Course	
Subject	
Year Level	Second or third year
Weighting	

Learning outcomes

1. Conduct a discipline-specific job search
2. Deconstruct a position description to develop a tailored professional resume, cover letter and response to selection criteria
3. Evaluate the quality of a peer's job application

Task description

You will conduct a job search to source a job advertisement that is specific to a discipline related to this subject. You will then deconstruct your chosen job advertisement to identify the employability skills, knowledge and experience specified, and provide evidence of your ability to meet these requirements. You will need to enter this information into a table that you will submit to LearnJCU, along with your chosen position description. Although not assessed, this step is vital in order to check that you are on the right track to successfully complete the assessment task.

Using this table, you will construct a resume, a cover letter and response to selection criteria as per your chosen position description.

The final component of this assessment task requires you to evaluate your application (resume, cover letter and response to selection criteria) and that of a peer. It is important that you provide constructive feedback to your peer. Your job application, and your evaluation of your peer's job application, will be submitted via LearnJCU as detailed below.

Learning Outcome	Learning Activity	Assessment	Due Date
1	Discipline-specific job search	-	
2	Identify and provide evidence of employability skills, knowledge and experience (must complete table and submit to LearnJCU along with your chosen position description)	-	
	Construct a tailored resume, cover letter and response to selection criteria (collectively referred to as 'Job application')	Job application	
3	Evaluate job applications (your own and a peer's)	Evaluation of peer's job application	

Discipline-specific job search

Your lecturer may post links to discipline-specific job search sites on LearnJCU. In addition to these, you may wish to refer to the job search tips from JCU Careers and Employment.

Not all job advertisements require a response to selection criteria. To complete this assessment task you must find a job advertisement that requires you to respond to at least five selection criteria.

Table of employability skills, knowledge and experience

Analyse the requirements of the position that are detailed in your chosen discipline-specific job advertisement. Use the sample table (see page 2) to demonstrate that you can identify the employability skills, knowledge and experience mentioned in your chosen job advertisement.

In addition, you will need to provide real examples of instances where you have demonstrated or developed these identified aspects of employability. These examples should be included in your cover letter and your response to the selection criteria to clearly articulate to the employer why you are the ideal candidate for the advertised job. Once completed, submit the table and the position description that you chose to LearnJCU.

On the following page is an example based on a job advertisement from http://nrmjobs.com.au. Please remove this example from the table you submit.

Example employability skills, knowledge and experience:

Identified employability skills, knowledge and experience	Statement that mentioned this in the position description	Your own example of your demonstrated ability of this aspect of employability required
Leadership skills *Collaboration / teamwork skills*	*Demonstrated experience as an effective and motivating team leader*	*As a volunteer within the State Emergency Service, I have several years' experience leading teams of people to complete rescue operations as required. The teams I lead are comprised of people of different ages, and educational and socioeconomic backgrounds. I use clear and simple language to brief the team on the task at hand; assign tasks to team members; and debrief team members after the rescue operation. It is my responsibility to ensure the safety of the members of my team…*

POSITION DESCRIPTION

Job Title: CASUAL TEAM LEADER

Reports to: Regional Manager

Casual, flexible days

Summary Statement:
The CV Team Leader is responsible for the safety, welfare and supervision of volunteers/participants on practical conservation projects.
CV Team Leaders have a unique opportunity to make a critical impact on the preservation and sustainability of our natural and cultural heritage by managing diverse teams participating in practical and hands-on conservation activities.
CV Team Leaders experience stunning locations and make a difference to maintaining the features of these locations.
CV Team Leaders with a passion for our natural and cultural heritage pursue that passion on a daily basis.

Tasks & Duties
- Ensuring the general welfare and safety of volunteers/participants, including strict adherence to Conservation Volunteers OH&S policies and procedures.
- Maintaining team morale & motivation.
- Responding within approved procedures in the case of an accident or emergency.
- Providing a mix of practical and conceptual on-site training.
- Making logistical arrangements for the efficient completion of project activities, principally practical conservation tasks (this may include project scheduling, catering and accommodation requirements, tool selection and site maps, details of job specification).
- Ensuring the care, maintenance and safe operation of vehicles, trailers, tools and equipment.
- Representing CV in the general community and setting high standards of professional leadership and personal behaviour (CV enforces a strict drug and alcohol-free policy).
- Reporting to the Regional Manager, including completion of Project Leader Reports.
- Other duties, as directed by Regional Manager.

Essential Qualifications
- Full Drivers License
- Current Senior First Aid certificate or approved equivalent.
- Defensive Driving certificate obtained within the last five years.
- Occupational Health and Safety Level 3 or approved equivalent.
- National Police Record or Working with Children Check

The above qualifications are required before actually working as a Team Leader.
For qualifications not already in place, other than a full driver's license, Senior First Aid, and Defensive Driving, assistance is available from Conservation Volunteers in obtaining those qualifications.

Desired Qualifications & Attributes
- Demonstrated capacity or experience in leading small teams.
- Demonstrated commitment to practical conservation and a record of achievement in this area.
- A sound knowledge of major threats to the health of Australia's natural environment and an understanding of current land and water rehabilitation techniques.

Key Performance Indicators:
- Observes and complies with Conservation Volunteer's OH&S policies and standards by practicing safe behaviors and by reporting hazardous conditions.
- Possesses and exhibits team leading skills and attributes which enable an educational, fun, safe and rewarding volunteer/participant experience.
- Plans, delivers and completes projects in an efficient manner.
- Cares for, maintains and safely operates all vehicles, trailers, tools and equipment.
- Represents Conservation Volunteers in the community in a presentable, professional and positive manner.
- Communicates with others in a clear, timely and appropriate manner, including the submission of team leader and other required reports.
- Works as part of a team

KEY SELECTION CRITERIA

1. Demonstrated experience as an effective and motivating team leader.
2. Practical experiences in the management of and compliance with organizational OH&S processes and procedures.
3. Qualifications or experience in conservation or natural resource management (NRM).
4. Well developed interpersonal communication skills and an ability to liaise with people from diverse socio/cultural backgrounds.
5. Demonstrated capacity to engage team members in learning new skills and to provide on-going coaching of team members.
6. Good levels of health and fitness.
7. Demonstrated capacity to formulate written reports within specified time lines.
8. Record of effective organisation and prioritisation of multiple demands to meet project objectives.

Resume

Use the following information to help you to construct an achievement oriented resume tailored to your chosen job advertisement (i.e. a resume that highlights your relevant strengths and successes).

Personal Details

- First name, surname, residential address, contact phone number and email.

- Ensure that your email address is professional: partygirl@hotmail.com is not appropriate, sarahjones@hotmail.com is appropriate.

- LinkedIn URL – ensure that your LinkedIn profile is up to date.

Career Objective

- Optional.

- If included, ensure that it is tailored to the specific employer/position description and highlights your key skills.

Education

- Tertiary and high school – only list high school education if you are a recent school leaver and have relevant achievements to list.

- Include the dates, course title, and institution name.

- Highlight key accomplishments and activities relevant to the position description.

- List the most recent education experience first and work backwards (reverse chronological order).

Training and Professional Development

- Include the date, course title, institution name, and length of course.

- List in reverse chronological order.

Key Professional Skills

- Optional.

- If included, provide 3-4 points of skills relevant to the specific position description, with a sentence or two (maximum) to evidence how each skill was developed.

Course Placements

- Also referred to as **Clinical Placement** or **Work Integrated Learning Experience** or **Work Experience**.

- Use bullet points to highlight relevant achievements and responsibilities.

- List in reverse chronological order.

Employment History

- Use bullet points to list your key responsibilities and achievements for each role – these must be relevant to the position description.

- Provide a clear and concise indication of the complexity of the responsibilities listed, and the outcomes achieved – do not simply list a generic duty statement.

- List in reverse chronological order.

Community Involvement

- Also referred to as **Volunteer Work**.

- List in reverse chronological order.

- Remove this section if there is nothing to include.

Memberships

- Include memberships of professional or industry bodies (some associations have student memberships).

- Remove this section if there is nothing to include.

Hobbies and Interests

- Optional.

- Include this section only if it reinforces your message of suitability for the advertised position.

Referees

- Supervisor/Manager/Academic. Avoid personal referees. Usually 2 to 3 people.

- Include each referee's title, company, email, and contact phone number.

- Hard copy references are generally not required.

Remember:

- In Australia, resumes are typically 3-4 pages' length, unless otherwise specified by the employer.

- Tailor your resume to the position description and the employer's expectations.

- Use a simple and professional layout with consistent styling.

Cover letter

The general structure of a cover letter is outlined below. Use it to help you to construct a cover letter tailored to your chosen job advertisement. Ensure that your letter it is no longer than one page.

A cover letter is your opportunity to sell yourself to a prospective employer. Give relevant and recent examples of your experiences, demonstrated skills and knowledge, and personal qualities that align to the position description. Explain why you are the preferred applicant for the position.

Here's an example:

Applicant's address

Employer's address

Date

Dear [title and name, if possible],

Paragraph 1: Introduce yourself and indicate which opportunity you are applying for, and what you are studying, for example:

"I wish to apply for the position of [job title] with [company name], as advertised on…"

"As part of my Bachelor of Business studies, I am looking to gain work experience/work placement/WIL at [company name]…"

Paragraph 2: Outline your relevant skills, qualifications, and experience appropriate to the position, for example:

"My studies in [specify area/s] and my active participation in [specify area or organisation]… has allowed me to develop…"

Paragraph 3: Make links between your skills and the skills that the employer is requesting. Show the employer that you have researched the company/workplace by highlighting some information about it in your letter. Express why you wish to work for the employer, and why you would be a valuable contributor. For example:

"I am able to assist your company because… "

"I am aware that [company name] is…"

Paragraph 4: Conclude by suggesting that you would like to discuss your application further and indicate how you can be contacted. Finally, thank the employer for considering your application. For example:

"I would value the opportunity to discuss this with you and can be contacted by mobile phone…"

Yours sincerely,

[Space for applicant's signature]

Applicant's name

Selection criteria

The most important aspect of addressing selection criteria is to provide evidence of your fit for the position through relevant and specific examples. It is your opportunity to detail your experience and achievements to the prospective employer.

Six examples of skills-focused selection criteria, which include detailed explanations of their respective meanings, are provided below. These examples are included below to enhance your general understanding of selection criteria, and the skills, knowledge, experiences and personal attributes often sought by employers. Note that the subskills listed are relevant to a particular employer and position, and were sourced from the Department of Communications and the Arts, Australian Government. You will need to ensure that the subskills you highlight are relevant to the job that you are applying for.

Examples of skills-focused selection criteria (source: Department of Communications and the Arts, Australian Government).

Good judgment and analytical skills	Ability to achieve results	Ability to communicate with influence
- Comprehends information and identifies critical issues quickly. - Thinks through issues and applies a common sense approach to problems. - Seeks relevant information for problem solving. - Seeks direction when required.	- Completes tasks efficiently and effectively in line with work area goals, procedures and guidelines. - Organises and prioritises own workload in order to achieve outcomes within an allocated time. - Understands the objectives of the tasks/projects. - Can distinguish between more important and less important objectives. - Ability to think laterally and apply innovative	- Listens to others and contributes to group discussions. - Produces written communication which is clear, concise and is readily understood by intended audience. - Ability to express oneself clearly and logically. - Comes across with presence and credibility. - Able to communicate, relate to and see issues from the perspective of people from

Ability to build effective working relationships	Critical self-awareness	Desire to work at the Department
approaches to problem solving.	a diverse range of cultures and backgrounds.	

Ability to build effective working relationships	Critical self-awareness	Desire to work at the Department
• Works co-operatively with others and demonstrates team oriented behaviours. • Treats others with respect and courtesy and values different ideas and approaches. • Establishes and maintains relationships with people at all levels. • Responds flexibly to client needs. • Contributes ideas to the team.	• Ability to manage and evaluate own performance. • Awareness of the impact of one's behaviour on others. • Ability to read emotions in others and understand their perspective. • Has self-assurance and confidence in own performance. • Ability to manage emotions in self and others to improve performance and productivity.	• A genuine interest and commitment in working in our department. • An awareness of one's ability to make a contribution to our department. • Possesses skills and qualifications relevant to our department's portfolio. • Is well informed on issues relating to our department.

Use the STARL framework (**S**ituation; **T**ask; **A**ction; **R**esult; **L**earning) to guide your responses to all skills-focused selection criteria (but do not include the STARL sub-headings in your response). The STARL framework is detailed on the left-hand side of the following table.

Use the knowledge framework (right hand side of the following table) to guide your responses to any knowledge-focused selection criteria.

For the purpose of this assessment task, each selection criterion response should be between half a page to one page long (typed, 1.5 line spacing, A4 size).

How to respond to skills-focused and knowledge-focused selection criteria:

Heading: Response to selection criteria **Subheading for first selection criterion (SC)** Address each criterion under a clear and separate sub-heading. Copy the exact wording of the selection criterion heading from the position description.	
Assess whether the SC is skills-focussed or knowledge-focussed. Then adopt the relevant framework using the steps detailed below.	
Skills-focussed SC e.g. Demonstrated ability to communicate effectively within a team and work collaboratively.	**Knowledge-focussed SC** e.g. Demonstrated understanding of the personal and professional issues involved in ...
Introductory statement e.g. Throughout my university course and employment as … I have demonstrated the … skills and have achieved ...	**Positive claim and where this knowledge was gained** e.g. Through my work as a … at … as a student studying … I have strong knowledge and understandings of …

STARL example Set the context by describing the circumstance where you used the skills or qualities and gained the experience. E.g. Whilst undertaking … at … **Task** Describe a specific task that best demonstrates your skills in relation to the specific criterion. What was the task/problem and your role/responsibility? e.g. I was responsible for … **Action(s)** Describe the action(s) you took to act on or resolve the situation. What did you do and how did you do it? What skills, knowledge or experience did you apply to address the situation? Remember to use 'I' instead of 'we'. e.g. To achieve this I … **Result(s)** Describe the outcome of your actions. What was the end result, what did you achieve, and what evidence can you provide to support your claim(s)? How does this experience relate to the advertised position? e.g. Feedback I received indicated … **Learning** Describe anything that you learned from this experience. e.g. From this experience I learned that …	**How you maintain this knowledge** e.g. I remain up to date with the latest developments in … through … [academic study, on the job experience, training workshops, seminars, short courses, internet searches, journals, magazines, books, talking to experts]
	Brief summary of the knowledge Describe the knowledge that you have that relates to the criterion
	Examples of your use of this knowledge in past working situations e.g. I recently applied my knowledge during a …
Concluding statement for first selection criterion e.g. I believe that this experience provides evidence of my ability to …	**Concluding statement to link this knowledge to some aspect of the position description** e.g. My experience in applying this knowledge positions me well in regard to the needs of your organisation and the requirements of the advertised position …
Apply the STARL framework for all remaining skills-focused SC	**Apply the knowledge framework for all remaining knowledge-focused SC**

Tips for a successful resume and cover letter

1. Ensure both documents are formatted in a professional and presentable manner.

2. Ensure correct grammar, punctuation, and spelling throughout. Demonstrate your ability to convey information clearly and fluently using high-quality written language.

3. Use action verbs (resource) to describe the skills you have applied.

4. Ensure that your application is appropriate for the intended audience.

5. Ensure that you clearly describe what you have undertaken or achieved. Avoid statements such as, 'The team was responsible for …'. Instead, discuss what you did, e.g. 'I was responsible for …' or 'To achieve this, I …'.

6. Avoid 'I believe' statements. Instead, provide specific and relevant evidence to support all claims made.

7. Avoid grandeur statements, such as 'expert'. Instead, use terms such as 'high quality', 'demonstrated experience', etc.

8. Use the following JCU Careers and Employment Service resources to build your knowledge and enhance the quality of your resume and cover letter:

   - JCU Career Development Program module
     - Resumes and Cover Letters
     - Selection Criteria
   - Written applications (cover letters, resumes)
   - Example resumes (generic and discipline specific)
   - Information sheets (in particular, Cover Letters, Resume FAQs and Selection Criteria)

9. The Australian Public Service Commission's fact sheet addressing selection criteria breaks the task into a series of steps.

10. The website selectioncriteria.com.au provides further information on the structure of a selection criterion response.

Evaluation of job applications

This component of the assessment task will be completed one week prior to submission of all components. To complete the peer evaluation, you will need to work with a partner. You will use the guidelines provided by your lecturer to evaluate both your own and your partner's job application.

You then have one week to consider the feedback that you have received from your partner and to decide whether you will incorporate aspects of their feedback into your final submission.

Submission

As previously mentioned, you will submit your job application (resume, cover letter and response to selection criteria) and your evaluation of a peer's job application via LearnJCU approximately one week after the evaluation stage. This due date will be provided by your lecturer.

Implementation Guide for Staff

It is recommended that you include a stage to check that the job advertisements sourced by students include sufficient information for them to complete a high quality and tailored application.

This stage, outlined in the highlighted section of the table below, could involve asking students to check that the job advertisements of their peers meet the requirements of the task (i.e. enable them to demonstrate strong job application writing skills), and could be facilitated either online or face-to-face. Similarly, the formative stage of the evaluations could be facilitated online or in a tutorial setting. Students will need to submit their job application and their evaluation of a peer's job application via LearnJCU.

Evaluations could be undertaken by students using one of the following methods:

1. Both templates provided below, i.e. *Evaluation of peer's job application* and *Evaluation of own job application*; **or**
2. Only the *Evaluation of peer's job application* template, provided below for both evaluations; **or**
3. A selection of criteria from the Task Rubric (perhaps to challenge third year students).

Learning Outcome	Learning Activity	Delivery Mode	Assessment type: title
1	Discipline-specific job search	Independent study	-
2	Identify and provide evidence of employability skills, knowledge and experience	Independent study	Formative: Table of employability skills, knowledge and experience
	Check that job advertisement specifies at least five selection criteria (peer review)	LearnJCU discussion board thread or tutorial	
	Construct a tailored resume, cover letter and response to selection criteria (job application)	Independent study	
3	Evaluate job applications	Self-evaluation: Independent study	Formative: Evaluation of own application
		Peer evaluations: Collaboration online or in tutorial setting	Formative (for reviewee): Evaluation of peer's application
4	Refine job applications in light of evaluations and submit via LearnJCU	Independent study	Summative: Job application
			Summative (for reviewer): Evaluation of peer's application

Key Terms

You may wish to provide students with the following definitions:

Graduate employability

A "set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy." (Yorke, 2006, p. 8).

Evidenced by the application of a mix of personal qualities and beliefs, understandings, skillful practices and the ability to reflect productively on experience (Yorke, 2006), graduate employability goes beyond the simplistic notion of the university providing graduates with skills to get a job. In the context of a rapidly changing and unpredictable future labour market, to remain employable, individuals need "skills, knowledge, resilience, focus and tenacity to stay marketable and be the equivalent of a desired commodity." (Kinash, et al., 2014, p. 8)

Skills

Competencies needed to perform the job or certain tasks, e.g. communication skills, teamwork, analytical and problem solving skills, personal management skills, interpersonal effectiveness, digital literacy, leadership or management skills, learning skills, academic competence in reading and math, strong work values.

Knowledge

Facts, information or skills, acquired through experience and/or education, required for the job – not always mentioned in a position description.

Experience

Demonstrated mastery of a situation or subject gained through involvement or exposure; may be either, accumulated over time or gained through exposure to a single and specific momentary event.

Evaluation of peer's job application

Aspect of job application under review	Rating (tick box)					Specific comment/feedback
	✪✪✪✪✪	✪✪✪✪	✪✪✪	✪✪	✪	
Resume follows the framework provided in the task description						
Resume is targeted to the position description						
Resume is achievement oriented (skills and accomplishments are emphasised rather than a general listing of duties)						
Resume is professional in terms of appearance, language, formatting and editing						
Cover letter follows the framework provided in the task description						
Cover letter is targeted to the position description						
Cover letter is achievement oriented (clear and relevant examples of skills, knowledge and experience are provided)						
Cover letter is professional in terms of appearance, language, formatting and editing						
Selection criterion (SC) responses follow the appropriate framework provided (i.e. STARL for skills-focused SC; knowledge framework for knowledge-focused SC)						
SC responses clearly describe the subskills actioned/knowledge elements applied						
SC responses clearly evidence the subskills actioned/knowledge elements applied						
SC responses are professional in terms of appearance, language, formatting and editing						

Evaluation of own job application

Checklist	Yes / No	Specific comment / personal feedback
Resume follows the framework provided in the task description		
Resume is targeted to the position description		
Resume is achievement oriented (skills and accomplishments are emphasised rather than a general listing of duties)		
Resume is professional in terms of appearance, language, formatting and editing		
Cover letter follows the framework provided in the task description		
Cover letter is targeted to the position description		
Cover letter is achievement oriented (clear and relevant examples of skills, knowledge and experience are provided)		
Cover letter is professional in terms of appearance, language, formatting and editing		
Selection criterion (SC) responses follow the appropriate framework provided (i.e. STARL for skills-focused SC; knowledge framework for knowledge-focused SC)		
SC responses clearly describe the subskills actioned/knowledge elements applied		
SC responses clearly evidence the subskills actioned/knowledge elements applied		
SC responses are professional in terms of appearance, language, formatting and editing		
I am pleased with the overall quality of my job application		

Task Rubric

Criteria	Outstanding (80%-100% or Upper D to HD)	Sound (65%-79% or C to mid D)	Satisfactory (50%-64% or P)	Unsatisfactory (0%-49% or N)
Job application				
Critical thinking and evidence	• Links relevant and robust evidence to the employability skills, knowledge and experience.	• Links relevant evidence to the majority of identified employability skills, knowledge and experience.	• Links relevant evidence to some of the identified employability skills, knowledge and experience.	• Links little or no evidence to the identified employability skills, knowledge and experience.
Written communication – structure and style	• Consistently adheres to the structure and sequencing conventions of a resume (e.g. reverse chronology, section headings), cover letter (e.g. paragraphing) and selection criterion responses (e.g. STARL) • Adopts highly cohesive and fluent language to effectively engage the prospective employer • Applies professional and visually appealing formatting to the job application to highlight strengths to the prospective employer	• Mostly adheres to the structure and sequencing conventions of a resume (e.g. reverse chronology, section headings) and cover letter (e.g. paragraphing) and selection criterion responses (e.g. STARL) • Adopts cohesive and fluent language to engage the prospective employer • Applies professional formatting to the job application to highlight strengths to the prospective employer	• Adheres to the structure and sequencing conventions of a resume, cover letter and selection criterion responses in parts • Adopts appropriate language to engage the prospective employer • Applies basic formatting to the job application	• Applies unconventional and inconsistent structure and sequencing to resume, cover letter and selection criterion responses • Adopts language that lacks cohesion and fluency and/or is inappropriately pitched to the prospective employer • Applies formatting to the job application that lacks professionalism and detracts from strengths
Written communication – syntax and mechanics	• Uses sophisticated and accurate sentence structures including the appropriate use of action verbs • Uses correct grammar, punctuation and spelling throughout	• Uses conventional sentence structures including the appropriate use of action verbs • Mostly uses correct grammar, punctuation and spelling	• Uses mostly conventional sentence structures with some use of action verbs • Occasionally lapses in correct grammar, punctuation and/or spelling, but not enough to interfere with the meaning conveyed	• Uses unconventional sentence structures with limited or no use of action verbs • Makes frequent errors in grammar, punctuation and/or spelling that interfere with the meaning conveyed
Evaluation				
Evaluative thinking	• Provides comprehensive and constructive feedback to a peer to assess the quality of their job application	• Provides constructive feedback to a peer to assess the quality of their job application	• Provides some constructive feedback to a peer to assess the quality of their job application	• Provides little or no feedback to a peer to assess the quality of their job application