

Annex II

Approaching job

A set of tools and exercises devoted to job seekers

Exercise 1: "This is me. Introducing myself"

Main objective: allow students know themselves and help them providing a complex descriptions.

Methodology: provide the following list of sentences and ask to fulfill the questionnaire.

Discuss the results – especially the 1 and 5 scored - with the student to capture further comments, ideas,

Time: 15-20 minutes at all.

I easily face changes	1	2	3	4	5
I have a good memory	1	2	3	4	5
I quickly learn new topics	1	2	3	4	5
I am easy to concentrate	1	2	3	4	5
I am affordable with undertaken committments	1	2	3	4	5
I am punctual	1	2	3	4	5
I am precise and tidy	1	2	3	4	5
I execute my tasks rapidly	1	2	3	4	5
I am self-organized	1	2	3	4	5
I am a good analyzer	1	2	3	4	5
I am able to synthesize	1	2	3	4	5
I am able doing things	1	2	3	4	5
I have a lot of imagination, creativity	1	2	3	4	5
I have a logical intelligence	1	2	3	4	5
I read a lot (books, newspapers, ...)	1	2	3	4	5
I speak in a proper manner	1	2	3	4	5
I write easily	1	2	3	4	5
I like spend my time with other people	1	2	3	4	5
I like to collaborate	1	2	3	4	5
I usually get the leadership	1	2	3	4	5
I can listen, communicate, maintain good relationships	1	2	3	4	5
I accept the agreed rules	1	2	3	4	5
I always express my idea, even if it is not the case	1	2	3	4	5
I am sure of myself	1	2	3	4	5
I have not any problem in moving, even in unknown places	1	2	3	4	5

1: totally false

5: totally true

The 8-10 most relevant characteristics emerged from the previous exercise can be used to engage the student in a graphical description, where each characteristic is linked with causes, effects, similar items, Finally sort the characteristics in Positive, Weakness, Possiblesolutions/Integrations.

Exercise 2: “My favorite job”

Main objective: allow students to talk about their favorite job, describing it as a project to be completed.

Methodology: avoiding to focus on a precise job, ask the student to precise the desired characteristics of their job. As a second step, they could think of real jobs which could match their desired characteristics. Ask clarifications and specification about the conditions each student describes. Consider all options as possible.

Discuss the results with the student to capture further comments, ideas,

Time: 40 minutes at all.

I work as (self-employer or employee)

Working time is ... hours per week

Working time is from ... until ...

Working time is Part-time or full-time

Workplace is far from home

I join the workplace by....

My workplaces is ... (brief description)

I work with ... (alone / team)

I work with ... (describe eventually colleagues)

I use ... in my job (specify which tools)

My holidays are ... long

I earn ... per month

The problems I imagine to have to face are ...

The advantages I imagine I will have are ...

The changes I will face are ...

Others will say about me ...

Exercise 3: "I know ..."

Main objective: allow students to build a first list of knowledge, which could be transferred into his/her CV.

Methodology: considering all context – formal/informal/not formal – collect all knowledge acquired until now. Then try to classify them in order to consider the source and the level of knowledge.

Discuss the results with the student to capture further comments, ideas,

Time: 20 minutes at all.

Education-knowledge

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

Hobbies-knowledge

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

Thanks to other activities/places

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

1: very basic knowledge

2: elementary knowledge

3: enough knowledge

4: good level knowledge

5: deep and updated knowledge

Exercise 4: "Transferable Skills"

Main objective: allow students to recognize own ability and to describe them. Later they could be transferred into his/her CV.

Methodology: ask the student to read all the listed skills and experiences and to check the right column that fits better to him/her. Do not care the classification by the moment. Simply consider each skill in itself.

All capabilities are important to be considered, also the simpler and unrelated with work (e.g. I can swim). Possibly, add more items as they arise during discussion.

Discuss the results with the student to capture further comments, ideas,

Define 'Transferable skills': What are transferable skills?

We all have 'learned' abilities and 'natural' abilities.

'Learned' abilities are our SKILLS and 'natural' abilities are our TALENTS

Transferable skills are the skills and abilities you have gained / developed during your jobs, classes, projects, volunteer work, parenting, hobbies, and sports and throughout your life. These skills can be used in a job related situation. Transferable skills are essential for success in the job market and can go a long way in producing effective and relevant job applications and securing employment.

Time: 30-45 minutes.

Skills and Experiences	I enjoy	I do well	To work on	I would like to do this	To include on CV
Creativity					
I look for different ways of doing things					
I have new ideas (original)					
I like to try new things					
I create things (stories, music)					
I like to draw, paint, design					
I like to perform (sing, dance)					
Leadership					
People ask me for help / advice					
I start activities					
I have supervised, managed people/children					
I make decisions					
I like to be the first to try something					
Communication					
I ask lots of questions (curious, want to					

learn)					
I enjoy talking with people					
I can give speeches / presentations					
I can write reports					
I can explain things, (teach, training,tutor)					
Organisation					
I can plan events / parties					
I can schedule activities					
I can coordinate things					
I have good timekeeping					
I meet deadlines					
Working with hands					
I can fix things					
I make things (prepare food, cook)					
I use tools					
I build things (assemble, construct, carpentry)					
Working with numbers					
I can calculate numbers					
I can create a budget					
I conduct money transactions					
Problem Solving					
I can identify problems					
I am able to improve situations					
I can recommend solutions					
People					
I enjoy meeting new people (outgoing)					
I am able to work in a team					
I get along with others (friendly)					
I like to help others (co-operate)					

I am dependable					

Exercise 5: “A map of my jobs”

Main objective: having set personal knowledge and capabilities, it is useful to focus on one or more possible jobs and the related missing further knowledge or skills, the job search channels.

Methodology: ask the student to write a job in a circle in the middle of a paper and to link to it all the relevant elements (knowledge/skills, job search channels, ...).

Once the picture is completed, discuss the results with the student to capture further comments, ideas, and eventually join a second-chance job.

Time: 30 minutes at all.

Exercise 6: “How to read a job search”

Main objective: carefully reading job ads, ensuring their the correct comprehension. Be able to evaluate the seriousness of the announce and the affordability of the firm/Agency.

Methodology: analyze a number of job ads – both on newspapers and/or online – to be able to recognize the main elements:

- the firm looking for workers;
- the Job title;
- the Job description;
- the skills required;
- the general work conditions (geographical area, wage, working hour, ...);
- the “ideal” candidate.

Discuss the different situations and discover incomplete ads, new jobs,

An internet search could help improving knowledge re. new or even more traditional jobs in term of contents, tasks, skills,

Connect to useful links on job search and jobs, like:

Cyprus:

<http://www.cyprus.gov.cy/portal/portal.nsf/gwp.getCategory?OpenForm&access=0&SectionId=citizen&CategoryId=Youth&SelectionId=none&print=0&lang=en>

<http://www.hrdata.org.cy/>

http://www.mlsi.gov.cy/mlsi/kepa/kepa_new.nsf/index_gr/index_gr?opendocument

Greece:

<http://ec.europa.eu/social/main.jsp?catId=82&langId=el>

<http://www.kepea.gr/>

Italy:

<http://www.jobtel.it/cercare-lavoro/> a devoted area on ISFOL – the national agency for work, education - website.

UK:

<https://www.gov.uk/government/collections/helping-young-people-into-work>

Discuss the results with the students to capture further comments, ideas, and move on further researches on new and interesting jobs.

Time: 40 - 60 minutes.

Exercise7: Write up the CVs (Europass and a simpler format)

Main objective: know the two major CV models and being able to manage both as needed.

Methodology: connect to Europass website

<https://europass.cedefop.europa.eu/it/documents/curriculum-vitae/templates-instructions>

and practice on CV.

Once the Europass CV is completed, extract the information to create a more user-friendly format, using a common word processor application (Microsoft Word, Libre Office, ...).

Often, youngsters and students do not have a particularly rich work experience section and is therefore redundant having a devoted section almost empty.

Note the **main sections any CV** – no matter what is its format - is made by are:

- Personal Information
- Job applied (if any)
- Work experience
- Education & Training
- Personal Skills
- Other Information
- Annexes

Once the CV is completed, discuss the results with the student to capture further comments, ideas, and eventually modify the first edition.

Ensure to **transfer some key notes on CV**:

- the CV is a living document! It grows with everyone.
- there is no "THE" CV, but as many CVs as the job we apply for;
- the CV is a worker presentation for a specific job to a specific employer. It needs to be personalized;
- it must be concise → max 2 pages;
- it must be clear → two columns, bold characters, key words;
- it must contain the Name and Surname of the candidate in each page (footnotes);
- it must be sent in -pdf format;
- it must be signed;
- it must show a declaration on privacy issues.

Time: 60-90 minutes.

Exercise 8: Write up examples of covering letters

Main objective: understanding the importance of the covering letter, which is a fundamental part of the application package.

Practice with writing different models of covering letters referred to different ads.

Methodology: provide some job ads and ask the students to write the covering letters to present their own CV. Practice on almost 2 or 3 different ads.

Suggest an exercise over a hypothetical candidate and a real ads.

Once the letters are completed, discuss the results with the students to capture further comments, ideas, and eventually modify the first release.

Note that:

- the covering letter must change for any ads → we need to personalize it, referring to the firm, the position we candidate for. Know the firm (Google search), on the job position and say something specific on these (or just one) topics;
- no more than one page;
- it must capture the attention of the reader → they will probably read also the annexed CV;
- to personalize a letter we must change some 25-30% of the text;
- be concise but effective → just three paragraphs to say what we need to.

Time: 60 minutes at all.

Exercise 9: Practice with online formats

Main objective: make the students aware of many firms / Agencies / Employers online tools for workers who want to apply for a job. Visit some websites and appreciate the main differences and characteristics.

Methodology: choose some relevant Employer's websites and visit the section devoted to job applications (Join us, Work with us, ...).

Discuss the differences among the websites and evaluate the techniques to effectively make an online application (e.g. have his/her own CV ready to copy and paste sentences and data, ensure providing a valid email address and keep it checked over the time, ...).

Time: 30 - 45 minutes.

Exercise 10: Application Forms

Once you have a good CV and perhaps some experience of writing cover letters filling in the dreaded application form gets a bit easier. As with the CV and cover letter, it is important that you get your 'match' (match to the job you are applying for) across to the employer.

Here are some tips to help you

DO

- Read the application pack first! Some forms are complicated and you could put your answers in the wrong place
- Use the electronic form if one is available as you can save it and retrieve the form for future use
- Complete the form neatly, accurately to ensure the reader can understand it
- Take a copy of the blank form and work on that to begin with
- Complete the form accurately and take a photocopy of it before you send it off
- Follow any special instructions, for example you may be asked NOT to send in your CV
- Use the white space often called 'any additional information' to demonstrate your match with the position on offer. Use the job description and/or competency information supplied by the employer to guide you
- When giving reasons for leaving previous jobs use positive language like 'career progressions' or 'company restructuring'
- Mark any sections that do not apply to you clearly eg 'not applicable'

DON'T

- Just start filling in the application form without reading the questions and accompanying documents
- Underestimate how long it will take to complete the form, then have to rush to get it in on time
- Lie on your CV or application form
- Send in your form late
- Send your form in with mistakes on it or corrections
- Declare any information about pay if this might be a sticking point, suggest that this could be discussed at interview
- Use negative language or emphasise anything you're not good at
- Send photographs or certificates unless they are specifically requested
- Forget to sign the application form

Exercise 11: The different job interviews. How to prepare.

Main objective: know the possible job interviews could occur, after having sent a CV. Evaluate their main characteristics and be aware of the best way to prepare to it.

Methodology: briefly present and discuss with the students the job interviews. Have a mock interview for each type sharing roles and responsibility with students. Once the role-playing is over, discuss the results with the student to capture further comments, ideas, and eventually go deeper into specific areas of interest.

Key issues on Job interviews

- Modalities: one to one interview in presence, more than one selector in presence, online interview, job assessment (group of selected and one or more selectors);
- the interview occurs since the CV was successful in capturing the interest of the selector;
- the interview is aimed to check mainly if the candidate fits for the job, if he/she will merge with colleagues/organization; if he/she really wants to work in that specific firm;
- be prepared to go deep on your skills, especially the most relevant for the Employer;
- be prepared to go deep on your integration/relation attitudes;
- are you motivated? Show engagement and knowledge of the firm, its mission, its products or services;
- be prepared to focus on the best characteristics of his/her CV: knowledge, skills, ...
- ... and the most difficult ones: missed opportunities, lost of time in education, on the job, any limitation (handicap, family-related issues, ...). Show consideration of past errors and, if asked, of better ways to cope with the problems encountered.

To be prepared for the interview / the assessments

- know the place and the means of transportation to get in time;
- have your CV ready in two hard copies and/or on an online repository;
- have your dresses ready for an important/formal occasion;
- have your ID ready and valid with you;
- if it will be an online interview (Skype or so on) check your PC and Internet connection;
- know the firm / the position you apply for (Google and specialized websites).

Time: about 90 minutes.

Exercise 12: Preparing for in presence Interview

For some people the idea of being interviewed is a very worrying one. It's tempting to think that all the power and authority is with the employer and that you are at a disadvantage. This is not a good mindset! It's much better to think of the whole thing as a 'business meeting' between adults, where both you and the employer have equal interest in the interview. Remember the employer has a problem – they have a role to fill, and you could be just the person they are looking for.

If a company or agency, call you in to have 'a chat' they mean an interview. Always prepare fully no matter what they call it.

Good interviewing skills are probably one of the best skills a person can have. All too often qualified, capable people are unable to get work or change to a better job because they struggle with interviews. Interviewing skills are like all skills and are transferable.

For example, good interviewing skills include the ability to respond appropriately in a stressful situation, present themselves appropriately for the given situation, communicate effectively, and demonstrate good manners. All of these skills will help a person be successful in social and work situations.

- Research the company- find out as much as you can
- Look your best - clothes should be clean, neat and appropriate for the working environment / company you are going to. Don't use too much perfume / aftershave and keep jewellery to a minimum.

- Be prepared – take a copy of your CV, application form, samples of work

- Arrive early – make sure you know the route to the interview and arrive 10 minutes early

In any interview the interviewer(s) are looking for 3 main things:

1. Someone who can do the job – someone who has the skills and is competent and willing to undertake training.

2. Someone who wants to do the job – someone who is motivated.

3. Someone who will fit in – someone who fits in with the team, the company culture and its values.

Your role at the interview is to present yourself as that person.

- Some basic interview knowledge:

The 'first impression' you make at an interview is very important! So in the first few seconds make sure that you:

- You look at the interviewer and make eye contact

- Smile

- Shake hands with a firm, dry handshake (if offered)

Preparing and presenting yourself well will help you stand out from the other candidates

In the interview room

- Sit when you are invited to do so

- Sit well back in the chair and sit upright

- Avoid crossing your arms – this looks like you don't want to be there

- Smile, nod and show interest in the questions

- Pace yourself, your nerves can make you either dry up or chatter too much

- Be positive, enthusiastic and listen

- Avoid fidgeting and fiddling with pens etc

- Keep focused and listen

NEVER: 1. Be late for an interview; 2. Say anything rude about your previous employer, your manager or colleagues; 3. Chew gum or smoke.

Exercise 13: Thoughts on identifying a new role

Location: Where do you want to work?

- City Centre, Local Community
- Are you prepared to move / relocate for the work

Job Content:

- What do you want to be doing everyday?
- What do you enjoy doing and would like to do more of?
- What do you dislike doing and would like to avoid?
- What skills and experience do you want to use?
- What skills or expertise would you like to develop?

Company: What type of organization do you want to work for?

- Small or large?
- Family owned, national?

Culture: What kind of company do you want to work for?

- Family friendly?
- One that develops and trains people?
- Ambitious and challenging?

Future: Are you looking for a role that will allow for development and promotion?