



2020

# Nursing and Midwifery Job Application

Workbook

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# Tackling Online Applications

## Online Applications

Many employers require candidates to complete an online application form as the first stage of the recruitment process. Using centralised web-based recruitment software with online application forms allows employers to collect information that is specific to the job requirements and helps them assess how your education, paid or voluntary work experience, skills and extracurricular activities relate to their vacancy.

## What information do I need to provide?

The NSW Health online application, like many standard forms, requires you to complete sections on your personal details, education and qualifications, employment history (*NOT Clinical Placements*) and your hospital preferences. These should be relatively straightforward to complete and you can copy relevant details from your resume.

Personal Details (Names, Address, DOB, Email, Residential Status)

Educational and Qualifications (University, Qualification, Expected date of completion)

Hospital / Health Facility / Program Preference (List 6-8 preferences)

Curriculum Vitae / Resume - Employment / Work Experience (Not Clinical Placements)

Selection Criteria (Address all six using a maximum of 150 words per criterion)

## Personal Details

The online application form begins with your personal details. You must list all the names you have been known by, including your name at birth, name before or after marriage, adoptive or foster name, alias or pseudonym. Complete details on country, state and town of birth, current residential address, phone numbers and email address.

**TIP:** Your email address will be used to contact you throughout the recruitment process. You are advised to include a second email address. If you use your university allocated email account, it may expire at the end of your study. No current email address means no contact!

## Education

You are required to give detailed information on your education, qualifications, location of your course provider and expected completion dates for your course and registration as a Nurse or Midwife. NSW Health considers suitable applicants on a merit basis and they currently prioritise applicants undertaking their studies at a university campus within NSW or applicants employed full-time/part-time in the NSW Health System or have completed their secondary education in NSW. This section is designed to filter applicants according to the priorities mentioned.

## Hospital / Health / Facility

In this section you have the opportunity to list your employment preferences and must select a minimum of six (6) and a maximum of eight (8) hospital/facility preferences where you would like to work.

It is suggested your preferences include a blend of larger/metro with smaller/rural hospitals. Often the larger training hospitals are some of the most popular and as a result, may provide a reduced chance of gaining a position. Widening your preferences to include smaller/rural hospitals may provide a greater chance of securing a graduate position. However, it is strongly recommended you do your research before selecting these hospitals/facilities.

Think carefully about your selection. You may be offered employment at *any* of your hospital/facility preferences, therefore do not enter a preference if you have no intentions of working there. It is the expectation of NSW Health that you will take up an offered position of employment from your preference list.

## Curriculum Vitae / Resume

By definition, a "*Curriculum Vitae*" traditionally includes a summary of your education and academic background, research, publications, presentations, awards and affiliations. However, you can relax! In this section, NSW Health wants information on your employment and work experience. Just the facts! No career summary, duties or responsibilities.

Fields to complete include: Name of Employer, Period of Employment, Position Title, Hours per week. Do not include your clinical placement experience in this section.

When you are invited to attend an interview, the hospital or health facility will ask you to bring a list of documents and this will include your Resume or Curriculum Vitae, so you will have the chance to give the panel more information about your experience and suitability.

## What is Selection Criteria?

### Selection Criteria

Selection Criteria are statements that describe clinical knowledge, skills, abilities and experience required in the role. When asked to respond to selection criteria, you are being asked to describe how *you* meet the requirements of the job.

The selection criteria section is where you state your case. Addressing selection criteria is hugely important and needs to be tailored to the individual role of a Registered Nurse or Registered Midwife. This is your opportunity to convince the employer that you are the right candidate for the role.

A well written response to the selection criteria will inform the selection panel of the relevant skills, clinical knowledge and experience you bring to the role as a new graduate and persuade them to offer you an interview. A poorly written statement will make it difficult for the selection panel to assess your suitability.

Before you start addressing the selection criteria, spend some time thinking about yourself and what you have to offer, research the role and the hospital or health services provider.

**TIP:** Read the Selection Criteria in the NSW TPP Handbook and review your Clinical Assessment Form (CAF) to reflect on your learnings, achievements and skill development.

## NSW Health Selection Criteria (150 word each criterion)

- Demonstrated high level interpersonal, verbal and written communication skills.
- Demonstrated clinical knowledge and clinical problem solving abilities.
- Demonstrated ability to work within a team.
- An understanding of the professional, ethical and legal requirements of the Registered Nurse or Registered Midwife.
- A demonstrated understanding of the role of the Registered Nurse or Midwife in applying continuous improvement and quality and safety.
- A demonstrated understanding of NSW Health's CORE Values - Collaboration, Openness, Respect and Empowerment.

“Selection Criteria is very important as it forms the first impression employers will have of you. I get excited when I read well written selection criteria's and I look forward to meeting that person at interview so I am already thinking positive thoughts about them. Whereas a poorly written selection criterion may totally exclude a person from interview. The interviewers may be more critical because they may be worried about the lack of care, professionalism and written communication skills demonstrated by a poorly written selection criterion.”

**Co-ordinator Clinical Supervision Program and Transition to Practice Program  
Justice Health & Forensic Mental Health Network**

## De-Mystify the Selection Criteria

<b>Ability</b>	Display your potential. Using your skills, knowledge and competency to do the task required. Prove you are competent in this capacity or function
<b>Understanding</b>	Means more than knowledge. It requires you to comprehend the matter and show an understanding of its significance.
<b>Proven ability Demonstrate</b>	Practical experience is essential. Provide specific examples that 'prove' or 'demonstrate' that you have performed the task or skill. Relevant evidence is required.
<b>Knowledge</b>	Refers to familiarity gained from actual experience or from learning
<b>Demonstrated understanding</b>	More than knowledge! Requires comprehension



## Registered Nurse

Organisation/Entity:	St Vincent's Health Network
Job Category:	Health - Medical Positions   Nursing Health   Registered Nurse
Job Location:	Sydney Region / Sydney City
Job Reference Number:	15442
Work Type:	Full-Time
Total Remuneration Package:	-
Contact:	(02) 8382 4220 - Dominique Pennington
Closing Date:	19/01/ - 11:59 PM

### Purpose of Position

A vacancy exists in the above unit for a highly motivated Endoscopy - Procedure Suite Registered Nurse with appropriate knowledge and skills to join our friendly and supportive team. Our progressive and innovative team offers development opportunities for our staff and a caring environment for the delivery of high quality patient centred care. The successful applicant(s) will be expected to perform all duties required of an Endoscopy Suite Registered Nurse: Including patient care, assisting the VMO with procedures, liaising with the multidisciplinary team and other duties as required. The Endoscopy Unit at St Vincent's Hospital is part of the Day Surgery Unit and operates Monday to Friday (except Public Holidays). Endoscopy operating hours are 0730 to 1700 with occasional Overtime required. This position requires a Working with Children Check (WWCC) issued by the Office of the Children's Guardian. For more information and how to apply, please visit the Office of the Children's Guardian website [www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check](http://www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check). The vacancy is open to Australian citizens, New Zealand citizens who hold a valid New Zealand passport, Australian permanent residents and those non-residents deemed by the Department of Immigration and Citizenship to be eligible to work in Australia only.

### Selection Criteria

Personal integrity and demonstrated commitment to the Philosophy, Mission and Values of Mary Aikenhead Ministries  
 Currently registered as a Registered Nurse (Division 1) with the Australian Health Professionals Regulation Agency  
 Demonstrated ability to work within the interdisciplinary team  
 Demonstrated commitment to ongoing professional development  
 Demonstrated computer literacy with email and an electronic patient record system  
 Demonstrated effective communication and interpersonal skills  
 Demonstrated evidence of integration of theoretical knowledge and clinical skills, critical thinking and analysis in their daily practice as a registered nurse  
 Demonstrated effective time management skills and ability to prioritise competing workloads with in a complex environment.

# BE A STAR

**STAR** is a method you can use to give structure and focus when addressing selection criteria and answering behavioural interview questions.

<b>Situation</b>	The context. (e.g. your position and responsibilities) Who? When? Where?
<b>Task</b>	Describe the challenge/ opportunity/ expectations. What needed to be done? What were you hoping to achieve? Why?
<b>Action</b>	Elaborate your specific action. How you planned the action, what steps you took, skills used, what human or other resources involved, how you co-ordinated those resources, how you monitored and evaluated the process you put in place. What systems/tools did you use?
<b>Result</b>	Quantify achievements, outcomes, feedback, and recognition. What did you learn? What would you do differently in the future? Would you change your approach?

## A poorly written statement

"I have excellent presentation skills"

## An improved statement

"Whilst working as a Tutorial Assistant on the High School Tutoring Scheme with University of Technology Sydney, I was required to design and deliver a 15 minute presentation to year 12 students at a local high school and encourage them to consider the benefits of tertiary education. To prepare for this, I contacted the school to get information on the cohort of students and then used my research skills to consider the demographics of the local area, labour market information and the benefits of entering tertiary education and then presented this information including data on improved employment outcomes and increased income to name a few. The students were engaged and asked specific questions. As a result of my presentation, the school staff gave excellent feedback. The outcome was that I learned with sufficient research and preparation, I enjoy giving presentations and would confidently do it again in the future if required."

<b>Situation</b>	Working as a Tutorial Assistant on the High School Tutoring Scheme with University of Technology Sydney
<b>Task</b>	required to design and deliver a 15 minute presentation to year 12 students at a local high school
<b>Action</b>	information on the cohort of students and then researched the benefits and presented on improved employment outcomes and increased income to name a few
<b>Result</b>	received excellent feedback from school staff and would confidently do it again in the future

It is important to note that your interview questions will be based on the employers' selection criteria, so a well prepared and relevant statement can then be expanded at your interview. Thorough preparation increases your self-awareness and will give you greater confidence at your interview.

"One worded answers are out. Elaborate. Answer questions with a scenario that you may have experienced... example recognising a deteriorating patient so I notified the Registered Nurse I was working with.

**Regional Nurse Educator, Nursing and Midwifery Directorate**  
**Parkes Hospital, New South Wales**

## Example

**Question:** "Please tell us about a time when you demonstrated your organisational and prioritisation skills"

**Situation:** An example of my ability to organise and prioritise was demonstrated on a recent clinical placement.

**Task:** While on a high dependency surgical ward containing an intensive treatment unit, my task was to manage my own bay of patients.

**Action:** On a particularly busy shift I had to deal with three emergency admissions, arrange two discharges and initiate life support for a patient suffering cardiac arrest. I was required to monitor and evaluate individual patients, delegate tasks and prioritise care.

**Result:** By the end of this placement I was given the responsibility to care for patients on a one-to-one basis in the intensive treatment unit. This was exciting and a real challenge; however I always had support from the Registered Nurses and sought advice when needed. In addition I learnt the importance of effective delegation, communication, team work and referring to other health care professionals and senior staff when appropriate.

**TIP:** You can save the online application form and return to add or edit information before Submitting. We suggest you write your Selection Criteria in a MS Word Doc / Notepad and when ready, copy and paste into the online form.

# ACTIVITY

Thinking about a time on your placement, tell us about a time when you had to relay information to another staff member.

Choose one of the skills below and complete the fields below using STAR per Selection Criteria

Communication	Teamwork
Clinical knowledge	Decision making
Clinical problem solving	Self-management
Planning & organising	Leadership

**SITUATION:** The context (e.g. your position and responsibilities)

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**TASK:** The problem or opportunity which prompted action

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**ACTION:** How you planned the action, what steps you took, what human or other resources involved, how you co-ordinated those resources, how you monitored and evaluated the process you put in place.

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**RESULT:** Achievements, outcomes, feedback, learning opportunities and changes resulting from your action

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## What do employers look for when hiring?

- In general, employers look for 'all rounders'
- Understanding of, and passion for, their industry
- Evidence of research into the company
- Some career focus /area of speciality
- Sound academic performance
- Desire to make a positive contribution & learn
- Transferable skills (communication, leadership, work ethic etc)
- Understanding and ability to communicate accomplishments
- Overall, a balanced involvement in work, study and leisure



## Top Skills Rated by Employers

As well as clinical skills, employers put a very strong emphasis on 'soft' or interpersonal skills, sometimes called 'transferable skills'.

They look for evidence of these both in your application and at interview.

In their annual survey (2019), the Australian Association of Graduate Employers (AAGE) released the following list as the **top 10 competencies** which were reported as being the *most assessed* in graduate recruitment processes:

Communication Skills	Teamwork
Interpersonal Skills	Resilience
Planning and organising	Emotional Intelligence
Self-Management	Understanding of the Organisation
Initiative & Enterprise	Leadership

Interestingly, university grades didn't make the top 10! .... Hence, there are many other skills and competencies which are MORE assessed. The good news is that these skills can be gained in ANY area of your life. The more involved you are in activities outside of university/academic pursuits, the greater your opportunity for developing these skills!

## Question: Which of these employability skills do you possess or need to develop?

1. Communication	<input type="checkbox"/> Written Professional Communication <input type="checkbox"/> Oral & Visual Professional Communication <input type="checkbox"/> Listening, understanding, empathising, negotiating, persuading <input type="checkbox"/> Networking
2. Ethics & Professionalism	<input type="checkbox"/> Acting responsibly & ethically with due regard to social, legal, environmental & multicultural contexts including awareness of professional codes of ethics, their role & limitations
3. Teamwork	<input type="checkbox"/> Working with and across different ages, genders, races, religion etc <input type="checkbox"/> Group problem solving & applying teamwork to a range of situations <input type="checkbox"/> Team role development, identifying strengths of team members, group engagement & dynamics, working across different ages & irrespective of gender, race, religion or political persuasion
4. Initiative & Enterprise	<input type="checkbox"/> Taking initiative & embracing innovation in responding to change & leadership issues <input type="checkbox"/> Being creative <input type="checkbox"/> Developing strategic, creative, long term vision <input type="checkbox"/> Identifying opportunities & options, initiating innovative solutions, & translating ideas into action
5. Life-Long Learning	<input type="checkbox"/> Managing & applying own learning <input type="checkbox"/> Using a range of mediums – mentoring, peer support, reflection and networking
6. Planning & Organising	<input type="checkbox"/> Decision making <input type="checkbox"/> Planning & managing time, priorities, people, resources, goals/ deliverables
7. Problem Solving	<input type="checkbox"/> Critical, creative, innovative & analytical thinking, problem solving, applying knowledge & skills, synthesis & evaluation of experiences <input type="checkbox"/> Using statistics, maths, budgeting & financial management to solve problems <input type="checkbox"/> Independent research skills <input type="checkbox"/> Risk assessment, managing for quality & testing assumptions
8. Self-Management	<input type="checkbox"/> Developing & articulating visions, goals, ideas & options <input type="checkbox"/> Evaluating & monitoring own performance <input type="checkbox"/> Taking responsibility
10. Technology / Digital	<input type="checkbox"/> Practical skills with software, online systems, web applications & digital devices <input type="checkbox"/> Using & applying IT to organise data and as a management tool <input type="checkbox"/> Having OHS knowledge to apply technology

# Cover Letters (Private Hospitals and Health Providers – Note: Not Required for NSW Health)

The simple purpose of a cover letter is to introduce yourself, intrigue the employer and encourage them to learn more about you through your resume. *Always include a one page cover letter with your application.*

- Make sure it is grammatically correct and free from spelling errors
- Make it positive and targeted to each job advertisement
- Use professional language with no acronyms (UTS, BN, BM)
- Do not use texting abbreviations (2moro)
- Do not use emoji's

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Your Name  
Your Phone  
Your Email

Date you send the letter

Contact name (title),  
Job Position  
Company Name  
Address of employer

Dear (Name/Hiring Manager), (*avoid Dear Sir/Madam or To Whom it may concern whenever you can*)

**Re: Position name and job reference number (if applicable)**

**Paragraph 1** - Your stand-out paragraph - concisely explain why you are the right person for the job and what you can offer to that organisation. Do you possess relevant qualifications and/or work experience? Do you have a particular interest in that area of work? What are your 3 key points of differentiation for this role?

**Paragraph 2** – You want to express your motivation for applying to this organisation and demonstrate that you've done your research. This is your chance to relate your interests and experience to what the organisation does and values.

**Paragraphs 3/4** - What you can offer the company, matching your skills and experience to their key assessment criteria or apparent needs. Mention where you used the skills and how – draw on examples from education/training, work experience, industry placements, and extracurricular activities. Explain the value you can offer to the employer.

**Final** - Express again your enthusiasm and fit, thank them for their consideration, and say that you hope to be able to discuss your application with them in more detail at an interview

Yours sincerely,  
Sign name  
Print name

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For an example of a cover letter, visit [CareerHub Resources](#) and type "Cover Letter".

# Resume Writing

At some stage through the recruitment process you will need to present your resume. If you are applying for a new graduate role with NSW Health, they may ask you to bring specific documents including your resume to your initial interview. On the other hand, if you are applying for a new graduate role with private hospitals they prefer to see your resume as part of your application and before you are invited to interview.

Remember: you have just **6 seconds** to grab the employer's attention!

Make it easy for the employer:

Clear layout (obvious headings, white space, margins)

Concise (include only relevant information for each application)

Consistent (with choice and size of font, layout of dates, use of bullet points/bold/underlining)

Think of page 1 like a shop window – is there enough enticing information there to make the employer want to read on?

The first page has to be relevant and targeted, and tell the employer something outstanding or something different about YOU ..... What is your unique selling proposition (USP), your value to that employer, your point of difference?

Samples are on CareerHub, however you should not simply follow a template; rather you should make your resume your own, respecting the common protocols below. For some people, employment will be listed first, especially if it's particularly key for the role or for most graduate roles; for others, skills will be listed first.

## Common Resume Sections:

- Name and Contact Details
- Career Objective
- Education (potentially including achievements / projects / relevant electives)
- Relevant Employment
- Clinical Placements (include dates/weeks/time frame) i.e. 1 - 14 February 2014
- Additional Employment
- Key Competencies/Professional Skills – including specific examples to support your claims
- Extra-Curricular Activities / Volunteering
- Professional Affiliations / Memberships / Awards
- Referees

**SAMPLE RESUME**

**[YOUR NAME]**

[make your name the largest font size on the resume. Contact details should not take up excessive space]

**Mobile:**

[make sure you have a working voicemail feature on your mobile]

**Email:**

[make sure this is an appropriate, professional email address]

[NO need to include other personal information, e.g. age, date of birth, place of birth, gender, nationality, religion, height, weight, or a photo]

**Career Objective**

[Tailored to each role. A mix of what you can offer by way of relevant skills and specific experience AND what you are looking for in terms of type of role/company/industry.]

**Education**

<b>Name of degree</b>	<b>Expected completion date</b>
<b>Name of university</b>	

Add results if tracking well (optional), e.g. Distinction average  
 Can list 1-3 subjects/electives **IF** relevant to the role you are applying for  
 If any Awards won at University, list those here

<b>Other qualifications in the same format as above</b>	<b>Year completed</b>
<b>If you're an under graduate, you may list secondary school info</b>	<b>Year completed</b>

[reverse chronological, i.e. most recent first]

**Relevant Employment**

[Reverse chronological order. Don't go back too far. Exception to reverse chronological is if you had relevant experience in a role that was a longer time ago, i.e. not your most recent job. Then use sub-heading 'Relevant experience' or 'Relevant employment' and list that first, followed by 2<sup>nd</sup> sub-heading 'Other employment' or 'Other experience'

<b>Position title, Name of company</b>	<b>Month / Year – current</b>
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**Responsibilities**

- Use bullet point list, 4 points max
- Use clear, concise structure starting with active verbs such as 'manage', 'negotiate', 'create' (i.e. present tense verbs if job is still current)
- Keep the language clear and concise.
- Think about the skills you have demonstrated that you most want the employer to know about

**Achievements**

- Use bullet list for two or three major achievements.
- Provide specifics and quantify the achievements (e.g. Copy created for a client saw an increase in sales of 25% over a 2 week period)

**Position title, Name of company**

**Month year – Month year**

**Responsibilities**

- Use bullet list.
- Use clear, concise structure with active verbs such as ‘managed’, ‘negotiated’, ‘created’ (i.e. past tense verbs if job in the past)
- Keep the language clear and concise.

**Achievements**

- Use bullet list for two or three major achievements; provide specifics and quantify if possible

**Key Skills, Relevant Skills or Professional Skills** – for some roles these may be advertised as ‘competencies or selection criteria’

*Initiative:* Demonstrated in my rapid promotion to Acting Manager in a retail environment and in the ability to deliver 2 successful design projects for the UTS Design Studio.

**TIP:** Think ‘so what?’ after each skill heading – have you provided enough information for the employer to determine whether or not the skill is a) useful and b) well demonstrated?

## Clinical Placement

**Hospital (Speciality)**

**Exact dates**

**Responsibilities**

- Use bullet list.
- Use clear, concise structure with active verbs such as ‘managed’, ‘negotiated’, ‘created’ (i.e. past tense verbs if job in the past)
- Keep the language clear and concise.

**Achievements**

- Use bullet list for two or three major achievements; provide specifics and quantify if possible

## Additional Employment

[Reverse chronological order. Don’t go back too far. Exception to reverse chronological is if you had relevant experience in a role that was a longer time ago, i.e. not your most recent job. Then use sub-heading ‘Relevant experience’ or ‘Relevant employment’ and list that first, followed by 2<sup>nd</sup> sub-heading ‘Other employment’ or ‘Other experience’

**Media Relations**

Written and followed up media releases, scripted radio announcements and organised and run interviews for television, radio and print in my role at xxx. Organised celebrities for promotional functions including photo shoots in collaboration with Creative Media Company. Responsible for local media involvement in all special events such as xxx.

## Other Skills

(Other technical or generic skills could be added here.)

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**Software Packages:** Illustrator 7/8, Photoshop 5, Quark Express 3/4, Pagemaker, Dreamweaver

**Platforms:** Familiar with both Mac and PC, competent keyboard skills

**Languages:** Fluent in Malay and Mandarin.

## Professional Memberships

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List any relevant organisations to which you belong or have recently belonged. Use bullet points for consistency.

## Extra-Curricular Activities

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Are you involved in any charities? Do you belong to a community group or organisation? Do you belong to any societies or have any hobbies? Do you have any interests that relate to the job? If you can add information that demonstrates skills and proficiencies which will get a tick from the reader, add them here.

Examples might include:

Peer Networker; University Society Leadership role; Volunteer, Sports teams - - think about the relevant and transferable skills that you may have demonstrated through your extra-curricular activities....

**TIP:** Remember to ask permission from your referees FIRST!

Referees – 'Available upon request'

OR:

**Name of person**

Position title, Company

Address

Tel:

Email:

OR:

**Name of person**

Position title, Company

Contact details are available upon request

# Additional Resume Tips

## Career Objective

Gives an employer an idea of your career aspirations and how you can contribute to the organisation.

- Too specific could limit opportunities. Too general is meaningless. Too self-serving lacks substance.
  - “To use my nursing degree to increase my skills” (Where is the benefit to the employer?)
- Tailor your Career Objective to the type of position and field you’re applying
  - “To utilise my Engineering and Business degrees, extensive technical skills by combining my interest in project management, satellite technology and data processing with a multinational organisation.

## Employment History

### Example:

#### Assistant in Nursing

Jan 2020 – Current

#### Seymour Aged Care Centre

- Demonstrate strong empathy when assisting families and carers in providing care to patients such as feeding, showing, and toileting activities
- Utilise an understanding of scope of practice when working under the supervision of a Registered Nurse
- Practice strong organisation and time management skills when planning and assisting with the carrying out of recreational activities for aged care residents

#### Key Achievement

- Promoted from Casual to Permanent Part-Time after 6 months with the business

#### **TIPS**

Don't focus too much on duties – especially non-relevant ones. Instead, use statements focused on your personal accomplishments / contributions

Use active verbs at the beginning of statements: e.g. Analysed ... / Led ... / Produced

Quantify where possible: e.g. Responsible for managing four projects... / Raised over \$5000 / Promoted to supervisor within first 3 months ...

## Key Skills

A “shopping list” of employability skills alone is not meaningful to an employer.

- Communication
- Time Management
- Leadership

For each skill listed, you need to *give evidence*, as shown below, of HOW (e.g. when/where/how/ how successfully/how often) you have demonstrated it.

- Include only 4-6 of the skills most relevant to the position applied for
- Approx. 3-4 lines for each.

## Awards / Certifications

- Don't go back too far.
- Not necessary to list every certificate – only list the relevant ones.

## Professional Memberships

- List name of association, type of membership & degree of involvement (e.g. Australian Human Resource Institute (AHRI), student member)

## Interests & Extracurricular activities

- Demonstrate you're a balanced candidate.
- Outline SELECTED activities or interests.
- Indicate degree of involvement.

# Resume checklist

Key Benefit	Guideline	Where might your resume be improved? [ + ]
Easy & quick to find info	The most relevant information is on the first page	
	Layout looks well-spaced	
	No gimmicks. No photo, borders around pages etc.	
	Resume length is between 2-3 pages	
	Font is consistent and looks professional. Font size 10-12	
	Section headings stand out (bold, underline or larger font)	
	Most recent info comes first. Reverse chronological order	
	Footer. Name, mobile number, page numbering	
	Includes all dates of employment – month/year	
	Includes all dates of clinical placements – date/month/year	
	Dot points used – with abbreviated sentences	
	Sentences and paragraphs are succinct	
Uses appealing language	All spelling is correct – Australian not U.S. English	
	Grammar and punctuation are correct	
	Uses clear and direct language	
	Uses action verbs where possible – e.g. “Initiated / Co-ordinated”	
	Explains any unusual acronyms – e.g. “HDV (high-definition video)”	
Focuses on relevant info	Omits irrelevant information	
	The most relevant information is on page 1	
	Employment/Relevant Employment section contains brief summaries of responsibilities and achievements with notable contributions	
	Quantifies achievement using numbers &/or statistics – e.g. “Four of my six recommendations adopted by the policy committee.”	
	Supporting evidence provided for all strengths claimed – most relevant skills / qualities demonstrated within appropriate section/s	
	Includes all relevant keywords and phrases – in case search software is used to shortlist applications	

# Resume Action Words

Be specific about your actions & achievements when resume / cover letter writing or when addressing selection criteria.

Ask yourself – what exactly did you ACHIEVE?

For example, rather than say you 'assisted' with something, be more specific and outline YOUR actual responsibilities and the skills you displayed when carrying them out.

You may not have played the *lead* role in something, but talk about *how* you contributed and how successful you were at that.

Following is a selection of ACTION words. These are useful for starting off your bullet point statements in a resume and can also be utilised in cover letters or in addressing selection criteria.

Accelerated	Concluded	Enlarged	Merged	Renegotiated
Accomplished	Condensed	Ensured	Minimised	Reorganized
Achieved	Conducted	Established	Modernized	Reported
Activated	Confirmed	Estimated	Monitored	Represented
Acquainted	Consolidated	Evaluated	Motivated	Researched
Acquired	Constructed	Examined	Negated	Resolved
Addressed	Consulted	Executed	Negotiated	Restored
Administered	Contracted	Expanded	Networked	Restricted
Advised	Controlled	Expedited	Observed	Reviewed
Amended	Converted	Extracted	Obtained	Revised
Amplified	Conveyed	Facilitated	Operated	Saved
Analysed	Coordinated	Familiarised	Ordered	Scheduled
Anticipated	Corrected	Finished	Organised	Selected
Applied	Corresponded	Forecasted	Performed	Served
Appropriated	Counselled	Formed	Persuaded	Set up
Approved	Created	Formulated	Pioneered	Shaped
Arbitrated	Cultivated	Founded	Planned	Simplified
Arranged	Cut	Generated	Positioned	Sold
Assembled	Decentralised	Guided	Predicated	Solved
Assessed	Decreased	Identified	Prepared	Specified
Assimilated	Defined	Imparted	Presented	Staffed
Assisted	Delivered	Implemented	Prevented	Standardised
Attained	Demonstrated	Improved	Processed	Started
Audited	Designed	Improvised	Procured	Stimulated
Augmented	Detected	Incorporated	Produced	Strengthened
Authorised	Determined	Increased	Programmed	Structured
Avoided	Developed	Indicated	Progressed	Succeeded
Balanced	Devised	Initiated	Promoted	Suggested
Bought	Diagnosed	Installed	Proposed	Supervised
Budgeted	Directed	Instigated	Protected	Supplied
Built	Discharged	Instituted	Proved	Supported
Calculated	Discovered	Instructed	Provided	Surveyed
Captured	Dispensed	Integrated	Purchased	Taught
Centralised	Disposed	Interpreted	Quoted	Tested
Chartered	Disproved	Intervened	Quantified	Trained
Checked	Distributed	Interviewed	Qualified	Transferred
Coached	Diversified	Introduced	Queried	Translated
Collaborated	Documented	Invented	Realised	Uncovered
Collated	Doubled	Investigated	Recommended	Unified
Collected	Drove	Involved	Reconvened	Utilised
Combined	Earned	Launched	Recorded	Verified
Commanded	Edited	Led	Recruited	Widened
Compiled	Effected	Lectured	Redesigned	Won
Completed	Eliminated	Liaised	Reduced	Wrote
Composed	Enacted	Logged	Referred	
Compounded	Encouraged	Maintained		

# Jane Mahmud

Jane.Mahmud@email.com  
04XX XXX XXX

## Career Objective

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Final year Bachelor of Nursing student, seeking a Graduate role which will allow me to utilise my sound understanding of patient care techniques and demonstrate my ability to build positive relationships with clients, family members and physicians. I will be able to utilise the clinical knowledge which I have gained from my various placements while working in partnership with a multi-disciplinary team.

## Education

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**Bachelor of Nursing (Expected)** **Month (M) Year (Y) – M Y**

**University of Technology Sydney**

- High credit average
- High Distinction in Complex Nursing Care: Mental Health

## Relevant Employment

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**Assistant in Nursing** **M Y – Current**  
**Seymour Aged Care Centre**

- Demonstrate strong empathy when assisting families and carers in providing care to patients such as feeding, showing, and toileting activities
- Utilise an understanding of scope of practice when working under the supervision of a Registered Nurse
- Practice strong organisation and time management skills when planning and assisting with the carrying out of recreational activities for aged care residents

## Clinical Rotations

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**Aged Care Student Nurse** **Day (D) Month (M) Year (Y) – D M Y**  
**Royal Prince Alfred Hospital**

- Completed ADL's, including showering, dressing, grooming
- Applied simple wound dressing
- Collected and conducted urinalysis
- Thoroughly documented Bowel Charts and Fluid Balance Charts

**Mental Health Student Nurse** **D M Y – D M Y**  
**Royal North Shore Hospital**

- Conducted falls prevention assessments
- Documented detailed observations of patients
- Assisted with transfer/admission and discharge of patients
- Attended regular staff meetings

**Paediatric Student Nurse** **D M Y – D M Y**  
**Westmead Children's Hospital**

- Facilitated admission processes by taking patient details and completing relevant admission forms
- Cared for neonates and infants including feeding and changing diapers
- Conducted measurements of height and weight and maintained records on patient charts

**Orthopaedics Student Nurse  
Prince of Wales Hospital**

**D M Y – D M Y**

- Facilitated toileting and shower care with bed bound patients
- Complied through documentation, including fluid balance charts and observations
- Attended in-services on documentation, and observation charts

**Clinical Supervisor Comment:** “Demonstrated excellent clinical knowledge and patient care.”

**Oncology Student Nurse  
St. Vincent’s Hospital**

**D M Y – D M Y**

- Carefully followed infection control guidelines
- Assisted with ADL’s including showering, dressing and grooming
- Provided toileting assistance and bathing with bed bound patients

**Medical Surgery Student Nurse  
Sutherland Hospital**

**D M Y – D M Y**

- Practiced and gained a deep understanding of the nursing care routine
- Conducted tasks under the direction of the Registered Nurse

**Casual Employment**

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**Waitress**

**M Y – Current**

**Take a Break Café**

- Demonstrate an ability to multi-task when serving up to 10 tables each shift
- Utilise strong verbal communication and active listening skills when greeting customers and taking accurate orders
- Practice attention to detail when counting and balancing the till at the end of each shift
- Use a strong knowledge of Health and Safety guidelines when operating in wet conditions and using heavy machinery
- Proven teamwork abilities demonstrated by working in a team of 10, and attending weekly goal setting meetings

**Extra-curricular Activities**

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**President  
UTS Nursing and Midwifery Society**

**M Y – Current**

- Utilise organisation and time management skills when planning regular networking events for society members
- Use interpersonal skills and professionalism when liaising with healthcare industry representatives prior to society events

**Referees**

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First and last name  
Job title and organisation  
Mobile number  
Email

First and last name  
Job title and organisation  
Mobile number  
Email

# Interview Skills

## Who am I? (Self-assessment)

In order to be able to communicate information about yourself, your experience and your career goals to other professionals, you first need to have a good understanding of YOU! What makes you *you*? How are you different? If you were marketing yourself as a new product, what sort of branding or packaging would you want to use?

## ACTIVITY

**Self-Assessment Questions** - The more accurately you can answer the following questions, the more accurately you will be able to perform in any interview without sounding rehearsed!

- Why did I choose UTS?
- How did I deal with any obstacles that affected my choice?
- Why did I choose my academic subject/training course?
- What did I enjoy most about my course?
- What was I particularly good at?
- Was there anything I found difficult about my course?
- How did I overcome this difficulty?

Understanding our own strengths and values, and having insight into our personality and work preferences, is something we may not have thought much about before.

The below exercises can help you to start thinking.... What is it about you that makes you unique?

## A) Strengths

List previous experiences that are positive for you. These are things that you are proud of, that make you feel energised as you recall them. They may also include things you recognise as 'achievements', but they don't have to be something that others recognise as a 'win'. This is a very personal exercise. It only matters how *you* feel about it.

## Examples of strength moments or positive experiences:

- Created an innovative new procedure and trained staff how to use it
- Organised and led weekend Girl Guide camping outings
- Raised \$1,000 organising a raffle for my local school
- Successfully managed a difficult project to completion
- Wrote an innovative database program to help my class manage a research project

Put items down in the order that they occur to you, without prioritising them. It is ideal if you can come up with FIVE (5) items. Remember that it is important to write about things you did in a variety of life roles (creative, cooking, volunteering, playing sport, learning music, learning maths, etc.).

## My Pride Moments/Positive Experiences

1.	
2.	
3.	
4.	
5.	

**Tip:** When you have written about your achievements, talk it over with people who know you well. What do they tell you about yourself and your strengths? How does this help you describe yourself in relation to the job you're applying for and in your resume?

Your pride list is a great place to start to identify your skills and strengths. They have hopefully given you some confidence and helped you to build your knowledge, skills and self-reliance.

## Skills/Strengths Suggested by Pride Moments/Positive Experiences:

1.	
2.	
3.	
4.	
5.	

Think also about any work-based skills you have been developing in the roles you undertake, including in a voluntary capacity e.g. social or community support, managing meetings, building friendships, event management, managing projects, helping with a family/friend's business, helping run a student society or newsletter.

**TIP:** Ask trusted colleagues, friends and family what they think your main skills are – we are often 'blind' to our obvious skills and take our strengths for granted.

List your top 5 skills and indicate how you would be able to provide specific evidence of each skill to an employer if required at an interview or in a written response addressing selection criteria.

Skill	Evidence
1.	
2.	
3.	
4.	
5.	

**NB** - The list on the next page might help you if you're struggling to identify your skills/abilities

## Strengths/Skills List

Self-rate the following strengths/skills on a one-ten scale to identify your TOP 10 strengths/skills.

10 = extraordinary level of talent; 5 = average level of talent; 1 = extremely small amount of talent.

Ref: Zen & the Art of Making a Living (Bouldt, 2010)

<b>An ability to organise</b>	<b>An ability to analyse</b>	
<b>An ability to motivate</b>	An ability to be enthusiastic	
<b>An ability to mediate</b>	An ability to express through the written word (writing)	
<b>An ability to instruct</b>	An ability to express through movement (dance)	
<b>An ability to manage</b>	An ability to express through the visual arts	
<b>An ability to execute</b>	An ability to express through music	
<b>An ability to lead</b>	An ability to be persuasive	
<b>An ability to inspire</b>	An ability to synthesize ideas	
<b>An ability to counsel</b>	An ability for logical or abstract thought	
<b>An ability to make things work</b>	An ability for imagination and vision	
<b>An ability to build things</b>	An ability for athletics	
<b>An ability to design things</b>	An ability for tactics	
<b>An ability to heal</b>	An ability to strategize	
<b>An ability to put people at ease (diplomacy)</b>	An ability to interpret/translate languages	
<b>An ability to contemplate (philosophize)</b>	An ability to negotiate	
<b>An ability to make beautiful things</b>	An ability to protect or defend	
<b>An ability to perform (entertain)</b>	An ability to invent things	
<b>An ability to communicate through speech</b>	An ability to evaluate or judge	
<b>An ability to tell stories that instruct</b>	An ability to explore or discover	
<b>An ability to be playful</b>	An ability to experiment	
<b>An ability to persist</b>	An ability to nurture	
<b>An ability to perceive the essential</b>	An ability to invest	
<b>An ability to multitask</b>	An ability to cooperate	
<b>An ability for efficiency</b>	An ability to inspect	
<b>An ability to be loyal</b>	An ability to investigate	

<b>An ability to be appropriate</b>	An ability to plan	
<b>An ability to be self-disciplined</b>	An ability to perceive opportunities	
<b>An ability to be tolerant</b>	An ability to cooperate	
<b>An ability to concentrate</b>	An ability to clarify	
<b>An ability to be balanced</b>	An ability to establish rapport	
<b>An ability to be generous</b>	An ability to be decisive	
<b>An ability to be compassionate</b>	An ability to initiate or begin	

## My Values

Have you ever wondered what causes someone to study for years to enter a career such as nursing or midwifery, while another person will study law or engineering? What causes someone to transition his or her career midstream? What motivates someone to leave a high paying salary to move into a the not-for-profit sector?

The answer to these questions is **values**.

If you value good health, you will make time for daily exercise and proper nutrition AND if you value career satisfaction, you will take time to examine your values and make choices that are consistent with them.

Understanding your values is also essential to preventing conflict or stress in the workplace.

## Clarifying Your Values Activity

Using the values listed below; indicate how important each of them is to you using the scale:

*Very Important VI      Important I      Neutral N      Unimportant U      Very Unimportant VU*

<input type="checkbox"/> Justice (fairness, honesty)	<input type="checkbox"/> Peace of Mind (freedom from inner conflict)
<input type="checkbox"/> Intelligence (ability to understand)	<input type="checkbox"/> Self-Determination (power to control own life)
<input type="checkbox"/> Wealth (material comfort and security)	<input type="checkbox"/> Happiness (satisfaction, joy, contentment)
<input type="checkbox"/> Friendship (trust, companionship)	<input type="checkbox"/> Self-Respect (pride, confidence In yourself)
<input type="checkbox"/> Excitement (adventure, travel, interest)	<input type="checkbox"/> Authority (total order, confidence in leadership)
<input type="checkbox"/> Social Recognition (respect, admiration, fame, status)	<input type="checkbox"/> Environment (appreciation of nature)
<input type="checkbox"/> Achievement (contribution to society)	<input type="checkbox"/> Freedom (power to do what you want to do)
<input type="checkbox"/> Peace (freedom from war and personal conflict)	<input type="checkbox"/> Learning and growing as a person
<input type="checkbox"/> Pleasure (enjoyment, comfort)	<input type="checkbox"/> Service (giving/doing to others)
	<input type="checkbox"/> Popularity (being liked, respected)

<input type="checkbox"/> Beauty (appreciation of nice things)	<input type="checkbox"/> Belonging (being accepted by others, not isolated)
<input type="checkbox"/> Security (personal and national protection)	<input type="checkbox"/> Power (able to make changes, influence, control)
<input type="checkbox"/> Equality (opportunity for everyone)	<input type="checkbox"/> Stability (lack of sudden unexpected changes)
<input type="checkbox"/> Love (closeness, intimacy, self-giving)	<input type="checkbox"/> Comfort (ease, pleasure, relaxation)
<input type="checkbox"/> Family (security, care, closeness)	

## WHICH FIVE ARE MOST IMPORTANT VALUES

1.
2.
3.
4.
5.

Remember – interviews are two-way processes. As much as the employer wants to learn about you, the interview is also your opportunity to find out as much as you can about your potential employer and the specific role, so you feel confident that the opportunity is one which you feel happy about.

## Preparing for an Interview

It is essential to do your research before going for an interview. You need to gain a good understanding of the role, the overall health industry, the hospital or health provider, their clinical specialties, mission statement and values etc.

“Research - visit the website and review the company’s values, goals, strategic directions, cohort of clients, specialties. Ring the contact person ask questions; maybe visit the site, read any promotional material. Know where the interview is being held, do a practice run so that you know how much time it takes to get there, plan to be early to interview. Lastly breathe, big breathe in, centre yourself prior and during the interview.”

### Co-ordinator Clinical Supervision Program and Transition to Practice Program| Justice Health & Forensic Mental Health Network

Before your interview, make sure you have everything ready that you need to take with you to the interview. For example, the interview panel may have asked you to bring a number of documents including: residency and identification documents, two written references, immunisation documentation, your transcript, resume etc. You may also like to bring your CAF’s for reference use only. Ensure you have clean photocopies ready, and placed in a clear and clean presentation folder.

# Dress to Impress!

You only get one first impression, whether it's at a business meeting or that all-important interview, so having the perfect outfit is one of the most obvious – and fairly simple – things you can do to ensure your success.

Dressing for success comprises a number of different factors, including:

## General hygiene

- Deodorant
- Perfume/after shave – (but not too much!)
- Clean hands and fingernails
- Fresh breath – (chew a mint before your meeting/interview)
- Make-up – not too much, professional, subtle
- Piercings – generally ear piercings showing only.

## Hair

- Clean, well-brushed and dry
- Tie long hair back
- Avoid excessive hair products
- Men – think about shaving or tidying up facial hair – (obviously depending on the role you are interviewing for, or your line of work)

## Jewelry

- Wedding ring, small band, single bracelet and professional watch are acceptable. Along with small studs, hoops, but avoid bright, chunky pieces that take attention away from you.

## Appropriate for interview

- Men - dark-coloured 2-piece suit, long-sleeved collared shirt (white or neutral, no loud patterns!), tie (can have a bit of colour but not too wild!), belt (to match shoe colour), dark, formal, clean and polished shoes, dark socks and a briefcase.
- Women – dark-coloured suit, trousers or skirt (and not too short a skirt!), nice, conservative top or collared white/neutral shirt, and mid-heel or flat leather shoe.

## Where am I going?

Know exactly where you are going and how you are going to get there. Plan how long it will take and also plan a back-up route in case, for whatever reason, your first route is not available (e.g. the buses are on strike).

Add the telephone number of the person you are going to meet, (or their PA, or receptionist), into your phone so that *if* you are running late, (and PLEASE try everything possible to make sure this doesn't happen), you can call ahead and let them know your estimated arrival time.

# Interview Questions

You may be asked a number of different styles of questions in an interview including:

## Introductory

Examples:

- Tell us a little bit about yourself.
- Why would you like to work for this organisation?
- What skills and experience do you bring to this role?

“In many cases the interview commences with a question about what a candidate can offer and bring to the role of a Registered Nurse. It is not necessarily easy to talk about oneself in this light so it is a good idea for a candidate to prepare by writing down a list of their skills and attributes as well as to practice delivering their response to another person.

As the answer may provide the interviewers with their first impression of a candidate, it is very important to ‘sell oneself’.

**Clinical Coordinator, St George Hospital**

## Behavioural Interview Questions

“This is an interviewing technique employers use to determine whether you are a good fit for the job. This is accomplished by asking questions that pertain to your past behaviour. The information gained through this technique is used as an indicator of your future success. In other words, the answers you give about your past experiences will be used to predict your future performance - if you did it before you could do it again!”.

Ref: <http://www.career-intelligence.com/transition/BehavioralInterviewing.asp> 30 April 2010

- Describe a time when you were faced with problems or stresses at work that tested your coping skills. What did you do?
- Give me an example of an important goal you set in the past and tell me about the steps you took to reach that goal.
- Describe a time when you demonstrated excellent written communication skills.
- Tell me about a situation in the past year in which you had to deal with a very upset patient or co-worker.
- Give me an example of when you have had to show good leadership.
- By providing an example, tell me about a situation where you had to use your negotiation skills.

### Select your Evidence/Example based on:

1. Recency (try not to pick an example within the past 3-5 years)
2. Regularity (something you have had to do more than once, rather than only once might be a better example if available)
3. Specificity (choose something that relates to the requirement of the role and showcases your suitability)
4. Relevance (if you have an example that is at all relevant to the organisation or role you are applying for, this could be a good one to choose)
5. Complexity (something relatively complex is better, i.e. you needed to think about the choice you made or analyse something, rather than there being only one obvious option)

## Use the STAR Model to Prepare for and Answer Behavioural Questions

- **Situation** – Briefly describe when and where the situation occurred and who was involved.
- **Task** – Talk about what you were trying to achieve. What was the problem or issue that needed to be addressed?
- **Action** – Describe what action you independently took to get a positive outcome.
- **Result** – Talk through the outcome of your actions. State the success and any positive feedback received or what you learnt if the outcome was different to what you anticipated. Also explain what you would do differently in the future.

Remember to keep in mind that your **Situation and Task** components will take up about 20% of your answer – using them to set context. Your **Action and Result** components will take up about 80% of your answer – using this time to flesh out your examples.

Use these questions to help you think about how to provide detailed and specific STAR examples:

- What was the situation?
- Who did it involve?
- When did it happen?
- Where was it?
- What goal did you set for yourself?
- What did you have to do?
- What was your role in the situation?
- What obstacles did you have to overcome?
- Which strategies did you use to make it happen?
- What was your action plan?
- How did you make your goal turn into a reality?
- What happened? What was the result or outcome?
- What did you learn from this experience?
- What skills did you gain?
- Would you do anything differently next time? How did you feel about it? What were you particularly proud of?

## Practice STAR Interview Questions

Jot down some thoughts on what would be your best example if asked a question on the following skills/competencies:

Teamwork (Interdisciplinary)

Communication

Problem-solving

Initiative

Clinical problem solving

Multitasking

# Scenario-Based Questions

Scenario-based questions (also called hypothetical or situational questions) are similar to behavioural interview questions, but they do not focus on past behaviour. Instead, these questions are future focused and hypothetical in nature. These types of questions are used as a way to measure your ability to think on the spot, and assess how you use your critical thinking and reasoning skills.

## How to Answer Scenario-Based Questions

- Describe WHAT you would do and WHY
- Describe the steps
- Show your logic and reasoning
- Demonstrate critical thinking
- State any assumptions
- State any additional information you would need
- Explain how you would delegate or collaborate effectively

## Examples of Scenario-Based Questions

### 1. [Prioritisation of Care]

You have 3 patients:

- 1) One has medications due
- 2) One with a cannula that has tissued
- 3) Another that is becoming verbally aggressive

Can you tell the panel how you would prioritise the care of these patients and **WHY**?

### 2. [Professional, Ethical, Legal]

If you were checking out an S8 drug with another Nurse/Midwife and they said they were too busy to go with you to the patient, what would you do?

### 3. [Professional, Ethical, Legal]

You are dealing with a mother and father who refuse permission to give the Hepatitis B vaccine to their newborn infant. What action would you take?

### 4. [Professional, Ethical, Legal]

What role will social media have in your day to day role as a Nurse / Midwife? What considerations will you make?

## Remember

- Talk through WHAT you would do and WHY
- Describe the steps
- Show your logic and critical thinking

## Sample Interview Questions - RN

### Introductory

1. What skills do you have that makes you suitable for the role of Registered Nurse?

### Interpersonal & verbal communication & skills

2. How do you know if you are communicating effectively with a patient?

### Clinical knowledge & Clinical problem solving/ Analytical and Problem Solving Skills/Planning and Organisational Skills

As a Registered Nurse, you will be working in a teamwork environment. Typically, you may be caring for a number of patients. Can you tell the panel how you would prioritise the care of these patients & why?

3. **Prioritise Care** – You have 3 patients – one patient has IV antibiotics due at 0800 and it is now 0830, another patient who is complaining of feeling very weak and light headed and the third patient with a history of high blood pressure is having a nose bleed.

### Teamwork (Interdisciplinary)

4. As a Registered Nurse, how can you contribute to a positive team environment?
5. What is a multidisciplinary team? Who do they include?

### Professional, ethical & legal requirements (RN)

6. What role does Social Media have in your day to day role as a Registered Nurse/Midwife?
7. A patient tells you they don't want you looking after them because you are inexperienced. What would you do?
8. If you were checking out an S8 drug with another nurse and he/she said they were too busy to go with you to the patient, what would you do?

### Self-awareness & personal motivation

9. As a Registered Nurse/Midwife, how do you believe the New Graduate program will assist you to achieve your nursing goals?

### CORE Values

10. Describe the CORE values
11. How do you incorporate "empowerment" into your practice?

## Sample Interview Questions - RM

1. What are some skills and attributes you would bring to the position of a new graduate midwife?
2. As a registered midwife you will be working in a team environment. Typically you may be caring for the following women on a shift in the antenatal ward:
  - a. A woman who has IV antibiotics due at 08.00 and it is now 08.30
  - b. Another woman's partner asks you for iced water for his wife
  - c. The third woman in your care has a history of hypertension and is complaining of a headache

### Can you tell the panel how you would prioritise the care of these women and why?

3. You are caring for Elizabeth who had a normal birth of her first baby an hour ago. You take her blood pressure and it is 70/50 mmHg and her radial pulse is 100 bpm. Elizabeth is bleeding heavily per vaginum. What do you do?
4. What methods would you use to promote the benefits of breastfeeding and why?

### Teamwork (Interdisciplinary)

5. Describe a time when you demonstrated effective skills of working within an interdisciplinary team.

### Professional, ethical & legal requirements (RM)

6. What personal and professional qualities do you bring to the midwifery team?
7. You are caring for a mother and father who refuse you give the Hepatitis B vaccine to their newborn infant. What action would you take?
8. What would you do if a midwife whom you are working with arrives for her shift under the influence of alcohol?

### Self-awareness & personal motivation questions:

9. As a registered midwife please tell us how you plan to meet your CPD obligations and career goals over the next 12 months.
10. You have just heard from a fellow new graduate that a senior member of staff has complained about your level of competence in one particular clinical skill. What would you do in this situation to ensure you are delivering high quality care?

## CORE Values

11. NSW Health strives to reflect CORE values in the workplace. What is your understanding of what the 'O' represents? Please give some examples.

## Do you have any questions?

The answer to this question is always 'Yes'. Questions at the conclusion of any interview show confidence and enthusiasm.

**TIP:** Always prepare questions in advance - but don't ask anything you could have found the answer to on their website! It is a good idea to jot your questions down and take them in with you, in case you forget them at the end of the interview.

### Questions that show confidence and interest!

- What educational support do you offer your new graduates? e.g. study days or learning packages
- What sort of mentoring is available to new graduates?
- Is there a formal mentorship program? Have these people gone through any formal training?
- What is your attrition/retention rate of new graduate nurses?
- How many rotations do I get through different clinical environments during my graduate program and do I get a say in what they will be?
- At the conclusion of my graduate program, am I guaranteed a full time registered nurse/midwife position at this facility?
- Would you be able to utilise my foreign languages?
- What is your personal experience of working for this organisation?

**TIP:** Avoid topics such as salary, holidays, staff parties, lunch breaks etc.

However, if you would like more information on conditions and rates of pay, the PUBLIC HEALTH SYSTEM NURSES' AND MIDWIVES' (STATE) AWARD 2015 approved by the INDUSTRIAL RELATIONS COMMISSION OF NEW SOUTH WALES visit these pages:

<http://www.health.nsw.gov.au/careers/conditions/Awards/nurses.pdf>

<http://www.health.nsw.gov.au/careers/conditions/Pages/rates.aspx>

## Post-interview

After an interview, if possible send a brief email of thanks to the interviewer and panel, if you have their email address. The purpose of this would be to:

- Show appreciation for the employer's time, their interest in you and for the opportunity of the interview.
- Reiterate your interest in the position and in the organisation.
- Review, or remind the employer about your qualifications for the position. If you thought of something you forgot to mention in the interview, you can mention it in your follow-up / thank-you letter.
- Demonstrate that you have good manners and know to write a thank-you email.
- Follow up with any information the employer may have asked you to provide after the interview such as referee contact details.

## Summary of Interview Do's and Don'ts

DO DON'T	
<b>Do dress appropriately</b>	Don't be late
<b>Do your research</b>	Don't speak negatively about previous employers
<b>Do take a few moments to gather your thoughts before rushing into an answer</b>	Don't lie
<b>Do be aware of any nervous habits you have</b>	Don't ask about salary in a first interview
<b>Do turn off your mobile phone</b>	Don't forget the power of body language

"Nursing is a 24-hr profession – asking to only work Monday to Friday is not advisable. Night duty is sometimes included early in the program depending on which Hospital the applicant is applying."

**Manager | SLHD Clinical Placement Unit | Centre for Education and Workforce Development**

# First Impression

Whilst it may seem unfair that people can form a first impression within just a few seconds of seeing you (even before you have even said a full sentence!), the fact remains that the first impression you create will be incredibly important. The way you sit in Reception, when waiting for an interview, the way you smile, shake hands, and the way in which you maintain eye contact with your interviewers is all part of your interview 'performance'. Are you looking calm yet confident? Are you projecting a positive attitude?

First impressions can be nearly impossible to reverse or undo! Some research indicates that body language might influence a first impression by as much as 90%.

**Appearance** – Is your appearance appropriate for the situation? Are you well-groomed and clean? Is your hair combed? Is your clothing clean and neat? Do you 'stand out' from the crowd or blend in?

**Body movement and position** – Do you move with confidence and have an upright body position with shoulders back? Is your head hanging down, or held upright? Is your walk steady, not too fast or too slow? Are your hand/arm gestures appropriate, purposeful and deliberate?

**Facial expression** – Do you have a pleasant facial expression, appropriate for the situation? Do your eyes appear bright and interested, or dull and bored? Is your face expressive or locked into a single look?

**Eye contact** – Do you make steady eye contact with a smiling face? Do your eyes dart back and forth or do you stay focused? Are you staring inappropriately? Does your eye contact match your overall facial expression?

**Remember, in a few seconds, your interviewers will form an opinion about you based on:**

- appearance,
- body language,
- demeanour,
- mannerisms,
- and how you are dressed.

Useful sources: <http://www.bodylanguageexpert.co.uk> and <http://www.mindtools.com>

## Developing an Elevator Pitch

An elevator pitch is a brief, persuasive "blurb" that you use to spark interest in you! They should be interesting, memorable, and succinct. They also need to explain what makes you - unique. A good elevator pitch should last no longer than a short elevator ride of 20 to 30 seconds, hence the name. Having an elevator pitch (or pitches) prepared enables you to make the most of any such chance encounters.

Your Elevator pitch needs to be:

- Brief & concise
- An overview of who you are, what you do - and maybe even how you can help the listener
- Your 30-second commercial!

## When thinking about YOUR pitch, some of the following questions might be helpful:

- What are my key skills, experience, interests?
- What value do I provide?
- How do I provide this value?
- What is unique about my offering?
- What/who is my target market?
- What are my accomplishments (paid, unpaid, work, education, life experience) that are most relevant to this person?
- What is the role, company or industry I am most interested in and why?

'The Undercover Recruiter' (<http://theundercoverrecruiter.com/how-create-your-memorable-elevator-pitch-four-simple-steps/>) has some tips on putting together an elevator pitch:

1. Begin with an ACTION PHRASE that is NOT a noun. ("I am an X" — but don't use a "label" in the blank. You don't want people to put you in a box.)
2. Add a one sentence statement about what you DO. ("I do Y" — what do you help people or businesses do?)
3. Give a statement of the SPECIFIC IMPACT you have. ("People who I work with (or have worked for in the past) find Z" — list one or two things from the perspective of your (potential) employer.)
4. End with a CALL TO ACTION. ("I am looking to be introduced to A" — be specific! If you ask for something non-specific you are likely to get it. OR end with a question, to draw the contact into the conversation)

**TIP:** You should practise your pitch so that you appear confident and personable – but not so rehearsed that you sound unnatural!

# Professionalism in the Workplace

## Body Language

As mentioned briefly under Interview Skills, the difference between the words people speak, and our understanding of what they are saying, comes from non-verbal communication, otherwise known as "body language."

The way we talk, walk, sit and stand all say something about us, and whatever is happening on the inside can be reflected on the outside. By becoming more aware of the power of body language and, in particular, the signals we send through our own body language, we can communicate more effectively with others.

Aspects of body language include:

Face	Your face is a major source of expression when communicating with others. It can smile, frown, remain neutral, show anger, show disgust, indicate you want to speak, and show interest.
Eyes	Your eyes are often the first piece of body language others see or notice. They can be used to make visual contact, avoid visual contact, express feelings based on intensity and length of eye contact, and the like.
Posture	Your posture includes how you hold your head, shoulders, legs, arms, and hips. Each of these parts of your body work separately as well as together to send non-verbal cues. Examples include tilting your head, fidgeting with hair/clothes, slumping your shoulders, turning your hips sideways, and the like.
Gestures	Your gestures can be related to verbal communication or unrelated to verbal communication. For instance, you might wave at another person as a way of saying 'hello', but you do not have to actually say the word out loud for the message to be clear. Or, you might use hand gestures to emphasize a key point during a speech or presentation; in this case, your gesture is related to the verbal communication.
Voice	Your voice is used to verbalise language, but is an integral part of your non-verbal communication. For instance, your tone of voice, volume, emotion, pace, and the like, all influence the messages you send as part of your body language.
Movement	Your movement, whether using your entire body or just part of your body, is both flexible and commanding. For instance, moving toward another person may send a message of dominance or assertiveness, while moving away from another person may send a message of avoidance, submission, or simply bringing the interaction to a close.
Touch	This is one of the most powerful elements of body language. It is capable of communicating so many different messages, and can also be interpreted in so many different ways. Touch is usually divided into four main categories: friendship, professional, social, and intimacy.
Appearance	Your physical appearance includes clothing, neatness and anything else that provides visual messages and cues to other people. For instance, you dress conservatively and formally for a funeral, but casually and informally for a backyard barbecue.

## Have a think about your Body Language.....

Body Language	What Confidence Looks Like	How do others observe me?
Face	Solid with a "smiling" face.	
Eyes	Direct eye contact	
Posture	Standing or sitting tall with shoulders back. Leaning in slightly shows interest.	
Gestures	Purposeful and deliberate to make points. Nodding in agreement	
Voice	Slow and clear, moderate to low tone	
Movement	Deliberate, appropriate not sharp or surprising	
Touch	Firm hand shake	
Appearance	Appropriate to the workplace If in doubt, overdressing is better than underdressing	

Research suggests that, when we communicate with others, it is our *non-verbal* communication (or our body language) that has more importance than the actual words being spoken.

Two research studies (Mehrabian & Wiener, 1967 and Mehrabian & Ferris, 1967) resulted in the 55/38/7 formula:

Body language	55% of communication
Tone of voice	38% of communication
Actual words spoken	7% of communication

<http://www.psychologytoday.com/blog/beyond-words/201109/is-nonverbal-communication-numbers-game>

## Active Listening

Listening is one of the most important skills we can have. How well we listen has a major impact on our job effectiveness, and on the quality of our relationships with others.

Remember – research suggests we remember only between 25% and 50% of what we hear so try to beat this statistic in your interactions with others!

### Key elements:

1. **Pay attention** (... your *undivided* attention!). Remember to maintain good eye contact with the speaker. Don't be distracted by other things happening in the environment around you. Tune in to the speaker's body language.
2. **Show that you are listening** (through your body language and non-verbal communication!). Think about nods, smiles, open posture and encouraging comments like 'uh huh' and 'yes'.
3. **Provide feedback** (by reflecting, or paraphrasing back). Think of using "It sounds like you're saying..." or "What I think you're saying is....., is that right?". Ask open questions when needing to clarify a point (think when, where, what, how...). Periodically summarise the speaker.
4. **Defer judgement** (and do not interrupt!). Allow the speaker to finish before asking questions and never interrupt with a counter argument. It will get you nowhere....
5. **Respond appropriately** (... do not attack or put down the speaker!). Be open and honest and, most importantly, assert your opinions respectfully. Think - would you like someone to speak to you the way you are speaking to them?

## Professionalism

"Professionalism is not only a skills set in a given occupation; it is an ineffable something that the person exudes in manner, dress, speech and standards of practice that is palpably powerful...."

[http://www.professions.com.au/Files/Professionalism\\_Beaton.pdf](http://www.professions.com.au/Files/Professionalism_Beaton.pdf)

Professionalism is a combination of qualities and competencies including:

- Interpersonal Skills
- Appearance
- Communication skills
- Time management (both using time efficiently and being punctual)
- Confidence
- Being ethical and having a sound work ethic
- Being knowledgeable
- Emotional intelligence

Emotional Intelligence is a form of social intelligence which involves the capacity both to:

- Recognise our own feelings and emotions, to understand what they're telling us, and to manage those emotions well in ourselves whilst remaining aware of how – unchecked - they could impact on our relationships with others.
- Recognise and understand how others are feeling and be able to empathise with others' wants, needs and viewpoints.

## Professionalism in the Workplace

### Emails

Do	Do Not
Clearly identify the subject	Use slang, emoji's, SMS or text abbreviations
Use an email signature that includes your full name and best contact number	Be overly familiar
Respond to emails in a timely manner	Use inappropriate or unprofessional email address
Be concise and answer all questions	Forward Junk email or Chain emails
Always write in the body of the email (Explain attachments with comment or explanation)	Over use punctuation!!! or bold
Proofread before sending	USE CAPITAL LETTERS (Yelling)

### Dress code

Do	Do Not
Ensure you understand dress code (jewellery, make-up)	Expose inappropriate parts of the body
Take inspiration from the appearance of other senior professional staff	Take "Casual Friday" too far
Keep jewellery to a minimum	Overload on perfume or aftershave

### Punctuality

Do	Do Not
Arrive early – this shows that you want to work, and you take your job seriously	Show up late
Call if you are running late (traffic, public transport delay)	Ask to leave early until you have established yourself
Advise if you are struggling to meet a deadline	Ask to take annual leave immediately

## Meetings

Do	Do Not
Turn your mobile off	Arrive late
Take notes, follow the agenda and action what you is allocated to you	Look at your mobile/tablet during meetings to check emails/text/Facebook etc
Arrive at least 5 mins early	Interrupt a speaker or start a conversation with a colleague
RSVP in advance if required to	Fidget, tap your pen, keep checking the time
Remain focused, be alert and contribute	Leave early, unless necessary and agreed in advance

## Work Environment Conversation

	Do Not
Ensure you are respectful of others	Speak negatively of colleagues, clients and patients
Be honest and keep your word	Speak loudly on the phone in shared spaces
Remain humble – ask for help when you need it and be willing to listen and learn from others	Take or make personal calls at work
Remain calm and professional when under pressure	Share every detail of your private life/personal problems with work colleagues
Maintain confidentiality	Let a bad day impact on your interactions with colleagues, clients or patients

# Notes

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