

Unit 2 Finding a Job				
Activity/Task	Title	Approx. Duration	Online access necessary	Can be done offline
Activity 1	Reflecting on your previous experience			
Task 1.1	Self-reflection	40 Min		x
Task 1.2	Setting Professional Goals	20 Min		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?	30 Min		x
	Extension Tasks	20 min		x
	Take away		x	
	Personal reflection			x
Activity 3	Extracting Information from Job Advertisements			
Task 3.1	Understanding job advertisements	15 Min		x
Task 3.2	The language of job advertisements	30 Min	x	
Task 3.3	Planning your own search	15 Min		x
Task 3.4	Finding and understanding a suitable job advertisements	60 Min	x	
	Personal Reflections			x
Activity 4	Creating an 'interculturally' appropriate CV			
Task 4.1	Thinking about transferable skills	45 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	45 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	20 Min	x	
Task 4.7	Writing about your qualifications and education	20 Min	x	

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Task 4.8	Writing about your hobbies and interests and choosing references	20 Min	x	
	Extension	165 Min	x	x
	Personal Reflection			x
	Worksheets			x
	CV examples			x
Activity 5				
Presenting yourself online: LinkedIn				
Task 5.1	Social media and employment opportunities	30 Min	x	
Task 5.2	Creating your LinkedIn Profile	30 Min	x	

Activity 1: Reflecting on your previous work experience

Activity 1:	Preliminary activity: Reflecting on your previous work experience
Duration:	As this is an activity for you to do alone the timing is up to individual need; this is a task which can be halted and then returned to if further ideas or memories occur to you
Rationale:	The aim is to begin the job seeking strategy by reporting, analyzing and reflecting on what you have already achieved and how it could be used to achieve your professional goals
Focus:	Clarifying experiences relevant to finding a job; transferable skills and key steps
PICC Skills:	Ability to explore and reflect on your professional journey so far including your achievements and strengths; ability to understand how professional skills and experiences that you previously acquired can be empowering resources as you look for a job; ability to analyse challenges that you might encounter as you look for a job and ways to overcome them; ability to set SMART (see TIP! box) professional goals
Language Work:	This activity encourages you to use and develop your writing skills and in particular reflective writing (see Take-away). You can choose to work in English, in the language of your host country or in another language

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Focus and self-reflection

This activity invites you to think back over the job(s) you have done before now, what you have achieved in them and learned from them. The final section asks you to reflect on what you've learned from reviewing your own work experience and to set future professional goals.

Preparation

You should download the activity and work on a digital copy so that you can easily update the contents. You can also download and print a copy of the task. You can take your time and stop and restart if you wish. 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.

Task 1: Self-reflection

Duration: 40 minutes

Respond to the following questions in writing so you have a record to review – but this writing is purely for your personal use. Focus on key ideas and don't worry too much about the quality of your writing, you can always go back later and work on proofreading.

“Job” may be your latest or most significant job, or you can consider a couple of jobs (if you do so, use a different template).

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

Now that you have completed the first task, can you list your **professional goals**? By when do you want to achieve them? What main actions do you need to take? Use bullet points and keep your goals **SMART** (see the **TIP!** on the next page).

PROFESSIONAL GOAL	MAIN STEPS	BY WHEN

TIP!

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.

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

Unit B2:	Finding A Job
Activity 2:	Voluntary work as a way of gaining practical experience and building up a CV
Duration:	90 minutes (and a 20 minute extension task)
Rationale:	Voluntary work in related or even unrelated fields 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:	The ability to show willingness to engage with the host society and local environment is encouraged in this activity, as well as the ability to establish positive professional relationships in intercultural encounters
Language work:	This activity teaches and uses the language of volunteering and voluntary opportunities as used in related websites and recruitment literature

Focus and self-reflection

In some countries, volunteering is familiar as a valuable way of gaining work experience, learning about different cultural contexts and updating or improving a CV. This activity will introduce you to the concept of voluntary work, familiarize you with some of the relevant language and encourage you to consider the benefits of becoming a volunteer as an aid to your job search.

To start,

- make a note of any voluntary (unpaid) work experience that you have had since leaving school
- consider what skills and knowledge you acquired from that experience?

Preparation

While studying this module you will need access to a pc, and at times, to the internet. You will be asked to listen to an audio recording and/or to watch two video recordings. The activity is broken up into 3 tasks. You can take a break between tasks, but the tasks should be studied in the order in which they appear. There are variation and extension activities to some of the tasks, which you will find at the end.

TIP!

If you don't have any voluntary work experience don't worry, this won't prevent you from benefiting from this activity. Volunteering is not an activity that is carried out to an equal extent to every country.

Task 1: Understanding the concept of voluntary work

Duration: 30 minutes

1. Think of a definition for the following words and phrases. Then compare your definitions with one you find online or in a dictionary. Are your definitions similar or different? If different, in what ways?
 - A volunteer
 - Volunteering
 - Voluntary work
 - The voluntary sector

2. Which of the following statements are correct (✓) or false (✗)?
 - a. Volunteers are not paid for the work they do
 - b. All volunteers work for charities
 - c. Volunteers have been forced to work for no money
 - d. The main benefits of volunteering are to the person who is doing the work
 - e. The voluntary sector refers to those organisations whose primary aim is to enrich society rather than to make a profit

🔑 see answer key at the end of this activity

Task 2: Discovering the benefits of volunteering

Duration: 30 minutes

1. Listen to the audio tape of an interview with an asylum seeker in the UK who has undertaken a wide variety of voluntary work (follow this link: <http://cslw.eu/wp-content/uploads/2019/05/Activity2Unit2Recording.mp3>)
 - a) Make a note of the main benefits of doing voluntary work as outlined by the volunteer(s) on this tape.
 - b) Can you think of any further benefits? Add these to your list.
 - c) What would be your main reasons for volunteering?

👉 See answer key at the end of this activity

The audio tape includes different topics:

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

TIP!

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

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
2. Compare your list with the reasons outlined in the article below taken from Stockton Borough Council website:
<http://www.stocktonvolunteers.co.uk/information-and-advice/information-and-advice-on-volunteering/info-for-asylum-seekers-and-refugees/>

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

Duration: 30 minutes

1. On the left-hand side of a blank piece of paper, list at least 3 types of career opportunities you are seeking in your host country. These should be broad areas rather than specific job roles e.g. engineering, health care, IT.
2. On the right-hand side of your paper, list any skills that you feel you need to acquire or update before applying for jobs e.g. public speaking, use of social media, web design
3. Using the resources listed at the end of this activity, try to match your interests, aspirations and skills requirements to some of the voluntary work opportunities outlined in the appropriate websites/directories for your host country.

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 opportunities (e.g., national information helplines).

Extension

Duration: 20 minutes

Extension Task 1: Discovering the benefits of volunteering

Read the following article on the health benefits of volunteering, and complete the matching exercise at the end:

Volunteering helps you live longer

Volunteering can make you happier and help you live longer, according to a new study. A research paper published on Friday in the journal BMC Public Health says doing good deeds for others boosts your mental health and increases your longevity. Researchers from the UK's University of Exeter reviewed 40 academic papers into the effects of volunteerism on our health. They found that volunteers had lower rates of depression, an increased sense of well-being, and a 22 per cent reduction in the chances of dying within the next seven years. Australians lead the way in volunteering, with an estimated 36 per cent of the population lending a hand.

Lead researcher Dr Suzanne Richards said: "Our systematic review shows that volunteering is associated with improvements in mental health, but more work is needed to establish whether volunteering is actually the cause." She added: "It is still unclear whether biological and cultural factors and social resources that are often associated with better health and survival are also associated with a willingness to volunteer in the first place." In a separate study from the University of Michigan, researchers suggested three reasons why volunteering may be beneficial:

first, it involves physical activity; second, the social connections we make help to reduce our stress; and third, it gives us a deep sense of happiness.

(Sources: Daily Telegraph / Huffington Post / EveryDayHealth

26th August 2013

<http://www.breakingnewsenglish.com/1308/130826-volunteering.html>

Synonym Match

- | | |
|-------------------|----------------|
| 1. deeds | a. likelihood |
| 2. boosts | b. evaluation |
| 3. rates | c. different |
| 4. chances | d. acts |
| 5. lending a hand | e. confirm |
| 6. review | f. increases |
| 7. establish | g. levels |
| 8. willingness | h. feeling |
| 9. separate | i. helping out |
| 10. sense | j. desire |

 see answer key at the end of this activity

Take-away

Sources of information about voluntary work:

In the UK and the Netherlands there are many organisations that encourage volunteering, so finding a cause and a project to support should be relatively easy. The United Nation's definitions of volunteering: <http://www.vcnw.org.uk/wp-content/uploads/2014/04/Definitions-of-volunteering.pdf>

The following list gives names of organisations offering voluntary work in the UK. Click on the names to follow the links

- [Do-it](#)
- [NCVO](#)
- [TimeBank](#)
- [Vinspired](#)
- NHS Jobs <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>



The following list gives names of organisations and websites offering voluntary work in the Netherlands.

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



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

- Frijwilligerswurk (<https://frijwilligerswurk.nl/>)
- Stichting Present (<https://stichtingpresent.nl/leeuwarden/>)
- Stichting Amaryllis (<https://amaryllisleeuwarden.nl/vrijwilligerswerk/>)

The following list gives names of organisations and websites 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/>
- <https://ehrenamtsboerse.at/>



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=itJD4R6XpC0>
- 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!

- I. If you are ready to look for a volunteer role while you are still looking for a job you can follow the same process as suggested in Unit 3 'Applying for a job'.
- II. Treat your volunteering experience as a job and do your best, it is a great way to get good references!
- III. Make the most of any contacts you make while volunteering. You never know when they could be helpful to you.
- IV. Adopt a professional attitude to volunteering. You may not be being paid, but that does not mean that you can be late for work nor take time off without informing your supervisor first.
- V. Consider that it might be possible for you to do voluntary work in the specific field or role you are interested in. This might be due to different factors. For example, health and safety regulations might prevent people from accessing certain work contexts (e.g., laboratories, operation theatres). In this case, you might want to focus on the skills that you want to develop (e.g., public speaking, social media, IT) and look for alternatives. For example, all charities welcome social media and publicity experts.
- VI. If you are considering a role as a volunteer to gain some experience, you might find it useful to discuss this option with a career advisor or at your local job centre.



🔑 Answer key

Task 1:

Answer a & e are correct.

Task 2:

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*

Extension

Task 1: Synonym match

- | | |
|-----|------|
| 1-d | 6-b |
| 2-f | 7-e |
| 3-g | 8-j |
| 4-a | 9-c |
| 5-i | 10-h |

Personal reflection

- How much did you know about volunteering before you completed this activity?

- What have you learnt?

- What are you still unsure about?

- Where could you go or who could you talk to to find out more information?

- Having completed this module, do you feel more or less inclined to think about voluntary work as a potential aid to finding a job?

Activity 3: Extracting information from job advertisements

Unit B2	Finding a job
Activity 3	Extracting information from job advertisements
Duration	2 hours
Rationale	To know where to find and understand suitable job advertisements for your 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 your new country
Language work	The language of professional job advertisements

Focus and self- reflection

This activity helps you to extract information from job advertisements. Being able to identify skills and experiences that employers require from potential candidates is an important step for you to be able to focus your job search and to identify how you can enhance your CV if needed.

Here is a list of steps that you can follow before you start the activity:

- Step 1:** Make a list of what job(s) you are looking for and where you think you can find the advertisements.
- Step 2:** What kind of work are you looking for - Volunteer/ full time/ part time - in your professional area or other? This will help you to direct your job search.
- Step 3:** How have you found jobs in your past career? Make a list (you can use bullet points)

Preparation

While studying this activity you should have access to a pc/laptop with internet connection as you will be asked to watch a video and look for job advertisements related to your professional field. This activity is broken up into 4 core tasks (2 hours of work). The tasks are interrelated, and it is suggested that you complete them in the order in which they appear. You can complete the tasks in your own time and take a break in-between task. Two variations are also suggested at the end of the unit if you are interested in more than one career pathway or if you want to work on strengthening your language skills.

Task 1: Understanding Job Advertisements

Duration: 15 minutes

1. Watch the YouTube video from Start to 03.07 minutes:
<https://www.youtube.com/watch?v=VR2KML99sQo>
Write down what is important information to take note of in job advertisements.
2. Were there any differences found in comparison to your expectations regarding job advertisements and previous experience and knowledge?

TIP!

If you have time, you can watch past the 03.07 minutes suggested above for further useful information in acquiring a job.

3. You may wish to repeat this task choosing a different role if you have had varied work experience and you are considering different career pathways as options.

Task 2: The language of Job Adverts

Duration: 30 minutes

1. Have a look at the following job advertisement. Underline the vocabulary that you find difficult and search their meaning online or in a dictionary. If you find that any of the new terms are useful, write them down and make a list.

Difficult term	Translation

2. Are the details in the advert different from what you have expected to find and or are used to (e.g., responsibilities, requirements, skills)? If so what is different?

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: 15 minutes

Complete the following table to the best of your ability. It is suggested that you focus on one role (e.g., dentist, primary school teacher) as you plan your search.

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

Task 4: Finding and understanding a suitable Job Advert

Duration: 1 hour

1. Choose a relevant job advertisement. You can look online or use an advert you found in a local newspaper, job centre or elsewhere. See examples of websites on job searches online below.
2. Look at the language in the advert and continue the list from Task 2.
3. Can you spot differences between job adverts you replied to before and the local one you looked up for this task? 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 countries you worked in before as well?

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/>
- You can also look for search engines that focus on specific jobs, like engineering: www.engineeringjobs.co.uk/

Austria & Germany:



- This is an overview of German job search platforms: <http://www.deutschlandsbestejobportale.de/index.html#.XK3d3JhKg2w>
- This is an overview of Austrian job search platforms: <https://www.infoup.at/online-jobboersen-die-besten-jobboersen-osterreichs-im-vergleich/>

Netherlands:



- This website helps you with writing an application:
https://www.werk.nl/werk_nl/werknemer/solliciteren/solliciteren-werk-zoeken/vacatures/sites
- This website lists the biggest job search platforms in the Netherlands:
<https://www.recruitingroundtable.nl/2018/07/30/top-25-grootste-vacaturesites-van-nederland-2018/>

TIP

If you want to focus on strengthening your language skills, you can take note of and write a sentence regarding the meaning of relevant vocabulary, word patterns, word formations and collocations found in the job advert. Look up a dictionary for any problematic words or phrases found.

Personal reflection

- How much did you know about extracting information from job advertisements before you completed this activity?

- What have you learnt?

- What are you still unsure about?

- Where could you go or who could you talk to find out more information?

Activity 4: Creating an ‘interculturally’ appropriate CV

Unit B2	Finding A Job
Activity 4:	Creating an ‘interculturally’ appropriate CV
Duration:	2 hours + 2 hours and 45 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

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Focus and self-reflection

Step 1:

Think about your most recent job. Now consider the following questions:

- *What are qualities?* (your personality/personal traits)
- *What are your skills?* (what you are good at)
- *What are your experiences?* (what have you done in your job)
- *What are your achievements?* (your successes based on results/outcome)

For each heading, write 3 or 4 words/phrases.

Qualities	Skills	Experiences	Achievements

Step 2:

What in your opinion makes a good CV? Write down at least three factors.

1. _____

2. _____

3. _____

& _____

Preparation:

While studying this activity you should ideally have access to a pc/laptop with internet connection. You will be asked to look at online sources and/or to watch video recordings. Ideally, you will have a previously prepared CV to hand.

This activity is broken up into 8 tasks. You can take a break in-between tasks. Ideally, the tasks should be studied in the order in which they appear but it is also possible to skip a task. There are extension activities to some of the tasks, which you will find at the end.

TIP!

If you don't have a CV to hand don't worry, this won't prevent you from benefiting from this activity.

Task 1: Thinking about transferable skills

Duration: 45 minutes

1. Research the type of job(s) you would like to do.

Use online search engines such as: www.reed.co.uk, www.indeed.co.uk, www.cv-library.co.uk for UK-based jobs, or

Dutch search engines: www.nationalevacaturebank.nl, www.monsterboard.nl, www.indeed.nl for jobs in the Netherlands.

For Austria and Germany, go to

www.jobs.at, www.stepstone.at, www.karriere.at

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

Make a note of the candidate (applicant) requirements for your chosen job(s).

2. In your opinion, what are transferable skills? Why are they important? Give some examples.

3. Make a list of your transferable skills. Use the '[Transferable Skills](#)' worksheet provided to help you. Compare with the job description in your chosen job advert. Are any of these skills mentioned there?

4. Think about the job(s) you have done in your country and how your skills can be transferred to a job in the UK.

5. Which sentence below is better and why? Give your reasons.
- 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.*
- 🔑 Check the Answer key at the end of this activity
6. Think of your most recent job. Use [the 'Transferable Skills'](#) worksheet and think of examples of:
- when you have worked well with others in formal and informal groups to achieve results (**Teamwork ability**)
 - how you worked on decision-making and problem-solving (**Problem-solving skills**)
 - when you have helped to motivate, take responsibility for and lead others effectively to accomplish objectives and goals. (**Leadership and Team Management skills**)
 - how you have structured and arranged resources to achieve objectives (**Organisational skills**)
 - how you have met deadlines efficiently and dealt with competing priorities (**Time Management and prioritising skills**)
 - when you have used listening skills effectively (**Listening skills**)
 - 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**)
 - 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

1. Watch the YouTube clip 'How to write a CV in 2018':
www.youtube.com/watch?V=fP43gcBywU Focus on the 'Structuring and Formatting your CV' section' (2:00-4:33)
2. Use the video to make some notes on how you want to structure your CV. Is the way you structure your CV in your own country different from what is outlined in the video? Make a note of any differences and similarities.
3. Make a list of headings for your 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. Look at the 'A good example CV 1' sheet. Make a note of the similarities and differences between the example CV 1 and your own CV.
2. Consider the following questions:
 - Is the structure the same or different?
 - What headings are used in the example CV?
3. Make a list of headings for your CV.
E.g. Personal details, Professional Profile, Career Summary, Education & Qualifications, Interests & Hobbies, References

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

Duration: 20 minutes

Look at the example [sheets CV2](#) and [CV3](#).

1. In your opinion, which of these is a 'good' CV and which is a 'bad' CV? Give your reasons.

2. In the 'bad' CV, underline any words/phrases that you feel are not good. Which are they? And why are they not good?

Weak Phrase	Why is it weak?

Task 4: Writing the Professional Profile section

Duration: 45 minutes

In this section of your CV you need to 'sell' yourself i.e. you need to tell a prospective employer why they should hire you. If you are currently in a job this is the place to describe who your current employer is and what role you have in the organisation.

1. Watch 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

2. What does 'selling yourself' mean in your country? Is there a word for it in your first language? Make a list of words/phrases you would use in your CV to 'sell' yourself.

Meaning: _____

- 🔑 See answer key

3. Read the '[Qualities](#)' worksheet and the examples provided. Write two or three sentences about your qualities.

1. _____

2. _____

3. _____

4. Look back at the 'Focus & Reflection' exercise above and the 'Example of a [good CV 1](#)' sheet. Next, write a paragraph that summarises your skills, the types of companies you have worked for, your qualifications and the benefits you give to an employer. Use your own ideas and the '[Key Words](#)' worksheet to help you.
5. Read the paragraph to yourself. Do you think an employer will want to read the rest of your CV? Have you included all the necessary information? Edit any details.

Task 5: Writing about your core skills

Duration: 20 minutes

Your core skills should include:

- Role specific skills
 - Qualifications
 - Industry knowledge
 - Languages
 - IT skills
1. Go back to the job selected in Task 1. List 6-8 key skills which you have and which you think will be beneficial to this job on a sheet of paper. You can include your transferable skills in this section if you want to.
 2. Do you have multi-lingual experience or experience of living/working/studying abroad? List any other languages you speak. (see extension task below)

I speak: _____

3. If you have access to a computer watch the section on 'Core skills' of the YouTube clip 'How to write a CV in 2018' (6:10-6:57) to help you write this section: www.youtube.com/watch?V=fP43gcBywU

Task 6: Writing the Career Summary section

Duration: 30 minutes

Your career summary is an opportunity to show your ability to describe your skills in the workplace. Take a sheet of paper or write the document on a PC.

1. Watch 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
2. Now look at the examples of 'good' CVs. List your jobs in reverse chronological order, i.e. putting the most recent job at the top. Include the location (e.g. country or city), company/organisation name, date and year. Add any voluntary roles (non-paid) in this section.
3. Write a brief description of your key responsibilities for each job role. Demonstrate how your actions impact your employer. Write more detail for your recent job positions and less detail for older job roles.
4. Include your achievements which have made a positive impact for your employer. Use facts and figures to demonstrate this.

Task 7: Writing about your qualifications and education

Duration: 20 minutes

1. Watch 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
2. List all your relevant qualifications and education with name of the institute/college/school and dates.
3. List them in reverse chronological order (most recent first)

Task 8: Writing about your hobbies/interests and references

Duration: 15 minutes

1. Watch 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
2. Hobbies /Interests is an optional section in the UK and the Netherlands. If you would like to include this section, write one sentence about what you do in your free time. Try to link your interests to your job roles. Do they make a good impression for the employer?

My Hobbies	Use for my job role

3. References – what does this mean? Is it common in your country to include this section in your CV?

TIP!

It is not necessary to provide the information of your previous employer(s) on your CV. However, if you are successful in applying for a job in the UK, the employer will usually ask for two referees.

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 you don't usually need to include referee contact details. If this is required this will normally be made explicit in the application process. If you wish to include them though you can.

Extension

Extension Task 1: Writing about your core skills and Internationalising your CV

Duration: 45 minutes

Highlighting your international skills and cross-cultural competencies can help you to set yourself apart from other candidates.

Read the following article, then 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>)

Tasks:

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. Write a list of bullet-points summarising your international/intercultural experiences for each job you have held. Use phrases such as 'cross-cultural', 'international', 'multilingual' and 'global team'. These can make a powerful impression on a prospective employer.

TIP!

Even if you haven't held a job overseas, your role probably still involved some form of intercultural contact. Consider factors such as gender, encounters with people of different ages, from different ethnicities, professional backgrounds, and language backgrounds.

Extension Task 2: Writing your CV

Duration: 120 minutes

1. Type your CV using either Microsoft Word or Google Docs. Your CV should be a maximum of two pages.
2. Check your CV carefully and proofread it. Check for spelling mistakes (use Spell checker) and for the words that are correctly spelt but the wrong word e.g. “manger” instead of “manager”, “pubic” instead of “public” , “there” instead of “their” (and vice versa) or “a” instead of “as”.

You can use any of the following sources of information about CV writing:

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>

Most of these websites 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/>



Some Dutch websites include:

- https://www.werk.nl/werk_nl/werknemer/solliciteren/solliciteren-werk-zoeken/cv
- 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>
- <https://www.monsterboard.nl/carriere-advies/artikel/hobby-op-cv>

Job-specific 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

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>

There are also TED talks on the topic of CVs/resume (note that most of these are from the US context):

https://www.ted.com/talks/jason_shen_looking_for_a_job_highlight_your_ability_not_your_experience?language=en

Personal reflection

- When you look at your CV, what do you think it says about you?

- Are you happy with your CV? If not, why not?

- How much did you know about writing a CV before you completed this activity?

- What have you learnt?

- What are you still unsure about?

- Where could you go or who could you talk to in order to find out more information?

Answer Keys

🔑 Task 1.5

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

🔑 Task 4.2

‘Selling yourself’ means making a good first impression to the employer. To achieve this you need to:

- Identify why you want the job
- How much are you worth to employers?
- Talk about what you’ve done by using details – numbers, names, achievements, outcomes etc.

🔑 Task 3. 1

Comparing a ‘good’ CV and 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 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

- 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

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

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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).

- 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 B 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.

Focus and self-reflection

Step 1:

LinkedIn is a platform in which individuals can present their professional profile, establish professional networks and seek or post jobs.

If you don't have an account yet, have a look at the website. As all of the services are only accessible if you have an account, go to <https://about.linkedin.com/>.

What advantages does LinkedIn list for its users – both job seekers and employers offering a job.

Step 2:

Have you ever used this type of platform in the past?

What advantages could have an account have for you and your career?

Preparation

While studying this activity you should ideally have access to a pc/laptop with internet connection. You will be asked to look at online sources and/or to watch video recordings.

This activity is broken up into 2 tasks. You can take a break in-between tasks. Ideally, the tasks should be studied in the order in which they appear, but it is also possible to skip a task. There are variation and extension activities to some of the tasks, which you will find at the end.

Task 1: Thinking about social media and employment opportunities

Duration: 30 minutes

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> and make notes of information you find important or useful.



1. "What Can I Do for You" – oriented profile summary: In the video, Linda recommends to write a 'short and sweet' profile summary that shows what skills and character traits your employers could benefit from. Try it out and write two sentences that display your qualities which a potential employer might look for.

My short and sweet profile summary

2. Think about the other tips that Linda gave you and try to plan your own LinkedIn profile: Do you have a picture you could use? What recommendations could you request and include? What would be your headline, and what employment history would you list?

Task 2: Creating your LinkedIn profile

Duration: 30min

Even if you are not sure whether you would like to use LinkedIn in the future, for this exercise, we would like you to create your own profile. Follow the link <https://uk.linkedin.com/> and register.

1. Before you start editing your profile, have a browse. Are people you know on LinkedIn? Do successful people of your field have a profile? Think of people you can connect with once your profile is ready.
2. Based on your impressions from browsing the platform, what profiles were done well? Which aspects stand out to you?
3. Have a look at the examples in this blog:

<https://business.linkedin.com/marketing-solutions/blog/best-practices--thought-leadership/2018/add-punch-to-your-linkedin-profile-using-these-examples-as-inspi>.

Did you come across profiles like this? What ideas can you adopt?

4. Now try to get started with your own profile. You don't have to finish it in one sitting. As the blog entry above suggests – “Thirty minutes per week is all you need – no struggle necessary.”