

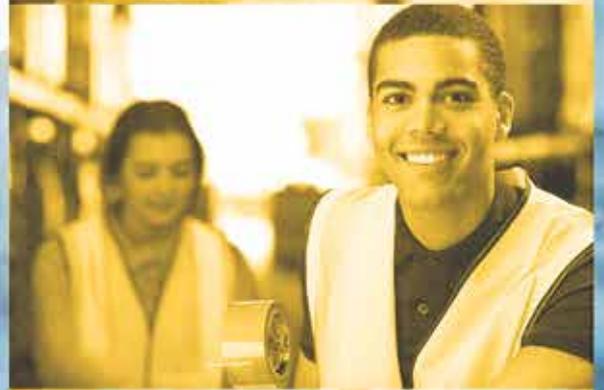


JOBS FOR
YOUTH

RIJI

real industry job interviews

**TEACHER
RESOURCE**





The Jobs for Youth Campaign is an initiative of the Inner Northern Youth Employment Taskforce (INYET) and is brokered by the Inner Northern Local Learning and Employment Network (INLLEN).



TEACHER RESOURCE

Real Industry Job Interviews is a work readiness program that assists students in developing job search, resume writing and interviewing skills.

This program is for young people in Darebin, Moreland and Yarra, as an initiative of the Inner Northern Youth Employment Taskforce.

This resource has been developed in collaboration with Real Industry Job Interviews (RIJI) Steering Committee members and has been revised a number of times to keep with current employment and recruitment practices.



ONLINE RESOURCES

jobsforyouth.com.au

jfyevents.com.au

Students, parents and school staff are highly encouraged to follow the Jobs for Youth Campaign's social media for additional job hunting resources, tips and advice.

 [InnerNorthJobsForYouth](https://www.facebook.com/InnerNorthJobsForYouth)

 [InnerNorthJobsForYouth](https://www.instagram.com/InnerNorthJobsForYouth)

 [jobs_foryouth](https://twitter.com/jobs_foryouth)

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INTRODUCTION

ABOUT

Real Industry Job Interviews (RIJI) is a work readiness program that assists secondary students in developing job search, resume writing and interviewing skills. The Program is delivered as part of a school's curriculum throughout a series of guided lesson plans and culminates in a face-to-face interview with a local volunteer employer during a RIJI event.

Duration:

- A minimum of seven lessons in-class
- Attendance at the interview event

Suitability:

- Years 10-12, Vocational Education Training in School (VETiS) qualification or
- Victorian Certificate of Applied Learning (VCAL)

DELIVERING THE RIJI PROGRAM IN YOUR SCHOOL

Pre-program workshop

It is compulsory for a lead representative(s) from each participating school attend a planning workshop in Term 1. This session will include a presentation of the Program and how this resource will support in-class delivery. This includes dedicated time to help you begin your planning and is an opportunity for participating schools to share good practice examples.

Before the program commences

The expectation is that lead teachers who attend the pre-program workshop will share this knowledge with the school's RIJI team (teachers, careers practitioners and wellbeing staff). It is also advised that parents are informed of the Program how they may support learning at home.

RIJI Teachers Resource

This resource has been developed by a steering committee of local educators, recruitment and HR specialists. It informs teachers about the program structure, delivery options and resources required. Please note that this resource is a guide only and is to be used as a starting point. Be creative, include other resources and adapt the activities to better meet the needs of students.

In-class program delivery

The Program is delivered as a series of seven lessons in Term 2. Students will get hands on experience with job searching, resume and cover letter preparation, and interview preparation. Students will select a real job advertisement of interest on which to base their application. Towards the end of Term 2, they will be required to submit a package including their selected job advertisement, resume and cover letter. Teachers must review these and provide feedback to students before they are submitted to the RIJI Coordinator.

Mock interview event

A mock interview event will be held in early Term 3 for each region (Darebin, Moreland and Yarra). Students will be expected to attend and undergo a twenty minute individual mock interview with volunteer local industry and business representatives. A standard set of interview questions will be used and the interviewers will provide students with both verbal and written feedback on their performance and resume quality.

Linking your school with an industry partner

It is recommended that the RIJI Program be delivered in partnership with local recruitment and human resources professionals. These partnerships are effective for students and teachers to gain insider knowledge on the current job market, and aims to link schools with the broader community. It is recommended that co-delivered sessions take place in lessons 4, 5 and 6. The RIJI Coordinator will help connect the school to an appropriate industry partner.

USING THIS RESOURCE

Pages of the document are labelled as **LESSON PLAN** or **HANDOUT** to indicate which pages are for teacher planning, and which can be distributed as info sheets or activities for students.



PROGRAM CHECKLIST FOR RIJI TEACHERS

ACTION/TASK		RESPONSIBILITY	COMPLETE
TERM 1 Pre-Program	RIJI Lead Teacher(s) attend RIJI pre-program workshop		
	RIJI Team (teachers, careers practitioner and wellbeing staff) meet and plan for Term 2 delivery, ensuring the program is tailored to meet the needs of students and team teaching opportunities considered		
	Communicate with families to support learning at home		
	Industry Partners have been contacted and planning for co-delivered sessions is complete		
TERM 2 In-class program delivery	In-class program delivery commences		
	Student registrations complete on the Jobs for Youth website		
	A real job advertisement has been selected by students that is suitable to their level of experience		
	Student resumes and cover letters complete		
	Resumes and cover letters reviewed and feedback provided to students prior to submitting to RIJI Coordinator. Students have been given the opportunity to make final amendments.		
	Two copies of each students job ad, cover letter and resume received from students and mailed to the RIJI Coordinator. A summary sheet of all participating students' names, year level ad title of job selected included in this package.		
	Interview schedule received for the event from RIJI Coordinator and communicated with school staff to make arrangements for bus, consent forms etc.		
TERM 3 After the mock-interviews	Participate in mock interviews		
	Deliver final session and distribute interview packs to students. Students have been provided with an opportunity to reflect on the interviews and have made necessary changes to their resumes and cover letters.		
	RIJI Team have evaluated and reviewed their program delivery. How can we improve for next year?		
	INLLEN Student and Teacher Evaluation Forms completed		

7-LESSON PROGRAM PLAN

<p>LESSON 1 Self Assessment</p>	<p>Student RIJI Program Survey Identifying strengths and skills– online activity Exploring careers Identifying strengths and skills- Matching skills to careers Career aspirations Resume Builder part 1</p>
<p>LESSON 2 Job Search</p>	<p>Finding a job Become a member of the Jobs for Youth Talent Community Choose a job of interest Analyse a job advertisement Resume Builder – part 2</p>
<p>LESSON 3 Applying for a Job (session 1)</p>	<p>Power words and statements Resume Builder – part 3 Resume writing</p>
<p>LESSON 4 Applying for a Job (session 2)*</p>	<p>Understanding terminology in job advertisements Cover letters Workshop resume and cover letter drafts Practise online job application</p>
<p>LESSON 5 Preparing for a Job Interview (session 1)*</p>	<p>Steps to prepare for an interview Prepare responses Interview performance tips Commonly asked interview questions Demonstrate an interview</p>
<p>LESSON 6 Preparing for a Job Interview (session 2)*</p>	<p>Interview etiquette Managing stress in an interview Interview questions Using S.A.O. responses Interview evaluation form</p>
<p>LESSON 7 After the Interview</p>	<p>Interview reflection and feedback review Employer expectations in the workplace Survey</p>

* These lessons may be co-delivered with an industry partner



LESSON 1

SELF ASSESSMENT

TOPICS

- Student RIJI Program Survey
- Identifying strengths and skills – Online Activity
- Exploring careers
- Identifying strengths and skills – Matching skills to careers
- Career aspirations
- Resume Builder (part 1)

LEARNING INTENTION

The learner has identified the broad range of skills which they can bring to a job.

LESSON 1: SELF ASSESSMENT

FOCUS

In this introductory session students explore career aspirations, and identify skills that they can bring to a job.

STUDENT OUTCOMES

- Understand the value of working
- Insight to the broad number of careers connected to learning areas of interest
- Identify job related skills- and those they recognise as relevant to themselves
- Identify personal career goals.

OUTLINE

1. Student RIJI Program Survey

As part of our commitment to ensuring the RIJI Program continues to improve, and to measure students' progress, we require students to complete a pre and post program survey.

Please have your students complete the student RIJI survey prior to and after completing the RIJI Program. The aim is for students to assess their skills and knowledge related to interview preparation.

2. Identifying strengths and skills – Online Activity

In this online activity, students undertake the myfuture interests and skills quizzes to help identify their top strengths and skills.

3. Exploring careers

In this online activity, access the myfuture website to explore careers sorted by learning area. Identify the breadth of careers associated with a single learning area, and note the pathways required to obtain these careers.

4. Identifying strengths and skills- Matching skills to careers

An activity to consider the skills required for specific careers.

5. Career aspirations

Open a discussion about the value of working and students' short and long term job and career aspirations.

6. Resume Builder (part 1)

Students complete part one of the Resume Building handout, 'Summary of your top skills' and 'Objective' on page 14. Students will add to this document throughout the first three lessons of the program. The final document will help to shape students resume, cover letter, interview answers and will help to build a greater understanding of the type of job they wish to target.

OUTPUTS

- Resume Builder (part 1) completed.

STUDENT RIJI PROGRAM SURVEY

1. Print the following page and have students complete the survey at the beginning of the program.

Take the document back and file it.

2. Closer to the interview event in Term 3, a SurveyMonkey link for the final data collection will be provided to teachers. Distribute this link to every participating student to access the survey.

3. As soon as possible after the event, have the students access the SurveyMonkey link and enter their answers collected on the document in step 1, and enter their new responses for the post-program perspective. The post-program survey will also include additional questions for students to help improve the program.

Please note that the SurveyMonkey link can only be accessed once per person, so it isn't possible for students to save their survey entry mid way and reload the survey.

4. You may wish to allocate time in class to get the survey responses entered into SurveyMonkey soon after the event. This will help us to quickly provide the report back to all participating schools.

LESSON 1: SELF ASSESSMENT

STUDENT RIJI PROGRAM SURVEY

Student Name: _____

School: _____

Year Level: _____

Subject Area: _____

The RIJI Program is designed to help you build your job-seeking and application skills.

Please self score yourself on the following statements below by honestly rating your current skills and knowledge before starting the program.

You will be asked to self score yourself again after completing the RIJI program.

Please indicate how much you agree or disagree with the statements below. 0 = strongly disagree, 5 = strongly agree.

	BEFORE PROGRAM	AFTER PROGRAM
I understand what employers look for in employees.	0 1 2 3 4 5	0 1 2 3 4 5
I understand my career options and what I would like to do in the future.	0 1 2 3 4 5	0 1 2 3 4 5
I know how to look for jobs.	0 1 2 3 4 5	0 1 2 3 4 5
I know how to write a good cover letter.	0 1 2 3 4 5	0 1 2 3 4 5
I know how to write a good resume.	0 1 2 3 4 5	0 1 2 3 4 5
I know how to prepare for a job interview.	0 1 2 3 4 5	0 1 2 3 4 5
I am confident I can do well in a job interview.	0 1 2 3 4 5	0 1 2 3 4 5
I know how to communicate well in an interview.	0 1 2 3 4 5	0 1 2 3 4 5

Teachers: Please collect the students' self score sheets after rating their current skills and knowledge before starting the program. Please return to students and ask to then rate skills and knowledge after completing the program using the SurveyMonkey link provided.

LESSON 1: SELF ASSESSMENT

IDENTIFYING STRENGTHS AND SKILLS

Understanding your strengths and skills is an important factor in your job searching process. This knowledge can:

- Help you pick jobs suited to you
- Be included on your resume and cover letter
- Help you to answer questions about yourself in a job interview

Help you realise that you have skills and attributes relating to a number of career options that you had previously not considered. Most skills are suited to a range of different career options.

ONLINE ACTIVITY

Take the myfuture interests and skills quizzes

1. Navigate to **myfuture.edu.au**
2. Create an account
3. On the menu (right hand side), click on 'my career profile'
4. Complete the two quizzes under 'interests' and 'skills'.

The quizzes include multiple choice questions and take approximately 5 minutes each

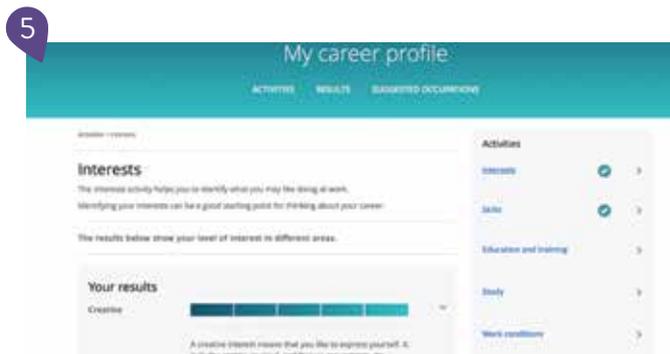
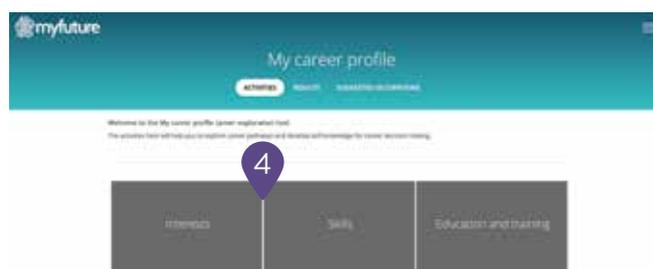
5. A results summary is generated that identifies a dominant skill area under the categories ideas, people, things, and data.

1 myfuture.edu.au



3

- Home
- My career profile
- Bullseyes
- Occupations
- Courses



LESSON 1: SELF ASSESSMENT

EXPLORING CAREERS

There are so many different types of jobs out there, even jobs that haven't been invented yet!

It can be difficult to imagine what jobs you might have in the future. In fact, many people end up in a career they never imagined when they first set out.

A good place to start thinking about your future jobs and careers is by thinking about your passions, and things that you're naturally good at.

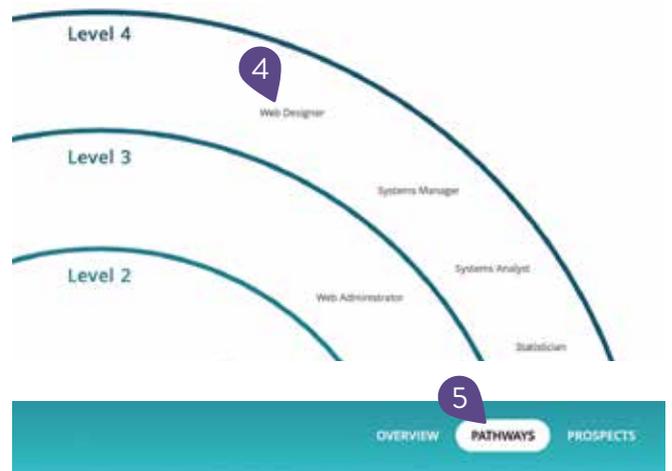
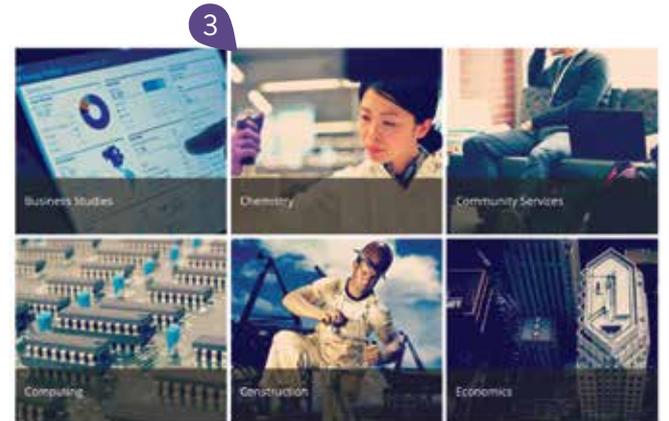
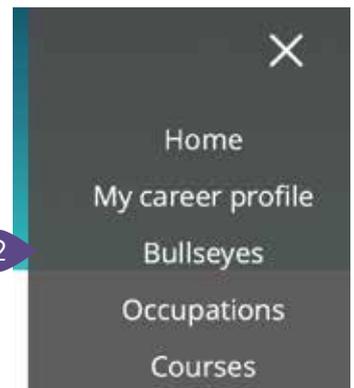
Follow the instructions below to view the Careers Bullseyes, and start by choosing a learning area that you enjoy.

ONLINE ACTIVITY

Explore Career Bullseyes

1. Navigate to **myfuture.edu.au**
2. On the menu (right hand side), click on 'Bullseyes'
3. Explore career pathways by clicking on a learning area you enjoy
4. The bullseye is separated into four levels: from school graduate or Cert I and II, to higher education. Inside each level are some job examples. Click on a job to see an overview of what that occupation does.
5. In the top menu, click on 'pathways' to see some examples of the types of pathways that can lead to this job.

1 myfuture.edu.au



What skill level is required?

Bachelor Degree or higher qualification
This type of occupation usually requires a bachelor's degree also known as a first degree. Some jobs also require further study, such as a Graduate Certificate, Graduate Diploma or master's degree. For some roles relevant experience may be required in addition to or instead of the formal qualification.

LESSON 1: SELF ASSESSMENT

IDENTIFYING STRENGTHS AND SKILLS – MATCHING SKILLS TO CAREERS

This activity encourages students to consider the skills required for specific careers. This activity aims to help students realise that they have skills that relate to more than one career path.

Make up career cards

Write a variety of careers/ jobs on each card. Some ideas have been provided in the list below. Scatter the cards on a table so that the students can walk around the table to look at and select various career options.

Identify 5 skills

Ask students to write down 5 things that they recognise themselves to be good at.

Matching skills to careers

Ask the students to look at the careers cards on the table and try to match the 5 identified skills with 5 careers.

Brainstorming further careers and jobs

Ask the students to make a list of further careers or jobs that relate to their five identified skills.

DISCUSSION

Discuss the results, with students giving examples of their findings.

SKILLS

Skill examples to get you started:

- communication
- creative thinking
- innovation
- technology literacy
- team player

- organised
- time management skills
- works well under pressure
- problem solving
- take initiative
- multi tasking
- researching

CAREERS/JOBS LIST

Accounting
Advertising
Aged Care
Asset Maintenance
Baker
Banking
Barista (Coffee Art)
Beauty Therapy & Makeup
Boiler Making, Fitting & Welding
Butcher
Chef
Child Care
Customer Service
Defence Services
Design
Drafting
Electrician
Florist
Food Preparation
Government Services
Health Worker
Horticulture
HR or Recruitment
Info tech
Legal
Logistics, Supply & Transport
Landscaping
Machining
Marketing
Mechanic
Medicine
Multi Media
Panel beating
Real Estate
Receptionist
Sales
Teaching / Training
Travel & Tourism
Waiter
Warehousing
Youth Work

LESSON 1: SELF ASSESSMENT

CAREER ASPIRATIONS

Students consider personal job and career aspirations, both short term and long term.

Open a discussion about the benefits of working and job aspirations.

DISCUSSION POINTS

How working can benefit you

- Getting a job can set you on a career path that not only builds skills, but builds confidence and self esteem
- Financial independence will give you more freedom and choices in your life
- The whole cycle of working and participating in the wider community will enhance your life and make it more satisfying and rewarding for you
- Valuable skills can be developed, so that you can progress along your career path to achieve higher and better paid positions.

Job and career aspirations

Do students have any short term/ long term ideas in mind for jobs and careers?

What skills are they currently developing in a job, or sports groups, community involvement or school and VET subjects?

RESUME BUILDER – PART 1

Complete part 1 of the Resume Building handout 'Summary of your skills and 'Objective' setting a SMART goal. This handout can be found on page 15. (part 2 and 3 will be used in the lessons that follow).

RESUME BUILDER – PART 1

Name: _____

Date: _____

MY TARGET POSITION

Summary of your top skills/strengths: your top 4 to 6 selling points for the target position

Objective: Set a SMART goal to do with a job/career goal, it can be a short or long term goal

A SMART goal is

- Specific
- Measurable
- Attainable
- Relevant
- Time Bound

SPECIFIC	MEASURABLE	ATTAINABLE	RELEVANT	TIME BOUND
What is your goal? Include details (who, what, when, where, how)	How will you know when you have achieved the goal?	Is the goal achievable?	Why is this goal important to you at this point in your life?	How long will your goal take to achieve?

RESUME BUILDER – PART 2

EMPLOYER'S REQUIREMENTS

From the job ad you have chosen, what are the employer's top 3 needs and how you meet them?

Employer's need #1:

Your examples that you meet this need:

Employer's need #2:

Your examples that you meet this need:

Employer's need #3:

Your examples that you meet this need:

EXPERIENCE

What experience have you had that proves your ability to do the job? Start with your most recent experience first. Experiences can be from jobs, at school, organisations or volunteering.

TITLE	EXPERIENCE	DATES

RESUME BUILDER – PART 3

EDUCATION

List any relevant education and training.

QUALIFICATIONS OBTAINED	INSTITUTION	DATES

POWER WORDS AND STATEMENTS

In response to your chosen job ad, create a list of power words and statements:



LESSON

2

JOB SEARCHING

TOPICS

Finding a job

Become a member of the
Jobs for Youth Talent Community

Choose a job of interest

Analyse a job advertisement

Resume Builder (part 2)

LEARNING INTENTION

The learner has located a job to target which is interesting and relevant to them, and has an understanding of the advertisement's key terms.

LESSON 2: JOB SEARCHING

FOCUS

How to navigate the job market, choosing a job of interest to base a RIJI application on, and how to analyse a job advertisement.

STUDENT OUTCOMES

- Understanding of avenues for job seeking
- Identify a job that matches their skills and abilities
- Ability to analyse a job advertisement, research an employer and understand the requirements of the position advertised

OUTLINE

1. Finding a job

Open a discussion about the potential avenues to access jobs and opportunities. Supported by the content on the page 20 handout.

2. Become a member of the Jobs for Youth Talent Community

In this online activity, assist students to register on the jobsforyouth.com.au talent community and practise job searching techniques by keyword, location and industry.

3. Choose a job of interest

Using the jobsforyouth.com.au website, or other job searching tool, students select a job of interest that is suited to their skills and abilities. If possible, students then research the employer to determine if it's somewhere they would like to work (some ads published by recruiters don't list the employer's name).

4. Analyse a job advertisement

Start this section with a discussion about keywords in job advertising, describing hard and soft skills. Students then analyse their chosen job advertisement to identify the keywords. Report back to the class or groups for a discussion on the keywords discovered and how they indicate the employer's requirements.

5. Resume Builder (part 2)

Students complete part 2 of the Resume Builder document (page 16), sections 'Employer Requirements' and 'Experience.'

OUTPUTS

- Membership of the jobsforyouth.com.au Talent Community
- Job advertisement chosen– save/ print a copy for the final submission
- Resume Builder part 2 completed (page 16)

LESSON 2: JOB SEARCHING

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, hospitality and health clinics
- 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
- 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.

Apprenticeship and Traineeship providers:

- agaustralia.com.au
- appsmatter.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.

Local

Keep an eye out in your local area in shop windows and community notice boards.

LESSON 2: JOB SEARCHING

BECOME A MEMBER OF THE JOBS FOR YOUTH TALENT COMMUNITY

Sign up

1. Navigate to jobsforyouth.com.au
2. Click on 'Join this Community'.
3. Click 'Register Here'. Another option is to register with Facebook. You must be logged in to Facebook to do this. Once registered you will receive an email welcoming you to the Talent Community.
4. You can now sign in and out via the button on the top right of the page.

Search for jobs

Jobs for Youth aggregates jobs from many websites posting available jobs in Melbourne's inner north. Local employers can also post jobs exclusively to the website. This allows Jobs for Youth members to view these jobs before they appear elsewhere.

Get started by either browsing all jobs, click 'see all' next to 'Latest Jobs'

Or type in a key word of a job/ industry of interest and click 'go'

If you are searching by location a list of suburbs and postcodes will appear

You can scroll through the location list or type the first few letters of the suburb to find the location you are looking for.

Click 'Go' to conduct the search

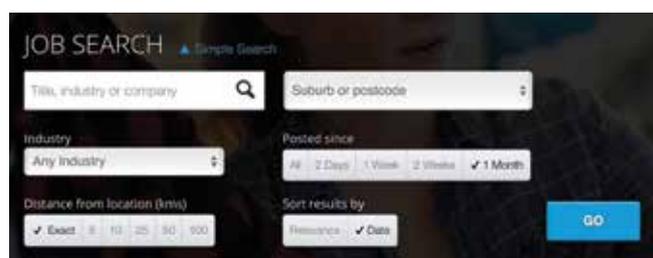
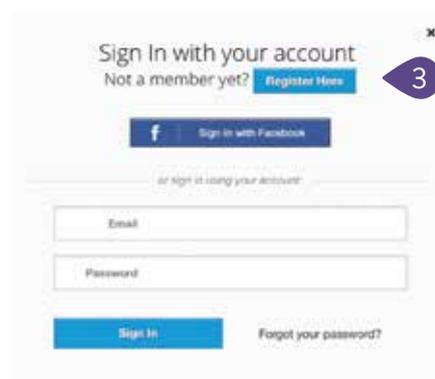
Advanced search

To get more specific results, click advanced search and apply filters by industry, location and the date the ad was posted. To get more results, you can broaden the distance from your location. To get fewer results, you can select an industry or restrict the time since the job was posted.

Not getting the results you want? Try these additional search techniques:

- add quotation marks for specific phrases e.g. "customer service"
- use the terms OR, AND, NOT (remember to use capital letters) to narrow your search. Some examples:

1 jobsforyouth.edu.au



- > Sales jobs, but I don't like cars, Type in: sales NOT cars
- > I like cars, but I'm better with customers than mechanics. Type in: cars AND customer

LESSON 2: JOB SEARCHING

BECOME A MEMBER OF THE JOBS FOR YOUTH TALENT COMMUNITY CONTINUED

Job Alerts can be helpful to notify you as soon as a job suited to your interests is posted. Create one by doing a search, then clicking 'create alert'. Now, as soon as a job is posted that matches your search criteria, you will immediately receive an email notification. Job Alerts can be used for two purposes:

1. You're interested in a really specific job that only comes up once in a while, for example working in an art gallery. Create an alert with the search term "gallery", and as soon as a job with that term is posted you will be amongst the first notified.
2. You have created a search that consistently brings up jobs you like. Get an email notification whenever a new job is added in this criteria.

Print a Job Beacon

Job Beacons are printable notices that include the detailed job description, a weblink and a QR code. To print a job beacon, view a job ad, then on the right hand side under 'share this job' click on Print a Job Beacon.

Once you have found a job that you would like to practice an application for, print the job beacon.



Applying for a job

If a job has been posted by an employer exclusively on the Jobs for Youth website, when you click on a job you will be asked to enter your details, upload your resume and write a cover letter.

If the vacancy has been sourced from another site, you will be taken to whatever site that is, and you will need to work through their system to submit the application. The process will be different according to the site you are taken to.

Other features

Events

jfyevents.com.au will list events and activities happening as a part of the annual Jobs for Youth Campaign. You will be able to view and sign up for local events such as Barista (coffee making) courses, resume building workshops and more.

Sharing

You can share a job with friends and family via email and social media. When viewing the Job, on the right hand side, click one of the options under 'share this job'.

You can also invite members to the community, by navigating to the top black bar, click on 'Community, then click 'invite members'.

SHARE THIS JOB



Receive communications

As a member of the Jobs for Youth Talent Community you will receive email notifications about local opportunities and activities to do with finding jobs. You can opt out of these messages at any time.

LESSON 2: JOB SEARCHING

CHOOSE A JOB OF INTEREST

During the RIJI Program, you will choose a job advertised online and practise an application and interview for that job. Keep in mind, you are selecting a real job, but the application and interview are just for practice. Gaining practice and confidence will help you to succeed in getting future jobs.

Locate a Job

Using Jobs for Youth or another website, locate a job advertisement that matches your interests and abilities. Entry level roles, traineeships and apprenticeships are a great place to start for those new to working.

Print a copy of the job advertisement. You will need this for your RIJI application. If you're using Jobs for Youth, you can do this by creating a Job Beacon (information on Page 22).

Research the employer

If you know the employers name, find out more about the business/ organisation to determine if you would like to work there. Use the following points as a guide:



Does the company have a website? Y/N
Address:

Investigate the company's size, products or services that they offer.
Description:

Are there other companies linked to this one?

Are there opportunities for promotion, and/or are there training opportunities (is it accredited training?)

LESSON 2: JOB SEARCHING

ANALYSE A JOB ADVERTISEMENT

For this activity, students can use their selected job ad, or use the example ad on the following page.

1. DISCUSSION

Open a discussion about the process of analysing a job advertisement.

Discussion Points

- Analysing your chosen job ad is important to understand what the employer is looking for, and what the job requirements are
- This process will build towards later writing your resume and help to respond to questions in the interview
- It's important to note that some companies and recruitment agencies filter applications by first scanning them with keyword matching software. So missing critical keywords could mean that your resume never even gets seen by an actual person!
- What are keywords?
 - > Explore hard skills vs soft skills
 - > Understanding keywords is a two-way process. We can understand more about a job and employer based on the keywords used in an ad, and the employer can understand more about us based on the keywords we use in our applications.

2. STUDENTS IDENTIFY KEY WORDS IN THE JOB AD

Go through the ad and highlight the keywords used.

3. DISCUSSION

Open a discussion about the findings of the job ad analysis, and ask student to consider if they can relate to the keywords.

Discussion Points

- Discuss examples of the keywords you have identified in the ad.
- Looking at the keywords identified, what kind of employee are they looking for? What hard skills and soft skills have been mentioned?
- Can you relate to any of the keywords? Are there examples of times you have demonstrated these things?
- Do you see any skills or interests you identified in lesson one?

4. RESUME BUILDER – PART 2

Complete part 2 of the Resume Building handout (page 16), sections 'Employer Requirements' and 'Experience.'

HARD SKILLS

are the measurable qualifications that you have. Examples:

School education
 Languages you can speak
 Ability to use computer software
 Ability to use machines and tools
 Certificates

SOFT SKILLS

sometimes called attributes, are more related to your personality – they're not something you can have a certificate for! Examples:

Organised
 Good communication skills
 Confident

LESSON 2: JOB SEARCHING

SAMPLE JOB AD

Talent Communities powered by uWorkin

****NEW JOB OPENING ON:**

Jobs for Youth 

Casual Retail Sales Assistant 6-9hrs./ Week
SPENDLESS SHOES
 Melbourne, VIC Posted 2/19/2019

MELBOURNE AND MELB SURBURBS
 Indulge in your passion for fashion!

- Join Australia's most successful footwear retailer
- Approx. 6-9 hrs. per week, including weekends
- Fun, fast paced and diverse role!
- Staff discount available

This is a great opportunity for a results-orientated and "hands-on" person looking to join a fast-growing company.

ABOUT THE ROLE.....
 Your primary role is to ensure your stores' sales opportunities are maximised. This is achieved by creating a warm, friendly place to shop and always exceeding your customers' service expectations. You must 'WOW' every customer and make his or her visit to Spendless Shoes an experience to remember.
 Your efforts will ensure Spendless Shoes' ongoing success and achieve our goal of becoming "The World's Friendliest Shoe People".

The most important people in Spendless Shoes are our Store Sales Team. You are the first point of contact with our most important asset, THE CUSTOMER. You are at the coal face and your behaviour directly affects the success and reputation of our company.

ABOUT YOU.....
 You will be expected to:

- Live Each Day the Spendless Way.
- Follow the 7 non-negotiable Service Standards of customer care.

To view and apply for this job on the web visit:
<http://www.jobsforyouth.com.au/job/11736660>



Scan here with your phone
to view the job on the web







LESSON

3

APPLYING FOR A JOB (SESSION 1)

TOPICS

Power words and statements
Resume Builder (part 3)
Resume writing

LEARNING INTENTION

The learner has an understanding of how to write an accurately formatted and comprehensive resume, communicating best aspects of themselves to the employer.

LESSON 3: APPLYING FOR A JOB (SESSION 1)

FOCUS

How to use power words and statements, and creating a first draft resume.

STUDENT OUTCOMES

- Understanding of power words and statements, and how they can be tailored towards an application
- Understanding of what a quality resume should feature, and ability to present their skills and experiences in a resume format
- Ability to personalise a resume in response to the job requirements

OUTLINE

1. Power words and statements

Open a discussion about what power words and statements are and how they can boost a resume. Brainstorm power words for the three industries listed. Supported by page 29 hand out.

2. Resume Builder part 3

Complete part 3 of the Resume Builder handout 'power words and statements'. This handout can be found on page 17.

3. Resume writing

Hold a discussion about why a resume is important. Review the 'ingredients for a great resume' on page 30, and the sample resume template 31-32.

Using the information already filled in by students on the 'Resume Builder' handout (pages 15-17), start on the first draft of a resume.

Once students have a draft of their resume, they can upload the file to jobsforyouth.com.au to create an Air CV (a visual snapshot version of the resume). This process pulls out the keywords used on the resume, so it's a good way to review if the ones used are effective. It will also suggest additional keywords based on what has been included, so this might help with adding value.

OUTPUTS

- Resume Builder part 3 completed
- First draft of resume, written to target students selected job ad.

LESSON 3: APPLYING FOR A JOB (SESSION 1)

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:

1. Customer Service position – **friendly and engaging phone manner, good people skills, interested in helping people**
2. Carpentry apprenticeship – **ability to measure accurately, hard working and enthusiastic about the building industry, willing to learn new skills**

Brainstorm Power words for the following industries



Fashion Retail



Apprentice Horticulture



Administration Assistant

LESSON 3: APPLYING FOR A JOB (SESSION 1)

POWER WORDS AND STATEMENTS – CONTINUED

Create a list of power words and statements

In response to your chosen job ad, create a list of power words and statements in your Resume Builder – part 3. These words will be used in your resume and cover letter.

Sample power words/statements

active	adaptable	ambitious	assured	attention to detail	calm
caring	cheerful	considerate	conscientious	hard working	consistent
creative	credible	dependable	determined	diligent	diplomatic
discreet	dynamic	eager	efficient	energetic	enterprising
enthusiastic	excellent	flexible	focused	generous	happy
honest	independent	industrious	knowledgeable	level-headed	loyal
mature	methodical	motivated	open	passionate	persistent
practical	productive	professional	punctual	quick-learner	realistic
receptive	respected	resolute	responsible	self-starter	sincere
steadfast	studious	tactful	team player	thoughtful	tough
trustworthy	unbiased	vigorous	warm	welcoming	willing

LESSON 3: APPLYING FOR A JOB (SESSION 1)

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.”



YOU CAN DOWNLOAD
A COPY OF THIS
RESUME TEMPLATE AT
JOBSFORYOUTH.COM.AU
IN THE REAL INDUSTRY JOB
INTERVIEWS SECTION

LESSON 3: APPLYING FOR A JOB (SESSION 1)

SAMPLE RESUME

1. 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!

2. 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.

3. 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 in your Resume Builder document.

1

Mary Richards

12 Orchard Grove, Highfield, 3023

0412 566 310

mary.richards@gmail.com

2 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.

3 ACHIEVEMENTS & 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

4 EDUCATION

2019

Year 10, Highfield Secondary College

Current student

Subjects include English, Social Science, Mathematics, Biology, Geography

5 PROFESSIONAL EXPERIENCE

March 2017
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: As after school assistant I support the Coordinator to organise 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 2019
(2 weeks)

Practical Shoes

Reception and Administration – School work experience
Practical shoes are a local shoe manufacturer that produces shoes and boots for work wear.

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.

6 INTERESTS

- School basketball team member - premiership team in 2018
- YMCA Computer Clubhouse member
- Australian Youth Climate Coalition member

7 REFEREES

Anna Bell

After School Care Manager
Highfield Primary School
0400 111 222

Cameron Davies

Teacher
Highfield Secondary School
03 9300 1111

8 *Written reference enclosed*



YOU CAN DOWNLOAD
A COPY OF THIS
RESUME TEMPLATE AT
JOBSFORYOUTH.COM.AU
IN THE REAL INDUSTRY JOB
INTERVIEWS SECTION

LESSON 3: APPLYING FOR A JOB (SESSION 1)

SAMPLE RESUME CONTINUED

4. 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.

5. 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.

6. 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.

7. Referees

Who can be a referee?

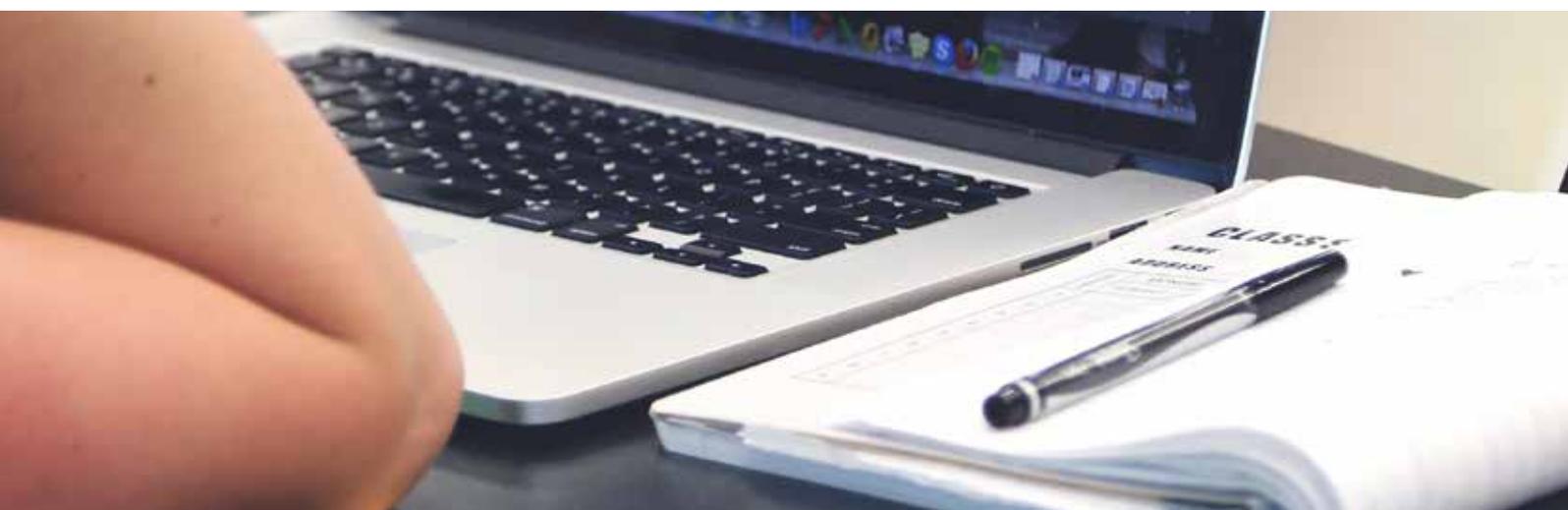
Someone who knows you well, like a colleague, teammate, coach, mentor, teacher or another member of the community you've worked with or helped out. Avoid using family or close friends as referees unless there are no alternatives.

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.

8. 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.



LESSON 3: APPLYING FOR A JOB (SESSION 1)

RESUMES, WHAT NOT TO DO

Mr Jon Smithington

12 Marine Drive
0400 111 222
Chocolate.addict@hotmail.com



Seeking an opportunity where I can apply my skills in a friendly organisation with plenty of room for advancement.

Experience

Sales Assistant

- Meeting sales targets
- Customer services
- Problem solving
- Visual Merchandising
- Customer follow ups

Sales Representative

- In store sales and quoting
- Highest achievement on sales
- Installation of Audio & Visual in homes and business.
- In home quoting was a big part of how I am during the sales process.

Family run business – Customer Service

- Customer Service and using the register to take payment
- Preparation of food daily – and orders for Wholesale Customers
- Ordering of Stock for the restaurant
- Managing Staff memver.
- Cleaning of Kitchen and restaurant area.
- Small levels of book keeping and processing of Invoices for payment.

Education

- Victorian Certificate of Education Completed
- Gained award for Graphic Arts

Intrests

Landscaping, tiling, deck work etc., Sports – Soccer and AFL, I love audio and visual entertainment and as a hobby I enjoy learning about all the new technology, especially the hi- fi department. An interest in motor sport, also enjoy to surf for relaxation, Most of all I love being with my family. I also love playing the drums. I also love food and dancing. Football best and fairest awards

References

Tina
0422 333 444

LESSON 3: APPLYING FOR A JOB (SESSION 1)

WRITING YOUR RESUME DRAFT

Get started on your resume

Using the information you have filled out on the Resume Builder handout (page 15-17), start the first draft of your resume. Remember, it should be tailored to respond to the job ad you have chosen.

If you already have a resume, edit it so that it responds to your chosen job ad.

You can download a copy of the RIJI resume template at jobsforyouth.com.au in the Real Industry Job Interviews section.

More resume samples can be found here:

- www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs/resume-template-vce-no-paid-work-experience
- myfuture.edu.au/career-insight/how-to-write-an-effective-entry-level-resume

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. 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

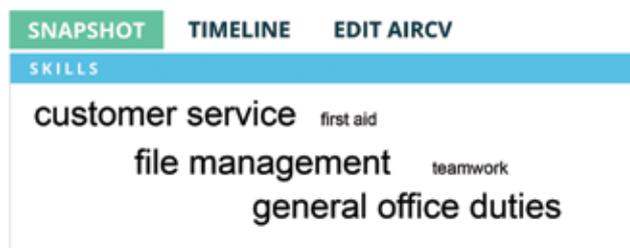
Login to jobsforyouth.com.au to create your AirCV. An AirCV is a visual snapshot of your resume that can be uploaded and used to apply quickly for exclusive jobs on Jobs for Youth. The AirCV aims to capture your skills and experience in a visual timeline. With your AirCV on jobsforyouth.com.au, you can choose to make it open for employers and recruiters to find it when they search for candidates.

To create an AirCV, navigate to the top black bar and click on 'AirCV'. Fill the fields public username, long story short (sell yourself! e.g. "Enthusiastic, willing to learn, interested in sales").

There are then two options:

1. Fill out each field career overview, skills and capabilities, experience, and education.
2. Or you can upload your resume file. After you have uploaded the file, click 'edit resume' to customise the dates, skills and text.

Note the key words it pulls out



Some larger employers use software to scan resumes for keywords and shortlist them before they're even read by a person! Air CV also suggests additional keywords based on what you have entered.



LESSON

4

APPLYING FOR A JOB (SESSION 2)

TOPICS

Understanding terminology in job advertisements
Cover letters
Workshop resume and cover letter drafts
Practising an online job application

LEARNING INTENTION

The learner has finalised their cover letter and resume, using correct spelling, grammar and format, and profiling their skills and commitment to their targeted job.

This lesson may be co-delivered with an industry partner

LESSON 4: APPLYING FOR A JOB (SESSION 2)

FOCUS

Review other application processes, create a cover letter and workshop resume drafts.

STUDENT OUTCOMES

- Students familiarise themselves with terminology used in job advertisements
- Understanding of what a quality cover letter should feature, and ability to write a cover letter targeting a specific job
- Understanding of other application processes that some businesses/organisations use

advertisement. Please note that this is not the job ad students will base their mock interviews on. This is separate and students should not delete any work on their resumes and cover letter for the interview.

If this activity could confuse your students, you may wish to revisit this after the RIJI Program as an additional activity.

OUTPUTS

- Final draft resume and cover letter completed and reviewed by teacher
- Students practise an online job application

OUTLINE

1. Understanding terminology in job advertisements

Open a discussion about other application processes including position descriptions, key selection criteria and aptitude tests, supported by handout on page 37.

2. Cover letters

Hold a discussion about why a cover letter is important. Review the ingredients for a cover letter page and the sample letter on pages 38-39.

3. Workshop resume and cover letter drafts

Students write a cover letter and review their resume draft. Workshop the documents with your student or in small groups to see what is working well, and what needs improvement.

4. Practising an online job application

An opportunity for students to practise an online job application. This activity is optional but a good way for students to understand that they will need to modify and change their cover letters and resumes for each job

LESSON 4: APPLYING FOR A JOB (SESSION 2)

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.



YOU CAN DOWNLOAD A COPY OF THE RIJI SAMPLE COVER LETTER TEMPLATE AT JOBSFORYOUTH.COM.AU IN THE REAL INDUSTRY JOB INTERVIEWS SECTION

LESSON 4: APPLYING FOR A JOB (SESSION 2)

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.

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

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

More cover letter samples can be found here:

www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs/sample-resumes-and-cover-letters

If you need help with letter formatting, consider using this tool:

www.readwritethink.org/files/resources/interactives/resume_generator/



YOU CAN DOWNLOAD A COPY OF THE RIJI SAMPLE COVER LETTER TEMPLATE AT JOBSFORYOUTH.COM.AU IN THE REAL INDUSTRY JOB INTERVIEWS SECTION

LESSON 4: APPLYING FOR A JOB (SESSION 2)

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.

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

1 August 2019

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 (e.g. 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,

M. Richards

Mary Richards

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.

LESSON 4: APPLYING FOR A JOB (SESSION 2)

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 practise 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

Go to www.jobsforyouth.com.au

Sign in using your account. If you have not registered, simply click on 'Join This Community' and enter your details.

Once you have signed in, click on 'Job Search' and type in 'Front counter restaurant staff' in the search box.

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 PRACTISE only and is not a real job application. The attachments you upload will not be distributed anywhere and files will be deleted at the end of each RIJI Program.



LESSON

5

PREPARING FOR AN INTERVIEW (SESSION 1)

TOPICS

- Steps to prepare for an interview
- Prepare responses
- Interview performance tips
- Commonly asked interview questions
- Demonstrate an interview

LEARNING INTENTION

The learner has an understanding of how to prepare for an interview, and recognise important factors that will help them to have a successful interview

This lesson may be co-delivered with an industry partner

LESSON 5: PREPARING FOR AN INTERVIEW (SESSION 1)

FOCUS

Steps required to prepare for an interview, and interview performance expectations.

STUDENT OUTCOMES

- Understanding of appropriate preparation for an interview
- Ability to consider the types of questions they might be asked in an interview based on the job ad and their resume
- Knowledge of commonly asked interview questions
- Ability to recognise good and bad interview performance techniques

OUTLINE

1. Steps to prepare for an interview

Using the handout on page 43, note 6 essential steps to prepare for a job interview.

2. Prepare responses

For this activity, students reflect over their resume and chosen job ad again, to identify the key points and consider questions that could be asked in an interview.

3. Interview performance tips

Using the handout on page 45, note key performance tips that can help make a successful interview.

4. Commonly asked interview questions

Open a discussion about commonly asked interview questions and some appropriate responses. Supported by handout on page 46.

5. Demonstrate an interview

For this activity, the teacher demonstrates an interview performance, with the students to provide feedback.

OUTPUTS

- Teacher has modelled an example of a good and bad interview
- Students have practiced peer to peer interviews

OTHER RESOURCES OF INTEREST



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.

www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are

LESSON 5: PREPARING FOR AN INTERVIEW (SESSION 1)

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 (more on page 45).

LESSON 5: PREPARING FOR AN INTERVIEW (SESSION 1)

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

LESSON 5: PREPARING FOR AN INTERVIEW (SESSION 1)

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

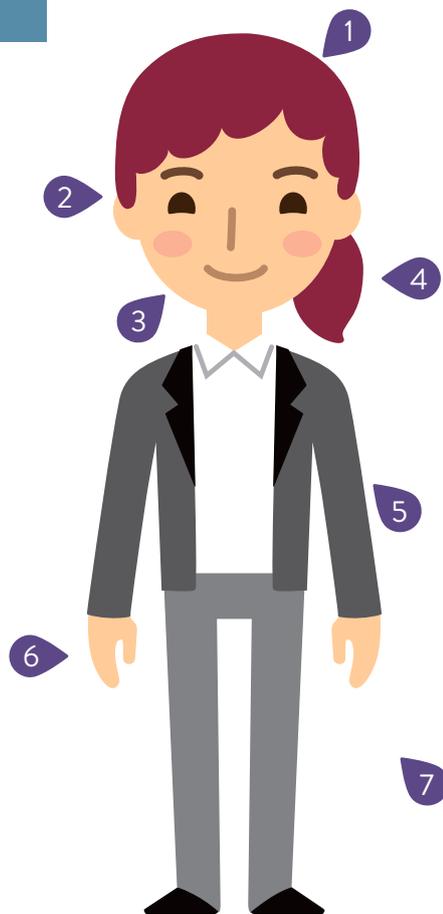
Have good posture; upright and relaxed. Avoid slouching.

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

LESSON 5: PREPARING FOR AN INTERVIEW (SESSION 1)

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?

LESSON 5: PREPARING FOR AN INTERVIEW (SESSION 1)

DEMONSTRATE AN INTERVIEW



For this activity, the teacher takes the hot seat to demonstrate an interview to the class.

1. Demonstrate the interview

Set up two chairs with you as the interviewee and your industry partner or a student as the interviewer.

Use the commonly asked interview questions from the lesson material on the previous page, and demonstrate example responses to the questions.

Consider whether your answers should be a mix of good and bad responses.

2. Students to provide feedback

Ask the students take notes during the interview and provide feedback on your interview performance. Students should consider your responses, posture, hand shake, confidence/comfort level.

Which responses did they think were strong? Which responses needed some work?

If you have also included some 'what not to do' examples in your performance, point them out if they weren't already picked up by the students.

Teachers may encourage students to use the Interview Evaluation Form that will be used by their interviewers (page 53-54).



LESSON

6

PREPARING FOR AN INTERVIEW (SESSION 2)

TOPICS

- Interview etiquette
- Managing stress in an interview
- Interview questions
- Practise interview with peers
- Using S.O.A responses
- Interview evaluation form

LEARNING INTENTION

The learner understands the questions and employer expectations, and is able to practise their interview skills.

This lesson may be co-delivered with an industry partner

LESSON 6: PREPARING FOR AN INTERVIEW (SESSION 2)

FOCUS

Interview etiquette expectations, how to manage stress and practising answers to commonly asked interview questions.

STUDENT OUTCOMES

- Understanding of appropriate etiquette for an interview
- Knowledge of techniques to handle stress during an interview
- Ability to perform a mock interview and answer commonly asked interview questions

OUTLINE

1. Interview etiquette

Open a discussion about interview etiquette supported by the handout on page 50.

2. Managing stress in an interview

Open a discussion about how stress can affect us with job interviews.

Brainstorm techniques to manage stress before and during the interview. Ask who in the room has had a job in the past? What was the process of getting hired? This conversation can be supported by the handout on page 51.

3. Interview questions

An opportunity for students to familiarise themselves with the interview questions they will be asked at the mock interviews.

4. Practise interview with peers

Use the interview questions and evaluation form from pages 52-55

5. Using S.A.O responses

Introduce the S.A.O responses technique

Organise students in pairs, students to take it in turns to be the interviewer and interviewee. During the interviews, students can complete the evaluation forms and offer feedback to each other.

6. Interview evaluation forms

This evaluation form is used at the mock interview events by volunteer interviewers. Students should familiarise themselves with the criteria they will be marked on.

OUTPUTS

- Complete interview evaluation forms during practice interviews

OTHER RESOURCES OF INTEREST

Managing stress - Brainsmart, BBC



www.youtube.com/watch?v=hnpQrMqDoqE

LESSON 6: PREPARING FOR AN INTERVIEW (SESSION 2)

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. 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 hands at the end.



LESSON 6: PREPARING FOR AN INTERVIEW (SESSION 2)

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.

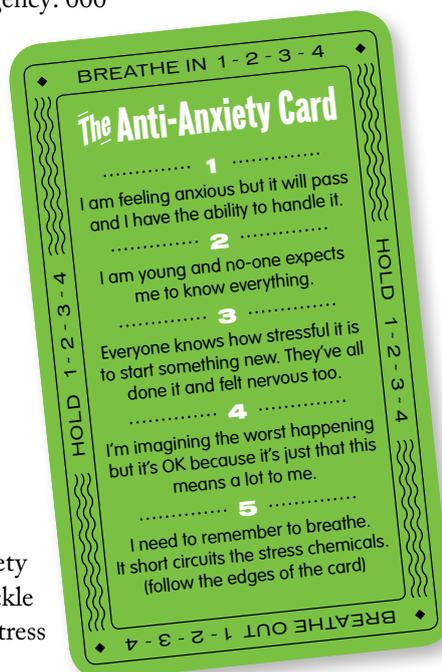
During the interview

- 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
- 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



Use an
Anti-Anxiety
Card to tackle
interview stress

LESSON 6: PREPARING FOR AN INTERVIEW (SESSION 2)

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. Icebreaker 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.

S	A	O
SITUATION	ACTION	OUTCOME
Where and when you did something	What you did and how you did it	What the result of your actions 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



Disclaimer: All evaluations are conducted to assist students in obtaining practical interview skills for future opportunities

**INTERVIEW EVALUATION FORM
- PG 1**

INTERVIEWER NAME _____

STUDENT NAME _____

SCHOOL NAME _____

QUESTION RESPONSE/ PERFORMANCE	RATING SCALE 1 - 5 1- NEEDS IMPROVEMENT 5- VERY COMPETENT	COMMENTS
Resume standard		
Handshake		
Professional Appearance		
Self Confidence, comfort level Consider the following elements: <ul style="list-style-type: none"> • Voice Tone, Volume • Posture, Body position • Eye Contact 		
Use of selling points		



INTERVIEW EVALUATION FORM - P2

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>		
<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>		



LESSON 7

AFTER THE INTERVIEW

TOPICS

Interview reflection and feedback review
Employer expectations in the workplace
Survey

LEARNING INTENTION

The learner reflects on their mock interview performance, and has an understanding of workplace expectations.

LESSON 7: AFTER THE INTERVIEW

FOCUS

Reflection on the interview performance, behaviour and etiquette expected in the workplace.

STUDENT OUTCOMES

- Understanding of employer expectations in the workplace

OUTLINE

1. Interview reflection and feedback review

Discuss whether students were happy with their interview performance. Review students' interview evaluation forms and feedback on their application and interview performance. Provide an opportunity for students to make necessary changes to their resume and cover letter.

2. Employer expectations in the workplace

Open a discussion about workplace expectations/'hidden rules of work' supported by handout page 57-58.

Brainstorm techniques to manage stress before and during the interview. Ask who in the room has had a job in the past? What was the process of getting hired? This conversation can be supported by the handout on page 51.

3. Survey

Revisit surveys from Session One page 10. Students should go online using the surveymonkey link and insert their 'before' responses as well as answer the remaining questions. This helps inform recommendations and improvements for future programs.

OUTPUTS

- Updated resumes and cover letters
- RIJI survey

LESSON 7: AFTER THE INTERVIEW

EMPLOYER EXPECTATIONS IN THE WORKPLACE

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

LESSON 7: AFTER THE INTERVIEW

EMPLOYER EXPECTATIONS IN THE WORKPLACE

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.
- 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.

VICTORIAN CAREERS CURRICULUM FRAMEWORK			
	YEAR 9	YEAR 10	YEAR 11
Lesson 1: Self Assessment Identifying skills- Online Activity Exploring careers Identifying skills- Matching skills to careers Career aspirations Resume Builder part 1	Self Development Understand how individual characteristics such as interests, skills, values, beliefs and attributes contribute to achieving personal, social, educational and professional goals	Self Development Assess how personal characteristics and behaviours are reflected in your life, learning and work goals	Self Development Understand and analyse how personal characteristics, interests, attitudes, values, beliefs and behaviours influence career decisions
	VICTORIAN CURRICULUM		
	Economics and Business: Work and Work Futures Describe the nature and investigate the influences on the work environment Personal and Social Capability: Self awareness and Management Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge Health and Physical Education Evaluate factors that shape identities, and analyse how individuals impact the identities of others		Foundation: Work Related Skills: Learn about a selected workplace or industry setting Literacy: Reading for practical purposes Demonstrate that meaning has been gained from a simple instructional or transactional text Intermediate: Literacy: Reading for practical purposes Demonstrate that meaning has been gained from an instructional or transactional text Senior: Literacy: Reading for practical purposes Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.
Lesson 2: Job Search Finding a job Become a member of the Jobs for Youth Talent Community Choose a job of interest Analyse a job advertisement	Career Exploration Explore and develop commonly used work search tools (e.g. job applications, forms, resumes and portfolios) to find and maintain work	Career Exploration Explore the education and training requirements of various work roles in your preferred future occupation or work sectors	YEAR 12 Career Exploration Locate and use education and training information, occupational and industry information and labour market information in the career building process
	VICTORIAN CURRICULUM		
	Digital Technologies: Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness English Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose		Foundation: Work Related Skills: Learn about a selected workplace or industry setting. Literacy: Reading for practical purposes Demonstrate that meaning has been gained from a simple instructional or transactional text Intermediate: Literacy: Reading for practical purposes Demonstrate that meaning has been gained from an instructional or transactional text Work Related Skills: Learn to analyse and organise information for a work related goal Senior: Literacy: Reading for practical purposes Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text Work Related Skills: Collect, analyse and evaluate information in a work environment

VICTORIAN CAREERS CURRICULUM FRAMEWORK			
	YEAR 9	YEAR 10	YEAR 11
Lesson 3: Applying for a Job Power words and statements Resume Builder part 3 Resume writing Resumes, what NOT to do First draft of resume Create an Air CV	<u>Career Exploration</u> Explore and develop commonly used work search tools (e.g. job applications, forms, resumes and portfolios) to find and maintain work	<u>Career Management</u> Use career information effectively in the management of your Career Action Plan	<u>Career Exploration</u> Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments
	VICTORIAN CURRICULUM		
Lesson 4: Applying for a job Other application processes Cover letters kshop resume and cover letter drafts	<u>Career Exploration</u> Explore and develop commonly used work search tools (e.g. job applications, forms, resumes and portfolios) to find and maintain work	<u>Career Management</u> Use career information effectively in the management of your Career Action Plan	<u>Career Exploration</u> Identify how your education and training achievements affect your available options, courses, programs, workplace training and/or entry into work
	VICTORIAN CURRICULUM		
	<u>Humanities: Economics and business</u> Describe the nature and investigate the influences on the work environment		Foundation: <u>Literacy: Writing for practical purposes</u> Write a short instructional or transactional text on a familiar subject. <u>Work Related Skills:</u> Use information and communications technology in relation to a simple work related activity.
	<u>English</u> Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience		Intermediate and Senior: <u>Literacy: Writing for practical purposes</u> Write an instructional or transactional text <u>Work Related Skills:</u> Use information and communications technology in relation to a simple work related activity.
	<u>Critical and Creative Thinking</u> Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas.		Senior: <u>Literacy: Writing for practical purposes</u> Write an instructional or transactional text <u>Work Related Skills:</u> Use information and communications technology in relation to a simple work related activity.

VICTORIAN CAREERS CURRICULUM FRAMEWORK

YEAR 9	YEAR 10	YEAR 11	YEAR 12
<p>Lesson 5: Preparing for a job interview Steps to prepare for an interview Prepare responses Interview performance tips Common interview questions Demonstrate an interview</p>	<p><u>Career Exploration</u> Demonstrate skills and attitudes towards learning that will help you to achieve your life and career goals</p>	<p><u>Self Development</u> Explore innovative interpersonal and group communication skills, including discovering the importance and benefits of being able to interact with diverse groups of people in all areas of life</p>	
VICTORIAN CURRICULUM			
<p>Personal and Social Capability: Social awareness and management Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p>			
<p>English Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication</p>			
		<p>Foundation: <u>Literacy: Oracy for practical purposes</u> Use and respond to spoken language in short transactions in familiar contexts.</p>	
		<p>Intermediate: <u>Literacy: Oracy for practical purposes</u> Use and respond to spoken language in instructions and transactions. Personal Development: Demonstrate interpersonal skills to communicate ideas and information</p>	
		<p>Senior: <u>Literacy: Oracy for practical purposes</u> Use and respond to spoken language in sustained and complex transactions in different contexts.</p>	
VCAL			

VICTORIAN CAREERS CURRICULUM FRAMEWORK

	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Lesson 6: Preparing for a job interview Interview etiquette Managing stress in an interview Practice interview with peers	<u>Self Development</u> Explore methods to enhance interpersonal and group communication skills in cluding skills for a successful work interview	<u>Self Development</u> Discover personal and professional benefits of developing a positive self-concept and the consequences of developing a negative one	<u>Career Management</u> Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level	
	VICTORIAN CURRICULUM			
	Personal and Social Capability: Social awareness and management Collaboration: Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals Health and Physical Education Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity		Foundation: Literacy: Oracy for practical purposes Use and respond to spoken language in short transactions in familiar contexts.	Senior: Literacy: Oracy for practical purposes Use and respond to spoken language in sustained and complex transactions in different contexts.
Lesson 7: After the interview Reflect & Review of Interview Feedback Workplace expectations	<u>Career Management</u> Understand the importance of developing flexible and adaptable short-term Career Action Plans within the career building process	<u>Career Management</u> Understand the importance of developing a range of scenarios for future career choices	YEAR 11 <u>Career Exploration</u> Explore the importance of revisiting and fine tuning your preferred study, training and work options within your Career Action Plan	YEAR 12 <u>Self Development</u> Re-examine your personal characteristics and determine those that contribute positively to the achievement of your life, learning and work goals
	VICTORIAN CURRICULUM			
	Personal and Social Capability: Social awareness and management Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection. Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement		Foundation: Personal Development: Plan and organise a simple activity Reflect upon the personal achievements and challenges of the activity.	Senior: Personal Development: Plan and organise a complex project to completion in an autonomous manner Critically evaluate performance through self-reflection and feedback from a range of stakeholders.



An initiative of the Inner Northern Youth Employment Taskforce (INYET), and brokered by the Inner Northern Local Learning and Employment Network (INLLEN), the Jobs for Youth Campaign includes a range of youth-specific events and activities designed to link employers to young job-seekers and empower both to make youth employment a success.

ONLINE RESOURCES

jobsforyouth.com.au
jfyevents.com.au

Students, parents and school staff are highly encouraged to follow the Jobs for Youth Campaign's social media for additional job hunting resources, tips and advice.



InnerNorthJobsForYouth



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CAMPAIGN PARTNERS

Clifton Hill/North Fitzroy
Community Bank® Branch



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The RIJI Program was developed by Epping Secondary College and the RMIT University Youth and Community Partnership group in 2006.

The initiative has since expanded across the Inner Northern LLEN region with support from the three local councils, community agencies, and local businesses.

This teacher resource has been developed in collaboration with Real Industry Job Interviews (RIJI) Steering Committee members and has been revised a number of times to keep up with current employment and recruitment practices. We thank everyone who has made a contribution to this resource.

INLLEN version #5 created February 2019.



TEACHER RESOURCE

Real Industry Job Interviews is a work readiness program that assists students in developing job search, resume writing and interviewing skills.

This program, for young people in Darebin, Moreland and Yarra, is an initiative of the Inner Northern Youth Employment Taskforce.

jobsforyouth.com.au