



Tool Box Activities

2023 VME Mentoring Matters Program

Inner Northern LLEN
Version 3



Introduction

This Tool Box includes a range of activities that can be used either in preparation for, or during mentoring sessions. Each activity includes some key information on the topic, some questions for students and mentors to work through either individually or as a group, and links to any further reading that might be worth exploring.

As students are all at different stages in their work readiness preparation, not all activities may be utilised during mentoring sessions. Teachers will provide direction for each of the sessions as well as any documentation required. However, mentors are encouraged to familiarise themselves with the content of this Tool Box, exploring the practical tips and links to build skills and confidence.

Program and Tools Summary

Section	Session	Description	Suggested Tool Box Activities	Page
One Introductions and Career Planning	1	Introductions & Survey <ul style="list-style-type: none"> • Introduction to the program and the mentors • Getting to know you activities • Student baseline data collected 	<ul style="list-style-type: none"> • Ice Breakers 	4
	2	Career Plans & Goal Setting <ul style="list-style-type: none"> • Getting to know you and your mentor activities • Students share & discuss their Career Action Plans (CAPs) <ul style="list-style-type: none"> ○ aspirations, current career choice and goals • Discuss and begin planning for the week 10 presentation 	<ul style="list-style-type: none"> • Ice Breakers • Goal Setting • Presentation Project Planning 	4 5 13
	3	Career Planning & Transferable Skills <ul style="list-style-type: none"> • <i>Incursion/Group discussion: Introduce concepts of career planning</i> • Exploring your personality type and highlighting your skills and strengths • Discussion: Exploring essential transferable skills • Project planning for Week 10 presentation 	<ul style="list-style-type: none"> • Presentation Project Planning • Career Planning • The Personality Quiz • Transferable Skills 	13 16 21 31
Two Excursion into Local Industry	4	Excursion Planning & OH&S <ul style="list-style-type: none"> • Planning for Session 5 excursion out into local industry • Developing interview questions for industry host(s) • Discussion: Exploring OH&S in the workplace 	<ul style="list-style-type: none"> • Excursion into Industry Planning • Industry Excursion Interview Questions • OH&S in the Workplace 	38 40 43

Section	Session	Description	Suggested Tool Box Activities	Page
	5	Group Excursion into Industry (Half – Full Day) <ul style="list-style-type: none"> • Visit local organisation(s) of interest to: <ul style="list-style-type: none"> ○ explore OH&S in action ○ tour key areas and meet staff ○ interview key staff 	<ul style="list-style-type: none"> • Excursion into Industry Planning • Industry Excursion Interview Questions 	38 40
	6	Excursion Reflection & Interpersonal Skills <ul style="list-style-type: none"> • Reflect on excursion(s) and discuss wonderings • Incursion/Group discussion: Workplace expectations & apprenticeships/traineeships/SBATs/SWL – the reality! • Discussion: Transferable skills continued 	<ul style="list-style-type: none"> • Transferable Skills • Interpersonal Skills • Workplace Expectations 	31 36 45
Three Job Searching & Interview Practice	7	Job Searching and Resumes <ul style="list-style-type: none"> • Discussion: Job searching techniques & exploring personal networks • Entry level job search • Resume development/review & update 	<ul style="list-style-type: none"> • Job searching • Resumes 	48 50
	8	Preparing for a Job Interview <ul style="list-style-type: none"> • Develop job application/cover letter • Incursion/Group Discussion: <ul style="list-style-type: none"> Interviews - what to expect & how to prepare Managing interview stress Interview skills & etiquette • Mock interview practice 	<ul style="list-style-type: none"> • Job Applications • Preparing for an Interview • Interviews 	56 60 66
	9	Job Interviews and Final CAP / Presentation Updates <ul style="list-style-type: none"> • Student mock interviews with mentor (15mins +5 feedback) • Final review, discussion and update of CAPs and reports 		
Finale	10	Presentations & Celebration <ul style="list-style-type: none"> • Project reports presented by students • Mentors share their journey • Final student survey completion • Celebration 		

Ice Breakers (Relationship Builders)

Here are some fun and quick session starters that can be used to enable mentor and mentees to get to know each other better.

1. **Three Things in Common**

Work together to find three things you each have in common. To keep it fun, try and find the most oddball things you have in common i.e. take it beyond hair and eye colour!

2. **Two Truths, One Lie**

Take it in turns to tell two truths and one lie about yourselves and see if you can each figure out the lie.

3. **Like or Dislike**

Take it in turns to share a like or dislike to find some commonalities.

4. **This or That**

Take it in turns to ask “Do you prefer this food/hobby/interest/sport/etc or that food/hobby/interest/sport/etc?” to find some commonalities

5. **Share a Challenge, a Win and Something Funny from the Past Week**

6. **Just a Minute**

Each name a topic they are interested in and in one minute, name as many things as possible relating to that topic of interest.

For bigger groups, you might like to try (can be adapted for online sessions)

1. **Time Bomb**

Stand in a circle

Using a tennis ball or even just a balled up piece of paper, toss the ball around the circle

When you catch the ball, say your name plus those before you and see how many in a row you can get right

2. **Sit down if...**

With everyone standing up, a facilitator says “sit down if ... “ and fills it in with their own criteria e.g. you have a dog

If this is true, you sit down and when there is only one person left standing, they win

3. **Swap places if ...**

Working in a circle, participants take it in turns to ask “swap places with me if you ... examples might include have a sister/like chocolate/have travelled outside of Victoria/have a part time job”. Fast movement across the circle and keep the questions moving around the circle.

Goal Setting

What is a Goal?

Definition

A plan to achieve a specific result, achievement or outcome by an individual or group of people.

A purpose or something that you want to achieve.

Source: Cambridge Dictionary UK

What is a S.M.A.R.T. Goal?

All goals should mean something to the person(s) who is creating the goal. Anyone can set goals but SMART goals accompanied by a clear plan of action are critical for success.



TIP
When writing a SMART Goal, always remember to focus on the WHY before the WHAT, HOW & WHEN

SMART Goal Setting Template

Specific	<p>What exactly will you accomplish (include details of any transferable skills)</p> <ul style="list-style-type: none"> • The most effective goals are specific and have defined values within them • Vague or ambiguous statements are not to be used, state in as much detail exactly what you want to achieve
Measurable	<p>How will you know when you've reached your goal?</p> <ul style="list-style-type: none"> • Your goal must be able to be measured • In other words, you need to be able to identify the outcome or result of the goal in the form of progress (mini goals within a main goal) and the end result
Attainable	<p>Are you reasonably able to achieve it? What steps will you need to take to achieve your goal?</p> <ul style="list-style-type: none"> • Your goal must be something that you would be able to reasonably achieve.
Relevant	<p>Is your goal relevant to what you are trying to achieve AND your current circumstances?</p> <ul style="list-style-type: none"> • Your goal must be relevant to not only your desire but to your current circumstances.
Time Constrained	<p>When exactly do you want OR need to achieve it?</p> <ul style="list-style-type: none"> • Your goal must have a deadline in order to create the necessary enthusiasm, energy, motivation, focus to achieve your goal.

Consider the goals you have included in your Career Action Plan. Either choose one of these, or a new goal, and complete the following:

<p>Specific What exactly will you accomplish (include details of any transferable skills)</p>	
<p>Measurable How will you know when you've reached your goal? Give an example of what you'll be able to do.</p>	
<p>ATTAINABLE Are you reasonably able to achieve it? What steps will you need to take to achieve your goal?</p>	
<p>Relevant Is your goal relevant to what you are trying to achieve AND your current circumstances?</p>	
<p>Time Constrained When exactly do you want OR need to achieve it?</p>	

Sample questions for Mentee goal setting conversations

Goal Eliciting

- What subject/area do you think you need the most improvement in? Tell me why?
- If you could do something better today than you did yesterday, what would that be? Why?
- If you had to choose a goal, what would you choose? Why?
- What would you like to focus on more? Why?
- What do you think stops you from improving your results? Why?
- What results would you need to achieve in order to feel like you have improved? Why?
- What are some of the goals that you have at the moment? Why?
- What is the number one challenge that you would like to overcome? Why?
- What achievement do you think will be most rewarding for you? Why?
- If you could choose a role model, what qualities do they have that you would want? Why?

G.R.O.W. Model

• Reality Questions

What is currently stopping you from achieving your goal?

Why do you think that is stopping you....?

How are you currently completing that task?

What success have you had at

How did you achieve it?

What did you do different when you did achieve it?

What are your current results?

• Opportunity Questions

What could you do to achieve your Goal?

How would you achieve/change that?

What are the strategies that might work for you?
What Else?

• Supportive/Confirming Feedback

Yeah great idea, I like the fact that

Sensational, I really think that will help you....

I agree that..... ,good work

..... will definitely help you achieve.....

..... Is a really good way to improve on.....

Yes I agree, continuing to

• Suggestive Feedback

What is currently stopping you from achieving your goal?

Why do you think that is stopping you....?

How are you currently completing that task?

What success have you had at

How did you achieve it?

What did you do different when you did achieve it?

What are your current results?

• Delving Deeper

What else?

Tell me more about....(why/what/where etc)

Why is that important to you?

Let's explore that more.....

How else could you do that?

How will that help you?

S.M.A.R.T. Goal Setting using the G.R.O.W. Model

The G.R.O.W. Model is a useful resource to help you transition the desires of the mentee into the planning stages of Goal setting. The Model consists of 4 quadrants: Goal, Reality, Options, Will Do.

GOAL	<ul style="list-style-type: none"> • Use your notes from your mentee discussion to help the mentee form a SMART Goal to place in this Box • As you complete the goal, tick off all components of your SMART criteria at the bottom of the work sheet • This can be modified to include an overall strategy at the end of the first Goal written, but is not necessarily a requirement • Use your own judgement • It is to establish the mentee’s desired outcome
REALITY	<ul style="list-style-type: none"> • Use open ended questions to determine what the reality is currently • This is to identify what the facts are now, behaviours that may be stopping the individual from achieving what they would like to • This is also a good section to identify the things that they are doing that is beneficial to that outcome also so they can continue to do so or improve on them further
OPTIONS	<ul style="list-style-type: none"> • This section is just a brain storm of what they could do to overcome the challenges within their reality and continue to do the positive behaviours that are aligned with the goal
WILL DO	<ul style="list-style-type: none"> • This is where you choose which of the opportunities the mentee will choose to do • You may choose only some or all of the opportunities discussed, depending on how many are elicited in the discussion and how relevant each point is • It is simply transferring the chosen opportunities to will do and is the final step in what will be placed in the Action Plan

Goal Setting with G.R.O.W. Template

Consider the goals identified in the Career Action Plan (CAPs) and use the following template to refine and strengthen.

NAME		DATE	
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GOAL	REALITY
WILL DO	OPTIONS
<input type="checkbox"/> SPECIFIC <input type="checkbox"/> MEASURABLE <input type="checkbox"/> ACHIEVABLE <input type="checkbox"/> RELEVANT <input type="checkbox"/> TIME CONSTRAINT	Additional comments

Translating Goals into Actions

The Action Plan highlights the strategies taken directly from the **WILL DO** quadrant of the **G.R.O.W Model**.

Step 1: Identify the high (H), medium (M) and low (L) priority actions.

Step 2: Give the mentee a time constraint on when they might achieve this action so that there is an appropriate level of urgency.

Step 3: Make sure that the time constraint is achievable otherwise motivation may be impacted. Ask the mentee when they want to achieve this and then adjust the timing if it is too short or too long through suggestive feedback.

Goal – Action Plan Template

NAME		DATE	
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ACTION TASK	PRIORITY H/M/L	DUE DATE	COMPLETION DATE

Goal Setting - Key Points

- ✓ A goal is a purpose or something that you want to achieve
- ✓ Everybody can set GOALS
- ✓ One of the most common formats to successful goal setting is the SMART Goal method
- ✓ Specific, Measurable, Achievable, Relevant, Time Constrained
- ✓ “The Why” embeds the Goal and makes it a MUST DO
- ✓ Open ended questions are typically used so that an answer that is given is more than just a YES or NO
- ✓ 5W Open Ended Questions – What, Why, Who, When, Where?
- ✓ The TED principle can be used for probing questions– Tell Me, Explain to me, Describe to me
- ✓ NEVER tell the mentee that what they are saying is incorrect or not valid. It is your aim to redirect them down a path that is more appropriate by using “what else?”
- ✓ Supportive or confirming statements are a positive method to let your mentee know that they are on the right track or to influence them in a specific direction
- ✓ Suggestive feedback is not about giving answers but directing students so they find their own responses.
- ✓ Young adults/adults to use GROW Model and Action Plan.

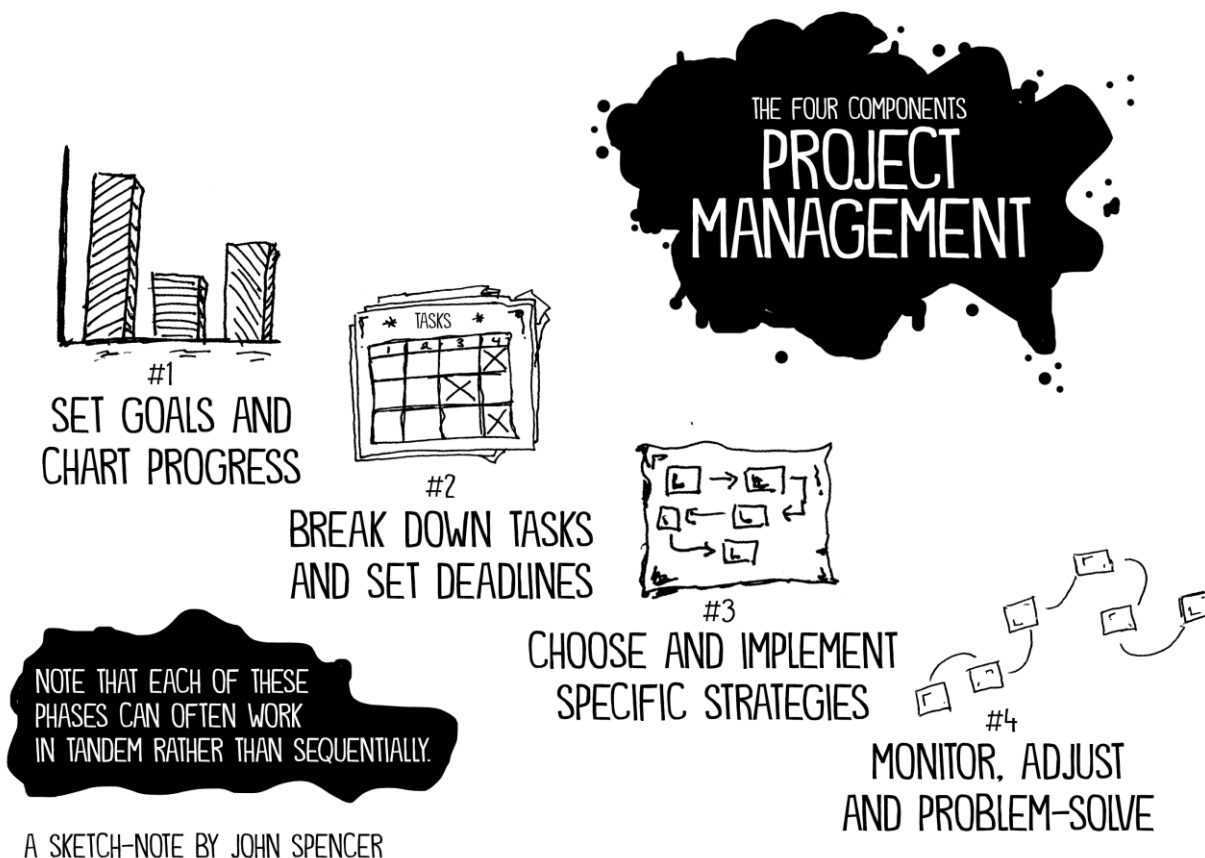
Presentation Project Planning

Project Management is a key skill that improves over time. As you learn how to break apart tasks and chart their progress, you begin to think differently about your work. In the end, it becomes one of those life-long, transferable skills.

Activity

After considering the four stages of project management, consider how you go about planning a project (e.g. homework or a social event) and make some notes below about what works, what doesn't and how you have changed your planning process over time.

Next, discuss with your mentor how they go about planning and managing a project and make some notes below ...



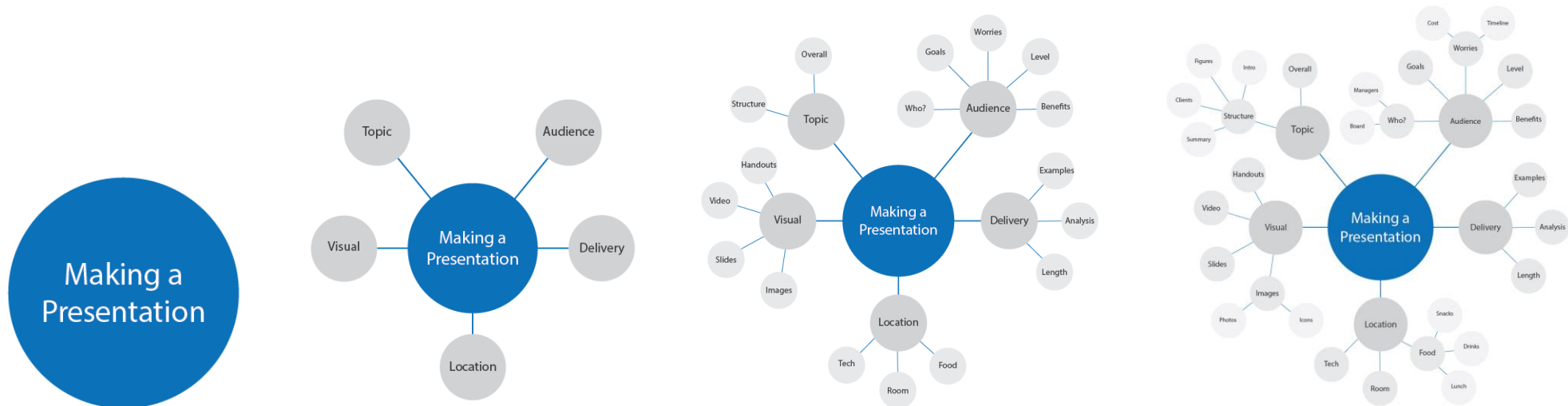
Mind Mapping

Mind Mapping is a useful technique that supports learning, improves information recording, shows how different facts and ideas are related, and enhances creative problem solving. To build a Mind Map, follow these simple 5 steps:

1. Write the title of the subject or project that you're exploring in the centre of a page and draw a circle around it, as shown below.
2. Draw lines out from this circle as you think of subheadings of the topic or important facts or tasks that relate to your subject. Label these lines with your subheadings.
3. Dive deeper into the subject to uncover the next level of information (related sub-topics, tasks or facts, for example). Then, link these to the relevant subheadings.
4. Repeat the process for the next level of facts, tasks and ideas. Draw lines out from the appropriate headings and label them.
5. As you discover new information or think of additional tasks, add them to your Mind Map in the appropriate places.



A complete Mind Map may have main topic lines radiating in all directions from the centre, with sub-topics forking off these like branches and twigs from the trunk of a tree. You don't need to worry about the structure you produce – this will evolve of its own accord.



(Source: https://www.mindtools.com/pages/article/newISS_01.htm)

Presentation Project Plan Template

You are encouraged to use this tool to help plan your Week 10 presentation with your mentor. You can work as a group or individually, and choose you they wish to present your project.

Project Topic									
Key ideas to include:	•				Resources Required:	•			
Presentation Date & Time					Presentation Style	e.g. PowerPoint, Video, Mural			
Actions	Create timeline below							Person Responsible	Complete
	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9		
Notes:									

Career Planning

Choosing a career path can be tricky no matter how old you are. The activities involved in making career choices, trying out different options and changing our career paths (and our minds) will become part of a lifelong career journey.

The thing to remember is that **not** knowing exactly what you want to do isn't the end of the world. Keep focused on finding out and trying options. One thing that can help you decide is career planning. Career planning can help step you through the process of choosing a realistic career, deciding the best way to pursue it and then taking action.

You will already have made a start on your Career Action Plan with help from the school careers practitioner/your teacher/family. Together with your mentor you will explore the key elements of career planning:

1. Self-awareness

Self-awareness is about knowing who you are and what you want. Understanding your interests, values and personal attributes guides your career choices and identifies the kind of work you will find engaging and rewarding. A solid understanding of your skills and attributes will also help you to confidently communicate your value to the right employer.

Consider the following factors:

- **Values:** Your values will generally influence the kind of work you will find fulfilling.

What is important and meaningful in life to you? e.g helping others, prestige or status, autonomy, intellectual challenge, money, work-life balance, sustainability, work environment.

-
-
-
-
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- **Interests and Skills:** Think about the subjects you study, any work experience, volunteering, travel, sports, arts or hobbies and what aspects you found most enjoyable. Knowing what holds your interest and where your strengths lie will help steer you towards career options that keep you motivated and engaged.

Take the Myfuture interests and skills quizzes

1. Navigate to myfuture.edu.au and create an account
2. On the menu click on 'My career profile'
3. Complete the two quizzes under 'interests' and 'skills' – each take about 5mins to complete
4. Discuss the results summary in your mentor group

If you do not have access to the internet, please note below 5 skills that you believe you are good at e.g. communication, creative thinking, innovation, technology, team player, organised, problem solving, multi-tasking, researching

- 1.
- 2.
- 3.
- 4.
- 5.

Discuss these skills in your mentor group and try to identify 5 other careers or jobs that these skills would be useful for

- **Personal attributes:** Your personality will often inform your choice of role and the kind of working environment that will suit you. e.g, analytical minds may enjoy a role that involves identifying and solving problems, and creative minds may thrive in environments where they can explore new ideas or try different things.

Take the [Personality Quiz](#) – see separate Toolbox Activity

2. Explore your career options

Effective research into career options and jobs can introduce you to occupations you didn't even know existed. You might like to explore the following options:

- **Web based research:** Some examples are
 - **My Future** 'Careers Bullseye' myfuture.edu.au/bullseyes
 - **Skillsroad** 'I want to work in' series skillsroad.com.au
 - **Job Outlook** joboutlook.gov.au
 - **Foundation for Young Australians** 'How I got the job' series youtube.com/user/FYAVideos/videos
 - **Your Career** <https://www.yourcareer.gov.au/>

Other links

You may also like to check out these other great websites:

Job Outlook 'Career Quiz' or 'Skills Match' under Career Tools

joboutlook.gov.au

Skillsroad 'Career Quiz' or Job Fit Test'

skillsroad.com.au

'What students need to know before entering the workforce'

<https://cica.org.au/wp-content/uploads/What-students-need-to-know-about-entering-the-workforce-a-resource-for-students.pdf>

- **Research your industry:** Read industry journals or magazines, check news sites for information or new developments in your industry and follow organisations and people of interest on social media. Talk to employers at careers fairs or expos.
- **Try it for yourself:** Once you have some career ideas, look for opportunities to gain experience within the workplace through School Based Apprenticeships or Traineeships (SBATs), Structured Workplace Learning (SWL) placements, work experience, part time work or volunteering.
- **Talk to people:** Draw on your network to discuss your career ideas with friends, family, teachers, sports coaches and other trusted adults
Draw a mind map below of your personal network



3. Utilise free help

There are a number of free services for young people to access across the region.

Jobs Victoria Career Counsellors Service

Jobs Victoria Career Counsellors provide free personalised career guidance to Victorians who are looking for work, are underemployed, unsure of what to do or who are working but looking for a career change. They will help people to understand their career options and give them the tools and confidence they need to pursue them. Counselling services are online and provided by qualified career practitioners by the CEAV.

<https://ceav.vic.edu.au/jobs-victoria-career-counsellors-service/>

Skills and Jobs Centres

Skills and Job Centre provide free expert advice on training and employment opportunities.

<https://www.education.vic.gov.au/about/programs/pathways/skillsandjobscentres/Pages/default.aspx>

Jobs Victoria Advocates

Jobs Victoria Advocates support people who are looking for work by connecting them to information, advice, and the right services. There are more than 100 Jobs Victoria Advocates working in local communities across Victoria, and their services are free.

1300 208 575

<https://jobs.vic.gov.au/about-jobs-victoria/our-programs/advocates>

Other Resources

The INLLEN has a range of career and transition resources available on its website, including a School Leavers Guide that contains a wealth of information about accessing further education, training and employment, as well as support services available for young people in the region.

<http://inllen.org.au/resources/>

4. Decision-making

Keep in mind that you don't have to have your entire future mapped out by your final year of secondary school. These days it is not unusual to have multiple careers and jobs. Set some SMART goals: Your next steps will depend on where you are in the career planning process. You may have already explored SMART goals using the Presentation Planning tool so should be familiar with this strategy.

Ensure that the goals listed in your Career Action Plan are SMART goals. Discuss with your mentor how you may strengthen them to ensure that they are Specific, Measurable, Attainable, Relevant and Time Constrained. In other words ...

- Why is the goal important?
- What steps do I need to take to reach my goal?
- What obstacles/difficulties can I see?
- What do I need to learn/research to reach my goal?
- Who is going to help me with my goal?
- When am I going to do this?

5. Take Action!

You have identified your goals, actions and timelines so now it is time to get on with it!

Source: Adapted from the University of Sydney's Career Planning resource

The Personality Quiz

1. Mark an 'X' on each line at the location that you feel best represents the type of person you think you are.

Do you like to plan or are you more spontaneous?	Spontaneous	Planner
Which do you prefer to focus on?	Facts	Ideas
Decision making, what is louder?	Head	Heart
Character type	Introvert	Extrovert

2. Once you have done this, use the *Personality Tree* on the next page to find your personality and record it below.

My Profile Description is:

3. Next, use *The Personality Types* on the following pages to discover a bit more about your Personality Type and discuss with your Mentor Group.

I think this description sounds: a bit like me / a lot like me / not like me at all



The Personality Descriptor Tree



The Personality Types

1. The Realist

You are likely to be:

- Quite a serious person who is very thorough in your work and can be totally depended upon
- Someone who thinks very logically and practically and has a realistic approach to your work
- The sort of person who tends to be very organised and orderly both at work and at home, and you'll like working alone
- Someone who needs things to be very clear. Once you know what is required you are very good at delivering outcomes

You probably:

- Like to plan your time to ensure you deliver
- Enjoy rules
- Don't like change
- Don't like to be put on the spot
- Like meeting deadlines
- Like language, maths, sciences, etc

Realist careers: Realists are often successful in jobs that have clear direction and involve making decisions based on facts.

2. The Analyst

You are likely to be:

- A quiet, friendly and conscientious person
- Painstakingly accurate, a good timekeeper and someone who likes to create an orderly environment
- Someone who likes routine and finding solutions
- Mainly driven by how people feel rather than how they think
- Someone who likes being in a team, but is equally able to work alone to deliver a task
- Someone who focuses on short-term results and can sometimes lose sight of the big picture

You probably:

- Like facts and puzzles
- Like being set problems or challenges
- Enjoy working to a set timetable or routine
- Like languages, maths, sciences, music, etc

Analyst careers: Analysts are often drawn to hands-on jobs that require an analytical mind and the careful organisation of large amounts of data.

3. The Strategist

You are likely to be:

- Someone who finds it easy to connect up the meaning of things and ideas
- Someone who understands what motivates people and is insightful with a clear vision about how to get things done
- A very organised person if you need to be, and very decisive. Good at getting other people to see what you mean and what you need them to do
- Someone who doesn't enjoy working in situations that are chaotic and unclear
- Someone who doesn't like being put on the spot, as you need to have things well planned to enjoy them

You probably:

- Are a very logical thinker and problem solver
- Like debating
- Prefer long-term to short-term planning
- Enjoy maths, science, and technology

Strategist careers: Strategists are attracted to jobs where decision-making is based on factual knowledge and experience is required.

4. The Counsellor

You are likely to be:

- Foremost an idealist and have strong values which are important to you
- A curious person and someone who will always see possibilities rather than obstacles
- The sort of person who is good at turning ideas into practice because you understand people and like to help others reach their potential
- Someone who doesn't like situations where there is unresolved conflict
- A very fair person who doesn't like injustice or seeing people suffer

You probably:

- Like to find the meaning of things
- Like to help others
- Will volunteer to help organise things
- Enjoy psychology, philosophy, English literature, sociology

Counsellor careers: Counsellors are often drawn to jobs where they can help people develop emotionally, intellectually or spiritually and where they can use their imagination.

5. The Nurturer

You are likely to be:

- A fairly quiet person, who is sensitive and kind; people are very important to you (so you will be the person that remembers everybody's birthdays)
- Someone who tends to live in the moment
- Very good at being aware of how people are around you
- Someone to whom loyalty and values are extremely important
- Someone who does not like disagreements or conflicts; you tend not to force your opinions on others

You probably:

- Like helping people and are more interested in people's feelings than facts
- Look after people who are upset or new to an environment
- Are good at remembering detail
- Enjoy humanities subjects such as history and drama and life-sciences such as biology and psychology

Nurturer careers: Nurturers are often drawn to jobs that allow them to help others.

6. The Peacemaker

You are likely to be:

- A tolerant person in most situations
- The quiet observer who can act when problems occur because you have an understanding not just of what's gone wrong, but what can be done to fix things
- Someone who understands how things work and finds it easy to get through data to isolate relevant information
- Someone who likes facts and is very efficient once you have the information you need

You probably:

- Like working with detail and being very practical
- Enjoy helping others
- Enjoy vocational subjects and technical/research projects

Peacemaker careers: Peacemakers are often drawn to jobs that allow them to support others and require close attention to detail.

7. The Idealist

You are likely to be:

- Someone who tends to have original ideas, which you often make happen
- Someone who likes to achieve your goals
- Someone who sees patterns in external events from which you can develop forward-looking perspectives
- Someone who becomes committed to an organisation or cause, and can bring projects to life and deliver on them
- Someone who likes to work to your own time frame
- Someone who tends to immerse yourself in interests and causes and expects others to have the same standards and passions

You probably:

- Want to make this world a better place
- Are interested in art, the environment and creative expression
- Enjoy history and current affairs
- Belong to causes or campaigns and like to volunteer

Idealist careers: Idealists are often drawn to jobs where they can help people reach their potential. They are also attracted to careers that allow artistic creativity.

8. The Mastermind

You are likely to be:

- A logical thinker in a group; the person with explanations for everything
- Someone who understands how things work
- Someone who uses information as clues and is interested in ideas rather than social interactions
- Someone who finds it easy to read instructions
- The sort of person who can solve problems that others will take much longer to do
- An analytical person who others sometimes might find sceptical, because you can see when things will work and when they won't, and you say so

You probably:

- Are an energetic visionary
- Are a very logical person
- Are a practical and efficient person who likes using common sense
- Enjoy research and developing strategies
- Like using detail
- Enjoy subjects that involve vision and planning

Mastermind careers: Masterminds are drawn to jobs requiring the logical analysis or abstract thinking common in science or technical fields.

9. The Go-getter

You are likely to be:

- The doer in a team
- Flexible and pragmatic, and though you like working with people you also like to be in situations where you get immediate results
- Someone who doesn't like planning much; you believe in taking action to solve problems
- Someone who thinks in the here and now
- The person in a team urging others to do something
- Someone who finds it easy to get on with others and enjoys a challenge

You probably:

- Tend to be inventive and resourceful
- Are a problem solver
- Are someone whose enthusiasm inspires others
- Are a spontaneous learner on the job
- Are good with detail
- Like subjects where there are clear goals and logical solutions

Go-getter careers: Go-getters are attracted to a variety of careers which require attention to detail, inspiring others and problem solving.

10. The Advisor

You are likely to be:

- Outgoing and friendly
- Someone who finds it easy to be with people, and they with you
- Someone who is always asked to join teams because you are so accepting and flexible
- The sort of person who can help make things happen through using your own common sense and realism
- Very adaptable, you can accommodate others easily because you are very clear about what you believe
- A good mentor

You probably:

- Tend to be a lively person who enjoys bringing people together
- Don't like making tough decisions in relation to people
- Aren't someone who is detail orientated

Advisor careers: Advisors are often drawn to jobs where they can help people develop their potential.

11. The Trendsetter

You are likely to be:

- An innovator
- The enthusiastic and imaginative member of a team who seems to have ideas all the time
- The sort of person who sees possibilities in situations and can always connect events and information together
- Good at seeing patterns in things and because you are confident in what you see, you are good at putting your ideas across to others
- Someone who is good at communications and enjoys the opportunity to share ideas

You probably:

- Tend not to like rules
- Like flexibility
- Are good at motivating others and spotting opportunities
- Tend to be inspirational as opposed to logical

Trendsetter careers: Trendsetters are innovators and are drawn to careers that require teaching or counselling, where they can work with and help encourage the development of others.

12. The Big Thinker

You are likely to be:

- The person who thinks big—the 'why don't we' type
- Very quick thinking, but also someone who is very resourceful and good at solving challenges
- The one who has ideas and can quickly work out if they will work or not, but this is often not based on research or evidence: it is much more based on your instinctive sense of what can happen and your ability to enthuse others
- Someone who loves change and being given new challenges
- Someone who would rather not stick to routine

You probably:

- Are an outspoken person with a tendency to find 'big picture' solutions to problems
- Are an entrepreneur
- Love new challenges
- Enjoy business studies such as enterprise and project work

Big Thinker careers: The entrepreneurial spirit of the Big Thinkers often leads them to seek new challenges; this is often more important to them than working in a particular field or a specific career. They often like to start their own businesses.

13. The Supervisor

You are likely to be:

- The practical and realistic one in a team of people, and the decisive one who others respect and support
- Good at organising people and projects to get results
- The sort of person who is good with routine, detail, planning and implementing projects or programs and explaining what is needed from others
- A very logical person as well as a good team player
- Someone who likes having and developing plans and finds project management easy and enjoyable

You probably:

- Enjoy order in all areas of your life
- Work to clear goals and tend to be very practical
- Like procedures and specific work methods
- Enjoy science and technology

Supervisor careers: Supervisors are often drawn to jobs in management or administration that require logical planning.

14. The Contributor

You are likely to be:

- A warm, conscientious, creative person
- Someone who has a clear sense of what is needed
- A good team player and the one who will always be very accurate and responsible: because of this people like to work with you
- Someone who likes to take on tasks on behalf of others – organising and engaging others, etc
- Someone who likes being with people rather than working on your own
- Someone who likes responsible behaviour and is great at planning

You probably:

- Like to create and work in harmony with others to complete tasks
- Don't like conflict
- Tend to value order and tradition
- Always deliver on a commitment

Contributor careers: Contributors are often drawn to jobs in education, health care or religion.

15. The Entertainer

You are likely to be:

- A warm, empathetic and responsible 'people person'
- Someone whose strength is how easily you can tune in to the emotions and motivations of other people
- Someone who loves being the centre of attention, and people love being with you
- The sort of person who always sees potential in situations and people, so you are a great trainer and developer
- Someone who enjoys helping people
- Someone who always enjoys set tasks and generally has fun completing them
- Good at reading people

You probably:

- Think fun is the name of the game
- Prefer hands on learning as opposed to reading rules
- Are not a great planner but like spontaneity
- Enjoy drama and performing arts

Entertainer careers: Entertainers are drawn to careers that require people skills and attention to detail, and performing in front of others.

16. The Leader

You are likely to be:

- Often chosen to be a leader, or you assume this role because you are decisive and people respect your decisions
- Someone who can communicate well and can see clever ways to solve problems
- The sort of person who loves long term planning and setting and working towards goals
- A person who naturally breaks things into stages
- Great at presenting information to people and also at making them understand what and why you want them to do things

You probably:

- Strive for efficiency and will naturally take the management role
- Create strategies through logical thinking—although you aren't into processing huge amounts of detail
- Enjoy economics, business studies, etc

Leader careers: Leaders are often drawn to jobs in management where logical analysis and strategic planning are required.

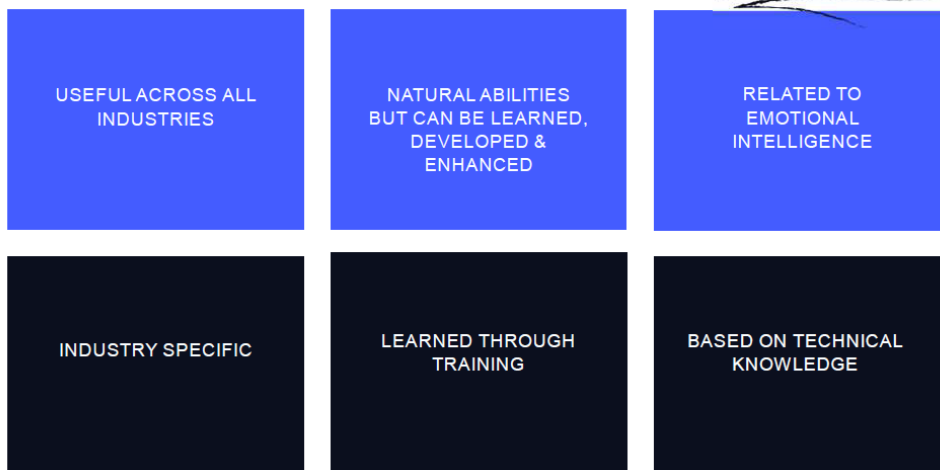
Source: Work Inspiration, Insight Activity 1: 'All about me'

Transferable Skills

Transferable or soft skills are incredibly valuable. They're those core skills and abilities that you can use in almost any role. The good news is, you've probably got quite a few of these skills, so it's worth making the most of them when you apply for a role. When hiring, employers in particular look for the following four transferable skills and will often choose these over technical skill.

- **Organisational skills** such as time management or research skills
- **Communication skills** such as listening and writing
- **Interpersonal skills** like empathy and flexibility
- **Analytical skills** such as critical thinking and problem solving.

Soft Skills



Hard Skills

Hard Skills v Soft Skills

Hard skills are often gained through education or specific training. They include competencies such as how to use a certain machine, software or other tool.

Soft or Transferable Skills are more often seen as personality traits you may have spent your whole life developing. They are called upon when you manage your time, communicate with other people or confront a difficult situation for the first time.

To find out more, visit the Indeed 'Career Guide'

<https://au.indeed.com/career-advice/resumes-cover-letters/hard-skills-vs-soft-skills>

5 Soft skills employers look for in students

<https://www.maxsolutions.com.au/5-soft-skills-employers-look-students>

Use this checklist to help you identify some of your key transferable skills that you could highlight in your job application.

ORGANISATIONAL AND EXECUTION SKILLS

These are the skills that help you to plan, prepare, and get things done in the workplace, so putting them to use in your role is highly valuable to employers.

- Time management:** managing your own time to get the job done. This is especially useful in fast-paced work environments.
- Research and analytics:** researching and collecting data, analysing, reporting on your findings and making recommendations.
- Administration and clerical:** efficiently handling tasks like filing, paperwork and communications including phone or email, plus managing calendars and appointments.
- Financial management:** developing and managing budgets, keeping financial records, fundraising or project managing.
- Sales and marketing:** marketing and selling a product or service, or influencing behaviour.
- Creative thinking:** generating new ideas and coming up with innovative solutions to problems.
- Planning:** managing yourself, others and available resources with a goal in mind, and creating plans for projects or events.
- Technology or digital literacy:** being able to use and quickly adapt to new technology, programs or tools.

COMMUNICATION SKILLS

Workplaces rely on communication for things to run smoothly, so skills you have here will be a benefit to them. These skills can be used communicating within your team or company, as well as externally – for example, to customers.

- Listening:** not only taking on what's communicated to you but also interpreting and understanding it.
- Writing:** this isn't necessarily creative writing; it's any kind of interaction that involves the written word, such as reports, emails, letters, sales materials and articles.
- Face-to-face:** communicating in person, including facilitating meetings, interviewing, persuading, negotiating, expressing ideas plus speaking in public or to groups.

PEOPLE SKILLS

These are the skills that help you interact and get along with others – including co-workers, customers and clients. People skills are really valuable to organisations especially as they place growing importance on team culture and performance. Here are just a few examples. See [Interpersonal Skills Tool Box Activity](#) for more.

- Co-operation:** being able to collaborate, work well with others and effectively contribute to projects or tasks. Empathy: putting yourself in someone else's shoes to try and understand or relate to them.
- Empathy:** putting yourself in someone else's shoes to try and understand or relate to them.
- Patience:** the ability to handle trying situations, repeat processes when necessary, take time to make thoughtful decisions, accept delays or persevere.
- Flexibility:** willingness to adapt to a new situation or change approach when needed.

LEADERSHIP SKILLS

Effective leaders can motivate their team and make decisions, which are things almost any successful business needs.

- Prioritisation and delegation:** being able to step back from the coalface and decide what needs to be done first, and determining which jobs are necessary and who can best handle them.
- Critical thinking and problem solving:** looking at problems, analysing them and coming up with solutions. Coaching, mentoring and feedback: supporting and encouraging people to achieve goals, helping them work through roadblocks, plus providing feedback and information on performance.
- Coaching, mentoring and feedback:** supporting and encouraging people to achieve goals, helping them work through roadblocks, plus providing feedback and information on performance.

Source: Seek Transferable Skills Checklist

Soft Skills Bingo

SOFT SKILLS BINGO

CONFIDENCE	RESPECT	CONSTRUCTIVE FEEDBACK	COLLABORATION	LISTENING
OPTIMISM	EMPATHY	PERSISTANCE	INITIATIVE	TEAMWORK
SELF MOTIVATED	TIME MANAGEMENT	PATIENCE	TOLERANCE	PUBLIC SPEAKING
PRIORITIZING	DECISION MAKING	STRESS MANAGEMENT	TRUST	CULTURAL AWARENESS
ORGANISING	IMAGINATION	SOLVED A PROBLEM	RESPECTFUL QUESTIONING	MEMORY

Activity

1. Mentor identifies soft skill strengths of mentees
2. Mentee self identifies soft skill strengths
3. Mentee identifies areas that they want to improve
4. Discuss examples of where Mentee can use soft skills in an interview
5. Encourage Mentee to recognise and reflect on soft skills in others

Interpersonal Skills

What are interpersonal skills?

Interpersonal skills involve the ability to communicate and build relationships with others. Often called “people skills,” they tend to be a mix of your personality traits and how you’ve learned to handle certain social situations. Effective interpersonal skills can really help you during the job interview process and have a positive impact on your career.

Unlike technical or “hard” skills, interpersonal skills are “soft” skills that are easily transferable across industries and positions. Employers value interpersonal skills because they make for great work culture and efficient workflow.

1. From this list of interpersonal skills, select those that you already have to include in your resume and application.

Active listening

Active listening means listening to others with the purpose of gathering information and engaging with the speaker. Active listeners avoid distracting behaviours while in conversation with others. This can mean putting away or closing laptops or mobile devices while listening, and asking and answering questions when prompted.

Dependability

Dependable people can be relied on in any given situation. This can include anything from being punctual to keeping promises. Employers highly value dependable workers and trust them with important tasks and duties.

Empathy

A worker’s “emotional intelligence” is how well they understand the needs and feelings of others. Employers may hire empathetic or compassionate employees to create a positive, high-functioning workplace.

Leadership

Leadership is an important interpersonal skill that involves effective decision making. Effective leaders incorporate many other interpersonal skills, like empathy and patience, to make decisions. Leadership skills can be used by both managers and those in less senior roles. In any role, employers value people who take ownership to reach common goals.

Teamwork

The ability to work together as a team is extremely valuable in every workplace. Teamwork involves many other interpersonal skills like communication, active listening, flexibility and responsibility. Those who are good “team players” are often given important tasks in the workplace and may be seen as the good candidates for promotions.

Source: Adapted from Indeed Interpersonal Skills <https://au.indeed.com/career-advice/resumes-cover-letters/interpersonal-skills>

2. Team Architect game

Here's your chance to try out some of your interpersonal and other transferable skills to build a spaghetti tower.

Materials needed: 2 marshmallows, 20 sticks of uncooked spaghetti, sticky tape and string

Time required: 45 minutes

Objective: To build the highest tower possible out of the materials provided, with a twist!

Instructions:

Part 1

1. For the first 5 minutes, work together in your group to design your tower using 10 sticks of spaghetti, tape and string so that it is strong enough to hold the marshmallow's weight
2. For the next 10 minutes, build your tower as high as you can with just the materials provided, and place one marshmallow on the very top

Part 2

3. You now have another 5 minutes to work together in your group to re-design the tower **BUT this time you cannot speak**
4. With the last 10 minutes, and **still working in silence**, work together to build a second tower using the last 10 sticks of spaghetti

Reflect on the experience with your group

If you have access to the internet, watch this great TED Talk before discussing the questions below [Build a tower, build a team](#) (6:35)

- Did one or more of you try to be the leader? How did that work?
- What did you learn the first time?
- Which tower was taller?
- How did you cope designing the second tower in silence?
- How did you communicate when you couldn't speak and how effective was it?
- What would you do differently next time?



Excursion into Industry Planning Template

Day	
Time	
Transport	
What I need to take	
What I need to wear	

1. Discuss in your group the organisation(s) you are visiting and then list below some of the jobs that you are interested in within this organisation(s) or industry(s)?

Job Type	Why?

2. Discuss in your group and then make some notes below about what you would like to gain from the excursion

Description	Notes

Industry Excursion Interview Questions

1. In preparation for the industry excursion, you need to develop some interview questions for each of the organisations you will be visiting.

You will have the chance to meet a range of people from the organisation, all of whom are happy to answer your questions about their career journey, their role and organisation, and the industry they work in.

- a. Firstly, take 5mins to think about the questions you noted when discussing what you want to gain from the excursion and brainstorm some others by creating a mind map below**

b. In your group, develop 5 great questions for each of the organisations you will be visiting

Organisation 1: *Name*

Organisation 2: *Name*

	Questions	Questions
1		
2		
3		
4		
5		

Organisation 3: *Name*

Organisation 4: *Name*

	Questions	Questions
1		
2		
3		
4		
5		

Example Questions

- What qualifications do I need for a job in *XX organisation/industry*?
- What are the alternative pathways to enter into this industry/job?
- What subjects do I need to study at school to help me with this job?
- What skills, knowledge and abilities are required for this job?
- What are your main tasks and duties (what do you actually do all day)?
- Why is this role important to your organisation?
- What are the best /worst things about your job?
- Can you briefly describe your career journey from secondary school to now?
- What hours do you normally work each week and are there any special physical requirements?
- Do you have any advice for me heading into the changing world of work?
- Will there be jobs in the future for this occupation?
- How is this organisation being innovative? What is their competitive edge and who is their competition?
- Has technology and automation changed the jobs in this industry and if so, how?
- How is this organisation working to be more sustainable?
- What are the main OH&S risks for this organisation and industry?

Occupational Health & Safety in the Workplace



Why is it called Occupational Health and Safety?

Safety at work is called Occupational Health and Safety or OH&S.

The safety is about doing things to prevent injuries. This includes rules like wearing a hard hat on a construction site or having non-slip floors.

Health includes thinking about the long-term effects that work has on health and well-being. This includes healthy ideas such as: working in a smoke-free environment; having proper protection from the sun; or dealing with work stress or bullying.

Why do you need to know about OH&S?

Young workers are more likely to be hurt at work than any other age group, and their injuries are most likely to result in going to hospital. It is the responsibility of the employer to make sure the workplace is a safe and healthy place to be.

Occupational Health and Safety Act 2004

The Occupational Health and Safety Act 2004 (OHS Act) is the main workplace health and safety law in Victoria. It sets out key principles, duties and rights about OHS. The OHS Act seeks to protect the health, safety and welfare of employees and other people at work. It also aims to ensure that the health and safety of the public is not put at risk by work activities.

Occupational Health and Safety Regulations 2017

The Occupational Health and Safety Regulations 2017 (OHS Regulations) build on the OHS Act. They set out how to fulfil duties and obligations, and particular processes that support the OHS Act. For example, they include requirements for:

- safe operation of major hazard facilities and mines
- training for high risk work
- managing and removing asbestos
- licences for specific activities

Worksafe

WorkSafe has many functions under the OHS Act including monitoring and enforcing compliance with the OHS Act and regulations, making recommendations to the minister, promoting public awareness and publishing statistics.

Links

Department of Education & Training

Safe@work General Module

<https://www.education.vic.gov.au/school/students/beyond/Pages/generalmodule.aspx>

Safe@work Industry Modules

<https://www.education.vic.gov.au/school/students/beyond/Pages/industrymodule.aspx>

Safe@work Workplace hazards fact sheets

<https://www.education.vic.gov.au/school/students/beyond/Pages/workplacehazardfact.aspx>

ACTU Worksite

<http://worksite.actu.org.au/occupational-health-and-safety/>

Worksafe

<https://www.worksafe.vic.gov.au/occupational-health-and-safety-act-and-regulations>

In preparation for your excursion into industry, discuss in your group some potential OH&S risks for that organisation/industry

Check out <https://www.worksafe.vic.gov.au/industries> for more detailed OH&S information by industry.

Organisation 1:

Industry type:

Organisation 2:

Industry type:

Organisation 3:

Industry type:

Organisation 4:

Industry type:

Workplace Expectations

Most employers and workplaces have a hidden set of rules.

Unless you know the 'rules' or can learn them, you might find it difficult to land the job of your dreams or may risk losing it. In looking at these rules, it is important to understand the difference between work life and home life.

In work, the purpose is to undertake certain activities in return for income or gaining experience to progress in your career or take on another career.

HELPFUL HINTS ABOUT THE HIDDEN RULES OF WORK

1. Be guided by your position description

Look to your position description for a guide on what is expected of you in terms of the activities you are required to perform.

2. Look around you for clues on how you are expected to behave.

Find a mentor if you can, someone who is successful in the business, and use their behaviour as a guide.

3. Look around you and notice how people dress

There is a uniform even if there is no official uniform.

4. Look around at how people present themselves

If you want to fit in, you need to take notice and do something not to stand out in a negative way.

5. Be on time or early and take breaks as allowed

People will notice if you take extra time.

6. Stay work focused

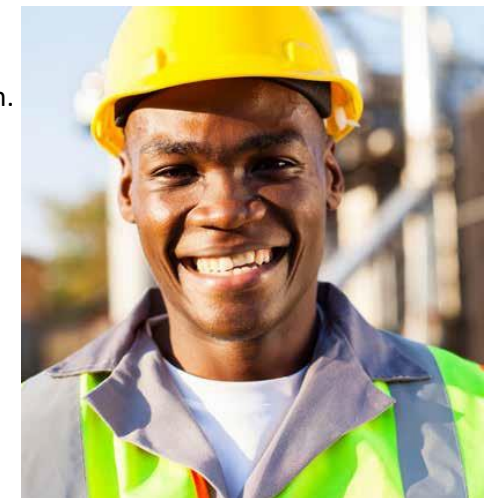
This means doing the work and even if it's quiet, asking for something else to do. It is important to stay off your phone or social media as the employer is not paying you to socialise.

7. Confine your conversations mostly to subjects around and about work

Leave the other stuff for when you are talking with your family and friends (some personal talk is essential so that people can get to know you, but remember you are at work and make your conversations professional and appropriate).

8. Manners are important

How you address people, talk with people and conduct yourself is very important to successfully getting work and keeping it. Not only is this good manners, but our workplace behaviour is legislated to ensure there are no breaches of anti harassment and workplace bullying. Any conversations or behaviour that makes someone feel uncomfortable can be construed as harassment or bullying.



9. Email etiquette

If you are working in an office environment, email is a big part of your communication with internal and external stakeholders. Keep these tips in mind when using professional email:

- Keep your language professional avoiding slang and abbreviations. The same goes for greetings, people usually use 'hi' and 'hello' for the greeting, and 'Kind regards,' 'Regards,' 'Best,' 'Cheers,' for the sign off.
- Consider when to use 'reply all' and CC (include) people on emails. Usually, if someone is CC'd on an email, it means the sender wanted to keep them in the loop. So when you reply, you should 'reply all' to keep them in the conversation.
- On the other hand, if there are many people included on the email list, and your response is only relevant to the sender, avoid overloading people's inboxes, and just reply to the sender.
- Always use plain fonts and colours - (black/grey, size 10-12, Calibri, Cambria, Arial, Times New Roman etc.) and depending on your industry you may want to avoid emoticons/emojis.
- It's good practice to include an email signature so people know who you're representing. Copy your colleague's signatures and include the business/ organisation (and address if necessary), your position,
- email address and phone number. And don't forget to spell check!
- Make sure your email content is always professional. Nothing you say in email is private and can be tracked. You don't have to lose your personality and use robot speak, but take cues from others to understand what is acceptable.

10. Social media etiquette

- Larger businesses/ organisations usually have a social media policy. There are common sense rules to follow when using social media in relation to your job:
- Don't forget that everything you post is in the public domain and so too are your friends posts. Be mindful of setting clear boundaries with them.
- Facial recognition software will also pick you out even if you are not tagged on the image.
- Be respectful to your workplace and your colleagues.
- As a general rule, don't post anything that you wouldn't be prepared for your boss to see! For example, avoid criticism of your boss, colleagues or the workplace, and never share private and confidential information.
- **Remember that the internet knows everything, and forgets nothing!**

Links

10 Things to know about the Australian Workplace

<https://insiderguides.com.au/10-things-australian-workplace/>

Fair Work Ombudsman

A Guide to Starting a New Job

<https://www.fairwork.gov.au/ArticleDocuments/712/a-guide-to-starting-a-new-job.pdf.aspx>

ACTIVITY

1. Reflecting on your excursion into industry, discuss what workplace expectations you observed or heard about from staff members
2. As a group, discuss your own experiences in a workplace (If you haven't been in a workplace before, think about your school, sports club or even home instead)
3. Note below some of the workplace expectations you discussed, in particular those relevant to the industry or job you are interested in?

	Workplace Expectations	Why?
1		
2		
3		
4		
5		

Do you have any other questions about workplace expectations in your chosen industry or job?

-
-
-
-
-
-

Job Searching (RIJ Guide – Lesson 2)

Finding a Job

There are many different ways to find work and each requires a variety of skills.

Many people obtain work through someone they know or through a ‘friend of a friend’, through parents or other family friends. More often than not, an application has to be submitted for an advertised position.

A job is a numbers game. The more applications you submit, the more likely you are to be successful. Try not to take knock backs personally. Keep trying and stay as positive as you can.

Where to look for jobs

Personal Networks

- Check in for opportunities with people you already know
- Family members and their workplaces
- Sporting clubs
- Neighbours, friends and acquaintances
- Local businesses - trades people, pharmacy, retail and hospitality
- Volunteering experiences

Online

www.jobsforyouth.com.au This job searching platform is designed for young people living in Melbourne’s inner north, and has a focus on entry level jobs for young people.

LinkedIn (au.linkedin.com) is social networking for jobs. It can be used by:

- using as a job searching platform
- following employers of interest to keep updated on when they’re hiring, and learning more about them

- networking with people, whether it’s friends, or human resources/recruitment people
- joining groups to broaden your network or learn more about your industry of interest

Other major job searching websites include:

- seek.com.au
- indeed.com.au
- ethicalJobs.com.au
- Some larger companies post their job vacancies directly on their own websites

Agencies/Providers

There are a number of local agencies that support people looking for work.

Local Apprenticeship and Traineeship provider:

www.agaustralia.com.au

Job Actives

Australian Government’s employment service providers. You can find a local Job Active here: jobsearch.gov.au

Centrelink

Centrelink can provide you with job searching information and identify if you’re eligible for programs and other support.

Local Recruitment and Employment agencies

You can register with recruiters or submit your resume directly to their website, or in response to an advertised positions. Try and get on the recruiters radar by calling to follow up your application.

1. Using one of the methods above to find an entry level job advertisement then save or print it
2. Note below the key words in the advertisement paying particular attention to the hard and soft skills listed

TIP - Note that some companies and recruitment agencies filter job applications by first scanning them looking for the key words. It is critical that you include them in your cover letter.

3. Discuss these key words in your mentor group to answer the following questions
 - What kind of employee are they looking for?
 - What hard and soft skills have they mentioned?
 - Can you relate to any of the key words? If so, what examples do you have of demonstrating these?
 - Do you see any skills or interests that align with your own?

Research the Employer

If you know the employer’s name, find out more about the business/organisation to determine if you would like to work there. Use the following as a guide and add more.

Does the company have a website?	
What is their address?	
How big is the company and what services do they offer?	
Are there other companies linked to this one?	
Are there opportunities for promotion, and/or are there training opportunities – accredited or otherwise?	

Resumes (RIJ Guide – Lesson 3)

Power Words and Statements

Power words and statements describe you, your values, your attitude and approach to employment. These words can be used on a resume to describe personal attributes. Power words can be targeted to reflect the industry you are applying for.

Examples:

Customer Service position – friendly and engaging phone manner, good people skills, interested in helping people

Carpentry apprenticeship – ability to measure accurately, hard-working and enthusiastic about the building industry, willing to learn new skills

1. In your group, brainstorm power words for the following industries and note them down below



Fashion Retail

-



Apprentice Horticulture

-



Administration Assistant

-

2. Brainstorm power words/statements for the role you have chosen – first on your own and then share with the group – and then note them below

Sample power words/statements

- | | | | |
|---------------------|---------------|---------------|-------------------|
| Active | discreet | level-headed | responsible |
| Adaptable | dynamic | loyal | self-starter |
| Ambitious | eager | mature | sincere |
| Assured | efficient | methodical | steadfast |
| attention to detail | energetic | motivated | studious |
| calm | enterprising | open | tactful |
| caring | Enthusiastic | passionate | team player |
| cheerful | Excellent | persistent | thoughtful |
| considerate | Flexible | practical | tough trustworthy |
| conscientious | Focused | productive | unbiased |
| consistent | Generous | professional | vigorous |
| creative | Happy | punctual | warm |
| credible | hard working | quick-learner | welcoming |
| dependable | Honest | realistic | willing |
| determined | Independent | receptive | |
| diligent | Industrious | respected | |
| diplomatic | Knowledgeable | resolute | |

Resume Writing

Why is a resume needed?

- Resumes are expected for almost all types of jobs from Clerk to Chief Executive Officer
- Resumes allow you to have all the facts in the one place
- A strong resume can make you appear more professional than another candidate

Ingredients for a great resume

The job market is competitive; sometimes one job can have a huge number of applicants. In these situations, an employer/ recruiter only spends an average of 6 seconds per resume! This means, you need your top selling points and why you're best suited to the job, front and centre.

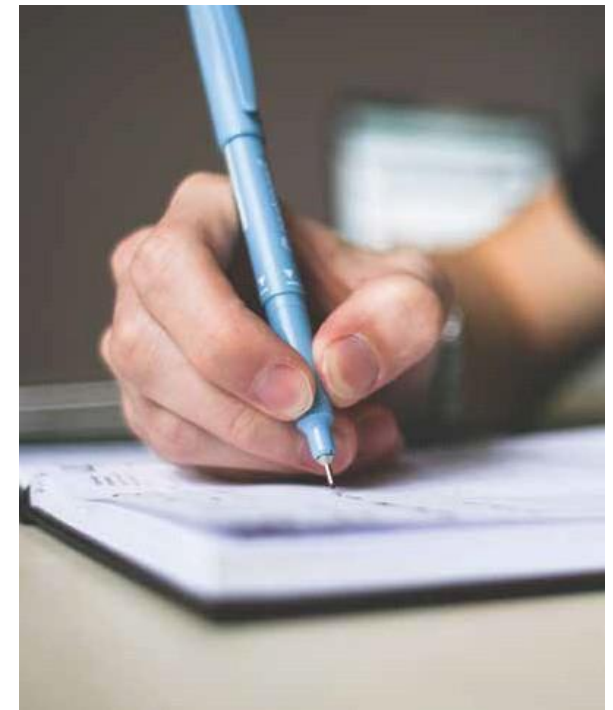
Make your writing clear and to the point, in a 1-2 page resume.

- Sell yourself! In many job application processes, a strong resume is your ticket to an interview
- Effective keywords/ power words and statements in response to the job ad you're applying for. Your resume should be customised for each individual job you apply for
- Computer generated with simple formatting, font size 11 or 12 point in black or grey, printed on clean white paper
- 1–2 pages in length
- Include accomplishments, awards and achievements
- Focus on your strengths, but never exaggerate the truth
- Include all current contact details for yourself and referees
- Explain gaps in employment history (travelling, parenting, studying etc.)
- Leave out: date of birth, place of birth or marital status. These items do NOT need to be included
- Have someone proofread your resume for mistakes or information that may have been overlooked

What to write if you haven't had a job yet

Even though you may not have had work experience, you can still highlight the skills, abilities and experience you've gained through school, training, voluntary positions or community group involvement. Examples:

- When including relevant experience specific to the job – "I have two years' experience with all aspects of customer service and retail sales gained as a part-time volunteer with the Salvation Army's Savers program"



- Key skills, qualities and abilities specific to the job – “I have hands-on experience with a range of computer applications. I work well with others in stressful situations.”
- Relevant qualifications or training/academic track record specific to the job – “My studies have focused on mathematics and science, and I took additional applied maths and chemistry electives in Year 11.”

Sample Resume

Contact details

Provide your full name (or preferred name).

Include your postal address, phone number and email address.

Make sure your phone has a clear voicemail message or that there is someone available to take a message for you.

Be sure to include an email address that looks professional (i.e. nothing like sugar_coated@hotmail.com). If you don't have a suitable email, now is the time to create a new account!

Objective

A career objective explains what you're looking for and what you can offer. It shows that you've thought about what kind of work you want to do.

Keep it brief (one or two sentences). It can be written to suit each job you apply for or it can be more general to suit your overall career or job goals.

Achievements & abilities

Include any formal achievements e.g. awards or certificates such as First Aid, a music or sport qualification.

Now think about more informal achievements (things you're proud of) based on your activities, hobbies and interests both in school and out of school e.g. clubs you belong to, tasks you help out with at home or in the community.

Abilities refer to the skills you have listed earlier.

Mary Richards
 12 Orchard Grove, Highfield, 3023
 0412 566 310
 mary.richards@gmail.com

OBJECTIVE

I am seeking the opportunity to expand my skills, knowledge and experience in a junior role. I am eager to learn and open to tackling a range of tasks.

ACHIEVEMENT & ABILITIES

- ▶ A team player and strong communicator
- ▶ Organised and great attention to detail
- ▶ Takes pride in work and always achieves tasks to high quality
- ▶ Computer skills: including word-processing, spreadsheets, research and social media
- ▶ Working with Children Check – volunteer
- ▶ Certificate - Introduction to First Aid

EDUCATION

2016 Year 10, Highfield Secondary College
 Current student
 Subjects include English, Social Science, Mathematics, Biology, Geography

PROFESSIONAL EXPERIENCE

March 2015 to Present **Highfield Primary School**
After School Care Assistant – Voluntary

The Highfield Primary School after school care provides a safe and nurturing environment for up to 30 students.

Responsibilities and achievements: As after school assistant I support the Coordinator to organise fun recreational activities and healthy snacks for the students. I have become efficient at preparing and packing up activities and completing general administration in short time frames.

June 2015 (2 weeks) **Practical Shoes**
Reception and Administration – School work Experience

Soul shoes are a local shoe manufacturer that produce shoes and boots for work environments.

Responsibilities and achievements: During my two week work experience I completed a range of duties including answering phone enquiries, uploading content to the online store (Shopify platform), filing and general office duties.

INTERESTS

- ▶ School basketball team member - premiership team in 2015
- ▶ YMCA Computer Clubhouse member
- ▶ Australian Youth Climate Coalition member

REFEREES

Anna Bell After School Care Manager, Highfield Primary School 0400 111 222	Cameron Davies Teacher, Highfield Secondary School 03 9300 1111
---	--

Written reference enclosed

Education

You can list your subjects and results or just name the last year of school you completed (where and when) – it's up to you.

Professional experience

Include any relevant work experience (position, name of employer and length of employment). Start with the most recent and work backwards.

Include a sentence about the employer. This shows you had an understanding of their core business/mission.

Aim to include some of the responsibilities you had in this job, and also any achievements you had, whether it was an achievement for the organisation or yourself.

Interests

Writing a bit about what you do in your spare time helps an employer get to know you. It's another chance to draw attention to your abilities and achievements.

Include things like team memberships, long-term interests and any informal training you've done through a social club or community group.

Referees

Who can be a referee?

Someone who knows you well, like a colleague, team-mate, coach, mentor, teacher or another member of the community you've worked with or helped out. Avoid using family or close friends as referees unless there are no alternatives.

Make sure you provide up-to-date contact details of your referees and always make sure you have permission before including them in a resume.

Always let your referees know if you're going for an interview. This means they will be prepared and expecting a call from the employer. It also helps to tell referees about the job you're applying for so they can think about how your skills and abilities will be relevant.

Written References

Written references are very useful to add to your resume to highlight your skills. You can ask referees to write you a reference that describes your best skills and qualities.

Writing your Resume Draft

1. Get started on your resume

Using the information from your CAP and mentoring sessions/activities so far, start the first draft of your resume. If you already have a resume, edit it so that it responds appropriately to your chosen job ad and includes those all important power words you noted above.

You can download a copy of the RIJI resume template at <https://www.jobsforyouth.com.au/p/RIJI>

Tips

- Remember, it should be tailored to respond to the job ad you have chosen.
- Make sure your resume uses correct spelling and grammar, clear formatting, and profiles your skills and commitment to your targeted job.

Social Media check

It's not uncommon for employers to screen candidates by checking social media profiles.

2. Go through all of the digital accounts you have created and make sure your photos and information have adequate privacy settings, and are not embarrassing towards your professional persona in your job search!

Create an Air CV

3. Login to [jobsforyouth.com.au](https://www.jobsforyouth.com.au) to create your AirCV. An AirCV is a visual snapshot of your resume that can be uploaded and used to apply quickly for exclusive jobs on Jobs for Youth.

The AirCV aims to capture your skills and experience in a visual timeline. With your AirCV on jobsforyouth, you can choose to make it open for employers and recruiters to find it when they search for candidates.

Links

Jobs for Youth/ RIJI Resume Template
<https://www.jobsforyouth.com.au/p/RIJI>

My Future Job Search Resources
<https://myfuture.edu.au/job-search-resources>

Youth Central
<https://www.youthcentral.vic.gov.au/jobs-and-careers>

Seek Explore Careers
<https://www.seek.com.au/career-advice/explore-careers>

Job Applications (RIJ Guide – Lesson 4)

Understanding Terminology in Job Advertisement

Job/ Position Descriptions

Some jobs may provide a Position Description as a part of the job advertisement. A Position Description is a list of responsibilities and functions required for the job. It also identifies the knowledge, experience and skills required to complete the job and may include more detail about the business/organisation's mission and structure.

If you're interested in more details about the job you're applying for, you can always contact the employer to see if there is a Position Description that they can send to you.

Key Selection Criteria

A list of requirements of the job that you are asked to respond directly to in your application. This process is designed to identify a strong candidate for the position by matching their skills and experience to the job requirements. Some areas of government require applicants to respond to specific KSC instead of submitting a cover letter.

An example KSC: *Demonstrated planning and organisation skills.*

KSC may ask for skills that are either 'essential' or 'desirable'. Do your best to provide an example of how you have demonstrated the skill in a job, at school or

elsewhere. Don't worry if you don't have a good example for every KSC, just do your best to provide a response to each item.

No matter how well qualified or suited you are to a position, if you do not address the requirements, your application will not make it through to the interview stage. So make sure you check what information you need to provide before submitting your application, as requirements vary across departments and agencies.

Aptitude Tests as part of an interview

What is an Aptitude Test?

It is a test given to job applicants to assess a person's ability to do a particular type of work. Aptitude tests usually consist of numerical reasoning, visual reasoning, verbal reasoning, abstract reasoning, speed and accuracy abilities. The threshold for passing an aptitude test will vary from one employer to another. Some organisations will place a minimum threshold (e.g. 75%) in order to pass the aptitude testing part. Yet others decide that regardless of the score, only the top number of candidates will move on to the next stage of the selection process.

Cover Letters

The aim of a cover letter is to highlight your skills and attributes. A cover letter should be customised to respond to the job advertisement. It's an opportunity to succinctly showcase your relevant skills and experience, and express your eagerness for the position.

1. **Once you have analysed the sample cover letter on the next page, have a go at drafting your own cover letter.**

Use the following link to download a copy of the Cover Letter Template [JobsForYouth/Resources/RIJ!](#)

Tips - Ingredients for a great cover letter

- The cover letter must address each of the key skills and requirements of the position
- A personal touch will help you stand out from other job applicants (e.g. briefly explaining why you think you would fit in with the company culture, how much you like the company's products/services. What it is about the job or company that appeals to you)
- Effective keywords/ power words and statements in response to the job ad you're applying for
- Your letter should be customised for each individual job you apply for
- Use your resume to back up and expand upon the key points in your cover letter
- List your key selling points in bullet form to make them easy to read
- No more than one page in length
- If the ad asks for you to respond to Key Selection Criteria, you can include the responses in the cover letter (in this case it's ok for the letter to be longer than one page.)
- Ask for an interview. Don't be shy - this shows you are enthusiastic about the job

Sample Cover Letter

1. Contact details

Include contact details including address, phone number and email address.

2. Business details

From the research you did on the business/ organisation, include the postal address.

If a name was provided in the job ad, make sure you address the letter to them.

Consider calling them to ask who the letter should be addressed to.

3. Job ID

Always include the Job Code No. and Position Name as it was written in the ad. This is because multi-site organisation like McDonalds or KFC will not know which site you are applying for.

Centre it and bold type to make it stand out and easy for the employer to read.

4. Skills list

Include a list of skills that show that you can do the job, why you would like the job.

Respond to the key words within the job advertisement.

5. Sell yourself

Include a selling sentence, about what you can bring to the business/organisation.

6. Resume mention

Always refer to your resume and make sure that the career objective within the resume relates to the job you are applying for.

7. Closing statement

It's important not to sign off with a negative

Some other sign off examples:

“I look forward to hearing back from you soon” “I look forward to your early response”

“I am happy to make myself available for an interview at your convenience”

8. Signature

Consider adding your signature to the printed letter.

12 Orchard Grove
HIGHFIELD VIC 3023
0400 111 222
mary.richards@gmail.com

1 August 2016

Martin Burn
Human Resources Manager
Paws Unlimited
256 Little Street
HIGHFIELD VIC 3023

Dear Mr Burn,

Re: Administrative Assistant for Paws Limited/Jobcode No. 6773

I am very interested in the position of Administrative Assistant for Paws Unlimited, advertised in the Weekly Times on 20 July 2016.

I am very familiar with your product line, I have been using your flea shampoo on my dog for the past three years. I have a range of administrative skills and experience to match the position you describe, including:

- Hands-on experience with a range of office programs including Microsoft Word and Excel, and the ability to learn new applications with confidence and ease
- Attention to detail and the ability to complete tasks quickly and efficiently
- Experience in working in an office environment gained through my high school work experience programs (eg. reception, filing, mail management, typing)
- The ability to learn new tasks and adapt my skills to a range of work situations (I was organising my manager's busy diary after only five minutes instruction).

I am pleased to offer these skills and abilities to a business that provides products that I not only use regularly, but fully endorse. I am confident that I would be able to promote your products to new and current customers through every aspect of the work and tasks that I undertake.

Enclosed is my resume for your review. I believe I am an excellent candidate for this role and look forward to meeting with you to discuss this position further.

Yours sincerely,

Mary Richards

PRACTISE AN ONLINE JOB APPLICATION

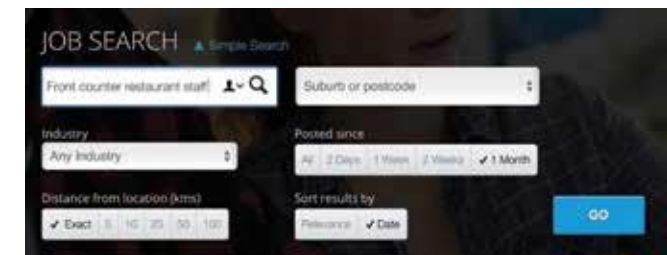
Online applications are one of many ways employers receive resumes and cover letters from candidates. More and more organisations prefer to use an online method, so practising is a great way to start!

This activity encourages students to use the jobsforyouth portal to practice an online job application.

Please do not delete or edit the application you are using for your mock interviews. This activity is separate and we ask you to create a new copy of a resume and cover letter using the drafts you have already created. Please ask a teacher if you are unsure.

Activity

1. Go to www.jobsforyouth.com.au
2. Sign in using your account. If you have not registered, simply click on 'Join This Community' and enter your details.
3. Once you have signed in, click on 'Job Search' and type in 'Front counter restaurant staff' in the search box.
4. Click on the job advertisement by Hungry Mack's and begin your online application.



Things to consider

Employers want to know that their candidates are serious about the role and have put in time and effort into their applications. Attention to detail is important and first impressions last!

Things to consider before you submit your application:

1. Who is the organisation?
2. What is the role?
3. What are they looking for in an employee?
4. Read your current resume and cover letter. Do these reflect the skills and experience this employer is looking for? If not, make changes to your cover letter addressing these.

Remember, this application is for PRACTICE only and is not a real job application. The attachments you upload will not be distributed anywhere and files will be deleted by INLLEN.

Preparing for an Interview (RIJI Guide - Lesson 5)

STEPS TO PREPARE FOR AN INTERVIEW

Being prepared is your key to success in an interview.

1. Know the job

Find out as much as you can about the job you are applying for and what it involves.

Demonstrating this knowledge shows that you have a good understanding of what the job requirements are, and that you are confident you can perform the job.

Carefully read over the job advertisement. Look for keywords, and the key duties of the job. Think about how you can use these keywords in your responses in the interview, and how you might respond if asked about your related experience to the job's key duties. If the job has a Position Description, you can request a copy to gain a detailed understanding of the job.

2. Know the company

Learn about the company that you're applying to.

Basic knowledge about the company will demonstrate to the employer that you have done your homework! Read their website, or Google them to learn about their products or services, target market and strategy.

3. Know your application

Take some time to review your resume and cover letter.

The employer may ask questions about your education and work history. Be ready to discuss these items in further detail, especially if you can highlight experiences that are closely related to the job.

4. Prepare your responses

Prepare your answers to commonly asked interview questions. You can write the answers down, or practise answering them with a friend or family member.

Sell yourself and your abilities. Be prepared to show the employer how they can benefit from hiring you, and that you're enthusiastic about getting the job.

Think back to your research from steps 1-3 above, remembering your key words from the job description and your best experiences that relate to the job.

Prepare questions to ask the employer at the end of the interview. This is a chance to find out more about the job, and show your interest.

5. Prepare your journey there

Know where you are going and always arrive early.

Arrive at least 10 minute before your interview time. If it's not a familiar location take some time to map out your journey. You might consider taking a



trip there on a day before the interview.

6. Prepare your appearance

Dress for success! Your appearance should reflect your eagerness for the job. Select your outfit the day before. Clean and neat clothes, shoes and hair are important to show your respect for the employer.

The formality of your clothes will depend on the industry you're interviewing for.

PREPARE RESPONSES

Being prepared shows the employer that you're organised, enthusiastic and capable. And the more prepared you are, the more confident you will feel in yourself.

1. Review and compare your resume with your selected job advertisement.



2. Think about some questions that might be asked

Imagine some questions an interviewer might ask based on the key words in the chosen job ad, and the key information included in your resume.

For example, if the job asks for customer service skills, you might be asked:

- What do you think good customer service looks like?
- Provide an example of when you have delivered good customer service.

3. Consider how you could respond to these questions you have listed

What do you think good customer service looks like?

Example: "a friendly interaction, where the customer feels welcome and gets their service in an efficient and easy way"

Provide an example of when you have delivered good customer service.

Tell a story of when you have served a customer and it went well, or you received positive feedback from the customer or the management.

If you don't have work experience, a response could include an example from any time you have demonstrated strong people skills. Whether it was during team projects at school, with community groups, sports teams or volunteering.

POTENTIAL QUESTION	ANSWER IDEAS – TRY TO USE EXAMPLES

INTERVIEW PERFORMANCE TIPS

1. Think about your answers

Don't be afraid to pause and reflect on what you want to say. If you don't understand the question, it's ok to ask them to repeat it. Or if you can't think of an answer straight away, take a moment to think, and consider paraphrasing the question as you're thinking. There's no need to rush.

2. Maintain eye contact

Maintain eye contact with your interviewers where possible, especially when answering the questions.

3. Smile

A smile can go a long way to show that you're excited for the job, and that you're a friendly person (a nice person that they will want around!)

4. Speak clearly

Take your time and express your words clearly. Try and keep your responses concise. Once you have made your point, don't chatter on further.

5. Be aware of posture

Have good posture; upright and relaxed. Avoid slouching.

6. Avoid fidgeting

Fidgeting can make you appear distracted, nervous or disinterested. Try and keep your hand still in your lap or on the table.

7. Be positive

All of these factors can help to show that you have a positive attitude towards the company, and the position you're applying for.

WHAT TO WEAR

Consider the industry you're applying to when selecting your wardrobe for the interview.

For example: fashion retail could be a stylish item from that particular store, construction could be neat work wear with closed shoes.

Some common expectations for interview appearance include:

- Clothes should be clean, ironed and free of stains and loose threads
- Hair and facial hair should be clean and neat
- No shorts: wear pants or skirt
- Tops with collars, blazers, jackets and more formal tops are a more suitable option rather than t-shirts
- Closed toe shoes, especially for trade roles
- No hats or headphones
- Depending on the industry, remove piercings/ cover tattoos
- No chewing gum
- Avoid strong fragrances
- Avoid sheer and revealing clothing

COMMONLY ASKED INTERVIEW QUESTIONS

1. Tell us a bit about yourself?

This question may be used to assess your personality, communication skills and ability to think on your feet. Describe your qualifications, range of skills in school subjects, interests outside of school etc.

Example: “I consider myself to be honest, reliable and trustworthy. Early childhood development is a vocation that I am very passionate about and have studied previously. I think it would be very rewarding to work in this profession”.

2. Why did you choose to apply for this job?

This is where your knowledge of the company will come in handy. Describe why you think your skills and experience makes you suitable for the position.

Example: “Transport and logistics is an industry that provides a range of opportunities to learn and develop. I feel I have what it takes to complement the team and ensure the vision of the organisation is upheld.”

3. How has school prepared you for working at our company? And what skills and knowledge do you have that relate to this area?

Here is your opportunity to talk about the skills you’ve developed in school. Think about particular experiences - go beyond the classroom.

Example: “I know this job requires a lot of teamwork and communication with my fellow employees. At school, I work with my peers and teachers everyday. In fact, I just completed a physics project that required me to collaborate with five of my classmates. We worked together on the project every week for a month, presented our findings to the class and received an A. This demonstrates my capacity to contribute as a team member to your company.

4. What are your goals?

This question is to gauge your ambition and career planning. It may be easier to talk about your short term and medium goals rather than long term. If you are undertaking any study, or training, this is a good time to talk about why you’re doing that training, and what career(s) you’re eventually aiming for.

5. What do you believe are your key strengths and weaknesses?

Prepare responses that give specific examples of your strengths at a previous position that will support your application. View weakness as a lack of experience and not ability. Here is an opportunity to promote your strengths and or use a personal weakness and show the steps that you have taken to overcome it.



Example: “Strength - I have strong organisational skills, I am always prepared at school when we have deadlines.
Weakness - I sometimes get nervous doing public speaking to large groups. This is something I have been improving on during school presentations, and I find my best approach to avoid being nervous is to be well prepared on the day and familiar with the content.”

Other questions to consider:

1. Why did you choose this career path?
2. What attracts you to apply for this position and why?
3. Why should we offer you the job over other applicants?

ACTIVITY: Practice your interview skills with your mentor

1. Using the commonly asked interview questions listed above, take it in turns to interview your mentor who will use a mix of good and bad interview techniques.
2. Discuss in your group the good and bad techniques that you identified and how your mentor should improve their technique

Now it's your turn to give it a go ...

3. Using the same questions, take it in turns to be interviewed by your mentor
4. When not being interviewed, make notes on your classmate's interview
5. Discuss with your mentor group how you could improve your interview technique
6. If there is time, have another turn as you can never get enough practice.

List below some key areas to improve your technique

-
-
-
-
-
-

Link



Your body language may shape who you are – Ted Talk, Amy Cuddy

Ted Talk by Social Psychologist, Amy Cuddy, about how high power ‘poses’ can impact your feelings of success.

https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are

Interviews (RIJ Guide – Lesson 6)

INTERVIEW ETIQUETTE

Before you go in

Turn off your phone - Don't forget to switch your phone off or to silent before you go in.

Go into the interview alone - Don't bring your parent/ guardian/friend in.

When you enter the interview

Introduce yourself to the interviewer and shake hands (if COVID restrictions allow). Sit down when asked. A handshake should be firm and deliberate, not limp.

Take time to breathe. Take some slow deep breaths before you start. Be conscious of your breath and slow it down before answering questions.

Never interrupt the interviewer before they finish asking the question.

Sell yourself!

Don't forget, the topic of conversation in an interview is you! What other topic could you possibly know more about?

Don't be shy about describing your best skills and experience, show them why you can do the job well.

Employers hire a large percentage of their employees based on preparation and attitude, only a small percentage is based on skill. This means that even though you may not have exactly what is needed for the job, if you are prepared and your body language and behaviour show that you are enthusiastic and keen to learn you will most likely find yourself employed quicker than you think.

At the end of the interview

Get an indication from the employer of when you will find out if you've got the job or not. Organise to contact the employer in four days regarding the position.

Always thank the interviewer/s

Be polite. Thank the interviewer/s for their time and express how you look forward to hearing from them.

Shake their hand at the end (if COVID restrictions allow).



MANAGING STRESS IN AN INTERVIEW

Stress is something everyone experiences from time to time, it is a response to pressure when faced with a challenging or threatening situation. That pressure is not only about what's happening around us, but often also about the pressure we might put on ourselves. Job interviews are a common cause of stress for many people.

Keep in mind that stress can sometimes be a good thing! In the context of an interview, it shows that you care about getting the job, and performing well. It can actually help to sharpen your focus.

There are techniques you can use to avoid levels of stress becoming overwhelming and impacting your daily life.

TECHNIQUES BEFORE AND DURING THE INTERVIEW

Before the interview

Being as prepared as possible will help to minimise feelings of stress. This includes:

- having your clothes ready
- bit of knowledge about the business/organisation
- journey planned
- thought about some responses to common interview questions

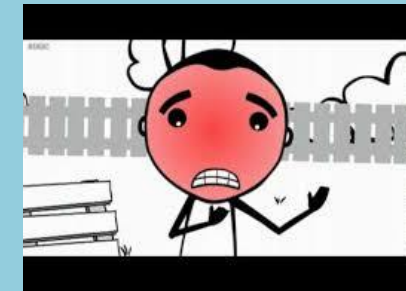
Arriving ten minutes early not only shows that you're organised; it also helps relieve your own stress avoiding a last minute rush to get there.

Visualisation is a relaxation technique in which you imagine yourself succeeding in the situation. By doing so, you're mentally preparing to handle the event in real life. You can practise visualisation in the days, hours or even minutes before an interview. Simply close your eyes and breathe deeply. Picture yourself greeting the interviewer confidently and answering tough questions with ease.

During the interview

- Breathing deeply and slowly (and quietly, of course)
- Sit up straight and don't cross your legs or arms
- Keep your hands and jaw relaxed, not clenched

Links



Managing Stress –
Brainsmart, BBC

[http://www.youtube.com/
watch?v=hnpQrMqDoqE](http://www.youtube.com/watch?v=hnpQrMqDoqE)

headspace: How to impress
in a job interview
(interactive)

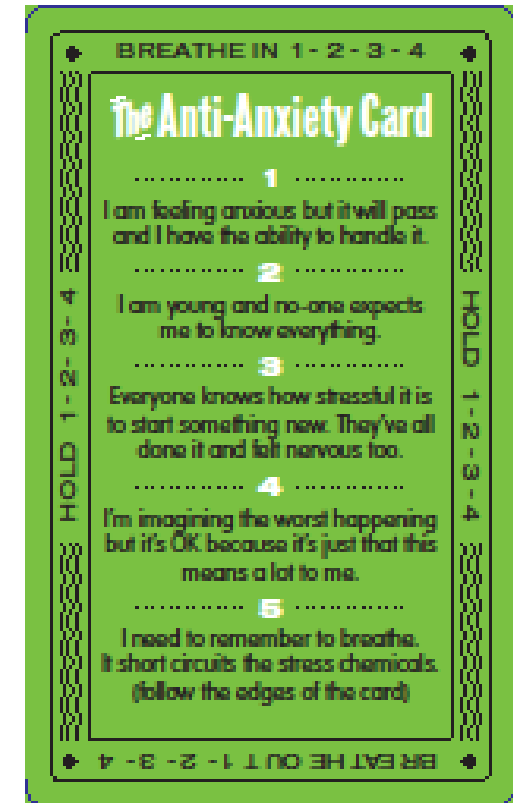
<https://headspace.org.au/explore-topics/for-young-people/job-interview-preparation/>

- Smile
- Speak slowly and pause for breath often. If you reach a question that you can't think of a response straight away, take a moment to think and maybe even paraphrase the question out loud. Don't panic, take your time to breathe and regain your focus.
- It's okay to admit that you're nervous. Interviewers don't see this as a weakness.

Who you can talk to if you're experiencing high level stress or anxiety:

If the feelings of stress begin to affect your mental and/or physical health, you may need to seek support.

- School staff (welfare staff, school nurse, teachers)
- An adult you trust
- Your GP (doctor)
- Local service (headspace, youth services etc.)
- www.eheadspace.org.au or 1800 650 890
- Lifeline (24hr): 13 11 14 – crisis support, free from mobiles
- Kids Helpline: 1800 55 1800 & Web – free/ confidential
- headspace.org.au
- Emergency: 000



INTERVIEW QUESTIONS

Below are the set questions that the interviewer will be using during the mock interview event. Practising answers for these questions will help you once you get into the interview situation.

1. Ice breaker question:

The interviewer will take a quick look at the candidates resume to see if there are any questions they could ask which are relevant to the job or things which are interesting e.g. special awards, general interests, hobbies etc.

General question: Tell us a little about yourself?

2. Why would you like to do this job or work for this company?

3. Have you ever been involved in any work experience / volunteering / paid employment before?

- If student answered yes: Can you tell me a little about what you did, where it was and how you went?
- If student answered no: Can you tell me about any subjects, training or activities you have been involved in at school or in your community that might assist you in this job?

4. What qualities or skills do you think you can offer for this job?

5. Can you give me an example from school or work where you have worked in a team to complete some task?

6. Can you think of a time when you have had to solve a problem at school/at work/at home/ somewhere else, describe how you went about it and what the outcome was

7. Would you like to ask me any questions?

USING S.A.O RESPONSES

When answering interview questions, it is recommended that you use the SAO approach.

It's also a good idea to use this approach when responding to Key Selection Criteria.

Situation Where and when you did something

Action What you did and how you did it

Outcome What the results of your action were

Example

Interview Question - What are your time management/ organisational skills like?

SITUATION I am currently undertaking a VET subject in fashion design, as well as my other normal Year 10 subjects. This requires that I travel to do VET at my local TAFE every Wednesday afternoon and miss two periods of other subjects.

ACTION I have to find time to speak to 2 of my class teachers in the subjects that I have missed for the week, to review the work and homework assigned.

OUTCOME As a result of this action I am progressing well in all my subjects

INTERVIEW EVALUATION FORM

Interviewer Name:

Student Name:

QUESTION RESPONSE/ PERFORMANCE	RATING SCALE 1 - 5 1- needs improvement 5- very competent	COMMENTS
Resume standard		
Handshake / Greeting		
Professional Appearance		

QUESTION RESPONSE/ PERFORMANCE	RATING SCALE 1 - 5 1- needs improvement 5- very competent	COMMENTS
<p>Self Confidence, comfort level Consider the following elements:</p> <ul style="list-style-type: none"> • Voice Tone, Volume • Posture, Body position • Eye Contact 		
<p>Use of selling points</p>		

QUESTION RESPONSE/ PERFORMANCE	RATING SCALE 1 - 5 1- needs improvement 5- very competent	COMMENTS
<p>Question responses: Provide either an overall evaluation comment about all of the answers provided or you can comment on individual question responses below.</p>		
<p>Response to Qn 1: Icebreaker question</p>		
<p>Response to Qn 2: Why would you like to do this job or work for this company?</p>		

QUESTION RESPONSE/ PERFORMANCE	RATING SCALE 1 - 5 1- needs improvement 5- very competent	COMMENTS
<p>Response to Qn 3: Have you been involved in any work experience/volunteering/paid employment before? If Yes, can you tell me a little about what you did? If No, can you tell me about any subjects, training or activities you have been involved in at school or in your community that might assist you in this job?</p>		
<p>Response to Qn 4: What qualities or skills do you think you can offer for this job?</p>		
<p>Response to Qn 5: Can you give me an example from school or work where you have worked in a team to complete some task?</p>		
<p>Response to Qn 6: Can you think of a time when you have had to solve a problem at school/at work/at home/somewhere else? Describe how you went about it and what the outcome was.</p>		
<p>Response to Qn 7: Would you like to ask me any questions?</p>		