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WORD LIST:

Add words or phrases to your Word List.

- C Choose three jobs and use the following structure to describe each job:
Being a travel agent would be interesting because the work tasks would include interpreting travel documentation and helping people plan exciting trips.
- D In this task you wrote in the 'third person' for (a), the 'first person' for (b), and you varied your sentence structure to add interest in (c). Describe the difference between third person format and first person format. It is acceptable to use first person format when writing a letter of application, but a more formal report would require third person format.
- E Choose your own sentence structures to describe five more jobs from the following list:

scaffolder	farmer	librarian
child care assistant	cash register operator	bar attendant
detective	baker	logger
biologist	truck driver	travel agent
salesperson	car mechanic	waitress
hairdresser	illustrator	journalist
ecologist	upholsterer	engineer
teacher	nurse	accountant
bank clerk	laboratory assistant	fire fighter
social worker	politician	window cleaner
dressmaker	meteorologist	doctor
beautician	office clerk	security guard
carpenter	plumber	plasterer

**Activity 5:**

- A Use your Student's Workbook to categorise each of the above jobs. For example a scaffolder would be 'Number 3 – Using strength', or a better term to use would be 'physical work'.
- B Choose five jobs you would like to do, write them in a list and number them 1 to 5, '1' being your top preference.
- C List five jobs you might have to do in the short term before you gain the job you would really like to do.

**Activity 6:**

- A Use your Student's Workbook to sort the following words into the seven categories described in Activity 3.

lifting	mending	selling
checking	moving	performing
writing	helping	caring
carrying	making	operating
organising	managing	researching
investigating	calculating	recording
designing	supporting	categorising

WORD LIST:

Add words or phrases to your Word List.

- B** Are you competent at the sorts of tasks described in the previous exercise? Choose five words from above which best describe your skills. Write five **sentences** using first person format, and give examples of actual jobs you have done using the skills. If necessary change the wording slightly. 'I can operate cash registers and have used them while working at Coles Supermarket'.

Other examples:

I am competent in calculating and have used this skill while serving customers at Coles.

While working as a childcare assistant, I had many opportunities to demonstrate my ability to be caring.

I have experience in designing, which I acquired when I worked for Supreme Interiors.

Hints: Try to avoid 'I am good at.....because I.....'

Activity 7:

Regardless of where people work, it is now easier to gain certification for skills gained. Certification is proof of your abilities and is usually prepared by an organisation with authority to do so. Think about your current studies to answer the next lot of questions.

- A** What certificate will you obtain when you finish the course you are currently completing?
- B** Vocational courses are often classified as Certificate I, Certificate II, Certificate III and Certificate IV. Which level is the certificate you are now completing?
- C** If you are not completing a full certificate, you might be completing a 'module' or a 'unit'. Name the modules or units you are completing within this certificate course. Modules or units are often like building blocks. As you complete them, and demonstrate that you are competent, you may be able to put the modules or units together to gain another qualification.
- D** List these qualifications with the more senior qualification at the top: advanced diploma, degree, certificate, graduate certificate, and diploma.

Activity 8:

As you build your competencies and gain certification, you will be demonstrating a number of skills. Skills are described using words such as:

identify	explain	evaluate	record
complete	check	demonstrate	advocate
locate	use	recognise	operate
calculate	state	compare	follow

Think of an area where you work and then write ten statements about the skills acquired at that place of work. Use some of the words from the above list.

M



WORD LIST:

certification
vocational
competent
degree
diploma



WORD LIST:

performance
criteria

**WORD LIST:**

unproductive

**WORD LIST:**

motivator

Example:

In a travel agent's office the employee can:

- identify the needs of customers
- locate information in brochures and on the internet
- calculate the cost of tours and trips.

If you have a record book where competencies are recorded, check that you understand the words describing what you have to be able to do. These statements are sometimes called performance criteria or elements.

Activity 9:

Some people do not perform well when completing courses of study because of poor study habits. Complete the Study Habits Checklist in your Student's Workbook and give yourself a rating. Make a personal decision to overcome unproductive habits.

Activity 10:

- A One of the greatest motivators for people who are studying is to have as goal. Read some goals on the next page. What main goals have Trudy, Max and Brenda set for themselves? Write them down using the spaces in your Student Workbook.

Whenever you are asked to work in groups, you are to complete a Group Evaluation section in your Workbook.

Photocopy a number of these sheets so that they are available when working in a group or as part of a team.

The sheets in your Student's Workbook have space to record:

- the names of people in your group
- a comment on teamwork. You might write phrases such as 'Jodie did most of the work. Ellen worked well but didn't have a chance to contribute. We ran out of time. We weren't sure what we were supposed to do.' Next time you work in a team check back to earlier evaluation statements and try to improve your teamwork skills.
- a comment on whether or not the group communicated effectively. You might write 'Everyone listened carefully. Instructions were clearly given. Communication was mostly one way. We should have planned what we were going to say in the role-play.' Use your comments to improve the next time you work in a group.
- other information specific to the task
- the date you completed the task.



Trudy

I have always worked in an office and I want to do something different. There seems to be work available in landscaping and garden care. I have enrolled in two courses – one in running a small business, and one in horticulture – just to cover my options.



Max

I don't have any qualifications, but I have been told all my experience working as a cook will be counted when I enrol in a hospitality course. I would like to use my skills to teach others how to cook.



Brenda

I would really like to be a physiotherapist, but I know I won't get the score I need. In the short term, I am going to work in another health area to gain some experience. When I have more qualifications and experience I will try to enrol.

WORD LIST:

horticulture
 qualifications
 enrol
 physiotherapist

- B** Interview two people in your group and write their main goals in the Student's Workbook. You might ask questions such as 'Why are you doing this course?' 'What will you do after this course?' Use the above statements to gain some ideas about other questions that you might ask.
- C** Decide what your main work or study goal will be after completing this course and write it down in your Student's Workbook.
- D** Your main work or study goal might need to be broken down into parts if it is to be achieved. There might be a number of steps to be taken to achieve the goal. List the steps on your worksheet. For example, you might need to save money to pay for the course.
- E** Number the steps in order of priority. Which ones should you do first?
- F** You might need to consider other life goals (family, work commitments, health) when deciding whether or not to pursue the steps in your goal now. Beside the steps add some dates to indicate when you expect to achieve the steps in the main goal, given other commitments.
- G** It is common for people to change goals, especially when thinking about work or study. On the worksheet write down how your main job or study goal might change.

WORD LIST:

achieved
 priority
 pursue
 commitments