

JOB SEARCH

Starting out



Department of Employment,
Education, Training and
Youth Affairs

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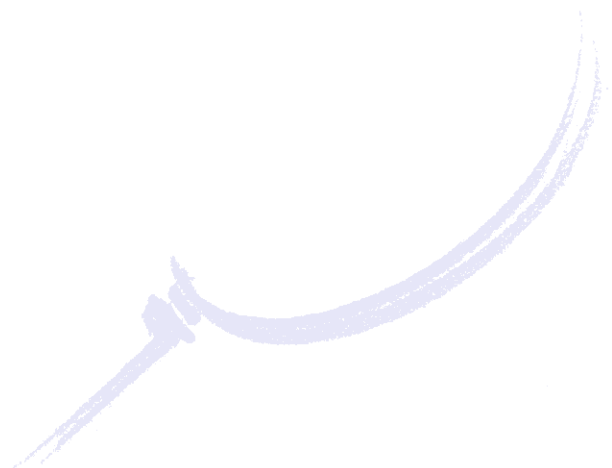
Important note: changes to the delivery of labour market assistance

From 1 May 1998, the Commonwealth Employment Service (CES) will be replaced by the Job Network. Job Network is a new, national network of more than 300 private, community and government organisations which will specialise in finding unemployed people – particularly long-term unemployed people – the right job. It will provide job seekers with access to many more vacancies, give employers and job seekers a wider choice of companies competing to provide a full range of employment services and provide much stronger incentives to place disadvantaged job seekers, particularly the long-term unemployed, into jobs.

Centrelink is the gateway to Job Network. Job seekers will go to Centrelink to register for income support and get information on vacancies and services available. Previously, job seekers had to go to Department of Social Security offices as well as the CES.

Centrelink Career Information Centres provide free career and occupational information.

For more information on Job Network, contact the Job Network Information Line on 1300 363 365 or visit the DETYA internet site (<http://www.detya.gov.au>).



Introduction

This book will help you look for your first job or if you have had little experience in the job search. Keep it handy and refer to it while you are looking for work. If you are not succeeding in finding a job, look back through the book to see how you may be able to improve your job search.

THE FIRST STEPS: DEVELOPING THE DREAM ...

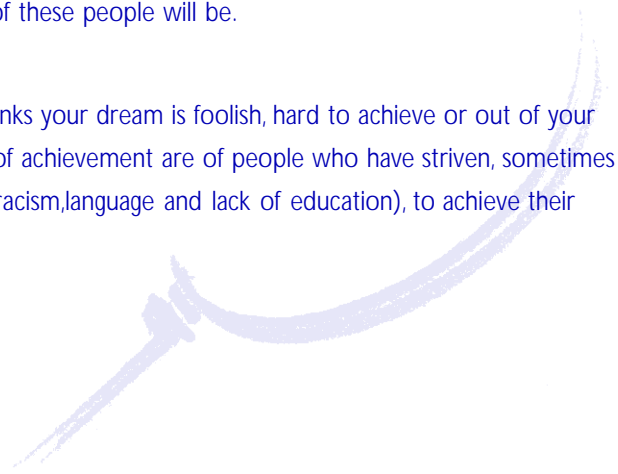
One of the first things to understand about looking for your first job is that it's not going to be your only job. This is your first step and like the first steps we all took to walk, we first had to crawl and we fell over a few times too. While you are pursuing a job, you must retain your goal, your dream - that is your long term view. What is the picture you have of where you want to be and who you want to be? If you think about it, you usually know or have an idea. Remember that a career is your whole working life, which can be made up of different jobs and changes in direction.

Think about your education and experience and you will start to get a good idea of what your interests are and what you are good at. Think about your leisure interests too, because it might be possible to follow these in your career. For instance, if you like cooking, you might try for jobs such as a cooking apprenticeship or confectionery maker. This will suggest the broad areas of work you should think about. Depending on how well you did at school or other studies or activities, it may also show how much study you would be prepared to do for your job.

Finding a job is a process and an experience. It is your personal journey and you should, if possible, keep a job search folder of the route you take. This will help you to be organised, note your progress and avoid repeating mistakes. This book is a guide, offering suggestions to help you open doors, to make you aware and to encourage you to take those first steps.

You are just starting out, so be kind to yourself and seek help from people who are able to offer it. Whether this is a parent, guardian, a neighbour, your favourite teacher, your community leader, talk to them about what you do best, what you like doing and what you see yourself doing in three to five years. You will be surprised at how generous and helpful some of these people will be.

Don't give up if someone thinks your dream is foolish, hard to achieve or out of your reach - many heroic stories of achievement are of people who have striven, sometimes against great odds (poverty, racism, language and lack of education), to achieve their dreams.



Dreams to reality - your skills audit

PART 1: YOUR ATTRIBUTES

So let's turn the dream into reality. Where do you start? How about starting with you as you are now? Please tick the following attributes that you have. You may think of others that are not on this list. The identified words will help you start your résumé (see page 12).

Attributes

	Tick		Tick
Adaptable - can cope with change		Organised	
Adventurous		Outgoing	
Articulate		Patient	
Attentive to detail		Persistent	
Caring		Positive	
Competitive		Problem solving	
Computer literate		Reading	
Creative		Reliable	
Cross-cultural		Research	
Empathetic		Risk taking	
Enthusiastic		Selling	
Entrepreneurial/business-like		Speak another language	
Focused		Studious	
Imaginative		Supportive	
Interpersonal skills		Taking charge of yourself	
Leadership		Team player	
Listening		Technical	
Like dealing with people			
Love of animals			
Love of the outdoors			
Maths			

MAIN POINTS

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Your education and experience

- Write down your educational details and qualifications.
- List courses you have taken, including the subjects studied and the levels reached.
- Write down any jobs you've had so far, either full-time or part-time, paid or unpaid.
- Also, list any voluntary work or work experience you have done.

Your interests

List your interests. These can indicate skills you already have.

PART 2: PRESENT AND FUTURE SKILLS

One of the major challenges is deciding on a career. The possibilities may seem either very limited or too many. The following activity helps you to check what skills you have now as well as getting an idea of those you wish to develop. It won't tell you which career is for you, you will need to talk about your answers with people you trust, such as your family, school counsellor or careers adviser, or staff at the local Centrelink office.

Take some time to go through the list of skill words to help you identify those you currently have (column 'a') and those you wish to develop (column 'b'). The spaces in the columns are for you to enter examples of how you have used these skills. You will be surprised at what you have already done! This step will help you to complete your résumé and may help you to choose a career. There are spaces for words you think of yourself.

The following is an example.

Skill Word	Column 'a' (Already achieved)	Column 'b' (Wanting to achieve)
assemble	Helped friend assemble a garden shed.	
coach sports		Coach State team

Skill Word	Column 'a' (Already achieved)	Column 'b' (Wanting to achieve)
accounting/ calculate		
administration		
advise		
assemble		
arrange		
bookkeeping		
build		
care for people		
change		
child care / baby sitting		
client satisfaction/ customer service		
coach		
communicate		
construct		
create		
cook		
design		
develop		
draft		
draw		
drive		
educate		
first aid		
fix		
grow		
guide		
inspect		
install		
instruct		
interview		
invent		
lead (captain,chair- person,executive director etc)		

Skill Word	Column 'a' (Already achieved)	Column 'b' (Wanting to achieve)
make		
maintain		
manage (a project)		
modify		
operate		
order (stock)		
plan		
prepare		
problem solving		
process		
program (software)		
public speaking		
read (plans, instructions)		
renovate		
repair		
report - verbally or in writing		
research		
self sufficiency		
serve (customers /clients)		
sew		
solder		
stocktake		
supervise		
support		
teach		
train		
translate		
word process		
write		

PUTTING THE IDEAS TOGETHER

This process will give you a few ideas on the types of jobs and careers you can begin to focus on. The following questions relate to your answers above. Again, please discuss your answers with your supporters, friends and family.

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1. What type of career/s do you think match up with your selection of skills in column 'b'?

2. How do your current skills and attributes support your choice of careers? Look at Skills Audit Part 1 and Part 2 (column 'a').

Having thought about and selected possible careers, you now need to investigate the best ways of starting.

3. What experience, jobs, training and education will equip you for this career?

4. Where can I get these requirements? Experience? Training on the job? Education or training at college or university?

REALITY CHECK



Part 1 - inspiration and motivation

Now is the time for some reality checking. First a check on your dreams and motivation. These drive us to reach our goals. Without them the going gets tough quickly and the goal may seem too distant. So give yourself some time to think about a few of the following questions. Check your answers against your responses to column 'b' a few pages back, where you ticked what you wanted to achieve.

What types of career/s do you hope to do?

What is it that inspires you about this career/s?

What types of books and magazines do you read? How have these forms of media influenced your choice of career? Was it the people, the jobs, the activities?

What careers and jobs interest you when you watch TV, read the newspaper, or listen to the radio?

Who are your role models? How can these role models help you towards your career?

MAIN POINTS

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YOUR ATTRIBUTES

PART 2: 4
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REALITY CHECK

Part 2 - your priorities

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While it is very important to know what type of career you are best suited to and what type of job you will enjoy doing, it's also important to keep in mind what your priorities are in your job search. The job or career you're interested in may not have many positions becoming available very often. For example, you may live in the city where there might not be as many positions for gardeners. You may want to earn as much money as possible so you can travel before training for what you really want. Or you may have such a passion and ambition for a career that you are willing to put all you've got towards your goal.

Think about your priorities with regard to your career and its job/s.

Issue	Your priority
Availability of jobs in your chosen career	
Need to live close to home	
An immediate steady income	
Passion for career	
Time required in training	
Need for a job that is flexible and portable around the country or the world	
Long-term salary needs	
The need to gain experience while you learn	
Other issues?	

Do your priorities match your career or job aspirations? Will your dreams and goals support the reality of your needs?

Getting yourself prepared

THE EMPLOYMENT CLIMATE

We all know that the '90s are competitive, but what does it mean? It means that all competitors strive to succeed and this involves thinking about and planning what you will do to help you achieve your goals.

While many young people are finding it difficult to get jobs, it is useful to remember that employers are generally happy to train young people. The expectation is that you can be trained and that you have not picked up bad habits, that you are the 'clean canvas'.

Don't be put off by hearing about few job opportunities. For example, an unemployment rate of, say, 25 per cent in a particular area means that there is a 75 per cent employment rate. This is what you should focus on. Become focused, active and well prepared so that you are competitive in any job climate. Also, don't be too restrictive in your choice of jobs. Look for alternatives.

Be focused on what you want and prepare yourself for the job search. You know how you felt sitting for exams when you had not studied enough. You probably had a sinking feeling. However, when you did study you were able to say that you gave it your best shot - and then how many times were you surprised at the outcome? Let's ensure you are fully prepared for this 'test'.

We'll start with you. Read your skills audit again and check that you are confident you know who we are talking about.

FIND REFEREES

Ask two or three people who know you if they will act as a referee for you. Ask them if they would write a reference for you or be willing to be contacted by employers. These well-chosen people want the best for you and therefore will be pleased to provide you with this support. Your school may also provide you with a reference. So too may the employers who offered you work experience.

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FIND A SUPPORTER

Next find a supporter, a 'mentor'. These are times you need to have support close at hand. Someone who understands where you are going and is able to offer practical advice on how to get there. These are people you trust and respect.

Who can you ask to be your supporter?

Who do you admire? Who has done what you want to do? Ask these people whether they will share with you what they did and how they did it. Ask if they would be your supporter. However, you need to tell them what you want from them, which is encouragement, understanding, honesty, the ability to ask the hard questions and to help keep you focused and positive.

So who do you admire who has achieved what you want to do? Have a look back at what you said earlier about role models.

Who do you know that you would like as a supporter / mentor ?

Who do you know that would help you meet this person ?

REALITY CHECK

Reality checking is an essential part of finding a job. Give a copy of the list of skills and attributes to your supporter/s and ask them to rate you. Compare their assessment of you with your own. If any major differences exist,ask your supporters to explain how they see you.

PROSPECTIVE EMPLOYERS

Make a list of employers who might have the jobs you want. How do you do that? Where can you get the information?

- the phone book (Yellow Pages)
- from your current employer (if you have a casual or part-time job)
- talking to family, friends, former workmates or friends with jobs, your careers teacher
- employers who offered you work experience
- community notice boards and shop windows
- employers who advertise products that interest you on the television, radio and in newspapers and magazines
- talk to Centrelink (see 'Important note', before the Introduction at the front of the book)
- look at job advertisements in the newspapers, on touchscreens located in Centrelink offices, on the Internet and in trade magazines (you may find these at your local library)

LEARN AN EXTRA SKILL

Use this time to learn an extra skill. Think about enrolling in a part-time course to develop your skills. Your life is one of learning. This is a wonderful opportunity to commence this habit and you can put your extra skill on your résumé.

JOB SEARCH FOLDER

Keep a job search folder containing your original résumé, copies of all application letters you have written, job advertisements you have replied to, details of interviews, research you have done, etc. Being well organised will save you time in the long run and make it easier for you to keep track of your progress.

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Your résumé

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A résumé is a summary (or snapshot) of what you have achieved and who you are. This will serve two useful purposes. First, it will tell others who you are. Second, it will constantly remind you of your skills and abilities. We can so easily forget what we have done and lose sight of our achievements, selling ourselves short.

Résumés need to be short and to the point. It needs to outline the whole you - someone who has a life as well as having the appropriate experiences and qualifications. Your entries in your Skills Audit (Part 1 and Part 2 (column 'a')) will provide a start in putting together your resume.

You can change your résumé to suit each job you apply for. If you can, type up your résumé on a word processor or personal computer, you will then be able to update it when you gain new skills, undertake new work (paid or voluntary) or gain relevant experiences such as coaching sports teams or voluntary community work.

PUTTING THE RÉSUMÉ TOGETHER

A résumé is a personal details sheet. It should set out how an employer can contact you and show details of your education, interests, skills and any jobs you have had. Some examples of résumés are set out on the following pages. Note how the information is set out so that it is easy to read.

The advantages of a résumé are:

- it is the best indication of your interest in the company and shows employers at a glance what you have to offer and that you are organised;
- it provides personal information which makes applying for jobs much easier as you can just attach an application letter saying why you want a job with a company and why you would be a good choice;
- you won't leave out important information about yourself; and
- it is easy to refer to during an interview or when talking to employers on the phone.

Here are some suggested headings and the kind of information that should go under these headings.

Contact details

Name, postal address and telephone number. If you're not on the phone perhaps you can use a 'contact number', that of a friend or relative. Make sure you ask them if it's okay first.

Education and qualifications

Show the full results from your last year at school. (Note that this book is distributed throughout Australia, so the example résumés on the following pages may not show results that are the same as those in your State.)

- include courses completed and certificates you have achieved

St John Ambulance First Aid course, 1997

Advanced SCUBA diving course, 1996

Class 1A driver's licence.

Work history

Show any previous jobs you have had.

- show your job title

If you didn't have a title, put down something that describes your job in a couple of words.

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Sales assistant Bright's Hardware, Anytown
Sales assistant, hardware Complete House Supplies, Anytown
Cleaning the salon Blossom Hair Salon, Anytown

INTRODUCTION

1

- show periods of employment

For example:

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3

5 December 1996 - 26 June 1997; or
December 1997 - February 1998

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Be as accurate as you can with the periods of employment.

YOUR RESUMÉ

12

- include work experience and casual work

Work experience is any useful thing you have done for anybody, either paid or voluntary. For example working in your uncle's cafe (making coffee), distributing ski equipment at Lindabyne in your winter school holiday or washing cars for four weeks with a local dealership is all relevant. Include voluntary work like helping at a hospice reading to patients.

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Interests and hobbies

These show a person's individuality and interests. For example, community activities suggest you like meeting and helping people and playing sport suggests you can work in a team.

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Referees and references

There are three basic types of reference:

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- a work reference - provided by a previous boss or supervisor. It should cover your attitude to work and your ability to do the type of work you are applying for;
- a character reference - is by someone who knows you well, but is not related to you, e.g. a family friend who is a business person or teacher, or a Minister of Religion; and
- a school or college reference - from a teacher, principal or lecturer.

EXAMPLE RÉSUMÉ 1

NAME Elizabeth (Liz) Susan Reilly
DATE OF BIRTH 27/3/1981
ADDRESS 25 Harbour Street, Sydney, NSW, 2000
TELEPHONE 02 9123 8888
EDUCATION Year 11, Mt Lofty State High School, 1997.

Subjects

English	Level 2	Pass
Social Science	Level 2	Pass
Science	Level 2	Lower Pass
Mathematics	Level 2	Pass
Speech and Drama	Level 2	Pass
Home Economics	Level 2	Credit
Garment Construction and Pattern Drafting	Elective	Pass

SCHOOL WORK EXPERIENCE

Jupiter Jeans (factory) - Mt Lofty 2/9/1996 - 16/9/1996
Machine Operator - Making belt loops

WORK HISTORY

Haven Newsagency - Parramatta 5/8/1997 - present
ColeMart Stores - Mt Lofty 7/12/1996 - 15/5/1997

WORK SKILLS

Customer service, use of electronic cash register, stock pricing and display, gift wrapping, stock control and ordering, sewing machine operation.

HOBBIES, SPORTS AND INTERESTS

Swimming, school hockey team member, modern music, sewing and fashion, evening modelling course with Fays Fashion Agency.

PERSONAL CHARACTERISTICS

Disciplined, tidy, reliable, works hard, has goals.

REFERENCES (copy enclosed)

(Normally not necessary to enclose references with résumé. If people do then send copies not originals)

School Reference

REFEREES

Ms Maddock, Haven Newsagency, telephone 9123 4444.
Mr Williamson, Jupiter Jeans, telephone 9123 5555.

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EXAMPLE RÉSUMÉ 2

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Education and Training

Year 11 Certificate

Anytown High School 1997

INTRODUCTION

1

Subjects

English, Business Mathematics,
Accounting, Legal studies and
Economics.

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3

Certificates

First Aid - St John Ambulance,
Anytown NSW (Current)

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Non-certificate Training

2 years woodworking instruction and
practice.

YOUR RÉSUMÉ

12

March 1996 - present

Terry's Joinery, Anytown NSW
Sales Assistant (part-time)

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Work Skills

Use of electronic cash register,
Customer service and sales experience
stock control, pricing and restocking
displays, knowledge and practical use
of a range of handyman tools

RESPONDING TO THE ADVERTISEMENT

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Personal Characteristics

Early riser, strong, hardworking, an
achiever, wants to have own business
one day.

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Special Interests

All sports

Member of Anytown Rugby League Club
Computers
Carpentry

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Referees

Mr Terry Carpenter
1 Young Street
Anytown NSW 2999
Tel: (02) 9999 2345

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Mr Chip Wood
Anytown Carpenter & Joiner
76 Commercial Road
Anytown NSW 2999
Tel: (02) 9999 3456

EXAMPLE RÉSUMÉ 3

Kim Lee

22 Grosvenor Place
Willesden
Perth WA 9004
Tel: (08) 9473 6895

OBJECTIVE

To obtain a position in a firm from which I can develop skills and gain work experience and build a career. Ideally in the hospitality or retail sector.

ACHIEVEMENTS

Achieved the Coles store most helpful person of the month award three times in a row.

Member of Cricket Barton cricket team - wicket keeper. Wicket keeping means it is important to keep up morale of the bowlers. I try hard to remain positive in all I do.

Class Captain in Year 10.

First Aid certificate - achieving merit.

WORK EXPERIENCE

Coles check-out operator and packer after school from 1994 - 97

Worked in a warehouse doing work experience at school. Working on computerised inventory control.

Worked in a large hotel during school work experience, doing a range of duties which included room service, room attendant and kitchen hand duties.

EDUCATION

Matriculated Year 12, passing HSC in English, Maths and Computer Science (please see attached copy of results).

INTERESTS

Cricket, swimming, the X Files.

ATTACHMENTS

Copy of testimonial from school, customer service award certificate and HSC results.

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Hitting the road

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The first thing to remember is not to give up! You will need to understand the market place, which means understanding the variety of places where people work, what jobs they do and that those jobs are changing and evolving all the time.

Remember too that the first job you choose to take or are given may lead you to the second and then to the third job - it may be the third job that you discover is your 'thing'. This may mean that you need to do some extra study or training. To prepare you need to:

- discuss ideas and thoughts with your mentor and those around you; and
- talk to people 5-10 years older, asking them about their experience in looking for work and the expectations of employers.

Explore the market place by:

- approaching a company that interests you to find out more about what they do and what kinds of jobs and careers are part of their industry;

Ring the company and ask to speak to personnel or reception. Tell them you are looking for work and would appreciate them posting you information on the company. Alternatively, write to the company, requesting information on their industry and the company and the opportunities that you seek with them.

- talking to school contacts, such as careers teachers (schools sometimes have contacts with local companies, industry and business), your school librarian and teachers, vocational advisers at college or university;
- looking at career information in Centrelink offices;
- contacting professional associations and employer or industry organisations for career and industry information - ask your careers teacher or Centrelink for help; and
- asking your local library for help with finding information.

VOLUNTEER WORK

Consider volunteering to work for community organisations. Just about everyone has a network of friends and relatives. The work you do for these organisations may well impress someone who can recommend you to a friend. This volunteer work may be an essential addition to your résumé. Check with Centrelink about how much voluntary work you can do if you are receiving an income support allowance from the Government.

In short, tell people what your project is and that you need help. Keep asking and you will usually receive help.

INTERVIEW PRACTICE

Now comes the fun part! Practise interviews with your supporter, family and friends. There is a list of possible questions on page 32 of this book. You might like to use these to help you practise your answers. However, while the content of what you say is important, it is vital that you present your enthusiasm for what you have done and what you want to do. Enthusiasm, sincerity and confidence. Practise it so that your body language also shows your interest, e.g. sit up straight and slightly forward. Look directly at those you are talking to, not out the window or at the floor, no matter how nervous you feel.

Also, it is important to be around like-minded people - like attracts like. You need the energy and the motivation of people who think like you. This is the time for teamwork and the winning attitude.

Information + Knowledge + Action = Opportunity

HOW DO I START?

You have prepared yourself, you have practised. Now you are ready to do it - to get that job!

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While you must remain focused on your job or career goal, do not pass up opportunities that appear to be not quite what you're looking for. You never know where the opportunity may lead. The ways of achieving goals are many and varied and sometimes not obvious at the time.

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INTRODUCTION	1	
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		DIRECT APPROACHES TO EMPLOYERS
GETTING YOURSELF PREPARED	9	A large number of the jobs that you will be looking for will be filled because people make direct contact with employers. They may contact an employer themselves first, or they may find out about vacancies through people they know, including friends and relatives. You therefore have to let your friends and relatives know of your job search and what type of job you want. Talk to your supporter or mentor. This is why you have one. In other words, you need to try to create a network of people who are aware that you're looking for work and what you're looking for.
YOUR RÉSUMÉ	12	
HITTING THE ROAD	18	
RESPONDING TO THE ADVERTISEMENT	24	A very successful way of getting a job is to go out and talk to prospective employers (sometimes called 'cold canvassing'). You can telephone, write to or visit an employer, even if they are not advertising vacancies or you have not heard about a specific job.
THE INTERVIEW	31	Many employers don't advertise when they have a vacancy because they know there will be enough people contacting them for a job to choose from, while some just don't want the worry of interviewing a lot of applicants. Remember too that when you're talking to a prospective employer you also need to listen carefully. By doing this you will learn about their needs and be in a better position to ask intelligent questions about their business.
CHECKLIST	36	
FURTHER INFORMATION AND HELP	37	
THE WORKPLACE	40	Talk to local business people you know. Even if they don't need staff they might know someone who does or keep you in mind for later vacancies. If you do call in on or telephone an employer, don't pick their busiest time. For example, don't call a cafe at lunchtime because the employer won't have time to talk to you.
WHERE TO FIND OUT MORE	47	

JOBS ADVERTISED IN THE MEDIA

It is a very good idea to familiarise yourself with newspapers, trade magazines, radio and the Internet, if possible. All of these sources provide information about jobs and about industry. In national and metropolitan newspapers, the best days are Wednesdays and Saturdays, although vacancies may be advertised on any day of the week. Vacancies in specialist areas, e.g. computing, health and local government (councils) are often advertised on particular days of the week. Also look in free local papers.

Look through the whole newspaper, but concentrate on the employment section. Read this and gradually, over a period of a month or so, you will start gaining a knowledge of the words used and the types of jobs being advertised regularly. Have a look at the list of common abbreviations used in job advertisements a few pages along in this book.

It's worth remembering that newspapers inform us of events relevant to job searching, such as new companies starting up or expanding and new projects in the community that will possibly need to take on additional staff. Being aware will give you the head start to follow through on that information. Find the company that's involved in what's going on.

CENTRELINK

Centrelink delivers Commonwealth services as a 'one-stop shop'. Some of the services provided by Centrelink include registration for employment assistance, access to job vacancies via the touchscreens, services previously provided by the Department of Social Security and Career Reference Centres.

Anyone who is looking for a job can use the self-help job search services provided at Centrelink offices. You don't have to be unemployed. Go to your local Centrelink office and check the range of jobs on the touchscreens. To find out where your local Centrelink office is call 13 2490, or check the Internet at <http://www.centrelink.gov.au>.

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NOTICE BOARDS

Notice boards are often displayed outside places of work, in shop windows and near on-site projects. They usually give details about the type of job and the number of positions available.

Other shops such as milk bars, newsagents, supermarkets and fashion boutiques often display job advertisements in their windows.

ANALYSE THE ADVERTISEMENT

Once you have found a job that interests and seems suitable for you, analyse the advertisement to see what it really contains.

Some advertisements give you good details of a position. Others tell you very little about the job and skills required. You need to know what and where the work is, what sort of qualifications and skills are required, hours/days of work and, of course, how to apply for an interview or get further information.

If this information is not shown, you may need to call the contact given in the advertisement. Don't be too concerned about how much the pay will be at this stage because that can be covered at the interview. It is usual for young people to be paid the award wage when they first start work.

BEWARE OF 'DODGY' ADVERTISEMENTS

Some job advertisements are not all they make out to be. A good advertisement should answer the questions: 'What is it?', 'Where is it?' and 'Who should I contact?' without raising doubts. It is usual in classified advertising to use abbreviations for some words to cut down on the space required. On the next page is a list of the more common abbreviations used in job advertisements.

COMMON ABBREVIATIONS USED IN JOB ADVERTISEMENTS



ad., advert.	advertisement	k (as in \$25k)	thousand (\$25,000)	MAIN POINTS	
a.h.	after hours	loc.	location	VOLUNTEER WORK	19
appt	appointment	Mfg	manufacturing	INTERVIEW PRACTICE	19
ASAP	as soon as possible	nec.	necessary	HOW DO I START?	19
bus.	business	neg.	negotiable	DIRECT APPROACHES TO EMPLOYERS	20
cap.	capable	p.a.	per annum	JOBS ADVERTISED IN THE MEDIA	21
conds	conditions	P.C.	personal computer	CENTRELINK	21
Co.	company	p.r.	public relations	NOTICE BOARDS	22
c.o.b.	close of business	pref.	preferable, preferred	ANALYSE THE ADVERTISEMENT	22
C.V.	curriculum vitae	prev.	previous	BEWARE OF 'DODGY' ADVERTISEMENTS	22
d.e.	data entry	p.p.t.	permanent part-time	COMMON ABBREVIATIONS USED IN JOB ADVERTISEMENTS	23
des.	desirable	p.t.	part-time		
essent.	essential	p.w.	per week		
exp.	experience	ref.no.	reference number		
f.t.	full-time	reqd	required		
gen.	general	sal.	salary		
gd	good	temp.	temporary		
hrs	hours	typ.	typing		
immed.	immediate	wk	week, work		
jr, jnr	junior	w.p.	word processing		
		wpm	words per minute		

Responding to the advertisement

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TELEPHONING THE EMPLOYER

A job advertisement might invite you to phone direct. Or you may want to arrange an interview, ask for an application form to be sent or just find out more about the job.

Here are a few ideas to make this a bit easier.

- First, work out what you want to say. If you are phoning about a job, prepare a list of questions. These might include aspects of the job not covered in the advertisement.
- Have a pen, paper and the advertisement with you.
- If you have the address of the company, look for it on a street map so that you know its location.
- Check the jobs you have already applied for to see if you have contacted the company or organisation about other positions. There is nothing wrong with that. It just helps to know before you call in case the employer mentions it.
- Note the title and name of the person in the advertisement you have to ask for. If the advertisement is for a large company and no contact name is given, ask for the recruitment or personnel section.

MAKING THE CALL

When you phone about a job, keep the call brief. Make sure you sound interested in the job, ask for the information you want and answer any questions they may ask.

- Speak to the point when you ring: 'My name is Hannah McCarthy and I am ringing about your advertisement for a trainee computer operator. May I make an appointment for an interview?'

Be prepared to answer questions about your qualifications and any experience related to the job.

- Be confident in the way you speak, even if you don't feel confident.

Don't be difficult to please when arranging interview times or an employer will quickly lose interest. When you are arranging the interview, write down:

- the time of the interview;
- the place of the interview; and
- the name of the interviewer (if you are told).

If you don't get an interview, don't be discouraged. You should expect some disappointments. The employer may have already received enough applications or the phone call may have shown that you don't have the qualifications or experience they are looking for. In this case, it is best not to waste your or the employer's time.

A WRITTEN RESPONSE

The aim of an application is to introduce yourself and to convince an employer that they should interview you. It should be positive and confident and contain the information needed for the employer to make that decision.

Address your application to the contact person giving them their title or reference number. Write your covering letter clearly or, even better, type it. Include the most important piece of information - why you believe you would be good in this job and why you want it. Also, provide the information about you that the company wants, which will be put on your résumé if it's not already there.

You are expected to address the letter and finish it off in a certain way.

- If it starts with 'Dear Mr, Mrs, Ms, Dr', it should end with 'Yours sincerely'.
- If no name is given, perhaps just a position, such as 'The Recruitment Officer', say 'Dear Sir/Madam' and end it with 'Yours faithfully'.
- Tidy it up and have it checked by someone for content, spelling and grammar if you're not sure.
- Never send original documents or certificates of any kind in the post, only copies.
- Always keep a copy of the letter.

MAIN POINTS

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MAKING THE CALL 24

A WRITTEN RESPONSE 25

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APPLICATION FORMS 29

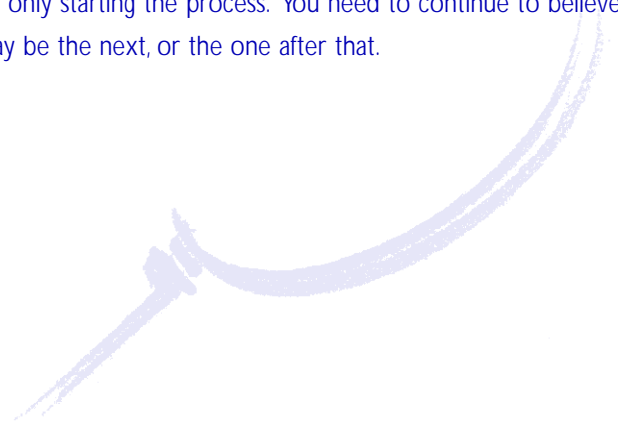
EXAMPLE 30

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It's okay to seek help in writing your résumé or application letter, but allow the expression, enthusiasm and message to be your own. The reason for this is that when you get to an interview you need to be the person who wrote the letter. This is the beginning of the exercise in believing in yourself and the 'charge' you get when the response is positive.

It's a good idea to telephone the company and try to speak to the person who may have received your letter. They may tell you that you will receive a response in the post or you may not get through. Don't despair. If you're not called in for an interview, remember that you are only starting the process. You need to continue to believe that if it is not this one it may be the next, or the one after that.



SAMPLE APPLICATION LETTER 1

25 King St
Toowoomba QLD 4350

4 January 1998

The Manager
Elegant Boutique
15 Rodeo Drive
Toowoomba QLD 4350

Dear Sir/Madam

I wish to apply for the position of Fashion Sales Assistant which you advertised in the Toowoomba Chronicle of 2 January 1998.

I am 17 and last year completed Year 11 at Mt Lofty State High School. I studied English, Social Science, Science, Mathematics, Home Economics, Speech and Drama and Garment Construction and Pattern Drafting. Details of my education are shown on the enclosed résumé.

Since leaving school I have been employed part-time with ColeMart Stores. I enjoy sales work and dealing with the public. I design and make most of my own clothes and my teachers have commented favourably on my flair for colour coordination and fashion design sense. I am very keen to begin a career in fashion retail.

I look forward to attending an interview and can be contacted on 4622 1234 to arrange a convenient time.

Yours faithfully

Liz Reilly

Enclosure:

1. Résumé - Elizabeth S.Reilly

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SAMPLE APPLICATION LETTER 2

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IMPORTANT NOTE	IV	21 Smith Street Anytown NSW 2999 9229 8654 17 November 1997
INTRODUCTION	1	Mr S Hammer Manager The Hardware Business Ltd 44 Brown Street Anytown NSW 2999
DREAMS TO REALITY - YOUR SKILLS AUDIT	3	
GETTING YOURSELF PREPARED	9	Dear Mr Hammer This letter is to express interest in joining your sales staff when a suitable position becomes available.
YOUR RÉSUMÉ	12	I am completing Year 12 at Anytown High School in English, Business Mathematics, Accounting, Economics and Legal Studies.
HITTING THE ROAD	18	As a regular customer I have been impressed by the range of goods you stock and the helpfulness of your friendly staff. I am keen to begin a career in hardware, leading onto retail management, and I would like to have the opportunity to join your staff.
RESPONDING TO THE ADVERTISEMENT	24	Over the last three years I have had a part-time job with Bullitt's Foodchain (phone 9999 8765). Mr James Bullitt would be happy to answer any questions about my sales experience.
THE INTERVIEW	31	
CHECKLIST	36	My résumé is enclosed and, should a position become available, I look forward to the opportunity to discuss this with you.
FURTHER INFORMATION AND HELP	37	Yours sincerely
THE WORKPLACE	40	
WHERE TO FIND OUT MORE	47	Bill Daniels Enclosure: Résumé - W B Daniels

APPLICATION FORMS

With some jobs that you go for you will be asked to fill in an application form. Sometimes this will be instead of writing an application letter. Some employers will send an application form to you, while others will ask you to fill one out while you are waiting for an interview. If a form is sent to you, or you are able to take one and return it later, make a copy of the form to practise on before completing the original.

Don't be too worried about filling out one of these forms. There are no hidden traps and you only have to write down information you already know. If you have prepared a résumé, it will contain most of the information you need. See an example of an application form on the next page.

Employers use application forms for the following reasons:

- they show the same type of information about all the people applying;
- they make it is easier to compare applicants; and
- they show how well applicants can read and write and understand instructions.

When filling out an application form there are some important things to remember:

- read the whole form carefully before you fill anything in and take your time;
- always use a black or blue biro and print in block letters as neatly as you can;
- avoid the 'office use only' sections, these areas are filled out by the employer; and
- answer every question, don't leave blanks. If the question does not apply to you write 'not applicable' or 'N/A'.

When you have finished the form, read it through carefully and check the answers you gave. Do they make sense? Did you answer all the questions? If you made a mistake, either neatly correct it or, if possible, fill out a new form.

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Example application form for the hospitality industry

APPLICATION FOR EMPLOYMENT

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POSITION APPLIED FOR: DATE:.....

PERMANENT FULL-TIME PERMANENT PART-TIME CASUAL

SURNAME:..... GIVEN NAMES:.....

DATE OF BIRTH:..... FEMALE MALE

ADDRESS:.....

.....

.....

CONTACT PHONE NUMBER..... Home..... Work

PLEASE ATTACH REFERENCES RELEVANT TO THIS INDUSTRY

EMPLOYMENT HISTORY

EMPLOYER	POSITION HELD OR DUTIES PERFORMED	DATED	REASON FOR LEAVING

QUALIFICATIONS:.....

.....

I declare that all the information that I have supplied is true and accurate.

Signature:.....Witness:

PLEASE ATTACH A PHOTOGRAPH

The interview

- we are what we say

Everybody you meet may be a prospective employer. Therefore every time you are talking with someone, think of it as though you were having an interview. Be aware and positive, developing your skill to promote yourself by always thinking about what you can do for the person you are talking to. How can your skills help them achieve their business goals and what they want to do?

BEFORE THE INTERVIEW

It will help your case to do a bit of homework about the company if you can. Do you know whether the company employs 4 people or 1400? It pays to understand that the employer of a small business with four employees may work 70 hours a week and may have been doing so for the last ten years. They will want to employ someone who is quick to learn, flexible, efficient and can talk with the customers or clients.

A knowledge of what the company does and what its aims are will please the interviewer. Walking in to an interview without any knowledge of the organisation or the business they're in might appear to be lacking in initiative on your part, so do the leg work and you will receive credit for it.

TAKE CARE WITH THE WAY YOU LOOK - FIRST IMPRESSIONS COUNT A LOT

Be sure of this by asking your supporter to see you in your best outfit, the one you have chosen for your interview. Employers often look for good presentation such as clean hair, fingernails and shoes. The things to remember are: cleanliness, simplicity and no strong or 'loud' colours - neutral is recommended.

Your supporter will tell you if you need a hair cut and whether you should keep your nose ring for the weekends. Take the advice: the whole world has not caught up with all the latest fashion trends and you will need to excuse those who may be less adventurous! For some employers, a more conservative look may be required to project a certain image - in many cases this is because those employers' clients or customers expect it.

MAIN POINTS

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QUESTIONS YOU MIGHT ASK 33

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AT THE INTERVIEW

When you meet the person(s) who will interview you, smile and shake hands if offered.

If you're not sure what the interviewer is getting at with a question, ask them to explain or clarify that question.

Be positive about your skills and abilities. Be careful not to present yourself as being fed up with looking for work or that this is just another interview. Encourage the interviewer to appreciate the efforts you have put into being there by answering the questions calmly, positively and enthusiastically. You will need to show that you are willing to be trained and show that you are flexible with regard to the work that needs to be done.

QUESTIONS EMPLOYERS MIGHT ASK

- Why do you think you are suitable for this position?
- Why would you like this job?
- What qualifications do you have for this job?
- Why have you applied for this job?
- What are your strengths/weaknesses/faults?
- Do you work well with others, as part of a team?
- Does future study appeal to you?
- Do you have any career plans?
- Why do you think we should employ you?
- What have you got to offer us?
- What do you know about this organisation?
- Are you a member of any clubs or organisations?

You could think about your answers to these questions. Recognise your strengths and weaknesses and reassure the interviewer of your willingness to overcome anything negative, to learn new things. You might suggest to the interviewer that if they have any additional questions, they can contact you at a later date and that you will be available for a second interview or even a slightly different job.

Tell the interviewer that you hope you have answered all the questions fully and if you felt nervous tell him/her this is only your third interview and you are trying to get better. The sincerity and genuineness in a comment is very easily understood by a good interviewer. Equally, a false note of sincerity can kill your chances.

MAIN POINTS

QUESTIONS YOU MIGHT ASK

Be prepared to ask questions of your own. It may help to take a brief note of these to the interview. There may be information that you need which has not been covered in the interview. Asking questions is one way of showing you are prepared and interested in the job.

Some of the things you might want to know about are:

- more details about what the job will actually involve, including the hours of work;
- what the prospects are for advancement and for training;
- why the position is vacant; and
- the pay, but don't overemphasise its importance - it is important that you appear more interested in the job than in the pay.

DEALING WITH THE NOT-SO-GOOD NEWS

Some people have some parts of their work or school history that might not impress an employer. First of all you have to decide if the employer really needs to know. If they do, be honest and present the information as positively as you can. Below are two 'bad news' situations and one way you could handle them.

Left school early

'I didn't do very well during my last year at school. After discussing the situation with my teachers and parents, I decided that I would be better off leaving school and looking for a job working with my hands because I was good at practical work at school.'

Sacked from your last job

'I had some family problems for a while and this affected my work and I was put off. It is all sorted out now and I want to get back to work as soon as I can.'

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If you were sacked from a job, don't mention it unless the interviewer asks the reason for leaving.

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It is not possible to cover all possible situations here. Above all, be honest. Try to draw something positive from the event. If you consider you have a particular problem, see a careers adviser for help.

INTRODUCTION 1

WHAT SHOULD YOU DO IF YOU DO NOT GET THE JOB?

DREAMS TO
REALITY - YOUR
SKILLS AUDIT 3

If the interview finishes with 'we shall ring you tomorrow or the next day' then wait until the day they say they will ring and if you haven't had a call, phone them. This shows your sincerity and keenness. Many a job has been won by this form of follow-up and persistence.

GETTING
YOURSELF
PREPARED 9

YOUR RESUME 12

If you do not get the job, you need to recognise that you may not be told the entire truth about why you didn't get it. The standard story is there were many applicants who were better qualified, or you came third or fourth or maybe even second. Take the approach that you are willing to learn how to improve your interview performance.

HITTING
THE ROAD 18

RESPONDING
TO THE
ADVERTISEMENT 24

You can start off your question by saying something like, 'I'm glad I made the short list and that you took the time to meet with me. I would like to improve my interview skills. Do you have any suggestions or feedback regarding my approach or attitude?'

THE INTERVIEW 31

You may be given some hints. Don't be discouraged, because you will have learnt something from that interview and will be able to use it to help yourself in the future.

CHECKLIST 36

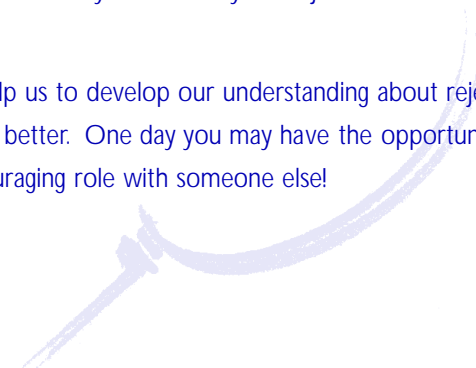
Remember, if the person they pick is the wrong one - you may be asked to return, even six months later! This may depend on how you handled your 'rejection'.

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The people who knock us back help us to develop our understanding about rejection and the many ways it can be done better. One day you may have the opportunity to play a more enlightened and encouraging role with someone else!

THE WORKPLACE 40

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Don't despair, your job search may take time and patience. Think of the suggested ways to use your time, or others you think of, that will lead you towards getting a job. Talk to your friends who have found work and ask them what they did, or talk to young people employed in the industries that interest you and ask them how they got their job and the sorts of jobs that may be available.

While you are looking for full-time work, you may wish to consider part-time or casual work. Being in the workforce helps your self-esteem and adds to your skills and employment record. It also means you're out in the workforce being noticed and shows other, prospective employers that you are motivated.

Take the time to develop your skills and confidence and, above all, believe in yourself. You can do it.

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Checklist

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The following list of activities is a summary of what is contained in the book. Please check off the activities as you complete them in your search for your job.

IMPORTANT NOTE	IV	Tick
		<input type="checkbox"/> Completed Skills Audit Part 1 (Attributes)
INTRODUCTION	1	<input type="checkbox"/> Completed Skills Audit Part 2 (Present & Future Skills)
		<input type="checkbox"/> Completed my reality checks
DREAMS TO REALITY - YOUR SKILLS AUDIT	3	<input type="checkbox"/> Identified possible careers options
		<input type="checkbox"/> Identified the types of jobs that interest me and suit my career options
		<input type="checkbox"/> Undertaken as much work experience as possible in these areas
GETTING YOURSELF PREPARED	9	<input type="checkbox"/> Written résumé using the entries in Skills Audit Part 1 and Part 2 (column 'a')
		<input type="checkbox"/> Optional - Produced résumé on a computer disk
		<input type="checkbox"/> Found at least two referees
YOUR RÉSUMÉ	12	<input type="checkbox"/> Spoken to my supporter/s
		<input type="checkbox"/> Reality check of attributes with supporters
HITTING THE ROAD	18	<input type="checkbox"/> Told everyone about my intentions and the type of job I am seeking
		<input type="checkbox"/> Made a list of prospective employers (Attach your list to this sheet)
RESPONDING TO THE ADVERTISEMENT	24	<input type="checkbox"/> Completed résumé in response to jobs I am going for
		<input type="checkbox"/> Identified the main points I wish to make regarding my skills, abilities and relevant experience
THE INTERVIEW	31	<input type="checkbox"/> Responded to advertisements in the paper with my résumé
		<input type="checkbox"/> Practised introducing myself to prospect employers with family and/or friends
CHECKLIST	36	<input type="checkbox"/> Practised interviews
		<input type="checkbox"/> Optional - volunteering with community organisations
FURTHER INFORMATION AND HELP	37	<input type="checkbox"/> Optional - learn an extra skill
		<input type="checkbox"/> Visited Centrelink - used touchscreens
		<input type="checkbox"/> Knocked on doors, talk to prospective employers
THE WORKPLACE	40	<input type="checkbox"/> Reflected on how I went in my search for the job
		<input type="checkbox"/> Followed up on interviews to see how to improve
WHERE TO FIND OUT MORE	47	<input type="checkbox"/> Thanked interviewers for their time and for including me in the short list. Told them what I learned.

Further information and help

YOUTH ALLOWANCE

From 1 July 1998, subject to legislation being passed, the government intends to replace most payments for eligible young people and students with one payment called Youth Allowance.

Youth Allowance will replace five different payments for young people aged 16-24:

AUSTUDY for students under 25 years of age;

Youth Training Allowance;

Newstart Allowance for under 21 year olds;

Sickness Allowance for under 21 year olds;

Family Payment for some secondary students aged 16 to 18 years old.

Check at your Centrelink office or call 13 2490 for further information.

JOB PLACEMENT, EMPLOYMENT AND TRAINING (JPET) PROGRAMME

This programme helps young people under 21 years (particularly those aged between 15-19), who are homeless or at risk of becoming homeless, to deal with problems which are making it hard for them to study or look for a job. Refugees, ex-offenders and wards of the State can also get help. Contact Centrelink to find out about your local JPET service.

For more information about JPET make a free call to 1800 657 569.

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The Commonwealth has initiated a number of reforms to improve apprenticeships and traineeships. Under New Apprenticeships, young people can find paid job opportunities and nationally recognised qualifications, as well as more apprenticeship and traineeship opportunities. New Apprenticeships mean career opportunities are becoming available in more industry and occupational areas, including those involving new technologies.

Traineeships

Traineeships are available to all job seekers. They provide training and practical work experience and are available across a wide range of occupations and industries, usually in non-trade areas. There are currently more than 200 different types of traineeships available.

Traineeships generally involve a trainee being employed full-time, usually for 12 months. Trainees enter into a contract of training with the employer and undertake a programme of training (either on- or off-the-job) and practical work experience. Off-the-job training can be done at a Technical and Further Education (TAFE) campus, business college or other approved training provider and it leads to a nationally recognised qualification.

A traineeship can provide you with the skills, qualifications and experience to improve your career opportunities. Although a job is not guaranteed at the end of a traineeship, many continue to work for the same employer.

Apprenticeships

Apprenticeships involve a person being employed in a full-time training position, usually for 4 years. This involves accredited training which is usually done off-the-job and practical work experience which leads to a nationally recognised qualification on completion.

Although a job is not guaranteed at the end of the apprenticeship, the skills and qualifications gained improve career opportunities. Many apprentices go on to work as trades persons for the same employer. Some may establish themselves in their own business.

How do I get a traineeship or apprenticeship?

You can get a traineeship or apprenticeship by applying for these jobs when they are advertised or by arranging it yourself with a qualified employer. All traineeships and apprenticeships must be approved by your State/Territory training authority.

Talk to your careers adviser or other teachers at school. Many schools are now involved in providing vocational training which can count towards your traineeship.

Contact Centrelink for more details.

Jobs Pathway Programme (JPP)

The Commonwealth Government's Jobs Pathway Programme operates at a regional level to fund Brokers to provide industry and labour market advice to students thinking about leaving school. The brokers also help school leavers to find a job with local employers and give advice and support for school leavers who are employed, for the first year after they leave school.

If this programme has been funded in your region, you can get information from the careers adviser or college where you graduated and from Centrelink. Information can also be obtained via the JPP Internet site (<http://www.deetya.gov.au/divisions/vet/welcome.htm>).

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The Workplace - when you have a job

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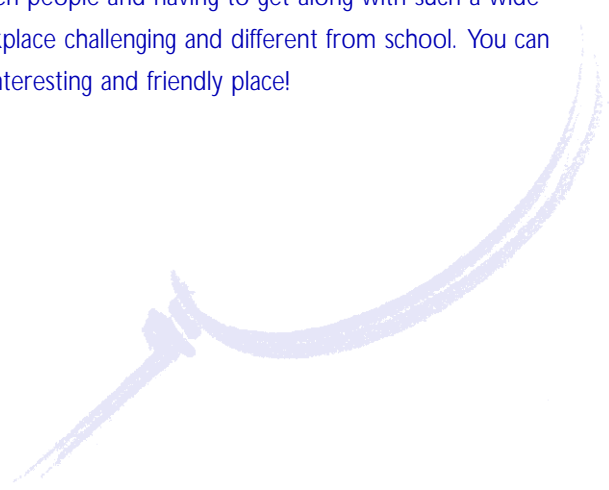
When you have a job it is helpful to know in advance some things about the work environment and to learn some tips that can help you to stay in employment and get the most out of your job.

PEOPLE WORKING TOGETHER

The job and the way you do it is important, but it is also important to enjoy working with other people. Until you start work, perhaps the people you spend most of your time with are the same age as you. This makes understanding one another easier.

When you start work it can be quite different. You may be the only person in your age group and you may find yourself working with a mixed group of people. Your co-workers may have different views about politics, religion, sexuality, etc. They may come from different countries and have different ways of behaving. They may have different cultural values, different customs and speak different languages. The majority of workers may be of the opposite sex. Some workers may have disabilities.

Understanding differences between people and having to get along with such a wide variety of people makes the workplace challenging and different from school. You can help to make the workplace an interesting and friendly place!



EMPLOYER EXPECTATIONS

When you get a job remember that your employer hasn't given you a job just to help you. The employer wants certain work done. He or she will expect you to:

- be qualified to do the job or be willing to be trained;
- arrive on time and have a good attendance record;
- think about the job and make suggestions;
- be interested in the work and ask for help if you need it;
- follow instructions and accept suggestions;
- behave on the job in a way that reflects well on the employer and your co-workers;
- follow occupational health and safety rules;
- dress suitably for the job;
- do a fair day's work for a fair day's pay; and
- be responsible and take the sort of care with the job and your employer's property that you would in looking after yourself.

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WHAT YOU CAN EXPECT FROM YOUR EMPLOYER

Your employer has certain responsibilities to you and your co-workers. You will expect your employer to:

- show you what to do or provide you with training;
- encourage you and help you get experience and confidence in your work;
- only give you tasks that are legal and within your capability, accepting your genuine mistakes as part of learning;
- let you develop and use your skills at work;
- give you a fair go and not discriminate against you;
- tell you about things that affect you;
- not fire you unfairly; and
- provide a safe workplace.

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WORKING CONDITIONS

When you begin work you agree to provide your labour for a wage. Your working conditions can be set out in either an award or an agreement. Awards and agreements are legally binding on you and your employer.

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DREAMS TO REALITY - YOUR SKILLS AUDIT	3	Agreements can be in the form of Certified Agreements, Australian Workplace Agreements or an agreement made under your State industrial laws. Your supervisor should be able to tell you which form of agreement you are employed under. Unlike awards, an agreement is usually made directly between an employer and their workers, although a bargaining agent, such as a union, can act on your behalf.
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WORK WORDS

This table shows words you will come across in your job search and when you start work.

Word	Meaning
Agreement	Individual and collective agreement between employers and workers and, sometimes, their representatives for a particular workplace.
Award	A legally binding document that sets out rates of pay and conditions to be provided by employers for groups of employees covered by the award. There are Federal and State awards. Awards are sometimes referred to as determinations. (See also Agreement.)
Casual work	Employment in which the days, hours and times worked may vary according to the need of your employer. You are usually paid on an hourly basis.
Classification	The name, description or grading of a job covered by an award agreement.
Commission	Pay to sales people or agents calculated as a percentage of the value of what they sell; or to authorise someone to undertake a project, e.g. to commission an artist to paint a portrait. A retainer or small fixed amount of payment for work or services may be received with commission on top, e.g. some salespeople.
Deductions	Money taken out of your pay by an employer, e.g. for superannuation or health care.
Discrimination	Unfair treatment of a person, or giving another person an advantage because of their age, colour, politics, race, religion, national origin, marital status or gender.
Equal Employment Opportunity	Employers must, by law, consider applicants for a job or promotion only on their ability, experience and qualifications, not their age, colour, disability, politics, race, religion, sexuality, national origin, marital status or gender.

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Holiday Pay	Money paid for annual holidays.
Income Tax	A government levy on personal earnings or income. For wage and salary earners, the amount is usually deducted from each pay by the employer. This is called Pay-As-You-Earn (PAYE) tax.
Occupation	A type of job.
Overtime	Working extra time outside your normal hours of work. The extra time may be paid at a higher rate.
Pay/Wages/ Salary	The money you receive for work.
Penalty Rates	Extra pay specified by an award for work outside the normal hours of work, e.g. overtime, weekends and public holidays.
Prerequisite	Essential experience, skills or qualifications necessary to gain entry to a particular job or course.
Probationary/ trial period	A period of time or trial period, usually between three and 12 months after you start a job, during which your suitability is tested, e.g. apprenticeship, public service.
Referee/ Reference	A referee is a person chosen by you who agrees to give a statement (a reference) about your character and/or abilities. The name and details of one or two referees are usually required by an employer when you apply for a job. A reference may be given in writing, by telephone or interview.
Shift Work	Work which is done during different hours of the day.
Tax File Number (TFN)	Issued to you by the Tax Office and is used together with your name and address to identify your tax returns. If you do not have a tax file number you should apply for one when you start work.
Workers Compensation	Payments made by employers to cover medical bills and loss of normal pay to an employee who is injured at work or when travelling to or from work, or who becomes ill because of work.

DISCRIMINATION

Don't let differences make you treat other people unfairly. If you do you could be discriminating against them. Sometimes people don't even know they are discriminating against their co-workers or employees. For example, you may think that a joke about a co-worker's accent is funny, but how would you feel if you had difficulty speaking English or people couldn't understand what you were saying very well?

Your employer has a responsibility to see that you are not discriminated against.

There are laws in place to protect the individual rights of workers. It is illegal to discriminate against other people at work or harass them because of their sex, race, political or religious beliefs, disability, sexuality or marital status, etc.

REMEMBER

Everyone is different. People have a right to their own feelings and opinions. If your work is being made difficult by what others say or do, you have ways of dealing with it. Talk about it with them, your supervisor or your union. If this fails then there are Government equal opportunity or anti discrimination agencies to provide advice.

SEX DISCRIMINATION

Sex discrimination is when you are treated unfairly because of your sex, marital status or because you are pregnant. Sex discrimination includes sexual harassment.

Sexual harassment is verbal or physical behaviour of a sexual nature which is uninvited, offensive and unwelcome. It can include offensive comments, jokes and gestures, personal questions, teasing, stares and leers, continued invitations to go out, offensive posters and signs, or physical contact such as putting an arm around you, pinching, brushing against you, etc.

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Sex discrimination and sexual harassment are illegal. If you are being sexually harassed you should take action. Talk to your supervisor or the person responsible for the behaviour and let them know that you are offended by it. If it continues, you should talk to your supervisor again or go to your boss or personnel section.

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INTRODUCTION	1	
DREAMS TO REALITY - YOUR SKILLS AUDIT	3	If physical assault is involved you should report it to the police.
GETTING YOURSELF PREPARED	9	<p>HELP</p> <p>There may be things you are unsure about or feel concerned about in your early days at work. Where you go to get help will depend on what the issue is. People who may be able to help you include: a good friend who has had a job, your parents, your co-workers, your supervisor, the personnel section if your employer is a large company; or your union representative.</p>
YOUR RESUME	12	
HITTING THE ROAD	18	
RESPONDING TO THE ADVERTISEMENT	24	If you don't know, ask. If you're worried, tell someone.
THE INTERVIEW	31	<p>CAREER DEVELOPMENT</p> <p>You may want to start thinking about your personal career development plan. What training options are available? Is there somebody at work who you can learn from? Where do you go from here? You can talk to your employer about your role at work and how you are doing.</p>
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Career information is available from Centrelink offices and you can talk to staff at colleges and universities.

Where to find out more

The following Commonwealth Government services provide advice, assistance and information on jobs, careers, education and training.

Centrelink

Centrelink delivers Commonwealth services as a 'one-stop shop'. Some of the services provided by Centrelink include registration for employment assistance, access to job vacancies via the touchscreens, services previously provided by the Department of Social Security and Career Reference Centres.

To find out where your local Centrelink office is, call 13 2490, or check out the Internet at <http://www.centrelink.gov.au>.

Career Information

Career Information is provided in Centrelink offices. This information will help people of all ages, from school students planning careers, to adults seeking career changes or wanting to get back into the workforce. It may include videos, cassettes, booklets and leaflets covering all aspects of jobs, careers, higher education and training.

Rural Youth Information Service

The Rural Youth Information Service (RYIS) gives information, advice and referrals on employment, education and training for people under 25 in rural and isolated areas where there are no other Commonwealth services available. RYIS can be found in the following areas:

	New		Western	South Australia and	
Queensland	South Wales	Victoria	Australia	Northern Territory	Tasmania
St George	Wellington	Tallangatta	Tom Price	Millicent	Deloraine
Cloncurry	Sanctuary Point	Terang	Narrogin	Nuriootpa	
Kingaroy	Nimbin	St Arnaud	Katanning	Jabiru	
Moranbah	Glen Innes	Swan Hill	Busselton		
	Hay				

To find out more about this service contact your local Centrelink office or local council.

Job Guide

Job Guide provides a good look at occupations. It also tells you what education and training is needed to do the jobs and gives lots of job search information. You can look at the Job Guide at school (ask your careers teacher or library), public libraries and at Centrelink offices. Job Guide is also on the Internet at the DETYA web site at: <http://jobguide.detya.gov.au/JobGuideOnline>

