



KICKSTART

Essential insights
for your future career

Developed in partnership by

CHISWICK PARK **ENJOY-WORK**
LONDON W4



City & Guilds
Approved Centre

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Launch delivery partners



BROMPTON



Acknowledgements

The development of KICKSTART has relied on the enormous energies of Spark! staff past and present, volunteers in partner companies, teachers, and learners in partner schools. It builds on many experiments - some successful, others less so - in what works in employability and enterprise education over several decades.

KICKSTART has been particularly informed by the development of The WEX Factor predecessor programme with Chiswick School, Feltham Community College and Kingsley Academy (2010-13).

In this first iteration of KICKSTART the input of Rachel and Owen at Penna, Tony and Paul at Chiswick School, and conversations with partner companies - particularly Brompton Bicycles and Chiswick Park - about what can and should be achieved has been vital. It has also been shaped by reflective sessions of the London Leaders Programme, an initiative of the London Sustainable Development Commission.

Thank you all for your support and please keep the feedback flowing so we can continue to improve KICKSTART.

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About the development partners

Chiswick Park is home to some of the UK's leading companies (such as Starbucks, Foxtons, Discovery, Paramount, QVC and Swarovski). Chiswick Park has an onsite estate management team called Enjoy-Work, which is completely dedicated to ensuring that everyone on the park enjoys being there – with the ultimate aim of making people happier and more productive. Events include Well Being Week, life-size table football, open air circus performances, classes for everything from exercise to languages and music, and even sheep herding. Guests can even call on Enjoy-Work to borrow anything from a bike to a tie for a last minute meeting, or a pair of tights if you have an emergency ladder! As part of Chiswick Park's extensive Corporate Social Responsibility (CSR) programme they work with Spark! and Chiswick School to support the delivery of KICKSTART. For more information visit: www.enjoy-work.com

Penna is a global HR Services Group. Through effective services and unrivalled expertise, they help organisations improve their performance through their people. Their expertise spans the entire employment lifecycle – from resourcing, executive search, executive interim and assessment to coaching, learning and development, performance and change, and outplacement. Penna's collaboration with Spark! in the development of KICKSTART is a reflection of their commitment to supporting the next generation of employees develop their employability skills whilst they are still at school. To find out more, visit: www.penna.com

Spark! is a local education business partnership and a registered charity. Since 1980 the organisation has been helping young people make a successful and informed transition from school to the world of work. We are an approved centre for delivering City & Guilds qualifications. More information is available on our website: www.sparklondon.org

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Welcome to KICKSTART

On KICKSTART you will choose a business-supported workshop group most closely matching your current career interests. You will remain in this group throughout the programme. If demand is high, workshop group places will be allocated on a first come, first served basis.

The KICKSTART tutors and partner companies are keen that when you start looking you find your first job quickly. Like you, we want your job and longer term career to be the right one.

We know that entering the job market can be daunting – perhaps you don't know where to start with your first CV and your first formal interview can be a daunting prospect – but be assured that this workbook is full of practical information and advice to help you take a positive view of the challenges ahead.

The KICKSTART team will give you all the encouragement and support that you need to get started in developing your employability and enterprise skills.

The workbook includes activities marked 'Exercise', links to Appendices, signposts to the Spark! website and extension activities for learners completing the KICKSTART PORTFOLIO required for the City & Guilds Employability and Personal Development qualification.

On days that you are on KICKSTART please remember to



TIP: Click once on the welcome video above to play. Right click and select 'Disable content' to stop.

wear business clothes to school or any businesses you are visiting.

As is explained in more detail in the workbook in some workplaces this will mean a suit, but at other organisations staff will wear more casual clothes, or clothing to keep them safe from injury. Your tutor will advise you on the dress code at your partner business.

What's in it for me?

All students completing KICKSTART will graduate with a certificate of recognition awarded by the programme partners.

Critically you will acquire the skills you need to get ahead in a competitive job market.

If you are completing the accredited programme you will either secure a level 1 or level 2 City & Guilds qualification. At level 2 this qualification is aligned to a GCSE. You will typically complete both tracks one and two which are made up of five units at Level 1 or 2:

Track 1: Employability skills

Unit 519 – Understanding the business environment

Unit 402 OR Unit 502 – Effective skills, qualities and attitudes for learning and work

Unit 403 OR Unit 503 – Career planning and making applications

Unit 494 – Preparing for and learning from interviews OR

Unit 521 – Performing effectively at interviews

Track 2: Enterprise challenge

Unit 412 – Learner project OR Unit 512 – Candidate project for learning and work



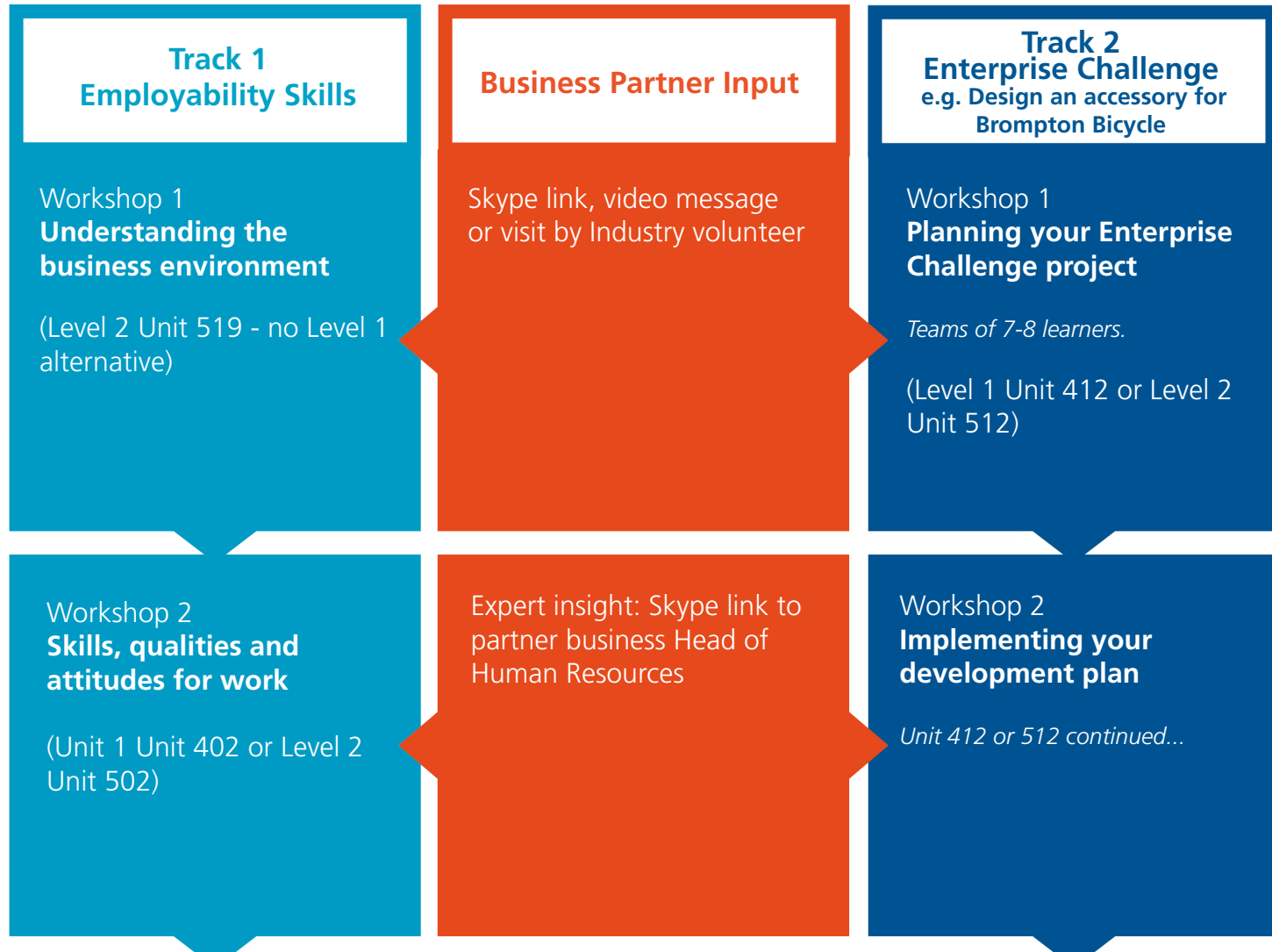
“Find out who you are and do it on purpose.”

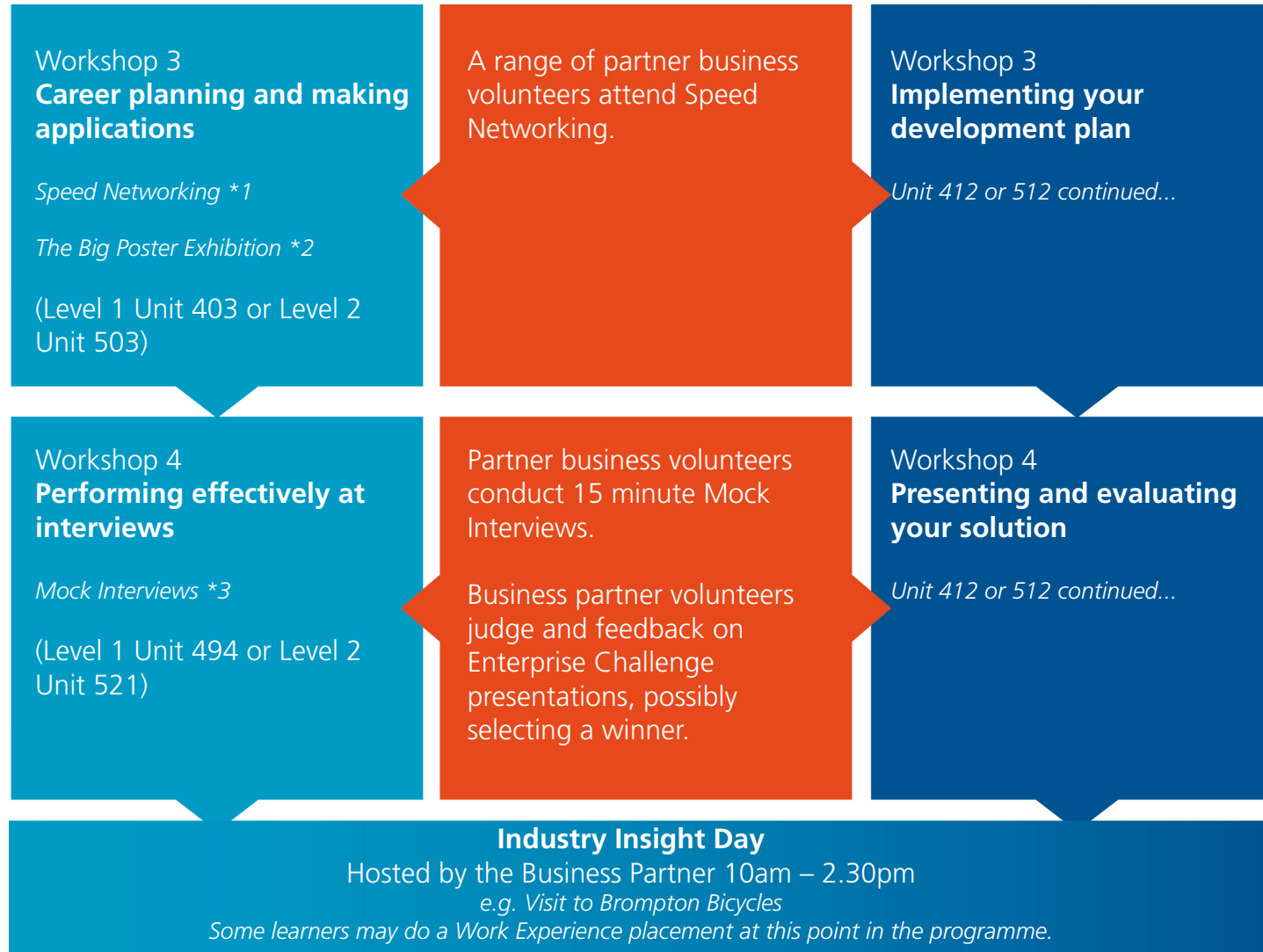
*Dolly Parton**

* *Dolly Parton is an American singer-songwriter who has:*

- *started writing songs when she was 7*
- *composed over 3,000 songs, including "I Will Always Love You"*
- *sold 100 million records worldwide*
- *received 46 Grammy nominations, tying her with Beyonce Knowles for the most Grammy nominations for a woman*
- *is the godmother of Miley Cyrus*
- *"writes something every day, be it a song or an idea"*

The journey





***1 Speed networking** - About 25 business volunteers (GSK, SKY, BAM, Police, etc) come to the venue, usually your school hall. In a group of 5 or 6 learners you have ten minutes to interview each employee volunteer about their job – best thing, worst thing, qualifications, how much they earn, do they travel, etc etc. After ten minutes, a whistle is blown, and you move on to your next interview.

***2 The Big Poster Exhibition** - 200+ different careers are allocated to learners covering the full range of industry sectors two weeks in advance of Day 1 of the programme. You will have to research your allotted career and produce a visual A0 poster that excites, inspires and educates your peers.

***3 Mock Interviews** - Business volunteers interview learners for approximately 15 minutes, and give feedback (written and oral).

KICKSTART ground rules and values

There are a number of essential ground rules that we have found make for successful workshops in a business environment:

- Attend all sessions
- Be on time
- Respect others
- Actively participate
- Please turn off all mobile phones

Discuss with your teacher and colleagues whether there are any additional ground rules you would like your group to follow. Note down any additions in the box below:

TIP: Click once on the box above to start playing an introduction to Fish! for schools.



At Spark! we are fans of the Fish! philosophy: Be there; Make their day; Choose your attitude; and Play. We hope that you will embrace Fish! during and beyond KICKSTART and that it provides you with inspiration on how to create a culture and attitude that is productive, fun and for your Enterprise Challenge, customer oriented.

Watch the introductory video to Fish! for Schools opposite to find out more.

Case study: Creative, playful workplaces

Growing numbers of companies, particularly in the creative and technology industries, are investing in designing offices that look more like adult playgrounds than a place of work. They hope this will make their employees more creative.

Examples include:

- A wooden treehouse at [Mind Candy](#), the company behind children's game Moshi Monsters.
- A slide at [Ticketmaster](#) that staff can take to reach a bar area with table football, a jukebox and pinball machines.
- A disco tunnel at [Karmarama](#) an advertising agency that also has a collection of strange objects including a huge red Buddha and a life-sized plastic llama.
- Fake grass floor at [Innocent Drinks](#) the smoothie maker. Their main kitchen area is filled with bunting and benches for people to sit together.
- Picnic benches at [Duke Studios](#) a Leeds-based co-working space.
- An indoor sky at [Virgin Money](#).
- One huge concrete desk at [Mother London](#) an advertising agency. The hope is that sharing one desk helps staff to talk to each other and removes hierarchies.
- Beach huts at [Man Bites Dog](#) the PR agency are used as meeting rooms and one of them is decorated to look like a forest.
- A chalkboard wall at [Badoo](#) the social network. It is updated with invitations to parties and product news.



Read more at:
goo.gl/FN4j5Z

Understanding the business environment

Learning objectives

Once you have completed this unit you will be able to:

1. Understand different types of business
2. Understand how businesses function
3. Understand changing patterns of employment
4. Understand how business activity is affected by market forces

and career decisions with the best insights available into where demand for labour is shrinking, stable or growing.

Finally, the unit will explore the concept of market forces and how this can impact on which areas of the economy are most active.

Developing a good understanding of the business environment will ultimately make you a smarter, more resilient worker - and also help ensure you find the niche in the workplace that best suits your interests and talents. If the niche does not exist yet, the insights might guide you towards establishing your own business.

In this unit of KICKSTART you will start by exploring the different types of business. We have identified a number examples local to where you study, as well as regional and national case studies.

We will then look at the key functions (or departments) of a businesses, small or large. Here we will take a look at one of the world's most exciting Research & Development departments at Google, as well as how Toyota has pioneered 'Just-in-time' manufacturing.

The next section of the unit looks at the best insights presently available to us on trends in the job market. This knowledge will hopefully help you inform your education

The private, public and voluntary sectors

The private sector is made up of privately owned companies. This means they are not owned by the government, but rather private individuals or institutions. The individuals that own the whole or part of a company are called 'shareholders'. Some private companies are 'listed on the stock market' which means that anyone with the money can buy part of the company and become a shareholder - these companies will have a "Plc" after their name. Other companies, that are not on the stock market, have restrictions on who can buy parts of them - these are called limited companies, and will have an "Ltd" after their name.

Most companies have the aim of making more money than they spend - this is called making a profit. This profit is usually given back to shareholders, who invested their money in the company. There are, however, other companies, which are 'limited by guarantee'. These companies have non-profit objectives, which means that they invest any surplus money they make on achieving their aims. These aims can include activities such as education, protecting the environment or campaigning on an issue of concern to their founders.

Companies are registered with and 'regulated' (i.e. monitored) by Companies House. Companies are also regulated by the Competition and Markets Authority (CMA) and sometimes sector regulators such as Ofgem, which regulates the electricity and gas markets.

Ormiston Wire Ltd are specialists in wire, from movie special effects to orthopedic saws based in Isleworth. They were founded in 1793 in the City of London and began by making spring wire for corsets and wigs in the days before rubber. It is one of Britain's longest running family businesses and celebrated its 220th birthday in 2013. Gerry Anderson's Thunderbirds puppets were lifted by Ormiston Wire. More recently the company supplied the wire that made the broomsticks fly in Harry Potter.



GlaxoSmithKline Plc is a science-led global healthcare company that researches, develops and manufactures a wide variety of products. Its world headquarters are in Brentford. These products are used by many people all over the world and help people feel better and live longer. The company work in three areas: pharmaceuticals, vaccines and consumer healthcare.



The public sector consists of central government departments, local government and agencies. Supported by funding from taxpayers they have a public service mission. They are regulated by democratically elected bodies, boards of directors and specialist agencies such as the National Audit Office.



London Borough of Hounslow is a local authority formed in 1965, under the London Government Act 1963. It is the principal authority responsible for running most local services, such as parks, leisure centres, libraries, youth centres, social services, waste collection and roads. Councillors, which are largely part-time voluntary roles, are elected every four years. They are supported by a staff of several thousand officers employed directly or by sub-contractors to deliver services to the community and support the council's democratic functions.



The Department for Education (DfE) are responsible for education and children's services in England. We work to achieve a highly educated society in which opportunity is equal for children and young people, no matter what their background or family circumstances. DfE is a ministerial department, supported by 9 agencies and public bodies.



The Health & Safety Executive's (HSE) mission is to prevent death, injury and ill health in Great Britain's workplaces. The HSE is a non-departmental public body of the United Kingdom with its headquarters in Liverpool, Merseyside, England. It was created by the Health and Safety at Work etc. Act 1974.

The voluntary and non-profit sector consists of organisations working to achieve social, environmental and economic development objectives. They may be funded by individuals, government or trust/ foundation grants or socially oriented contracts. They are regulated by the Charity Commission and other specialist agencies.

Hounslow Arts Trust, trade as Watermans Centre. Watermans is an arts centre for people of all ages, and a registered charity. On its site it has a cinema, theatre and drama classes for children as well as young people and dance workshops for all ages. Watermans also has an all year round programme called Interactive New Media Arts Installations, which attract people from all over the world.



WWF-UK is a registered charity whose main goals include protection of wildlife such as pandas and tigers, conservation of our environments, tackling climate change and sustainability of our environments through sensible use of resources. The work across the UK and internationally, with a secretariat based in Switzerland.



**Advantages and disadvantages of working in:
private, public or voluntary sectors**

| Sector | Advantages | Disadvantages |
|-------------------------------------|--|---|
| Private | <ul style="list-style-type: none"> • Job opportunities growing at a time the public sector has shrunk • Better starting pay in entry-level positions • Promotion sometimes more drive by performance, rather than length of service (perhaps more prevalent in public sector) | <ul style="list-style-type: none"> • Often a high pressured environment with strong sales focus • Employment may be more turbulent with highly flexible workforce • Very competitive atmosphere |
| Public | <ul style="list-style-type: none"> • Job security • Realitively generous benefits • Public service ethos means staff focused on positive social outcomes | <ul style="list-style-type: none"> • Fewer positions available • Lower pay • May be driven by political priorities rather than those of staff (this link to the democratic process may also be seen as an advantage) |
| Voluntary/ non-profit sector | <ul style="list-style-type: none"> • Socially focussed organisations • Resource constraints may lead to more opportunities to develop diverse range of skills | <ul style="list-style-type: none"> • Constant focus on fundraising and often insecure incomes • Work environments can be frustrating due to limited resources |

STOP AND THINK: Choosing the right sector for you

After reflecting on the examples of different organisations from the public, private and voluntary sector, select one organisation and explain why its sector characteristics would suit you - but also the disadvantages with which you might have to contend.

Business functions

Businesses succeed through a complex interaction of key business functions. In a sole trader (one person) business these functions may be carried out by a single person, whereas in a larger enterprise dedicated departments will usually be established:

Research and development (R & D) - This department's role is to ensure new ideas are being nurtured to feed a development 'pipeline' that will lead to a next generation of products and services for new or existing customers. This may also involve refreshing current products and services.

Operations - This department(s) is responsible for delivering core business activities, and decisions of how to deploy the resources used for the production and delivery of a business' products and services.

Finance - This department's role is to make sure that costs are kept within budget, profits are delivered, suppliers are paid and clients invoiced (i.e. charged) for goods and services.

People/ Human Resources - This department is responsible for recruitment of employees, employee relations, pensions and benefits, as well as managing and assisting with training and development. In some businesses they may also lead on Corporate Responsibility initiatives.

Information Technology - This department involves logistics and allows businesses to stay organised, as well as manage information such as employee information, sales and marketing data etc.

Case study: Research and Development at Google

One of the most exciting commercial R & D teams in the world is based at Google which has spent the past twenty years changing how we work and play. They work to improve Google products and services, and contribute to the broader advancement of scientific knowledge. Research areas include:

- Artificial Intelligence and Machine Learning
- Data Mining
- Human-Computer Interaction and Visualisation
- Machine Perception
- Security, Cryptography, and Privacy

'Google[x]' is an R & D facility run by Google located about a half mile from the corporate headquarters Googleplex in Mountain View, California. The lab develops some of the company's most pioneering ideas, including Google Glass and a self-driving car. It is overseen by Sergey Brin, one of Google's co-founders.



<http://research.google.com>

Possible advantages and disadvantages of working for a large organisation and a Small and Medium-sized Enterprise (SME)

| Sector | Advantages | Disadvantages |
|--|--|--|
| Large organisation | <ul style="list-style-type: none"> • More opportunities to specialise • May have more resources to mobilise and invest in staff • Better known brand may be a useful launchpad for other career opportunities | <ul style="list-style-type: none"> • Specialising may mean that you do not develop such a broad skill set • May be a less personal environment where there are many people within the organisation you never know |
| Small and Medium-sized Enterprise (SME) | <ul style="list-style-type: none"> • Greater opportunity to develop skills and knowledge in a variety of areas • More viable to get to know everyone in the business • If the business is on a fast growth trajectory there may be more opportunities for promotion | <ul style="list-style-type: none"> • Less opportunities to specialise can be frustrating for some people • Resources to invest in training and development may be more limited than a larger organisation • Business may be less recognised and valued if you seek employment elsewhere |

TOYOTA



<http://www.goo.gl/j8FGgU>

Case study: Toyota - The Just-in-time manufacturing pioneers

One of the world's most pioneering business operations functions can be found at Toyota where 'Just in time' manufacturing was first established. Just-in-time production relies on finely tuned processes in the assembly sequence using only the quantities of items required, only when they are needed to reduce waste.

Just-in-time manufacturing was inspired by a research trip to the US when one of the founders, Ohno, observing supermarkets for the first time. He has the insight that supermarkets were essentially well-run warehouses with 'goods-in' closely matching 'goods-out' and from this developed the Just in time system of manufacture. The company has extended the method and today calls it the Toyota Production System (TPS). Today the company is most famous for its cars and perhaps also the first humanoid robot to visit the International Space Station.

[< Back to contents](#)

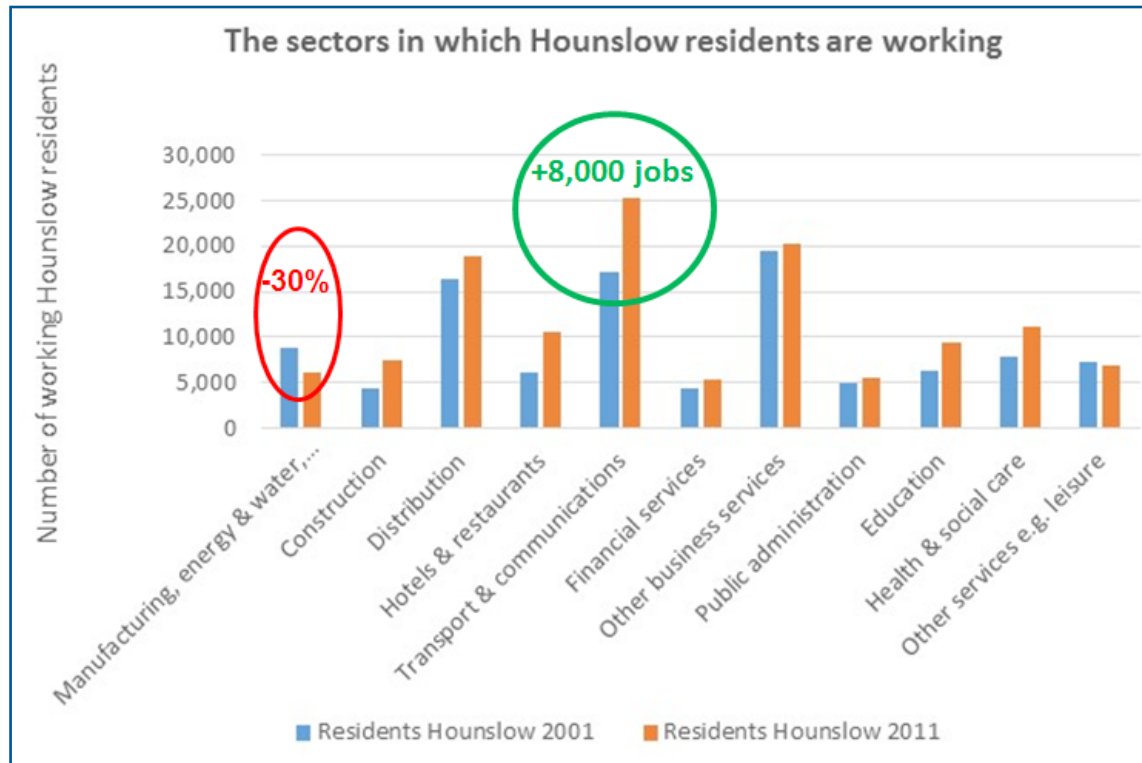
WATCH AND THINK: Collaboration across a business

Watch the video opposite which introduces the Toyota Production System (TPS).

In the box below write how you think the R&D, Finance, Human Resources and Information Technology departments of Toyota support the work of the Operations department, which leads the production system.



Employment patterns



Changing patterns of employment can affect choices for learning or work

For centuries, where movement within countries and across countries' borders has been allowed, individuals and their families have often chosen to follow the work and become 'economic migrants'.

In recent times this has seen people from Eastern Europe choose to uproot and relocate to the UK and other countries. At the same time there has been a continued drift of people from the north of England to employment opportunities in London and the South East. During the recession some people have left the UK to secure employment in the Middle East, Australasia and other parts of the world.

Getting access to the latest Labour Market Intelligence (LMI) can be helpful inform your decisions as to what to study and where to seek work. It can be enormously frustrating to complete a course only to discover that there is no demand amongst employers, or customers if you are looking to start your own business.

In the next few sections we highlight some of the most reliable sources of labour market intelligence and what they are telling us.

Changes in patterns of employment locally

In London Borough of Hounslow between 2001 and 2011 manufacturing employment has significantly reduced (see graph on left).

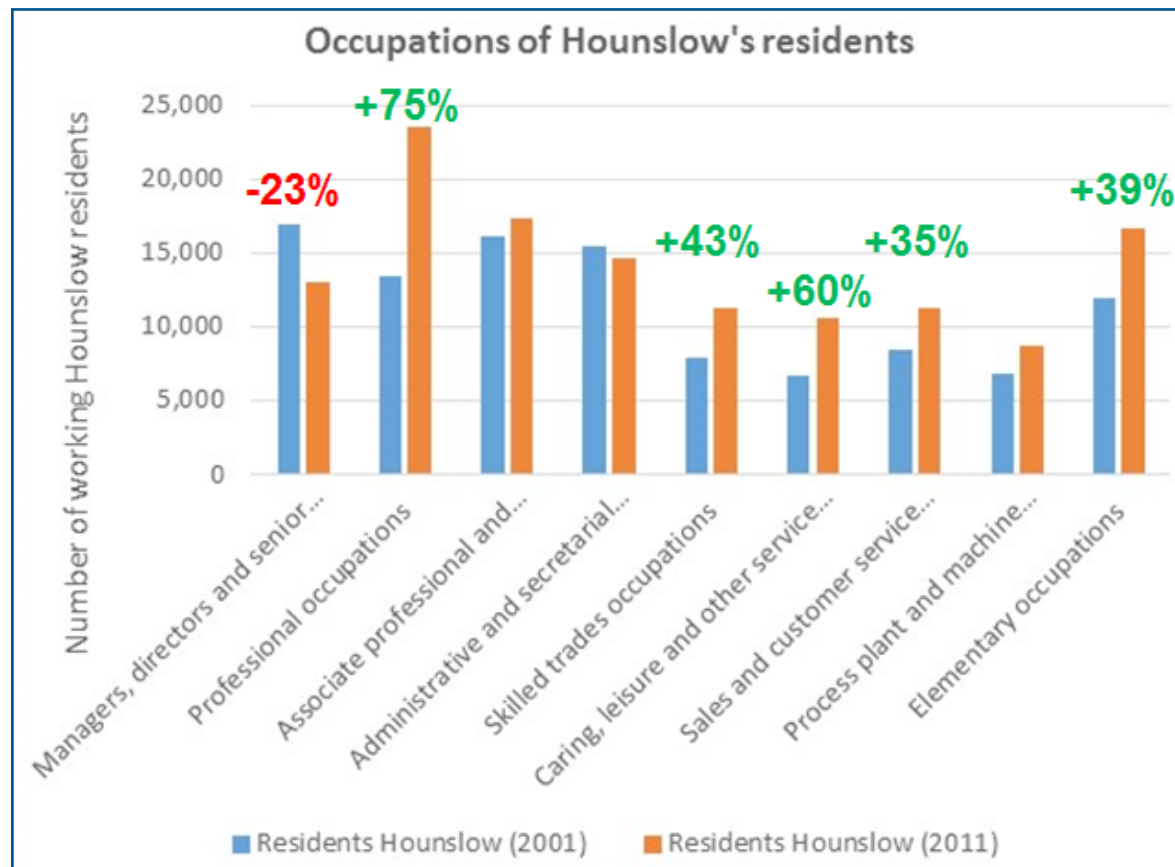
In attracting Hounslow's working residents, transport and communications, and hotels and restaurants seem to be the "big winners". They have experienced absolute growth of about 70%. This is probably reflective of the continued growth in economic impact of Heathrow Airport on the local resident-based economy. Continued growth in these areas remains uncertain.

Hounslow's residents do not appear to have been part of the financial and other business services boom that much of London has enjoyed. These sectors experienced fairly modest growth.

Major occupational growth (see graph on right) has been in: professional occupations, rather than managers/directors caring/leisure and also elementary occupations

Overall, the number of businesses in Hounslow appears to have grown from 10,090 in 2009 to 10,895 in 2011. Over the last couple of years, the number of business start-ups has grown and the number of closures has declined.

This means that Hounslow has more young businesses – and, perhaps, also more maturing ones. The picture is similar across West London – and is a higher level of entrepreneurial activity than the national average.



Source: Hounslow Local Economic Assessment update 2013

The 5th Wave

By Rich Tennant



"There's not a big demand for experienced kings right now. However, I've got an opening for a doorman at a theme hotel in Las Vegas."

Changes in patterns of employment nationally

The key labour market assessment for the national economy is '[Working Futures 2010-2020](#)' published in December 2011 by UKCES (see report cover bottom right). It provides detailed projections for the UK labour market focused on a ten year horizon to 2020. This includes employment prospects for industries, occupations, qualification levels, gender and employment status for the UK.

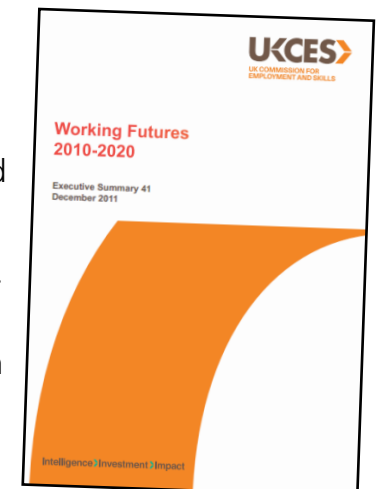
The table opposite, which shows UK Gross Value Add (GVA) and employment by sector in 2011, will help you put some of the numbers in the key findings that follow in context:

- There will be a slow recovery from recession, with the UK economy

generating **around 1 ½ million additional jobs by 2020**. 38 per cent of all additional jobs are projected to be full-time, 57 per cent part-time and 5 per cent self-employed.

- **Manufacturing is projected to maintain its share of total output (at around 11 per cent) up to 2020** but to see a small fall in its share of employment, from 8 to 7 per cent of the total, as a result of increased productivity by workers.

- **Private services are expected to be the main source of jobs growth, with employment in this part of the economy projected to rise by more than 1.5m (+9 per cent) during the full period of 2010-2020, increasing its share of total employment from 55 per cent to 58 per cent.**
- **Business and other services will be a particularly crucial component, with growth of more than 12 per cent**, equivalent to more than 1 million additional jobs.
- **The period is expected to see a shift in the balance of the economy away from public sector activities.** The share of total employment accounted for by non-market (i.e. public) services is projected to fall from 27 per cent in 2010 to 25 per cent in 2020.
- **There is forecast to be a continued trend of employment growth in higher skilled, white collar occupations, including managers, professionals and associate professional roles.** The study estimates 2 million additional jobs in these occupations by 2020. These three occupations are projected to increase their share of total employment from 42 per cent to 46 per cent over the 10 year period.
- **Continuing sharp declines in employment are expected for skilled and semi-skilled**



manual roles, including in skilled trade occupations and process, plant & machine operatives. 400,000 such manual jobs are forecast to disappear between 2010 and 2020, reducing the combined employment share of these occupations from 18 per cent to 16 per cent.

- **Administrative and secretarial occupations are projected to see a loss of almost 400,000 jobs, a fall of around 11 per cent, largely as a result of the continuing impact of technology in the workplace.** There is still expected to be around 3 million jobs in this occupational area by 2020 but its share of employment will have fallen from 12 per cent to 10 per cent, according to the projections.
- **Lower skilled jobs will remain a significant component of the labour market.** There is expected to be an increase of more than 300,000 jobs in caring, personal and other service occupations (+10 per cent) and 100,000 (+3 per cent) in low-skilled elementary jobs between 2010 and 2020, again mostly in service-based areas.
- **Job openings created by those who leave the labour market (i.e. replacement demands) are projected to generate around 12 million job openings between 2010 and 2020, many times more than the 1.5m openings from the creation of new jobs.** Replacement demands will lead to job openings for all industries and occupations including those in which the net level of employment is expected to decline significantly. This has important implications

UK GVA and employment by sector (2011)

| | | Output (GVA) | | Employment | |
|----------------------|---|------------------|---------|---------------|---------|
| | | £m | % Share | Thou. | % Share |
| Low-Med Tech Manuf. | Food, Beverages & Tobacco | 27,771 | 2.0% | 399 | 1.3% |
| | Metal, plastic and non-metal mineral products | 28,005 | 2.0% | 584 | 1.9% |
| | Other Manufacturing | 21,046 | 1.5% | 566 | 1.8% |
| | Shipbuilding | 1,246 | 0.1% | 32 | 0.1% |
| Med-High Tech Manuf. | Chemicals | 16,926 | 1.2% | 119 | 0.4% |
| | ICT & Precision Instruments | 8,393 | 0.6% | 138 | 0.4% |
| | Automotive | 6,955 | 0.5% | 133 | 0.4% |
| | Aerospace | 5,610 | 0.4% | 112 | 0.4% |
| | Machinery, Electrical & Transport Equipment | 22,748 | 1.7% | 412 | 1.3% |
| | Pharmaceuticals | 10,023 | 0.7% | 38 | 0.1% |
| Other Production | Agriculture, Forestry & Fishing | 9,122 | 0.7% | 409 | 1.3% |
| | Mining & Quarrying | 39,646 | 2.9% | 61 | 0.2% |
| | Utilities | 37,762 | 2.7% | 327 | 1.0% |
| | Construction | 91,681 | 6.7% | 2,036 | 6.5% |
| Knowledge Services | Communications | 23,028 | 1.7% | 227 | 0.7% |
| | Digital, Creative & Information Services | 61,821 | 4.5% | 1,174 | 3.7% |
| | Financial Services | 128,830 | 9.4% | 1,116 | 3.6% |
| | Business Services | 97,528 | 7.1% | 2,235 | 7.1% |
| | Research & Development | 4,290 | 0.3% | 125 | 0.4% |
| | Education | 89,676 | 6.5% | 2,722 | 8.7% |
| Other Services | Hotels & Restaurants | 39,601 | 2.9% | 1,990 | 6.3% |
| | Retail | 71,016 | 5.2% | 3,070 | 9.8% |
| | Transport, Storage & Distribution | 149,580 | 10.9% | 3,183 | 10.1% |
| | Real Estate | 98,091 | 7.1% | 417 | 1.3% |
| | Administrative & Support Services | 65,509 | 4.8% | 2,432 | 7.8% |
| | Public Admin & Defence | 67,915 | 4.9% | 1,654 | 5.3% |
| | Health & Social Care | 106,766 | 7.8% | 4,079 | 13.0% |
| | Community, Social and Personal services | 42,814 | 3.1% | 1,591 | 5.1% |
| | Whole Economy | 1,373,399 | | 31,378 | |

Source: BIS analysis of ONS data.

Potential oversupply and undersupply of young talent

| Occupations | Code | |
|---|------|-------------|
| Administrative occupations | C1 | UNDERSUPPLY |
| Business and public service associate professionals | C2 | = |
| Business, media and public service professionals | C3 | OVERSUPPLY |
| Caring personal service occupations | C4 | UNDERSUPPLY |
| Corporate managers and directors | C5 | UNDERSUPPLY |
| Culture, media and sports occupations | C6 | OVERSUPPLY |
| Customer service occupations | C7 | = |
| Elementary administration and service occupations | C8 | UNDERSUPPLY |
| Elementary trades and related occupations | C9 | UNDERSUPPLY |
| Health and social care associate professionals | C10 | = |
| Health professionals | C11 | OVERSUPPLY |
| Leisure, travel and related personal service occupations | C12 | = |
| Other managers and proprietors | C13 | = |
| Process, plant and machine operatives | C14 | UNDERSUPPLY |
| Protective service occupations | C15 | OVERSUPPLY |
| Sales occupations | C16 | UNDERSUPPLY |
| Science, engineering and technology associate professionals | C17 | UNDERSUPPLY |
| Science, research, engineering and technology professionals | C18 | OVERSUPPLY |
| Secretarial and related occupations | C19 | UNDERSUPPLY |
| Skilled agricultural and related trades | C20 | UNDERSUPPLY |
| Skilled construction and building trades | C21 | = |
| Skilled metal, electrical and electronic trades | C22 | UNDERSUPPLY |
| Teaching and educational professionals | C23 | = |
| Textiles, printing and other skilled trades | C24 | OVERSUPPLY |
| Transport and mobile machine drivers and operatives | C25 | UNDERSUPPLY |

for individuals considering their future career and education and training options, since even those occupations where employment is projected to decline may still offer good career prospects.

- **The demand for skills as measured by formal qualifications is projected to rise as is the supply of people holding higher level qualifications.** The number of jobs in occupations typically requiring a degree is expected to continue to grow but perhaps more slowly than previously forecast.
- The southern part of England is expected to see more rapid employment growth than the devolved nations and the northern regions of England. **Almost half of the growth in jobs in higher level occupations will occur in London, South East England and the East of England.**

The data on the left, based on the research report '[Nothing in common](#)' by the Education & Employers Task Force (March 2013), identified where more young people aspired to work in sector than the jobs forecast to be available (i.e. oversupply). These are the sectors where you will find competition for jobs is highest, but if this is where your talents and passion lie then we would encourage you to enter the race! The data also revealed where aspirations and demand for new recruits matched (i.e. '='), as well as where it looks like there will be an undersupply in young people choosing to enter a sector.

Changes in patterns of employment in Europe and globally

As if the UK labour market was not hard enough to read, at a European Union and global level the trends become even tougher to forecast. The Shift Happens video (right) will give you a flavour of how the continued growth in international trade and business is increasing the competition between workers around the world, as well as the importance of you developing and maintaining up-to-date knowledge and skills.

Particularly striking are the suggestions that you might have ten to fourteen jobs by the age of 38 and that we are currently preparing students for jobs that do not even exist.

If you are considering working overseas look out for news reports on working abroad (e.g. [The Guardian, Sept 2012](#)) that summarise current trends and issues such as the visas you will need to secure if you wish to work outside the European Union; and explore taking a gap year after school or university.

To deepen your understanding of European and global labour market trends explore these four websites:

- Eurostats ec.europa.eu/eurostat - try drilling down into 'Structural Business Statistics > Business Demography' and 'Labour market' data
- Organisation for Economic Co-operation and Development (OECD) www.oecd.org/employment
- International Labour Organisation (ILO) www.ilo.org/trends
- World Economic Forum www.weforum.org/reports



Source: Karl Fisch, *Ready Unlimited and Momentum World 2013*

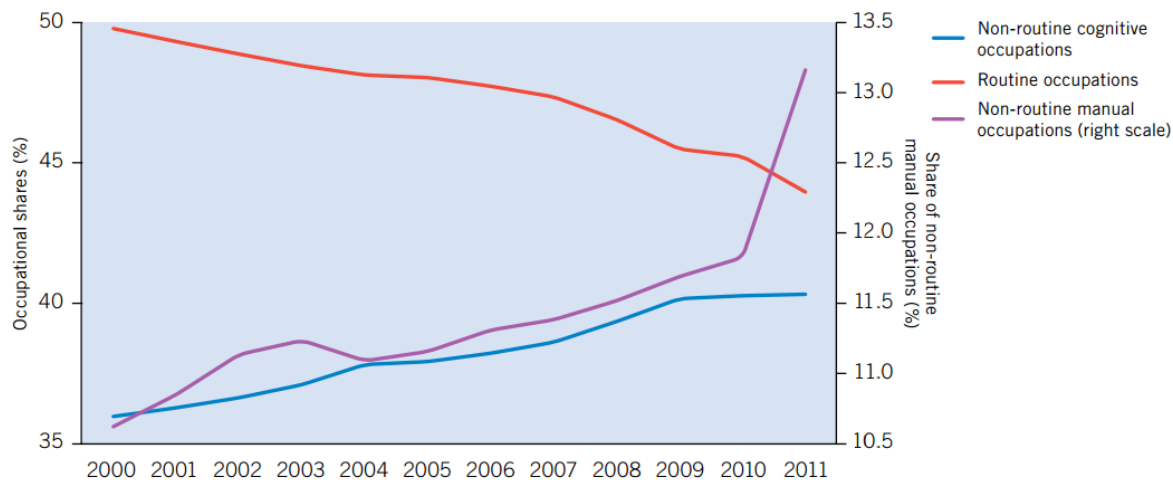
DID YOU KNOW?

The [Catapult centres](#) - launched in 2013 - are a network of world-leading centres designed to transform the UK's capability for innovation and help drive future economic growth in seven specific areas: High Value Manufacturing; Cell Therapy; Offshore Renewable Energy; Satellite Applications; Connected Digital Economy; Future Cities; and Transport Systems.

The Catapults provide physical spaces where the very best of the UK's businesses, scientists and engineers work side by side on late-stage research and development - transforming high potential ideas into new products and services. The seven investment areas give a good indication of where future jobs growth may lie.

CATAPULT

Global occupational shifts



Source: ILO, *Key Indicators of the Labour Market*, 7th edition

The graph above displays changes in occupational shares globally between 2000 and 2011.

Non-routine cognitive (i.e. thinking) occupations include (i) legislators, senior officials and managers, (ii) professionals and (iii) technicians and associate professionals. These occupations grew from about 36% to 38% - an increase of 2%.

Routine occupations comprise (i) clerks, (ii) craft and related trades workers, (iii) plant and machine operators and assemblers, (iv) elementary occupations. These occupations shrank from about 50% to 44% - a decline of 6%.

Non-routine manual occupations cover service workers and shop and market sales workers. These occupations grew from about 10.7% to 13.2% - an increase of 2.5%.

All of these trends reflect increased efficiencies and automation in manufacturing - and a slight increase in jobs globally towards those involving thinking professions (usually requiring higher levels of education), as well as lower skills service worker and retail jobs.

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STOP AND THINK: The Labour Market - your personal perspective

After reflecting on the Labour Market Intelligence introduced in this unit of KICKSTART, either: 1) give examples of how and why your family, guardian or friends have been impacted by changing patterns of employment; or 2) explain how and why they have not been impacted.

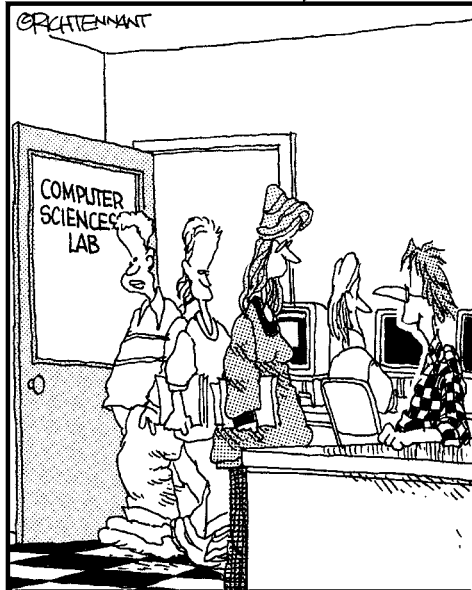
The 5th Wave By Rich Tennant



"...and then one day it hit Tarzan, Lord of Jungle - where future in that?"

Market dynamics

The 5th Wave By Rich Tennant



"I'm sure there will be a good job market when I graduate. I created a virus that will go off that year."

Understanding market dynamics is important, whatever type of organisation or sector you work in. Sometimes referred to as 'Market forces', how these play out will determine the success of the organisation that employs you (or you start-up) and therefore your long term employment prospects.

The relationship between supply and demand in the business environment

A market is a place where buyers and sellers meet to engage in trade and exchange: buyers exchange money for a product or service provided by the seller.

Buyers and sellers might meet face-to-face in a street market or a shop, or they could trade without ever meeting, e.g. using an online auction such as eBay. In all cases, trade only takes place when both the buyer and the seller are happy with what is being offered by

the other party. This is sometimes known as the double coincidence of wants: both parties are happy to trade. We can show this relationship using a simple supply and demand graph (see opposite).

The demand curve shows how much consumers are willing to buy at different prices: they buy more as the price falls. The supply curve goes in the opposite direction: companies supply more of something as the price rises because they

are likely to make more profit when the price is high. When a buyer and seller reach an agreement, they trade. This is shown by the equilibrium point (E).

The equilibrium point is the unique point (E) where the supply curve crosses the demand curve. It shows when a buyer and seller can reach an agreement. P1 is the price the buyer pays for the product and Q1 is the quantity supplied by the producer.

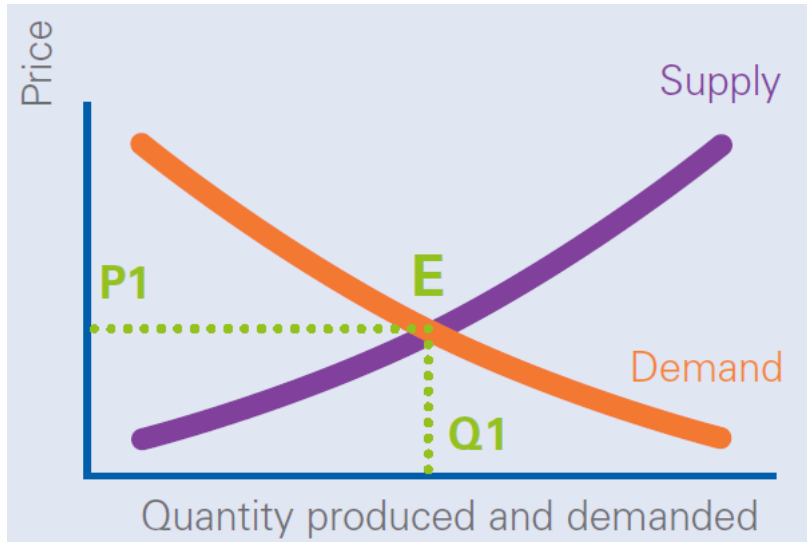
The relationship between price and profit

Profit is the difference between the money a business receives and the money it has to spend to produce and sell its product or service – known as costs.

Any company needs to make sure it charges a price that will earn it a profit. At the same time companies know they cannot charge too high a price because people will stop buying their product. The trick is to set the price 'just right' and generate a profit.

The connections between markets and competition

Competition is the rivalry among sellers in a market trying to increase their profits, market share, and sales volume relative to each other. The Merriam-Webster dictionary defines competition in business as "the effort of two or more parties acting independently to secure the business of a third party by offering the most favorable terms."



Source: BP Educational Service

Businesses will compete in a market by varying the elements of the marketing mix: price, product, distribution, and promotion.

It is generally accepted that competition results in lower prices and a greater number of goods delivered to more people. Less competition is perceived to exhibit higher prices with a fewer number of goods delivered to fewer people.

Competition does not necessarily lead to a raising of quality standards in products and services. In response governments use law and voluntary initiatives (such as standards) to protect consumers, wider society and the environment.

INVESTIGATE AND LEARN: Success and failure driven by market dynamics

Using the internet, research one company that has recently gone into administration (i.e. closed), and research another company which is showing success in growth. In both cases identify and summarise the market dynamics at work. In other words, what do you think the broader reasons are for one company's success and another's failure?

Skills, qualities and attitudes for work

Learning objectives

Once you have completed this unit you will be able to:

1. Demonstrate a range of positive qualities, attitudes and behaviours for learning and work
2. Understand why effective communication is important
3. Work effectively

This unit of KICKSTART is perhaps the most important. Time and time again employers tell us that too many young people arrive at interview and are not ready to demonstrate the qualities and attitude they are looking for in future employees.

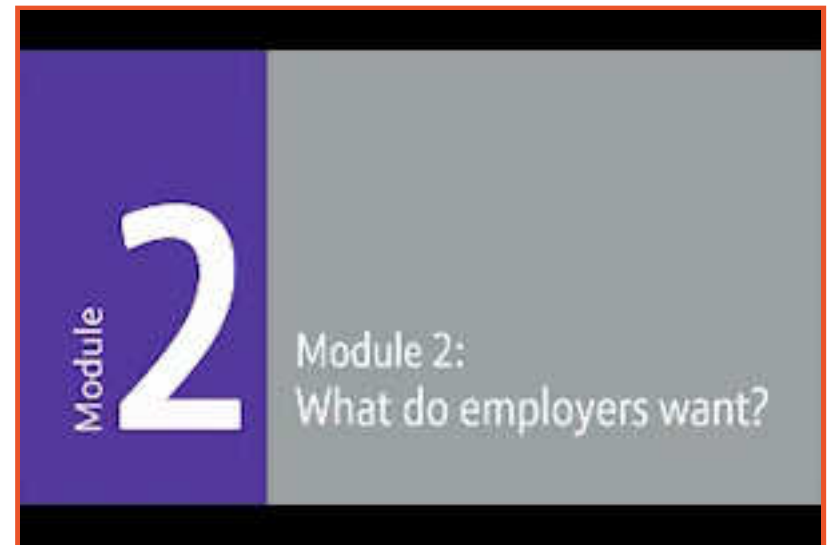


goo.gl/Wgrv25

Watch the video opposite to get an initial flavour of what employers tell us they are looking for.

In this unit we set out to equip you with: the know-how and tools to demonstrate to future employers that you have all the right qualities and attitude to thrive in work; the importance of effective communication; and finally explore how to work as effectively as possible.

Positive qualities, attitudes and behaviours for learning and work



Why positive qualities, attitudes and behaviours matter for employment

Ultimately if you do not demonstrate positive qualities, attitudes and behaviours you significantly reduce your prospects of securing and/or keeping a job.

A good place to start in making the right impression is thinking about what you will wear to a job interview and then once you are employed. First, and then continued, positive impressions - as well as safety in potentially dangerous work environments - means that what you wear to work is very important.

INVESTIGATE AND LEARN: What to wear and when to wear it

Job search engine Monster offers sound advice on what to wear in [summer](#) and [winter](#) - and for those with an eye on fashion you might also turn to [Marie Claire](#) or [Esquire](#). If you think you might work in a dangerous environment then read the [Health & Safety Executive's brief guide to Personal Protective Equipment \(PPR\)](#). In the box below make a quick note of the 'top tip' you have picked up.

CREATE AND LEARN: Dressed for work

Get a friend or tutor to take a photo of you dressed in business dress for the KICKSTART programme. Save this on your memory stick with the file name 'Dressed for work-[your name].jpg' or print out the photo and staple it to this page of the workbook.

TUTOR STATEMENT

I observe from the photo that you were appropriately dressed for work.

Tutor signature

Print name

Date



Codes of conduct

On page 8 we introduced the KICKSTART ground rules and values. Together these provide a 'code of conduct' whilst you are completing the KICKSTART programme. From [Apple](#) to [the Civil Service](#) to [the Army](#) codes of conduct are important in establishing the standards to which staff must adhere. Not following these policies, usually rooted in national and international laws, can have very serious consequences including heavy fines or prison.

STOP AND THINK: Why codes of conduct matter

Explain below why codes of conduct are important in a place of learning or work.

TUTOR STATEMENT

Now ask your tutor to briefly describe below how you have consistently followed and demonstrated the KICKSTART ground rules and values during the first part of the programme.

Tutor signature

Print name

Date

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Adaptability and flexibility in the workplace

Employers generally seek staff that are able to respond appropriately to changing circumstances, demonstrating adaptability and flexibility.

In a company with a diverse workforce from many different backgrounds - or if you are travelling to different countries - to ensure your working relationships are effective.... [Insert UN Intern programme resource on adapting to different cultural contexts](#)



WATCH AND LEARN: Annetta at Standard Chartered bank on adaptability and flexibility

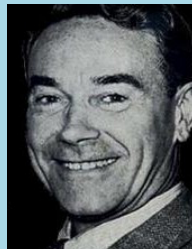
Watch the short video clip opposite of [Standard Chartered](#) bank graduate recruit Annetta talking about the importance of adaptability and flexibility in her working life at the bank. Then in the box opposite describe when you demonstrate these behaviours in your life at school or home.

Demonstrating motivation and enthusiasm

Employers want staff that volunteer for tasks and making suggestions, but if that is not already how you approach life, how can you ignite an inner motivation and enthusiasm.

Here are a few words of wisdom that may help:

- *To become more enthusiastic, act more enthusiastic* – This is Frank Bettger's number one enthusiasm rule (see quote below). This is similar to the Fish! philosophy principle of 'Choose your attitude'.
- *Get your energy level up* – It's easier to be enthusiastic if you have lots of energy and feel good about yourself physically. [Eating the right foods](#) and [exercising regularly](#) will ensure you have energy to spare at the end of every day.
- *Draw strength from the positive* – Remember the times in your life when you were enthusiastic. Feed off those positive feelings. Learn from the times you failed, but focus and draw inspiration from your successes. Henry Ford "You can do anything if you have enthusiasm. Enthusiasm is the yeast that makes your hopes rise to



"Force yourself to act enthusiastic, and you'll become more enthusiastic."
Frank Bettger, US baseball player, salesman and author

the stars. With it, there is accomplishment. Without it there are only alibis."

- *Don't dwell on the negative* – Don't think about past mistakes. Put them out of your mind and stop worrying about things you can't change.
- *Make a list of the things in life for which you are grateful* – Most of us have a lot in life to be grateful for: family, friends, skills and knowledge, hobbies, health, achievements and so on. It's important to remind ourselves of this every so often and you can do this by writing a list. Whenever you need a boost you can take this out and remind yourself of all the good things you have in your life.
- *Make a list of things that make you happy* – Make another list of all the events and activities that make you happy. If you love going to the cinema or football matches, write it down. Use it as a reminder of all the joy that is possible in life.
- *Don't try to solve everything at once* – It can feel quite overwhelming if you look to where you want to be in life and where you are now – along with all the things you have to do to fill the gap. Feeling overwhelmed can often lead to total paralysis in terms of moving closer to your goals and aspirations. It's important to remind yourself that "life is a marathon, not a sprint". Think about the stepping stones towards your end goals and then prioritise your actions.
- *Identify what's holding you back and find a solution* – For instance, if you are petrified of speaking in front of a crowd of people, enroll in a public speaking

course. Don't hesitate do it today!

- *Surround yourself with enthusiastic people* – Enthusiasm really is contagious. When you feed off other people's energy, great things will happen. On the flipside, you may decide you need to distance yourself of the negative people in your life that zap your energy. If you can't convince them to be enthusiastic, avoid them.
- *Do not listen to the 'naysayers'* – Do not listen to the people who criticise you without being constructive or always seem to discourage you.
- *Derive strength from your role models* – Choose someone whose success you want to mirror. It could be a friend or someone you have never met but has attained a level of success that you wish to achieve – and then emulate them. Motivational expert Anthony Robbins says: "If you want to be successful, find someone who has achieved the results you want and copy what they do."

STOP AND THINK: Three ways I will boost my motivation and enthusiasm

In the boxes below identify three ways that you will boost how you demonstrate your motivation and enthusiasm in the next month.

1.

2.

3.

Commitment and professionalism

For any employer it is vitally important that staff:

- complete tasks despite difficult circumstances;
- are polite to customers even if they are impolite; and
- value each other's contributions and respect confidentiality.

These behaviours are all examples of professionalism and commitment to a role and employer.

STOP AND THINK: My professionalism role model

In the box below identify someone from your school life, life outside (family or local community), or a public figure that demonstrates both commitment and professionalism and provides you with a role model. Identify, with examples, the specific traits that they exhibit.



“Always stay true to yourself and never let what somebody else says distract you from your goals.”

Michelle Obama

Identifying your positive qualities, attitudes and behaviours for learning and work

Employers are looking for skilled and competent people, so a good place to start is to identify what skills you have.

STOP AND THINK: Identify your strengths

In the box below briefly outline two key skills and abilities that distinguish you from other individuals, backed up with an example. Consider where you could bring significant benefit to an employer - in other words, they are your 'Unique Selling Points' (USPs).

Your key strengths will often be used in conjunction with your 'career overview' or 'capsule profile' (explained later). It is not intended to be an exhaustive list of everything that you have had experience of, or that you could turn your hand to. You should avoid generalisations such as "I'm flexible" or "I'm good with people". Each strength needs to be backed up with solid evidence of your expertise in that area.

STOP AND THINK: Identify your weaknesses

You may be asked what weaknesses you would admit to. The question is asked to see how self aware you are, and to see how you have worked at overcoming them. Don't worry, we all have weaknesses!

Don't admit to the biggest weakness you have, or suggest that you are weak in one of the post's "essential" criteria.

In the box below outline two weaknesses and illustrate how you have compensated/worked on/improved the area. In an interview initially only offer one.

With a bit of preparation you may turn your weakness into a strength!

TIP

We all have many skills that we develop during our time in education. In choosing which skills to market it is important to consider:

- 1) What you are good at; and
- 2) What you like doing.

STOP AND THINK: Skills Tick List

Consider the Skills Tick List over the next two pages and tick those that you are both good at and that you like doing. You may also wish to add a few other skills. This exercise will help you when it comes to drafting your CV.

Also have a think about which Skills you enjoy but are not so good at. This might identify new skills you need to develop.

Skills you are excellent at but you do not enjoy, you may decide to play down or even keep out of your CV.

Dealing with Information and data

- Keeping accurate records
- Making accurate measurements or calculations
- Following written instructions or diagrams
- Checking information for accuracy
- Writing letters, memos, reports
- Computer skills
- Extracting information from reports/books/manuals
- Researching/gathering information from books/articles/directories
- Organising paperwork systems
- Managing money
- Organising or classifying information
- Providing information verbally or in writing to enquiries
- Analysing numerical information
- Evaluating alternatives/reviewing
- Taking an inventory

Thinking and ideas generation skills

- Imagination
- Decision making
- Designing
- Problem-solving
- Innovating
- Using intuition
- Assessing a person or situation
- Creating a plan, idea or concept
- Developing others' ideas

Expressing thoughts & feelings non-verbally
Improvising and adapting
Writing creatively
Working with colour, shapes & spaces
Identifying priorities
Planning
Organising
Reading for ideas

People skills

Communicating
Persuading
Negotiating
Coaching
Delegating
Advising
Motivating
Developing others
Listening
Working in a team
Presenting to a group
Leading/direction
Helping others

Practical skills

Finding out how things work
Keyboard skills
Mending and repairing
Assembling and building

Physical strength
Handling materials or equipment with precision and speed
Manual dexterity
Physical co-ordination

Other important traits

Flexibility
Intelligence
Self-knowledge
Leadership
Competitiveness
High Energy Level
Goal Achievement

Additional skills

Why effective communication is important

Importance of effective verbal and non-verbal communication

Effective **verbal communication** means being heard and understood. Effective verbal communication demands listening actively to your audience. Why listening? Because when addressing an audience you need to meet their needs and in order to know their needs you must listen.

When using effective verbal communication techniques there are some basic rules that you need to master. Here are some useful tips:

- Know your audience
- Know your topic
- Plan your presentation

An integral part of our **non-verbal communication** is body language. Body language is your:

- Facial expressions
- Tone of voice
- Hand gestures
- Eye contact
- Posture

80% of our messages are communicated through body language, only 7-10% through actual words.

DID YOU KNOW?

When meeting someone you have 10-20 seconds to make a good first impression.

STOP AND THINK: Positive and negative body language

List in the table below forms of positive and negative body language:

Positive body language

Negative body language

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STOP AND THINK: Effective communication at school and home

Using two real examples from your school or home life explain in the space below the importance of effective verbal and non-verbal communication. I.e. identify one occasion when communicating verbally it has been particularly important to be heard and understood; and then identify another occasion when your non-verbal communication, such as maintaining eye contact, has been important.

Real life example of effective verbal communication...

Real life example of effective non-verbal communication...

Different forms of written communication and when they are used

Letters

In a business context you will find letters are used for formal communications with customers and suppliers. A letter is a physical manifestation of the company's brand so it must look professional. Make sure you find out when you first join a company where to find a letterhead template, what font you should use and at what point size - and always spell check and proof read before you send off.

Letters will sometimes be sent to the recipient as a PDF attachment to an e-mail and/or by post.

For guidance on how to ensure your letters look professional read the BBC's [Plan a letter](#) and [letter writing](#) fact sheets. The second fact sheet introduces the importance of using a formal - not informal - letter writing style in business. Finally you can watch a [BBC advice video on letter writing](#).

E-mails

Many of the same principles to letter writing apply when writing an email.

Planning is really important. In the world of work you need to be particularly careful that you are comfortable with what you have written and can stand by what you have said. If you are unsure whether you are accurate or have struck the right tone, then ask a colleague to review *before* you press send.

STOP AND CREATE: Write a business e-mail

For guidance on ensuring your emails are professional [read the BBC's guide](#) and then try writing a business e-mail using the template on the [second page of their e-mail worksheet](#). E-mail your sample e-mail to your tutor.

TIP

If you are writing a difficult email - perhaps there has been a dispute - then it may be a good idea to save your email as draft, and then review it the next morning before pressing send!

Reports

Find yourself on work experience or an internship and you are asked to write a business report? [Download this short guide](#) from The University of Sydney which will set you off in the write direction.

Critically a business report will contain:

- Cover page
- Contents
- Executive summary
- Introduction
- Background to the issue
- Potential service/product changes and productivity improvements
- Conclusions
- Recommendations

Business report writing will usually be done in a word processor such as Microsoft Word. This is helpful as it can be used to [automate the updates of tables of content](#) and make managing references easier [using the footnotes or endnotes function](#).

Minutes

Minutes give an account of a meeting between two or more people. They will contain different levels of detail on the discussion, decisions and action points.

Minutes will usually be written in a word processor such as Microsoft Word, sometimes whilst you are in the meeting, and proof read afterwards. You might want to [download a template](#) which can be a helpful starting point.

For detailed guidance before writing your first minutes read [The University of Warwick's advice](#).

Notes

Less formal than taking minutes, notes may be personal to you or shared. They will often just contain key ideas and agreed action points coming out of a meeting or discussion.

Just as with minutes, notes can either be taken with a pen and paper in a notebook or make use of software on a tablet or laptop PC such as:

- [Evernote](#)
- [Microsoft OneNote](#)
- [Google Keep](#)

Effective face-to-face communication with colleagues or customers

Demonstrate effective face-to-face communication with colleagues or customers. This can be a real or simulated situation.

WATCH AND LEARN: What not to do!

Watch the video opposite and then discuss in groups of 3-6 what you would do differently. Make notes in the box below of how you would approach the situation differently.

POOR COMMUNICATION VIDEO

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Effective communication with colleagues or customers who are not present

e.g. in writing, by email or on the telephone.

ACT AND LEARN: Making polite and enthusiastic phone calls or emails to clients

Your tutor will either hand you a role play scenario card and:

- 1) a phone number to ring for a 5 minute conversation with a client (played by a business volunteer) where you will have to respond to the issues raised in the scenario; or
- 2) an email address to which you will send a formal email of about 200 words responding to the issues raised in the scenario.

Whichever scenario you are asked to complete - phone or email - within 24hrs you will receive feedback from the business volunteer that has received your contact.

If you are making a phone call remember to carefully plan and think through your responses to the issues that are likely to be raised.

Note down the feedback you receive in the box opposite.

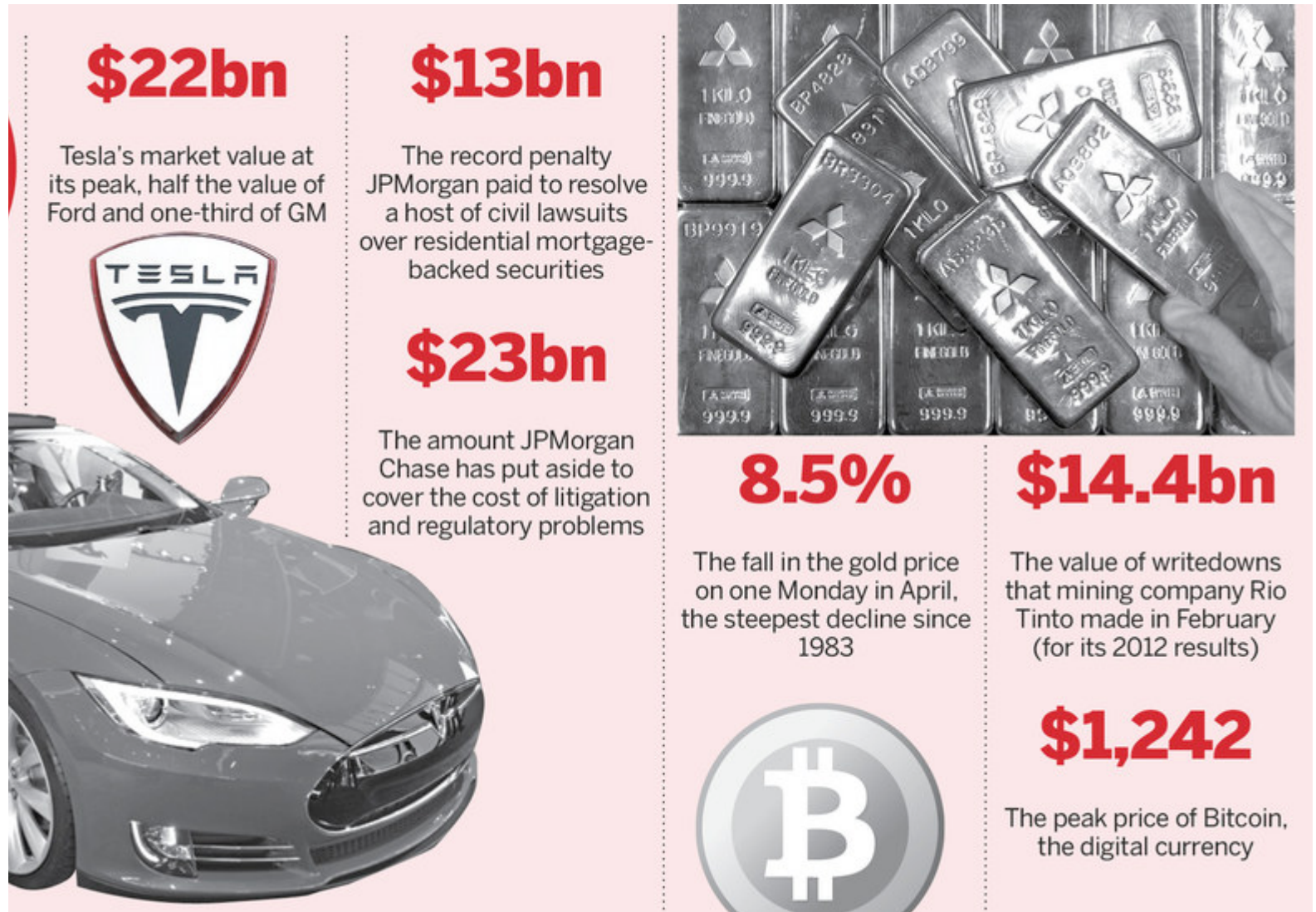
Explaining and discussing ideas using technical language

In the world of work, whether relating to a specific subject or vocational area, you are likely to find yourself explaining to customers, colleagues or suppliers ideas, problems or ways of working using technical language.


STOP AND THINK: The business rollercoaster

Fill in the blanks in the extract opposite from FT.com using the technical, market related words below. You can click on the links to read a definition of the term.

Then turn over the page...




\$22bn
Tesla's market value at its peak, half the value of Ford and one-third of GM




\$13bn
The record penalty JPMorgan paid to resolve a host of civil lawsuits over residential mortgage-backed securities

\$23bn
The amount JPMorgan Chase has put aside to cover the cost of litigation and regulatory problems

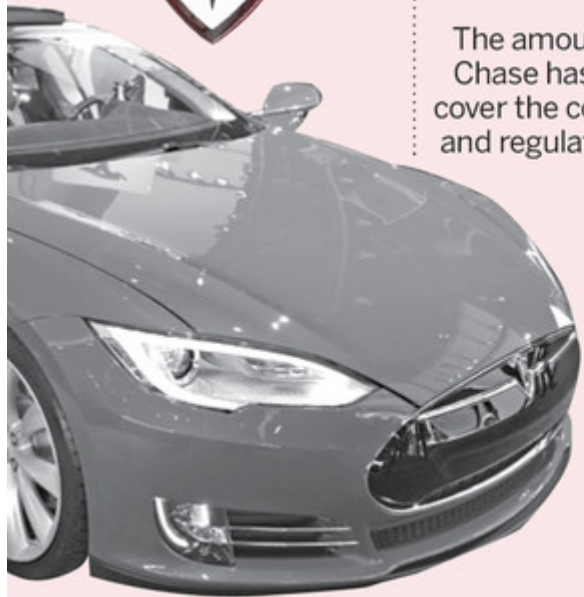


8.5%
The fall in the gold price on one Monday in April, the steepest decline since 1983

\$14.4bn
The value of writedowns that mining company Rio Tinto made in February (for its 2012 results)



\$1,242
The peak price of Bitcoin, the digital currency



WORDS TO PLACE: [securities](#); [writedowns](#); [market](#); [regulatory](#); [peak](#); [fall](#).

INVESTIGATE AND LEARN: Bitcoin - a digital currency

Research on the internet how the Bitcoin currency operates. Then explain in the space below, using technical terminology, how Bitcoin works.

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Social media

The internet has made networking a viable option for everyone and there are many forums and business networking sites. Examples include Plaxo, LinkedIn and ecademy, which enable people to share and discuss their views and knowledge.

Positive use of social media

Input needed here

MailOnline

Foul-mouthed teen crime tsar QUILTS her £15,000-a-year youth commissioner role after police launch investigation into Twitter rant

“Remember data warehouses mean that traces of a poorly judged comment on social media are unlikely to ever disappear.”
XXX, EMC2

The possible impact of inappropriate use of social network sites

Social networking (like Facebook, Twitter and Whatsapp) can also enable you to make new friends and pick up useful business contacts but be careful about what is said about you on the internet.

Employers will access these sites and if you have not managed your social media presence carefully make judgements which have an adverse affect before you come for an interview.

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STOP AND THINK: Social media in action

In the spaces below answer all three questions.

1. What is a social network?

2. What are three of the most popular social networks at present? Include atleast one that is used for business networking.

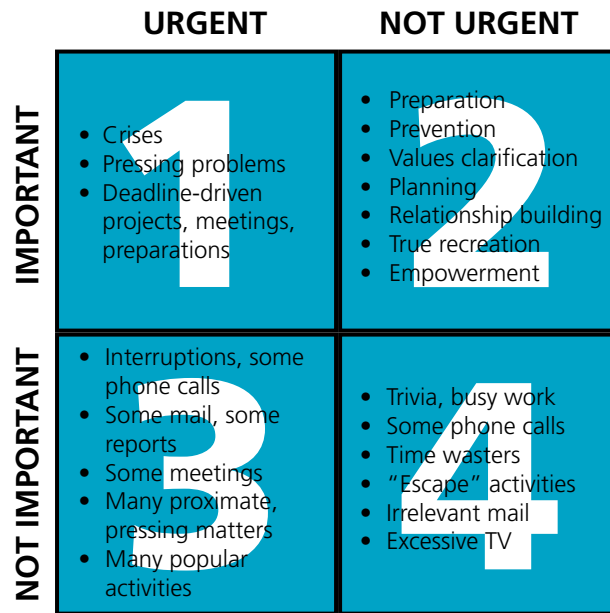
i.

ii.

iii.

3. Give at least two examples of what the repercussions could be on your employment if you were to use social media inappropriately.

Working effectively



Working on this Quadrant is the heart of personal time management. Quadrant II activities are high impact activities that when done regularly would make a tremendous difference in your life. Initially, the time for Quadrant II activities must come from Quadrants III and IV.

- Quadrant III activities are urgent and not important, and often misclassified as Quadrant I.
- Quadrant IV is the escape Quadrant activities that are not urgent and not important.

Effective people stay out of Quadrants III and IV because they aren't important. They shrink Quadrant I down to size by spending more time in Quadrant II.

Quadrant I can't be ignored, but should eventually shrink with attention to Quadrant II.

The basis of many business training programmes in how to work effectively is Stephen Covey's [The 7 Habits of Highly Effective People](#) (2004). The third habit that Covey discusses is 'personal management'. Time management is an essential part of this. As well as using tools such as lists to identify demands on your time and calendars to schedule work, Covey introduces a four quadrant matrix to help you prioritise work:

- Quadrant I activities are urgent and important called problems or crises. Focusing on Quadrant I results in it getting bigger and bigger until it dominates you.
- Quadrant II activities are important, but not urgent.

STOP AND THINK: Identifying tasks that need doing - and the deadlines

Identify the multiple tasks that you need to complete for school or college over the next two days and the deadlines.

Task

Deadline

STOP AND CREATE: Produce a plan for your working day

Use Covey's four quadrant matrix to prioritise your tasks and produce a plan for the next working day. This should show the tasks and the order in which they are to be completed.

Working safely following health and safety guidelines

i.e. follow the organisation's health and safety procedures and use Personal Protective Equipment (PPE) if appropriate.

INVESTIGATE AND LEARN

Read intro guides to H&S from HSE?

Carrying out multiple tasks or projects

The learner needs to carry out “multiple tasks or projects”.????? This should be linked to the plan produced on page 51.

Completing tasks to standard and deadline

For 3.5 the candidate needs to complete the tasks to the required standard and deadlines. The standards may be set by the organisation and the deadlines may be set by the assessor, supervisor or the candidate.

STOP AND THINK: Reflecting on your work and identifying ways of working more effectively

Periodically we must all stop and reflect on our work and identify ways of working more effectively. Take 5 minutes to conduct a self review and find areas for improving your employability skills.

| Employability rating | | Rating out of 4 - please mark with an 'X' | | | | N/A |
|-------------------------------|---|---|---|---|---|-----|
| | | Outstanding ----- Poor | | | | |
| Competency | Indicator | 4 | 3 | 2 | 1 | |
| Self-management | Time-keeping | | | | | |
| | Appearance | | | | | |
| | Accepting responsibility (e.g. | | | | | |
| Team working | Respecting all colleagues, contributing to team discussions, helping achieve team goals | | | | | |
| Problem solving | Identifying problems and choosing the right solutions | | | | | |
| Business & customer awareness | Understanding business needs, constraints and structure, as well as customer needs/ satisfaction | | | | | |
| Communication & literacy | Speaking, e.g. clear speech, positive body language | | | | | |
| | Listening, e.g. active listening and not being afraid to ask questions in order to understand tasks | | | | | |
| | Writing, e.g. e-mails, letters or reports | | | | | |
| Use of numbers | Measuring, weighing, estimating, calculating | | | | | |
| Use of computers | Understanding of IT in business and use of IT programmes | | | | | |
| Attitude | Positive 'can do' attitude, flexibility and readiness to improve | | | | | |

Career planning and making applications

Learning objectives

Once you have completed this unit you will be able to:

1. Choose a suitable career pathway
2. Select a suitable job, training programme or course
3. Communicate own skills, qualities and experience in relation to the chosen career pathway
4. Understand the application process

You may find the idea of finding your first job a daunting prospect or a great opportunity. We appreciate that job searching is hard work and that sometimes it can bring about self doubt and worry. However, it is also a great opportunity to sell yourself, meet new people, and have great experiences that will shape your future. Believe it or not, finding the right job can actually be really exciting!

In this unit we first help you identify a possible career pathway. This will usually lead you into selecting a suitable job to target when you leave school, a training programme or course.

We then explore how you can best communicate your skills, qualities and experience, introducing the concept of 'Brand YOU'.

Finally the unit helps you understand the range of formal and informal processes that exist for securing a job. As the short animation opposite emphasises, the important thing is to START NOW!

Choosing a suitable career pathway



goo.gl/Crp3bj

Researching career options

Having watched the animawhat a great job looks like? If someone offered you a job right now, how would you decide if it was the right job for you?

First connect to the internet and then click through to the [WISE Values quiz](#) - a game that will help you narrow down which values in life are most important to you. Note your most important value in the box below...

Then next activity 'What does a great job look like?' will help more further in identifying what's important to you.

Speed Networking



About 25 business volunteers (from companies such as GSK, Sky, BAM, Police, etc) come to the venue, usually your school hall. In a group of 5 or 6 learners you have ten minutes to interview each employee volunteer about their job. After ten minutes a whistle is blown and you move on to your next interview. This is a fast, high energy event, so have fun - and thank the volunteers for giving their time.

Feel free to come up with your own, but if you run short of ideas here are some questions you might like to ask:

1. Can you describe a typical day in the job?
2. What do you like/dislike about your job?
3. What skills would you say are necessary for someone to succeed in your area of work?
4. How many other people work in your team?
5. Did you know you wanted to follow this career path when you were at school?
6. What qualifications do you need for your job role?
7. What skills do you look for in recruiting staff? Can you describe your ideal employee?
8. What careers advice/tips can you give me?
9. How many different jobs have you had?
10. What did you do once you left school?
11. If I wanted to apply for a job at your organisation – how could I?
12. Does your job involve much travelling?

The Big Poster Exhibition

Your tutor will allocate you a job to research two weeks in advance of Day 1 of KICKSTART from some 200+ different jobs that your year group may research. The jobs will cover the full range of industry sectors.

Your task is to research the career that is allocated to you and produce a poster that excites, inspires and educates your peers either in:

- 1) a visual A0 format; or
- 2) an electronic format on Powerpoint or Glogster.com - this could incorporate video from iCould.com.

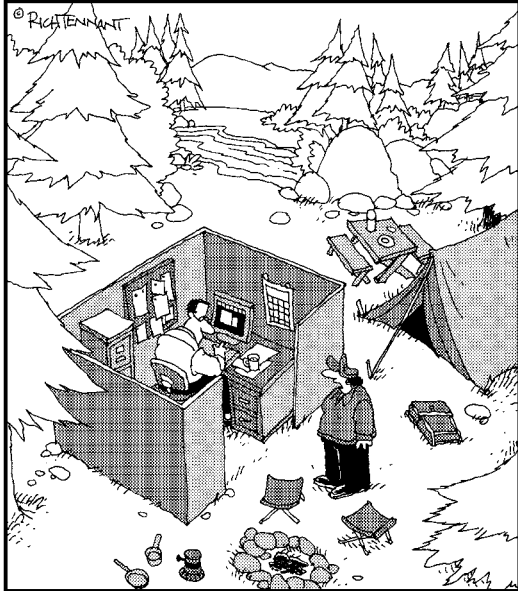
After your Speed Networking session, in groups of 4-6, you will present your posters to the employee volunteers. You will discuss their insights into the career you researched and answering any questions about what you have discovered: E.g. How much does a marketing executive earn each year? What hours does a plumber work? What qualifications are required to become a neurosurgeon?

At the end of the presentations, your posters will be displayed around your school, on a computer and/or in A0 presentation folders to form a giant poster exhibition. Over the coming days and weeks take the time to explore the full diversity of career options that are out there.



Musician poster on Glogster.com

The 5th Wave By Rich Tennant



“I hate when you bring ‘Office’ with you on camping trips.”

STOP AND THINK: What does a great job look like?

Take a few minutes to rank which factors you need to include when deciding what is the right job for you..

You may also wish to mark those factors which are essential and that you are not willing to compromise on.

Completing this exercise will help you identify what a good role looks like for you. It will give you a ‘checklist’ that you can compare against job advertisements, job descriptions and of course job offers!

| Factor | Rank Order <i>1 important and 11 least important</i> | Essential? <i>Yes, No or Maybe</i> |
|-----------------------------------|---|---------------------------------------|
| Hours of work | | |
| Pay | | |
| Culture | | |
| Manager’s style | | |
| Travel | | |
| What I want to do in your job | | |
| Development opportunities | | |
| Industry | | |
| Size of company | | |
| Responsibility | | |
| Alignment with my personal values | | |

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INVESTIGATE AND LEARN: Mapping possible career pathways

Watch the video opposite, then visit [FastTomato.com](https://www.fasttomato.com)

Create a Free Trial Account on FastTomato (or use a school account if available) and complete the online questionnaire.

Research at least two career options (e.g. chef, florist) options available to you by:

- reviewing [job profiles on the National Careers Service](#) website; and
- watching some of the videos on the [KICKSTART Big Careers Wall](#) (password to log-in to the Student Zone is 'Password01').

From the FastTomato questionnaire results and the reading select two 'career pathways' to explore further.

These pathways can have the same goal (e.g. two different paths to the same job: full-time study or an Apprenticeship route) or different goals (two different careers).



goo.gl/bWEA6G

WATCH AND LEARN: Evaluating career pathways

Watch the video opposite and then evaluate the career pathways you have identified. Reflect and make notes in the box below on whether you feel you are making a fully informed choice.



goo.gl/7ij4Q6

STOP AND THINK: Agreeing a suitable career pathway

Agree a suitable provisional career pathway with an appropriate person, such as your careers adviser. Make a note of this in the box below.

Making the most of time with a Careers Advisor

Most schools will ensure that you have a session lasting about an hour with a qualified careers advisor in Year 9 or 10. Here are some pointers from David Ryde, one such careers specialist, on how to get the most out of your session.

What might your career advice session cover?

- Helping you get started on planning the first steps in your career
- Analysing your skills, abilities and attributes
- Exploring the range of options available to you
- Reflecting on your courses, what you have gained from them and what you think you might study next
- Guidance on CVs, covering letters, applications and interviews
- Discussing how to present yourselves positively to employers/other schools/colleges
- Reviewing your career choice (if you have made one!)
- Suggesting possible solutions and contingency plans
- Helping you put your ideas into practice
- Referring you towards other relevant agencies and resources – and explaining what they can offer

What is the Guidance Interview not likely to cover?

- Telling you what to do
- Giving you large amounts of information
- Writing applications and CVs for you

- Counselling on personal issues

Getting the most from your advice session

- Be honest and open: interviews are designed to be impartial and non-directional
- Reflect in advance upon your strengths and weaknesses, likes and dislikes
- Think about the value of your course and any future direction
- Consider how your personal desires and strengths/ weaknesses impact on your career plans
- Bring notes on all the above with you – and your KICKSTART workbook!

Will notes be taken?

- The guidance interview is a confidential session between you and the Careers Consultant
- You are strongly advised to bring a pen and paper to make your own notes
- Your Careers Advisor will keep a record of the interview in electronic and/or paper form in accordance with the Data Protection Act

What to do in follow-up....

????

You can also access Careers Advice anytime from the National Careers Service on 0800 100 900.

Selecting a suitable job, training programme or course



Sources of information for training programmes or courses – and routes to the Job Market

List and use sources of information for job vacancies, training programmes or courses e.g. local media and job centre.

So how do you go about finding this elusive new role? There are several options open to you.

The Open Market

Advertisements – the internet (both job websites and company websites), local and national press advertisements, trade press and journals and the job centre all advertise roles in the 'open market'. Most people focus on open market vacancies – after all it's the obvious place to look! However, it is also the most competitive place to look.

Recruitment Agencies – part of the 'open market', agencies can facilitate your entry to a new role. Agencies are an important part of the job market and it is important that you know how to work well with agency contacts.

The Hidden Market

Personal Contacts – making the most of your personal 'network'. Many jobs are never advertised but a friend of a friend might know about a great opportunity...

Direct Approach – involves approaching employers directly. Being at the right place at the right time involves more planning than luck.

Work Experience -

Internships -

Volunteering -

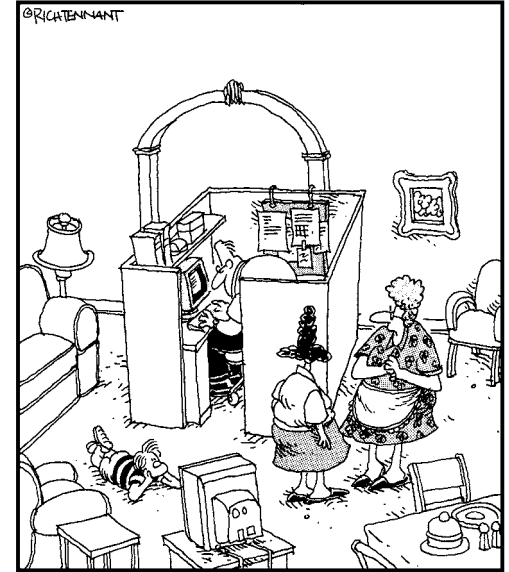
Selecting a suitable job vacancy, training programme or course

Select a suitable job vacancy, training programme or course related to your chosen career pathway.

Justifying your choice

Give reasons in the boxes below for your choice. For example, a part-time job may contribute to your skills development.

The 5th Wave By Rich Tennant



"I know he'd be happier in a job he didn't have to take home with him at night."

Communicating your skills, qualities and experience



goo.gl/A1HWht

Selling yourself

In any marketplace there are buyers and sellers. If we consider the employers out there to be the 'buyers' then that makes you the 'seller'. So what are you selling to a potential employer? What do you have to offer?

The animation opposite calls this concept 'Brand YOU'.

Broadly, every one of us can offer our:

- Skills
- Knowledge
- Achievements
- Personality
- Qualifications – now or in the near future
- Training

The trick is in packaging your offering to the job market successfully, so that the employer sees you as the solution to their problem.

Remember, they have a problem if they have a vacancy to fill. Businesses with vacancies are not working to their full potential.

Managing your campaign

You need to set up an office at home and equip yourself with the necessary resources to run an efficient and effective job search campaign.

Be equipped

Make sure you have:

- A supply of good quality stationery
- Copies of your CV
- A good quality phone with an answer phone or service
- Access to a PC, the internet and a printer
- Your own email address (nothing silly)
- Certificates (birth, marriage, education, driving licence etc.)

Plan for success

- Set yourself targets – job searching has its ups and downs, having some targets can keep you on track and keep you motivated
- Keep accurate records of all applications, interviews and meetings
- Set yourself up with weekly and daily schedules
- Use all the 'routes to the job market' discussed in this booklet
- Review your performance
- Involve your family and friends from the start
- Job searching can be stressful and taxing – put aside some time for relaxation and leisure activities

The 5th Wave

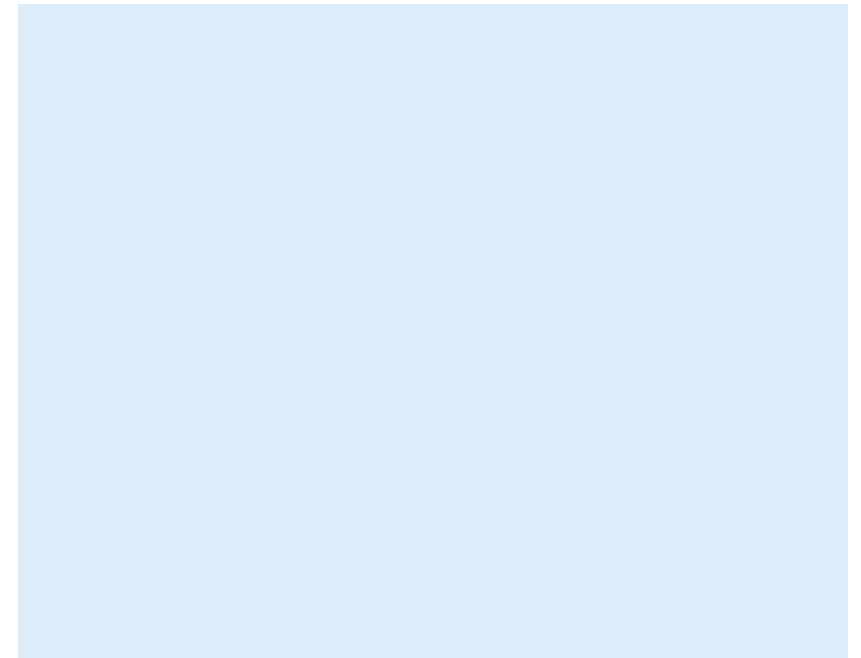
By Rich Tennant



“...faster than a speeding bullet...more powerful than a locomotive...hmm. Oh good, you type!”

Describing your own skills, qualities, experience and qualifications

Describe own skills, qualities, experience and qualifications and how these relate to the chosen career pathway. Skills might include being able to communicate effectively, manage time, multi-task, follow instructions, drive. Qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working.



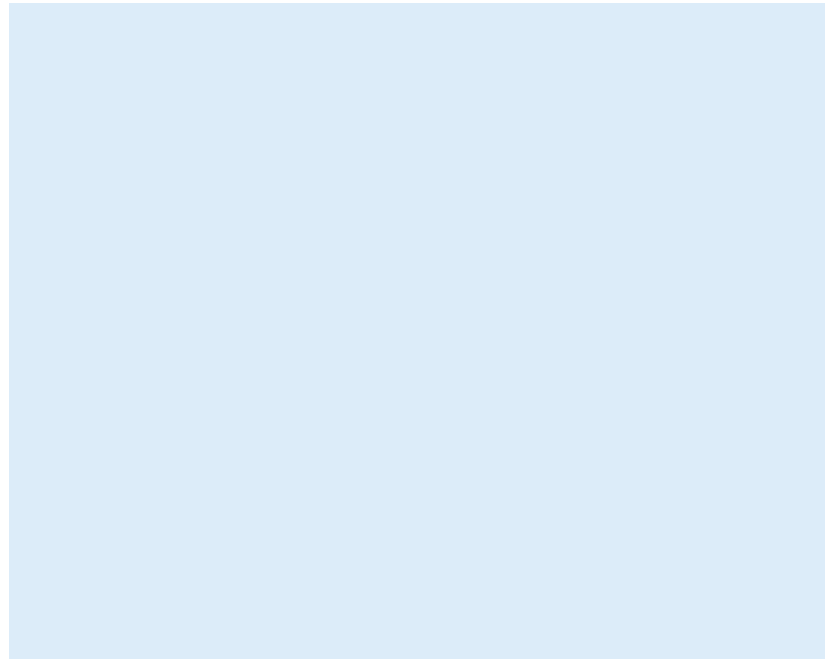
Describe your own achievements

A good CV will emphasise your achievements. Often people come on the KICKSTART programme and claim they don't have any achievements, that they just 'come to school'. We all have achievements!

Achievements don't have to be earth shattering things like 'climbed Everest without oxygen'. Achievements can be simple things that have made a difference. For example: being a team player in a sports team (in or out of school), Duke of Edinburgh, acting or singing, having a paper round, helping in your parents' business, or helping at a local charity. These are just a few examples – think about what you do apart from school work!

STOP AND THINK: Celebrate your achievements

Now write down a few of your own achievements relevant to your chosen job, training programme or course e.g. leading a team. The list of Action Verbs on the following page will help you.



Action Verbs

CVs need to be active and interesting documents. To avoid repetition and inject an achievement feel into your CV incorporate words from the following list:

| | | | |
|--------------|--------------|--------------|--------------|
| Analysed | Decided | Led | Reviewed |
| Arranged | Delivered | Listened | Secured |
| Accomplished | Established | Managed | Succeeded |
| Adjusted | Expanded | Monitored | Sold |
| Assisted | Encouraged | Maintained | Scheduled |
| Applied | Eliminated | Negotiated | Summarised |
| Approved | Estimated | Organised | Simplified |
| Attained | Explained | Observed | Selected |
| Assembled | Evaluated | Operated | Saved |
| Acquired | Exceeded | Planned | Sorted |
| Achieved | Finalised | Persuaded | Strengthened |
| Budgeted | Facilitated | Presented | Stimulated |
| Built | Gained | Participated | Solved |
| Calculated | Generated | Performed | Taught |
| Compiled | Helped | Proposed | Trained |
| Consolidated | Headed | Programmed | Tended |
| Communicated | Introduced | Projected | Transformed |
| Co-ordinated | Implemented | Prepared | Transferred |
| Controlled | Improved | Produced | Uncovered |
| Conducted | Instituted | Questioned | Won |
| Constructed | Increased | Reduced | Wrote |
| Consulted | Investigated | Recognised | |
| Classified | Interpreted | Released | |
| Composed | Informed | Recommended | |
| Completed | Influenced | Researched | |
| Designed | Inspected | Revised | |
| Developed | Instructed | Reorganised | |
| Directed | Installed | Reported | |
| Demonstrated | Launched | Repaired | |
| Defined | Learned | | |

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Talking about yourself



goo.gl/G5iHI1

Presentation statements

During your search for a position you will be in contact with a whole variety of people and organisations - for example, prospective employers, recruitment agencies and business and personal contacts who might be able to assist you.

It will be important for you to prepare thoroughly so you can present yourself in an effective manner when talking or writing to these people, so that you give a professional and thorough account of your experience, skills and abilities. *Watch the video opposite for an example of a number of young professionals briefly profiling themselves.*

Our experience suggests that there are four different “presentation statements” which you should prepare. These cover the principal areas of information which individuals might wish to know about you and your career.

They are:

- Capsule Profile* a concise statement, lasting no more than 30 seconds, of who you are, what you do and what you are good at - for use at any time and in any place.
- Position Profile* a 30 second outline of your preferred work situation or next job.
- Career Overview* two to three minutes - mainly used in formal or informal interviews to summarise your career to date.
- Leaving Story* 30 seconds - any place and time - a low key statement on your leaving circumstances.

Other statements

You will also need to prepare responses to questions about your key strengths and your weaknesses. You may be asked about these in interviews, and it is important that you prepare your replies thoroughly to present yourself in a positive manner.

Key Strengths an outline of your most important skills and abilities which are likely to be of most interest to a prospective employer. These will often be used in conjunction with the career overview or capsule profile.

Weaknesses one or two deficiencies, along with how you worked, or are working, at overcoming them.

The timings we give are intended to be a guideline only. The most important fact about all your presentation statements is that they should be as succinct as possible and designed to make an impact on the listener. It is likely to take a few attempts to get them right. It is worth trying them out with a colleague to practise and improve them.

The following exercises will help you with their preparation.

1. Capsule Profile

Write out a short statement defining how you want to be seen, and covering:

- What I am
- What I have done and can do
- My strengths

It should be written on less than one side of paper and remember, it should last no more than 30 seconds when spoken, so that it carries maximum impact. We suggest that you familiarise yourself with your profile so that it does not sound like a script when you use it in conversation with someone.

When you have composed your profile, tape it and listen carefully to how you sound. Try to feel comfortable and confident when using it. Get some feedback and suggestions for improvement from a colleague or member of the family on how it sounds.

When you are satisfied with it, keep a copy with you but try to become familiar with it so that it trips off the tongue convincingly.

Examples:

"I am an information systems manager recently with (organisation). My experience covers the design, development and implementation of main frame and PC based systems. My record is strong in project leadership and knowledge of Digital, IBM and Apple based systems..."

"I have nearly twenty years' experience in the oil industry, working for Sonie Petroleum in a variety of managerial and technical positions. I have just returned from a five year assignment as a project manager working for Sonie in the USA and South America. In this time, as the manager responsible for purchasing and materials, I successfully completed a \$900 million purchasing programme on time and within budget."

STOP AND THINK: Craft your own Capsule Profile

2. Position Profile

This is a statement containing specific information outlining the sort of position or work situation you are seeking within your targeted industry or market. You need to have prepared your thoughts on the preferred work situation in some detail.

Convincing position profiles must be put across in 30 seconds at most, and must have clarity, impact and conviction.

Try to follow these guidelines:

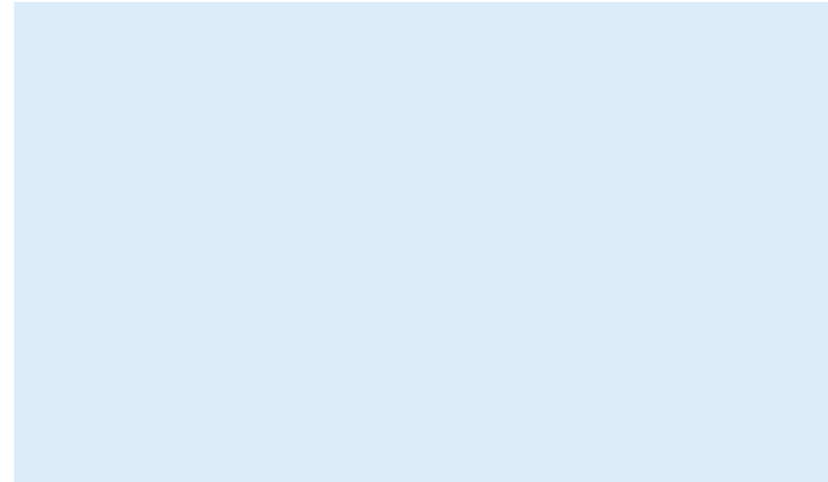
- express yourself in business language.
- show a strong benefit to a prospective employer.
- indicate your greatest skills.
- leave no question unanswered

Examples:

"I am looking for a senior marketing position in consumer goods within a medium or large sized manufacturer or retailer."

"My interest is to continue working overseas in an engineering project management position with a prospect of moving to operating management. I have been examining the pharmaceutical industry, because it is an investment-led international sector where I believe my skills will be of value."

STOP AND THINK: Craft your own position profile



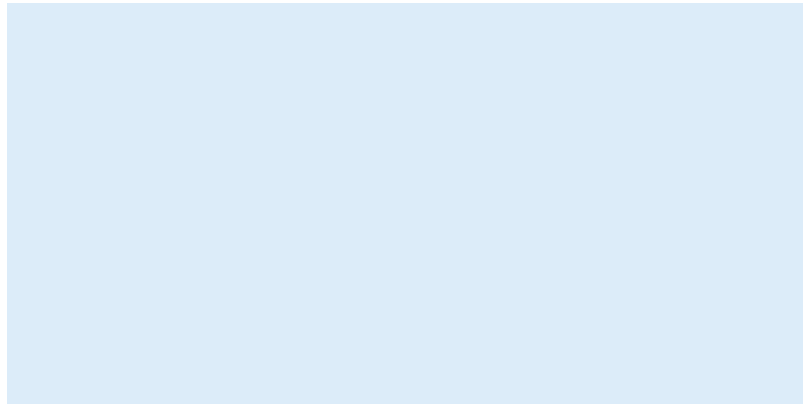
Preparing your curriculum vitae

Does there need to be a section about CVs. What is a CV etc before going in to this,

Most people find writing their CV quite a challenge but as it is your most important job search document it is worth the effort!. Your CV should be concise (2 sides maximum), clear, accurate, well presented, use headings and bullet points to help the reader, use a business font, truthful, free from spelling/grammatical errors (get someone to check), tailored for the position you are applying for.

STOP AND THINK: So what makes a 'good' CV?

Jot down some of your ideas below:



It can help to think of your CV as your own personal 'brochure' that highlights your unique selling points. Another helpful analogy is the film trailer – the CV (trailer) was so engaging the employer can't wait to see the film (you)!

STOP AND CREATE: Your first CV

Prepare a focused curriculum vitae (CV) for your chosen career pathway. Prepare this using the National Career Service website CV tool. Save your CV to your memory stick using the filename "[Your first name last name].pdf" or print off your CV and staple to the workbook.

CV Items to avoid

Some things are better left unsaid. Don't give an employer any reason to de-select you. The items in the following list are usually best avoided:

- height, weight or state of health
- date of birth, nationality, family information etc.
- religious or political beliefs; anything controversial
- photographs, front covers, etc.
- abbreviations or jargon (unless clearly understood by recruiters)
- attachments e.g. copies of references or qualifications
- gimmicks e.g. using brightly coloured paper
- fancy patterns or borders which can detract from your presentation and may not scan well
- folded, stapled or printed double-sided
- referees' names and addresses
- last or expected salary
- over-embellishment, distortion or avoidance of facts.

CV Format

So how do you present the perfect CV? Two basic formats – chronological and functional should provide you with enough guidance to get started.

1. Chronological

Chronological CVs for students need to focus on academic achievements first, skills, as opposed to work experience and probably one page. So would suggest creating a CV

Contact Details

Name

Address

Contact telephone numbers

Email address

Personal Profile

Most people start their CV by giving the reader an overview of themselves. It should cover:

- What you are i.e. your generic job role
- Your predicted grades
- What your unique skills and experiences are
- Your areas of expertise

For example:

- Need new examples here!!!

Work Experience

Outline your jobs to date, starting with the most recent and working back.

Give a brief description of each job and what it entailed but don't re-write your job description – to differentiate yourself from the pack you need to write about your achievements and successes

Education and Training

For most people over thirty your work experience and training will be of more interest and relevance to employers than what you did at school or college. List what is relevant. Don't forget about the training courses you have attended at work, things like 'presentation skills', 'handling complaints' and IT skills for example are all very transferable. If these are recent include dates to show you are up to date.

Personal Information

You may wish to include something about your interests outside of work. If it is relevant you might also include things like driving licence, the ability to speak foreign languages etc. Only put in interests you are willing and able to discuss at interview. If you gave up gymnastics club 10 years ago it is probably best left out!

Rubiks Cube example? (Apprentice)

Army cadets, sport, church, music, work experience, volunteering, DofE, etc

2. The functional or skills CV

Maybe give some context that a functional CV would be for someone who has more work experience. Again we can provide examples that are more relevant.

The chronological CV works well for most people, particularly those looking for a similar job in a similar field. However, if you are looking for a complete change or perhaps you have had a large number of jobs in the past, considering consultancy or a move to the voluntary sector a functional or skills CV might work better for you.

Contact Details and Personal profile as before

Functional Expertise

List 4 or 5 areas of expertise with examples of what you've achieved. For example:

An HR professional might list the following:

Training and Development

- Developed effective management training courses in conjunction with other departments and external training providers
- Designed and delivered monthly induction programmes for up to 20 new employees.
- Facilitated a broad range of sessions including time management, interviewing and sales training

Change Management

- Facilitated complex and challenging change sessions during a merger process
- Worked with managers and staff to develop and design a new 'code of working'
- Worked with external consultants to monitor and measure employee engagement

Leading Teams

- Managed team of 10 HR and training professionals
- Set challenging SMART targets for each team member, reviewed quarterly
- Regularly achieved 'top team' bonuses

Recruitment and Selection

- Worked with line managers to recruit and select staff following industry best practice
- Experience of mass recruitment (call centre)
- Qualified in a range of assessment and psychometric tools

Work Experience

Is kept to a list:

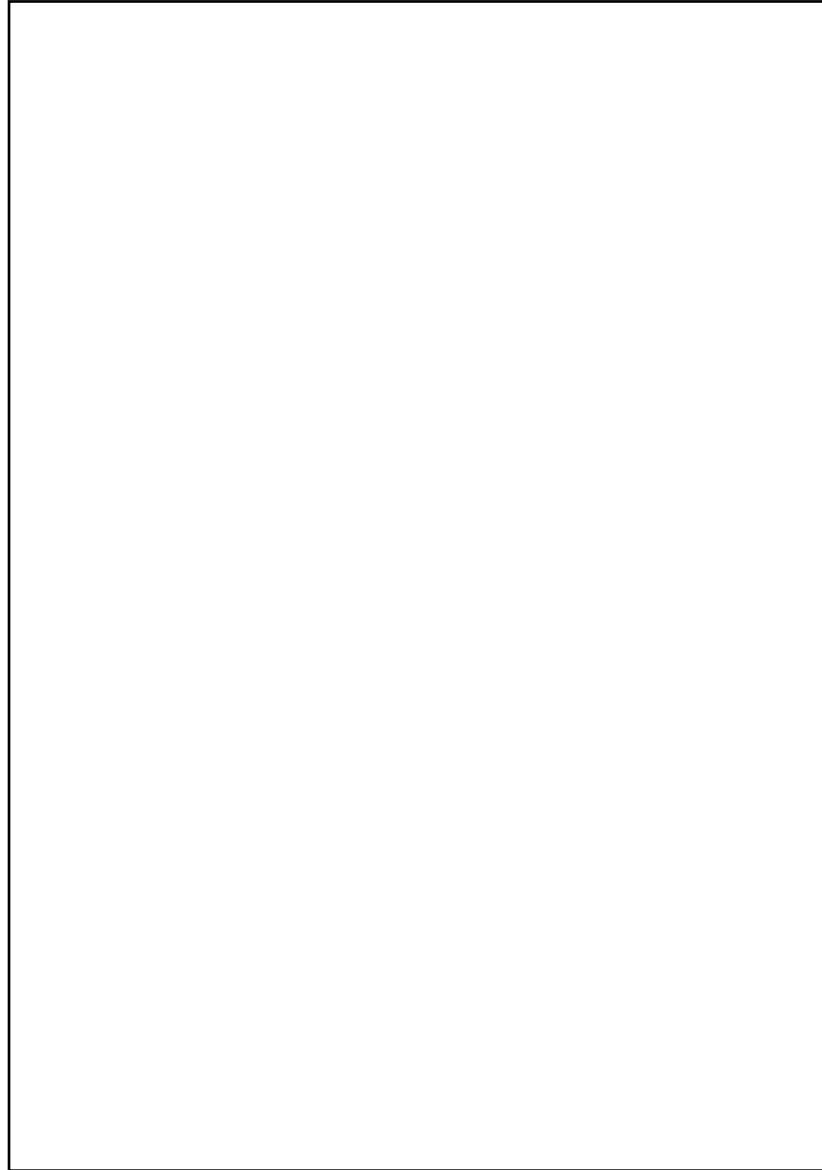
2002-present HR Consultant, Fast Finance

Sample CVs

Templates for different formats can be found on the National Careers Service website under 'XXXXXX'.



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The application process

Making Open Market Applications

The open market is where employers and recruitment agencies openly advertise jobs on the internet, national, local and trade press and on company websites.

To apply or not to apply?

Firstly, analyse the job advertisement and don't be put off by jargon or elaborate language. It's easy to overlook suitable vacancies and reject jobs because employers seem very rigid in their requirements. In practice, they often aren't that rigid. Look carefully at:

Job title: job titles can be misleading, varying widely in terms of responsibility from one company to the next. Read about the job content – if you feel that you can do it, then apply.

Qualifications: most jobs are not qualification dependent. Usually the qualifications are there to give an indication of the sort of person they are looking for. Look out also for words like 'ideally' and 'preferred' which are quite different from 'essential'. If you feel that you can do the job then apply.

Experience: it is very unlikely that you will be a 'click fit' for your next role, but it has often been said that if an applicant has 70-80% of what a job requires, then the rest can be learned. If you feel that you have the required skills

and competencies, then apply.

Pay: this is often negotiable, particularly in the private sector. Does the pay reflect the responsibilities? You may be able to offer additional flexibility and skills which could attract more money, so apply.

Applying with a Cover Letter/ email and CV

Your cover letter is an important tool. You can use it effectively to emphasise your match with the job vacancy you've applied for.

The cover letter should

- Quote the job title and reference clearly
- Draw attention to how well you measure up to the job requirements
- Highlight your relevant skills and, qualifications
- Be positive, clear and enthusiastic

You will find some general letter writing advice and an example cover letter in Appendix X at the back of this workbook.

STOP AND THINK: Candidate selection

Describe how candidates are selected for an interview for a job, training programme or course. For example this can include job specifications, desirable and essential criteria, application forms, CVs, types of interview, short listing.

The 5th Wave By Rich Tennant



"Do you think being able to play on a PS2, GameCube, and Xbox simultaneously could be considered a transferable skill?"

Completing an application for a specific job, voluntary position, training programme or course

Once you have a good CV and perhaps some experience of writing cover letters filling in the dreaded application form really does get a bit easier! As with the CV and cover letter it is important that you get your 'match' across in an application form to the employer.

Here is some advice that you might find helpful:

| Do | Don't |
|---|--|
| Read the application pack first! Some forms are complicated and you could put your answers in the wrong place | Launch in without having read accompanying documentation and surveyed the questions |
| Use an electronic form if one is available as you can store information and recall the form for future occasions | Underestimate how long it will take to complete the form, then rush to get it in on time |
| Complete the form neatly, legibly and accurately | Embellish on the truth or lie |
| Take a copy of the blank form and work on that initially | Send your form in late |
| Accurately complete the form and take a photocopy of it (if you can) before you send it off | Send your form in with mistakes on it or corrections |
| Follow any special instructions, for example you may be asked NOT to send a CV | Use negative language or emphasise anything you've not got |
| Use the white space often called 'any additional information' to demonstrate your match with the position on offer, use the job description and/or competency information supplied by the employer to guide you | Send photographs or certificates unless they are specifically requested |
| Mark any sections that don't apply to you clearly 'not applicable' | Forget to sign the form (if it is a hard copy) |

Competency Based Forms

Many companies now use 'competency based' application forms. The forms require the usual standard information – contact details, previous employment, education etc – but in addition require applicants to provide evidence of 'competence' in certain job- related areas.

For example, you may be asked to write a paragraph (sometimes up to a page) providing a recent example of how you have successfully contributed to team working. Most companies provide a definition of the competencies under scrutiny and you should follow this closely when designing your answer.

You may also find it helpful to use the 'STAR' acronym to structure your answer.

S describe the situation, or background relevant to your example
T describe your particular task or objective
A describe the actions you took/or the steps you followed
R describe, and where possible quantify, the end result or outcome

Competency Based Forms take considerable time and effort, so allow yourself plenty of thinking, planning and writing time.

You can find out more about the competency based approach in the interview section of this workbook.

STOP AND THINK: Telephone applications

Evidence may be the completed form or letter of application or, for a telephone application, may be an assessor observation or an audio recording.

INVESTIGATE AND LEARN: Documentation to support your application

Gather relevant documentation to support a future job application. This might include certificates, examples of your work, an ID card or National Insurance number.

High Street Recruiters

High Street Recruiters such as Reed, Brookes, Office Angels, Kelly Services provide another major 'route to the job market'. They are often very 'market savvy' and can provide you with insights and opportunities. Another major advantage is that the services of recruitment agencies are free to you. The employer who has the vacancy pays the agency fee when the agency successfully fills the post.

Where to find them

You will probably need to sign up initially with 3 or 4 agencies. You might also find reading the job ads (in the newspaper or the internet) and noting the relevant agencies helpful as well as sourcing recommendations from friends and colleagues. A list of employment agencies appears in The Yellow Pages and Thomson's Directory.

How can they help?

It is definitely to your advantage to go and talk to each agency - the best agencies should invite you to come and meet them. They will want a copy of your current CV and they may provide you with some feedback on it.

They may also be able to suggest other career paths that you might not have thought of. They will be able to advise you what sort of positions they would consider you for and the likely salary range (you may be worth more than you thought!). Agencies are likely to know employers' requirements well and they should be able to help you prepare thoroughly for interview. They should also be able

to obtain feedback for you following an interview, whether you were successful or not. If you are offered a job, the agency may be able to help you negotiate the best package – it's in their best interest to close the deal!

Bear in mind...

Bear in mind that recruitment agencies only make money when they place people, so you may sometimes find yourself being persuaded into a job that is not really you. Make sure they know what you are looking for in terms of role, package, location and type of company – and stick to it! Completing the 'position profile' in Appendix 3 will help you with this.

Agencies should ask for your permission before sending your CV to a company. If another agency wants to put you forward for the same job you should inform them that you have already been put forward - if a company receives your CV twice they will not like the prospect of having to pay both agencies.

Agencies also sometimes re-write your CV into their format. Check to see if they do this and if so it is usually sensible to make sure you have seen and approved their version.

Temporary Contracts

Some recruitment agencies specialise in temporary contacts. Working for an agency, you may be asked to work on one or a series of assignments. Agency staff often do not enjoy the same terms and conditions as permanent employees but 'temping' does offer flexibility and the benefit of being able to dip into different roles and sectors and sometimes it can lead to permanent opportunities.

The Job Centre

The Job Centre also offers a range of roles/. it is worth checking the website www.jobcentreplus.gov.uk for advice on a whole range of benefits related information, including 'signing on'.

The hidden job market and networking

INSERT ICEBERG
DIAGRAM HERE

Some jobs are never advertised, they are accessible only through the 'hidden market' which involves both the direct approach and networking.

Networking

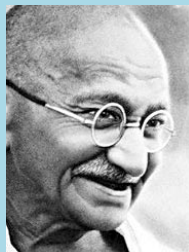
In effect, networking is about getting to know people who can help you develop your career prospects. You don't have to be outgoing or an extrovert to network effectively. Think of it as market research - you want to gather as much information as possible to help you in your job search.

What are the benefits of networking?

A lot of good jobs are filled by word of mouth. As you progress through your career and occupy more senior positions, this happens more and more. This is also true of some niche markets. Even if the job is advertised, it helps to know someone, inside the new organisation who can give you useful inside information. Your teachers, friends' parents and coaches may be able to help introduce you to someone in an organisation that you would like to join. They may even know of positions that are available.

Staying in touch

Keep good records of who you meet and the conversations you've had - there's no point building a network of contacts that you forget about. Write a thank you note or email to those who have been kind enough to meet with you or who have passed you some helpful information or contacts. Also aim to stay in regular touch even when you're not looking for anything specific. You don't want to be known as the person who only ever gets in touch when they need a favour.



"The future depends on
what you do today."

Mahatma Gandhi

NETWORKING TIPS

Networking is a social skill and as such there are some basic rules that can help you get it right:

- First impressions count - both face-to-face and via the phone or email. Stay alert and be well prepared.
- Never ask directly for a job - networking is not a job fair; it's an opportunity to gather potentially useful information.
- Talk Positively - know how to talk about your situation positively. The 'talking about yourself statements' on page XX are excellent preparation for networking.
- Give and take - networking is a two-way exchange; there's no such thing as a free lunch! Try to think of ways that you can help people in your network.
- Listen carefully - in networking meetings make sure you listen really carefully to any advice, support or information you are being given, ask good questions and you will be amazed at the amount of information you can find out.
- Do the research - research your contacts before meeting them and always follow up good leads they pass on.
- Get names - build your network by trying to get names of people who might help you but who you don't yet

know, e.g. in closing a meeting you might ask 'is there anyone else that you know who might be interested in talking to me?'

- Make the contact yourself - sometimes people might offer to ask around on your behalf, whilst this might seem kind and helpful it might never happen, so it is best to try to make contact yourself and then it becomes your responsibility to follow up.
- Follow up and say thank you - always send a follow up email or letter to thank your contact for meeting you, this can also be an opportunity to remind them of any actions they have said they would do for you.

INVESTIGATE AND LEARN: Identify people through with you can network

List five possible network contacts. “Impossible” you might say! But even those who are shy will have friends from school, college or university, parents of friends, teachers, family, family friends, neighbours, contacts from your sports club, hobby. Think about what information they might be able to help with.

| Network contact | How they may be able to help me |
|-------------------------|---------------------------------|
| 1. <input type="text"/> | <input type="text"/> |
| 2. <input type="text"/> | <input type="text"/> |
| 3. <input type="text"/> | <input type="text"/> |
| 4. <input type="text"/> | <input type="text"/> |
| 5. <input type="text"/> | <input type="text"/> |

TIP

Try building your network on a social media platform like Linked In, which now accepts members aged 13 and over: <https://uk.linkedin.com/>

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The direct approach

The direct approach does not equal 'the scatter gun' approach. In other words, being successful using the direct approach involves a structured, targeted approach, it is not about writing a standard letter to everyone in the Yellow Pages. This applies just as much to seeking a voluntary job or work experience, as seeking a paid position.

Benefits

If you can get to opportunities early, i.e. before they are advertised you stand an excellent chance of being interviewed and avoiding the competition that is rife in the open market.

The process

Read up all you can about your job market: use the internet, , personal contacts, local newspapers, radio and TV to investigate the local market. Be alert to new stores opening, business expanding etc.

Draw up a list of potential employers: use your own knowledge and the knowledge of friends and family to identify possible target employers. You might also find it helpful to read the job ads – be aware of who is recruiting, and to use local business directories (many are now available online).

Research each targeted company before you write: establish the basics: what they do, competitors, mission etc. Make sure you use the company's website for research.

Write a targeted letter to the relevant person: Write to the manager within the company who can give you the job you want (e.g. Head of Sales, Production Manager, Call Centre Manager). Ring the company and check their details. Don't say you are looking for a job or you may get the standard 'no vacancies' reply. Say you need to contact the person in writing and that you want to check their correct title and how to spell their name. A good Direct Approach letter has an opening section that shows you have researched the organisation, a second section that shows how you can help them and a final section that says how and when you'll be in touch.

You will find a sample Direct Approach letter and a Networking letter in Appendix XX.

Using the Telephone to make job enquiries - Making the right impression

- If you are making the call, prepare for it
- Know something about the company and be very clear what information you want from them and what questions you want to ask. Write it all down beforehand.
- Have your CV beside you
- Smile when you speak and use positive language
- Before you start making enquiries or selling yourself be sure you are talking to the right person and that they have time to talk
- If they call you and you are not prepared, ask if you can call them back
- Use people's names occasionally as you talk
- Before you finish, be clear about what will happen next
- Thank them for their time

Performing effectively at interviews

Learning objectives

Once you have completed this unit you will be able to:

1. Understand the interview process
2. Prepare for an interview
3. Participate in an interview
4. Make an informed decision on whether to accept a job offer
5. Reflect on own performance

Intro text here

Understanding the interview process

The interview process

The prospect of being interviewed can be scary, and you may feel the power and authority rests with the employer, with you a helpless victim. However, this is definitely not the case! Think of an interview as a business meeting, where everyone has equal interest. Remember the employer has a problem – they have a role to fill, and you could be the solution.

Don't be fooled by the company or agency that calls you in for 'a chat'. A 'chat' is an interview by another name! Always prepare fully, no matter what they call it.

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

- Someone who can do the job i.e. someone who is skilled and competent
- Someone who wants to do the job i.e. someone who is motivated
- Someone who will fit in i.e. someone who fits with the role, the team and the company culture and values

Your job at interview is to present yourself as that person!

A two-way process

Interviews are a two-way process i.e. an opportunity for both interviewer and interviewee to ask each other questions. So make sure you have a response when often asked at the end of an interview...

'Do you have any questions?'

Good interview candidates come equipped with questions; it demonstrates commitment and research. Some of your questions may have been answered during the course of the interview but it's likely that you will still have one or two left if you have prepared between 4 and 6 beforehand.

You could ask things like:

- Is this a new position?
- Why did the last person leave this job? What do you think the challenges will be for me in this job?
- Can you describe the team that I will be working in?
- What induction/ training will I receive?
- How will my performance be measured?
- Is there anything else that I can tell you about my experience or background?
- When will you be able to let me know the result of this interview?

The 5th Wave

By Rich Tennant



"I have an interview with a law firm.
I hope to make an impression."

Different types of interview – from telephone to psychometrics

There are a variety of different types of interview (e.g. panel, group) and activities that you may be asked to complete (e.g. personality profiling, role play, presentations, case studies, practical tests) during the interview process.

Telephone Interviews

The telephone is likely to form an important part of your job search.

Employer's Perspective

Telephone interviewing is a growing trend. From the employer or recruiter's perspective telephone interviews have distinct advantages:

- Minimises expense
- Relatively easy to organise
- Facilitates screening of a large candidate pool
- Enables screening when the candidates are widely geographically dispersed
- It is especially useful if telephone work is a key requirement
- Interviewers usually work from a standardised set of questions

Types of Telephone Interview

In common with face to face interviews, telephone interviews might range from a chat on the phone to a highly structured competency based activity. You need to be prepared for all possibilities.

The interview might be conducted by the recruiting company but often an agency or perhaps a head hunter might be involved.

- *Screening interview* - to assess your suitability for the job. You may be asked general interview questions about your experience, why you have applied, your availability, salary expectations etc. Some screening interviews are:
 - Competency based and require you to give examples
 - Recorded and analysed/scored afterwards
 - Also designed to assess your ability to communicate on the telephone
- *Personality screening* - used to assess your personal fit with the role.
- *Unannounced calls* - Following submission of an application form or CV you are telephoned, unannounced, and an interview is underway. If the call is at a bad time for you, you should try to re-arrange it.
- *Role Play* - for certain jobs particularly in sales and customer service you may be asked to 'role play' a situation over the phone.

A Jobseeker's Perspective on Telephone interviews

Advantages

- You can refer to your notes/documents
- You can refer to any questions you might have prepared
- You don't need to dress up (but some people find doing so helpful)
- No travel time involved
- It's a two-way process, so you can find out about the job and ask any questions you may have

Disadvantages

- Less personal
- Harder to build rapport and gauge response of the interviewer
- Tension – they might call unannounced (although most companies will book a time to suit you)

Tips for Success – Before

- Make sure you have done your research
- Practice – ask a friend to interview you on the telephone and get feedback
- Gather the relevant job related paper work – job ad., application form, job description, your CV, letters etc.
- Make a note of your most significant achievements
- Equip yourself with pen, paper, diary, glass of water (no food or chewing gum!)
- If the interview is competency based make sure you have noted your examples – keep your notes brief
- Clear the room – no pets, friends, mobiles, TV etc.

Tips for Success – During

- Listen carefully to the question, ask the interviewer to repeat it if you didn't pick it up clearly
- Don't rush
- Don't interrupt the interviewer, if you do, apologise
- Speak clearly
- Project enthusiasm, professionalism and commitment
- Jot down notes if you find this helpful
- Refer to your paperwork – but don't 'read' from it
- Try to weave in the points you want to make about yourself e.g. some of your achievements or particular skills
- Make sure you take the opportunity to ask any questions you have prepared

Tips for Success – After

- Check what happens following the interview
- Thank the interviewer for their time
- Jot down any of the questions you can remember – they might be helpful another time
- Think about how the call went - were you as well prepared as you could have been? Would you do anything differently next time?
- Successful or not, ask for feedback on your performance
- Try to get a contact name, number and email address so that you can call or write for feedback have this ready

A good telephone interview...

Click here to play audio

goo.gl/Tx5Z1S



What to try and avoid in a telephone interview...

Click here to play audio

goo.gl/w40xWJ



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Panel Interviews

Panel interviews are more common in the public sector, education and the voluntary sector. For entry level posts a panel might be two or three people all of whom have an interest in the appointment of the right candidate.

Most candidates worry in a panel interview who to look at. The answer is simple. Look at the person who asked you the question and glance occasionally at other members of the panel as well, to show that you are including them in your response.

On the positive side, panel interviews can be fairer to candidates as they are generally all asked the same questions in the same order and there is perhaps less room for personal bias from the interviewer.

Competency Based Interviews

Why do employers use Competency Based Interviews?

Many companies now use competency-based interviews as part of the selection process.

Questions are based on objective analysis of the job and can be seen to be directly relevant to the skills required in the job.

Employers often use competency-based interviews as part of an overall assessment process, which may also include psychometric tests and other exercises.

What is a competence?

A 'competence' in this context is a type of behaviour found to be relevant to the job, examples include:

- Problem Solving
- Customer Service
- Flexibility
- Team Working
- Developing Others
- Motivation
- Planning and Organising

Questions usually focus on eliciting specific examples from the candidate describing situations where they have demonstrated the required behaviours. These are probed in a systematic way by the interviewer to build up a picture of relative strengths and weaknesses of the candidate against the competence.

Questions typically begin with phrases like:

- 'Tell me about a time when...'
- 'Describe an occasion when...'
- 'When has it been important to...?'

Assessors look for evidence of specific behaviours associated with each competence. Certain behaviours are deemed to be 'positive' and will score well; other behaviours will be regarded as 'negative' and will lose the candidate credit.

Assessment Centres and Psychometrics

Assessment centres

An assessment centre is an organised event, lasting for anything from 2 hours to 2 days, where a group of job applicants are asked to carry out a series of tests and exercises under observation, sometimes working alone, sometimes in a group with other applicants.

Employers use them to assess competencies and the overall suitability of applicants for jobs. They can include any of the following:

- Written or computer-based tests
- Group exercises (which typically involve discussion or some sort of problem solving task)
- Interviews (often competency based)
- In-tray or e-intray exercises (which typically test skills in prioritising, delegating and time management)
- Role Play (particularly popular in sales and customer service roles)
- Fact-finding exercises (paper based and computer based)
- Presentations

If you are invited along to an assessment centre it is important to find out what you are in for and to do as much preparation as possible.

Psychometrics

Completing psychometric tests may also form part of a selection process. Psychometrics broadly fall into 2 camps:

Ability tests: test skills like verbal and numerical reasoning, diagrammatic and spatial awareness, etc. Most are timed and most are completed via the internet. If you know that you are going to be tested – practise!

You can ask the recruiting organisation for a practice sheet which illustrates the type of test you will be asked to sit (this is important as there are over 1500 published ability tests circulating in the UK). You will also find a couple of verbal and numerical practice tests on PennaSunrise again in the selling yourself section.

Personality Questionnaires: these are not 'tests'. They are a series of questions with no right or wrong answers that help give a profile of your traits or personality type. There is no advantage to be gained from 'practising' personality questionnaires; the best advice is to be relaxed, honest and spontaneous.

TIP

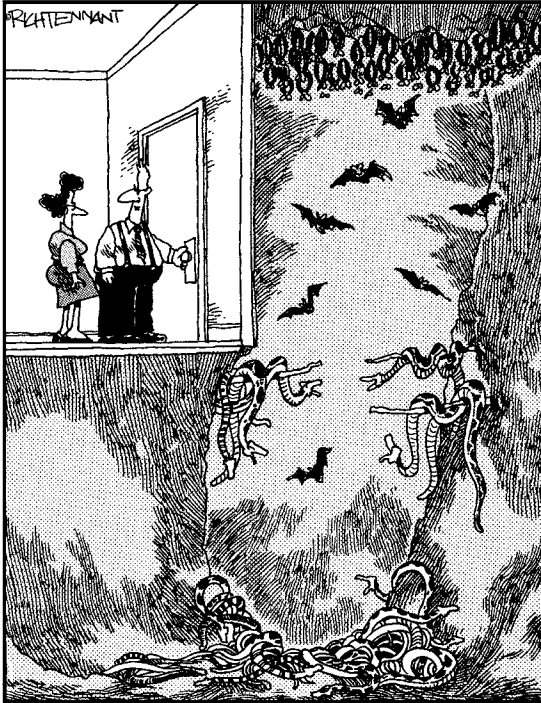
See Appendix X for examples of websites and books you get from the public library and on websites like www.amazon.co.uk and www.kogan-page.co.uk to help you prepare thoroughly.

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Preparing for an interview

The 5th Wave

By Rich Tennant



"This part of the test tells us whether you are personally suited to the job of network administrator."

INVESTIGATE AND LEARN: Researching the interviewing organisation

You have been asked to attend for interview and testing at Company X 10 days' time. The company is located in central London and you have been asked to be there at 09.00. You can expect to be there until 12 noon. How will you prepare?

This thought process applies whether you are being interviewed for a job, course or placement.

Record below everything you should consider:

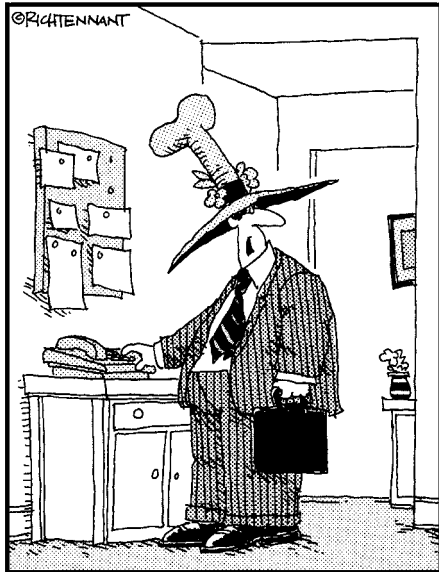
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STOP AND THINK: Documentation to take to an interview

Organise relevant documentation to take to an interview
eg curriculum vitae, certificates, examples of work, driving licence, permit to work.

The 5th Wave

By Rich Tennant



"Well, so much for my lucky hat! I've worn it to five interviews and not ONE callback!"

Possible interview questions and answers

NEED TO INSERT RUBY'S MOCK INTERVIEW PACK QUESTIONS HERE

Be prepared for common questions such as:

- Tell me about yourself.
- Why do you want this job?
- What qualities do you think will be required for this job?
- What can you contribute?
- Why do you want to work for this company?
- What do you know about this company?
- What interests you about our product (or service)?
- If you were successful in getting this role what training do you think you would need?
- What do you like and dislike about the job we are discussing?
- What is the hardest decision you have had to make? (This could be at school or something outside of school.)
- What would your ideal job be?
- Are you considering any other positions at the moment?
- What is your greatest achievement? How did you achieve it?
- What are your weaknesses?
- How do you handle criticism?
- Give me 3 or 4 adjectives that describe you.
- Where do you see yourself in 3-5 years' time?
- What do you dislike doing?

- How do you manage pressure?
- What are your career goals?
- What level of salary are you looking for?
- What will your referees say about you?

Preparing for a competency based interview

The role profile will indicate the competencies identified for success in the role. Your interview will probably focus on 4-6 key competencies. Carefully studying the role profile or job description should help you to identify the key competencies.

The interviewer will probe to find out to what extent you have demonstrated these competencies in the past. You will be asked to provide evidence in terms of personal stories and examples.

You can draw examples from:

- Projects you've been involved in at school
- Relationships (customers, boss, staff if you have done work experience – or peers and teachers in school)
- Challenges/problems you've faced
- Times you've influenced a decision successfully in a group situation

You should prepare at least two examples for each competence.

See Appendix 1 for examples of questions asked at competency based interviews.

STAR

You might find the acronym 'STAR' useful for preparation: S – situation – brief background to what was happening and why normally one or two sentences. It is important to keep this non technical and remember you will probably be talking to someone who has limited knowledge of your company so keep it clear. And jargon free.

T – task – the work that had to be done/your objectives, you can include consequences of not achieving the task e.g. I was tasked with getting all the reports run off by midday if that did not happen my MD would not have the relevant information to feedback to his peers.

A – actions – what you actually did, this part will form the majority of your answer and is where you will "score your points". It might feel that you are going into too much detail here but it is important to break down what you actually did in the situation and remember to relate it to the competency you are being asked about.

R – results – the outcomes, what was achieved and how was it measured.

Always remember to talk in terms of 'I', many people fall into the trap of saying 'we'.

Using the STAR model

Remove and replace with a more relevant example.

Question: Tell me about a time when you have had to deliver a difficult communication.

Response:

S - situation: The company was going through a major restructure to better align us with our customers, my team of 5 had been with the company for an average 20 years each and were to be involved in the change.

T - task: My task was to brief them on the planned changes and what impact that would have on us as a team both now and in the future. I knew it was important to keep the team motivated through the change and to help them deal with the potential future changes.

A - actions: Initially I took time to plan what I was going to say.
I wrote down all the key points.
I checked with my manager to ensure I had covered all the key messages in the communication.
I thought about the team (my audience) and what questions they might have and tried to write appropriate answers.
I liaised with my manager to find out the specific timings of the communications and ensured that all my team were available at that time.
I called them all into a team meeting verbally (we all sit close) and delivered the communication.

I used my normal communication style which is quite relaxed but was careful to fully explain the situation and the potential future implications for my team. For some parts I read from my notes to be sure I gave the exact information on timings etc.

The impact for us was that we were to stay as a team of 5 but in 6 months' time it was likely that we would merge with another department.

I gave the team plenty of time to ask questions and answered then as fully as I could.

I wrote down all the questions which I later emailed to them with answers.

For any questions I could not answer I followed this up with my manager and called a further meeting later on that day to follow up the answers and check how everyone was with the news.

I later asked them for feedback on how they were feeling and how they thought the communication process had been handled.

R - results: The result was that the message was clearly understood by the team, they gave feedback that they felt all their questions had been answered quickly and accurately and they felt we had been very open with our communication.

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**INVESTIGATE AND LEARN: Plan to arrive at
interview on time**

Plan how to arrive at the interview on time. (Extract from
WEX Factor portfolio)

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Participating in an interview

Ways to make a positive impression

Some interview basics:

The 'first impression' that you make at interview is very important, so in the first few seconds make sure that you:

- Make eye contact with the interviewer(s)
- Smile
- Shake hands (if offered)
- Make sure your mobile phone is switched OFF!

In the interview room

- Sit only when invited to do so
- Sit well back in the chair and sit upright
- Avoid 'closed' postures (e.g. arms crossed)
- Smile, nod, show interest. Even if you don't feel like smiling, fake it!
- Pace yourself, nerves can make you either dry up or chatter too much
- Be positive and enthusiastic
- Avoid fidgeting or fiddling
- Keep focused and listen
- Approach the interview as a business meeting between adults – do not approach the interview 'cap in hand'

Some absolutes

- Never be late for an interview
- Never say anything rude about your teachers, friends, or any previous work

The 5th Wave

By Rich Tennant



"I checked the references for Ms. Snow White. While one seemed quite happy, the others were just bashful, grumpy, or out and out dopey."

STOP AND THINK: What are the three most important ways of making a positive impression to you?



goo.gl/VkgNrC

TIP: Dressing appropriately for interview

You must always dress appropriately whether for a real or simulated interview.

STOP AND THINK: The mock interview

As part of KICKSTART you will take part in a simulated, 'mock' interview with a business volunteer.

In preparation, watch the video opposite and review the possible interview questions on page 104. Think about how you would respond and how you can use the STAR model to structure replies where practical examples are needed. Finally, never forget to give your interviewer a firm handshake when you first meet them!

After the interview ask the business volunteer to record their feedback below.

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INSERT MOCK INTERVIEW
FEEDBACK SHEET HERE

Making an informed decision

STOP AND THINK: Insights from the interview

Describe the impression gained and any information obtained during the interview.

Yes or no! Job offers and pay negotiations

State whether or not you would still like the job, course place or placement and give reasons for your decision.

When you get a job offer it will often be a verbal offer and subject to references and perhaps a medical. Never accept a job until you have received a formal offer in writing.

A formal offer includes:

- Job title
- Package (pay and benefits)
- Normal hours of work
- Place of work
- Holiday entitlement
- Notice Period
- Start Date

If something is not covered you need to clarify it. Don't wait until you start work before you raise questions, it will be too late to discuss or negotiate then. Don't sign the acceptance letter until you are fully satisfied with it, as it forms the basis of your employment contract.

Don't accept the first job you are offered, unless it's the right one! Refer back to your list of priorities on page XXX; does this job fill your essential requirements? What about your order of priorities? Are you willing to compromise on any of these?



“Life can only be understood backwards, but it must be lived forwards.”

Soren Kierkegaard, Danish Philosopher

Pay

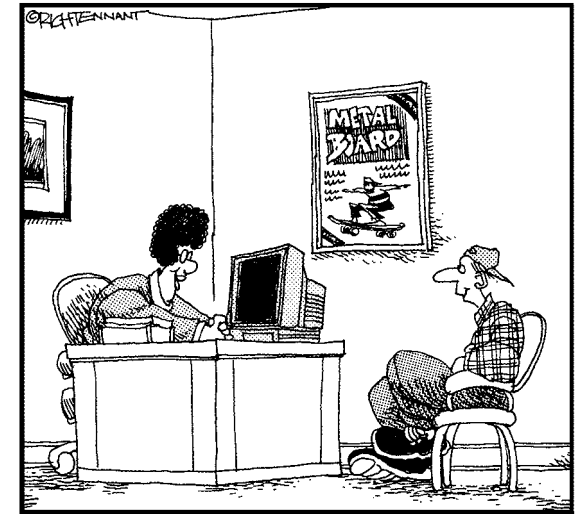
Know your needs: consider the whole package offered – not just cash but everything else too – pension, health insurance, subsidies (e.g. for uniform or travel), share options etc.

Know the market: gather information (colleagues, agencies and internet salary checkers may be useful) so that you know the market value of someone with your skills and experience.

Know how to talk about pay: if you are pushed at an early stage to discuss your pay expectations you could say you would like to come back to this when you have more information about the job. You might also try passing the question back to the employer and ask them what they had in mind. Or you may be able to give a general indication of the package (think about the whole package not just the salary) you would expect whilst confirming your interest and enthusiasm for the job.

If, when you receive a written offer, the pay is less than your expectations, try to negotiate. If you have worked with an agency to find the job, the agency may well be prepared to negotiate on your behalf. Think in terms of total package and be prepared to be flexible. You must be ready to justify why you are worth more in terms of your skills and experience. If you can't reach a compromise always remember to sign off on a positive note, you never know when your paths may cross again.

The 5th Wave By Rich Tennant



"Our indirect pay package includes your choice of company car or company skateboard."

Reflecting on your own performance

Building on your interview experience

Following each interview it is important (if you want to learn anything) to review your performance. Sometimes this can be uncomfortable but reviewing can help embed good practice and it can help highlight areas for improvement.

After doing a 'Mock Interview' with a teacher or business volunteer evaluate your own interview practice - . what went well and what could be improved.

STOP AND THINK: Rate your interview performance

| Review Question | My rating (1=low, 10=excellent) | Improvement ideas |
|---|--|--------------------------|
| Overall, how did it go? | | |
| Did I get off to a good start? | | |
| Did I conduct myself professionally and confidently throughout? | | |
| How was my vocal presentation (too fast, too slow, too aggressive, too humble?) | | |
| How was my body language? | | |
| How well did I build rapport with the interviewer(s)? | | |
| Did I provide good, structured (STAR) examples? | | |
| How well did I handle challenges and difficult questions? | | |
| Did I bring out my strengths and achievements? | | |
| Did I handle the weaknesses question well? | | |
| Did I ask good, well prepared questions? | | |
| Did I leave on a positive footing? | | |

Enterprise Challenge

Learning objectives

Once you have completed this unit you will be able to:

1. Plan an Enterprise Challenge project
2. Carry out your Enterprise Challenge project
3. Present your Enterprise Challenge solution
4. Evaluate your Enterprise Challenge solution

Introducing your challenge

A whole range of partner companies support KICKSTART. You should be in a workshop group that is supported by a partner company or industry that you expressed an interest in discovering more about.

As well as hosting your Industry Insight Day, our partner companies have come up with a range of exciting Enterprise Challenges for you to solve.

The teacher facilitating your workshop group will put you into an Enterprise Challenge team of up to eight learners.

Your Enterprise Challenge will then be introduced - this may take the form of a written, oral or video briefing. An example of a briefing from Brompton Bicycles is opposite.

The introduction will usually be followed with a Question and Answer session on the Enterprise Challenge to ensure you fully understand the problem your team is setting out to solve.

How much time you have to take on the challenge will vary

Brompton Challenge

EXAMPLE

Situation

The Managing Director of Brompton Bicycles wants to invest in a new Brompton bicycle accessory to extend their range. They want the accessory to be innovative and appealing to their existing customers.

Target

Create the concept for a new bicycle accessory and present this to the company.

You will form a team, brainstorm ideas and conduct some market research to find out what type of accessory would be suitable and viable for the company to introduce. You will also have to research your approach to manufacture and forecast possible income and expenditure for the new product.



BROMPTON

Shaping your team

ACTIVITY

First discuss in your team what skills will be needed for the challenge.

Then share with fellow team members your perceived strengths and weaknesses.

Finally review the list of suggested team roles opposite and agree within the team who will take on which role.

To succeed you will all need a positive 'can do' attitude, flexibility and readiness to improve.



"An idea can turn to dust or magic, depending on the talent that rubs against it."
Bill Bernbach, Advertising creative director

Team roles

Project Manager – responsible for making sure the team are productive and that all tasks are completed on time. You should provide help to anyone in your team who needs extra assistance.

Production Managers – responsible for making any prototypes of your solution to the Enterprise Challenge. The prototype must be shown at the presentation. You may have 2 Production Managers.

Marketing Managers – responsible for preparing the marketing and communication materials for your solution. Be creative! e.g. posters, flyers, TV advert. You may have 2 Marketing Managers.

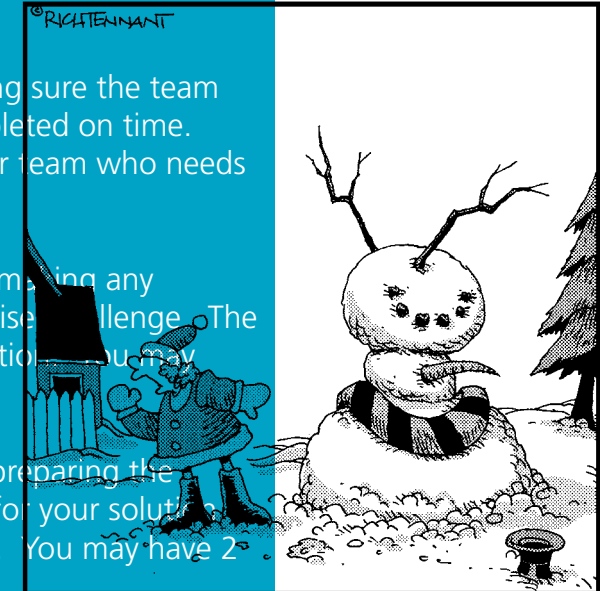
Finance Manager – responsible for producing a financial forecast for your solution and keeping the team within budget whilst prototyping.

Procurement Manager – responsible for working with the finance manager to research and budget the cost of buying materials and labour.

Environmental Manager – responsible for looking at the environmental impacts of the team's solutions.

The 5th Wave

By Rich Tennant



"Hey! Who's project managing this?"

Planning your Enterprise Challenge project

Agree project and state desired outcomes

Agree a suitable project (a piece of research or practical activity) with the assessor or supervisor and state the desired outcomes.

Candidate accepts their enterprise challenge – and clarifying outcomes

Plan project stages and timescales

Now you have shaped your team and clarified project outcomes you need to plan your approach to the Enterprise Challenge. When you turnover the page we will ask you to produce a Gantt chart (project plan) that lists the stages involved in your project and illustrates when they will be completed.

We suggest you plan your time using the key steps in the ideas generation model opposite and some or all of the tools and techniques Introduced on pages X to XX of the workbook.

Explore situation: SWOT analysis, Market research plan

Define situation: Haiku

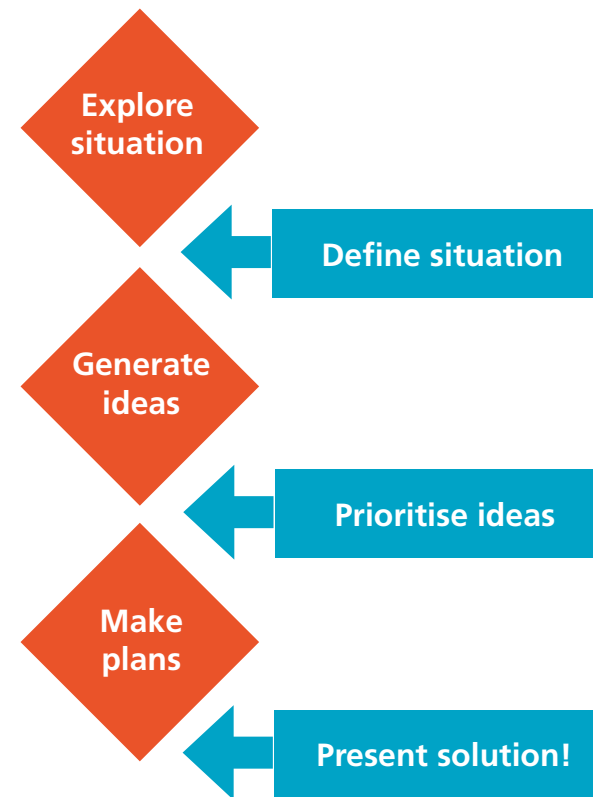
Generate ideas: Brainstorming

Prioritise ideas: Assessment matrix, Power dots

Make plans: USP, budgeting, prototyping

Finally you will present your solution to your peers and business partner.

A typical approach to ideas generation



Did you know?

A Gantt chart is a type of bar chart that shows a project schedule. It can be colourful and adapted for different projects. It takes its name from Henry Gantt, who developed the chart in the 1910s. Interestingly he was not the first person to use what is now called a Gantt chart. It was first created by Karol Adamiecki in 1896 and he called it a harmonogram. The reason it is named after Henry Gantt is because Adamiecki published his chart in Polish, which limited its distribution and recognition of him creating the chart.

STOP AND THINK: Prepare a plan for developing your Enterprise Challenge solution

Create a Project Plan using Gantt chart template

The Gantt chart should include realistic timelines for research, acquiring resources and finance, production, advertising, selling and evaluation as appropriate to the activity chosen.

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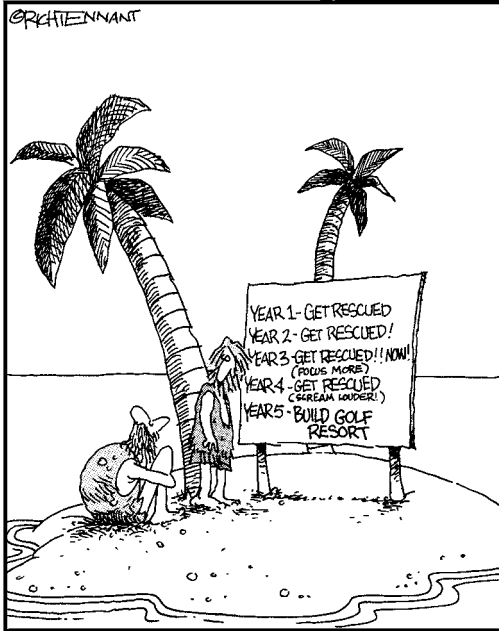
Identify the potential project hazards and risks

Identify potential hazards and/or risks in carrying out the project e.g. health and safety hazards and risks, risks relating to availability of time, tools and materials etc.

INVESTIGATE AND LEARN: Risk analysis

List the main risks you think your solution to the Enterprise challenge will face. Then use bullet points to summarise the impact (low, medium, high) and the likelihood (XXXXX) of each risk identified. [\(Wex Factor Diary has this matrix\)](#)

The 5th Wave By Rich Tennant



"My thinking has changed a little this year."

Gather feedback on your project plan

Submit the plan to a suitable person for feedback ie assessor or supervisor.

Capture feedback – framework for supervisor feedback?

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Respond to feedback

Respond in writing or as audio recording (MP3) to feedback ie from the assessor or supervisor.



soundcloud.com

Implement your development plan

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Follow your project plan

....utilising some or all of the recommended tools

Evidence will be a candidate statement – drawing on business planning tools .

Market research

All businesses aim to deliver the right goods (products) or services to their customers. If they aren't right no one will buy them! Carrying out market research is a way a business can ensure it provides the right goods/services to meet its customers' needs and wants.

In other words market research is all about getting the goods/service right. This implies finding out customers' needs and wants before developing a new product/service.

Market research is a continuing process and does not end with the launch of the product. When you start your business, or implement a new solution, you need to keep doing research, to make sure you stay competitive and keep fulfilling customers' needs and wants. These change over time and so should your business.

Research methods

Market research is about gathering, recording, and analysing data which requires the use of different research methods.

Primary research: this is new information that you gather yourself (not already in published material), otherwise known as field research, as you have to go out in the field to find it. *Examples: interviews, surveys, observations.*

Secondary research: this is information collected for a specific purpose by someone else, e.g. government statistics, trade publications and published academic

research. Whilst it might not have been collected for you specifically, if it is in the public domain you can still use it. This is known as desk research, because you can collect it from your desk.

Who to research and how?

Questions for your customers:

- a) Direct questions: These seek to gain an exact, specific response. For example 'Do you like chocolate ice cream?' Answer by only saying 'Yes' or 'No'.
- b) Indirect questions: This type of question can be used in personal interviews to establish attitude and behaviour patterns from respondents.

Remember, you have to analyse these responses. Direct questions are usually the easier of the two to analyse.

Market segments

Market segmentation is the process of dividing a market up into different groups of customers. If you accept the theory that people of the same age, income, etc spend their money on similar products – so you want to research the people you plan to aim your product/service at e.g. males, people aged 25 to 30, people who have pets, etc. Examples of segmentation: Age group; Gender; Geographic; and Income & social groups.

Segmentation may enable you to create different products or solutions to meet their specific needs.

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WATCH AND LEARN: Success strategy and its key features

Before you produce a SWOT (strengths, weaknesses, opportunities and threats) analysis try watching Joseph Pines' TED Talk (opposite).



<http://goo.gl/h0ynlG>

The 5th Wave

By Rich Tennant



"Business here is good, but the weak dollar is killing my overseas markets!"

INVESTIGATE AND LEARN: SWOT Analysis

Produce a SWOT analysis for the organisation that has given you the Enterprise Challenge to help you better understand the environment for which you are to come up with a solution.

ACTIVITY: Market research plan

Plan and, if time allows, implement your market research.
Complete the plan below.

Research activity

e.g. survey questionnaire, focus group, internet

Purpose

What are you trying to find out? Think product, price, place, promotion

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ACTIVITY: Stop and create a Haiku

Text here

TIP

If you are still developing your solution (very likely!) then think about an existing example relevant to your partner business' challenge. For example, review case studies on the Octink website, a past exhibition at Gunnersbury local history museum featured on their website, or a game developed by Sega.

Principles of effective brainstorming

First read the four principles of successful brainstorming, then complete the exercise.

Four principles of successful brainstorming:

- No criticism ...defer judgement
- Quantity breeds quality
- Freewheel – I.e. keep those ideas flowing
- Hitch-hike and build – I.e. grab hold of a team members idea, however crazy it may seem, and make it even better

STOP AND THINK: 'Collective Build' Brainstorming

- Work alone for five minutes and write all your ideas on post-its
- Once everyone has written their ideas down, pass your post-its to the person sitting to your right
- Everyone then reads through the ideas received and builds on these by writing others down as they come to mind
- Keep passing the clusters of post-it notes round until you run out of ideas. You may find it easiest to stick the post-its to flip chart sheets that travel round...



“The best way to predict the future is to invent it.”

Alan Kay, Computer scientist and designer of windows operating system

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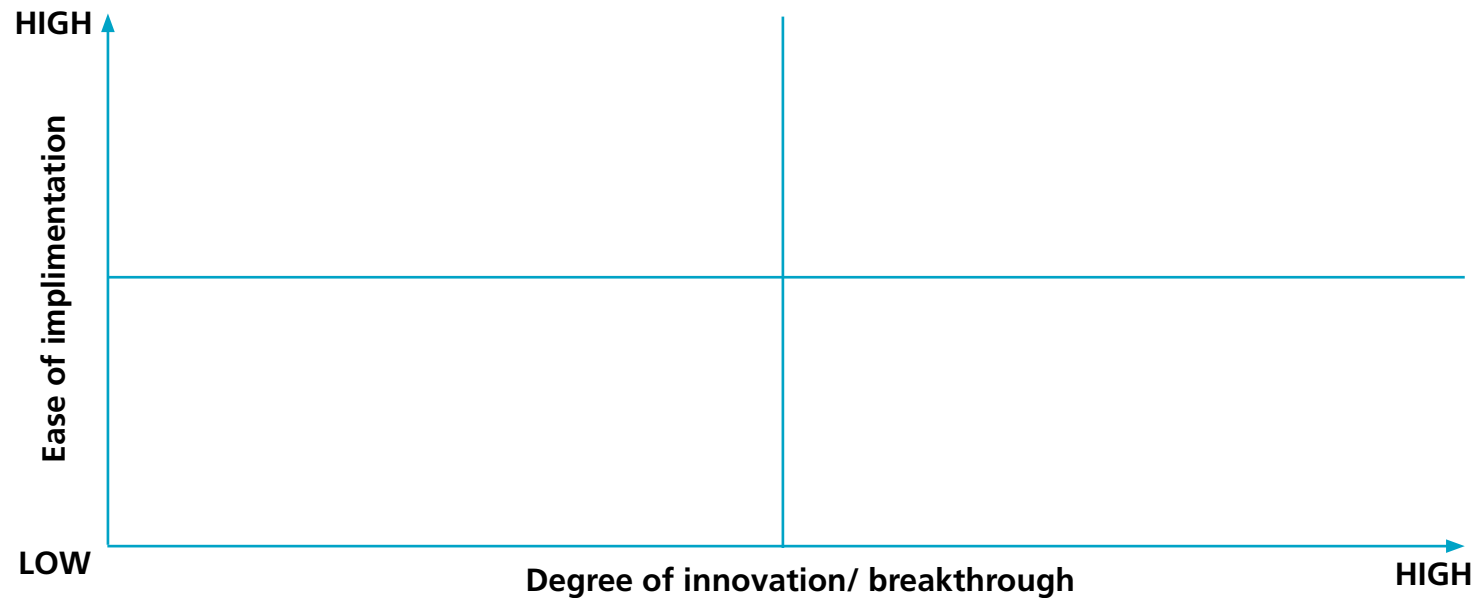
Assess your ideas

An Assessment Matrix is a rationale evaluation technique that is useful for assessing the viability of a range of ideas within a business context. Take each idea of your ideas in turn and ask the team where on the matrix you believe the idea sits.

It will allow your team to make choices based on ease of implementation versus degree of innovation/breakthrough. The needs of the business at the time may dictate which ideas to progress first.

STOP AND THINK: Assessment Matrix

Complete the Assessment Matrix below to assess the merits of the different ideas you have generated.



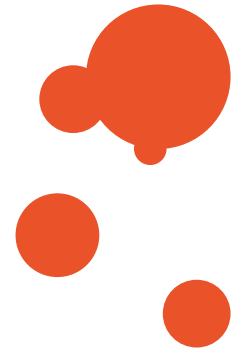
Use 'Power dots' to select your solution

'Power dots' a simple, yet effective way of evaluating your ideas and selecting a winner! The technique will help to differentiate the ideas and find consensus within your team on the strongest idea.

STOP AND THINK: Power dots

Use pens or stickers to create dots...

1. Standing in front of your Assessment Matrix, each team member can assign one dot to the best idea;
2. Use 5 more dots, allocating any number of these dots to the ideas you feel are strongest.



Why your partner company might adopt your solution – the USP

A Unique Selling Point or Proposition (USP) is a characteristic of a product or service that can be used in advertising to differentiate it from its competitors.

CREATE AND CONNECT: Tweeting your USP

In a Tweet (140 characters including spaces) set out the USP for your solution.



Your team Marketing Manager may decide to create a project Twitter account and start a social media campaign - don't forget to include @sparkebp in your tweets!

Exercise: Use the web to identify and explore the likely material and production costs.

Text here

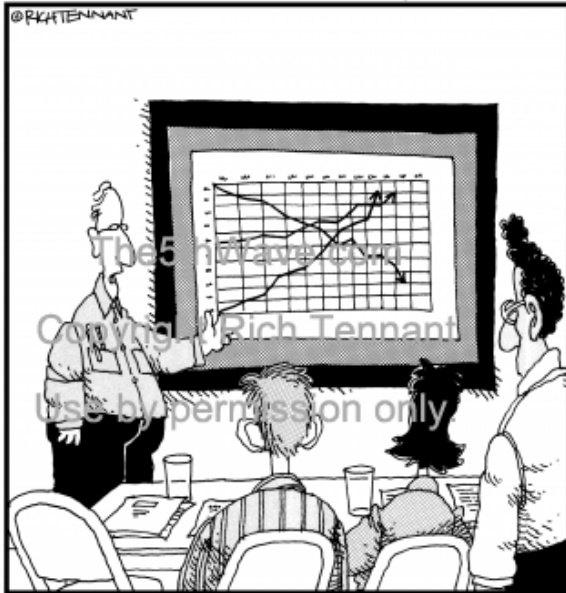
STOP AND THINK: Understand and identify the new skills required to make the product or item – and how these will be acquired

Explain in 200 words the new skills you will need to make the product or item. New skills may be personal soft skills and/or practical skills.

Then explain how and where the new skills will be learned (e.g. formal training, textbooks and manuals, observation).

The 5th Wave

By Rich Tennant



"The top line represents our revenue, the middle line is our inventory, and the bottom line shows the rate of my hair loss over the same period."

STOP AND THINK: Prototype production plan

Prepare a detailed plan, with any appropriate supporting documentation, for how you would make a prototype of your solution. The plan must include:

- How to produce the product or service (e.g. logical, cost effective approach)
- The choice of materials, equipment and labour (e.g. cost, quality)
- Safety considerations (e.g. safe use of equipment)
- Expected quality of product (e.g. appeal to consumer, durability, taste)

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Financial planning

Insert example here

STOP AND THINK: Draw up a financial forecast

Produce a six month 'financial forecast' setting out the expected set up, production and marketing costs of your solution. (You might base these costs on the 'prototyping' phase if appropriate - and revise the forecast after producing your production plan.)

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Review project plan progress

Assessor / supervisor written review of progress against plan. Think about what's going well, not so well....

Amend your project plan if necessary. This may depend on progress or availability of resources. Any amendments should be agreed with the assessor. Evidence may be an annotated plan.

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Complete the project

Artefact that illustrates the prototype solution - video, photo, audio recording, graphic illustration.

Presenting your solution

Insert presentation advice here - keep it graphic!

Through a presentation to your peers or the business partner introduce your solution and demonstrate how the planned levels of safety identified were met.

In the case of a film, for example, you might produce a storyboard, but also explain how health and safety would be managed during production and what certification/audience you have in mind for the production.

You may design to produce your presentation in Powerpoint or Prezzi, or using another tool.

For advice on how to produce a great

INVESTIGATE AND LEARN: Producing a prototype product or service

Produce the prototype product or service.....

Describe the process

Describe the process of carrying out the project eg different stages, the types of research.

In presenting back each team member should present and explain how their work was differentiated from colleagues

Set out project outcomes

Present project outcomes eg solution to the enterprise challenge

Evaluating your solution

Gather and reflect on feedback

Notes taken from a discussion following presentation.

Think about Possible future improvements that could be made in producing the product or item

Exercise: Suggest in 100 words at least two possible future improvements that could be made in producing the product or service. The suggestions can cover any area of planning and production.

Explain what went well and did not go well

Explain in writing or as audio recording (MP3) what did not go so well in the planning, carrying out and/or presenting of the project.

Financial analysis - success or failure?

ACTIVITY:

Use your financial forecast, and feedback received from your presentation, to explain the reasons why you think the solution you have developed might succeed or fail. (This may be something you revisit and revise after prototyping and evaluating your solution.)

Evaluate the success of your enterprise challenge solution

Social/Environmental Success Criteria?

Could the Mosaic Enterprise Challenge business ethics quiz be used here?

Describe in 200 words: 1) your role(s) in the enterprise activity; and 2) the skills you have gained or improved (e.g. problem solving).

STOP AND THINK: Lessons learned for the future

Describe the five key lessons you have learned from planning, carrying out and presenting the Enterprise Challenge project.

1.

2.

3.

4.

5.

Industry Insight Day

Your Industry Insight Day will be hosted by your team's partner business. Usually these will start punctually at 10am at the employer's premises and finish at 2.30pm. The agenda for the day will be bespoke to the business and provided to you in advance.

During the day make sure that you find out as much as possible about the business - this is a unique opportunity and a real privilege that the business has opened their doors to you. Get answers to the following questions and think up some of your own!

Organisation you visited:

Date of visit:

What does the organisation do?

How many staff does the organisation employ?

How much money does the organisation turnover in a typical year?

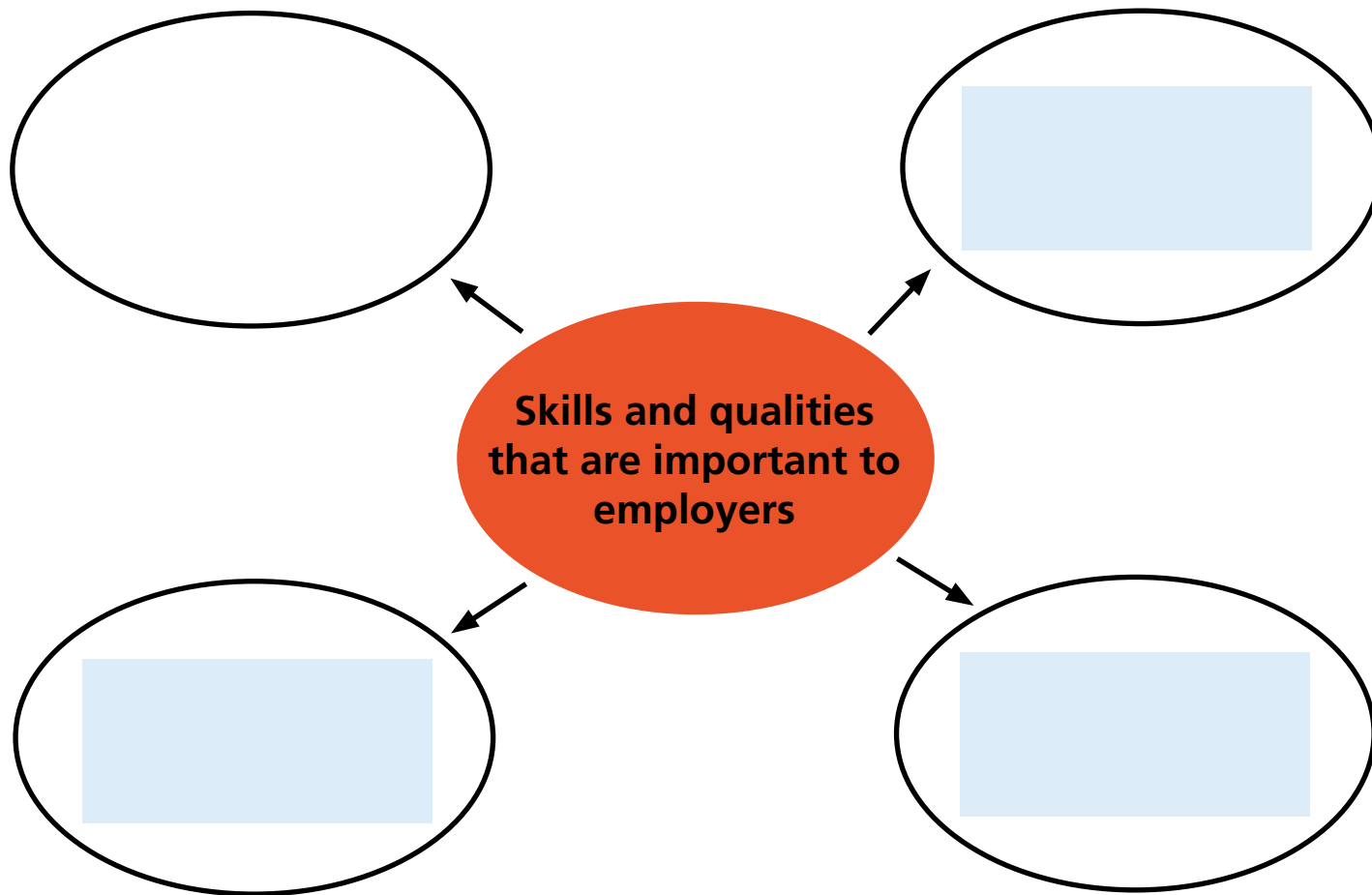
What are some of the other jobs and careers available in the organisation?

As you meet different employees during the day, ask them and record what qualifications and training is needed for their job role...

Job title

Qualifications / Training needed

Have a discussion with another student on the visit about the different skills and qualities employers are looking for. Record your ideas in the bubbles:



Think of at least one question to ask your host employer. Write down your question and the answer you receive below:

SUGGESTIONS...

Stuck for ideas on questions you might ask your host employer? Here are some suggestions from the Spark! team:

- How long has the organisation been running?
- Are you a company or a charity?
- How many staff do you employ?
- Do you have a work experience programme for young people?
- What are the benefits working for your company?
- What are the working hours?
- What is a typical working day like?
- What career advice / tips can you give me?

Your question...

Employer answer...

You can use this space to note down any other insights you discover or career ideas you develop during the day...

Appendices

Appendix 1: Careers guidance by sector

We have organised this list of sector based careers advice websites by the approximate number of people in Hounslow (in brackets) that are employed.

Transport & communications (25,000)

Autocity - Career opportunities in the retail motor industry www.autocity.org.uk
Careers that move www.careerthatmove.co.uk

Business services (20,000)

Achievers International from the Enterprise Education Trust www.achieversinternational.org
Careers in facilities management, housing, property, cleaning and parking www.assetskills.org/CareersandTraining/CareersHome.aspx
Careers in the digital economy/IT www.bigambition.co.uk
Cyber security careers www.cybersecuritychallenge.org.uk
Young Enterprise Business Programme <http://company.young-enterprise.org.uk/company/>

Distribution (19,000)

Delivering your future - Skills for Logistics www.deliveringyourfuture.co.uk

Health & social care (11,000)

Careers in care www.skillsforcareanddevelopment.org.uk/Careersincare/careers_in_care.aspx
Careers in the health sector www.skillsforhealth.org.uk/developing-your-organisations-talent/careers-information,-advice-and-guidance/exploring-the-health-sector/
NHS Careers www.nhscareers.nhs.uk

Hotels and restaurants (10,000)

Hospitality Careers www.hospitalityguild.co.uk/A-Career-in-Hospitality

Education (9,000)

Get into teaching www.education.gov.uk/get-into-teaching

Construction (7,500)

bconstructive www.bconstructive.co.uk
Careers in construction www.citb.co.uk/careers-in-construction
Construction Learning Materials www.citb.co.uk/cberesources/learning-materials/
Tomorrow's Engineers www.tomorrowsengineers.org.uk

Other services - e.g. leisure (7,000)

Creative choices – helping your creative career www.creative-choices.co.uk

Creative Skillset Careers www.creativeskillset.org/careers

Get into theatre www.getintotheatre.org

Get into music www.getintomusic.org

Get into jewellery www.getintojewellery.org

Get into design www.getintodesign.org

Get into heritage www.getintoheritage.org

Skills Active Careers - Active Leisure, Learning and Well-being www.u-xplore.com/online/dsl/skillsactive-2.5/ue.asp

Want a job in retail? www.nsaforretail.com/want-a-job-in-retail/pre-employment/Pages/welcome.aspx

Manufacturing, energy and water (6,000)

ABPI Careers <http://careers.abpi.org.uk>

Careers in Industry www.careersinindustry.co.uk

Chilled Education www.chillededucation.org

Energy & Utility Skills Careers www.brilliant-thinking.co.uk

Energy & Utility Skills Green Careers

www.greenstem.org.uk

Science Career Pathways www.sciencecareerpathways.com

Tasty careers in food and drink www.tastycareers.org.uk

Think Power Sector Careers www.thinkpowersector.co.uk

Public administration (5,000)

Skills for Justice Career Pathways

www.skillsforjustice-cp.com

Financial services (5,000)

Directions – Futures in finance and law

www.directions.org.uk

Armed Forces

Army Careers www.army.mod.uk/join

RAF Careers www.raf.mod.uk/careers

Royal Navy Careers www.royalnavy.mod.uk/Careers

Other careers options visit

Career opportunities from science and maths

www.futuremorph.org

Maths careers www.mathscareers.org.uk

National Careers Service <https://nationalcareersservice.direct.gov.uk>

Appendix 2: Letters and e-mails

- Never use standard letters or photocopies, always tailor your approach
- Use good quality paper and choose a font that matches your CV
- Always make sure you start and end your letters correctly. If you are writing to Mrs Jane Smith then you should start the letter 'Dear Mrs Smith' and finish it with 'Yours sincerely' - 'sincerely' does not start with a capital 'S'. Letters that start Dear Sir/Madam should end 'Yours faithfully' - note that 'faithfully' does not start with a capital 'F'
- Write to a named person and use their correct title (if it's a woman check if she is a Mrs, Miss or Ms)
- Know exactly what you are trying to achieve with your letter or email
- Focus on the reader's needs
- Use positive language
- Keep it short (one page)
- Use short sentences and bullet points – that's how modern business communicates

Example Advert

Quality Assurance Manager

Haemostillers Ltd. is a leading manufacturer of both branded and own label blood purification products. We are currently seeking a Quality Assurance Manager to head up our Quality Assurance Department.

You must have a strong background in bioengineering, leadership skills and be able to work closely with the Production Department to resolve QA issues. You should also be experienced in obtaining BS5750/ISO 9000 accreditation as we are aiming to achieve this over the next year.

If you are interested in applying for this demanding position, please send your CV to: Ms Jill Levi, HR Manager, Haemostillers Limited, P.O. Box 3377, Wilmslow, Cheshire SK8 499, quoting reference HLQAM/133.

Example Letter 1 – Response to a Job Advertisement

24 Miners Drive
Chingley
Manchester M22 6JL
0123 000 1167
08891 998 009 aphelps22@int.com

Ms Jill Levi, HR Manager Haemostillers Limited P.O. Box 3377
Wilmslow, Cheshire, SK8 499

Dear Ms Levi
Ref HLQAM/133 - Quality Assurance Manager

Your advertisement for the above position is of great interest to me and I would like to apply.

Date

As you will see from my enclosed CV, I am currently working for Pharmabots as the Senior Quality Assurance Team Leader. In my present position I manage all quality assurance processes and issues in Pharmabots' Manchester factory. I have worked closely with the Production Department and have a track record of identifying quality issues before they have affected production deadlines.

Over the last year I have been part of the project team that implemented BS5750/ISO 9000 throughout our factory. This meant rewriting many of the company's procedures and in some cases creating new procedures. We successfully obtained accreditation at the first attempt.

I have a proven ability to manage and maintain the highest QA standards and I also have experience of both internal and external QA audits. I am a results orientated leader and feel that I would be able to make a significant contribution to your company's management team.

Yours sincerely

Anna Phelps

Example 2 — Direct Approach Letter

24 Miners Drive
Chingley
Manchester M22 6JL
0123 000 1167
08891 998 009 aphelps22@int.com

Date

James Chandler Production Director Newly Foods Limited
25 Warren Way
Manchester
M25 3PP

Dear Mr Chandler

I noticed with interest on your website that you are expanding your operations in the North West. I am writing to enquire whether you have any vacancies suited to my background and skill set. I enclose a copy of my CV for your consideration.

As you will see from my CV, I am currently working for Pharmabots as the Senior Quality Assurance Team Leader. In my present position I am responsible for managing all quality assurance in Pharmabots Manchester factory. I have worked closely with the Production Department and have a track record of identifying quality issues before they affected production deadlines. It may be of interest to you to know that I have implemented BS5750/ISO 9000 throughout our factory. This meant re-writing many of the company's procedures and in some cases creating new procedures. I successfully obtained accreditation at the first attempt.

I have a proven ability to manage and maintain the highest QA standards and I also have experience of both internal and external QA audits. I am a results orientated leader and feel that I would be able to make a significant contribution to your business.

I would very much like to discuss any potential openings with you. I will phone next week to establish whether a meeting would be appropriate.

Example 3 — Networking Letter

124 Meedfield Drive Cheadle Hume Manchester M44 6JL
0123 010 1167
07791 999 009
lpreston@meedfield.co.uk

date

Mr Peter Brown Production Manager Utility Manufacturing Ltd.
133 Blue Road
Leeds
LS3 6LK

Dear Mr Brown

Jack Ferry of Ferry & Blackmore Engineering suggested that I should contact you. I met Jack when we worked together in Dubai in 1999. Over the past few years I have worked as a Senior Quality Assurance Manager at THN Medical Products in Belgium. I am now seeking a career move and relocation to the UK.

I understand that your company was planning to attain Six Sigma accreditation for your managers and supervisors. I have been heavily involved with Six Sigma and would be happy to share my thoughts and experiences with you.

Jack mentioned that you have a lot of experience in my field and that you are a well networked professional, I would therefore welcome your advice on my next career move. I will contact you again soon and I would be grateful if we could arrange to meet.

Yours sincerely

Lance Preston

Thank You Letter following a Direct Approach or a network meeting

124 Meedfield Drive Cheadle Hume Manchester M44 6JL
0123 010 1167
07791 999 009 |preston@meedfield.co.uk

Mr Peter Brown Everglade Glazing Cheadle Hume Manchester
M45 98L

Dear Mr Brown

date

Thank you for taking time out of your busy schedule to meet with me last week. I appreciate the interest that you have taken in my skills and experience. Thank you for the advice on my CV, I will make the changes you suggest and send you a revised copy for your records. As I mentioned in our meeting, contract vacancies as well as full time opportunities are of interest to me and I am reasonably flexible regarding travel and location.

Thank you too for the names of the two personal contacts you kindly passed on to me. I have already contacted Tim Smith and have a meeting set up with him next week.

Your time and advice are much appreciated. Yours sincerely
Lance Preston

Appendix 3: Interview preparation checklist

Confirm your attendance. When you do so check out a few things such as whether there is parking. In our example on p.XX it is not specified if the interview is competency based or not and there is no indication of what the 'testing' might consist of — so ask the question.

you ask well in advance

Consider how you will get there

Plan your interview outfit – is it comfortable and appropriate?

Ensure you have researched the company and the job

Ensure that you have reviewed all the relevant paperwork – CV, letter, application form, job specification, person specification

Plan your answers to likely interview questions

If it is a competency based interview make sure you arrive armed with an appropriate range of well considered examples

Note some questions that you would like to ask the interviewer

Will there be any additional exercises – presentation? Role play? Psychometric testing? If you are unsure make sure

Appendix 4: Sample Competency Based questions

Problem Solving

Tell me about a difficult problem you were presented with and how you went about solving it.

Flexibility

Tell me about a time when you had to demonstrate your flexibility in order to get the required outcome.

Team Working

Describe a time when you have significantly contributed to team working.

Developing Others

Give me an example of how you have helped a member of your team to improve performance.

Motivation

Tell me about a time when you have motivated yourself or your team to deliver results in difficult circumstances.

Planning and Organising

Give me an example of a piece of work that required thorough planning, co-ordination and organising.

You might also be asked to give an example of something that did not go so well.

TIP

Remember we are all human! The interviewer will be looking for self awareness here and an ability to demonstrate that you have learnt from the experience and improved on this or changed something to ensure you did not make the same mistake again.

If you are struggling to think of examples from real life events, perhaps you can think about how you would best handle the situations described by your interviewer.

Appendix 5: Assessment centre and psychometric resources

Assessment Centres

There are many online resources. You may find these particularly helpful:

www.kent.ac.uk/careers/selection.htm

www.prospects.ac.uk/links/AssessmentCntrs

www.targetjobs.co.uk/careers-advice/assessment-centres

www.psychometrics.co.uk/adc.htm

www.nottingham.ac.uk/careers/students/applications/centres/

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Psychometric Test Practice Websites

Read all about psychometric testing at the British Psychological Society test site:

www.psychtesting.org.uk

Tests online at:

practicetests.cubiks.com

www.shldirect.com/en/practice-tests/

www.prospects.ac.uk/links/aptitudetests

www.morrisby.com/pages/public/practice-questions.aspx

www.teamfocus.co.uk/knowledge-base.php

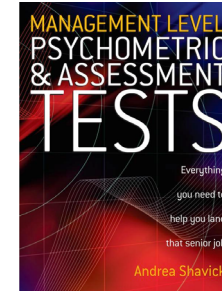
www.practicetests.co.uk

Psychometric Test Practice Books



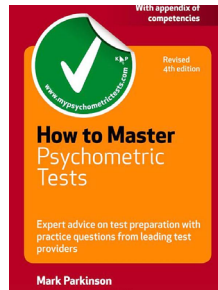
There are hundreds of workbooks to choose from. Try:

The Ultimate Psychometric Tests,
Mike Bryon (2013)
goo.gl/NDW7xm

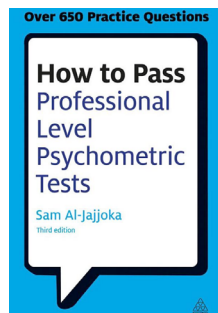


As your progress in your career, this book may be useful in developing your skills further:

Management Level Psychometric and Assessment Tests,
Andrea Shavick (2013)
goo.gl/athTjd



How to Master Psychometric Tests,
Mark Parkinson (2010)
goo.gl/p6Jkmh



How to Pass Professional Level Psychometric Tests,
Sam Al-Jajjoka (2013)
goo.gl/iiUokr



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