

New Career and Enterprise resources for 2016

New
resources
for 2016

WACE Career and Enterprise and Workplace Learning programs

I am actively working towards producing specific resources for WACE Career and Enterprise courses for 2016 with CAE General 11 almost finalised and CAE General12/ATAR 11 well underway.

Available for 2016

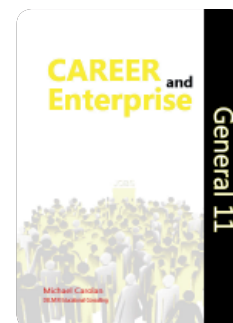
• Career and Enterprise: CAE - General 11

Full colour text/workbook. Approx. 310 pp. Price \$52 (ISBN: 978-1-925172-25-6)

Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.

Will be going to print later in November. e-version finalised late November. Interim files available.

See website for previews of the entire resource.



• Career and Enterprise: CAE - General 12/ATAR11

Full colour text/workbook. Approx. 320 pp. Price \$55 (ISBN: 978-1-925172-26-3)

Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.

Will be going to print later in December. e-version finalised January. Interim files available.

See website for previews of Sections 1-5 (Unit 3/Unit 1).



Released in 2015

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇒ **Personal Development Activity Planner: Introductory** & **Personal Development Project Planner: Advanced** colour-coded PDS project planning guides.
- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements). Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)
Industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.

Feel free to contact me to discuss which resource sets might be best suited for your teaching program.

Current resource list: 2015 into 2016

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

- >> Career Pathways
- >> Work Experience Journal
- >> Work Placement Journal (new in term 2, 2015)
- >> Personal Development Activity Planner: Introductory (new in term 2, 2015)
- >> Personal Development Project Planner: Advanced (new in term 2, 2015)

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

- >> Community Services Foundation (new in term 2, 2015)
- >> Community Services Intermediate (new in term 2, 2015)
- >> 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 (revised for 2016)
- >> I&E 3&4: Towards an Enterprising Australia 3ed

VCAL and Applied Learning (Master sets also available)

- ** Literacy - Intermediate 3ed Workbook/text and Activities Portfolio booklet (revised for 2016) !!!also new e-version!!!
- ** Literacy - Senior Workbook/text and Activities Portfolio booklet (new for 2016) !!!also new e-version!!!
- >> Numeracy - Intermediate Workbook/text and Activities Portfolio booklet (new in term 1, 2015)
- ** Numeracy - Senior Workbook/text and Activities Portfolio booklet (new for 2016)
- ** Personal Development - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- ** Personal Development - Senior 2ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Foundation Workbook/text and Activities Portfolio booklet
- ** Work Related Skills - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Senior 2ed Workbook/text and Activities Portfolio booklet

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

- ** Career and Enterprise General 11
- ** Career and Enterprise General 12/ATAR 11

DELIVER Educational Consulting

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Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

Order form: Current from Term 4, 2015 (Note: All prices are GST inc.)

WACE: Career and Enterprise (exp. Dec 2015)	Printed text	e-version master	Total
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
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	_____

Industry and Enterprise	Printed text	e-version master	Total
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	_____

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

VCAL/ Applied Learning Resource Sets	Printed text/workbook	Printed activities book	CD Master text/workbook	CD Master activities book	Combined CD master sets	or license with master e-version
Literacy - Intermediate 3ed. (pre-order for 2016) 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior (pre-order for 2016)) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior (pre-order for 2016) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
Totals	_____	_____	_____	_____	_____	_____

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CAREER and Enterprise

Career and Enterprise - General 11

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- MCEECDYA, 2010 The Australian Blueprint for Career Development, prepared by Miles Morgan Australia, Commonwealth of Australia, Canberra. Available at: www.blueprint.edu.au

Disclaimer: All material is provided in good faith but it is the responsibility of students and teachers to check current and appropriate guidelines, assessment information and publications.

General 11

Career and Enterprise: Unit 2

Welcome to the second stage of your studies of Career and Enterprise.

As you have experienced, this resource, Career and Enterprise - General 11 has been developed to support you in becoming a more enterprising young worker as part of your career pathways development.

In this second unit you will examine how to apply your own enterprising behaviours, investigate career pathway options, add to and refine your career portfolio through your IPP and EPP, investigate a range of issues that influence workplace effectiveness and complete a WHS induction program while investigating the requirements of being a safe young worker.

To make best use of this resource you should:

- ✓ engage in class discussion about the issues and advice that you are studying
- ✓ reflect on how you can take advantage of what you are learning to enhance your own career pathways choices
- ✓ apply and modify enterprising strategies to enhance your own career pathways development
- ✓ continue to participate in varied workplace learning, volunteer and community placements
- ✓ build your generic work skills and industry-specific skills through ongoing training and workplace learning
- ✓ apply what you are learning in the classroom to work-related situations, as well as using your work-related experiences to complete school-based tasks.

Once again you should seek advice, support, feedback and help from people from your career network. So now that you are well into your journey, let's work together to get the most out of your experiences.

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H IPP Audit	223	<input type="checkbox"/>	
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job-seeking
skills

Comments:

Introduction: Job-Seeking Skills

In this section of Unit 2 you will explore job-seeking skills related to preparing for success in job interviews. You will also revisit your IPP and EPP and make sure that they are up to date.

You will learn about strategies to help you prepare for job interviews as well as techniques that will enable you to develop better responses to common and likely interview questions.

The unit culminates in an assessment task requiring you to apply these techniques to either a mock or real job interview process.

An enterprising approach to developing your career competencies will assist you to proactively demonstrate each of these six capabilities.

- ✓ **Entrepreneurial behaviours** by reflecting on your own skills and abilities.
- ✓ **Learning to learn** by investigating and applying job interview techniques.
- ✓ **Career development and management** by refining your IPP and EPP.
- ✓ **Work skills** by improving your communication in interview situations.
- ✓ Understanding of **the nature of work** by investigating personal abilities, skills, competencies, qualifications and experience sought by potential employers.
- ✓ **Gaining and keeping work** by developing techniques to help you succeed in an interview situation.

What about you?

To successfully complete this unit you will be required to achieve the following.

1. Demonstrate an understanding of key terminology and concepts through your ongoing completion of a glossary.
2. Actively participate in class discussion.
3. Apply what you have learned to your own career pathway investigations.
4. Complete and submit ongoing activities as directed by your teacher.
5. Complete an assessment task involving participation in a job interview process as part of your own Individual Pathways Portfolio.
6. Undertake self-assessment at the end of this unit.



Your IPP & EPP: Job-Seeking Skills

Tasks you will be required to complete for your IPP and EPP include the following.

- ☐ Evaluate different job interview formats.
- ☐ Prepare for job interview situations.
- ☐ Seek advice about how to prepare for job interviews.
- ☐ Prepare likely job interview questions and answers.
- ☐ Apply for a position and participate in a simulated or real interview process.
- ☐ Prepare specific job interview answers for your own likely interview opportunities.
- ☐ Complete an IPP audit.

Your teacher will give you more direction on your IPP and EPP requirements as part of your career portfolio throughout the unit.

1. Under the microscope

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

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



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So, how are you going to get a job over these well-qualified, experienced and glamorous competitors? Well, you have got to be prepared for every likely possible question that may be asked! This will help you to build and maintain a positive job-seeking self-image.

That means anticipating the kinds of questions that are commonly asked in interviews, as well as those that are specific to the particular workplace and position that you are applying for. This requires research and preparation. And of course an alignment with your own career profile or statement.

As part of your preparation you should make a list of potential questions and make notes about possible answers. What would you ask a young person if you were interviewing them for a job in an enterprise you were running? Do you think that these are the types of questions you are likely to be asked?

So if you've never had an interview before, ask an adult mentor from your network, maybe one in the industry you are preparing to enter; or your Careers Coordinator, for some ideas. Then you need to check that your answers are good ones. You should also welcome the opportunity to do a 'mock' or practice interview.

The topics in this section are aimed at assisting you to become more prepared, more confident and better able to both anticipate and answer interview questions. And then it's time to put this into practice at the end of the unit by being interviewed. So let's get started.

Common interview questions

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

2. 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.
- ⇒ If you are interviewing for a position some distance away you might have to use ICT or Skype for your interview.



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ii. Panel interviews

- ⇒ Many higher-level positions, large organisations and government positions 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.



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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 new high-profile business.
- ⇒ A group interview situation highlights your ability to work with others.



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Interview formats

A

- a. Complete this table in relation to the 3 different formats for interviews.
- b. Consider good points and advantages of this format for you and also potential challenges that you might face being interviewed in these different formats.

	One-to-one	Panel	Group
Who is involved?			
Which type of position?			
Good points for me?			
Challenges for me?			

3. 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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i. Prepare thyself!

- ⇒ Find out about the organisation, what they do, their products, their history, etc..
- ⇒ Find out where you need to go, how long it will take to get there, any parking & 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 IPP and offer to leave a folio of these.

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 all accessories for the interview. No sunnies, hoodies, hats and 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.
- ⇒ 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.

Preparing for interviews

B

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



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

4. Interview advice

Becoming good at interviews relies on good advice and practise. You will practise later, for now here's some very good advice!

C Interview advice



1. Read the article and prepare a list of short, top 10 tips for young people outlining job interview advice.
2. Compare your lists with other class members and then compile a class master list.

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

Interview advice

You

As you have seen, 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 workers might wear. 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. Shorts might be acceptable 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 interviewing you. 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 are their 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.

When in the interview sit upright, 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 listening.

Role

Before you attend your interview you must be able to answer questions and give 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 organisations generally. A good tip is to consider those general skills from earlier in the unit, or information from My Future or The Job Guide. How might you use any or all of these skills in this position?

You also need to be able to demonstrate any specific requirements that might relate to this job as part of this organisation. So you need to know what some of the responsibilities are of this position and then be able to relate them 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 fulfil all of these 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.

Ask

You will be expected to ask questions. Always ask at least one question. A good standard question you might ask is: "What opportunities could I get 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 good question is:

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

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

5. Interview questions

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

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.



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You will also be quizzed on your suitability

for the specific job. For these questions you really need to have demonstrable examples that enable you to provide suitable answers. Questions related to the specific role may focus on your:

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

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

General scenarios

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

Specific scenarios:

- ✓ *"We have to give customers a full explanation of our mobile plans. How would you go about this for a customer who speaks little English?"*
- ✓ *"After training we expect workers to take responsibility for reporting 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?"*

Interview questions

D



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

In pairs develop a list of 10 potential interview questions (that cover all 4 types of questions from p.216) 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, and
- a young person looking to leave school if they can start their career through an Australian Apprenticeship (or traineeship).

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

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6. Addressing interview questions

i. Don't just say it, SAO it

When faced with questions in an interview, interviewees often go blank. 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 the **SAO technique**. This 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**.

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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(s) of what you did and how you did this. Also identify 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."



3. Outcome

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

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."



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 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 related to the question.



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

Interviewee:

Situation: "Although I haven't had specific team experience in a cafe 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

E

In your own words explain the difference between **situation**, **action** and **advice**.

Outline how the SAO technique might help you prepare better interview responses.



ii. Can you STAR?

The **STAR technique** is another method for answering job interview questions. The STAR technique is more suitable for jobs that require you to communicate a proven ability to demonstrate how you've have achieved specific tasks and competencies in work-related situations. Given this, it 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/
Wavebreakmedia Ltd/
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?

7. Selection criteria

Many jobs require applicants to describe their personal qualities and abilities, skills, competencies, experience and qualifications according to a set of **selection criteria**.

Selection criteria are a pre-selection tool that require applicants to provide more information than what is contained on their resume. Essentially applicants are being asked to 'prove' what they are saying on their CV. The 'answers' help show the likelihood of an applicant's ability to fulfill the requirements of the specific job.

It is much more likely that you will encounter selection criteria for higher-level career-focused positions. Selection criteria are also increasingly being used because of the switch to online applications. Many e-applicants apply widely attaching their CVs. Selection criteria enable employers to 'cull' prospective applicants more quickly so as to quickly eliminate serial applicants who are not suited to that job.

In reality, very few entry-level positions will require you to complete selection criteria. But if you do encounter selection criteria at this stage of your career pathways development the best advice is to make an appointment with your Careers Coordinator to get them to help you apply either the SAO or STAR technique for selection criteria.

Selection criteria

Some common examples of selection criteria include:

- ⇒ ability to communicate effectively
- ⇒ experience working as part of a team
- ⇒ demonstrable industry-related experience
- ⇒ skills in the use of work-related technologies and devices
- ⇒ well-developed customer/client service skills
- ⇒ management or leadership experience.

Interview answers

F



- 1. Use the SAO technique to develop answers for these potential interview questions.
- 2. Also make sure that you choose a potential 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.
S:
A:
O:
Q. Tell us of how you had to, or might have to, use initiative in the workplace.
S:
A:
O:

job-seeking skills

G Go for it



1. Find an example of a real job advertisement for a position that you are interested in applying for either now, or as part of your future career pathway. Complete the following tasks

Job title:
Organisation/industry details:
Summary of role:
Applicant requirements:
Other information:

2. Develop likely questions and provide suitable answers related to your own situation (or potential situation for a future career opportunity).

i	
ii	
iii	
iv	
v	
vi.	

3. Participate in a mock interview situation, video this and get feedback. If the role suits, make sure your IPP and EPP is up to date and apply. It's good practise!



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 and then record due dates and dates of final completion. Add specific information to each section.

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

For preview
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Do not copy

Summary: Job-Seeking Skills

In a **job interview**, you are competing against a lot of other good applicants. So you have got to be prepared for possible questions that may be asked. These include questions that are commonly asked in interviews, as well as those that are specific to the particular workplace and position. So you should make a list of **potential questions** and possible answers. Ask advice from an **adult mentor** from your **network** or your Careers Coordinator and try to participate in a **practice interview**.

Organisations are selective about who they interview so if you get an interview you are in with a good shot. The employer might think that you are able to do the job; but there might be someone else who is more skilled and better suited for the position or the organisation's **workplace culture**.

The type of interview may take different forms depending on the job. Three main types of interviews are: **one-to-one** interviews, **panel** interviews and **group** interviews.

In interviews you have to be confident and sell yourself. Employers want to see if your personality suits their organisation and if you will be able to work effectively with their other staff. You can do better at interviews by focusing on your **preparation, presentation, personality, 'selling' yourself** and by **reflecting** on the experience.

In interview situations you will be asked to answer a series of questions about you, your work-related experiences 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 and future **career goals**.

You will also be quizzed on your suitability for the **specific job**. Once again you need examples. Questions related to the specific role might focus on: your **generic** and **specific work-related skills**, experiences and **work-related training**, your **knowledge** of the tasks, requirements and responsibilities of the job, your **interest** and **enthusiasm** for the role, your **understanding** of the **organisation**, your ability to work as part of an **effective team** and your willingness to undertake **further training** and professional growth. You may even be asked to provide examples that relate to common general or specific **work-related scenarios** faced by workers in that role.

When addressing interview questions you can adopt the **SAO technique**. This 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.

- 1. Situation:** Describe a task of situation where you demonstrated competencies and skills.
- 2. Action:** Give examples of what you did and how you did this and resources used.
- 3. Outcome:** Explain the outcome, whether it was successful and why or why not; and how you would improve.

The **STAR technique** is similar to SAO but is more suitable for jobs that require you to demonstrate a **proven ability** to achieve specific tasks and competencies in work-related situations.

Selection criteria are a pre-selection tool that require applicants to provide more information than what is contained on their resume. You're more likely to encounter selection criteria for **higher-level**, career-focused positions.

1

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.

[illegible]

AT3 Performance: Job Interview Process



Job Interviews

For this assessment task you are required to participate in a job interview process. This might be a real process related to your own career, or a simulated process organised by your teacher and school.

To successfully complete this task you will be required to prepare effectively, participate successfully and review appropriately. Tasks related to each of these are outlined below. Your teacher might add other tasks.

Consider filming the interviews as part of a feedback process. This can be very instructive in relation to non-verbal communication and body language. Your teacher or your interviewer might use the feedback pro-forma on p.226; or perhaps your class can develop its own. Also consider playing the role of both interviewee and interviewer.

Interview preparation

- i. Outline the differences between different **job interview formats**. Explain which might **suit you** and why?
- ii. 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.
- iii. Research and summarise **job interview advice** and/or get advice from a **career mentor**.
- iv. Develop **likely job interview questions** and **potential answers**.

Interview participation

- i. Participate in a **real** or **simulated job interview process**.
- ii. (Consider taking turns as both an interviewee and an interviewer).

Interview review

- i. Obtain **feedback** and **reflect** on your performance in the interview.
- ii. Develop **self-improvement strategies** based on this feedback.

Other tasks and important information

Job Interview Pro-forma

Applicant: _____

Position: _____

Organisation: _____

Interviewed by: _____ Position: _____

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

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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Self Assessment Pro-Forma

Which work skills did I develop during this unit?

→ _____

→ _____

Which tasks did I perform best at during this unit?

→ _____

→ _____

Which tasks did I most enjoy doing and why?

→ _____

→ _____

Which tasks (if any) did I least enjoy doing and why?

→ _____

→ _____

How did I demonstrate career management competencies?

→ _____

→ _____

→ _____

→ _____

Which areas should I focus on improving?

→ _____

→ _____

Signed: _____ Date: _____

Teacher initials: _____ Date: _____