



Australian Government



National
Careers
Institute

Get Noticed Program

Each session will last approx 1 hour for 4 sessions

Activities related to the following Blueprint indicators

Area C Competency 7 – Secure/Create and Maintain work

- 7.2.1 Explore personal qualities (such as dependability, punctuality, getting along with others) that are needed to get and keep work
- 7.2.2 Understand how skills are transferable across a variety of work roles
- 7.2.3 Understand the language used to describe employment requirements and conditions
- 7.2.4 Explore commonly used work search tools and skills (e.g., job application forms, resumes, and portfolios).
- 7.2.6 Demonstrate personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to find and keep work
- 7.2.9 Develop the work search tools required to find and maintain work
- 7.2.10 Demonstrate the skills knowledge and attitudes necessary for a successful work interview
- 7.2.11 Acknowledge your personal qualities and skills and determine which to build into your career goals and aspirations
- 7.3.4 Understand that some work opportunities often require flexibility and adaptability (e.g. relocating, learning new skills).
- 7.3.5 Explore specific work opportunities in terms of working conditions and safety hazards, benefits etc
- 7.3.7 Demonstrate employability skills and attitudes necessary to create and maintain work
- 7.3.8 Explore volunteering and a proactive job search and personal development strategy
- 7.3.9 Evaluate work opportunities in terms of working conditions, benefits, etc that are important to you
- 7.4.1 Investigate specific work that support desired career intentions
- 7.4.2 Identify job opportunities that suit your own needs and values
- 7.4.3 Identify relationships that will help with finding work.
- 7.4.6 Investigate career planning/employment and recruitment services available through organisations
- 7.4.7 Identify your transferable skills, knowledge and attitudes.

Please note that competencies covering maintaining work and transition to work are not included in this program as we run another program that deals with these competencies. Think of the subjects you chose in senior school and what made you choose those subjects. Maybe there a subject you would have liked to have taken Eg Dance, Early childhood Studies, Physics, Engineering – but was influenced by either a comment from someone or by cultural beliefs or your own values to believe that subject was only for “boys” or “girls”? What kind of attitudes will help to eliminate this type of gender bias?

Who is the program aimed at?

At our university we have a variety of students with different needs, which include:

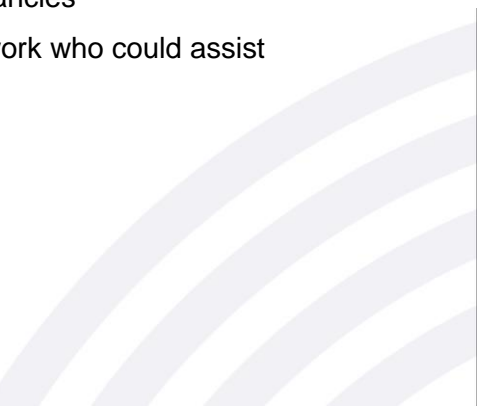
- Students who have no work experience at all
- People who have part time work experience but no professional full time work
- People who are from overseas who have no experience in the Australian Job market
- People from overseas who have part time work experience who have no professional full time work experience
- People who are mature age who are returning to the work force after a break in employment who are completing study
- People who are completing courses who are in employment who are looking for a change
- People who are career changing
- People with disabilities
- People with different learning styles
- Students of UB who are both on and off campus

Aims of the program

- To increase the students awareness of themselves, their skills, values and priorities in life, and to realise that these change during life stages
- For students to realise that their skills etc will have some bearing on the types of work sought
- For students to explore different job searching methods and to use a variety of sources to find suitable positions
- For students to develop skills in self marketing including resumes, selection criteria, application letters, application forms
- For student to demonstrate skills in self marketing including document development and verbal marketing via interviews

Objectives of the Program

By the end of the Program students will be able to:

- List their skills, values, interests and priorities
 - List which transferable and employability skills they possess
 - Be able to use a variety of job search methods to find suitable vacancies
 - Explain the hidden job market and list people within their own network who could assist
 - Create and update self - marketing documents
 - Attend an interview
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Program Outline

Session Number	1
Title	Explore self awareness
Competencies Covered	7.2.1, 7.2.2, 7.2.3, 7.2.6, 7.2.11, 7.3.4
Essential Questions to be answered	<ul style="list-style-type: none"> • Where am I at the moment? • Where have I come from? • Where do I want to be? • Who am I and what skills do I have.. • What can I do? • What do I know? • What do I value? • What I am interested in? • What do I want from a job? • How do I plan how to get something I want? • What are employability skills? • Which employability skills can I demonstrate? • How can I record my skills? • What are transferable skills? • What are graduate attributes? • Which graduate attributes can I demonstrate?
Strategies	<p>Students reflect on self by highlighting skills, attributes, interests, and employability skills they posses.</p> <p>Use of the internet to look for ways of recording generic skills</p>
Resources Needed	<p>Handouts on Skills, Interests, personal attributes, employability skills</p> <p>Skill recording sheet</p> <p>Time Access to a study environment</p> <p>Computer, Internet, access to blackboard</p> <p>(power point presentation desktop projector and screen)</p>
Outcomes	Students will submit a list of skills, employability skills, graduate attributes, values, interests and priorities that they have

Program Outline

Session Number	2
Title	Job searching skills
Competencies Covered	7.2.2, 7.2.3, 7.2.4, 7.2.9, 7.3.5, 7.3.4, 7.3.8, 7.3.7, 7.3.9, 7.4.1, 7.4.2, 7.4.3, 7.4.7
Essential Questions to be answered	<ul style="list-style-type: none"> • Where can I look for work? • Where can I get help looking for work? • What is networking? • Who do I know? • Who do I know who works in the area I want to work in? • How do I find out about jobs that are not advertised? • Where can I look for work? • What is a position description? • What information do I need to make a decision on applying for a job? • What is cold calling? • How can I prepare for cold calling?
Strategies	<p>Students are given info on areas</p> <p>Self reflection on networks and job searching</p> <p>Use of different job searching sources and techniques</p> <p>Understanding of Language on job advertisements</p>
Resources Needed	<p>Handouts on Networking, position descriptions, job advertisements, where to look for work, list of useful websites</p> <p>Spider Diagram for networking worksheet</p> <p>Access to internet and a computer, access to blackboard</p> <p>(power point presentation desktop projector and screen)</p>
Outcomes	<p>Students submit a spider diagram of networks they can call upon. Students produce a list of 5 job titles that they are interested in and 5 companies they would like to work for. Students list 4 steps/methods they can use to approach a company about employment when they are not advertising positions. Students use 3 different sources of information to find a job they might be interested in and submit the job advertisements. Students obtain the position description for these jobs.</p>

Program Outline

Session Number	3
Title	Application processes and self marketing
Competencies Covered	7.2.3, 7.2.6, 7.2.11, 7.3.4, 7.3.9, 7.3.7, 7.4.7
Essential Questions to be answered	<ul style="list-style-type: none">• What is a resume?• What should I include on a resume?• What should a resume look like and how long should it be?• What are referees?• What are selection criteria?• How do I respond to selection criteria?• What is an application form?• Why are there questions on an application form?• How do I go about answering the application form questions?
Strategies	Reflection on sample documents Discussion amongst the group and peer feedback
Resources Needed	Handouts with sample resumes, list of useful websites, position descriptions with selection criteria, application forms, sample answers Computer with internet access, access to blackboard (powerpoint presentation desktop projector and screen)
Outcomes	Students submit a resume; cover letter and either address selection criteria, or complete application form for one of the positions found in session 2. peers will feedback during session and Unijobs staff will feedback on submitted documents

Program Outline

Session Number	4
Title	Interviews and assessment centres
Competencies Covered	7.2.1, 7.2.2, 7.2.3, 7.2.6, 7.2.11, 7.3.5, 7.3.4, 7.2.10, 7.3.7, 7.4.1, 7.4.7
Essential Questions to be answered	<ul style="list-style-type: none"> • What is an interview? • What should I wear to an interview? • What should I do to prepare for an interview? • What questions will I be asked at an interview? • What questions can I ask at an interview? • What is an assessment centre? • What will I be assessed upon? • What can I do to prepare for an assessment centre? • How should I behave in an assessment centre? • What are telephone interviews? • How can I prepare for an interview?
Strategies	<p>Students will answer questions at a mock interview and receive feedback</p> <p>Group discussions on answers</p>
Resources Needed	<p>Handouts with interview questions, questions to ask, how to prepare for an interview, assessment centres, telephone interviews, list of useful websites</p> <p>Computer with internet access, access to blackboard</p> <p>(power point presentation desktop projector and screen)</p>
Outcomes	Students attend a mock interview with the Unijobs team based around the job they are interested in.