GETTING READY FOR WORK
INTRODUCTION

This booklet has been prepared by McDonald’s following feedback it received in the Youth Employment Forums that McDonald’s hosted as part of McDonald’s Careers Week in July 2012. As part of the Youth Employment Forums, community representatives such as parents, school teachers, careers advisers, employment services and Government officials provided feedback to McDonald’s about how it could assist the community with helping young people to make a good start in the workforce. Some of that feedback included the community requesting that McDonald’s develop this Getting Ready For Work Booklet to help young people prepare themselves for their first job.

This booklet has therefore been made to assist young people with preparing for their first paid job. Working on a part-time or casual basis can be complimentary to academic achievements and can be a great way to take on new personal development activities. It’s also a great way to save money towards many of the things you want and may need ahead in life, for example:

- Mobile telephone, computers and other personal technology devices
- Clothing, food and entertainment
- Tertiary studies
- Your first car
- Your own house
- A holiday

Additionally, the skills you develop can be documented in this booklet and you can therefore show your work to prospective employers.
EMPLOYMENT READINESS

This booklet will assist you to understand the key employment concepts. For some of them there will be some work to complete so that you’re ready when you apply for your first job. To improve your “Employment Readiness” this booklet covers:

• Applying for a Tax File Number
• Establishing your Right to Work in Australia
• Parental consent to work
• Starting your own bank account
• Superannuation Legislation
• Payslips

EMPLOYMENT SKILLS

There are also some skills that you can develop that are intended to make sure that when you do start working, you are able to apply yourself and feel comfortable carrying out the tasks requested by your employer. The skills that this booklet will help you to work on are:

• Personal grooming skills
• communication skills
• teamwork skills
• problem solving skills
• initiative skills
• planning and organising skills
• self-management skills
• learning skills
• technology skills

INTERVIEW PREPARATION

There is also a section that is specifically aimed at helping you to prepare for your first job interview.

SIGN-OFF

Throughout this booklet there will be areas that your supervisor, parent, mentor or teacher can sign-off to verify that you’ve completed the work in that area. Remember that the work in this booklet is completely optional. Feel free to book some time with your supervisor, parent, mentor or teacher today to start work!
EMPLOYMENT READINESS SECTION

PARENTAL CONSENT TO WORK

Young people should make sure that they have their parents’ or guardians’ permission to work. In some States there are laws that restrict the age when a young person can commence working, what times their hours can be worked and how many hours per week can be worked too. Your school Careers Adviser will be able to help you to determine any specific restrictions that apply in your State or Territory.

In addition to parental consent, young people may wish to include their parents or guardians in the orientation process that occurs when they start work. This can be a helpful way of making sure that they understand the organisations policies and procedures, and for the organisation to understand their expectations about appropriate scheduling arrangements for work.

McDonald’s has published some information about parental consent to work on its web site. If you’d like to review the specific requirements that apply to employment in your State or Territory, you can refer to the following link: http://mcdonalds.com.au/careers/working-here/requirements. Additionally, you can browse your State’s/Territory’s Government web page for further information.

STARTING YOUR OWN BANK ACCOUNT

Once you start work, then you’re on your way to earning money to buy the things you want. Many organisations pay their employees weekly for the hours they work on a weekly basis. Most employers don’t pay with cash and quite often their payroll systems are designed to deposit wages directly into each employee’s bank account.

To make sure you get paid correctly from the very first week, it can be helpful to establish a bank account in your own name. You may need some help from your parents or guardians to do this and will also need some money to create a bank account opening balance.

You will then be able to provide your bank account details to your employer. This information must be correct to make sure they pay your wages into the correct bank account.
Applying for a Tax File Number

You’ll also need to have a Tax File Number. Employers are required to deduct tax from each employee’s earnings and to send that tax to the Australian Taxation Office (ATO). After 30th June each year, organisations then issue each employee with a Payment Summary that confirms:

- the employee’s earnings within the twelve month period from 1st July to 30th June (also known as a financial year); and
- the total amount of tax that has been withheld from their weekly wages and sent to the ATO during the same period.

Employees each then complete and submit a tax assessment and employees then receive either a tax return (if they’ve paid more tax than they’re required to), or in some cases the ATO asks employees to pay a tax debt (where they haven’t paid enough tax).

To ensure employees are taxed correctly, individuals should include their Tax File Number when they fill out an Employment Declaration Form upon commencing a new job. In cases where a new employee doesn’t provide their employer with a Tax File Number, the employer is required to deduct more tax, which means the employee takes home less pay!

You can apply for a Tax File Number by applying online at www.ato.gov.au.

Establishing your right to work in Australia

To work for any organisation in Australia, individuals need to demonstrate that they have a right to work. Many people born in Australia prior to 20th August 1986, and also Australian Passport or Citizenship Certificate holders, often have an automatic right to work. However there are some cases where a person has to seek special permission to work from the Department of Immigration and Citizenship, such as an appropriate visa.

Each individual’s personal documentation is used to verify whether a person has a right to work in Australia. For example, a person would be able to show that they have a right to work in Australia when they have one of the following:

- A current Australian passport
- Australian Birth Certificate (for people born after 20th August 1986, the birth certificate must show that at least one parent was born in Australia. If it does not, individuals must also be required to provide evidence that at least one parent was a current Australian Citizen or Permanent Resident at the time of their birth) and photo ID
- Australian Citizenship Certificate and photo ID
- New Zealand Passport with Australian Immigration Entry Stamp
- Foreign Passport with Permanent Residency Visa and photo ID
- Foreign Passport with Visa work conditions (e.g. Student Visa, Working Holiday Maker Visa, etc) and photo ID
SUPERANNUATION LAWS

Upon commencing your first job, you may become eligible for superannuation contributions to be paid to a fund on your behalf by your employer. Superannuation helps you to plan for your retirement. Although it may be very long away, superannuation laws are there to help you to start planning early so that you’ll have enough funds to support you when you retire from the workforce later in life. In many cases, when you first become eligible for superannuation, your employer may assist you to establish a superannuation fund.

Superannuation is paid at a percentage of earnings from ordinary hours of work. Eligibility for young people can be summarised as follows:

<table>
<thead>
<tr>
<th>CATEGORY OF EMPLOYEE</th>
<th>ELIGIBILITY CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time employee</td>
<td>Superannuation is payable</td>
</tr>
<tr>
<td>All ages - 38 hours per week</td>
<td></td>
</tr>
<tr>
<td>Part- time and Casual employees</td>
<td>Superannuation payable when an employee earns at least $450 in any month</td>
</tr>
<tr>
<td>18 years of age and above</td>
<td></td>
</tr>
<tr>
<td>Part-time and Casual employees</td>
<td>Superannuation payable when an employee earns at least $450 in any month, and is only paid on wages earned in weeks where the employee has worked at least 30 or more hours per week</td>
</tr>
<tr>
<td>Under 18 years of age</td>
<td></td>
</tr>
</tbody>
</table>
PAYSLEIPS

When you work for an organisation and your wages are paid to you, your employer is required to issue you with a payslip. This might be provided to you in hard copy format, or in some cases provided to you via email or on a secure website.

Payslips include useful information about employee wages. The following example highlights the information you could expect to see on a payslip.

Payslips often vary in format. Here is an example of a payslip that McDonald's Australia Ltd employees are issued."
GETTING READY FOR WORK

PERSONAL GROOMING SKILLS

When you get ready for school each day it’s a great idea to check that you have dressed yourself neatly. Your personal presentation helps you make a good impression to others. The way that you dress can affect the opinion people form about you and is referred to as your personal grooming. For example, a person who appears to dress in dirty, unwashed, unironed clothes and with unpolished shoes could make a poor impression in others, whereas a person who is neatly groomed and nicely presented could make a favourable impression.

When you’re going for your first job, making a favourable impression about your personal grooming is very important. At your interview, the employer will assess how well you present yourself, and will form an opinion about whether your personal grooming will form a good impression in their customers.

There are some aspects of personal grooming skills that you can practice at school and in your outside school activities, as outlined in the following table. Please discuss which areas you’ll practice with your Careers Adviser.

<table>
<thead>
<tr>
<th>SAMPLE DEVELOPMENT ACTIVITIES</th>
<th>TICK COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair neatly trimmed. When choosing your hair style, you could ask your teachers and parents or guardians for their opinions before making your choice. For example, you may like to discuss topics such as style and hair colour before making a decision. Washing and brushing your hair daily can also enhance your personal grooming.</td>
<td></td>
</tr>
<tr>
<td>Jewellery such as bracelets rings and earrings can enhance your personal grooming. But don’t overdo it!</td>
<td></td>
</tr>
<tr>
<td>Uniform washed and ironed.</td>
<td></td>
</tr>
<tr>
<td>Shoes polished and a style is chosen that is safe to wear.</td>
<td></td>
</tr>
<tr>
<td>Socks match the uniform and no visible holes.</td>
<td></td>
</tr>
<tr>
<td>Choose cosmetics and deodorants that other people will appreciate. This is another topic that you can discuss with your teachers and parents or guardians.</td>
<td></td>
</tr>
<tr>
<td>Don’t forget to wear a great smile to school each day!</td>
<td></td>
</tr>
<tr>
<td>Other agreed activities:</td>
<td></td>
</tr>
</tbody>
</table>
FEEDBACK SECTION

Your supervisor, mentor, parent or teacher can use the space below to confirm that you have developed skills in this area, along with any remaining areas of opportunity to further develop.

Sign-Off by supervisor, mentor, parent or teacher to verify student has developed skills:

I am satisfied that is proficient in this skill.

Name: Signed: Date:

Additional Feedback (optional):
COMMUNICATION SKILLS

Employment involves working with other people to achieve the goals of the organisation that is the employer. This usually requires that employees be able to communicate effectively with each other, with Managers and with customers. Communication includes the ability to speak clearly, articulate your message logically and understand what is being communicated to you by other people.

Examples of when you’ll need to be able to communicate effectively at work include:

• At your job interview (also mentioned separately within this booklet).
• When helping customers, you will need to be able to clarify their needs and expectations.
• When receiving directions from Managers, you will need to be able to confirm that you understand the tasks expected of you, and also to confirm with them once the task is completed.
• Manager will provide you with feedback to help you improve your work performance. This will usually include a two-way conversation with them so that you can acknowledge your understanding and provide input too.
• Your team members will work with you on common tasks. Being able to communicate with them helps you to work as a team and to show that you’re contributing to the best of your ability.
There are some aspects of communication skills that you can practice, including:

- questioning techniques
- active listening techniques
- influencing other people to make decisions based upon presenting a logical argument
- carrying out verbal instructions
- reading and interpreting documents
- writing techniques

Following are some examples of ways that you can practice your communication skills at school and in your outside school activities. Please discuss which areas you'll practice with your Careers Adviser.

<table>
<thead>
<tr>
<th>SAMPLE DEVELOPMENT ACTIVITIES</th>
<th>TICK COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in a school debating team.</td>
<td></td>
</tr>
<tr>
<td>Ask for feedback and coaching from your teacher to help with your reading and writing skills.</td>
<td></td>
</tr>
<tr>
<td>Make sure all homework tasks are completed in line with your teacher’s expectations. Clarify their expectations first if you're not sure what you need to do.</td>
<td></td>
</tr>
<tr>
<td>Answer questions in class with your most full and correct responses to show that you've been listening.</td>
<td></td>
</tr>
<tr>
<td>Ask questions in class to make sure you understand what your teacher is explaining to the class.</td>
<td></td>
</tr>
<tr>
<td>Other agreed activities:</td>
<td></td>
</tr>
</tbody>
</table>
FEEDBACK SECTION

Your supervisor, mentor, parent or teacher can use the space below to confirm that you have developed skills in this area, along with any remaining areas of opportunity to further develop.

Sign-Off by supervisor, mentor, parent or teacher to verify student has developed skills:

I am satisfied that is proficient in this skill.

Name: Signed: Date:

Additional Feedback (optional):
TEAMWORK SKILLS

Working with other people in organisations means that you'll often need to work together to complete tasks that are assigned by Managers. This is referred to as working in a team and the more effectively you can participate in a team, the more you'll be able to help others and ask for their help too. Teamwork involves each individual team member taking responsibility for various tasks that contribute to an overall team goal or outcome.

Examples of when you'll need to be able to use teamwork skills include:

• Working with other employees to achieve team goals.
• Lending a hand to other employees when they need help.
• Asking for help when you need it.
• When large tasks need to be broken down into smaller components, teamwork means that individuals can complete their own work, and combine it with the work of their team mates to deliver a great overall result.

There are some aspects of teamwork skills that you can practice, including:

• work collaboratively with other team members
• supporting the team
• sharing your views and understanding other people's views
• giving and receiving feedback about completion of individual tasks
Following are some examples of ways that you can practice your teamwork skills at school and in your outside school activities. Please discuss which areas you’ll practice with your Careers Adviser.

### Sample Development Activities

<table>
<thead>
<tr>
<th>SAMPLE DEVELOPMENT ACTIVITIES</th>
<th>TICK COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Join and participate in a sports team after school.</td>
<td>□</td>
</tr>
<tr>
<td>Participate in a team assignment and earn great marks.</td>
<td>□</td>
</tr>
<tr>
<td>Participate in a school committee.</td>
<td>□</td>
</tr>
<tr>
<td>Help other students to perfect their skills in areas that you’re strong in.</td>
<td>□</td>
</tr>
<tr>
<td>Participate in an inter-school competition.</td>
<td>□</td>
</tr>
<tr>
<td>Other agreed activities:</td>
<td></td>
</tr>
</tbody>
</table>

### Feedback Section

Your supervisor, mentor, parent or teacher can use the space below to confirm that you have developed skills in this area, along with any remaining areas of opportunity to further develop.

Sign-Off by supervisor, mentor, parent or teacher to verify student has developed skills:

I am satisfied that [Student’s Name] is proficient in this skill.

Name: [Student’s Name]  Signed: [Signer’s Name]  Date: [Date]

Additional Feedback (optional):
Problem Solving Skills

Satisfying customers at work can be challenging. This is because every customer has their own unique expectations and requirements. This means that from time to time, problems will arise that you'll need to help fix so that the customer is satisfied with their experience.

Examples of when you'll need to be able to use problem solving skills include:

- helping to clarify the nature of an issue that is experienced by a customer, and making suggestions to help them.
- When some equipment doesn't work properly.
- When you run out of stock.
- Something doesn't go according to plan.
- When a new situation arises that hasn't been dealt with before.

There are some aspects of problem solving skills that you can practice, including:

- demonstrating sensitivity to customer needs and concerns
- anticipate problems and act to avoid them where possible
- referring problems to the right person if you're unable to resolve them
- clarifying the nature of the problem
Following are some examples of ways that you can practice your problem solving skills at school and in your outside school activities. Please discuss which areas you'll practice with your Careers Adviser.

<table>
<thead>
<tr>
<th>SAMPLE DEVELOPMENT ACTIVITIES</th>
<th>TICK COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete your classroom exercises and check the answers only after you've made your best attempt at resolving the problems.</td>
<td>[ ]</td>
</tr>
<tr>
<td>When a teacher asks you a question that you don't understand, ask some questions to clarify what it is they'd like answered.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Participate in a school team and practice identifying any barriers that will be faced by the team and making suggestions about how to overcome them.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Provide your teacher with suggestions about what could make their classes even more interesting.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Participate in a group to help the community such as Scouts or Girl Guides and learn more about the needs of the groups you're trying to help.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other agreed activities:</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**FEEDBACK SECTION**

Your supervisor, mentor, parent or teacher can use the space below to confirm that you have developed skills in this area, along with any remaining areas of opportunity to further develop.

Sign-Off by supervisor, mentor, parent or teacher to verify student has developed skills:

I am satisfied that [Name] is proficient in this skill.

Signed: [Signature]  Date: [Date]

Additional Feedback (optional): [Feedback]
Initiative helps to build upon your problem solving skills. Initiative means taking things one step further and after you’ve identified a problem, initiative means taking steps to fix the problem, without being asked to do so.

Examples of when you'll need to be able to use initiative skills at work include:

• After identifying an issue, taking steps to resolve the issue for them and letting the Manager know how you’ve assisted.

• Letting the Manager know about items with a low level of available stock so the Manager can place an order to replenish the stock.

• Talking to your team members and making suggestions about how the team can do an even better job.

• Speaking to customers and making sure that they’re satisfied with the service they’ve received.

There are some aspects of initiative skills that you can practice, including:

• looking for opportunities to do things better and suggesting ideas to do so

• positively accepting and adapting to changes

• take positive action to report problems that arise
Following are some examples of ways that you can practice your initiative skills at school and in your outside school activities. Please discuss which areas you’ll practice with your Careers Adviser.

<table>
<thead>
<tr>
<th>SAMPLE DEVELOPMENT ACTIVITIES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Maintain an equipment audit in your sports team and let the coach know when items need to be replaced.</td>
<td></td>
</tr>
<tr>
<td>Let your teachers know about important events that you hear about that may affect your school.</td>
<td></td>
</tr>
<tr>
<td>Do additional homework exercises to make sure that you’ve learned the concepts of your class as best you can.</td>
<td></td>
</tr>
<tr>
<td>Make suggestions to the school principal about how this year’s school events, such as the sports carnival, can be a big success.</td>
<td></td>
</tr>
<tr>
<td>Let the school cleaner know when there’s a problem with any school equipment so that it can be fixed.</td>
<td></td>
</tr>
<tr>
<td>Other agreed activities:</td>
<td></td>
</tr>
</tbody>
</table>

**FEEDBACK SECTION**

Your supervisor, mentor, parent or teacher can use the space below to confirm that you have developed skills in this area, along with any remaining areas of opportunity to further develop.

Sign-Off by supervisor, mentor, parent or teacher to verify student has developed skills:

I am satisfied that [student's name] is proficient in this skill.

Name: [Student's Name]  
Signed: [Sign]  
Date: [Date]

Additional Feedback (optional):
PLANNING AND ORGANISING SKILLS

Planning and organising are very important at work. When we plan ahead effectively it means that the organisation is well prepared to cope with problems that might affect its ability to satisfied customers. Well organised workplaces can work more effectively and cause less frustration for employees and customers. Remember that satisfied customers are key to each organisation’s success.

Examples of when you'll need to be able to use planning and organising skills at work include:

- Making sure that your area at work is ready for the busy period.
- Helping the Manager to prepare an order for new stock to sell to customers.
- Helping the Manager to organise a social event for your team.
- Planning ahead for making sure there are enough supplies to sell to customers.

There are some aspects of planning and organising skills that you can practice, including:

- Planning to complete your daily work tasks
- Prioritising which are the most important tasks
- Making sure that work is carried out safely through a planned approach
Following are some examples of ways that you can practice your planning and organising skills at school and in your outside school activities. Please discuss which areas you’ll practice with your Careers Adviser.

**Sample Development Activities**

<table>
<thead>
<tr>
<th>Sample Development Activities</th>
<th>Tick Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help your teacher to organise the next school excursion.</td>
<td></td>
</tr>
<tr>
<td>Organising a local speaker to attend your class and discuss a topic of interest.</td>
<td></td>
</tr>
<tr>
<td>Planning how you'll complete your school assignment early, and deliver a higher standard than you have previously.</td>
<td></td>
</tr>
<tr>
<td>Planning out your weekly home chores to make sure they're all completed on time and to the level expected by your parents or guardians.</td>
<td></td>
</tr>
<tr>
<td>Saving your pocket money in equal instalments to buy something special over a defined period of time.</td>
<td></td>
</tr>
<tr>
<td>Other agreed activities:</td>
<td></td>
</tr>
</tbody>
</table>

**Feedback Section**

Your supervisor, mentor, parent or teacher can use the space below to confirm that you have developed skills in this area, along with any remaining areas of opportunity to further develop.

Sign-Off by supervisor, mentor, parent or teacher to verify student has developed skills:

I am satisfied that     is proficient in this skill.

Name:       Signed:      Date:

Additional Feedback (optional):
SELF-MANAGEMENT SKILLS

Self-management refers to making sure you’re able to carry out your responsibilities independently, with minimal checking on your progress. When you're able to take care of your own responsibilities, this also prepares you to be able to contribute to the goals of your team at work. It also means that the Manager is able to focus upon developing your skills, rather than just getting the basics right alone.

Examples of when you'll need to be able to use self-management skills at work include:

• Wearing the correct work uniform, every time.
• Carrying out work tasks in line with the level of your training, with minimal assistance.
• Making sure you arrange your personal schedule to make sure you can travel to and from work safely, and on time.
• Maintaining your personal grooming such as regular haircuts and maintaining good personal hygiene.
There are some aspects of self-management skills that you can practice, including:

- Planning times to carry out each of your personal responsibilities
- Making sure you follow the rules and show good behaviour
- Include others and making sure your own behaviours are welcoming to others.
- Manage your personal presentation and hygiene
- Prioritise tasks and complete delegated tasks under instruction

Following are some examples of ways that you can practice your self-management skills at school and in your outside school activities. Please discuss which areas you’ll practice with your Careers Adviser.

<table>
<thead>
<tr>
<th>SAMPLE DEVELOPMENT ACTIVITIES</th>
<th>TICK COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan times to complete homework, home chores, sporting activities and time with friends. Avoid double booking your time.</td>
<td></td>
</tr>
<tr>
<td>Make sure you’re consistent with showing respect to your teachers and fellow students, every day.</td>
<td></td>
</tr>
<tr>
<td>Seek feedback from teachers on your presentation at school. Ask for tips on how you can improve.</td>
<td></td>
</tr>
<tr>
<td>Make sure that twice a day you check on your personal grooming (also mentioned in more detail in this booklet).</td>
<td></td>
</tr>
<tr>
<td>Set your alarm each day to make sure you’re ready for school early. Never be late!</td>
<td></td>
</tr>
<tr>
<td>Other agreed activities:</td>
<td></td>
</tr>
</tbody>
</table>

...
FEEDBACK SECTION

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Sign-Off by supervisor, mentor, parent or teacher to verify student has developed skills:

I am satisfied that is proficient in this skill.

Name: Signed: Date:

Additional Feedback (optional):
Learning Skills

We all learn new things every day. In fact, things change so quickly that if we can learn new information and skills easily, we're able to cope with that change better than others. The same applies at work. When you're employed, you'll regularly be expected to learn new things.

Examples of when you'll need to be able to use learning skills at work include:

• When you’re trained how to carry out your tasks.
• When Managers provide you with feedback to recognise great work, and also to provide constructive feedback to help you improve.
• Each time new products are to be released to customers, you’ll need to learn all about them.
• When new policies and procedures are implemented by the organisation to regulate how people work together and what standards are expected.

There are some aspects of learning skills that you can practice, including:

• Identifying your own personal strengths and weaknesses.
• Being able to receive constructive feedback and using that feedback to improve.
Following are some examples of ways that you can practice your learning skills at school and in your outside school activities. Please discuss which areas you'll practice with your Careers Adviser.

<table>
<thead>
<tr>
<th>SAMPLE DEVELOPMENT ACTIVITIES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Attend parent-teacher night and work with your teachers and parents to identify areas that you can improve upon.</td>
<td>□</td>
</tr>
<tr>
<td>Read your school report with your parents and agree upon areas that you're doing well in, and other areas that you need to focus on to improve comments in the next report.</td>
<td>□</td>
</tr>
<tr>
<td>Ask lots of questions in class. If there are concepts you don't understand, asking good questions can help you to learn.</td>
<td>□</td>
</tr>
<tr>
<td>When you make mistakes in class, learn how you made the mistake and work through the problem with your teacher until you can solve the problem.</td>
<td>□</td>
</tr>
<tr>
<td>Ask your sports team coach for some specific feedback to help you improve your skills, and practice until it makes your game performance better.</td>
<td>□</td>
</tr>
<tr>
<td>Other agreed activities:</td>
<td>□</td>
</tr>
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</table>

**FEEDBACK SECTION**

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Sign-Off by supervisor, mentor, parent or teacher to verify student has developed skills:

I am satisfied that [Name] is proficient in this skill.

Name: [Name]  Signed: [Signature]  Date: [Date]

Additional Feedback (optional):
TECHNOLOGY SKILLS

Increasingly, businesses are gearing their day to day operations by using emerging technology. Not only does this help them to maintain a competitive advantage, it also helps to satisfy customers by providing faster, more efficient service. This means that at work, if you can use technology effectively, you’ll be in a good position to help satisfy customers.

Examples of when you’ll need to be able to use technology skills at work include:

• Entering customer orders into a cash register or computer.
• Using the internet to participate in training modules and communicate with team members.
• Sending and receiving emails.
• Placing orders to suppliers.
• Utilising equipment to complete tasks.

There are some aspects of technology skills that you can practice, including:

• Using a range of technology, such as computers, telephones and tablets.
• Recognising faults in equipment.
• Reporting problems with equipment.
Following are some examples of ways that you can practice your technology skills at school and in your outside school activities. Please discuss which areas you’ll practice with your Careers Adviser.

<table>
<thead>
<tr>
<th>SAMPLE DEVELOPMENT ACTIVITIES</th>
<th>TICK COMPLETED</th>
</tr>
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<tbody>
<tr>
<td>Learn how to use a personal computer at home or at school. Helpful things to learn include:</td>
<td></td>
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<tr>
<td>• Starting and shutting down a computer.</td>
<td></td>
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<tr>
<td>• Basic word processing.</td>
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<tr>
<td>• Browsing the internet.</td>
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<tr>
<td>• Sending and receiving emails.</td>
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<tr>
<td>Research some of the technology in your home. For example, many televisions and entertainment systems now include advanced technology which might be outlined in the user manuals.</td>
<td></td>
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<tr>
<td>If there’s a problem on a school or home computer, ask your teacher or parent to explain what steps they’re taking to resolve the problem.</td>
<td></td>
</tr>
<tr>
<td>Learn more about how your school raises technical inquiries when computers don't work properly.</td>
<td></td>
</tr>
<tr>
<td>Do some research about the future of technology.</td>
<td></td>
</tr>
<tr>
<td>Other agreed activities:</td>
<td></td>
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</tbody>
</table>

**FEEDBACK SECTION**

Your supervisor, mentor, parent or teacher can use the space below to confirm that you have developed skills in this area, along with any remaining areas of opportunity to further develop.

Sign-Off by supervisor, mentor, parent or teacher to verify student has developed skills:

I am satisfied that [Name] is proficient in this skill.

Name: [Signed: ] Date: [ ]

Additional Feedback (optional): 
REFLECTION

Now is a great time to reflect upon how much you have learned. Consider your skills development so far and ask yourself:

• What skills are my strengths?
• What skills can I improve upon?

From there you can consider additional skill development activities that enable you to draw upon your strengths and grow in your areas of opportunity.

INTERVIEW PREPARATION

Now that you’ve developed your employability skills, it’s time to start looking for your first job! Following are some additional hints and tips to help make you successful.

WHAT JOB SHOULD YOU APPLY FOR?

There are many options for choosing where you’d like to apply for your first job. You should now book a meeting with your Careers Adviser to discuss topics such as:

• Which employers in the local community can provide great training?
• Are there any local employers who are known to provide people with their first jobs?
• Which employers can provide a great reference once you’re experienced?
• What are you interested in?
• If you already have long-term career goals, what jobs would help to achieve those?

Employers may receive job applications via the internet or in hard copy. Whichever method applies to the employer you’re interested in, make sure all information you submit is accurate. Keep a copy for yourself for future reference too.

BUILDING A RESUME

Your resume is an outline of your personal experience, qualifications and achievements. It is a helpful document that summarises these things for other people, such as potential employers.
Although you may not yet have any paid work experience, there are still plenty of items that you could include in a resume. For example, you could create a one page document with the following headings and some brief information under each heading:

- **Page heading could be “Resume of <your name>”**
- **Personal Details:**
  - Name
  - Address
  - Contact details (e.g. phone number and email address)
    - If you set up your own email account, consider whether the email address you choose is professional. Avoid using offensive terms within your email address.
    - Remember to answer your phone politely. Prospective employers may call you on the number you provide.
- **School Details**
  - Name and contact details of your school
  - Year completed and being studied
- **School Achievements**
  - Brief information from school reports
  - Any committees or sports achievements
  - Awards you may have received
  - Certificates
- **Sporting Achievements**
  - Any sports teams that you might participate in after school
  - Any awards that you may have earned
  - Personal best achievements
- **Other Interests**
  - Hobbies
  - Things you're interested in
  - Other activities you participate in
- **References**
  - Names and contact details of personal references, for example:
    - School teacher who can confirm how you apply yourself at school
    - Parent or guardian who can confirm their consent for you to work
    - Sports team Captain or Coach who can confirm your sporting efforts

Once you’ve prepared your draft resume, it’s a good idea to show it to your school Careers Adviser, supervisor, parent, mentor or teacher. They may be able to provide you some additional hints and tips to make sure that your resume is presented professionally and includes clear information that is easily understood.

**SAMPLE RESUME & COVER LETTER**

A sample resume is included in the back of this booklet. A sample cover letter is also provided. A cover letter can be a helpful way of introducing yourself and notifying the employer about your job application.
ATTENDING YOUR FIRST JOB INTERVIEW

For many jobs, if you’re invited to a job interview you will have already completed a job application form or submitted a cover letter with your resume. From there, if an employer is interested in discussing paid employment with you further then they may invite you to attend a job interview.

Job interviews serve a few purposes:

• It’s a great way to meet the Manager and for the Manager to meet you.

• It’s an opportunity to help the Manager to select the best person for the job. That means that after taking into account the requirements of the job, and the unique things each job applicant brings, the Manager needs to hire the person that they think will do the best job of satisfying their customers.

• The interviewing Manager will likely ask you lots of questions. Don’t be nervous; just answer each question with your best response. Remember, it’s ok to take a moment to think about your answer before you provide it. Here are some questions you could prepare for before your job interview:
  o Why did you apply to work for this organisation?
  o What are you interested in?
  o What types of work do you think we carry out in this organisation?
  o What do you think our customers expect?
  o How can you help me to satisfy our customers?

• The Manager may wish to go through your application form and make sure that the information you have provided is correct.

• It’s also a good opportunity for you to find out more about the job you’ve applied for. So when you’re asked whether there’s anything you’d like to know. Some questions that might be helpful for you to ask include:
  o What training will you provide to help me to do a great job?
  o How many shifts per week would you expect me to work?
  o What times would you expect me to work?
  o What expectations would you have of me on day one?
  o How can working here help to prepare me for a future career?
**Top Interview Tips:**

- Be on time for your job interview. Let someone know that you've arrived for your interview and who you're meeting with.

- Present your very best professional grooming. Apply all the tips in the Personal Grooming section of this booklet.

- Bring everything you've been asked to bring to the interview. This will often include your resume, completed job application form and confirmation about your right to work in Australia (see earlier section).

- Make eye contact and smile to let your personality shine! These are great ways to show that you have what it takes to satisfy customers.

- Be enthusiastic. Make sure you make a good impression on person who's interviewing you by showing that you're excited about the opportunity to work for their organisation.

- Conduct some research about the organisation before your interview. This will help you to show your enthusiasm and will also help you to provide better responses to the questions in the interview.

**What are employers looking for?**

Although every organisation has their own requirements, some of the following are helpful to keep in mind when preparing for your first job. These comments come from real employers who contributed to the production of this booklet.

- **Consistent application.** For example your school report comments by teachers may show that term after term you do the best you can, each and every week.

- **Going over and above expectations.** You may be able to demonstrate this through activities you are involved in over and above schooling, for example:
  - Sports team involvement
  - Community groups
  - Other interest groups such as Scouts or Cadets
  - School committee participation

- **Professional grooming standards.** One way that organisations form a good impression with their customers is through the professional grooming of their employees. You can practice this each and every day by using the guidance in this booklet.

- **Skills.** Although these will be further developed once you start working, there are plenty of skills development activities in this booklet that you can use to show employers that you have some great skills.

- **Enthusiasm.** From the way you complete a job application form right through to the responses you make at a job interview, showing enthusiasm and high levels of energy can be a great way to show that you're the person who can do the best job of satisfying customers.
• **Punctuality and reliability.** Most employers rely upon their staff to attend work on time, every time. This also includes attending all rostered shift, except in case of illness or other emergency circumstances. You can show this through providing a great attendance record at school.

• **Manners.** People who are able to speak politely in a way that shows respect for other people is very important at work. A great way to practice include good usage of “please” and “thank you” when communicating with others, and avoiding offensive language at all times.

**WHAT TO EXPECT IN YOUR FIRST JOB**

It’s a learning process. As a new employee you may be a bit nervous and might feel like everyone knows exactly what to do except you. You’re not the only one though. Try to remember that the person next to you, doing everything so fast and easily, was once in the same boat. Because you’re new, you’ll receive lots of feedback about what you’re doing well, and also what areas you can improve in. Don’t worry though, receiving feedback is all part of refining your skills and doing a better job each and every shift.

You'll need to get used to checking your work roster every week and making sure you attend work on time with great personal grooming. You'll need to start working with your team members and most importantly, you'll need to take directions from the Manager and perform your assigned work to the best of your ability.

You can also expect to be paid and to start earning the things you want and need!

If things don't go as expected, there are people you can turn to for help, including your:

• Manager at work
• Team members
• Parents or guardians
• Teachers
• School Careers Adviser

Most importantly, enjoy the experience! Getting ready for your first job can be an exciting process. Learn all you can!
SAMPLE RESUME OF SARAH BROWN

Personal Details
Address: 123 First Job St, Sydney NSW 2000
Phone: (02) 1234 5678
Email: name@emailclient.com

School Details
Sydney High School, 55 First Job St, Sydney NSW 2000
Principal name: Ms Susan Smith
(02) 1234 5677

School Achievements
Year 9 grade average: A+ (copies of school reports available on request)
Member of Student Council
Represented my school in regional athletics competition in 2012
Year 8 Achievement Certificates for Maths, English and Geography
Year 9 Achievement Certificates Maths, English, Geography and science

Sporting Achievements
I play in the Sydney Soccer Team and this year our team made it to the semi-finals. I scored six goals this season and was awarded the “Best and Fairest” award. Last year I scored two goals. I’d like to continue building my soccer skills and become team captain within two years.

Other Interests
• I enjoy family barbeques and also like to go surfing with my friends.
• I am a member of the Student Council.

References
Soccer Coach:
Stephen Smith
(02) 1234 5676

School Teacher:
Peta Jones (is my Maths Teacher)
(02) 1234 5675

Parent:
Sally Brown – who can confirm her consent for me to work
(02) 1234 5674
27th April 2013

Michelle Smith
Store Manager
Local Supermarket
10 First Job St, Sydney NSW 2000

Dear Ms Smith

Application for Shop Assistant Position

Please accept this letter as my application for the Shop Assistant role that was advertised in the newspaper on Sunday 25th November. I am very interested in commencing my career with your supermarket and would appreciate the opportunity to gain skills with your business, and to help you satisfy your customers.

As you’ll see in my attached resume, I’ve been achieving consistently high marks at school. I have also participated in team activities including representing my school in the regional athletics competition this year, and also by playing in the Sydney Soccer Team. Our soccer team made it to the semi-finals and this season I scored six goals and was awarded the “Best and Fairest” award.

I’d be pleased to attend an interview with you soon. Thank you for considering my application. Please feel free to contact me on (02) 1234 5678.

Regards,

SBrown

Sarah Brown