

## **Portfolio**

### **Customer service Assistant, Big W Macquarie, 1998-present**

I began as a checkout operator and developed excellent customer service skills and work ethics. This has allowed me to assume many roles within the store such as fitting room attendant, layby attendant, courtesy desk attendant and cosmetics sales assistant.

I developed teamwork skills by working in layby, the courtesy desk and cosmetics as these smaller areas of the store requires excellent teamwork to allow daily tasks to run smoothly. In each of these areas I was responsible for cash handling and reconciliation of daily float, customer service, inventory reconciliation, handling sales involving large amounts of stock, organising parcel pick-ups and home deliveries, handling customer orders, and refund/exchange processing at the courtesy desk as it is a service desk.

My frequent customer contact has given me exceptional interpersonal skills and the ability to quickly and confidently resolve any issues that may arise in a workday. By working in areas where shrinkage rates are high, I have developed an eye for detail and able to detect minor changes in various areas. By working in a retail industry I also developed responsibility, self-management and self-confidence.

### **Sales assistant in the book department, David Jones Chatswood, 2002-2004**

Again, in this role I developed excellent customer service skills and teamwork skills. This department was quite small and it was essential that all staff members in the area have excellent communication skills in order for the department to run smoothly.

I was responsible for cash handling and reconciliation, customer service, loss prevention, refund/exchange processing, organising parcel pick-ups and home deliveries and handling customer orders.

Again, my frequent customer contact has given me exceptional interpersonal skills and the ability to quickly and confidently resolve any issues that may arise in a workday.

**Notetaker, University of Sydney, 2001-2003**

Notetaking is a service offered by the disabilities services of the University of Sydney. Notetaking plays a vital part in providing equal access to education for students with disabilities.

As a notetaker, I took clear, thorough yet concise notes during lectures which were then photocopied to assist students with disabilities. The notes were delivered in a timely manner (weekly) and were neat and organised which indicates that I have neat handwriting. This also demonstrates my written communication skills and responsibility as the students with disabilities rely on the lecture notes that I deliver.

**Demonstrator, University of Sydney, 2004**

Demonstrators have an important role in the School of Chemistry and almost all laboratory based sciences. As a demonstrator I have many responsibilities. These include helping first year chemistry students in the laboratory (group of 18 students), demonstrate specific skills required in chemistry, help with student problems, supervise laboratory exams, mark weekly post-work, check weekly pre-work and assist in first year administration issues by maintaining a book of marks and attendance.

As a demonstrator I developed good interpersonal and verbal communication skills as I am required to explain various chemistry concepts to the students in a manner in which they would understand. I am also able to develop sensitivity and empathy towards the students yet maintain order and authority in the laboratory. Problem solving skills are also important in order to address the range of problems in which students encounter. Working as a demonstrator also gave me a sense of awareness and understanding of students struggling and enjoying chemistry.

**Regeneration program of Scotts Creek, Chatswood, 1997-2000**

Activities included the stencilling of drains to act as a means of awareness and the replanting of vegetation on the banks of the creek in Muston Park. By participating in the regeneration program, I developed responsibility and awareness, commitment and self-management. Interpersonal skills were also developed as there was frequent liaising with the local council rangers.

### **Charity collections, Chatswood area, 1995-2000**

This included collecting money for various charities such as the Red Cross Appeal and also the selling of badges in the local area for Legacy and Amnesty International. This was done in my time at high school on a yearly basis. Oral communication was important in this role as well as numeracy skills. Cash handling was also important.

### **High school based activities, 1995-2000**

Acting as a Chairperson and Timekeeper at local debating competitions at school organised by the Catholic Schools Debating Association allowed oral communication skills to be practiced

By helping run the school based swimming and athletics carnivals by acting as organisers on walkie-talkies allowed oral communication skills to develop as well as organisational skills. My role was to organise each race and ensure that the transition period between each race went smoothly. Critical thinking was also important in this role.

I acted as a library monitor in 1998 which required strong communication skills. As a library monitor I assisted the librarian by covering new books and returning unused books to their correct location. I was also required to help younger students in the library if they needed help, thus developing empathy, sensitivity, flexibility and oral communication skills.

I volunteered at the canteen in 1998. Again this developed strong oral communication skills and numeracy skills. Interpersonal skills were also developed as teamwork was vital in the smooth running of the canteen each day.

I helped organise the year 7 activities for Youth and Community Week at school in 1999 to raise money for the charity 'Youth off the Streets'. This role required creative thinking as new and exciting activities were designed to raise money for the charity. Also, the execution of the activities required critical thinking and problem solving skills in order for the activities to run smoothly. Because year 7 students were required to participate and ultimately help run the activities, organisational skills and

teamwork was required as tasks were delegated. Younger students were involved which meant empathy, sensitivity, flexibility and oral communication skills were also enhanced.

### **Reader for the school certificate and HSC, 1997-1999**

Readers are very important in the HSC. Readers actually read the school certificate/HSC to the students who are sitting the exams. These students have difficulty comprehending words on a page and understand the paper better when it is read out loud to them. As a reader I developed strong oral communication skills and sensitivity towards the students. Also I had great responsibility as each student relied on me to do their exams to the best of their ability.

### **Student Shadow Scheme, University of Sydney, 2001-2002**

This scheme gives students from high schools an opportunity to experience university life by following a current university student around university for three days. The faculty of Science together with Young Scientists of Australia (YSA) members organise a relay quiz in which I helped run in 2002.

By participating in this activity, leadership, empathy, sensitivity, flexibility and oral communication skills were developed as well as self confidence and understanding.

### **Voluntary staff member of The Siemens Science Experience (TSSE), 2002**

The Siemens Science Experience (TSSE) is a three day science school, held in the January school holidays that encourages and develops year 10 students' interest in the science field. As a voluntary staff member I was the leader of a group of around 20 students. I helped execute the planned activities for each of the three days by supervising them in various labs, problem solving activities and physical activities. I also accompanied them on a one day field trip to Penrith

This experience allowed me to develop critical thinking and problem solving skills in order to deal with unexpected problems that arose each day of the science school. Other skills that were developed were leadership, empathy, sensitivity, flexibility and oral communication skills.

## **Secretary of the University of Sydney Science Society (SciSoc), 2004**

Duties include:

- Organising a roster for the fortnightly BBQs
- Organising regular committee meetings
- Taking the minutes for each of the meetings and emailing them to all the committee members
- Delegating tasks to each of the committee members when required
- Organising rosters for other events such as ticket sales
- Assisted in organising the Society's annual trivia night
- Organising the annual society ball for approximately 250 people
- Promote awareness of the society's activities through advertising and publicity
- Liaising with various people and community groups in the local area
- Help maintain records of the society and society bookstore's activities

## **Co-secretary of the University of Sydney Alchemists Society (Chemistry), 2004**

Duties are similar to those of SciSoc secretary. However, the tasks do not occur as often because three people share the role

By being a secretary of each of these societies, strong oral communication skills are required. Time management and organizational skills are also important to ensure tasks are completed by the deadline. Networking, written communication and goal skills, self-awareness and confidence are also developed by undertaking this role.