

Unit 2 Finding a Job				
Activity/Task	Title	Approx. Duration	Additional ideas for teaching	Teacher Professional Development Tasks
Activity 1	Reflecting on your previous experience			
Task 1.1	Self-reflection	20 Min	x	
Task 1.2	Setting Professional Goals	40 Min	x	x
Activity 2	Voluntary Work			
Task 2.1	Understanding the concept of voluntary work	30 Min	x	
Task 2.2	Discovering the benefits of volunteering	30 Min	x	
Task 2.3	How could voluntary work help you to find the right job for you?	20 Min	x	
	Extension Task	30 Min	x	
	Take-away		x	x
	Reflection		x	x
Activity 3	Extracting Information from Job Advertisements			
Task 3.1	Understanding job advertisements	30 Min	x	x
Task 3.2	The language of job advertisements	45 Min	x	
Task 3.3	Planning your own search	25 Min		x
Task 3.4	Finding and understanding a suitable job advertisements	60 Min/ 120min	x	
	Reflection			
Activity 4	Creating an 'interculturally' appropriate CV			
Task 4.1	Thinking about transferable skills	30 Min	x	
Task 4.2a	Structuring a CV (with PC access)	20 Min	x	
Task 4.2b	Structuring a CV (without PC access)	20 Min	x	
Task 4.3	Comparing a good and a bad CV	30 Min	x	
Task 4.4	Creating a 'Professional Profile'	20 Min	x	

Task 4.5	Writing about your Core Skills	20 Min	x	
Task 4.6	Writing the Career Summary	45 Min	x	
Task 4.7	Qualifications and education	20 Min	x	
Task 4.8	Hobbies, Interests and References	30 Min	x	
Extension Tasks		170 Min	x	x
Reflection				x
Activity 5				
Presenting yourself online: LinkedIn				
Task 5.1	Social media and employment opportunities	30 Min	x	x
Task 5.2	Creating your LinkedIn Profile	30 Min	x	

Activity 1: Reflecting on your previous work experience

Unit A2	Finding A Job
Activity 1:	Preliminary activity: Reflecting on your previous work experience. (This is an activity for learners to complete alone, or with potential teacher contact)
Duration:	60 minutes; but learners are invited to take the time they require as they are working individually
Rationale:	The aim is for the learners to begin the job seeking activity by reporting, analysing and reflecting on what they have already achieved
Focus:	Clarifying experiences relevant to finding a job; transferable skills and key steps
PICC Skills:	Ability to explore and reflect on learners' professional journey so far including their achievements and strengths; ability to understand how professional skills and experiences that learners previously acquired can be empowering resources as they look for a job; ability to analyse challenges that learners might encounter as they look for a job and ways to overcome them; ability to set SMART (see TIP! box) professional goals
Language Work:	This activity encourages learners to use and develop their writing skills and in particular reflective writing (see Take-away). Learners can choose to work in English, in the language of your host country or in another language

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Before you teach

This module is designed for independent learning, but you can prepare to introduce the activity and its aims to the learner(s).

You can ask learners to download the activity and work on a digital copy so that they can easily update the contents. You can also download and print a copy of the task for learners who don't have access to a PC.

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This activity invites learners to think back over the job(s) they have done before now, what they have achieved in them and learned from them. Task 2 asks learners to reflect on what they have learned from reviewing their own work experience and to set future professional goals.

The concept of **reflection** may be unfamiliar to some learners, requiring a brief non-technical explanation:

“We can learn by recalling and re-examining our previous activities, looking at them with fresh eyes and considering what we can transfer from those experiences to our future activities” (Schon 1991)

[Reflection is] a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation (Boud et al. 1985)

TIP!

You can also use this activity as homework before you start with Activity 2 of this module. Here are some suggestions that you can offer to learners as they complete the two tasks:

Task 1: Self-reflection

Duration: 40 minutes

Aim: To prepare learners for the following module, so they can make most use of the activities by applying the tasks to their own individual situation.

Rationale: To encourage learners to reflect on their own professional history, achievements and expectations.

Teaching Procedure:

1. **Self-study:** Ask your students to respond to the following questions in writing, so they have a record to review – but this writing is purely for their personal use. Ask them to focus on key ideas and not to worry too much about the quality of their writing, as they can always go back later and work on proofreading.
2. You can give your students the following instructions:
 - a. You can take your time and stop and restart if you wish.
 - b. Be prepared for the possibility that your experience won't necessarily fit into every section, because different countries have different approaches to recruitment and promotion, for example.
 - c. This is a good opportunity to practice your English language skills (or the language of your host country) but you might want to use another language.
 - d. Focus on contents rather than form, you can proofread your work once that it is completed.

1. Write down your job title in the most common translation

2. Summarise very briefly what that job involved (you can use bullet points)

3. Why did you apply for that job in the first place? What got you interested in that job?

4. What was the process of application – was it easy or difficult? And were you in competition with other applicants? How were you selected? What do you think made you the successful applicant?

5. Can you recall a typical day in the job? Or, if it was very varied, describe a range of activities you carried out.

6. What aspects of the job do you feel you were best at? Were you praised or promoted for this performance? What did you most enjoy?

7. Were there any aspects of your job you struggled with or did not enjoy? Can you list them and explain what made them hard/not enjoyable?

8. Have you ever experienced any friction or conflict with others working with you? (Explain briefly what happened). Were you able to solve these issues? How did you go about it?

9. How did the job change over time? Did you have to adapt to different roles, responsibilities or locations? How did you manage any changes?

10. Think about why you left the job – but if the reasons are personal, or political or painful, you can just focus on what was within your control.

11. Now you can reflect on the experience from that job and its applicability in your new context. Look back on what you've written and consider what you can carry over from that experience to a new job in a new country. And what you expect to be completely different (you can make two lists using bullet points)

12. What job do you hope to get now? Would you consider different work or a different professional status from what you had before?

13. What could be the main challenges that you will encounter in your job search? Can you identify possible solutions?

Task 2: Setting professional goals

Duration: 20 minutes

Aim: To prepare learners for the following module, so they can make most use of the activities by applying the tasks to their own individual situation.

Rationale: To encourage learners to think about their own professional goals in detail.

Teaching procedure:

1. Now that they have completed the first task, ask your students to list their professional goals? By when would they want to achieve them? What main actions do you need to take? Use bullet points and keep your goals **SMART** (see the **TIP!** box).

PROFESSIONAL GOAL	MAIN STEPS	BY WHEN

Extension Task: SMART goals

Duration: 20 min

Aim: To enhance students' goal setting strategies.

Rationale: Students are introduced to the concept of SMART goal setting and apply it to their own reflections and goals.

Teaching Procedure:

Scientists have found that goals are more likely to be achieved if they are **SMART**. Ask your students to go back to their formulated goals and check if they are:



Specific – your goal should be clear and specific. The more precise you are about what you wish to achieve, the bigger chances that you will attain your goals.

Measurable – if your goal is set in a way that you can keep track of your progress, it is measurable. Measurable goals go hand in hand with goals that are **specific**.

Attainable – you should estimate whether the goal you set for yourself is attainable for you. Attainable goal is also a realistic goal. You will probably need to invest lot of your time and energy, and it might be challenging, but it should not be impossible.

Relevant – Think carefully if your goal is relevant to you. Do you really want to do it? How much does it matter to you? Do you have relevant skills?

Time-bound – set a realistic timeframe for yourself. This will help you to stay focused and work towards what you really want.

Variations

- Learners may wish to use the questions twice if they have had varied work experience.
- Once that learners complete the task you can facilitate a classroom reflection (plenary or in pairs).

Take away

Academic Resources

These are some resources on reflection in learning and reflective practice:

- Boud, D., Keogh, R., & Walker D. (1985). What is reflection in learning? In D. Boud, R., Keogh D., & Walker (Eds.), *Reflection: Turning Experience into Learning* (pp. 18-40). London: Kogan Page.
- Schon, D.A. (1991). *The Reflective Practitioner*. Temple Smith, London.
- Walsh, S. & Mann, S. (2015). Doing reflective practice: a data-led way forward. *ELT Journal*, 69(4), 351-362.

Activity 2: Voluntary work as a way of gaining practical experience and building up a CV

Unit A2:	Finding A Job
Activity 2:	Voluntary work as a way of gaining practical experience and building up a CV
Duration:	80 minutes + 30 minutes of extension tasks
Rationale:	Voluntary work in related or even unrelated fields to learners' professional background can provide valuable practical and social skills and intercultural understanding which will contribute to and update a CV
Focus:	Related to understanding the value and benefits of voluntary work, and finding out about local opportunities in a chosen field
PICC skills:	ability to show willingness to engage with the host society and local environment; ability to establish positive professional relationships in intercultural encounters
Language work:	the language of volunteering and voluntary opportunities, as used in related websites and recruitment literature

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Before you teach

Step 1:

Based on your national context, watch videos below that are relevant to you:

UK-based videos: The campaign “Where volunteering begins” by the National Council for Voluntary Organisations (NCVO) provides a playlist on youtube on volunteering in the UK: 

https://www.youtube.com/playlist?list=PLr1h22g_ZoT7751f_U4Q5R8ob2sihLQf3

Dutch videos about volunteering (Vrijwilligerswerk):
https://www.youtube.com/watch?v=2eV_tHZk1VM
<https://www.youtube.com/watch?v=9e2xKQEBNTk>



Austrian and German contexts:

Germany ("Ehrenamt"):

https://www.youtube.com/watch?v=LxMLk4u2_pl



<https://www.youtube.com/watch?v=UFAEh1OEcUw>

<https://www.youtube.com/watch?v=SswDJfYVqpo>

Austria (Freiwilligenarbeit):

<https://youtu.be/pJlI4BoSHHo>



<https://www.youtube.com/watch?v=mh5EuDNTXi4>

Step 2:

Listen to the audio tape of an interview with an asylum seeker in the UK. Note the different types of voluntary work he is involved with, the benefits he feels he has gained, and how he feels his experience will prepare him for finding paid work eventually. Follow this link to listen to the interview: <http://cslw.eu/wp-content/uploads/2019/05/Activity2Unit2Recording.mp3>

The audio tape includes different topics:

0.00-0.45	Why volunteer?
0.48-1.42	Getting started
1.43-2.53	First voluntary work experience
3.10-3.25	The importance of mastering the language
3.26-5.57	Second voluntary work experience
5.58-7.36	Further experiences
8.40-11.17	Benefits of voluntary work
11.20-12.18	How will voluntary work help with finding paid work?
12.19-13.28	Advice to others in similar situations

TIP!

This tape runs for 13 minutes. You might want to listen to it in segments or only choose the segments relevant to your students.

A key to organisations mentioned in the tape:

- Gateshead Council: A local authority in North East of England.
- Gateshead Old People's Assembly: A charity offering opportunities for people aged 50 + to maintain their independence and improve their mental health and physical health.
- Action Language/Foundation: A charity which offers free English classes and housing opportunities for asylum seekers and refugees in the North East of England

Task 1: Understanding the concept of voluntary work

Duration: 30 minutes

Aim: To understand the concept of voluntary work in the host country.

Rationale: Students familiarize themselves with the definitions of volunteering before evaluating whether this could be helpful for them personally.

Teaching Procedure:

1. **Work in pairs:** Using paper or online resources, ask students to find a definition of the following words or phrases and to write a sentence for each one which demonstrates their meaning(s).

UK:

- *A volunteer*
- *Volunteering*
- *Voluntary work*
- *The voluntary sector*

Netherlands:

- Een vrijwilliger
- Vrijwilligerswerk
- Vrijwilligerswerk
- De vrijwilligerssector

Austria & Germany:

- Ein ehrenamtlicher Helfer
- Freiwilligenarbeit
- Ehrenamtliche Arbeit
- Das Ehrenamt

2. Plenary feedback and discussions:

- Ask students to describe the two fundamental conditions that define voluntary work (i.e. that it is work that is carried out of one's own free will, and without payment).
- Class question: is the concept of voluntary work recognised in their home country, and if not, why not?

Task 2: Discovering the benefits of volunteering

Duration: 30 minutes

Aim: To create an awareness of the importance and benefits of volunteering.

Rationale: Students watch relevant material and discuss the content with regards to the benefits of volunteering.

Teaching Procedure:

1. **Show 2 YouTube clips** which you have previously identified as being of most interest and relevance to student groups. Ask students to make a note of the main benefits of voluntary work as outlined by volunteers in each clip. The students then discuss their findings with their neighbor and then share in class.
2. **Working in pairs or small groups**, ask students to think of other benefits of volunteering, apart from those outlined in YouTube clips.
3. **Plenary feedback:** Ask students to compare their list with reasons outlined in articles below

UK:

- <https://www.stocktonvolunteers.co.uk/one-million-people-volunteer-for-the-first-time-in-the-past-year/>

Germany & Austria

- <https://de.statista.com/statistik/daten/studie/308137/umfrage/gruende-und-motive-der-freiwilligenarbeit-in-oesterreich/>

Netherlands:

- <https://www.movisie.nl/artikel/feiten-cijfers-vrijwillige-inzet>
- <https://www.cbs.nl/nl-nl/achtergrond/2018/29/vrijwilligerswerk-activiteiten-duur-en-motieven>

Answer Key

Volunteering means spending your time doing unpaid work in the community for the benefit of others. There are many reasons people choose to volunteer:

- To get to know your new community
- To reduce isolation and meet new people
- To keep active
- To develop new skills, knowledge and experience
- To enhance your CV
- To keep your skills active
- To help an organisation that has helped you
- To be involved in a cause you are passionate about
- To gain confidence and self-esteem
- Try out a new career
- Practice your English language skills

Task 3: How could voluntary work help you to find your chosen job?

Duration: 20 minutes

Aim: To enable students to find voluntary work opportunities that could help them with their career.

Rationale: Students work together in finding realistic voluntary work opportunities that are both beneficial to them and to their community.

Teaching Procedure:

1. Working in pairs, students discuss the type of career opportunities they hope to gain in their host country, and the sort of voluntary work that may be helpful. Try to ensure that your students have realistic ideas about what voluntary work is available and accessible. For example, it may be difficult to find a volunteering opportunity in a specific branch of medicine, but experience in a related field or which focuses on specific skills may be useful.

- Is there any particular work experience that they need, or any specific skills or knowledge that would improve their CV, e.g. IT skills, public speaking?
- Students can also research and make a note of the names or types of organisations which might offer relevant voluntary work experience in their locality.

TIP!

Students seeking similar work e.g. medical/care work/work with the elderly could be grouped together to brainstorm opportunities.

TIP!

Virtual volunteering is an alternative for people who need to work remotely from the physical site of an organisation for various reasons (e.g., lack of local opportunities in their field of interest, transport, childcare issues). Virtual volunteers can generally work from home (via internet or telephone). Virtual volunteering can take many forms including:

- Customer support
- Web design
- Data entry
- Social media and publicity
- Writing, editing, blogging and translating

Large organisations normally have dedicated pages to virtual volunteering.

Variation

Task 2: Discovering the benefits of volunteering

Duration: 30 minutes

You could invite a speaker from a volunteer organisation to give a brief talk to your students. The speaker may introduce their organisation (it could be international, national or local), talk about the role of volunteers (e.g., expectations, rights), and about volunteering opportunities. Leave time for questions and answers (you could ask students to prepare their questions in advance).

Extension

Task 4: Discovering the benefits of voluntary work

Duration: 30 minutes

Aim: Students relate experiences of others to their own situation.

Rationale: Students can learn from people who have been in a similar situation to them.

Teaching Procedure:

1. Ask your students to listen to audio tape of interview with UK asylum seeker (<http://cslw.eu/wp-content/uploads/2019/05/Activity2Unit2Recording.mp3>) and answer the following questions:
 - What was the original motivation for undertaking voluntary work?
 - List at least 3 different types of voluntary work carried out by the speaker.
 - What new skills has he acquired through his voluntary work?

2. Group discussion:

- What did students learn from this interview? Did anything surprise them?
- How do students think the voluntary work carried out by the asylum seeker will help him to find work in the future, assuming his appeal for asylum is successful?

TIP!

If you don't have time you can choose particular segments of the audio tape as relevant to your students.

You can also use this as a homework: students can listen to the audio tape and answer the first set of question and then discuss them in the classroom

Take away

Sources of information about voluntary work:

Across Europe, there are many organisations that encourage volunteering, so finding a cause and a project to support should be relatively easy.

The following list gives names of organisations offering voluntary work in the UK.

- Do-it
 - NCVO
 - TimeBank
 - Vinspired
 - NHS <https://www.jobs.nhs.uk> (includes voluntary opportunities as well as paid jobs)
 - Refugees into teaching
https://www.refugeecouncil.org.uk/refugees_into_teaching
 - CharityJob <https://www.charityjob.co.uk/volunteer-jobs>
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The following list gives names of organisations and websites offering voluntary work in the Netherlands.

- [Vrijwilligerswerk \(https://vrijwilligerswerk.nl/\)](https://vrijwilligerswerk.nl/)
 - [Vrijwilligers vacaturebank \(https://www.vrijwilligersvacaturebank.nl/\)](https://www.vrijwilligersvacaturebank.nl/)
 - [NL voor elkaar \(https://www.nlvoorelkaar.nl/\)](https://www.nlvoorelkaar.nl/)
 - [Oranje Fonds \(https://www.nldoet.nl/\)](https://www.nldoet.nl/)
- 

Organisation offering voluntary work in the province of Fryslân, The Netherlands:

- [Frijwilligerswurk \(https://frijwilligerswurk.nl/\)](https://frijwilligerswurk.nl/)
- [Stichting Present \(https://stichtingpresent.nl/leeuwarden/\)](https://stichtingpresent.nl/leeuwarden/)
- [Stichting Amaryllis \(https://amaryllisleeuwarden.nl/vrijwilligerswerk/\)](https://amaryllisleeuwarden.nl/vrijwilligerswerk/)

The following list gives names of organisations offering voluntary work in Austria and Germany:

- <http://www.freiwilligenweb.at/de>
 - <https://bagfa-integration.de/>
 - <https://www.bagfa.de/projekte.html>
 - <https://www.aktion-mensch.de/was-du-tun-kannst/deine-moeglichkeiten/ehrenamt.html>
 - <https://www.ngojobs.eu/aktiv-werden-ehrenamtliches-engagement-in-oesterreich/>
 - ehrenamtsboerse.at/
- 
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Ted Talks and Blogs

There are a number of TED Talks on the benefits and value of volunteering. Here are some examples:

- Volunteering - You get more than you give:
<https://www.youtube.com/watch?v=jtJD4R6XpC0>
- The value of volunteering:
<https://www.youtube.com/watch?v=qmsDhWww6gA>
- Volunteerism - best platform for personal and professional development:
https://www.youtube.com/watch?v=xJ7_0d_etKg

This is a blog article on how to become a 'virtual volunteer':

<https://www.thebalancesmb.com/becoming-a-virtual-volunteer-4138357>

TIPS!

- If learners are ready to look for a volunteer role while they are still looking for a job they can follow the same process as suggested in Unit 3 'Applying for a job'.
- Encourage learners to commit to their volunteer role, it is a great way for them to get good references!
- Suggest that learners check up on the legal rights of refugees and asylum seekers to carry out voluntary work in their country of residence.

In the UK this is stated on the UK government's Home Office website:
<https://www.gov.uk/government/publications/handling-applications-for-permission-to-take-employment-instruction>

In the Netherlands it is also stated on the government's Home Office website: <https://www.rijksoverheid.nl/onderwerpen/asielbeleid/vraag-en-antwoord/mogen-asielzoekers-vrijwilligerswerk-doen>.

In Germany this information is available on the website of the Ministry of Migration:
<http://www.bamf.de/DE/Willkommen/Engagement/Baqfa/baqfa-node.html>

In Austria, information on the legal rights of refugees and asylum seekers regarding voluntary work can be found here:

<https://www.integrationsfonds.at/publikationen/engagement-fuer-oesterreich-freiwilligenarbeit-und-ehrenamt/>

https://fluechtlinge.wien/asyl_und_arbeit/

Personal Reflection

What worked well? What didn't work for you?

- Make a note of activities which appeared to be most successful from your point of view as a teacher, and ask yourself why.

- Take into account how different factors such as professional background, language, individual experiences of migration might have affected the students' approach to these activities. Do you feel that they now have a better understanding of potential benefits of voluntary work in their situation? How might the activity be modified or adapted? (Think about variations)

- Can you think of other resources (e.g., videos, podcasts)?

- How did learners respond to the material?

- Did learners have enough time to carry out the tasks?

Activity 3: Extracting Information from Job Advertisements

Unit A2	Finding a job
Activity 3	Extracting information from job advertisements
Duration	2 hours and 45 minutes
Rationale	To know where to find and understand suitable job advertisements for their professional area of expertise.
Focus	Related to finding suitable and relevant job adverts and understanding the language used in them
PICC skills	Identifying differences and expectations in regards to skills and experiences required for professional positions in the learners' new country
Language work	The language of professional job advertisements

Before you teach

1. Watch the following section of the youtube video (From 0.00 until 03.07 min): 'How to Read Job Ads': <https://www.youtube.com/watch?v=VR2KML99sQo> in order to prepare for Task 1.
2. In order to help students with Task 3, check out platforms and opportunities where students could look for relevant job advertisements, i.e. Online job boards, recruitment agencies, job fairs and relevant websites (see below).
3. In task 2, you will hand out an authentic job advertisement to discuss the vocabulary with your students. As preparation, have a look at the advert and make a list of relevant vocabulary that is not on this document, e.g. fixed-term (as only 'permanent' is on the advert).
4. You can create a handout (see below for some ideas) with a list of useful websites and key words and abbreviations (e.g., FT: full-time; PT: part-time) for learners to look at in their own time.

5. In order to do task 4, you have to give your students sufficient time to find a job advertisement that is relevant to them individually. If you do not have the resources (like PCs) in your institution, you could give them the first part of the task as homework.

The following sources might provide helpful tips that you can provide your students with:

UK



- This is a short video (5 minutes) on the difference between job adverts and job descriptions:
https://www.youtube.com/watch?v=beVb_Ni4las
- This online lesson discusses different occupational terminology and could prove helpful in the group discussions or for students to watch in their own time: 'Talking about jobs and occupations in English - free English lesson'
<https://www.youtube.com/watch?v=fcKniJHVQ3w>.
- This is a guardian article about job advert scam (especially online): 'By hook or by crook'
<https://www.theguardian.com/money/2009/nov/07/job-hunting-by-hook-or-crook>.
- <https://www.forbes.com/sites/forbescoachescouncil/2018/10/22/14-outdated-job-search-tips-that-arent-doing-you-any-favors/#5ee019cf2c48>
- <http://www.inspiringinterns.com/blog/2017/10/8-job-sites-an-overview-of-the-biggest-and-best/>

Austria & Germany



- <http://www.deutschlandsbestejobportale.de/index.html#.XK3d3JhKg2w>
- <https://www.infoup.at/online-jobboersen-die-besten-jobboersen-osterreichs-im-vergleich/>

Netherlands



- https://www.werk.nl/werk_nl/werknemer/solliciteren/solliciteren-werk-zoeken/vacatures/sites
- <https://www.recruitingroundtable.nl/2018/07/30/top-25-grootste-vacaturesites-van-nederland-2018/>

Task 1: Understanding Job Advertisements

Duration: 30 min

Aim: To familiarize learners with understanding the structure and provided information in job advertisements in their host country.

Rationale: Learners are introduced to the basic structure and central information in job advertisements in their host country.

Teaching Procedure:

1. Watch the video on Job Adverts (mentioned in “Before you teach”, Step 1) with your students, from 0.00 to 03.07 mins: Ask them to note down information that they find important for their job search, and what information is new to them.
2. Discuss in class what your students think is different about job advertisements in their host countries compared to other national contexts they have worked in in the past.

Task 2: The language of Job Adverts

Duration: 45 min

Aim: To introduce basic vocabulary which is typical for job advertisements to learners.

Rationale: Learners study authentic job advertisements in order to enable them to apply this knowledge to job advertisements relevant to them.

Teaching Procedure:

On the following page you can find an authentic job advertisement. As preparation for the session, read the advert and create a list of alternative vocabulary.

1. Hand out the job advertisement. Ask you students to mark and list important vocabulary. These can be both job specific, or terms and phrases that are typical for job advertisements in general.
2. Make a list of the vocabulary on the board based on the learners' input and your prepared list.

Example of an authentic job advertisement in the field of interior design:

Senior Interior Designer

- Manchester
- Negotiable
- CSW Limited
- Permanent
- Posted today

Interior Designer required to join a superb practice of architects and designers that creates immersive and multi-sensory environments for its clients in the retail, restaurants and hotels sector.

You will become part of a team that hails from all over the globe and be encouraged to add your own flavour and bring new ideas to the studio.

The practice prides itself on a culture that embraces collaboration, creativity and innovation to provide its clients with the very best solution.

Key Requirements

- highly motivated interior designer with a passion for creating innovative retail and F&B for the luxury market
- strong understanding of retail design, detail & material specification
- high level of linguistic dexterity
- proven leadership skills; collaborating with and motivating team members
- large scale experiential design knowledge

Key Responsibilities

- project management and package leadership across concept, developed and technical design of projects
- develop designs according to client brief and expectation across design phases
- ensuring design intent is carried through on site (for relevant projects)
- Coordinating with sub-contractors where necessary
- Ensuring project deliverables are submitted on time and within scope
- managing efficiency of delivery content and design and drawing methods

Skills

- relevant BA (Hons) qualification or above

- advanced level skills in AutoCAD and Rhino (Revit also preferred)
- strong sketching ability
- excellent communication & presentation skills
- ability to work on and oversee multiple projects simultaneously
- ability to work to tight deadlines and work collaboratively under pressure

Benefits

- Flexible working hours
- In house chef providing complimentary cooked lunches, 5 days a week (commencing end July 2019).
- Yoga classes twice a week
- Personal fitness classes 2-3 times a week (times / days varies)
- Monthly life drawing classes held in the office.
- Opportunity to join the company pension scheme following completion of probationary period.
- End of year bonuses are awarded performance based / pro-rata for time served at the Directors discretion (depending on economic success of the business in each calendar year)
- Annual salary reviews
- **Contact:** [details]
- **Reference:** Totaljobs/XY33
- **Job ID:** 123456

Adapted from an advert on www.totaljobs.com

Task 3: Planning your own search

Duration: 25 minutes

Aim: To familiarize learners with common job search platforms in the host country.

Rationale: Learners brainstorm and reflect on job search processes known to them. The teacher ideally adds to that knowledge.

Teaching Procedure

1. Organise the class into small groups or pairs, based on the similarity of their profession. Ask students to discuss what jobs they are looking for, where they think they can look for the advertised vacancy and what problems they have noted in understanding the advertisements. Ask them to fill out this table.

What role?	Where can you look?	Past career job searches (where you searched for jobs)

2. Discuss in class what problems students have identified in filling out the table. If “Where can you look” provides most difficult, go to Task 4.

Task 4: Finding and understanding a suitable Job Advert

Duration: if material is researched in class: **2 hours**, if research is homework:
1 hour

Aim: To enable students to use helpful tools for their own job search.

Rationale: Students navigate a job search with the help of a teacher in order to familiarize themselves with the platforms while getting support when encountering problems.

Teaching Procedure

1. Ask students to research job advertisements online and to bring them to class. If they do not have access to a PC or the internet, suggest to look at local newspapers, ask in the job centre or elsewhere (feel free to add your own ideas!).

Suggest the following resources (again, feel free to add ones that you have experience with!)

UK:



- Guardian article about job advert scam (especially online): 'By hook or by crook'
<https://www.theguardian.com/money/2009/nov/07/job-hunting-by-hook-or-crook>.
- Total Jobs UK www.totaljobs.uk
- UK & international job search for **academic jobs**, research jobs, science jobs and managerial jobs in leading universities: www.jobs.ac.uk
- Jobs in the National Health Service (NHS), the publicly funded national healthcare system in the United Kingdom: <https://www.jobs.nhs.uk/>
- www.engineeringjobs.co.uk/

Austria & Germany:



- <http://www.deutschlandsbestejobportale.de/index.html#.XK3d3JhKg2w>
- <https://www.infoup.at/online-jobboersen-die-besten-jobboersen-osterreichs-im-vergleich/>

Netherlands:

- https://www.werk.nl/werk_nl/werknemer/solliciteren/solliciteren-werk-zoeken/vacatures/sites
- <https://www.recruitingroundtable.nl/2018/07/30/top-25-grootste-vacaturesites-van-nederland-2018/>

2. **Self-study and classroom discussion:** Ask your students to mark phrases and terms that they do not understand, as well as important vocabulary. Discuss the findings in class.
3. **Classroom discussion:** Can they spot differences between job adverts they replied to in their home country and the local ones. Are the expectations different? IS the required skillset the same? In the UK for instance, the role requirements are often divided between 'essential' and 'desirable' and explain the difference. Does something similar exist in other cultures as well?

Personal reflection

- What worked well? Make a note of tasks which appeared to be most successful from your point of view as a teacher, and ask yourself why.

- What did not work well? Make a note of tasks which appeared to be most successful from your point of view as a teacher, and ask yourself why.

- Take into account how different factors such as professional background, language, or individual experiences of migration might have affected the students' approach to these activities. Do you feel that they now have a better understanding of how to extract information from a job advertisement? How might the activity be modified or adapted? (Think about variations)

- Can you think of other resources (e.g. videos, podcasts) that would enrich this class?

- How did learners respond to the material?

- Did learners have enough time to carry out the tasks?

- What would you do differently next time?

Activity 4: Creating an 'interculturally' appropriate CV

Unit A2:	Finding A Job
Activity 4:	Creating an 'interculturally' appropriate CV
Duration:	135 minutes + 50 minutes of extension activities
Rationale:	An effective way of finding a job is 'selling' yourself in a CV with a summary of your qualifications, skills and experience
Focus:	Related to finding a job
PICC skills:	Ability to present a CV which reflects intercultural language, skills and experience
Language work:	The language of 'selling' yourself; presenting personal and professional information; using evidence to support claims made

.....

Before you teach

Step 1:

Watch YouTube clip 'How to write a CV in 2018'
www.youtube.com/watch?v=fP43gcBywU

- This video is from the UK context. Think about how CVs may be structured differently in different countries.
- Think about how you may need to unpack the term Curriculum Vitae.

Dutch: <https://www.youtube.com/watch?v=VfXVXDDtUBs>

German/ Austrian:

<https://www.youtube.com/watch?v=3zdbxUeZhnY&feature=youtu.be>

<https://www.europass.at/was-ist-europass/lebenslauf/>

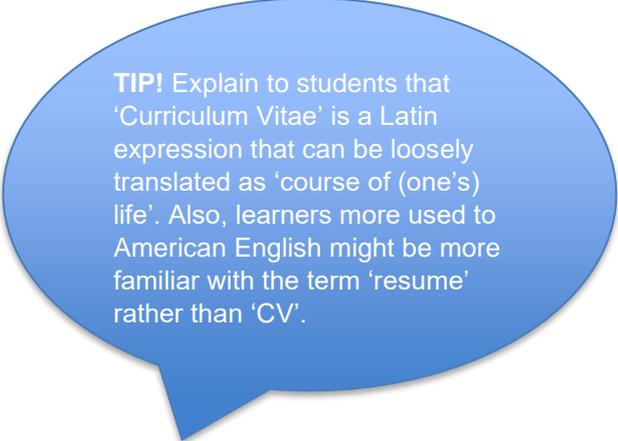
(applicable across the EU)

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Step 2:

Read the following article on how to internationalise a CV

https://www.huffingtonpost.com/entry/how-to-internationalize-your-resume_us_59396b59e4b0b65670e5681c?guccounter=1



TIP! Explain to students that 'Curriculum Vitae' is a Latin expression that can be loosely translated as 'course of (one's) life'. Also, learners more used to American English might be more familiar with the term 'resume' rather than 'CV'.

Task 1: Thinking about transferable skills

Duration: 30 minutes

Aim: The identification of transferable skills relevant to candidate requirements in job advertisements.

Rationale: Students are exposed to definitions and examples for transferable skills and then tailor this to their own

Teaching Procedure:

1. This task is **teacher-centered**. Ask students to research the type of job(s) they would like to do. Ask them to make notes of the candidate (applicant) requirements for their chosen job(s).

Suggest online search engines such as:

UK: www.reed.co.uk, www.indeed.co.uk, www.cv-library.co.uk

Netherlands: www.nationalevacaturebank.nl, www.monsterboard.nl,
www.indeed.nl

Austria: www.jobs.at, www.stepstone.at, www.karriere.at

Germany: www.regio-jobanzeiger.de/, www.xing.com, www.azubiyo.de
(for apprenticeships), www.yourfirm.de/

2. Ask the class the following questions: In your opinion, what are transferable skills? Why are they important? Summarise examples given on board/flipchart.
3. Ask the students to make a list of their transferable skills. They can use the '**Transferable Skills**' worksheet provided to help them. Ask students to compare their list with the job description in their chosen job advert. Are any of these skills mentioned there?
4. Ask students to think about the job(s) they have done in their country and how their skills might be transferred to a job in the UK. Summarise examples given on board/flipchart.

5. Ask students to think of their most recent job. Using the 'Transferable Skills' worksheet ask them to think of examples of:
- a. when you have worked well with others in formal and informal groups to achieve results (**Teamwork ability**)
 - b. how you worked on decision-making and problem-solving (**Problem-solving skills**)
 - c. when you have helped to motivate, take responsibility for and lead others effectively to accomplish objectives and goals. (**Leadership and Team Management skills**)
 - d. how you have structured and arranged resources to achieve objectives (**Organisational skills**)
 - e. how you have met deadlines efficiently and dealt with competing priorities (**Time Management and prioritising skills**)
 - f. when you have used listening skills effectively (**Listening skills**)
 - g. when you have communicated ideas and information effectively through writing e.g. producing essays, project reports, contributing articles to local or social publications (**Written communication skills**)
 - h. beyond basic IT skills. Are you confident using a computer? Can you learn how to use new software and new technology quickly? Can you troubleshoot basic computer problems? (**IT skills**)

Task 2a: Structuring a CV (if you have access to a computer)

Duration: 20 minutes

Aim: To raise awareness of potential differences between appropriate CV formats and structures across cultures.

Rationale: Students are introduced to CV structures of the host country and reflect on differences they come across.

Teaching Procedure:

1. Show the 'structuring and formatting your CV' section' (2:00-4:33) of the YouTube clip 'How to write a CV in 2018':
www.youtube.com/watch?V=fP43gcBywU
2. Ask students to think about the following while watching the video: Is the way they structure their CV in their country different from what is outlined in the video? Ask students to make a note of any differences and similarities.
3. Ask students to make a list of headings for their CV.
E.g. Personal details, Professional Profile, Career Summary, Education & Qualifications, Interests & Hobbies, References

Task 2b: Structuring a CV (if you don't have access to a computer)

1. Hand out the 'A good example CV 1' sheet. Ask students to make a note of the similarities and differences between the example CV 1 and their own CV.
2. Ask them to consider the following questions:
 - Is the structure the same or different?
 - What headings are used in the example CV?
3. Ask students to make a list of headings for their CV.
E.g. Personal details, Professional Profile, Career Summary, Education & Qualifications, Interests & Hobbies, References

Task 3: Comparing a 'good' and a 'bad' CV

Duration: 30 minutes

Aim: Students learn about the characteristics of a strong CV.

Rationale: Learners study two sample CVs and try to determine what makes a strong CV.

Teaching Procedure:

Hand out the example sheets CV2 and CV3.

1. Ask the following question to the class: In your opinion, which of these is a 'good' CV and which is a 'bad' CV? Give your reasons.
2. Ask students to underline any words/phrases that they feel are not good in the 'bad' CV.

Task 4: Writing the Professional Profile section

Duration: 20 minutes

Aim: To enable students to use adequate expressions in their CV which allow them to “sell themselves” to a potential employer.

Rationale: Learner are introduced to key words for CVs and learn how they are applied, so they can finally incorporate them into their own professional profile.

Teaching Procedure:

1. This is a **teacher-centered activity**: Show the ‘professional profile’ section of the YouTube clip ‘How to write a CV in 2018 – Get noticed by employers’ (5:22 – 6:10): www.youtube.com/watch?V=fP43gcBywU
Ask students to take notes of the main features. Collect plenary feedback.
2. Ask learners to look at their own CV to identify if their professional profile reflects what has been highlighted in the video clip.

TIP!

You can skip this step if the learners don’t have their own CV to hand.

3. Ask students to consider the sentences below and decide which one is better and why?
 - **I have great communication skills.**
 - **I have demonstrated excellent communication skills by speaking to customers over the phone and via email on a daily basis, dealing with enquiries and finding solutions for complaints.**

Ask students to discuss in **small groups** what ‘selling yourself’ means in their country. Ask them to compile a list of words/phrases they could use to ‘sell’ themselves to a prospective employer.

4. Plenary feedback. Ask students to share their answers. Summarise their words or phrases on the board/flipchart.
5. Hand out a copy of the **‘Key words for a CV’ worksheet**. Discuss any new words or tricky meanings.

6. **Distribute a copy** of an example professional profile taken from Mary Moore's CV. In pairs, ask students to underline any powerful words or phrases and to answer the following questions:
 - What is the person's job?
 - What are their skills?
 - What are their job experiences?
 - What are their achievements?
7. **Plenary feedback.** Display answers on board and discuss.
8. Ask students to write their professional profile using the example above and the 'Key words for a CV' worksheet.

TIP!

The 'Qualities' worksheet might offer further help to learners.

Task 5: Writing about Core Skills

Duration: 20 minutes

Aim: To enable students to consider and formulate key skills they possess that are relevant to employers, strengthening their employability.

Rationale: Students are encouraged to take the time to reflect and get feedback on their individual key skills.

Teaching Procedure:

1. Show the section on 'Core skills' from the YouTube video clip 'How to write a CV in 2018 – Get noticed by employers' (6:10-6:57): www.youtube.com/watch?v=fP43gcBywU Ask students to take notes on what's included in this section. Collect **plenary feedback**.
2. **Self-study.** Ask students to think about a job they are applying for. They are to list 6-8 key skills which they have and which they think will be beneficial to the job.

TIP!

Learners can include their transferable skills in this section if they want to.

Task 6: Writing the Career Summary section

Duration: 45 minutes

Aim: To enable students to write a strong and convincing career summary section.

Rationale: Students learn through examples and peer feedback how to write a strong career summary.

Teaching Procedure:

1. **Working in small groups**, ask students to brainstorm what type of information they think should be included in the 'career summary' section. Collect plenary feedback.
2. Show the section on 'Career Summary' from the YouTube video clip 'How to write a CV in 2018 – Get noticed by employers' (6:57 – 8:52): www.youtube.com/watch?V=fP43gcBywU Ask students to take notes of the main features. Collect plenary feedback.
3. **Class question:** Why is it recommended to list your jobs in reverse chronological order? Students to look back at their own CVs (written in their own country) to identify the similarities and differences highlighted from the video.

TIP!

You can skip this step if the learners don't have their own CV to hand.

4. **Self-study:** Handout an example of a career summary taken from a CV (see either examples attached to this Activity or search for examples online). Ask students to highlight any key words (e.g. maintaining, handling, performing, liaising) and how they think the achievements benefited the company.

Ask students to write their career summary using the example provided and the notes written from the YouTube clip.
5. In **small groups** students read their career summaries and offer peer feedback to each other.

Task 7: Writing about qualifications and education

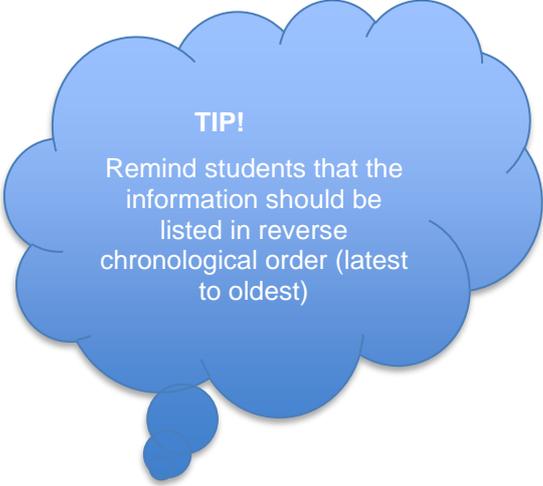
Duration: 20 minutes

Aim: To enable students to write an appropriate 'qualification and education' section.

Rationale: Students are encouraged to take the time to reflect and get feedback on their individual 'qualification and education' section.

Teaching Procedure:

1. Show the section on 'Education and Qualifications' from the YouTube video clip 'How to write a CV in 2018 – Get noticed by employers' (8:52 – 9:19): www.youtube.com/watch?V=fP43gcBywU Ask students to take notes of the main features. Collect **plenary feedback**.
2. Ask students to think about a job(s) they want to apply for in the UK (based on research they have done online or through other ways) and assess whether their qualifications are enough or whether they need to study further. Collect **plenary feedback**.
3. **Self-study.** Ask students to write a list of all their relevant qualifications and education with name of the institute/college/school and dates.



TIP!

Remind students that the information should be listed in reverse chronological order (latest to oldest)

Task 8: Writing about hobbies/interests and references

Duration: 30 minutes

Aim: To introduce students to a strategic use of hobbies and interests in a CV as well as to the importance of references.

Rationale: Students are encouraged to take the time to reflect and get feedback on their individual 'hobbies and interests' section and to discuss the role of references in their host country.

Teaching Procedure:

1. In **small groups**, ask students to discuss whether they feel this section is necessary in a CV. If they think it is, ask what kind of interests & hobbies are appropriate.
2. Show the section on 'Hobbies and Interests' from the YouTube video clip 'How to write a CV in 2018 – Get noticed by employers' (9:19 – 10:08):
www.youtube.com/watch?V=fP43gcBywU
3. Hand out two examples of the 'hobbies & interests' section taken from a 'bad' CV and 'good' CV – Hannah Mills. **In pairs**, ask students to evaluate which one is better, giving their reasons.

TIP! Elicit the importance of linking their interests to job roles.

4. **Self-study:** Ask students to write two sentences about their hobbies and interests. They should then share them with two of their peers and give feedback to each other
5. **Class questions:**
 - Is it common in your country to include a reference section in your CV?
 - Is it necessary to provide information of your previous employer(s) on your CV?

TIP!

Highlight that **in the UK**, you don't need to include these details on the CV. However, companies are likely to ask for two referees when filling out an application form.

In the Netherlands, you don't need to include these details on your CV either. Sometimes companies or organisations will ask you for referees later on in the application procedure. Keep in mind that you need to ask for permission before using someone as a reference.

In Austria, it is uncommon to include referee contact details in your CV. If this is required it will most likely be indicated somewhere in the application form.

Extensions

Task 5: Writing about your core skills - Internationalising your CV

Duration: 50 minutes

Aim: To enable students to display their cross-cultural competencies in order to set themselves apart from other candidates.

Rationale: Through reading and discussing relevant resources learners are invited to reflect on their own cross-cultural competencies.

Teaching Procedure:

1. Hand out the following article, then ask students to answer the questions below.

Why employers value intercultural skills

The reality of today's global economy is changing the way employers look at job candidates. While relevant experience and technical know-how remain must-haves for employers, they are also looking for employees with the ability to understand people from different cultural backgrounds, build trust, demonstrate respect, and speak other languages.

To find out the value of these intercultural skills, we conducted a survey of more than 360 recruitment decision makers at large organisations in nine countries: Brazil, China, India, Indonesia, Jordan, South Africa, the United Arab Emirates (UAE), the United Kingdom (UK) and the United States (US).

This new report – Culture at Work – looks into how employers view intercultural skills in the workplace, why these skills are important, and how they stack up next to other necessary skills in employers' eyes.

What do employers understand by 'intercultural skills'?

To understand where employers are coming from, we first asked them to describe intercultural skills for us. The most frequent descriptor was 'the ability to understand different cultural contexts and viewpoints.' The second and third most frequent descriptors were 'demonstrating respect for others' and 'adapting to different cultural settings', followed by 'accepting cultural differences', 'speaking foreign languages', and 'being open to new ideas and ways of thinking'.

Why do employers think that intercultural skills are important?

We asked employers why these skills were important. While they gave many different answers, it seemed that many of the employers surveyed agreed on a few important reasons, all of which have benefits to an organisation's earnings. One told us that 'employees with these skills bring in new clients, work within diverse teams and support a good brand and reputation.'

Employers also see risks associated with not having employees with these skills. The top risks identified were loss of clients, damage to an organisation's reputation and team conflict. All of these risks could also have financial implications for an organisation.

How do employers evaluate job candidates for intercultural skills?

Once we established how employers define intercultural skills and why they are important, we asked them about how they evaluate job candidates for these skills.

While the majority of employers reported that they do not screen for intercultural skills in the application or interview process – at least, not formally – most were able to explain what they look for in job

candidates that could be related to intercultural skills. These are the top five indicators of intercultural skills:

- *Strong communication throughout the interview and selection process*
- *The ability to speak foreign languages*
- *Demonstration of cultural sensitivity in the interview*
- *Experience studying overseas*
- *Experience working overseas*

How well do education systems support the development of intercultural skills?

Finally, we asked employers how well they felt their country's education system supported the development of intercultural skills.

The answer was a mixed bag globally, with some employers feeling good about the role of their education systems (Indonesia, Jordan, and UAE) and others mostly disappointed (China and South Africa). In some countries, respondents were either neutral on this issue (UK) or completely divided (US and India, with nearly a third of respondents in each category).

While opinions were certainly mixed about the success of the education system, it seemed that most employers agreed on a short list of things that education providers could do more of to improve the development of intercultural skills. Those suggestions included teaching communication skills, encouraging foreign languages, encouraging overseas study and developing research partnerships.

(Source: British Council

04 March 2013

<https://www.britishcouncil.org/voices-magazine/why-employers-value-intercultural-skills>)

Discussion questions:

1. Think about previous jobs you have held. Now think about how to showcase any international/intercultural experiences.
 - Did you work as part of multicultural teams?
 - Have you helped to train/induct a colleague/employee from another country?
 - Did you use multiple languages?
2. Ask your students to write a list of bullet-points summarising their international/intercultural experiences for each job they have held. Advise them to use phrases such as 'cross-cultural', 'international', 'multilingual' and 'global team'. These can make a powerful impression on a prospective employer.

TIP!

Even if students haven't held a job overseas, their role probably still involved some form of intercultural contact. Ask them to consider factors such as gender, encounters with people of different ages, from different ethnicities, professional backgrounds, and language backgrounds.

Extension: Task 9: Writing your CV

Duration: 120 minutes

Aim: To write a strong CV

Rationale: Students are provided with sources that aid them with writing a CV:

Teaching Procedure:

1. Ask students to type their CV using either Microsoft Word or Google Docs.
2. Remind them that their CV should be a maximum of two pages
3. Discuss with learners what they found difficult about writing their CV.

There is plenty of online help available on writing a CV.



Some UK-based websites include:

- <https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/how-to-write-a-cv>
- <https://www.cv-library.co.uk/career-advice/cv/how-to-write-a-cv-tips-for-2018/>
- <https://www.reed.co.uk/career-advice/cvs/cv-help-and-tips-cvs/>

Some sources are specific to certain professions, such as healthcare or engineering. These are often provided by organisations such as the National Health Service (NHS) or the Institute of Mechanical Engineers (IMechE):

- <https://www.healthcareers.nhs.uk/explore-roles/doctors/medical-specialty-training/preparing-your-medical-cv>
- <https://www.rcn.org.uk/professional-development/your-career/cv-writing>
- <https://www.bma.org.uk/advice/career/applying-for-a-job/medical-cv>
- <https://www.imeche.org/careers-education/careers-information/mechanical-engineering-careers-guide/write-a-great-cv>

Vitae, part of the of the Careers Research and Advisory Centre (CRAC) provides advice specifically on academic CVs:

- <https://www.vitae.ac.uk/researcher-careers/pursuing-an-academic-career/how-to-write-an-academic-cv>

These websites also offer specific advice on different sections of a CV, for example ‘hobbies and interests’:

- <https://www.reed.co.uk/career-advice/hobbies-and-interests-should-i-include-them-in-my-cv/>
- <https://www.monsterboard.nl/carriere-advies/artikel/hobby-op-cv>

Some Dutch websites include:



- https://www.werk.nl/werk_nl/werknemer/solliciteren/solliciteren-werk-zoeken/cv
- <https://www.intermediair.nl/solliciteren/cv/solliciteren-op-wo-niveau-dan-ook-een-cv-op-wo-niveau>
- https://www.werk.nl/werk_nl/werknemer/werkhoek/meer-over-werk?id=WDO225821
- <https://www.monsterboard.nl/carriere-advies/artikel/hoe-schrijf-je-een-goed-cv>
- <https://www.intermediair.nl/solliciteren/cv/voorbeelden-van-een-relevant-cv>

Dutch examples of good CV's can be found here:

- https://www.werk.nl/xpsimage/wdo_009836
- https://www.werk.nl/xpsimage/wdo_009841
- https://www.werk.nl/werk_nl/werknemer/solliciteren/solliciteren-werk-zoeken/cv

Some Austrian and German websites include:



- <https://www.ams.at/arbeitsuchende/topicliste/lebenslauf-muster>
- <https://karrierebibel.de/bewerbungsschreiben/>
- <https://bewerbung.net/bewerbungsschreiben/>
- <https://www.stepstone.at/Karriere-Bewerbungstipps/bewerbungsschreiben/>
- <https://www.ams.at/arbeitsuchende/topicliste/bewerbungsschreiben>
- <https://www.karriere.at/c/bewerbungsschreiben>
- <https://www.karriere.at/c/lebenslauf>

Teacher personal reflection

- Make a note of activities which appeared to be most successful from your point of view as a teacher, and ask yourself why.

- Take into account how different factors such as professional background, language, or individual experiences of migration might have affected the students' approach to these activities. Do you feel that they now have a better understanding of how to write a CV? How might the activity be modified or adapted? (Think about variations)

- Can you think of other resources (e.g. videos, podcasts)?

- How did learners respond to the material?

- Did learners have enough time to carry out the tasks?

- What would you do differently next time?

🔑 Answer Key

1. Task 4: Which sentence is better and why? Give your reasons.

🔑 A: *I have great communication skills.*

B: *I have demonstrated excellent communication skills by speaking to customers over the phone and via email on a daily basis, dealing with enquiries and finding solutions for complaints.*

Answer B is correct. This is because examples have been given to show how the person has demonstrated excellent communication skills.

🔑 Task 4: **'Selling yourself'** means making a good first impression to the employer by conveying that one wants the job and is perfectly suited at the same time.

🔑 Task 2: **Comparing a 'good' CV and a 'bad' CV**

- CV 3 is a 'good' CV and CV 2 is a 'bad' CV.
- CV 3 is more professional. Short sentences are used to make it easier to read. Personal details are included. An introductory paragraph is provided, summarising who the person is, the skills and strengths relevant to the industry or job role.
- CV2 is not professional. The person writes in full sentences and many words and phrases are not appropriate; but are more slang. There is a lot of unnecessary information provided which makes the CV hard to read.

WORKSHEET 1

Key Words for CVs

It can sometimes be difficult to describe what you have done, and the skills that you have developed. You may find that you start to repeat yourself and use the same words continually. Below is a list of “power” words to help you avoid repetition. If you don’t understand any of the words, look up their meanings using a dictionary or online.

When you describe your job roles, responsibilities and achievements, you can either use the simple past tense **-ed** or the present continuous **-ing** E.g. Delivered / Delivering

Accomplished	Delivered	Generated	Liaised
Achieved	Demonstrated	Handled	Motivated
Administered	Designed	Identified	Negotiated
Advised	Developed	Illustrated	Operated
Analysed	Devised	Implemented	Planned
Assessed	Diagnosed	Improved	Professional
Assisted	Displayed	Improvised	Profitability
Audited	Edited	Incentive	Promoted
Awarded	Effective	Increased	Provided
Benefited	Enhanced	Influenced	Represented
Built	Established	Informed	Resolved
Challenging	Examined	Initiated	Selected
Coordinated	Experienced	Instructed	Significant
Communication	Expertise	Interviewed	Specialised
Consistent	Explained	Interpreted	Stimulated
Consolidated	Extended	Interviewed	Studied
Contribution	Facilitated	Investigated	Succeeded
Collaborated	Forecast	Led	Trained
Created	Gained	Learned	

Here are some examples of how the words can be used in a CV:

I **contributed** to outstanding performance outcomes in an Entry 2 Skills for Life ESOL course 2015-16.

I **operated** a business of a turnover of XXX...

I **liaised** well with colleagues to provide focused support in Literacy, Maths and ICT lessons.

I **analysed** sale patterns and **forecast** future trends.

I **generated** monthly and quarterly budget reports.

I **designed** and **implemented** financial reports for business and client use.

I **collaborated** with medical professionals to **devise** and **develop** care plans.

I **managed** medical procedures including administration of oral and intravenous medication.

I **coordinated** and **led** the customer service team to improve customer satisfaction for retail operations by 26% in six months.

WORKSHEET 2

Qualities

Qualities are your personal characteristics. It makes your personality.

Below are some examples of qualities. These words are can be used in the
Personal Profile' section.

Qualities
Adaptable
Approachable
Articulate
Caring
Committed
Confident
Conscientious
Determined
Dedicated
Dependable
Diligent
Energetic
Enthusiast / Enthusiasm
Flexible
Intuitive
Motivated
Patient
Resourceful
Responsible

Examples:

1. I am a **dedicated**, **caring** and **motivated** registered nurse with two years post registration experience...
2. An **energetic**, **adaptable** and **resourceful** ESOL teacher with a proven track record in teaching students from diverse backgrounds...
3. I am **committed** and **reliable** manufacturing engineer with a strong manufacturing / engineering background.

WORKSHEET 3

Transferable Skills

Transferable skills are specific set of skills that don't belong to a particular industry or job. They are general skills that can be transferred between jobs, departments and industries. These skills are developed through employment, education or training.

Below are some examples of transferable skills.

<i>Transferable Skills</i>
Verbal / Written communication skills
Problem-solving skills
Prioritising skills
Data analysis skills
Computing skills
Leadership and team management skills
Time management / deadlines
Teamwork ability
Listening and feedback skills

TIP!

Give examples of transferable skills throughout your CV. These are mainly found in the 'Core Skills' or in the 'Career Summary' sections. Remember to give examples of how you used these skills

Example of 'good' CV 1

Receptionist

Mary Moore / Corporate

London

0767 845321

marymoore@gmail.com

Professional Profile

Professional and diligent SIA authorised, multi-lingual corporate receptionist, with a track record of delivering excellent customer experience and commanding front of house operations for highly regulated environments and high profile corporate organisations.

With several years of receptionist experience gained working for a number of leading global companies, I have developed a wealth of experience across customer service, business operations, functions and events management. My dedication to service has seen me win numerous industry awards for consistent delivery of exceptional customer service, and I am proven in my ability to maintain the security, operational efficiency and cleanliness of high volume, security critical front of house functions.

Core Skills

- | | | |
|--------------------------------------|----------------------|------------------|
| • Business Administration Management | Customer Experience | Inventory |
| • Reception Procedure | Security | Evacuation |
| • Visitor Logs Suite | Meeting Room Booking | Microsoft Office |
| • Call Handling Management | Payment Processing | Stakeholder |

Career Summary

Jan 2015 – Present

Company X

Security Receptionist / Front of House

Acting as the first point of contact for all high profile visitors running the entire front of house operation for the company. Maintaining upmost levels of professionalism and adherence to strict procedures relating to high levels of security and safety.

Key Responsibilities

- Maintaining the front of house reception area, maintaining cleanliness in line with all company guidelines
- Handling all calls both internally and externally for booking of conferences meeting rooms

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- Meeting and greeting visitors, signing them in/out of the Visitor Net Book, issuing visitor badges
- Maintaining a detailed log of all visitors in case of security breaches or emergency evacuations
- Handling all post, courier deliveries and resolving infrastructure issues via close liaison with building maintenance
- Covering for all other receptionist for sickness and annual leave
- Performing regular checks of meeting rooms ensuring correct layout, sufficient stationary and catering is in place
- Liaising with trained first aider if a visitor should fall ill or have an accident and completing all the necessary paperwork

Key achievement

- Handpicked to training new receptionists on all company protocols, leading to 100% of new joiners being approved with 1 month deadline
- Introduced streamlined sign in service which saw a 27% decrease in booking dropouts

Jan 2006 - 2015

Company Y
Check out Assistant

Supported my colleagues, the store manager and sales manager with all business administration and customer service queries

Key Responsibilities

- Ordered goods to meet demands of different seasons and styles
- Answered all telephone queries in a timely and professional manner

Key Achievements

- Met health and safety 100% ensuring all aisles and payment areas were kept free of obstruction

Education and Qualifications

- Payroll L2 X, London (2013)
- Level 2 Diploma in Retail Skills, EDI (2013)
- Security Industry Authority Licence, SIA (2007)
- Certificate in Proficiency – English, London (2007)

References

Available on request

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Example of 'bad' CV 2

HANNAH MILLS

Personal Profile

Dancing has been my passion for a long time, I recently achieved my grade 7 in ballet and have previously gained grade 6 in tap dancing. I enjoy dancing because it helps me get fit and allows me to hang around with my friends. I also like wearing the pretty costumes when we put on a performance. I also enjoy business administration.

Career Summary

I don't have much work experience because it's been quite hard to find much. Last summer I worked for six weeks in my mum's friends nursery to help with holiday cover – I had quite a bit of responsibility with some of the office duties but I also really enjoyed it because during the breaks I could play with some of the kids that attended the nursery.

The other staff were quite nice to me and I helped them out quite a lot with talking to the parents and helping with enquires as well as updating records and files and things. The nursery is also based round the corner from me so I was always punctual which I think the other staff liked as the previous member of staff there had always been late.

Education

2000-2006: Putney Road Primary School

Here I learnt how to read and write. I also made a lot of really good friends who I am still in touch with.

2006-2011: Putney St. John's School

I really enjoyed secondary school, although I didn't always get on with the teachers and in year 8 moved into a different tutor group. I gained my GCSE's here, my favourite subjects were business studies and drama. I got 3 A's, 2 B's and 6 C's. I was pleased with my performance as I didn't always work that hard.

2011-2013: South London College

I decided to go to College rather than stay on at school in the Sixth Form as

this is what most of my friends were doing. College was great as we used to get some free periods and we could sit in the canteen and play cards. I studied a BTEC Level 3 Diploma in Business, at times it was really difficult and I didn't do well in some of the coursework pieces. I got a Merit in the end though, which I was glad about.

Achievements:

I got elected to help with the prom at college, which was great as it meant I met my boyfriend as he was also elected to help. The dancing at prom was also really good as they played all my favourite songs and I was one of the best dancers. I got some silly award in year 11 which I have to show you if you like. I also got my grade 7 in ballet and grade 6 in tap (I am less good at tap) when I was still at school. I don't do grades anymore because it was too expensive to take the exams but I still really enjoy dancing.

Interests & Hobbies

As mentioned above I really enjoy dancing and am also involved in the college dance society. Ideally I would like to be a dancer but I am also doing business administration as I also enjoy it and think it is important to have something to fall back on.

References

Available on request.

Example of 'good' CV 3

Hannah Mills
189 Chobham Gardens, Putney, London, SW19 18ZZ
Telephone: 077777722, Email: hannah.mills@gmailing.com

Personal Profile

Administrative support professional offering versatile office management skills and proficiency in Microsoft Office programs. Strong planner and problem solver who adapts to change, works independently and exceeds expectations. Able to manage multiple priorities and meet tight deadlines without compromising quality.

Core Skills

- Office Management Records Management Database
- Administration 50wpm typing speed
- Spreadsheets/Reports Event Management Calendaring
- Front-Desk Reception Executive Support Travel Coordination
- MS Word MS Excel
- MS PowerPoint MS Outlook
- MS Access MS Project
- MS Publisher FileMaker Pro Windows

Career Summary

PUTNEY NURSERY SCHOOL, Office Assistant, Summer 2012

Handled multifaceted clerical tasks (e.g., data entry, filing, records management and billing) as the summer assistant to nursery manager. Coordinated travel arrangements, maintained database and ensured the delivery of premium service to parents. Quickly became a trusted assistant known for "can-do" attitude, flexibility and high-quality work.

Highlights:

- Communicated effectively with multiple colleagues to plan meetings and prepare welcome packages for new parents. Established strong relationships to gain support and effectively achieve results.
- Helped coordinate a number of open-day events (4 events of the summer) that contributed to consistently high enrolment levels.
- Managed office in the nursery manager's absence. Provided timely, courteous and knowledgeable response to information requests; screened and transferred calls; and prepared official nursery correspondence.
- Developed innovative PowerPoint presentation used by the nursery manager to market the nursery to potential customers (parents).

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- Earned excellent feedback during performance reviews, with citations for excellence in areas including work volume, accuracy and quality; ability to learn and master new concepts; and adopting a positive work ethic

Achievements

- Elected Events Secretary for the South London College Annual Prom – assisted with sourcing a venue, selecting catering and selling tickets for successful event attended by 200 students
- Awarded the Putney St. John School Year 11 Achievement Certificate for punctuality and effort at school
- Achieved Grade 7 in Ballet and Grade 6 in Tap dancing
- Selected in 2010 for the Putney Netball Club under 18's team

Education & Qualifications

2011-2013 SOUTH LONDON COLLEGE: BTEC Level 3 Diploma in Business: Merit

Relevant Courses:

- Project Management for Executive Assistants
- MS Office for Professional Staff
- Electronic Presentations for Business Professionals
- Keyboarding and Document Formatting
- Communication Skills for Executive Assistants
- Finance for the Non-Financial Manager
- Professional Office Procedures Professional Development:
- Microsoft Office Specialist (MOS), 2007

2006-2011 PUTNEY ST. JOHN SCHOOL: GCSE's: 3 A's, 2 B's, 6 C's

Relevant Courses:

- Information Technology
- Business Studies
- English
- Maths

Interests

- Member of the South London College Dance Society
- Regularly play netball for South London College and Putney Netball Club

References

Available on request

Activity 5: Presenting yourself online: LinkedIn

Unit A 2	Finding a job
Activity 5	Presenting yourself online: LinkedIn
Duration	60 minutes
Rationale	To engage with one of the most widely used methods for finding and getting a job is through social media such as LinkedIn (or equivalent)
Focus	Related to finding out about, getting or doing a job
PICC skills	Presenting personal and professional information; gaining visibility on social media
Language work	business related vocabulary; conciseness; the language of 'selling' yourself. Using evidence to support claims made.

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Before you teach

Step 1: Watch the YouTube clip 'How to Make a Great LinkedIn Profile - 6 LinkedIn Profile Tips' (6:34 mins) at <https://www.youtube.com/watch?v=27BTcka64wQ>

Step 2: Make a note of the main points covered

Step 3: Have a look at LinkedIn, maybe using your own profile!

Step 4: Make a note of some of the strengths and weaknesses of (a) your profile; (b) the LinkedIn site

Step 5: Make copies of a blank LinkedIn 'Your Profile' page

TIP!

You can choose another video, there are a lot of resources available on YouTube. You can find some examples in the Take Away section.

Task 1: Thinking about social media and employment opportunities

Duration: 30 minutes

Aim: To introduce learners to the role and advantages of social media platforms for employment.

Rationale: Students discuss social media as a resource for employment and are introduced to LinkedIn.

Teaching Procedure:

1. **Plenary discussion.** Class question: how do employers find good candidates for their organisation? How do potential employees find the right match of employer?
2. Show YouTube clip (see Before you teach – Step 1). Ask learners to make a note of the main features of LinkedIn and why it's useful.
3. **Plenary discussion:** Are your learners are familiar with LinkedIn? What other channels and social media have they used before to gain professional visibility?
4. **In pairs or small groups**, ask learners to discuss what to include in producing an online profile (e.g, profile picture, skills, experiences). Plenary feedback.

Task 2: Creating your LinkedIn profile

Duration: 30 minutes

Aim: Students learn how to set up a profile on LinkedIn.

Rationale: Students fill in a profile on LinkedIn and receive feedback.

Teaching Procedure

1. Distribute blank copies of the profile form. Ask learners to work in pairs and complete the form as fully as possible. This could be done online/on a laptop.
2. In small groups, students read profiles and offer feedback to each other. They then produce a self-help list of 'things to think about' (when completing a profile).
3. Plenary wrap-up.

Variation

This activity could be done online, resources permitting. Learners could work on individual laptops or in pairs looking at each other's profiles.

Extension

A follow-up (or prior) activity might be related to producing a CV drawing on the contents of the learners' LinkedIn profiles. You could also do some work on comparing online profiles with more traditional CVs. See [Unit 2-Activity 4](#) for more ideas and tasks related to the creation of CVs.

Take away

There are plenty of online resources on how to create and optimise a LinkedIn profile. Here are some examples that you can use in your class or suggest to learners:

- This article offers a brief introduction to LinkedIn: ‘What Is LinkedIn and Why Should You Be on It?’ <https://www.lifewire.com/what-is-linkedin-3486382>
- This short video created by Utrecht University offers tips on how to optimise a LinkedIn profile to make sure that employers will find you in their search. ‘How to create a powerful LinkedIn profile’: https://www.youtube.com/watch?v=lrQ_j8GZ9fE
- This video series from the University of Auckland Business School Alumni team gives suggestions on how to get the most out of LinkedIn ‘LinkedIn tutorial: How to build a strong LinkedIn profile’: <https://www.youtube.com/watch?v=qGigomshkFc>
- This article taken from LinkedIn Talent Blog reviews a number of ‘good’ profiles and offers tips on how to improve ones own profiles: ‘LinkedIn Profile Summaries That We Love (And How to Boost Your Own)’ <https://business.linkedin.com/talent-solutions/blog/linkedin-best-practices/2016/7-linkedin-profile-summaries-that-we-love-and-how-to-boost-your-own>
- This article provides a set of LinkedIn profile tips: ‘The 31 Best LinkedIn Profile Tips for Job Seekers’: <https://www.themuse.com/advice/the-31-best-linkedin-profile-tips-for-job-seekers>

TIP!

We also suggest you to look for up to date videos and resources as social media platforms change very quickly!

Teacher Personal reflection

- Make a note of tasks which appeared to be most successful from your point of view as a teacher and ask yourself why. Include variation and extension activities if you used them!

- Take into account how different factors such as professional background, language, or individual experiences of migration might have affected the students' approach to these tasks. Do you feel that they now have a better understanding of how to write a create a LinkedIn profile? How might the activity be modified or adapted? (Think about variations)

- Can you think of other resources (e.g. videos, podcasts)?

- How did learners respond to the material?

- Did learners have enough time to carry out the tasks?