

CAREER

DEVELOPMENT
RESOURCE
PACK



GRADE

11

YOUR FUTURE IS NOW!



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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VISION

VISION OF THE DEPARTMENT OF HIGHER EDUCATION & TRAINING

Our vision is of a South Africa in which we have a differentiated and fully-inclusive post-school system that allows South Africans to access relevant post-school education and training, in order to fulfil the economic and social goals of participation in an inclusive economy and society.

DISCLAIMER

This booklet is a brief source of information to guide learners towards further sources of information regarding post-school education and training options.



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



TEACH

The image features five light-colored wooden blocks, each with a black letter, arranged in a row to spell out the word 'TEACH'. The blocks are positioned on a smooth, light-brown wooden surface. In the background, there are two stacks of books, their spines and pages visible, though they are out of focus. The entire scene is bathed in a warm, golden-orange light, creating a soft and inviting atmosphere.

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DEVELOPMENT RESOURCE PACK



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VISION OF CAREER DEVELOPMENT SERVICES

All people of all ages have access to quality and differentiated career information and career services throughout their lives, so that they are able to make better and more informed career choices that deliver high levels of employment and help to increase sustainable economic growth in the country.



INTRODUCTION

ABOUT CAREER DEVELOPMENT SERVICES

Career Development Services (CDS) is a South African government initiative to bring free, quality career information, advice and counselling services to South Africans of all walks of life. CDS was established in 2010 following a decision by the Cabinet of the Republic of South Africa which sought to ensure that South Africans of 'all ages have access to quality and differentiated career information, advice and counselling services throughout their lives'.

The preamble to South Africa's Constitution notes the importance of 'freeing the potential of each person' while the National Development Plan talks about the need for every individual to 'embrace their full potential'. This embracing and freeing up of potential is critical to this nation's development and transformation. As CDS, we do not just aim to provide quality career and study related information and counselling services but to also contribute to the larger goal of assisting our people to 'embrace' and fulfil their potential.

CDS further supports the vision of the **Department of Higher Education and Training (DHET)** by facilitating '...access to relevant post-school education and training...'.



SERVICES OFFERED BY CAREER DEVELOPMENT SERVICES

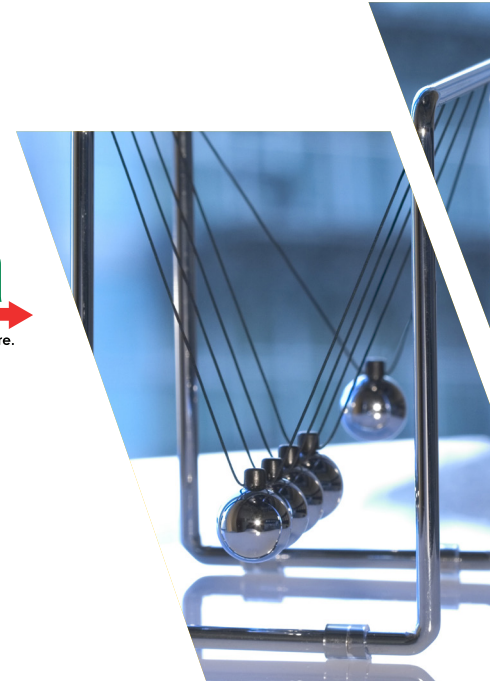
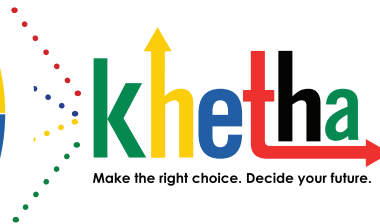


ABOUT CAREER DEVELOPMENT SERVICES

1. A **national career helpline** service through which information and advice on subject choice, career decisions, study choices; funding your studies, occupations in high demands etc. is provided.
2. Provision of career **guidance and counselling** services by Registered Counsellors and Psychologist. This may include the use of **formal and informal career assessment instruments**.
3. Conducting **career information sessions** on selected topics for learners, students and unemployed youth. These sessions are based on understanding opportunities in the post-school system, choosing subjects, developing employability skills, job hunting techniques etc.
4. Improving the **capacity of Career Practitioners**, including Teachers. Many of those who work in our schools and communities often do not have the requisite information, skills and knowledge to provide career services. We run workshops aimed at developing the capacity of Career Practitioners to provide quality information and support to their communities.
5. Development of **online resources** to support self-help. We have developed three main online platforms aimed to support various career and study related needs that exist in our communities. These are the careerhelp website which is mainly an information resource, the National Career Advice Portal (NCAP) which provides a range of tools and questionnaires to help you make career related decision and the Information Hub, which is designed to assist Teachers and other Career Practitioners.
6. Development and **publications of a range of career publications**. These include the "Apply Now!" Booklet and the Post-School Publication among others. These are distributed widely to schools, libraries and at career events.
7. Participation in **career exhibitions** across the country. These are done in partnership with other Government Departments and agencies.

CDS KEY MESSAGES

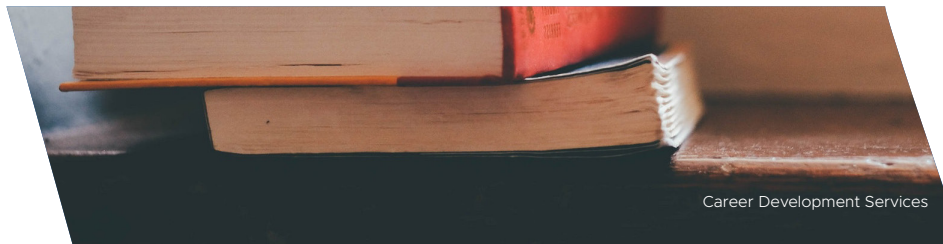
CDS supports the National Development Plan's vision of "a country where opportunity is determined not by birth, but by ability, education and hard work". It is to this end that we drive the following key messages:



ABOUT THIS GUIDE

The Grade 11 guide aims to make learners aware of the need to gather relevant and up-to-date information that can assist them in Grade 12 when they have to consider and apply to different post-school opportunities. Learners in Grade 11 need to understand the implications of their final exam results in terms of applying for various opportunities. Learners should also be encouraged to take this process seriously and put effort in the provided learner activities at the end of each session.

The lessons are guided by the Curriculum and Assessment Policy Statement {CAPS} which implies that they follow the Life Orientation scheduled as they are highlighted within the CAPS document.



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OST-SCHOOL EDUCATION AND TRAINING (PSET) SYSTEMS TERMINOLOGY



Below is a list of terms that you will come across while you pursue your studies and grow in your career.

Acknowledgement of Application Letter:

A letter sent to you by the institution you have applied to informing you that they have received your application forms. This does not mean that you have been accepted to study.

Admissions Office:

The department at an institution that deals with applications to study.

Admission Requirements:

What is needed (example specific subjects, marks, portfolios for certain courses) to be considered for a particular degree, diploma or certificate course. This does not mean that you will be accepted, but if you meet the admission requirements your application will be considered.

Admission Testing:

Compulsory tests you have to write as part of your application process.

APS Points:

APS stands for Admission Score Points and it is a system that allocates point values to the levels of achievement obtained for your matric subject. This system differs per course or an institution of higher education and training.

Application:

Filling in forms for an institution where you would like to study.

Bursary:

Money given by an organisation to someone who wishes to study. There are sometimes conditions attached to accepting the bursary e.g. you work for the organisation after graduation.

Campus:

The physical environment (buildings and grounds) of an institution.

Course:

Part of a subject, usually studied over a semester (6 months) or a year.

Course Codes:

A code used by the institution to identify the course, what department it falls under and whether it is studied in first, second or final year.

Course Outline:

A short description of what you would study in a course.

Conditional Early Offer:

When you are offered a place to study at an institution before your last exams on condition you keep up your good marks.

Dean:

The head of a faculty at a university.

Department:

Manages a subject and is part of a faculty.

Doctorate:

Degree obtained after Masters. You are then referred to as a doctor in your field of study. This does not always mean a medical doctor.

Eligible:

It means you meet the requirements for what you are applying for.

Entrance Requirements:

What you need (subjects, marks, points) to be accepted to a specific degree, diploma or certificate at an institution.

Entrance Scholarships:

Funding awarded to someone applying to an institution who has obtained good marks in matric. You do not apply for this, it is only offered based on academic excellence.

Extended Programmes:

A group of courses that are spread over a longer period of time to allow for extra tutoring for students whose potential has been identified but whose school background did not equip them adequately for the demands of tertiary study.

Faculty:

A broad term to describe a group of subject departments.

Financial Aid:

Money given by an institution to a student who does not have money to pay for fees and sometimes includes living expenses.

General Degree:

A degree with a broad number of subject options which you can choose yourself.

Graduation:

The ceremony where you are awarded your qualification after you have passed all your exams.

Honours Degree:

Postgraduate qualification after the successful completion of your first undergraduate degree, usually takes 1 year and specialises in a specific subject.

Loan:

Money that you borrow from the bank or organisation like Eduloan in order to study. You usually have to pay this back when you start working.

Major or Specialisation:

A subject that you study until your final year with increasing levels of knowledge.

Masters Degree:

Degree pursued after successful completion of Honours degree.

Means Test:

A way to calculate the income of a family to see if they qualify for financial aid.

Minimum Requirements:

The minimum marks you need to be considered for a course or faculty.

National Benchmark Test:

A set of tests for applicants that is a country-wide extra measure for application purposes. They are usually Language and Maths based tests.

Orientation:

This is usually a week or more before lectures start where you are introduced to campus life.

Point System:

Points allocated to certain symbols obtained in matric subjects used to work out whether you meet the entrance requirements.

Postgraduate Degree:

A degree you study after completing your first degree.

Probable Offer:

If you are attaining marks well above the minimum requirements for the course, you are very likely to be given an offer of a place to study.

Programme:

A specific group of courses studied together.

Prospective Student:

Someone who is applying to study at an institution.

Prospectus:

A booklet with information about qualifications the institution offers and how to apply.

Postgraduate Student:

A student who has completed a first degree and is studying further.

Residence:

A place for students to stay if they are living at an institution far from home.

Registration:

After you have been given a place to study, you arrive at the institution at the beginning of the year and sign up for the qualifications / course that you applied for.

Scholarship:

Money awarded to you to pay for your studies, usually because you have done well academically.

Semester:

The school year is divided into terms. At tertiary level the year is divided into 2 semesters which are 6 months in duration each (Jan – June: first semester, July-December: second semester).

Stream:

A set of courses following a specific direction.

Student Number or Code:

Each student is given a number which the institutions identifies them by that is their student identity number and is unique to them.

Subjects:

Matric subjects required for entrance to an institution that are listed by that institution.

Undergraduate Degree:

Your first degree at a university.

Undergraduate Student:

Someone studying for their first degree.

Acknowledgements: University of Cape Town

DREAM



TEACHER'S NOTES




➤	PURPOSE:	<p>The overall purpose of the resource pack is to enable all career development role players such as teachers, principals, career practitioners, and others who support the learners' individual careers and transitions to be able to work with a nationally consistent set of career management competencies which will help all school learners to better manage their learning and career choices. The aim is to encourage all role players to provide the necessary support to learners in becoming more career developmental. The career management skills expressed in the resource pack will assist learners to make informed decisions from a wide range of career choices to successfully enter the world of work. The resource pack is packaged in such a way that it will enable a learner to move from one point to another in the process of constructing and managing their careers sensibly.</p>
➤	APPROACH:	<p>The general approach to be used is a collective and collaborative one where all stakeholders involved in supporting learners play their significant roles in ensuring that all learners receive appropriate support.</p>
➤	TEACHER'S NOTES:	<p>The Life Orientation Resource Pack is based on the implementation of the Life Orientation CAPS document under the topics "World of Work" and "Careers and Career Choices" respectively.</p> <p>Every lesson comprises of background information on a specific topic which has been written especially for teachers to help them cover important aspects of the different topics. At the end of each session there are also activities which the learners have to complete. The teacher needs to share the information with the learners and later allow them to practically work on the activities provided.</p> <p>These activities should be done in class after the teacher has given them information on the topic of the week in order to allow the teacher to monitor if the learners understand the topic and see the connection with regards to what they need to do. It is advisable for the learner to keep the learner activity sheets in a file that will assist when building a portfolio.</p>
➤	LEARNER ACTIVITIES:	<p>There are activities under each topic that will allow students to engage in the learning process in a meaningful manner. The resource pack takes into consideration that learners are not on the same level in terms of development. It should therefore be used while keeping the context and available resources in mind. Before you can begin the implementation process, you need to be aware of the level of support that your learners need.</p> <p>The resource pack should ideally be used in an interactive manner. This means that the learners should engage in the activities that are provided in the pack so that the learning process can be practical and interactive. Each activity must be used as a supplement to topics covered in the classrooms.</p>

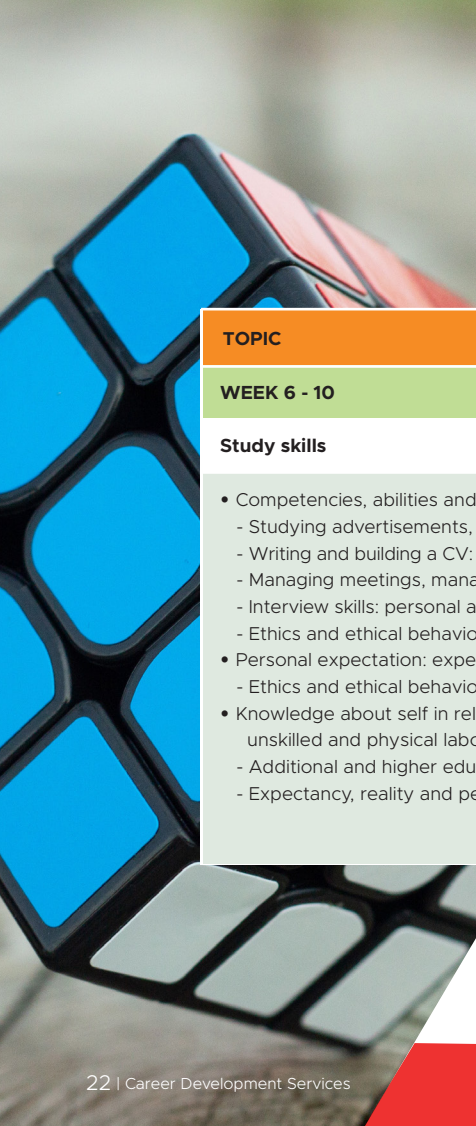
INTRODUCTION TO THE LIFE ORIENTATION RESOURCE FOR GRADE 11 LEARNERS

The following is a table that gives an overview of topics covered in this guide:

TOPIC	TERM 1	GRADE 11
WEEK 4 - 6		Recommended resources
Careers and career choices	3 hours	Textbook, resources on career guidance
<ul style="list-style-type: none">• Requirements for admission to additional and higher education courses: National Senior Certificate (NSC) requirements for certificate, diploma and degree studies.<ul style="list-style-type: none">- Evaluating additional and higher education options: Admission Score Points for institutions of higher learning and admission requirements for specific programmes / courses.• Options for financial assistance: bursaries, study loans, scholarships, learnerships and SETAs.<ul style="list-style-type: none">- Obligations in terms of financial arrangements.		



TOPIC	TERM 2	GRADE 11
WEEK 1 - 4		Recommended resources
Study skills	4 hours	Textbook, newspaper articles, resources on careers and study skills.
<ul style="list-style-type: none"> • Applying own study skills, styles and study strategies. <ul style="list-style-type: none"> - Study skills: examine how learning takes place and reflect on effectiveness. - Study styles as preferred way of approaching tasks. - Study strategy as a way to approach a specific task in the light of perceived demands. • Examination writing skills and process of assessment. • Time management skills and annual study plan. • Goal-setting skills: personal development goals regarding study, health and fitness. 		



TOPIC	TERM 3	GRADE 11
WEEK 6 - 10		Recommended resources
Study skills	4 hours	Textbook, newspaper articles, resources on careers and study skills.
<ul style="list-style-type: none"> • Competencies, abilities and ethics that will assist in securing a job and developing a career. <ul style="list-style-type: none"> - Studying advertisements, writing an application letter and completing application forms. - Writing and building a CV: all forms of experience gained, acquisition of testimonials and evidence (job shadowing and informal jobs). - Managing meetings, managing a project and office administration skills. - Interview skills: personal appearance and preparation for typical questions. - Ethics and ethical behaviour: transparency and accountability. • Personal expectation: expectations in relation to job / career of interest: <ul style="list-style-type: none"> - Ethics and ethical behaviour: transparency and accountability. • Knowledge about self in relation to the demands of the world of work and socio-economic conditions: skilled, semi-skilled, unskilled and physical labour. <ul style="list-style-type: none"> - Additional and higher education studies required for different careers. - Expectancy, reality and perseverance. 		





TERM 1: WEEK 4 - 6

TOPIC	TERM 1	GRADE 11
WEEK 4 - 6		Recommended resources
Careers and career choices	3 hours	Textbook, resources on career guidance

- Knowledge about self in relation to own subjects, career fields and study choices: interests, abilities, talents and strengths.
 - Difference between career field, occupation, career and job.
 - Requirements for National Curriculum Statement (NCS): various subjects and career options, steps in choosing and decision-making process.
 - Knowledge about life-domains: being (physical, physiological and spiritual), becoming (practical, leisure and growth) and community (social, physical and community).
- Socio-economic factors as considerations for career and study choices: community needs, availability of finances, affordability, stereotyping, accessibility and impact of income tax on final salary package.

CAREERS AND CAREER CHOICES

In order for you to be considered for admission to a higher education institution (such as University, University of Technology or TVET college), the requirement is that you pass Grade 12 and obtain your National Senior Certificate. However, you can still apply while you're completing Grade 12. In fact, you are encouraged to apply using your Grade 11 report to secure a place at your chosen institution.

There are different requirements at each higher education institution but the general, minimum requirement is a basic NSC with no access to higher education programmes (no exemption) which will require you to achieve three subjects with a minimum of 40% including the Home Language (HL), and a further three subjects can be passed at 30%. There also has to be evidence that the School Based Assessment (SBA) (including Life Orientation) has been passed.

REQUIREMENTS FOR COMPLETING THE NATIONAL SENIOR CERTIFICATE

National Senior Certificate (NSC): There are four compulsory subjects that all learners doing the NSC need to choose. In addition to that, they would have to select a subjects' category in which they have to pick three subjects that they will study. Teachers should be aware of the subjects that are offered in Grade 10 and the rules regarding how learners can choose subjects in order to help them to make effective choices.



COMPULSORY SUBJECTS:

Official Home Language
First Language (Additional)
Mathematical or Mathematical Literacy
Life Orientation

SUBJECTS AND FIELDS OF STUDY

Accounting	Information Technology
Agricultural Sciences	Languages (one language of learning and teaching at a higher education institution and two other recognised language subjects)
Business Studies	Life Sciences
Consumer Studies	Mathematics
Dramatic Arts	Mathematical Literacy
Economics	Music
Engineering	Physical Sciences
Graphics and Design	Religion Studies
Geography	Visual Arts
History	

UMALUSI PASS REQUIREMENT (2013)

The table below presents a summary of the current differences in the NSC pass rate requirements:

UMALUSI PASS REQUIREMENT (2013)				
	NATIONAL SENIOR CERTIFICATE			
	NSC	With admission requirements to:		
		Higher Certificate	Diploma	Bachelor
Accounting	40%	The NSC with a minimum of ≥30% in the Language of Learning and Teaching (LOLT) of the Higher Education (HE) institution.	The NSC with a minimum of ≥30% in the LOLT of the HE institution, and ≥40% in four recognised 20-credit subjects (that is, excluding Life Orientation).	The NSC with a minimum of ≥30% in the LOLT of the HE institution, and ≥40% in four recognised 20-credit subjects (that is, excluding Life Orientation).
First Additional Language (FAL)	Three subjects passed with ≥40% (including the HL) and three passed with ≥30%. Can fail one subject, provided there is full evidence of the SBA having been completed.			
Life Orientation				
Mathematics / Mathematical Literacy				
Three subjects offered from group B				

Remember that different institutions have different admission requirements for different programmes that they are offering. It is always advisable that a learner, with the assistance of the LO teacher or career advisor, uses the university prospectus or contacts the institution of choice to check the requirements for the qualification or course they are intending to do. The Grade 12 / NSC (matric) results will clearly indicate whether you have passed and the admission requirements you have obtained between the bachelor, diploma or higher certificate pass. This

means that if you meet the requirement for a bachelor, you can apply for a bachelor degree in your field of study, but again you will need to meet other additional requirements in that course and these include level of percentage, specific subjects required, National Benchmark Test (NBT) results, etc. In other words, passing the NSC with a bachelor pass does not necessarily mean that you will get admitted but you will need to meet all the requirements.

BACHELOR PASS	DIPLOMA PASS	HIGHER CERTIFICATE PASS
Three subjects passed with $\geq 40\%$ (including the HL) and three passed with $\geq 30\%$. Can fail one subject, provided there is full evidence of the SBA having been completed.	Three subjects passed with $\geq 40\%$ (including the HL) and three passed with $\geq 30\%$. Can fail one subject, provided there is full evidence of the SBA having been completed.	You can study towards a higher certificate at any accredited provider. OR Study at a TVET College. OR You can upgrade your results through DBE as a private candidate in order to get access at University or University of Technology to study towards a degree or diploma qualification.
<p>National Benchmark Test (NBT) A learner may be required to write the NBT. The results from the NBT may be used at any tertiary institution in South Africa. The NBT results are used in collaboration with the Grade 12 final results.</p> <p>A learner needs to meet the requirements for the particular degree or diploma they are interested in studying and pass the NBT if it forms part of the requirements.</p>		

POSSIBLE CHALLENGES

There are many potential challenges you may be faced with after Grade 12. Some may experience challenges to get admission to Higher Education Institutions (HEIs) and some of the reasons may include not meeting the minimum requirements to your programme of choice or failing Grade 12 completely. It is important to study hard to avoid disappointment. If you find yourself faced by these challenges, luckily there are other options for you.

There is a variety of options one may consider to make-up for or to get access to their qualifications. Such options include:

- Completing a Matric upgrade;
- Repeating Matric, if you are younger than the age of 21; or
- Pursue a qualification related to your career (e.g. doing a higher certificate).

ACTIVITY: UNDERSTANDING THE NSC AND REQUIREMENTS

Using the space below, answer the following questions:

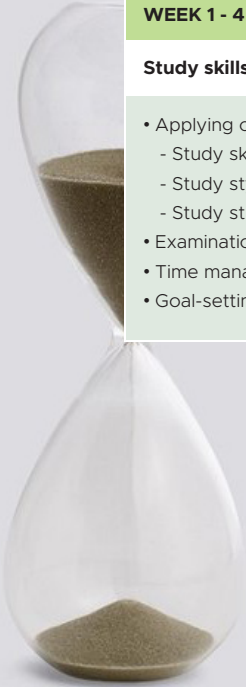
What pass requirements will you have to meet in order to apply for your qualification of choice?

Write down the careers you are considering:

What type of qualification do you require for your chosen career?

What kind of marks will you need to be considered for them?





TOPIC	TERM 2	GRADE 11
WEEK 1 - 4		Recommended resources

Study skills

4 hours

Textbook, newspaper articles, resources on careers and study skills.

- Applying own study skills, styles and study strategies.
 - Study skills: examine how learning takes place and reflect on effectiveness.
 - Study styles as preferred way of approaching tasks.
 - Study strategy as a way to approach a specific task in the light of perceived demands.
- Examination writing skills and process of assessment.
- Time management skills and annual study plan.
- Goal-setting skills: personal development goals regarding study, health and fitness.

EVALUATING ADDITIONAL HIGHER EDUCATION OPTIONS

It is important to understand that certain qualification entry requirements permit you to have passed certain subjects in order to qualify. In order to apply for these qualifications, you will need to master those specific subjects and work on improving your skill set in that field.

Each qualification requires a specific Admissions Point Score (APS). You will need to meet the APS directly or fall within the testing band in order to be considered for a specific qualification or programme.

HOW THE APS IS SCORED:

DESCRIPTION / RATING	MARKS / PERCENTAGE	RATING CODE
Outstanding	80 - 100	7
Meritorious	70 - 79	6
Substantial	60 - 69	5
Adequate	50 - 59	4
Moderate	40 - 49	3
Elementary	30 - 39	2
Not achieved	0 - 29	1

It's important to remember that each institution has its own admission requirements and you would need to check with the institution of your choice. Most institutions exclude Life Orientation calculation of the APS.

EXAMPLE OF THE APS SCORES NEEDED FOR CERTAIN QUALIFICATIONS:

SUBJECT / FIELD OF STUDY	RATING CODE
Faculty of Health Sciences	Minimum of ≥ 34 APS (NBT also required in most programmes)
Economic and Management Sciences	Minimum of ≥ 32 APS
Humanities	Minimum of ≥ 30 APS
Engineering and Built Environment	Minimum of ≥ 35 APS
Law	Minimum of ≥ 32 APS
Education	Minimum of ≥ 30 APS
Natural and Agricultural Sciences	Minimum of ≥ 30 APS
Veterinary Science	Minimum of ≥ 32 APS
Art, Design, and Architecture	Minimum of ≥ 30 APS
Science	Minimum of ≥ 32 APS

ACTIVITY: UNDERSTANDING THE APS

Using the space provided below, please answer the following questions:


What is an APS?

What three qualifications are you planning to pursue?

What is the APS requirement for the three qualifications listed above, at the institution you want to enrol with?

SUMMARY OF SCHOLARSHIPS, BURSARIES AND STUDY LOANS:

TOPIC	SCHOLARSHIP	BURSARY	LOAN
Benefits	Studies are paid for.	Studies are paid for and you stand a good chance of being employed by the company that sponsored your studies upon completion of studies.	Studies are paid for and a loan payment may be required after completion of studies (depends on loan).
Repayments	No payment required.	You pay back your sponsor in the form of service equivalent to the length of time they paid for your studies.	The payment options of various loans may vary but you are expected to pay back the money with interest once you are working, some loans require that the interest of the loan be paid on a monthly basis.
What is covered?	A scholarship may cover the full costs of your academics and nothing else or a portion of other expenses, if it is a full scholarship it covers all expenses associated with your studies.	It covers the full expenses associated with your studies.	In most instances, it only covers the tuition fee.



TOPIC	SCHOLARSHIP	BURSARY	LOAN
Sponsor expectations	You may be expected to partake in certain activities that may be cultural or extramural as part of the scholarship agreement, you may also be expected to maintain a certain average in terms of your marks.	You may be expected to pass all your modules and / or maintain a certain average.	You are expected to finish your studies so you can pay back the loan.
What happens if you do not meet the standard of the sponsor?	The scholarship is revoked but you are not expected to pay back the money.	The bursary is revoked and you are expected to pay back the money.	You are expected to pay back the money with interest.

LEARNERSHIPS

A learnership is a structured learning process for gaining theoretical knowledge and practical skills in the workplace leading to a registered qualification. Learnerships are directly related to an occupation or field of work, for example, electrical engineering or hairdressing. Learnership programmes can help you to gain the necessary skills and workplace experience that will open up better employment or self-employment opportunities. Some learnerships offer a monthly stipend so if you decide to go this route, consider saving some of that money in order to pay off your future studies. You are welcome to contact the Career Development Services for further information on learnerships.

SECTOR EDUCATION AND TRAINING AUTHORITY (SETA)

SETAs oversee learnerships and ensure that they offer qualifications related to a specific occupation or sector of the economy. All 21 SETAs have developed NQF-aligned programmes that will help you gain recognised qualifications while getting on-the-job experience. SETAs manage the registration of learnerships in order to meet the skills development needs across the sectors. Below you will find a list of the SETA's contact details where you will be able to get more information.

NAME OF THE SETA	CONTACT DETAILS		WEBSITE
FASSET Finance and Accounting Services Sector Education and Authority	Tel: Fax:	(011) 476 8570 (011) 476 5756	www.fasset.org.za
BANKSETA Banking Sector Education and Training Authority	Tel: Fax:	(011) 805 9661 (011) 805 8348	www.bankseta.org.za
CHIETA Chemical Industries Education and Training Authority	Tel: Fax:	(011) 726 4026 (011) 726 2425	www.chieta.org.za
FP&M SETA Fibre Processing Manufacturing Sector Education and Training Authority	Tel: Fax:	(011) 234 2311 (011) 234 2350	www.fpmseta.org.za
CETA Construction Education and Training Authority	Tel: Fax:	(011) 265 5900 (011) 265 5924/5	www.ceta.org.za
ETDP SETA Education, Training and Development Practices Sector Education and Training Authority	Tel: Fax:	(011) 372 3300 086 604 8934	www.etdpseta.org.za
EWSETA Energy and Water Sector Education and Training Authority	Tel: Fax:	(011) 689 5320 (011) 689 5340 (011) 689 5341	www.eseta.org.za
FOODBEV SETA Food and Beverages Manufacturing Industry Sector Education and Training Authority	Tel: Fax:	(011) 253 7300 (011) 253 7333	www.foodbev.co.za
HWSETA Health and Welfare Sector Education and Training Authority	Tel: Fax:	(011) 607 6907 (011) 616 7393	www.hwseta.org.za

NAME OF THE SETA	CONTACT DETAILS		WEBSITE
INSETA Insurance Sector Education and Training Authority	Tel: Fax:	(011)544 2000 (011) 484 0862	www.inseta.org.za
LGSETA Local Government Sector Education and Training Authority	Tel: Fax:	(011) 456 8579 (011) 450 4948	www.lgseta.co.za
MICT SETA Media, Information and Communication Technologies Sector Education and Training Authority	Tel: Fax:	(011) 207 2600 (011) 805 6833	www.mict.org.za
MQA Mining Qualifications Authority	Tel: Fax:	(011)630 3503 (011)832 1044	www.mqa.org.za
MERSETA Manufacturing, Engineering and Related Services Sector Education and Training Authority	Tel: Fax:	(011) 484 9310 (011)484 9319	www.merseta.org.za
AGRISETA Agriculture Sector Education and Training Authority	Tel: Fax: Call Centre:	(011) 347 0200 (011) 805 6630 086 110 2477	www.sasseta.org.za
PSETA Public Service Sector Education and Training Authority	Tel: Fax:	(012) 301 5600 (012) 325 1677	www.agriseta.co.za
SERVICES SETA Services Sector Education and Training Authority	Tel: Fax:	(012)423 5700 (012)423 5755	www.pseta.gov.za
CATHSSETA Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority	Tel: Fax:	(011) 276 9600 (011) 276 9650	www.serviceseta.org.za
CATHSSETA Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority	Tel:	(011) 783 7745	www.cathsseta.org.za
TETA Transport Education and Training Authority	Tel:	(011) 577 7000	www.teta.org.za
W&RSETA Wholesale and Retail Sector Education and Training Authority	Tel: Fax:	(012) 622 9500 (012) 665 2559	www.wrseta.org.za

ACTIVITY: FIND FUNDING OPPORTUNITIES

Using the space provided below, please answer the following questions:

What careers do you want to pursue?

What institutions offer the qualifications you need in order to pursue your chosen career?

How much does your qualification cost at the moment?

Will my parents or guardians be able to pay for these fees? Please cross (X)

YES	NO
-----	----

If yes, how?

If no, what funding opportunities are available?

--

FUNDING OPPORTUNITIES

Using the tables below, fill in your expenses and find out what each loan will offer towards your expenses and fill those in.

STUDY LOAN e.g NSFAS

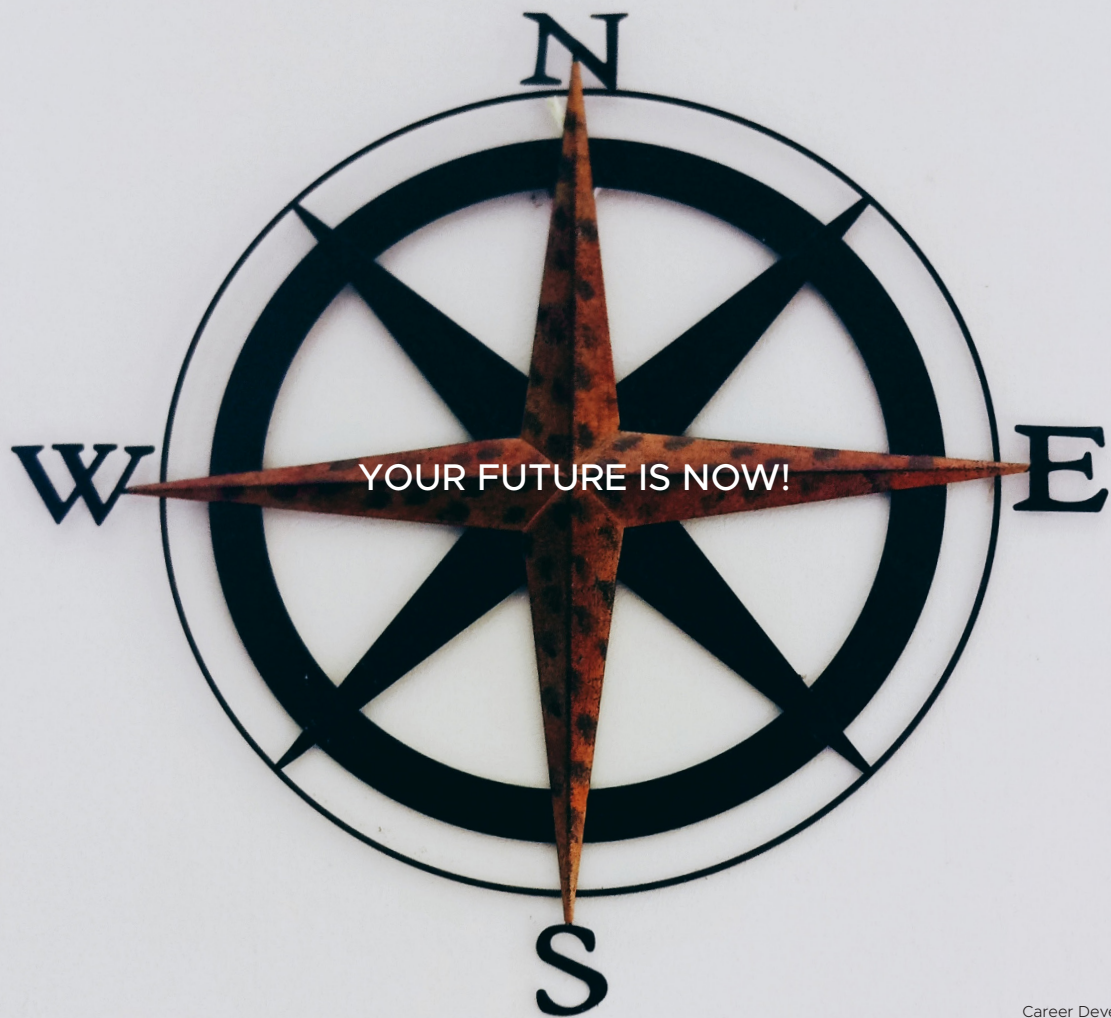
Name	Example		My Expenses		What is the study loan offering?
Tuition	x	R20 000			
Books	x	R5 000			
Travel					
Pocket Money	x	R10 000			
Other					

BURSARIES

Name	Example		My Expenses		What is the study bursary offering?
Tuition	x	R20 000			
Books	x	R5 000			
Travel					
Pocket Money	x	R10 000			
Other					

SCHOLARSHIPS

Name	Example		My Expenses		What is the scholarship offering?
Tuition	x	R20 000			
Books	x	R5 000			
Travel					
Pocket Money	x	R10 000			
Other					



TERM 2: WEEK 1 - 4

TOPIC	TERM 2	GRADE 11
WEEK 1 - 4		Recommended resources
Study skills	4 hours	Textbook, newspaper articles, resources on careers and study skills.
<ul style="list-style-type: none">• Applying own study skills, styles and study strategies.<ul style="list-style-type: none">- Study skills: examine how learning takes place and reflect on effectiveness.- Study styles as preferred way of approaching tasks.- Study strategy as a way to approach a specific task in the light of perceived demands.• Examination writing skills and process of assessment.• Time management skills and annual study plan.• Goal-setting skills: personal development goals regarding study, health and fitness.		

UNDERSTANDING AND APPLYING STUDY SKILLS

The academic success of any learner relies heavily on understanding and applying study skills. The focus areas covered in this module include: study skills, study strategy, examination writing skills, time management and goal-setting skills. Each focus area is described and there are activities that the learner should undertake to facilitate understanding and encourage application.

STUDY SKILLS

Study Skills involve examining how learning takes place and reflecting on its effectiveness. Effective studying takes place in a convenient place. Thus, in order to maximise your study time and efforts, you need to set up a physical environment that allows for studying. Each learner should be aware of the physical environment that works for him / her. Some learners prefer to study in a quiet “library mood” environment whereas some prefer to study in a rather noisy environment.

Learners need to reflect on the following questions:

- Describe your ideal learning environment.
- What do you want to see in the environment?
- What do you not want to see?

STUDY STYLES

Study Styles are the preferred ways of approaching tasks. Owing to our personality make-up, we all have various approaches to tasks. In addition, there are approaches that the learner might have used in the past and has developed trust in the approach. However, the most important factor is proper planning. In some cases, each task may require a specific approach depending on its complexity or nature. A flexible approach to tasks is recommended.

STUDY STRATEGY

A study strategy is more than just a study schedule. It's the entire studying and exam writing process, from start to finish, all wrapped up into one. A study strategy involves picking the best study materials that are right for your unique learning style, your budget and your prior understanding of the exam topics. Simple put, your study strategy is your studying “game plan”. It's your how-to blueprint of the exact approach that you're going to take for studying.

WISE STUDY TIPS: TOP 10 SKILLS FOR HIGH-SCHOOL STUDENTS

1. Time Management

Getting your “free” time under control now will help prepare you for managing that extra 20 hours a week come first year of college – when you’ll need to study and want to socialise more than ever. If you don’t already, start using a daily planner. This could be a datebook you keep in your bag, an online version you maintain at home, or both. It’s easy to over schedule or “double-book” if we aren’t careful. Manage your time wisely and you’ll get the maximum out of each day.

2. Good Study Habits

Good study habits include these basics:

- Always be prepared for class, and attend classes regularly. No cutting class!
- Complete assignments thoroughly and in a timely manner.
- Review your notes daily rather than cram for tests the night before.
- Set aside quiet time each day for study - even if you don’t have homework or a test the next day!

3. The Ability to Set Attainable Goals

It’s important to set goals, as long as they’re attainable. Setting goals that are unreasonably high will lead to frustration and disappointment.

4. Concentration

Listen to your teacher and stay focused. Be sure that you understand the lesson. If you don’t understand something, ask questions! You’ve heard it before, but “the only dumb question is the one you don’t ask” is absolutely true. If you’ve been paying attention, it definitely won’t be a dumb question.

5. Good Note-Taking

You can't possibly write down everything the teacher says since we talk at a rate of about 225 words per minute. But, you do need to write down the important material. Be sure to validate yourself after a test by going back over your notes to see if your notes contained the answers to questions asked on the test. If not, you need to ask to see a classmate's notes or check with the teacher for help on improving your note-taking. If you're more of a visual person, try writing notes on different coloured index cards. Music can also be a good memory aid as long as you don't find it distracting. Re-writing your notes daily is another strategy. If you really have a problem with note-taking, you might ask your teacher if you can record daily lessons. Do whatever it takes!

6. Completion of Assignments

Teachers assign homework for a reason. While it may seem like "busywork" at times, it definitely has purpose. Put your homework to good use. Remember, you'll only get out of it what you put into it!

7. Review of Daily Notes

Don't wait until the night before the test to review your notes. Go over your notes each day while the lecture is still fresh in your mind. Add any missing pieces. Compare your notes with a classmate's notes. This isn't cheating - it may even be mutually beneficial. Review your notes each day to reinforce your learning.

8. Organisational Skills

Keeping yourself organised will save you valuable time and allow you to do everything you need to do. Remember: "A place for everything and everything in its place." Keep all your study materials (calculator, planner, books, notebooks, laptop, etc.) in one convenient location.

9. Motivation

You need to be motivated to learn and work hard, whether or not you like a specific subject or teacher. Self-motivation can be extremely important when you aren't particularly excited about a class. If you must, view it as an obstacle you must overcome. Then, set your mind to it and do it - no excuses. Success is up to you!

10. Commitment

You've started the course, now you need to complete it. Do the best - and get the most out of it - that you can! Your commitment will pay off in the end.

ACTIVITY: APPLYING YOUR OWN STUDY SKILLS, STUDY STYLES AND STUDY STRATEGIES

Study Style: This activity focuses on different techniques that people use to assist them in becoming more effective in their studies. Not all techniques will work for you since every individual is different and your study style will differ to your friend's study style for the same reason.

Read the statements below and circle one from each section that best describes you:

a	I easily remember what I hear.
b	Touch and movement are important to me.
c	I try to remember information by picturing it in my mind.
a	I enjoy participating in classroom discussions and debates.
b	I learn how objects work by taking them apart and putting them back together.
c	I can look at a shape and copy it directly on paper.
a	I like to recite or write poetry.
b	I enjoy working with my hands.
c	I can usually read a map without difficulty.
a	I learn better by listening to my teacher than by reading a textbook.
b	I find sitting still for very long difficult.
c	I usually write things down so that I can look back at them later.
a	I can easily recognise the differences between similar sounds.
b	I learn better by imitation and practice.
c	I like using colour when I study.
a	I like to create or use jingles / rhymes to learn things.
b	I enjoy building things.
c	The things I remember best are the things I have seen in print or pictures.
a	I follow oral directions better than written ones.
b	I am good at using machines or tools.
c	I prefer to learn something new by reading about it.
a	I remember names, but forget faces.
b	I wish more classes had hands-on experiences.
c	I learn best when I can see new information in picture or diagram form.

Now count how many A's, B's and C's you circled:

Total number of A's:		Total number of B's:		Total number of C's:	
----------------------	--	----------------------	--	----------------------	--

If you circled more A's then it means that your learning style is more Auditory. If you circled more B's then it means that your learning style is more Tactile. If you circled more C's then it means that your learning style is more Visual.

Reflection:

Think about when you study and write down below what study style worked best for you:

Study Strategy:

This activity focuses on Study Strategies. Consider the following: You have been given an assignment on a Tuesday afternoon and the assignment needs to be completed by and submitted on Thursday morning. The assignment needs you to do research, it needs to be 20 pages long and it needs to be printed out. On Friday, you have a test which is based on the topic of the assignment. How will you go about completing the assignment and studying for the test?

Write down a study strategy that you will use in order to complete your given task and pass your test. You can use the following keywords to help you with your study strategy: time management, daily planner, access to information, note-taking, brainstorming, resources.

EXAMINATION WRITING SKILLS AND PROCESS OF ASSESSMENT

Examinations are a form of assessment. Therefore, the importance of preparations cannot be overemphasised. However, preparation is as good as nothing if there is lack of execution. Examinations require skills. What are some of the skills required when writing the examination?

1. Read All Questions Carefully

The stress of the situation can cause you to misread a question, plan your answer out, start writing your response and then realise you made a mistake and wasted vital time. Even though you generally won't be writing answers to every question on the paper, reading all questions thoroughly will ensure you make the right choices and can highlight how much you know about the topic.

Don't forget to attempt all questions that you have selected. However, be careful of multiple-choice questions with negative marking. If you're not sure of the answer you could cost yourself some valuable marks.

2. Manage Your Time

This is where you need to be strict on yourself. Once you have assigned a time limit for each question, you **MUST** move on once you hit it or you won't be able to give the next question your full attention.

Remember to leave yourself some time at the end to go back over your answers and add in little notes or pieces of information about the topic. You never know, this could help bump you up a grade!

3. Structure Your Answer

Don't just jump into writing your answer. Take the first few minutes to plan the structure of your essay which will save you time when you are delving into meaty parts. Always stay on topic, don't digress and start outlining other themes in the book.

4. Explore Both Sides of an Argument

Building your argument in the main body of your exam answer will give your overall opinion credibility. English language questions, for example, encourage you to explore both sides of an argument and then conclude with a critical analysis of your answer.

Many questions you approach will look as though they seek a straightforward answer but in reality, they want you to fully outline a structured essay. Don't fall into the trap of providing a one-sided view, get your hands dirty and open your mind to other possibilities.

5. Review Your Answers Thoroughly

Smart students can still make the mistake of handing their answer book in without checking through what they have written. Proofread your answers as much as you can to correct any spelling mistakes and add any extra comments you think are worth mentioning.

You will be surprised what you can spot in those last few minutes. This is your last chance to throw in that quotation, list other relevant points or even draw a quick diagram. Now is not the time to drop your game, show the examiner what you're made of!

Remember, the exams are not designed to trick you. Don't panic on the day of your exam or this brain freeze could mean that you get a lower grade than you truly deserve. Convince yourself that you know how to answer exam questions and you're almost there.

ACTIVITY: EXAMINATION WRITING SKILLS AND PROCESS OF ASSESSMENT

What 10 exam / test strategies do you pledge to follow?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

TIME MANAGEMENT SKILLS AND ANNUAL STUDY PLAN

Time management and being organised are two intertwined activities. Thus, being organised is a product of time management. Learners who practice time management are organised. Time management simply implies one's ability to manage time and therefore studies effectively.

How can I develop time management skills?

1

Have a study calendar.

2

Set clear objectives for each study period.

3

Use your weekly schedule to plan for specific subjects and specific pieces of work to be done.

What is a study plan?

A study plan is an organised schedule outlining study times and learning goals. Learners should develop a schedule that sets aside dedicated time each week for studying.



ACTIVITY: ANNUAL STUDY PLAN

In the previous grade you were introduced to a study plan. In the space provided below write in your own words how you understand the study plan.

You can use the following guidelines to construct your definition:

- Organised schedule
- Outline study times and learning goals

An annual plan implies that your plan should consider your academic year. When creating the plan, you must have your school calendar in mind. Remember that your year is divided into four (4) terms. Consider the number of subjects you are doing and the workload. Consider non-scholastic commitments that potentially or practically take your time.

Do you think you need a study plan?

Provide three (3) reasons why you think you need a study plan:

1.

2.

3.

Why do you need a study plan?





A study plan is an effective way to help you navigate through your education in an organised way. When creating your personalised study plan, you will need to do some self-evaluation of your current schedule and time management. Find days when you have fewer personal commitments when you can squeeze in some study time. Remember, each student studies differently, so the amount of time you need to study will differ from the time your classmates devote to studying.

Consider the following thoughts:

- Determine why you are studying, and develop a plan that can help you achieve those goals
- Determine the time of the day when you are at your best: some learners find that studying nightly for thirty minutes is more realistic than studying a few times a week for a longer period of time.
- Identify your learning goals for each study session in order to maximise these scheduled study times.
- Take into consideration upcoming tests, your average in certain courses, and projects that you anticipate will take more time than others.



With these considerations, create a study plan that is reasonable. Although you must set aside enough time in your schedule dedicated to your studies, blocking off five hours with no break will set you up for failure. You can spend less time studying if you do it correctly. For a detailed look at how to make a personalised study plan, explore the step-by-step instructions below.

USE THESE FOUR STEPS TO CREATE YOUR STUDY PLAN		
>		1. Create a time chart of your current activities <ul style="list-style-type: none"> • See how you spend your time from day to day. • Take notes about your daily activities. • Record things like when you are at work, school, or home with family.
>		2. Develop a schedule <ul style="list-style-type: none"> • Make a mark in your planner or calendar. • Have a schedule written down so you don't forget. • Write down which subject you plan to study. • Devote enough time to each of your classes. • Set aside for studying Maths, while Tuesdays and Fridays can be devoted to English.
>		3. Determine your study goals <ul style="list-style-type: none"> • Determine why you need to study and what you plan to accomplish in each class. • Incorporate reviews of old tests and notes in your sessions. • Analyse what you plan to get out of each study session.
>		4. Stick to your schedule <ul style="list-style-type: none"> • A study plan works best if it is followed on a consistent basis. You should try to develop a study plan that you can follow for the length of each term.

STRATEGIES FOR EFFECTIVE FOLLOW-THROUGH

One way to ensure you follow through with your plan is to schedule time for other activities. By achieving a balanced schedule, your mind will be more receptive during time devoted to studying. If you schedule several long days in a row of studying, you will get discouraged and will be tempted to give up.

It is acceptable, and even recommended, that you schedule time for non-academic activities, such as exercise, hobbies, and socialising with other students. When you are studying, remember to take breaks in order to prevent feeling overwhelmed.

LEVERAGE TOOLS FOR CREATING A STUDY PLAN

If keeping a paper and pen schedule is not helpful to you, consider other ways for keeping your studies on track.

Take advantage of study planner apps, like My Study Planner, available for smart phones and tablets, which can help you manage your study schedules.



ACTIVITY: TIME MANAGEMENT AND ANNUAL STUDY PLANS

Use the study plan below to schedule your own study activities. The example below is a weekly study plan, where you can write down dates of note taking, revision and studying in preparation for your tests and exams. You can develop either a monthly or weekly plan. For the weekly plan, you need to put down all the 7 days of the week with dates and indicate your study portion for that day and time.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07:00-08:00							
08:00-09:00							
09:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-13:00							
13:00-14:00							
14:00-15:00							
15:00-16:00							
16:00-17:00							
17:00-18:00							
18:00-19:00							
19:00-20:00							
20:00-21:00							
21:00-22:00							

GOAL-SETTING SKILLS

Goal-setting is a useful technique for helping a learner develop a solid foundation for future planning and organisation. Goal-setting gives a learner a sense of responsibility and direction.

Learners need to ask themselves:

- What is my career goal?
- What is my study goal?
- What do I want to achieve in my life?
- What must I do to achieve my goals?

Goals are normally broken down in phases. There are short-term and long-term goals. It's important to remember that goals are personally defined and measured. Therefore, you need to determine how you measure the phases of your goals.

Not only should goals be broken into phases, it is equally crucial that your goal-setting is structured in a way that facilitates success. Consider the **S-M-A-R-T** guideline. It can help you set effective goals.

To this end we have only addressed goal-setting in its broad sense. However, there are specific areas of life that require goal-setting, for instance:

- Study goals; and
- Health and fitness.

The success of each of the areas listed above, requires set goals. As we have discussed earlier, studying should not be carried out haphazardly. You need a study plan in order to track progress. The same principles apply to health and fitness. You cannot wish to lose five kg if you do not have a proper plan on how you will realise your wish. Therefore, you need a health and fitness plan. For instance, clearly indicate on which days of the week you will jog and/ or undertake some fitness exercises.

ACTIVITY: GOAL SETTING SKILLS - PERSONAL DEVELOPMENT GOALS REGARDING STUDY, HEALTH AND FITNESS

Draw up a weekly calendar and write down all the things you want to accomplish in a month. You can use the example below:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 Read through my English textbook	2 Summarise what I have learned in class	3 Make notes for weekly tests and study. Go jogging at 17h00	4 Revise my weekly notes	5 Write English Test	6 Attend a soccer match	7 Prepare for school
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Are the goals you've listed in the table mainly long-term goals or short-term goals? Why do you say so?

TOPIC	TERM 3	GRADE 11
WEEK 6 - 10		Recommended resources
Careers and career choices	3 hours	Textbook, resources on career guidance

- Knowledge about self in relation to own subjects, career fields and study choices: interests, abilities, talents and strengths.
 - Difference between career field, occupation, career and job.
 - Requirements for National Curriculum Statement (NCS): various subjects and career options, steps in choosing and decision-making process.
 - Knowledge about life-domains: being (physical, physiological and spiritual), becoming (practical, leisure and growth) and community (social, physical and community).
- Socio-economic factors as considerations for career and study choices: community needs, availability of finances, affordability, stereotyping, accessibility and impact of income tax on final salary package.

STUDYING ADVERTISEMENTS

It is important to read job advertisements carefully to be able to understand and know which qualifications, skills and experience are required.

There are certain competencies, abilities and ethics that will assist in securing a job and developing a career:

- Studying advertisements, writing an application letter and completing application forms;
- Writing and building a CV: all forms of experience gained, acquisition of testimonials and evidence (job-shadowing and informal jobs);

- Managing meetings, managing a project and office administration skills;
- Interview skills: personal appearance and preparation for typical questions; and
- Ethics and ethical behaviour: transparency and accountability.

In order to make an application, you will need to create a checklist. This will assist in making a decision regarding whether you qualify for the advertised job. Use the below table as your checklist:

Do I have the following?		Yes	No	Comment
Qualifications:	Bachelor's Degree (a Master's Degree will be a distinct advantage)	x		Comment: I have an honours degree.
Knowledge:	Education sector	x		My current job entails working within the education sector.
	Policy development	x		I have knowledge and experience in working with policies.
Skills:	Research	x		I have knowledge about research while studying at university and my job requires it.
	Project Management	x		I was a project coordinator for a project at work.
	Management	x		I manage a team of four.
	Writing (reports and proposal)	x		I write monthly reports and proposal for funding.
	Leadership	x		I am the team leader of three projects in our team.
	Collaboration	x		I work with other stakeholders currently.
	Computer skills	x		I am competent in the MS packages.
Other:	Driver's License	x		I have Code 10 driver's license.



ACTIVITY: READING AND UNDERSTANDING JOB ADVERTS

Please study the job advertisement below and answer the questions that follow:

POST: ASSISTANT DIRECTOR: QUALITY COUNCIL FOR TRADES AND OCCUPATIONS (QCTO) SUPPORT, MONITORING AND EVALUATION (REF NO DHET 67/04/2016).

SALARY: R389 145 per annum (Level 10).

CENTRE: Pretoria

REQUIREMENTS: An appropriate Bachelor's Degree / National Diploma qualification, at least five (5) years relevant experience; Monitoring and Evaluation; Education and Training Quality Assurance. Skills and competencies: An in-depth knowledge of skills development legislation / prescripts such as Skills Development Act, Skills Development Levies Act, South African Qualifications Authority Act, Public Finance Management Act; key South African labour market issues and partners; skills supply and demand in South Africa. Good understanding of the Education and Training Sector; demonstrable ability to coordinate multiple stakeholder meetings and workshops; demonstrable ability to produce reports; excellent oral and written communication skills; experience in organisational development and support, experience in project management, computer literacy, conflict resolution. A valid driver's license.

DUTIES: Together with the Manager, monitor performance outcomes against pre-determined objectives; assist in ensuring that the QCTO comply with the legislative framework for strategic planning; coordinate the development and implementation of oversight agenda for the QCTO; assist in ensuring performance outcomes are reported and in line with legislative framework; evaluation of the QCTO strategic plans to ensure alignment to the sector skills plans; develop and manage strategic plans with the QCTO in line with the implementation of the priorities of NSDS and other government and sectorial priorities; develop and agree on key performance measures for delivery of core functions for the QCTO; develop and agree on sector specific key deliverables and provide support to the QCTO and resolve matters relating to quality assurance; analyse the QCTO quarterly reports, and annual reports. Support and monitor the performance of the QCTO; together with the manager annually develop, implement and manage work plan / business plan applicable to function of the sub-directorate Quality and Institutional Support. Manage performance agreements, performance assessments.

Enquiries 012 312 0000

What is the title of this post?

The salary for the job is:

In which city is the job offered?

Which qualification is required?

Summarise the experience required for this job?

Which skills are required for this job?

Summarise the duties:

WRITING A COVER LETTER

SAMPLE OF A COVER LETTER

What is a cover letter?

A cover letter is a marketing tool that you can use to introduce yourself to a potential employer. It demonstrates your skills and allows the employer to see how interested you are to the position you are applying for. You should make reference to your CV in your cover letter. First impressions last so make sure that you portray a positive image of yourself so that you can motivate your prospective employer to interview you.

Letter layout and presentation:

- Ask someone else to read your letter to check for spelling mistakes and grammatical errors.
- Keep sentences clear and reasonably short, and keep the letter to one page.
- Type your letter on good quality white A4 paper.
- Always keep a copy of the letter so you can look at it before the interview.

67 Orchard Street Mountain View
Cape Town
5 October 2015

Mr T Ngubane
Human Resources Manager
TOM TANGLER TRADINGS
MAIVERVIEW
MIDRAND

Dear Mr Ngubane

I am writing in response to the Civil Engineering post advertised on the Sunday Times newspaper on 03 October 2015.

The position seems an ideal opportunity for me as it matches my experience, knowledge and career aspirations.

As you can see from my CV, I have amassed over seven years of significant, progressive experience in civil engineering projects within the construction and gas industries. During my career I have participated in more than twenty civil engineering projects, all of them were successful.

My progressive engineering experience has provided me with the opportunity to develop strong client relation building skills and an ability to lead multi-disciplinary teams. I am experienced at applying the principles of civil engineering when planning, designing, and overseeing the construction and maintenance of structures and facilities.

I enclose my resume for your review and look forward to meeting with you in the near future. Should you have any questions or require clarification on any information please contact me at the above telephone number.

I would welcome the opportunity to talk to you and I hope that you will invite me for an interview. I thank you for your time and I look forward to hearing from you.

Yours sincerely,
Simangaliso Gumede

APPLICATION FORMS:

Application forms are designed by employers to collect information about you. Most employers have created a standard form every candidate has to complete. These forms are either paper-based or found online on the company's website. In the case of a paper-based application, pick up the application in person at the company's offices or request one from them via email or download it from the company's website, depending on which they have available. In the case of an online application, most companies have created a standard online application form they request applicants to complete. It's important to fill in these forms correctly as they determine whether you will be called for the interview or not. These forms, as well as your CV and motivational letter, represent you before the interview.

Consider the Following When Completing the Forms:

- Complete all sections of the application form. If something is not applicable to you, make sure that you mark it as "Not Applicable" or "N/A"
- Fill in your personal details correctly (names, surname, ID number, qualifications, address, etc.)
- Proofread everything that you have written for grammar, spelling and any other errors before sending it. It is always a good idea to ask someone else to read over the form, such as a Career Development Services staff member, people you know that are good at writing, mentors, Career Advisors or lecturers, etc.
- Employers normally read through many applications, so try to make your answers interesting and to the point.
- Take your time to complete the form. You can prepare yourself by completing a rough draft beforehand and work on it before sending the final draft.
- Always keep a copy of your application form as it will come in handy if they invite you for an interview.

WHAT IS THE PURPOSE OF THIS FORM?

To assist a government department in selecting a person for an advertised post.

This form may be used to identify candidates to be interviewed. Since all applicants cannot be interviewed, you need to fill in this form completely, accurately and legibly. This will help to process your application fairly.

WHO SHOULD COMPLETE THIS FORM

Only persons wishing to apply for an advertised position in a government department.

A. THE ADVERTISED POST

Position for which you are applying (*as advertised*).

Department where the position was advertised.

Reference number (*as stated in the advert*).

If you are offered the position, when can you start
OR how much notice must you serve with your current employer?

ADDITIONAL INFORMATION

This form requires basic information. Candidates who are selected for interviews will be requested to furnish additional certified information that may be required to make a final selection.

SPECIAL NOTES

¹All information will be treated with the strictest confidentiality and will not be disclosed or used for any other purpose than to assess the suitability of a person, except in so far as it may be required and permitted by law. Your personal details must correspond with the details in your ID or passport.

²Passport number in the case of non-South Africans.

³This information is required to enable the department to comply with the Employment Equity Act, 1998.

⁴This information will only be taken into account if it directly relates to the requirements of the position.

⁵Applicants with substantial qualifications or work experience must attach a CV.

B. PERSONAL INFORMATION (please ignore if you have attached a CV with ALL of the following information) ¹				
Surname				
First names				
Date of birth				
Identity Number ²				
Race ³	African	White	Coloured	Indian
Gender ³			Female	Male
Do you have a disability? ³			Yes	No
Are you a South African citizen?			Yes	No
If no, what is your nationality?				
And do you have a valid work permit?			Yes	No
Have you been convicted of a criminal offence or been dismissed from employment? ⁴			Yes	No
If your profession or occupation requires State or official registration, provide date and particulars of registration.				

C. HOW DO WE CONTACT YOU

Preferred language for correspondence?

Telephone number during office hours:

Preferred method for correspondence:

Post**E-mail****Fax**

Correspondence contact details (in terms of above):

D. LANGUAGE PROFICIENCY – state 'good', 'fair', or 'poor'Languages
(specify)

e.g.

Speak

Read

Write

E. QUALIFICATIONS⁵ (please ignore if you have attached a CV with these details)

Name of School / Technical College

Highest qualification obtained

Year obtained

Tertiary education (complete for each qualification you obtained)

Name of institution

Name of qualification

Year obtained

Current study (institution and qualification):

F. WORK EXPERIENCES (please ignore if you have attached a CV with these details)

Employer (including current employer)	Post held	From	To	Reason for leaving			
		MM	YY	MM	YY		
If you were previously employed in the Public Service, indicate whether any condition exists that prevents your re-appointment.						Yes	No
If yes, Provide the name of the previous employing department.							

G. REFERENCES (please ignore if you have attached a CV with these details)

Name	Relationship to you	Tel. No. (office hours)

DECLARATION

I declare that all the information provided (including any attachments) is complete and correct to the best of my knowledge. I understand that any false information supplied could lead to my application being disqualified or my discharge if I am appointed:

Signature:

Date:

COMPLETING A GOVERNMENT JOB APPLICATION FORM

Step 1: Obtain a Z83 form. This form is available at any Government office and most Government departments websites.

Note: National and Provincial Parliament and Municipalities use different application forms.

Step 2: Carefully read through the whole form. This form is used to identify suitable candidates for interviews.

Step 3: Fill in the Z83 form completely. You need to complete the form accurately and legibly by filling in Section A to Section G.

Step 4: Complete the Declaration Section. Read through and sign the form; your application will not be considered if you have not dated and signed the form.

Step 5: After completing the form, remember to attach your current CV (five pages maximum) together with certified copies of your ID, academic qualifications and proof of other requirements as indicated in the advertisement.

Step 6: Post or hand deliver your completed Z83 form and all the required documents to the address listed in the advertisement.

Additional Information

- All information will be treated confidentially and will be assessed to find the suitable person.
- Most South African Government Departments encourages all disabled candidates to apply.
- If you are not a South African citizen, then you need to add your passport number. All personal details must correspond with the details in your ID or passport.
- Any job applications sent by fax or e-mail will not be accepted. All job applications, including Z83 forms, CVs and certified documents, must be posted or delivered by hand to the address listed in each advertisement.
- Not all applicants will be contacted. You will only be contacted for an interview if you are shortlisted after the selection process.
- If you have not been contacted within three months of the closing date, please consider your application as unsuccessful.

**Source: Western Cape Provincial Government*

WRITING AND BUILDING A CV:



A Curriculum Vitae (CV) is an excellent marketing tool. It markets your skills, work history and potential. As you grow and acquire new skills, so must your CV. It is a document that shows your current personal, work and industry related skills. It provides insight for the employer of your employability potential for their company. You should keep an electronic version of your CV so that it can be updated regularly. Always remember that when you are applying for a job, it is important for your CV to be relevant and specific to that post.

Below is an example of what kind of information needs to be in your CV:

Curriculum Vitae of (Insert your name here)

1. Personal Details

Full name:	First name, second name, surname
Identity number:	12345678910
Driver's License:	Code B if applicable (not compulsory)
Residential address:	This is where I live
Daytime telephone number:	011 123 4567
Cellular number:	NB!
E-mail address:	NB!
Home language:	Not compulsory to write
Other language Proficiency:	Not compulsory to write

2. Academic Details

a) Tertiary Education (Start with your most current qualification or field of study)

Institution:	E.g. Tshwane University of Technology
Course:	E.g. National Diploma
Current year:	E.g. 2012
Currently registered subjects:	List your subjects here (not compulsory)
Additional qualifications (certificates):	Certificate 1

b) Secondary Education	
School:	Name of High School
Year:	Year that you obtained Matric / Grade 12
Qualification:	E.g. N3 or Grade 12
3. Work Experience (Start with your most current position or job held)	
Name of Company:	E.g. Company 1
Position:	E.g. Receptionist
Duties / Responsibilities:	NB! Focus on skills, abilities, knowledge, and attributes when explaining (responsibilities)
4. Transferable Skills (Match to job)	
a) Computer skills and knowledge:	
I have a good working knowledge of: Microsoft Word Microsoft Excel Microsoft PowerPoint Internet Research	
b) Communication Skills:	
Verbal skills:	My ability to communicate well with different people on the phone and face to face at work and at college has enabled me to acquire this skill.
Writing skills:	Writing memorandums and letters at work and assignments at college have enabled me to obtain this skill.
Interpersonal skills:	My ability to speak and write has enabled me to have good interpersonal skills.
Leadership skills:	I am currently the Chairperson of the Positive Talk Club of Tshwane University of Technology.
Achievements:	I was a top student in HRM in 2011.
Attributes:	My hard working, organised, dependable, sociable, openness, and highly motivated qualities are testament to my ability to associate well with people of different cultures, beliefs, and personalities.

5. References / Testimonials

A reference is a previous employer, a lecturer (only if they know you well), a teacher, principle, and a friend of the family or someone who knows you but who is not an immediate family member.

Provide 2 – 3 contactable references.

Name:	Add: Title, First Name (or initials) and Surname (e.g. Mr Gabriel Tokollo)
Designation:	Add the position the person has at the company (e.g. Managing Director)
Company:	Add the Company name (e.g. Tokollo and Associates)
Contact number:	Add contact number of the person. Try to include an alternative number as well (012 345 6789 / 060 012 4567)



ACTIVITY: WRITE A COVER LETTER AND CREATE A CV

Please write a cover letter for an application for a **teaching** job and complete the CV below:

1. Personal Details	
Curriculum Vitae Of:	
Full name:	
Identity number:	
Driver's License:	
Residential address:	
Daytime telephone number:	
Cellular number:	
E-mail address:	
Home language:	
Other language Proficiency:	
2. Academic Details	
a) Tertiary Education (Start with your most current qualification or field of study)	
Institution:	
Course:	
Current year:	
Currently registered subjects:	
Additional qualifications (certificates):	
b) Secondary Education	
School:	
Year:	
Qualification:	
3. Work Experience (Start with your most current position or job held)	
Name of Company:	
Position Held:	
Duties / Responsibilities:	

4. Transferable Skills (Match to job)	
a) Computer Skills and Knowledge:	
b) Communication Skills:	
Achievements:	
Attributes:	
5. References	
Name:	
Designation:	
Company:	
Contact number:	
Name:	
Designation:	
Company:	
Contact number:	
Name:	
Designation:	
Company:	
Contact number:	

MANAGING MEETINGS, MANAGING A PROJECT AND OFFICE ADMINISTRATION SKILLS:

1

Decide if you really need the meeting. Before setting up a meeting, ask yourself if it's really needed. Weigh up the meeting cost in man hours against the anticipated value it will add. Could the objectives of the meeting be achieved over email or over the phone? It's a judgement call but one that should be made prior to scheduling any meeting.

2

Plan and structure meetings. All meetings need some structure, publish the objective and an agenda up front even if it's just a few key bullet points (with guideline time slots, ideally). Pick a sensible timeframe and keep it short. There is no ideal length for a meeting; duration depends on purpose, but 30 minutes is a good default.

3

Choose your audience wisely. It's great to share information across the entire project team and keep everyone involved but consider the impact on productivity (and your budget!) Use technology such as project management apps that help to delegate tasks in a team. This will reduce the need for the entire team to attend a meeting.

4

Organise the information. Prepare and publish any supporting information early so it can be reviewed by the attendees ahead of the meeting.

5

Start on time. The published meeting start time is when the talking starts; not when you expect people to turn up. When you do begin, reiterate objectives, who's leading the meeting, and who's taking the notes. Keep short concise notes (minutes) of the meeting to save time.

6

Have engaging meetings. If you pick your attendees correctly, everyone will get something valuable from the meeting, making the time not only well-spent but interesting. Encourage free thinking, ask the group for ideas and opinions. In the end, get assigned commitment—actions should always have an owner and an agreed deadline for completion.

7

Keep meetings on track. Don't lose sight of what the meeting is there to achieve—the agenda is there for a reason. Focus on the key headlines of group interest. Focus on wins, issues and risks—all those things that can and will affect project outcome.

8

Keep it business. Team meetings are not for ambushing individuals, resolving personal conflicts or departmental turf wars. Tackle these separately. Lively discussion is to be encouraged but only if it's constructive, on-topic and moves the agenda forward.

9

Sum up. Close your meeting by re-stating what has been agreed to and achieved so everyone leaves with the same understanding. Wherever possible, end on a positive note even if it's been a bad news meeting—you want team members to go back to their desks enthused and ready for their next challenge.

10

Finish on time. A late-running meeting can impact all kinds of other scheduled activities. If the meeting hasn't produced the desired results, schedule another.

Source: <https://www.liquidplanner.com/blog/10-tips-for-effective-meetings/>

ACTIVITY: MANAGING MEETINGS

Answer the following questions:

1. What activities do you need to complete in order to prepare for a productive meeting?

2. During the meeting, what should you pay attention to in order to keep your meeting on track?

3. Why is it important to keep notes (minutes) of meetings?



MANAGING A PROJECT: USE THE FOLLOWING TIPS FOR SUCCESSFULLY MANAGING PROJECTS.

» Tip 1: Nail Down Project Details

Before you start a project, make sure that it is based on a solid foundation and that you have the buy-in from all key stakeholders. Understand their interests and expectations and be aware of how they will determine whether or not the project is successful. You will also need to ensure that the project scope is distinctly identified, including the roles and responsibilities of the various project team members. Develop the project plan and verify that the goals of the key elements are clearly defined and closely aligned.

» Tip 2: Identify Project and Team Requirements

Once you have a strong plan in place, you can start implementing it by assembling an effective project team. As a project manager, you'll need to align your team's skills, talents and personalities with the appropriate project needs. Make sure that each individual working on the project is clear about their task and what they are providing upon completion.

» Tip 3: Be the Project Leader

A key role in project management is the project leader. In this position, you will need to cultivate good and positive team dynamics and act as a coach and / or mentor to all team members. You will also be the leader when it comes to getting input from the project team and major stakeholders, as well as getting their buy-in. In addition, you will need to inspire your team to follow you through the turbulent times, as well as the calm times. Take the helm and lead your team to success.

» Tip 4: Define Critical Project Milestones

Identify defining moments throughout the project. You can provide a life cycle of the project by including the four main phases: initiation, planning, execution, and closure. Perform a real evaluation at the end of each phase. These milestones will not only help you to eliminate project risk and monitor project change, but will also alert you to any continuing problems and ensure that each piece is correctly completed.

» Tip 5: Keep the Communication Lines Open

One of the most critical steps in the project management process is to ensure that the communication lines are open. Keep a communications plan and stick with it. Throughout the entire project, communication should be consistent, open, honest and clear with all stakeholders. You can also keep everyone on the same page by creating status reports based upon the project information and updates.

» Tip 6: Attain Pertinent Documentation

From the initiation of the project to the milestones along the way, you should have documentation signed by the stakeholders. Even with the best project management processes in place, it is not often that a project is completed on time and within budget, so you will need to have the appropriate documentation ready for the stakeholders and plan for any unforeseen events. However, you don't want to overcomplicate the project management process with too much documentation that doesn't add value to the project.

» Tip 7: Manage Project Risks

There can be a risk at any time during the project. Your project management experience with similar projects can help guide you so that you may be able to foresee when risk is imminent and when corrective action needs to be taken. You will need to identify and control project risks before they control you. As one of the most imperative best practices in the project management process, risk management is essential to project success.

» Tip 8: Avoid Scope Creep

Although some change is inevitable in any project situation, you will want to keep your project from creeping into chaos. In general, scope creep happens when new elements are added to a project that's already been approved, but no consideration is given to increasing the budget, adding more time to the schedule and / or adding more resources to compensate for the revised project. If the project's scope does need to be revisited, you can participate in the rescope process. Make sure to have the proper documentation and have all stakeholders sign off on these changes before proceeding.

» Tip 9: Test Deliverables

Deliverables should be tested at every critical milestone and the final product must meet the project requirements. Before moving on to the next phase of the project, you need to be sure that the product is coming along as planned. At the end of the project, the deliverable must meet or exceed the customer expectations to be considered a success. The final phase of the project is closure. This grand finale is a sign of achievement for you as a project manager, as well as the rest of your team and stakeholders. Once the project is complete and the customer is happy, your mission is complete.

» Tip 10: Evaluate the Project

What lessons have you learned along your project management process? What were the project victories? Where were there project disappointments? Make informed conclusions about the project's quality and the product's performance. Compare the planned return on investment (ROI) to the actual ROI as one way to understand the level of your success. You can use the lessons learned from each project to minimise future failures and maximise future successes.

Source <https://www.villanovau.com/resources/project-management/project-management-tips/#.WJqyUm996Uk>

OFFICE ADMINISTRATION SKILLS:

Every job requires one to have some level of knowledge about administration. There are documents that need to be filed and put in a safe place so they can be accessed once they are required. This further emphasises the need for one to be organised.

This skill has to be developed at this age. It is more about the attitude that one has towards their work and the importance placed on managing one's time.

Things should be organised in order. This order could be numeric or alphabetical. All that matters, is that one should be able to access a file within a few minutes. This also goes for electronic files. They should be organised according to a certain system and one should be able to access saved files without struggling.

1 Keep important information visible:

Using clear plastic folders in a stand on your desk can help keep important information visible. Having a structured and clear filing system is important to keep urgent tasks organised while still having them within your view so you don't forget them.

2 Use email tasks:

Most email applications such as Outlook, allows you to create tasks with start and end dates and reminders. These help to keep track of your to-do list and you can complete them when they're done.

3 Create professional file folder labels:

File labels can help you keep your information organised and if they're neatly printed and pasted onto your files, they look professional and tidy too.

4 Set calendar reminders:

Another useful tool to use is calendar reminders. Like email tasks, these can be scheduled with reminders to ensure you stay on track and within deadline for your important tasks.

5 Organise (and decorate) with cubicle clips:

If you sit in a cubicle in your office, you can use clips to display important information like phone numbers or your to-do list. You can also use it to display a motivational message or photos to keep you inspired while you work.

6 Schedule time to file:

Paperwork can become a burden if you don't keep up with it. As one of the most important tasks in the workplace, it's important to stay on top of your paperwork and any admin related work so scheduling a regular time and day every week will help you set time aside for completing it.

7 Organise your inbox:

Most email programmes have a labelling or folder function that allows you to label important emails or to store related emails in a specific folder. This is handy for organising your email and ensuring that emails don't get lost or forgotten, especially when a later follow up is required. An organised inbox helps you to stay on track and verify that your tasks are moving on as scheduled.

8 Make temporary "to-do" lists with Post-it® Notes:

Post-it notes or sticky notes can help you to remember things you need to do. By writing your task on a sticky note and sticking it to your cubicle or desk, it will help remind you that it needs to be done. And once it's complete, you can throw it away.

9 Learn keyboard shortcuts:

To save time, you can use keyboard shortcuts on most applications, including email. For example, hitting CTRL+R in your email programme automatically opens up a reply email to the one you've selected.










10 Employ the KISS principle (Keep It Simple Smarty):

The best advice is always to keep it simple. Whatever task you're handling, the more steps there are in the process, the greater the chance that errors will be made so it's important to be efficient.

Source: <http://solutions.officedepot.com/organization/article/10-organization-tips-from-office-depot-administrative-professionals>

Interview skills

Having well-established interview skills can help you to get a job. The interview is the first impression a company and its managers will have of you so it's important that you make the first impression a good one. **Consider the following before the interview:**

	Conduct research about the company. You can find out about the owners of the company, is it private or public, its history, objectives, and services. You can get this information from their website, publications (magazines, newspapers etc) or people who know about the company.
	Companies are more impressed by a candidate who has done research about the job role and the company for which they are applying, before they enter the interview room.
	Know the exact location (work out how long it will take to get there and how you will travel), the time of your interview and who you are seeing.
	Pay attention to the dress code – first impressions last. The employer expects you to take the interview seriously so you should dress smartly and professional.
	Use the job description as a guideline as to what you will be asked about your personality, skills, work experience and qualifications. Use your portfolio and your CV to remind yourself of the skills you have. Your portfolio and CV can also be used as evidence of the skills you have acquired.
	Put together a list of questions the interviewers are likely to ask relating to the job and your skills and think about the best answers. Practice the answers to these interview questions with a professional person (career advisor or SSS staff), friend, or member of your family. You can research possible example interview questions on the internet or go through our suggestions below.
	Interviewers will give you an opportunity to ask your own questions so think about these questions and the answers in advance.
	Prepare your documentation. Take copies of any documents such as your CV, your motivational letter, certified copies of your qualifications and ID document. These will include all documents you think the employer can request.
	Get a good night's sleep the night before.

COMMON INTERVIEW QUESTIONS

PERSONAL OVERVIEW

- Tell me about yourself
- What are your strengths and greatest weakness?
- Tell us how you handle difficult situations.
- How would your friend describe you?
- What's your biggest failure?
- What motivates you?
- How do you make a decision?
- Why should we hire you?

ABOUT THE ORGANISATION

- Who do you think is our biggest competitor?
- What do you think about our products and services?
- What do you know about our company?
- Why do you want to work for our company?
- What is the name of our CEO?
- Why do you want this job?

CAREER PLANS

- Why did you apply for this job?
- Where do you see yourself in 5-10 years?
- What kind of challenge are you after?
- What are your long-term goals?
- What is your ideal job at this stage in your career?
- How do you define success?
- Describe your dream job.

EXPERIENCE

- Where have you worked while at college?
- What experience have you gained?
- How has your experience prepared you for this kind of job?
- What were your three most significant accomplishments in your last job?

OTHER INVOLVEMENTS

- What campus activities have you been involved in?
- What else are you involved in?
- What have you gained from your extra-curricular activities?
- Do you have hobbies?
- Have you taken on positions of responsibility?
- How do you see yourself contributing to the development?

EDUCATION

- How has your educational background prepared you for this job?
- What are the main things you learnt from your studies?
- How do your studies relate to your career goals?
- Describe your most rewarding college experience.
- How do you balance your studies and personal life?
- Why did you choose that field of study?
- How would you explain your low grades / failures?

CREATIVE QUESTIONS

- Tell me three things I don't know about you.
- What percentage of your life do you control?
- Which social networks do you like more Facebook or Twitter?
- Tell me a story.
- If you were an animal, which one would you be?
- How many Allstars do you own?

- What did you like most and least about your last job?
- What specific skills did you gain from your last job?
- Describe an important project you worked on.
- Describe your last employer's management style.

KEYS TO A SUCCESSFUL JOB INTERVIEW. DURING THE INTERVIEW:

The idea is to achieve success in this phase of the job-hunting phase. One strategy for job-seekers preparing for interview questions is to use the STAR technique:



Activity: Understanding Office Skills and Interviews

1. Summarise how you can manage meetings:

2. Summarise how you can manage projects:

3. Summarise how you can manage your administration skills:

4. What interview skills can you consider?

ETHICS AND ETHICAL BEHAVIOUR: TRANSPARENCY AND ACCOUNTABILITY

In any workplace, it is important to have good ethics and behave ethically. This means that you are transparent and honest in all that you do and that you hold yourself accountable for your actions. Here are some tips for good ethical behaviour:

Always strive for excellence: This is the first rule to achieving greatness in whatever endeavour you undertake. This is the quality that makes you and your work stand-out. Excellence is a quality of service which is unusually good and surpasses ordinary standards. It should be made a habit for it to make a good impression on your bosses and colleagues.

Be trustworthy: In today's society, trust is an issue and any employee who exhibits trustworthiness is on a fast track to professionalism. Trustworthiness is about fulfilling an assigned task and as an extension- not letting down expectations. It is about being dependable and reliable when called upon to deliver a service. In order to earn the trust of your bosses and colleagues, worth and integrity must be proven over time.

Be accountable: To be accountable is to stand tall and be counted for what actions you have undertaken. This is the blameworthiness and responsibility for your actions and its consequences whether they're good or bad.

Be courteous and respectful: Courteousness is being friendly, polite and well-mannered with a gracious consideration towards others. It makes social interactions in the workplace run smoothly, avoid conflicts and earn respect. Respect is a positive feeling of esteem or deference for a person or organisation and it is built over time. Continued courteous interactions are required to maintain or increase the original respect gained.

Be honest, open and transparent: Honesty is a facet of moral character that implies positive and virtuous attributes such as truthfulness, straightforwardness of conduct, loyalty, fairness, sincerity, openness in communication and generally operating in a way for others to see what actions are being performed. This is a virtue highly prized by employers and colleagues, for it builds trust and increases your personal value to all.

Be competent and improve continually: Competence is the ability of an individual to do a job properly. It is a combination of knowledge, skills and behaviour used to improve performance. Competency grows through experience and to the extent one is willing to learn and adapt. Continuous self-development is a pre-requisite in offering professional service at all times.

Always be ethical: Ethical behaviour is acting within certain moral codes in accordance with the generally accepted code of conduct or rules. It is always safe for an employee to "play by the rules". This is always the best policy and in instances where the rule book is inadequate, acting with a clear moral conscience is the right way to go. This may cause friction in some organisations but ethical organisations will always stand by the right moral decisions and actions of their employees.

Always be honourable and act with integrity: Honourable action is behaving in a way that portrays "nobility of soul, magnanimity, and a scorn of meanness" which is derived from virtuous conduct and personal integrity. This is a concept of "wholeness or completeness" of character in line with certain values, beliefs, and principles with consistency in action and outcome.

Be respectful of confidentiality: Confidentiality is respecting the set of rules or promise that restricts you from further and unauthorised dissemination of information. Over the course of your career, information will be passed on to you in confidence – either from the organisation or from colleagues, and it is important to be true to such confidences. You gain trust and respect of those confiding in you and increase your influence within the organisation.

Set good examples: Applying the foregoing rules helps you improve your professionalism within your organisation but it is not complete until you impact knowledge on those around and below you. You must show and lead by good example. Being a professional is about living an exemplary life within and without the organisation.

PERSONAL EXPECTATIONS IN RELATION TO JOB / CAREER OF INTEREST

Having realistic expectations about your job or career of interest is important for your own personal development as well as for the success of your career.

Realistic Expectations

The more realistic your expectations, the more likely that you will enjoy the experience and handle difficulties calmly. Here are some tips for creating realistic expectations:

1. Act positively before you leave your present job

Make sure you sort out issues such as pension arrangements and private health insurance before you leave. Return any company property you have. Does your contract of employment include any clauses restricting your movements or actions in the future?

2. Consider the implications of the new job for your work-life balance

Recognise that, whatever the level of the job, there will be a 'settling in period' during which extra focus and concentration will be required. The balance between your private and working lives may change, if only for a certain length of time, and your partners and family members will be affected. It is preferable to discuss this in advance to avoid or minimise any potential problems.

3. Research the background of your new employer

You will no doubt have carried out research into your new employer before your interview. Recognise that the more you know about the organisation you will be working for, the easier it will be for you to fit in during the initial period in your new job. Seek to identify: your new employer's competitors, their relative degree of success or failure, the basis on which they compete (such as price, quality or service).

4. Make a good first impression

Check the joining instructions you have been given - where and when you are expected and whom you should report to. Make sure that you have familiarised yourself with the route to work and know how long it will take you to get there, making allowances for rush-hour traffic, if necessary. Dress appropriately, be friendly to everyone, take a lively interest in what you are told and show enthusiasm.

5. Take full advantage of induction programmes

The induction programme organised by your new employer should provide you with the information you need to do your job.

Be prepared to listen and learn and don't be afraid to ask lots of questions.

7. Investigate the background if your job is newly created

Find out whether the job to which you have been appointed is a new one and if so, try to discover why it was created. Was it to solve a problem and if so, what was the problem? Find out what the context of the newly created job is - what future plans there are for it and, most of all, what expectations there will be of you as the newly appointed post holder.

9. Be prepared for that bewildered feeling

You will meet a lot of people and have many new processes to learn in your first days and weeks in a new job. Understand that it is natural to feel disoriented or even overwhelmed to start with.

6. Make sure you are clear about practical matters

These include day-to-day working practices as well as more long-term matters and include: start, finish, coffee and lunch times, payment of wages and salaries, holiday entitlements and procedures for booking leave, performance appraisals, additional employee benefits and training opportunities, trade unions recognised by the organisation, etc.

8. Build relationships

Your relationships with your immediate colleagues, your boss and your team will be critical for your success in your new role. Seek out those who are best placed to help you find your way around the organisation and ask for their assistance. Don't limit your contacts to your immediate department - interacting with others from across the organisation will help you gain a better understanding of the organisation as a whole and how your role fits within it.

10. Don't panic if the new job doesn't immediately meet expectations

The first weeks in a new job can vary tremendously. They may be very busy and pressured, making you feel that you have been thrown in at the deep end, or progress may seem frustratingly slow, as you are provided with lots of orientation material but feel you are not yet being given the opportunity to show what you can do. You may be getting on well with your colleagues immediately, or you may find them unapproachable. Don't jump to the conclusion that the move has been a mistake. Give yourself time to settle in!

11. Set your objectives and plan for the future

It is important to consider what you want to get out of a new job and to set objectives for what you want to achieve. Set realistic and achievable goals, define what success will look like and start to develop plans for achieving them. Decide what your priorities are and start to gather the knowledge and develop the relationships that will help you to achieve them.

UNDERSTANDING WHAT YOU WANT AND HOW TO GET IT CAN ALSO GO A LONG WAY TO HELPING YOU SET REALISTIC EXPECTATIONS.

1. What are you good at, and what do you love?

Yeah, I know. You've heard the "follow your passion" line since the day you were born. While some people have a clear passion, many of us find ourselves paralysed with fear that we're not doing it right if we don't have one burning career goal to pursue obsessively. And even if you do have a passion, chances are high it's something vague and out of reach, like becoming the next Stephen King.

The problem isn't the idea of pursuing things you're good at and that you love; it's that your aspirations are too broad and difficult to act on. Think of your passions as a starting point. If you want to be the next Stephen King, break that passion down into writing and editing. Then do a "skills inventory" to determine just what else you bring to the table.

Are you good at providing feedback and coaching other writers? Then becoming a writing teacher or tutor might be right for you. How about really digging into a subject, synthesising a ton of research and guiding editorial direction? Then becoming a tech writer or editor might be a better fit.

Your skills inventory could take the form of a checklist, a mock resume or interviews with friends, family members, mentors and former employers who can provide an outside perspective. You can then return to a tool like the one provided above and more carefully match your skills and interests to job titles, narrowing in on those that are both best suited to you and have the best prospects for growth.

2. Are you promotion - or prevention-focused?

Feeling motivated is an essential aspect of job satisfaction. But causes for motivation vary widely from person to person.

Promotion-focused professionals are classic creatives and entrepreneurs. They work quickly, seize new opportunities and think abstractly. The downside is that they can be impulsive, overly optimistic and are likely to make bigger mistakes.

Prevention-focused professionals are just the opposite, focused on maintaining the status quo and protecting all they've worked on. These professionals prefer planning, reliability, thoroughness and analytical thinking.

While we all need a little bit of promotion- and prevention-oriented thinking, it's important to determine which way you lean before diving down a career path. A prevention-focused person, for example, would do far better as a developer in a major corporation than launching her own start-up. A promotion-oriented person will likely feel suffocated in a traditional 9-to-5 job, thriving instead in a more creative environment with bigger risks and bigger rewards.

3. What is the best environment for your personality type?

For similar reasons, it's often helpful to do even deeper personality tests. This will help you further pinpoint just what you need in your work environment to thrive. Particularly important is determining whether you're more of an introvert or an extrovert, as the two personality types differ widely in their needs.

An introvert, for example, may be more attracted to a quieter research role, while an extrovert will thrive in a busy, loud sales office. Public speaking, amount of teamwork required and frequent contact with clients are also factors to consider.

But, if you're passionate about the cause or are able to adapt to the job to fit your style, being an introvert or extrovert won't matter.

4. What kind of lifestyle do you want?

Most jobs start off with at least a few years of hard labour at lower pay than you'd like. What's more important is looking ahead at people well into a career track to determine whether the lifestyle they lead is desirable to you. Some factors you might want to consider include the amount of control they have over their own time, their salary and the amount of travel involved, among other factors.

If giving back to the community gives you the most job satisfaction, then perhaps being a social worker with a relatively low wage will satisfy your needs. But if you'd prefer to turn off work at the end of the day and go live your "real" life, including eating out, travel and play, then perhaps a higher salary goal is more appropriate.

Again, these are things you may discover as you go.

5. Where do you want to live?

While not essential for every career type, determining where you want to live can be an important part of the career search process. This is especially true for jobs that are focused in certain regions. For example, if you want to be a marine biologist, you may need to live close to the sea. Beyond geographical region, think again about the lifestyle on offer in the places you'll be headed. Do you seek a metropolitan lifestyle with restaurants and cultural attractions on every corner? Or do you need the beauty and quiet of a rural setting?

SOCIO-ECONOMIC CONDITIONS

Knowledge about yourself in relation to the demands of the world of work and socio-economic conditions in terms of skilled, semi-skilled, unskilled and physical labour can help you understand where you'll fit best in a certain job.

Working conditions	Explanation	Career Examples
Skilled	A skilled employee is one who is capable of working efficiently of exercising considerable independent judgement and of discharging his duties with responsibility. The employee must possess a thorough and comprehensive knowledge of the trade, craft or industry in which he is employed.	Secretary or Administrative Assistant, Sales Representative, Customer Service Representative, Tailor, Nurse, Office Clerk, Teacher or Teacher's Aide, Fast Food Cook, Travel Agent and Mortgage Processor.
Semi-skilled	A semi-skilled worker is one who does work generally of defined routine nature wherein the major requirement is not so much of the judgement, skill but for proper discharge of duties assigned to him or relatively narrow job and where important decisions made by others. His work is thus limited to the performance of routine operations of limited scope.	Retail Salesperson, Security Guard, Telephone Solicitor, Waiter / Waitress, Bartender, Flight Attendant, Taxi Driver, Laundry Operator, Nurse's Assistant, Furniture Mover, File Clerk, Fisherman.
Unskilled	An unskilled employee is one who does operations that involve the performance of simple duties, which require the experience of little or / no independent judgement or previous experience although familiarity with the occupational environment is necessary. Their work may thus require in addition to physical exertion familiarity with variety of articles or goods.	Parking Lot Attendant, Cleaner or Janitor, Fast Food Worker, Line Operator, Messenger, Sewing Machine Operator (Semi-Automatic), Construction worker, Labourer, Information Desk Clerk, and Farm Workers.

Sources: <http://www.onlineclothingstudy.com/2011/12/definition-of-unskilled-semi-skilled.html>
<http://www.nolo.com/legal-encyclopedia/unskilled-work-semi-skilled-work-skilled-work-social-security-disability.html>

Additional and higher education studies required for different careers:

Field	Qualifications	Careers
Health Sciences	Bachelor of: Medicine and Surgery, Dental Surgery, Oral Hygiene, Dietetics, Nursing Science, Occupational Therapy, Physiotherapy, Radiography, Medical Practice And Clinical Medical Practice, Optometry, Audiology, Language Pathology, Biokinetics, Emergency Medical Care.	Medical Practitioner, Dental Surgeon, Oral Hygienist, Dietician, Nurse, Occupational Therapist, Physiotherapist, Radiographer, Medical and Health Researcher, Optometrist, Audiologist, Speech and Language Therapist, Paramedic.
Economic and Management Sciences	Bachelor or BCom or National Diploma in Econometrics, Economics, Entrepreneurship, Business Management, Marketing Management, Human Resource Management, Business Administration, Transport and Logistics, Public Administration, Commercial Law, Supply Chain And Operations Management, Tourism Management, Information Systems or Industrial Psychology.	Econometricians, Analysts, Consultants, Researchers, Traders or Brokers, Economists, Transport Management and Supply Chain Strategy, Product Management, Customer Service Management, Customer Relationship Management, Strategic Marketing, Sales Management, Distribution Management, Brand Management, Advertising Management, Marketing Research Management, Human Resource Practitioners / Managers, Personnel Consultants, Labour Relations Specialists, Public Managers, Tour Guides, Entrepreneur.
Accounting and Financial Services	BCom or National Diploma in, Accounting Financial Sciences, Auditing.	Chartered Accountants, Other Categories of Accountants, Financial Managers, Internal Auditors, Bookkeepers, Bankers, Taxation Practitioners and Advisors, Cost and Management Accountants and Credit Controllers, Funds Managers, Investment Advisors, Financial Advisors, Management Accountants, Management Consultants, Financial Managers, Investment Brokers and Investment Analysts, Specialists in Taxation.
Humanities	BA Social Work, Languages, International Studies, Politics, Psychology, Sociology, Community Development, Theology, Philosophy, Communication, Journalism, Anthropology, Archaeology, Public Relations.	Social Worker, Languages Practitioner, Political Analyst Psychologist, Researcher, Community Development Practitioner, Philosopher, Journalists, Anthropologist, Archaeologist, Public Relations Officer, Labour Relations Practitioner, Policy Developer, Diplomat.
Education	BEd Degree in Foundation Phase, Intermediate Phase, Secondary School, Further Education and Training or National Diploma in Grade R And Early Childhood.	Teacher in Specialised Phase, Curriculum Specialist, Researchers.
Engineering and Built Environment	Bachelor or National Diploma in Civil, Electrical, Electronics, Mechanical, Construction, Chemical Metallurgy, Industrial, Mining, Surveying, Urban and Regional Planning, Computer, Information and Knowledge Systems.	Engineer in Civil, Electrical Electronics, Mechanical, Construction, Chemical, Industrial Engineers, Quantity Surveyor Town and Regional Planner, Information Knowledge Manager.
Law	Bachelor or BA or National Diploma in Law, Criminology, Policing, Traffic Management.	Lawyer, Criminologist, Police Officer, Traffic Officer.
Natural and Agricultural Sciences	Bachelor or BSc or National Diploma in Botany, Zoology, Environmental Management, Geography, Biological Sciences, Biotechnology, Ecology, Genetics, Microbiology, Agriculture, Animal Science.	Food Scientists, Food Risk Investigators, Quality and Safety Assurance Managers, Food Chemists, Food Microbiologists and Biotechnologists, Packaging and Safety Auditors, Food Bio-Scientists, Animal Science Researcher, Agriculture and Environment Scientists, Environmental Management, Researchers.

Field	Qualifications	Careers
Veterinary Science	Bachelor of Veterinary Science , Diploma in Veterinary Nursing.	Veterinarians, Veterinary, Researcher.
Art, Design, and Architecture	Bachelor or National Diploma in Information Design, Visual Studies, Architecture, Digital, Media Design, Fashion Design, Jewellery Design and Manufacture, Interior Design.	Visual Analysts, Visual Consultants and Media Analysts, Interior Designer, Interior Architect, Programmers, Web Designers, Animation Specialists, Video Editors, Electronic Artists, Fashion Designer, Architect, Gallery Managers.
Performing Arts	BA or National Diploma in Fine Arts, Music, Drama Film and Television Studies.	Arts Facilitators, Art Consultants / Advisors, Art Educators, Artists Fine (in Arts, Media and Applied Arts), Music Entrepreneurs, Music Producer, Choreographers, Actors (Theatre, Film, Television and Radio), Physical Theatre Artists, Theatre Critics, Radio and Television Presenters, Directors, Light And Sound Operators, Voice Artists, Stage and Production Managers, Performing Arts Administrators, Camera Operators, Documentary Film-Makers, Digital and New Media Editors, Playwrights, Scriptwriters, Play Devisors, Film and Theatre Researchers, Art and Film Critics, Visual Culture Specialists, Curators, Visual Analysts Visual Consultants and Media Analysts.
Science	BSc in Biochemistry, Chemistry, Physiology, Psychology, Mathematics, Physics, Computer, Statistics, Analytical Chemistry.	Careers in Fine Chemicals, Food and Pharmaceutical Industry and Waste Processing Firms), Researcher, Career Opportunities are found in the sectors of Education, Research, Journalism, Environmental Protection, Food and Beverages, Energy, Water, Health, Sport, Pharmaceutics and Cosmetics, Geology, Mining and Law Enforcement. Synthetic Chemists, Materials Scientists, Chemical Pathologists, Forensic Chemists, Analytical Chemists, Drug Analysts, Patent Lawyers, Environmental Chemists, Geochemists, Food Chemists, Polymer Chemists and Soil Chemists, Mathematician, Actuarial Scientist.
Services	BA or BCom National Diploma in Hospitality, Retail Business, Management, Food and Beverage, Consumer Science, Food Technology, Event Management, Somatology, Photography.	Food Scientists, Property Investment Managers, Property Evaluators, Entrepreneurs, Chef, Photographer, Beauty Therapist, Events Manager, Retail Manager.



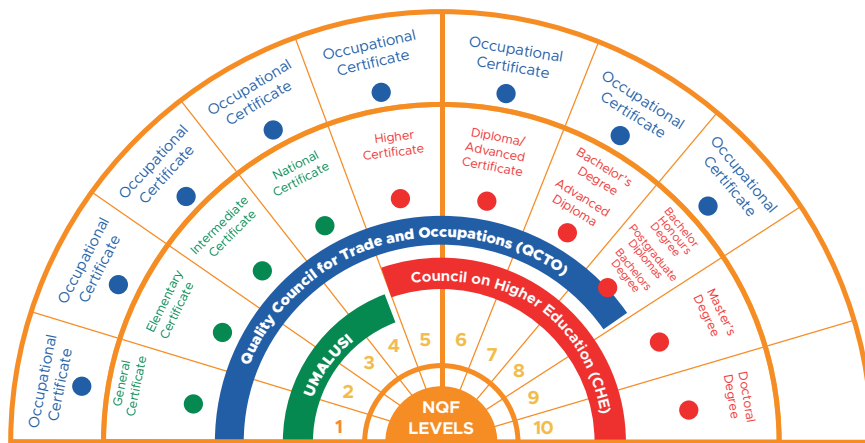
STUDY

THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

The National Qualifications Framework (NQF) is a 10-level system that outlines recognised qualifications in the country.

It can help you decide which level of qualification is appropriate for the career you want to pursue. The NQF ensures that the qualifications obtained are of high quality standards, are genuine programmes and that are recognisable both locally and internationally.

Also, the NQF helps you to determine how to move from one qualification to another, and from a qualification to the workplace. According to the South Africa Qualifications Authority (SAQA) "the objectives of the NQF are designed to contribute to the full personal development of each learner and the social and economic development of the nation at large".



- Umalusi is responsible for the General and Further Education and Training Qualifications Sub-Framework on NQF Levels 1-4
- Council on Higher Education is responsible for the Higher Education. Sub-Framework on NQF Levels 5-10.
- Quality Council for Trade and Occupations is responsible for the Occupational Qualifications Sub-Framework on NQF Levels 1-8

There are other opportunities towards Lifelong Learning which include staff training, seminars and workshops, apprenticeships, learnerships and skills programmes. These are learning opportunities that are intended to fill the scarce and critical skills needed in various industries.

1. Staff Training, Seminars and Workshops

Learners need to be informed about how the world of work operates. Technological advances impact on how things are done and require employees to constantly improve their skills. This implies that employees need an open room to learn new things. Employers often take their staff for training, seminars and workshops in order to keep them informed about what is happening in their field in order to improve productivity.

2. Learnerships

A learnership is a structured learning process for gaining theoretical knowledge and practical skills in the workplace leading to a registered qualification. Learnerships are directly related to an occupation or field of work, for example, electrical engineering or hairdressing. Learnership programmes can help you to gain the necessary skills and workplace experience that will open up better employment or self-employment opportunities. Some Learnerships offer a monthly stipend so if you decide to go this route, consider saving some of that money in order to pay off your future studies.

3. Apprenticeships

An apprenticeship is a combination of on-the-job training and related classroom instruction under the supervision of a certified craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation. If you have an interest in a particular trade, such as construction, hair dressing or cooking, you can go into an apprenticeship programme. Seek out jobs in the trade that will not only give you valuable experience but guide you toward advancement by helping you with the certification or licenses you need to succeed.

4. Skills Programmes

Skills programmes, on the other hand, are important short learning programmes where a learner requires a targeted short learning programme, to upgrade skills and knowledge to ensure success in their chosen fields of learning. A skills programme is occupationally based and when completed will constitute credits towards a qualification registered on the National Qualifications Framework.



EXPECTANCY, REALITY AND PERSEVERANCE

Perseverance in study

Perseverance is the most important element for success in any sphere of life. Perseverance means to carry on efforts until success is achieved without stopping due to opposing forces. In terms of study, perseverance means to continue with your studies despite any challenges or complications you may face with studying or failing an exam. To achieve success in your studies, you should study daily and have perseverance to continue every day. This ensures you stay on top of your work and make steady progress.

Why do some students give up studying for several days?

Some students may get tired or think that they have learnt enough and stop studying as a result. Some students may face difficulty in studying in terms of a particular topic and may become disheartened and put off studying. Also, some students may find they don't have the time to study every day. These are all challenges that should be identified and overcome to ensure that studying happens consistently on a daily basis.

Why is perseverance in study important?

Having the perseverance to study every day helps students in two ways:

1. It saves time. If you study daily, you will complete your daily studying in time and your work doesn't become a burden for you.
2. The information from the previous topic studied stays fresh in your mind. This will help to understand the next topic as it relates to the previous topic. If you miss a few days of studying between topics, you may find you have forgotten most of what you've learnt in the previous topic, making the next topic more difficult.

How to develop the habit of perseverance for study:

Use the following tips to improve your perseverance:

1. Never study more than your stamina allows in one day, especially if it's a new term and you're just getting into the swing of things. Increase your studying gradually, day by day. This will ensure you don't experience burn out or tiredness.
2. If you find some difficulty with studying, don't be disheartened. Read your lesson or topic again and keep trying. If there is still some difficulty, contact your teacher or lecturer for assistance.
3. Take short breaks during long periods of studying. Doing so means you are more likely to stay interested and your mind fresh.
4. Take your studying seriously. Commit yourself to preparing your subjects for tests and exams and persevere!
5. Avoid distractions and activities that may not be productive to your study time.
6. Fit daily exercise into your schedule to ensure you stay fit and healthy and eat a balanced diet.

Source: <http://www.studyandexam.com/perseverance.html>

Activity: Answer the Questions Below

1. Which careers are you considering?

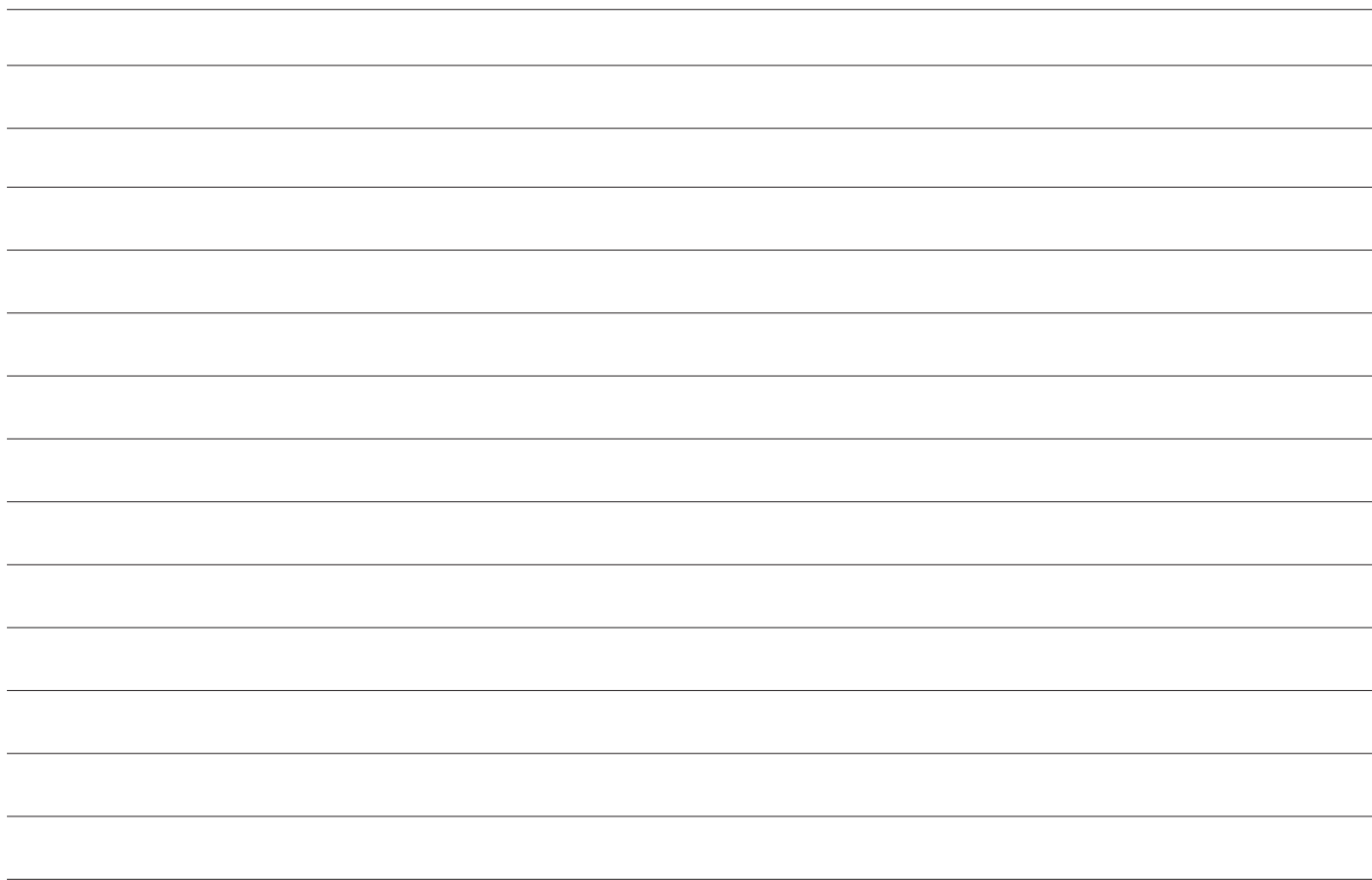
2. Which qualification is required to study in order for you to qualify for these careers?

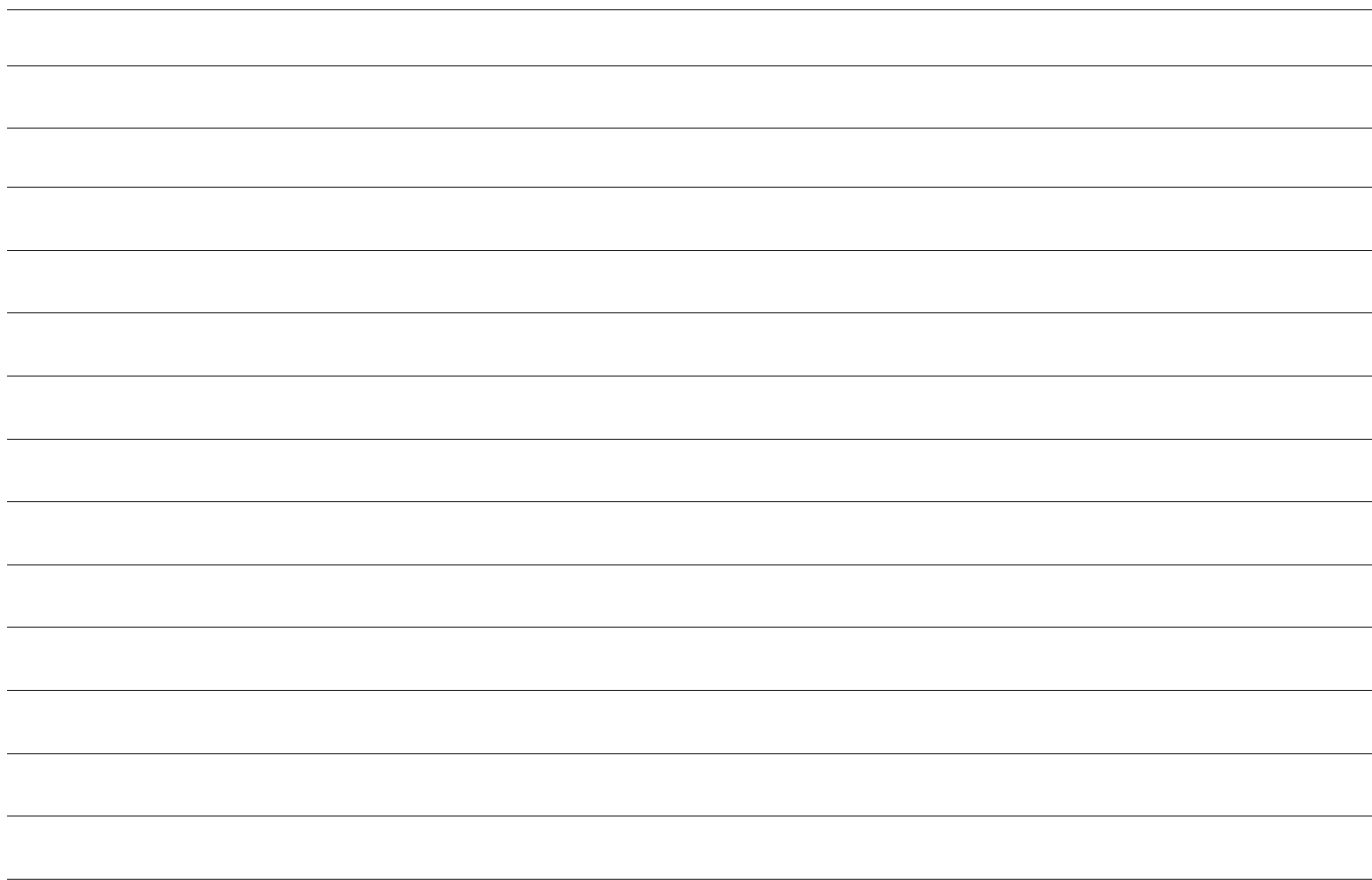
3. Is it considered Skilled or Semi-skilled or Unskilled?

4. What are the career opportunities?

NOTES

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 **SMS or “please call me” : 072 204 5056**

 Telephone: 086 999 0123

 E-mail: careerhelp@dhet.gov.za

 Facebook: www.facebook.com/careerhelp

 Twitter: twitter.com/rsacareerhelp

 Website: www.careerhelp.org.za

 livechat: www.careerhelp.org.za

National Career Advice Portal:

 <http://ncap.careerhelp.org.za>

 KhethaCentre: 123 Francis Baard Street, Pretoria