



Career Development Manual for Consultants

**In the frame of Developing Youth Career Services project
(leonardo da Vinci pilot project N: BG/02/B/F/PP-132018)**



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Introduction

This manual has been developed within the framework of the project Leonardo da Vinci 2002-BG/02/B/F/PP-132018. It is the result of the collaboration of many transnational partners and is rooted in the increasing relevance that guidance has nowadays as a life-long tool toward empowerment and self-development of individuals. The partners in this project started working by sharing the results gained through analyzing traditions and cultures in their respective countries (Bulgaria, Greece, Ireland, Italy, Latvia, Slovakia, Spain and Sweden), thereby confirming the relevance of life-long guidance and thereafter assessing - to the extent of the project - the need for career services.

The negotiation of contents, approaches and methods among the partners has been very interesting, showing not only big differences in terms of structures and procedures, but also in terms of services and resources needed. The result of this collaboration was that guidance can be and in fact is provided at different levels, addressing a broad range of issues requiring more professionalism. One common reality has been identified in basic guidance services, those operating in different situations such as youth centers, universities, schools, governmental or non governmental organizations, all dealing with a variety of users and demands, so needing specific knowledge and competencies. This manual has been written to provide a tool for general career advisors and youth workers providing basic career services. The authors focused their efforts on developing a set of theoretical and practical resources adaptable and useful in a broad context.

The manual is designed as a journey, drawing a path that consultants may follow to bring the client toward acquiring self-awareness in making his/her own independent choices. The structure of the manual includes several sections, each illustrating specific issues. After a short overview on youth career services in different countries involved in the project, the manual commences with a chapter underlining the importance of the first meeting with the client offering some practical advice on how to communicate with them, identify the needs, gain trust and formulate a proposal for starting a guidance path. Thereafter the manual provides scenarios and practical tools for assessing and evaluating the client's profile, detecting traits of his/her personality, motivation, aptitude and needs. A special section is dedicated to matching the client's profile with suitable job profile(s), planning all the steps to be undertaken toward gaining specific positions.

Searching for a job is serious work! Both the consultant and the client need to be aware of the issues and demands. This manual gives direction with respects to accessing and understanding information resources (including the ones in Internet), techniques in contacting a potential employer, the characteristics of CVs and cover letters. In this manual consultants will find useful information which facilitates them to prepare and support the client through the job search and interview process into employment.

Each topic is tackled at a basic level, but in a complete way, offering very practical suggestions and tips, providing re-usable tools such as tests, working sheets, CV and letter formats. An accompanying booklet entitled “eConsulting”, provides the consultants with some specific information concerning the new forms of online consulting.

In thanking the authors for their contributions, we hope to have even partially attained the aim of this manual, conceived as a tool for supporting consultants providing basic career services for young people. In today's society the problem is not accessing information but being selective in providing relevant advice tailored to the clients needs and effective job search.

To conclude, a short reference to Paul Watzlavich¹ alluding to a drunken man who is looking for something under a street light. A policeman asks the man whether he has lost something special. “My key! My key!” replies the man. So they start to look for it together. After a while, with no results, the policeman wants to know if the man is sure about where he lost the key. “Did you lose it under this light? Are you sure?” asks the policeman. “No, not here actually...down there in the dark!”

To accompany someone in the dark helps them to overcome the fear of darkness and develops a proactive attitude towards the unknown, empowering one's resources and skills in dealing with change... which is the key role of a competent consultant².

¹ Watzlavich P. *“Istruzioni per rendersi infelici” (How to be unhappy; instructions for...)*. Feltrinelli, Milan, 1998, p. 22.

² See also the other products of Developing youth career services project:

- Career development manual for consultants working with youth with less opportunities
- On-line database “Virtual career center (VCC) - www.careercenteronline.org
- Multimedia CD ROM On the job market



An overview on youth career services

Although it may sound too ambitious, this chapter aims to give an overview of the status of youth career services in different European countries. By doing so, the authors have taken into account the cultural and/or organizational differences among the countries involved in the project. Particular attention should be given to the ongoing changes occurring in career services: countries that already have strong tradition in this area strive to keep their systems and structures up-to date; new entrants are managing their resources towards establishing appropriate services.

Evolving circumstances in the field of education, economy and job market continuously impacts upon the way career consulting is understood and implemented. In practical terms this means that new entrants have started to work in the field, through different procedures and media. All these changes have transformed consulting into a crucial tool for integrating people into education and work systems.

In the past people used to demand such services occasionally while choosing their education or profession, this situation has now drastically changed. Current labour market demands have imposed the need for flexibility, meaning that the life cycle is no longer a linear path but an ever changing one. Again, this means that work life, including training is much more diverse: most people will not work in the one job for life time but change their occupations a number of times thereby needing constant upskilling. The minority that do remain in the one job also need to to up-date their skills to remain employable.

Consequently, consulting is less and less perceived as an isolated need, but as a necessary service supporting people to acquire life skills and to become aware and responsible for making decisions relevant to their lives and aspirations.

All the changes described above impact not only on the volume of consulting services, or the professionalism required but also on the way the institutions operating in the field are structured be they schools, universities, vocational training centers, job centres, recruitment agencies, employment offices etc. The basic difference between institutions and organizations working in the field of counselling is whether they are public or provided by the private sector.

The public sector includes all those services run by government, ministries, state agencies, regional and provincial authorities. The private sector consists of companies, associations, organizations and foundations. In addition to these two broad categories there is the emergence of a wide range of web-based services



providing online career information and consulting .

Very rarely these three sectors act as one holistic system, by providing integrated services and maximizing professionalism and resources. More often these institutions work individually in isolation.

This manual is a resource for youth career development centres where youth workers or leaders are addressing the employment and progression needs of young people. The focus is on future potential, as the clients of the centres are just embarking on their career path and the guidance emphasises specific elements such as self-awareness, the identification of training needs and determining desired career choices.

1. THE PUBLIC SECTOR

In every country, governmental institutions determine the national policy towards the education, training and employment of young people. They define youth policies and adult education programmes, plan and coordinate education and labour market activities at national or local level. They operate as a coordinating body for other institutions; deliver information and professional consulting in the fields of occupation and employment, provide methodical support to other institutions involved in similar activities, educational and career development (including advancing of qualification), take part in consulting and helping employers in the initiation of new working positions and programs. Government priorities and standards for EU member states are outlined in National Employment Action Plans (NAPs). Social Inclusion strategies are further defined in NAP Inclusion policy statement.

The key public institutions promoting youth development, education, training and employment policies are:

- Ministry of Education and related institutions.

This sub-sector mostly includes schools, colleges and universities. The EU's desire to become the leading knowledge-based economy by 2010 has emphasised the need to include counselling and career guidance in core curricula. In recent years the number of programmes attempting to link education to the job market have increased significantly. In different regions career services provided by associated institutions may vary quite a lot in their structure and management. However they generally offer services / activities such as student career centres, seminars, exchange visits, issue resources and reference materials, and guides etc.



- Ministry of Labour and related institutions.

In Europe, Ministries of labour strive to capitalise on education and training by maximising placements / employment and minimising unemployment.

To support socio-economic development at a regional level decentralisation is now a key principle. Local institutions can better satisfy specific needs and interact with the end user. Labour offices which were previously based on bureaucratic procedure today are adopting more flexible methodologies, collaborating with the private sector and promoting a more person-centred approach in their service provision.

While this situation is already a reality in many parts of Europe other countries are now of rising to the challenges of the emerging knowledge-based economy.

An emerging trend in career services is one which considers a sectoral approach (i.e. sector or profession orientated career guidance service). This approach is motivated by ensuring quality and specialism in career services to achieve 'best fit' between candidate and market sector needs and expectations.

Career guidance and employment supports are provided by public employment agencies and private recruitment services.

- Ministries and Departments responsible for youth.

Ministries with responsibility for Youth implement state policy in the area of youth development. Some of those structures are supporting or developing Youth Centres which incorporate career services. Vocational training and youth exchanges are viewed as valuable tools in widening horizons, raising expectations and promoting ambition and demonstrating new / alternative employment opportunities.

- Regional and Local Authorities.

The role and responsibility of regional / local institutions for youth development and career services vary from country to country. In some countries municipalities, provinces and regions have a responsibility for employment and career services either directly through their offices (job centers, labour offices and so on) or through contracts to third parties. The format of such services are often rooted in local agreements.

2. THE NON-GOVERNMENTAL ORGANISATIONS AND PRIVATE SECTOR

Non-governmental, not for profit organisations involve people with a specific interest in the well-being of people and or the environment in which we live. Many organisations in this area are important as they provide opportunities for joint project, career development and employment opportunities.



One of the main distinctions between professional and voluntary organizations providing career services is whether they provide such facilities as part of their main activities or as a subsidiary activity.

In fact, the variety of organizations working in this field shows on the one hand the flexibility of the private sector in taking action toward such urgent needs (youth education, information or unemployment). On the other hand it prompts the need to regulate the sector by introducing precise standards in terms of structures, resources and procedures.

Private sector employment and career services now play a key role in recruitment and training for industry. Having an appreciation of industry needs and market expectations while facilitating access to large numbers of pre-screened candidates in specialised areas, they are viewed as a valuable medium for recruitment despite the placement fees incurred by employers.

Trade Union organisations and employer bodies may also provide general information and services in the area of guidance, vocational training and employment.

3. ICT AND CAREER SERVICES

In recent years new technologies have resulted in sweeping changes in the area of career consulting services. These changes have impacted in two key areas: (i) they are consistently modifying the existing services in the way they are designed and delivered (ii) they allow the development of new innovative services, completely different and radically shaped by the technology through which they are provided¹.

In response to (i) above career services are obliged to deliver their activities through accessing the newest information technologies.

This has produced quite consistent changes in terms of:

- purchasing or accessing to modern media (hardware and software)
- skills and competencies up-dating
- access to the Internet
- opportunity for real time-communication

As a result of (ii) ICT providers and or other web-based services, as early adopters, quickly realize the potential of emerging technologies / media and adapt them to youth career services and other sectors. Consequently information technologies must be viewed as a key tool to support young people in career guidance and job placement (either abroad or in their home country).

¹ See the booklet "eConsulting" and the Virtual Career Centre at: www.careercenteronline.org



Of course, web-based services can not provide face-to-face consulting (without special video conference technology), they mostly offer information resources for standardized career development services, educational programs and institutions; youth exchange programs or entertainment (computer games mainly).

The rate of young people who take advantage of these services is however still low, not homogeneously distributed among the countries involved in this project (as shown in the survey carried-out in the framework of this Leonardo da Vinci project, Developing Youth Career Services, and analyzing career advice needs). The chance to surf the web is thus a privilege. It strictly depends on the place of location (either from the country, among towns and country-side), on wages and on the socio-economic status of users be they workers, students or unemployed. However, in XXI century, these services are inconceivable without the support of ICT. The CD "On the job market" and www.careercenteronline.org demonstrate the potential and capacity of new technologies in career guidance.



Meeting the client

The first meeting with the client is a very crucial step in terms of building trust and receptiveness. It is the moment when the mutual relationship between consultant and client is built, the basis on which any further development is acquired. Forming first impressions, it is the basis on which the client will probably decide whether to proceed or not to proceed. In this regard the consultant is engaged not only in running an interpersonal setting, but also the organization of all those elements and resources that may facilitate the trust and a positive attitude toward the service. These pages will deal with very specific items of the first meeting and, on the other with methodological and procedural aspects through which a whole process starts.

The management of consulting services, like those previously described, includes a number of key steps. First among these is the reception of the client, which may be a single part in the complex structures or a basic service itself.

With the term "meeting" we refer to a positive and effective interaction between the consultants and the client. This relationship includes communication and substantive aspects, both influenced by environmental, instrumental and procedural factors. This last part of the definition, reminds us that particular attention has to be paid not only to what is said and how, but as well in which order and particular organisational setting. The first meeting reveals its relevance as any further trust and reciprocal understanding is based on first impressions.

The client will evaluate responses, feedback, solutions and quality of interaction in terms of personal satisfaction. They will in particular take into consideration whether the service is accessible, well-structured, recognisable and understandable.

Environmental elements (shape and organization of space, furniture, informative net, localization and accessibility of tools for self-assessment), contribute together with the inter-personal aspects to the overall quality of the service. For the first meeting the consultant should be well prepared. This initial meeting should be brief but demonstrate the ability to address the needs of variable users (young people, disadvantaged people, students, unemployed) who may be anxious in sharing their needs for the first time.



The consultant should organise this first meeting cogniscant of the following elements:

- Organize adequate setting
- Manage the communicative process
- Present the range of services provided
- Illustrate consultant's role and functions
- Analyze and evaluate client's needs
- Prioritise client's needs and query details
- Formulate and negotiate an adequate guidance proposal
- Agree schedule and organizational framework of the consulting process

1. MEETING THE CLIENT / COMMUNICATION ISSUES

This first interaction is one of mutual introduction and understanding the consultant and the service on the one hand and the client on the other.

This phase requires the consultant to show:

- complete availability
- empathy / interest
- understanding
- non-judgmental attitude
- facilitative attitude

Interaction with client may be initiated by the individual seeking career advice, or alternatively by consultants who providing mobile and distance career services. It is envisaged that pro-active mobile services are most appropriate in meeting the needs of marginalised job-seekers.

The consultant should create a collaborative setting, aiming to communicate WITH and not TO someone. This means that the communicative process must not be directive - "I will show you how/what to do" - but rather facilitative - "We will identify and organise your needs so that you will find your way".

The consultant should pay attention to the following elements:

- initial information / bilateral exchange
- the clients ability to understand and articulate their needs
- identification of needs / strengths apparent or not apparent to the client
- the illustration of the services provided
- personnel and resources available in the center or network



The interaction requires the consultant to:

- be friendly and display openness and interest
- adapt his/her language (both verbal and non-verbal) to that of the client
- explain the meaning of consultancy (by repeating the role and aims of the meeting)
- be clear and sympathetic
- maintain an appropriate disposition e.g. body language, eye contact etc.
- listen actively i.e. never interrupt, verify the client's understanding, help the client organize his/her ideas, pay attention to any non verbal or unsaid element
- communicate in an interesting and participative way
- encourage the client speak as much as possible
- express sympathy and empathy
- test continuously the effectiveness of the communication
- reformulate concepts and ideas
- always assume the responsibility of errors or misunderstandings
- think before giving feedback
- negotiate next steps
- keep up the client's interest for future follow-up

The elements involved in the first meeting are similar to those relating to any further consulting session. The difference being that the first meeting is the most critical.

Critical because the client is meeting the consultant most likely for the first time without having a clear idea as to the benefits of the meeting, is expected to talk about private/intimate issues, may not have a clear idea of what to ask and may be feeling insecure or anxious.

2. ORGANIZATION AND SETTING

A positive setting contributes to establishing a clear and effective communication. For this reason, it is important to be aware of the organization of space and other environmental aspects which inform the client about how the service is organized, the relationship to be established and the expectations to be built. Different factors as outlined below contribute to the creation of a "MEMORY PLAN" that reminds the client about the place where he/she is, the rules - implicit and explicit - to be respected.

ERGONOMICS: this term refers to the organization of space, selection of furniture etc. It is important to make the client feel comfortable and that their privacy is respected. Internal architecture that codifies organizes and facilitates specific attitudes, behavior and relationships - avoid: bottom-up seats, non accessible counters or those that oblige the client to stand-up during the session etc.



MAP: a set of written or unwritten rules that communicate to the client the parameters of the social and interpersonal relationships required e.g. the client should understand if he/she needs to wait in a queue, do not disturb a preceding client, go to a reception etc. These rules are often unwritten and the client can become aware of them by observing the management of the space.

PERSONAL SPACE: appreciation of 'personal space' allows the consultants to manage the relationship with the client more effectively. The proximity of the interaction may vary according to cultural, ethnic and social factors. The appropriate distance between client and consultant may be determined by the following reference:

- Intimate: it may range, according to the individual and his/her culture, between 20 and 50 centimeters. The intimate distance indicates the space that one normally allows only to few people, those with whom one has close relationships.
- Personal: it may range, according to the individual and his/her culture, between 50 and 120 centimeters. It refers to the distance kept between people who know each other well, but not intimately.
- Social: it may range, according to the individual and his/her culture, between 120 and 300 centimeters. It indicates the space often suggested by formal relationship where, written or unwritten messages, the management of the environment and its organization, do allow the respect of roles and reciprocal distance.
- Public: it may vary, according to the individual and his/her culture, between 300 and 800 centimeters. It normally refers to people who communicate in a public area.

The consultant, never passing the personal distance that should separate him/her from the client, should nevertheless organize the space in order to facilitate communication and avoid barriers. For all these reasons, the space where consultancy is provided should be pleasant and facilitate the client in finding the available resources (newspapers, Ads, computers...), the places dedicated to each activity (the desks for interviews, those for writing, sofas or seats for reading...)

3. HOW TO IDENTIFY AND APPRECIATE CLIENT'S EXPECTATIONS

As already mentioned the first approach is the one where the consultant and the client introduce themselves mutually. At this time, the consultant has to present him / her, the role, the services they provided, what he/she can do for the client, where he/she should stop, time and resources needed to gain specific results.



Following this phase, the consultant will proceed by writing down personal data and - finally the need/s of the client. It is during this phase that the consultant acquires useful information and starts to explore the client's needs. The consultant will take notes of the client's data explaining the reason for this procedure and asking the clients permission. To take notes during the interview will facilitate the consultant in making the point of the situation, re-formulating specific ideas, recording the user's data for any further activity.

The interview should be oriented towards meeting the client's explicit needs by exploring experiences and accomplishments to date, his/her interests, motivations, future plans and expectations. The consultant has, at this stage, a very important role. He/she has to clarify and specify everything that is said. The use of 'clarifying / open' questions as opposed to 'closed' questions will facilitate effective communication.

Consultants may use different kind of questions:

a) Closed questions

Generally illicit 'yes' or 'no' answers and are most useful :

- when acquiring a specific item of information
- when verifying or confirming whether a record / data is correct
- where the client experiences clear difficulties in expressing him/herself
- to bring the client to focus on a specific topic

b) Open-ended questions

They normally give the client the opportunity to freely express him/herself concerning conscious or unconscious needs e.g. 'what are your views on?' In particular, they may be useful :

- for detecting complex information
- to widen the scope of the interview to accomodate broader issues
- to appreciate the client's opinions
- whenever the client shows self-confidence and enthusiasm in expressing their ideas

c) Clarifying questions

Facilitating confirmation of what has been said, expression of needs or ideas e.g. "Am I right in saying that you feel.....? Such questions can encourage:



- the client to better articulate their thoughts
- bring clarity to the clients needs and ideas
- overcome general and ambiguous statements
- have a clear picture of what the client says/thinks and formulate a coherent proposal

In summary use open ended questions to facilitate the communication, closed questions to keep focus and clarifying questions to gain better understanding.

The consultant should listen carefully and to focus on what the client wants to say, be encouraging and avoid unnecessary interruptions.

When compiling / formulating question one should bear in mind what kind of information is needed, the relevance of information / feedback being generated. Where necessary the consultant may need to rephrase their questions to obtain responses relevant to the guidance path and to ensure consistency in the data retrieved.

During the first interview the consultants approach should be positive and encouraging, emphasising those aspects that enable the person realise their own resources, abilities, self-awareness etc. Having collected the necessary information, the consultant should proceed toward the analysis of the client's needs.

In the event the time allocated is insufficient to gather the necessary client information a further meeting should be scheduled to conclude this first stage of the career guidance process.

4. THE GUIDANCE PROPOSAL: SIGNING THE CONTRACT WITH THE CLIENT

Once the clients needs have been expressed and the analysis made, the consultant can formulate a guidance proposal outlining the appropriate steps needed and support available for achievement. At this time, it is important to explain that the consultant's role is to illustrate, explain and justify the proposal by referring to the elements given during the interview. The consultant **MUST** never decide in isolation but rather through dialogue with the client the most appropriate strategy to be undertaken.

Once that strategy is agree the consultant assumes the role of facilitator accompanying the client to realise their career goals. These goals can be set out in an agreement endorsed by both parties.

To sign a guidance agreement has a strong psychological impact on the client allowing them to express a genuine willingness and commitment to engage until the end of the consultancy. The consultant should be aware that asking for a signature on an agreement may be a bit stressful for the client. A careful preliminary explanation and brief presentation of the main elements is therefore needed.



The endorsement of the guidance agreement represents completion of the first phase of the consultation process. The conclusion of this phase merits special attention with respects to ensuring the following requirements have been achieved:

- cognitive: summary of the issues identified and activities proposed;
- social: a positive rapport with the client has been established;
- motivational: the client has been encouraged to remain engaged and committed to the guidance agreement.

Concluding, the consultant should set an appointment for the next meeting. In the event that the career consultant cannot attain a career agreement it may be necessary for them to refer the client to a more specialized service - providing the contact details etc.



Developing the client's profile: methods and tools

Continuously changing circumstances require ongoing adaptation in professional roles and capabilities in order to respond effectively to the new conditions. The boundaries between occupations are diminished as new occupations and tasks emerge rapidly. The need to learn is continuous and challenging. Knowledge is soon out of date requiring new competencies. It is not enough to form an opinion on qualification or experience any more as such parameters are insufficient in defining a person's capacity to adjust and participate in modern working environment with its changing tempo. The concept of lifelong learning must be embraced by all in order to actively participate in the new economy.

The following chapter provides an overview of the next step in career consulting – developing the client's profile. A set of practical and theoretical resources for assessing the client's personality are listed below.

1. OUTLINING THE CLIENTS PROFILE

In commencing this second stage it is important to inform the client of the aim of the proposed activities. This stage may incorporate the use of standardised tools such as psychometric tests (see more in point 2) or interactive exercises as described below. Whatever activities are initiated the following considerations should be kept in mind:

The key to all development work is to define the current situation, who the client is, what s/he is good at and which of his/her interests can be developed into an occupation :

- What are the client's key qualities?
- What experience the client has?
- What are the client's interests?
- What is the client good at?
- What qualities do others see in the client?
- What does it mean to have a job?



In constructing a client profile the following format could be adopted:

➤ **What are the client's key qualities?**

Ask the client to list 10 qualities that best describe them as a person.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

➤ **What experience the client has?**

The next task for the client is to note their educational attainment, qualities/accomplishments, job experience voluntary activity, membership of associations, experience abroad, languages, computers/IT etc. which may inform their future career options.

Experience	Accomplishment / Achievements	Personal Qualities / Traits



➤ What are the Clients Interests?

Ask the client to circle 5 areas which s/he is interested in from the list below. (The client can add other areas of interest if they so choose.)

Interests:

Manufacturing	Assembly/repairs/installation	Driving vehicles/steer processes
Cooking/provisions	Animals/plants	Guarding/protecting
Design/measuring/drawing	Experiments/research	Investigation/planning/research
Buying/selling/marketing	Personnel/adm Service	Care/treatment
Giving advice and support	Informing/teaching	Art and crafts
Theatre/music	_____	_____

Summarize the 5 areas the client circled in one or two sentences.

.....

.....

➤ What is the client good at?

Let the client circle 10 things that s/he is good at in the list of skills below. S/He can even complement it with his/her own skills.

I am good at:

Dexterity and fixing things	Understanding things deeply	Formulating questions
Trying new ideas	Working creatively	
Solving problems	Organising others	Working with results
Teaching and explaining things	Inspiring others	Working under pressure
Working with details	Seeing the whole picture	Seeking information
Working with numbers	Working with the body	Making decisions
Helping other people	Working outside	Persuading others
Seeing the needs of others	Supplying energy to the group	Giving priority
Listening	Writing	Finishing projects
Starting projects	Running projects	Understanding new technology
Understanding and following instructions		



Help the client to summarize the 10 things s/he circled in with one or two sentences. What is s/he good at?

.....
.....
.....
.....

➤ **What qualities do others see in the client?** (Feedback from others)

To compile a complete profile of the client it can be useful to seek the opinion of their acquaintances with respect to their strong points. They can highlight qualities that the client is unaware of. Invite the client to use their social network of family, friends and colleagues to assist them in listing their strengths.

They could ask the following questions:

- What do you see as my strong points?
- How would you describe me to others?
- What do I need to develop?

Task 1: Suggest that the client pose the questions to a person who has known them for more than 3 years.

Summarize what he/she said about the client:

.....
.....
.....
.....
.....

Task 2: Suggest that the client pose the questions to a person who has known them for a maximum of 3 months

Summarize what he/she said about the client:

.....
.....
.....
.....
.....

Summarize: Capability inventory

List 5 skills the client is good at

1.....
2.....



- 3.....
- 4.....
- 5.....

Summarize the client's strengths

.....

.....

.....

Summarize his/her areas of interests

.....

.....

.....

.....

➤ **What does it mean to have a job?**

Change often means uncertainty, uncertainty can result in loss of confidence / self-esteem which can be disheartening for most people. One can see obstacles and barriers, some real and some just imaginary. To find new ways and explore new opportunities it is important for us to be open minded and receptive to new possibilities. One way to encourage the client away from old habits and routines is to expose them to new experiences, so that they can appreciate more fully what life has to offer!

What happens when I get a job? - is a question many clients have never considered.

The questions posed below may assist the client to form an opinion on the benefits of securing a job:

- What are the advantages of having a job?
- What are the disadvantages of haing a job?
- What is going to be affected when you get a job?
- How are you going to experience this?
- Are you prepared for the reactions which it is going to cause?
- How does this change your economic status?
- How will your securement of a job impact upon your family and friends?

Completion of the excercises outlined provide should present a true reflection of the clients profile With such clarity it is easier to determine the most appropriate actions and to begin to set goals and initiate a tailored response to the clients career needs.



Interviewing Considerations:

• The individual interview

Through this interview process, the consultant together with the client can discuss the goals building in the current analysis. The consultant should audit the strengths and weaknesses, give positive feedback and give support. Thereafter the consultant should facilitate the client to set out their goal in terms of which can be achieved in the short, medium or long-term. During further interviews you may need to review previous goals and set new ones.

Consultants should not propose predetermined solutions but encourage the client to keep their mind open to all possibilities. Their role is to ask the right questions so the clients become self-aware, determine possible solutions and thereafter set their own goals. Self-esteem and motivation of the client heightens as and when the answers comes from the individual. The client taken responsibility is an important part in this process and increases the likelihood of success.

Interview Tips:

Asking questions that contain who, what, when, where and how will ensure a more comprehensive interview. With these questions it is impossible to answer just yes or no.

- If the client answers "I don't know" then you say:
 - Suppose that you knew, what would you say then?

- Or, use questions about important people in their lives, for example:
 - If I asked your husband, children etc what would they say?

- If the client struggles with the questions or says that they are difficult agree with them and say:
 - I ask a lot of difficult questions, take your time.

- If the client has difficulty perceiving wishful situations then work with the question formula, "when the problem is solved".
- If the client is unrealistic (I am going to win the lottery) agree and say:
 - Yes, it would be nice wouldn't it?

- If the client persists, ask:
 - How big are the chances that it will happen, do you think?



2. PSYCHOMETRIC TESTS – MEANING AND TYPES

As a complement to the interview and to facilitate deeper understanding and clarity the Consultant may choose to avail of psychometric tests. There are different kinds of tests, some determine technical abilities while others measure and define personality traits and finally motivational test highlight values and interests .

a) Aptitudes- what can the client do the best?

There are several different tests, which uniquely identify the client's aptitude ability: numerical reasoning, mechanical reasoning, abstract reasoning, spatial relations, verbal reasoning, language usage and spelling.

Resources www.career-test-advisor.com

• Mechanical Reasoning

This tests the client's ability to understand the underlying principles behind machines. High scores in this test indicate proficiency in engineering and mechanical work. The test is concerned with whether you can reason through mechanical problems in a logical way and is, therefore, a useful way of measuring a person's mechanical aptitude. If the client gets a high score in abstract reasoning, he could give serious consideration to scientific, mathematical or technological subjects and careers.

• Spatial Relations

This test reflects an ability to deal with mathematical concepts at a high level. It determines one ability to visualise and to think in three dimensions or picture mentally the shape, the size and positions of objects when shown only a picture or pattern. When taken in conjunction with the mechanical reasoning test, a high score in both indicates that the client should probably pursue technological or scientific careers.

• Abstract Reasoning

This aptitude has to do with the client's ability to reason with visual configurations. The questions in this assessment contain patterns and series, which have to be completed. They are a non-verbal measure of reasoning ability and as such are regarded by many occupational psychologists as a good measure of raw intelligence. The kinds of skills that this aptitude identifies are useful in architecture, design, drawing and computerisation such as CAD (Computer Aided Design)

• Language Usage

Measure the ability to communicate using good and grammatically correct language . It is a measure of how well one can distinguish between correct and incorrect grammar, punctuation and wording of sentences. It is an excellent predictor of performance in College Courses. While such careers as writing and teaching require especially developed language skills, nearly all kinds of work requiring College Education demand a considerable competence in this aptitude.



• Literacy

Literacy is an important skill in school, college work, and in many jobs. Among other things, this score is one of the best predictors of the ease and speed with which one can learn. While poor spelling need not necessarily be an indication of a poor level of education, good literacy skills are regarded as a prerequisite for careers such as journalism, administration and teaching.

• Verbal Reasoning

Verbal reasoning refers to the client's ability to reason logically in verbal terms. It refers to the client's ability to comprehend verbal concepts or ideas and to see the relationships between them. The careers in which this aptitude is particularly helpful are Law, Psychology, Human Resources and different types of management.

• Numerical Ability

This aptitude refers to the ability to add, subtract, multiply and divide. It is an aptitude that is useful in careers such as accounting, banking, insurance and engineering.

For further information about aptitude and personality tests and interactive examples of such, see our Virtual Career Center at www.careercenteronline.org.

• Knowledge, Characteristics, Experience, Interest (KCEI)

Through collating the information at interview with the feedback attained from the psychometric tests the consultant should be able to indicate to the client their key Knowledge, Characteristics, Experience and Interests and should begin to assist the client consider career possibilities and complementary professions e.g.

- fashion
- retail
- finance
- music
- horticulture
- media / video
- agriculture
- construction
- tourism & hospitality
- services
- self-employment etc...

Every sector can be sub-divided into particular disciplines / career options and it is important to facilitate to make the right choices. Choose an area and encourage the client to do everything in their power to find out what occupations are involved. The deeper the client goes the more they will learn, making it easier for them to see both the possibilities and difficulties.



Recruitment is a win-win situation

The whole world is full of possibilities, encourage the client to discover them! The client cannot be passive in their job search but must adopt a pro-active and positive approach. They should be expansive in their approach and should find out as much as possible about areas of interest, companies they like etc. The consultant should assist the client and direct them to relevant and accessible information sources.

With respect to the interpretation of job advertisement in newspapers / journals the consultant should make the client aware of the various types of information contained within i.e.

- 1 That there is a defined need
- 2 There is a value placed on the position
- 3 There is a requirement to be delivered

In other words one can say that the company has a problem that needs to be solved. It is important that the client informs the employer in which way they can be useful to solving the employers problem.

b) Our Personality - indicates who we are!

It is important for the client to become of his/her own personality and to determine how s/he functions, both alone and with others. With a clear picture of his/her personality it will be easier for the client to emphasise his/her strong points and to address or compensate for any deficiencies. Self-awareness of one's personality can instill confidence and increase self-esteem.

On reflection one can see that personality consists of a number of life patterns that work together dynamically in a changeable process, adapt, grow, retaliate, depending on history, future and future performance.

The use of a personality test could be viewed as a useful vehicle to initiate a discussion around the client's personality. The consultant should let the client go through his/her results by themselves to see if s/he thinks they correspond with his/her own picture of his/her personality - to analyse the validity of the results. Thereafter the consultant should discuss the results with the individual and give appropriate feedback that can lead to a clearer picture of the client's characteristics, knowledge and strong and weak points.

There are several kinds of personality tests that highlight different traits in one's personality. Myers-Briggs Type Indicator is one of the worlds most widely used aids to increase awareness of one's own habits and group functions. It is constructed on Carl Gustav Jung's theories and typology. There are other tests such as the **Learning Style Analysis** that highlight learning styles and the **PAEI** which measures leadership competencies.

It should be remembered that no test can present the complete truth about an individual and should only be seen as general guide. In most cases a certified test administrator must carry out the test.



c) Motivation-what does he/she really want to do?

Motivation grows when the client can clearly see what s/he wants and knows how to get it. The consultant's role is to steer the interview, to focus on the positive and to guide client along their chosen career path.

Motivational appraisals are different from personality tests and aptitude tests. They don't focus on what kind of person you are - nor your strengths and weaknesses. Instead, motivational tests focus on your preferences. Motivational assessments are usually designed as "forced-choice" tests. You progress through a bank of questions, identifying the activities you prefer compared to others you dislike. For example: from the following three items pick one activity you like most and least:

1. Driving a car
2. Repairing a car
3. Designing a car

Unlike the scores in an IQ test, the results in motivational tests aren't measured against those of other people to assign a relative grade. Rather, an internal "x-ray image" of the personal preferences is projected against a background of career themes. Using some pretty complicated statistical models, the relationships of all the choices are "calculated" to show the areas in which one's is most (and least) motivated to succeed.

There's an old saying in career counselling that people work with a combination of three facets: things, data or people. The reality is a lot more complicated as any good motivational test will assess people across an array of fields. In each field there are dozens of career options.

Knowledge and experience are worth a lot, but to be focused, motivated and to show real interest can be worth more to an employer.



Career Planning Strategies

What is meant by a successful career differs from person to person. Therefore it is important to identify people's individual understanding on what is a "successful" career and also the underlying driving force which people have. A client often strives for a career that does not agree with their actual motivation. To increase their insight is an important aim.

By helping the client find out what kind of career direction he/she is suitable for, guiding him/her through different types of occupations to choose from, what term of employment that s/he wishes and from that make a plan of action, whether it's about work, starting up a business or studying abroad – are parts of a career planning strategy you will find in this chapter.

1. MATCHING THE CLIENT WITH COMPLEMENTARY CAREER OPPORTUNITIES

Those that are looking for a job today can count on a lot of questions being asked at the job interview about the applicant's ability to communicate, their motivation and their interpersonal skills.

A report by professional recruits from companies, authorities and organisations shows that this is the principal quality they seek. Education though? This comes with the job. Obviously you cannot get training to be a Civil Engineer on a factory floor, but if at all possible it is thought, in the first instance, to look for a co-worker who has the **basic human qualities which are regarded as important** and then offer training at the place of work. A certain level of training will always be in demand, but what the employer will be most interested in is **how prepared the employee is to develop and renew his competence**.

Today many employers hire "knowledge", but in reality remunerate overall attitude and contribution!

➤ Career Directions

People's views on careers are distinguished by, for example, how long one will stay in the same working environment or in what direction would like his/her career to develop. These differences of opinions are a possible threat for Human Resources. Professor Michael Driver and Dr. Kenneth Brousseau have identified 400 types of career directions, or views on the ideal career, based upon nearly 30 year's research of career dynamics.



- The **EXPERT- direction** is the most stable and historically dominating career vision, which means that a career is made on a life-long basis within one and the same working environment. One can identify with one's work. Success means that one continues to learn more within the area of work, such as competence- and knowledge.
- The **LINEAR career direction** is focused on quickly climbing up in the organisation's hierarchy. A successful career means that you climb as high as possible within the organisation and have as much responsibility and authority as possible.
- The **EXPANDING career direction** has a less traditional career vision whereby one discovers one's career (as part from the Expert who is his career and the linear who makes his career) by moving vertically to a nearby area (approx. 5-10 years). These changes tend to lead to the development of a wider competence and new applications of earlier working experiences.
- The **EPISODE career development** is the most changeable and least conventional of them all. Episode people consider that they do not have a career. The more new things that come and the more changes in their working life the better, according to this "consistent pattern of inconsistencies".

➤ **Driving Force**

People are different in what motivates them in their working lives. People with Expert driving force value Expert Knowledge and Security, while the driving force behind Linear is Power and Achievement. Personal development and creativeness motivates those with expanding driving force while Episodes prefer Variation and Independence.

One of the consequences of these individual differences is that a stable career, which is thought as a dream career for the Expert, can be experienced as a nightmare for someone else (for example, Episodes). To effectively lead and motivate your clients, demands that you have an understanding of these individual differences in their driving force.

Career development however doesn't just mean helping others to understand their driving force and outlook for "success". Career direction is also defined in the organisation. Self-confidence in career terms is not enough for the organisation to be effective, and it is important to examine also the possibilities, which can lead to a career development within the organisation.

	EXPERT	LINEAR	EXPANDING	EPIISODE
Career Direction	Research Lifelong	Upwards Undecided	Lateral and Relateral 5-10 years	Lateral and Unilateral 2-4 years
Driving Force	Expert Knowledge Security	Power Performance	Personal Development Creativeness	Variation Independent
Capability	Involvement Quality Speciality	Leadership Competition Effectiveness	Creativeness Co-operation Wide Capabilities	Wide Network Quick Flexible

➤ **Occupations**

There are many occupations to choose from and not only the client's career direction, but also his interests are very important when s/he has to choose a job. There are also a lot of other things that can be of significance. Ask the client to think what is important to him/her and which occupation has grown and can employ people. To be able to gather information it is recommended that the client visit different companies. In this way the client can show his/her interest to a prospective employer and also ask questions on what skills are needed to be able to achieve his dream job.

When the client has defined his knowledge, capabilities, experiences and interests and also is clear about which occupations can be of interest to him/her, he/she has a starting point to build their future¹.

Examples of different occupations are listed below.

✓ **Administration, finance and law**

Within the areas of administration, finance and law there are many jobs and directions. It is usual to have contact with the general public, authorities, companies and co-workers. Therefore the client must be able to give a service and have the ability to supply information both written and verbally.

Examples:

- Investigation
- Planning or following up an activity, the results and finances

¹ How to help client to define his/her profile? - please go to Chapter III



- Accountancy
- Interpretation of laws and regulations
- Examining applications
- Giving advice and information

A University degree may be required for some of these jobs. For other jobs, such as, secretary, office worker and transport planner, it is often sufficient to have secondary school education or college. Even if a University education is required to work in a bank or in an insurance company, there are possibilities to work there even after college. The international co-operation between countries, organisations and companies affect the tasks in most of the jobs within these areas. Languages and knowledge about other countries and cultures are valuable complements to finance, social science or legal education.

✓ **Building and Construction**

One can choose different jobs and directions within construction. The client must be prepared to move to where the jobs are. This can be home or abroad. It is usual to travel weekly between home and work. For instance the client can build or construct:

- Houses
- Roads
- Railways
- Bridges
- Factories

The client uses different machines and technically advanced instruments. There is also the possibility to specialize within certain jobs directed towards older methods of craftsmen like elements for example; building renovation.

✓ **Computer/IT**

The Computer – and IT branches are dynamic and changeable. They contain an increasing integration of computer environment with telephone and communication systems. In some areas the changes are so powerful that knowledge is out of date in less than a year.

The boundaries between the different jobs are changeable and which job title the clients use can be different depending on his/her place of work. To work with computers/IT often involves close personal contact with colleagues, people who place orders, deliverers, customers and users. There are many different tasks within these areas. For example one can work with:

- System development



- Programming
- Operation – maintenance of the system and network
- Support to the user
- Design long term plans for IT use
- Questions about security
- Web sites development

All sectors of the community need more Computer/IT specialists and communication development demands more and more trained personnel as the IT systems become more sophisticated. This means that highly qualified personnel will be in great demand for many years to come.

✓ **Health/Beauty**

Interest about looking after the health and body has increased. Indications suggest that it will continue to rise. How much money people will spend on health and beauty is dependent upon their disposable income. If the client would like to work with health and beauty he/she must have big interest in people and offer good service. A sense of colour and shapes can be an important quality for some of the jobs within this area. There are lots of different opportunities within this group such as:

- Foot care
- Skin therapy, manicure
- Guidance about training and exercise
- Advice about health and body care

These groups are often small and not much called for. Many are self-employed. This demands an ability to plan, cope with administration and finances.

✓ **Selling, Buying and Marketing**

Whether the client sells cars, flowers, machinery or travel it is important that s/he is sensitive towards the customer's wishes. S/He must be interested in people and aim to give them a service. Those who are buyers or work in marketing must know the market for the goods or service they work with. It is also important to be able to predict changes.



Buying over the Internet is growing and can affect tasks and the number of employees in this area. Especially buying by e-mail (or other on-line purchasing) between companies has increased. When companies can find information and order goods over Internet themselves the sellers' role will be one of giving advice and solving problems together with the customers.

As a seller, there are lots of different areas to work in, such as:

- Selling in a shop or store
- Selling products that the company has made themselves, for example medicine or office machines
- Selling services for example, training or consultancy
- Buying goods or services

The demand for knowledge differs between the different jobs. Branch and Union knowledge is needed for working with the Unions. Higher education can be needed for buyers, those working in marketing and company sellers e.g. a university education with special knowledge in finance.

✓ **Craftsmanship**

Handicraft is often built upon older techniques. The client uses his/her hands and works with different tools and machines. The craftsman is usually responsible for the whole product from raw goods to the finished article. This demands long practical experience to be a good craftsman. Often artistic traits are needed. Craftsmen are usually self-employed. Sometimes they join together and share tools and machinery to keep the costs down. The possibilities depend upon their skills and ability to sell products and services. It is possible to be an apprentice and with time take a diploma. Craftsmanship incorporates a wide range of artistic disciplines requiring a variety of skills and tools.

Different tasks within this area can be to work with:

- Art or metalwork
- Reupholstering
- Handicrafts
- Bread, biscuits and cakes

✓ **Hotel, restaurant, industrial kitchens**

Within hotel and restaurant there are a lot of specialist jobs. Common to all is service. Every day meeting new customers and being able to adapt to different situations. This applies irrespective of whether the client works in a hotel, school canteen or a pizzeria. Some jobs within this area are:



- Service on a ship
- Cooking
- Receptionist in a hotel
- Look after guests at a conference
- Give tips about wine in a restaurant

Work in a hotel can be variable. A waiter can stand in as a receptionist, and a receptionist can also help with serving food or cleaning rooms. After basic training there are good possibilities for further development within this area. The need for staff varies between different towns and seasons. The last years have seen an increase in demand.

✓ **Health and Medical care**

This involves everything from examination, treatment and care, also preventive care. Health and medical care isn't only restricted to hospitals. The client can also work in a clinic, an old people's home, companies, schools or private clinic. Doctors and other nursing staff can also be connected to companies that hire out personnel to different medical institutions.

Within the health and medical care area the client can work with:

- Examine and treat patients
- Train people with restricted movement
- Test aids for the handicapped
- Work with medicine
- Give advice about diet and health
- Help people who have problems with speech, sight or hearing

✓ **Industrial production**

The production industry produces goods based on raw and refined goods. The products that are made are becoming increasingly complex. The workers do not just deliver bearings but a whole steering system whereby the bearings together with the electrics are included. Computer controls nearly all the manufacturing. A lot of machinery is computer controlled. Machine operators often have programme knowledge. The process operators watch and control the process with a number of computers in the control room. The organisation at the place of work is often a self-governing group with a wide variety of tasks and responsibilities.



Examples of tasks within this area are:

- Supervise and look after machines
- Electronics
- Carpentry
- Welding
- Supervision of industrial processors

✓ **Installation, operators and maintenance**

This area comprises many types of branches and trades including, electricians, machine operators, transport mechanics, building technology and others. Many can work with production as well as either service or consultancy.

Examples of tasks within these areas are:

- Repair cars and other machines
- Look after buildings
- Fault finding by computer
- Supervision of construction
- Different kinds of installations

The environmental and energy-saving demands produce jobs such as re-building, modernisation, installation and administration of a more effective heating and cooling ventilation facility. The care of heating and building technology lies more in the hands of the specialists. It is becoming more essential for people with electronic skills to repair machines.

✓ **Culture, Media, Design**

Creative and constructive tasks are common for a lot of jobs in culture, media and design. Tasks within the area can be, for example:

- Photography
- Write manuscripts
- Sing on a stage in front of people
- Design advertisements



- Painting
- Work with technology for a film or TV programme

As far as culture is concerned the client can work as part of a team with the production of a theatre play. Others work alone – this is usual among writers, translators and artists.

For a lot of people it is a dream to work with culture, however it is very competitive, not only over training places but also for a permanent job and temporary assignments. The independent artistic jobs demand not only talent but also persistency. In some cases, even after a long training, it can be hard for the client to support himself/herself.

Public ventures play a big part for possibilities for working in a library, theatre, and radio/TV and with artistic ornamentation. The demand for designers and services within advertisement vary depending on the financial development. Design has become more competitive and is calculated to produce more possibilities in the future.

✓ **Environmental conservation, health safety and refuse**

There are lots of different jobs within the environmental and health sectors. In some jobs the aim is to produce a good working environment. One surveys the risks and problems and suggests a solution or control that the working conditions meet the demands set down by law. If the client works with cleaning or laundry, it is the environment at a place of work, in other offices and in the home that they can change. In other jobs one can work with:

- Care and protection of nature
- The supervision of air, water and land
- Supervision of industry
- Work with the conditions of environmental dangerous facilities
- Control of provisions
- Animal protection
- Refuse, for example, re-cycling, sanitation, refuse collection and sorting of rubbish

The demand for training varies. A university education is needed to work with environmental conservation, health safety and working conditions. This effectively means having a wide knowledge, and as a rule, education in natural science, technology, finance, law or information combined with training in environmental conservation. For sanitation and cleaning you usually receive training at the place of work. An awareness of material, new technology and working methods is needed.



✓ **Nature Industry**

The combined occupations within agriculture, forestry and horticulture can commonly be called the green sector. Another common trait is that the employed usually work close to nature and often use his/her hands and body. Many of the occupations within agriculture and forestry have changed due to newer technology. The working conditions have become better, machines do the heavy work and computerisation has given more qualified tasks.

Examples within these areas are:

- Looking after animals or advising on agriculture
- Working on a farm with animals, machinery or horticulture
- Working with horses or pets
- Planting or felling in the forests
- Care or planning of gardens
- Research and development within agriculture and forestry

✓ **Scientific work**

Scientific knowledge is asked for in the community. For many tasks, to have knowledge from other areas can be an advantage. Collaboration is increasing between biologists, chemists, engineers, technicians and computer specialists. Environmental conservation, production of medicine, the manufacture of produce and refining of raw goods are important areas. Research in these areas is going forward, for example in microbiology and genealogy, which means that many of these jobs change when further knowledge gets a foothold.

The main tasks in these areas are:

- Research
- Development
- Training
- Investigation

Many scientists work as researchers or teachers at a university. Within the health care there are hospital physicists who have the responsibility for giving patients radiation. Biomedical analysts examine test results. Toxicologists study the causes of cancer. Biochemists, microbiologists and pharmacologists do research to find new or more effective medicines. The physicists have tasks in industry meanwhile the geologists knowledge is needed when building roads and tunnels.



✓ Pedagogical work

The teaching profession is one that is constantly changing. One has to be prepared the whole time to learn new facts and teaching methods. With these subjects as a foundation one adapts the teaching to the different pupils' prerequisites. As a teacher the client can work with all ages, from the youngest children in nursery school to adults in colleges, high schools and universities. The profession involves working independently but also being united for the responsibility of your pupils' development. Tasks that form part of a teacher's working day can include:

- Teaching
- Planning lessons together with your team
- Administration, for example, a budget for textbooks
- Working with distance studies via Internet

✓ Social work

There are a variety of jobs in the social area. With social work the clients help and support people in their lives different events and situations.

Some examples of the tasks can be:

- To give help, support and care to the elderly or handicapped
- Take care of small children while their parents are at work
- Make sure the prisoners in the prisons are under supervision and they receive rehabilitation to be able to take their place in society
- Work with family guidance
- Work with addicts or teenagers in need of help
- Work in a social office e.g. providing financial aid to residents in the community or on welfare problems within families
- Work at a youth club or as a teacher's assistant in a school

Even the religious calling is included in social work. Priests give advice and help to members of the parish, like deacons, who among other things work with people who are vulnerable.

✓ Security work

There are a lot of different directions to choose from within security work. The client can have a job that prevents crimes or deals with accidents or investigates crimes once they have happened.



Within the areas of security one can work with:

- Guarding buildings and people
- Fire prevention
- Rescue work
- Airport control
- Coast guards

The work involves contact with people and co-operation with different professional bodies. For example, police, customs, coastguards and airport control working together in a fight to combat smuggling and terrorism. The demand for different types of security increases in the first place in cities and urban regions. On account of developments in technology concerning burglar alarms the increase in the number of jobs for security guards is not worth mentioning even if the security market shows a steady increase. Due to development in technology within the whole security branch the tasks for security guards will be more advanced. In the future higher demands will be put on the guard's language skills, technical knowledge and flexibility.

✓ Technology work

The growth of computer and electronic elements within technology continues. Technology in goods/service is adjusted more and more to meet the needs of the respective customer. This places more demand for flexibility, customer analysis and production planning. The technicians develop a dialogue between customer and supplier; there isn't any more a universal product.

There are a huge number of engineering directions and in most of them it is possible to specialise in, for example:

- Working with construction
- Production planning
- Quality control

✓ Transport

The transport area employs people at many different levels. The rapid development with computer and information technology affects even the transport business. Technology has given new possibilities for planning transport in a more effective way. At the same time the demand for quicker and more precise deliveries has increased. Travel and transport is going on 24 hours a day. Within the transport business the client can work with:



- Haulage
- Railways
- Shipping
- Flying
- The substance of the trade changes at the same rate as technology develops. There are always new information and communication systems, which means more demands are put on being able to understand technology, languages and computers. By using computers the jobs have become more effective and qualified for chauffeurs and warehousepeople.

The necessity for more transport is growing and there will be a continuous need for drivers.

➤ **Future jobs**

New developments in technology, for example, within the computer and biotechnology branches will produce new jobs for the future. Also within the environment and tourism there is potential for new jobs. The unions are trying to use these possibilities for employment by supporting the research and development of new technology.

➤ **Alternative ways to join the labour force**

There are many ways to obtain the qualifications the client needs to assist him/her find a job. One way is to develop proficiencies in a particular area as against undertaking academic education. Practical skills are valuable in the real work environment and the client could pursue such competencies to meet company needs.

• **Training agreement/Apprenticeship**

Training agreements are a good way to be able to combine work and study. This type of education has a long tradition and is a way towards employment. Training activity develops all the time and also contains financial help. Training is suitable for both young and adults. It is tailor made so that it suits both the employer's and employee' needs. The training is equal to the other types of training and aims for basic – trade – or special exams. The training agreement presupposes a work place for the training. The Training centres and Job Agencies help with these arrangements. Both the student and employer can turn to them for help.

• **European projects within the Leonardo da Vinci program** aims to improve the vocational training and this is of principle interest for the client as an apprentice. About 250,000 young adults use this programme every year.

The goals for *Leonardo* are:

- To develop a common European policy for vocational training,
- To promote exchanges for students, trainees and apprentices,
- To be able to go over the boundaries in vocational training



- **To collect experiences in a meaningful project – European voluntary service for youths**

The European voluntary service is aimed at people between the ages of 18-25 who would like to work in a community project in an EU country for 6 to 12 months. The volunteer can be engaged in social or cultural projects or environmental projects and at the same time gather valuable experiences of working abroad. It doesn't cost anything to take part. The volunteer also receives pocket money and free lodgings plus a diploma. Have in mind that this is more practical experience than real work. It is good adventure for students and youngsters but being volunteers they do not get paid.

➤ **Terms of Employment**

There are two main types of employment, permanent and temporary. The latter can be of many kinds with different conditions.

- **Permanent** – nearly always the safest type of employment. The hours and working conditions for temporary workers should always be agreed at the beginning between employer and employee.
- **A temporary post** can be of the following type:
 - **Deputising** - A post during a certain length of time to replace a person, who, for example, is on holiday, is sick, taken leave of absence or in some kind of training. A deputy must be instead of a particular person or service and the deputy is employed until the "right" person takes over.
 - **Probationary employment** - employment for a limited time, but not more than 6 months. This applies when it is unsure if the person has enough knowledge or can cope with the tasks involved. When the probationary period is over this usually leads to a permanent position, unless the employer or employee decides otherwise.
 - **Project work** - employment during a certain length of time to work solely on a specific project. Employment ends when the project is finished.
 - **Extra worker**- when someone is employed for a certain length of time to help clear the backlog of work.
 - **Seasonal work** –this is for a limited length of time, depending on the job. Certain types of jobs can only be carried out during a set time, for example, apple picking
 - **Practical work** – when someone carries out the practical part of his/her training at a place of work. This does not encompass the same job security as temporary work.
 - **Candidate post** – is a training and educational period which leads to a permanent job. This is usually for newly qualified students from college. Most of the training course is aimed at the practical side but also has a little theory. This is normally a permanent post.
- **Job Sharing** - two employees share one full-time post
- **Contract Service** - individual undertake a task or service on behalf of a clients or client



➤ **Recruitment Agency**

The demand for more flexibility is one of the reasons that this type of agency has increased in number. The idea of these agencies is to hire their personnel to other companies, who need help during long or short periods. The development hasn't been free from problems. Many of the people who work for these types of agencies have an uncertain situation with uncertain income. The possibility to be able to hire in people has caused problems for the people who already work for the company which hire in help. In some cases they have been made redundant in order to hire in other people. As these agencies have a high turnover of personnel, it is not often that they belong to a union. The nature of the branch means that the employee performs work for the company, which they do not belong to; this adds considerable complications for the unions.

The nature of the branch means that the employee performs work for the company, which they do not belong to; this adds considerable complications for the unions.

More and more people have temporary employment, work on projects, or are employed only when needed. Some others work for the Temporary Agencies. One can see even now that a big part of the work force doesn't have a contract of employment, and this is more common among younger people.

2. THE ACTION PLAN

With career development it is important that the client has a clear and structured picture of both himself/herself and their future. By drawing up a clear plan of action the client can take fate by the hand. He/she also receives the insight required for motivation and driving force.

The plan of action helps the client not to end up in a downward spiral, but to actively work towards a positive future. It is also easier to cope with changes, despite being difficult at first when he/she has a goal in mind and a clear plan of action.

Increased awareness and insight of the professional and personal resources plays an important role whereby the client forms a plan of strategy to be able to join the work force. The help that a consultant ought to offer his client is, amongst other things:

- Knowledge and training that makes it easier to look for a job
- Individual coaching
- Personal strategy and plan of action

The plan of action contains concrete proposals regardless of the clients final option be that to seek work, study or start his/her own company. By drawing up a clear plan for the future this helps the client to see more clearly how to reach his/her goals. With a defined goal in mind and ways to reach it incorporated in a time plan, the client has a checklist that always leads towards the future. The course of action that needs to be taken varies depending on the direction the client has for his/her future.



Below are examples showing how a plan of action can see out aimed at employment, own company and studies abroad.

a) Employment

Ask the client to make contact with the business, and ask how important interests, qualifications, experiences and education are in the business. S/He gets a more focused picture the more people he/she contacts. Put together the business' picture of what co-worker should be like.

Ask the client to compare the businesses with his KCEI (Knowledge, Characteristics, Experience and Interests). If he/she is interested in the business it is natural to find valuable common interests. If education is important for the business and the client want to study, whose decision is it, where and what does he/she want to study? It is important for the client to find out what the business' requirements are if s/he wants them to hire him/her.

If the client set realisable goals something interesting will happen! The client will notice that suddenly he/she will meet people, read articles and visit interesting sites on the Internet, which will literally take him/her to the goal. S/He could experience the same things without a goal in mind, but s/he wouldn't and will be totally unaware. If the client knows what the expectations are it is easier to do that little extra and achieve more than what is expected.

What shall the client do?

Which sizable goals does the client have (work, study, start my own company)?

What are the client's part goals?

How shall the client do it?

What does he need to do to reach his goals?

When shall he do it?

When shall he start?

When should he be finished?

When should he reach his part goals?

b) Start my own business

The advantages for the client of having his own company are that s/he can come and go as he/she wants and make his/her own decisions. There can be times when the client feels alone in making difficult decisions and the questions go round and round.

To start a business the client should be aware of his/her abilities to cope with such initiative and has a basic knowledge and idea how the business has to look like. The last can be summarized in the so called "business plan". It is a document that describes the company's business, its surroundings and its financial situation. By using a business plan, one could easily achieve simultaneously the following:



1. put in order all his/her ideas and things omitted during the planning stage
2. answer to some questions, and
3. clarify issues that he/she would not have even thought of before

The size of a business plan can vary – from a few pages for a little company to a thorough and sizable document for a large company.

Tip off the client not to make the mistake of trying to draw up a business plan by what s/he thinks the financiers will have. The main thing is that s/he does it for his/her own sake. The best way is to start with his/her own convictions, ideas and visions – but be realistic. The business plan should hold up to a proper scrutiny. For more information about starting up a business, and how to prepare business plan please see www.careercenteronline.org

c) Further Study - at home or abroad

The consultant should assist the client identify their training needs and progression opportunities. In many case such training and education will be availed of locally vocational education agencies, third level institutes or private providers. Important consideration are the quality and reputation of certification on offer, cost involved, travel etc.

Today we live in a globalised world and it has become even easier to study and work abroad. To study abroad is enriching both for the client's personal development and his/her career. To a great extent employers ask for people with specific knowledge and language and with an international academic education behind the individual, the client is more attractive to the work force. The client even has the possibility of binding international contacts that can be useful in the future. On a personal front the client has the chance to experience a new culture and new surroundings, and have friends from the four corners of the world. The time spent studying abroad is a valuable experience and a memory for life!

- **Why the client might study abroad and not in his/her own country?**

There are many reasons. Maybe there isn't the type of education that the client has chosen in his/her own country. It is important to think about what they will do after studying. For example, if the client studies law in France s/he stands a good chance of getting a job there, but his education is probably not recognised in their home country. If the client is interested in working abroad there are other alternatives, such as, voluntary work, youth exchange and other mobility programmes.

- **What future plans does the client have? What does s/he want to be?**

There are a lot of educational areas to choose from. One ought to choose an area and this makes it easier to seek the right training. It takes time to find information and demands a lot from the client so that s/he can go further. What will the client study? (Languages, vocational training and something else?). As a rule the quickest way is to register for a language course. If the client is planning to go to college or university s/he may have to plan one year ahead. The university student counsellor will have more information on this. Sometime guidance



services at local level provide services to universities in terms of specific guidance or course enrolment / registration procedures.

- **Where the client could study.**

The choice of country often depends on how good the client is in that language and as a rule s/he must be able to show this, by a language test, that they understand the language and have sufficient knowledge to be able to take part. Exceptions are language courses. The client can study these programme starting at novice or advanced levels.

- **Where could the client live and work after training?**

If the client is planning to live abroad it can be a good idea if he/she receives training in the country that he/she will live in. If he/she wants to work in his/her own country it is important that s/he, in advance, find out what does his/her education cost. Talk to the actual university, training college or the local Job Centre about this.

- **How has the client thought to finance his/her studies?**

Many look at all the scholarship funds that are available. There are scholarship handbooks in the library and one can look at the scholarship guide on Internet. The client can also look at the so-called NARIC-database <http://www.enic-naric.net/> to see what his/her college education is worth in the respective country. There you can also read the most common questions and answers about "studying abroad".

- **Think about**

For studies of more than three months in EU/ESS-countries the client will need a residence permit. S/He applies for this in the country where s/he would like to study. (Citizens Europe and the respective country's embassy have this information). For studies in a country outside EU/ESS the client must be aware that a visa is required. This is applied for at the embassy of the country s/he wishes to study in before they leave.

d) Cross-border employment

To be able to make a well founded decision concerning the cross- border employment, the job seeker and employer should seek advice about practical, legal and administration question they may have. The EURES-portal for cross-border employments contains information that is intended to give help and support for people wishing to move to another country or find personnel from another country. <http://europa.eu.int/eures/index.jsp> Another link for studying abroad is: <http://citizens.eu.int>

e) Other options:

Clients may also choose other options for personal development such as evening certificate or degree programme, distant learning, online course, work-based staff development programmes, day-release or block release training options etc.



Searching for a job information resources

The chapter " Searching for a job" aims at introducing the features and elements of the process of searching a job. First of all, it gives general information about the main and most popular means of conducting a job search. It is an essential element of the whole process of consulting and supporting the client in a friendly and relaxed setting to find the best job. Consultants are those who guide the client by means of providing appropriate information resources, practical and theoretical examples and useful pieces of advice. Afterwards, there is a detailed presentation of the main resources of information concerning job search: printed materials, job searching agencies and Internet. It also includes contributions to a better topic and offers the consultants the opportunity to get a realistic view of the job searching process. In this way, after conducting a fruitful search, the client may make the next step in the process of finding and starting a new job, namely the application itself, which is the subject of the next chapter of the manual.

After presenting the main career planning strategies, now it is time to concentrate on the topic of where to look, what steps to initiate in order to find a job. The current chapter aims at introducing the features and elements of the job searching process. First of all, it provides general information about what the main and most popular means of conducting a job search are. Then, there is a brief description of what does "job search" means and how should an effective job search be conducted. Then follows a detailed presentation of what the main resources of information concerning job search are: printed media, job searching agencies and Internet. There are also examples contributing to better understanding of the topic and offering the client an opportunity to get a realistic view of the job searching process.

1. TECHNIQUES AND PROCEDURES FOR INFORMATION RETRIEVAL IN THE JOB SEARCHING PROCESS

Talking about the information retrieval concerning job search, we could state with several basic ways to do research:

- Investigating printed and electronic resources (mainly newspapers);
- Using the services of recruitment agencies;
- Accessing information on the Internet;
- Networking with contacts for subjective information and outlooks.



The client should be engaged in all these activities, so as to ensure his/her final outcomes of the job search. Their simultaneous use will enable him/her to form more reliable conclusions, because different sources of information complement and enhance each other.

2. WHAT A JOB SEARCH IS?

Searching for a job is among the most important steps within the whole process of helping a client to find a job.

Because quite a big part of a job search campaign is focused on details, it is useful to look at it as an entity and to keep the overview of the whole process. There are several key concepts to help the client develop and keep a positive, productive perspective on job search.

- The effective job search is not predictable series of exercises to perform.

Although there are well-defined steps to a typical job search, every individual implements different approaches and strategies. It is important to know that there is not a single, scientific way to carry out an effective search, because the latter involves engagement in strategic variety of activities that are conducted simultaneously.

- Job search is a process, not an event

The client should learn to perceive the job search as a process. There is a need to plan its pursuit over a significant span of time. The process should be kept open-ended; there is no need to put self-imposed deadlines.

- The attitude of the client towards the search process influences the outcomes

Make your clients focus on finding the way to the ideal job, the one that corresponds to their interests, abilities and skills, aligns with their career values and suits their personal style. S/he should evaluate every opportunity in the context of the career plans and how s/he envisages them currently.

- What matters most is the client

Do your best to confide clients that the most important key to the ultimate success is themselves. Make him/her feel valuable, enumerating their merits, do not allow him/her waste emotional energy and time to compare with others.



How to Conduct an Effective Job Search

How prepared is the client for planning and conducting an effective job search? Successful job seekers must have both good information and well-developed job hunting skills. There are three **important factors for a successful job search: understanding of the labour market, a well-planned job** search campaign and awareness of the goals and skills.

The following steps are used to conduct an effective job search.

STEP 1: Self-Assessment¹

The client should be well aware of his/her values, interests, skills, accomplishments, experience, and goals. Though it is a time-consuming process, self-assessment provides invaluable information to facilitate career decisions and future steps in the process of finding a job. The awareness of the values will aid the client in exploring his/her career goals and attaining greater satisfaction. Interests are closely related to values and frequently trigger skill development. They are identified as enduring themes in life-activities that persist throughout life.

Another key to a successful job search is to help the client recognize his/her positive skills. Some of the most marketable skills are those which are useful in a wide variety of work environments. These are known as transferable skills. For example, the ability to write effectively, communicate verbally, and use word processing or database software are valued skills in both private and public sectors. For detailed information on the topic of self-assessment and the closely connected with it assessing methods and tests, please go back to chapter 3 of the current manual.

STEP 2. Research and Explore Career Options²

The next step in the job search process is to explore the “matches” between the identified skills, interests, and values and the demands of career fields and organizations.

STEP 3. Choose a Career Field, then Target Employers

After thoroughly researching possible careers/jobs, several field options will emerge as most realistic and attractive. These options should become career for job search goals. It is probable that no single career will have the potential to utilize all skills, allow development of all interests, and incorporate a value system completely compatible with that of the client. Therefore, try to help him/her target a career field that will satisfy some of their high-priority needs.

¹ See Chapter III – Developing the client's profile: methods and tools

² See Chapter IV – Career planning strategies



STEP 4. Plan and Conduct Job Search Campaign

Next, help the client establish a target date for getting a job and decide how much time can be devoted to the search. Some individuals believe they cannot afford to take time from their studies or a demanding job. The greater number of contacts and interviews a job seeker has the greater the number of job offers. Therefore, it makes sense to use multiple strategies.

3. JOB SEARCHING AND DIFFERENT MEDIA

Before you turn the attention of the client towards each of the methods for searching for a job, make a small but thorough presentation of the existing practices in general. Do not forget to mention the traditional ways of searching for a job that sometimes are disparaged but it is good to keep an eye on them when planning a strategy. Then, pay special attention to the advantages of Internet in this process.

So, you could start with presentation of the mass media.

Media does not stay away from the whole process of job searching and in fact plays a specific and important role in establishing and maintaining relationship between job seekers and employers.

Newspapers:

Printed media is perhaps the most popular source for job searching. It is an easily accessible and comfortable way of finding the necessary information concerning job opportunities.

The first thing the job seeker should do is to understand the nature of the advertisement or to try to find out what does it actually mean. In most of the cases this is not a difficult task, but sometimes there are tricks of the trade that are to be watched out for. In general there are clues about what kind of company is offering the job and what exactly they are looking for. The first indication is the chosen media and the way the ad looks.

The easiest to spot are the ads of the proper old-fashioned established companies with secure jobs. They are published in such a manner as to be noticed easily. The contact person is presented with his/her title, the name of the department, along with a precise job specification and clear application instructions. The situation is almost the same with vacancies in government and official bodies. Their ads carry the logo of the organization and frequently there is a little strap-line providing information about their specific characteristics.



Whenever a fancy display box with a flashy logo appears, this means that someone is trying to impress the job seeker. The reason could be either because they are doing really well, or, on the contrary, that they are showing off to the competition.

Sometimes, the job seeker may see a job advertised in a newspaper that invites the applicants to reply to a PO Box number. The first question that may arise is who these people are and what do they want to hide? These two questions make a lot of possible applicants simply discard the opportunity of applying to these companies.

- Knacks to understand the actual meaning of the advertisement

Please, pay special attention to the importance of getting the real meaning of the advertisements. To this aim, you should prepare and find additional information from different sources. Then, teach the client how to “decode” the information presented in the ads.

There are a lot of classified ads for job openings in the paper every day. But what do all those ads really mean? This guide will help interpret some of the most common things, and also understand more about how the process works. Here is a list of several examples of job ads for different types of positions:

Marketing

Our sales reps earn over \$60,000 per year and more! If sports motivate you, you may qualify for our:

- Generous Benefits
- Free On-the-Job Training
- Opportunity to Travel
- Be Your Own Boss

If you're tired of everyday routine and need a change, call John Smith at the Holiday Inn on Friday, July 28, at 555-1121.

How to Read it:

Most jobs that sound too good to be true are just that: not true. When checking out this ad, ask questions, and don't be pressured into any commitment.

Notice that no company name or location is given, and you aren't told what the company deals with.



PEOPLE POWER TEMP

Long and short assignments. Pay the same week. No FEE. Call for appointment 555-1121.

How to Read it:

Temporary employment services can be a good way to get work experience. Consider only those where the employer pays the fee.

Electrician's Helper to pull wire and assist journeyman. Apply on July 10 at 42 Allison Avenue between 9 and 12 Noon. NO PHONE CALLS.

How to Read it:

Restricted hours for application can mean that promptness can be a way of beating the competition. Be there early, prepared to complete an application and dressed appropriately for work. If you're late, the interviewers might not be available. Do not call on the phone.

Receptionist—F/T, word processing, computer skills req'd., exp. pref.; salary low teens, good bens, send resume to Box 16409 C/O this paper by August 23.

How to Read it:

This job will require you to work at least 40 hours per week. You must have good word-processing skills to get this job. People who have held receptionist jobs in the past will be considered more competitive.

Pay for this job is not very high. Be sure to find out what the "good benefits" are before accepting the job. Giving the box number hides the name of the employer. These newspaper "blind box" names are well protected; there's no regulation requiring their release.



Sandwich Maker—Apply in person only. Mr. EATS, 2702 Fastfood Blvd.

How to Read it:

Don't call the employer. Walk in at a time the business is less likely to be busy, such as first thing in the morning. Wear the appropriate dress for work when you apply, and be prepared to start working right away.

Travel Careers

The travel industry will continue to grow in the future as more people travel!

Thousands of jobs are expected to open up for those people with the right training. You too can have a glamorous career in the travel industry as a flight attendant, travel agent, ticket agent, or reservations clerk. For more information, contact Mr. Lookout at 555-1121.

START YOUR NEW CAREER TODAY!

How to Read it:

This job doesn't mention a specific job opening. Since it mentions training, it's probably a school looking for students.

SPECIFIC CODE PHRASES

When presenting to the client the main topics concerning advertisements, make him/her acquainted with some specific code phrases. It is important for a job seeker to be familiarized with the specific way of writing, inherent to some job advertisers. They have developed a code system that they think the rest of the readers will not decode. The following list provides a general overview of the code phrases, used by these employers. It does not suggest that whoever uses them is trying to mislead the job seeker. Here are some of the things an employer may state as "requirements ":

• **Self-starter**

This means that either the applicant will be the only one in the office who really works, or the jobs is on a low basic wage with commission provided one works very hard.

• **Good organizational skills**

It usually implies tackling with a lot of filing. Sometimes, instead of "good organizational skills" is used the expression "well organized and efficient".



- **Sense of humour**

This could mean that if you are too serious person you might encounter difficulties in that company.

- **Enthusiasm more important than experience**

Usually this means that you`ll have to learn fast and that the job does not require high competence. The wages in this case might be low, "taking into consideration the lack of experience".

- **Able to work on own initiative**

The meaning of this code phrase is that you`ll have to take decisions and to work without supervision.

- **Low boredom threshold**

It may mean exactly the opposite of what it says. You might be exposed to monotonous and unvaried rhythm of work.

- **Good communicational skills**

Most likely the employee will have to meet a lot of people in his/her everyday routine or will work in the department, dealing with customer complaints, or on the customer help line.

- **Enjoys challenges**

Sometimes you will have to work the whole day and sometimes will require staying after work. It is important to pay special attention to the wages when such code words are used in the ads.

Here is also a brief guide that provides the true, between the lines meanings of often-used phrases. It is useful for the client to be acquainted with them all. They may be of immense help to him in deciding to navigate the deceptively simple world of recruitment advertising.

- **Entry Level Requirement**

You will not be paid very well and made to do a lot of work. We are actually looking for a courier boy, but even they have standards and wouldn't condescend to look at the amount we are offering. And 'Executive' will sound so much better on your visiting card!

- **Entry-level position in an up-and-coming company**

You don't need to be very qualified to do this job and your salary will be proportional to the quality performed.

- **Urgent Requirement**

Maybe the previous person is serving the last day of his notice period. The employers are in a hurry to find a new person, so sooner you apply, better chances you have!



- **Must be deadline oriented**

You must be able to meet deadlines. This could mean flexible working hours and a considerable backlog of work.

- **Duties may vary**

We don't have a job description for you at this point. You`ll have to execute variable tasks from different departments.

- **At a fast paced environment**

They will expect you to introduce yourself to others once you join and to adapt quickly to your new duties.

- **Fun Work Environment**

Expect a non formal working environment and may be a bit non-traditional behaviour.

- **Professional Atmosphere**

You need to respect the company policy and to dress accordingly.

- **Competitive Environment**

Be ready to work in a dynamic company where you`ll have to perform a high quality work in order to fight serious competence.

- **Competitive Salary**

Your remuneration will be measurable to what you would get if you worked for our competition.

- **Other benefits**

YFor some employers extra benefit might mean the new computer that you work on. That`s why you`d better clarify this matter since the beginning.

Range of benefits

Ask from the beginning what your employer exactly means by range benefits. Some companies offer car, mobile phone, health insurance etc.

Examples of job ads:

Here are some examples of job ads taken from different sources: Internet, newspapers.



Example 1:

Technical writer

Position: contract for 3 month

Location: London and / or Dublin

Start Date: ASAP

Salary/Rate:

Agency: Essential Data Corp.

Contact: Thomas Walsh

Must possess strong Microsoft Office skills, with strong technical and procedural documentation.

Experience in the Financial or Insurance industries. Client is an international reinsurance company.

Date of posting: 27 October 2003

Example 2:

Home Search Jobs My Monster Career Centre Help For Employers



Refine Search With Additional Key Words:

[New Search] [Tips on Searching]

Related Features – Monster Communities
Technology
Latest issues, expert help & more...

Jobs 1 to 7 of 7 Show Jobs Posted:

Date	Job Summary	Company	Location
Jul 14	<p><u>Junior IT Programmer</u> Location: Chelmsford Hours: 9am to 5pm Salary: £15,000 Qualifications: BSc Computer Software Development or equivalent A local insurance company are seeking to increase their development team and are ...[more]</p> <p>Job Type: Permanent Job Status: Full Time Salary: 15,000.00 GBP per year</p>	Employment Bureau APU	UK-ANGL-Chelmsford
Jun 29	<p><u>Software Engineer – CAD API Support</u> JOB TITLE: Software Engineer – CAD API Support LOCATION: UNITED KINGDOM, Cambridge, England COMPANY INTRODUCTION: SolidWorks Corporation, a Dassault Systèmes S.A. (Nasdaq: DASTY, Euronext Paris: #1306 ...[more]</p> <p>Career Level: Experienced (Non-Manager) Education Level: Bachelor's Degree Job Type: Permanent Job Status: Full Time</p>	SolidWorks	UK-Anglia
Jun 22	<p><u>Graphic designer</u> A leading Cambridge Technology Company, seeks an in-house graphics designer for our European marketing team, based in our Cambridge headquarters. We are looking for a creative individual who is self-m ...[more]</p> <p>Career Level: Student (Undergraduate/Graduate) Education Level: Bachelor's Degree Job Type: Permanent Job Status: Full Time</p>	Company Confidential	UK-Anglia



Example3:

ACCOUNTANT / ref. No.

Requirements:

- university degree in Accounting or finance
- min. 2 years of experience
- good knowledge of Bulgarian Accounting Standards
- very good PC skills
- ability to work under pressure, good communicational skills

Please, send your CV and a photo to the following address:

Sofia, 35-37 Klokotnitza street, entr. G app. 51

Or e-mail: annaradul@abv.bg

To apply on-line, please visit www.jobtiger.bg

Example 4:

TORO GROUP S HR AGENCY IS LOOKING FOR
A SALES MANAGER BASED IN VARNA

OUR CLIENT IS AN INTERNATIONAL OPERATING PRODUCER OF HIGH QUALITY CONSTRUCTION MATERIAL WITH HEADQUARTERS IN GERMANY AND HAS 14 LOCAL OFFICES IN EUROPE

Main responsibilities:

Contracting planner, architects, construction material dealers, DIY –stores, construction companies, public authorities; creating dealers network; placing our products in project tenders and follow up with technical support; participation in exhibitions; supporting our Bulgarian director.

Requirements:

Minimum 3 years of sales experience, preferably in the field of construction business.

Technical university degree would be an advantage; driving license; good English language skills; PC knowledge in Excel and Word; Flexible, mobile, committed and loyal; highly motivated in taking care and developing business at the Black Sea area; self initiative and strong in convincing people.

The company offers:

Fixed and variable remuneration system based on own success; company car; company mobile; team member of an international expanding German company with good development potentials on the Bulgarian market.

Contact information:

Maria Simova, phone: (02) 963-38-58, 963-04-47; e-mail: hr@torogroups.com



- Choose the best advertisement for the desired job

It is very important to assist the client in choosing the best advertisement. But what does the “the best” mean? It could be interpreted in several ways and incorporates various characteristics depending on the point of view.

First of all, the best job opportunity should be one where the personal aptitudes of the client and his specific goals reach their highest point of coincidence. This means that he will have the opportunity to display and apply his specific capacities and skills in the most desired field of work.

At the same time, it is essential to find the best company one that invokes certainty and does not imply ambiguous treatment of the information concerning its advertisement. There is a list of requirements that the company should meet in order to be selected as a possible employer. The name and the address should be written clearly or at least to use the services of a trustworthy HR agency, it would be better if a contact person, as well as phone, fax or e-mail for contact are available. The information concerning the vacant position should be presented simply, clearly and sticking to the point. All kind of abstract and unrealistic job offers are to be discarded as unreliable.

4. INTRODUCTION TO JOB SEARCHING AGENCIES

Job searching agencies are another means of assisting the job seeker in finding work. The newspapers are crowded out with employment agencies tumbling over themselves to find work. It seems very easy to ask one of them to provide you the job that best fits your criteria. Sadly, the situation is not that simple.

Registering with employment agencies can prove very useful in the search for a new job. Of course they may not have any suitable vacancies, but it will not take very long to find this out. In general, employment agencies should not charge the applicant for getting the client a job. However, in many cases they charge the job seeker in order to include his Curriculum Vitae in a certain database that is used when an employer turns to them for assistance in finding person (people) for vacant position(s).

The client should not rely solely on job search for finding a job, and should also try other approaches. It is always of use, if possible, to get a recommendation from a friend or colleague on some good agencies. One should sign up with several agencies, preferably those, which specialize in the field/industry of interest.

The client should contact the agencies before sending them a CV because unsolicited CVs may be filed in the bin! It is definitely an advantage to go and talk to each agency - the best agencies should invite the person to come and meet them. If they specialize in the field or industry of interest they should be able to give some valuable inside information on the state of the job market.



Broadly speaking, there are three types of employment agencies:

- **Job centers**
- **Temp agencies**
- **Recruitment agencies**

Job centers:

They are the most straightforward. How do they usually look like? Basically, the client will see long rows of boards clearly marked with the kind of job they carry. On each board there is a series of cards, containing general information about the available vacancies, which usually contains a description, the hours, the pay and the required qualifications. Also, there are specialized National Job Centers (with Regional offices) where the unemployed is registered and is being paid while looking for a job.

Temp agencies:

The job seeker signs up and the agency finds him/her work with employers who need people on a part-time or casual basis. Usually the pay is not high. The national minimum wage is rarely exceeded unless there are exceptional circumstances or the client is a professional signed up with a specialist agency. It is worth signing up with temp agencies provided that the job seeker has professional skills or qualifications, because in cases of emergency employers will call an agency as soon as they have exhausted their personal contacts.

Recruitment agencies:

In general, there are two main working methods of the recruitment agencies. The first one is where the client leaves his Curriculum Vitae; it is included in a certain database and looks for the kind of position that meets your requirements and capacities. When an appropriate vacancy appears, the recruitment agency informs the job seeker. The second one is based on the following principle: companies turn to the agency so as to find the best candidate for a certain position. The agency conducts the search by itself and offers the employer the list of candidates that have applied for the position (see examples 3 and 4).

There are well known established recruitment agencies that do their best to develop and maintain the best package of services to their clients (companies). Usually, after gathering a list of suitable candidates, these agencies carry out the first level of choosing the best employee. Candidates are interviewed, do tests or other types of exams that check their skills and capabilities. In this way only the most suitable candidates are forwarded to the company.

Some recruitment agencies offer hundreds of exciting opportunities, but when the job seeker enrolls, s/he soon discovers that there is nothing appropriate for him/her. Then s/he asks how that could be? The thing is that these agencies are paid a commission by companies for finding them employees and some of the ads are designed to attract the attention of the employers.



Finding the most suitable way for dealing with agencies is, in fact, an important part of the overall job searching strategy. They should be carefully checked, the job seeker should have a good feeling about them in order to let them keep his details, etc.

One important question concerning the job searching agencies refers to their profit. If the client decides upon turning to agencies, s/he should take into consideration the fact that one of the main goals of the agency is to make money and increase profits. The respectable and professional ones have adopted the long-term strategy that the better their client is looked after, the longer they will stay in business. On the other hand, there are other agencies that do not care about how long they will stay in the business as long as they make a pile of money.

Having in mind all the aforementioned, it is very important to **be able to help the client to select the most appropriate job agency**. It is not an easy task and requires preliminary preparation. It means either to have a list of reliable and experienced agencies or to be able to provide the client with the requirements an agency should meet so as to be recommended and selected as the most appropriate one.

If the client decides to use an employment agency, recommend him/her to follow these **guidelines**:

- Only use employment agencies as part of the overall job search campaign. Since the probability of success through an agency is low, combine this avenue with other strategies.
- Realize that employment agencies owe their allegiance to the people who pay the bills...the employers! That means that the agency is not necessarily concerned with placing the client in a job that best corresponds to his personal skills and abilities.
- If a reputable person at an agency is found, keep him/her in touch. If the agency staff person assumes the client as conscientious, they may be more likely to keep him/her in mind when openings are posted with the agency.

5. INTERNET

Explaining the usefulness of Internet:

Introduce to the client the advantages of using Internet in the field of job searching. It can be an invaluable tool for conducting research. It is very easy to access information online and collect enough of it. However, take into consideration that it is not recommendable for the client to spend too much time surfing the web. Also remind him/her that while it is true that Internet can yield virtually unlimited amount of information, the quality of these resources is extremely variable.



Using the various search engines is perhaps the best way to put Internet into work while conducting the job search. They ensure access to information directories and indexes. Online job search resources include helpful career sites, job listing, electronic classified ads, and as well specific company web sites. There are specific techniques for using search engines in the field of job hunting, among which are the following two:

- *The Search Engine Research Technique:*

One of the most effective elements on the Web is the use of search engines as the starting point for Internet-based research. By using them in the job search, the client not only increase his/her power to research companies s/he is already aware of, but will also find companies (and jobs) that s/he did not know that existed at all. First, use the search engines as a research tool to gather more information about a potential employer that s/he has already identified.

The search may start with searching for the company name. Then click through to the listed site(s) for further information. Keep in mind that many companies also maintain an up-to-date listing of jobs at their site, so this provides you with an excellent tool for finding out about current opportunities. Many companies also maintain a college page to give further information about their entry-level training program. Then the search may be expanded. First, click on the category line under which the company name appears. This will expand out to a full listing of other companies in similar industries.

- *The Search Engine Keyword Technique:*

After the employer name search for specific employers is completed, the client may return to the search engine and perform a keyword search.

For example, if the client is searching for a teaching position in Berlin, s/he does a search for "teacher Berlin". This search will tap into all of the employers who maintain pages containing those keywords.

It could be product pages. It could be press releases. But most likely, it could be job postings on their Web site. And it could help the client in locating employers he might not have otherwise found as one of his/her "name" employers.

Another aspect of the Internet is the **e-mail**, or electronic mail. It is the system whereby messages are sent anywhere around the world within seconds. If the client has e-mail, s/he is a step ahead of the other job hunters who do not have any. It facilitates keeping in contact with the possible employers, enables sending CVs and Speculative letters in a much easier way that the traditional means of communication.

Areas, where Internet can directly help when it refers to job searching:



- **Research** - that is the area where Internet scores the most points over any other aspect. The client should be well advised to take advantage of this means of gathering and sharing information as quickly and easy as possible. Conducting research via Internet has several advantages. In the first place, even the small companies and organizations have their own web site. Of course, most of the things are simply selling stuff, but they usually include a history of the company along with complete contact details and sometimes a list of vacancies. The second useful area lies in the amount of the print media that exists as an on-line facility. Almost every local, regional or national newspaper has an electronic version. Some of the national ones support database for current job vacancies that are updated regularly.

- **Advice** - Internet is successfully used to provide information concerning all type of on-line consulting. Just like in the real life the quality of the advice is variable. The client should be acquainted with the existing career advisers on the net, but at the same time be aware of the fact that they should deal very carefully with such kind of consultants. The best places to go for solid, free advice from career professionals are the web sites run by the major universities. There are special online career centers that assist the applicants with information services, professional advice and recommendations.

A very good example of using Internet for e-consulting and e-learning purposes is the **VIRTUAL CAREER CENTER /VCC/** (www.careerceteronline.org), developed within the framework of the Leonardo da Vinci "Developing Youth Career Services" Project. This www site provides useful information about career development by the use of New Information technologies. It is designed for young people trying to build career but could be also very useful for consultants and trainers working in career centers.

VCC consists of different sections: E-consulting, E-learning, and Resources. There is a special Training center where the user could proceed in all the necessary steps in the process of starting a job: Self assessment – job search – job application – on the interview – the new working place. These modules provide not only theory, but also interactive exercises and tests that efficiently involve the user. Thus s/he acquires easily and in an interesting and attractive way the required skills and competencies, as well knowledge in order to perform successful career searching campaign.

- **Job postings** - whenever the client is looking for a specific job, Internet could become a pretty confusing area. He should be really careful that the potentially addictive nature of the medium does not lead to simple job hunting online. In fact, there are too many vacancies, or "postings", to look at.

It should also be taken into consideration that a great deal of sites simply duplicates the same information. It seems acceptable for certain companies to lift the whole list from other sides and include them in their own sites. And bearing in mind that it is supposed to be the most modern of technological revolutions, there is a great deal of job vacancies that are out of date.



- **Search engines** - these are Internet programs that seek and locate online information about a specific topic requested by the user. There are hundreds of these sites, but the best of them link up with other engines so as to find the necessary information. Usually, the client types a key word or words into a little box, the engines scurry around for a couple of seconds and then a list appears. It includes enumerated web sites, containing the key word(s). Of course, not all of them will be of use to the client. The help menu that accompanies each search engine will advise the user on how to speak to them so they understand exactly what is wanted.

Some sites offer the service for the user to post his/her CV on their pages and they match him/her with an employer. Theoretically, this is a brilliant idea. In practice, however, the user should always have in mind that s/he is one of the thousands, or possibly millions who are sitting at home, hoping that the job of their dreams will simply pop up one day into their inbox. Well, even though it could really happen, it does not have anything to do with job searching, it is simply job hoping.

- **Networking** - is another strength of Internet. If the client is interested in a particular career, or company, then he could turn to the thousands of newsgroups, mailing lists and forums that cover every possible subject one can think of. In this way there are opportunities not only for researching information, but also for contacting other people interested in the area. There is no end of smart ways to receive information, talk to people and ask for advice. The three main ones are the aforementioned newsgroups, mailing lists and forums. Newsgroups do not necessarily bring the latest news. There is a list of every conceivable subject and a group of people signed up to each of it so that they can express their opinions, share information, ask questions and hold a database. As for the latter two, they are pretty self-explanatory terms and not too difficult to get a grip of.

How to choose the best job site?

Before acquainting the client with the best job sites, do not forget to introduce him the so-called "Critical Criteria" for choosing the best job site for the client. Taking into consideration the existence of hundreds of thousands of Web job sites, it may be anticipated that many of them are not very good. The client will spend less time, later, if s/he has chosen well in the beginning. S/He will also receive less junk e-mails, and his/her CV won't come back to haunt them later. Here is a list of questions, which may assist the client in choosing the best job site:

- **Does the site charge him for access to job opportunities?**

Very rarely should a job seeker pay for access to open jobs, online or offline. In general, if there is a charge one can find another site. Some job sites for "executives" do charge a fee, but look for some written guarantees of the quality (and exclusivity) of the opportunities and recent references from satisfied clients before their fee.



- **Does the client have to register a profile or resume before searching through the jobs?**

Be suspicious of a site that does not let performing a job search before registering profile or resume. This should be a BIG red flag that the site is not seriously interested in helping the client find a job, particularly if the site does not have a Privacy Policy posted telling what they do with information. When s/he does find a site where to register his profile, they should provide the least amount of contact information.

- **Is the site easy to use?**

The job seeker should be able to easily find a way to search for the jobs s/he wants specifying the location and the type of job (by keyword or some other method of choosing). And there should be easy-to-follow directions in case of confusion. If the client feels inept or uncomfortable using a site, s/he should not do it, no matter how "famous" or highly recommended it is.

- **Does the site work properly (e.g., job search capability, etc.)?**

For instance, if the search is for jobs located in London, the site should give information about jobs in the London area, if it has any.

- **Does the site have the wanted jobs - the "right" industry, profession, employer and location?**

The name of the site may give a clue about its relevance to the job search. Typically sites offer the ability to search for jobs by location, and they don't usually list a location unless they have at least one position available there (although there are exceptions!). Many sites offer the capability to search through their employer listings or to search for a position by an employer.

- **Are the jobs "fresh" or old? Do a search, or browse through the listings.**

Do the jobs have posting dates associated with them? Have jobs been posted recently? Be a little suspicious if the jobs are undated or if all the jobs were posted "today." Certainly, a job posted last week, last month, or even last quarter, may still be open, and may be just the right job. Frequently, the pricing section will explain how long a job posting will remain active. Job postings are usually purchased for 30 or 60 days, sometimes longer, so that's usually the oldest age of any job posting to be observed.

- **Does the site have a comprehensive, job hunter-friendly Confidential Policy?**

Explain to the client that s/he should always look for a Privacy Policy and read it before registering at a job site! The Confidential Policy should disclose the information that the site collects and what they do with it.

- **Are most of the jobs posted by employers or agencies acting on behalf of employers?**

In general, jobs posted directly by an employer are preferable because the job hunter will be dealing directly with the people who can hire him/her. Additionally, if an agency sends his/her resume to an employer, s/he may be at a competitive disadvantage in comparison with a direct applicant. The applicant who is provided by an agency will cost the employer more to hire (because of the fee paid to the agency to find the applicant)



than an applicant who comes to the employer directly, even if the salary is exactly the same for both. So, all things being equal, the direct applicant will more likely be hired than the agency applicant will. Of course, it's not always possible to work directly with the employer because some employers want anonymity for competitive reasons and other employers don't have the staff available.

To sum up the chapter, it may be pointed out that the job search is an essential element of the whole process of consulting and supporting the client to find the best job. Consultants are those who guide the client by means of providing appropriate information resources, practical and theoretical examples and advice. So, they can be well aware at least of the main HR agencies, newspapers and web sites, providing job offers and HR services in the region they work. In this way, after conducting a fruitful search, the client may make the next step in the process of finding and starting a new job, namely the application itself, which is the subject of the next chapter of the current manual.

List of good job searching engines:

A list of good and useful searching engines in the field of Career development, education and training, job-seeking sites, sites about e-Consulting and many others COULD BE FOUND IN THE "RESOURCES" section of the Virtual Career center (www.careercenteronline.org).

For more info:

- A. H. Gort - Job hunting, Harper Collins Publishers , 2000
- Ken Lawson , Martin Yate(foreword)
- Guide to managing your career, A dorling Kiundersley book , 2000
- www.collegerecruiter.com
- www.myjobsearch.com
- www.bradleycvs.co.uk
- www.people-one.com
- www.job-hunt.org
- www.collegeview.com
- www.collegegrad.com/jobsearch

Applying for a job

One often says that to go in search for a job is a real work. Why? As in any job, it takes so much energies and time, while as other activities it needs to refer to appropriate tools and strategies to be effective. The client is at this moment aware of his own profile in terms of motivation and aptitudes, while he/she has been guided in planning a strategy for achieving some professional results. These pages represent a step into action. What it is needed to realize one's career plan? This chapter proposes a synthetic map of the possible ways to access the job market, illustrates some techniques to contact a potential employer, features, instructions and tips to write an effective CV (with particular attention to the European format) and a cover letter.

As shown in the previous chapter, there are quite a lot of information resources and each differs from the other in content and format. Many vacancies, nevertheless, never appear in newspapers or other announcements. In this case, or to motivate the client in taking action toward new employment, is important to advise him/her about the chance of making a direct approach to a potential employer. Contacting an employer directly, even before or without knowing about an actual job opening, may show a real interest and a proactive attitude for obtaining specific positions. Unfortunately this process may be quite lengthy, time and energy consuming and not always successful. For this purpose (to avoid frustration or false expectations) is important to inform the client about the pros and cons of choosing this route.

The first step, a prerequisite, in informing the employer that s/he is conducting research about the company or office themselves. It will be very helpful to formulate proper queries and make a general good impression.

1. CONTACTING THE EMPLOYER

When the client understands the importance of being aware of his/her own interlocutor, the consultant should illustrate the different approaches for contacting an employer.

a) In person (Eye-to-eye communication)

While deciding to go in person to visit a potential employer, it is important to inform the client about taking into consideration the following aspects:



- To make a good impact, it is important to appear clean and properly dressed (neatly, more or less formal according to the place the client will be visiting);
- Ask to speak with the recruitment officer by the contact person inside the company;
- Listen carefully to what is said;
- After presenting yourself, ask about job vacancies or eventual opportunities to work with the company;
- To listen carefully is a good way to learn and understand the employers' needs and expectations;
- Be prepared to be interviewed or eventually present a CV or resume;
- Take some copies of the most relevant documents and if they have no job vacancy at the moment ask them to keep one copy of your CV for future possibilities;
- Thank the person you spoke with and show him/her your appreciation for dedicating time to you.

b) Telephoning

It is not rare to phone an employer or to receive a phone-call from them. The first case could be a way to reply to an advertisement, arranging an interview or obtaining an application form. In the second case, it may happen that the employer checks some specific competencies over the phone (languages and so on) as a pre-selection test. In both cases, it is important to train the client to make good use of the phone for example the use of telephone in business and good telephone techniques.

Here is a list with useful tips for you:

- If the client uses a private phone, advise him/her to use a room which is quiet and where no one can interrupt. If he/she is using a public phone it is important to be in a silent place, to have enough money and do not risk running out of it during the call.
- Have some paper and pen so that he/she can take notes without leaving the phone;
- It may be good to have a copy of the CV and eventually a diary for noting the dates;
- In general it is a good idea to write down the key questions or points to be asked during the call before hand.
- Advise the client to ring at proper hours, avoiding lunch or break times (Monday morning and Friday afternoons are not the best choices);
- The speaker is supposed to introduce him/herself clearly, by saying name and purpose of the conversation;
- If there is no job opening at the moment, the speaker may ask for an application from the employer, send a CV or ask to be informed when vacancies may occur.
- It is important to show positive attitude even when the answer is "no" but not to give up too easily or worse persist too much.



There are some rules related much more to the behavior in general, but it is important to remind the client of them:

- Never interrupt the employer;
- Avoid smoking, drinking or eating during the call;
- Always thank the employer or the officer for dedicating his/her time to you.
- Respect what it is said during the call and send either a copy of your CV or a thank-you letter shortly afterwards.

c) Writing

Writing to an employer is probably one of the most common approaches used by job seekers. It may be the way to reply to an announcement or a free initiative. In both cases it is recommendable to do it through composing a cover letter (please, go to the cover letter section in the current chapter). Advise the client that a letter is often useful when applying to companies that have nationwide or worldwide branches so that it becomes a way to know where and what is needed.

There are some general suggestions that you should also acquaint the client with. They are as follows:

- Always start from a draft copy;
- The letter should always be clear, concise and express the purpose of the communication;
- Grammar and spelling should be checked carefully;
- Avoid using too many fonts and styles;
- Always include the full address and telephone number where the client can be contacted;
- The letter has to be signed personally;
- Type it and print it out on good quality paper;
- A good letter is the one makes the client feel confident with;
- The letter should always be tailored to the employer/position applied for;
- Keep copy of what it is sent
- If any attachment is mentioned, **never** forget to include it!

d) E-mailing

Many companies or job centers/agencies require nowadays to send/post CVs or applications through the Net.

The composition of the script follows generally the basic rules illustrate above (writing). Nevertheless the use of electronic media imposes some further instructions the client should be advised about:



- The text should be transferable across different software, so it is important to send it in plain text or ASCII and avoid saving it in the latest version of the programme used;
- It is important to order the text and the information through the use of key-nouns or sentences because it is very probable that the script will be then stored and searched by keywords;
- If the document is sent via electronic mail it is recommendable to avoid the mailing list...the contact with a potential employer has to be made on exclusive basis;
- It is recommendable to send the script as body of the e-mail: the attachment may create problems while visualizing it;
- Always keep hard or printed version of what is sent.

2. CURRICULUM VITAE (CV)

A variety of documents are named by this expression (curriculum vitae, curriculum studiorum, professional curriculum, resume) aiming to present oneself in relation to education, and training work experience. Although many attempt to introduce common standards, there is no format universally recognized.

In general a CV is a document containing:

- Personal data
- Skills/career summary
- Education and other achievements/qualifications
- Professional experience
- References, names of two people who have agreed to be referees.

Make clear what the main purposes of a CV are:

- To present/describe oneself
- To sell ones experience/knowledge
- To summarize relevant information
- To get a job interview

As it will happen in this manual, the client is often advised about composing a CV through the use of models. The model is a very helpful tool for showing how the script should look, how to set and format the information and illustrate the most general rules. Although their practical usefulness, standardized documents are very limited in fitting different needs, either client's or employers'. For this reason, it is important to remind the client that what it is shown by the consultant is only a starting point that needs further elaboration to be personalized and tailored to specific purposes.



Another important issue for consultants is to make an appropriate choice when suggesting a model, being aware of the client and his/her specificity. Some formats require specifying particular knowledge or skills to meet the job criteria, some others to give a best-fit for experienced people, professionals, and students and so on. These sections will propose two models: the first one is the European CV and the second is a standard CV.

- **The European CV**

Be well acquainted with the main requirements and content of the European CV. It is also of use to have additional knowledge about its development and amendments, so as to acquaint the client with the most suitable one. Here is a brief history of the origin of the idea and the reason for developing such a common European standard:

In the run-up of the European Councils in Lisbon and then in Barcelona, the necessity was expressed of taking action toward enabling and facilitating European citizens in their access to training and employment in Europe. In fact, whilst European citizens are legally entitled to study or work anywhere within the Union, there are still many practical obstacles in making this freedom effective. The recognition, transparency and transferability of qualifications appear in this sense a basic requirement and the European CV is one of the tools created to facilitate this process (see ECTS and Action Plan for Mobility). It was elaborated together with the governments, employers and unions to be used on voluntary basis either in paper or e-version, within the country of origin or abroad. Being the European CV the product of a larger strategy, it is possible to combine it with other certificates (the supplement to higher education and vocational training, the Europass) and services, like databases used by employers and job seekers (EURES).

The European CV is in general terms a simple and logical tool. Nevertheless some parts, concepts or expressions may need some further explanations, being important to enable the client to use the format competently and autonomously. This is the reason why this section includes the format, the instructions and a sample. All these documents are available online in 13 languages at www.cedefop.eu.int/transparency/cv.asp.

Objective:

To facilitate mobility by making it easier for education and training institutions and employers to assess knowledge acquired.

Act:


Commission Recommendation of 11 March 2002 on a common European format for curricula vitae (CV) notified under document number C(2002)516 – Official Journal L79 of 22.03.2002.

Summary:

The European model for curricula vitae is an optional instrument for individuals wishing to work or study in a Member State and is also intended as a tool to make it easier for education and training institutions and employers to assess knowledge acquired. To ensure that it can adapt to various profiles and guarantee total transparency of qualifications at European level, this model has been designed to be as flexible as possible.



Template of European CV format

<p>EUROPEAN CURRICULUM VITAE FORMAT</p> 

PERSONAL INFORMATION

Name		[SURNAME, other name(s)]
Address		[House number, street name, postcode, city, country]
Telephone		
Fax		
E-mail		

Nationality		
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Date of birth		
---------------	--	--

[Day, month, year]

WORK EXPERIENCE

Dates (from - to)		[Add separate entries for each relevant post occupied, starting with the most recent.]
Name and address of employer		
Type of business or sector		
Occupation or position held		
Main activities and responsibilities		



EDUCATION AND TRAINING

Dates (from - to)	[Add separate entries for each relevant course you have completed, starting with the most recent.]
Name and type of organizations providing education and training	
Principal subjects/occupational skills covered	
Title of qualification awarded	
Level in national classification <i>(if appropriate)</i>	
<p>PERSONAL SKILLS AND COMPETENCES</p> <p><i>Acquired in the course of life and career but not necessarily covered by formal certificates and diplomas.</i></p>	

MOTHER TONGUE	[Specify mother tongue]
OTHER LANGUAGES	

	[Specify language]
Reading skills	
Writing skills	
Verbal skills	

<p>SOCIAL SKILLS AND COMPETENCES</p> <p><i>Living and working with other people, in multicultural environments, in positions where communication is important and situations where teamwork is essential (for example culture and sports), etc</i></p>	[Describe these competencies and indicate where they were acquired.]
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<p>ORGANISATIONAL SKILLS AND COMPETENCES <i>Coordination and administration of people, projects and budgets; at work, in voluntary work (for example culture and sports) and at home, etc.</i></p>	<p>[Describe these competencies and indicate where they were acquired.]</p>
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<p>TECHNICAL SKILLS AND COMPETENCES <i>With computers, specific kinds of equipment, machinery, etc.</i></p>	
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<p>ARTISTIC SKILLS AND COMPETENCES <i>Music, writing, design, etc.</i></p>	
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<p>OTHER SKILLS AND COMPETENCES <i>Competencies not mentioned above.</i></p>	
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<p>DRIVING LICENCE(S)</p>	
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<p>ADDITIONAL INFORMATION</p>	<p>[Include here any other information that may be relevant, for example contact persons, references, etc.]</p>
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<p>ANNEXES</p>	<p>[LIST any attached annexes.]</p>
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Detailed instructions for completing the various headings

PERSONAL INFORMATION (make the client fill in the following information)

Name	<p>State his/ her SURNAME and other name(s), e.g.: SMITH, John Andrew</p> <p><i>Note: If he/she has more than one other name, start with the one he/she usually uses.</i></p>
Address	<p>State his/her complete postal address(es), e.g.: 12, High Street, Newtown AB12 3CD</p> <p>Note :</p> <ul style="list-style-type: none"> • He /she should show clearly the address at which he/she can be contacted quickly. If the permanent address is different from where he/she is living at present, he/she may write both addresses, stating the dates between which he/she can be contacted at each. • The order in which the items in an address appear may vary from country to country; advise him /her to follow the rules that apply so that post will reach he/she quickly; it is important not to forget the country code if he/she is applying abroad (see sample CV); • In the case of Ireland, the United Kingdom and the Netherlands, the name of the country is written out in full: Dublin 2 Ireland ... London SW1P 3AT United Kingdom ... 2500 EA Den Haag Nederland <p><i>For further details, consult the Inter-institutional style guide, available online: http://eur-op.eu.int/code/en/en-cover.htm</i></p>



Telephone	<p>State the telephone number(s) where he/she wishes to be contacted; if necessary, he /she could give the times when it is possible to reach him /her (so that he/she can be reached quickly)</p> <p><i>Note:</i></p> <ul style="list-style-type: none">• <i>If he/she wishes to send a CV to other countries, he/she should give the country prefix and any regional prefix in brackets. These two prefixes should be joined by a hyphen, e.g.: (44-20) 80 12 34 56 for a number in London.</i>• <i>Divide the principal number into groups of two from the right-hand side, the last group consisting of three digits if the number of figures is odd (groups are separated by a space, not by a full stop), e.g. (353-1) 220 20 20 for a number in Dublin.</i> <p><i>For further details, consult the Inter-institutional style guide, available online: http://eur-op.eu.int/code/en/en-cover.htm</i></p>
Fax	<p>Write the fax number, if he/she has one, using the same rules as for the telephone number(s).</p>
E-mail	<p>Write the e-mail address in full.</p>
Nationality	<p>Write the nationality, e.g.:</p> <p>Irish</p>
Date of birth	<p>Write his/her date of birth, e.g.:</p> <p>02.04.1963</p>



WORK EXPERIENCE

Under this heading, the client should make a separate entry for each relevant job held, starting with the most recent.

Make the client pay special attention to the following note:

- For the sake of brevity, focus on the work experience which gives added value to the application. Experience should not be overlooked, because it may be an asset even though it is not directly related to the profile of the job for which he/she is applying (e.g., time spent abroad, work bringing you into contact with the public, etc.);
- If the client is applying for job for first time, remind him/her not to forget to mention work placements during training which provides evidence of initial contact with the world of work;
- Advise him/her to reproduce the table (using the 'copy/paste' command) as many times as required. To delete a heading, he/she should use the 'Table' commands menu in the word processing software.

<i>Dates(form-to)</i>	The client should write the dates so as to show for how long held the job in question, e.g.: From March 1994 to December 1999
<i>Name and address of employer</i>	State the name and address of the employer (telephone, fax, e-mail address and Internet website), e.g.: Anderson and Dobbs Ltd. 12 Highland Road, Edinburgh EH3 4AB United Kingdom Tel.: (44-31) 123 45 67; Fax (44-31) 123 45 68; E-mail:jrobin@webcom.co.uk; Website:www.anders.uk.com



Type of business or sector	State the nature of the employer's business or sector, e.g.: Transport and logistics, Auditing, Manufacturer of motor vehicle parts
Occupation or position held	State his/her job title or the nature of occupation, e.g.: HGV mechanic, Maintenance technician, Receptionist
Main activities and responsibilities	State the main activities and responsibilities, e.g.: Maintenance of computer services, Relations with suppliers, Maintaining parks and gardens. If necessary, quantify the responsibilities (percentage of working time, length of time spent on each occupation, etc.)

EDUCATION AND TRAINING

Under this heading, make a separate entry for each course completed, i.e., each course leading to a qualification, starting with the most recent.

Note:

- There is no need for the candidate to show all his/her qualifications: it is not necessary to go back as far as primary school if he/she has a university degree;
- Make him/her focus on the qualifications which are an asset in the application;
- Advise him/her to reproduce the table below (using the 'copy/paste' command in the word processing software) as many times as required.

Dates(form-to)	He/she should write the dates so as to show how long the course in question lasted, e.g.: From September 1994 to June 1998
Name and type of organisation providing education and training	State the name (and if appropriate, the address) and type of the institution attended, e.g.: South Wales Technical College Glamorgan Place Cardiff CF1 2AB



<p><i>Principal subjects/ occupational skills covered</i></p>	<p>Let he/she summarise the main subjects or occupational skills taught during the course in question, grouping them together if necessary for the sake of brevity, e.g.:</p> <p><u>General</u></p> <ul style="list-style-type: none"> • English language, Welsh language, mathematics, foreign language (Spanish) • Physical education and sports <p><u>Occupational</u></p> <ul style="list-style-type: none"> • Occupational techniques (making of standard breads, fancy breads, cakes and pastries) • Science applied to food and equipment (microbiology, biochemistry, hygiene) • Occupational technology (basic principles, hygiene and safety) • Knowledge of business and its economic, legal and social context. <p>Note: combine items, and focus on the occupational skills, which would be an asset if he/she were appointed.</p>
<p><i>Title of qualification awarded</i></p>	<p>Write the exact title of the qualification awarded, e.g.: National Vocational Qualification (NVQ) Level 2: Bakery Service.</p> <p>Note: avoid using abbreviations on their own (e.g. NVQ).</p>
<p><i>Level in national classification (if appropriate)</i></p>	<p>If the level of the qualification corresponds to an existing national or international classification system, state the level within the classification concerned (national classification, ISCED, etc.). If necessary, the candidate could ask the body, which awarded the qualification. For more information on the ISCED classification system devised by UNESCO, consult the web site http://www.uis.unesco.org/en/pub/pub0.htm</p>

SKILLS AND COMPETENCES

PERSONAL SKILLS AND COMPETENCES

Acquired in the course of life and career but not necessarily covered by formal certificates and diplomas.



The headings below will assist you in presenting the client how fill in the description of his/her work experience by referring to skills and competencies, acquired both in the course of education and training (during your studies) and in a non-formal manner (in the course of your occupational or leisure activities).

General note: Delete any heading under which you have nothing relevant to say.

MOTHER TONGUE
State here your mother tongue here, e.g.: English

OTHER LANGUAGES

State here the foreign language concerned, e.g.:	
Spanish	
<i>Reading</i>	State the level, e.g.: Good (see explanation below)
<i>Writing</i>	State the level, e.g.: Basic (see explanation below)
<i>Verbal skills</i>	State the level, e.g.: Excellent (see explanation below)

For each of the three headings above, the client should state his/her level (excellent, good, and elementary):

Excellent: an excellent command of the language, which enables him/her to communicate effectively (able to understand the spoken and written language and to speak and write fluently) in an international occupational context;

Good: he/she is able:

- a) to understand and formulate work-related messages (telephone calls, notes, etc.), using a dictionary if necessary;
- b) to take part in a general conversation, using simple syntax, and to express an opinion;
- c) to cope independently with everyday situations when travelling in the country (or countries) where the language is used;

Basic: he/she is able to express him/herself in basic communication situations (e.g. messages, notes or instructions); to grasp simple written messages, and to cope independently at a minimal level in a linguistic situation. Advise him/her to reproduce the table below (using the 'copy/paste' command in the word processing software) for each language covered. In order to delete a heading, use the 'Table' command in the word processing software.



Make the client take into consideration the following notes:

- If he/she has a certificate testifying his/her competence (such as TOEIC -Test of English for International Communication), let he/she state the level and the date obtained;
- Advise him/her not to overestimate his/her level, which could be easily checked during the interview

<p>SOCIAL SKILLS AND COMPETENCES</p>	<p>Let he/she describe his/her social skills and competencies, e.g.:</p> <ul style="list-style-type: none"> • Team spirit; • Ability to adapt to multicultural environments; • Communication skills (e.g., the ability to write with clarity or to transmit information effectively); etc. and say in what context they were acquired (through training, work, voluntary or leisure activities, etc.).
<p>ORGANISATIONAL SKILLS AND COMPETENCES</p>	<p>Let he/she describe his/her organisational skills and competencies:</p> <ul style="list-style-type: none"> • Leadership; • Sense of organisation; • Project or team management, etc. and say in what context they were acquired (through training, work, voluntary or leisure activities, etc.).
<p>TECHNICAL SKILLS AND COMPETENCES</p>	<p>Let he/she describe his/her technical skills and competencies, e.g.:</p> <ul style="list-style-type: none"> • Skills in a specialised technical field (manufacturing industry, health, banking, etc.); • Information technology skills (ability to use specialist software, programming); etc. and say in what context they were acquired (through training, work, voluntary or leisure activities, etc.).
<p>ARTISTIC SKILLS AND COMPETENCES</p>	<p>Let he/she describe his/her artistic skills and competencies which are an asset, e.g.:</p> <ul style="list-style-type: none"> • Music; • Writing; • Drawing; etc. and say in what context they were acquired (through training, work, voluntary or leisure activities, etc.).
<p>DRIVING LICENCE(S)</p>	<p>He/she should state here whether holds a driving license and if so for which category of vehicle, e.g.: Category B</p>



OTHER SKILLS AND COMPETENCIES	<p>Let he/she describe any other skill(s) and competence(s) which are an asset and are not mentioned under earlier headings, e.g.:</p> <ul style="list-style-type: none">• Hobbies;• Sport;• Positions of responsibility in voluntary organisations; etc. and say in what context they were acquired (through training, work, voluntary or leisure activities, etc.).
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ADDITIONAL INFORMATION

ADDITIONAL INFORMATION	<p>State here any other information which he/she finds relevant, e.g.:</p> <ul style="list-style-type: none">• Contact persons or referees (name, job title, contact address);• Publications or research;• Membership of professional organisations; etc. <p>Note:</p> <ul style="list-style-type: none">- <i>Advise him/her not to give the address of a contact person without obtaining his/her formal agreement; it is preferable to state 'References supplied on request' in order not to overload the curriculum vitae;</i>- <i>Where appropriate, let he/she provide a brief description of publications or research.</i>
ANNEXES	<p>In this section he/she should list any items attached to the CV, e.g.:</p> <ul style="list-style-type: none">• Copies of degrees and other qualifications, including any certificates issued at the end of training courses which did not lead to a formal qualification;• Testimonial of employment or work placement;• Publications or research; etc. <p>Note:</p> <ul style="list-style-type: none">- <i>The items should be listed in a logical order (e.g., place degrees or testimonials of employment together – numbering them if required) to help the reader;</i>- <i>He/she should never send originals of degree or qualification certificates as these might be lost; photocopies are adequate.</i>



Example

EUROPEAN
CURRICULUM VITAE
FORMAT



PERSONAL INFORMATION

Name	Betty HOBKINS
Address	32 Reading rd, Birmingham, B26 3QJ, United Kingdom
Telephone	(44-1189) 12 34 56
Fax	(44-189) 12 15 18
E-mail	Bettyh@hotmail.com

Nationality	British
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Date of birth	07.10.1974
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WORK EXPERIENCE

Dates (from - to)	August 2002 onwards
Name and address of employer	British Council, 123, Bd Ney, F-75023 Paris
Occupation or position held	Independant consultant
Main activities and responsibilities	Evaluation of European Commission youth training support measures for youth national agencies and young people.



EDUCATION AND TRAINING

Dates (from - to)	March – July 2002
Name and type of organizations providing education and training	Youth Unit, DG Education and Culture, European Commission 200, Rue de la Loi, B-1049 Brussels
Principal subjects/occupational skills covered	<ul style="list-style-type: none"> - Evaluating youth training programmes for SALTO UK and the Partnership between the Council of Europe and European Commission - Organizing and running a 2 day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition - Contributing to the Steering Group on training and developing action plans on training for <i>the next 3 years. Working on the Users Guide for training and the Support Measures</i>
Occupation or position held	<i>Internship</i>

PERSONAL SKILLS AND COMPETENCES

Acquired in the course of life and career but not necessarily covered by formal certificates and diplomas.

MOTHER TONGUE	ENGLISH
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OTHER LANGUAGES	
	FRENCH
Reading skills	Excellent
Writing skills	Good
Verbal skills	Excellent



<p style="text-align: center;">SOCIAL SKILLS AND COMPETENCES</p> <p><i>Living and working with other people, in multicultural environments, in positions where communication is important and situations where teamwork is essential (for example culture and sports), etc</i></p>	<ul style="list-style-type: none"> - Team work: I have worked in various types of teams from research teams to national league hockey. For 2 years I coached my university hockey team - Mediating skills: I work on the borders between young people, youth trainers, youth policy and researchers, for example running a 3 day workshop at CoE Symposium 'Youth Actor of Social Change', and my continued work on youth training programmes - Intercultural skills: I am experienced at working in a European dimension such as being a rapporteur at the CoE Budapest 'youth against violence seminar' and working with refugees organising events.
<p style="text-align: center;">ORGANISATIONAL SKILLS AND COMPETENCES</p> <p><i>Coordination and administration of people, projects and budgets; at work, in voluntary work (for example culture and sports) and at home, etc.</i></p>	<ul style="list-style-type: none"> - Whilst working for a Brussels based refugee NGO 'Convivial' I organized a 'Civil Dialogue' between refugees and civil servants at the European Commission 20 th June 2002. - During my PhD I organised a seminar series on research methods and I represented PhDs on the staff committee.
<p style="text-align: center;">TECHNICAL SKILLS AND COMPETENCES</p> <p><i>With computers, specific kinds of equipment, machinery, etc.</i></p>	<p>Competent with most Microsoft computer programmes and some experience with HTML</p>
<p style="text-align: center;">ADDITIONAL INFORMATION</p> <p style="text-align: center;">References</p>	<p>PUBLICATIONS</p> <ul style="list-style-type: none"> - 'Youth Against Violence', Council of Europe Publication (2002) - 'How to do Observations: Borrowing techniques from the Social Sciences to help Participants do Observations in Simulation Exercises' Coyote EU/CoE Partnership Publication, (2002). <p>PERSONAL INTERESTS</p> <p>Creating pieces of Art and visiting Modern Art galleries. Enjoy all sports particularly hockey, football and running. Love to travel and experience different cultures.</p> <p>Available on request.</p>



- **Standard CV**

When acquainting the client with the standard CV let he/she know that a typical 2 pages standard CV contains the following sections:

A) **HEADING:** clearly stating the name and the full address of the sender. It is very recommendable to highlight the name on the CV, by using a larger size so to have a visual impact on the reader.

B) **PERSONAL DETAILS:** this part includes full name(s), address, telephone, mobile, e-mail address. Always state the complete address, (specifying time limits and/or where and when to be contacted in covering letter, not in CV) There is no universal agreement whether to include some specific items. For many countries/cultures, in fact, to specify nationality, status, ethnic, religion and/or political affiliation, physical details, etc., may be discriminating. Nevertheless some of these details might be relevant when applying for specific jobs (for instance it may be important to list the height for stewards and hostesses or being non-smoker for nursery).

C) **PROFESSIONAL SUMMARY:** it should always indicate the main employment together with dates, company and location, job title, achievements, activity done and certificates achieved. This section should sum-up the relevant information about previous work experience in chronological order. This should be illustrated shortly and precisely. Some details nevertheless should never be mentioned such salary, reasons for leaving a previous job and so on. At the same time, the summary should always stress relevant information and leave out those, which do not add any value to the CV.

D) **TRAINING:** as for the professional summary, the training experience should be stated by mentioning date, place, institutions and qualification awarded. Do not include courses or parts of them that are not relevant or show that they have been interrupted, failed and so on. Very short courses (half day for instance) or participation to meetings are not relevant.

E) **EDUCATION:** this section includes the most relevant steps in educational pathway. Employers appreciate a good standard in education so it is important to highlight what it has been done and how. List the main achievements by referring dates, place, institutions and qualifications. Present them in a reverse chronological order, avoiding going back to very early qualifications. If some courses have been started or re-started it is important to mention them in this section; under specific conditions it shows enthusiasm toward life-long learning and improvement.

F) **REFEREES:** while mentioning a referee it is important to inform the persons indicated and to obtain their agreement to act as such. Often it is better not to mention the identity of referees in the CV, while it may be enough to substitute their names with the expression "referees available upon request". In this case it will be the employer to ask more details if necessary. The management of referees is totally upon the client, who should be able to contact them previously, give some information about the company, position applied and further details)

G) OTHER INFORMATION: any other detail that might be relevant for the purpose (licenses, certifications, hobbies, interests and so on)

H) AUTHORIZATION FOR DATA PROTECTION (PRIVACY POLICY): nowadays, many countries protect personal data from unauthorized uses. For this purpose, where foreseen, it may be necessary to quote the law and the permission to use the data submitted for the purpose of the communication although in most cases it is sufficient to write "Private and Confidential" on the front page of the CV.



Template of standard CV

- **NAME of the client HERE**
- **POSITION REQUIRED**

Curriculum Vitae

First Name:

Surname: [family name]

Town, Country: [town and your country]

Address [home, email address]

Professional summary [current job & the jobs before. Include dates, position, duties]

Qualifications: [academic qualifications & vocational qualifications]

Vocational Training: [special training (practical and/or academic) for profession or trade]

Further Education [colleges, university, adult education, courses]

Additional Information [information which is particularly relevant to the position required, ie:

- personal experience(s)
- additional skills and/or abilities which have not been mentioned above

Referees: Available on request



Template of standard CV

Elisabeth Fay

66 Downfield Drive,

Glasgow G45 3D.

Tel: +44 0161 252 4848

e_fay@hotmail.com

Name Elisabeth Mary Fay

Address 66 Downfield Drive
Glasgow G45 3D

Telephone +44 0161 252 4848 (at lunch times)

Mobile +44 777 28 55 325

E- mail e_fay@hotmail.com

PROFESSIONAL EXPERIENCE

- 2003 Junior Quality Manager

XXX Services under the brand name YYY.

Responsible for the quality procedures

Managed a team of 12 people; assigning tasks, and motivating them to meet deadlines.

Trained other colleagues about quality issues and procedures

Demonstrated the quality procedures to customers on factory visits.

- 2002 Personnel officer at the Lex Ltd

Responsible for...

Managed situations like....

Took part in...

Present audits of....at....



TRAINING

- 2002 Quality procedures ISO 2002 attended in at.... in March 2002
- 2001 Quality Approaches for Service Providers attended in at.... in
- 1999 Communication and Leadership attended in at.... in...
- 1997 Conflict management and group work I and II attended in at....

EDUCATION

- 1997-2001 INTERNATIONAL University, London, UK
Master Degree
Thesis Title: *'The challenge of e-learning'*,
- 1993- 1997 University of Florence
Bachelor of Social Sciences.

REFEREES available upon request

OTHER INFORMATION

- Very good command of Italian read, written and spoken
- European Driving License cat. B
- ECDL awarded in 2002

3. COVER LETTER

The CV is described as the logical presentation of personal skills, knowledge and experience. The Cover letter deals with matching the particular requirements of a job. It repeats, of course, some of the details contained in the CV, but it should make them relate to a specific context. The purpose of a Cover letter is to prepare the reader of the CV (the potential employer), allowing a further opportunity to point out skills and experience as well as personal motivation.

So you could present the client the following sum-up of the Cover letter: the letter says that one would like to apply for a job and the reasons why. It is normally used as a tool to apply for a job. Rarely, it goes alone and more often, if not always, introduces the CV or a resume. It may be written as response to an advertisement or as personal initiative.

If some instructions have been given, it is important to follow them carefully. They may contain details on the following aspects:

- Typing or hand-writing;



- Title of the person addressed
- The precise title of the position applied
- Number of copies required
- Title to be written on the envelope.

Concerning the content, the letter should state why you are right for the job, emphasizing the most relevant qualities for that specific position. In the closing, it is necessary to mention that a CV or resume is attached and that an interview would be very much appreciated to further discuss your suitability for that job.

It is important to remind the client that the purpose of a letter and a CV is not to get the job, but to get contacted for it. This is the reason why it should be positive, confident and give the impression of enthusiasm and motivation for the job applied for.

Turn the attention of the client that the letter should be:

- Grammatically correct;
- Formally polite;
- Include name and address of the sender;
- Signed personally;
- Printed on A4, white, good quality paper;
- Precise and complete (including the material mentioned, respecting deadlines)
- Neat

A standard structure for a cover letter should contain the following items:

- FULL NAME AND ADDRESS OF THE SENDER
- PLACE AND DATE
- THE COMPANY AND THE ADDRESSED PERSON
- THE SUBJECT / POSITION APPLIED FOR
- THE TEXT/ WHY YOU ARE APPLYING FOR THE JOB
- A CLOSING SENTENCE
- THE SIGNATURE



Examples of Cover letter



Example 1:

150 Blue Street
Leeds EN 4519
England

Mr. Brown
Human Resources Manager
DATA PRO
P.O. Box 666
Bradford EN 7985
England

Leeds, 18 September 2003

Dear Sir,

I am applying for the position of data processor advertised in the Guardian on 2 September 2003.

After successfully completing my studies, I am now looking for a full-time job. I enjoy working as an important aspect of my life, as a way to improve my knowledge and challenge my experience.

I am very interested in data processing, being topic of my studies and part of previous experiences in the department of Statistic at the U.S.B. (California). I have found this work very exciting and I would like to follow a career in data processing.

I understand that you are an emerging company leader in this field and I would like very much to work for your organization.

I would appreciate very much to attend an interview and to verify personally my suitability for this position.

I look forward to discuss my application with you in more detail.

Enclosed is a copy of my CV.

Yours faithfully,
John Smith



Example 2:

7 Apple Court
Eugene, OR 97401
503-555-0303

Mr. Archie Weatherby
California Investments, Inc.
25 Sacramento Street
San Francisco, CA 94102

Dear Mr. Weatherby,

My outgoing personality, my sales experience, and my recently completed education make me a strong candidate for a position as an insurance broker for California Investments, Inc.

I recently graduated from the University of Oregon with a degree in marketing, where I was president of both the Future Business Leaders of America and the American Marketing Association.

Although a recent graduate, I am not a typical new graduate. I attended school in Michigan, Arizona, and Oregon. And I've put myself through these schools by working such jobs as radio advertising sales, newspaper subscription sales, and bartending, all of which enhanced my formal education.

I have the maturity, skills, and abilities to embark on a career in insurance brokering, and I'd like to do this in California, my home state.

I will be in California at the end of this month, and I'd like very much to talk with you concerning a position at California Investments. I will follow up this letter with a phone call to see if I can arrange a time to meet with you.

Thank you for your time and consideration.

Sincerely,
John Oakley

Job Interview

The purpose of the chapter is to present relevant background material for consultants and to enable them to effectively advise clients who have been called for a job interview. Different types of interview are described as well as guidelines for improving candidate's chances. Main attention is focused on the client's preparation for an interview by looking at both participating sides. As a practical tool for consultants, frequent questions asked by interviewers and possible questions from candidates are provided.

The word interview comes from the French word "entrevue" which was used in the 15th century to describe a ceremonial meeting. In the new millennium, the interview is no longer regarded as a ceremony, but to many people it still feels like one. If an applicant has been invited to an interview, the employer obviously likes his/her application so far. This actually means that he/she is in the top 5% of all applicants. The applicant should therefore feel confident, since his/her invitation alone suggests that the person is suitable for the post. The employer now wants to find out more about the candidate. The candidate should look upon the interview as his/her opportunity to show that he/she matches their expectations.

It is the task of the consultant to make the client feel more confident and prepared to proceed with the interview.

The employer's viewpoint

Although there is overwhelming evidence to show that interviews are a very inaccurate predictor of successful performance in a job, nonetheless getting a job invariably involves an interview at some stage. So firstly, it may help to look at the interview through the employer's eyes.

Make the client understand that the first interview is designed to allow the recruiter to test out whether the applicant measures up adequately to the demands of the job and to assess him/her against other applicants. The selector will look more closely at evidence, which has been supplied, in a written application, and explore the applicant's background in greater depths.

Broadly speaking, the interview is likely to focus on the applicant's:

- Intellectual qualities
- What sort of person he/she is
- How realistically he/she has assessed the job
- How closely indicated skills and abilities match the criteria of the job specification.

There is generally no secret about the list of selection criteria an employer will be looking for. Specifics may vary but all employers will be interested in the applicant's enthusiasm and commitment to the job and how it is demonstrated. Certain core skills will be very relevant to the selection process, such as:

- Effective communication - can the applicant express himself clearly in speech and on paper?
- Successful team working - how well does he/she establish working relationships with others?
- Managing people - can he/she organize others and set objectives?
- Analytical and conception skills - can he/she understand the wider picture and see the application of decisions by assessing facts and data accurately?
- Time management - can he/she plan work, set priorities and achieve objectives effectively?

Core skills

Make the client be aware that it is important for him/her to assess his/her strengths, examine weaknesses, and think about what can be done to improve the situation. No employer expects superhuman qualities! A willingness to train and learn new skills is always important. The recruiter will, however, expect that the applicant has analyzed which are the core skills in the job for which he/she is applying. They will explore these areas in depths within the interview.

In a recent survey, employers ranked the skills that they look for in applicants as:

- Willingness to learn
- Commitment
- Reliability
- Self-motivation
- Teamwork
- Good oral communication
- Co-operation / Flexible
- Clear and concise written skills
- Drive and energy
- Self-management

- Desire to achieve/motivate
- Problem-solving ability

1. DIFFERENT INTERVIEW STYLES

Introduce the client the different interview styles:

• ***The chronological interview***

This is the traditional style of interview, based firmly on a written application. It is predictable and includes questions like: "What led you to study economics at university?"; " Why are you interested *in retail management?*"; "*How do you see your career developing with our organization?*"

• ***The competence-based interview***

Many employers are now using a structured criteria-based interview to ensure a fairer and more objective assessment of applicants. They will have decided on the selection criteria for each job, and will then ask each candidate similar questions to supply evidence to determine whether or not they have the skills to do the job effectively. Applicants are marked on a set scale, according to how well they have demonstrated that they have the competencies required.

The theory is that past performance can be used to predict the applicant's future effectiveness in the chosen job.

The competence-based interview is demanding and requires careful preparation. For example, if the job requires to "work closely with others to achieve an objective", the questions might be:

- *Tell me about an occasion when you have worked well in a group.*
- *What was your personal contribution?*
- *Did you have to convince others of your viewpoint? How did you persuade them?*
- *Did you encounter any difficulties? How did you deal with them?*
- *Were you satisfied with the outcome? Was it successful? What would you change to make it more successful next time?*

In this style of interview, questions are more detailed and probing than in the traditional approach, the applicant will need evidence, ranging from the general through to very specific. It is likely that the interviewer will challenge the person on his/her opinions to test how formulated they are. It is advisable to prepare several examples from different activities to illustrate each criterion.

- **Telephone interview**

A small number of organizations currently conduct telephone interviews at their first stage selection. These can range from a basic check to see whether the candidate matches the selection criteria, to a very probing interview.

Most interviewees find the process disconcerting because the usual visual clues are missing, so it is difficult to assess how someone is doing. The best way is to try to relax and act as in a face-to-face interview. It is important to be as enthusiastic as possible, because the interviewer only has the voice to go on.

How to prepare for a telephone interview

Stress on the fact how important it is to prepare thoroughly for the telephone interview. The following are pieces of advice you can give to your clients:

“Begin by studying the job description and the candidate profile. This will enable you to identify the company’s particular needs and demonstrate that you possess the skills required to meet them.

Find out all you can about the company’s products, services, history, and culture. Make a special effort to identify any areas where your skills and experience may be of particular value.

Familiarize yourself with the company’s web site and be prepared to comment constructively upon it if asked.

Prepare a list matching your accomplishments to the company’s stated requirements.

Keep this list in front of you during the interview and refer to it at every opportunity. Interviewers are keen to hear about relevant challenges or problems you faced in the workplace, the specific actions you took, and the measurable results you achieved. They seek to identify key competencies such as communication skills, analytical skills, teamwork, drive and initiative. Be prepared to give examples of how and when you have demonstrated these key competencies.

To get the feel of being interviewed over the phone, compile a list of probable questions and ask a friend use them in a simulated phone interview. Prepare your answers carefully, using key words and phrases from the job description and candidate profile. Do not attempt to write out your answers in full or they will sound wooden and scripted.

Select a quiet place where you will not be disturbed during the phone call. Keep your resume and cover letter, a copy of the job advertisement, and your notes in front of you. Jot down key points throughout the course of the interview.

It is a good idea to stand during a telephone interview as this makes you sound more confident and helps project a positive and professional image.

Matching your speaking rate and pitch to that of the interviewer will help you to establish rapport. Professional radio broadcasters can vouch for the fact that smiling creates a friendly and enthusiastic impression. So make an effort to smile appropriately during the call.

Since it is important to convey the impression that you are genuinely interested in the company and eager to make a contribution, refer to salient information you discovered during the course of your research.

Listen attentively to the interviewer's questions and comments. Respond appropriately to verbal or tonal cues. If you don't understand a question, ask for clarification. Provide well-developed, balanced, and analytical answers. Avoid monosyllabic 'yes' and 'no' replies.

If asked to explain your reasons for leaving your previous job, make sure to have positive reasons prepared. Under no circumstances should you criticize your previous employers or colleagues.

Having researched the company and analysed the job description as suggested, you should find it easy to prepare a few thoughtful questions to ask the interviewer when afforded the opportunity. At the end of the phone call, emphasize your interest in the job and the company and reiterate your qualifications. Stress how you would welcome the opportunity of a face-to-face interview.

After the interview, write a short thank-you letter. "

2. INTERVIEW AS A PROCESS

Employers no longer consider interviews on their own as the most reliable way of testing the skills required to do a particular job. First interviews are often used as a screening process and then followed by a second stage. The format of this stage may vary but it usually involves a combination of exercises, such as an assessment center to take part in group discussions, psychometric tests, presentations and a second interview. Using observation techniques the employer gains a broader and more accurate picture of the candidate's strengths and weaknesses.

• Second interviews

Make the client understand that he/she, as applicant, will be expected to know as much as possible about the organization and the questions will be more in-depth and more technical. It will help to know who is going to carry out the interview. Personnel managers tend to be interested in the applicant's aspirations and long-term aims, whereas line managers want to know what the applicant can do now.

- **Psychometric tests**

These are tests of ability and tests of aptitude used by employers for selection purposes. Psychometric tests are standardized samples of responses to carefully constructed questions that are scientifically validated to ensure that they measure what they set out to measure. They are used by organizations at various stages of selection. The applicant may have to complete a test or series of tests before even getting to interview or it may come as part of a final-stage assessment center. There are many types of psychometric tests on the market, but those most commonly used comprise of tests of verbal and numerical reasoning and, sometimes, accompanied by logical reasoning.

- **Personality tests**

An applicant will be asked to fill in responses to questions covering a wide range of topics. There are no right answers or wrong answers.

Personality questionnaires ask questions about how the applicant thinks and acts or may act in particular situations. They are trying to establish preferred behavioural style, to ensure there is no conflict with the needs of the job applied for. There is no preparation for personality tests they should be simply answered without thinking too much.

- **Group discussion**

Observers assess the candidates by the way they contribute to the discussion, the way they react to others views and how they express themselves. Candidates who impress are candidates who generate ideas, persuade others to adopt their ideas, build on the ideas of others, stay focused on the subject and include other participants in the conversation. Candidates who do not score well are those who do not speak out, who do not listen, want to be the centre of attention, exclude others, interrupt, and come up with way out ideas.

- **Teamwork**

A small group of candidates may be given some basic materials and be asked to construct something. The way the individuals work together to solve the problem is more important than the solution. A candidate who suggests the group plan how to tackle the task before beginning, check out any relevant skills and agree a timekeeper which will impress the observers.

- **Presentation**

A candidate may be given a topic or allowed to choose one. It is likely to have to speak to other candidates and/or the selectors. It is important to check before hand that is an audience to ensure that the presentation is pitched at the appropriate level. Candidates are recommended to prepare and present a talk to friends for practice and ask for feedback.

3. SOME GUIDELINES FOR IMPROVING CANDIDATE'S CHANCES

Preparation

Careful preparation will give the candidate confidence, control, and the ability to deal effectively with any question asked. *You should address the following pieces of advice to the candidates:*

Your offer: Look back through your application form and think about how you wish to project this information at interview. Remember that the application now sets the agenda for the interview. Prepare questions which you would like to raise, this will give you an opportunity to show you are really interested in the company, - how it is structured, where it is going, what you would be doing, how your career might develop, and what training you would be given.

Think about your skills. What evidence will you use in the interview to convince the interviewer that your claims to be a good organiser, an analytical thinker, a successful member of a team and a clear communicator, or whatever it may be, are valid? You need to prepare as many examples as possible, using actual events in your life where you have displayed these qualities. Highlight personal skills, qualities, knowledge, motivation commitment and any technical expertise that match the company person specification. Be aware of how to present less positive life experiences by identifying how you benefited from them.

Prepare a brief word-picture, which you can use in the interview, which outlines the circumstances, the action you took and the results you obtained. This example could be used to support your claim to be able to think creatively and analytically, to organise your time effectively and work successfully to achieve an objective, goal or deadline.

The company: Prepare yourself well by researching the company. Read thoroughly all available information on the employer. This could include a recruitment brochure, annual report and person specification. Watch the employers' recruitment video (if available) and browse the companies website. Read newspapers, relevant journals and trade magazines to learn general information about the employer's field. Make sure you are aware of current events that may affect the employer or job function. Find things that make them different from other companies.

The job: Gain insight into the particular job scheme or the graduate position you have applied for. Do you know the qualities you will need to show and what the role involves? Find out as much as possible about the job functions. Find out the skills, experience and knowledge they expect and prepare how you will demonstrate this and give examples of how you meet these expectations."

- **Spotting questions**

Pay special attention to the importance of spotting questions. Make the client consider the following:

If he/she feels nervous, it is a good idea to run through what he/she intends to say to the predictable questions "Why this organization?"; "What do you have to offer this job?"; "What have you liked/disliked about your study/previous work?".

- **Strong openings and positive thinking**

Make the client think through the opening moments of an interview. He/she should make sure to get off to an excellent start. Remind him/her that first impressions count. Advise him/her to practice with a friend or in front of the mirror.

Get him/her into a positive thinking mode:

"I am very good at...";

"I was successful in ...";

I was very pleased with my performance/achievement in ...".

Make him/her be prepared for the closing questions of the interview and the inevitable, "What questions would you like to ask me?". Use this opportunity to gain information, which may affect your decision about the job. Detailed questions are not appropriate.

- **Dress for interview success**

Do not forget to mention the importance of dress code for the interview. Take into account the following:

Men and Women

- Conservative two-piece business suit (solid dark blue or grey is best)
- Conservative long-sleeved shirt/blouse (white is best, pastel is next best)
- Clean, polished conservative shoes
- Well-groomed hairstyle
- Clean, trimmed fingernails
- Minimal cologne or perfume
- Empty pockets - no bulges or tinkling coins
- No gum or cigarettes

- Light briefcase or portfolio case
- No visible body piercing (nose rings, eyebrow rings, etc.)

Make special points to the specifics with respect to the difference of sex (male or female) and present one of the following:

Men

- Necktie should be a conservative pattern
- Dark shoes (black lace-ups are best)
- Dark socks (black is best)
- Get a haircut; short hair always fares best in interviews
- Moustaches are a possible negative, but if you must, make sure it is neat and trimmed
- No rings other than wedding ring
- No earrings (if you normally wear one, take it out)

Women

- Always wear a suit with a jacket; no dresses
- Shoes with conservative heels
- Conservative hosiery at or near skin color
- No purses, small or large; carry a briefcase instead
- If you wear nail polish (not required), use clear or a conservative color
- Minimal use of makeup (it should not be too noticeable)
- No more than one ring on each hand
- One set of earrings only

Preparation for non-verbal communication

Stress on the importance of being aware that communication is more than just what you say. Often it is the non-verbal communication that plays a very important role at interviews. Following are the top five elements of the non-verbal communication, ranked in order of importance, when it comes to interviewing:

- **Eye contact** - Unequaled in importance! If you look away while listening, it shows lack of *interest and a short attention span*. If you fail to maintain eye contact while speaking, at a minimum it shows lack of confidence in what you are saying and at worst may send the subtle message that you are lying. Ask others if you ever lack proper eye contact. If they respond that they did notice, ask if it was during speaking or listening. Some people maintain excellent eye contact while listening, but lose eye contact when speaking or vice-versa.

- **Facial expressions** - Some interviewers report that there are candidates who are totally *unaware of the sullen, confused, or even mildly hysterical expression plastered on their faces during the entire course of the interview.*

So, candidates should take a good, long, hard look at themselves in the mirror, Look at themselves as others would. Then they should modify their facial expressions – by eliminating any negative overall characteristics that might exist and by adding a simple feature that nearly every interviewee forgets to include - a smile! Not some stupid grin, but a true and genuine smile that tells me you are a happy person and delighted to be interviewing with our company today.

Your client (the candidate) should not keep the smile for the full interview, but remember to keep coming back to it.

- **Posture** - It sends out a signal of the confidence and the power potential.

Advise your client have in mind the following: *“When standing, stand up straight. When you are seated, make sure you sit at the front edge of the chair, leaning slightly forward”.*

- **Gestures** - Contrary to popular belief, gestures should be very limited during the interview.

Artificial gestures are not recommendable, they will merely come off as theatrical.

When the candidate does use gestures, he/she should make sure that they are natural and meaningful.

- **Space** – Assist the client in recognizing the boundaries of his/her personal space and that of the others.

Prepare him/her *not to back up or move away from someone who has a personal space that is smaller than his/her own. Do not move the seat forwards or backwards. Do not sit down until you or told to do so.*

Body language

It will also be very useful for the client to acquaint him with the body language during the interview (whether they realize it or not), but very only a few think about in advance and modify their body language to produce the most positive effect. Body language is merely; The smaller, less prominent non-verbal cues that we give others while communicating. Following are some typical interpretations of body language cues:

- **Openness and warmth**: open-lipped smiling, open hands with palms visible, unbuttoning coat upon being seated.

- **Confidence**: leaning forward in chair, chin up, putting tips of fingers of one hand against the tips of fingers of other hand in “praying” or “steeping” position, hands joined behind back when standing.

- **Nervousness**: smoking, whistling, pinching skin, fidgeting, jiggling pocket contents, running tongue along front of teeth, clearing throat, hands touching the face or covering part of the face, pulling at skin or ear,

running fingers through hair, wringing hands, biting on pens or other objects, twiddling thumbs, biting fingernails (action itself or evidence of), tongue clicking.

• **Untrustworthy/Defensive:** frowning, squinting eyes, tight-lipped grin, arms crossed in front of chest, pulling away, chin down, touching nose or face, darting eyes, looking down when speaking, clenched hands, gestures with fist, pointing with fingers, chopping one hand into the open palm of the other, rubbing back of neck, clasping hands behind head while leaning back in the chair.

Tell him/her the following:

“This list is given not so that you can artificially adopt the positive body language techniques, but more to help you recognize and avoid the negatives. If you have a habit of doing any of the above negatives, remove that action from your pattern of behavior before it sends the wrong signal. Concentrate on removing it now so you will not have to think about it during the interview. And keep in mind the opposite side of the desk. As you talk with an interviewer, be aware of (although not preoccupied with) their body language and non-verbal cues. Do not try to read in more than is actually being communicated, but try to develop a sense of the interviewer’s reception of you. The most obvious example is the smile connection - when your smile brings about a smile from the interviewer. Do your best to stay connected with your interviewer - both verbally and non verbally. ”

The three steps interview process

Do not forget to introduce your client the main steps in the interview process, namely:

1. Establish rapport
2. Gather information
3. Close

Make him/her how important it is to understand these basic steps in order to be successful in the interview. Each step brings a different focus and emphasis and has its own protocol and requirements. And successful completion of each step is critical for going with the next step in the process, whether that is another interview or the actual job offer.

The **establishing rapport step** is where the vital first impressions are formed. Some employers will be able to make a decision about a candidate in thirty seconds or less. The focus is on the candidate’s physical appearance and initial responses. Interviewers are analyzing the verbal articulation and vocabulary of the interviewee, his/her positive attitude and confidence.

In **the gathering information step**, the employer will be asking questions and matching answers against their critical success factors. Some of the questions will be closed-ended, others open-ended behavioral

questions, such as “Can you give me an example of...?” While preparation is important, the candidate’s honesty and sincerity in answering should be evident.

In **the close step**, the interviewer will set the hook for the next step. If the candidate has succeeded to this point, the conversation will center on the interviewer selling the candidate on the company and the next steps in the hiring process. If you have failed to this point, the conversation will center on the football team, the weather, or any other neutral subject which provides for a clean disengagement. If your interview were successful, there will usually be an indication of future steps. The candidate may be given further company information, which is reserved for only the select few. If the candidate fails in the interview, he/she may expect a statement like “We will be reviewing all of the candidates and getting back to you”.

Understanding the basic steps of the interview is only the starting point. The candidate needs to be fully prepared for different personality styles, different interview styles, and different questions.

The “show and tell” technique

Underline that it is of use for the client to:

- *Feel free to bring samples or copies of his/her work to the interview as concrete examples of his/her capabilities. He/she could use reports, projects, photos, programmes or whatever it is that provides a tangible example of what have been done. It is one thing to say, “I developed a report,” and quite another to actually show the report you developed.*
- *Be fully prepared not only to “show” but also “tell” about the sample. Be ready to answer any and all possible questions that might come up. This should not be a casual sample - it should be an example of your very best work. It will stand as the icon of what your capabilities are. If possible, you might want to consider using your show and tell samples as “leave-behinds” for the company to look at later. There is usually not enough time within the course of the interview to fully explore a good “show and tell” item. This also puts another “hook” into the company for necessary future contact. Usually employers will ask you to provide additional documentation to support your application if required.*

The eight types of interview questions

Interviewing is a form of human communication designed to increase the predictive validity of potential employer-employee relationships. There are basically eight types of questions the candidate may face during the course of an interview:

1. Credential verification questions

This type of question includes “How long were you at . . . ?” Its purpose is to place objective measurements on features of the candidate’s background.

2. Experience verification questions

This type of question includes “What did you learn when studying...?” and “What were your responsibilities in that position?” Its purpose is to verify experiential features.

3. Opinion questions

This type of question includes “What would you do in this situation?” and “What are your strengths and weaknesses?” Its purpose is to subjectively analyze how the candidate would respond to standard situations.

4. Dumb questions

This type of question includes strange questions like “What kind of animal would you like to be?” Their purpose is to find out if the candidate is capable of an original thought, not only pre-programmed answers.

5. Math questions

These are questions like “What is 1000 divided by 73?” Their purpose is to evaluate not only the mental math calculation skills, but also the candidate’s creative ability in formulating the mathematical formula for providing an answer.

6. Case questions

This type of question includes problem-solving questions ranging from: “How many petrol stations are there in the country?” to “What is your estimate of the future development on world markets?” Its purpose is to evaluate problem-solving abilities and how the candidate would analyze and work through potential case situations.

7. Behavioral questions

Possible questions may be: “Can you give me a specific example of how you did that?” or “What were the steps you followed to accomplish that task?” Its purpose is to anticipate predictable future behaviors based upon past responses.

8. Competency questions

This type of question includes “Can you give me a specific example of your leadership skills?” or “Explain a way in which you sought a creative solution to a problem.” Its purpose is to align your past behavior with specific competencies which are required for the position.

Questions usually asked at an interview

Introduce to the client the frequently asked questions that the interviewer normally asks (to this purpose, you should also have additional information from different sources, as well as your own observations).

Here is a list of such questions:

- Why are you seeking a new job?
- Tell me about yourself.
- What do you know about this organization?
- What concerns you about this company?
- What do you know about the position you've applied for? What duties do you think this job entails?
- If offered to you, how long do you plan to stay in this position?
- Where do you see yourself in three years time?
- What kind of salary are you seeking?
- What do you think it takes to be successful in an organisation like this?
- Why would you like to work for us?
- What challenges do you think you will face in this job?
- What problems do you think you will face in this job?
- When would you expect your next promotion?
- Where do you see this company going?
- If you were offered this job, what factors will dictate whether you accept it or not?
- This is a much bigger company than you've ever worked at. How do you feel about that?
- This is a much smaller company than you've ever worked at. How do you feel about that?
- What do you know about our products?

Questions to ask in interviews

At the same time, make the client understand that in a properly conducted interview, applicants may expect a chance to ask questions by themselves.

Therefore it is important to prepare for this situation and think about what questions to ask and why. The following are a few examples of questions that may be tailored for a specific position applied for:

- ***What promotion and upward progress is there within this company?***
- ***Is the company planning any expansions or developments that might lead to further career opportunities?***

These questions show the applicant's interest in making long term plans to remain with the company.

- ***I am keen to further develop my skills and experience. What opportunities are there to do this within your company?***

Most employers have some training schemes and staff development programmes and an applicant wishing to continually grow will be perceived more valuable for them. In the talk, it is advisable to relate to the applicant's negative experience in a previous job (if applicable).

After the interview

Make the client be well aware of the fact that his/her interview finishes only when he/she leaves the organization. Any informal tour or meal could be part of the selection process, so act accordingly. He/she should think about how the interview went. Make the note that he/she should analyze the interview: Identify areas that could be improved, as well as areas that went well. If the person has been rejected, predispose him/her not to feel so bad. You could give him/her the following advice: "You may have been one of many people interviewed. Ring the company and find out why you were unsuccessful. Use the experience positively for your next interview.."

For more info:

http://www.quintcareers.com/first-year_success.html

http://www.careerlab.com/art_22basics.htm

<http://www.compustaff.com/interviewadvice.htm>

<http://www.allstarjobs.com/interviews/>



Entering a new job

The chapter provides consultants with useful recommendations for guiding clients during their first days in a new job. The text provides information on major issues connected with the gradual adaptation of the client in a new environment, provides hints as to what should not be overlooked, how to make a positive impression on superiors and colleagues, how to organise a routine working day, and how to work for a further career.

1. PREPARATION PROCESS

Begin the presentation of this topic with the accent on how important is the acceptance of a new job in one's life. There are, however, still a couple of steps ahead before we begin our first day of work. So, try to focus the attention of the client on what needs to be done between job acceptance and first day of work.

• Induction programme

The clients should be ensured that the organization provides them with some type of induction programme. Large organisations usually run two or three days seminars which all employees are expected to attend. Smaller organisations do not run a formal programme, or target their induction training at school leavers and graduates only. Even if there is no formal programme, it is worthwhile asking for some form of company induction to be provided, i.e. introduction to work colleagues, location of canteen, toilets etc...

• Seeking help from others

It is always useful to find out more about the culture and the decision-making processes within the company. There are also benefits in contacting other people who may be joining other parts of the organisation and who could act as a network of internal contacts throughout the career. Networking skills will have been improved during the job search process and the client should use them to his/her own benefit. It may be useful to seek a mentor within your area of work. A mentor can provide valuable 'inside information' on the softer elements of work that you will need to become familiar with, such as the organisation culture and ways of working, as well as introducing you to administrative procedures and reporting mechanisms.



• Understand the organisation

A great deal of useful information about the organisation has already been found during the research undertaken prior to being interviewed for the position. Most individuals do not continue with this research after they have accepted a position, even though the information could be useful to help them perform their own job more effectively and exercise a greater degree of influence across the organisation. Our advice is to seek more information on:

a) The organisation's mission and corporate strategy, and the organisation's philosophy and culture. It is vital that client becomes fully conversant with the values and an attitude on which the organisation places particular emphasis, as he/she is unlikely to progress far unless adapts his/her method of working to suit the values and culture of the organisation. A lot of organisations have an extremely strong corporate culture and, even if your client finds the culture not fully to his/her liking, it is important that to become fully aware of its strength and impact on organizational working methods and individual behavior.

It will be useful for to present him/her different strategies and he/she to decide which one to adopt to come to terms with the aspects about that is unsure. It is particularly important during the first few months to take positive steps to understand the organizational hierarchy and the things, which the organisation really rewards. It is during this period that the best opportunity to create a lasting impression on the boss and colleagues, as well as gain their acceptance, is offered.

b) The organisation's communication systems. Every organisation will have a number of channels, both formal and informal, by which communication passes up and down and across the organisation; become familiar with all of these, and determine which is the most effective for the your client. The communication methods of organisations will vary considerably in their status and usefulness.

c) The organisation's products and services. This is important even if the client is not directly employed in a sales, marketing or product development function. Even if he/she is employed in, for example, a personnel capacity, an in-depth understanding of the range and market position of the employer's services and products is important. Otherwise, their professional or specialist expertise is being utilized in ignorance of the issues which are affecting the current and future performance of the organisation.

d) Organizational jargon. Every organisation has its own jargon, which is often incomprehensible to someone who has just joined the business. It is important you take steps at an early stage in the new position to familiarize with the relevant terminology. If the career path is changed significantly, the client will need to identify 'market sector' jargon as well.



• Understand the people

One of the key factors in ensuring that the start in the new position is successful will be the ability to establish good working relationships with colleagues at an early date. This will involve creating successful business relationships not only with those within the department or function, but also with individuals in other departments with whom will have regular dealings, and who will often have a considerable impact on the ability of the person to achieve success in his/her position

Within the new department your client will need to be accepted by his/her peer group. It is vital to remember that this acceptance has to be earned and is not automatically bestowed. The first few months will in reality be a sort of initiation process he/she has to go through to gain acceptance. Colleagues and the boss will test he/she out during this period to identify not only his/her technical competence but also the style of working, attitudes, values and personality. This will often be carried out at a subconscious level but nearly always takes place. Colleagues need to be reassured that their values are compatible with these of your client (their new colleague) and that he/she can make a contribution to the department.

It is worth taking steps to make his/her face known outside the department, with the other divisions or parts of the organisation that he/she is likely to have dealings with. A major problem in organisations today is the lack of effective lateral communication across divisions or departments, despite the fact that everyone is supposedly working towards the same overall objectives. Making the effort during the first few weeks of the employment to identify and get alongside the 'internal customers' and building a relationship with them can pay long term dividends for your client, especially if he/she tries to understand their priorities. Similar steps should be taken to establish relationships with external suppliers with whom he/she may have regular dealings.

• Training

If somebody is to perform at the optimum level of performance within the new role at the earliest opportunity, it is vital to be fully trained to carry out the responsibilities and duties in the new position. Most organisations will arrange any necessary technical training, but may pay less attention to some of the 'softer skills', for example, management and interpersonal skills, which he/she may want to tune up; he/she may have to request specific training which he/she needs. Think about drawing up a training plan to address the needs - it will act as a useful framework upon which to build the own development.

During the job search, the client will probably have analyzed particular areas in which he/she was strong and other areas where he/she might benefit from further development. In-company training and other development opportunities that the new employer can offer should be seen as an important resource in continuing the career development. It is worth systematically analyzing at regular intervals (about every six weeks in the early months of a new job) what the training needs are, and do not focus exclusively on technical skills, which often require least attention. Make the client revise his/her training plan to accommodate any newly identified development needs. Regularly casting an eye over external courses, which are being offered by training companies and professional institutions, is also worthwhile - and requesting permission to attend



seminars and courses of particular interest. The client will be expected to possess a certain level of competence already through the successful application for the job, so he/she should not undermine his/her position by requesting too much training in the early stages. Don't forget that books and TV programmes are a good source of self-development training.

• **Understand the job**

Candidates will have gained an insight during the selection process of what their responsibilities will be and the reporting structure within the department in which they are working. However, it is rare that the initial impressions from the interview process are fully accurate or complete. In order to function fully effectively make the client clarify at an early stage, ideally within the first six weeks:

- his/her precise responsibilities;
- the expectations of the manager, and any other senior executives
- decision making authority;
- budgetary and management responsibilities;
- departmental structure;
- The place of the department within the organizational hierarchy;
- how your function or department is perceived within the organisation, i.e. is it held in high regard and, if not, why?
- lateral lines of responsibility and liaison;
- key internal customers and suppliers with whom he/she will need to establish effective working relationships.

• **Performance measurement**

Most organisations today operate formal appraisal or performance review systems whereby individuals are set, or agree, a series of objectives with their manager. However, the process sometimes does not function particularly well and occasionally falls into disuse. It is important, therefore, that the client is given some clear parameters and targets to channel his/her contribution effectively. If he/she is not provided with any specific targets for the first year or initial period with the organisation, then he/she should agree with the manager:

- the key functions of the job, i.e. the main areas in which he/she will be expected to make a significant contribution;
- a series of measurable objectives, to be reviewed at regular intervals, delineating how he/she can make a contribution to the overall profitability and development of the organization and to the department in particular;
- how personal performance will be measured within the job, and how regularly this performance will be reviewed. It is also vital to find out what measures of performance are used to evaluate departmental



performance, in order to check that the performance targets given are realistic and achievable. It might be the case that performance targets are agreed over which the individual can have little or no influence.

· If the organisation does not operate a system of objective or target setting, then it is a good idea to set a series of goals to work towards. Let the manager know what sort of targets he/she is setting. These should relate to the contribution he/she can make to the organisation and aspects of work, which he/she can personally influence (including overall profitability, marketing initiatives, sales performance, etc). This type of informal performance measurement can be invaluable in assisting he/she to monitor the own progress during the first few months with a new employer.

2. CAREER MANAGEMENT

In addition to the areas mentioned before which relate specifically to the early phase of settling into a new position, the client should also set aside time and devote some efforts towards managing the career over the long-term. During the search for a position, he/she may have done some systematic analysis of individual career options. It is important that active management and consideration of the career does not cease immediately when one start in his/her new position. To many people, the idea of managing their career focuses entirely on opportunities for promotion, rather than giving consideration to developing their skills and experience base, doing a short attachment in a totally different sort of working environment, or taking positive steps to 'enrich' their existing position.

Below are a few suggestions for steps, that you could advise your clients to take, to ensure they manage their career, rather than the career leads them, which all too often is the case. Let them read the following recommendations (it could be good to make a brief overview before that as well to prepare a hard copy for the client):

● **Establish a career plan**

Once you have secured a new position, set yourself new goals and targets within your new organisation. These will not necessarily outline exactly what you expect to be doing for the next five years, but provide a framework of milestones against which you can assess your progress over the short and medium term. It is worthwhile reviewing this plan every six months and the goals you set yourself, and making any necessary adjustments to reflect targets achieved, your own personal development, as well as changes within the organisation.

● **Keep a record of your achievements**

You will have reflected on what your achievements were in each of your previous positions and included some of them on your CV. They may have been of great assistance in getting you your current position. It is therefore worthwhile continuing to keep a record of what you achieve after you start. It will be useful to you



at the time of performance reviews, as a record of what you are achieving within your job and, of course, will be useful when you move to another position either internally or with a new employer.

• **Keep up with your contacts**

You will have made many new contacts during your job search. This network of contacts should be maintained after starting in your new position as there may be further opportunities to make use of them in the future, perhaps in selling the services of your new organisation or for other marketing exercises. It is also a matter of courtesy to let your contacts know you are progressing in your new role. You should also be prepared to put something back into the network you have used, for example, by assisting another person in their job search.

• **Establish visibility outside the organisation**

In order to advance your career further, it is unlikely to be enough just to do a good job. Other people outside the organisation need to be informed of your abilities, and it can only assist your profile to become known outside your own areas of responsibility. Writing articles for professional or trade journals, and attending/speaking at local chambers of commerce or professional association functions, can help increase your network further still.

• **Build on your strengths**

The job search process has inevitably made you focus on your strengths and skills. You will probably have developed a stronger awareness of what you do and enjoy best. You need to be committed to developing yourself still further through the acquisition of new skills and competencies and gaining experience. You need to be open to learning new things at all times, being sensitive to the needs of the organisation and the skills and behaviors it is trying to foster. It also involves recognizing organizational change as an opportunity to learn and develop new skills. Organisations are changing more rapidly than ever in today's world, often as a result of additional competitive pressures. Therefore, any individual who is not seeking to learn and work with the changes is likely to be left behind. It is always worth remembering that the labour market is a market: if you carry on learning from your experiences and acquiring new skills, it is likely that when you re-enter the labour market again, maybe several years hence, you will have even more to offer a future prospective employer.

• **Goal settings**

Setting Goals for Activities Outside Work. The process of seeking a new job may also have helped our clients to focus on what they want to achieve in their lives outside work. They may have already set goals they want to achieve for themselves in leisure activities and personal development.

It will be useful to review these on a periodic basis and set new goals as existing targets are achieved and particular aspirations are fulfilled. A series of tangible targets relating to activities outside work can help



bring a better balance to our life and provide an opportunity for relaxation and the release of work-related stress. It is worth standing back every six months or so and analyzing progress towards the goals set and adjusting the targets upwards or downwards as necessary.

3. SELF MANAGEMENT

The key to pursuing a successful career is going to depend increasingly on the one's ability to self-manage his/her own career. It is increasingly unrealistic to expect any organisation for which someone work to support and nurture his/her career. Every individual should be prepared to take on this responsibility. It is naive to expect that loyalty only to an organisation will assist in the furtherance of one's career goals. What is likely to be most important in the future is the ability to adapt and change to new working conditions and to be flexible to learn new skills, especially in this time of increasingly rapid technological change.

The following is a checklist of recommendations for the first few days that you can offer to the client:

- Know what your company or organization does.
- Understand your role in contributing to the company.
- Get a copy of your company's most recent annual report and read it.
- Dress conservatively or above the conservative median within the company.
- Remember the names of those you are introduced to.
- Take the time to understand your company benefits plan. Don't wait until you need to use one of the benefits to understand it.
- Watch and emulate those who are successful in the company. Allow them to be your mentors.
- Personalize your work area by, for example, putting a nameplate on your desk, so everyone will know who you are.

Last but not least, introduce your client the main pieces of advice that will be useful for his/her work on the new place and possible future career development with respect to:

a) The daily routine:

- Rehearse what you need to accomplish that day during your morning commute.
- If you can take public transportation to work, do it. It not only saves energy, but gives you time to read. Always have profitable reading materials with you.
- On going to work, get in the habit of writing down your thoughts and daily reminders as they occur to you.
- Be a morning person. Always be on time.
- Plan your day in advance. Ten to fifteen minutes in the morning will equal an extra hour or more of productivity throughout the day.
- Develop a routine only where it increases personal productivity.



- Be the first person to say “hello” to others in the morning. And say it with a smile.
- Keep breath mints in your desk for bad breath emergencies. And remember, just because you can’t smell your breath doesn’t mean it’s sweet and clean.
- Keep an extra shirt or blouse, pressed and boxed, in your car. Also consider having an extra tie or an extra pair of nylons available at the ready.
- Always check your appearance in the mirror before leaving the washroom.
- Arrive at meetings on time. Bring extra work that you can pass the time with while you are waiting for others.
- Don’t doodle or daydream at meetings. If topics being covered are outside of your area, take out your pocket planner and review what you need to accomplish that day.
- Eat lunch in. You will save both time and money.
- Go for a short walk each day. Park at the far end of the lot in the morning or stretch your legs during lunch. It will clear your mind and make you more productive for the remainder of the day.

b) Work ethics:

- Draw a solid ethical line and never cross it especially when others are encouraging you to do so.
- Take care of your integrity. Integrity means doing what is right, even if it is unpopular, unfashionable and unprofitable.
- Develop a reputation for honesty and integrity. If you have failed in these areas in the past, your new job is an opportunity to start fresh. It is a reputation you must earn over time. And live up to that reputation at all times, at work and everywhere else.
Don’t use profanity, even when others do.
- Never tell dirty jokes, racist jokes or sexist jokes. And ignore those who attempt to share them with you.
- Don’t lie, cheat, or steal, even when the temptation is great - stand for honesty and integrity in all you do, and you will be amazed how far it sets you above your peers.
- Make good on your promises. If you are not sure you can deliver, don’t promise.
- If you are not sure, don’t do it. That’s your conscience talking. Listen closely.
- Always seek the good in others, and they will be more likely to find it in you.

c) Interpersonal skills:

- Talk 20% and listen 80%. And avoid those who talk 100%.
- Always take the opportunity to praise others who are worthy of praise. If someone has done well, take the time to compliment him/her.
- When someone is telling you a story, don’t interrupt. And don’t try to upstage them with a better story of your own.
- Smile a lot even when you feel like frowning.
- If someone is confrontational with you, avoid the confrontation. Take time to cool off before you respond.
- Be the person in your office who makes everyone else smile. Everyone loves a cheerful person.



- Look for solutions, not problems. Anyone can identify problems.
- When someone compliments you for your work, don't say, "It was nothing" or try to talk him/her out of it. Just say "Thank you" with a smile and move on. Nothing more and nothing less.
- Life isn't fair. And sometimes work isn't either. There will be some days when just getting through is the best you can do. Wait until tomorrow to see if things clear up. They usually do.
- Don't be a complainer. Every work environment has a person who feels responsible for the role of office complainer. Let someone else fill that role. And ignore them when they attempt to practice their art upon you.
- When you are unhappy on the inside, do your best to stay happy on the outside. Your inside will eventually get the point and come around.

d) Office politics:

- Show respect for your boss in everything you do. Don't join in when others are boss bashing. It can be contagious.
- As a subordinate, you must be willing to submit to the plans of others. Submission is not found in obeying the requests of those you are in agreement with. True submission is found in obeying another when you are not in agreement.
- Never discuss your salary with your co-workers.
The work washroom is located at work. Don't let your conversation change to match the surroundings.
- When you are personally complimented for something that was a team effort, always give proper credit to the team.
- When others begin to criticize, fight the urge to join in the slaughter.
- Be a builder, not a destroyer.

e) Education and training:

- Know and understand the company training programme, and take advantage of it.
- Learn to match your training with application of what you have learned.
- Continue your education. Even if you do not pursue a formal degree, make learning a lifelong vocation. What you learn will affect what you earn.
- If you are a bad typist, learn to type properly. It will save you immeasurable time over the course of your career.
- Become fully computer literate. You don't have to be a computer wizard, but you do need to become proficient in the use of technology in your work. Stay ahead of the technology curve.
- Learn to become a team player. School rewards individual performance. Employers reward team performance.
- You probably don't know nearly as much as you think you know. It often takes the maturity of a lifetime to come to this realization, but if you are willing to acknowledge this fact early in life, you will capture a lifetime of learning and growth.



f) Financial:

- There is more to life than the endless accumulation of wealth. There will never be enough money. You must find your wealth elsewhere in your life.
- Wealth and happiness is not the same thing.
- Read your company's annual report every year. That's both the history of the past year and the next year's vision. Keep your career focused on doing your part in reaching that vision.

g) Career progression:

- Know who your boss' boss is. This is the person who may either recommend or authorize your promotion in the future.
- Ask your boss to point out areas for continuous improvement.
- Become known as either the person who is the first in to work or as the person who is the last to leave or both. But don't do both forever. It's a good start in your career, but it's not a good life in the end.
- Develop a reputation as a problem-solver. If a problem lands on your desk, don't pass it on to someone else.
- Even if you receive a good performance review, ask what you can do to improve your future performance.
- Be aware of the work that is going on around you. These are your areas of potential future growth.
- Get copies of your competitor's annual reports. It will keep you in tune with your industry and help you to better understand and appreciate your company's competitive edge.
- If you love doing what you do, success will follow.
- Take others in your company out to lunch to learn more about their jobs and their departments. Let them do the talking. You do the listening.
- Learn to tap into the office network. Career progression is more like climbing a web than climbing a ladder. Make sure you tap into as many connection points as possible.
- No one owes you a living. No one owes you a job. You earn it, each and every day, all over again. And when you cease to earn your job on a daily basis, you will cease in your career progression.
- If you do more than what you are paid to do, you will eventually be paid more for what you do.
- Don't ask for a raise because you need more money. Ask for a raise because you are worth more money.

Except the advice for the new work you can offer your clients a list with skills for a lifetime. Try to speak friendly, not edifyingly. Again, be sure you have a hard copy of the following thoughts to provide the client with:

- Life is never exactly what we want it to be. Life just is. It is what we make of life that will bring it nearer to what we want it to be.
- You are the best investment you will ever have. The dividends received on this investment will pay you back for the rest of your life.
- Be proactive in planning for the future. To get things in the future, you have to pursue them today.



- Expect great things from yourself and hope for great things in others.
- Set goals in your life. Break down your long-term goals into short-term goals. Then break down your short-term goals into annual goals. Then break down your annual goals into monthly goals. Then break down your monthly goals into weekly goals. Then break down your weekly goals into daily goals. Then break down your daily goals into tasks. And make sure it is all down on paper. Then do it. You are on your way to accomplishing all the goals in your life.
- Begin to use a day-timer or other pocket planner religiously. It will quickly become your daily guide to accomplishing your goals in life.
- Be observant - learn from the mistakes of others so that they are not repeated in your life.
- When you do make mistakes, take responsibility for them immediately. Denial will only prolong and intensify the error. Acknowledge you were wrong and move on. And don't make the same mistake again.
- Every journey begins with a single step. And with each new step, the objective comes into clearer view.
- Always give back to those who are less fortunate than you. No matter how hard you have worked to get where you are now, there is always someone who has not had the same opportunities that you have had in life. Do your best to give something back.
- And finally, always remember that work should never be your sole purpose in life. No one ever said on his or her deathbed, "I wish I would have spent more time at the office."

25 Hot tips for managing your career, based on the personal experience of career consultants:

The following are interesting lessons learned by experienced career consultants listening to people talk about their work. Let your client compare them with the recommendations listed above:

1. Achieving success usually involves sacrifice. If it were always easy, everyone would drive a Porsche.
2. Even if you work for a big company, you're essentially on your own.
3. The workplace can be fun and challenging. It can also be difficult. It rewards effort, planning, and training, but it punishes indifference and lack of preparation.
4. Take time to assess your skills, temperament, aptitudes, likes, dislikes, and natural gifts. If you need help designing or implementing your plan, seek the advice of a professional career counselor.
5. Your career may be your biggest financial resource. You may be paid what you're worth right now, but investigate the market. Don't over- or under-price yourself.
6. Jumping from job to job - from Salesman to Customer Service Representative, then to Teacher, Staff Accountant, and Technical Writer - isn't a career. Beginning as an Accounts Payable Clerk, then progressing to Junior Accountant, Accountant, Controller, Chief Financial Officer and Vice President of Finance is a career. A career builds on itself over time.
7. Changing fields, industries, or functional specialties is difficult, and the bigger the change, the more difficult it is. Therefore, choose your direction carefully. Once you leave a career path to try something new, it may be difficult to re-enter.



8. Today's engineering graduate is obsolete in less than five years. You may be too. If you aren't learning something new today, you may be out-of-date and unmarketable tomorrow.
That's especially true for those over 40.
9. Think of your career as a public relations campaign, much like running for political office.
Your goal is to get many people to like you as quickly as possible. (And keep liking you.)
Therefore, every person - male, female, minority, old, and young - is important. Treat all others with kindness and respect. Make life a little easier for those around you and your career will benefit.
10. "People skills" are just as important as "technical skills," because even in highly technical jobs, you have to work with others. It's better to be a "people person" with average skills than to be an abrasive expert who wins at the expense of others.
11. Be careful expressing strong emotions in business, especially anger and disappointment.
Communicate your feelings quietly and tactfully.
12. Spend time with people you admire. Success really does rub off. There's no substitute for "knowing the right people," and for "being in the right place at the right time." Take a risk to contact someone you'd like to meet.
13. A warm, enthusiastic, caring, and positive attitude - outwardly expressed to others - is your single biggest career asset.
14. On any given day, your present job may end, even if you own the company! Therefore, think short-term.
Don't take your present opportunity for granted. Get up every morning feeling unemployed, and constantly fight to improve yourself. Appreciate your job, but figure out what you're going to do next. It's always nice to have a "Plan B."
15. Except in rare cases, don't sue your former employer if you're fired or laid off. Take a good, hard look at yourself. Ask yourself what, if anything, you could have done differently.
Honestly determine your part in causing the problem. Then work to create a better life for yourself, even if you think it was the employer's fault. Don't dwell on the past. It's non-productive and it prolongs your unhappiness.
16. If you lose your job, 80% of your marketing for a new position will already have been done. Your reputation, results, accomplishments, people skills, contributions, and friendships are all a matter of record. If you've been a contributor, if you've been kind to others and easy-to-work-with, you'll be in demand. If not, you won't.
17. Your friends are your best allies in your life and in your career, especially in job hunting. No one will help you more than those who already know you. So make an extensive list of your business and personal contacts (essentially, everyone you've met), and stay in touch with them, even after you've found a new job will help you more than those who already know you. So make an extensive list of your business and personal contacts (essentially, everyone you've met), and stay in touch with them, even after you've found a new job.
18. Employers hire their friends first. Only when they run out of familiar faces do they consider hiring strangers. When companies recruit from a group of outsiders, they interview, test and screen heavily. Your best career strategy - besides keeping your skills up-to-date and achieving a lot - is to cultivate deep, long lasting friendships.



19. Your accomplishments are your calling card for the future. They will help to determine your marketability. In selling yourself, it's results that count. Try to contribute something substantial and measurable every single day. And make sure you keep a written record of your results.
20. Don't let yourself be unemployed, even for a day. Volunteer a few hours, work part-time for a temporary agency or help a friend in his or her company.
21. Love, happiness, friendship, and time for oneself are just as important as making it big in the world. If your career is your whole life, you're vulnerable to disappointment and burnout; and burned out people are often less marketable.
22. Too much success can kill you. Learn when enough is enough. If you think you're burning out, you may be right. Highly successful people are the most subject to burnout. They demand too much from themselves - and from everyone around them. Seek balance.
23. Don't stay in a job you hate. Hating your daily routine can ruin your health; and it can make everyone around you, including your spouse and family, miserable. Take a risk! Take action! Change things!
24. Don't make excuses when things go wrong. When facing challenges tell yourself this: "I'm in control of my own future. No one can deny me a happy life if I decide to plan it and work for it. Ultimately, no one can stop me from becoming successful but myself."
25. Whatever your expertise, give some of it away. Help others when you can.

For more info:

<http://www.icatindia.com/career-tips/Careers-Tips-Wetfeet.htm>

<http://www.employmentguide.com/careeradvice/>

<http://careerplanning.about.com/cs/a.htm>

<http://www.career-networks.com/links2.html>

Final words

The current manual does not claim to be exhaustive and applicable to all cases consultants may confront. Life is so various and people - so different that no book or science could provide complete knowledge.

Remember that books provide you only with the input, the basis for your work of consulting clients on career development. As a consultant you could learn much more from your everyday work than from any manual or guidebook. However, in order to be a professional worker, you need some "instruments" that will assist you and will direct you in the consulting process.

In the frame of DEVELOPING YOUTH CAREER SERVICES pilot project (carried out with the support of Leonardo da Vinci Programme of EU), we have developed a set of such tools that will be very useful in the consultant's daily work. Hope you will use them and they will contribute to both your work and your career development.



Authors

Marcella Melis, Emanuela Atzori, Rodolfo Costantini - Studio e Progetto 2

Sara Persson, Andreas Runeson, Malin Reinitz, Jonas Lundberg, Asko Kallioniemi - Eductus

Rosen Petkov, Svetoslav Dimov, Tsvetelina Ilieva - SCAS

Teodor Hrehovcik - University of Presov

Editing committee

Rosen Petkov, Peter Davitt, John Daly, Roberto Doneddu

Advisory group

Atanas Dimitrov, Vocational Councilor Interuniversity center for career development, Sofia

Ivelin Stefanov, lecturer in New Bulgarian University, Sofia

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Studio e Progetto 2 - Italy

University of Presov - Slovakia

Young Women from Minorities - Bulgaria

Youth Association of Cazalla - Spain