

BSBPPEF101

**PLAN AND
PREPARE
FOR WORK
READINESS**

BSBPEF101

Plan and prepare for work readiness

Release 1

Learner Guide

Aspire Version 1.1



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Before you begin

This Learner Guide is based on the unit of competency *BSBPEF101 Plan and prepare for work readiness*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at:

www.training.gov.au.

How to work through this Learner Guide

This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete. The features of this Learner Guide are detailed in the following table.

Feature of the Learner Guide	How you can use each feature
Learning content	Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples	These highlight key learning points and provide realistic examples of workplace situations.
Practice Tasks	Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which practice tasks to complete.
Summaries	Key learning points are provided at the end of each topic.
Learning Checkpoints	There is a Learning Checkpoint at the end of each topic. Your trainer will tell you which Learning Checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table provides definitions for each foundation skill.

Foundation skill area	Foundation skill description
Learning	<ul style="list-style-type: none"> Applies knowledge and experience required to broaden future skills development
Reading	<ul style="list-style-type: none"> Identifies textual information to determine requirements
Writing	<ul style="list-style-type: none"> Uses information and industry-related terminology to complete required workplace documentation
Oral communication	<ul style="list-style-type: none"> Uses everyday language and listens to short, specific advice to identify career options and personal work goals
Initiative and Enterprise	<ul style="list-style-type: none"> Identifies specific qualifications, experience and/or skills needed for current or desired work role with assistance Seeks feedback on self-assessment results from a trusted source with encouragement
Teamwork	<ul style="list-style-type: none"> Asks questions with support to seek information or clarify instructions
Planning and organising	<ul style="list-style-type: none"> Plans and implements routine tasks directly related to own requirements

What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcome	Rate your confidence in each section
Topic 1: Get advice on work goals	1A Find information about different jobs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Identify and prioritise your work goals	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Identify the skills you need with a supervisor	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1D Identify your values and attitudes	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1E Find out ways to get additional skills	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2: Assess your own skills	2A List your skills and experience	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Discuss your self-assessment	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 3: Prepare a portfolio of evidence	3A Identify the evidence you need	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Put a portfolio together	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Prepare a résumé	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



Topic 1 | Get advice on work goals

- 1A Find information about different jobs
- 1B Identify and prioritise your work goals
- 1C Identify the skills you need with a supervisor
- 1D Identify your values and attitudes
- 1E Find out ways to get additional skills

1A Find information about different jobs

There are many ways to find out about different types of jobs – you can use different methods to find out the information you need.

What does work mean to you? Working today is not the same as it used to be. In the past, people often had one job all their lives. Now you might change jobs many times throughout your life. Many people begin their career in one job, and when they have gained some experience, they apply for other jobs with more responsibility and a higher rate of pay.

There are many ways to find out about different types of jobs. You might be looking for ideas about work and career because:

- you are new to work and ready to begin your career
- you would like a change to a different job where you are already employed
- you already have a job but want to change to a new career.

Your first step is to collect the information you need to be able to plan for your future.

You can use different methods to find out the information you need; you may choose to begin by speaking to friends and family about their experience and knowledge. Or, you may consult resources in your local community, such as:

- people you know at sporting clubs
- the local library
- staff at community learning centres
- the local council.

Searching for ideas on the internet

The internet provides a wealth of information on jobs and job roles.

There is a large amount of information about jobs on the internet, so you will need to narrow down your search when seeking information. You can search for job roles using:

- key words in the job title, such as 'childcare', 'administration', 'apprentice builder', etc.
- industry terms or occupation groups such as construction, agriculture, hospitality, or childcare
- location filters, such as refining the search to your city, state or region. For example, you might type in, 'South Australia, Regional, Riverland'.

The government provides accurate information without advertising. To recognise a government site look for **.gov.au** at the end of a web address. Here are some examples:

Federal government

- Job Search: aspirelr.link/jobsearch
- Job Outlook: aspirelr.link/joboutlook
- Your Career: aspirelr.link/yourcareer
- National Careers Institute: aspirelr.link/nci

State governments

- Victoria: aspirelr.link/careers-vic
- South Australia: aspirelr.link/skills-sa-careers
- Queensland: aspirelr.link/smartjobs-qld

There are also private businesses that provide job listings.

Seek

- [aspirelr.link/seek](https://www.aspirelr.link/seek)

Career one

- [aspirelr.link/career-one](https://www.aspirelr.link/career-one)

Jora

- [aspirelr.link/jora](https://www.aspirelr.link/jora)

Indeed

- [aspirelr.link/indeed](https://www.aspirelr.link/indeed)

Gumtree

- [aspirelr.link/gumtree-jobs](https://www.aspirelr.link/gumtree-jobs)

Some job search companies specialise in not-for-profit organisations and charities. These include:

- **Probono:** [aspirelr.link/pro-bono-aus](https://www.aspirelr.link/pro-bono-aus)
- **Ethical jobs:** [aspirelr.link/ethical-jobs](https://www.aspirelr.link/ethical-jobs)

Some businesses have a special interest in disability and workplace diversity. These include:

- [aspirelr.link/wise-employment](https://www.aspirelr.link/wise-employment)

Industry groups

Many larger businesses and organisations advertise their jobs directly on their own websites.

Many government organisations such as departments of health, police and defence have jobs listed on their respective websites. You will find a tab on the home page titled, 'employment' or 'careers'. This will list the current positions available.

An industry group is a group of businesses that are all based around a particular activity. For example:

- The banking industry deals with money, finance, insurance and small and large business loans.
- The food industry includes growers, transportation and warehousing as well as retail sales including supermarkets.
- The motor industry is made up of many different types of businesses that are to do with cars, such as making cars or car parts, selling new or second-hand cars, repairing cars, selling spares and accessories, making tyres, and selling and fitting tyres.
- The retail industry provides a service and sells things to people.

It is a good idea to think about the type of industry or business where you would like to work. You may be unsure of the actual type of job you would like, but know you are interested in a specific industry or business. For example, a used-car dealership is a business that is part of both the motor industry and the retail industry. The used-car business would have many different jobs within it, such as receptionist, sales staff, mechanics and cleaners.

You can read more about different industries at: aspirelr.link/myfuture-industries

Type of work

The type of work you do in your job depends on the type of business or industry in which you work.

A job description contains information on what an employer wants from an employee in a particular job role. It outlines the type of job tasks and the skills and personal qualities required to perform the role.

You might want to work in an office. Working in an office means you have to be good at speaking politely to customers, planning and organising, using software programs such as Word and problem-solving.

In an office you can develop many skills that are useful in different jobs, too. Most offices have people who greet customers, answer the telephone, open mail, write documents, send and receive emails, and use equipment such as photocopiers and scanners.

If you work in a real estate office, you might help to prepare advertisements and flyers, file photographs and speak to clients.

If you work in the office of a building company, you may be asked to:

- send emails to clients and other staff
- file building plans
- receive payments from clients
- share information with other staff, such as carpenters and plumbers.

Example

Office work

Belinda has just started work as an office assistant. She is working in the planning department at the Bayside Shire Council offices. Her supervisor is Mary, the administration manager.

The planning department depends on its office equipment for a lot of its work. Belinda has to learn what the machines do and how to operate them. She has to use different resources for different tasks.

The following table provides a list of the tasks Belinda carries out and the business equipment she uses each day.

Take messages	Belinda takes phone messages and summarises the details in an email to her supervisor.
Make photocopies	Belinda makes photocopies of papers for meetings using a photocopy machine.
Print and scan images	Belinda prints documents using a computer and a printer. She scans images and sends them to her supervisor in an email.
Use the telephone	Belinda answers the telephone, enters customer orders into the computer, transfers calls and puts people on hold. She uses a mobile phone to send text messages to her supervisor when she is out of the office.

Example

Research different industries

Nick isn't sure what industry he wants to work in. There are a lot to choose from. He decides to write down the industries that he likes the sound of. These are:

- information media and telecommunications
- manufacturing
- finance and banking
- wholesale trade.

Nick looks over his list. He thinks there could be lots of good opportunities, but he decides he would be most interested in working in the IT industry.

Practice Task 1

Question 1

Which of the following relate to finding information about jobs? Tick all that apply.

- Speak to people you know who are already working.
- Search for employment sites on the internet.
- Look up the websites of big employers, such as banks.
- Look at government websites such as Job Search.
- Go to a business and ask for help.

Question 2

List three different types of industry groups.

1B Identify and prioritise your work goals

It is important to have a work goal. This means that you think about the type of job you would like to have and when you would like to get it.

Goals are something you aim for – they keep you motivated and give you something to look forward to. For example, having a 12-month goal helps you plan for what you want to be doing in one year's time.

The goals you set need to be practical, realistic and reflect your personal interests and life experiences. For example, you may set a goal to earn a high income in a short period of time, but that may not be realistic without the time to gain experience and develop your skills. Too many goals will also be difficult to achieve. Set small, achievable goals that contribute to a long-term career path.

Key terms relating to career planning include:

- goal: your final aim; what you are working towards
- short-term goal: a goal that you reach in a shorter time and will help reach your longer term goals
- long-term goal: a goal that has a longer plan and is the main overarching goal
- career: an overall explanation of what you do for work through your life
- occupation/job: what you are employed to do; a position with tasks and duties
- pathway: the steps you take along your career plan.

Developing a plan

It is important to establish a plan in order to achieve your work goals.

Having a plan to reach goals can help make them happen. Plan what you need to do to reach your long-term goals. This means listing the short-term goals and actions you will need to do first.

Long-term career goals	Short-term goals to help me reach my career goal	Actions
Start my own business	<ul style="list-style-type: none"> Do a small business course 	<ul style="list-style-type: none"> Research courses
Work as a builder	<ul style="list-style-type: none"> Get an apprenticeship 	<ul style="list-style-type: none"> Research apprenticeships Speak to people that can help
Work as a supervisor/manager	<ul style="list-style-type: none"> Get management experience Do a short course 	<ul style="list-style-type: none"> Get a mentor (someone who has lots of experience and can give advice) Speak to my supervisor for advice

To enable you to meet your goals, you need to prioritise them. If you have several goals, then number them in order from 1; the first being the most important. You can also prioritise the order of what you need to do first, second, and so on, to achieve each goal.

For example, you have a long-term goal to work as a carpenter/builder.

To reach that goal you first need to do an apprenticeship (a short-term goal).

To achieve this, you need to prioritise several things:

- Do some research to find how to go about getting an apprenticeship.
- Speak to people who have done an apprenticeship.
- Speak to builders.

Example

Nick's search for a new job

For the past six months, Nick has worked casually as a bicycle courier at Fast Track Couriers. The company is closing down, so Nick needs to look for another job. This time he wants something more permanent. He thinks he would like to do something different, perhaps a job where he doesn't have to work outside in bad weather.

Nick knows he has to think about his skills, then find a job he likes that fits his skills.

He decides to write down all the things he needs to do to find a job. This is what Nick comes up with:

- Make a list of the kind of work I want to do.
- Look for information about jobs.
- Find people to help me.

Practice Task 2

Question 1

Draw a line to match each term about work goals to its definition.

- | | |
|--|-------------------|
| » A description of what you do for work | » Short-term goal |
| » What you are employed to do | » Long-term goal |
| » What you are working towards as a main career goal | » Career |
| » What you are working towards in the near future | » Occupation |

1C Identify the skills you need with a supervisor

Preparing for work is easier if you have people to help you.

The more people you talk to, the better your chances will be of finding someone to help you on your career path. Choose people who have had experience in the workforce and who are easy to talk to.

Most people will be happy to help. If you have a job, your supervisor might be able to suggest how you can improve your position, or they may help you to find out what other kind of work you could do.

Talk with people who work in the occupations you are interested in. Ask questions about their work life and what it is they do. Ask them about their career pathway and what actions they took to reach the job they are in today.

People you can speak to include:

- student career councillors at your secondary school
- private career guidance counsellors
- a work supervisor or other staff member
- a trainer in a course you may have taken
- other students
- friends and family
- people already working in the industry.

Once you have collected information on the different jobs and career opportunities, you can begin to narrow down your choices.

Discussing your skills with a supervisor

It can be helpful to speak to a supervisor in order to match your skills and interests to work goals.

Arrange to speak to a supervisor or someone who knows you well to discuss what you have learned about your areas of interest and your goals.

You can ask questions about:

- the different types of jobs
- the skills you need
- where to get further information.

They can help you list the skills required for each of the areas of interest and this will narrow your choices further. For example, if you are interested in information technology (IT) work, make a list of skills you need to have for the industry. This might include being able to:

- work quickly and accurately
- concentrate for long periods of time
- pay attention to detail
- work well with computers.

Finding skill gaps

Upskilling can help you address any gaps that you may have in your skills set.

Make a list of the skills required for a particular job and match these with your current skills.

You may find there is a gap in your skills or knowledge. You can work to fill in these gaps by 'upskilling'.

Upskilling is deciding what you would need to do to increase your skill level to meet the requirements of a job. For example, do you need to do more study, undergo more training, or get some work experience in a similar job?

If you are already employed in an industry that interests you, you may have many of the required skills and find you only need a small amount of upskilling. For example, if you wish to become a nurse, your training and experience in aged care will already provide some of the required skills.

Example

Nick lists the people who can help him

Nick thinks of all the people who could help him in some way. He makes a list of these people. Next to their names he writes how they might be able to help. He knows he can also add to the list as he talks to more people and finds out more about jobs.

He types up a list with the following information:

- My employer knows what I am like and what kind of worker I am.
- My past schoolteachers know my school results and what I'm like.
- My supervisor where I did work experience will be happy to speak to me.
- My neighbour works in the IT industry so I can ask him some questions.

Practice Task 3

Question 1

List three people who can help you to identify your skills.

Question 2

Select true or false for the following.

Upskilling is deciding what you need to do to meet the requirements of a job.

» True » False

Question 3

Select true or false for the following.

Begin your search for a career with a small list of jobs you are interested in.

» True » False

1D Identify your values and attitudes

To help you work out the type of job you might like, you need to think about the things you enjoy and what is important to you.

There are many different types of jobs, and it is important to think about the things you want in a job. For example, a job might require many years of training. You might have to work at nights or at weekends. You might even have to move to another town.

Work can be full-time, part-time, casual, shift, or seasonal (for example, only during summer). Think about all these things when you are choosing a job and a career. Think about what you do well, and about the kind of things you get enjoyment from. For example, if you play sport you would probably prefer a job that had regular hours and free weekends, or you might investigate a career in a sports-related field.

Identifying things that you do well

Thinking about things that you do well and like doing can help you decide on the type of work you may enjoy.

Everyone wants to do something they are interested in and enjoy doing. The first step is to think about what you like to do. You are likely to be attracted by particular jobs or tasks because you are good at them. They may give you a feeling of satisfaction and make you feel good. You can also break up what you like to do into different areas. You might find you have skills in more than one area.

Here are some examples of different sets of skills with words that describe things that you may like doing:

- hands-on: fixes, builds, drives, makes
- investigates: solves, reads, enjoys science, dissects
- artistic: sketches, sings, plays, writes, creates
- social: connects, attends, plays, takes, helps, goes
- enterprising: sells, meets, operates, discusses, gives
- organises: keeps, plans, adds, subtracts, writes, notes, files.

The things you do also show the type of skills you have. For example, are you good at sport? Do you play a musical instrument? Have you got a hobby such as collecting things, going to the movies with friends, playing computer games or drawing cartoons? Do you go camping, keep pets, work on cars or motorbikes, or belong to a club of some sort?

Think about the things you do not like doing or are not very good at. If maths isn't your best subject, then you probably wouldn't want to be in a job where you have to work a lot with numbers.

Example

Personal qualities and skills

Here are some examples of three different careers with a list of the required skills and knowledge for each job, as well as the qualities someone needs to do that occupation.

Nurse	<ul style="list-style-type: none"> Personal qualities: patient, kind, observant, trustworthy Skills: communication, organisation, medical skills, teamwork
Heavy equipment operator	<ul style="list-style-type: none"> Personal qualities: reliable, good attitude, determined, takes initiative Skills: fixes, drives, builds, safety knowledge, communication, teamwork
Chef	<ul style="list-style-type: none"> Personal qualities: hardworking, takes initiative, loyal, independent Skills: problem-solving, cooking, planning, mentoring, creating, communication

Example

Nick gets help from a learning centre

Nick meets with Karla, a careers councillor at a community centre.

At their first meeting, Karla explains a bit about how to get a job. One of the first questions she asks Nick is whether he knows what sort of job he wants. Nick tells her he wants to do something different to his courier job, but he is not sure what.

She asks him to think about the type of person he is. What does he like doing? What is he good at doing?

He knows that he would like a more permanent job than he had previously. He plays soccer on Saturdays so weekend work doesn't suit him. He has also decided he would prefer to work indoors.

He thinks about his personal qualities and the things he is good at. He is very friendly and likes talking to people. On the other hand, he doesn't mind working alone sometimes. He is happy spending a couple of hours by himself on the computer at home.

Nick prepares a list of all the things he has thought about himself and the kind of job he is interested in. This is the list that Nick developed.

Type of person:

- happy
- patient
- good with technical things

What I'm good at:

- writing
- keeping track of time

Dislikes:

- being interrupted when I'm working
- having to work on the weekend

Type of job:

- must be interesting
- must be mostly inside
- must promote opportunities to learn new things
- must be opportunities for promotion
- could be in any office or industry
- preferably in the information technology industry.

Karla suggests that Nick might like to work in an office. Because Nick likes working with computers a lot, doing data entry might suit him. This means inputting customer details into special lists, known as 'databases', on the computer.

This is an important job in an organisation. Nick thinks a data-entry position sounds interesting. However, he is not sure what skills would he need.

Together, Karla and Nick do an internet search for 'Data Processing Officer'.

Practice Task 4

Question 1

Complete the table with note about your level of enjoyment for each of the following skills.

Things I enjoy doing	Notes about yourself
Hands-on: fixes, builds, drives, makes	
Investigates: solves, reads, enjoys science, dissects	
Artistic: sketches, sings, plays, writes, creates	
Social: connects, attends, plays, takes, helps, goes	
Enterprising: sells, meets, operates, discusses, gives	
Organises: keeps, plans, adds, subtracts, writes, notes, files	

1E Find out ways to get additional skills

You may need to find out how to get new skills or add to your existing skills.

There may be 'gaps' in your knowledge or skills that need to be filled if you want to get a job or work in an area that interests you. You may like to do an internet search to investigate what skills or experience are needed for jobs you are interested in.

When searching on the internet, make sure that the information you source is reliable. This means it is factual and comes from a source known to provide accurate information.

Formal training

You may decide to undertake formal training to obtain a recognised qualification.

Having extra skills improves your chances of getting a job. Some training courses can take one, two or more years to complete, and can give you a qualification that is recognised all over Australia and even overseas.

Others, known as 'short courses', do not give you a qualification but show that you have learnt a certain skill. For example, you might like to learn a computer program or improve your skills in a computer program such as Microsoft Word or Adobe Photoshop.

For example, there are courses available for learning skills to do office work. These skill areas include customer service, writing skills, office administration, marketing, computer technology and finance. Courses can be held at universities, public and private training colleges and local community centres.

The following is a government website that provides training and course guides: aspirelr.link/myskills

This website gives job training information specifically for 17–24 year-olds: aspirelr.link/myskills-jobtrainer

Example

Formal course

With Karla's help, Nick finds out that he needs to learn Microsoft Excel.

Karla tells Nick about a course at the local secondary college that is run over four days. At the end of the course everyone will receive a certificate to show they can use the Excel software.

Karla helps Nick enrol in the course. She explains that he is eligible for help with the course fee from Centrelink.

Nick enjoys the course because he can ask the trainer questions every time that he doesn't know something.

Learning skills in the workplace

Work experience is a valuable way to learn new skills you may need in the workplace.

One way to learn new skills quickly is to watch someone and then practise yourself.

Your trainer or work supervisor may demonstrate specific skills that you need, such as answering the telephone, sending emails and documents or using equipment like a photocopier.

You can ask questions and take notes of any tips you are shown.

You could also ask your supervisor to arrange for you to observe a colleague to do a particular task that you would like to learn. You can be paired with an experienced staff member. This person acts as a mentor or coach.

- A mentor is a person who has had lots of experience and is an expert in their area. You can ask your mentor questions about skills needed and how you can learn them.
- A coach is someone who shows you how to do something and helps you to get better.

Work experience involves trialling and learning new skills in a workplace for a period of time. It is a good way to work out if a job suits you, and whether it is a good fit for your skills and interests. Your trainer should be able to arrange this for you.

Here are tips for going on work experience.

Do some research on the organisation

- What type of work does it do?
- How many people does it employ?
- What kind of work do people do there?

Have some questions prepared for your supervisor

- What skills are needed?
- What types of jobs does the organisation offer?
- What type of people do they employ?
- What are the working conditions like?

The Salvation Army website has more advice on how to find your own work experience: aspirelr.link/salvation-army-employment-plus

Practice Task 5

Question 1

Which of the following statements are ways to build your skills? Tick all that apply.

- Do formal training.
- Watch a demonstration.
- Observe others.
- Get a job as a coach.
- Undertake work experience.

Summary

- A careful internet search can provide lots of ideas on work and the skills required for work in a particular industry.
- Industry groups are a group of businesses that are all based around a particular activity.
- Your trainer, teachers, friends, family and people you have worked for can help you when you are looking for a job.
- Set some goals for what kind of job you would like, when you would like it and ways to go about getting your desired job.
- Discuss your goals with a supervisor and identify any skill gaps or upskilling needs you may have.
- To help you choose a job or industry area, look at what you enjoy doing and where your interests are.
- Formal courses, observing someone performing a task, work experience, and getting a mentor or coach are all ways of upskilling.

Learning Checkpoint 1

Get advice on work goals

Read the case study, then answer the questions that follow.

Case study

Toby recently finished high school.

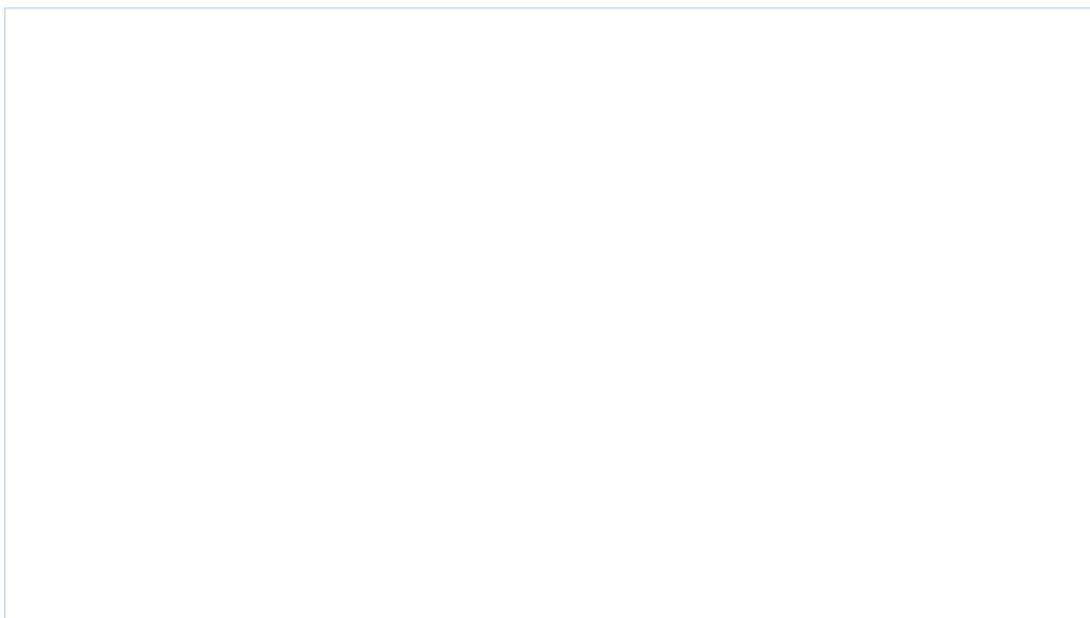
He likes working with people. He has a regular paid job picking up several of his neighbours' children from school and minding them until the families get home from work. He speaks Spanish with his family. He runs a stall at a farmers' market once a month and likes selling things to people.

Toby finished a Certificate II in Retail Services where he learned about working in shops and giving good customer service. He knows how to use an EFTPOS machine and cash register.

He also likes to play the trumpet and he helps his family by fixing things around the house. He enjoys carpentry – building things out of wood . He makes toys and small pieces of furniture to sell at his market stall.

He is considering his future and likes the idea of doing a carpentry apprenticeship to learn how to make furniture, or perhaps work in a business that makes and sells furniture.

1. Identify two places or people Toby can ask to get information on his career options.



2. Identify one of Toby's short-term goal and one long-term goal.

3. Make a list of Toby's skills and interests.

4. Who could Toby to ask to review his skills?

5. Identify two ways Toby could get the additional skills he needs to work in his areas of interest.





Topic 2 | Assess your own skills

- 2A List your skills and experience
- 2B Discuss your self-assessment

2A List your skills and experience

You need to look carefully at the skills you have. Then you can see what you need to do to meet your work goals.

If you have a goal to work as an administration assistant in an office, you may already be able to operate many different types of equipment and be a good communicator. However, you may not have experience using different software or specialised equipment.

Types of skills

Transferable skills can be used in almost all occupations, while work-specific skills are linked to an occupation.

The skills required for work can be grouped into two types: transferable skills and work-specific skills.

Work-specific skills are linked to an occupation. For example, in the scenario above an administration assistant needs to be able to speak clearly on the phone. A carpenter must be good with their hands and understand measurement and numbers. At the start of a career, you may not have many work-specific skills. You will learn many of these skills as part of your job training.

Transferable skills are your personal characteristics that reflect your attitudes and experience. These skills can be used in almost all occupations. They can be used every day, no matter what job you do.

They can include:

- communication
- teamwork
- problem-solving
- creativity
- computing skills

- customer service
- leadership
- reliability
- enthusiasm
- honesty.

Employers are interested in these skills as it can tell them something about you. For example, if you are reliable then you are likely to be punctual to work and will always arrive on time. If you are good at communicating, then you would text your supervisor if you were going to be late.

The table below provides more details on some of the personal qualities that employers value.

Personal qualities	
Communicating well	When you have a job, you must be able to speak clearly, pass on messages correctly and listen and understand instructions. Being able to communicate well is an important skill. A workplace will not function well without good communication.
Solving problems	You need to be able to work out ways of fixing problems yourself. That is better than always going to your supervisor for help. People who can think of ways to solve problems are good team members.
Working well in a team	In most jobs you will have to work with different types of people. You need to be able to work well with everyone. Working well in a team means that you will help others when needed, make helpful suggestions and complete your tasks on time.
Honesty	Being honest is very important, especially if you are responsible for money. If you make a mistake, you should admit it. You can learn from your mistakes if you think about what went wrong and change the way you do things.
Enthusiasm	Everyone likes people who are happy and enjoy their work. Nobody likes people who complain all the time. Let your supervisor know that you are keen to learn new skills.

Personal qualities	
Reliability	Can people rely on you to do what you say you will do? For example, if you say you will telephone someone, do you do it? If you say you will meet them at a certain time and place, are you there? If your supervisor asks you to complete a task, they need to know that you will do it.

Skills from life experiences

Individual life experiences can also contribute to your personal work skills base.

Everybody learns from their life experiences and interactions with others.

Think about all the different things you have done and the skills and experiences that you have gained from:

- family responsibilities such as doing tasks to a deadline, being reliable and working as a team
- hobbies and clubs, such as being part of a team, working with others to complete a goal (win a game), listening to the ideas of others and presenting your own viewpoint.
- volunteer work, such as helping other people, when you must be reliable, honest, efficient, and friendly
- work experience, such as taking responsibility, asking questions and working with other people.

Such experiences can prove extremely valuable in the workplace.

Study experience

Studying may help you develop valuable personal qualities you can use in the workplace.

The study you have completed at school or in training can help you meet the requirements of a job or career. You will have formal records of the subjects you chose to study at school. You might have certificates of training you completed at work.

You may have been required by your employer to do some training as a part of a volunteer job or weekend work. This could be First Aid, CPR, customer service, responsible service of alcohol or food handling. Such training needs to be included in a list of your skills.

Study is not only about learning new things. There are other personal qualities that you develop as a result of studying. For example, think about what you had to do to complete your study. This may have included:

- managing your time
- being organised
- doing research
- being self-motivated
- presenting ideas, both written and verbally
- making decisions
- solving problems
- overcoming obstacles
- making commitments and following through
- budgeting your money.

Example

Listing skills and knowledge

Karla is a career guidance counsellor helping Nick to write a list of his skills and knowledge. They are discussing life experiences. This is Nick's list.

Practical skills	<ul style="list-style-type: none"> ▪ Using a computer ▪ Distributing the mail ▪ Delivering messages ▪ Handling money ▪ Reading a map
Personal skills and qualities	<ul style="list-style-type: none"> ▪ Honesty ▪ Good organisation ▪ Enjoys working with others ▪ Punctual ▪ Reliable ▪ Enthusiastic ▪ Friendly ▪ Willing to learn
Academic results	<ul style="list-style-type: none"> ▪ Year 11 Certificate ▪ Current first-aid certificate

Doing a self-assessment

It is important to do an honest self-assessment to match your skills with those required by an employer or industry in which you are interested.

Match your skills and knowledge with the skills you need for a particular job or industry area.

Write down your transferrable skills, study you have completed, qualifications and life experiences. Compare this with the information you have about the skills required to work in an industry, an organisation or a job you are interested in. This is a self-assessment.

Job I'm interested in:		
List of skills	Examples of your skills	What the job requires – tick if the job matches your skills
Your transferrable skills	Communication skills	<input type="checkbox"/>
	Teamwork	<input type="checkbox"/>
	Computing skills	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>
	Reliability	<input type="checkbox"/>
Your work-specific skills	Time management	<input type="checkbox"/>
	Organisation	<input type="checkbox"/>
	Research	<input type="checkbox"/>
	Self-motivation	<input type="checkbox"/>
	Presenting ideas both written and spoken	<input type="checkbox"/>
	Decision-making	<input type="checkbox"/>

Your personal skills	Reliable	<input type="checkbox"/>
	Working with others	<input type="checkbox"/>
	Punctual	<input type="checkbox"/>
	Honest	<input type="checkbox"/>
	Friendly	<input type="checkbox"/>
Your qualifications and study	Responsible serving of alcohol	<input type="checkbox"/>
	Food handling	<input type="checkbox"/>
	Year 12	<input type="checkbox"/>
	Water safety	<input type="checkbox"/>

Practice Task 6

Question 1

Complete the table with examples of your personal skills that could be useful in a job.

Personal skills that employers like:	Notes about yourself
Communication	
Problem-solving	
Working well in a team	
Punctuality	
Honesty	
Reliability	

Question 2

Which of the following statements relate to your skills and experience? Tick all that apply.

- Employers want their employees to have all the required skills on their first day of work.
- Work-specific skills are usually learned on the job.
- Transferable skills show the type of person you are and what you believe in.
- The skills we get from our life experience can be applied at work.
- Studying teaches self-motivation and problem-solving skills.

2B Discuss your self-assessment

It is very hard to work out how good you are at doing something.

Some people exaggerate their skills. Other people are shy in saying they are good at something. Discuss your skills with another person such as your trainer or a work supervisor. They can give you an honest opinion based on what they have seen you do and achieve. They can encourage you and tell you whether they think your skills are good enough for a particular job.

A supervisor will know your work and will help you list the experiences and skills that you may have missed.

A supervisor can also help you understand which of your skills should be listed for a particular job. Not all of your skills and knowledge will be relevant to every job. Many new skills will be taught when you are on the job. For example, apprentices, such as bricklayers, chefs, hairdressers and mechanics, learn in this way.

Further skills

Identify whether you may need to do some 'gap training' to supplement the skills you already have.

Look back at the research you collected about an occupation in a particular industry. You may need to do some 'gap training' to get a new skill or to broaden the skills you already have. You might need to:

- enrol in some formal training
- enrol in a short course
- watch someone perform a job
- undertake some work experience
- ask a colleague to show you how to do something
- ask a supervisor for a mentor or coach.

Do not forget that other people are a great source of information, and most people will be happy to help you. Continue to ask questions and ask for advice.

Here are some helpful government websites that can help you to match your personal qualities with the type of work you might enjoy.

Matches jobs and careers with your skills: aspirelr.link/joboutlook-skills-match

A quiz to help you understand your work style and careers you might enjoy: aspirelr.link/joboutlook-career-quiz

Information and activities to help you work out what jobs might suit you: aspirelr.link/job-jump-start

Practice Task 7

Question 1

Give one reason you should get feedback on your current skills and advice on any further skills you may need.

Summary

- You need to look carefully at the skills you have. Then you can see what you need to do to meet your work goals.
- The skills required for work can be grouped into two types: transferable skills and work-specific skills. Work-specific skills are linked to an occupation. Transferable skills are your personal characteristics that reflect your attitudes and experience.
- Think about all the different things you have done and the skills and experiences that you have gained from family responsibilities, hobbies, clubs, being part of a team, volunteer work and work experience.
- Match your skills and knowledge with the skills you need for a particular job or industry area.
- Discuss your skills with another person such as your trainer or a work supervisor. They can give you an honest opinion based on what they have seen you do and achieve.
- You may need to do some 'gap training' to get a new skill or to broaden the skills you already have.

Learning Checkpoint 2

Assess your own skills

1. Make a list of three of your personal qualities. Give an example from your life or work experience, that explains these qualities.

2. Put an X in the column 'I can do this now' if you have learnt this skill, or, put an X in the next column if you feel you need more practice for each of the skills and knowledge listed.

Skills and knowledge	I can do this now	I need more practice at this
Know who to ask for career and job advice		
Can make a list of jobs I might like		
Can assess my own skills		
Know what to do to gain further skills		

3. Complete a self-assessment using the sample provided below. Add or delete items to make it your own.

Job I am interested in:		
List of skills	Examples of your skills	What the job requires – mark if the job matches your skills
Your transferrable skills	Communication skills	<input type="checkbox"/>
	Teamwork	<input type="checkbox"/>
	Computing skills	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>
	Reliability	<input type="checkbox"/>
Your work-specific skills	Time management	<input type="checkbox"/>
	Organisation	<input type="checkbox"/>
	Researching	<input type="checkbox"/>
	Self-motivation	<input type="checkbox"/>
	Presenting ideas both written and spoken	<input type="checkbox"/>
	Decision-making	<input type="checkbox"/>
Your personal skills	Reliable	<input type="checkbox"/>
	Working with others	<input type="checkbox"/>
	Punctual	<input type="checkbox"/>
	Honest	<input type="checkbox"/>
	Friendly	<input type="checkbox"/>

Your qualifications and study	Responsible service of alcohol	<input type="checkbox"/>
	Food handling	<input type="checkbox"/>
	Year 12	<input type="checkbox"/>

4. Show your self-assessment to your trainer or another person that knows you well. Talk about all the things listed.
- Does your trainer agree with your answers?
 - Can they suggest other skills that you have not thought of?
 - Have you have left out any skills you will need to gain?



Topic 3 | Prepare a portfolio of evidence

- 3A Identify the evidence you need
- 3B Put a portfolio together
- 3C Prepare a résumé

3A Identify the evidence you need

When preparing for a job you need to gather some details about yourself, your skills and your experience. This mostly consists of documents that prove what you are saying is true.

A portfolio is a collection of information about you. It is information about the things you have done and the skills you have learned in various situations. Your portfolio is the collection of all your evidence.

Imagine you want to apply for a job that needs people who can swim. Do you have proof that you swim in a squad with a club each Saturday, or belong to a surf lifesaving team? Such documentation would be useful evidence to use in your portfolio.

Perhaps you want a job in an office. You may already have good computer skills. You might have proof that you write letters for your youth club or collect the annual fees from club members. This would also be good evidence to use in your portfolio.

Getting help from others

You may need to provide documentation or certificates from a third party to show evidence of work experience or academic results.

You may need to contact people for help. For example, if you worked in a part-time or casual job you may not have any proof of that. You may need to go back and ask the supervisor or employer for a letter to prove you did that work.

You might have to think carefully about the kind of proof you need to show you have certain hobbies. Your proof could include photographs, club newsletters or letters thanking you for your work in a club.

Make a list of the documents that show what you have done and where you have learned your skills. The table below summarises examples of documents you could include.

Certificates that show the names and dates of courses you have attended	<ul style="list-style-type: none"> ▪ Checklists signed by the trainer to prove you have learned skills or gained knowledge ▪ Samples of assignments or reports on your work
Certificates you have gained at school, college or other learning centres	<ul style="list-style-type: none"> ▪ Academic results – formal documents showing grades or results for different units of study such as VCE or HSC, or as a part of a course
Certificates from your interests	<ul style="list-style-type: none"> ▪ Sporting, music or other achievements such as music grades, lifesaving certificates, swimming certificates, drama or cooking classes, cycling or running events
References, work reports or assessments from a work experience employer, or the organisers of any voluntary work that you have done	<ul style="list-style-type: none"> ▪ Reports on your performance, willingness to work and other transferrable skills such as teamwork and reliability ▪ Thank you or appreciation letters, promotional flyers or screen shots of a web page or an event in which you were involved ▪ Training information for any roles you have performed, including as coach of a group
Samples of your work	<ul style="list-style-type: none"> ▪ Photographs that show samples of your work, such as something you made or a document you developed

Official documents such as certificates are usually only available from an organisation. They are often printed on special paper with a letterhead and signed and dated by the person/s with authority to do so. These formal documents can be used in your portfolio, but you should also provide a photocopy. Never give your original document to someone else.

Discussing the evidence with a supervisor

Once you have made your list of evidence, discuss it with an assessor or supervisor.

Your assessor or supervisor will ask you to explain each piece of evidence. In your answer, you will need to describe why the evidence is important and what it 'says' about you. By doing this, you and your supervisor will be able to decide on the best examples to use in your portfolio. You can also discuss what to leave out.

The way you spend your spare time can show what sort of person you are and will interest an employer. For example, if you have a music grade it shows that you have determination and enthusiasm. It demonstrates that you:

- have studied and worked hard at your interest for a long time
- can stick to a difficult task and work to improve your skills.

If you are in a music group, such as a band, it shows that you have learned teamwork skills. If you have a lifesaving certificate it shows that you are physically fit, willing to help others and are reliable.

Example

Collecting evidence

Nick has thought about what evidence he has that he could use in his portfolio. He has jotted down everything he can think of in a list. He is surprised he had so much to choose from and has more than he first expected.

Category	Evidence
Academic	<ul style="list-style-type: none"> The certificate to show he has completed Year 11 at Sandalwood Secondary College, with passes in English, maths, science, information technology and geography
Formal training and courses	<ul style="list-style-type: none"> A certificate to show that he has completed a four-day course in Microsoft Excel at Sandalwood College
Work experience	<ul style="list-style-type: none"> A reference from Fast Track Couriers describing what he does and how well he does it A letter from Parkwood Newsagency outlining his role and responsibilities for delivering newspapers A report from his employer after two weeks at Benson's Motors, showing the tasks he did, the skills he gained and a statement about his personal qualities
Volunteer work	<ul style="list-style-type: none"> A reference from his soccer coach to provide evidence that he helps coach the Under-13s team A certificate of thanks from Sandalwood Secondary College when he distributed and sold raffle tickets for a college fundraising program
Personal interests and experiences	<ul style="list-style-type: none"> A membership card from Sandalwood Soccer Club A newspaper article and photograph showing Nick at a computer trade fair in the school holidays

Practice Task 8

Question 1

Draw a line to match each type of evidence to its example.

- | | |
|--------------------------------------|---|
| » Volunteer work | » School Leaving certificate |
| » Personal interests and experiences | » Microsoft Adobe skills learned over 3 weeks |
| » Training and courses | » Letter from a business confirming dates and tasks |
| » Work experience | » Appreciation letter from a community group |
| » Academic results | » Photos of examples of hand-made furniture |

Question 2

Select true or false for the following.

- You need to be able to explain the purpose of each of your pieces of evidence so you can decide what to include in your portfolio. » True » False

3B Put a portfolio together

A portfolio of evidence can be presented in many different ways. A simple portfolio is a collection of documents organised into different sections.

Most people will create a portfolio of their skills and experience on a computer. Portfolios that are put together using a computer have the benefit that you can quickly update and print them whenever they are needed.

Portfolios can be presented in a plastic folder that has see-through plastic envelopes inside. This makes it easy to insert documents and evidence. Any new information can be easily added in the correct places, and it is not necessary to print the portfolio each time it is required.

A portfolio must be organised so it is easy to read and find information. The information must be presented in a logical way. For example, your name and contact details may go at the front.

Contents of a portfolio

Collect evidence for your portfolio – this will help you to write a résumé when applying for a job.

A portfolio can be used for several jobs. You might choose to add or remove documents depending on the job.

When you apply for a job, think about the skills the employer might want. Then, look through your portfolio to see whether you have anything there that matches those skills. The employer may list the documents they want to see.

The evidence collected in your portfolio will help you to write a résumé when applying for a job. Sometimes an employer will like to look at your portfolio as well. You need to have it ready. Your résumé is a summary of what you have in your portfolio.

A portfolio will contain information that shows:

- your existing skills and knowledge
- your strengths and an idea of you as a person
- evidence of your personal qualities and skills suitable for a workplace.

Organise your portfolio into sections so that everything is easy to find. You may find that you need more categories than shown here. It will depend on what sort of evidence you have. It is not essential to have evidence for every category listed below.

Portfolio categories include:

- academic
- training and courses
- work experience
- volunteer work
- personal interests and experience.

Practice Task 9

Question 1

Which of the following relate to portfolios? Tick all that apply.

- Portfolios produced using a computer are easy to update.
- A portfolio must be easy for an employer to read and find the information they want.
- A portfolio needs to include everything you have done in your life so far.
- A portfolio needs a reference from your parents.
- A portfolio needs to include evidence of your personal qualities and skills.

3C Prepare a résumé

Your résumé is where you bring your professional and personal skills together.

Sometimes people call a résumé a 'CV'. This is short for 'curriculum vitae'. Sometimes job ads will ask for a résumé and sometimes they will ask for a CV. They are asking for the same thing.

When you apply for a job you will have to provide a résumé to the employer. A résumé is a list of your personal details, qualifications, experiences and skills. The portfolio will help you to write the résumé.

Most organisations expect you to have a résumé when you apply for a job. A résumé is a document that lists your qualifications, experience and skills. It helps employers decide if you are suitable for a job.

There are many different ways of setting out a résumé. Search the internet for samples to give you some guidance on résumé layout and style.

The following table provides a list of the basic items to include on your résumé.

Name	Your name
Contact details	Your contact details – address, phone numbers and email address
Qualifications	Educational (academic) qualifications – if you are still studying but haven't yet finished the course, you should give details
Work experience	Work experience – listed in date order, with the most recent experience first A brief overview of your responsibilities
Personal qualities	A list of your skills and personal qualities
Personal Interests	Your interests (e.g. hiking, reading, football)
Awards	Academic, sport, music, community volunteering, etc.
Referees	A list of referees – people who will recommend you for the job. You must ask permission before you put someone's name and contact details on your résumé. These people may be teachers, sports coaches, work supervisors, trainers or people who know you very well through some organisation or club.

Formatting your résumé

Ensure your résumé is up-to-date, that the spelling is correct and that you have formatted the document appropriately.

Your résumé must be neat and easy to understand. It must be typed on a computer. Use clear headings. Do not use unusual or decorative fonts in your document. A résumé is a formal business document. Always check the spelling. Remember to use Australian spelling.

You need to present a new résumé every time you apply for a job. That is because you should direct your résumé to the specific job or employer. You can adapt your current résumé – make a copy and tailor it to the job for which you are applying. Choose things from your portfolio to match the job being advertised.

For example, if you are applying for an office job you would include evidence in your portfolio that shows you have computer skills, good communication (speaking and listening) skills, writing skills and teamwork skills. All of these are needed in an office.

Getting help

You can ask a supervisor to check your résumé and provide feedback.

Ask several people to read over a draft of your résumé and check it includes all the relevant information. It is important that you show care in the presentation, spelling and grammar. Ask a supervisor to check for spelling. They may also give you advice about things you have missed or information that is unclear.

Once your résumé has been checked and edited, you can prepare a final draft. This will include the suggestions given by your supervisor or others.

A résumé is an essential document in your working life as it provides a snapshot of who you are as an employee.

Example

Sample résumé

Name: Toby Rosco

Address: 2/42 Inca Street, Greensville, Victoria, 3478

Telephone: 9665 5444

Mobile: 0444 111 222

Email: trosco@ink.com.au

Education:

Certificate II in Retail Services – completed in 2021 at Little’s School of Retail

Greensville Secondary College – completed Year 10 in 2020

Experience:

Babysitting: I regularly babysit a five-year-old child. I have been babysitting since 2015. For this job I have to be responsible and reliable. I also have to be caring and patient.

Sales: Since 2019 I have run a successful stall at the local market each month. This experience has taught me how to deal with customers. It also taught me how to handle money and work out change.

Skills:

- Working with children and caring for children
- Making sales
- Working out change and discounts
- Carpentry
- Full Victorian driver licence
- Spanish language
- Playing trumpet

Referees:

Name: Sally Porta (Parent of child I babysit)

Address: 56 Orange Drive, Greensville, Victoria 1234 **Phone:** 9555 8888

Name: Bill Repco (Stall manager)

Address: 12 Market Street, Greensville, Victoria 1234 **Mobile:** 0444 121 221

Practice Task 10

Question 1

Draw a line to match each heading in a résumé to its description.

- | | |
|----------------------|--|
| » Personal qualities | » Details such as your name and contact details |
| » Referees | » Name of school and year level |
| » Education | » Name, contact and details of tasks performed in a workplace |
| » Work experience | » Things you can do |
| » Skills | » Things about you that make you a good employee |
| » Personal details | » Statements of recommendations about you as a person or your work |

Summary

- A portfolio is a collection of evidence about your experiences and skills.
- The evidence can include details about study results, work experience, hobbies, clubs, teams and family responsibilities.
- The portfolio needs to be well organised and easy to read.
- Ask someone to read and check your résumé for spelling and grammar.
- The portfolio can help you to write a résumé when you apply for a job.
- Your résumé should include your name, address, phone numbers, email address, education qualifications, employment experience, courses taken, interests, hobbies and a summary of your skills.

Learning Checkpoint 3

Prepare a portfolio of evidence

1. Draw a line to match each type of evidence to what it indicates to an employer.

- | | |
|--------------------------------------|---|
| » Volunteer work | » Level of education, grades and subjects |
| » Academic results | » Type of occupational training or short courses |
| » Training and courses | » Type of business, typical tasks and performance at work |
| » Personal interests and experiences | » Type of activities given to assisting others for no pay |
| » Work experience | » Type of activities done in spare time |

2. Provide one benefit of asking a supervisor or other person to review your portfolio evidence and read through your résumé.

3. With Karla's help, Nick is now ready to prepare his résumé. Use the evidence he collected and prepare a résumé for Nick. Create the résumé in a separate document and pay attention to formatting elements.

Evidence
<ul style="list-style-type: none"> ▪ A certificate for Year 11 at Sandalwood Secondary College, with passes in English, maths, science, information technology and geography
<ul style="list-style-type: none"> ▪ A certificate on a four-day course in Microsoft Excel at Sandalwood College
<ul style="list-style-type: none"> ▪ A reference from Fast Track Couriers describing what he does and how well he does it ▪ A letter from Parkwood Newsagency outlining his role and responsibilities for delivering newspapers ▪ A report from his employer after two weeks at Benson's Motors, showing the tasks he did, the skills he gained and a statement about his personal qualities
<ul style="list-style-type: none"> ▪ A reference from his soccer coach to provide evidence that he helps coach the Under-13s team ▪ A certificate of thanks from Sandalwood Secondary College when he distributed and sold raffle tickets for a college fundraising program
<ul style="list-style-type: none"> ▪ A membership card from Sandalwood Soccer Club ▪ A newspaper article and photograph showing Nick at a computer trade fair in the school holidays