



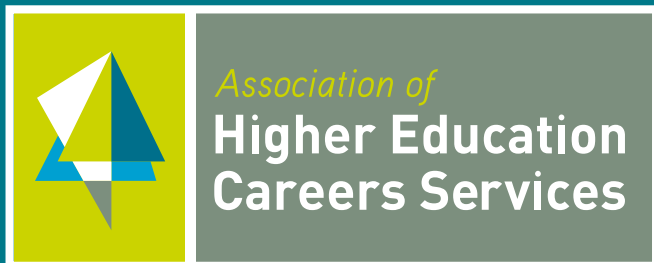
Association of  
Higher Education  
Careers Services

# Crafting the Present for Future Employability

An AHECS Employability Module







# The Voice of Higher Education Career Services

## Our Members:



## Foreword



**This employability module** appears at a good time as, across the global higher education sector, there is strong interest in employability and a need for innovation in the curriculum. This booklet aims to provide an invaluable source of reference and support for others.

AHECS colleagues have carefully considered the structure and design of this module. They have developed a theoretical approach to the content and the construction of learning outcomes. Through this, they have established a credible and *visible* pedagogic rationale so that readers can judge for themselves and adapt it to their own purposes.

They have approached this work in a spirit of collegiality, openness and transparency, aiming at all times to show their working, so that others are encouraged to not simply duplicate content, but *make choices*. This collaborative approach is extended to working with academics, participants, employers and professional bodies. The resulting dialogues provide an exemplar of partnership working across varied roles and contexts.

I have been particularly impressed by the strongly *creative* approach taken. The group members have embraced the vital task of setting out what they mean by employability. Inevitably, this has meant including certain topics and excluding others. It is this process of creative *judgement* that they have sought to engage in, model and document. Cumulatively, the workshops included here form a unique contribution to employability teaching worldwide.

*Phil McCash*

Principal Teaching Fellow  
and Course Director: MA Career Education,  
Information and Guidance in Higher Education  
University of Warwick, UK.

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## Introduction

### What is this publication?

This booklet contains an innovative and contemporary design for an employability module. It includes detailed guidance to support the delivery of eight workshops. It is designed to help those currently engaged in or considering such work and can be adapted for different contexts, as needed.

### Who is it for?

It is designed for individuals working in a variety of roles including: lecturers, course directors, placement facilitators, career development professionals, work-related learning managers and training managers. It will also be of interest to senior staff in higher education involved in teaching, learning and employability, senior managers in corporate environments, and leaders of professional organizations and trade unions. Although designed for the tertiary education sector, it will be of interest to those supporting learners in colleges, schools, workplaces and community contexts. In geographical terms, the immediate context for the module is the third-level education sector in Ireland. However, given the similarities in systems, it is likely to be of interest and value to colleagues in the UK, USA, Canada, Europe, Australia, New Zealand and elsewhere.

### Features and benefits

- Creative and distinctive style
- Strong integration of theory and practice
- Transparent pedagogic framework
- Eight new workshops
- Introductions and aims shown for each workshop
- Comprehensive facilitator notes
- Clear methods, activities and timings
- Easy-to-use materials (e.g. websites, activity sheets)
- Learning outcomes for each session
- Assessment strategies linked to learning outcomes
- Suitable for curriculum and non-curriculum-based delivery
- Adaptable to most contexts





## Process

**This AHECS Employability Module** was created to support and complement existing careers education and work placement modules currently taking place across the 27 institutions of higher education and career services in Ireland. This new module brings together the views of key stakeholders to produce content that can enhance the personal and professional development of participants in preparation for graduate employment.

The process involved in the creation of this module has spanned two years from its inception in June 2012 and included a number of stages.

### Inception

This initiative, supported by AHECS and carried out by the AHECS Employability Task Group aimed to provide a way employers, academics, career practitioners and participants could work together to create a new *HE Employability Module* to prepare participants to become 'work ready' and enhance their graduate employability. In addition to consulting with key stakeholders, the module would be written to meet academic and pedagogical criteria and could be integrated in the curriculum or included as an add-on module, depending on institutional requirements.

### Consultation on design

A consultative day with Phil McCash, from University of Warwick, on designing the process, workshop plan, concept mapping and agreeing the theoretical basis for this module was held in Dublin in 2012.

### Initial meetings of AHECS Employability Task Group

Initial meetings focused on compiling research on existing careers education and work-

placement modules currently being undertaken by participants across third-level institutions in Ireland, north and south. In addition, members of this group carried out extensive research on international best practice on employability, skills and work-based learning for participants.

### Consultation with all stakeholders

A one-day consultative workshop was held in Dublin in May 2012 which included roundtable discussions on the proposed content of this module between: employers, professional organizations, academics, career practitioners and third-level participants.

### Concept maps and first drafts

The feedback from all stakeholders identified eight main topics and established the template for the first drafts of the module.

### Pilots

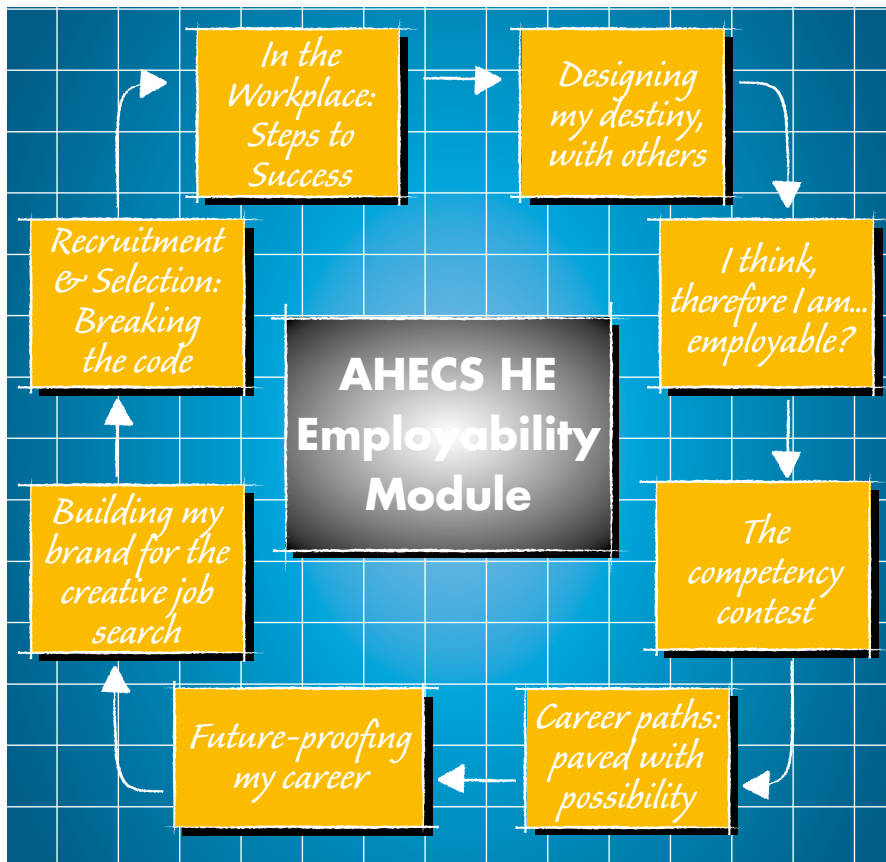
Each of the writers piloted their topics and exercises in the classroom with a wide range of third-level students from a range of universities and institutes of technology. Participants' feedback was integrated into the module.

### Consultation on Open Space Learning

A half-day workshop on integrating open space learning into the module was completed with Dr. Nicholas Johnson, Trinity College Dublin, November 2013. Lessons from this session were integrated into the module.

### Further consultation with employers

The module was reviewed with graduate employers, KPMG, SAP, EY and Pernod Ricard in April 2014. Their feedback was integrated into the module.



## Finalizing

The final version of the *AHECS HE Employability Module* was agreed in June 2014.

## Future

This module forms the basis of an accredited employability module. Employers can potentially explore at interview, participants' experience and learning from the module. Workshops can also be offered separately as required.

## Launch at AHECS Biennial Conference

This publication was launched by the AHECS Employability Task Group at the AHECS Biennial Conference at NUI Maynooth in June 2014.

## Acknowledgements

The AHECS Employability Task Group would like to thank the following people/organizations for their time and valuable contribution to the creation of this module:

**Consulting academics:** *Phil McCash*, Principal Teaching Fellow in Career Studies, Centre for Lifelong Learning, *University of Warwick* and *Dr Nicholas Johnson*, Assistant Professor of Drama, School of Drama, Film and Music, *Trinity College Dublin*.

**Consulting employers:** *EY, KPMG, Pernod Ricard and SAP*.

Graduate employers, academic staff, professional bodies, career practitioners and third-level students who contributed to the one day workshop in Dublin in May 2013 on Influencing Graduate Employability in Ireland.

*Elaine Browne*

Chairperson of AHECS  
Employability Task Group



## Writers/members of the AHECS Employability Task Group:

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Orlaith Tunney (TCD)

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## Module overview

**In this section,** the pedagogic rationale is explained and the main sections of each workshop plan are introduced.

### Learning

An *experiential* and *constructivist* approach to learning, influenced by the work of Kolb (1984) was adopted throughout. Specifically, his view that 'knowledge is created by learners' has been used to underpin the module design. Consequently, the learning outcomes focus on identifying and describing (reflective observation), evaluating and analysing (abstract conceptualisation) and planning and designing (active experimentation). There is clear consistency and movement through the learning cycle in each workshop. The learning outcomes contain both cognitive and affective elements and there is a practical focus on actions and responses. We were also interested in the *transformative* potential of employability teaching i.e. its power to transform participants' perceptions and workplace practices. This can be seen as a further theme running through the module.

### Course content

We were keen to make our approach to course design visible so that others could learn from it by adaptation and critique. The course design methods selected drew from Amundsen, Weston and McCalpine's (2008) *concept mapping* technique. We found this valuable in making our key employability concepts explicit. It also helped us to surface tacit assumptions and make stronger links between topics. We further sought to ground the concept mapping process in the experience of participants of all types (i.e. students, employers, academic and professional organizations). In this, we were influenced by the work of McCash (2011) and Frigerio, Mendez and McCash (2012). We have sought, however, to take this further by actively engaging with groups of students, academics and employers.

### Structure

We drew from Biggs' approach to *constructive alignment* (1996). Consequently, we sought to align aims, methods, content, learning outcomes and assessment. Formative assessment opportunities are identified within each workshop session plan and aligned with learning outcomes. Summative assessment is intended to take place via a 2000 to 4000 word action research project. As part of this, it is anticipated that participants will design questions based on the key concepts from each workshop and then, with their consent, interview individuals in the workplace.

### Facilitator notes

There are detailed facilitator notes within each workshop plan. Each session is designed to last approximately *two hours* and detailed timings of each exercise are shown in the notes. Sessions can be lengthened or shortened with suitable adjustments to the material and topics. Each session starts with the facilitator introducing themselves and the session. Here, it is anticipated that the facilitator will make links with previous sessions and agree aims and learning outcomes. They will also acknowledge the introductory nature of each session and any relevant limitations of the facilitator. Each session concludes with a debrief. It is expected that the facilitator will revisit the learning outcomes and offer opportunities for feedback. They will also signpost to further resources and extension activities in the VLE and discuss the next session.

### Resources

The typical resources selected for each workshop are widely available across the higher education sector. These include: a classroom suitable for interactive group work; a projector; a screen; a PC/laptop; Internet access; audio speakers; a flip chart; pens; post-its; information sheets and activity sheets. Any further resources needed for individual workshops are indicated in each introductory session.

## Employer testimonials

### EY

"EY has consistently recruited large numbers of interns and graduates from the Irish third-level sector in recent times and these numbers are set to increase as we work towards our Vision 2020 plan to grow to a €50 billion firm in the next six years. As a skills-based recruiter, we warmly welcome the introduction of this employability module and feel it will have a significant impact on the range of opportunities available to the future participants. Our organization hires from all academic disciplines, but regardless of background, the strongest participants presenting to us at interview are those who have well-developed personal, or 'soft' skills – skills that have been identified and will be developed throughout this programme. While graduates' results may get them an interview, it is their personal attitude, experiences and abilities that will secure them the job and it is vital that this is a message delivered in the classroom. We are delighted to have worked closely with AHECS to develop this module and feel it will benefit anyone who uses it in presenting themselves at interview as an ideal candidate." *Jennifer Kane, Graduate Recruitment*

### KPMG

"At KPMG we fully endorse *the AHECS Employability Module*. The programme encourages participants to think of their personal attributes and capabilities in a practical way. The interactive exercises allow them to showcase and improve their own skill set, which will be sought after by potential graduate employers. We believe the module will increase graduate awareness of their employability when embarking on the early stages of their career." *Paul Vance, Head of Resourcing*

### Pernod Ricard

"Today's jobs market is competitive, so as a graduate, you have to think smart. My advice to graduates is always to start thinking about what you want from your career early in your studies and not to leave it to final year. Building up a portfolio of experience and skills through getting some work experience, through internships, through engaging with college clubs and societies and through travelling and working abroad helps to develop key skills that will distinguish them from other candidates when it comes to







entering the jobs market. *The AHECS Employability Module* offers participants the option to add an additional string to their bows by developing their career possibilities in a very focussed and structured manner as an integrated part of their third-level studies. From an employer's perspective, this translates into stronger candidates who have a good level of market awareness and more importantly, self-awareness.

"In an ever-evolving jobs market, self-awareness is key for graduates. This module offers participants the opportunity to learn about themselves, how they work best, how they leverage their strengths to add value to the organization and how they address their weaknesses. Graduate employers are looking to recruit potential and this module provides participants with the tools they need to understand how to recognise and realise their potential. There are plenty of opportunities out there for graduates, but they need to have the right attitude to succeed. Graduates need to be hard-working, passionate, focused on what they want and how they aim to get it.

"By partnering with employers to develop module content, this ensures the module develops awareness of key business skills, the job market and the opportunities available upon graduation."  
*Sinéad D'Arcy, Jameson Graduate Programme Manager*

## **SAP**

"Firstly SAP would like to commend AHECS on this novel initiative. At SAP we have an ongoing requirement to hire quality graduates. While knowledge of their core subject is of course essential, equally important is that the graduate is well rounded and familiar with the skills and competencies that are critical to the success of our business. SAP's preference is to hire graduates who have developed these skills and competencies before graduation and can demonstrate this at interview stage. It is therefore important that the development of these skills and competencies is nurtured at third level, from the time participants begin their academic journey. We see this Employability Module as critical to facilitating participants in the development of key competencies, such as teamwork, communication skills, personal development etc. *The AHECS Employability Module* supports this and exposes participants to the wide and varied career paths available to them in the longer term, demonstrating that being adaptable and flexible is key to their long-term success. SAP wish AHECS and all those involved in this initiative every success."

*Dolores Tanner, Manager, Customer Interaction Centre*

## Workshop A

# Designing my destiny, with others

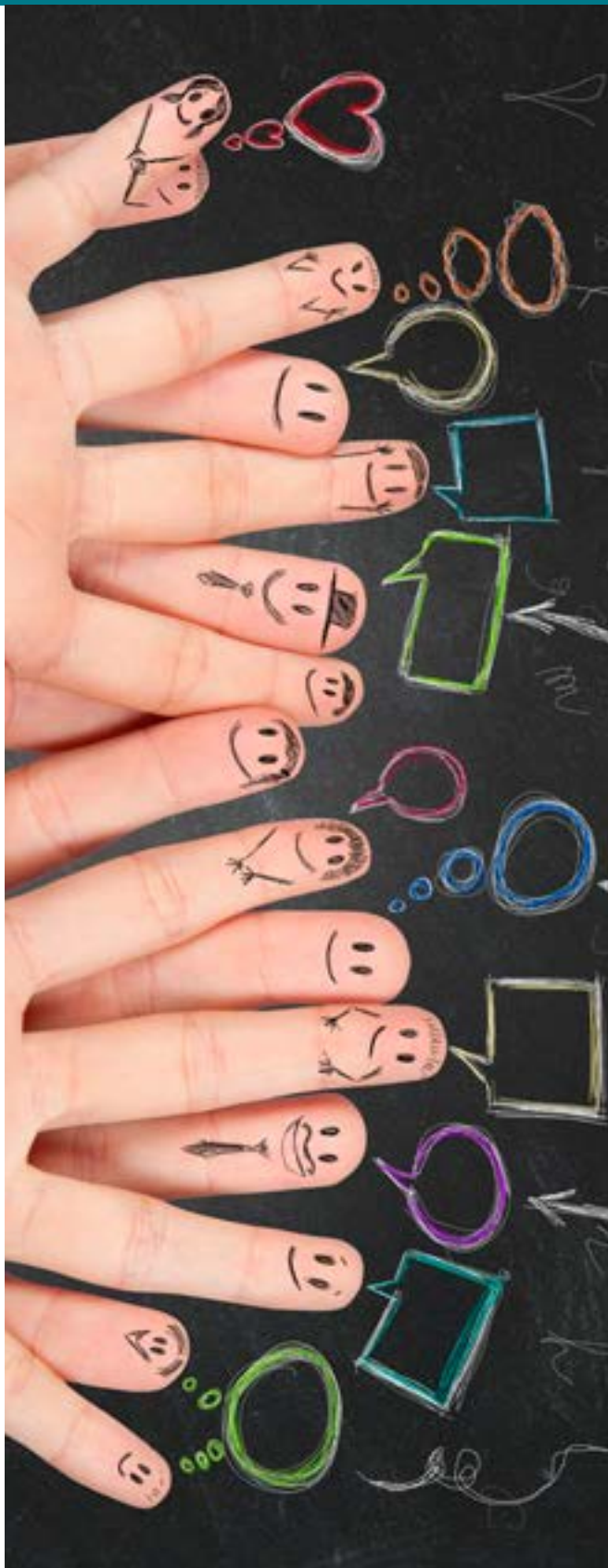
**Author:** Orlaith Tunney (TCD)

## Introduction

This workshop aims to help participants to understand a range of community and social influences and develop their career possibilities. This is done through exploring contrasting perspectives on career influences and enabling reflection and action planning to take place. The topic is introduced to the group, and the group is encouraged to share past and present influences on career decisions and possibilities e.g. parents, peers, teachers, friends etc.

Two theories of career influence are then summarized. First, according to Mitchell and Krumboltz's *Learning Theory of Career Choice and Counselling* (1996), people form beliefs or generalizations about themselves, their career and work that represent their own reality. These beliefs are termed self-observation and world-view generalizations. They influence how individuals approach learning new skills and ultimately affect their aspirations and actions, and can be expansive or limiting. Second, according to Law's *Community Interaction Theory* (1981; 2009), our family, friends, teachers and community leaders all influence the career options we consider and the criteria we use to make our career choices. An important aspect of Law's theory is that individuals transmit influence to communities as well as receive it. This highlights the potentially transformative nature of community interaction and this will be developed as a theme running through the module (e.g. Workshop H). Selected elements from these two perspectives are included in the activities below.

**Additional resources required:** art materials for lifeline exercise (optional).





Timings (minutes)	Facilitator notes
5	<b>Introduce self and session</b>
15	<b>Exercise 1: Lifelines</b> Ask participants to reflect on the influences on their career decisions and explorations to date using a lifeline to represent these. Introduce some examples from the facilitator, Internet or popular personalities.
25	<b>Exercise 2: Videos</b> Introduce summaries of <i>Learning Theory of Career Choice and Counselling</i> and <i>Community Interaction Theory</i> . Issue an information sheet on these and then show the two video case studies below taken from icould.com <b>Case Study 1: Ali Williams</b> <a href="http://icould.com/videos/ali-w/">http://icould.com/videos/ali-w/</a> <b>Case Study 2: Maggie Aderin Pocock</b> <a href="http://icould.com/job-types/active-leisure-and-learning/maggie-aderin-pocock-mbe/">http://icould.com/job-types/active-leisure-and-learning/maggie-aderin-pocock-mbe/</a> Ask the group to initially consider the videos in the light of the key concepts identified using <i>Activity sheet A1</i> .
35	<b>Exercise 3: Mapping career influences</b> Ask group to consider the range of influences identified above in relation to their own lives. Divide participants into pairs to complete this task and invite them to share their findings on a flip chart for whole class to see. Invite evaluation and other comments from whole group. Ask group to consider the following questions. <ul style="list-style-type: none"> <li>• What are the similarities and differences between the community interaction approach and the learning theory of career choice?</li> <li>• Consider to what extent career development is purely an individual phenomenon?</li> <li>• What are the strengths or potential benefits of these perspectives?</li> <li>• What are the disadvantages?</li> <li>• What alternative interpretations of career and employability might be important?</li> </ul>
35	<b>Exercise 4: Expanding and exploring</b> Invite each participant to expand their list of influences and explore how 2–3 of the enabling influences can be used to optimise their career decisions, career exploration and development using <i>Activity sheet A2</i> . Invite individuals to consider: <ul style="list-style-type: none"> <li>• changing any influences that limit their possibilities</li> <li>• the effect of self on others (e.g. limiting or helping others).</li> </ul> Participants should then use the flip chart in the whole group (e.g. sticking up post-it notes followed by brief comments) to share their ideas for expanding influences and exploring their career possibilities.
5	<b>Debrief</b>
<b>Total: 120</b>	

<b>Learning outcomes</b> By the end of this session, each participant will be able to:		<b>Formative assessment</b> During this session, the facilitator will:
<b>LO1</b>	describe some factors that influence career development, drawing from personal experience	assess description of factors during Exercise 1
<b>LO2</b>	identify other possible influences, drawing from at least two theories of career development	assess identification of influences during Exercises 2 and 3
<b>LO3</b>	evaluate how these influences are either enabling or limiting their career development	assess evaluation of influences during Exercise 3
<b>LO4</b>	explore how to develop influences to optimise career exploration and career development	assess exploration of influences during Exercise 4

## Activity sheet A1: Linking the video case studies with my life<sup>1</sup>

In this exercise, you are invited to link the video case studies with the range of influences on these individuals' career/life to date.

<b>Influences</b>	<b>Case study 1</b>	<b>Case study 2</b>
<b>Expectations</b> Inhibitors/enablers		
<b>Feedback</b> Inhibitors/enablers		
<b>Support</b> Inhibitors/enablers		
<b>Modelling</b> Inhibitors/enablers		
<b>Information</b> Inhibitors/enablers		
<b>Beliefs</b> About the world/myself Inhibitors/enablers		

<sup>1</sup> This is an adapted version of a framework developed by Winters (n.d.).



## Activity sheet A2: My life and career now and in the future

Using your insights from the previous exercise, reconsider the current influences on your career decisions/explorations and career development and jot them down below in “My life now”.

**My life now:** Jot down the current influences on your life and career

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Next, consider how you can build on existing or alternative influences so as to provide positive interaction and new ways of thinking towards building “My life in the future”. This could include volunteering, actively seeking a mentor, identifying a role model, or getting involved in professional networking.

**My life in the future:** Jot down the influences you will cultivate in your life to expand your career possibilities

## Workshop B

# I think, therefore I am ... employable?

**Author:** Josephine Walsh (NUIG)

## Introduction

This workshop aims to help participants to increase their self-awareness in order to enhance their career management and decision-making capabilities. Specifically, participants are encouraged to develop awareness of *optimism* in relation to their career and reflect on building their strengths. They should then consider how both of these impact on their ability to drive and influence their career development. This connects with topics introduced during Workshop A.

A link between self-awareness and effective career management is introduced through a scenario. Participants are invited to brainstorm the areas they would explore if they were careers advisers working with a client who was unsure of their career direction.

The workshop is developed by providing a brief overview of key concepts in positive psychology relating to optimism, mindset and signature strengths (Fredrickson 1998; 2001; Seligman and Csikszentmihalyi 2000; Fredrickson and Losada 2005). Participants are then invited to reflect on their own level of optimism in relation to their career prospects and to develop, in groups, some challenges to any negative views. This is followed by an individual exercise that encourages participants to challenge their negative thinking around their career.

Participants then complete an exercise on signature strengths, working in pairs to identify at least two strengths they believe they have and explore how they might use these to develop their career. The workshop concludes with a walking debate<sup>2</sup> to contrast positive psychology and opportunity structure perspectives on career development (Roberts 1977; 2009).

**Additional resources required:** picture cards with signature strengths.<sup>3</sup>



<sup>2</sup> Participants physically move to a point in the room where a statement they agree with is posted and then debate with those who have adopted the opposite position

<sup>3</sup> These can be purchased from <http://www.jolantaburke.com/index.php/happiness-activities>



Timings (minutes)	Facilitator notes
5	Introduce self and session
20	<p><b>Exercise 1: Career advice scenario</b></p> <p>Divide into pairs and ask participants to put themselves in the shoes of a career adviser working with a participant who has no idea what they want to do. Then merge into small groups and ask them to discuss what they would explore with the client.</p> <p>Facilitator uses a flip chart to sort feedback into at least four categories: values, interests, personality and skills. Discuss with the group the relationship between career decision-making and self-awareness. Explain that the remainder of the workshop is concerned with building self-awareness by exploring optimism levels and strengths.</p>
15	<p><b>Exercise 2: Rating prospects</b></p> <p>Ask participants to consider the question 'how positive are you in relation to employment prospects?' using a scale of 1 to 10 where 1 is 'totally negative' and 10 is 'completely positive'. Ask participants to physically position themselves on a line in the room. Invite participants to evaluate this activity. Collate their responses.</p>
20	<p><b>Exercise 3: Positives and negatives</b></p> <p>Introduce key concepts from positive psychology relating to optimism and mindset. Show a video.</p> <p><b>Video title: Overview of positive psychology</b>  <a href="http://www.youtube.com/watch?v=1qJvS8v0TTI">http://www.youtube.com/watch?v=1qJvS8v0TTI</a></p> <p>Follow this with a short presentation on key concepts on: positive effect, optimism and resilience. Provide information sheet on this. Discuss the view that a ratio of positive thoughts to negative thoughts of 3:1 is needed for normal functioning and 5:1 for flourishing.</p> <p>Divide into small groups and ask participants to note on a flip chart all the negatives they can imagine in relation to their career and hang the flip chart sheets on the walls. Then invite the whole group to brainstorm positive statements in relation to career.</p>
10	<p><b>Exercise 4: Balance</b></p> <p>Invite participants to individually note the two negatives they use most often and the ten positives they feel they can use from today to balance the negatives using Activity sheet B1.</p>





Timings (minutes)	Facilitator notes
20	<p><b>Exercise 5: Walking debate</b></p> <p>Ask participants to engage in a walking debate to enable consideration of positive psychology in relation to at least one other contrasting perspective. The debate consists of two opposing statements.</p> <ul style="list-style-type: none"> <li>• 'Get real – circumstances determine career success'</li> <li>• 'Keep smiling and play to your strengths'</li> </ul> <p>The first statement is based on opportunity structure theory, which emphasises the role of socio-economic structures in career development. The second is drawn from the positive psychology approaches discussed earlier. An information sheet is issued to all participants in relation to each statement.</p> <p>Designate opposite locations in the room for the opposing statements. Ask participants to physically move to the point which best describes their viewpoint and those who are unsure to adopt a position in the middle. Invite participants to debate and switch position, if they wish, as the debate progresses.</p>
20	<p><b>Exercise 6: Strengths</b></p> <p>Issue a pack of strengths cards to each group and invite participants to review the cards and select the strengths they believe they have. If only one pack is available, cards can be spread on a table and participants invited to note the strengths they believe they have.</p> <p>Invite participants to individually complete the Strengths assessment test available at <a href="https://www.viacharacter.org/surveys.aspx">https://www.viacharacter.org/surveys.aspx</a></p> <p>In small groups, ask participants to share their strengths and to discuss how these may be used to develop their career using <i>Activity Sheet B2</i>.</p> <p>Share ideas on using strengths.</p> <p>Ask the group to consider:</p> <ul style="list-style-type: none"> <li>• How could I use these ideas to change myself?</li> <li>• How could I use it to transform others?</li> <li>• Can I list any limitations?</li> </ul>
5	<p><b>Exercise 7: Evaluation and response</b></p> <p>Invite each participant to select two words in relation to evaluation and action.</p>
5	<b>Debrief</b>
<b>Total: 120</b>	



Learning outcomes		Formative assessment
By the end of this session, each participant will be able to:		During this session, the facilitator will:
<b>LO1</b>	describe a link between self-awareness and career management	assess description of link during Exercise 1
<b>LO2</b>	identify key concepts including: optimism, mindset, signature strengths and opportunity structure	assess identification of concepts during Exercises 2, 3, 4, 5 and 6
<b>LO3</b>	evaluate the key concepts and the thinking of self and others in relation to employment prospects	assess evaluation of concepts during Exercises 2 and 5
<b>LO4</b>	plan responses to the above in relation to career development	assess planning of responses during Exercises 6 and 7

## Activity sheet B1: Shifting the balance towards flourishing

My career 'negatives'	My new career 'positives'

## Activity sheet B2: Identifying my strengths

My strengths	How I plan to use these more

## Workshop C

## The competency contest

**Authors:** Joanne Holland (LIT)  
& Louise Nagle (IT Tralee)

### Introduction

This workshop aims to increase participants' awareness and understanding of key skills and competencies required to be effective and to contribute at work and in their wider lives. It is important that participants are enabled to reflect on and evaluate this and consider a range of responses. It provides a foundation for further learning in Workshop G.

The workshop is centred on the use and evaluation of three techniques: the *Life role rainbow* (Super 1990); the *Career management skills framework* (Skills Development Scotland 2012); and the *SWOT analysis* (Helms and Nixon 2010).

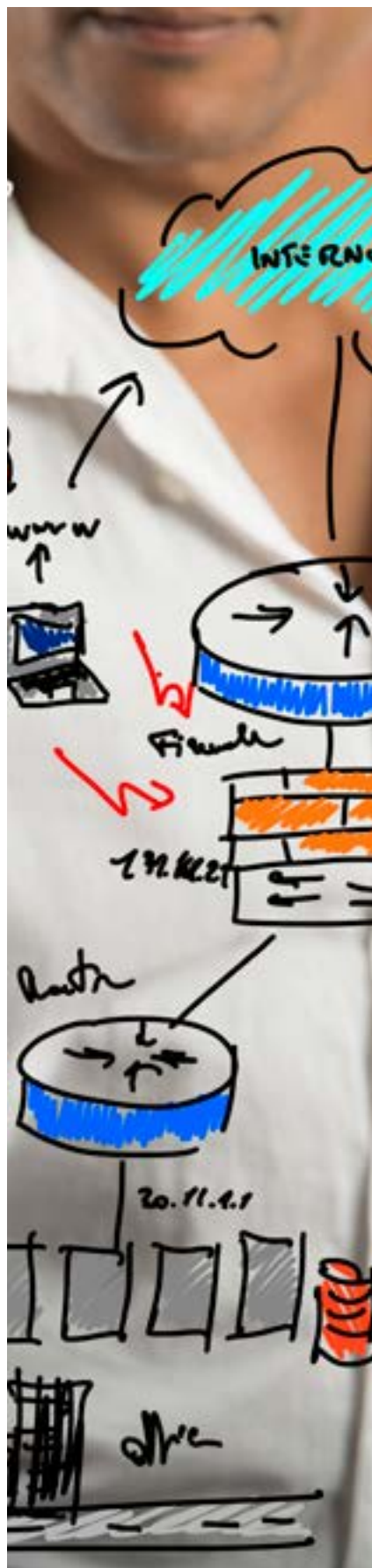
Participants initially experience and engage with current workplace examples of skills and competencies by examining employer material. This provides a concrete experience and allows for interpretation of various skills and competencies required by employers. They identify various life roles and link these roles to skills and competencies designed to heighten their self-awareness, building on Workshop B.

Participants conduct an audit of skills and competencies and reflect on the transfer of skills and competencies to new experiences and situations. In addition, they analyse their strengths and any areas they would like to develop using a SWOT analysis. Finally, participants are invited to prepare a Skills and Competencies Development Plan and reflect on the techniques used in the session.

**Additional resources required:** three relevant examples of workplace forms.







Timings (minutes)	Facilitator notes
5	<b>Introduce self and session</b>
15	<b>Exercise 1: Skills and competencies in the workplace</b> Ask participants to reflect on the meaning of skills and competencies and the role of these in the workplace. Bring evidence by providing quotations from leading recruiters and by referencing recruitment material. Then distribute three forms drawn from current workplace examples relevant to the group: <ul style="list-style-type: none"> <li>• application form</li> <li>• annual appraisal form</li> <li>• application form for promotion</li> </ul> Invite individuals to engage with these materials and note the ways in which skills and competencies are discussed. Ask them to share their thoughts using post-its.
20	<b>Exercise 2: Life roles and skills</b> Introduce the life roles concept within the <i>Life role rainbow</i> and share an information sheet on this. Then distribute <i>Activity sheet C1</i> to support individual reflection on roles currently being fulfilled by participants and any related skills and competencies.
15	<b>Exercise 3: Personal and key skills and competencies</b> Ask participants to complete individually <i>Activity sheet C2</i> , keeping in mind roles from the previous exercise and assess key skills and competencies. <p>Once complete, share and signpost to further useful resources e.g.:</p> <ul style="list-style-type: none"> <li>• <a href="http://gradireland.com/careers-report">http://gradireland.com/careers-report</a></li> <li>• <a href="http://www.keirseey.com/sorter/register.aspx">http://www.keirseey.com/sorter/register.aspx</a></li> <li>• <a href="http://emas04.ulster.ac.uk/careers4graduates/right_career/rcareer.php">http://emas04.ulster.ac.uk/careers4graduates/right_career/rcareer.php</a></li> </ul>
20	<b>Exercise 4: SWOT analysis</b> This is an individual exercise, where participants are encouraged to share their learning. Distribute <i>Activity sheet C3</i> to each participant and ask them to identify their strengths, weaknesses, opportunities and threats. Divide the class into subgroups and ask to share individual findings. Then invite subgroups to: <ul style="list-style-type: none"> <li>• identify the top three weaknesses (skills and competencies)</li> <li>• identify the top three strengths (skills and competencies)</li> <li>• brainstorm the methods of opportunity creation to address weaknesses</li> <li>• discuss any possible threats identified.</li> </ul>

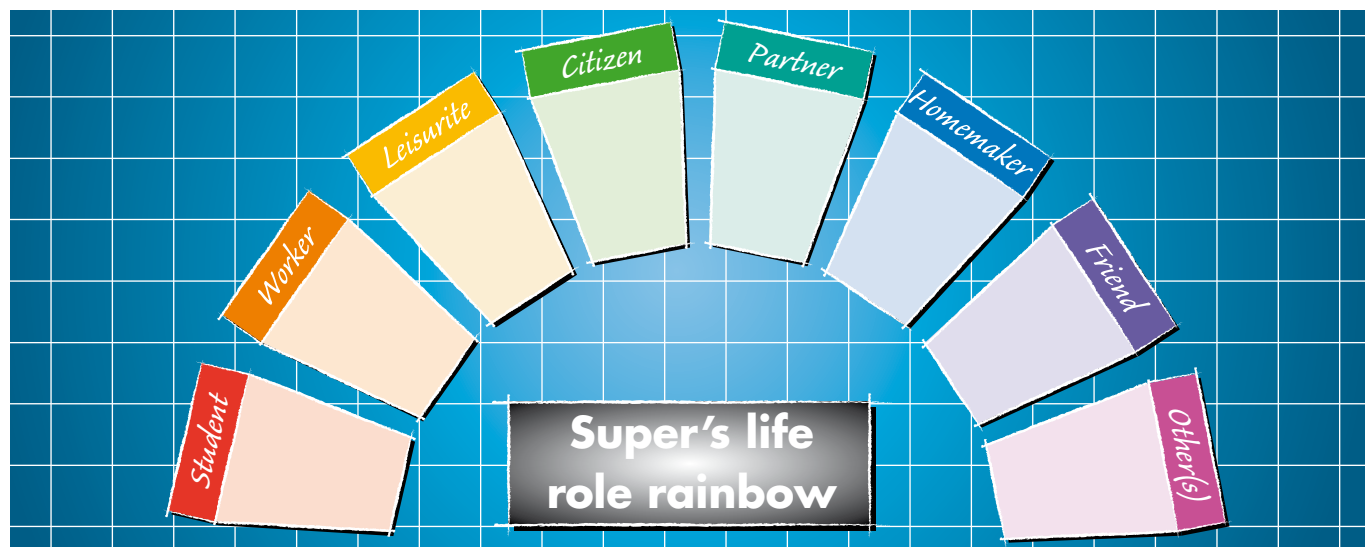


Timings (minutes)	Facilitator notes
20	<b>Exercise 5: Skills and competencies development plan</b> Invite participants to begin completing <i>Activity sheet C4</i> by identifying goals. The group will be encouraged to reflect on the SWOT analysis completed and identify roles they plan to undertake within the <i>life role rainbow</i> in the future. Once they have commenced the activity, introduce ways of finding out more.
20	<b>Exercise 6: Evaluating forms and techniques</b> Ask participants in the whole group to evaluate the three workplace forms and the four skill and competency techniques (Exercises 2 to 5), addressing the strengths and weaknesses of each. Ask the following facilitative questions and share your own views as appropriate: <ul style="list-style-type: none"> <li>• What are the strengths and weaknesses of the workplace forms?</li> <li>• What alternative approaches might be helpful?</li> <li>• Taking each skill and competency technique in turn, how useful did you find it?</li> <li>• Why do you think this is so?</li> <li>• Are there any other techniques that might be valuable and if so, what are they?</li> <li>• How can we find out more and share this?</li> </ul>
5	<b>Debrief.</b>
<b>Total: 120</b>	

Learning outcomes		Formative assessment
By the end of this session, each participant will be able to:		During this session, the facilitator will:
<b>LO1</b>	identify at least three methods used in the workplace in relation to skills and competencies	assess identification of methods during Exercise 1
<b>LO2</b>	describe at least four techniques for identifying skills and competencies	assess description of techniques during Exercises 2, 3, 4 and 5
<b>LO3</b>	evaluate the methods and techniques above	assess evaluation of methods and techniques during Exercise 6
<b>LO4</b>	design a plan relating to personal or professional development	assess design of plan during Exercises 5 and 6

## Activity sheet C1: Identifying life roles and skills: Super's life role rainbow

Consider the life roles that you occupy, and next to each, identify one skill or competency that you have developed.



## Activity sheet C2: Assessing personal and key skills and competencies

1. Started but need more practice
2. Able to do this with some help
3. Competent without help
4. Competent and able to help others

	1	2	3	4	Evidence?
<b>SELF-MANAGEMENT</b> <ul style="list-style-type: none"> <li>• Use, evaluate and adapt a range of academic skills and competencies (analysis, synthesis, evaluation, argument)</li> <li>• Manage my time effectively (meet deadlines, get to appointments/classes on time)</li> <li>• Set realistic objectives, priorities and standards</li> <li>• Monitor, evaluate and adapt my performance</li> <li>• Clarify my personal values</li> <li>• Evaluate my potential for employment</li> <li>• Show intellectual flexibility (be willing to see that there may be more than one way to solve a problem)</li> <li>• Take responsibility for acting in a professional/ethical manner</li> <li>• Deal with criticism constructively</li> </ul>					
<b>MANAGING YOUR LEARNING</b> <ul style="list-style-type: none"> <li>• Take responsibility for your learning and personal growth (monitor, evaluate and adapt your performance; work towards long-term goals)</li> <li>• Demonstrate an awareness of learning processes</li> <li>• Set realistic objectives, priorities and standards</li> <li>• Develop, evaluate and adapt learning strategies</li> <li>• Use learning in new or different situations/contexts</li> <li>• Learn through collaboration</li> <li>• Purposefully reflect on my learning and progress</li> </ul>					



	1	2	3	4	Evidence?
<b>PROBLEM SOLVING</b> <ul style="list-style-type: none"> <li>• Identify the key features of the problem</li> <li>• Think laterally about the problem</li> <li>• Conceptualise the issues</li> <li>• Identify the options</li> <li>• Identify the solutions</li> <li>• Plan and implement a course of action</li> <li>• Carry out the solutions</li> <li>• Monitor, evaluate and adapt the solutions and outcomes</li> </ul>					
<b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>• Present oral/visual information competently</li> <li>• Use appropriate language in a range of activities (essays, reports, presentations, interviews)</li> <li>• Listen actively and effectively</li> <li>• Offer constructive criticism</li> <li>• Use verbal communication effectively (speak fluently and confidently to a variety of audiences)</li> <li>• Produce a variety of written documents (using appropriate formats, accurate information, spelling, punctuation and grammar)</li> <li>• Use charts, diagrams and other illustrations to support verbal and written communication</li> </ul>					
<b>WORKING WITH OTHERS</b> <ul style="list-style-type: none"> <li>• Plan with others (ensure clear goals, take responsibility and carry out appropriate tasks)</li> <li>• Respect the views and values of others</li> <li>• Adapt to the needs of the group/ team (take initiative, lead, delegate, stand back, negotiate etc.)</li> <li>• Assist and support others in learning</li> <li>• Delegate and stand back</li> <li>• Negotiate with individuals/groups</li> <li>• Work to collective goals (work to agreed plans, within agreed resources)</li> <li>• Monitor, evaluate and assess processes of group/team work</li> </ul>					
<b>DATA HANDLING</b> <ul style="list-style-type: none"> <li>• Use appropriate sources of information (library, retrieval systems, IT, people etc.)</li> <li>• Use appropriate technology and media, including IT</li> <li>• Handle large amounts of information and data effectively</li> <li>• Record and interpret the results/data</li> <li>• Interpret a variety of information forms</li> <li>• Use appropriate numerical information</li> <li>• Use information critically and innovatively</li> <li>• Use data as a tool in support of your argument</li> <li>• Translate data into words, visual images and concepts</li> <li>• Evaluate and adopt strategies for handling data and information</li> </ul>					

Source: Adapted from *Personal and key skills: self-assessment* tool featured on the University of Exeter (Academic Services) website. [http://www.exeter.ac.uk/media/level1/academicserviceswebsite/studentandstaffdevelopment/documents/pdp/Personal\\_and\\_Key\\_Skills\\_Self\\_Assessment\\_Audit.pdf](http://www.exeter.ac.uk/media/level1/academicserviceswebsite/studentandstaffdevelopment/documents/pdp/Personal_and_Key_Skills_Self_Assessment_Audit.pdf)

### Activity sheet C3: Analysing your strengths, weaknesses, opportunities and threats

It is helpful to reflect on and analyse your strengths and to consider areas for development so that you can recognise what opportunities are available and where you might have problems in the future. To be of value, this involves an honest and critical view of yourself and the wider context. This can be done using a SWOT analysis. You may conduct online research to determine relevant opportunities and threats in your discipline and beyond. A sample SWOT is shown below.

<b>Strengths</b> (Current) <ul style="list-style-type: none"> <li>• an ability to get on with people</li> <li>• reliable</li> <li>• hard-working</li> <li>• able to take initiative</li> <li>• honest</li> <li>• research skills and competencies</li> <li>• attention to detail</li> <li>• analytical skills and competencies</li> </ul>	<b>Opportunities</b> (Future) <ul style="list-style-type: none"> <li>• gain experience of dealing with people</li> <li>• get experience of work</li> <li>• work abroad</li> <li>• work in a team</li> <li>• earn money</li> </ul>
<b>Weaknesses</b> (Current) <ul style="list-style-type: none"> <li>• poor timekeeping</li> <li>• lack of confidence when dealing with people</li> <li>• no work experience related to academic studies</li> <li>• lack of spreadsheet and database skills and competencies</li> </ul>	<b>Threats</b> (Future) <ul style="list-style-type: none"> <li>• being unsupported at work</li> <li>• fitting into the company culture</li> <li>• transport problems may result in unreliability</li> </ul>

As an individual, complete a SWOT analysis and include information gained from identifying personal and key skills and competencies. Reflect on strengths and weak areas, and work to minimise the potential threats and maximise the future opportunities.

<b>Strengths</b> (Current)	<b>Opportunities</b> (Future)
<b>Weaknesses</b> (Current)	<b>Threats</b> (Future)

## Activity sheet C4: Preparing a skills and competencies development plan

To enable you to gain the most from this, you need to be clear about what you want to learn from the experience. You are invited to develop a Skills and Competencies Development Plan which will include personal goals for your first graduate role.

The analysis of your personal and key skills and SWOT may have helped you to identify areas that you need to develop.

You may also have evidence from other sources, such as facilitator feedback. Use the list below to help you identify goals.

### Goals/Objectives

- Analysis of personal and key skills and competencies
- SWOT analysis
- Other sources
- Academic and research
- Future career, employment/self-employment goals and direction
- Personal and social goals

In order to be clear about what you want to achieve and how you will know if you are successful, your goals can be expressed as: **S**pecific – **M**easurable – **A**chievable – **R**ealistic – **T**ime-bound (**SMART**).

Goals/Objectives	By when (date)	Action	Success criteria
What are your goals? Define your objectives	When will you have achieved your goal?  Do some goals need to be addressed before others?	How will you achieve each goal?  Several different actions may be necessary to achieve one goal.	How will you know if you have been successful with each action?  How will you measure success?



## Workshop D

# Career paths: Paved with possibility

**Author:** Peter Lewis (DIT)

## Introduction

This workshop aims to increase participants' awareness and understanding of the career decision-making and development process. It develops some of the concepts introduced in Workshop A. Participants are encouraged to use this knowledge in the development of their own career paths.

Initially, participants will be invited to show their level of agreement in relation to a series of career-related statements. The facilitator will then provide a brief introduction to three contrasting perspectives on career development: *Vocational personalities and work environments* (Holland 1997), *Career anchors* (Schein 1990) and *Planned happenstance* (Mitchell, Levin and Krumboltz 1999). Participants are then invited to consider the framework which best reflects their natural approach to career development.

Participants complete a *Famous career changers* exercise to normalize the concept of career change and to dispel the myth that graduates are confined by their study/career choices. This develops into a career decision-making styles exercise based on the work of Bimrose, Barnes and Hughes (2006). The exploration of career paths available is then facilitated through the individual and group identification of the roles directly related to the participants' course of study and career paths available to graduates of all disciplines. The facilitator introduces participants to a range of occupational research resources to aid in their exploration of career opportunities and the development of their career paths.

Participants are then invited to explore through mind-mapping a number of potential career paths available to them. They are asked to comment on the reasons why they feel they are suited to these roles and the actions needed to achieve these career goals.



Timings (minutes)	Facilitator notes
5	<b>Introduce self and session</b>
40	<p><b>Exercise 1: Career statements</b></p> <p>Place 3 statements around the walls of the room:</p> <ul style="list-style-type: none"> <li>• 'You can't plan your career. You never know what's around the corner.' (Planned happenstance)</li> <li>• 'Find the things you think you are good at, find a job that needs these and then do it. Simple.' (Vocational personalities and work environments)</li> <li>• 'I need to find a career that lets me do my work the way I want to do it.' (Career anchors)</li> </ul> <p>Ask participants to position themselves in the room closest to the statement they agree with most, or disagree with least and invite some to explain their choice.</p> <p>Introduce the idea that each of these statements links to career development theories and provide a brief synopsis of each:</p> <ul style="list-style-type: none"> <li>• <i>Vocational personalities and work environments</i></li> <li>• <i>Career anchors</i></li> <li>• <i>Planned happenstance</i>.</li> </ul> <p>Present slides, information sheets and offer further reading/resources. Invite participants to reflect on the framework which best reflects their own approach.</p>
30	<p><b>Exercise 2: Famous career changers</b></p> <p>Invite participants in small groups to connect a 'career clue' with a 'famous person' and distribute <i>Activity sheet D1</i> (slides can also be used). In debriefing the activity, the facilitator seeks to normalize career change by challenging the myth that graduates are confined by their study/career choices. Further resources at <a href="http://www.biography.com">www.biography.com</a>.</p> <p>Introduce case studies featuring graduates with atypical career paths (e.g. alumni or industry case studies, video clips).</p> <p>Briefly introduce <i>Career decision-making styles</i> and issue information sheet. Ask participants to identify the style which best reflects their own approach to career decision-making. Also invite participants to suggest which style may best reflects the 'famous career changers' and case studies.</p>
25	<p><b>Exercise 3: Career possibilities</b></p> <p>Divide into small groups and invite participants to individually list typical job titles and typical employment sectors related to their area of study. Rotate the lists amongst other members of the group for additional suggestions, and return to the participants. Each group then lists career opportunities open to graduates of all disciplines (some careers may require further study) and feeds back to whole group.</p> <p>Collate a list of opportunities open to all disciplines and supplement list (if working with a specific course discipline, the facilitator may also wish to list opportunities directly related to discipline). Provide further information relating to occupational research resources and tools.</p>
15	<p><b>Exercise 4: Constructing a career map</b></p> <p>Invite participants to identify a number of potential career paths/occupations. Distribute a blank mind-map to each participant based on <i>Activity sheet D2</i>. Introduce briefly the concept of mind-mapping and show a sample career mind-map.</p> <p>Invite participants to construct their own map, detailing potential career roles, reasons why they would be suited to these roles, and the actions required for entry. The facilitator and participants may wish to use mind-mapping software or online mind-mapping tools to further develop these activities.</p>
5	<b>Debrief.</b>
<b>Total: 120</b>	

<b>Learning outcomes</b> By the end of this session, each participant will be able to:		<b>Formative assessment</b> During this session, the facilitator will:
<b>LO1</b>	describe at least three approaches to career development and one career decision-making typology	assess description of approaches during Exercises 1 and 2
<b>LO2</b>	evaluate the career development and decision-making perspectives listed above	assess evaluation of perspectives during Exercises 1 and 2
<b>LO3</b>	identify a range of career opportunities directly related to their course of study and those available to graduates of all disciplines	assess identification of opportunities during Exercises 3 and 4
<b>LO4</b>	evaluate these opportunities and encourage action-planning through mind-mapping	assess evaluation of opportunities during Exercises 3 and 4

## Activity sheet D1: Famous career changers

Many graduates pursue career paths that are quite different to their initial course of study. See the list of famous people below who have changed their career direction. Connect each 'Career Clue' with the correct 'Famous Person' (put the clue 'letter' in the corresponding box – see example 'F')

<b>Career clues</b>		<b>Famous person</b>
<b>A</b>	A former Mayor of Cincinnati who is probably better known for dodging flying chairs than running for office!	Dara O'Briain, Comedian/TV Presenter
<b>B</b>	Studied mathematics and theoretical physics at university? Where's the fun in that?!	Leo Varadkar TD, Minister for Transport, Tourism and Sport
<b>C</b>	Studied electrical engineering and computer science and worked for a New York City Hedge Fund. Read between the lines!	<b>F</b> Norah Casey, Publishing/Media Entrepreneur and Broadcaster
<b>D</b>	Qualified as a medical doctor from TCD but chose to fight issues, not illness!	Jerry Springer, TV Presenter
<b>E</b>	Couldn't find a job after graduating but finally got 'smart' and found a job in a patent office.	Brendan Gleeson, Actor
<b>F</b>	Trained and worked for a number of years as a nurse, honing communication skills.	Pat Kenny, Broadcaster, Newstalk and ex-RTE
<b>G</b>	Stop the press! Holds a chemical engineering degree	Jeff Bezos, Amazon Founder and CEO
<b>H</b>	Two years in the health service and 10 years of teaching! No wonder he/she was 'acting' up!	Albert Einstein



## Facilitator answer sheet

Career clues	Famous person
<b>A</b> A former Mayor of Cincinnati who is probably better known for dodging flying chairs than running for office!	Jerry Springer, TV Presenter
<b>B</b> Studied mathematics and theoretical physics at university? Where's the fun in that?!	Dara O'Briain, Comedian/TV Presenter
<b>C</b> Studied electrical engineering and computer science and worked for a New York City Hedge Fund. Read between the lines!	Jeff Bezos, Amazon Founder and CEO
<b>D</b> Qualified as a medical doctor from TCD but chose to fight issues, not illness!	Leo Varadkar TD, Minister for Transport, Tourism and Sport
<b>E</b> Couldn't find a job after graduating but finally got 'smart' and found a job in a patent office.	Albert Einstein
<b>F</b> Trained and worked for a number of years as a nurse, honing communication skills.	Norah Casey, Publishing/Media Entrepreneur and Broadcaster
<b>G</b> Stop the press! Holds a chemical engineering degree	Pat Kenny, Broadcaster, Newstalk and ex-RTE
<b>H</b> Two years in the health service and 10 years of teaching! No wonder she/he was 'acting' up!	Brendan Gleeson, Actor



**Activity sheet D2:** Constructing a personal career map

Complete the blank map below:



## Workshop E

## Future-proofing my career

**Author:** *Deirdre Parker (UCC)*

### Introduction

If there is one thing that futurists are agreed on, it is that the future is definitely going to become more unpredictable! Nonetheless, there are no shortage of dramatic predictions from employers, educational leaders, policymakers, scientists and the media. The aim of this workshop is to raise participants' awareness of the broad range of perspectives that inform labour market perspectives and the complexity of factors influencing these predicted outcomes. Participants will have an opportunity to critically evaluate at least two perspectives and to learn about labour market tools. Finally, participants will have an opportunity to identify personally relevant trends and their implications for their future career. As such, this workshop connects with some of the ideas on career influences introduced in Workshop A.

**Additional resources required:** a laptop with Internet access (one per group), USB (one per group).





Timings (minutes)	Facilitator notes
5	<b>Introduce self and session</b>
20	<p><b>Exercise 1: Popular predictions of future jobs</b></p> <p>Explain that an infographic on future jobs will shortly be displayed and the focus of this introductory activity is on critique. Participants are divided into groups of three and each group is assigned one of the following questions for the purpose of evaluating the infographic:</p> <ol style="list-style-type: none"> <li>1. Which predicted jobs in this graphic are most likely to be accurate?</li> <li>2. Are any of the predicted jobs in this graphic exaggerated and unlikely to come about?</li> <li>3. Do any of the predicted jobs shock or concern you?</li> </ol> <p>Once the subgroups understand and agree their roles, display the infographic:  <a href="http://theundercoverrecruiter.com/rad-jobs-future">http://theundercoverrecruiter.com/rad-jobs-future</a></p> <p>Ask each subgroup to give feedback to the whole group. As an additional activity, invite participants to propose alternative future job roles.</p>
40	<p><b>Exercise 2: Technology and future work</b></p> <p>Explain that an article on technology and future work (provided as pre-reading) will form the basis of this exercise. The participants are divided into four groups and each group is assigned one of the following questions for the purpose of evaluating the graphic:</p> <ol style="list-style-type: none"> <li>1. What impact will technologies such as robotics and artificial intelligence have on the labour market?</li> <li>2. What jobs and industries are likely to be most prone to automation and outsourcing?</li> <li>3. What are the key forces that will shape the workplace of the future?</li> <li>4. What government policies might make sense as technology continues to accelerate?</li> </ol> <p>The following article forms the basis of the exercise (participants will have received the article in advance and will be requested to bring it with them to the session to reread and discuss): <a href="http://www.economist.com/news/briefing/21594264-previous-technological-innovation-has-always-delivered-more-long-run-employment-not-less">http://www.economist.com/news/briefing/21594264-previous-technological-innovation-has-always-delivered-more-long-run-employment-not-less</a></p> <p>Provide 10 minutes for individual reading and 20 minutes for group discussion and note taking. Each group feeds back to the larger group using a flip chart to support their arguments.</p>
40	<p><b>Exercise 3: Evaluating LMI sources</b></p> <p>Retain the groups and provide each one with one source of information on labour market trends from <i>Activity sheet E1</i>.</p> <p>Invite each group to assess their source together on a laptop and complete their evaluation through discussion and consensus, where possible.</p> <p>Ask each group to take five minutes to introduce their assigned LMI source to the whole class, informing them that they can use the main screen and overhead data projector to do this. The results of their evaluation should inform this presentation.</p>
15	<p><b>Exercise 4: Evaluation and response</b></p> <p>Invite all participants to reflect on the relevance of this workshop to their situation by asking the following questions:</p> <ol style="list-style-type: none"> <li>1. Do any of the future trends mentioned today have particular relevance and resonance for your situation?</li> <li>2. Can you think of some ways you might respond in terms of developing your own career?</li> <li>3. What about helping the careers of others?</li> </ol>
<b>Total: 120</b>	

<b>Learning outcomes</b>		<b>Formative assessment</b>
By the end of this session, each participant will be able to:		During this session, the facilitator will:
<b>LO1</b>	recognize at least four sources of information on future labour market trends	assess knowledge during Exercises 1, 2 and 3
<b>LO2</b>	analyse the potential impact of LMI developments on individual workers and learners	assess analysis of impact during Exercise 4
<b>LO3</b>	evaluate critically at least two sources of information on future labour market trends	assess evaluation during Exercises 1 and 3
<b>LO4</b>	plan at least one way to respond to one or more LMI trends	assess responses during Exercise 4

## Activity sheet E1: Evaluating labour market intelligence sources

Each group is to assess and evaluate one source of information on labour market trends. Each group will then present its findings to the whole class.



### Group 1: EU CEDEFOP Skills forecasts

<http://www.cedefop.europa.eu/en/about-cedefop/projects/forecasting-skill-demand-and-supply/skills-forecasts.aspx>

### Group 2: National Guidance Research Forum LMI for UK

<http://www2.warwick.ac.uk/fac/soc/ier/ngrf/lmifuturetrends/>

### Group 3: US Bureau of Labor Statistics: Bright Outlook Occupations

<http://www.onetonline.org/find/bright?b=1andg=Go>

### Group 4: Skills Ireland Vacancy Overview

[http://www.skillsireland.ie/media/250213-Vacancy\\_Overview\\_2012-Presentation.pdf](http://www.skillsireland.ie/media/250213-Vacancy_Overview_2012-Presentation.pdf)

### Group 5: Australian Government's Labour Market Information Portal

<http://lmip.gov.au/>

### Group 6: Canadian Government's Occupational Projection System

<http://www23.hrsdc.gc.ca/w.2lc.4m.2@-eng.jsp>

## Workshop F

# Building my brand for the creative job search

**Authors:** Angela Collins (WIT) & Gavin Connell (UL)

## Introduction

The aim of this workshop is to help participants understand and evaluate the importance of creative communication and job search. It aims to make participants aware of how to control and influence communication (e.g. the importance of personal branding). It connects to some of the key concepts on career influence introduced in Workshop A and with ideas developed later in Workshop G.

The workshop consists of five practical in-class exercises followed by reflection and discussion. The initial exercises enable participants to understand the process of branding and evaluate some profiles. Two approaches to creative job search are then explored: *What Colour is Your Parachute* (Bolles 2012) and *Unlock the Hidden Job Market* (Mathison & Finney 2009); and video case studies (or articles) are shared with the participants. Finally, they are introduced to a range of resources to aid them in designing an individual communication plan for their future job search.

**Additional resources required:** laptop or tablet with Internet access (one per small group); the card sort can be developed based on terminology in *Activity Sheet F2*.





Timings (minutes)	Tutor notes
5	<b>Introduce self and session</b>
15	<b>Exercise 1: Exploring an online/offline profile</b> Divide participants into small groups. Ask each group to locate some profiles and agree to use one per group for this activity. Tutor to select some in advance in case groups need examples. Invite groups to identify different elements within the profile and make notes on information included and excluded.
15	<b>Exercise 2: Designing online/offline profile content</b> Working individually ask participants to select one occupation, then generate a list of information that a person working in that occupation could include and exclude in a profile. Issue <i>Activity Sheets F1 and F2</i>
35	<b>Exercise 3: Grading an online profile</b> Ask participants to note their existing ideas on grading online profiles and introduce the following two quotations: <p>“Success is not determined by individuals’ internal sets of skills, motivations, and interests but, rather, by how effectively they are arranged, crystallised, and labelled - in other words, branded.”            (Lair, Sullivan &amp; Cheney 2005: p. 308).</p> <p>“...everyone has a chance to stand out.....Everyone has a chance to be a brand worthy of remark.”            (Peters 1997)</p> <p>Ask the group to briefly discuss these quotations as a bridge to engaging in more detail with a structured approach to online profile grading such as the online presence grading calculator at <a href="http://www.abine.com/blog/2013/online-presence-and-your-job-prospects/">http://www.abine.com/blog/2013/online-presence-and-your-job-prospects/</a>.</p> <p>Reconvene the small groups and ask them to review the profiles selected earlier and, drawing on Exercises 2 and 3, share with the whole group any desirable alterations or improvements. Tutor notes all points on flip-chart.</p>
30	<b>Exercise 4: Creative job search</b> Summarise two approaches to creative job search: <i>What Colour is Your Parachute</i> and <i>Unlock the Hidden Job Market</i> . Issue information sheets on both. Then ask participants to view two related videos/ articles. Tutors may wish to use excerpts from videos/articles such as: <ul style="list-style-type: none"> <li>• Creative Job Search: Accessing the Hidden Job Market  <a href="http://www.youtube.com/watch?v=urk5QBdIWak">http://www.youtube.com/watch?v=urk5QBdIWak</a></li> <li>• Job Search and Networking Strategies  <a href="http://www.youtube.com/watch?v=Gyp-EEvybmQI">http://www.youtube.com/watch?v=Gyp-EEvybmQI</a></li> <li>• Want that Dream Job? Be Prepared to Get (Very) Creative  <a href="http://www.forbes.com/sites/jmaureenhenderson/2012/06/01/how-a-creative-job-application-can-land-you-or-lose-you-your-dream-job/">http://www.forbes.com/sites/jmaureenhenderson/2012/06/01/how-a-creative-job-application-can-land-you-or-lose-you-your-dream-job/</a></li> </ul> <p>Invite participants to evaluate the approaches taken. Then invite participants to share feedback with the group before developing their own style. Issue <i>Activity Sheet F3</i>.</p>

Timings (minutes)	Tutor notes
<b>15</b>	<b>Exercise 5: Creating a communications plan for job search</b> Introduce an approach to creating a communications plan for job search. Issue an information sheet on this. Ask participants to evaluate all the methods they have engaged with in the session and arrive at their own conclusions on the design of a communications plan. Ask following facilitative questions: <ul style="list-style-type: none"> <li>• How important are the conventions and standards in different occupations, organisations and countries?</li> <li>• What about comfort levels with privacy and disclosure? Self? Others?</li> <li>• What is the role of offline communication (e.g. print media) in addition to online?</li> <li>• What are the effects on self and others of particular communication strategies?</li> </ul> Finally, discuss ways of finding out more by talking to others and engaging in wider research.
<b>5</b>	Debrief.
<b>Total: 120</b>	

Learning outcomes		Formative assessment
By the end of this session, each participant will be able to:		During this session, the tutor will:
<b>LO1</b>	identify at least five elements within online profiles	assess identification of elements during Exercises 1 and 2
<b>LO2</b>	grade the online profile of at least one person	assess evaluation of online profiles during Exercise 3
<b>LO3</b>	identify at least two approaches to creative job search	assess identification of approaches during Exercises 4 and 5
<b>LO4</b>	evaluate these approaches to creative job search	assess evaluation during Exercise 4.
<b>LO5</b>	design an individual communication plan for job search	assess progress with plan during Exercise 5.



## Activity Sheet F1: Designing profile content

Generate a list of information that a professional in your chosen area might

1. include in a profile.
2. exclude from a profile

Please give 5 examples of each.

Occupation:	
Include	Exclude

## Activity Sheet F2: What are your brand attributes?

Choose attributes that are authentic for you and relevant to your goals.

### What are your brand attributes?

*Reliable*      *Detail oriented*      *Efficient*      *Persistent*  
*Organised*      *Faciliator*      *Prolific*      *Adaptable*  
*Methodical*      *Driven*      *Self starter*      *Easy-going*  
*Diligent*      *Creative*      *Energetic*      *Punctual*      *Helpful*  
*Hilarious*      *Trustworthy*      *Results-driven*      *Thoughtful*  
*Likeable*      *Continuous learner*      *Innovative*      *Consistent*  
*Fast learner*      *Strategic*      *Dynamic*      *Motivated*  
*Genuine*

### What makes you unique?



**Activity Sheet F3: Creative job searching strategies**

Based on the book summaries discussed and the videos you have watched (or articles read), outline the various creative job searching strategies that you have identified. Then consider what strategies you might use in your own job-search.

	Creative job searching strategies
<b>Book 1</b> <i>(What Colour is Your Parachute?)</i>	
<b>Book 2</b> <i>(Unlock the Hidden Job Market)</i>	
<b>Video/Article 1</b>	
<b>Video/Article 2</b>	

What creative job searching strategies will you use in finding your job and building your career?

## Workshop G

### Recruitment and selection: Breaking the code

**Author:** Elaine Browne (UCC)

#### Introduction

This workshop aims to help participants develop their knowledge and understanding of perspectives on career development, recruitment and selection. There is a particular focus on how organizations recruit and select graduates and final year students. Through this, participants will be able to use their understanding to enhance their employment and long-term career possibilities.

The workshop covers the *Recruitment and selection cycle* (Gunnigle, Heraty and Morley, 2011). Participants engage in three experiential exercises that take them through the cycle. A recruitment scenario is developed with participants taking the role of HR/senior managers. Participants draft answers, as interviewees, to potential interview questions using the STAR approach.

#### **Additional resources**

**required:** job description, person specification and sample CVs.

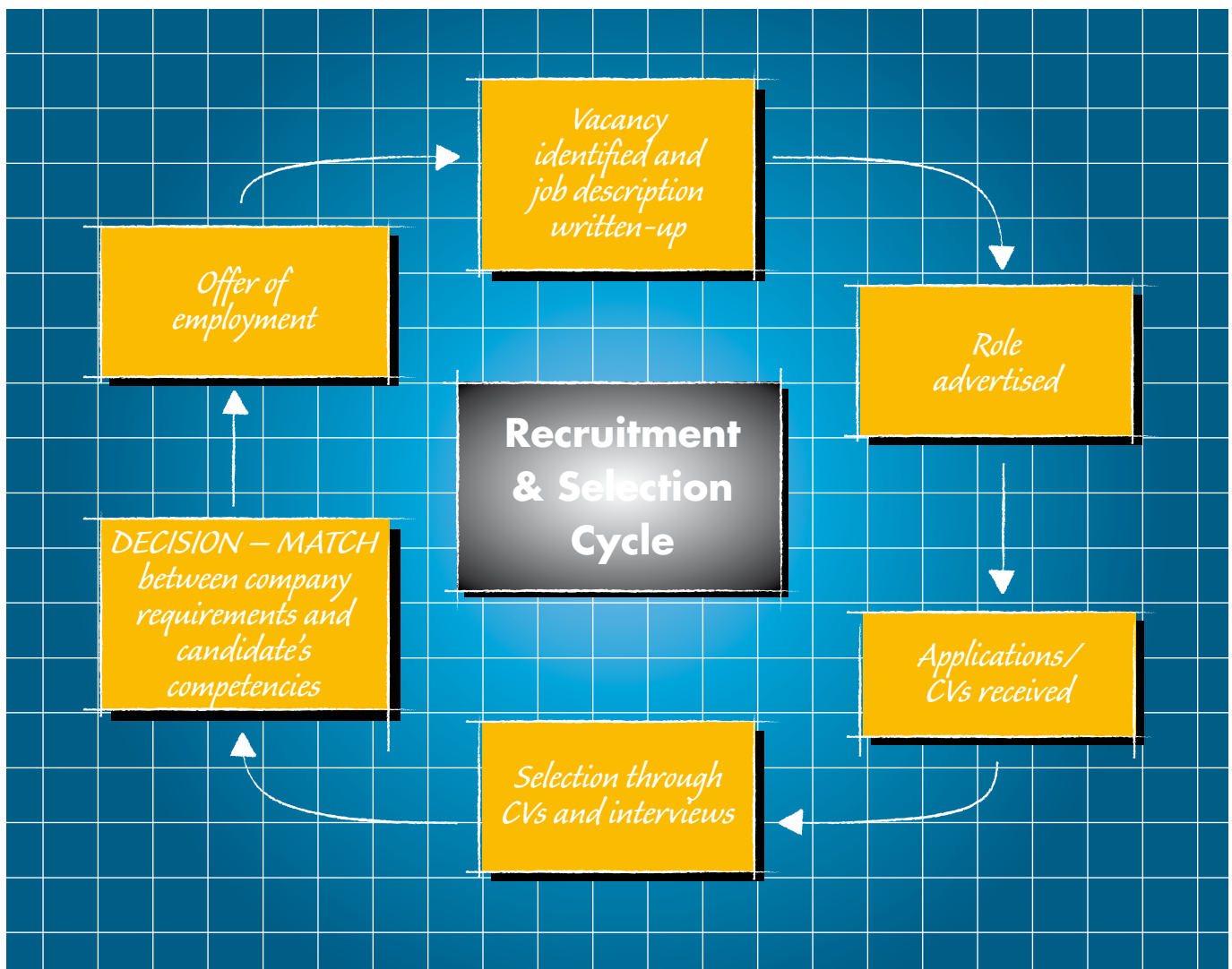


<b>Timings (minutes)</b>	<b>Facilitator notes</b>
<b>5</b>	<b>Introduce self and session</b>
<b>15</b>	<b>Exercise 1: Experience of recruitment and selection process</b> Ask participants to reflect on their: <ul style="list-style-type: none"> <li>• current and past experiences of recruitment and selection (e.g. previous job applications, applying for degree)</li> <li>• potential experiences of recruitment and selection from the employers' perspective (e.g. serving on a recruitment panel or designing a selection process for new staff in a future work role).</li> </ul>
<b>40</b>	<b>Exercise 2: Selection for interview role-play</b> Introduce the stages of the recruitment and selection cycle and explain how HR planning is designed to assist in the effective recruitment and selection of participants and graduates. Issue information sheet. Divide the class into small teams and ask each team to nominate a spokesperson to give feedback to the larger group. Issue <i>Activity sheet G1</i> and when ready invite spokespersons to share their reasons for interview selection.
<b>25</b>	<b>Exercise 3: Generating interview questions from employers' perspective</b> Introduce the scenario and team role-play. Ask each team to nominate a different spokesperson to give feedback to the larger group. Issue <i>Activity sheet G2</i> . Ask team members to brainstorm possible interview questions and agree to choose three. Once participants are ready, invite spokespersons to share their three interview questions.
<b>30</b>	<b>Exercise 4: Generating answers to interview questions from the participants' perspective</b> Introduce the scenario and team role-play. Explain that each team remains in their team but takes on the role of participant. Then ask each team to nominate a different spokesperson to feed back to the large group. Issue <i>Activity sheet G3</i> . Ask team members to brainstorm possible STAR stories from their own experiences to answer the interview questions (STAR – Situation, Task, Action, Result). Once participants are ready, invite spokespersons to give feedback on their three interview answers (STAR stories).
<b>5</b>	<b>Exercise 5: Evaluation and response</b> Ask participants to provide one word or a short sentence for the large group as a result of participating in the three experiential exercises. Facilitate this with questions such as: <ul style="list-style-type: none"> <li>• How has the session enhanced understanding of the recruitment and selection cycle? <ul style="list-style-type: none"> <li>–from the employers' perspective?</li> <li>–from the participants' perspective?</li> </ul> </li> <li>• In the light of this, how could recruitment and selection practices be improved?</li> </ul>
<b>Total: 120</b>	



<b>Learning outcomes</b> By the end of this session, each participant will be able to:		<b>Formative assessment</b> During this session, the facilitator will:
<b>LO1</b>	identify the different stages in the recruitment and selection cycles	assess identification of stages during Exercises 1 and 2
<b>LO2</b>	develop criteria for assessing CVs and interviews	assess grading during Exercise 2
<b>LO3</b>	identify competencies required for a role and develop potential interview questions	assess development of criteria during Exercises 2 and 3
<b>LO4</b>	develop criteria for developing potential interview questions	assess during Exercise 4
<b>LO5</b>	evaluate participant's understanding of the recruitment and selection cycle gained from experiential exercise	assess during Exercise 5

### Activity sheet G1: Stages of the recruitment and selection cycle



HR planning is designed to assist in the effective recruitment and selection of participants and graduates by:

- identifying a need for a vacancy
- developing a job description and person specification
- advertising
- matching candidates applications with reference to the job description
- making informed decisions about which candidates to call for interview
- interviewing candidates
- making an offer of employment.

## Selection for interview role-play

### Briefing

Your group is the HR/senior management team of a locally-based company and has decided to offer a work placement to a second-year student participating in a work placement module at your university/college. You have created a detailed job description and person specification for the role and have received three CVs.

### Group task 1

Grade each CV and decide as a team whom you will interview (only one candidate) for the role. Nominate a spokesperson to explain to the large group why your team chose this particular candidate e.g. how did you identify the skills and personal attributes that were important for the role?

The task will take 40 minutes in total:

- 10 minutes to review the material
- 15 minutes for group discussion and taking notes
- 15 minutes for all team spokespersons to briefly explain to the large group three reasons why they chose their particular candidate.



## Activity sheet G2: Generating interview questions from an employer's perspective

### Group Task 2

You have identified the participant you would like to attend for interview for the work placement. Work through the job description and person specification and identify the competencies (personal attributes, skills) qualifications and experience required for the role and list them. From this list, write out three interview questions you would like to ask the participant. Consider what kind of interview questions your HR team would ask to get substantial evidence of the candidate's suitability for this placement role.

The task will take 25 minutes in total:

- 5 minutes for each team to review the material
- 10 minutes for group discussion, working through the exercise and taking notes
- 10 minutes in total for all team spokespersons to feedback their three interview questions.

Competencies/ qualifications/ experience required	Interview questions
Personal attributes	
Skills	
Qualifications/education	
Experience	



## Activity sheet G3: Generating answers to interview questions from a participant's perspective

Congratulations! You are the participant selected to attend for interview. Review *Activity sheet G2* which outlines the competencies required for the role and the three interview questions that the employers will be asking at interview.

To prepare for the interview and to answer the three interview questions, draw on three evidence-based examples (STAR stories) from any of the core areas of your CV (Academic, Work experience, Hobbies/interests/achievements). A STAR story is a method of structuring your answers designed to help the employer see how you have used the competency in a practical way. Identify a specific example ('story'), describing the Situation/Task you were facing, outlining what you were responsible for, and what Action you took and then telling the interviewer what Resulted. Each of the STAR stories should be about a paragraph long, ending in a direct, positive outcome.

Using *Activity sheet G3*, write out your answers to the three interview questions. The task will take 30 minutes in total:

- 5 minutes for each team to review the material
- 10 minutes for group discussion, working through the exercise and taking notes
- 15 minutes in total for all team spokespersons to share their three interview answers (STAR stories).

### INTERVIEW QUESTION 1 –

Evidence-based answer – STAR story

### INTERVIEW QUESTION 2 –

Evidence-based answer – STAR story

### INTERVIEW QUESTION 3 –

Evidence-based answer – STAR story

## Workshop H

## In the workplace: Steps to success

**Authors:** *Gavin Connell (UL)*  
& *Joanne Holland (LIT)*

### Introduction

This workshop aims to help participants to develop their knowledge and understanding about flexibility in the workplace. It draws from elements of work adjustment theory (Dawis and Lofquist 1984; Dawis 1994). Dawis (1994) uses the term *values* to summarize a person's main needs and requirements. He also defines work in terms of the interaction between the individual and the environment i.e. work exists between both elements and is neither the sole preserve of the individual nor the organization. There are links with Law's *Community interaction approach* (Workshop A).

Participants begin by reflecting on the values that individuals seek to satisfy when adjusting to a new work environment. In addition, they learn about the concepts of active and reactive adjustment and their role in the workplace. A workplace panel is invited to speak and respond to questions. Finally, participants are helped to reflect on key information required when considering employment in a new organization.

**Additional resources required:** Two laptops, or equivalent, with Internet and basic video call facility (e.g. Skype), two pre-arranged guests for workplace panel and checklists used with new hires by graduate employers.



Timings (minutes)	Facilitator notes
5	<b>Introduce self and session</b>
20	<p><b>Exercise 1: Work values and modes of adjustment</b></p> <p>Introduce the <i>Theory of Work Adjustment</i> and give participants an information sheet on all the selected key concepts.</p> <p>Highlight the six key values and the concepts of active and reactive adjustment. Divide into pairs and issue Activity sheets H1 and H2. Invite the group to consider the following questions:</p> <ul style="list-style-type: none"> <li>• How important is close correspondence between an individual's abilities and the needs of the organization or role?</li> <li>• How important is flexibility in the workplace on the part of the person and the environment?</li> <li>• What are the disadvantages of flexibility?</li> </ul> <p>Once the ranking is complete, ask each participant to devise at least one question on the values or modes of adjustment to ask the workplace panel.</p>
20	<p><b>Exercise 2: Key information</b></p> <p>Ask participants to reflect on what they believe are the most important things to find out when considering employment in a new organization (e.g. ability requirements, values). Give 10 minutes to prepare thoughts in pairs/trios using a flip chart. Request that pairs/trios select between 4-10 key information needs and represent these in the form of an acronym. Regroup to share the findings and discuss.</p>
55	<p><b>Exercise 3: Workplace panel</b></p> <p>The panel can be a virtual or real panel and consist of recent interns or graduates. Invite each of the panel members to introduce themselves and discuss their experiences of work in relation to the key concepts (values, modes of adjustment, key information). Participants and panel to discuss work values and adjustment.</p>
15	<p><b>Exercise 4: Evaluation and responses</b></p> <p>Revisit the concepts discussed during the session and facilitate evaluation and responses:</p> <ul style="list-style-type: none"> <li>• Taking each in turn, what are the merits of values, modes of adjustment and key information, respectively?</li> <li>• What scope is offered for the transformation of workplace practices?</li> <li>• How else could work interaction be analysed?</li> <li>• Name one possible response in terms of future action e.g. working in future job role?</li> </ul>
5	<b>Debrief</b>
<b>Total: 120</b>	

<b>Learning outcomes</b> By the end of this session, each participant will be able to:		<b>Formative assessment</b> During this session, the facilitator will:
<b>LO1</b>	identify at least three concepts related to the theory of work adjustment	assess identification of concepts during Exercises 1 and 4
<b>LO2</b>	rank key work values and modes of adjustment in order of importance	assess ranking of values and modes during Exercise 1
<b>LO3</b>	create and ask relevant questions in relation to the workplace	assess creation and asking of questions during Exercises 1 and 2
<b>LO4</b>	identify key information requirements in relation to the workplace	assess design of information during Exercise 3
<b>LO5</b>	evaluate the work adjustment concepts	assess evaluation of concepts during Exercise 4

## Activity sheet H1: Work values

Consider and rank the work values below. Blank space is included for additional values you may wish to add.

<b>Work value</b>	<b>Definition</b>	<b>Your ranking</b> starting with 1 (most important)
Achievement	The importance of an environment that encourages accomplishment	
Comfort	The importance of an environment that is comfortable and not stressful	
Status	The importance of an environment that provides recognition and prestige	
Altruism	The importance of an environment that fosters harmony with, and service to, others	
Safety	The importance of an environment that is predictable and stable	
Autonomy	The importance of an environment that stimulates initiative	



## Activity sheet H2: Active and reactive adjustment

Consider and rank the relative importance of the four modes of work adjustment below in relation to a workplace that you would like to work in.

Modes of work adjustment	Your ranking starting with 1 (most important)
<b>Active adjustment (Person)</b> Person able to effect change in the environment e.g. enlarges scope of the job.	
<b>Active adjustment (Environment)</b> Environment able to effect change in the person e.g. changes person's values.	
<b>Reactive adjustment (Person)</b> Person able to effect change in person e.g. use more skills to carry out job.	
<b>Reactive adjustment (Environment)</b> Environment able to effect change in environment e.g. improves terms and conditions of job.	





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# Notes

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