

Training Modules to Enhance CV/Interviewing Skills for
Labour Migrants

Trainer's Manual



This Trainer's Manual has been developed as part of IOM's Migration for Development in the Western Balkans (MIDWEB) project, co-financed by the European Commission IPA 2009 Multi-beneficiary Programme 2.

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Introduction

This Training Manual aims to assist the day-to-day work of the counsellors of the Migrant Service Centres (MSC) operating in the Western Balkans. The network of Migrant Service Centres provides information, advice and referral services to migrants and potential migrants in Albania, Bosnia & Herzegovina, the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Kosovo under UNSCR No 1244.

The purpose of this Training Manual is to provide counsellors of the MSCs with an interactive and practical tool to enhance employability of their clients, both at home and abroad. It aims to facilitate the work of the trainers while improving the employment prospects of the target group focusing on skills assessment, job search, CV preparation and successful interviewing techniques.

The training is structured into 9 training modules, organised as 3 different courses. Course 1 focuses on skills assessment and self-identification of strengths, weaknesses, but also personal preferences for job-seekers. Course 2 teaches a preparation of a CV and a cover/motivation letter, as well as effective job search techniques. Course 3 outlines the key aspects of preparation for a job interview.

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General Guidelines for Trainers

- **Timing**

The modules of the Training Manual are designed for approximately 4 hours training. The timing for each training module in the training agenda is indicative, and can be modified depending on a number of factors such as the time available, the size of the group, as well as the specific needs of the trainees and the local context, and modules can be taken out if needed.

- **Training Modules**

Specific trainers' guidelines are set out as per each module. The purpose of the guidelines is to assist the trainers in delivering key messages to the participants. They also describe the suggested training methods and techniques (for instance, advertising role plays, personality quizzes, brainstorming sessions, etc).

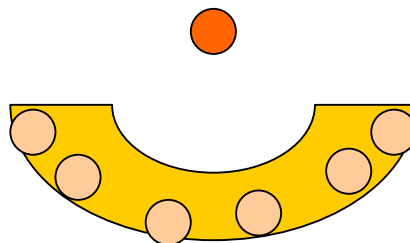
- **Training venue layout**

Make sure to check the layout of the room before the training, its capacity (whether it can accommodate the expected number of trainees) and comfort (moderate temperature, appropriate lightning, and quite environment). The number of trainees participating in the training session and the planned activities are the foremost indicator for the selection and arranging of the training venue. The trainer should be planning a sufficient space for the interactive activities such as the group work, role plays and other practical exercises.

TIP: Encourage the opportunity for adult learners to discover information by themselves by arranging the room in way that encourages participation and discussion, rather than classroom set with rows of seats where the trainees would just passively listen to the trainer. Considering that the training modules include practical exercises, make sure that there is adequate surface for each participant to write.

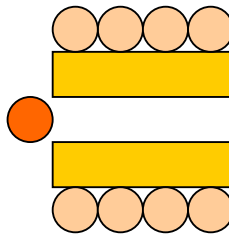
Below, some recommended options for the training room set up are outlined. The trainer should look for an appropriate configuration that would enable application of training methods that are adequate for the adult learning i.e. that would contribute towards higher retention of the learning information by the participants. This, in line with the fact that the retention rate of information is hearing 5%, seeing 10%, hearing and seeing 20%, discussing with others 50%, experiencing/doing 75% and teaching others 90%.

Semi-Circle Formation



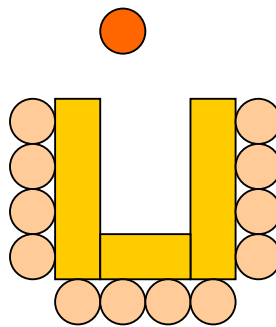
The advantage of this configuration over the circular is that it allows for visual presentations to be observed by the trainees regardless of their sitting position. Additionally, this configuration also stimulates interaction, openness and discussion. The trainer has a more formal position as a leader and moderator of the training session. This set up can be applied in case of a smaller training audience, but also in case of a higher number of participants if more semi-circle rows are set up.

Two rows formation



This formation can be applied in case of a smaller number of participants. The number of trainees should not exceed 6 at each side, otherwise the trainees at the end of the row will be far from the trainer and other participants which could affect the discussion, openness and interaction. The advantage is that the visual presentations can be viewed equally by all the participants, the trainees can be easily divided in group work and it is also suitable for role-plays. The trainer can also enter inside the empty space and efficiently communicate with the trainees.

U -Formation



The “U” formation is the best in cases where the number of trainees does not exceed 24 persons. This configuration is suitable when the training is delivered through the combination of visual presentations, lecturing, group conversation, exercises, role plays etc. This formation enables the trainer to enter inside the empty space and be closer to the trainees, which breaks the formality and stimulates discussion.

- **Training logistics**

Be well prepared. While delivering a good presentation is very important, knowing how to conduct the exercises included in the Training Manual is even more imperative. Allow for some degree of flexibility in your training agenda. It might happen that the participants wish to focus more on specific topics and less on others, therefore be ready to reallocate timing between the sessions. Try to revitalize your presentation by bringing in additional examples and case studies. If you see that the participants have a good knowledge of the subject matter being discussed, then focus more on the exercises.

The most important rule in carrying out the exercises is providing the participants with precise instructions. Clearly explain the instructions to the participants. Prior to the beginning of the exercises ask the participants once again if the instructions were enough clear to them, and if they have any additional question.

- **Training Methodologies and Techniques**

As a trainer you should aim to actively engage all the participants through an open and comprehensive training/lecturing style. It is important to remember that the success of training is not measured exclusively in terms of delivering the training material as per the predefined agenda. If the trainees are able to appropriate and build upon the training deliverables, then you can say that the training has reached its aim.

This section aims to discuss in general some of the methodologies and techniques that can be utilized by the trainers.

General Training Techniques

In order to retain the participants' attention during the trainings consider the followings:

- a) Using Audio-Visuals for the delivery of the presentations (PowerPoint presentations with sounds, pictures, short clips, etc.)
- b) Demonstrating through role plays (either in pairs or group, you can emulate job-interviewing case scenarios);
- c) Practicing through active learning (ask questions, check for understanding, ask from the participants to explain what they have learned from a specific training session, encourage them to learn from one another);
- d) Using diverse learning styles (try to energetically combine lecturing through audio-visuals with groups and pair discussions, role plays, review and feedback request from the trainees);
- e) Revising the length of the training sessions as per the needs of the participants and their ability to remain focused;
- f) Asking questions such as: What do you know? What do you want to know? What have you learned?

General Training Methodologies to be used by the trainer:

- a) When presenting the training materials, try to engage all the participants and seek eye contact with them;
- b) In order to ensure that the trainees stay focused, pose frequent questions to them;
- c) When writing key points do not turn your back to the trainees, rather keep turning towards them and restate what you are about to write on the flip chart;
- d) Encourage the trainees to come up with questions and provide feedback;
- e) Be careful not to provide very complex and detailed information, and not to over stimulate your audience;
- f) Use local examples in order to relate as much as possible to the group;
- g) Try to discuss issues raised by the participants as per each sessions, in order to show that you are attentive and open to discuss other matters brought up by the target group;
- h) Use recapping, go back over matters that are not clear, and ask questions to ensure that the group is following the discussions;
- i) Combine PowerPoint lectures with brainstorming sessions, debates, demonstrations, role plays, stimulations and other methods in order to retain the attention of the participants and make the session more interactive;
- j) Choose carefully the training methodology based on the scope of the training session, type of exercises, profile of the trainees and available timing.

Training Agenda

Course 1: Enhancing labour employability through skills assessment	
25-35 min	Module A: Conducting a personality quiz: What type of job suits you?
5-10 min	Module B: Self-assessment/ Personal 'Selling' Points exercises
30-40 min	Module C: Advertising Role Play
Course 2: Improving job-searching skills and communication techniques	
20-30 min	Module D: Searching for a job through social networking/advertisement/yellow pages
60-80 min	Module E: Communicating with Employers/preparation of Cover Letter/Curriculum Vitae and other Job Application forms
Course 3: Doing an Employment interview	
5-20 min	Module F: The 7 steps of an interview
10-20 min	Module G: Role play/ How <i>not</i> to do a job interview

Course 1: Enhancing labour employability through skills assessment

Module A: Conducting a personality quiz: What type of job suits you?

Teaching Point: Candidates need to fill in “Personality Quiz” which would give them indication which jobs match their personality.

Introduction: The aim of this training module is to give an indication to the trainees on what they should potentially do rather than pondering what they want to do. The test will give information to the trainees which jobs match their personality.

Time: 25-35 minutes

Materials: Copy of “Personality Quiz” for each person¹, PowerPoint Presentation Slides 3 – 4.

Procedure:

- Hand out a copy of the handout to each person
- To complete the quiz the participants should read the statements and select the answer that most describes their personality
- The candidates should process and review the test results in order to get indication on the jobs that potentially match their personality

Trainers’ Guidelines

- Prior to the test, the trainees should be informed that the test results will give them information on the **broader and different professions** which **match their personality**
- The candidates should be informed that the test results are only an indication and should not be relied on as an absolute assessment of which career is best for them;
- Trainees should be asked to make a reflection on the test results.

Module B: Self-assessment / Personal ‘Selling’ Points Exercises

Teaching Point: Migrants need to select appropriate self-marketing terminology in order to get a job abroad.

Introduction: In order to “sell oneself” in the job market, it is necessary to know very well what it is that one has to offer. In this exercise, participants identify their personality strengths.

Time: 5 – 10 minutes

Materials: Copy of “My Personal Qualities” for each person (see Annex 1), PowerPoint Presentation Slides 5 – 6.

Procedure:

- Hand out a copy of the handout to each person.
- Ask participants to check off all the personality traits that they have.
- Once they are done, ask them to identify the top 3 traits that they have and that relate to the job they hope to do (e.g.: if one hopes to be a truck driver, “dependable” may be more important than “cheerful”). Ask them to think of a time when they successfully used each of these 3 traits (on the job or otherwise) and be prepared to talk about it.

¹ The counsellors should apply the “Personality Quiz” forms available at the Employment Service Agency

- Once they are all done, ask participants if they can guess which 3 personality traits they think employers most look for in a person.

There is no one answer to this but for the most part the following are best:

- hard-worker,
- punctual,
- fast learner

Some other good ones:

- positive attitude,
- able to work well with others,
- self-starter,
- adaptable,
- open-minded,
- self-managed learner

Trainers' Guidelines

- It is very important that you allow ample time to the participants for reflection;
- Inadequate amount of timing limits the effectiveness of the exercise;
- You can perform the task first in order to demonstrate to the participants how to complete it

Module C: Advertising Role-play

Introduction: The aim of this exercise is to increase the trainees' knowledge in advertising their own skills. The training module is composed of two sets of exercises which should be practised alternatively:

Exercise 1 is designed for an individual work and should be applied only in a case of smaller training audience which does not allow a group work; while the **Exercise number 2** is more appropriate for a larger training audience which allows a group work.

Exercise 1

Teaching point: Migrants need to select appropriate self-marketing terminology in order to get a job abroad.

Time: 30-40 minutes

Materials: Copy of Annex 2 "Advertising my Personal Skills", PowerPoint Presentation Slides 7 – 8.

Procedure:

- Hand out a copy of the handout to each person.
- Ask participants to advertise some of their skills that identified in the Module B

Trainers' Guidelines

- You should first present the example (Annex 2a) in order to demonstrate to the participants how to complete it;
- Explain the trainees that they should apply this exercise i.e. advertise their skills during an interview, as well as in preparation of an effective Cover Letter and CV

Exercise 2

Introduction: In order to be able to successfully apply for a job, each person must know, and be able to convey effectively, what it is he/she has to offer. The advertising role play gets across the principle that a job applicant must 'sell' oneself to an employer much in the same way as advertisers sell their products. For this activity to be successful, you must follow each step of the procedure; cutting steps will result in a less effective activity.

Time: 40 – 60 minutes

Materials: A number of common items for groups to 'advertise'. These can include just about any product that you can provide information about: coat, pencil, marking pen, washing powder, etc., ", PowerPoint Presentation Slides 7 – 8.

Procedure:

Place participants into 4 or 5 groups.

Write on the board: TV ADVERTISEMENT.

Ask participants to tell you what the characteristics of an effective advertisement are (eg: informative, catchy, fun, makes you remember the product, geared toward a specific audience, etc.). Help participants if they are having problems. Write their answers on the board.

Give each group an item to advertise. They can all get the same item, or each group can get a different item.

Set up the role-play by giving them the information below.

Who: *You are a group of advertising executives. Lately, you have been down on your luck and the products you have advertised have not sold well. Now you have been offered a contract to make an ad for _____. Your boss has told you this is your last chance – if the customer does not buy your ad, you're out of a job. You desperately need your job. (Put a lot of pressure on them)*

What: *Your job is to come up with an ad for your product. Since only one of the ads will be chosen, you have to make sure your ad not only tells about how great the product is, but is also attractive and will attract the attention of the viewing audience.*

Tell groups that they will perform their ads in front of the whole class and one group will be chosen as the winner.

Give groups 5-10 minutes to come up with their concepts.

Ask groups to go to opposite corners of the room or, if possible, to go out of the room to practice their ads. Remind them that the ad must be ACTIVE and not just a person standing talking. Allow 10-15 minutes. This is not a time for the facilitator to relax. You should be going from group to group encouraging, giving suggestions and ideas, and helping groups that are having trouble. At no point are you satisfied with what the group has done; do NOT allow them to tell you they are finished and ready; they are NEVER ready, and another group's work is looking better than theirs. They should find ways to improve it. Pressure them.

Once all groups are confident that they can present their ad, ask them to sit down in their groups.

On the board, write "What Worked" in one column, and "What Didn't Work" in another.

Tell participants that the groups will be asked to present their ads in front of the whole class. The audience's job will be to judge the performance of each group according to the 2 criteria on the board.

Ask the first group to perform its ad in front of the whole group.

When the first group is finished, give the audience a minute to record their thoughts.
Do likewise for 2 or 3 more groups, as time allows.

Once all groups have finished, have participants tell you their thoughts about each group's ad in turn. (What did you think about the ad of Group #1? / Group #2?, etc.). Write their comments on the boards.

Ask them to choose which group they liked best.

Processing:

Reflection: Was it easy to select a winner? (No? This means you might come close to getting a job but miss it by just a bit. You need, then, to make sure you are prepared to the best of your ability).

Generalization: Ask participants if they can guess why we did this activity. (The answer is that the procedure of getting a job is similar to that of selling a consumer product, except that the product you are selling is yourself.) Are the comments that you made in the 'What Worked?' and 'What Didn't Work?' lists also relevant to the job search?

Application: Name a few things you need to do to make yourself more marketable?

Trainers' Guidelines

- Role plays are best used to search for possible solutions and engage participants in discussions;
- Participants assume a role and act out a situation with their group while other participants observe;
- Group discussions and reflections should follow the role play.

Course 2: Improving job-searching skills and communication techniques

Module D: Searching for a job through social networking/advertisements

Introduction: The aim of this training module is to acquaint the trainees with the specifics of the job market, as well as with the available tools in the job search process.

Teaching point: Trainees need to increase their skills to look for jobs and to prepare “My Personal Job Search Plan”.

Time: 20-30 minutes

Materials: Copy of Annex 3 “My Personal Job Search Plan”, PowerPoint Presentation Slides 9 – 10.

Procedure:

- Explain the below aspects of the job search process.
- At the end of the training session the trainees should be given a task to prepare “My Personal Job Search Plan” (Annex 3) which should be their guidance in the job search process.

What is a Hidden Job market?

Many job vacancies are not advertised through recruitment agencies or newspapers (more than 65% of jobs), so it is important that the candidates are informed on the opportunities of the “hidden job market”. The candidates should be aware of their networking opportunities, which can provide access to the “hidden job market”.

Informal Job Search Networking

The job seeker should make sure that the informal networks (such as family, friends, neighbours, former colleagues, classmates, club members, and casual acquaintances) know that s/he is looking for employment. These persons might not be able to help the person directly, but they may have information on the potential employers, who are looking for workers. The practice shows that there are many cases when the informal contact has produced a job lead (such as a casual conversation with the neighbour). In addition, the job seeker can also use any formal or informal gathering, where it can be mentioned that he is seeking employment. Considering the scope and potentials of the hidden market, it is very important to use all available informal network contacts.

Formal Job Search Networking

The formal networks can be accessed through participation in various business or social events. These events provide opportunity to enrich the contacts through exchanging business cards and meeting participants from the professional areas where the job seeker is interested to work.

Direct Approach to Prospective Employer

The direct approach to potential employers can be also an important part of the job search process. The direct approach means contacting the employer i.e. sending a CV and a letter of interest to companies where the job seeker is interested to work although the companies have not advertised job vacancies. Considering that not all jobs are advertised, many people find jobs as a result of direct approach to prospective employer. In some cases the applicant’s letter of interest sent to the company might trigger the employer to hire the candidate. The following points are important when sending a letter of interest:

- The letter should be tailored to each specific company. A standard letter sent to many companies is not usually effective. The candidates should target companies that can potentially benefit from the candidates' skills, as well as companies that are newly established, growing and recruiting higher number of staff.
- It is important to write to a suitable person. Specialized persons (such as Head of a Department) in the same professional area as the applicant may be a better option than the Human Resources staff.

Using Social Networks

Social networking sites are increasingly being used by employers to advertise vacancies or search for employees. The job seeker can consider creating a personal web site, which would include his CV, experience, and certifications. However, it is important that these sites include only professional and academic information. Another option is to create a profile on sites, such as LinkedIn, to promote the skills, work experience and search for potential employers.

TIP: The candidates should be advised not to include a link on their CV to any site which includes content that is not appropriate for a business audience. Some employers check the social networking sites of potential employees, such as Facebook or Myspace. It is important for the job seekers to make their account private and to avoid posting information that they would not want a prospective employer to read.

Searching for jobs through advertisements

The trainer should provide an overview of the local newspapers and websites that are frequently used by the companies to advertise their employment needs. In some countries there are websites that summarize all the vacancies published in the local newspapers, thus it would be useful to acquaint the trainees with these websites links.

TIP: At the beginning of the training session, ask trainees about their previous experience in the job search process.

Module E: Communicating with Employers/preparation of Cover Letter/Curriculum Vitae and other Job Application forms

Introduction: The aim of this training module is to reinforce the trainees' effective communication skills and self-presentation skills when contacting potential employers.

Teaching Point:

- Trainees need to know how to prepare a successful Cover Letter and CV

Time: 60-80 minutes

Materials: As source materials for their home use the trainees should be provided with an example of a Cover Letter (Annex 4), and Europass CV format (Annex 5). Each participant should be provided with the sample of the exercise "Bad CV" (Annex 6). Also, please see PowerPoint Presentation Slides 11 – 29.

Procedure:

- Deliver a Presentation on CV and Cover Letter as per the below materials
- At the end of the presentation hand out a copy of the "Bad CV" to each participant

- Ask the participants to identify: 1. What was done wrong 2. Are any elements of the CV missing or are not adequate? 2. How should it have been done?

Preparation of a Cover Letter

A cover letter is an essential part of any job application and should always accompany the CV or resume. The cover letter should be specifically tailored for the position the candidate is applying for, i.e. it should describe those applicant's skills and experiences which are required with the job posting. An effective cover letter should highlight any particular information from the CV which is important for the employer. If the applicant gets the employer's attention with a good cover letter, this will encourage him to read his CV in more detail.

Cover Letter Format

	Applicants Address Telephone Email address Date
Name of person you are writing to Position in the company Address	
Dear name (if no name known / stated....use sir / madam)	
The introduction part should explain the reason why the applicant is writing. If the applicant is writing in response to a job posting, s/he should indicate the source and date of the advertisement. If the applicant is applying the "direct approach to potential employer" it is important to state the purpose of the letter (for example "I am writing to enquire if you have any secretarial vacancies at the moment and I enclose my CV in application").	
THE CONTENT SECTION (What you can offer to the employer)	
This segment should be considered from the employers' point of view. In case of advertised job position, the candidate should emphasize his education and experience that are specifically required by the job advertisement. In case of a "direct approach", the candidate should state that he researched the organization thoroughly and emphasize his achievements and skills that are relevant for the company's professional area. In this segment the applicant should convince the employer that his skills and experience are transferrable i.e. can be transferred to the new job post. It is of vital importance for the applicant to show that he would perfectly fit in the organization and to present these skills and experience that make him the right person for the job.	
CONCLUDING PARAGRAPH	
The applicant should refer the reader to the CV that he is enclosing. The applicant should declare an interest in an interview and indicate that his references are available on request. If candidate is unemployed, he can state that is "immediately available" (which is an advantage over the employed applicants).	
The applicant should end the covering letter with "Yours sincerely" if he has addressed it to a named contact or with "Yours faithfully" if he has not addressed it to anyone specific.	

Curriculum Vitae (CV)

A CV is an outline of the applicants' personal information, education and experience. The CV is a marketing tool which is aimed to secure an interview with the employer. The CV should be written from the employer's perspective i.e. the applicant should assure the prospective employer that he possesses the key experience and skills that are considered as necessary for the job position. As with the cover letter, the applicants should use the CV to highlight those aspects of their career, which are of most relevance to the job advertised. As a precondition for a winning CV, the applicant should:

- Know the skills that he has to offer (skills identification/assessment)
- Analyze the needs and requirements of the employer
- Be able to efficiently present the matching between his skills and the employers needs

Elements of CV

Personal details section includes information such as: Name, Address, Landline telephone and/or mobile number, E-mail address. This section should be brief, not more than a quarter of a page and the applicant should ensure to be easily contactable at the address, telephone numbers and email address provided.

Personal profile: One paragraph that immediately captures the attention of the employer and triggers him/her to find out more about the applicant. It is a statement of the applicant's main skills and it should be related to the job that the applicant is applying for.

Example: "Very successful Construction Engineer with a wealth of skills acquired through the university education and 10 years experience within the construction sector. I work to the highest standards and have an eye for detail with skills in external design"

Employment history/work experience: In this section the applicants should list the employers they have worked for. This segment gives an indication to the employer on the suitability of the applicant to the job position; thus it is important that the applicant successfully matches his working experience with the targeted vacancy. The prospective employers are especially interested in this section, therefore the employment history should be made in such a way that it convinces a potential employer of the applicants suitability for the position advertised.

- List the employers in reverse chronological order, the most recent first
- Include the name, location, website and dates of employment for each company
- Job title/ Describe the position and responsibilities in each company so the employer can match up your experience with the job requirements.
- Further details - quantify anything impressive achieved in employment for example "During my work as a manager of the sales department, the sales of insurance policies have increased by 15%"
- Evidence of career progress and management experience contributes to a positive perception of the candidate

Education: This section should include information on schools or universities attended and degrees gained. From this segment the employer will get information whether the formal education of the applicant is in line with the employment position.

- Provide information on the recent school and university attended and the certifications gained (in case the applicant has completed University, other technical trainings, and

significant work experience, it is not necessary to present information on the secondary school)

- Recent graduates need to elaborate their education in detail (such as participation in any projects, practice, volunteer work or any special educational achievements) to counterbalance any lack of work experience

Training/Development: The applicants with impressive training portfolio are more likely to be successful in the job search process. Employers actively look for evidence of professional development, because it enhances the skills of the candidates and shows potential for future career growth. The training portfolio of a candidate is also an indication of the previous employers experience with the candidate, as it shows whether they were willing to invest in the candidate.

- Include the training courses attended after completion of the formal education
- Include only the training courses that are relevant for the specific employment position.

Skills: In this segment the candidate should state the skills which are relevant for the job position and match the intended job description. In this segment the candidate should include information on any knowledge in computer programmes, languages and other skills. It is important that the stated skills are backed up with examples. (“Organizational skills developed as a Manager of the Production Department”, “Customer Service -- Handled as many as 50 customer contacts a day in a busy retail outlet.”)

Other Information: Includes any other information which is not included in the other segments of the CV, such as driving license, information on hobbies, interests, some achievements in areas where the candidate is active. This segment should be inserted in the CV only in a case of recent schools leavers than for somebody with extensive working and training portfolio. However, the employer might ask questions on this section in order to “break the ice” during the interview with the candidate.

References: Includes persons that can be contacted by the employer with an aim to obtain any work related information on the applicant. The proper references add to the applicants CV and increase the employment chances.

- References with recommendation letters signed by the previous employers would certainly strengthen the applicant’s chances to get the job
- The applicants should choose confident references i.e. those that will give positive remarks
- The applicants should make sure that the stated persons are easily contactable by the potential employers

In some CV formats the education and training are listed before the work experience and in others the focus is given to the work experience; the format to be selected should be the one that enables the candidate to present his portfolio in a manner that would trigger the interest of the employer, and in line with the specifics of the employment position.

Europass CV is a standardised CV format people can use to detail their qualifications and skills at EU level. It aims to enable European citizens to present their qualifications more effectively, thus easing access to training or employment in Europe. The below website gives an overview of Euro pass CV example and provides opportunity for the interested candidates to create their Europass CV online. (Distribute Annex 5)

<http://europass.cedefop.europa.eu/europass/home/vernav/Europass+Documents/Europass+CV.csp;jsessionid=DEA429887C81D685599B67331C3AEC37.wpc2>

“Bad CV” exercise: Distribute Annex 6. Ask participants to comment on why this CV is bad and how it should have been done. Write all the remarks on the flipchart (on the “Bad CV” discovered by the participants on one side, and “how it should have been done” at the other side). Group discussions and reflections should follow the exercise.

Course 3: Attending an Employment interview

Module F: The 7 steps of an interview

Time: 5 – 20 min

Materials: PowerPoint Presentation Slides 30 – 40.

Procedure: Explain the below, in as much detail as time and interest allow:

If your resume / application is sufficiently interesting to the employer, you will be called and invited for an interview. An interview is a meeting between the employer and yourself, for the employer to determine if you are the right person for the company and for you to determine if you want to work for that company.

Simply getting to an interview is a success, even if you don't get the job. The employer may hire you for another position at another time, or he may refer you to another employer. Going through an interview is also good practice for other interviews.

The interview may be your one chance to get a job that can make a huge difference in your quality of life. As a newcomer, you will be starting the interview without the cultural knowledge every American takes for granted, and you will be competing with other applicants whose qualifications are as good, if not better, than yours. Every aspect of your conduct, then, from how you sit to what questions you ask, is extremely important. It is imperative, then, that you are well prepared before you arrive. The below '*7 steps of an interview*' are just a beginning; a course on taking interviews would give you a much better chance of success.

The 7 Steps of an Interview

Step 1: Advance preparation

- Attend a course with your public employment agency on how to conduct interviews. This is a highly developed skill and you will be competing against people who grew up learning interview skills.
- Learn as much as possible about the company before you go. Learn about the position so you can tell the employer why you are the best person for it.
- Dress as well or better than the people in the office; be clean and very neat. First impressions are very important; research shows that a fairly firm decision about your suitability for the job is made in less than 3 minutes!

Step 2: Getting there...

- Never come late! An employer will think that if you cannot make it to the interview on time, you will not make it to work on time. If you must be late, phone and explain why.
- A smile is very important– smile at everyone you see.

Making a good first impression!

- Have participants tell what an employer can notice about an interviewee within the first 30 seconds after they walk in the door, such as:
 - Cleanliness
 - Body odour!
 - Not too much perfume
 - Neat and clean clothes
 - Shined shoes

- SMILE!
- How one walks (confidently)
- How one sits (straight)
- No fidgeting!
- Brush your teeth / mouthwash
- Handshake!
- Arrive on time!
- Self introduction (English!)
- EYE CONTACT!

Step 3: The warm-up...

- Shake hands warmly; greet the interviewer by name (that means you must learn his name!).
- Be aware of your body language. Sit straight, don't cross your arms or legs, and don't fidget. If you are nervous, don't show it.

Step 4: The body of the interview...

- Try to see yourself from the employer's point-of-view; show the interviewer that you are the solution to his company's problems.
- The employer wants to know how you can benefit the company. Remember that you are there to help him, not for him to help you.
- There is basically only one interview question: "Why should I hire you and not somebody else?" Each and every answer you give should answer this question.

Step 5: The wrap-up...

- After the interviewer has asked all his questions and asks if you have any questions, say "Yes" and ask! It shows the interviewer that you have an active mind and are interested in the company.
- Do not ask about salary and benefits until the employer offers you the job; ask about the job duties, the chances for advancement, etc.
- Say good-bye with a warm smile, a friendly handshake and repeat the interviewer's name clearly and confidently. That will impress him.

Step 6: After the interview...

- When you get back home, sit down, and evaluate your interview. What went right? What went wrong? What would you like to have added? What information about yourself did you not convey clearly?
- Write a letter to the employer; thank him for the interview, repeat the reasons you can help the company, and add a few more good things about yourself that will help him to choose you for the job.
- Deliver this letter by hand or by fax within 24 hours. The more contact you have with the employer, the better. He has likely interviewed many people, and after a few hours will not even be able to remember who you are. Help him remember! The letter will remind him of you and show him that you are serious about the job. It also gives you one more opportunity to sell yourself.
- Begin preparing for your next interview. Remember, when you are unemployed, looking for work is your full-time job.

Step 7: The rejection...

- You didn't get the job? No problem. Use what you learned in the interview to help you with the next one.

Ask the employer if he can recommend someone else for you to contact. If he can, go there and make sure you tell them who sent you. They will be impressed that another employer referred you.

Module G: Role Play / How not to do a job interview

Introduction: You will demonstrate an interview. You, yourself, will play the role of the applicant. You do many things wrong.

Time: 10 – 20 minutes

Materials: “Job interview role play” (Annex 7), “Typical interview questions” for the interviewer (Annex 8), PowerPoint Presentation Slides 41 – 42.

Procedure:

- Ask for 2 volunteers, someone to play the secretary, and someone to play the interviewer. You, yourself, play the applicant.
- Hand out the roles to the volunteers and allow them 1 minute to read their roles.
- Give instructions to the observers. They are to make note of the following (write these on the board as a guide): Did the applicant prepare himself in advance? What first impression did he leave? How well was he at the small-talk at the beginning of the interview (the warm-up to help himself and the interviewer relax)? What was his body language saying? How well did he answer the questions? Comment on his exit. What did he do after the interview?
- Conduct the role play.

Processing:

What did you see?

What was done wrong? How should it have been done?

ANNEXES

ANNEX 1: MY PERSONAL QUALITIES

My Personal Qualities

Put a check beside the words that are true regarding you....You may also add other words/skills that characterize you.

- | | | |
|--|---|---|
| <input type="radio"/> Ambitious | <input type="radio"/> Honest | <input type="radio"/> Increase sales or efficiency |
| <input type="radio"/> Able to make important decisions | <input type="radio"/> Motivated | <input type="radio"/> Good time management |
| <input type="radio"/> Able to meet deadlines | <input type="radio"/> Careful | <input type="radio"/> Hard-worker |
| <input type="radio"/> Able to get along with other workers | <input type="radio"/> Disciplined | <input type="radio"/> Cooperative |
| <input type="radio"/> Able to work under pressure | <input type="radio"/> Loyal | <input type="radio"/> Punctual |
| <input type="radio"/> Accurate | <input type="radio"/> Flexible | <input type="radio"/> Alert |
| <input type="radio"/> Honest | <input type="radio"/> Energetic | <input type="radio"/> Motivated |
| <input type="radio"/> Adaptable | <input type="radio"/> Neat | <input type="radio"/> Honest |
| <input type="radio"/> Ambitious | <input type="radio"/> Mature | <input type="radio"/> Efficient |
| <input type="radio"/> Committed | <input type="radio"/> Fast learner | <input type="radio"/> Dependable |
| <input type="radio"/> Confident | <input type="radio"/> Alert | <input type="radio"/> Adaptable |
| <input type="radio"/> Conscientious | <input type="radio"/> Punctual | <input type="radio"/> Disciplined |
| <input type="radio"/> Consistent | <input type="radio"/> Meet the public | <input type="radio"/> Mature |
| <input type="radio"/> Responsible | <input type="radio"/> Computer skills | <input type="radio"/> Creative |
| <input type="radio"/> Reliable | <input type="radio"/> Language Skills | <input type="radio"/> Funny |
| <input type="radio"/> Punctual | <input type="radio"/> Manage people | <input type="radio"/> Willing to learn |
| <input type="radio"/> Works quickly | <input type="radio"/> Solve problems | <input type="radio"/> Careful |
| <input type="radio"/> Relaxed | <input type="radio"/> Ability to plan | <input type="radio"/> Reliable |
| <input type="radio"/> Helpful | <input type="radio"/> Ability to Delegate | <input type="radio"/> Fast learner |
| <input type="radio"/> Caring | <input type="radio"/> Supervise others | <input type="radio"/> Active |
| <input type="radio"/> Patient | <input type="radio"/> Organize/manage projects | <input type="radio"/> Skills specific for a certain job |
| <input type="radio"/> Respectful | <input type="radio"/> Team Player | |
| <input type="radio"/> Polite | <input type="radio"/> Meet deadlines | |
| <input type="radio"/> Neat | <input type="radio"/> Customer service oriented | |

Now, considering the job you are interested to apply for list your 3 top personality strengths

- 1.
- 2.
- 3.

ANNEX 2: ADVERTISING MY PERSONAL SKILLS

1. Insert the skill that you want to advertise

--

2. Present a real example that would prove your skill

--

3. Present the results- what you have achieved with your skill

--

4. Tell the employer how you will make use of your skill in the new job

--

ANNEX 2a: EXAMPLE (ADVERTISING MY PERSONAL SKILLS)

Insert the skill that you want to advertise and that is of key importance for the employer

I am a hard worker

Present a real example that would prove your skill

Last year I was working at the company X as a tailor. I often exceeded the norm production determined by the employer. I was also working on other operations such as preparatory works, ironing and packing as determined by the employer.

Present the results what you have achieved with your skill

During that time, the production has increased for 10%. Our customers have never experienced any delay and increased the orders due to the excellent quality of our products. My boss has promoted me as a team leader of the production division

Tell the employer how you will make use of your skill in the new job

I am sure that my proven skills would contribute in the increased production, high quality of your products and fulfilling the customer's orders.

ANNEX 3: MY PERSONAL JOB SEARCH PLAN

PERSONAL JOB SEARCH PLAN				
HIDDEN JOB MARKET		Direct approach to employer-list of companies to be approached	Social networks	List of newspapers/websites with job advertisements
Informal network	Formal network			

Notes:

Informal network: List your informal contacts i.e. those that you can directly ask for job leads or those that should be asked if they have information on potential employers.

Formal network: Identify business and social events within your professional area that you can attend and develop contacts.

Direct approach to employer: List the companies where you can send a CV and letter of interest. These are the companies which are currently recruiting; those that are expanding or moving into your professional area or those which can benefit your skills and experience. You can get information on these companies through your informal contacts, and internet search of the companies' websites.

Social networks: List the Social networks where you can create a professional profile. This can also include creating a personal web site, which would include your CV, portfolio, and certifications.

List of newspapers/websites with job advertisements: List the newspapers, websites of companies-within your professional area, and job search websites that should be regularly checked.

ANNEX 4: EXAMPLE OF A COVER LETTER

Address
Telephone
Email address
Date

Name of person you are writing to
Position in the company
Address

Dear Full Name,

Administrative Officer, XYZ Ltd Ref: 25/2011

In reference to your advertisement in Dnevnik as of 26.06.2011, I would like to apply for the position of Administrative Officer. The terms of reference mentioned in this advertisement interest me as they reflect much of the work I am currently involved in.

I am currently working as part of the Human Resources Department at John Smith Ltd. This has given me the opportunity to gain valuable experience of administrative procedures, including human resources issues, while working on a number of diverse projects. This currently includes:

- Ensuring the implementation of the company's administrative procedures
- Evidencing the staff attendance through the attendance database
- Management of the company's payroll system
- Preparation of business correspondence
- Advising and liaising with other departments within the company, as appropriate.

With approximately 5 years of progressively responsible experience in business administration, I believe I can effectively contribute to your company's vision and achievements.

Accordingly, I would be grateful for an opportunity for an interview. My references are available on request.

Yours sincerely,

Full name

ANNEX 5: A EUROPASS CV FORMAT



Europass Curriculum Vitae

Insert photograph. Remove heading if not relevant (see instructions)

Personal information

First name(s) / Surname(s)

First name(s) Surname(s) ()

Address(es)

Telephone(s)

Fax(es)

E-mail

Nationality

Date of birth

Gender

Desired employment / Occupational field

Work experience

Dates

Add separate entries for each relevant post occupied, starting from the most recent.

Occupation or position held

Main activities and
responsibilities

Name and address of
employer

Type of business or sector

Education and training

Dates

Add separate entries for each relevant course you have completed, starting from the most recent.

Title of qualification awarded

Principal
subjects/occupational skills
covered

Name and type of
organisation providing
education and training

Level in national or
international classification

Personal skills and competences																					
Mother tongue(s)	Specify mother tongue																				
Other language(s)																					
Self-assessment	<table border="1"> <tr> <th colspan="2">Understanding</th> <th colspan="2">Speaking</th> <th>Writing</th> </tr> <tr> <td>Listening</td> <td>Reading</td> <td>Spoken interaction</td> <td>Spoken production</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Understanding		Speaking		Writing	Listening	Reading	Spoken interaction	Spoken production											
Understanding		Speaking		Writing																	
Listening	Reading	Spoken interaction	Spoken production																		
European level (*)																					
Language																					
Language																					
	(*) Common European Framework of Reference for Languages																				
Social skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)																				
Organisational skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)																				
Technical skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)																				
Computer skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)																				
Artistic skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)																				
Other skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)																				
Driving licence	State here whether you hold a driving licence and if so for which categories of vehicle. (Remove if not relevant, see instructions)																				
Additional information	Include here any other information that may be relevant, for example contact persons, references, etc. (Remove heading if not relevant, see instructions)																				
Annexes	List any items attached. (Remove heading if not relevant, see instructions)																				

ANNEX 6: EXAMPLE OF A “BAD CV”

Personal information:

Name: John Smith
Address “ 100 White Road”, London
Place of Birth: Skopje
Marital status: Married
ID number: AO352
Number of Children: Two
Age of children: 7, 10

Education:

1980-1985-Kindergarden
1985-1993-Primary School
1993-1998-Secondary school

Work experience

2003-2004 Company “LTD XYZ”
2004-2005 Company “ LTD Falcon”
2007-2008 Company “LTD Zenit”

Skills:

All the skills which would contribute towards more effective performance of the company

References:

Not available

ANNEX 7: JOB INTERVIEW ROLE PLAY

Secretary: Greet the applicant and let him/her in to see the boss.

Interviewer: Interview the applicant using the questions in “Typical Interview Questions.” Choose any questions that you want.

Judges: Keep notes of the good and bad points of all interviews. When all interviews are completed, you will be asked to discuss them and then to choose ONE of the applicants to get the job.

ANNEX 8: TYPICAL INTERVIEW QUESTIONS

Tell us about your education and experience and how it is relevant to the job advertised.

What is your interest in applying for this position?

What do you know about our company?

Why are you leaving your current job?

Describe your work style.

What is your greatest weakness/strength?

How do you handle stress and pressure?

Do you prefer to work independently or on a team?

What major challenges and problems did you face in your career so far? How did you handle them?

Why are you the best person for the job?

What are your goals for the next five years?

What are your salary requirements?

Further Resources

<http://europass.cedefop.europa.eu/europass/home/vernav/Europass+Documents/Europass+CV.csp>
<http://novascotiacaereroptions.ca/images/Downloads/Career%20Guide-JobSearch%20Eng-LoRes.pdf>

<http://www.careers-scotland.org.uk/home/home.asp>

<http://www.migrantcentre.org/index.php?page=1>

http://www.cal.org/co/domestic/toolkit/tools/setting_up.pdf

<http://www.ampli.com/pdf/PocketTraining.pdf>

<http://www.careers.umbc.edu/skills/guide.pdf>

<http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest.htm>

<http://www.kent.ac.uk/careers/cv/goodbadCV.htm>

http://www.prospects.ac.uk/example_cvs.htm