

- ☐ Me - Generally
- ☐ Me - Specifically
- ☐ About the employer
- ☐ About the job

### Get set: Preparation

- ☐ Me
- ☐ The job
- ☐ Being enterprising
- ☐ Interviewing
- ☐ Possible responses

### Go: Preparation

- ☐ Me
- ☐ The interview
- ☐ Active listening
- ☐ Attitude

### Interview questions

- ☐ General
- ☐ Specific

### Interview responses

- ☐ STAR

### Interview scenarios

- ☐ Problem-solving

### Assessment

- ☐ Job interview process
- ☐ Interviewee
- ☐ Interviewer
- ☐ Assessor

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### 3. Interview formats

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 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 may take different forms depending on the job you are going for. There are three main types of interviews:

- i. one-to-one interviews
- ii. panel interviews
- iii. group interviews.

#### i. One-to-one interview

- ⇒ This is the most common method when starting out your career and when going for jobs in smaller businesses.
- ⇒ You'll most likely be interviewed by the person who is actually employing or paying you, i.e. your boss or the owner; or by a human resources (HR) person.
- ⇒ In a micro business, especially in manual and practical occupations, you might be interviewed around the worksite with your boss asking you questions. This might actually be the interview!
- ⇒ If you are interviewing for a position some distance away you might have to use the phone, FaceTime or Skype for your interview. There are no definite 'rules' to follow interviewing 'remotely'.

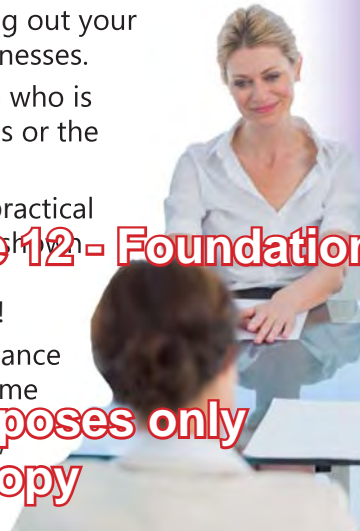


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#### ii. Panel interviews

- ⇒ Many high level jobs and jobs in large organisations will use an interview panel.
- ⇒ An interview panel would normally consist of three people. The panel is likely to include:
  - ✓ 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, equity or official representative.



## iii. Group interviews

- ⇒ Group interviews might be used:
  - ✓ for certain lower-level jobs focusing on customer service
  - ✓ when a new businesses is just starting out
  - ✓ when a business is commencing operations in a new geographical region (such as a fast-food franchise)
  - ✓ 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 up to 10-20 other people.
- ⇒ You might even be part of a bulk 'cattle-call', whereby hundreds or even thousands of people arrive, sometimes 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.



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the job  
interview

Which suits me?

B

## Career and Enterprise 12 - Foundation

- Complete this table in relation to the different formats for interviews.
- Consider good points and advantages of this format for you and also potential challenges that you might face being interviewed in these different formats.



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Who is involved?	Do not copy		
Which type of position?	Book to be published July 2016		
Good points for me?	e-version master also will be available		
Challenges for me?			

#### 4. Preparing for interviews

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.

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



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iStock/Thinkstock

##### i. Prepare thyself!

- ⇒ Find out about the organisation, what they do, their products, their history, etc..
- ⇒ Find out what the organisation is like, its policies, its working & public transport issues, who to contact in the building and so on.
- ⇒ Have extra copies of your résumé, references and other documents as part of your Career Portfolio and offer to leave a folio of these.

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##### ii. 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 your appearance. No bright colours, no shiny shoes, no trackies; ever!
- ⇒ Be clean, fresh, neat, ironed and ready to shine. Borrow clothes if you need to.

##### iii. 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.

## iv. 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.)

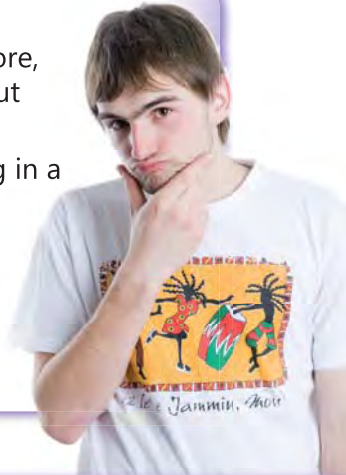


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## v. Reflect on your experience

- ⇒ Thank your interviewers for their time and shake hands, even if the interview has gone badly. Consider sending a thankyou letter or email.
- ⇒ If you haven't heard anything after 5 working days (unless told to wait longer) contact the organisation to find out the news.
- ⇒ Even if you're not successful for this job you might have been ranked second. So imagine if the person ahead of you doesn't take the job, or doesn't stick it out for long! It does happen!
- ⇒ Each interview you have gets you one step closer to being employed.

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### Preparing for interviews

C

What would you do to help you succeed in each of these 5 categories in an interview situation? Explain your responses using examples related to a potential interview for a job of your choice.



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i. Preparation

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ii. Presentation

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iii. Personality

iv. Selling

v. Reflection



## D Remote interviews



If you are interviewing by phone or via a 'video' format such as FaceTime or Skype, many of the same rules apply as if in a face-to-face interview. However, there are also other considerations you need to take into account in order to prepare for the interview and to conduct yourself professionally.

1. Form into pairs, go online and research a list of do's and don'ts for phone and 'video' interviews.
2. Assess your preference for face-to-face, phone or video. Discuss with the class.



### Phone Interviews

Preparation: Do's:

Preparation: Don'ts:

Interview: Do's

Interview: Don'ts

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Does this format suit me? Why/why not?

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Preparation: Do's:

Preparation: Don'ts:

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Interview: Do's

Interview: Don'ts

Does this format suit me? Why/why not?

## 5. Interview advice

Becoming good at interviews relies on good advice and practise. You will practise later, but for now there's some very good advice on the next pages.



As you read through this advice reflect on how it might apply in your own personal circumstances. Also think how each of the five categories of enterprising behaviours relates to the advice.

- ✓ **Initiative**
- ✓ **Adaptability**
- ✓ **Problem-solving**
- ✓ **Communication**
- ✓ **Managing and leading**



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### Interview advice

**E**

1. Read the article and prepare a top 10 list of job interview advice and tips for young people.
2. Compare your list with the top 10 list on the right and add to the master list.

i.	ii.
iii.	iv.
v.	vi.
vii.	viii.
ix.	x.

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## Interview advice

### You

The way that you present will go a long way towards getting you considered for a job.

You need to dress appropriately for the position and also to suit the corporate culture of the organisation. You have to know the type of clothing expected of an employee in that organisation.

Usually this is formal professional attire for both males and females, or hospitality style clothing that is similar to the types of uniforms these workers might wear.

For a trade or practical job the required dress might be more practical.

You should dress modestly. Be aware of any religious or cultural expectations regarding clothing and attire. Limit your jewellery and accessories to suit.

However, different global organisations may expect different standards of clothing. Local influences, customs and beliefs might dictate the type of clothing to wear. e.g. wearing a hat and long coat for a job in the far north.

Your physical bearing is an aspect of non-verbal communication. This might go a long way towards unconsciously influencing the person you are talking to.

So therefore, you must 'carry yourself' well. This means that you should be comfortable in your interview 'clothing'!

### Them

Before the interview, research and find out as much as you can about the organisation.

- ⇒ What do they do? What products or services?
- ⇒ Where do they operate?
- ⇒ How big are they?
- ⇒ Where might you fit in?

Use the internet to research them and browse their social media profiles. If you can't find out anything from the digital world, contact the organisation to have some brochures sent to you, or to talk to someone before the interview. (They will be impressed!)

Always bring along a job-seeking portfolio with a copy of your résumé, copies of any references and copies of any certificates stored together in a flat folder with plastic pockets. Offer to leave these with them.

### Others

Once you enter the premises or grounds you are under scrutiny. Use manners with a receptionist, personal assistant or someone else who you might deal with initially. They might also have some input into your selection.

Be professional in how you deal with all people, using appropriate names as they are introduced; i.e. by first name or by surname.

Make sure that you have researched about appropriate cultural issues such as shaking hands, waiting to be asked to be seated, use of salutations and honorifics such as Mr, Mrs, Ms. or Miss, or others for different cultures.

Be polite, listen, slow down and focus by listening intently. Repeat and greet using someone's name after you are introduced. Use positive non-verbal communication and active

*Image: Digital Vision/  
Photodisc/Thinkstock*

**Take care of your bearing and attitude while you wait.  
Someone may be watching you!**



## Role

Before you attend your interview you must be able to respond to questions with examples that show that you can successfully do that job.

You need to be completely aware what this job entails. You might have seen a job description; if so this is a big help. However, you might just be relying upon what was mentioned in a job advertisement.

You need to know what is expected of an employee doing this job in an organisation generally. A good tip is to consider those general skills from earlier in the unit, or information from *myfuture* or Job Outlook. Ask yourself: How might I use any or all of these skills in this position?

You also need to be able to demonstrate any specific requirements that might be part of this job for this organisation. So you need to know the main roles and responsibilities of this position and then relate these to the organisation you are planning to work with.

## Tasks

You need to have a list of examples you can communicate which show how you could fulfil all of these roles or responsibilities. If you can't think of these yet, then you'll have to show how you could undertake further training to develop these skills.

For example, you might be applying for a job as a sales assistant. You know that sales assistants are responsible for helping customers with their inquiries - that's a general skill or competency. If the job as a sales

assistant is with a sports store then you will have to be able to demonstrate that you have the specific ability to be able to talk about how products relate to the fitness, health and wellbeing of customers.

## Common interview questions

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

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

## Ask

You will be expected to ask questions. Always ask at least one question. A good standard question you might ask is:

"What opportunities will I have to advance or be promoted within this organisation?"

This shows that you are looking to build a career and not just after a job. Another

"What are some of the main reasons why employees enjoy working for this organisation?"

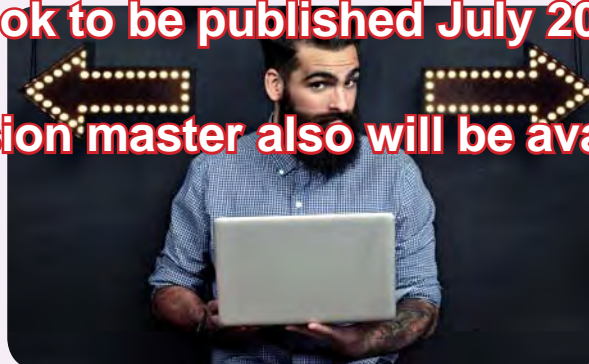
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On your Instagram you said that your last boss was a "total hipster doofus. Hmmm..."

let's get you ready, set and keen to go! one more thing! Clean up your digital footprint so that it doesn't catch you out!

Image:  
Pinkypills/  
iStockThinkstock

@twick/tweet?

@ There's always someone lookin' atcha, hm hmm! #CAEF12

8.59 AM Jul 26 via snapchat from Beadyeyes



## 6. Interview prep: Get ready

Getting ready for your interview involves preparing yourself, researching your employer and researching the job.

### Me

Follow the tips below for your own personal preparation until this becomes a set routine you use. This personal preparation routine will come in handy as you're unlikely to score a job in your first interview (unless your CAE Teacher has prepared you so brilliantly!). And of course as you develop your career pathway, this first interview of your 'career' won't be your last.

Make sure your **Career Portfolio** is current and up-to-date. You will be doing this as part of your **IPP** and **EPP** throughout the year. You should be adding to and refining it each month.

Also remember; this is the digital age! So you might be 'searched for' as part of the interview process. So have you got a digital footprint that is not all that flattering and might (out of context) cast you in a bad light?

If so, take steps to separate your private and public life. Check your settings. Leave the private posts for your friends. Tidy up your public image. Be aware of who might have access to 'friends of friends' posts, especially if you going for a local job or you live in a smaller or close-knit community.

When it comes to clothing make sure you have a suitable interview outfit that matches the requirements of your role. In that it is not too formal. Some communities have clothes banks whereby you can borrow clothes if you need to. Go online or ask around your network to see if there is a clothes bank you can access.

Wear your outfit in a practice interview so that you can get comfortable sitting, standing and moving about. And of course make sure your outfit still fits - our bodies can change over time - for better or worse.

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### Get ready: Me

- ☐ What is the job?
- ☐ When is the interview - will I be available?
- ☐ What is the interview format? Does this suit me?
- ☐ What are the dress requirements?
- ☐ What do I need to bring along?
- ☐ Do I need to update and refine my IPP and/or Career Portfolio?
- ☐ Do I know why I want this job?
- ☐ Can I communicate why I want this job?
- ☐ Can I explain why I want to work with them?
- ☐ Who can help me prepare and practise?
- ☐ Have I tidied up my digital footprint?





## F

- 

## the job interview

### Them: The employer

Find out as much as you can about your potential employer by using the internet, social media, their local presence, asking others in your network as well as other relevant methods.

If you are dealing with an agency then you might not know who the employer is until the interview. You should ask and try to find out. If you still don't know, then research the industry and the types of enterprises that operate with this type of occupation.

A great tip is to contact the enterprise directly and say that you are preparing for an upcoming interview. Ask if there is anyone you can speak to find out more about the enterprise, what they do and what they are looking for in potential employees (i.e. their **workplace culture**). You might even be able to get a walk-through or tour of the site. It's worth a shot - you never know! Even if they decline and don't supply you with any information, they will be impressed.

### The job

Before your interview you need to research the job thoroughly. You need to know the sorts of tasks, roles and responsibilities usually required of an employee for that occupation.

Then in the next stage (get set) you will match your own skills, competencies, experience, abilities and training to that job.

This will enable you to come up with possible answers, with examples, that communicate your interest in, and suitability, for the position.

Get ready: The employer and the job

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- ☐ What is the position?
- ☐ What tasks and responsibilities does the position involve?
- ☐ What skills and competencies are needed for the position?
- ☐ What is the nature of the enterprise?
- ☐ Where do they operate?
- ☐ What is their history?
- ☐ How big are they?
- ☐ What products do they make/supply?
- ☐ Who are their customers/clients?
- ☐ What is their workplace culture like?
- ☐ Where will I be working?
- ☐ What are the working conditions (such as pay)?
- ☐ What is the relevant workplace agreement or award?
- ☐ What are the working hours?
- ☐ What training is needed/offered?
- ☐ What are the (likely) selection criteria?
- ☐ What else do I need to find out?





## Occupation Investigation Summary



(Use [www.myfuture.edu.au](http://www.myfuture.edu.au) and/or Job Outlook [www.joboutlook.gov.au](http://www.joboutlook.gov.au) to complete the following occupational summary.)

### Correct Occupation Title (& any alternative names):

⇒

### Summary Description:

⇒

### 5 Main Tasks:

⇒

⇒

⇒

⇒

⇒

### Specialisations (if applicable):

⇒

⇒

⇒

### Personal Requirements:

⇒

⇒

⇒

⇒

⇒

### Education & Training Required:

⇒

### Course Entry Requirements:

⇒

### Employment Opportunities:

⇒

### Additional Information:

⇒

### Contacts (for your state):

⇒

### Related Occupations:

⇒

⇒

#### Use Job Outlook to find out the following info.

Total  
Employment

When? \_\_\_\_\_

Employment  
Growth (5 yrs)

To When? \_\_\_\_\_

Unemployment  
Rate

Year? \_\_\_\_\_

Weekly Earnings

Year? \_\_\_\_\_

Projected Job  
Growth

To when? \_\_\_\_\_

% Full-time

When? \_\_\_\_\_

Main Industry

When? \_\_\_\_\_

Average Age

When? \_\_\_\_\_

% Male/Female

When? \_\_\_\_\_

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## Get ready - The job

H

One of the best ways to get ready for your job interview is by completing an Occupational Investigation for the job. Complete the investigation opposite and the table below for an occupation, using the information drawn from **myfuture** and **Job Outlook**.



[www.myfuture.edu.au](http://www.myfuture.edu.au) [www.joboutlook.gov.au](http://www.joboutlook.gov.au)



Select an Occupation, select Skills; (and then categories from the drop down list.)

### Occupation:

Skills	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Knowledge	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Abilities	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Interests	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Job environment	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Work values	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Activities	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒

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interview



## 7. Interview prep: Get set

Generally jobs don't go to the 'best' applicant but rather to the most prepared applicant. So make yourself prepared so that you can communicate your suitability for the job and for the enterprise. Getting set for your interview involves two main areas of preparation.

- i. Preparing yourself so that you are on top of all the **logistical** details such as time, place, who you're meeting, your outfit, your Career Portfolio etc.. By being personally prepared you won't have to worry and stress about these things on the day of the interview.
- ii. Preparing yourself for the interview so that you are chock full of suitable generic and specific answers, with examples, to potential questions. Know about the firm and the position. Be able to describe how you might be suitable for the role and for the workplace culture. If you do this then you are more prepared for many questions and scenarios that might arise.

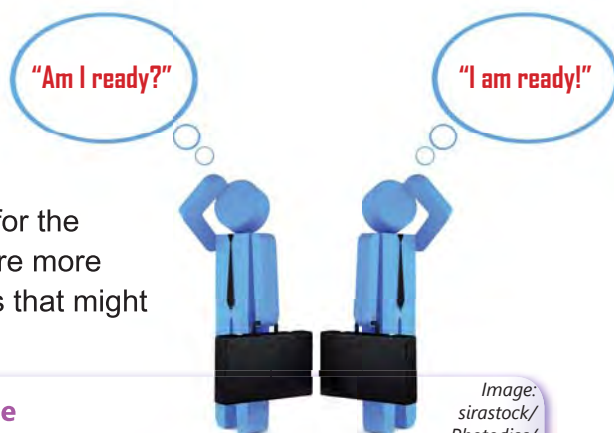


Image:  
sirastock/  
Photodisc/  
Thinkstock

### Get set: Me

- ☐ Where am I going?
- ☐ How am I getting there?
- ☐ How long will it take to get there?
- ☐ Who am I meeting?
- ☐ What are their contact details?
- ☐ How will I navigate the premises?
- ☐ What do I need to wear?
- ☐ Will I need to clean and iron clothes?
- ☐ Will I need to borrow clothes?
- ☐ What do I need to bring along with me?
- ☐ Have I got my Career Portfolio ready?
- ☐ Do I have a suitable folder/briefcase?
- ☐ Do I need to bring other materials such as a folio of work?
- ☐ Have I noted any questions to ask?
- ☐ What else do I need to prepare?

### Get set: The job

- ☐ Do I have general answers with examples ready? (SAO or STAR)
- ☐ Do I have specific answers with examples ready? (SAO or STAR)
- ☐ Have I got clear and suitable examples to demonstrate teamwork, communication, initiative, responsibility and leadership?
- ☐ Can I communicate how I will be an asset to the firm?
- ☐ Can I communicate how I will grow and develop?
- ☐ Have I got questions to ask?
- ☐ What else do I need to prepare?

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## J Get set - Enterprising behaviours



These are the behaviours that employers are commonly looking for in potential workers. Describe 2 clear examples of how you have demonstrated these in work-related and/or volunteer/community settings. Add 2 more enterprising behaviours that you believe might be relevant for this position.

Behaviour	2 examples that show how I have demonstrated this.
teamwork	i. ii.
communication skills	i. ii.
initiative	i. ii.
accepting responsibility	i. ii.
leadership	i. ii.
other	i. ii.
other	i. ii.

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@twick/tweek?

@ Be job p-p-p-repared. Ready. Set .Go! #CAEF12

4.04 PM July 15 via MySpace from oldschoolelic



## 8. Interview prep: Go!

When it comes to the actual interview all of your preparation will help you perform better. It's alright to be nervous - just about everyone is in an interview. But let's try to get you to channel that nervous energy into a positive outcome.

Some of the key things you will need to focus on are covered over the next pages. These include:

- ☹ active listening and non-verbal communication
- ☹ communicating a positive attitude
- ☹ answering generic questions
- ☹ answering role-specific questions
- ☹ dealing with problem-solving scenarios, and
- ☹ asking questions.



Image: golgachov/  
Photodisc/Thinkstock

### Go - Me

- ☐ What time will I get ready?
  - ☐ How will I adjust my look (e.g. piercings, hair style, tattoos, etc.)?
  - ☐ What time will I leave?
  - ☐ How early will I be?
  - ☐ Have I got a map?
  - ☐ Where will I freshen up before the interview?
  - ☐ How will I project professionalism?
  - ☐ How will I remember to turn off my mobile?
  - ☐ How will I balance personality with professionalism?
  - ☐ How will I greet people (i.e. salutations, handshake, cultural appropriateness)?
  - ☐ How will I project confidence (i.e. posture, sitting)?
  - ☐ How will I project confidence (i.e. eye contact, smiling, etc.)?
  - ☐ How will I demonstrate active listening?
  - ☐ What else do I need to do?
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- ☐ What should I do while I am waiting for my interview?
  - ☐ How should I enter the room, sit and show interest?
  - ☐ How will I organise (and if needed refer to) my notes and examples?
  - ☐ How will I show I can do the job?
  - ☐ How will I show that I suit this enterprise?
  - ☐ How can I explain my other transferable skills and abilities?
  - ☐ How will I communicate my attitude and enthusiasm?
  - ☐ How will I demonstrate my professionalism?
  - ☐ How will I ask about pay and working conditions?
  - ☐ What should I find out about training and opportunities for growth?
  - ☐ What technique will I use to get me back on track if the interview isn't going well?
  - ☐ What else do I need to do?

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## Job interviews - Go!

L

Prepare a 'Go' checklist for interview preparation. One column is what you need to do generally, for any interview. The second column is what you will need to do for a specific role that you are interviewing for.



Go!	
Job Interviews: Go! - Generally	Job Interviews: Go! - Specifically

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the job  
interview

## Active listening

Active listening is participatory, visible and audible. Active listening lets your communication partners know for sure that you are engaging with them fully and are following what they say. If you are an **active listener** you will be more able to interpret **tone**, **context** and also **non-verbal communication**. By being an active listener you can really judge whether a person's actions match their words!

You should use active listening to make sure you back up your actions with words. This is important in an interview as you might need to assess how your responses or **attitude** are coming across by 'reading' and interpreting the interviewer's tone and non-verbal communication.

One tip for active listening is not to be a silent participant in a conversation. But don't dominate the conversation either. Make it a two-way exchange. In an interview you must **engage** with your interviewers.

You need to try to ensure that the interview goes beyond a cold Q and A session. Show with your facial expressions, body and words that you are taking in what your interviewers are saying. This can be by nodding, giving affirmation words and sounds and even selective use of humour. Them: *"Please describe your greatest weakness."* You: *"Chocolate!"*

Asking questions is a key part of active listening.

If you are unsure of anything, such as an industry-specific term, or perhaps the meaning of a question, then ask questions to clarify.

Active listening helps communicate that you have a personality and that you are not just a 'rock' with a CV!



Image: KatarzynaBialasiewicz/  
Photodisc/Thinkstock

Active listening in an interview  
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Try these techniques while practising/participating in an interview

### Verbal


- ⇒ Use the names of your interviewer/s once you have been introduced.  
*"I appreciate the opportunity to meet you, Ms. De Laney."*  
*Thank you for taking the time to discuss my application, Mr. Krause.*
- ⇒ Repeat key words from questions to reinforce your understanding and keep your answers relevant.  
*"One of the key skills I would bring is..."*
- ⇒ Ask for clarification of anything you are unsure of.  
*"Could you please repeat the last part of your question?"*  
*"I'm not quite sure what you mean by..."*  
*"Sorry, but I'm not clear about the first part of your question."*

- ⇒ Use non-verbal communication to show that you are listening.  
⇒ Maintain eye contact with your interviewer(s), but don't stare.
- ⇒ If facing a panel shift your gaze from person to person when giving an answer.
- ⇒ Nod or smile when appropriate to indicate agreement.
- ⇒ Maintain a relaxed but formal posture - you may lean slightly toward your interviewer/s to show attention.
- ⇒ Be aware of your body language such as arms closed or open, palms up and fidgeting.

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## Attitude

You know when you decide to keep away from someone because they have a bad attitude? Well employers feel the same way too. Employers often regard attitude as one of most important determinants when hiring. You need to be clear about your own work attitude as part of developing your career pathway. And you need to communicate a positive attitude in an interview situation.

Some of the key attributes rated as most important by employers when hiring new staff include **reliability**, **willingness to work**, relevant **work skills**, ability to get on with **co-workers**, relevant **experience** and **presentation**. Some of these relate to the job, but most relate to the person. They are **attitudinal factors**! How do you rate on these? 

So at this stage of your career pathway - and you're getting to the pointy end of the year now - do you communicate an attitude that employers are looking for? Or do you show an attitude that employers will avoid like the plague!

## Attitude Alert

Even if you're thinking...

...you should instead say...

...and if pressed, could add...

"The world owes me a living!"



"I want to join the workforce and enjoy a successful life."

"A position with your firm is a great first step!"

"I don't like being told what to do!"



"I want to work without direct supervision."

"I would like an opportunity to develop initiative and responsibility."

"I only want this job for the money!"



"I want to start building my file as a professional."

"I welcome the opportunity for advancement that (insert organisation) offers."

"I find it hard to deal with stupid people!"



"I work best when people are well-trained and highly skilled."

"I think it's great that (insert their organisation) has training programs in...."

"I know more about this job than they ever will!"



"I feel I would be very valuable given my (outline skills/experience/training)."

"Although I'm skilled in this area - extra training and experience would help me even more."

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Active attitudes!

M

Model good active listening techniques and also how to communicate a positive attitude in interview scenarios. Also model bad interview form. Rotate roles between interviewer, interviewee and assessor (who will give feedback). 

## 9. Interview questions

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

Questions about you are likely to focus on your:

- ✓ personal abilities and life experience
- ✓ work-related skills and competencies
- ✓ qualifications and training
- ✓ involvement in community and volunteer activities
- ✓ future career goals; and many other potential questions.

You will also be quizzed on your suitability for the specific job. For these questions you really need to have clear examples that enable you to provide suitable responses. Questions related to the specific role may focus on your:

- ✓ generic work-related skills, work-related 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!

They want to find out about you  
- so what have you got to say for  
yourself?

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You may even be asked to provide examples that relate to common **general** or **specific work-related scenarios** faced by workers in that role.

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### General scenarios

- ⇒ "Explain how you have 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 the outcome of your actions?"

### Specific scenarios

- ⇒ "We've just given you 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 WHS 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?"

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You are required to take on the role of a job interviewer.

In pairs develop a list of 10 potential interview questions that could be asked of a young person applying for a job. Consider 2 different forms of employment.



- ⇒ A young person still at school applying for a casual job in a retail, hospitality or other suitable environment.
- ⇒ A young person looking to leave school to start their career through an Australian Apprenticeship.

Questions for: Casual job	Questions for: Career position
Job:	Job:
i.	
ii.	
iii.	
iv.	
v.	
vi.	
vii.	
viii.	
ix.	
x.	

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## 10. Addressing interview questions

### i. Don't just say it, SAO it

Some interviewees, when faced with questions in an interview, might go blank or freeze-up. Or they can't think of how to respond. Or they are not sure how to relate their own experiences to the questions being asked or to the scenario being posed to them.

One technique for dealing with this potential problem is by using the **SAO technique** (recall SAO from Section 3). SAO involves treating all questions as a 3-part process, and developing or providing responses in three stages. SAO involves:

**1:situation, 2:action, 3:outcome.**

Images:  
(l) Nyanza bvba (r) leolintang //iStock/Thinkstock



#### 1. Situation

You need to describe a task or situation where you had to demonstrate some type of work-related competencies and skills.

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



*Interviewee: "In April I was doing a work placement as a kitchenhand in a commercial kitchen and as I was unpacking and storing a delivery I thought that there might not be enough vegetables to prepare all the meals."*



#### 2. Action

Give an example of how you did it. This involves listing the resources used such as other people, equipment, etc..

*Interviewer: "What did you do?"*



*Interviewee: "I finished the unpacking then made a quick calculation on my phone of how many meals this current amount of vegetables would satisfy. I then found my supervisor and explained the situation to her."*



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What was the outcome; was it successful and why; or was it unsuccessful and if so, how would you improve?

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*Interviewer: "So what happened?"*  
*Interviewee: "She said that this couldn't be correct and asked me if I had miscalculated or missed unpacking part of the delivery. I went back and checked again and re-confirmed my estimate. She then came into the coldroom herself, had a look and said that it seemed that I was actually correct."*

*She phoned the supplier, who after checking, said that they might have mispacked the order because they were in a hurry.*

*The kitchen substituted some canned vegetables to make ends meet until the missing items were delivered.*

*My boss said that it was very well spotted and that I should keep using my initiative and let her know if anything else seems wrong or unusual."*



# Interview questions - SAO

As you can see by the example the interviewee is able to provide a detailed and sophisticated response that shows how they used their own **initiative**. The response also illustrates effective **problem-solving**, **communication** and **work-related knowledge**.

You can also use the SAO technique to give examples of how 'non-work' things you have done are **transferable** to work-related situations. This is especially useful if you don't have any specific work-related experience directly connected to the question.



**Interviewer:** "Please tell us some of the team skills you would bring to our team here at Hawt Dawgs café."

**Interviewee:**

**Situation:** "Although I haven't had specific team experience in a café I did undertake a team-based school community activity that involved coaching young children in team sports."

**Action:** "When our team of four did the activity we had to make sure that we were on top of our roles because we were in charge. We also had to communicate with each other and work together to deal with problems such as making sure we had all the equipment we needed. We also had to plan and organise carefully because we each had specific task responsibilities. For example, I had to make sure that kids were playing safely and step in if things were getting too rough. I think that planning, communication and accepting responsibility as part of working together helped our team work better, lessons I have learned for the workplace."

**Outcome:** "Although the activity went well there were some problems such as working out how long it would take to instruct the kids. They just didn't get it. I think this might be like trying to explain a difficult task to a new worker - you have to have patience. Also, there were some problems communicating with each other that we could've improved. For example,



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Interviews: SAO

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1. In your own words explain the difference between situation, action and outcome.

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2. Outline how 'SAO' might help you better prepare for interview responses.



## ii. Can you STAR?

Some jobs require you to communicate a proven ability to demonstrate how you've achieved specific tasks and competencies in work-related situations. For these you could also make use of the **STAR** technique

STAR can be a very useful tool to help you succeed in job interviews where you have specific task experience related to the role you are applying for. However, it is very similar to SAO, it just adds one more step.



Image:  
Wavebreakmedia Ltd/  
Wavebreak Media/Thinkstock

1. **Situation** - Describe a situation where you demonstrated competencies and skills.
2. **Task** - What was your specific role in this situation?
3. **Actions** - What did you do? How did you do this? What resources did you use?
4. **Results** - What did you achieve? What was the end result?

## Selection criteria

Many jobs require applicants to describe their personal qualities and abilities, skills, competencies and previous work experience in order to be successful in the **selection criteria**. You investigated these in Section 3 as part of the job application process.

This means that interviewees are being asked to 'prove' what they are saying on their application form or CV. The 'answers' help show the likelihood of an interviewee's ability to fulfil the requirements of the specific job.

Essentially the employer will be looking for an interviewee who satisfies the following broad criteria.

- a. **Do the task required of the job successfully.** However, if you have made it to an interview it's likely that they already think you might be capable of this. But you will have to demonstrate this based on your knowledge of the job.
- b. **Do the job well.** This is where they are asking you to have to prove that you are capable based on your answers to interview questions, as well as your ability to communicate your transferable skills.
- c. **Fit in with the workplace culture.** This is where they are judging your attitude, your communication skills, your ability to work with others and all those other capabilities that are enterprising behaviours.

@twick/tweek?

@ Don't just say it. Prove it! #CAEF12

11.11 AM August 1 via text from ReadySetGo

## Interview answers

P

Use the SAO technique to develop answers for these potential interview questions. Make sure that you choose a job which matches your career ambitions.



Job:

Q. Describe an example where you worked successfully as part of a team.

S:

A:

O:

Q. Explain a work-related problem you had to overcome and how you went about this.

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Q. Tell us of how you had to, or might have to, use initiative in the workplace.

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S:

A:

O:

the job  
interview



## 11. Problem-solving scenarios

Sometimes in an interview you might be asked to respond to a **problem-solving** scenario (especially if you are participating in a group interview with other applicants). So essentially they are asking you to think on your feet. They are testing you to assess your **initiative** and your likely ability to deal with day-to-day problems and issues that might occur as part of the job.

When you are dealing with this situation it's a bit like using SAO or STAR. You have to break the problem into its core components. Using the **PAHDS** process might help.

**P: Problem** - What is the **problem**?

**A: Ability** - What is my **ability** to deal with the problem?

**H: Help** - Who could **help** me, who could I ask?

**D: Do** - What should I **do**?

**S: Solution**: How does my action create a positive **solution**?

One important thing to remember is that you are entitled to ask clarifying questions when faced with a problem-solving scenario.

For instance the interviewer might use a technical or work-related term that you are not familiar with. You could ask:

*"What do you mean by the term, **supply-chain**, for your business?"*

Or you may be asked about a situation that relies on a pre-existing policy, process or system such as a customer complaint scenario or a work health and safety issue that you might not have been specifically trained for. You could ask for clarification such as:

*"Do you have an existing customer complaint process that I would have been trained in, or will it be just up to me to make the best decision?"* or

*"I presume that as part of my induction that I would have been already shown the process to properly report a work safety issue. However, if not, I would like to know."*

By asking these clarifying questions you are demonstrating skills in **active listening**. You are also showing the interviewer(s) that you are aware that specific problems occurring in the workplace might need to be addressed according to internal policies and guidelines. So read and discuss the following exchanges and model these techniques as part of your own mock interview process.



Image:  
Rido/Thinkstock







## Scenario 2: Short response

**Q:** "What would you do if your colleague asked you to do a work task in an unsafe manner."

**P: Problem:** "Workplace safety is vital and workers cannot take safety risks."

**A: Ability:** "I would ask them if this is a safe way to do the task, because in my training we were told not to work in this way. If they insist I will have to refuse by saying, "They told me I should never do the task that way."

**H: Help:** "If I am being pressured I will have to seek clarification from someone more senior. Also I can ask my colleague if we could quickly ask another worker or the safety rep for advice on how to do this - this also reduces conflict by bringing in a different opinion."

**D: Do:** "If my colleague insists then I will politely and firmly refuse and ask to take on another task. If this isn't possible I'll have to seek out a supervisor immediately. I might also have to fill out a WHS issue reporting form."

**S: Solution:** "I think the important solution is to not work unsafely - even if being pressured - it's not worth the risk. By getting advice this can be avoided. And it is a responsibility of all workers to report unsafe work practices."

## Scenario 2: Complex response

**Q:** "What would you do if an angry customer rings in the morning and says that his order from yesterday was wrong."

**P: Problem:** "Well in this situation I have to find out what the problem is and if it is a mistake made by the business in preparing the order or if the customer has their information mixed up."

**A: Ability:** "I will need to record all the information about the issue from the customer, including contact details and offer to call them back shortly when I have found out what has gone wrong. This will enable me to work out if it is a problem that I have caused and can fix or if I need to investigate further."

**H: Help:** "If the problem is outside my control then I need to find out who is responsible and contact them immediately. If I do it myself I need to get advice from my supervisor. If the problem is my responsibility then I might need to get advice on the process of making up the correct order or issuing a credit."

**D: Do:** "After finding out who is responsible for the issue. If it is to make up the rest of the order then I can log that I have to do this at the next available moment. If I have to resend the order then I'll follow the necessary internal processes to log and do this. If the customer has things wrong then I'll need to explain this to the customer. If I have to wait for someone senior for advice then I'll need to get an ETA on this. Of course I must contact the customer to let them know what I have found out."

**S: Solution:** "So in this case the solution depends on who is responsible for the error. The immediate solution is to let the customer know what is going on, own the error from the businesses' point of view, apologise, and outline how and how soon things will be made right - if this is needed. I also understand that I might have to take responsibility for correcting someone else's error. That's a natural part of business when working in a team."

"One other thing that should be considered is the nature of the customer making the complaint. A very important or difficult customer might need to be handled by someone more senior. I would expect my supervisor would let me know about this."



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## 12. Putting it all together

At the start of this unit you were told that the key to success at interviews is preparation in three areas: **personal preparation**, **professional preparation** and **positional preparation**.

Now that you have had all this instruction and advice on how to prepare for an interview it is time for you to put it all into action.

Your teacher will require you to participate in a mock interview situation.

Some of you might even participate in a real interview for a position after you have had practise.

So now it's time to ask this question again. If you got a call from someone in your network asking you to attend an interview tomorrow morning at nine, how prepared would you be?

Good answer!



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### Q Putting it all together



1. Now, how prepared are you for an interview? Why so?

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2. In pairs or as a team develop a list of the most important tips, guidelines and other advice for young entry-level job-seekers about how to prepare for and achieve a successful interview. You must have at least 10 points of information.

Your guidelines might take the form of:

- ☐ a concise list of action statements
- ☐ a flowchart, diagram or mindmap
- ☐ a multimedia display, or
- ☐ some other relevant format approved in negotiation with your teacher.

Present your guidelines to the class for feedback and review!



## Glossary: The job interview

R

There are a number of key words and terms highlighted throughout this section.

1. List these and provide a definition for each.
2. For each one give an example that relates to your own experience; or alternatively list some other information or a resource that relates to this term.
3. Your teacher might add some other key words/terms for you to complete.

Word/term	Definition	Example/information/resource
job/position		
employer		
interview		
interviewer		
handshake		
greeting		
eye contact		
feedback		

the job  
interview

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## AT1 Job Interview Process



### Production

For this task you are required to successfully participate in a job interview process. Depending on how your teacher constructs this task you might have to complete all of sections A, B & C by taking on 3 different roles. Your teacher will give you more information on this.

Using a production format negotiated with your teacher, complete the appropriate tasks as directed. Your teacher might add other tasks. If so record these below and opposite on the planner, with other important information such as report format, due dates, word length, use of images, use of multimedia and others.

### Part A: Interviewee

#### ⇒ Interview preparation

- i. Outline the differences between **different job interview** formats. Which might **suit you** and why?
- v. Summarise what **you should do to prepare** for a **job interview**. Use this information to prepare for likely interview scenarios for your own career pathway opportunities.
- vi. Research and **summarise job interview advice** and/or get advice from a career mentor.
- vii. Develop **likely job interview questions** and potential **answers**.

#### ⇒ Interview participation

- v. Participate in a **real or simulated job interview process**.
- vi. Obtain **feedback** and **reflect** on your **performance** in the interview.
- vii. Develop **self-improvement strategies** based on this feedback.

### Part B: Interviewer

- i. Research the **requirements** of the **position** for **employer's point of view**.
- v. Develop a list of **suitable generic questions** to ask the interviewee.
- vi. Develop a list of **suitable specific questions** to ask the interviewee.
- i. Prepare a *Job Interview Evaluation* pro-forma (p.136) and discuss with interviewee.

### Part C: Independent Assessor

- i. View an **interviewing program** and complete a *Job Interview Evaluation* pro-forma for the **interviewee**.
- ii. Outline strengths and improvement strategies for the **interviewer**.

*Other tasks and important information*



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## Assessment Task 1 - Job Interview Process

Name: \_\_\_\_\_

Tasks	Re-quired	Due by	Done	Teacher
<b>Part A: Interviewee</b>				
⇒ Negotiate a suitable report format.	✓			
i Outline interview formats and suitability.	✓			
ii Prepare advice summary. Use this to prepare for interview.	✓			
iii Research and seek external interview advice.	✓			
iv Develop likely interview questions.	✓			
Develop appropriate interview answers.	✓			
v Successfully participate in job interview process. 	✓			
vi. Obtain and discuss interview feedback.	✓			
vii. Develop self-improvement strategies.	✓			
⇒ Present drafts to your teacher for checking.	✓			
<b>Part B: Interviewer</b>				
i Research requirements of position.				
ii Develop suitable generic interview questions.				
iii Develop suitable specific interview questions.				
iv Prepare and discuss <i>Job Interview Evaluation</i> pro-forma.				
⇒ Present drafts to your teacher for checking.				
<b>Part C: Independent Assessor</b>				
i View interview				
ii Outline/communicate strengths and improvement strategies.				
<b>Preparing your report</b>				
⇒ Finalise your information and incorporate feedback	✓			
⇒ Prepare/submit final written report in suitable format.	✓			
⇒ Give presentation report to the class (if required). 				

Additional information:

the job  
interview

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## Job Interview Evaluation

Applicant: \_\_\_\_\_

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

Organisation: \_\_\_\_\_

Interviewed by: \_\_\_\_\_ Position: \_\_\_\_\_

Applicant's interview performance in relation to:

	Excellent	Very Good	Good	Basic	Not shown
⇒ Communicating effectively .....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Personal presentation .....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Confidence and bearing .....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Knowledge of job .....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Knowledge of organisation.....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Examples of generic work skills .....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Examples of industry-specific skills.....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Examples of team work.....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Ability to problem solve .....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Communicated interest in the position.....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Evidence portfolio .....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Describe up to three of the applicant's strongest attributes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Identify areas that this applicant should aim to develop further.

1. \_\_\_\_\_
2. \_\_\_\_\_

Recommendation? (Add another page or a specific evaluation/assessment if necessary.)

---



---



---

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

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## Planning a Career

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1. Introduction .....138              | 8. Australian Apprenticeships ...160  |
| 2. Planning and goal-setting .....139 | 9. Finding an apprenticeship .....163 |
| 3. SMART goals .....142               | 10. Applying for courses .....169     |
| 4. What about me? .....144            | 11. TAFE Application form .....172    |
| 5. Multiple intelligences .....147    | 12. Course fees.....173               |
| 6. Achieving goals.....150            | Assessment task.....176               |
| 7. Overcoming barriers.....156        |                                       |

# 5

	p.	Due date/ Done?	Comment
A <b>Goal-setting</b>	141	<input type="text"/>	
B <b>SMART goals</b>	143	<input type="text"/>	
C <b>Transferable skills</b>	146	<input type="text"/>	
D <b>What about me?</b>	148-149	<input type="text"/>	
E <b>Personal factors</b>	151	<input type="text"/>	
F <b>Academic factors</b>	153	<input type="text"/>	
G <b>Social/societal factors</b>	155	<input type="text"/>	
H <b>Dealing with skills gap</b>			
I <b>Australian Apprenticeships</b>	161	<input type="text"/>	
J <b>Which is which?</b>	163	<input type="text"/>	
K <b>Aust. Apprenticeships Terminology</b>	164	<input type="text"/>	
L <b>Finding an apprenticeship</b>	165	<input type="text"/>	
M <b>TAFE: Pre-application</b>	171	<input type="text"/>	
N <b>TAFE application enquiry</b>	172	<input type="text"/>	
O <b>Action plan</b>	174	<input type="text"/>	
P <b>Glossary: Planning a career</b>	175	<input type="text"/>	
AT2 <b>Planning a Career</b>	176-177	<input type="text"/>	
<b>Individual Pathways Portfolio Audit</b>	178	<input type="text"/>	

Comments:

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a career

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## 1. Introduction

In this section you will actively plan your career by refining your goals, assessing your current strengths and weaknesses and identifying potential barriers and ways to overcome these. You will then investigate employment and training options. After refining your IPP/EPP you will update your Career Portfolio to actively source employment and/or training opportunities for next year and beyond.

# Planning a Career



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## 2. Planning and goal-setting

In order to establish and achieve a successful career pathway you should set goals to help guide your **decision-making**.

Earlier this year you saw how it is sometimes better to work backwards and find out what you need to do in order to achieve your goals. So let's revisit what you learned much earlier in the year.

The most effective way to achieve any longer-term goal is to break this goal down into a series of smaller, shorter-term, and more achievable, 'bite-sized' objectives. This means setting short-term, mid-term and long-term goals.



So now it's time to ask, have your goals changed? If so, why? And now what are you going to do about this?

### Goal-setting process

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



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### Career Myth #19

**"No more teachers no more books, no more teachers' angry looks... Once I finish school I won't have to enter a classroom."**

- ☹ Sorry, wrong again! The complexity of work is changing and the skills required of employees throughout their careers will require you to undertake lifelong learning. Some of this learning may be delivered in a 'classroom environment'.
- ☹ Nearly every occupation requires relevant post-school training and also ongoing training to progress through an occupation.
- ☹ Some early school-leavers, who disliked traditional schooling, love TAFE and vocational learning.
- ☹ Other people go back to school, TAFE or uni and study later in life and love it. Some people just find that they respond better to learning when it is in a workplace context.
- ☹ And some of us just grow up and mature when we see the benefits that lifelong learning gives us.

### Career Myth #72

**"But my friends think this career/job ... is uncool, lame will be too far away, requires too much study or..."**

- ☹ Unless your friends are the ones who are going to get up every morning and go to work for you they can't be the ones who make and plan your career goals and decisions. It is sad that we retain few friends from high school into our adult years so don't let them determine your future goals.
- ☹ Be careful not to make decisions that will jeopardise your career prospects and that might set you back some years developing your career.
- ☹ A true friend will support you in achieving your career goals rather than try to hold you back or drag you down.

## Kick'n the right goals

Do you like the idea of stumbling through life with no real idea of where you're headed? Just as having a clear focus and goals in your personal life is important, so too is having goals for your career. In fact the two go hand-in-hand.

And just as you can't expect to adequately plan your personal life in five minutes neither can you work out what you want from work in such a short-time.

Goal-setting for different areas of your life takes time, and if done properly any time you spend will be a profitable investment. When undertaking any planning, including career planning, you need to divide your goals into long-term, mid-term and short-term goals.

Breaking down a long-term goal into a series of intermediate stages and then further breaking down these intermediate objectives into a series of immediate aims will help you more easily achieve something that is hard.

Imagine a soccer team that is aiming to win the premiership. They might embark on a 3-7 year building phase. That is a long-term or strategic goal. They aim to win a certain number of games to get into a mid-term or intermediate goal. They also have to win their weekly matches. These are their short-term or immediate goals.

Even within short-term goals there are a series of smaller goals. Kick by quarter, minute by minute, kick by kick. Another analogy goes like this, "Take care of the cents and the dollars look after themselves!"

At times it can seem somewhat daunting and difficult to achieve broad long-term objectives. They seem too hard and too far away! But by focusing on day-to-day achievements you will find that the bigger picture might fall into place - sometimes even without you really knowing it.

So far in your life your goals may have been necessarily clear and straightforward; saving to buy something special, planning for a holiday or goals related to school or sporting achievement.

Some of you will already be saving for a car. That seems a long way off. But you know that by earning a regular income from casual and holiday work and putting money away, week by week, you will save up enough money, maybe \$10,000 or more over the next 2 or so years to buy that car, to achieve that longer-term goal.

Practice the same way towards helping you achieve your longer-term goals and makes you more enterprising.

Career goals take quite a lot of planning and focus. So ask yourself, what can you do today, right now to help you achieve what you want tomorrow and in the

Oh, and if you don't know the answer, come to start planning.



Image: LuminaStock/  
iStock/Thinkstock

@twick/tweek?

@ Are you heading in the right direction? If not, make it so; step-by-step!  
#CAEF12

3.58 AM Oct 4 via telepathy from UriG



## Goal-setting

A



1. Let's revisit your goals from earlier in the year and give you a chance to refine and update your future career pathway goals. Answer the following questions honestly in relation to your preferred pathway.

i. What will I be doing in 3 months time?

ii. What will I be doing in 12 months time?

iii. What will I be doing in 2-3 years?

iv. What will I be doing in 6 years?

v. What will I be doing in 15 years?

2. Use the 7 goal-planning steps to lay out an action plan to focus on achieving your career pathway goals for next year and beyond. Draft some information below and then discuss with your CAE teacher and/or Careers Advisor.



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1. Break down into:

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2. Visualise/describe myself in these roles:

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3. Aim realistically:

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4. Find out information:

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5. Plan and make sacrifices:

6. Plan my time:

7. Get advice:

### 3. SMART goals

Once you have identified your key goals and objectives you can apply the SMART goals technique to help better plan for your goal achievement. SMART goals should: be specific, be measurable, be achievable, be realistic and be time-based or (timely). The SMART goal technique can assist you to move to the next stage of goal achievement - the doing stage!

You can see how SMART goals can be applied to goal-setting, decision-making and problem-solving in the example below. How do you think you could develop your own SMART goals?



## SMART Goals

### Specific

You must identify a clear and concise goal that is not vague. It should focus on what, how and who if relevant.

e.g. "I want to run my own small business in online retail, selling quality retro clothing, accessories and collectibles."

### Measurable

You must be able to measure the achievement of the goal(s) in some way. This could be a simple yes/no or pass/fail, or by using qualitative or quantitative key performance indicators.

e.g. "I will measure the success of my goal by whether I have my business up and running, by sales revenue, by profit and by growth in sales and profit."

### Achievable

You must aim for goals that are realistic and achievable; usually through personal and professional growth via step-by-step progression. This might require you to set smaller specific goals.

e.g. "I have product knowledge for my market based on my casual job at Honey Do's Retrorama, but I will need to build my skills in small business accounting and management to run my own business."

### Realistic

You must identify goals that not only can be achieved, but which also reflect your willingness and ability to achieve them. Whether a goal is realistic (including too easy or too hard) can depend heavily on your motivation and attitude.

e.g. "...I am aiming for modest sales of \$35,000 in the first year while I build up my profile, with a net profit of \$15,000. I think that to have a viable business then realistically sales would have to double in the following year."

### Time-based (timely)

You must set a timeframe or deadline as part of a goal-achievement plan or strategy. This helps create focus and discipline. The timeframe might also be reviewed and modified if necessary.

e.g. "I will expect to launch in 3 months, be turning a profit within six months and be generating a full-time income within 24 months."

## SMART goals

B

Use the SMART goal technique to help you plan for a career pathway goal you are interested in achieving. (You might have identified this goal in Activity A p.141.)



Specific: What is my goal?

Measurable: How will I measure whether I have achieved this?

Achievable: What makes me think I can do this, what else do I need to do to achieve this?

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Realistic: Is this the right goal for my career pathways development? How do I know?

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Time-based (time to achieve goal) What will I do to achieve this goal? How will I measure achievement?

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a career

@twick/tweet?

@ Get SMART - and lovin' it! #CAEF12

11.44 AM Sep 16 via shoe phone from Agent86

#### 4. What about me?

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

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

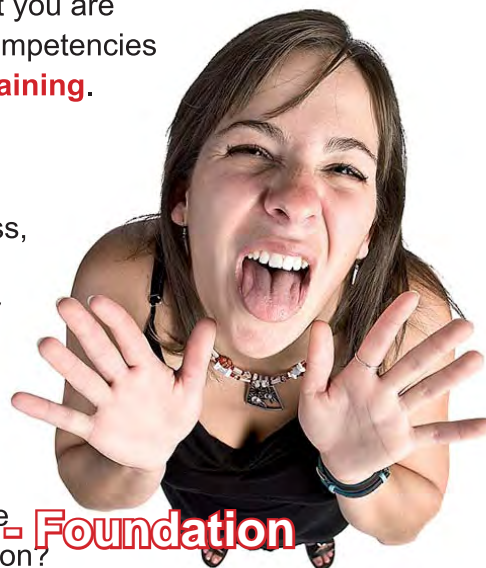
The idea is to build a career based on the things that you are naturally good at, while also developing skills and competencies through **lifelong learning** and **on** and **off-the-job training**.

#### Strengths and weaknesses

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

Are you socially bold and outgoing? Why not try sales and customer service? Are you quiet and analytical? Try research. Like destroying things? Demolition. A technological whiz? AV technician. Care too much; be a carer! Like being the centre of attention? Well be a performer! Can't shut up, try a call-centre. Can't sit still? Door-to-door sales. You get the picture!

The choices are yours, so don't underestimate your skills, and don't be surprised if what you might have been told are personality weaknesses may in fact be personality strengths.



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

#### Transferable skills

Transferable skills are all those **personal** and **social competencies** that you have developed in your everyday personal lives, educational lives and even in your social lives. You can use them to make yourself more employable. For example, someone who is naturally outgoing might make a good sales rep or front-of-house employee. Someone quiet and analytical might be a good bookkeeper or a technician.

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

You can build your transferable skills by performing work-related tasks while still in a school setting. These can then be developed into work-related skills and competencies. You can then explain how these skills can be transferable to a workplace situation just as you did with the job application and interview process.

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## Personal competencies

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

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

**Personal competencies** also reflect your personality and your **values**.

Different personality strengths suit different careers. You need to plan your **career pathway** to complement your personality strengths and weaknesses.



So what are you good at?

### Key personal competencies

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

### Key social competencies

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

## Social competencies

Social competencies describe your social skills and social situations.

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

Socialisation skills are extremely important in the workplace. Positive

**interpersonal relationships** are a key factor in whether you will develop a sense of job satisfaction and enjoy working. And happy workers are productive workers and are more likely to succeed in a **work setting**.



So how are your people skills?

## Reflection

You should reflect on your key personal and social competencies and how you might apply these in work-related situations. You should also honestly identify areas of weakness that might impact on your **employability** and develop an **action plan** to address these.

You should also be considering the appropriateness of different **work patterns** for you including **causal work**, **part-time** or **full-time**; or indeed a combination of these as part of a **portfolio career**.



## C Transferable skills



Outline your key personal and social competencies. For each one explain how you could transfer this to a work-related situation.

Personal Competency	Social Competency
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## Investigation and discussion

Read the descriptions of each of the multiple intelligences. Which sound like you and why? Which don't really sound like you, and why? What types of occupations might suit these multiple intelligences?

Go online and complete suitable MI surveys. Do your results match what you would've expected? Why so/why not?



## 5. Multiple intelligences

As workers you will have to deal with owners, managers, colleagues, customers, clients - all sorts of people on a daily basis! Working effectively with others and in teams is probably the most important employability skill needed for just about all occupations.

Professor Howard Gardner of Harvard University developed eight 'multiple intelligences' that also influence **emotional intelligence**. Gardner says that people have varied skills and abilities much different from 'the usual IQ'. Each of us is likely to have different levels of intelligence in each of these eight categories.

However, you must not just see yourself as being strong in only one category. Rather, you should reflect on your strengths across a range of co-related intelligences.

Multiple intelligences and emotional intelligence have become key considerations in developing workplace teams. So what are you good at?



## Multiple Intelligences

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Are you good at dealing with other people?

Are you good at managing yourself?

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#### Verbal-Linguistic

Are you good using words and languages?

#### Musical-Rhythmic

Are you good with music and sounds?

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#### Visual-Spatial

Are you good with shapes, patterns and drawing?

#### Naturalistic

Are you good in outdoor environments in the natural world?

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#### Bodily-Kinesthetic

Are you good at physical tasks using your body and hands?

#### Logical-Mathematical

Are you good at problem-solving, maths and using logic?

Image: Adapted from:  
tovovan/  
iStock/Thinkstock

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

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## What about me?

D



This activity requires you to reflect on and evaluate your various strengths and weaknesses so that you can develop an action plan to address your skills gaps.

1. Complete the Skills Audit. Add 10 industry-specific skills or competencies that match occupations in which you are interested. Circle your current skill level. Also circle what would likely be expected of an entry-level employee.
2. What are your key strengths? How can these be transferred to work situations?
3. What are your key weaknesses? What can you do to address these skills gaps?

My key strengths	Use in work-related situations

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My key weaknesses	Action plan - what should I do and by when?

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## 6. Achieving goals

Having goals and setting goals is one thing. Achieving those goals is an altogether different proposition. Goals must be realistic and achievable, and broken down into bite-sized objectives.

Also goals should be the 'right' goals; that is the right goals for you, and not someone else's goals or goals fed to you by media and reality TV!

Goal achievement is based on a mix of setting **SMART goals** and overcoming barriers to achievement. The SMART goals processes helps you to set out your goals and take steps to achieve them. Overcoming barriers is about proactively recognising your own skills gaps and then taking action to overcome these skills gaps.

### i. Goal-achievement: Personal barriers

An enterprising young job-seeker has to recognise their own personal strengths and weaknesses. This recognition process will assist you to turn pressures into opportunities.

You have been building skills and utilising your strengths throughout the year to improve your career pathways development.

However, no person arrives as a perfect package and lands their ideal job straight away. And all employees are certainly expected to keep developing and acquiring new skills over the course of their **career life cycle** as part of **lifelong learning**.

So it is important for you to reflect on any personal factors that might prevent you from achieving your goals. Then you need to identify actions you could take to overcome any barriers.

## Career and Enterprise 12 - Foundation Personal Factors

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my skills					my abilities
my rob readiness					my honesty
my resilience					my initiative
my health & fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	my maturity
my location	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	my experience
my reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	my loyalty
my values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	my confidence
my trustworthiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	my conscientiousness
my attitude					

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## Personal factors

E



1. Rate yourself using a scale (VL, L, M, H, VH) in each of these personal factors in relation to your preferred career pathway. Add some more of your own choosing.

<input type="checkbox"/> aptitudes	<input type="checkbox"/> maturity	<input type="checkbox"/> conscientiousness
<input type="checkbox"/> skills	<input type="checkbox"/> location	<input type="checkbox"/> attitude
<input type="checkbox"/> abilities	<input type="checkbox"/> experience	<input type="checkbox"/> _____
<input type="checkbox"/> job readiness	<input type="checkbox"/> reliability	<input type="checkbox"/> _____
<input type="checkbox"/> honesty	<input type="checkbox"/> loyalty	<input type="checkbox"/> _____
<input type="checkbox"/> resilience	<input type="checkbox"/> values	<input type="checkbox"/> _____
<input type="checkbox"/> initiative	<input type="checkbox"/> confidence	<input type="checkbox"/> _____
<input type="checkbox"/> health & fitness	<input type="checkbox"/> trustworthiness	<input type="checkbox"/> _____

2. Identify your key **personal strengths**. Explain why these are your strengths. Outline how you could apply these strengths to work-related situations.

My key strengths & why?	How can these be applied to work-related situations?

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3. Identify your key **personal barriers**. Explain why these are weaknesses for you. Outline action you could take to help deal with and overcome these barriers.

My key weaknesses & why?	What can I do to overcome these?

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## ii. Goal-achievement: Academic barriers

A person's academic level will determine the type of occupations available to them. Obviously, professional occupations require completion of a university qualification (and often higher qualifications too!). Many young people strive to achieve an ATAR that will get them entry into a their preferred course. However, almost half of all university students are adults returning to study later in life (although some already have a uni or TAFE qualification).

Many TAFE courses require applicants to have completed Year 12 and in some cases to have gained an ATAR score. However, many others will be selecting based on an applicant's completion and performance in relevant subjects, rather than a base score.

Other TAFE courses prefer Year 12 completion and/or relevant work experience. This shows maturity, resilience and the ability to accept responsibility. In these cases course selection officers are not really looking for academic achievement, but rather exposure and/or experience in the right areas.

Your academic strengths and weaknesses will influence your likely choice of career. And that is not always a bad thing! There is no point pursuing a dream for which you do not have the basic academic ability. Not everyone has the maths/science to be a doctor or an engineer, the commerce understanding to be an accountant or a merchant banker, or the academic biological and psychological skills to be a clinical psychologist or a registered nurse.

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## Academic factors

F



1. Rate yourself using a scale (VL, L, M, H, VH) in each of these academic factors in relation to your preferred career pathway. Add some more of your own choosing.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> learning style | <input type="checkbox"/> knowledge     | <input type="checkbox"/> persistence       |
| <input type="checkbox"/> strengths      | <input type="checkbox"/> study habits  | <input type="checkbox"/> conscientiousness |
| <input type="checkbox"/> weaknesses     | <input type="checkbox"/> maturity      | <input type="checkbox"/> commitment        |
| <input type="checkbox"/> subjects       | <input type="checkbox"/> skills        | <input type="checkbox"/> attitude          |
| <input type="checkbox"/> results        | <input type="checkbox"/> competencies  | <input type="checkbox"/> _____             |
| <input type="checkbox"/> literacy       | <input type="checkbox"/> enthusiasm    | <input type="checkbox"/> _____             |
| <input type="checkbox"/> numeracy       | <input type="checkbox"/> ICT skills    | <input type="checkbox"/> _____             |
| <input type="checkbox"/> VET training   | <input type="checkbox"/> concentration | <input type="checkbox"/> _____             |

2. Identify your key **academic strengths**. Explain why these are your strengths. Outline how you could apply these strengths to work-related situations.

My key strengths & why?	How can these be applied to work-related situations?

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3. Identify your key **academic barriers**. Explain why these are weaknesses for you. Outline action you could take to help deal with and overcome these barriers.

My key weaknesses & why?	What can I do to overcome these?

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### iii. Goal-achievement: Social and societal barriers

There are also many external factors that can create barriers to achievement. Broadly speaking we can split these into two categories.

- ⇒ **Social factors:** Which refer to your interaction with the broader world through your personal, social, community, education and work lives.
- ⇒ **Societal factors:** Which refer to external opportunities and threats occurring in the wider commercial world and throughout society that can prevent you from achieving your career goals.

It is important that you realise that you have control over your own social factors. The way that you choose to interact with the broader world is up to you. Your community engagement, willingness to work with others and acceptance of other cultures are products of your own **values**, **attitudes** and **behaviours**. These social factors are part of your own **locus of control**. Your willingness to interact and grow socially develops **social competencies** that you can transfer to work-related situations.

On the other hand, societal factors are generally outside your control. You cannot change economic conditions, broader work patterns, industry decline, technological growth, youth unemployment, training funding cuts and other **'big picture'** issues. But you can control how you react to these. And you can control what you do in response to these. You control how **proactive** you will be in dealing with these big picture barriers so as to turn these into **opportunities**. And that's because you are becoming an **enterprising** young job-seeker ready to make your mark on the world!



#### Key social factors Key societal factors

These relate to your involvement in varied external and community settings.

- ⇒ My work-related experiences.
- ⇒ My school-based experiences.
- ⇒ My community engagement.
- ⇒ My cultural engagement.
- ⇒ My cross-cultural skills.
- ⇒ My team-based skills.
- ⇒ My recreation team skills.
- ⇒ My friendship network.
- ⇒ My job-seeking network.
- ⇒ My peer group involvement.
- ⇒ My leadership activities.
- ⇒ My volunteering activities.
- ⇒ My community service activities.
- ⇒ My online involvement.
- ⇒ My geographical location.

These 'big picture' factors might impact on you; how you respond is up to you!

- ⇒ The strength of the economy.
- ⇒ The state of the global economy.
- ⇒ Industry growth and decline.
- ⇒ Emerging technologies.
- ⇒ Training and industry.
- ⇒ Training locations.
- ⇒ Youth unemployment.
- ⇒ Changing work patterns.
- ⇒ Environmental influences.
- ⇒ Government policy.
- ⇒ Availability of apprenticeships.
- ⇒ Skills shortages.
- ⇒ Global competition.
- ⇒ Cost of living independently.
- ⇒ Workplace flexibility.

## Social/societal factors

G



1. Explain the meaning of locus of control.

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2. Consider your key **social** strengths and weaknesses. Explain how each of your strengths can help you achieve your career goals. For each weaknesses describe actions you will need to take to make improvements.

My key strengths/how can these help?	My key weaknesses/what can I do?

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3. Consider relevant **societal factors** that might impact on your career goals. For each explain how it might place pressure on you achieving your career goals. Turn this pressure into an opportunity by discussing how it might actually help you to achieve your career goals.

Societal factors	Pressure on my career goals	Opportunity for my career goals
e.g. Youth unemployment	This is a pressure because higher levels of youth unemployment mean that there is more competition for entry level jobs which makes it harder for me.	This could be an opportunity because if I am motivated and experienced through volunteer work I will compare more favourably with other job-seekers.

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## 7. Overcoming barriers



You have just been invited to honestly reflect on personal, academic and social and societal **barriers** that might prevent you from achieving your goals. So how are you going to handle these barriers?

Essentially these barriers are **problems** that you need to identify and overcome. Dealing with these barriers will help assist you to make better decision to achieve your career pathways goals. One way to deal with these barriers is to use **problem-solving tools**. One such tool is the **What/how** problem-solving process.

### What/how problem-solving

One approach to problem-solving is to decide whether the problem is a '**what**' problem or if it is a '**how**' problem. This is a very useful first step when dealing with any problem. It can also be used together with other problem-solving tools and processes that your teacher might show you such as 'drilling-down'. Let's look at a work-related example so you can see how this approach works.



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#### A 'what' problem

- ⇒ A 'what' problem occurs when you don't know what to do to solve a problem.
- ⇒ This inability could be based on a lack of experience, lack of communication or just having to deal with something you have never encountered before.

For example, "A customer wants to return a computer, but it isn't booting, but I don't know what to do!" So, essentially, this is a problem based on not knowing what to do!

- ⇒ In response you could ask for help, or ask for advice on where to get help, or get trained, supervised or coached in how to solve the problem of 'what to do'.
- ⇒ In this example your manager might advise you to, "Document the issues that the customer is having, book the return in with the service centre then notify the customer of the date when it will be ready for pick-up."

#### A 'how' problem

- ⇒ A 'how' problem occurs when you know what to do, it's just that you don't really know how to go about solving the problem.

This could once again be due to a lack of experience, skills or knowledge. However, it might also be caused by barriers preventing you from coming up with solutions.

For example, "I know I have to document the customer's problem but I don't know which pro-forma to fill out."

- ⇒ So in this case this is a problem based on a lack of knowledge and skills. "I know what to do, it's just that I don't know how to do it."
- ⇒ In response to a 'how' problem you should ask yourself, "Why am I unable to do this?" Is your inability due to a lack of skills, time, commitment, budget, resources, support, permission; or a combination of these?

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## What/how problem-solving - Your career goals

Now what we are going to do is to apply the basic concepts of the **What/how process** to common barriers facing entry-level job-seekers.

Many people, including entry level-job-seekers such as yourself, find that they have skills gaps. **Skills gaps**, such as not having the right **qualifications** or not being able to demonstrate **experience** and therefore, **industry-specific skills**, make it hard to gain employment in occupations.

So if you are just starting out in the workforce, how could you be expected to have all the skills required for that occupation? Now that's a **barrier to entry** and it is a problem that needs to be overcome.

So essentially you know **what** the problem is.

*"I haven't got the necessary skills to gain employment."* That's a skills gap!

Honest reflection and analysis of your own situation means you know what the problem is. *"I have skills gaps."* And now you are also owning the problem. It's your responsibility. After all it's your career!

Now you just have to work out **how** to try and solve this problem. *"How am I going to overcome this barrier?"* That's the hard bit!

## Skill up

So **how** do you deal with this problem? One way is to **skill up** through relevant VET, TAFE and other training options. Achieving career pathways goals is a step-by-step process. Many of you are already undertaking training (step 1) a Certificate I or II. Undertaking a Certificate II (i.e. a Certificate II) can lead to a higher qualification (i.e. Certificate III). Or to put it another way, a pre-apprenticeship can help you skill up so as to improve your chances of getting an apprenticeship.

You can also do courses that are specific skills. These include first aid, RSA, working at heights, forklift license, language courses, software courses and others that might be relevant to your chosen career.

## Work placement

Another way to deal with this problem is to gain more industry-related experience. Undertaking work placements will enable you to build both your

**generic skills** which are relevant to a wide range of situations, as well as your **industry-specific skills**.

Now these don't have to be long, ongoing placements either. At this time of the year you might undertake a series of 2-day placements with three different employers. This will give you more insight into your chosen career. But of course you have to source these placements (by **networking** and **cold-canvassing**). You will also need to be prepared, including all relevant forms that need to be signed.

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## Volunteer/community work

Want to create a win:win? Then volunteer or do community service. Not only do you build and develop your skills, you are also helping others in your community. This also shows initiative, responsibility and leadership.

It is important that you take an enterprising approach to volunteering. You don't have to volunteer in areas directly related to your preferred career pathway. You can develop and transfer skills by taking a creative approach to volunteering and community participation.

For example, if you are interested in construction trades consider volunteering with an environmental group or animal rescue centre. Why? These community enterprises normally need practical work done, such as building mini structures, carrying out repairs and other general maintenance. What a great way to build your skills-sets!

If you are interested in ICT then volunteer with an aged-care facility. You can run workshops teaching residents how to use devices and tablets to keep in touch with their families or how to use eBay or social media. This really shows that you are interested in client service and support.

Interested in food and hospitality? Volunteer with a welfare agency that provides meals and support for locals. You'll get to hone your commercial cookery and/or client service skills.

These are just a few **enterprising** examples of how you can broaden your **skills-sets**, develop **experience**, build your **network** and get even more **referees** and contacts by being finding and doing volunteer and community work.

### Enterprise/personal development activity

Another way to deal with skills gaps is to plan, organise and run an enterprise activity or a personal development project or activity. The activity could be aligned with a volunteer or community service project or it could be a mini-business or school-based activity. Consider activities such as:

- ☺ skills training for younger students (may suit sport & recreation, admin, ICT, childcare, hospitality, community service)
- ☺ school and community luncheons and festive events (may suit hospitality, retail, community service, business)
- ☺ training, workshops, tutorials and coaching (may suit automotive, trades, sport and recreation, childcare, business, community service, ICT, creative arts)
- ☺ performing and visual arts events and workshops (may suit dance, art & craft, music, theatre, multimedia, film and video)
- ☺ one-off businesses (may suit retail, business, admin and any other discipline).

If you are interested in enterprise or personal development activities you are going to have to negotiate with your teacher and get approval from your school. If you do undertake these activities you will gain valuable team skills, planning, organising, budgeting, problem-solving, decision-making and communication skills that you can transfer to work-related situations. You will also hone your industry-specific skills depending on the nature of the activities that you do! So that's actually a win:win:win!

So now that you know how to help solve the problem of skills gaps it's up to you to take action. So what will you do?



## Dealing with skills gaps

H



1. Write a concise career goal that communicates and summarises your key career pathways goals. In your workbooks draw a timeline for achievement of these.

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2. Identify your key skills gaps that you need to address to make you more employable. Consider immediate gaps and longer-term gaps.
3. Identify suitable training, and explain how this can help address your skills gaps.
4. Describe a more enterprising way that you could help overcome the gap through work placements and/or volunteering and/or enterprise activities.

My skills gap	Training and how this will help	Other activities I could do
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## 8. Australian Apprenticeships

Australian apprenticeships are a form of structured **competency-based training** (CBT). They 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.

Australian apprentice's are paid a training wage while completing their apprenticeship based on their stage or year of completion.

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

### Apprenticeships

These are the traditional 'trades' and usually take between 36-48 months to complete depending on the occupation. They are usually awarded at certificate III level.

Trades exist in many diverse areas; carpentry through to cooking, electrical through to jockeys, mechanical through to millinery.

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

Apprenticeships are often highly competitive (such as with electrical apprenticeships) and applicants are advised to complete a pre-apprenticeship, or VET training whilst still at school.

### Traineeships

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 are specialised practical occupations that support trades. e.g. A windscreen fitter is a specialised trades assistant role but requires a lower level of training compared to a motor mechanic. This type of qualification can be a stepping-stone to achieving a longer-term career goal in an industry.

Many business services, retail, hospitality and community service occupations can also be entered by undertaking these 'traineeship' type of Australian Apprenticeships.

## Australian Apprenticeships

Australian Apprenticeships are available in more than 500 occupations. Main industries that offer apprenticeships and/or traineeships include the following.

- ⇒ Agriculture, horticulture and related industries
- ⇒ Automotive
- ⇒ Building and Construction
- ⇒ Business services
- ⇒ Finance services
- ⇒ Food
- ⇒ Hairdressing
- ⇒ Community services and health
- ⇒ Information technology
- ⇒ Light manufacturing
- ⇒ Local government
- ⇒ Metals & engineering
- ⇒ Printing
- ⇒ Process manufacturing
- ⇒ Property services
- ⇒ Public services
- ⇒ Seafood
- ⇒ Sport and recreation
- ⇒ Telecommunications
- ⇒ Transport and distribution
- ⇒ Utilities and energy.

[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)





## Australian Apprenticeships

I

Visit the Australian Apprenticeships Pathways site: [www.aajobpathways.com.au](http://www.aajobpathways.com.au)  
 Navigate around the site to find out the following information. Perhaps you could work in pairs.



Australian Apprenticeship Support Network	What is its role?	List some relevant details.
Registered Training Organisations	What is their role?	List some relevant details.
Group Training Organisations	What is their role?	List some relevant details.
Australian Apprenticeships job sites	List some relevant details.	
Australian Apprenticeship examples(s)	Job title:	Job description:
	Summary of training:	
	Availability information:	Search for a contact:
Practice aptitude quizzes	Try to find a relevant quiz and comment both on your performance and on the suitability of this quiz.	

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Summary of training:

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## Future Skills WA

It is a good time to be looking for an apprenticeship or traineeship in Western Australia, as the State government has launched its **Future Skills WA** program.

### State priority training courses

Future Skills WA has identified a list of more than 600 **State priority qualifications**. These are **occupations** in industries that the government has deemed to be vital to the future success of Western Australia. The government wants to encourage more people to achieve these qualifications so as to build the skills base of WA workers.

Future Skills WA guarantees a **subsidised training place** for eligible students enrolled in courses that are deemed State priority qualifications. This of course depends on whether a training place is available.

The Government has also guaranteed that it will not limit the number of training places it subsidises for these courses (unless there is an oversupply of completionists in particular areas of qualifications).

Under Future Skills WA, students decide the course they want to study. Students are guaranteed their training will be subsidised if:

- ☺ the course has been identified as a **State priority course**;
- ☺ a training provider such as a TAFE (**state training provider**), or an accredited and preferred **private training provider**, has a place available; and
- ☺ the student meets and satisfies the normal **entrance requirements**.

Eligible courses as part of Future Skills WA include:

- ✓ all **apprenticeships**
- ✓ most **traineeships**
- ✓ 150+ **priority industry qualifications** to train and qualify students for skilled occupations that are in high demand across the state, and
- ✓ two priority **foundation courses**, *Applied Vocational Study Skills* and *Underpinning Skills for Industry Qualifications*

[www.futureskillswa.wa.gov.au/about/Pages/default.aspx](http://www.futureskillswa.wa.gov.au/about/Pages/default.aspx)

### General industry training courses

The State Government also subsidises courses for other industry qualifications that fall outside of these State priority training courses.

However, these general industry training courses.

These courses might also be subject to different fees (i.e. higher fees) and different subsidy levels (i.e. lower subsidies).

And of course, because places are not guaranteed in these General industry training courses, they may harder to get into (i.e. more competition).

Image: Kuzma/  
iStock/Thinkstock



The time is right, so start looking!

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## 9. Finding an apprenticeship

There are a number of ways to source Australian Apprenticeships. Success of each really depends on your own personal circumstances. The following advice relates to you seeking opportunities related to your own preferred occupations and industry(ies).

### i. Networking

- ⇒ If you have undertaken work placement with an employer then ask them if they would be interested in taking you on as an apprentice or trainee when you finish school. Also ask them if they know of anyone else to approach.
- ⇒ Canvas local employers in your area to see if they might be looking for an apprentice or trainee. You will need to develop cold-canvassing tools as part of your IPP and EPP.
- ⇒ Put a call out through your job-seeking network. Develop an email with an EOI and your industry-focused CV. Create a concise social media post for your network to circulate among their own contacts asking if anyone is looking for an apprentice or trainee. Limit your personal details to name, phone and area only (not your address).

Image: Jacob Wackerhausen/  
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"We're waiting for you to get in touch!"



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Which is which?

J

Go online to determine if entry into the occupation is through an 'apprenticeship' or a 'traineeship'. Note down the normal time of completion and the training qualification. Add some more occupations that you might be interested in.

[www.careercentre.gov.au/Portals/0/occupationsA-Z.aspx](http://www.careercentre.gov.au/Portals/0/occupationsA-Z.aspx)

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<b>Plumber</b>	<b>Carpenter</b>	<b>IT technician</b>	<b>Auto electrician</b>
<b>Childcare worker</b>	<b>Plasterer</b>	<b>Administrative assistant</b>	<b>Gardener</b>
<b>Retail worker</b>	<b>Concrete</b>	<b>Chef</b>	<b>Legal admin. assistant</b>

## ii. Advertised vacancies

- ⇒ Most jobs are now advertised online, although local print papers sometimes do have ads for local apprenticeships and training opportunities.
- ⇒ Register with relevant jobsites and portals, upload any information such as your CV, and select occupations and industries in which you are interested so that you receive push notifications every day. Note: You might receive details of unrelated jobs if advertisers have used meta-tags such as 'apprenticeship' in their ad. So don't just let the 'internet' do the selecting for you, as that is a reactive approach!
- ⇒ Make sure that you also proactively search regularly - every day is ideal. Sometimes the wording of ads (or meta-tags) might mean that you miss out on being notified of any vacancies if you are just relying on a digital process to do your thinking for you.
- ⇒ Have the digital elements of your EPP ready to go as part of your Career Portfolio so that you can apply immediately.
- ⇒ Make sure that you use the government's [www.jobsearch.gov.au](http://www.jobsearch.gov.au) web portal, as many employers of choice use this site.
- ⇒ Gumtree is growing as a site for job ads. But personal safety must be your number one priority when using this site. You must get someone with experience to check out the credentials of the advertisers as they might be a scammer, or worse!



## iii. Organisations' websites

- ⇒ Many large employers have their own dedicated websites such as Careers, Human Resources or Working With Us.
- ⇒ Go through the process of registering. Upload all relevant e-elements of your Career Portfolio. Make sure you follow the process correctly as your ability to follow instructions is also a part of the screening process.
- ⇒ You might also have to undertake pre-selection testing, including some of those you were introduced on p.94. Your teacher might get you to try some online tests.

## iv. Australian Apprenticeship Support Network

- ⇒ AASN providers can help match you to potential employers including advice, job suitability matching, testing and other pre-employment support services
- ⇒ They will help you with the application process, including incentives and Trade Support Loans.
- ⇒ Perhaps you have already spoken with a potential employer who might like to take you on? Your AASN provider will assist you with the paperwork and getting your apprenticeship started.
- ⇒ Most members of the AASN, such as MEGT, also provide **group training** services. This means essentially that they employ you and then place you with host employers. They 'manage' your apprenticeship or traineeship. This can give the opportunity for you to access a wide variety of workplace experiences.
- ⇒ For more information, or to find an AASN provider in your area, call 13 38 73.



[www.australianapprenticeships.gov.au/australian-apprenticeship-support-network](http://www.australianapprenticeships.gov.au/australian-apprenticeship-support-network)



## v. Workforce Development Centres

- ⇒ Workforce Development Centres help all job-seekers to make informed education, training and career pathways choices.
- ⇒ The 10 main WDC's across WA located at 28 local sites can steer you in the right direction and help you find and make the next contact in searching for an apprenticeship or traineeship.

[www.dtwd.wa.gov.au/employeesandstudents/workforcedevelopmentcentres/pages/default.aspx](http://www.dtwd.wa.gov.au/employeesandstudents/workforcedevelopmentcentres/pages/default.aspx)

- ⇒ There is also career pathway support for indigenous Australians through the *Aboriginal Workforce Development Centre*.

[www.dtwd.wa.gov.au/AWDC](http://www.dtwd.wa.gov.au/AWDC)



## vi. jobactive

- ⇒ *jobactive* members are called *jobactive providers* and they are contracted by the government to assist unemployed people to access workforce opportunities including Australian Apprenticeships (if available).
- ⇒ Some providers specialise in remote jobs and disability support.
- ⇒ Start by contacting and/or registering with Centrelink. They will then put you in touch with your local or relevant provider.

[www.employment.gov.au/jobactive](http://www.employment.gov.au/jobactive)



## vii. Australian Defence Force

- ⇒ Just about every occupational role that exists in the civilian world also exists in the Australian Defence Forces in the Army, Navy and Airforce.
- ⇒ If you enlist you can complete a trade equivalent 'occupation' or a trainee equivalent 'occupation'. You can even do a gap year in the ADF!
- ⇒ Their website *Defence Jobs* is excellent, is easy to navigate and has fantastic videos and apps to guide you. If you think you might be cut out for a career in Australia's military then go to [www.defencejobs.gov.au](http://www.defencejobs.gov.au)

[www.defencejobs.gov.au](http://www.defencejobs.gov.au)



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R: Goodluz/iStock/Thinkstock

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Getting an apprenticeship or traineeship is really up to you being a proactive enterprising young job-seeker!





## K Australian Apprenticeships - Terminology



There is a lot of important terminology related to Australian Apprenticeships. For each of these terms explain the meaning of each. Also outline how this applies to your own future career choices. You might need to research online.



Term	Explanation	Relationship to my career
Apprenticeship		
Traineeship		
Group Training Organisation		
Registered Training Organisation		
Training contract		
Probation period		
Training wage		
Trade school		
Award		
Enterprise agreement		
Workplace assessor		
Living Away From Home Allowance		
Trade Support Loans		
Youth Allowance		
ASBAs		
other		
other		

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AASN provider	Address	email	Ph. 1	Ph. 2
MEGT	Unit 8, 141 Victoria Street Bunbury WA 6230	<a href="mailto:aasninfo@megt.com.au">aasninfo@megt.com.au</a>	136 348	08 9722 6900
AMA Apprenticeship & Traineeship Services	C/-Department of Commerce Offices, 37 Brookman Street Kalgoorlie WA 6430	<a href="mailto:amaats@amawa.com.au">amaats@amawa.com.au</a>	1800 808 568	08 9273 3042
Apprenticeship Support Australia	Mobile Office Full Time Broome WA 6725	<a href="mailto:info@apprenticeshipsupport.com.au">info@apprenticeshipsupport.com.au</a>	1300 363 831	08 9365 7400
BUSY At Work	235a Flores Road Geraldton WA 6530	<a href="mailto:busy@busyatwork.com.au">busy@busyatwork.com.au</a>	132879	(07)55854399
MEGT	Mobile Office Albany WA 6330	<a href="mailto:aasninfo@megt.com.au">aasninfo@megt.com.au</a>	13 63 48	13 63 48
MEGT	Goldfields Institute of Technology, 1st Floor, 34 Cheetham Street Kalgoorlie WA 6430	<a href="mailto:aasninfo@megt.com.au">aasninfo@megt.com.au</a>	136 348	0427 853 542
Apprenticeship Support Australia	Mobile Office Part Time Kununurra WA 6743	<a href="mailto:info@apprenticeshipsupport.com.au">info@apprenticeshipsupport.com.au</a>	1300 363 831	08 9365 7400
BUSY At Work	Corner of Loch St & Johnston St Derby WA 6728	<a href="mailto:busy@busyatwork.com.au">busy@busyatwork.com.au</a>	132879	(07)55854399
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Apprenticeship Support Australia	Mobile Office Full Time Northam WA 6401	<a href="mailto:info@apprenticeshipsupport.com.au">info@apprenticeshipsupport.com.au</a>	1300 363 831	08 9365 7400
Apprenticeship Support Australia	Unit 3, 4 Welcome Road Karratha WA 6714	<a href="mailto:info@apprenticeshipsupport.com.au">info@apprenticeshipsupport.com.au</a>	1300 363 831	08 9365 7400
BUSY At Work Job Futures	TAFE Pilbara Institute Dampier Road Karratha WA 6714	<a href="mailto:busy@busyatwork.com.au">busy@busyatwork.com.au</a>	132879	(07) 55854399
Apprenticeship Support Australia	Mobile Office Part Time Christmas Island WA 6798	<a href="mailto:info@apprenticeshipsupport.com.au">info@apprenticeshipsupport.com.au</a>	1300 363 831	08 9365 7400
AMA Apprenticeship & Traineeship Services	9 Craigie Street Bunbury WA 6230	<a href="mailto:amaats@amawa.com.au">amaats@amawa.com.au</a>	1800 808 568	08 9273 3042
AMA Apprenticeship & Traineeship Services	4 Walton Close Geraldton WA 6530	<a href="mailto:amaats@amawa.com.au">amaats@amawa.com.au</a>	1800 808 568	08 9273 3042
MEGT	Suite 2 Ground Floor, 190 Stirling Street Perth WA 6000	<a href="mailto:aasninfo@megt.com.au">aasninfo@megt.com.au</a>	136 348	08 9263 7888
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Apprenticeship Support Australia	Mobile Office Christmas Island WA 6798	<a href="mailto:info@apprenticeshipsupport.com.au">info@apprenticeshipsupport.com.au</a>	1300 363 831	08 9365 7400
AMA Apprenticeship & Traineeship Services	C/- Smith Court Street Geraldton WA 6530	<a href="mailto:amaats@amawa.com.au">amaats@amawa.com.au</a>	1800 808 568	08 9273 3042
AMA Apprenticeship & Traineeship Services	C/-Department of Commerce Offices, 37 Brookman Street Kalgoorlie WA 6430	<a href="mailto:amaats@amawa.com.au">amaats@amawa.com.au</a>	1800 808 568	08 9273 3042
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AMA Apprenticeship & Traineeship Services	C/- Small Business Centre - Peel, 59 Reserve Drive Mandurah WA 6210	<a href="mailto:amaats@amawa.com.au">amaats@amawa.com.au</a>	1800 808 568	08 9273 3042
AMA Apprenticeship & Traineeship Services	Unit 1, 111 Myer Street Albany WA 6330	<a href="mailto:amaats@amawa.com.au">amaats@amawa.com.au</a>	1800 808 568	08 9273 3042
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Apprenticeship Support Australia	Mobile Office Full Time Northam WA 6401	<a href="mailto:info@apprenticeshipsupport.com.au">info@apprenticeshipsupport.com.au</a>	1300 363 831	08 9365 7400
Apprenticeship Support Australia	111 Myer Street Albany WA 6330	<a href="mailto:amaats@amawa.com.au">amaats@amawa.com.au</a>	1300 363 831	08 9365 7400
BUSY At Work	5 Barker Road Albany WA 6331	<a href="mailto:busy@busyatwork.com.au">busy@busyatwork.com.au</a>	132879	(07)55854399
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Apprenticeship Support Australia	291 York Street Albany WA 6330	<a href="mailto:info@apprenticeshipsupport.com.au">info@apprenticeshipsupport.com.au</a>	1300 363 831	08 9635 7400
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MEGT	Room 407 Pilbara Institute Karratha Campus, Dampier Road Karratha WA 6714	<a href="mailto:aasninfo@megt.com.au">aasninfo@megt.com.au</a>	136 348	0438 918 461
AMA Apprenticeship & Traineeship Services	C/-Directions Offices, 133 Fitzgerald Street Northam WA 6401	<a href="mailto:amaats@amawa.com.au">amaats@amawa.com.au</a>	1800 808 568	08 9273 3042
AMA Apprenticeship & Traineeship Services	2/3 Short Street Broome WA 6725	<a href="mailto:amaats@amawa.com.au">amaats@amawa.com.au</a>	1800 808 568	08 9273 3042
BUSY At Work Job Futures	TAFE Pilbara Institute Dampier Road Karratha WA 6714	<a href="mailto:busy@busyatwork.com.au">busy@busyatwork.com.au</a>	132879	(07) 55854399

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## 10. Applying for courses

So far you have investigated the process for finding and applying for Australian Apprenticeships. These might be an ideal way for some of you to gain entry-level employment and undertake both on-the-job and off-the-job training.

However, some of you might be looking to build a career pathway in an occupation or industry not usually entered by an Australian Apprenticeship.

Alternatively, you might wish to undertake vocational training first, gain your qualification and then look for a job. In these cases you are going to have to source suitable training opportunities from either **TAFE** (State Training Providers) or from accredited **private training providers**.

### TAFE (State training providers)

As at 2016 there was a network of five TAFE colleges managing 70 campus locations across Western Australia. With a long history of successful training they offer 1000's of courses. The main portal is at: [www.tafechoices.com](http://www.tafechoices.com)

- ⇒ North Metropolitan TAFE [www.northmetrotafe.wa.edu.au](http://www.northmetrotafe.wa.edu.au)
- ⇒ South Metropolitan TAFE [www.southmetrotafe.wa.edu.au](http://www.southmetrotafe.wa.edu.au)
- ⇒ Central Regional TAFE [www.centralregionaltafe.wa.edu.au](http://www.centralregionaltafe.wa.edu.au)
- ⇒ South Regional TAFE [www.southregionaltafe.wa.edu.au](http://www.southregionaltafe.wa.edu.au)
- ⇒ North Regional TAFE [www.northregionaltafe.wa.edu.au](http://www.northregionaltafe.wa.edu.au)



### Private training providers

Western Australia also has more than 1000 private training providers that deliver nationally recognised qualifications.

When you apply to a private training provider you have to apply directly to them, meeting their own application dates and entrance requirements.

Private training providers determine the own fees and charges for courses and many of these fees are higher than TAFE courses.

However, there are a range of courses offered by private training providers that are heavily government subsidised. These are the courses for occupations and industries that have been recognised as **priority industry areas**. These include apprenticeships, some traineeships and other vocational courses (State priority courses at Certificate II to IV) identified as **priority industry areas**.

In addition to their full-fee paying courses, some private providers also offer courses that do receive a relatively higher percentage of government subsidy because these have been recognised as important for the state's future as **general industry training** courses.

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

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

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## TAFE: Application process

To apply for courses offered by State Training Provider TAFE's you need to submit an application directly to the TAFE institution.

You can lodge your application online, in person or via mail. There is a mid-year process and an end-of year process.

There are no charges for applying for a course. But obviously there are charges for doing a course if you are accepted.

Throughout this year you have been investigating career pathways options. So before you take this final step to apply for TAFE you should have done the following.

- ☐ Researched occupations and/or industries that match your career pathway preferences.
- ☐ Identified suitable courses that will give you the qualifications needed to enter this occupation.
- ☐ Considered the course delivery mode (i.e. face-to-face, online, part-time, full-time) course length and course fees (including any concession subsidies and fee caps).
- ☐ Satisfied or be able to meet entrance requirements such as minimum achievement levels in English and Maths, and for some courses other relevant section criteria.
- ☐ Noted the application dates and the closing dates.
- ☐ Located relevant TAFE campus locations at which you can undertake the course. Take into account any other factors when choosing a course.
- ☐ Lodged an enquiry to find out more about a course.
- ☐ Visited an information session about the course.
- ☐ Prepared your Career Portfolio materials that may be required to support your application. This includes written reference.
- ☐ Registered to get a Unique Student Identifier (if you haven't already got one).
- ☐ Met with your Careers Advisor or a career mentor to get assistance with application.
- ☐ Completed a dummy application in class or with a Careers Advisor.
- ☐ Had your application and all other documents checked.

If you can tick all of these boxes, then you might be ready to apply!

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moodboard/Thinkstock



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## TAFE: Pre-application

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



Step	Requirements	Action/Outcome
Research occupations and/or industries.		
Identify suitable courses.		
Consider the course length.		
Consider the course delivery mode.		
Consider the course fees.		
Identify and meet entrance requirements.		
Note application date	<p>Career and Enterprise 12 - Foundation</p> <p>For preview purposes only</p> <p>Do not copy</p> <p>Book to be published July 2016</p> <p>e-version master also will be available</p>	
Locate relevant TAFE campuses.		
Lodge course enquiry/visit information session.		
Prepare your Career Portfolio.		
Register for a Unique Student Identifier.		
Meet with your Careers Advisor/mentor for advice.		
Complete a dummy application form		
Have your application and materials checked.		
other		
other		

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→ written references (so you must have them organised and written by your referees well in advance!).

Referees will be honest and will not tell fibs as their personal reputation and good standing is on the line. **Referees will also be available** for you to ask questions beforehand, have asked their permission and have chosen wisely. Choose those who are able to give real positive examples about you.

Note any important information and feedback in your workbooks.

## 12. 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.

However, 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 II-IV courses are heavily subsidised. There are also concessional tuition rates that apply to some students.

All students will need to pay **tuition fees, resource fees** and will be expected to purchase other course **support materials** (such as textbooks, equipment, etc.).

**Tuition fees** are calculated by:

$$\begin{array}{ccc} \text{the course fee rate} & \times & \text{the nominal hours to complete the units of study} \\ \text{(for a particular course)} & & \text{(based on an average student expectation)} \end{array}$$

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

Eligible students (with an eligible concession card) who enrol in state-subsidised certificate I-IV courses may be eligible for a concessional rate of 50% off their tuition fees. There are no concessional rates available for resource fees.

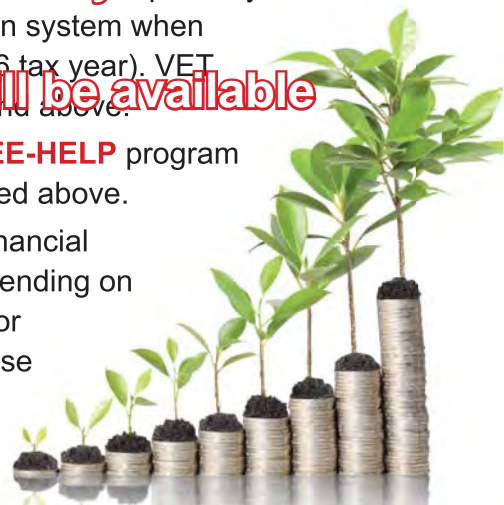
### Payment options

When enrolling you can choose from these payment options.

- Pay the **full amount** of fees and charges **up front** yourself.
- 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.
- Enter into a legally binding agreement to pay your fees using regular **smaller instalments** over a longer timeframe.
- Defer **all payment** by using the Government's **VET FEE-HELP** program (provided that you and the course provider are eligible). VET FEE-HELP attracts a 20% loan fee. You can voluntarily repay this at any time and get a bonus 10% if you pay \$1000 or more. You are only required to repay your loan through the taxation system when your annual income exceeds \$54,126 (2015/16 tax year). VET FEE-HELP applies for Certificate IV courses and above.
- Defer **part** of your **payments** by using **VET FEE-HELP** program and then repay according to the conditions listed above.

In special circumstances you might qualify for a financial hardship fee waiver of all or part of your fees, depending on your own personal circumstances, family income or other significant factors. Your Career and Enterprise Teacher, Careers Advisor and the course provider themselves can help you and give you more information on your eligibility requirements.

Image: enphumi/  
iStock/Thinkstock



**Invest in your future, but do it wisely!  
Ask for advice and assistance.**

## ○ Action plan



Now it is time to develop a step-by-step action plan to achieve your career goal for next year and beyond.

1. Identify your goal and list all the steps you will need to take to achieve this.
2. For each step outline what you are required to do (e.g. application, get experience, ask your network, etc.) and the date by which it is required.
3. List the IPP/EPP requirements related to this as part of your career portfolio.
4. Finally, record the date and tick-off when each step is completed.

**My goal:**

[illegible]





## AT2 Planning a Career



### Career Portfolio/IPP

For this assessment task you are required to:

- ☐ establish a career pathway goal(s)
- ☐ actively investigate career pathways opportunities
- ☐ identify your own strengths and weaknesses at this stage of your career pathways development
- ☐ investigate suitable training options to suit your career pathways goal
- ☐ investigate potential employment opportunities to suit your career pathways goal
- ☐ utilise these strategies to update and refine your IPP and EPP as part of your Career Portfolio to access entry-level employment and training options.

Using a format negotiated with your teacher, complete the appropriate tasks as directed. Your teacher might add other tasks.



#### Part A: My career

- i. Identify and describe your **career pathway goal(s)**. Develop a timeline to show these.
- ii. Investigate and discuss the **actions to achieve these goals** including employment, training and other potential options, and/or a combination of these.
- iii. Outline your key **strengths** and **weaknesses** (such as skills gaps) and other relevant **barriers** that are likely to impact on your ability to achieve your goal(s).

#### Part B: My future

- i. Identify and explain the most appropriate **specific actions** you will need to undertake in order to **achieve your career goal(s)**.
- ii. Source and discuss **specific training and employment options** that can enable you to achieve your career goal(s).
- iii. Update and refine your **IPP/EPP** as part of your **Career Portfolio** to enable you to be ready to apply for these opportunities.
- iv. Undertake the **application process** associated with entry into these training and/or employment opportunities.

#### Note:

Record any other information below and opposite on the planner, with important information such as report format, due dates, word length, use of images and multimedia and others.

Other tasks and important information

## Assessment Task 2 - Planning a Career

Name:

Tasks	Re-quired	Due by	Done	Teacher
<b>Part A: My career</b>				
⇒ Negotiate a suitable report format.	✓			
i Identify and describe your career pathway goal.	✓			
Develop a career pathway goal timeline.	✓			
ii Investigate and discuss actions to achieve this goal.	✓			
Discuss relevant options of employment and/or training.	✓			
iii Outline key strengths.	✓			
Outline potential barriers/weaknesses.	✓			
⇒ Present drafts to your teacher for checking.				
<b>Part B: My future</b>				
i Identify and explain specific actions to achieve goal.	✓			
ii Source and discuss suitability of training options.	✓			
Source and discuss suitability of employment options.	✓			
iii Update and refine IPP/EPP.	✓			
Collate all relevant documents in Career Portfolio.	✓			
iv Undertake appropriate application process(es).	✓			
⇒ Present drafts to your teacher for checking.	✓			
<b>Preparing your report</b>				
⇒ Finalise your information and incorporate feedback				
⇒ Prepare/submit final written report in suitable format.	✓			
⇒ Give presentation report to the class (if required).				

Additional information:

planning  
a career

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## Individual Pathways Portfolio Audit

Use this pro-forma to record all the important elements of your IPP and EPP that you need to have completed. Tick whether a hard copy or e-file (or both) are required. Record due dates and dates of completion. Add specific information to each section.

Individual Pathways Portfolio Audit				
Name:	hard copy	e-file	Due date	Date done
<b>A: My résumé</b>				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B: My job-seeking skills</b>				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C: My work-related experience</b>				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d: My network</b>				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e: My supporting documents</b>				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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