# SKILLS TO SUCCEED ACADEMY

**Individual Module Guides**

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# INDIVIDUAL MODULE GUIDES

The Individual Module Guides are a handy tool to help advisors deliver Skills to Succeed Modules. Each module guide provides detail on module contexts, learning objectives and accompanying discussion points to support conversations with learners. Additionally, there are useful hints and tips to help you present modules to learners or groups.

| ICON IN CRIB SHEET | DESCRIPTION OF WHAT INFORMATION IS INCLUDED |
|---|---|
| | Estimated time to run modules and offline activities |
| | Practice It module (type of learning) |
| | Learn It Module (type of learning) |
| | Quiz and Feedback information: Information on the availability of quizzes and feedback surveys in the module |
| N/A | Learning Objectives: What Learners will achieve upon module completion. |
| N/A | Optional Discussion Questions: Ideas of questions for Advisors to ask Learners during/after the module |
| N/A | Module Context: Summary of the module. |
| N/A | Activity Pack: Details of the activities in the downloadable pack which allows Learners to apply what they've learnt. |
| N/A | Optional Opening Activities and Additional Activities: Examples of activities that can be used with Learners at the beginning of a session or if Learners finish a module early. |

# 'CHOOSE A CAREER' CRIB SHEETS

**Simulated conversation about considerations when deciding on a career**

### Learning Objectives

o   To recognise why it is important to think about your career

### Optional Discussion Questions

o   How did that go for Lila? Why?
o   Do you think Nan helped Lila with her career decisions? How?
o   Why do you think Nan was helping Lila?
o   What would you do differently if you were Nan?
o   What options have you considered for your career so far?
o   What is the main thing you have learnt from this module?
o   What websites or resources do you know of that give careers advice or specific job information? (share these with the group)

### Optional Opening Activity

Discuss with a partner: Who would/wouldn't you go to for Careers advice, and why?

### Module Notes

**Context:** This opening module is designed to hook the Learner, acting as an engaging introduction to the 'Choose A Career' course in the Skills to Succeed Academy training. Lila is discussing her career options with her Nan. In this situation, the Learner is making decisions for Nan as she helps Lila consider all her options and have an open mind about what careers mean. Lila's heart is set on becoming a DJ but her mum has suggested looking at becoming a lawyer instead. Lila has not really researched either career much but has made some assumptions on what she thinks they will involve and the associated lifestyles.

**What happens:**

Lila is unhappy when she arrives at Shady Pines and starts complaining about her mum to Nan. This simulation contains subtle behavioural tests including: having an open mind, challenging assumptions, understanding what makes someone tick, knowing who can help, understanding limitations in knowledge, aiming high while being realistic, learning from others' experience, understanding influences, keeping options open and getting some experience.

**Outcome:**

Regardless of which route the Learner takes through the simulation, it ends with Lila understanding that she should think about her future and career by doing more research and making plans while keeping an open mind.

### Activity Pack

No Activity Pack at the end of this module. However, the Practice It module gives access to the **Reference Zone**, which provides further information about topics covered in the simulation.

Make sure you tell Learners about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.

They can also access the Reference Zone via the main module menu by clicking the '?' icon.

### Optional additional activities

Learners can be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure Learners have seen all the feedback available to them in the module.

**Choose A Career**     **Module 2: Career Pursuit**

25 mins module

40 mins activity pack

Quiz: Y

Survey: Y

23 Screens

**Introduction to careers and guidance on how to use the course**

### Learning Objectives

- o Understand what a "career" can mean for you
- o Recognise who can help you with careers advice and information
- o Explain how you can do your own careers research
- o Recognise what this training course will cover

### Optional Discussion Questions

- o What does a career mean to you?
- o What steps have you taken to think about careers for you?
- o Who can help you with careers information and advice?
- o If you have had careers advice before, did it help? Why?
- o What should you focus on next?
- o What did you think of the characters?
- o How has this module's Activity Pack helped you?
- o What have you learnt after using this module's Activity Pack?

### Optional Opening Activity

Discuss with a partner… what does the word 'career' mean to you? How would you define it?

### Module Notes

**Context:** Introduces the concept of a career and directs the Learner to people or resources that can help. It also introduces the 'Choose A Career' course, the modules and relevant learning objectives.

**Topics covered:**

**Introduction to careers:** What a career can mean to different people and what this means for the Learner

**Introduction to people that can help:** Who and what resources there are to help with careers advice

**Introduction to career planning:** How the course will help with career planning and making career choices

**Research:** Why research is important, how research can be structured and some tips on people/resources to help Learners with their research. Introduces the Define, Locate, Organise (DLO) technique. Learners will need to know how to use this research technique for later modules.

**Career Pursuit:** Information on the modules in this training course and what they cover

**Character Introductions:** The four main characters in the training and their backgrounds

### Activity Pack

**Activity 1:** Reminder of the key points to think about when starting to think about careers, plus an activity to match up proposed actions with each of these key points

**Activity 2:** Resources and tips to help Learners identify who/where they can go to find out what careers are out there. Activity includes a template to fill out with details of places/people they can identify who will help their career search

**Careers Research:** Section on conducting research, by introducing the Define, Locate, Organise method

**Activity 3:** Resources, examples and tips for creating a tool like a mind map to define what Learners are looking for, plus an activity to create their own example

**Activity 4:** Tips on searching for and storing information, with a scenario-based activity to get Learners to practise searching and saving on-line information

### Optional additional activities

If some Learners finish this module early, suggest that they pick another career they are interested in and fill out the template in Activity 5 of the Activity Pack for this module.

This module helps learners to develop the following universal *Skills Builder* essential skills: *Aiming High* (10), *Problem Solving* (7) and *Creativity* (8). See module Activity Pack for more details.

40 mins activity pack

Quiz: Y

Survey: Y

25 Screens

**Challenging preconceptions of careers and overcoming obstacles**

*Learning Objectives*
- Recognise the different influences around you
- Recognise that the reality of a job might not be what you imagine it to be
- Understand the importance of having an open mind when thinking about your career

*Optional Discussion Questions*
- Do you have any jobs you know you would not do? Why?
- Do you have preconceptions about certain careers? Where do they come from? How would you challenge them?
- Who or what influences you when making careers decisions? Do you think you should challenge these influences?
- Is there something you would like to do, but you do not consider it because there are obstacles standing in your way?
- Can you think of ways to challenge these obstacles?

*Optional Opening Activity*

Discuss with a partner: Which 3 jobs most interest you and why? Do you agree they are good career options?

*Module Context*

This module focuses on knowing yourself and making career decisions with an open mind about what you want to do and what careers suit you as an individual. It helps Learners identify and challenge influences and preconceptions around different careers and overcome obstacles to getting certain careers. Preconceptions are defined as thoughts, ideas or opinions a person may have before having enough information. Learners may need extra support in understanding what this means.

**Topics covered:**

**Jobs, careers and reasons:** Why people want to, or do not want to, follow certain careers

**Activity:** Identify current reasons for potential career choices

**Preconceptions and influences:** What preconceptions about careers and jobs are, and how to deal with them; what some of the influencing factors are and how they may impact career choices

**Activities:** Identify which of Blake's reasons is based on a preconception about singers (select flip-card); Identify the reasons Lila has for wanting to be a DJ or not wanting to be a lawyer (click to find); Identify Lila's reasons that are based on preconceptions (click to find)

**Obstacles:** What obstacles are and how they can be overcome

**Challenging reasons:** What has been learnt about preconceptions, influences and obstacles and how to challenge these using research

*Activity Pack*

**Activity 1**: A template for Learners to note down careers or jobs they are interested in (or not interested in), their reasons why and actions to take to challenge or validate these reasons

**Activity 2**: A template to help Learners identify any obstacles they have and actions they can take to try and overcome them

*Optional additional activities*

If some Learners finish this module early, suggest that they split into groups of two or three and challenge each other's reasons for wanting or not wanting to follow a Learner career path.

**How your interests, strengths, motivations and style inform career decisions**

### Learning Objectives

- Recognise the different things that make you tick
- Understand why it is important to know yourself when making choices about your career
- Understand that people have different motivations for working over their lifetime

### Optional Discussion Questions

- What do you think your strengths are? (e.g. communication / team work / problem solving)
- Why do you think those are your strengths (relate to personal experiences)?
- What are your weaknesses and how can you improve them?
- What motivations/goals do you have and how do they affect your career choices?
- How do you like to approach tasks?
- What do you find most important or interesting when completing a task?

### Optional Opening Activity

Discuss 3 of your hobbies with a partner and identify 2 careers that link to each hobby.

### Module Context

This module focuses on the importance of self-awareness when thinking about careers. The purpose of the module is to support Learners in understanding their own interests, strengths, motivations and style and how this relates to careers.  The concept of 'style' is introduced in this module. 'Style' is described as a person's preference for a way to carry out a task or approach an activity. Extra support may be required to define what 'style' means for the individual Learner

**Topics covered:**

**Getting Careers Advice:** Where to go to get careers advice, using Ravi's situation as an example

**The four areas:**  The areas a Learner should think about to help them know themselves: interests, strengths, motivations and style

**Activities:** Select things that motivated or interested Blake (multiple choice quiz); Identify Blake's motivations and interests during a different stage in his life (click to find)

**The time factor:** How motivations and interests can change over time; how strengths can change or develop over time and why it is important to reassess the four areas at different stages over a lifetime

**Conflicts from the four areas:** How conflict might arise between the four areas and how you can manage this conflict when considering your career.

### Activity Pack

**Activity 1:** A template to help Learners identify and note down their interests

**Activity 2:** A template to help Learners identify and note down their strengths

**Activity 3:** A template to help Learners identify and note down their motivations.

**Activity 4.1:** An activity for Learners to identify personal attributes which apply to themselves from a list of options

**Activity 4.2:** A template to help Learners identify their personal style

**Activity 5:** Templates for the Learner to identify what they have noted on activities 1 – 4.2 in this Activity Pack, and what actions they can take if information from the four areas is conflicting

### Optional additional activities

Learners can complete Module 5 from the GAJ course to help them identify their strengths.  They can also look for online questionnaires that help identify their interests, strengths, motivations and style.

This module helps learners to develop all of the universal *Skills Builder* essential skills. See module Activity Pack for more details.

35 mins module

40 mins activity pack

Quiz: Y

Survey: Y

21 Screens

**How knowing more about the job market can affect career decisions**

### Learning Objectives

- Explain the importance of finding information to help you 'find your future'
- Recognise that there are a lot of different types of job
- Understand that the job market is always changing and how this may affect you

### Optional Discussion Questions

- Do you have any jobs you know you would not do? Why?
- Do you have preconceptions about certain careers? Where do they come from? How would you challenge them?
- Who or what influences you when making careers decisions? Do you think you should challenge these influences?
- Is there something you would like to do, but you do not consider it because there are obstacles standing in your way?
- Can you think of ways to challenge these obstacles?

### Optional Opening Activity

Discuss with a partner: Which 5 jobs could exist in 20 years' time that don't exist now?

### Module Context

This module focuses on expanding Learners' knowledge of the breadth of jobs available, and supporting their understanding of how changes in industries may affect their career decisions. It highlights that there are often different routes to getting the same job. It introduces the concepts of 'career paths', 'business awareness' and the idea of looking at market information. Learners may require further guidance on these concepts.

**Topics covered:**

**Job Variety:** How there are lots of different jobs out there, including some which Learners may never have heard of

**Career paths:** How there can be several career paths or route maps that can lead to the same job

**Research:** What questions to ask when looking for information (defining research)

**Activity:** Identify what questions Ravi should be asking when carrying out his research (drag and drop activity)

**Business awareness:** Why it is important to know what opportunities are out there in the changing job market, how to find out about opportunities and how this can inform career planning

**Activity:** Decide which of Blake's activities were useful in improving business awareness (drag and drop activity)

**Finding Your Future:** What key points Learners can follow when considering their future

### Activity Pack

**Prerequisite for activity:** Learners will find that having some jobs and careers in mind will help to fully complete this Activity Pack.

**Activity 1:** Hints and tips to help the Learner research current and prospects along with a template to keep track of the information found

**Activity 2:** A task to allow Learners to find different career paths or route maps for jobs and careers

**Activity 3:** Useful links to help Learners find out more about different careers, with the option for Learners to add more links to the list

### Optional additional activities

For further information on research, complete Module 2: 'Career Pursuit' from the CAC course, or Module 7: 'Work Your Network' and Module 8: 'Do Your Research' from the GAJ course

30 mins module

40 mins activity pack

Quiz: Y

Survey: Y

21 Screens

**How gaining experience is important when making career decisions**

### Learning Objectives

- o   Recognise the importance of getting themselves out there and experiencing different things
- o   Understand the variety of ways that they can gain experience
- o   Explain how to use action plans to reach their career goals

### Optional Discussion Questions

- o   Do you have any jobs you know you would not do? Why?
- o   Do you have preconceptions about certain careers?  Where do they come from?  How would you challenge them?
- o   Who or what influences you when making careers decisions? Do you think you should challenge these influences?
- o   Is there something you would like to do, but you do not consider it because there are obstacles standing in your way?
- o   Can you think of ways to challenge these obstacles?

### Optional Opening Activity

Discuss with a partner: Which 3 jobs most interest you and why? Do you agree they are good career options? Why/Why not?

### Module Context

This module focuses on how getting some experience can help in making career decisions or reaching career goals. The module also looks at goal-setting and introduces how to create an action plan to help Learners reach their career goals. Learners should understand how important it is to carry out research into careers and gain experience.  If Learners want to find out how to research, they can complete Module 2: 'Career Pursuit' from the 'Choose A Career' course, or Module 7: 'Work Your Network' and Module 8: 'Do Your Research' from the 'Getting a Job' course

**Topics covered:**

**Introduction to getting some experience:** Why it is important to try something out and get experience and how having an open mind and positive attitude can help you find opportunities

**Getting some experience:** What ways there are to get experience and how Learners try to get some experience

**Work experience:** What types of work experience there are and how to make the most out of work experience

**Increasing skills outside of work:** How a Learner can increase their skills outside of work

**Goals and action plans:** How having goals can help and how to set goals; what action plans are and how they are used.

### Activity Pack

**Prerequisite for activity:** Learners will need their completed Activity Packs from the earlier modules in this course to complete this Activity Pack.

**Activity 1:** A template to help Learners identify their next steps for considering career options.

**Activity 2:** An activity to help Learners identify their goals

**Activity 3:** An action plan for Learners to complete along with notes and tips on how to fill in and use the action plan

**Activity 4:** Useful links to help get experience. Includes links to help with work experience, self-learning and volunteering

### Optional additional activities

Learners can find out what opportunities to gain experience are available in their local area and start applying. For more information on applications complete Modules 6, 13, 14 and 15 in the GAJ course.

This module helps learners to develop the following universal *Skills Builder* essential skill: *Aiming High* (8). See module Activity Pack for more details.

**Find out what happens to Lila from module 1 after she has successfully made informed career decisions**

**Learning Objectives**
- o   To find out what happens to Lila

**Optional Discussion Questions**
- o   What did you think of the grown-up Lila?
- o   What do you think Lila is doing playing records at the hospital?
- o   What do you think is Lila's 'glittering career'? (DJ, lawyer, something else)
- o   Why do you think the animation doesn't tell you what Lila's career is?

**Optional Opening Activity**
Discuss with a partner:  What career choices do you think Lila ended up making?

**Module Context**
Lila is now in her mid-20's and is giving shout outs on hospital radio.  As Lila is talking it becomes apparent that she is taking time out from a successful career to come and play records at the hospital on a weekly basis. The animation highlights that Lila has a 'glittering career' however it is left open as to whether Lila is now a successful DJ taking time out to help at the hospital or she is a successful lawyer, taking time out to continue her hobby by DJ-ing at the hospital or she is doing something totally different and is taking time out to help at the hospital.

**Activity Pack**
No Activity Pack at the end of this module.

# 'GETTING A JOB' CRIB SHEETS

**Simulated interview for jobseeker Sam at Ice Station Alpha**

### Learning Objectives

- To recognise why interview practice and preparation is important

### Optional Discussion Questions

- How did that go for Sam? Why? Did you think that Sam would get the job? Why?
- Is there anything Sam could have done differently or better? What would you do differently?
- What is the main learning point you have taken away from the module?
- Who here gets nervous in interview situations?
  How can you help to reduce nerves?

### Optional Opening Activity

Discuss with a partner: When was the last time you were unprepared for something? What impact did this have for you? How could you ensure you are better prepared next time?

### Module Context

This opening module is designed to hook the Learner, acting as an engaging introduction to the 'Getting a Job' course in the Skills to Succeed Academy training. It is a Practice It exercise where Sam has an interview on Ice Station Alpha in the Antarctic. The unrealistic setting of Ice Station Alpha has been chosen so the Learner can take part in the learning without being put off by industry or job specific details which they may feel are not relevant to them. However, this module does often appeal to a younger audience and can put older Learners off if it's taken as a first module.

**What happens:**

Sam arrives at his 'chance of a lifetime' interview. It soon becomes clear that he is unprepared. The simulation contains many subtle behavioural tests for the Learner. These include tests on body language, making assumptions, and knowing how and when to be honest.

**Outcome:**

Despite the Learner's help, Sam doesn't get the job. This is largely because of his actions prior to the interview. Although Sam will fail, the Learner will have met the learning objectives by understanding where Sam made mistakes, and therefore know what <u>not</u> to do next time. By coaching Sam through the interview, Learners will have experienced Sam's failure while not seeing the result as a personal failure.

### Activity Pack

No Activity Pack at the end of this module. However, the Practice It module gives access to the **Reference Zone**, which provides further information about topics covered in the simulation.

Make sure you tell Learners about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.

They can also access the Reference Zone via the main module menu by clicking the '?' icon.

### Optional Additional Activities

Learners can be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure Learners have seen all the feedback available to them in the module.

**Guidance on how to use the 'Getting a Job' course**

### Learning Objectives
- Understand that there are several steps to take to find a job
- Identify which of the steps will be covered by this training
- Recognise the people who you will help throughout the training

### Optional Discussion Questions
- Which Train-ing journey modules will be most helpful to you?
- What have you done to get a Job and what will you do next?
- What do you want to get out of this training?
- What did you think of the characters?
- What else have you learnt after using this module's Activity Pack?

### Optional Opening Activity
Discuss with a partner: What steps would you take if you needed to find a job?

### Module Context
This is the first Learn It module in this course. This module introduces the 'Getting a Job' course, modules covered and their learning objectives. The training journey allows Learners to select each module and see the learning objectives that the module will cover

If you are only completing part of the end-to-end training, inform Learners which modules you will complete at this point

**Topics covered:**

**Steps to get into work:** What the steps are to: find a job, identify a career path, apply for a job and get a job offer

**Activity:** Identify the steps to find a job (click to find)

**Training journey:** Information on the modules in this training course and what they cover

**Character introduction:** Who the five main characters are: **Sam, Natasha, Emma, Ameera and Daniel**

### Activity Pack
**Activity 1:** A reminder of the steps to Getting a Job and a template to fill in to keep track of your progress in your job search

### Optional Additional Activities
Learners can access the Reference Zone via the question mark icon on the main module menu. This provides further information on the topics covered in the module.

20 mins module

30 mins activity pack

Quiz: Y

Survey: Y

19 Screens

**Information on how Advisors and recruiters can help job seekers**

### *Learning Objectives*

- o Identify who can help you find a job
- o Describe the role of an Advisor
- o Recognise your individual responsibilities in searching for a job
- o Understand how recruitment agencies work

### *Optional Discussion Questions*

- o Do you have an Advisor? What organisation are they from? (If the person doesn't have an Advisor, please explain to them how they can get one)
- o Who is your 'Advisor'? (If at school, the Learner may have a teacher that plays the role of an Advisor)
- o What are the roles that you and your Advisor play in gaining access to jobs?
- o How will you prepare for an Advisor meeting?
- o What is the role of a Recruitment Agency? How are they different from Advisors?

### *Optional Opening Activity*

Discuss with a partner: Who could you go to for careers advice?

### *Module Context*

This module focuses on the people and resources available to help in the job-seeking process. Seeing as there are all those steps to take to get into work, it's good to get some help along the way.

**Topics covered:**

**Introduction to Advisors and their role:** Who Advisors are, what they do and don't do

**Advice and guidance:** What support and guidance actually means

**Advisor meetings:** What to expect from Advisor meetings and how to prepare for them

**Responsibilities of Advisors and job seekers:** What responsibilities a job seeker and Advisor have when trying to get a job

**Activity:** Decide what activities Advisors can or cannot help with (drag and drop activity)

**Other avenues to find help and recruitment agencies:** Where to find help and who to ask. What recruitment agencies are and what they do

### *Activity Pack*

**Activity 1:** A template with questions to answer and some top tips to help Learners with their Advisor meetings

**Activity 2:** A template that helps the Learner identify the people that can help them on their journey to employment

### *Optional Additional Activities*

Encourage Learners to research what recruitment agencies exist to help them find jobs. Are there any that specialise in their area of interest?

This module helps learners to develop the following universal *Skills Builder* essential skill: *Creativity* (8). See module Activity Pack for more details.

40 mins module

Quiz: N

Survey: Y

Practice It module

**Simulated Advisor and job seeker meeting**

***Learning Objectives***
- To see things from an Advisor's point of view

***Optional Discussion Questions***
- Did this module reflect your experiences with Advisors?
- Why do you think you were playing the role of Jenny not Sam? What did you learn from this?
- What do you think makes an Advisor's job difficult?
- What could Jenny/Sam have done to make it better? Where did Sam go wrong?
- What examples do you have of useful experiences with an Advisor/someone who can help?
- Would you feel confident asking for Advisor help? After completing this module, what would you do differently when managing your next Advisor meeting?

***Optional Opening Activity***
Discuss with a partner: Share an experience where someone didn't take your advice. How did it feel?

***Module Context***
This Practice It module is based on a job seeker and Advisor meeting. This time the Learner will assist the Advisor, Jenny, during a conversation with Sam. The job seeker and Advisor meeting is used to deliver the key learning that it is important for a Learner to understand how an Advisor can help them and how they can get the most from an Advisor by preparing for meetings and being proactive. This is Sam's first Advisor session since his disappointing interview.  It should be an opportunity to review what went wrong and to discuss what steps Sam can take to ensure he does better next time.

**What happens:**
Sam's attitude is negative from the start of the conversation. He arrives late, does not seem to understand the importance of the meeting, and fails to see what his transferable skills are. The simulation contains subtle behavioural tests for the Learner in which they attempt to turn this negativity around. Some of the tests cover job seeking rules, professional behaviour, knowing who can help, knowing how to deal with feedback, thinking long term and being positive.

**Outcome:**
Regardless of the path which the Learner takes through the simulation, it ends with Sam beginning to understand that he may have some transferable skills

***Activity Pack***
No Activity Pack at the end of this module. However, the Practice It module gives access to the **Reference Zone**, which provides further information about topics covered in the simulation.

Make sure you tell Learners about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.

They can also access the Reference Zone via the main module menu by clicking the '?' icon.

***Optional Additional Activities***
Learners can be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure Learners have seen all the feedback available to them in the module.  Learners can also complete questions for their next Advisor meetings in the Activity Pack if they have not already done this at the end of Module 3: 'Who Can Help You?'

This module helps learners to develop the following universal *Skills Builder* essential skills: *Staying Positive* (7,9,10) and *Aiming High* (7,8). For more information, please refer to https://www.skillsbuilder.org/universal-framework.

**How to find out what your skills are**

*Learning Objectives*
- Pick out skills from your life experiences
- Explain what transferable skills are
- Use transferable skills in your job search

*Optional Discussion Questions*
- Please share some experiences you have that contain skills
- How can you identify your skills from your experiences?
- What skills have you gained outside of work?
- Are you involved in any teams or societies? Which transferable skills do you think you have gained through these?
- Now that you understand what transferable skills are, what can you do to get more of these from your day to day life?
- If a job you want lists a skill you don't have, what can you do about this?
- Where are good places to develop skills?

*Optional Opening Activity*

Discuss with a partner: identify a skill for each letter of the alphabet, e.g. A = Acting

*Module Context*

This module focuses on how to identify skills from life experiences. It aims to guide and support the Learner as they work out what skills they have. This is one of the more complex modules: it might be useful to speak with Learners one-to-one to guide them.

**Topics covered:**

**Introduction to skills:** What skills are and how they can be found

**Character life experiences:** What experiences the characters have and how they translate into skills

**Activities:** Review Daniel's life story to find his skills (click to find). Match Emma's experience to her skills (drag and drop activity)

**Transferable skills:** What transferable skills are and where to find examples

**The importance of transferable skills:** Why transferable skills are important

**Identifying skills:** How to use life experiences to identify skills

**Activity:** Record skills and life experiences in the training (Text input)

*Activity Pack*

**Activity 1:** An offline version of the Skills Wheel and Questionnaire the Learner will see in the training and an experiences questionnaire

**Activity 2:** An activity where the Learner can practice turning experiences into skills

**Additional notes:**
- Ensure you have at least one personal example you can share to provide context
- Help individuals find examples from their lives e.g. caring for a child: reliability, organization, coordination and planning skills; sports: interpersonal/team, commitment/reliable
- Explain what to do if you have skills gaps. i.e. look outside of work experience to find areas you have used these skills, stress willingness to learn

*Optional Additional Activities*

Learners can update/ create the skills part of their CV based upon the additional skills they have identified from their life experiences.

This module helps learners to develop all of the universal *Skills Builder* essential skills. See module Activity Pack for more details.

40 mins module

45 mins activity pack

Quiz: Y

Survey: Y

23 Screens

**How to create a CV from scratch or improve a CV**

### *Learning Objectives*
- o Explain what a CV is and what it is used for
- o Recognise different layouts and what to put in each section
- o Use different techniques to describe your experiences, skills and achievements
- o Understand how to review your CV

### *Optional Discussion Questions*
- o What is the point of having a CV?
- o What are some different ways you can structure your CV?
- o Which CV format will you use and why?
- o What can you do to make your CV stand out?
- o When reviewing your CV, what should you watch out for?
- o Is there any 'jargon' on your CV? (if Learners are unsure what jargon is, please explain and provide an example)
- o How would you prepare your CV for a job?

### *Optional Opening Activity*
Discuss with a partner: What should you include on a CV? Which 3 things are the most important?

### *Module Context*
This module focuses on how to create a CV. It aims to guide and support the Learner in creating a CV that documents all their experience, skills and achievements. Later this CV can be used when tailoring a CV for a specific job.

**Topics covered:**

**Purpose of a CV:** What a CV is and why one is used

**Different formats / layouts of CVs:** How and when to use 'classic' and 'skills-based' CV formats

**CV Sections:** What information to include in a CV

**Improving CV content:** How to make a CV stand out by using concise language, buzz words and positive words

**Activities:** Review versions of a CV and vote for which is better (vote buttons), Select words to use to improve Natasha's CV (drop-down lists), Decide whether statements are responsibilities or achievements (drag and drop activity)

**CV mistakes:** What errors make employers reject CVs

**Activity:** Find errors or mistakes in Natasha's CV (click to find)

**Introduction to tailoring to an industry:** How to bring out different skills from the same experience depending on what skills should be highlighted for a job in a particular industry

**Activity:** Select the job type that snippets from Natasha's CV are relevant to (multiple choice quiz)

### *Activity Pack*
**Activity 1:** A list of useful buzzwords, positive words and starter verbs are given with a short activity to improve some statements on a CV by adding or replacing words

**Activity 2:** Learner can practice identifying achievements and 'turning' responsibilities into achievements

**Activity 3:** A template that Learners can use to help get started on their CV and some examples of online resources

### *Optional Additional Activities*
If some Learners finish this module early, suggest that they start to draft a CV or update an existing CV using tips given in this module.

This module helps learners to develop the following universal *Skills Builder* essential skill: *Speaking* (10,12,13). See module Activity Pack for more details.

**Simulated networking experience**

### Learning Objectives

- To recognise how different people can help you in different ways

### Optional Discussion Questions

- How can you use networks to find jobs / industries / companies?
- How would you plan to use a social network going forward?
- Who could you contact to build your network? How would you approach these contacts? What would you ask these contacts?
- Do you have an online social profile? Does anyone think they will now sign up to LinkedIn?
- How do you think your profile can help you improve your chances of Getting a Job?
- Would anyone create a Facebook status asking your network if they are aware of available jobs? How would you write it?

### Optional Opening Activity

Discuss with a partner: What websites could you use to help you find work?

### Module Context

This Practice It module introduces the Learner to the power of building their network and social profile when looking for employment. It covers how to approach people as well as deciding what to ask and how to achieve the Learner's objectives.

Daniel has applied for several jobs and is currently 'relaxing' while waiting to hear back from employers. Daniel should be using this time to get himself out there and build his network to gather information and search for more job opportunities.

### What happens:

Daniel is talking to Rose, his cousin. She informs him that there are more things he can do to help him get a job, starting with building his network. Daniel goes on to talk to different people to get information about the construction industry and work opportunities. This simulation contains subtle behavioural tests on: being proactive, knowing who can help, networking rules, balancing assertiveness and arrogance, dealing with negativity, advertising yourself, planning ahead, putting one's self in another's shoes, asking and listening and questioning styles.

### Outcome:

Regardless of which route the Learner takes through the simulation, it ends with Daniel building his network to include Mitch, who offers him work experience. Daniel learns how to approach different people to get the information he needs.

### Activity Pack

No Activity Pack at the end of this module. However, the Practice It module gives access to the **Reference Zone**, which provides further information about topics covered in the simulation.

Make sure you tell Learners about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.

They can also access the Reference Zone via the main module menu by clicking the '?' icon.

### Optional Additional Activities

Learners can be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure Learners have seen all the feedback available to them in the module.

The Learner may need some help in defining what they need to investigate further – Module 8 provides more detail.

This module helps learner to develop the following universal *Skills Builder* essential skills: *Listening* (5,6) and *Speaking* (6,9,10,12,13). For more information, please refer to https://www.skillsbuilder.org/universal-framework.

40 mins module

45 mins activity pack

Quiz: Y

Survey: Y

23 Screens

**How to find information that will help to get the right job**

## Learning Objectives

- o Understand how to research while looking for a job
- o Recognise the different ways to find out information
- o Manage your social profile
- o Put networking tips into practice

## Optional Discussion Questions

- o What is the point of having a CV?
- o What are some different ways you can structure your CV?
- o Which CV format will you use and why?
- o What can you do to make your CV stand out?
- o When reviewing your CV, what should you watch out for?
- o Is there any 'jargon' on your CV? (if Learners are unsure what jargon is, please explain and provide an example)
- o How would you prepare your CV for a job?

## Optional Opening Activity

Discuss with a partner: What questions do you still have about your career options?

## Module Context

This module introduces the Learner to the idea of looking at the bigger picture and to understanding how to carry out research that will improve their chances of getting the right job. The aim is to ensure the Learner understands the process of defining the information they need to find, locating the information and organising it to help them. Even though Daniel is at the stage of looking for more information about the industry he wants to work in, the Learner may not be. The Learner can apply techniques learnt in this module to find information about different industries and jobs. Learners may need some additional guidance in defining what they need to research

**Topics covered:**

**Introduction to research:** What research should be done at different stages in the job seeking process

**A research method:** What method Daniel and Natasha use. What it means to define, locate and organise research

**Doing research and research techniques:** How to define what is being looked for, where information can be located and how to organise the information found

**Activities:** Identify where Daniel and Natasha can look for information online (multiple choice quiz)

**Networking and managing a social profile:** How to build a network and what it means to have a positive social profile.

## Activity Pack

**Activity 1:** The Learner is given information on where they can find online mind-mapping tools

**Activity 2:** A hints and tips document to help the Learner when they look for information online

**Activity 3:** A selection of templates to help the Learner organise the information they find. The Learner only needs to select the template that is appropriate for them. The templates are titled: 'Know the Industry', 'Know the Company', 'Know the Job' and 'Know the Interview'

## Optional Additional Activities

Learners can complete GAJ Module 20: Online Professional Presence: Learners will consider their online presence, build a professional presence online and use professional networking tools.

This module helps learners to develop the following universal *Skills Builder* essential skills: *Problem Solving* (7-10) and *Creativity* (8). See module Activity Pack for more details.

**Understanding job adverts and using them to help you apply for a job**

### Learning Objectives

- o Explain what job adverts really mean
- o Use job adverts to help them find the right role

### Optional Discussion Questions

- o Have you ever applied for a job from an advert? Where was the advert posted?
- o What challenges have you faced when decoding job adverts?
- o Please describe some terms you have seen in job adverts that you are unsure of the meaning?
- o What resources have you found helpful in looking for jobs?
- o What would help you decide if you are suited to a job?
- o Who knows what job they want to do?
- o How do you know you are right for that job?

### Optional Opening Activity

Discuss with a partner: What questions do you still have about your career options? Where would you go research your chosen industry?

### Module Context

**Context:**

This module introduces job adverts and how to decode them to enable Learners to map their own skills to an advertised job. The purpose of this module is to ensure the Learner can decide whether their skills are relevant for a job by using the job advert and understanding what employers are asking for.

**Topics Covered:**

**Types of advert:** Where job adverts can be found (newspapers, online, at recruitment agencies and from Advisors) and information on how they are structured

**Decoding adverts:** What do certain things on a job advert really mean, where required and/or desired skills are found on a job advert, how to interpret different types of job advert

**Matching skills to an advert:** How to match skills to an advert to determine if the Learner is a good fit for the role

**Activity:** Decide which of Emma's skills relate to, or match, which job advert (drag and drop activity)

### Activity Pack

**Activity 1:** The Learner is asked to see if they can decide which jobs three candidates are suited to by matching their skills to those asked for in the job adverts. The Learner can also then match up their own skills to the same job adverts and one more

**Activity 2:** A set of examples of online resources for Getting a Job and an activity to encourage Learners to use them

### Optional Additional Activities
Learners can look into industries/job types they are interested in and complete online research to find jobs that they might be interested in applying for, identify skills required and match them to their skills

**How to structure competency based application and interview answers**

## Learning Objectives
- Define what CAR stands for
- Recognise when to use CAR
- Understand how to use CAR to help structure communications

## Optional Discussion Questions
- What does CAR stand for?
- What are the benefits of using CAR?
- What situations do you think you can use the CAR technique in?
- When do you not need to use CAR?
- What makes a SuperCAR answer different from a CAR answer?
- Can you provide a CAR answer?
- Can you turn this CAR answer into a SuperCAR answer?

## Optional Opening Activity

With a partner, list 5 questions you could be asked in an interview

## Module Context
This module focuses on how to use the 'Context, Action, Result' (CAR) technique as a way of structuring communication. It introduces the concept of the CAR technique and ensures Learners are able to use it to structure their communications on their journey into employment.

**Topics covered:**

Introduction to CAR: What CAR stands for and what Context, Action and Result mean

**Competency interviews:** What competency interviews are and how to use the CAR technique in this situation

**Activity:** Identify questions best answered using CAR technique (drag and drop activity)

**Tips on CAR technique use:** Guidance on the use of CAR for written and spoken responses with example answers split into Context, Action and Result

**Activity:** Select which of Ameera's answers is the best CAR response (Drop-Down Lists)

**SuperCAR:** Tips to create effective CAR

**Using SuperCAR:** How to identify a SuperCAR answer and how to use the SuperCAR techniques

**Activity:** Vote for which answer is the best response (vote buttons)

## Activity Pack

**Activity 1:** A template for the creation of CAR answers with a list of example questions and a checklist

## Additional Notes
- Make sure that you have at least one personal CAR example that you can share with the Learners
- Talk to individuals as they work through the activity to help them develop their own responses using CAR
- Provide a SuperCAR example and ask them to point out some of the subtle differences as to what makes it SuperCAR

## Optional Additional Activities
Learners can start planning CAR structured answers to common interview question themes such as: teamwork, motivation, dealing with a difficult situation, mediating an argument, reliability, determination.

This module helps learners to develop the following universal *Skills Builder* essential skills: *Listening* (3) and *Speaking* (11). See module Activity Pack for more details.

**Help you to understand that employers follow a selection process and understand the different steps**

### Learning Objectives

- Understand that employers follow a selection process and why they do this
- Recognise that they may have to go through a range of activities
- Understand why employers use various selection activities

### Optional Discussion Questions

- What selection activities have you experienced before? How did you find them?
- How has your view of the selection process changed now you have seen the employer's perspective?
- What will you do differently in the next selection process you encounter?
- Do any of you feel intimidated or put off after hearing about all the steps in the selection process?

### Optional Opening Activity

Discuss with a partner: If you were in charge of choosing the Prime Minister which activities would help you choose the most suitable candidate?

### Module Context

This module focuses on how employers choose the right person to fill a vacancy. The purpose of the module is to show the Learner how employers view different selection activities and why they are used.

This module is delivered from the employer's point of view and aims to show the Learner why they might face different interactions during a selection process.

**Topics covered:**

**Choosing the right people:** How employers vary the way they choose people to fill their vacancies

**Selection activities:** What selection activities are used by employers and why

**Activity:** State whether selection activities are face to face or not (drag and drop activity)

### Activity Pack

**Activity 1:** Information on why employers might use various selection activities, space to reflect on previous applications and some top tips for performing these activities

### Optional Additional Activities

If some Learners finish this module early, ask them to discuss any previous applications they have made and talk about what they think the employer wanted at each stage.

**Simulated telephone interview**

### Learning Objectives

- To recognise how different people can help you in different ways

### Optional Discussion Questions

- How did that go for Emma? What did she do well? What did she find difficult?
- What questions did you find difficult?
- Have any of you ever had a telephone interview?
- What are the most important things you need to remember about a telephone interview?
- What is the most difficult part of a telephone interview?
- Is there anything you would do differently in a telephone interview having finished this module?
- What do you need to do differently in a telephone interview compared to face-to-face?

### Optional Opening Activity

Discuss with a partner a time when you received an important phone call at an inconvenient time. How did you deal with this? What was the outcome?

### Module Context

This Practice It is based on an unexpected call that Emma receives from a recruitment agency. The simulation covers how to deal with telephone interviews. This call is 'out of the blue' as Emma applied to the agency a while ago, had heard nothing and assumed she had been rejected. However, the recruiter from the agency calls 'out of the blue' as he has Emma in mind for a research position for a prestigious bank that has to be filled at short notice.

### What happens:

Emma is on a bus when she receives a call from an unknown number – it's Martin Hiver from Hiver Recruitment. Emma has to show Martin that she is a good fit for the role. The simulation contains tests on telephone manner, managing first impressions, thinking long term, decoding employer's expectations, using life experience and knowing the job seeking rules.

### Outcome:

With the Learner's help, Emma will get 'on to the books' of the agency regardless of which route they take through the simulation. Emma will be put forward for the research role at Pearly bank.

### Activity Pack

No Activity Pack at the end of this module. However, the Practice It module gives access to the **Reference Zone**, which provides further information about topics covered in the simulation.

Make sure you tell Learners about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.

They can also access the Reference Zone via the main module menu by clicking the '?'

### Optional Additional Activities

Learners can be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure Learners have seen all the feedback available to them in the module.

This module helps learners to develop the following universal *Skills Builder* essential skills: *Listening* (5,6) and *Speaking* (5,12,13). For more information, please refer to https://www.skillsbuilder.org/universal-framework.

**Understanding job adverts and using them to help you apply for a job**

### Learning Objectives

- Explain why it is important to tailor their CV for every job
- Describe how to tailor their CV
- Recognise what to do if they do not have all the required skills for a job

### Optional Discussion Questions

- Why is tailoring your CV important?
- What is the starting point for tailoring your CV?
- How can you emphasise different skills from the same experience on your CV to fit different jobs?
- What could you do if you don't have all the skills desired for a job to which you are applying?
- Which steps will you take to tailor your CV?
- Who will you ask to review your CV?

### Optional Opening Activity

Discuss with a partner: What does it mean to tailor something? Why is tailoring important in a job application?

### Module Context:

This module takes the Learner through 5 steps needed to tailor a CV. The purpose of this module is to ensure the Learner understands how to go about making sure their CV stands out by focusing on relevant skills and experience.

**Topics covered:**

**Prior requirements:** What the Learner needs before they can start tailoring their CV (A CV with all their experience, skills and achievements included and a job description or similar). The Learner is directed to Module 6: 'Create Your CV' if they do not have a CV

**The 5 Steps for CV tailoring**

**Tailoring the personal profile**

**Activity:** Spot where Sam has tailored his personal profile (click to find)

**Relevant skills and experience:** How to focus on relevant skills and experiences and remove unnecessary information

**Activities:** Focus on relevant skills (drag and drop activity), Remove unnecessary skills (drag and drop activity)

**Reviewing a CV:** How to review a CV against a list of skills for the job being applied for

**Missing skills:** What the Learner can do if their CV does not reflect all the skills desired for the job they are applying for

### Activity Pack

**Prerequisite for Activity:** Learners need a CV and a job description they want to apply for to be able to fully complete this Activity Pack.

**Activity 1:** The Learner can begin to tailor their own CV using the notes and guidance given and use the review checklist to make sure they have everything covered.

### Additional Notes

This module only focuses on the steps to tailor a CV, before a Learner sends a CV they should carry out the checks outlined at the end of Module 6 (spellings, formatting, layout, use of jargon, sense-checking)

### Optional Additional Activities

Learners can start tailoring their CV for a specific job.

30 mins module

45 mins activity pack

Quiz: Y

Survey: Y

20 Screens

**How to answer application forms and deal with psychometric tests**

## Learning Objectives

- Understand how to fill in application forms
- Recognise what psychometric tests are and why they're used

## Optional Discussion Questions

- Why do you think employers use application forms?
- What preparation will you do before answering application form questions?
- What examples do you have to support your responses to competency questions (e.g. describe a situation where you have resolved a difficult problem)?
- When asked for supporting information, what can this mean?
- What is a psychometric test and what it is for? Has anyone done any psychometric tests before? What was difficult and what was easy?

## Optional Opening Activity

With a partner, list the information you need to provide on an application form

## Module Context:

This module takes the Learner through example sections of an application form where they help Ameera and Daniel with different questions they may be asked. It is designed to ensure the Learner understands the purpose of application forms, how to prepare their responses and what to include in each section.

**Topics covered:**

**Introduction to application forms:** Why application forms are used, what the typical sections of an application form are and how to prepare to fill in an application form

**Questions on application forms:** How to answer job specific questions and competency questions

**Activities:** Decide what Daniel should do to answer job specific questions (multiple choice quiz). Identify what method Ameera can use to answer competency questions (multiple choice quiz)

**Personal statements:** What makes a good personal statement

**Activity:** Vote for which version of Ameera's personal statement is better (vote buttons)

**Psychometric tests:** What the different types of psychometric tests are, when they are used and how to answer questions

**Activity:** Practice answering some questions that might be found on psychometric tests (multiple choice quiz)

## Activity Pack

**Prerequisite for activity:** Learners need a CV and a job description they want to apply for to be able to fully complete this Activity Pack.

**Activity 1**: A sample application form for Learners to practice typical questions. If the application form is filled in on a computer, then responses can be copied and pasted into an online application later if needed

**Activity 2**: Tips to help prepare for psychometric tests and some examples of where a Learner may find practice tests

## Optional Additional Activities

Learners can look at an application form they have filled in before and consider how to improve it. If they have not filled one in before, ask them to find an application form for a job they want to apply for.

This module helps learners to develop the following universal *Skills Builder* essential skill: *Speaking* (10,12,13). See module Activity Pack for more details.

**How to write a Cover Letter**

### Learning Objectives
- o Explain what a Cover Letter is and what it is used for
- o Describe what to include in a Cover Letter

### Optional Discussion Questions
- o What are the differences between a CV and Cover Letter?
- o What sections would you include in your Cover Letter?
- o Give me an example of how you would make yourself stand out?
- o Give me an example of the sort of language that you would use on a Cover Letter?
- o What points would you want to include in the opening and closing of your Cover Letter?
- o What things about the company you are applying to could you include in your Cover Letter?
- o When stating your skills in your Cover Letter, what will you include alongside them?

### Optional Opening Activity
Discuss with a partner: What is a cover letter? What should you include in a cover letter?

### Module Context:
This module takes the Learner through the different elements needed to create a Cover Letter. Learners are shown examples of Cover Letters and what should be included in them. The Learner has the opportunity to improve a Cover Letter based on this information. The purpose of this module is to ensure the Learner understands how a Cover Letter can be laid out, what language to use and what information should stand out.  The text from each of the Cover Letters (when in the scrolling boxes) can be copied and pasted into text editing programs

**Introduction to cover letters:** What a Cover Letter is, why one is used and how they can be written differently to a CV

**Good features of a cover letter:** What makes a Cover Letter better

**Activity:** Rank the Cover Letters for Daniel, Ameera and Sam (drag and drop activity)

**Improve a cover letter:** How to improve a Cover Letter by thinking about layout, the introduction and close, the use of positive language, using company information and how to stand out

**Activity:** Spot where Daniel's Cover Letter layout can be improved (click to find), What can Daniel do to improve the introduction and end of his letter (multiple choice quiz), Pick positive words to improve Daniel's Cover Letter (drop-down lists)

### Activity Pack
**Prerequisite for activity:** Learners need a CV and a job description they want to apply for to be able to fully complete this Activity Pack.

**Activity 1**: A template to help start a Cover Letter, along with a checklist and some helpful hints and tips

### Optional Additional Activities
Learners can think about what information they would include in a Cover Letter for a job they are interested in.

This module helps learners to develop the following universal *Skills Builder* essential skill: *Speaking* (10,12,13). See module Activity Pack for more details.

⏱ 35 mins module

35 mins activity pack

💡 Quiz: Y

Survey: Y

💻 30 Screens

**How to prepare for an interview and what to research beforehand**

### Learning Objectives

- Use previous interview feedback to help prepare for an interview
- Recognise key things to research before attending an interview
- Understand what to wear to an interview
- Explain why it's important to plan their route to an interview

### Optional Discussion Questions

- Do you know someone who enjoys interviews? Why do you think they enjoy interviews?
- What interview preparation ideas did you learn in this module?
- How do you normally prepare for an interview?
- How will you change your preparation after taking this module?
- What is a good starting point in preparing for interviews?

### Optional Opening Activity

What advice would you give a friend who had a job interview tomorrow?

### Module Context

This module takes the Learner through some of the interview preparation steps required to be ready for a face to face job interview. The purpose of this module is to ensure the Learner understands the effort required to be fully prepared for an interview, and how best to go about this. The 'Interview Checklist' shown at the start of this module covers the two interview preparation modules: modules 16 and 18.

**Topics covered:**

**Feedback:** using previous feedback to prepare for an interview

**Activity:** Identify feedback Sam can use to help him improve for his next interview (click to find)

**Researching for an interview:** What research needs to be done to prepare for an interview, how to decide what information will be useful and how to organise interview research

**Activity:** Pick key information from Sam's research (drop-down)

**Planning and Logistics for the Interviews:** How to plan to get to an interview

**Activity:** Plan a journey to an interview (drop-down lists)

**Clothes to Wear:** What could be worn to different interviews

**Activity:** Help Sam and Ameera decide what to wear for their interviews (drag and drop activity)

### Activity Pack

**Prerequisite for activity:** Learners need a CV and a job description they want to apply for to be able to fully complete this Activity Pack.

**Activity 1**: A face to face interview checklist to use when preparing for a face to face interview

**Activity 2**: A telephone interview checklist to use when preparing for a telephone interview

**Activity 3**: Three research templates to help collect and organise the key information needed when preparing for interview

**Activity 4**: Examples of online resources that can help to plan a route to an interview

### Optional Additional Activities

Encourage Learners to start documenting answers they would give to example interview questions. This module can also be followed by Module 18: 'Ace Your Interview'.

**Simulated face to face interview at FuturoSystems**

### Learning Objectives
- To prepare and practice for a face-to-face interview

### Optional Discussion Questions
- How does this interview compare with Sam's interview at Ice Station Alpha?
- What choices did you find difficult to make? Why?
- What are the key points you have learnt from this module when it comes to preparing for interviews?
- Why was it important that Sam interacted well with the receptionist?
- How would you show that you researched the company you are applying for during the interview?
- What would you say if you were asked to give a brief overview of yourself?
- Is it always appropriate to wear a suit at an interview?
- What questions could you ask at the end of an interview?

### Optional Opening Activity
Discuss with a partner: You are an employer. How would you expect an interview candidate to behave?

### Module Context
**Context:**

This Practice It is a face to face interview with an employer. The Learner needs to put the learning from previous modules into practice to help Sam.

Sam has worked with his Advisor to apply for a number of jobs and today Sam is attending an interview at FuturoSystems. The Learner has already helped Sam match his skills to the role, tailor his CV and research the company in previous modules.

**What happens:**

Sam has high hopes as he has thoroughly researched the company. He is optimistic that his lack of corporate experience and employment gaps on his CV won't hinder his success at interview. Throughout Sam's face to face interview the Learner is presented with a series of subtle behavioural tests focused on first impressions, body language, research, transferable skills and interview questions.

**Outcome:**

Sam shows vast improvement in this final interview in comparison to the one he took at Ice Station Alpha. The preparation and effort Sam put into his job search this time pays off. Regardless of the route the Learner chooses, Sam is ultimately successful and is offered the job

### Activity Pack
No Activity Pack at the end of this module. However, the Practice It module gives access to the **Reference Zone**, which provides further information about topics covered in the simulation.

Make sure you tell Learners about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.

They can also access the Reference Zone via the main module menu by clicking the '?' icon.

### Optional Additional Activities
Learners can be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure Learners have seen all the feedback available to them in the module.

This module helps leaners to develop the following universal *Skills Builder* essential skills: *Listening* (5) and *Speaking* (6,7,9,10,12,13). For more information, please refer to https://www.skillsbuilder.org/universal-framework.

**How to prepare for common interview questions**

### Learning Objectives

- o   Prepare for common interview questions
- o   Recognise the importance of preparing questions to ask in the interview
- o   Understand the importance of good body language
- o   List useful interview tips

### Optional Discussion Questions

- o   What did you learn that you can use to prepare for interviews?
- o   What makes a successful interview?
- o   What will you use from this module to improve an interview?
- o   How will you change your preparation after taking this module?
- o   Does knowing more about interviews make you feel more confident? If yes, why? If no, what else would help you?
- o   What types of questions will you ask interviewers going forward?

### Optional Opening Activity

You are at an interview and they ask you what your weaknesses are. What would you say?

### Module Context

This module takes the Learner through the interview preparation steps required to 'ace' a face to face job interview. The purpose of this module is to ensure the Learner understands what questions may be asked and how to answer them. This module follows from Module 16.  If there are Learners of different cultural or religious backgrounds, or anyone with disabilities in your group, think about points they may need to discuss when preparing themselves for interview e.g. handshake, dress code.

**Topics covered:**

**Interview questions:**  What common interview questions may be asked and how to go about answering them

**Questions from the candidate:** Why it is important to ask questions in an interview and examples of what to ask

**First impressions and body language:** How to make a good first impression, what good body language looks like and why body language is important

**Activity:** Identify good body language in a picture (click to find)

**Golden rules:** What the 'Golden Rules' at an interview are

### Activity Pack

**Prerequisite for activity:** Learners need a CV and a job description they want to apply for to be able to fully complete this Activity Pack.

**Activity 1:** A face to face interview checklist that the Learner can use when preparing for a face to face interview

**Activity 2:** The Learner is given top tips to help them do well in a face to face interview

**Activity 3:** A telephone interview checklist that the Learner can use when preparing for a telephone interview

**Activity 4:** The Learner is given top tips to help them do well on a telephone interview

**Activity 5:** A template the Learner can use to practice and keep a record of their responses to common interview questions

**Activity 6:** A template the Learner can use to practice and keep a record of their responses to interview questions

**Activity 7:** A template the Learner can use to practice and keep a record of their responses to competency questions

### Optional Additional Activities

If Learners finish this module early and have completed the Activity Pack, try an interview role play or practise saying written answers aloud.

This module helps learners to develop the following universal *Skills Builder* essential skills: *Listening* (6) and Speaking (7,9). See module Activity Pack for more details.

40 mins module

Quiz: N

Survey: Y

Practice It module

**Simulated panel interview at Pearly Bank**

### Learning Objectives
- To prepare and practice for a panel interview

### Optional Discussion Questions
- Do panel interviews scare you more than a traditional interview? If so, why?
- How does this interview compare with Sam's interview at FuturoSystems?
- What choices did you find difficult? Why?
- How did Emma do?
- What could she have done better?
- What additional challenges do you have to prepare for specifically when facing a panel interview?
- What have you learnt from this module that you will use in your next interview?

### Optional Opening Activity
Write down your 5 top tips for attending a panel interview.  Order them 1-5 by importance.

### Module context:
This Practice It is based on a panel interview where there are three interviewers. The Learner needs to put the learning from previous modules into practice to help Emma through successfully. The interview has come as a result of the telephone interview Learners experienced earlier in Module 12: 'The Call Out of the Blue'. Emma is expecting to meet only Sarah Harman and Laura Stockbridge; the addition of Peter Graham is a surprise that makes the panel tougher to navigate for Emma. Sarah, Laura and Peter are trying to work out how Emma will fit into the team.

Remind Learners that panel interviews do not always take place as part of an employer's selection process

### What happens:
Emma attends the interview expecting to meet Sarah and Laura, however, Emma will also be reporting to Peter. She has to show the entire panel she is right for them, despite their different needs. The simulation contains tests on: body language, being professional, challenging questions, understanding the job, being positive, keeping everybody happy, personalising, tailoring answers and using CAR.

### Outcome:
With the Learner's help, Emma will be offered a job at Pearly Bank regardless of the route the Learner takes through the simulation.

### Activity Pack
No Activity Pack at the end of this module. However, the Practice It module gives access to the **Reference Zone**, which provides further information about topics covered in the simulation.

Make sure you tell Learners about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.

They can also access the Reference Zone via the main module menu by clicking the '?' icon.

### Optional Additional Activities
Learners can document answers to the typical questions they may get in a panel interview (or other interviews).

Learners can be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure Learners have seen all the feedback available to them in the module.

This module helps the learners to develop the following universal *Skills Builder* essential skills: All *Listening* skills and *Speaking* (7). See module Activity Pack for more details.

**How to manage your online presence, create strong LinkedIn profile and research and prepare for job applications using LinkedIn**

### Learning Objectives

- Understand what your online presence is
- Make a strong LinkedIn profile
- Recognise how to use the information available to you on LinkedIn
- Build a professional network to help your career search

### Optional Discussion Questions

- Why is it important to manage your online profile?
- Can you think of somebody in the media whose brand has been affected by something they have posted online?
- What are the important parts of your LinkedIn profile to update?
- How can you write a good headline?
- What structure should you use in your summary?
- Why is building a professional network important to your career?

### Optional Opening Activity

A time when you had to make a decision about a reasonably high value purchase, what research methods did you use? What factors influenced your final buying decision?

### Module Context

This module focuses on the role online activities play in job searching, and how employers and recruiters research people. It supports Learners through managing their online activity and building a strong LinkedIn profile.

**Topics covered:**

**Your professional brand:** What it is and why it's important

**Online Activity:** How it can impact their professional brand

**Employers look online:** Employers use what they find online to make recruitment decisions

**How to manage your online activity:** The top tips to manage your online presence effectively

**Using online professional sites such as LinkedIn:** How it can help to develop a person's professional presence online

**How to build a strong profile on LinkedIn:** How to add a good photo, headline, summary, experience, recommendations, skills and media to create a strong profile that will stand out to employers

**Being active on LinkedIn:** How it can help people to get noticed

**Using the information available on LinkedIn:** Help prepare for interviews and applications

**Networking on LinkedIn:** How to build a network and how to send appropriate introductions

**Long run top tips:** Managing your online activity and LinkedIn profile

### Activity Pack

**Activity 1:** Guidance, tips and quick links on how to build out the important sections of a Learner's LinkedIn profile

**Activity 2:** Tips and links on how to manage a Learner's online presence effectively, including managing privacy and security settings

**Activity 3:** Step by step instructions and checklists on how to research using people, companies, groups and jobs

**Activity 4:** A template to use to help start building a network on LinkedIn

### Optional Additional Activities

Learners can start to build or update their LinkedIn profile using the tips given in this module

Learners could also look at updating and managing the settings on their other online accounts.

This module helps learners to develop the following universal *Skills Builder* essential skills: *Problem Solving* (7,8), Aiming High (8) and *Creativity* (7). See module Activity Pack for more details.

# 'SUCCESS IN WORK' CRIB SHEETS

35 mins module

Quiz: N
Survey: Y

Practice It module

## Simulated conversation about preparing for work

### Learning Objectives

- To understand why preparation before you start a job is important

### Optional Discussion Questions

- How did that go for Daniel? What did Rose help Daniel realise?
- Are there any other things that Daniel could do to prepare for his new job?
- What did you learn from this? Would you do anything differently?
- Why is it important to prepare for a new job? What websites or resources do you know of that would be useful for the people in this group to look at in relation to preparing for work?
- Can you give an example of something that you would have to change if you started a new job?

### Optional Opening Activity

Imagine that you were starting a new job tomorrow morning. What could you do today to make sure you were prepared? Is there anything you would avoid doing?

### Module Context

In this Practice It the Learner makes decisions for Rose who helps Daniel prepare for his first day at a new job. The conversation helps Daniel realise the importance of taking work seriously.

### What happens:

Daniel is making Rose a cup of tea in his kitchen but is in a rush to get ready for a night out. His attitude towards starting a new job the next day is very relaxed and laid-back. Through Rose's questioning, it becomes apparent that Daniel has not thought through the implications of working and has not done any of the required preparation such as reading the information pack that has been sent to him. The simulation covers; understanding the realities of work, staying positive, professional behaviour and codes of conduct at work.

### Outcome:

With help and guidance from Rose, by the end of the simulation Daniel realises that there are many things he can do to prepare for a new job even before his first day. He begins to understand the importance of taking care of his responsibilities as well as the stages he will go through when he starts work such as induction and probation.

### Activity Pack

No Activity Pack at the end of this module. However, the Practice It module gives access to the **Reference Zone**, which provides further information about topics covered in the simulation.

Make sure you tell Learners about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.

They can also access the Reference Zone via the main module menu by clicking the '?'

### Optional Additional Activities

Learners can be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure Learners have seen all the feedback available to them in the module.

This module helps learners to develop the following universal *Skills Builder* essential skill: *Aiming High* (5,8). For more information, please refer to https://www.skillsbuilder.org/universal-framework.

25 mins module

40 mins activity pack

Quiz: Y

Survey: Y

20 Screens

**Guidance on how to use the 'Success in Work' course and the different phases one will go through when starting work**

### Learning Objectives

- Describe the four different phases you will go through when you start work
- State the three 'Secrets to Success' that will help you through these phases
- Recognise who can help you
- Understand what will be covered in the rest of this training

### Optional Discussion Questions

- What are the four phases you go through when you start work?
- What are the three 'secrets to success'?
- What else do you think you should do to be successful at work?
- Who do you think could help you be successful in work? Why do you think they could help and how do you think they could help?
- What do you want to get out of this training?

### Optional Opening Activity

With a partner discuss: If you had a problem at work, who would you talk to?

### Module Context

This module introduces the 'Success in Work' curriculum and the modules covered with the relevant learning objectives. It explains the different phases that people go through when starting a new job, the three 'Secrets to Success' and directs the Learner to people that can help.

**Topics covered:**

**Starting Work:** What Learners should be thinking about when preparing for their new job

**Four phases:** The four phases that a person will go through when they start work (Preparation, Finding Your Feet, Knowing Your Job, Using Yours Skills to Succeed)

**Three 'Secrets of Success':** What the three 'Secrets to Success' at work are (Relationships, Knowledge & Skills, Attitude & Behaviour)

**Activity:** Identify some of the tasks and activities needed to be successful at work (click to find)

**Who can help you?:** Who can help you at your place of work and outside of work for advice and guidance

**Training journey:** Information on the modules in this training course and what they cover

**Character Introductions:** The five main characters in the training and their backgrounds (Daniel, Rose, Ravi, Karen, Natasha)

### Activity Pack

**Activity 1**: A template for Learners to note down key actions to take during the different phases at work

**Activity 2**: Different scenarios where the Learner is asked to identify an appropriate person to approach for help and some top tips

**Activity 3**: A template for Learners to make note of people they can turn to for help and information on where the Learner can find Advisors to help them

**Activity 4**: A template for Learners to write down what they are good at or what they need to work on for the 'three secrets of success'

### Optional Additional Activities

Learners can look at the things they have identified in Activity 4 of the Activity Pack as what they need to work on. Ask them to consider how they could improve these things.

This module helps learners to develop the following universal *Skills Builder* essential skill: *Aiming High* (5,7,8). See module Activity Pack for more details.

## How to prepare before starting a new job

### Learning Objectives

- Understand what they should think about before they accept a job offer
- Describe some of the impacts and benefits of working
- Identify the steps they should take to prepare for a new job
- Recognise how having a job will affect their life

### Optional Discussion Questions

- What would you consider when looking at a job offer?
- Do you have long term career goals?
- What things have you done/will you do to prepare for a new job?
- How do you manage your budget?
- Why do you think it is important to read and understand an employment contract?
- What commitments do you have that you might have to change when you start)?

### Optional Opening Activity

How would being employed change your life?  Which things might change?

### Module Context

Supporting the Learners in identifying things they need to think about and do when preparing to start a new job.

**Topics covered:**

**Introduction to questions:** What questions a Learner may have when considering a job offer or starting a new job

**Considering a job offer:** The three things to consider before accepting a job

**Activity:** Help Ravi decide how to get to work in a cost-effective way (multiple choice quiz)

**Budgeting:** How to budget and where to go for support

**Codes of conduct and contracts**

**What to expect:** How jobs can vary across companies

**Role information:** How to find out about a job/role

**Documents:** Documents you may be asked for and why

**Activity:** Select the document which employers need for particular purposes e.g. to verify an address

**Journey planning:** Planning a journey to work

**Appropriate attire:** What is appropriate to wear

**Activity:** Identify the information that helps Karen decide how to dress and present herself on the first day

**Getting Ready Checklist:** A checklist to help Learners prepare for their first day of a new job

### Activity Pack

**Prerequisite for activity:** If Learners are starting a new job, they will need their contract and/or codes of conduct to fully complete this Activity Pack. If Learners do not have a contract they look at companies they are interested in and use their codes of conduct or guidelines as a base to fully complete the Activity Pack.

**Activity 1:** A template for Learners to fill in about what to consider when budgeting along with some top tips

**Activity 2:** A checklist to help Learners prepare for their first day at work

**Activity 3:** Activity to match up common documents required by employers with descriptions

**Activity 4:** Learners are asked to note down questions they may have about their contract and how they can find answers

### Optional Additional Activities

If some Learners finish this module early, suggest that they look on the internet at the skills needed for jobs they are interested in and check they have all the documents they need. E.g. proof of address.

35 mins module

Quiz: N

Survey: Y

Practice It module

**Simulated discussion about how to succeed in the first few weeks of work**

### Learning Objectives
- o  To recognise how to make the right decisions when starting a new job

### Optional Discussion Questions
- o  How did that go for Ravi / Karen / Daniel?
- o  What are some things that Karen/Ravi did well/badly during their induction?
- o  How well did Karen do when dealing with the difficult customer?
- o  Have you ever had to deal with a difficult customer?
- o  Do you think that it is ok that Karen got away with not being honest? (only applicable if the Learner chose Karen to be dishonest)
- o  Have you ever had to communicate with management? How is this different from communicating with other people? (friends / colleagues)

### Optional Opening Activity
With a partner discuss: If you made a mistake at work, would you confess to your boss? Why/why not?

### Module Context
This Practice It is based at the WurkyWorld theme park. The Learner will be faced with a number of scenarios such as the first day at work through to dealing with customers and management. As such, the Learner will be making decisions for Ravi and Karen as they navigate their first few weeks at work. Daniel appears in this induction period but Learners do not make choices for Daniel in this simulation.

### What happens:
It is Ravi, Karen and Daniel's first day of work at WurkyWorld and they begin with an induction held by Blake, the HR manager. Karen and Ravi are faced with tricky situations; Karen is told part of her uniform is to wear the Wurky Duck costume (the Wurky Duck is the WurkyWorld mascot) and Ravi is told to wear a tie which he cannot tie. They both need to consider how they deal with the unexpected and communicate with colleagues more senior to them. Later in the simulation, Karen has to deal with a difficult customer while she is working at the till in the gift shop. The simulation covers the importance of first impressions, being able to admit what you don't know as well as dealing with senior colleagues (people in authority).

### Outcome:
Ravi has started work after learning how to tie his tie from Blake. Karen manages to resolve the difficult situation with a customer, however in doing so, makes a mistake. Learners may choose for Karen to be honest with Mei-Lin about the mistake or not.

### Activity Pack
No Activity Pack at the end of this module. However, the Practice It module gives access to the **Reference Zone**, which provides further information about topics covered in the simulation.

Make sure you tell Learners about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.

They can also access the Reference Zone via the main module menu by clicking the '?' icon.

### Optional Additional Activities
Learners can be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure Learners have seen all the feedback available to them in the module.

This module helps learners to develop the following universal *Skills Builder* essential skills: *Staying Positive* (7,9,10) and *Problem Solving* (11). For more information, please refer to https://www.skillsbuilder.org/universal-framework.

45 mins module

40 mins activity pack

Quiz: Y

Survey: Y

33 Screens

**How to succeed in your first few weeks at work**

### Learning Objectives
- Describe what might happen in your first few days
- Recognise why first impressions at work count
- Identify ways to be successful in your first few weeks
- Recognise what it means to be 'professional'

### Optional Discussion Questions
- Have you ever had an induction? What was it like?
- What will you do to make a good first impression?
- How will you make sure you are professional at work?
- Do you have questions you would ask in your first days at work?
- Are there any skills you want to develop after joining work?
- Who will you discuss any family or other commitments with if they impact your new job? How and when will you discuss these commitments?

### Optional Opening Activity
With a partner discuss: What questions would you need to ask on your first day at work?

### Module Context
Focuses on 'the induction phase' of a new job and good first impressions.

**Topics covered:**

**Introduction to induction:** What the first few days (or induction period) can be like at a work place, and tips for how to make the most of inductions

**Expectations:** What employers expect from new employees

**Impressions:** How to make a good first and lasting impression

**Activity:** Select example of employee who gives the best impression with regards to appearance for two different work environments (select photo)

**Activity:** Decide if Ravi has made a good impression in different scenarios (vote)

**Getting to know people:** Tips on building relationships with colleagues

**Questions:** How to get information you need in the first few days at work and asking questions in the right way

**Development opportunities:** How to get training or support with learning

**Being professional:** What it means to be professional

**Activity:** Identify the examples that show Ravi's professional behaviour (click to find)

**Activity:** Match Ravi's actions to the professional behaviour it displays (drag and drop activity)

**Workplace etiquette:** The 'written' and 'unwritten' rules of a work place

**Top Tips for Success:** How to be successful in your first few weeks of work – a summary

### Activity Pack

**Activity 1:** Activity to help Learners think about how to make a good, professional first impression.

**Activity 2:** A template to help the Learner think about how they want to behave at work

**Activity 3:** A template to help the Learner think about what questions they may want to ask in the first few weeks.

**Activity 4:** Learners are asked to identify professional behaviours and are given some tips

### Optional Additional Activities
Learners can find out what induction activities there are at their workplace and research what training is available to help them. If they do not have a job, they can research different types of induction online.

30 mins module

40 mins activity pack

Quiz: Y

Survey: Y

21 Screens

**How to build and manage relationships at work**

### Learning Objectives

- o  Explain why it is good to get on with people at work
- o  Recognise ways to build good relationships at work
- o  Describe how to address issues in the workplace

### Optional Discussion Questions

- o  Can you think of people you have good relationships with? Why do you think that is? (relate to work if possible)
- o  Can you think of people you do not have good relationships with? Why do you think that is? (relate to work if possible)
- o  When starting a new job, what will you focus on to help you get your relationships with people? (relate to work if possible)
- o  What should you do to be a good team player?
- o  When/how should you approach a manager to deal with an issue?

### Optional Opening Activity

When have you disagreed with the instructions of a person in authority? How did you deal with it?

### Module Context

This module focuses on getting on with people at work. It explains how to build effective relationships with managers as well as other team members and ways to resolve conflict. The content is applicable across all phases of work.

**Topics covered:**

**Introduction to relationships at work:** The benefits of building good relationships at work are and why they matter

**Activity:** Select an appropriate response to a situation at work (multiple choice quiz)

**Getting working relationships right:** The three areas of focus are to getting a relationship at work right (boundaries, communication and trust); and what mantra to use when thinking about communicating professionally (Right time? Right place? Right way?)

**Activity:** Select the appropriate response to a situation at work using 'Right time? Right place? Right way?' to help (multiple choice quiz)

**Teams:** Why being a team-player is important

**Activity:** Sort out the 'dos' and 'don'ts' for working in a team (drag and drop activity)

**Issues in the workplace:** Dealing with issues at work

**Activity:** Decide what Ravi should do to help resolve a difficult situation at work (drag and drop activity)

### Activity Pack

**Activity 1:** Different scenarios where the Learner is asked to decide what the best course of action would be to help build work relationships and why

**Activity 2:** A scenario based activity looking at communication boundaries at work, where the Learner is asked to identify the most appropriate response and why

**Activity 3:** Different scenarios where the Learner is asked to identify which of 'right place', 'right time' or 'right way' are not being used with regards to appropriate communication for work.

**Activity 4:** A template the Learner can fill in to note down do's and don'ts that will help them when working in a team

### Optional Additional Activities

Learners can identify a relationship at work they would like to improve and come up with ways to build a better relationship with that person. They can also do online research into building good work relationships.

This module helps learners to develop the following universal *Skills Builder* essential skills: *Leadership* (6) and *Teamwork* (4). See module Activity Pack for more details.

**How to succeed in your first few months at work**

## Learning Objectives

- o  Understand what a probationary period is
- o  Describe ways you can 'do your job well'
- o  Recognise the importance of feedback
- o  Understand more about professional behaviour

## Optional Discussion Questions

- o  Does your workplace have a probationary period?
- o  What things do you think you should do to pass a probationary period?
- o  What objectives would you set yourself during your probation?
- o  How will you check your objectives are SMART?
- o  What would you do if you were given responsibility for a task you did not think you could do?
- o  How would you react to negative feedback?

## Optional Opening Activity

What does the word 'probation' mean and how does it link to the world of work?

## Module Context

This module focuses on the 'probationary' phase at work.

**Topics covered:**

**What employers want:** What employers would like to see from employees during their first few months at work

**Introduction to probationary periods:** What a probationary period is, how long they typically last and what to expect

**During probation:** What a Learner should do during probation

**SMART objectives:** What they are and how to write them

**Activity:** Identify the specific and time-bound parts of Karen's objective

**Feedback:** Receiving, acting on and delivering feedback

**Activity:** Pick the best response for Rose to some feedback she received (vote buttons)

**Skills and training:** Finding opportunities to develop skills

**Time Management:** Managing time effectively and prioritising

**Activity:** Decide if Karen has prioritised her tasks correctly (vote)

**Networking:** What networking is and how to grow your network

**Professional behaviour:** What professional behaviours are, how using initiative can be helpful and why being responsible matters

**Activity:** Decide who shows the best use of initiative (vote)

**Knowing the rules:** What rules a Learner needs to remember and stick to

## Activity Pack

**Activity 1:** A task based on setting SMART objectives for a given scenario and a template for the Learner to write their own

**Activity 2:** Tips on prioritising tasks, and an activity where the Learner is asked to prioritise tasks

**Activity 3:** An activity where the Learner is asked to decide on what action they would take on receiving feedback. Activity includes scenario situations, plus real-life examples

**Activity 4:** Tips on giving feedback and an activity where the Learner is asked to note down how they would deliver feedback to a colleague. Activity includes scenario situations, plus real-life examples

## Optional Additional Activities

Learners can find out if they have any probation activities or criteria to meet at their place of work and research the rules and guidelines at their place of work to ensure they are following them.

## How to show the right behaviours and attitude at work

### Learning Objectives

- o  Recognise why it is important to have the right attitude
- o  Explain how their behaviour affects their success at work
- o  Describe methods to deal with the realities of work

### Optional Discussion Questions

- o  Can you think of a time when you have shown the right attitude? How about a time when you haven't? What was the effect?
- o  What measures could you take to have a better attitude towards certain situations?
- o  Think of a time when you have had a bad or negative attitude towards a task. Using the 'POP' methods, what positives can you pick out of doing that task?
- o  Think of a time when you have had a bad or negative attitude towards a task. Did you know what the right behaviours to show were?

### Optional Opening Activity

Have you ever missed out on something because someone was more enthusiastic than you? What was the consequence? How did it make you feel?

### Module Context

This module provides methods to handle the realities of work by showing the right behaviours and having the right attitude.

**Topics covered:**

**Importance of attitude and behaviours:** What can happen because of having a different attitude

**Activity:** Decide who displayed the best attitude / behaviours (vote)

**Attitude towards something:** What two things form your attitude

**Activity:** Identify what attitudes Ravi, Karen and Daniel have towards training (drop-down lists)

**Behaviour and attitude:** How a Learner's attitude can affect their behaviours; how other people determine a person's attitude by what they say and do

**Activity:** Decide whether the views of the characters and their supervisors match (drop-down lists)

**'POP' method:** How the 'POP' (pick out the positives) method can be used to help display a better attitude

**'The back-up plan':** How to use 'the back-up plan' to show the right behaviours when 'POP' doesn't work

**Activity:** Pick out the behaviours that Daniel should show (drag and drop)

**Showing the 'right' behaviours:** How different characters have dealt with situations; summary on dealing with situations that are not ideal

### Activity Pack

**Activity 1:** Scenario based task where the Learner can practice using the POP method

**Activity 2:** Scenario based task where the Learner can practice using the 'Back-up Plan' method

**Activity 3:** Tips on showing the right behaviours, and a scenario based task where the Learner has to identify the 'right' behaviours

**Activity 4:** A template the Learner can fill in when faced with different scenarios at work where they might need to use the POP method or identify the right behaviours to show

### Optional Additional Activities

If some Learners finish this module early, suggest that they split up into small groups of two or three people and discuss the POP method and how they could apply it to situations or tasks they have faced.

This module helps learners to develop the following universal *Skills Builder* essential skill: *Staying Positive* (13). See module Activity Pack for more details.

**Simulated discussion about succeeding at work**

## Learning Objectives

- o Recognise what to do to be successful at work

## Optional Discussion Questions

- o Is there anything Daniel could have done differently or better?
- o What did you think of the way Karen communicated with Mei-Lin?
- o What do you think is the best way to communicate with your manager?
- o Why is it important not to lie at work?
- o How can you make sure you are doing your job well?
- o Ask Learners if they chose not to be honest about giving a customer the wrong bucket of humbugs in Module 4. If they were not honest, ask them what happened in this module when Mei-Lin confronted Karen about this lie. Ask Learners to explain why it is important not to lie at work

## Optional Opening Activity

With a partner discuss: What will you find most challenging once you are working?

### Module Context

This Practice It revisits the WurkyWorld theme park to see how Karen and Daniel are doing after their first few weeks at work.

This simulation may be different for some Learners as a choice they made about Karen in Module 4: 'Welcome to WurkyWorld' changes the journey they will take through this module. If the Learner had chosen to not be honest about giving a customer the wrong bucket of humbugs in module 4, then they must deal with the consequences for Karen when Mei-Lin (her boss) brings it up in this module. Learners who chose to be honest in the earlier simulation will not encounter this interaction with Mei-Lin, and will experience a different meeting.

**What happens:**

Daniel asks Rose to borrow some money. It turns out that Daniel has not been budgeting and Rose explains how he can start doing this. Through the conversation it is also revealed how Daniel is taking shortcuts at work under the influence of some colleagues. Daniel is then caught out pulling a sickie by Blake (HR manager) and has a lot of explaining to do. Karen is dealing with another difficult situation as Mei-Lin has cancelled their meeting and there are some important things that she wanted to discuss. This simulation covers professionalism, being assertive, honesty and asking for feedback.

**Outcome:**

The Learner has guided Daniel and Karen to realise the importance of honesty and to understand how to communicate appropriately with management.

### Activity Pack

No Activity Pack at the end of this module. However, the Practice It module gives access to the **Reference Zone**, which provides further information about topics covered in the simulation.

Make sure you tell Learners about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.

They can also access the Reference Zone via the main module menu by clicking the '?' icon.

### Optional Additional Activities

Learners can be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure Learners have seen all the feedback available to them in the module.

This module helps learners to develop the following universal *Skills Builder* essential skills: *Problem Solving* (9,15), *Staying Positive* (13) and *Aiming High* (6,13). See module Activity Pack for more details.

**How to successfully manage your career, set long run goals and make the most of opportunities long run**

### Learning Objectives

- Describe how to set goals to keep motivated
- Recognise why it is important to make the most of their opportunities
- Recognise why it is important to manage their career

### Optional Discussion Questions

- What is an objective?
- How can you check an objective is SMART?
- What's the difference between an objective and a long-term goal?
- What is involved in continuous professional development (CPD)?
- If you have long term goals, how can you break these down to form objectives to help you get there? Are these objectives SMART? How can you check?
- Do you think all the characters should have passed their probation period?

### Optional Opening Activity

What would you like to be doing in 5 years' time? How could work help you achieve this?

### Module Context

This module focuses on work over the long term: keeping motivated and managing your career.

**Topics covered:**

**Role of Work in Your Life:** How work takes up a large proportion of our average day, and why it is therefore important to have a satisfying job

**Motivation at work:** How to stay motivated

**SMART objectives:** How to make sure an objective is SMART

**Activity:** Decide which parts of Daniel's objective meets the criteria (drag and drop activity)

**Continuous Professional Development (CPD):** How CPD cycles work and how this fits in with objectives and long term goals

**Activities:** Rank your priorities at work (drop-down lists); Decide which promotion opportunity is best for Rose (select text)

**Motivation over time:** How objectives and goals may change over time

**Where are they now:** What the characters have learnt

### Activity Pack

**Prerequisites:** If Learners are working, they will need access to information about their company's values, culture and ethos. If Learners are not working, they can look at a company they are interested in. Learners need access to information about possible career paths or progression from their current role or role of interest.

**Activity 1:** A template to rank their priorities in work

**Activity 2:** A template to create SMART objectives

**Activity 3:** A template to identify specific actions around 'what' and 'when' to help achieve their objectives

**Activity 4:** A template to identify how they will achieve their objectives

**Activity 5:** Guidance on how to record the results of actions taken to achieve objectives

**Activity 6:** Template to prepare for feedback sessions and prepare questions for feedback sessions

**Activity 7:** Template to break down their long-term goals into short-term objectives and a worked example

### Optional Additional Activities

If some Learners finish this module early, suggest that they do some more practice on CPD cycles for their current job or general career goals.

This module helps learners to develop the following universal *Skills Builder* essential skill: *Aiming High* (5,7,8,10,13-15). See module Activity Pack for more details.