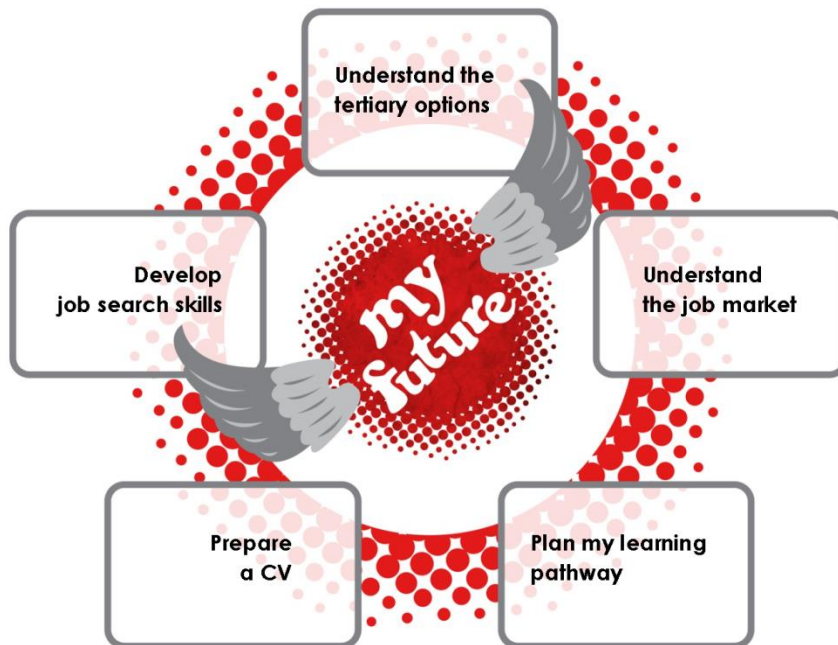


Career Kete, for years 11-13
Moving to tertiary education

Decide and Prepare teachers guide



December 2016

**This guide is available for download on the
Careers New Zealand website, www.careers.govt.nz
(Use search to locate.)**

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Definition of 'tertiary'

In the Career Kete teachers guides and student worksheets, 'tertiary' is used to mean **all formal learning post-school that leads to a qualification**. This includes:

- learning in education providers: universities, wānanga, polytechs, institutes of technology and private training establishments
- learning in the workplace, coordinated through Industry Training Organisations. This includes apprenticeships and traineeships.

Career learning and the Career Kete

The Career Kete teacher guides and student worksheets suggest how young people could learn and develop their career competencies over their time at school.

The three sections in the Career Kete are targeted to three different year levels: years 7-8, years 9-10, years 11-13, but many activities at the lower levels can be used, reused or adapted for reuse with older students.

Select and adapt

Teachers can use the materials in the Career Kete in whatever way is most helpful to their students, adapting them to meet the specific needs and priorities their schools have identified.

When adapting, consider:

- building in cultural, geographical or historical background familiar to students
- providing the right level of challenge for individual students
- adjusting the language to suit your students
- expanding the learning beyond the classroom, eg, guest speakers, web quests
- addressing time, length, coherence and coverage.

Frame and connect

Students will have taken part in a variety of planned and unplanned activities in and out of school that have helped build the foundations for career competencies.

These are activities which have:

- encouraged them to think about who they are and what is important to them
- helped them to see what they can do well and what they want to learn to do better
- developed their ability to relate to and work with others
- introduced them to workplaces and people in those workplaces
- guided them to set goals and monitor their own progress.

Help students build a big picture of this learning.

- Frame and connect the activities in your overall programme, especially if these are spread out over the years.
- Make explicit links to what is happening in other parts of students' school experience and in students' out-of-school experiences.

Further information

For information on the career competencies students need when they leave school read the career education benchmarks for secondary schools. This document can be downloaded from the Careers New Zealand website, www.careers.govt.nz.

Versions

There are two versions of the student worksheets, in PDF and Word. The Word version is simple to alter. It also makes it possible for students to create electronic copies of their work.

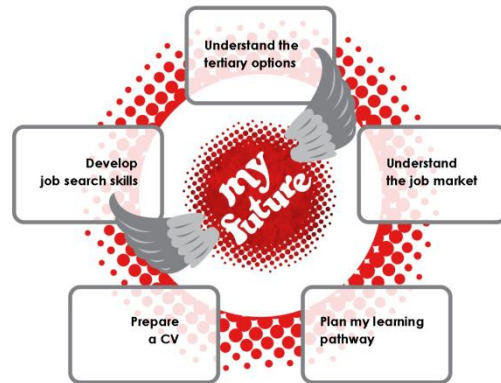
Using Decide and Prepare

Overview

Decide and Prepare is the third section of the Career Kete. It supports students in years 11-13 to make choices about tertiary education and work and prepare for the move from school.

The content is organised into the five areas:

- Understand my tertiary options
- Understand the job market
- Plan my learning pathway
- Prepare a CV
- Develop job search skills



Aims of career education in years 11-13

Career Education and Guidance in New Zealand Schools, Ministry of Education, 2009, p16

- Students understand how school qualifications relate to tertiary education and training options and to occupations.
- They begin to visualise themselves in pathways beyond school and articulate career aspirations linked to a range of learning opportunities.
- They use their knowledge of themselves to research and weigh-up possible pathways in the senior school and beyond. They maintain a range of career options as they begin to develop a broad sense of direction that best suits their interests, talents and abilities.
- They experience more of the nature and language of work and employment and learn to identify their transferable skills.

Principles of career education

Careers education and guidance: a scheme of work for key stage 3, 4 and post 16, VT Careers Management, 2003, p4

- young people need encouragement to become career-minded
- positive self-esteem is the key to making progress in learning and work
- individuals need to take responsibility for their own careers
- individuals define career success for themselves
- forging a career is an act of creative self-expression
- ongoing learning is the key to lifelong career development.

Planning for delivery

This guide suggests a range of activities to help students make senior secondary and tertiary education choices and to develop basic job search skills.

Students' prior career learning

If your students began learning and career planning in years 9-10, you can support their ongoing review of their plans with selected activities from this level of the Career Kete. See Reviewing learning and career plans on page 7.

If your students have not had this prior experience, they may need to develop the knowledge and skills that are the focus of Explore and Compare before or alongside the activities suggested in this level of the Career Kete. In particular they should:

- Investigate their qualities and skills (Know myself).
- Research a job of interest (Explore future options).
- Understand what is important in subject choice (Plan my learning pathway).

Developing year-level programmes

You can use this guide and the student worksheets to develop programmes for year 11, year 12 and year 13 students.

- This guide contains some recommendations about what you might include at each year level. Some of the worksheets and activities are designed for students in particular year levels but you could adapt them to use with students at other levels.
- The activities could be spread across the year at appropriate times, and covered in any sequence.
- Units could be designed for extended form periods, as part of timetabled curriculum lessons, or in careers programmes. They may not fit as well in a whānau class, where there are junior and senior students.
- You will need to combine the activities and materials in Decide and Prepare with other sources of information.

Required resources

The resources you need are:

- Decide and Prepare student worksheets
- access to the Careers New Zealand website, www.careers.govt.nz

You may also choose to use:

- tertiary education provider websites, materials and prospectuses
- worksheets and activities from other sections of the Career Kete
- other career resources from Careers New Zealand or other providers
- other resources such as magazines and newspapers.

Reviewing learning and career plans

It is important for students to review their learning and career plans each year once they have begun this process in year 10. This builds their skills in career self-management and sustains their motivation.

The questionnaire *Reviewing my learning and career plan*, in the *Decide and Prepare* student worksheets, is one way to guide students through their review. You can use this questionnaire or parts of it with students in year 11 and up.

How to do the review?

Decide who will undertake the review and the best forum for doing this, eg:

- form teacher in form class
- year deans with individuals
- careers adviser or teacher in classroom activities.

Consider what support students might need to reintroduce them to the aims and the process of learning and career planning. You could reuse and adapt some of the ideas and materials in the *Career Kete* section *Explore and Compare* to do this.

If reviewing in a large group, you could:

- take students through the questionnaire a section at a time to keep them focused and clarify any questions
- provide an opportunity for students to talk in pairs about the changes they are making, etc, if you have the time.

If reviewing with individual students, the students could complete the questionnaire prior to the meeting, or the questionnaire could be used as a discussion prompt.

Resources

Ensure student(s) have a copy of:

- their previous year's learning and career planning record
- the *Reviewing my learning and career plan* questionnaire or adaptation.

Recording

Students can use the questionnaire as the final record of their review or as a working sheet with key notes transferred onto a new planning document.

- The *Learning and career plan* template could be adapted for reuse in year 11.
- The *School to tertiary planner*, in the *Decide and Prepare* student worksheets, is suitable for year 12.

Referral

As a result of the review, decide on an assessment and referral process for students who are unprepared for the transition to the workplace or further study.

Suggested year level programmes

Students in years 11 to 13 who haven't covered the topics suggested for students in previous years will need opportunities to do this before beginning the suggested activities.

Students planning to leave school before the end of year 13 will need a programme that combines the suggestions made for year 13.

Section	Year 11	Year 12	Year 13
Understand your tertiary options	<p>Introduce students to the structure of post-school education.</p> <p>Connect this to what is available to them in senior years at school.</p>	<p>Build students' ability to find and interpret information on the different learning pathways available to them post-school.</p>	<p>Deepen students' understanding of what it takes to succeed in their preferred tertiary pathway or pathways.</p>
resources	<p>Student worksheets:</p> <ul style="list-style-type: none"> Understanding your tertiary options Understanding qualifications 	<p>Student worksheets:</p> <ul style="list-style-type: none"> Finding out more about your tertiary options How much do you know about tertiary education now? <p>Careers NZ website</p>	<p>Careers NZ website:</p> <ul style="list-style-type: none"> Student life page <p>The websites of preferred tertiary education providers: university, polytech, Private Training Establishment or Industry Training Organisation</p>
Understand the job market	<p>Build students' understanding of the importance of considering the job market when they make decisions about tertiary education and work.</p>	<p>Build students' understanding of what can impact the job market and therefore the value of the tertiary education they might do.</p>	
resources	<p>Student worksheets:</p> <ul style="list-style-type: none"> Understanding the job market <p>Careers NZ website:</p> <ul style="list-style-type: none"> Jobs database Jobs in skill shortage page 	<p>Student worksheets:</p> <ul style="list-style-type: none"> Looking at trends in the job market 	

Section	Year 11	Year 12	Year 13
Plan my learning pathway	<p>Introduce students to strategies that help people to make good decisions about tertiary education.</p> <p>Guide students to review their last learning and career plans, or create their first one.</p>	<p>Discuss the steps that will help students prepare to make choices about tertiary options.</p> <p>Guide students to make links between their senior school subjects, possible tertiary options and career ideas.</p>	<p>Support students to independently research and compare different courses in their areas of interest and make a considered choice.</p>
resources	<p>Student worksheets:</p> <ul style="list-style-type: none"> • What could I do? • Reviewing my learning and career plan <p>Career Kete: Explore and Compare:</p> <ul style="list-style-type: none"> • Learning and career plan template • selected activities and student worksheets 	<p>Student worksheets:</p> <ul style="list-style-type: none"> • Preparing to make tertiary choices • Exploring tertiary courses • School to tertiary planner <p>Careers NZ website:</p> <ul style="list-style-type: none"> • Education & training section, Courses search <p>Career Stories First Choices</p>	<p>Student worksheets:</p> <ul style="list-style-type: none"> • Making a tertiary choice • Comparing courses • Comparing course content • Pros and cons; What if I do, what if I don't? • Course planner • Planning your budget <p>Careers NZ website</p> <p>The websites of preferred tertiary education providers: university, polytech, PTE or ITO</p> <p>Career Stories First Choices</p>

Section	Year 11	Year 12	Year 13
Prepare a CV		Help students work out how to present who they are and what they have done to date in 'work-related' language and format.	Support students to develop their ability to present themselves through their CV.
resources		Student worksheets: <ul style="list-style-type: none"> • My ... skills • CV checklist • CV template • Example CV • Example cover letter 	Careers NZ website: <ul style="list-style-type: none"> • Skills employers are looking for • Know your Skills (interactive tool) • CVs and cover letters • CV Basics (downloadable PDF) • CV 4 ME (interactive tool)
Develop your job search skills	Introduce students to the idea of using their networks to find information or opportunities.	Introduce students to the basic skills in seeking employment.	Build students' awareness of job search strategies. Give students opportunities to practice their self-presentation skills.
resources	Student worksheets: <ul style="list-style-type: none"> • I know someone who ... 	Student worksheets: <ul style="list-style-type: none"> • My values for working life • My network • Job search checklist • Interview checklist • Interview run sheet 	Careers NZ website: <ul style="list-style-type: none"> • How to get a job section • Job Search Basics (downloadable PDF) In this guide: <ul style="list-style-type: none"> • Job Search Idol activity

Understand my tertiary options

Audience

Year 11 students with suggestions for follow up at years 12 and 13.

About this section

Students become familiar with the full range of study and training options they have after secondary school. They understand what they need to start thinking about and doing at different stages of their preparation for and transition from school.

Prior learning

Students at year 11 often have patchy knowledge of tertiary education, especially about workplace training. They are likely to have lots of questions once you begin to introduce the topic. Teachers need to be prepared to 'park and refer' questions that they and the students can't fully answer.

Learning outcomes

Learning objectives in year 11	key competency
understand common terms used for tertiary education and qualifications	using language, symbols and text
develop their knowledge of learning environments and qualifications available after school	managing self thinking
relate the subject choices they have at school to learning and work beyond school	
appreciate that keeping their options open is important at this stage of school	
Learning objectives in years 12-13	key competency
use technology to get up-to-date information on future options	using language, symbols and text
identify the requirements and realities of options they are exploring	

Year 11

Key messages

- Tertiary education means any formal education post-school that leads to a qualification. It includes workplace training as well as study or training at university, etc.
- There are many different learning options available after school. You will continue to build your knowledge of these in the following years at school.
- You don't need to make career-shaping decisions right now, but you will be better equipped to make them in the future if you know how learning options at school and the choices you make at school relate to learning beyond school.

Possible activities

- Ask students to explain what the term tertiary education means.
- Use the presentation, student worksheets or equivalent to discuss the topics one by one.
 - Allow plenty of time to talk about each topic.
 - Start each topic by finding out what students already know or want to know.
 - Answer questions of general interest as you go, but have a place you can write down and park ones that you don't want to cover now.
- (optional) Circulate some Industry Training Organisation, polytech and university materials and prospectuses so students can take a closer look at the sort of things they've been talking about.
- Ask students to discuss in groups what they know and feel about the tertiary options available to them. Emphasise that they may be interested in multiple options and should not rule out any of them yet.
- Get some groups to share their views and then perhaps count hands to measure general interest across the class in the various options.
- Explore the pathways in senior school and how these link to tertiary options.
- Discuss the ways students can keep their options open at your school.
- (extension) Ask senior students to come and talk about what they have found out about tertiary options so far from their investigations.

Possible resources

- « Decide and Prepare, pg 3-6, Understanding your tertiary options; Understanding qualifications
- « Decide and Prepare slides, section 1
- « specific course provider materials
- «
- « Your senior school options booklet
- «

Follow up in years 12 and 13

Key messages

- There can be many changes involved in moving into tertiary learning, no matter whether it is at a university or in the workplace. You will need to research and think through all the changes you might need to make in your life.

Possible activities at year 12

- Students brainstorm what they know about tertiary education now and what else they need to know.
- Using the suggested worksheet or other guide, students begin to look for the information they need using the Careers New Zealand website.
- Students share new things they have learned.
- (optional) You could circulate some ITO, polytech and university prospectuses so students can look for further information in these.
- Students check their own general level of understanding about the tertiary environment and together reach agreement on the right answers.
 - The answers are: D, B, D, C, A, B, A, B
- (extension) Bring in ex-students to talk about what they did when they left school.
- (extension) Students look at a consolidated list of NZ university majors and explore ones that appeal.

Possible resources

- « Decide and Prepare, pg 7, Finding out more about your tertiary options
 - « Careers NZ website
 - « specific course provider materials
 - « Decide and Prepare, pg 8, How much do you know about tertiary education now?
 - «
 - « Nomajordrama website, subject areas section
-

Possible activities at year 13

- Give students a research-based activity to investigate what learning and life could be like if they were at a tertiary provider of interest or in a workplace of interest. Include the following tasks:
 - find out how their learning will be the same or different to their learning at school
 - find out how their life will be different or the same to their life now
 - determine what skills they will need to develop further to make that kind of choice work out successfully.

Possible resources

- « Careers NZ website, Student Life page
 - « websites of tertiary providers of interest, eg, ITO, polytech
 - « Nomajordrama website, High school vs university page
 - « Being an apprentice brochure, www.akoaooteaaroa.ac.nz
-

Understand the job market

Audience

Year 11 students with suggestions for follow up at year 12.

About this section

Students become familiar with the role of job market information in career decision making.

Prior learning

Most students will not have had any purposeful introduction to the job market, sometimes called the labour market, and how it changes.

Learning outcomes

Learning objectives in year 11

understand the concept 'job market'
consider the role of the job market in employment
recognise there is uncertainty in job market information
analyse job market information for a job of interest
reflect on how this analysis influences their assessment of a job of interest
appreciate that job market information is important when making choices about study, training or work

key competency

using language, symbols and text
thinking
managing self

Learning objectives in year 12

analyse how current trends might impact the job market
appreciate that job market trends continuously change the work people do
reflect on what skills people need to respond to changes in the job market

key competency

thinking
managing self

Year 11

Key messages

- The job market is the number of jobs that are available in a particular place or for a particular type of work.
- Knowing how easy or difficult it might be to get a job in the future can help you make a decision about whether to spend time and money to study or train in a particular area.
- This information is important but it is just one of many factors that go into making these decisions.

Possible activities

- Ask students to explain what 'job market' means.
- Discuss the idea of 'skills shortages':
 - What are they?
 - How do we know what skills we are short of?
 - How reliable is the information we might read about the future job market?
- Extend the discussion to skills and jobs that are not wanted much anymore. Can they think of any examples? Can they explain why that happens?
- Then ask why any of this is important to them.
- Ask students to select a job of interest to them personally to research.
 - Any students who can't think of a job, could start at the Jobs in skill shortage page and select one that way.
- Students in pairs look for information to answer the questions in the worksheet for each of their jobs.
- Class shares information and discusses the impact what they have read has had on their feelings about the job.

Possible resources

« [teacher reference] Careers NZ website, What are skill shortages page

«

« Decide and Prepare, pg 9, Understanding the job market

« Careers NZ website, Jobs in skill shortage page

« Careers NZ website, Jobs database

Follow up in year 12

Key messages

- The job market changes constantly: the kinds of jobs, the number of jobs, the skills needed for the available jobs, the way work is done, and so on, are all changing all the time.
- These changes impact on individuals, communities and countries.

Possible activities in year 12

- Ask students to recall what they know about the job market.
- Discuss the idea of job market trends.
 - What things could affect the job market? What could affect a large number of jobs at the same time? What could affect particular jobs at a particular time?
 - How easy would it be to predict the effect of such trends?
- (extension) Discuss current events in your area or NZ that are linked to job market changes, eg, closure of factories, casual contracts for workers
- Introduce the four big trends listed on the worksheet. Ask students for examples of how these trends are affecting work now, eg, globalisation means we talk to call centres in India; demographic shifts mean we need more people to work in aged care.
- Ask students to work in small groups. First they need to select a job or industry of interest to think about.
 - Any groups that can't think of a job or industry of interest to them could think of something that is important in the region they live in.
- The groups brainstorm ways the trends could impact on the job or industry they have chosen.
- Groups share information and discuss what kinds of skills, abilities and strategies working people need to deal with these kinds of changes.

Possible resources

« [teacher reference] Careers NZ website, What are Skill shortages page;

«

« Decide and Prepare, pg 10, Looking at job market trends

« [teacher reference] Careers NZ website, The future of work page

«

Plan my learning pathway

Audience

Year 11, 12 and 13 students.

About this section

Prepares students for choosing subjects; designed to be used alongside subject choice processes in your school. The activities continue the learning and career planning students began earlier.

Prior learning

Students will have planned various aspects of their learning. Most will find learning and career planning a more difficult process as it involves weighing up things beyond their experience.

If students have not previously investigated possible career options as part of planning their learning then select and adapt materials from earlier stages of the Career Kete to help prepare them to make subject choices in year 11.

Learning outcomes

Learning objectives in year 11	key competency
develop their knowledge of strategies that help people make choices about their education	thinking
review their learning and career plans	managing self
Learning objectives in year 12	key competency
understand what they can do to prepare themselves to make decisions about tertiary education	managing self
find and interpret basic information about tertiary education courses	understanding language, symbols and text
Learning objectives in year 13	key competency
research prospective tertiary education courses	understanding language, symbols and text
incorporate information on tertiary outcomes and the job market in their analysis of options	thinking
make decisions about tertiary education	managing self

Year 11

Key messages

- Making decisions about your future involves assessing and balancing a number of factors.
- There are strategies and actions people can take to help them towards a decision. These include getting information and support from others.
- Some situations do require compromise. This could be with family or friends, or between hopes and dreams and social or economic reality.

Possible activities

- Ask students in pairs to suggest three 'golden rules' for choosing subjects and courses. Share and discuss.
- Give small groups a set of decision-making scenarios and ask them, for each scenario, to:
 - decide what the main challenge is
 - share stories of anyone they know who is or has been in a situation that is similar in any way to this
 - discuss whether they could see themselves ever being in a similar situation
 - write down 2 or 3 things they would do if they were in that situation.
- Then hand out the matching set of possible strategies that could help. Groups check which things they came up with match these strategies.
 - Groups could score points for this: a point for a match and a point for any other useful strategies.
- If students have not previously investigated possible career options as part of planning their learning OR need more practise then select and adapt materials from earlier stages of the Career Kete to help prepare them to make subject choices in year 11.
 - Some activities, like job research, could be done as group tasks, with discussion and sharing at the conclusion.
- If students have previously completed a learning and career plan, guide them to review this plan now. See page 7.

Possible resources

- « [teacher reference] Career Kete: Explore and Compare section, Subject Choices
- « Decide and Prepare, pg 11-14, What could I do? scenarios
- « [in this guide] What could I do? strategies
- «
- « Career Kete: Explore and Compare section, especially Know myself and job research activities
- « Decide and Prepare, pg 15-16, Reviewing my learning and career plan

Possible activities

- Move on to subject choice and arrange for all students to discuss their choices with staff.
 - Look at each student's planning records and ask them to talk you through their exploration and decision process.
 - When necessary discuss any risks or potential problems with their subject choices, and develop solutions with them.

Possible resources

- « the school's subject choice booklet
- « [teacher reference, in this guide] Subject choice checklist

Year 12

Key messages

- It is useful to compare the courses and qualifications available in an area of interest. The differences between what seem like similar programmes could help you clarify exactly what you want.
- Your areas of interest may change next year or the year after that. Change is normal and expected. But exploring the ideas you have now will develop the skills you need to explore new ideas at a later time.

Possible activities

- Students view different people's experiences of deciding on their learning pathways.
 - The Career Stories teachers guide suggests ways to use the videos.
- Ask students to brainstorm all the things they will need to consider when they make a decision about what they do after school, eg, their interests and abilities, job market, costs.
 - They could then use a ranking tool such as diamond-nine to select and rank the most important considerations for them.
- Ask students to suggest four things they could do this year to help them prepare for choosing what they do once they finish secondary school.
 - Try to group their suggestions to introduce the four steps listed on the worksheet. Add to their suggestions to round out the steps when necessary.

Possible resources

- « Career Stories First Choices, Making choices at school and Learning new skills sections, online or DVD version
- «
- « Decide and Prepare, pg 17, Preparing to make tertiary choices

Possible activities

- Remind students they have previously investigated job areas that were of interest to them then. Ask what they recall from those investigations.
- Give a few examples of job areas, eg, tourism, health and ask a few students what areas they are wondering about now, even vaguely.
- Take one of the suggested areas and demonstrate how to get to and use the courses search on the Careers NZ website.
 - Tell students they may need to try different related words, eg, car, automobile, vehicle to get the best results.
- Discuss the search results you got, reviewing students' understanding of the different types and levels of qualifications displayed.
 - Note that course information is mostly but not always presented in the same way.
- Point out the Refine your search area on the right of the screen. Suggest this might be useful if they get a lot of search results.
- Choose three of the courses displayed and describe to students why you are choosing each of those, eg, different kinds of providers, level of qualification, location.
- Click on one of your three courses to demonstrate how to find the information students need to compare three courses.
 - Check students understand the system of qualification levels and credits.
- Give students time to explore the website and complete the worksheet.
 - Encourage them to explore more than one area of interest if they wish.
 - Talk to as many students as you can about what they have chosen and why.

Possible resources

- « Careers NZ website, Education and Training section, courses search
- « Decide and Prepare, pg 18, Exploring tertiary courses

Year 13

The purpose at year 13 is to encourage independent research and assessment of prospective tertiary options. Depending on the ability of your students you may need to repeat and extend some of the activities suggested for year 11 and 12.

The student worksheets are a good starting point for this research but they are not a complete resource on their own. Teachers will need to supplement these with research guides, planners, class activities and individual support.

Possible activities

- Students view different people's experiences of life and learning after school.
 - The Career Stories teachers guide suggests ways to use the videos.

- Give students a research-based activity. This should include the following tasks:
 - research and compare the kinds of courses and qualifications they might do
 - investigate the outcomes of these courses and the jobs they could lead to
 - weigh up the alternatives they have to make their choice
 - plan the actions they need to take to apply for an apprenticeship, entry to a tertiary study or training programme, hostel places, scholarships, student loans, jobs, etc.

- Ask students to demonstrate how they have considered information on tertiary education outcomes and the job market in their analysis and decision making.

Possible resources

- « Career Stories First Choices, Trying things out and When things go wrong sections, online or DVD version
-
- « Decide and Prepare, pg 21-28, Making tertiary choices, Comparing course, Comparing course content, Pros and cons, What if I do? What if I don't?, Course planner, Planning you budget
 - « Career NZ website, Education and training section
 - « Careers NZ brochure, Making good tertiary choices
 - « TEC website, Learners, students, trainees, apprentices section
 - « Careers NZ website, downloadable action plans: Going into tertiary study or training action plan; Going into workplace training action plan; Leaving school exit plan

Prepare a CV

Audience

Year 12 students, with suggestions for follow up at year 13.

The materials in this section and in the Job search section can be a useful self-help 'starter pack' to give to individual students who want to look for a job or for work experience.

About this section

Students develop their ability to identify their skills and their understanding of how these skills transfer to work contexts. They learn how to create a CV and to present themselves and their skills effectively.

Prior learning

Students may have read or written texts called CVs, but they probably do not have a good understanding of what to put into a formal CV, why or how. The hardest part for students is seeing how their experiences to date have given them skills useful in work roles.

Learning outcomes

Learning objectives in year 12	key competency
understand the purpose and format of a CV and a cover letter	understanding language, symbols and text
critique a CV in relation to a particular job	thinking
identify the skills they have and how they developed these	managing self
create a simple CV using a template	
Learning objectives in year 13	key competency
use technology to find information on CVs and cover letters	understanding language, symbols and text
understand how skills transfer across situations	managing self
update their CV	

Year 12

Key messages

- There are two purposes for a CV: to apply for a specific job vacancy; to market yourself to a range of prospective employers.
- The audience is king. You must tailor your CV and your cover letter to the job, the organisation and the person or people who will read it.

Possible activities

- Tell students there are two ways they might use a CV when looking for a job. Any ideas on what those two ways are? How might their CV be different in these two cases? «
- Discuss any previous experiences students have of reading and writing CVs. Try to find out from anyone who has written one or tried to write one what the most difficult part was. «
 - Generally young people find the hardest part is identifying examples of how they have demonstrated the skills required for the job. In other words, how the skills they have transfer to a work context.
- Introduce the example CV. Discuss the sections in it and the purpose and content of each. «
- Tell students they will now work in groups to critique the example CV from the point of view of a specific employer. Each group is looking for someone to fill an entry level job. The group will need to decide what they would be looking for in a person and whether the example CV would give them enough evidence to make it worthwhile talking to writer of it. «
- Give each group an entry level job. Use ones that are available to young people in your area. Examples are supermarket checkout operator, fast food assistant, kitchen hand, shop assistant, fruit picker, packhouse worker, childminder.
- Discuss the groups' findings: the strengths and weaknesses of the CV for different jobs. Elicit the understanding that CVs need to be tailored for specific jobs.
- Talk to students about two basic things they can do to prepare to write a CV. The first they have already started: that is looking at examples of CVs; the second is brainstorming their skills and experiences. «

Possible resources

-
- « Decide and Prepare, pg 33-34, Example CV
 - « [teacher reference] Decide and Prepare, pg 35-36, CV template

Possible activities

- Introduce the skills worksheets as one way to look at skills. Grouping skills in this or other ways can help you see where your strengths lie.
- Help students to use the worksheets to identify their skills, how they have demonstrated these and where there strengths are.
- Give students a CV template to complete.
 - Stress the importance of making the Personal strengths and Skills and experience section true and realistic but at the same time as strong as they can make it. They do need to sell themselves in a CV.
- Have students peer review each other's work and check that the information is complete and persuasive.
- Discuss the purpose of a cover letter and why this is important when sending out a CV.
- Read and discuss the example provided.
 - Ask students how the cover letter might be different if they weren't writing it in response to a particular vacancy but as part of marketing themselves to companies.

Possible resources

« Decide and Prepare, pg 29-32, My ... skills

«

« Decide and Prepare, pg 35-36, CV template

«

« Decide and Prepare, pg 37, CV checklist

« Decide and Prepare, pg 38, Example cover letter

« [teacher reference] Careers NZ website: CV and cover letters pages

Follow up in year 13

The purpose at year 13 is to encourage independent research and development of CV writing skills. Depending on the ability of your students you may need to repeat and extend some of the activities suggested for year 12.

The Careers New Zealand website information and tools are a good starting point for this research but they are not a complete resource on their own. Teachers may need to supplement these with research guides, class activities and individual support.

Possible activities

- Give students a research-based activity. This should include the following tasks:
 - research how to write a good CV and cover letter and assess the strength of their current CV
 - find out more about how the skills they have now may transfer to the work context
 - revise their CV or develop a new one using the online tools or templates available.

Possible resources

« Career NZ website, CV and cover letters pages; Know your skills online tool; CV 4 ME online tool

«

Develop your job search skills

Audience

Year 12 students, with suggestions for preparation in year 11 and follow up at year 13.

About this section

Students develop their understanding of what kinds of work may appeal to them, where to look for jobs and how to do well in an interview. They practice presenting themselves to classmates in real and role-play situations.

Prior learning

Some students may have or have had part-time or holiday jobs. Most will not have an understanding of the formal processes, strategies or techniques that are useful and effective.

Learning outcomes

Year 11 learning objectives	key competencies
appreciate how networks are created and how they can help fill gaps in their knowledge of life beyond school	managing self relating to others
understand how to approach contacts and make new ones	
Year 12 learning objectives	key competencies
identify values which could influence their experience of work	managing self
identify their personal networks	thinking
begin to explore what is involved in getting a job	
Year 13 learning objectives	key competencies
find and understand information on job search	using language, symbols and text
practise interview and networking skills	relating to others

Year 11

Key messages

- Networks are a very important way that people get information and find out about opportunities.
- Talking to people with knowledge and experience of things you are considering can help you understand what a particular choice might mean for you.

Possible activities

- Write up around 10 example situations that your students might be interested in finding information on. Ask students if they know anyone in these situations. Write their names under the associated situation. You could stick to two names for each.
- (extension) Give all students the I know someone who worksheet. Ask them to select six or more things on the worksheet they would like to know more about. Then ask them to try to find someone in the class who can give them any leads.
- Discuss the 'network' that emerges and the wealth of information that could be available to year 11 students through their classmates.
 - If students have been involved in The Real Game activities, revisit the concept of "Access your allies: You don't have to do it all yourself. Talk to your friends, family, whānau and teachers about your dreams and plans, and their experiences."
- Use the presentation or equivalent to introduce students to the basics of networks and networking, emphasising all the time the availability, lack of cost and infinite possibilities of tapping into available networks.
 - Delivery notes are included in the presentation.
- Encourage students to follow up with the 'year 11 network' identified above if they want information.
 - Mention that students may not feel confident about asking the people they know to talk to someone else.
- Encourage students to talk to people on buses, in queues, at church, sports practice, etc as these can all be the source of valuable information and leads.

Possible resources

« Decide and Prepare, pg 39-40, I know someone who ...

« Decide and Prepare slides, section 2

«

Year 12

Key messages

- Work values describe what you'd like in a job. The better a particular job matches your work values the more likely you are to be happy in that job.
- In your early years of working you probably won't get jobs that match a lot of your work values. But these values can help you work out what you want to aim for next.
- Some of your work values may become less or more important as you get more experience of work, or you may find you develop some new ones.

Possible activities

- Ask students to imagine themselves looking for a job in five years' time and to talk in pairs about what kind of job or organisation is most likely to appeal to them and why.
- Ask a few students for their ideas and their reasons. Highlight those reasons that have to do with their values. Stress the impact work values can have on job satisfaction.
- Ask students to rate the importance of a range of work values to them, still imagining themselves in five years' time.
- Find out how many students have looked for a job or work experience at some time.
- Ask them briefly about the methods they used to find a job and what they found easy or hard to do.
 - Comment on or question students about anything that relates to their values.
 - Draw out any examples of networks and networking that students offer.
- Remind students about networking and the estimate that 50-60% of jobs are found this way. Ask them to map their own network now.
 - Ask a few students whether there is anyone in their network they have talked to about their ideas or plans for the future.
- Give students the Job search checklist and ask them to discuss in pairs how hard or easy they feel each approach would be for them right now.

Possible resources

- «
- « Decide and Prepare, pg 41, My values for working life
- « Decide and Prepare, pg 42, My network
- « Decide and Prepare, pg 43, Job search checklist

- Tell students they are now going to use the first method to find a vacancy they can use to practise job interview techniques.
- Arrange groups of three. In threes, students find a job vacancy listing that appeals to them.
- Once the group has chosen a vacancy, they:
 - find out what they can about the organisation where the job is
 - write questions the employer might ask job applicants in an interview
 - familiarise themselves with the assessment items at the bottom of the Interview run sheet.
- Once the group has completed this preparation, they play the roles of interviewer, interviewee and observer. If possible allow each person to have a turn at each role – set a time limit on each round of the role-play.
 - The interviewees give their copies of the worksheet to the observer at the start of the interview.
 - The observer makes notes on the interviewee's performance and returns the worksheet at the end of the interview.
- At the end, the groups discuss the experience and their individual performance.

-
- « Decide and Prepare, pg 45, Job interview run sheet
 - « a job vacancy website, eg, Trademe or Seek
 - « Decide and Prepare, pg 44, Interview checklist

Follow up in year 13

The purpose at year 13 is to encourage independent research on job search and to provide opportunities for students to practice skills in this area. Depending on the ability of your students you may need to repeat and extend some of the activities suggested for year and 12.

The Careers New Zealand website is a good starting point for the research aspect but teachers may need to supplement this with research guides, class activities and individual support.

Possible activities

- Students are given a research task and a goal. This should include the following tasks:
 - research job search strategies and interviewing techniques
- (optional) Students practice their interviewing technique through group role-play.
- (optional) Set up real interviews in the school for students to apply for planned events or activities, eg, for entry to a subject or programme, to go to an event such as an expo, to meet an expert.
- (optional) Networking for real. Get each student to write down an area they are interested in finding out about. This can be in regard to work, study, training or something else they plan to do once they leave school.
- Ask students to mingle and find out about each other's interests. If they think there is anyone they might know who could help a classmate, they indicate that they will check with the person. Over the next few days, students pass on the contact details of people they have spoken to who are happy to be contacted by their classmates.
- You could publish a list of the contacts students wish to make in the school newspaper and ask the school community if they can help out in any way.

Possible resources

« Career NZ website, How to get a job section

«

« [in this guide] Job search idol!

«

«

Teacher reference

The following were referenced in this guide:

What I could do? strategies

Subject choice checklist

Job search idol

What can I do? strategies

scenarios 1 to 8

scenario possible strategies

- 1** Your challenge is to develop a number of career options.
Strategies:
Start to explore ways to combine your interests in a job.
Start investigating areas of job growth for career options that might suit you.
- 2** Your challenge is to convince your parents that your dream career can still lead to some of the dreams they have for you.
Strategies:
Thoroughly research what your choice can lead to before making your final decision. This might help your parents accept your choice, or it might change your mind.
Investigate other training options in this field and in other fields related to your interest.
- 3** Your challenge is to work out how to balance other people's opinions with your own instincts, so you can make a decision and feel good about it.
Strategies:
Find resources which will help you understand more about your interests and values.
Find out more about what a career in the army involves.
Look at other options that will give you the things you want.
Find someone who will listen to your ideas and reservations.
- 4** Your challenge is to ensure you don't limit your future options by not getting the qualifications you'll need.
Strategies:
Get more information on what your job or further study opportunities would be after doing this course.
Find out if the careers adviser will talk to your parents.
Be prepared to compromise, eg, stay at school until the end of the year.

scenario possible strategies

- 5** Your challenge is to overcome parents' objections.
- Strategies:
- Find someone who can talk to your parents about what work experience involves.
- Persuade them that work experience is a good way to find out more about your own interests and values before making a more long term decision.
- 6** Your challenge is economic realities.
- Strategies:
- Find resources which will help you find out what you like about joinery and what other jobs these interests could lead to.
- Find out about other ways to become a joiner, for example, talk with someone at school about training providers who offer further training in this area.
- Decide if you'd be prepared to move. If you would, contact the ITO and industry association to register your interest and availability.
- 7** Your challenge is to decide whether you have the motivation to combine study and work over a long period.
- Strategies:
- Maybe look at other options, such as part-time work with full-time study or part-time work with part-time study.
- Talk with others who have tried it.
- Whatever decision you make, ensure you can change after a semester or a year if it isn't working.
- 8** Your challenge is to find the best way to get where you want.
- Strategies:
- Check the entry requirements for the introductory course.
- Make sure you'd still have the Level 3 credits you need for University Entrance.
- Explore the option of gaining a polytech qualification which could lead onto the university course, acknowledging your prior learning.

scenarios 9 to 16

scenario possible strategies

- 9** Your challenge is to look further and wider.
Strategies:
Find resources which will help you understand more about your interests and skills and link these to a range of career options.
Try to use your networks to find other opportunities to explore different options.
Explore what other skills writers will need in the future for these career options and think about ways to develop those.
- 10** Your challenge is to develop the confidence to make your own choices.
Strategies:
Develop your knowledge of your interests, skills, values and find out where these can lead.
Take on board what others are saying.
- 11** Your challenge is to weigh up the financial realities of your options on you.
Strategies:
Find resources and services to help you further understand your interests and values.
Research training options and the employment outcomes of these.
Choose an option and have a go.
- 12** Your challenge is to find more information to help you make the decision.
Strategies:
Find out where graduates from the courses end up working. Do these sound like areas you would like to work in?
Check out whether you can transfer credits for what you do at one place to another (cross-credit).
Give one option a go and plan for how you can make it work.

scenario possible strategies

13 Your challenge is to face the reality that your dream career might be lots of hard work, and to decide if you are up for that.

Strategies:

Ask for help to try to improve your school work.

Start investigating what you'll need to get into different performing arts courses.

Find out the value the industry places on the different courses available.

14 Your challenge is to weigh up the pros and cons of your options.

Strategies:

Look for someone who can support you to make a decision.

Find out what support the school would give you to make going back to school work out.

Find out more about alternative options in the school, eg, Gateway.

Decide whether you're more likely to get the credits you need at school or the foundation course.

15 Your challenge is to find out what your career interests are so you will have something to focus on and work towards.

Strategies:

Think about what you like doing and what jobs you could aim for.

Return to school to get your Level 2 credits.

Find out what options (training, etc) there are for you.

Use your networks to find people who can help you.

Get your parents to engage in a chat about what you might do.

16 Your challenge is to help your parents see how well carpentry suits your interests and skills.

Strategies:

Find resources to help you understand more about your interests and skills and link these to a range of career options.

Identify services or resources in the community that would help overcome your parents' perceptions.

Find someone from school who could talk with your parents.

Subject choice checklist

STUDENT NAME: YEAR:

Please use the space under items to write any notes you feel are relevant.		DONE?
1	Filled in subject selection form	
2	Discussed choices with student (use guide on next page)	
3	Checked academic information is accurate	
4	Checked pre-requisites	
5	Checked range and combination of subjects, including meeting UE, literacy and numeracy reqs, keeping options open	
6	Checked workload balance, especially assessment and portfolio load, eg. it is recommended that students take no more than two art subjects	
7	Choices are a good fit with student's capability (not too hard or easy!)	
8	Choices fit with student's skills and interests	
9	Choices fit with student's ideas of future pathways	
10	Choices help meet the pre-requisites for these	
11	Completed student referral if required * referred to: reason:	
12	Other useful information:	

* Referral is

- › **recommended when** you don't feel confident that the decision-making process was robust and based on reliable information
- › **required when** students are considering options like STAR or Gateway.

Year	Appropriate areas of questioning
9, 10	<ul style="list-style-type: none"> › What things about this subject made you choose it? › Who have you talked to about this? › Where did you get information and advice from?
10, 11	<ul style="list-style-type: none"> › What subjects do you currently enjoy most and do best at? › How hard are you working at your subjects now? › Have you chosen these subjects for next year? If not, why not? › Do you currently have any career ideas? › If so, how do your subject choices fit with these ideas? If not, do you know what career directions your subjects might offer?
	<p>Have their subject choices left their options open for the future?</p> <p>If there is not a science course, is there any good reason why not?</p>
11, 12, 13	<ul style="list-style-type: none"> › How well do you think you are going with your Level 1 (or 2) subjects? What are your expectations of achievement? › How hard have you been working at your subjects? › Do you know what you need for NCEA Level 1/2/3/UE (as appropriate)? › Have you spoken with your teachers about doing Level 2 (or 3) in the subject? › Are you aware of the pre-requisites for the subjects you have chosen? › Are there any other subjects that you have considered? Have you considered options through STAR, Gateway? › Are you intending to return for Year 13? › What job and training ideas do you currently have for beyond school? › Do you know what the pre-requisites are for these choices beyond school? Do you know what career directions they might offer? › Have you checked your job and training ideas with someone in that area?
	<p>Are their choices realistic?</p> <p>Should they be doing a full academic programme?</p> <p>Should they consider a multi-level course?</p>

Teaching job search skills using American Idol

Effective job search skills are critical to those looking for work, especially in times of economic downturn. Modest, laid-back Kiwis of all ages need to get to grips with the realisation that self-promotion is here to stay, and that improving their job search skills will increase their chances of securing work.

Many people, young people in particular, are embarrassed and uncomfortable with the job search process. Despite the wealth of books, websites and advice on the subject, experience shows that practising with someone who can teach key skills in a practical, simple manner is the single most helpful way to develop job search confidence. Career practitioners need to help their clients build these skills.

So, how to teach job search skills in ways that resonate with today's 'instant fame' society? One idea is to compare the process to American Idol. There are many other ways. This idea may spark your creativity and trigger other innovative approaches that will work with your clients and students.

The following pages show how you can use one TV show for inspiration ... but there are many more sources of inspiration!

Using Job Search Idol with a class

There is no one way to use these materials, but here are some suggestions.

- The overall staging of the tasks:
 - First discuss the comparison of the idol and job search processes as a class, using pages 3-4 and Brainstorm 1 and 2.
 - Get students to do Steps 1 and 2 on their own. Discuss and share.
 - Go on to Step 3 once students have shown they get the idea. You could follow Step 3 with more informal practice or preparation for Step 4.
 - Move onto Step 4.
 - Or, you could consider reversing the whole thing: do Step 4 first and then Steps 1 to 3. This could help students to see how much preparation helps.
- Ways to do Step 4:
 - You could prepare everything needed or involve students in the preparation of judges' questions, judges' scripts, after-the-event questions, etc (see Preparation of materials below).
 - You could be the judge, or one of the judges, and ask a few students to 'audition'. You could rotate the judges after 3 or 4 auditions. Each group of judges will need a few minutes to work out the questions each of them will ask.
 - Rather than ask a few individual students to 'audition', you could get groups of 3 or 4 to work through questions and answers and then select a group representative to 'audition'.
 - If you have a large class and you want everyone involved in some way, you could include audience voting.
 - You could ask get students into groups of 6 or 7 to do this activity. You will probably want to model it first. Ask groups to choose three students to play

judges, 1 to play the interviewee and the others to watch, time and give feedback. When each of the three judges has asked the interviewee a question, it's time for feedback. Do this a few times and then swap roles and try again.

- A quick alternative activity is to divide the class into two circles, an inner circle of judges and an outer circle of interviewees. The interviewees rotate around the judges, reading the "Hi, I'm ..." script they wrote in Step 2, and receiving feedback. Use a ratio of 2 interviewees to every judge so that students have time to reflect on feedback before they meet the next judge.
- Preparation of materials:
 - Questions for judges: We suggest in Brainstorm 2 that students develop these, but you may wish to vary this or give them access to a list of common job interview questions, eg, from the Careers New Zealand website. Decide how many questions you will use in Step 4. You could just use one initially, eg, 'Why should I hire you?' to get students familiar with the format.
 - Scripting for judges: Judges select from the scripting to respond to participants' replies to the questions asked. We have included 3 examples of typical lines from judges from earlier series of the programme. You could add to these, or work with students to add to these, using judges currently on the show. Students who take the role of judges could choose which judges to be.
 - Another role you could include is the off-stage interviewer, like Ryan Seacrest. When the 'interviewee' comes off stage, the off-stage interviewer, with a "microphone", asks them questions like 'How do you think you did?', 'What would you change?', 'What else could you have said?' You could work these questions out with the students before the activity.

American Idol – the process

- Word goes out that the show is starting - word of mouth, advertising in print and online.
- People start to evaluate whether they want to apply – have they got what it takes?
- They decide to apply and start crafting their application - audition songs.
- They arrive at the open auditions, joining hundreds of other applications in a large stadium.
- An initial record of who has arrived to audition is collated by administrators and one by one, applications are quickly assessed and either put forward for first round short-listing or eliminated on grounds of ineligibility, ie, age limit for competition.
- A panel of judges meets to shortlist candidates. Every applicant is given 30 seconds to impress the judges. They are put into Yes / Maybe or Sorry, No categories.
- The unlucky Sorry, No people get told at the time of audition, sometimes nicely, sometimes bluntly, that they are out of the competition.
- The Yes / Maybe people are invited to Hollywood week. There they are examined thoroughly by the panel of judges. A shortlist is prepared.
- The judges discuss and debate the candidates. The tough decisions are taken – Who are the top 12 that will go through to the competition?
- The lucky candidates are asked to take part in the competition and a date is set for the first show.

Job Search - the process

- Word goes out that a job is available (word of mouth, newspaper ad, internet job site, company website).
- People start to evaluate whether they want to apply – have they got what it takes?
- They decide to apply and start crafting their application (CV and letter).
- They send in their application, which joins hundreds of other applications in a pile.
- An initial record of who has applied is collated by administrators and one by one, applications are quickly assessed and either put forward for first round short-listing or eliminated on grounds of ineligibility (i.e. no work permit).
- A panel of ‘judges’ meet to shortlist candidates; every application is given a quick 30 second chance to impress the panel and is put into Yes / Maybe or Sorry No piles.
- The Sorry, No people get a letter saying thanks, but no thanks –they are out of the competition.
- The Yes / Maybe people are examined more thoroughly by the ‘panel of judges’ and a short list is prepared.
- The judges decide; the candidates are debated and discussed. The tough decisions are taken – which are the top 6 through to the interview round?
- The lucky candidates are told, then asked to take part in the interview competition and a date is set for a meeting.

Brainstorm 1

What other similarities or differences are there between the American Idol process and the job search process?

American Idol – the show

- The selected candidates assemble at the appointed time.
- Hopefully, they have taken into account their presentation – the ‘look’ they want to project.
- Each week they are all given ‘themes’ to perform within, and a very short turn around time to decide what they will sing that is within the genre, then they practice and interpret the presentation to highlight their skills.
- The judges critique their performance and ‘fit’ within the genre immediately, to their face, in public.
- The worst performer each week is eliminated.
- Eventually it comes down to the two consistently best performers– one song is chosen and they both must sing it.
- Outside opinion is the deciding factor – the votes taken and the results are in!
- The Winner is named and their career begins!

Job Search Idol – the interview

- The selected candidates assemble at the appointed time.
- Hopefully, they have taken into account their presentation – the ‘look’ they want to project.
- They are all given ‘themed questions’ (i.e. strengths, weaknesses, example of problem solving) and a very short turn around time to interpret the question and decide how they will answer to highlight their skills.
- The judges critique their performance and ‘fit’ within the question genre but usually write it down and discuss it later with each other rather than feedback immediately.
- The scores are tallied up at the end of the interviews, the results compared and discussed and the worst performers are eliminated.
- Eventually it comes down to the two consistently best performers, they are closely compared.
- Outside opinion is the deciding factor – referees are rung and the results are in!
- The Winner is offered the job and their career begins!

Brainstorm 2

Make some imaginative links between the kinds of questions asked on the show and in an interview.

For example: Why do you want to be the American Idol? ⇔ Why do you want this job?

Make a list of possible interview questions for later in the activity.

This is Job Search IDOL!

Step 1

Only a fool would attempt to sing live in American Idol without carefully considering their singing and performance strengths and weaknesses. Contestants think hard about which aspects of their skills they most want to highlight with each song choice and how they want to deliver their performance to demonstrate versatility and star quality. They get help from performers who are experienced and excel in their genre.

- Let's do a quick analysis. What are the key things you'd want to highlight to the panel when you have a 90-second opportunity to answer a question and describe your skills?

The skills or attributes I most want to highlight in my interview are, in order of relevance to the role I am applying for:

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
-

Step 2

Contestants don't just think about what they want to sing, they practise out loud. They seek feedback on how it sounds and adjust as appropriate. They may initially feel embarrassed about how they sound but they know they must overcome this feeling to be prepared for the performance. It's a live performance. They need to be in the moment and they only have 90 seconds to nail it.

The same could be said for preparing for an interview. Some people can just get on up there and answer questions. They feel comfortable having a go and making it up on the spot. Most people, however, like to have an idea of what they want to say before they open their mouths.

Sometimes, you can spend too long on the thinking part, using that as a procrastination technique to get out of actually practising out loud – the doing part! Different personality types will approach this differently, but in the end the goal is to communicate your key points in a comfortable, articulate manner.

Let's start at the very beginning... Doe – Ray – Me!

- Put together three of the skills and attributes you noted down in Step 1 and practise out loud.

Hi! I'm
(name)

- I've got good skills in
(1)

, (2)

and (3)

- My team mates enjoy working with me because of my
(1)

, (2)

and (3)

-
- How did that feel? You might like to mess with the delivery a bit. Think about pace, pitch and phrasing, then have another go! How was that?
 - Think of someone you admire for their performance confidence. If you were to ask them to coach you right now, what do you think they would say? Now, taking their advice on board, have another go! Better? The same? Need more tweaking?

Step 3

In the American Idol competition, contestants need to step up and demonstrate – give examples – of their skills and talents. Just talking it up isn't enough. Examples:

- When I was at ...
- In the role
of ...

- There was a time when ...

The same could be said for telling an interview panel about what you can do. You need to give relevant examples of how you have used these skills.

Many employers use behavioural questions – asking you to 'Tell us about a time when ...' or 'Can you give us an example of a situation where ...' They think they can get a good idea about how you will react or behave based on how you have reacted or behaved in a similar situation, and what you learned from it.

- Let's think of a couple of examples where you needed to demonstrate some of the key skills or attributes required for the job you are applying for.

'What I did was ...':

« The point to your
answer

'In the end ...' or 'What I learned was ...':

- « The overview of the situation
 - « The 2 – 3 key points you want to make to highlight your strengths
 - « Finish with a positive or what you have learned for the next time
-

Step 4

Now, let's practise our interviews with American Idol judges! Follow your facilitator's instructions and let's go live on Job Search Idol!

Afterwards - reflect

- How else could you prepare what you wanted to say in reply to interview questions?
- How else could people practise out loud and get feedback?

Some make-believe lines for the judges

RANDY

- Dawg! That was Da BOMB!
- Aw, Dawg, I don't know, man. That just didn't really do it for me- sorry Dawg!
- Yeah, man, that was a bit pitchy, you know? A few pitch problems - I dunno... It was just alright for me, tonight, just alright.
- Good effort Dawg! You rocked the house! Good job! Good job! Man!

PAULA / KARA

- Oh sweetie that was just - you are just - you look beautiful up there. You did a good job.
- I'm so proud of you, you know who you are and your true spirit shone through.
- I have to agree with..... Randy. That was a bit pitchy but I know you can do it, so you practice hard and I want to see you next round.
- I'm so sorry sweetie that just... wasn't the best word choice for you. Don't give up tho - I hope to see you shine at the next round.

SIMON

- I don't mean to be rude, but...that was simply dreadful. I seriously think you have blown it. Sor-ry!
- That just reminded me... of a car crash in a tunnel. And WHAT are you wearing? I'm just being honest!
- That choice of phrasing was just wrong for you. I didn't believe it - you have some work to do but you weren't the worst tonight.
- You know - that was actually quite good. Well done. I think we will definitely see you in the next round.
- I have to say ... I think you were simply magnificent. I really think you could win this competition.