CAREER MANAGEMENT SKILLS TRAINING MANUAL FOR VET TEACHERS

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„People shall re-build their careers every morning!"
LE.A.DE.R Project[1]

"It is not the strongest of the species that survive, not the most intelligent, but the ones most responsive to change"
Charles Darwin

The Manual has been developed within the Erasmus+ CARMA – Career Management Skills at VET School Level – Project in international strategic partnership. The goal of the Carma Project is to equip vocational education and training (VET) teachers with an innovative tool to support school-based career management skills development in a structured way.

The content of the Manual is based on literature review (desktop study) and an analysis of the relevant target group in the countries of the Partners: Hungary, Bulgaria and Finland. The Manual has been piloted by a group of Hungarian, Bulgarian and Finnish VET teachers specially prepared for the task, tested and revised in accordance with the results of the evaluation carried out by the above-mentioned teachers.

The relevance of such a Manual and career management skills (CMS) development in Europe is on one hand obviously related to the fast changing labour environment, work patterns and skills demands; on the other hand, the fact that school-based career management skills development is to be developed. Although several sources refer to career management skills development practice and special tools, we have been unable to find structured specific learning materials for CMS.

Career management skills development is a key issue as the 4th Industrial Revolution is happening in Europe and across the globe. "The fourth industrial revolution has been defined as technological developments that blur the lines between the physical, digital and biological spheres."[2]

The Fourth Industrial Revolution is driven by Developments in genetics, artificial intelligence, robotics, nanotechnology, 3D printing and biotechnology with new patterns of consumption, production and employment holding promise and posing major challenges as well. „Most occupations are undergoing a fundamental transformation. While some jobs are threatened by redundancy and others grow rapidly, existing jobs are also going through a change in the skill sets

1 Source: http://www.leaderproject.eu/images/documents/LEADER-Barcelona-LifelongGuidance_presentation_Iannis_1.PDF
2 Source: https://www.timeshighereducation.com/news/university-leaders-divided-over-fourth-industrial-revolution

required to do them,"[3] accompanied by disruptive changes to business models and widening skills gaps.

Schwab writes in his book 'The Fourth Industrial Revolution' that key technologies are driving this revolution with an impact on governments, businesses and citizens as a whole. "The fourth industrial revolution has the potential to transform the way we live and work, but success rests in the combined hands of organisations, citizens and governments."[4]

The success of career management skills development depends on teachers' keenness and ability to integrate career management skills development activities in their respective subjects (in addition to the obligatory elements), whether they can restructure instruction to provide a significant amount of time for development, and whether they have been trained to be able to do so.

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3 Source: The Future of Jobs http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf
4 Source: https://eandt.theiet.org/content/articles/2017/03/book-review-the-fourth-industrial-revolution-by-klaus-schwab/

THE 21ST CENTURY WORLD OF WORK

"We are living in a new economy – powered by technology, fuelled by information, and driven by knowledge."[5]

"Work is becoming less physically strenuous and more demanding intellectually…"[6]

The new economy implies new challenges as a consequence of the technological revolution (Fourth Industrial Revolution) and its transformative, disruptive impact on employment, skills and education. The changes are also driven by socio-economic, geopolitical and demographic factors. Some of the biggest challenges are:

- entire automation, smart systems, mobile devices in the service sector,

- displaced and emerging new jobs

- widening skills gaps, skills mismatch, outdated and inadequate skills

- recruitment problems and talent shortages

- skills disruption in an occupation, a job family or an entire industry.

The reality is highly specific to the industry, region and occupation in question. It is estimated that 65% of children entering primary school today will ultimately end up working in completely new job types that do not yet exist.

In the EU supporting employment growth and successful careers for individuals and for organizations is of key importance. The four priorities for action identified in the Council Resolution (2008) are:

1. encourage the lifelong acquisition of career management skills;

2. ease access for all citizens to guidance services;

3. develop quality assurance in guidance provision;

4. encourage coordination and cooperation among the various national, regional and local stakeholders.[7]

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5 Source: Futurework – Trends and Challenges for Work in the 21st Century
https://www.dol.gov/oasam/programs/history/herman/reports/futurework/execsum.htm

6 Source: Alan Greenspan http://www.federalreserve.gov/Boarddocs/testimony/2005/20050315/default.htm

As "skills are critical for competitiveness", "Member States should do more to fight unemployment, improve employability and support access to jobs or a return to the world of work, in particular for the long-term unemployed and young people."[8]

To find or to retain employment young people and working age adults alike need skills. Skills can be defined as:

- An ability to do an activity or job well, especially because you have practised it[9], or

- An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).[10]

Skills are usually divided into three categories:

- Basic skills (literacy, numeracy, science and technology)

- Soft (or transversal) skills

- Hard (or vocational, sometimes also called technical or professional skills) skills

For centuries, hard or job-specific skills could get you a job and it was enough to perform well and you could climb the corporate ladder for a more prominent title and higher pay. Gone are those days. Over the past two or three decades soft skills have become increasingly important. Hard skills are still the necessary basic minimum, but it is the soft skills (also called people skills, interpersonal skills, social skills or transferable skills) that matter and open most doors for you. The more highly developed soft skills you have, the more invaluable you will be for your employers. The absence of soft skills is the reason why, despite huge youth unemployment, employers still complain they cannot fill vacancies.[11]

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Soft skills – how you relate to other people and to work – accompany hard skills. While hard skills training is traditional, the importance soft skills training and development is more often than not undervalued in most vocational education and training programs. Quite few special soft skills training programs are provided. Although your employer will expect you to know how to behave on the job, as the soft skills are supposed to be universal. Furthermore, hard skills are testable and tested through examination in vocational education and training programs, while you can hardly produce a certificate (or any other kind of testimony) of your soft skills. Both job seekers and employers struggle with defining and demonstrating soft skills. Luckily, soft skills can be strengthened and developed, through formal training and informal learning alike.

Soft skills – defined in numerous ways – are personality traits (or personal attributes) and interpersonal skills that can directly affect your relationships, communication, and interaction with

7 Source:: http://www.cedefop.europa.eu/hu/events-and-projects/projects/lifelong-guidance
8 Source: Draft Thematic Guidance Fiche for Desk Officers.
http://ec.europa.eu/regional_policy/sources/docgener/informat/2014/guidance_employment_labour_mobility.pdf
9 Source: Cambridge Dictionary. http://dictionary.cambridge.org/dictionary/english/skill
10 Source: Business Dictionary. http://www.businessdictionary.com/definition/skill.html
11 http://www.telegraph.co.uk/women/womens-business/11326058/Forget-the-CV-Why-soft-skills-are-more-important.html

other people. Soft skills can include leadership, interpersonal skills, critical thinking, problem solving, and many more.

Some careers need hard skills and little soft skills, some need both hard and soft skills and others need mostly soft skills and little hard skills.

Also gone are the days when having completed your studies, you could sit back and you could be competent in your profession all through your career. Continuing professional development or Lifelong Learning is a career-long obligation.

"Transversal skills, especially linguistic and digital skills, continue to grow in importance. Already in the EU, most jobs require at least a basic level of digital skills." "Initial Vocational Education and Training is a key source of skills and competencies for EU economies and can facilitate a smooth school-to-work transition. Initial VET systems must provide adequate basic, transversal, and vocational skills that fit the needs of employers, but also equip learners to engage in Long Life Learning (LLL), and to manage transitions from education to employment as well as from one job to another or from unemployment to employment. Countries with strong VET systems perform better in terms of youth employment."[12]

Table 1: Internal and external soft skills

Internal Soft Skills	External Soft Skills
1. Self-confidence	1. Collaborative teamwork
2. Self-awareness	2. Effective communication
3. Self-compassion	3. Interpersonal skills
4. Accepting criticism	4. Self-Promotion
5. Critical thinking/problem solving	5. Managing conflict
6. Resilience	6. Adaptability
7. Perseverance	7. Networking
8. Emotional management	8. Influence
9. Perceptiveness	9. Negotiation
10. Growth mindset	10. Expectation management

The following table shows how fast the skills demand is changing and it is easy to visualize how this phenomenon impacts education and training.

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12 Source: The Underrated Skills That Will Make You a Better Employee (and Human Being). https://www.themuse.com/advice/the-underrated-skills-that-will-make-you-a-better-employee-and-human-being

Table 2: The changes of the top ten skills

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

Source: Future of Jobs Report, World Economic Forum

EU citizens should invest in skills upgrading and competence development throughout life, as "…high skills levels remain important with also an increasing number of vacancies for which the appropriate skills are not available."[13]

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13 Source: Draft Thematic Guidance Fiche for Desk Officers.
http://ec.europa.eu/regional_policy/sources/docgener/informat/2014/guidance_employment_labour_mobility.pdf

This situation of various types of imbalance, – a central challenge for Europe – is called Skills Mismatch and can be defined as the gap between an individual's job skills and the demands of the job market. **"**Mismatches could be vertical (when the level of skills or education is more or less than the level of skills or education required to perform a job), horizontal (when the type of education or skills is not appropriate for the current job, but the level of education or skills matches the requirements of the job) or geographical (where the workers with types and levels of skills or education required are based in a country or region different from where such skills are needed)."[14]

In other words, we can only give an appropriate response to global structural changes, we can only adapt to changes if we are committed to learning. Teachers, educationalists can promote employment and support labour mobility by designing and providing skills development courses, training programmes, and activities. Investment in skills means "…coping with skills mismatches, ensuring better recognition of skills and qualifications and anticipating skills needs and improving synergy between the worlds of education and work."[15]

In in knowledge-based economies work patterns are transforming and in addition to traditional upward career path, we increasingly need to manage our non-linear or horizontal career pathways moving sideways, not necessarily from one department to another but often to a different field.

Diagram 1: Alternative work arrangements[16]
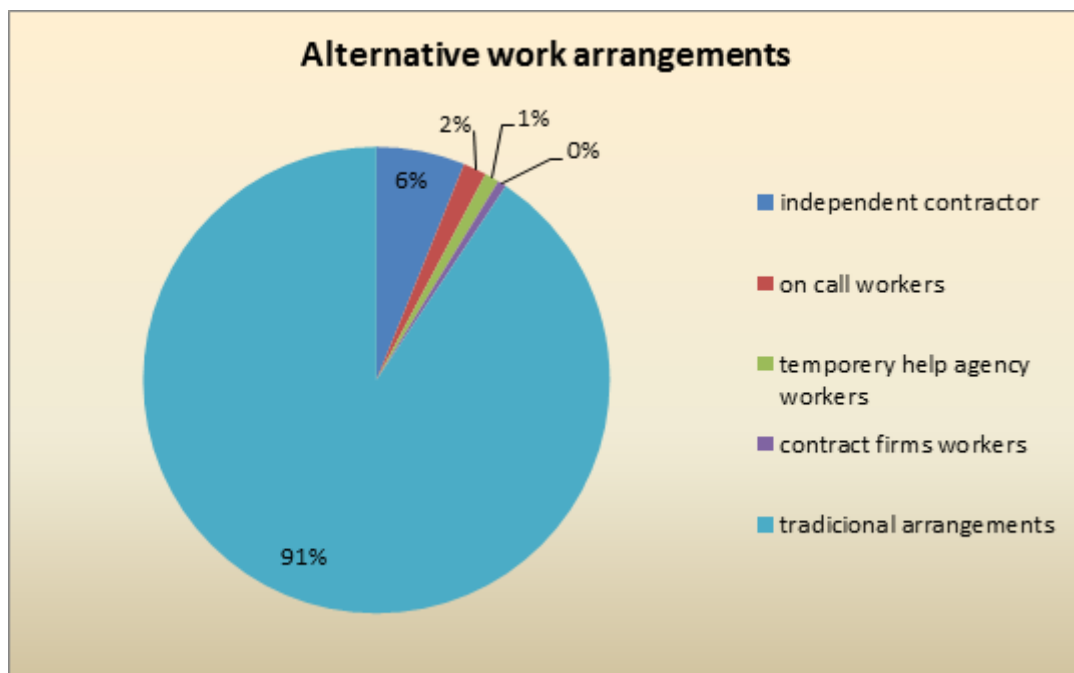
10

14 Source: Skills Panorama Glossary, Cedefop, European Union http://euskillspanorama.cedefop.europa.eu/en/glossary/m)
http://www.skillsmismatch.thinkyoung.eu/ , http://www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&filt=all&id=568
15 Source: Draft Thematic Guidance Fiche for Desk Officers.
http://ec.europa.eu/regional_policy/sources/docgener/informat/2014/guidance_employment_labour_mobility.pdf
16 Source: Futurework – Trends and Challenges for Work in the 21st Century Executive Summary:
https://www.dol.gov/oasam/programs/history/herman/reports/futurework/execsum.htm

The 2013 Talent Shortage Survey states talent shortages affect more than one in three businesses globally, that is, employers have difficulty filling jobs due to lack of available talent. According to the 2013 survey results the talent shortage is 54% in Bulgaria, 35% in Hungary and 27% in Finland, while the global average is 35%. When asked nearly one in five employers (19%) say that candidates lack the required employability skills or 'soft skills'.

In the so called EMEA region – Europe, Middle East and Africa – the top 10 jobs employers are having difficulty filling are as follows:

Table 3: The top ten difficulty areas[17]

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1. Skilled trades workers

- Engineers

- Sales representatives

- Management/executives

- Technicians

- Drivers

- Accounting & finance staff

- Secretaries, pa's, administrative assistants and office support staff

- Laborers

- IT staff

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17 Source: http://www.manpowergroup.com/wps/wcm/connect/587d2b45-c47a-4647-a7c1-e7a74f68fb85/2013_Talent_Shortage_Survey_Results_US_high+res.pdf?MOD=AJPERES

CAREER MANAGEMENT SKILLS (CMS) AND THEIR IMPORTANCE

Career Management is intentional management of work, learning and other aspects of life through reflective, evaluative and decision-making processes.[18]

Career management is about our belief that we have the ability to influence and to take control of our career.[19]

"Taking into consideration both, ongoing developments in the Member States and the relevance of Career Management Skills for personal development, career management skills can be considered as an explicit key competence: Many countries have taken action as they see the need to strengthen students' career competences, i.e. collect information in a structured way, take informed decisions and implement these with a view to educational and occupational choice. They want to equip citizens with the right skills to better cope with a world of faster changing job profiles, education, training pathways, to look for a new job in labour markets with increasing temporary employment and continuous restructuring.

The development of career management skills contributes to workforce development, to enterprise performance and to continuing employability of citizens either employed or self-employed." (Raimo Vuorinen, 2016)[20]

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"The term CMS refers to the skills, attributes and attitudes that are thought to be required to enable people to effectively plan, manage and develop their careers throughout their lives."[21]

In other words, career management skills refer to a range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions.[22]

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18 Source: http://www.leaderproject.eu/images/documents/LEADER-Barcelona-LifelongGuidance_presentation_Iannis_1.PDF
19 Source: https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/career-management-skills/ - downloaded on 20 April 2017

20 Source: Work Package 1: Career Management Skills, Vilnius, 2009, Reflection Note, Ronald G. Sultana
21 Source: http://www.sqw.co.uk/files/9114/6714/3071/Best_Practice_Literature_Review_-_Career_Management_Skills.pdf – downloaded on 20 April 2017

22 Source: Lifelong Guidance Policy Development: A European Resource Kit also available in Bulgarian, Finnish and Hungarian

http://www.elgpn.eu/publications/elgpn-tools-no1-resource-kit

Career management skills can help individuals of any age group to understand:

- how the labour market works and what its transformation means

- how access the labour market and to find a job using a range of career products and services

- how they can progress within the workplace

- how they can better take career decisions, manage change

- how to identify their existing skills

- how to identify their learning needs

- how to develop their employability skills[23]

Career management skills can be broken down into skills, attributes and attitudes. As there is no universal agreement as to what skills are needed to effectively manage a career, CMS are not defined by a particular set of learning areas. National frameworks – alike national definitions of CMS – vary by country, a shared Europe – wide understanding is an essential requirement.

In Learning Career Management Skills in Europe: a Critical Review, Sultana provides a comparison of CMS and the European reference framework of key competences for lifelong learning.[24]

Most frameworks are organised around three main categories:

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- Personal management – understanding and developing myself

- Exploring life, learning and work

- Developing and managing my career – life/work building

Table 4: Below you will find a few examples of CMS frameworks[25]

Knowing one's self ('Where am I now?': values, interests, etc.) Exploring options and deciding what to do ('Where do I want to get to?': career options; labour market; knowledge, skills and attributes required) Taking action ('How do I get there?': networking; finding the jobs; application process – resumes, cover letter, selection criteria; interview skills).

23 Source: http://www.leaderproject.eu/images/documents/LEADER-Barcelona-CMSpresentation_Neary.pdf
24 Source: https://www.um.edu.mt/__data/assets/pdf_file/0020/144119/CMS_in_Europe JE_and_W.pdf

25 Source: http://w3.unisa.edu.au/studentengagementunit/Careers/career-management-skills.html

Table 5: Search terms relating to career management skills[26]

Developing self-awareness – Competencies enabling young people to understand themselves and the influences on them

Exploring opportunities – Competencies enabling young people to investigate opportunities in learning and work, and relating them to themselves

Deciding and acting – Competencies enabling young people to make and adjust their plans, to manage change and transition, and to take appropriate action

Table 6: Search terms relating to career management skills

Understanding & Developing Myself	1. I know who I am and what I am good at 2. I interact confidently and effectively with others 3. I change, develop and adapt throughout my life
Exploring Life, Learning & Work	4. I learn throughout my life 5. I find and utilise information & the support of others 6. I understand how changes in society, politics & the economy relate to my life, learning and work 7. I understand how life, learning & work roles change over time
Developing & Managing Life, Learning & Work	8. I make effective decisions relating to my life, learning & work 9. I find, create and keep work 10. I maintain a balance in my life, learning & work that is right for me 11. I plan, develop and manage my life, learning & work

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Core search terms	Secondary search terms
• Career development	• Career information skills
• Career(s) counsel(l)ing	• Career management
• Career(s) guidance	• Career management skills
• Careers(s) advice	• Career planning
• Guidance	• Career resilience
• Guidance counsel(l)ing	• Career self-efficacy/self-efficacy
• Information, Advice and Guidance (IAG)	• Decision(-)making
• Lifelong guidance	• Employability skills
	• Job search skills
	• Opportunity awareness
	• Self-awareness
	• Transferable skills
	• Transition skills
	• Using LMI/Labour Market Information
	• Careers assessment
	• Diagnostic assessment

THE DIDACTICS OF CAREER MANAGEMENT SKILLS DEVELOPMENT

Careers education – the planned, structured and systematic development of the necessary skills and competences – refers to programmes and activities of learning starting in the primary school with continuous development throughout the career. There is no specific time of development, CMS can be developed before starting work, moving beyond education towards work, while in work, when out of work, and when preparing to leave or reduce work.

Career management skills can be developed in numerous ways in different contexts through formal and informal learning experiences in education and labour market sectors not limited to the years of formal schooling but throughout lives:

- Through – still prevailing – traditional teaching and training approaches (mainly one-size-fits-all didactic instruction of CMS elements integrated in a range of subjects)

- Through engagement with self-awareness through three stages: knowledge acquisition, application and self-reflection

- Through special career management skills development activities, either individual or pair or group work

- Through (individually customized) coaching

- Through on-the-job training

- Through up-skilling programs organized by local authorities

- Using career learning materials and resources autonomously using web-based tools

- Through career advice, information and guidance

- Through action learning

- Through interaction with others

- Through targeted supervision and support etc.

Knowing that career management skills are skills, attributes, attitudes, knowledge and self-awareness (although various definitions are available), it is obvious that traditional teaching and training approaches can be more effectively used for information acquisition, for obtaining critical understanding of concepts and relationships etc. However, raising awareness, skills development can be more effective through individualised and interactive forms of learning and development in tolerant learning environments. These learning environments should be based on openness, acceptance showing respect for the ideas and opinions of peers without put-downs, interruptions and learning on mistakes.

It should be noted that career management skills development should be built on interactive and constructivist pedagogies. The learning process should be as personalised as possible individualizing the learning experience.

Career Management Skills can be assessed in numerous ways such as:

- Career portfolio (tracking and collecting evidences of learning process and product as well)

- Formal examinations (e.g. foreign language examinations)

- Interviews (e.g. job interview)

- Observation (e.g. work shadowing)

- Records of achievement (e.g. photos documenting skills in action)

- Simulation, role playing

- Practical demonstration

- Self-assessment (e.g. self-assessment of digital skills and language skills in CVs)

- Peer assessment

- Projects and assignments

- Reflective journals and logs

- Work experiences

- Artefacts

The choice of assessment strategies presents specific challenges as both the learning process and outcomes are important, and because career management skills learning can be carried out throughout a longer period (e.g. a whole academic year, curriculum etc.). Assessment should be part of learning (formative assessment) so that assessment could support the learning process. It is of utmost importance that assessment for learning and not of learning is used. The use of portfolios – as popular formative assessment tools – is highly recommended. In portfolios students can gather, organize and show examples of their learning and accomplishments.

In career management skills development "teachers have an important role to play – not as a replacement for careers advisers – but in helping young people understand and develop the skills required to successfully prepare for employment."[27]

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27 Source: Education Working for All, 2014

THE GOAL OF THE MANUAL

Our goal was to develop a handbook that serves as:

- a collection of activities to be used by teachers, coaches, and students themselves for skills development based on teaching and learning methods and resources that effectively support the development of CMS in different contexts and at different levels,

- as a reference book of necessary background information about the world of work,

- as a guide of how to use the activities to provide appropriate challenge and support for learners in real and imaginary situations, and

- as a collection of sample activities encouraging colleagues to develop similar activities adapted to their specific contexts.

CAREER MANAGEMENT SKILLS (CMS) MATRIX

In the Manual, the following three categories of CMS are used:

1. Understanding and developing myself focusing on skills, strengths, achievements

2. Exploring my life, learning and work focusing on investigating opportunities in learning and work

3. Developing and managing my career focusing on making and adjusting plans to manage change and transition to labour market

Furthermore, we have included two key competences: Communication skills and Digital skills. Although they are naturally included in the three CMS, as priority areas they should be given greater focus in the countries of the Project Partnership.

CAREER MANAGEMENT SKILLS	ACTIVITIES
Understanding and developing myself	
Exploring my life, learning and work	
Developing and managing my career	
Communication skills	
Digital skills	

HOW TO USE THE MANUAL - RECOMMENDATIONS

The Manual has been developed for teachers, coaches, and career advisers etc. to use as a tool when developing students' career skills. The Manual is not to be handed out to students. When termed as 'For Student Use', copies of the relevant parts should be made and handed out or should be projected onto a screen.

- Ensure that the language of the Manual is meaningful within each of the Partner countries.

- Collect and use examples of local CMS development and support the contextualization of the CMS to each of the Partner countries/schools.

- Take into consideration the context and stage that your students are at before using any of the resources of the Manual.

- Produce extra guidelines focusing on the characteristics of your students in assessment of the CMS activities.

- Map and utilize existing national CMS resources and develop new CMS resources for your students.

- Pilot the Manual to assess that it meets the needs of your schools/country.

- Make sure your students are aware why it is of utmost importance to foster their CMS.

- Make sure your students understand that they should identify their existing skills, develop career learning goals and take action to enhance their careers.

- Promote dissemination and exploitation of the Manual.

- Involve employers, industry and business partners to identify skills shortage areas, ensure skills development content is industry relevant.

- Develop skills development content / programs and skills assessment methods and tools in partnership.

- Try to eliminate racial, ethnic and gender disparities by tailoring skills development of their specific needs.

- Prioritise disabled people.

- Use National or Regional Skills Assessments and emerging skills surveys and reports to stay well-informed about the skills demands and skills mismatches of the country so that you could focus on the development of the most relevant skills.

- Model commitment to skills development.

CAREER MANAGEMENT SKILLS DEVELOPMENT THROUGH THE CURRICULUM

Skills are increasingly required for further studies or career readiness and need to be further developed throughout our lives in the 21st century. Although we continue to develop these skills long after we leave school, their development across the curriculum is crucial, as certain skills can be more effectively developed in the context of disciplinary studies. Consequently, this is an inherent element of most if not all national curricula. Skills and competences are embedded across the curriculum or organized around thematic events, with overlaps and complementarity.

"Schools can focus on several critical areas of soft skills to prepare students for" their future lives and research suggests that skills instruction should be incorporated curricula and should "rely heavily on examples, modelling, and practice".[28]

In addition to strengthening these skills thorough the curriculum, they should be further strengthened through pertinent activities and reinforced through practice. The more, the better. But obviously, the first steps should be made in the classroom in the form of engagement with content, awareness raising and elementary level skills development. In school-based education basic and soft skills can be developed parallel, with hard skills development in vocational education and training. All this can contribute to and support further higher-level career management skills development.

Before you start using the Manual, it is a good idea to map the curriculum. Collect and record any curriculum-related data that identifies skills, methods and tools employed, assessment used for each subject area and grade level. This curriculum map will help you keep track of what has been taught and what will be taught. Knowing this, it will be easier for you to see the merits and the possibilities of the Manual as a tool for career management skills development.

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Never forget when you are developing career management skills you are not teaching a subject but you are teaching for life, you are preparing your students for the real life. While secondary school achievement and standardized test scores can be strong predictors of future academic success, good transferable (soft) skills can be predictors of future labour market success.

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28 Source: Incorporating Soft Skills into the K-12 Curriculum

http://www.hanoverresearch.com/media/Incorporating-Soft-Skills-into-the-K-12-Curriculum.pdf

Cooperation and teamwork

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	Belbin-test, country and school relevant project ideas
Type and Complexity Level:	Complex Practice-type – developing a key competence, developing group work skills, helping effective work and creative group thinking.
Foundational knowledge required for students:	Basic teamwork skills and relevant knowledge about the different roles in a team. (Resource Investigator, Teamworker, Co-ordinator, Plant, Monitor Evaluator, Specialist, Shaper, Implementer, Completer Finisher)
Aims and objectives – Intended learning outcomes of Activity:	Students should understand their role in team work Students should be able to use the simplest co-operation techniques
Necessary resources:	Flipchart, A3 sheets, fiberpens, mobile phone, computer, Internet connection
Necessary time:	2x45 minutes with follow up activity

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Description of Activity

"A Team Role is a tendency to behave, contribute and interrelate with others in a particular way"[29]

1. First, choose a topic the teams will work on e.g. environmental protection in the region, organization of a sports event etc.

2. Students should work in groups of three-four random members.

3. Each team should allocate the roles (See above).

4. Each team should develop collaborative group activities, such as creating a blog, or a video presentation that focuses on a specific topic.

5. They should make a plan how to do it discussing resources, time etc.

6. When they are ready, a group member stands in front of the class and presents their plan.

7. After the one week follow up activity – when the teams prepare the "products" – students should evaluate their own roles and how successful they were.

8. The activity ends with the completion of the Belbin-test that focuses on group roles which can be compared to the random roles the members have chosen or have been given.

Evaluation of the Activity – Feedback

With the help of the Belbin-test the most-fitted team roles can be outlined and compared as of the pre-chosen roles.

Key (answers, potential solutions etc.)

not relevant

Additional sources to use

http://nokatopon.hu/belbin/

http://www.belbin.com/about/belbin-team-roles/

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29 Source: http://www.belbin.com/about/belbin-team-roles/

Conflict management

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Medium-complex, practice-type
Foundational knowledge required for students:	basic communication skills Knowing the basic behaviour patterns, having communication and debate skills are essential when seeking for a job these days. Handling troublesome situations is a general task at any work place or in any project therefore mastering debate skills is needed.
Aims and objectives – Intended learning outcomes of Activity:	Students should have simple conflict management skills: they should be able to resolve conflicts (such as a debate) by means of the classic reasoning techniques.
Necessary resources:	Printed situational cards
Necessary time:	45 minutes

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Description of Activity

1. You should generate an artificial debate between two volunteer students, such as 'Who should organize the school blog writing competition?', or 'Who should clean the classroom after school while the cleaning lady is on sick benefit?' It might be related to workplace situations such as promotion or gossiping. The students can have seven-ten minutes to discuss the problem.

2. Students should listen to each other's opinion and try to persuade the other.

3. The class is observing the reactions, the change of communication and behaviour patterns (such as raising voice, starting fidgeting etc.) and discusses the good techniques.

4. The activity can be repeated several times with different volunteers.

Evaluation of the Activity – Feedback

Group feedback

The student who is capable of persuading the other and maintains the level of calmness is the winner.

Key (answers, potential solutions etc.)

Not relevant

Additional sources to use

http://www.test-questions.com/sia-conflict-management-01.php

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Self-motivation technique

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Medium-complex, practice-type
Foundational knowledge required for students:	Basic communicative skills and free thinking, imagination and understanding the differences between intrinsic and extrinsic motivation. Self-motivation, a key life skill necessary for personal development, is the force that drives you to do things. You need to understand what motivates you to be able to do things. This works well when it acts like a drive and an intrinsic motivation (such as fun, challenge etc.) source.
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to make a difference between intrinsic and extrinsic sources of motivation. Students should be able to motivate themselves and determine tasks and goals they wish to achieve in their career in the near future.
Necessary resources:	Papers, coloured pens
Necessary time:	45 minutes

Description of Activity

1. First it is a good idea to discuss what motivates young people today, which sources of motivation are stronger, how you can motivate yourself.

2. Then with the help of free associations students should imagine themselves in 5 years' time (what they want to do, what position they intend to work at and in what environment etc.). The aim is to determine tasks they wish to carry out and goals they wish to achieve in their career.

3. Choose a student and ask her/him to imagine herself/himself in 5 years' time in her/his chosen field of career with the help of free associations. They should focus on their living environment (suburban or residential area, outskirts or inner city) and their required place of work (home office or office block, multinational company or self-employment, position, product-making or nano-problem solving just like in programming, etc.). The time limit is 5 minutes.

4. Then students should create a mind map about their future goals in 10 minutes. Then students should present their ideas and discuss whether their goals are realistic or not.

Evaluation of the Activity – Feedback

Group feedback with reinforcement

Key (answers, potential solutions etc.)

If they wish to keep positive and motivated:

- Their goals should be realistic.

- They should take the right level of risk.

- They should seek constant feedback.

- They should be committed to their personal goals.

- They should seek out opportunities.

- They should be able to deal with setbacks.

Additional sources to use

https://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html

http://onlinepszichologus.com/Online-pszichol%C3%B3giai-tan%C3%A1csad%C3%A1s-%C3%A9s-konzult%C3%A1ci%C3%B3/Online-pszichol%C3%B3giai-tesztek/%C3%96nbizalom,-er%C5%91ss%C3%A9gek-online-pszichologiai-teszt

https://www.skillsyouneed.com/ps/self-motivation.html

Multitasking skills development

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium
Practice-type:	doing the activity, experimenting and exploring, games and simulations
Foundational knowledge required for students:	Some basic soft skills are required
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to recognize the potential in multitasking done the right way Students should gain basic skills of multitasking
Necessary resources:	A computer with an internet access is required for each student
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

1. Students will play minesweeper, search for topics given by the Teachers, from time to time check the latest news on national TV's website and have a conversation with the teacher. This encourages students to keep several windows open to periodically check in on updates.

2. The teacher reads a text full of information they have brake down into blocks and send each block to a separate classmate. The text can be the following:
http://webfoundation.org/about/vision/history-of-the-web/

https://www.idunn.no/dk/2007/02/confronting_the_challenges_ofparticipatoryculture_-_media_education_for_the

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For Student Use!

- At work, you will often be required to multitask without making too many mistakes.

- An example of multitasking is taking phone calls while typing an email and reading a book.

- Multitasking is an apparent human ability to perform more than one task, or activity, over a short period of time.

Evaluation of the Activity – Feedback

The teacher will supervise the multitasking. Note: Students need assistance to distinguish which tasks to do simultaneously. They must learn to recognize the relation between information coming at them from multiple directions. They need to know when and how to pay close attention to performing a task.

Key (answers, potential solutions etc.)

There are no specific answers.

Additional sources to use

https://www.idunn.no/dk/2007/02/confronting_the_challenges_ofparticipatoryculture_-_media_education_for_the

Time management

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium
Practice-type: doing the activity	Doing the activity
Foundational knowledge required for students:	Some basic time management skills are required
Aims and objectives – Intended learning outcomes of Activity:	It is a simple classroom activity
Necessary resources:	It is a simple classroom activity
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

1. Begin this activity with the questioning the students:

- Do you have time to do everything you want to do? If the answer is no, make your suggestions. If the answer is yes, ask some follow up questions to make sure it really is a yes.

- Ask students to suggest ways of becoming the master of their own time:

Dos	Don'ts
Get a calendar and record all your activities for a week.	Always say yes
Complete most important tasks first	Finish the easiest task first
Sleep 7–8 hours	Sleep 12 hours

Evaluation of the Activity – Feedback

Group feedback. Emphasize unusual ideas.

For Student Use![30]
- This will help you understand how much you can get done during 168 hours and where time is going. Start every morning by taking 15 minutes to plan your day and check your calendar. Finish every day by thinking through how did you manage your time.   - In step two, any activity or conversation that's important to your success should have a time assigned to it. Plan to spend at least 50 percent of your time engaged in activities that produce most of your results.   - Practice not answering the phone just because it is ringing and e-mails just because they show up. Disconnect instant messaging. Do not instantly give people your attention unless it is utterly important to offer an immediate response. If possible, schedule a time to answer email and return phone calls.   - Home activity: Start using Google calendar. Record every activity. Use different colours in order to prioritize.

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Evaluation of the Activity – Feedback

The teacher should check if the students are using Google Calendar.

Key (answers, potential solutions etc.)

There are no exact answers.

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[30] https://www.entrepreneur.com/article/219553

https://www.entrepreneur.com/article/219553

32

Am I marketable? – My strengths and my weaknesses

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	Personality tests in the national language to be used by students to get to know themselves.
Complexity Level:	Medium-complex
Practice-type:	Doing the activity, experimenting and exploring, games and simulations
Foundational knowledge required for students:	What SWOT evaluation is – Evaluation of Strengths, Weaknesses, Opportunities and Threats of a business, project, place or people. See below Personal SWOT. The questions listed in the matrix below can help students' self-assessment. Career Management Skills and how their achievement in these skills can be proved (certifications, work experience, volunteer work, training programmes completed, performance reviews, duties, projects, results, professional development activities etc.)
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to list their skills and related achievements and should be aware how they can prove their knowledge, skills and abilities.

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Necessary resources:	Paper and pen. Using colour pens (different colour for the four categories) can stimulate students' creativity
Necessary time:	2x45 minutes

Description of the Activity

1. First students should be familiarized with SWOT analysis and the questions to answer in their Personal SWOT analysis.

2. Students should prepare a personal SWOT Matrix *(See below)* listing their Strengths, Weaknesses, Opportunities and Threats (in real life situations comparing their strengths and weaknesses to the job requirements/specification). They should focus on knowledge, skills, competences they are good at, what they are strong on, they have or lack and what proofs they have. It is important that they are as honest as possible and describe themselves as they are and not as they wish to be in the future or wish to see themselves.

3. The next step is discussing their SWOT's at class and providing feedback on their self-assessment – how detailed, objective and critical their evaluations are. It is also a good idea to discuss "What matters most is how you see yourself" if you have time. You can use a photo of a cat looking in the mirror seeing a lion in the reflection or vice versa as a metaphor.

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4. As a follow-up activity student can take free online personality tests such as the one here: https://www.123test.com/personality-test/.

Evaluation of the Activity – Feedback

Group feedback and individual feedback if necessary. You should focus on the skills students developed through formal education and are included in the curriculum. Remember "praise in public and criticize in private". You can encourage them to participate in self-knowledge training if their self-assessment skills are rather underdeveloped.

Key (answers, potential solutions etc.)

None

Additional sources to use

https://www.mindtools.com/pages/article/newTMC_05_1.htm

https://www.forbes.com/sites/lisaquast/2013/04/15/how-to-conduct-a-personal-s-w-o-t-analysis/#46954bc728d8

https://chunlytcsj.files.wordpress.com/2015/08/swotanalysisworksheet.pdf

https://chunlytcsj.wordpress.com/2015/08/19/personal-swot-analysis/amp/

PERSONAL SWOT

A Personal SWOT matrix is a framework for analysing your strengths and weaknesses as well as the opportunities and threats that you face. In a Personal SWOT, you should "picture yourself as a competitive product in the marketplace".

Table 1: Personal Swot with questions

STRENGTHS (internal)	WEAKNESSES (internal)
What are you good at? / What do you do well? What do you do better than anyone else (in your class)? What do other people (and your teachers, family, friends) see as your strengths? Which of your (school, out-of-school) achievements are you most proud of? / Which is your biggest achievement?	What (tasks) are you bad in? What are you afraid to do? What will other people (and your teachers, family, friends) see as your weaknesses? What could you improve? What could you do better? Do you have bad/negative work habits?
OPPORTUNITIES (external)	**THREATS (external)**
What jobs or careers would best use your strengths? Do you have friends, teachers who can help you?	What obstacles do you currently face at school? Which of your weaknesses can lead to threats?

Are you a team player?

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	Download the national language version of Belbin team roles test determining which team roles best suit you (http://www.belbin.com/about/belbin-team-roles/), and learn more about the team role theory (https://www.123test.com/team-roles-test/).
Complexity Level:	Medium
Practice-type:	Doing the activity, experimenting and exploring, games and simulations.
Foundational knowledge required for students:	Why employers are looking for team players, why 'Are you a team player?' or 'Do you like working in a team?' is a frequent question of job interviews. Team members might have different roles and need different skills such as: Organising and planning skills, Decision making skills, Problem solving skills, Communication skills, Facilitation skills, Feedback skills, Influencing skills and Conflict resolution skills. (For a complete list see https://www.thebalance.com/list-of-teamwork-skills-2063773). It is also important that the students are aware that people who are effective team members

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	are: good collaborators, good communicators, reliable contributors, open-minded, non-judgemental, sensitive to cross-cultural differences, able to adapt their behaviour to suit different roles and situations, and adept at providing constructive support and feedback to others.
Aims and objectives – Intended learning outcomes of Activity:	Teamwork skills rank high therefore it is important that students should be aware of what skills and personality traits you need to be a good team player. Students should self-assess their teamwork skills to understand what role(s) they can have when working in a team.
Necessary resources:	Internet access, Belbin test, any other team role test in the national language
Necessary time:	45 minutes

Foundational knowledge required for students:[31]

Why employers are looking for team players, why 'Are you a team player?' or 'Do you like working in a team?' is a frequent question of job interviews.

Team members might have different roles and need different skills such as: Organising and planning skills, Decision making skills, Problem solving skills, Communication skills, Facilitation skills, Feedback skills, Influencing skills and Conflict resolution skills. (For a complete list see https://www.thebalance.com/list-of-teamwork-skills-2063773).

It is also important that the students are aware that people who are effective team members are: good collaborators, good communicators, reliable contributors, open-minded, non-judgemental, sensitive to cross-cultural differences, able to adapt their behaviour to suit different roles and situations, and adept at providing constructive support and feedback to others.

Description of Activity

1. Familiarize students with the team work theory and why team work skills are so important today.

2. Students should assess their teamwork skills, and if the time is not enough, they can finish it as a follow-up activity. Then discuss who belongs to which category.

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[31] Source*: https://intranet.ecu.edu.au/ .../Teaching-tips-for-teamwork-skills.do...*

Evaluation of the Activity – Feedback

None

Key (answers, potential solutions etc.)

None

Additional sources to use

http://www.universitysurvival.com/student-topics/developing-team-work-skills/

http://www.ventureteambuilding.co.uk/team-building-activities/

https://www.skillsyouneed.com/ips/team-working.html

http://bellinghamschools.org/sites/default/files/studentgal/onlineresearch/oldonline/mod8team.htm

https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member

https://www.thebalance.com/list-of-teamwork-skills-2063773

Belbin's Team Roles

1. **Shaper** – drives work forward and gets things done, has a clear idea of the desired direction of travel;

2. **Implementer** – also gets things done, looking for ways to turn talk into action and generate practical activity;

3. **Completer-Finisher** – focuses on completing tasks, and tidying up all the loose ends;

4. **Coordinator** – manage the group dynamics, often in a leadership role;

5. **Team Worker** – helps the team to work effectively by supporting personal relationships;

6. **Resource Investigator** – gathers external resources and information to help the team;

7. **Plant** – generates ideas and creative solutions, not all of them practical;

8. **Monitor-Evaluator** – good at critically assessing ideas and proposals, and at making decisions; and

9. **Specialist** – brings expert knowledge to the group, not always necessary to effective functioning.

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32 Source: https://www.skillsyouneed.com/ips/team-working.html

My CMS Portfolio

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Complexity Level:	Complex
Practice-type:	Doing the activity, applying prior knowledge
Foundational knowledge required for students:	What a (CMS) portfolio is – a collection of documents that demonstrates your skills, qualifications, education, training and experiences. Portfolios can come in different forms such as paper-based or electronically based (digital or e-portfolio). Your portfolio should include an index of the contents, your resume (CV), skills and key achievements (educational evidence) and supporting documents (examples of your work), websites, photographs, video or audio files, or other artefacts of learning. A beautifully presented portfolio might impress the prospective employers at an interview. What documents can prove their CMS skills and what other ways there are to prove their relevant knowledge, skills and abilities. What training programmes, part-time (vacation) work, volunteer work, experience, achievement etc. could be included and what evidences of the skills should be collected.

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Aims and objectives – Intended learning outcomes of Activity:	Students should be aware that their portfolios are to demonstrate their CMS skills to their prospective employers. They should be able to collect documents to demonstrate their skills and should also understand that career management skills development is a (life)long process. They should be able to prepare a portfolio
Necessary resources:	None
Necessary time:	45 minutes for the first stage of the activity – the discussion of what a portfolio is and how to start preparing one.

Description of Activity

1. Students should understand what counts as a career management skill, and what counts as an evidence, then start collecting the documents to demonstrate their achievement in the different CMS throughout the academic year (or the CMS development course) and put together their portfolios making sure they have not left out anything relevant and included everything that might get them a good job. They should also be aware of what a portfolio of high standard should be like (content, format, language etc.).

2. Towards the end of the academic year (or course) students should present their portfolios and discuss potential differences and how they could be improved.

Evaluation of the Activity – Feedback

Individual feedback highlighting the strengths of their portfolios. Individual feedback should be provided to each student about the format, structure and content of the portfolio, whether their portfolio is well-prepared and provides evidence of their knowledge, skills and abilities required by a future employer. It is possible to make a common list of good ideas in terms of the format, structure and content of the portfolios.

Key (answers, potential solutions etc.)

None

Additional sources to use

http://www.wikihow.com/Make-a-Portfolio
https://www.kent.ac.uk/careers/cv/portfolios.htm
https://www.thebalance.com/what-is-a-portfolio-for-work-and-do-i-need-one-2058735

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	Find some articles, reports about the labour market situation in the country, and alter them (See below).
Complexity Level:	Medium-complex
Practice-type:	Awareness raising activities Provision of new information
Foundational knowledge required for students:	Understanding the world of work, the Fourth Industrial Revolution, the transformation impacting the individuals and the societies as well. Understanding how to start a career, what a career path is, what horizontal and vertical (traditional) career paths are and how to advance.
Aims and objectives – Intended learning outcomes of Activity:	Students should get to know the world of work and what the different skill types are why they are important.
Necessary resources:	Short article, report about labour problems in the country.
Necessary time:	Up to the available time and resources

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Description of Activity

1. The following activity 'Find the lie' should be used as a quick warm up activity to prepare students for a new and important topic. 'Find the lie' Instructions:

- Find a short article – as relevant as possible – about the labour market / unemployment etc. situation in your region / country.

- Choose ten important statements, data etc. and exchange them into false ones.

- Let students know that they should find ten lies in the text.

- Read the altered article to students.

- Students should recognize and put down the false pieces of information.

- The person who recognized most of them is the winner. Get him / her a reward.

2. Then you could use visuals, diagrams etc. to raise their awareness, such as the following picture of a bicycle with two training wheels. Then you should discuss the following questions:

- What is the relationship of the training wheels /additional wheels attached to the bike and career management skills development?

- Why is the picture a metaphor of career management skills?

- Can keeping up-to-date with professional development can support you in an unstable jobs market?

3. Different sources of information can be used in these activities: guest speakers, films, articles, videos etc. Students should be encouraged to collect artefacts and exhibit them or prepare a poster to show the differences between the work patterns 30–50 years ago and today.

4. It is also a good idea to find volunteer students who either interview someone (e.g. a small enterprise owner) about the changes or shoot a short film about different working environments on their smartphone, or download (mock) job interviews. Any of them can encourage discussion about the topic.

5. Use the skills Panorama diagram of your country and discuss it, but it might be interesting to compare the situation in the three countries:[33]

- What can the reasons be for occupation shortages?

- What can the reasons be for surplus occupations?

- Are there any similarities between the countries?[34]

6. Your creativity should not have limits.

Evaluation of the Activity – Feedback

None

Key (answers, potential solutions etc.)

None

Additional sources to use

https://www.topuniversities.com/student-info/careers-advice/5-ways-future-proof-your-career
https://www.theguardian.com/careers/careers-blog/keeping-professional-development-continuous
http://reports.weforum.org/future-of-jobs-2016/

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33 Source: http://skillspanorama.cedefop.europa.eu/en/analytical-highlights-
skill?f%5b0%5d=field_labour_market_themes%3A578&?utm_source=MPO&utm_medium=SKILLSPANORAMA&utm_content=EMAIL

34 Source: Skills Panorama

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

Mismatch priority occupations

Bulgaria

44

Shortage occupations

ICT professionals

Teachers

Health professionals

Engineering professionals

Financial and mathematical professionals

Sales and purchasing agents and brokers

Administration and business services professionals

Surplus occupations

Street workers

Labourers in mining, construction, manufacturing and transport

Refuse workers

Agricultural, forestry and fishery labourers

Cleaners and helpers

SKILLS PANORAMA
Inspiring your choices on skills and jobs in Europe

36

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35 Source: http://skillspanorama.cedefop.europa.eu/en/analytical-highlights-skill?f%5b0%5d=field_labour_market_themes%3A578&?utm_source=MPO&utm_medium=SKILLSPANORAMA&utm_content=EMAIL
Source: https://www.studyinternational.com/news/looking-to-future-proof-your-career-these-are-the-skills-that-will-help-you-land-a-job-in-the-future/#MPdh9eaZoLbwBDq6.97
36 http://skillspanorama.cedefop.europa.eu/en/analytical_highligths/bulgaria-mismatch-priority-occupations

Mismatch priority occupations
Finland

Shortage occupations

Medical practitioners and other health professionals

Social work and counselling professionals

Social, and health care (nursing) professionals

Teaching professionals

Business and administration occupations

Surplus occupations

Secretaries

Garment and related trades

Architects, planners, surveyors and designers

Sales, marketing and public relations

SKILLS PANORAMA
Inspiring your choices on skills and jobs in Europe

37

Mismatch priority occupations
Hungary

Shortage occupations

ICT professionals

Engineers and natural science professionals

Health professionals

Economic and financial managers and professionals

Surplus occupations

Street vendors

Hotel and restaurant managers

Mining and construction labourers
Keyboard operators

General office clerks

Agricultural, forestry and fishery labourers

Textile, fur and leather product machine operators

Garment and related trades workers

Food preparation assistants, cashiers and ticket clerks

Shop salespersons

38

45

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37 http://skillspanorama.cedefop.europa.eu/en/analytical_highligths/finland-mismatch-priority-occupations

Self-assessment of my skills

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Medium-complex
Practice-type:	doing the activity, experimenting and exploring, games and simulations
Foundational knowledge required for students:	What self-assessment is (a list of 'Can do' statements) and why it matters to develop our self-assessment skills (greater control and responsibility, identifying areas of weaknesses, developing judgement skills etc.). Examples of self-assessment at school (assignment self-assessment), in everyday life (checklists, self-assessment tax return etc.), in career choice (selecting careers based on your skills, interests etc.). Self-assessment does not replace teacher assessment but increases student involvement, responsibility, autonomy and critical reflection. When you assess your own performance, you critically evaluate your own progress and skill

	development and identify knowledge and skills gap Self-assessment is always formative, in other words assessment for learning.
Aims and objectives – Intended learning outcomes of Activity:	Students should be aware of the importance of self-assessment in everyday life and what you need (agreed criteria) to self-assess your achievements. Students should develop their self-assessment skills by using agreed criteria. The development of self-assessment skills can develop students' learning skills as well and make them more responsible for their learning.
Necessary resources:	Internet access, Europass CV template in the national language
Necessary time:	2x45 minutes

Description of Activity

1. Introduce students to the concepts and elements of assessment against specified criteria using examples before engaging in this activity – establishing criteria and completing the self-assessment sheet. It might be about how good it is if students self-assess their assignment before submitting and make the necessary corrections. Use the free application at https://www.checkli.com/ to make it more motivating for students to prepare the agreed checklist and develop their digital skills simultaneously. You might want to skip this step if your students are good at self-assessment.

2. Students should self-assess their digital skills and/or foreign language skills using the rubrics of the Europass CV template at home. Discuss what difficulties they had while self-assessing their foreign language knowledge or digital skills.

3. The concerned teachers should provide individual feedback to each student so that the students could compare how they have assessed their relevant performance/knowledge and how their teachers do.

Evaluation of the Activity – Feedback

Group feedback and individual feedback. Individual feedback is essential and might be time-consuming. Ask your colleagues help with assessing students' self-assessment if their language and/or digital skills. You might rely on peer-assessment as well (how peers see each other's performance).

Key (answers, potential solutions etc.):

None

Additional sources to use

https://www.spfk12.org/Page/5960

https://www.checkli.com/

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	
Type and Complexity Level:	Medium-complex
Practice-type:	doing the activity
Foundational knowledge required for students:	Students should be aware that self-assessment means that they assess their own learning progress, work or performance. The performance might be school performance, work-related performance or anything related to hobbies, free-time activities. They should be aware that when practicing self-assessment, they need to concentrate on what they can actually do and not on what they cannot do. By developing their self-assessment skills students will get to know themselves better and be more responsible for their own learning. By practicing self-assessment, they may learn to critically evaluate their own progress, identify gaps in their knowledge (and identify their learning needs), develop autonomous learning skills. They should be aware that without agreed criteria and a tool (such as a grid or rubric), it is impossible to self-assess your learning or performance. Different self-assessment rubrics are available on the web if you decide on practicing self-assessment with your students (Self-assessment Rubric for Social and Emotional Development (https://www.edutopia.org/blog/self-assessment-inspires-learning-lori-desautels
Aims and objectives – Intended learning outcomes of Activity:	Students should understand the importance of self-assessment skills Students should be able to self-assess their performance by using self-assessment rubrics (such as the Common European Framework of Reference for Languages available in 40

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![Erasmus+]
![CARMA - Career Management Skills at VET school level]
![RAABE - Együtt a minőségi oktatásért]

	languages – Source: http://www.coe.int/en/web/common-european-framework-reference-languages/
Necessary resources:	Europass CV template Languages self-assessment grid (downloaded or online)
Necessary time:	45 min.

Description of Activity

1. Students need to provide a description of their language skills based on self-assessment using the 'Personal skills' and 'Languages' section of the Europass CV format (https://europass.cedefop.europa.eu/editors).

2. For each of the five headings (listening, reading, spoken interaction, spoken production, writing), they need to specify their level using the self-assessment grid provided by reading the descriptions in the self-assessment grid carefully.

Evaluation of the Activity – Feedback

50

Group feedback assisted by the language teacher of the students.

Key (answers, potential solutions etc.)

None

Additional sources to use

http://www.coe.int/en/web/common-european-framework-reference-languages/

http://www.educationplanner.org/students/self-assessments/

https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

https://europass.cedefop.europa.eu/editors

https://www.edutopia.org/blog/self-assessment-inspires-learning-lori-desautels

What is my job?

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Easy-medium
Practice-type:	Exploring
Foundational knowledge required for students:	None
Aims and objectives – Intended learning outcomes of Activity:	Students should be familiar with different relevant occupations, the different skills and traits needed and the tasks to be done
Necessary resources:	Descriptions of a few occupations
Necessary time:	45 min.

Description of Activity

1. Students should work in groups of four (developing their team work skills) and find a name for their group. Then they listen to a list of clues – five skills and attributes, those of a *nurse* – to be read by a volunteering student ('Reader') or the Teacher.

2. Then the teams guess in which job these skills and attributes are a must. Each group can ask for one piece of additional information – either a skill or an attribute. When the time is over, each group should write the job on their paper.

3. The Teacher collects them and checks the answers. Then he/she reads out the winner(s). Then they can discuss who would make a great *nurse* in the class.

The 'reader' should take care of avoiding the following words: nurse, doctor, patient, hospital, surgery, medication, falling ill, recovering.

In the following list *clients* stand for *patients*, *bosses* stand for *doctors*.

- Excellent communication skills

Because I need to speak and listen a lot as I need to interact with 'clients', 'bosses' and co-workers.

Because I need to communicate with 'clients' and their families.

Because it is extremely important that I clearly understand 'clients'.

- Emotional stability

Because my job is stressful with a lot of gloom and doom.

Because I need to manage a lot of stressful situations.

Because sometimes I can draw strength from wonderful outcomes.

- Empathy

Because I need to feel compassion and provide comfort both emotionally and mentally.

Because I need to be sympathetic to 'clients'.

Because I meet different types of 'clients'.

- Flexibility

Because I often need to work overtime, late or overnight, sometimes at weekends as well.

Because sometimes I have different responsibilities.

- Attention to detail

Because whatever I do can have far-reaching consequences.

Because I need to be careful all the time not to make errors

Because nothing should be left to chance in my job.

Because I need to perform all my duties with utmost care and precision.

- Interpersonal skills

Because I need to work well in different situations with different people.

Because I am the link between 'clients' and 'bosses'.

Because I need to balance the needs of 'clients' and 'bosses'.

- Physical and mental endurance

Because my job is not a desk one.

Because I need to stand for long periods of time.

Because I need to lift heavy objects.

Because I am always on the go.

Because I need to face mental pressure.

- Problem solving skills

Because I need to think quickly.

Because I need to address problems as — or before — they arise.

Because there are tricky situations to be solved.

Because I often need to soothe 'clients'.

- Quick response

Because there are a lot of emergencies.

Because I often need to response to sudden incidences.

Because I need to keep cool in a crisis.

- Respect

Because I need to respect people and rules.

Because I need to respect the wishes of 'clients'.

Because I should never forget about confidentiality requirements.

Because I need to respect different cultures and traditions.

Evaluation of the Activity – Feedback

None

Key (answers, potential solutions etc.)

None

Additional sources to use

http://blog.diversitynursing.com/blog/bid/119857/Our-top-10-great-attributes-of-a-nurse

https://www.workitdaily.com/nursing-skills-practitioner/

Being well informed: How to recognize fake advertisements and bogus job opportunities

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is required, but there could be some country specific extra examples needed.
Type and Complexity Level:	Medium-complex Practice-type: doing the activity, experimenting and exploring
Foundational knowledge required for students:	Good reading comprehension skills
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to recognize fake job opportunities.
Necessary resources:	It is a simple classroom activity, but a computer and a projector are needed.
Necessary time:	

55

Description of Activity

1. Students will collect as many fake job advertisements as they can, and present them to other students.

2. Then they will try to find common expressions in the advertisements and try to explain why they think these advertisements are fake.

For Student Use![39]

A fake job is a job that does not guarantee you any particular pay or salary. You may need to go door-to-door marketing something, or sell a product or service over the phone with little compensation. So, you do not waste time and energy interviewing for fake jobs. There are some rules you need to follow, for example, all real jobs will contain a position description.

- Be also sceptical of style: False advertisements often have multiple WORDS in capital LETTERS and exclamation marks (Like this!). Watch out for the following expressions: energetic and motivated go-getter, potential earnings, make your own hours, business opportunity. Common hints of false advertisements may be poor grammar and spelling, unfitting terminology, poorly pixelated pictures, fake websites, and a free email address like Yahoo, Google, or Hotmail.
- Valid, and reputable firms that post real job advertisements should always be registered. Check if there is a real company behind the advertisement. If you do not know who posted the ad, do not respond. Double check: There are internet forums, where users share their experience with the job advertisements and companies. Search for the ones you are interested in. Also use social media (Facebook and LinkedIn as you have profiles there) to enquire.
- Ask you friends if they have experience with the company.

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Evaluation of the Activity – Feedback

The student with the most fake news gathered will be named the fake advertisements expert.

Key (answers, potential solutions etc.)

None

Additional sources to use

http://www.wired.co.uk/article/how-to-spot-fake-news

https://www.forbes.com/sites/lizryan/2017/02/13/five-signs-of-a-fake-job-ad/#7e89d517549f

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39 Source: http://www.wired.co.uk/article/how-to-spot-fake-news

https://www.forbes.com/sites/lizryan/2017/02/13/five-signs-of-a-fake-job-ad/#7e89d517549f

BASIC ERRANDS YOU NEED TO HAVE EXPERIENCE WITH

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium Practice-type: doing the activity, games and simulations
Foundational knowledge required for students:	Some basic everyday skills are required
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to gain basic skills they need at a workplace
Necessary resources:	None
Necessary time:	20 minutes for the curriculum. The activity should be carried out over a longer period of time (e.g. a month) as the skills should be practiced continuously.

Description of Activity

For Student Use![40]
- There are several skills you should learn before you start your first job. They cannot be learned at school, rather during everyday activities.   - One of the most important skills is to be independent: If you come across a problem, try to make a plan and then execute it. Or try to make several plans. You should always have a plan 2.   - Another thing you have to know to ask for advice or help. It may contradict our previous advice. But actually, being independent doesn't mean you can't ask for advice or help. You can ask your teachers, parents or fellow students for advice. As they may have already dealt with a similar problem you face. As an independent person, you can appraise the advice you receive and then decide whether you want to take it or not. But make sure you have covered all the aspects of the problem by asking for advices.

40 Source: https://www.thebalance.com/things-to-do-before-you-graduate-526215

- How do you handle criticism? Not well? Well, you need to learn to receive feedback: many people do not like to hear criticism, but good feedback improves your performance. Generally, feedback is meant to help you, not to put you down. It is a kind of help. Your boss will often give you feedback. Learn to receive it well.

- It is also important to always to your job and come prepared to class: Hopefully, in high school you have already got used to coming to class prepared. Always do your homework and bring the necessary equipment, clothes, etc. This skill will serve you well at work. Your boss and your co-workers will praise your diligence.

- Being in high schools means you can now go to parties. But learn to say sometimes no to fun. Do not go to parties during weekdays. You will have to perform well next day and you will not be able to do your best when being tired.

- You also need to know how to protect your interests. Learn to be assertive: when you get a grade which you think is unfair, talk to your teacher. Explain the problem in a kind manner and have proof to back up your claim.

- Time management is a crucial skill which many of us lack. Learn to manage your time: you have a lot of work to do in high school and even more when you get a job. Assignments must be handed in on time.

Evaluation of the Activity – Feedback

The teacher should follow students' progress and give feedback at the end of every week. The students should try to practice taking feedback well. Other teachers should be asked to monitor students' performance and give feedback to the Teacher who conducts the activity = Involve your colleagues in the evaluation of the students' development.

Key (answers, potential solutions etc.)

The teacher will provide potential solutions

Additional sources to use

https://www.thebalance.com/things-to-do-before-you-graduate-526215

Skills scavenger hunt

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	There might be some country specific extra examples needed.
Type and Complexity Level:	Complex activity Practice-type: doing the activity, exploring
Foundational knowledge required for students:	Basic research skill are required Aims and objectives – Intended learning outcomes of Activity: Students should be able to perform a valid skills research
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to perform a valid skills research
Necessary resources:	It is a simple classroom activity, no special resources are needed
Necessary time:	20 minutes for the lesson, 90 minutes for the activity

Description of the activity

For Student Use! [41]
- Select 4 or 5 persons to interview who has been working in job you are interested in and find out as much as you can about the skills needed for this job.   - What kinds of things do you read at work? Do you read in English or in your mother tongue?   - Did you have any special training after entering the company?   - Do you need to learn new things?   - What kind of writing do you do? Short of long reports?   - How much do you need to speak and listen in your job? Do you communicate with

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41 Source: https://www.careerwise.mnscu.edu/mncareers/

customers?

- What kind of math is used on your job? Is it simple or complicated?

- Does your company have customers in different countries? Do you have colleagues in or from different countries?

- How often do you need to make decisions?

- Do you need to solve problems? Could you give an example?

- What technology do you use to accomplish your job?

- Where did you learn the skills needed for your job?

- What machines do you operate on your job?

- Do you teach others as part of your job?

- When your working hours are finished, can you stop working?

- Do you need to work at home?

- Does your boss call you after working hours?

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Evaluation of the Activity – Feedback and Key (answers, potential solutions etc.)

Combine the results of all the students' interviews into a master list for display. Make one list for each question and title each sheet with the skill. List the examples the various people told the students.

Additional sources to use

https://www.careerwise.mnscu.edu/mncareers/

Erasmus+   CARMA
Career Management Skills at VET school level   RAABE
Együtt a minőségi
oktatásért

Monthly Budget exercise

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium
Practice-type:	Doing the activity
Foundational knowledge required for students:	Some basic financial (money management) skills are required
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to plan a monthly budget.
Necessary resources:	It is a simple classroom activity
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity[42]   61

1. By listing all of your against all of your monthly expenditures you get a true picture of your personal cash flow, which will allow you to make better and more informed financial decisions.

2. Make sure the students answer the following questions in order that they get a better picture of their own financial situation:

- Do you often worry about money?

- Are you tight-fisted with your money?

- How could you switch to 'saver mode'?

- Do your parents provide you financial support monthly?

- If so, what do you spend it for?

- Do you often eat in a fast-food restaurant?

- Do you often buy candies, cokes etc.?

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42 Source: http://www.frugal-mama.com/2009/10/never-ask-again-where-does-all-the-money-go/

- How long have you been in charge of your cash?

- How can you make extra money when you need some more cash?

3. An accurate budget will also help you to answer the question, Can I afford it? This is a knowledge that can help you when you enter employment and start living on your own.

- Expenses:

- Mortgage/Rent:

- Household: Anything you need for your house (from furniture to cleaning supplies to repairs).

- Utilities: Electric, gas, oil, water, garbage, sewer, etc.

- Grocery: If you're really serious about this, you can separate out non-food items into other categories like Personal Care or Household.

- Meals Out: Everything from Burger King to the ice cream man.

- Auto/Transit: Car expenses (gas, repairs, insurance) or public transportation costs.

- Pets: Food, supplies, vets,

- Education: Classes, student loan debt

- Telecom: Internet access, landline, mobile phone.

- Medical: Doctor and dentist visits, medications, healthcare insurance.

- Personal Care: Everyday stuff like toothpaste and soap to occasional expenses like hair, makeup, and spa visits.

- Clothes: Plus shoes, coats, and accessories.

- Toys/Gear: Can also include hobbies and sports equipment.

- Recreation: From zoo passes to movie tickets, magazine subscriptions to pool membership.

- Trips: Vacations, business travel, airline tickets.

- Gifts/Donations: Presents and cards, as well as charitable giving.

- Insurance: Life and disability. Car, health, and home insurance

- Bank Fees: Interest charges and any other banking fees.

- Taxes: Income

Evaluation of the Activity – Feedback

The teacher will check the calculations and ask follow-up questions to see if all the expenses are included.

Key (answers, potential solutions etc.)

There are no exact answers

Additional sources to use

https://www.mint.com/budgeting-3/monthly-budget-template-track-your-spending-by-month

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Getting dressed for the occasion – Do appearances matter?

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	As fashion might change from country to country, region to region, city to village, it is a good idea to be familiar with the latest fashion. Also, it is a good idea to be familiar with the business dress code of the country /region.
Complexity Level:	Easy
Practice-type:	Simulation of getting dressed for a job interview
Foundational knowledge required for students:	Business etiquette
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to understand the nature of interviews (formal event), understand what formal wear means and apply business etiquette (dress code of interviews). They should understand that appearance is nearly as important as body language, and be aware of the importance of presenting themselves neat, clean and well-dressed. This activity provides an opportunity for the application of prior knowledge and in addition provides an opportunity to develop teamwork skills.
Necessary resources:	Students' smart phones and selfies
Necessary time:	45 minutes

Foundational knowledge required for students: Business etiquette[43]

„Once upon a time, almost everyone wore business suits to job interviews."

"However, over the years, our society has become less conservative when it comes to dress code. Certain industries still require dressing conservatively but others have a more collegiate atmosphere and it's not unusual to find employees wearing shorts, T-shirts, and flip-flops to work. You probably don't need to wear a suit and tie to a job interview at a laid-back company, but that doesn't mean you should dress too casually, either."

Description of the Activity

1. Students should dress at home for a job interview and take selfies. The selfies should be taken to school, discussed and evaluated in teams of four to six students.

2. A few volunteering students should show their selfies and the class should discuss them and make a list of what to wear and what not to wear on a job interview.

Evaluation of the Activity – Feedback

Group feedback. Importance of first impressions should be emphasized. Excellent way of providing feedback is to prepare a tableau of suitably costumed and non-suitably costumed *students (using the selfies as examples of what to wear for a job interview and using google pictures of what not to wear).

Key (answers, potential solutions etc.)

None

Additional sources to use

https://www.thebalance.com/best-interview-attire-for-every-type-of-interview-2061364

http://www.wikihow.com/Dress-to-Impress-at-Your-Interview

http://www.workingmother.com/fashion-beauty/10-dos-and-donts-dressing-job-interview#page-4

https://www.google.hu/search?q=dressing+well+for+a+job+interview

https://www.theguardian.com/careers/careers-blog/what-wear-job-interview-fashion-dress-impress

https://www.forbes.com/sites/jacquelynsmith/2013/06/20/how-to-dress-for-your-next-job-interview

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43 Source: https://www.forbes.com

How to enter the world of work?

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Medium
Practice-type:	Absorb-type
Foundational knowledge required for students:	None
Aims and objectives – Intended learning outcomes of Activity:	Students should be aware of how to progress to employment and what the stages of finding a proper job are
Necessary resources:	Hand-outs – a list of the activities (See below) in a jumbled order
Necessary time:	45 min.

Description of Activity

1. You should jumble the order of the stages of the process (Find below) and either display the list to the students or give a copy to each of them. You should make them arrange the stages in the proper order. Students can work in pairs or individually.

2. Make sure they are aware that *finding a job* is not as easy as just applying and going to an interview.

3. It is a good idea to download photos, visuals, icons from the Internet to visualize the stages of the process and use them instead of the text-based list.

Evaluation of the Activity – Feedback

Group feedback – discussing the right order of the steps of the process and providing explanation if necessary.

Key (answers, potential solutions etc.)

This is not a comprehensive list:

1. Taking a personality test (type quiz)

2. Jotting down your interests, likes and dislikes

3. Learning about yourself (values, abilities, traits)

4. Jotting down your skills (in which you might need your teachers' help) and collecting certificates, testimonies of your skills

5. Setting up a profile of your knowledge, hard and soft skills and characteristics

6. Browsing careers by industry or with key words

7. Finding out your soft skills gap

8. Choosing a career

9. Getting the right training / experience

10. Looking for a job (going to a job fair to learn about employers, organizational culture, jobs straight from the source or networking, or using job searching apps and tools)

11. Preparing your CV and letter of application / tidying up your CV

12. Applying for a job

13. Preparing for a job interview (knowing as much as possible about the company / employer on their website, know the dress code etc.)

14. The job interview

15. The application

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Additional sources to use

https://www.thebalance.com/best-free-apps-job-searching-206100

https://www.theguardian.com/money/2010/may/08/finding-a-new-job

http://www.cornellcollege.edu/berry-career-institute/job-internship-preparation/index.shtml

Getting to know the labour market language

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Medium-complex
Practice-type:	Doing the activity, experimenting and exploring, games and simulations
Foundational knowledge required for students:	None
Aims and objectives – Intended learning outcomes of Activity:	Students should understand and be aware of the fact that the language they use affects their success and reputation in the workplace. Communication skills in employees are often regarded as the most important set of soft skills by the employers. Students should understand and be aware of what the use of appropriate workplace language means: omitting profanity, excessive slang, crude or vulgar language, improper body language. Students should get familiar with labour market terms.
Necessary resources:	None
Necessary time:	

Description of Activity

1. Give a list of 10–15 labour related terms to students and give them 10–15 minutes to put down the informal / slang equivalent of each. The winner is the person who have the most good solutions. It can be repeated several times with a new batch of formal terms.

2. Another – more difficult – version

Collect slang equivalents of labour related terms (use a slang dictionary or a relevant website) and give a list of 10–15 slang version of labour market terms and give students 10–15 minutes to put down the formal equivalent of each. The winner is the person who have the most good solutions. This version is going to be more difficult.

Evaluation of the Activity – Feedback

Group feedback. Make sure students understand each term.

Key (answers, potential solutions etc.)

Using standard language and following established rules of grammar, avoiding slang and profanity, using the most appropriate level of formality, being polite, using jargon sparingly.

Additional sources to use

http://www.englishcurrent.com/idioms/workrelated-idioms-list-business-english/

http://www.citizensinformation.ie/en/reference/checklists/checklist_glossary_of_employment_terms.html

http://www.macmillandictionary.com/thesaurus-category/british/general-words-relating-to-jobs-and-work

http://www.hrmarketer.com/glossary-of-hr-and-benefits-terms/

http://www.worksourceoregon.org/index.php/career-pathways/165-career-pathways-glossary

List 1 of labour market terms

part-time job,	salary,	work hard (work one's arse/ass/butt off),	talk about work-related things (talk shop),
full-time job,	9 to 5 hours,		
entrepreneur,	flexitime,	dismiss/ fire,	bureaucracy,
employability skills,	employer,	job field or type of work (line of work),	climb to the top of the career/corporate ladder,
bonus,	employee,		
wages,			

recruited for a position	(headhunt),	start-up,	SME

List 2 of labour market terms

Advancement,	probation,	job skills portfolio,	career fair,
job specification,	prospects,	job hunting,	appointment,
career objective,	resume,	dismissal,	career break
cover letter,	VET provider,	digital competence/literacy,	
declining letter,	salary negotiation,		
low-skilled person,	overtime,	continuing education,	

You can choose more similar expressions from the Glossary or from the media!

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Skills and personal qualities needed for different jobs

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Easy
Practice-type:	Absorb-type
Foundational knowledge required for students:	It is good if they have some work experience (part-time or vacation job)
Aims and objectives – Intended learning outcomes of Activity:	Students should get to know the world of work and the importance of their skills by analysing the skills and traits needed for different occupations and jobs. Students should also understand how many skills and traits even the simplest task or job needs.
Necessary resources:	None
Necessary time:	45 minutes

Description of Activity

1. You should choose a job students might be familiar with or could have had as a summer job, such as Fast Food Service Assistant. If you choose another one, find information about what skills and traits the person needs. If you have found several lists, choose the one which is more general. Tell students they need to find out the person's job simply based on the skills and traits or duties. First read the skills and personal traits a fast food service assistant (See below) / or any other job holder might need. Remember you cannot say words related to the given job, such as restaurant, waiter, waitress, (fast) food, eating, cook, chef, meal etc. Make a list of taboo words in advance. Limit the time or the number of questions. When the time is over, students can guess what occupation you may have chosen.

Or first you should provide a brief description such as:

'The person provides and serves meals, snacks and drinks to customers. They welcome customers, process their orders efficiently, and use basic cooking techniques when preparing food.'

2. Then students should find out what job the person has. Then they should work in teams of four-five and make a detailed list of the duties, skills and personal traits the relevant person needs to have. It is also a good idea to separate the skills into 'Basic skills', 'Transferable skills' and 'Specific skills'. Make sure the students are aware of the difference between the three types of skills. (You might as well ask them to make a list of the three types of skills before starting the activity or give

them examples of each.) You should discuss their personal experiences if any. Furthermore, you should discuss what transferable skills can be developed on the job.

Evaluation of the Activity – Feedback

Group feedback

Key (answers, potential solutions etc.):

The duties should include:

- Packaging food

- Maintaining high standards of customer service

- Organizing kitchen areas

- Handling credit and currency transactions

- Serving hamburgers

or

- Inputting orders, often into computerised tills at a counter or drive-through booth

- Letting the fast food preparation area know when items are low

- Assembling orders, preparing drinks, and issuing condiments like sauces and dips

- Packing and wrapping food

- Accepting customer payments – by cash, cheque or credit card – and giving change

- Processing special offer vouchers

- Giving out promotional items, like toys or balloons

- Replenishing stock items like napkins and straws

- Clearing trays, wiping down tables and emptying bins

The skills and personal traits should include:

- Having high energy levels

- Being able to work for long hours

- Having passion for cooking

- Being creative

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- Having good communication skills

- Being adaptable and flexible

- Having knowledge of other languages

- Being polite

- Having time management skills

- Being able to work with a team

or

- To be able to work effectively as a part of the team

- To be able to work to specified standards of service

- To be friendly and approachable, with a polite and helpful manner

- Good communication skills

- To be confident and diplomatic with customers, even when they are difficult or rude

- To be accurate and thorough, even under pressure

- A smart and hygienic personal appearance

- Good mental arithmetic skills

- To be trustworthy, as they may be dealing with large amounts of cash

- To understand and follow company policies for health and safety and hygiene

- Stamina, in order to serve for long periods

Additional sources to use

https://www.jobisjob.com/fast+food/job-description

http://www.inputyouth.co.uk/jobguides/job-fastfoodserviceassistant.html

http://work.chron.com/skills-need-work-fast-food-21113.html

https://www.thebalance.com/fast-food-worker-skills-2062396

Analysis of job specifications

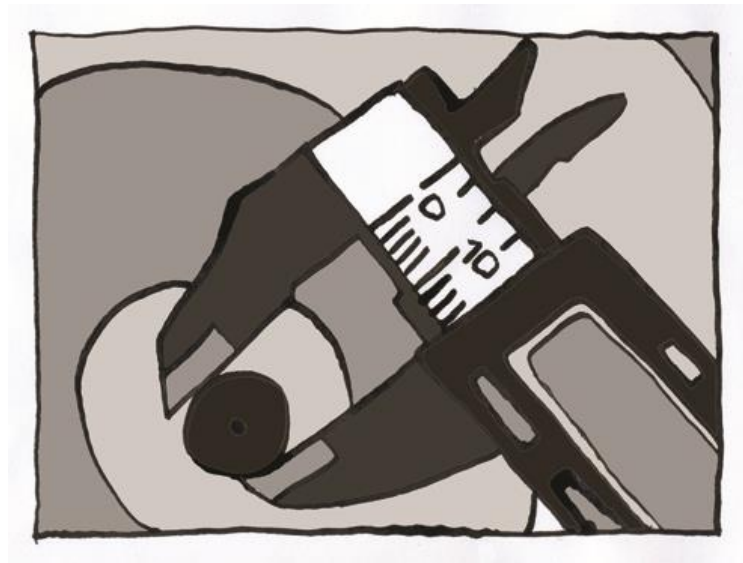|	
Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	Getting three to five relevant job specifications (from websites of companies, from job postings, online job boards or careers pages etc.) such as the ones below, and getting a copy of each job specification for each group of students. The job descriptions should be typed on two cards: responsibilities on one and requirements on the other. See Table!
Type and Complexity Level:	Medium-complex
Practice-type:	Absorb-type and practice-type
Foundational knowledge required for students:	None
Aims and objectives – Intended learning outcomes of Activity:	Students should learn what a job specification is, what information a job specification includes (essential knowledge, education, experience, skills, and abilities etc.), and what job specifications can be used for (analysing whether you are eligible to apply for a job or not)
Necessary resources:	Sample job specifications, pen and pencil
Necessary time:	45 min.

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Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.)

Getting three to five relevant job specifications (from websites of companies, from job postings, online job boards or careers pages etc.) such as the ones below, and getting a copy of each job specification for each group of students. The job descriptions should be typed on two cards: responsibilities on one and requirements on the other

Table 1: IT Technician job specification

IT Technician responsibilities:[44]

- Setting up workstations with computers and necessary peripheral devices

- Checking computer hardware (HDD, mice, keyboards etc.) to ensure functionality

- Installing and configuring appropriate software and functions according to specifications

IT Technician requirements:

- Proven experience as IT Technician

- Excellent diagnostic and problem-solving skills

- Excellent communication ability

- Outstanding organizational and time-management skills

- In depth understanding of diverse computer systems and networks

- Good knowledge of internet security and data privacy principles

- Degree in Computer Science, or relevant field

- Certification as IT Technician will be an advantage

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Table 2: IT Administrator job specification

IT Administrator responsibilities:[45]

Maintaining the company's IT network, servers and security systems

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[44] Source: https://resources.workable.com/it-technician-job-description

[45] Source: https://www.cwjobs.co.uk/careers-advice/profiles/it-administrator-job

- Investigating and diagnosing network problems

- Collecting IT usage stats

- Making recommendations for improving the company's IT systems

- Carrying out routine configuration and installation of IT solutions

- Helping colleagues with more basic IT needs

- Setting up new users and managing backup, security and passwords

- Monitoring internet and email use

IT Administrator requirements:

- Strong communication skills

- A working knowledge of IT operating systems, particularly Windows

- Hands on experience of installing IT hardware and software

- Good organisational skills

- Good time management

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Description of Activity

1. Students should work in teams of 4–6 and choose one of the Responsibility card of a Job Specification.

2. Then they should make a list of the Requirements of the same job (or vice versa).

3. The class should discuss the results. It is also highly recommended that the class discusses what documents should be collected to demonstrate relevant achievement, competences, and experience.

Evaluation of the Activity – Feedback

Group feedback discussing the answers and suggesting further documents of demonstrating achievements, competences and experience.

Key (answers, potential solutions etc.)

See above

Additional sources to use

http://www.modis.com/clients/salary-guide/job-categories/

This job is like watching paint dry, you need to do the same thing every day

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Medium-complex
Practice-type:	Absorb- and practice-type
Foundational knowledge required for students:	See below
Aims and objectives – Intended learning outcomes of Activity:	Students should be familiar with job characteristics and be aware of how job characteristics influence workers' motivation and can cause much stress. Consequently, they should be able to explore the characteristics of relevant jobs in order that they could make informed decisions.
Necessary resources:	Hand-outs (see above) and colour pens, pencils
Necessary time:	45 min.

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Description of Activity

1. Students should work in teams of four-six and characterize (some of) the jobs on the list using the characteristics on the table.

2. Before starting the activity, it is a good idea to go through the characteristics first.

General Information[46]

Students should have an understanding of the characteristics of the 21st century world of work. Work environments and working conditions are rapidly changing, so are job characteristics. Pay is important but job characteristics might matter more as work can cause much stress. The task itself is key to motivation. Each job has a different set of characteristics. The more informed you are, the more rewarding your choice will be. Job exploration is the way to finding a satisfying job.

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46 Source: Gagné, M., Senécal, C., Koestner, R.: Proximal Job Characteristics, Feelings of Empowerment, and Intrinsic Motivation: A Multidimensional Model

http://selfdeterminationtheory.org/SDT/documents/Gagne_Senecal_Koestner(1997).pdf

Consequently, it is of utmost importance that you explore the relevant job(s) in terms of their characteristics before you apply for one.

The dimensions (characteristics) considered to be the most important are:

- Skill variety – the opportunity to use numerous skills at work

- Task identity – the opportunity to identify a whole piece of work (from start to finish)

- Task significance – the recognition that a job has impact on others, important to the organization and its clients

- Autonomy support – the opportunity for freedom and independence as to how and when the task will be performed

- Feedback – the information about one's performance obtained from job activities and from supervisors and colleagues.

These core job characteristics are important to your psychological well-being. They may affect five work-related outcomes, which are:

- Motivation

- Performance

- Absenteeism

- Turnover

- Satisfaction

A challenging job can enhance your motivation, while a boring and monotonous one can stifle your motivation.

A list of potential jobs (the more, the better) the target group (your students) might have as a part-time (vacation) job, or after completing their studies is necessary (something like the one below). Then a table (such as the one below) with special aspects of the jobs on the list plus some extra is also necessary.

Information Technology job titles:

- Web developer,

- Database administrator,

- Network administrators,

- Help desk technician,

- Programmer,

- Security specialist,

- IT systems administrator

Table 1: Sample job characteristics

Skill variety (skill use)	Task identity (completion of a whole, identifiable piece of work)	Task significance (a substantial impact on the lives of other people)
Autonomy (substantial freedom, independence)	Feedback (information about the effectiveness)	Challenging (variety, autonomy, decision authority)
Physically demanding	Mentally demanding	Flexibility (schedule, telecommuting)
Rewarding	Advancement opportunities	Motivating
Monotony	Stressful	Time pressure
Conventional	Unstructured (worker determines tasks, priorities)	Structured
Paid by the hour	No tips	Receives tip
Safe and clean environment	Standard	Nonstandard
Meaningful	Social	Artistic

Evaluation of the Activity – Feedback

Group feedback. Discuss the answers and make the students understand what the characteristics mean and which are (not) important and why. Good answers should be confirmed, bad answers should be corrected. You need to point out individual differences in terms of priorities, and motivating factors.

Key (answers, potential solutions etc.)

None

Additional sources to use

http://www.yourcoach.be/en/employee-motivation-theories/hackman-oldham-job-characteristics-model.php

http://marketbusinessnews.com/financial-glossary/job-characteristics-theory-definition-meaning/

https://www.cleverism.com/job-characteristics-model/

https://www.thebalance.com/list-of-information-technology-it-job-titles-2061498

Phone Interview Dos and Don'ts

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium Practice-type: doing the activity
Foundational knowledge required for students:	Observation of others' communication habits.
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to perform a proper phone interview.
Necessary resources:	It is a simple classroom activity, but 2 smartphones with Skype or Viber app are needed, so the students can make free calls.
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

1. The teacher will be the interviewer (HR manager) and a student will receive the call. They will be in a separate room.

2. The teacher will have the phone on speaker.

3. During the 5 minutes phone interview, the student will answer the questions randomly sitting or standing, smiling or making a grim face. The student will always record the posture or mimic together with the question.

General Information:

In some profession, employers ask the potential employees to do a phone interview. If a student – as a candidate – takes part in one, there are some rules to know.

For Student Use! [47]
- First of all, get dressed in a way that will help you feel confident. This might sound strange, but there is a reason. You will sound more professional. Then, set up a quiet space where you can sit. Maybe at a table. Sit up straight. Make sure to have the cover letter and CV at hand. Do not lay down on a couch while having a conversation. Your voice will give you away. You will sound too relaxed and casual. Stand, or make sure you sit up very straight, during the call.   - There are other preparations you need to do. Have a pen and paper. Do not use your computer to take notes. Make sure you are at a not noisy place. Close the door of the room and keep background noise to a minimum. Do not take the call in a café. Do not listen to music.   - It is important to make time for your interview. Agree to take the call when you can sit down and focus at the quiet space you prepared. If the interviewer calls you at a wrong time, say just: "Great to hear from you. I am not able to give this call the attention it needs. When can I call you back? Thank you!".   - Do not take the call on speaker phone. Even if it seems that could be easier to take notes this way, the interviewer will not hear you properly. And that is a problem.   - During your interview, do not multitask. Do not make coffee, watch TV or listen to the radio, eat a cake or read the Facebook feed. Do not browse the Internet at all. Focus on the conversation. Of course, if necessary, look up the facts you need online. Nothing else. The keyboard clicks might be disturbing for the interviewer. And they can distract you. If your computer of phone makes sound as you receive email, turn off the sound.

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47 Sources: https://www.thebalance.com/phone-interview-dos-and-donts-2062795

https://www.forbes.com/sites/deborahljacobs/2014/05/27/how-to-ace-a-phone-interview/#240545692617

- If you can't hear your interviewer, say so. All you need to say is: "I am sorry, I've not hear that clearly. I think the connection is poor. Could you repeat that?"

- Prepare questions. Not too many, 5 at most.

  - Maybe you do not know this, but smile as you speak. You will sound much kinder.

Evaluation of the Activity – Feedback

The other students will try to guess the posture of the student answering the question, and say how the student sounded.

Key (answers, potential solutions etc.)

The teacher will present the proper way to answer the questions.

Additional sources to use
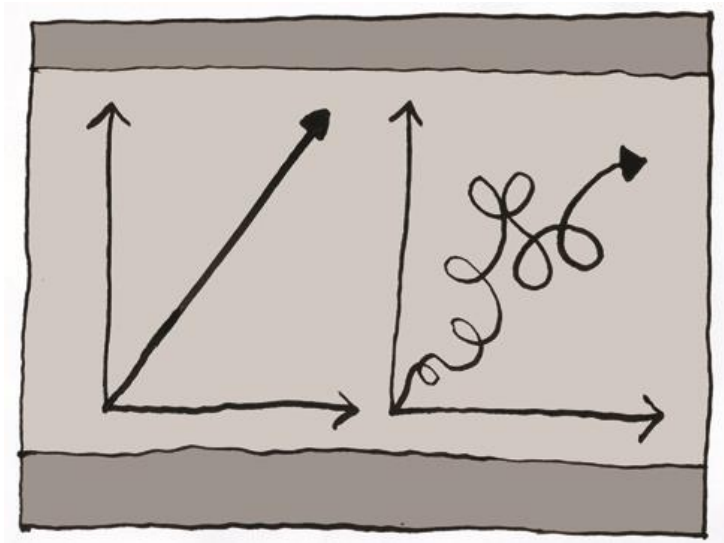
https://www.thebalance.com/phone-interview-dos-and-donts-2062795

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https://www.forbes.com/sites/deborahljacobs/2014/05/27/how-to-ace-a-phone-interview/#240545692617

https://theinterviewguys.com/phone-interview-tips/

Career Research

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is required, but there might be some country specific extra examples needed.
Type and Complexity Level:	Complex activity

Practice-type: doing the activity, research |
Foundational knowledge required for students:	Basic research skills are required
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to perform a valid career research.
Necessary resources:	It is a simple classroom activity, no special resources are needed
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of the activity:

1. Make students gather information and make preparations to answer these questions (see at For student Use! table) about a career of their choice.

- Make an explanation of the occupation including main obligations and responsibilities.

- List other compulsory qualifications.

- List the places and work environments where people in this occupation might work.

- List other occupations that are similar or related the one you have chosen.

- List the resources used for this research.

- List the name of a person(s) you know (or know of) who is in this occupation.

- Find information for the following questions:

- What are the education and training requirements for the occupation?

- What is the employment outlook for this occupation? Is it possible to have a job as soon as you finish your training?

- What is the average salary for this occupation? Would you be satisfied with that?

- What are the opportunities for advancement? Can you ever be your own boss?

- What specific school subjects or courses would help you to prepare for this occupation?

- Is this occupation available in your area? And in your country? List companies or other places of employment in your area in which this occupation is located. Would you be willing to travel to work that amount of time?

- Does this occupation deal mainly with people, data, things or ideas? Do you like to deal with all of the above?

- Write five reasons why this occupation interests you:

- Because I like…

- Because I am good at…

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48 Source: https://www.careerwise.mnscu.edu/mncareers/

Evaluation of the Activity – Feedback

The teacher will collect the student's research sheets, and then choose the 3 best sheets which will be presented.

Key (answers, potential solutions etc.)

It is up to the teacher to decide upon the answers.

Additional sources to use

https://www.careerwise.mnscu.edu/mncareers/

![Erasmus+]
![CARMA - Career Management Skills at VET school level]
![RAABE - Együtt a minőségi oktatásért]

Admitting and Correcting Mistakes

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium-complex Practice-type: doing the activity, simulations
Foundational knowledge required for students:	Observation of their own communication habits.
Aims and objectives – Intended learning outcomes of Activity:	Intended learning outcomes of Activity: Students should be able to realize, admit and correct their mistakes more effectively.
Necessary resources:	It is a simple classroom activity, but a deck of poker cards is required
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

1. Students make groups of four, and then try achieve something together, for example to build a house of cards.

2. When it crushes, every member will try to admit his or her mistake and say how he or she could perform better next time.

3. The teacher should try to find other interesting assignment, where cooperation is required and mistakes can easily be made.

For Student Use![49]
- Admit your mistake: As soon as you discover that something important went wrong, immediately tell your boss. If it is an insignificant mistake, do not pay any attention, otherwise, do not try to hide your mistake. Be a professional. Admit it.   - When you recognize the mistake, try to correct it. Present your boss with a plan to correct the mistake. Be able to put something together beforehand you first approach your boss. If you are still working on the plan, make sure your teacher knows that you are working on a solution.   - Admit your mistake. Do not point fingers at anyone else. Soon you will be working in a team-oriented environment, so there is a good chance other people will be also responsible for the error. People are often blind to their own mistakes. If you can, approach your boss together to say that something has gone wrong. If not, take responsibility for the mistake. Do not say it is someone else's fault.   - Apologize but do not beat yourself up: There is a big difference between taking accountability and beating yourself up. If you keep calling attention to your errors, people will think you make a lot of mistakes.

Evaluation of the Activity – Feedback and Key (answers, potential solutions etc.)

The teacher will give feedback on the way the mistakes were admitted. As mentioned above, the teacher could also choose another activity where students can practice how to admit mistakes.

Additional sources to use

https://www.thebalance.com/mistakes-at-work-526244

Being self-employed

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	Country specific adaptation might be required
Type and Complexity Level:	Complex Absorb-type: presentation, readings, sharing stories, field-trips: A research type activity, where students explore the opportunities of being self-employed.
Foundational knowledge required for students:	Basic research and reading comprehension skills
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to realize the advantages and disadvantages of being self-employed.
Necessary resources:	Internet access
Necessary time:	20 minutes for the curriculum, 90 minutes for the activity

Description of Activity

1. Students need to explore the possibilities of being self-employed.

2. They will make a list of 3 different businesses you would like to start and prepare a SWOT analysis of each of them. Make sure they include the following aspects:

- How much time would it take on daily basis?

- What investments do I need?

- What skills do I need?

- What qualifications do I need?

- What would be the income I could earn?

- It may be great to be your own boss and have flexible working hours. But there are other aspects you need to consider.

- First thing you should know is that need to be flexible and prepare for the unexpected to be self-employed. If you start a business, you no longer have "one" job with clearly defined duties, tasks and responsibilities. You will soon have several jobs, which will be often interrupted by unforeseen crises. You will soon become a crisis manager. Opposite to "simple" employees who need to carry out predictable and routine activities; many self-employed people do not. So, this is a challenge. As an employee, you may be used to passing problems to your colleagues or bosses. They can help you. As self-employed, you need to solve all the problems. But remember you can ask for advice.

- You need to be self-motivated. If you need external motivation all the time, you will have a problem. When you are an employee, other people tell you what to do. Maybe you do not like it, but these instructions are guidelines. But you need to direct and control your own actions when self-employed. And you need to take responsibility for them.

- Do not stay passive. Be proactive. You need to pay attention all the time and be able to recognize new opportunities and go after them. If you start a business, you need to be the one constantly watching for chances.

- At first, there is no stopping. You need to be prepared to put in a constant and consistent effort. If you decide to be self-employed and start a business, you need to be able to give it 100 percent. Your customer and/or clients need to know that you are devoting 100 percent of your talent or skill or attention to them or else they will find another contractor.

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Evaluation of the Activity – Feedback

The task is completed if a student prepared the SWOT analysis and talk about the chosen self-employed job.

Key (answers, potential solutions etc.)

There are no exact keys, the task is based on the student's specific data, but the teacher will be able the estimate if the calculations are realistic.

Additional sources to use

https://www.thebalance.com/traits-you-need-to-be-self-employed-2948570

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50 Source: https://www.thebalance.com/traits-you-need-to-be-self-employed-2948570

Basic Tasks Your Boss Assumes You Know How to Do

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium Practice-type: doing the activity
Foundational knowledge required for students:	Some basic soft skills are required
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to gain basic skills required at a workplace.
Necessary resources:	It is a simple classroom activity
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

Students will accomplish the following tasks:

- sending a professional email

- answering a call, where they identify their selves and state the vocation they are being trained for

- making introductions among other students

- writing a 'to do list'

For Student Use!
• There are some activities that you will need to be able to perform before you start your job. They can be exercised by doing basic tasks during your studies at high school. First thing you need to know is to send a professional email. Nowadays everyone knows how to write an e-mail. But there is a big difference between sending an email to your friends, or colleagues, bosses or clients. When writing to your friends, you might use slang and abbreviations, and do not care for the grammar and style. In a professional email, you cannot do this. Another skill you need to know is how to answer the telephone and how to make phone calls in a professional way. So, when you answer a call, always identify yourself and state the name of your department or company. During the practice, state the vocation you are being trained for.

- You also need to know how to make introductions: When you meet someone for the first time, it is polite to introduce yourself to him or her. You also need to know how to introduce people to each other.

- When you start your carrier, you will have a lot of tasks to perform one after another, or even simultaneously. Writing a 'To Do List' can help. Write down all the tasks which you are responsible for. Add deadlines. Then cross the tasks you have accomplished. This way you will also see what have you achieved

Evaluation of the Activity – Feedback

The Teacher will give feedback at the end of every week and reflect how much each student has progressed.

Key (answers, potential solutions etc.)

If needed, the teacher decides if the student presented the necessary skills, otherwise, the class is the judge and gives feedback.

Note to the teacher:

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Make sure students understand why they need to use formal language in e-mails and phone calls and what characterizes formal language use.

Additional sources to use

https://www.thebalance.com/boss-assumes-you-can-525746

Giving Essential Tips for Job Interviews

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Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Easy
Practice-type:	Practice-type: doing the activity, experimenting and exploring, role playing and simulation.
Foundational knowledge required for students:	Business etiquette
Aims and objectives – Intended learning outcomes of Activity:	Students should learn the most important Dos and Don'ts of job interviews to be able to present themselves positively and understand

	the situation and the importance of proper conduct at job interviews. The activity raises their awareness and in addition provides an opportunity to develop their teamwork skills.
Necessary resources:	Paper and colour pens, whiteboard or laptop and overhead projector
Necessary time:	45 minutes

Description of the Activity:

1. Students in teams of four to six should make a list of Dos and Don'ts of how to act (conduct themselves) at job interviews.

2. They can also prepare/download pictograms to visualize bad/good conduct. Visuals can be a more emphatic reminder of Dos and Don'ts.

3. After 20 minutes or so the answers should be discussed and a final list of Dos and Don'ts made.

Evaluation of the activity – feedback:

Group feedback, no individual feedback is needed. Remember "praise in public and criticize in private". Discuss the answers and make students understand what is (not) important and why. Make sure students do not interrupt each other and show respect for their classmates' ideas and opinions. Emphasize the importance of getting prepared for job interviews.

Key

Students should:

- Research the company (and learn as much as possible about the company),

- Be prepared,

- Brush up on your body language (Improve) (Be aware of what you're communicating through your posture and stance—and make sure it's good) and smile

- Look sharp (fashionable) (get out your best interview clothes),

- Be on time,

- Greet the interviewer correctly,

- Remember the name of your interviewer,

- Show enthusiasm,

- Listen (Let the interviewer speak.),

- Answer the questions asked,

- Give specific examples (when answering the questions),

- Ask questions (about the job, the environment etc.),

- Follow up (with written correspondence, a handwritten note is mandatory, express your thanks for the interviewer's time and for the chance to learn more about the company),

- Use formal language,

- Do not fiddle with your mobile (do not check you emails etc.),

- Don't be confrontational,

- Don't be rude,

- Don't lie.

Additional sources to use

http://www.wikihow.com/Act-at-a-Job-Interview

http://thegatewayonline.com/careers/application-advice/how-to-behave-in-an-interview

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Job interview questions and the best answers

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Complexity level:	Easy
Practice-type:	Doing the activity, experimenting and exploring, role-play and simulation
Foundational knowledge required for students:	Relevant skills and self-knowledge
Aims and objectives – Intended learning outcomes of Activity:	Students should be familiar with the most common job interview questions, the potential differences in language use (formal – informal style, special HR terms etc.) and how to answer the questions in a proper way. They should be properly skilled in expressing themselves clearly and concisely. The activity raises their awareness and in addition provides an opportunity to develop their teamwork skills.
Necessary resources:	Paper and colour pens, whiteboard or laptop and overhead projector
Necessary time:	2x45 minutes

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Description of the Activity

1. Students should work in teams of four to six and make a list of approximately 10 potential interview questions (they expect to be asked by employers and HR managers). They can rely on their previous experience. The questions should be discussed and a common list made. Finally, the list should be compared to the suggested list of questions. The students should answer the suggested questions as a follow-up activity at home as a follow-up activity.

2. The following time you (Teacher) can act as the HR manager and interview 'job-seekers'. Make sure an interview is not longer than 5-10 minutes. The activity can be repeated numerous times throughout the academic year so that each student will have an opportunity to be an 'interviewee'.

Evaluation of the Activity – Feedback

Group feedback and if necessary individual feedback. Remember "praise in public and criticize in private".

Key (answers, potential solutions and language input etc.):

- *What is your greatest strength?*

Students should describe the skills and experience that they have which directly correlates with the job they are applying for.

E.g. „I have extremely strong …. skills", „I am good at ….".

It is important the students understand they should not be humble when answering this question and should prepare for the interview by making a list of their strengths.

- *What is your greatest weakness?*

Students should mention skills that aren't critical for the job, or ones they have improved on.

E.g. „I used to….", „I had difficulty with….", „…. isn't my strongest point…."

- *Tell me about yourself.*

Students shouldn't say either too much or too little. They should mention some personal interests which don't relate directly to the job (a hobby, sports, volunteer work etc.). Then they should share some personal qualities (such as reliability, loyalty, openness, politeness etc.) and some key skills relevant for their target job.

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1. Why should we hire you?

2. What are your salary expectations?

3. Why do you want this job? / Why do you want to work here?

4. How do you handle stress and pressure?

5. Describe a difficult work situation.

6. What are your goals for the future?

7. Do you work well with other people / in teams?

Some more questions to consider:

1. What interests you about this job?

2. Why are you the best person for this job?

3. What relevant experience do you have?

4. Are you overqualified/underqualified for this job?

5. Describe yourself. /How would you describe yourself? / Tell me about yourself.

6. What is your greatest strength?

7. What is your greatest weakness?

8. Describe your career goals. / What are your goals for the future?

9. Tell me why you want to work here. / What interests you about this job?

10. Describe your work style.

11. Do you prefer to work alone or on a team?

12. Give some examples of teamwork.

13. How do you handle pressure?

14. How long do you expect to work for this company?

15. How much do you expect to get paid?

16. Why should we hire you?

17. What do you know about this company?

18. What will you do if you don't get a job offer?

19. Why are you leaving your job? /Why did you resign? /Why did you quit your job? /Why were you fired?

Additional sources to use

https://www.thebalance.com/top-interview-questions-and-best-answers-2061225

https://www.thebalance.com/top-job-interview-questions-2061228

Personal qualities list:

http://www.compatibilitycode.com/book-resources/personal-qualities-list/

Things never to say at a job interview:

https://www.thebalance.com/never-say-during-interview-20605774

COMMUNICATION SKILLS

Social competence development

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Easy, practice-type
Foundational knowledge required for students:	Basic communication and public speaking skills, openness Today basic social and communication skills are a must when finding and accepting a job. These competencies are connected to the need for social adaptation as well, which is evident in the given working environment. Therefore, building personal relations with our co-workers cannot be neglected and the relationship can only be maintained by communication as well as proper social behaviour.
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to talk fluently about a given topic, to respond to others' speeches and topics by outlining common ideas.
Necessary resources:	Post-its
Necessary time:	45 minutes

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Description of Activity

1. Choose a student and ask him/her to stand in front of the group while facing the rest of the class.

2. Ask him/her to choose a topic. It is a good idea to make a list of potential topics and the students can choose one from the list.

3. Ask him/her to give a spontaneous oral presentation about the topic for three minutes.

4. When the time is over, ask the student to choose another student from the class who has to talk now about a different topic for three minutes. It can be repeated several times.

5. The activity can become more intense if a student volunteers to continue the original topic and does not want to choose a new one.

Evaluation of the Activity – Feedback

The task is completed if a student can talk about the given topic for 3 minutes, and the more a student speaks, the better his/her achievement is in terms of his/her social and oral skills.

Key (answers, potential solutions etc.)

None

Additional sources to use

https://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html

Communication Skills for Workplace Success: Listening, Friendliness and Confidence

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No extra adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium-complex Practice-type: doing the activity, games and simulations
Foundational knowledge required for students:	Observation and proper self-assessment of their own communication habits.
Aims and objectives – Intended learning outcomes of Activity:	Intended learning outcomes of Activity: Students should be able to communicate more effectively at the workplace.
Necessary resources:	It is a simple classroom activity, no special resources are needed
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

Make sure the students understand the 5 communication skills explained in curriculum! The students have to do all activities below the descriptions of skills.

Listening

The first and one of the most important communication skill is not talking then listening. First you need to listen in a conversation. Being a great listener is not easy, but it is one of the best ways to become a good communicator. No one likes talking to someone who only cares about himself, and does not try to listen to the other person. It is imperative to be a decent listener in order to understand what you are being requested to do.

To be a good vigorous listener in the workplace, two things are needed: attention and reflection.

- Attention is: eye contact, encouraging facial expressions, gestures and real interest in what the partner is saying.

- Reflection is: repeating and summarizing from time to time what you have heard.

- Activity: Students make pairs. One student will speak in a much faster pace than normally does. The student talk about a hobby. The other student, – the listener – tries to make eye contact and nod when important information is spoken. If something is not clear, the listener needs to kindly pause the speaker and ask for clarification and the repeat what he or she has learned.

Non-verbal Communication

In nutshell, nonverbal communication includes body language, eye contact, hand gestures, and tone. (For a more complex activity regarding nonverbal communication see Activity titled: Non-verbal Communication skills – Body language.) For example, a relaxed, open posture (arms open, legs relaxed), and a pleasant tone will make you look friendly.

- Eye contact is very important. Looking the person in the eye shows that you are focused on the person and the conversation itself.

- Activity: One student will try to express his or her feeling without words only with nonverbal communication, while the other tries to guess them.

Clarity and Briefness

Good communication means saying just enough, not too little or too much. Try say your message in as few words as possible. Say what you want plainly and straight. If you ramble on, your listener will not know what you want. Think about what you want to say before you say it; this will help you to avoid talking unreasonably and bewildering your audience.

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- Activity: The Teacher chooses an article on a non-political issue and give it to a student. The student reads and summarize it in 5 sentences. Then it is another's student turn to summarize another article.

Friendliness

Through a kindly tone, a private question, or simply a smile, you will embolden your associates to engage in open and straightforward communication with you. It is important to be nice and polite in all your workshop communications. When you can, personalize your discussion with a sentence like "I hope you had a good weekend".

- Activity: Form pairs and try to find out as much as you can about the other's skills in 5 minutes. Then they compliment about the other's skills.

Confidence

It is important to be confident in communication. But be cautious not to sound arrogant or hostile. Be sure you are at all times listening to and sympathizing with the other person.

- Activity: A student will try to give instructions to others what to do in kind but confident way using different encouraging sentences. Than the others should say when the student sounded confident.

Evaluation of the Activity – Feedback

If needed, the teacher decides if the student presented the necessary skills, otherwise, the class is the judge and gives feedback.

Key (answers, potential solutions etc.)

There are no exact answers, it depends on the situation.

Additional sources to use

https://www.thebalance.com/communication-skills-list-2063779

Communication Skills for Workplace Success: Empathy, Questioning and Feedback

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No extra adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium-complex Practice-type: doing the activity, games and simulations
Foundational knowledge required for students:	Observation and proper self-assessment of their own communication habits.
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to communicate more effectively at the workplace.
Necessary resources:	It is a simple classroom activity, no special resources are needed
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

1. Make sure the students understand the 5 communication skills explained in curriculum.

Empathy

There can be circumstances, when you disagree with your boss or a co-worker. However, it is important for you to comprehend and respect their point of view. Using expressions as simple as "I understand" prove that you have been listening to the other person and respect their opinions.

Activity: Students form pairs and try arguing by using phrases such as:

I appreciate your patience.

Thank you for remaining so positive.

That would frustrate me, too.

I would be asking the same questions as you are.

You are totally right.

What would be the best-case scenario for you?

Is there anything else, big or small, that I can help you with today?

If I am understanding you correctly…

So, what you are saying is…

Give me just a minute/second while I figure this out for you.

Questioning

Collecting information is a vital activity. We use information to learn but also to unravel problems and to understand each other more evidently. Questioning is the key to gaining more information. Questioning is essential to successful communication. We all ask and are asked questions when engaged in dialogue, but there is a great way to ask questions.

Closed questions are used to get a short, often one-word answer.

Closed questions can simply require a "Yes" or "No" answer, for example: "Did you finish your task?", "Would you like to sit?"

Closed questions can be asked to identify a certain piece of information, again with a limited set of answers, for example: "What is your name?", "What time does the pharmacy open?", "Where did you go to elementary school?"

Closed questions can require that a choice is made from a list of possible options, for example: "Do you travel to work by bus or car?"

Open questions allow for much longer replies and therefore potentially more creativity and information.

When someone asks you, "How are you getting on with the new calendar app?" it can mean that maybe you are not finding the new system so worthy.

"Please, tell me how you are getting on with the new calendar app?" is a less leading question – the question does not require any verdict to be made and so does not imply that there may be something wrong with the new app.

Activity: Students form pairs and try to ask open and closed questions about your partner's dream job!

Using a person's first name

Try to call your partner's name in the conversation. It helps! If there is something important you would like to point out in an e-mail, use the person's name in the middle of the e-mail, and then make your statement.

Activity: Students form pairs and try to have a conversation where they often say their partner's name.

Feedback

Being able to fittingly give and obtain feedback is a vital communication skill. Managers and supervisors endlessly look for ways to provide workers with helpful feedback. Giving feedback involves giving praise as well, saying "good job" or "thanks for taking care of that" to an employee can greatly increase motivation.

Activity: Students form pairs and try to ask their partners about his or her achievements this week. After every success story say: "Good job" or something similar!

The Effect of Breath on Voice and Speech

Good breathing is vital for two reasons:

Using full lung capacity supports the voice and the voice will become richer and stronger. It will make you more confident.

Breathing deeply and rhythmically has a calming and relaxing effect. People who are relaxed are more stable, receptive and confident.

Activity: Students form pairs and try to talk about their success stories while focusing on breathing. 106

https://www.thebalance.com/communication-skills-list-2063779

https://www.skillsyouneed.com/ips/questioning.html

Evaluation of the Activity – Feedback

If needed, the teacher decides if the student presented the necessary skills, otherwise, the class is the judge and gives feedback.

Key (answers, potential solutions etc.)

There are no exact answers, it depends on the situation.

Additional sources to use

https://www.thebalance.com/communication-skills-list-2063779

https://www.skillsyouneed.com/ips/questioning.html

Non-verbal Communication skills – Body language

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium Practice-type: doing the activity, simulations
Foundational knowledge required for students:	Observation of their own non-verbal communication habits
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to use non-verbal communication more effectively at work
Necessary resources:	It is a simple classroom activity, no special resources are needed
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

1. The teacher will first introduce the non-verbal communication skills

2. Students form pairs. Each pair talks for 5 minutes on following topics (they should choose only one): where to go out to eat, which movie to watch, what sport they play, or in general, they generate a situation where they need to agree on something.

For Student Use! [51]

- When we communicate, above and beyond words we use body language or body movements. Body movements consist of gestures, postures, head and hand movements. Body movements can also tell a lot about our emotions and attitudes. Gestures which supplement words to demonstrate a verbal message are acknowledged as illustrators. Examples include finger pointing, head bobbing, buttoning or slapping the hands together.

- Gestures used to give feedback are called regulators. Examples of regulators include head nods, short sounds such as 'uh-huh', 'mm-mm'. Regulators let the other person to adapt his or her speech to reflect the level of interest or agreement or the lack of it. Without receiving feedback, many people find it difficult to maintain a conversation. *(For feedback see activity titled: Communication Skills for Workplace Success: Empathy, Questioning and Feedback)*

- Adaptors are non-verbal behaviors which can satisfy some physical need. They include such actions as scratching or adjusting uncomfortable glasses. You should not use adaptors on a job interview as they are gestures that satisfy a physical need. For example, scratching an itch or biting fingernails when nervous make you look like a person which shows a low level of awareness.

- Body language consists of postures. Postures can reflect emotions, attitudes and intentions. There are two forms of postures: 'open' and 'closed' ones. Someone seated in a closed position might have his/her arms folded, legs crossed. In an open posture, one is directly facing you with hands apart on the arms of the chair. A closed posture might imply discomfort or disinterest. An open posture can be used to communicate openness or interest in someone and a readiness to listen.

- Every culture has different levels of physical closeness appropriate to different types of relationship. This is something we learn from the society in which we grow up.

- In European societies, four distances have been defined according to the relationship between the people involved. They are as follows:

    o Intimate Distance (touching to 45cm)

    o Personal Distance (45cm to 1.2m)

    o Social Distance (1.2m to 3.6m)

    o Public Distance (3.7m to 4.5m)

You have to know this to always keep the appropriate distance

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51 Source: https://www.skillsyouneed.com/ips/body-language.html

Evaluation of the Activity – Feedback

The class will watch and discuss the non-verbal communication of participants listing what they found positive or negative. If needed, the teacher decides if the student communicated in proper way, otherwise, the class is the judge and gives feedback.

Key (answers, potential solutions etc.)

Positive and negative gestures should be pointed out.

Additional sources to use

https://www.skillsyouneed.com/ips/body-language.html

Learning a foreign language using online resources

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	There might be some country specific extra examples needed such as popular, well-known online language learning websites, applications etc.
Type and Complexity Level:	Complex activity

Practice-type: doing the activity, research |
| Foundational knowledge required for students: | doing the activity, research

Foundational knowledge required for students: Basic language skills (A1 level – for details in your country see http://europass.cedefop.europa.eu/documents/european-skills-passport/language-passport/examples) are required |
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to improve their foreign language skills in a non-formal way.
Necessary resources:	A computer with an internet access is required
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

1. Some foreign language (English) communication skills can be crucial in a job search or at a workplace.

2. Make sure students are aware how they can improve their foreign language skills without going out to language courses. Here are some tips to discuss with your students.

For Student Use!
• They are some guidelines you should follow: be motivated: Stay committed to your language-learning goal by reminding yourself of how badly you want to achieve it. Focus on the job you would like to get.

• Speak a little English every day and focus on your pronunciation. Try to find a speaking partner. Do not worry if you make mistakes. Go on. After a while, you will make less mistakes.

• Listen to English on the radio or TV. BBC is a great place to start. |

(http://www.bbc.co.uk/learningenglish/)

- Watch movies in English with subtitles in your mother tongue. You can find subtitles here: https://www.opensubtitles.org/

- It is a bit harder to do, but try to train yourself to think in English. Maybe just a few sentences at the end of the day so summarize what has happened to you.

- Again, do not be afraid to make mistakes. Michael Jordan, one of the most famous athletes said: "I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."

- Find a native English speaker pen pal who is willing to spend some time corresponding with you. An excellent website is http://www.penpalworld.com/. You can find skype pals here: https://www.conversationexchange.com/ to chat with. You can teach him or her your native language in return.

- Once you have learned a new word or phrase, you should make an effort to use it in a sentence. Keep on practicing.

- If you live at home, try to make labels for everyday household items in English and stick them around your house.

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- There are some great e-learning sites, where you can learn English for free:

http://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak

http://www.talkenglish.com/conversation/basic.aspx

Evaluation of the Activity – Feedback

Students should report what is the best way for them to learn English and which sites they found most useful.

Key (answers, potential solutions etc.)

Teacher should give further suggestions.

Additional sources to use

http://www.wikihow.com/Learn-English

https://www.fluentin3months.com/skype-language-exchange/

Verbal communication skills

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium
Practice-type:	doing the activity
Foundational knowledge required for students:	Observation of their own communication habits
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to communicate verbally more effectively at work
Necessary resources:	Students should be able to communicate verbally more effectively at work
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

1. Give/project a checklist of the most important five to seven criteria from the above list and make sure students understand that they should evaluate each classmate if he or she has followed the instructions and satisfied the criteria. You might want to change the checklist for each pair to make the contest more exciting.

2. Form pairs and give each pair a topic to discuss (such as "Environmental protection in the country/region", "The importance of lifelong learning" etc.). There is no preparation time so they should start discussing the topic telling their opinions and trying to keep talking for five minutes.

For Student Use! [52]

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52 Source: https://www.thebalance.com/verbal-communication-skills-list-2059698

- Communication is a soft skill, and is increasingly important to every employer.

- Those who can communicate information clearly and effectively are extremely valued by employers. As a student, you should be able to do the following in a professional way: It is writing or speaking that is accurate, complete, and understandable to its audience—that tells the truth about the data directly and clearly

  o Giving advice

  o Requesting feedback

  o Asking for clarification

  o Explaining a difficult situation without getting angry

  o Understanding the concerns of others

  o Calming an agitated partner

  o Giving credit to others

  o Encouraging others to share input

  o Asking for help

  o Selecting language appropriate to the audience

  o Providing concrete examples to illustrate points

  o Speaking loudly, allowing your voice to fill the room

  o Speaking at a moderate pace, not too fast or too slowly

  o Speaking confidently but with modesty

  o Supporting statements with facts and evidence

  o Using humour to engage an audience whenever possible

Evaluation of the Activity – Feedback

The teacher will moderate the conversation.

Key (answers, potential solutions etc.)

There are no exact solutions, but there should be winners who satisfied the most criteria.

Additional sources to use

https://www.thebalance.com/verbal-communication-skills-list-2059698

Mock job interview – Using bad language

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	A relevant job advertisement, a mock application
Type and Complexity Level:	Easy
Practice-type:	Simulation, role-play
Foundational knowledge required for students:	Job interview language use (See Activity entitled Job interview questions and the best answers) Difference between formal, informal language and slang
Aims and objectives – Intended learning outcomes of Activity:	Students should be aware what formal communication means (avoiding the use of informal language and slang), should be able to apply their formal language use skills in a simulated situation or respectively should be able to spot the interviewee's language use mistakes (bad language) and suggest how they could be corrected. This activity provides an opportunity for the application of job interview relevant communication skills and in addition provides an opportunity to develop self-assessment skills.
Necessary resources:	None
Necessary time:	45 minutes

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Description of the Activity

1. Volunteer students acting as interviewers and volunteer students acting as interviewees

2. A relevant job advertisement (and a mock application) to be used as a starting point of the interview. You (Teacher) should prepare the "Interviewers" telling them what questions to ask and not to respond to if the interviewee uses bad language.

3. Volunteer students act out as if they were on a job interview using a relevant job advertisement. The length of the interview is limited to app. six to eight minutes. The mock interview can be repeated three-four times with different students. During the interviews, the rest of the students should take notes of the language mistakes they can discover. After three-four rounds they should

compare their notes and make a common list of bad language to avoid. You (Teacher) can encourage the discussion by means of leading questions. It is also a possibility to ask the interviewees before comparing the students' notes what mistakes they think they have made.

Evaluation of the activity – feedback

Group feedback. Good answers should be confirmed, bad answers should be corrected. Remember "praise in public and criticize in private". A list of bad language (serious and/or common mistakes) can be compiled by the students.

Key (answers, potential solutions etc.)

None

Additional sources to use

None

Formal vs informal language, right or wrong?

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	Adaptation to national language use characteristics Adaptation of the table below: Listing the relevant characteristics of the national language and using national language examples	116
Type and Complexity Level:	Medium	
Practice-type:		
Foundational knowledge required for students:	Communication skills Differences between formal and informal language (See the table below)	
Aims and objectives – Intended learning outcomes of Activity:	Students should be aware of the differences between formal and informal language, what purposes they serve and in what contexts they can be used. They should be able to switch from informal language to formal language. They should be able to use formal language in certain situations.	
Necessary resources:	Short description of different work situations such as: 1. A supervisor (Teacher) has the annoying habit of clicking pens / playing music too loudly etc. and Student cannot stand it anymore. He / she	

	should ask the boss in a rather polite and formal way to refrain (stop the behaviour). He / she should be nice about it and give some explanation such as: 'You see I am easily getting distracted. I am really sorry.' 2. A boss (Teacher) overloads Student with tasks that aren't in his / her work description. He / she intends to meet the boss to review his / her work description.
Necessary time:	

Foundational knowledge required for students

- Communication skills

- Differences between formal and informal language

Formal language (Academic Language, Language for Specific Purposes)	Informal language (Slang, Colloquial language)
Less personal Mainly in writing Writing for professional or academic purposes More polite	More casual and spontaneous In writing and in conversation Communicating with family and friends
Examples Passive Voice Formal words (imply, perform etc.)	Examples Contracted forms (I'm, it's etc.) Colloquial words (kid, guy, hi etc.) Phrasal verbs (make up for etc.)

Description of Activity

1. Situations like the ones above should be acted out with volunteering students as Worker and you (Teacher) as Supervisor / Boss. The situations should be short (maximum five minutes) and you should have as many rounds as possible.

Evaluation of the Activity – Feedback

Group feedback with special focus on formal and polite use of language. Good answers should be confirmed, bad answers should be corrected.

Key (answers, potential solutions etc.)

None

Additional sources to use

DIGITAL SKILLS

Setting up a LinkedIn profile and start networking

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Easy, practice type, simple activity requiring minimum technical skills
Foundational knowledge required for students:	Only basic knowledge of info communication technologies is required, as most of the activity is about the input of data and privacy settings. Today most employers search for LinkedIn profiles of candidates. Therefore, it is a must to have a proper LinkedIn profile. The one who has it, stands out of the crowd. The students should first set up a blank profile, or adapt their existing one in accordance with the following guidelines. After then they can write their professional biography and experiences briefly.
Aims and objectives – Intended learning outcomes of Activity:	Students should learn the most important Dos and Don'ts of LinkedIn profile features to be able to present themselves in the best light
Necessary resources:	A desktop, a laptop or a smartphone, internet connection. A digital camera or a smartphone with a camera.
Necessary time:	Necessary time: 45 minutes

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Description of Activity

1. Keep your profile name clean.

2. The profile picture should be of your face. Not your dog. Or a car. Chose a simple headshot where you are looking straight ahead. No selfies. Smile.

You have 120 characters at the top of your profile to describe to the world what you do. Many people just write their official job title. Choose keywords so that you can get found by the right people.

3. When you are asking for recommendations, provide a bulleted list of your skills, strengths and service.

4. Groups are a way to build relationships and network with people who are doing similar work or have similar interests as you.

5. Join as many relevant groups as you can and contribute to the conversation. As a start, join the group of your school. If there is none, start one.

Evaluation of the Activity – Feedback

Group feedback

Best practices should be pointed out. It is great if the students themselves realise what they should change in their profiles.

Key (answers, potential solutions etc.)

Bring a digital camera in class, and help students take good profile pictures. Also help with their grammar is a good idea.

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Additional sources to use

http://www.businessinsider.com/8-steps-to-creating-a-powerful-linkedin-profile-2013-12

https://www.thebalance.com/

Basic technical skills

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	IT-lab, computer with Internet connection
Type and Complexity Level:	Easy, practice type
Foundational knowledge required for students:	basic technological knowledge, user attitude regarding computers and the Internet Today the Internet provides us with information in the fastest way. Data can be reached by computer interface. The use of information and communication technologies is inevitable in our digital world because they have become parts of our lives. The potential they hide can help their users e.g. when looking for a job. In order to become a confident user, you must have some basic digital literacy skills.
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to search for information using search algorithms browsing for specific information and navigate on websites
Necessary resources:	Computer with Internet connection
Necessary time:	45 minutes

Description of Activity

1. Students should make a list of websites that can come useful when job seeking.

2. Students should create a Word document and categorize the websites according to what help they can provide (CV writing, cover letter samples, job advertisements, job interview ideas etc.).

3. Students should download some motivational letter samples.

4. Then they should create a file and send it to their classmates.

Evaluation of the Activity – Feedback

Students who can do the tasks and send the file in digital format will be the winners. The content of the file and the number of sources on the list is also very important and should be evaluated.

Key (answers, potential solutions etc.)

None

Additional sources to use

https://www.thebalance.com/

https://www.europelanguagejobs.com/

Mobile phone usage habits

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	None
Type and Complexity Level:	Easy, practice-type
Foundational knowledge required for students:	Basic digital literacy skills
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to manage different activities by means of their smartphone in the shortest time and in an optimal way.
Necessary resources:	smartphone, Internet connection, mailing application, camera
Necessary time:	30 minutes

Description of Activity

1. Ask students to switch on their phones and check the Internet connection.

2. First, they should carry out some simple activities such as:

- They should check the battery level and write it down in a chart (in %).

- They should find the model number and type of their devices and write it down.

- Then they should take a selfie, attach a note and contact information to it and send it to the teacher's email address in the shortest possible time.

- Then they should share the information in a closed social network group.

Evaluation of the Activity – Feedback

Group feedback

However, task achievement can be evaluated for time performance and accuracy. The teacher should get the answers in email and on a social website as well. After the completion of the activity, the students can share their views.

Key (answers, potential solutions etc.)

None

Additional sources to use

http://www.marketest.co.uk/market-research-questionnaire/52/Mobile_Phone_Usage

Setting up a proper Facebook profile and keeping the communication within bounds

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	Facebook profile registration or existing profile's adaptation.	125
Type and Complexity Level:	Medium Practice-type: providing online data and editing an online profile	
Foundational knowledge required for students:	Only basic knowledge of info communication tools is required, as most of the activity is about the input of data and privacy settings. Basic knowledge of mobile devices and connectivity is required, as during the activity they need to take pictures and upload them to their Facebook profile. Note: Students are mostly familiar with these activities from everyday life.	
Aims and objectives – Intended learning outcomes of Activity:	Students should be aware of the most important Dos and Don'ts of Facebook profile features to be able to present themselves in the best light. Students should be able to understand the nature of Facebook communication and its potential dangers.	

Necessary resources:	An ICT device (computer, smartphone or tablet) with internet connection and a camera. In classroom: a projector and a computer with internet connection.
Necessary time:	Necessary time: 20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

1. Students will bring their smartphones to the class.

2. The teacher will select randomly 5 students and ask them to come out and stand next to him/her.

3. Then the teacher will make friends with selected students of Facebook and show how their profiles look like when observing them.

General Information

Today most of the employers check Facebook profiles of applicants. Therefore, it is a must to have a correct Facebook profile. The students will first set up a blank profile, or adapt their existing according to following guidelines. Second, it is important to set up standards for Facebook use and keep to these standards while communicating of posting online.

As an introduction, the teacher will ask students about the potential dangers of using social media *(See below)* and then set the standards. Before the class, the teacher should find some examples of Facebook profiles that meet the standards.

For Student Use![53]
- Standards: Do not post anything you wouldn't want your current company or a potential employer to see.   - Avoid any comments that could be understood as racist, sexist or biased in any way regarding persons, religions, cultures, etc.   - Remove or untag photos of you that show you in a negative light. Do not post photos where you are drinking. Also restrain yourselves from posting pictures where your clothes or surroundings are not in order. Carefully tag your friends.   - Look at the apps on your profile. Does their purpose portray you well? There are more than a few apps that may not be the best ones to have on your page when you are looking to get a job. Do you play to much games?

53 Source: https://www.thebalance.com/what-not-to-do-on-facebook-when-you-re-job-searching-2060613

- Look at your wall. Remove comments from your friends that seem offensive of rude. Or those that say something negative about you.

- Be sure to carefully manage your pictures privacy settings. Set it to close friends only. Then manage your friends in groups. Do not put your co-workers or teachers in friend's category.

- Make sure you are not a member of groups such as "It is morning, I am drunk, or I hate my school or job", leave the group.

- Facebook Privacy Settings short to do list:

    o Make sure only friends can see your religious and political views.

    o Make sure only friends can see your posts.

    o Disable tagging. Disabling tagging will prevent anyone else from posting things that make you look bad.

Evaluation of the Activity – Feedback

Group feedback and peer feedback. Individual feedback only if necessary. Some of the students' profiles should be projected. Best practices and mistakes will be pointed out. It is great if the students themselves realize what they should change in their profile or activity on Facebook.

Key (answers, potential solutions etc.)

If a student is not sure that an element of his/her profile or communication is proper, the teacher will give firm guidelines. It is also necessary for teacher to have firm knowledge of Facebook communication.

Additional sources to use

https://www.thebalance.com/what-not-to-do-on-facebook-when-you-re-job-searching-2060613

Stay safe online

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No extra adaptation is required, and there are no country specific extra examples needed.
Type and Complexity Level:	Medium Practice-type: doing the activity
Foundational knowledge required for students:	Basic ICT skills are required
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to gain information management skills.
Necessary resources:	A computer with an internet access is required for each student
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

Students should choose three of the following tasks and carry them out:

- Recognize fake sources.

- Bookmark useful websites and services you use often.

- Store data in the cloud.

- Post on forums.

- Give feedback.

- Use feedback from other internet users to solve common problems.

- Access support services on web shops such as 'live chat'.[54]

General Information

In today's world, information management is important in getting and keeping a job. Information management is the ability to find, evaluate, apply, share, and generate content using information technologies, the Internet and other sources. If you need a more formal definition, use this one:

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54 Source: https://www.thetechpartnership.com/basic-digital-skills/basic-digital-skills-framework/

Application of management techniques to collect information, communicate it within and outside the organization, and process it to enable managers to make quicker and better decisions.
Read more: http://www.businessdictionary.com/definition/information-management.html

There are some subskills you need to gain:

<table>
<tr><td>For Student Use!</td></tr>
<tr><td>

- Managing information: Identify and assess accurate information (Is the author identified? If the author has chosen to remain anonymous, ask yourself "why?")

- Use security tools when web browsing, set cookies (https://blog.gurock.com/10-web-security-testing-tools/)

- Regularly update and run antivirus software (https://home.mcafee.com/downloads/free-virus-scan)

- Why you cannot rely on Wikipedia[55]

- Online identities and communication[56]

- Understand how to manage identities (keep separate private and professional e-mail addresses)

- Protect yourself from scams (recognize fake job advertisements)

- Use the right security/privacy settings (decide who should see your posts)

- Problem solving: Use FAQ or online customer support

</td></tr>
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Evaluation of the Activity – Feedback

Group feedback - Teacher will supervise if the task has been completed and provide necessary support.

Key (answers, potential solutions etc.)

There are no specific answers

Additional sources to use

https://www.thetechpartnership.com/basic-digital-skills/basic-digital-skills-framework/

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55 Source: http://www.findingdulcinea.com/news/education/2010/march/The-Top-10-Reasons-Students-Cannot-Cite-or-Rely-on-Wikipedia.html
56 Source: http://www.carnegiecyberacademy.com/facultyPages/communication/identity.html

Gaining media literacy skills

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	No adaptation is needed.
Type and Complexity Level:	Complex activity
Practice-type:	Doing the activity
Foundational knowledge required for students:	Basic digital skills are required
Aims and objectives – Intended learning outcomes of Activity:	Students should be able to navigate safely through new media.
Necessary resources:	A computer with an internet access is required for each student
Necessary time:	20 minutes for the curriculum, 45 minutes for the activity

Description of Activity

Students will do the following three activities:

1. Make a 5 minutes long video introducing their favourite hobby and upload it to YouTube. First of all, they will record a video with a smartphone, edit it if necessary with an application (http://www.tomsguide.com/us/pictures-story/511-Video-Editor-Android-iOS-Video-Filters.html) and finally, upload it to YouTube.

2. Start a blog about their hobby. They can start here: https://www.bloggingbasics101.com/how-do-i-start-a-blog/. Use WordPress, Blogger or Tumblr. Write a post that includes text and picture.

3. Find a forum or a facebook group and write a comment about a hobby.

For Student Use!
• As we are surrounded by digital culture filled with new media, students should gain knowledge in order to navigate safely through this universe. Nowadays literacy is not limited to words on the page, it applies to digital images, hypertext and videos. Today, being literate also means understanding wikis, blogs, vlogs, digital media, and other new and emerging technologies that we face every day. New media has had a profound effect on three of the most essential categories of society in the twenty-first century: economics politics, and the exchange of ideas.

- In the 21st century, the students should be able to do the following: [57]

  o uploading and downloading photos, videos, and movies

  o send instant message using mobile phones and tablets

  o connect and communicate via social networking Web sites

  o operate digital cameras

  o edit and post online pictures videos

  o create blogs, vlogs and podcasts

  o participate in forums

Evaluation of the Activity – Feedback

The teacher will check if the activity is completed.

Peer evaluation:

which is the best video and why etc.

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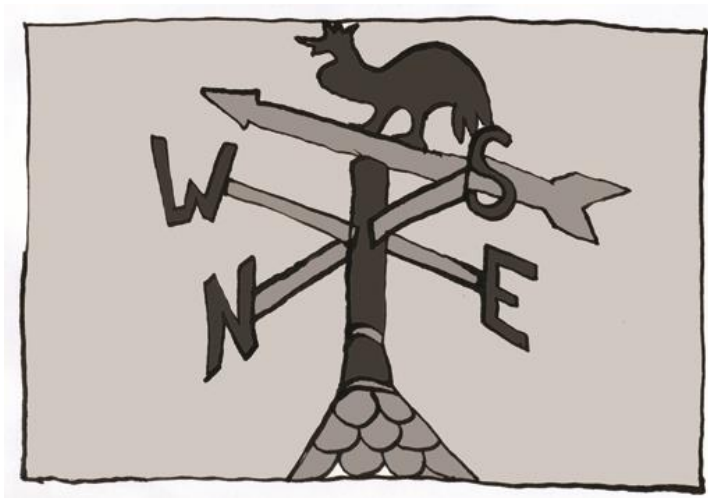## Key (answers, potential solutions etc.)

There are no specific solutions. Students should make sure not to provide any personal information in blogs or videos.

Additional sources to use

http://www.ascd.org/publications/books/109008/chapters/Media-Literacy@-21st-Century-Literacy-Skills.aspx

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[57] http://www.ascd.org/publications/books/109008/chapters/Media-Literacy@-21st-Century-Literacy-Skills.aspx

Different routes of developing my digital skills / foreign language skills

Necessary preparation (adaptation, Country/Vocation/School specific extra examples etc.):	
Complexity Level:	Medium-complex
Practice-type:	Searching and exploring
Foundational knowledge required for students:	As learning is a lifelong process, students will need to upgrade their competences, develop their skills several times during their careers, sometimes etc. without any formal support or guidance (mentor's / teacher's support, boss's support etc.), so they should be aware of learning providers and different learning opportunities available in their neighbourhood.

Self-assessment of their digital and/or foreign language skills (identification of existing knowledge) and their relevant gaps (training needs, that is, what subskills to develop |
| Aims and objectives – Intended learning outcomes of Activity: | Students' awareness of the importance of continuous development – personal and professional should be raised

Students should be aware of different learning opportunities (e.g. formal, non-formal and informal) and tools (e.g. self-study books, e-learning course materials etc.) |

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Erasmus+

CARMA
Career Management Skills at VET school level

RAABE
Együtt a minőségi
oktatásért

Necessary resources:	Medium-complex
Necessary time:	Preparation: 45 minutes Individual completion of the task: one-two hours

Discussion of the assignments, of the students' relevant experiences

Description of Activity

1. First you should discuss what students should use their self-assessment results (Self-assessment of my skills).

2. Choose one or two learning needs (gaps in their knowledge and skills) to be developed.

3. They should search for training activities available for them.

Evaluation of the Activity – Feedback

Make sure that the students include all relevant sources of formal education, non-formal education (courses, distance and online learning, autonomous learning, tutoring, self-help groups, summer schools etc.) and informal learning as well (experiential learning, learning by doing, study visits or trips, etc.).

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It is also a good idea to discuss that distance learning, autonomous learning is not for people with time management problems and those who prefer teacher's guidance and control over the learning process.

Make sure you emphasize the role of self-assessment skills in autonomous learning, distance or online learning.

You should highlight the importance of any kind of learning that is appropriate to local labour markets and contributes to local economic development.

Key (answers, potential solutions etc.)

None

Additional sources to use

None

CONCLUSION

Career development matters, both for individuals and for the economies as a whole. Individuals of any age need to develop their career management skills.

The Manual sought to provide an instructional tool to be used for career management skills development providing an additional dimension to institutional strategies embedded in national curricula. The Manual makes the importance and necessity of this practice transparent to students. Career management skills are not for the period of transition from learning to earning, but will be needed throughout life.

Although the success of CMS development depends on a number of inter-linked factors, it is hoped that the Manual will support the raising of skill levels. Instead of ad hoc interventions such as the Manual, a coordinated lifelong approach is preferable. Skills building should be an ongoing process, especially, as individuals' career progression is increasingly the responsibility of themselves.

GLOSSARY[58]

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58 Sources: Lifelong Guidance Policy Development: Glossary
http://www.elgpn.eu/publications/browse-by-language/english/elgpn-tools-no.-2-llg-glossary/
Career Development Education. Activities Guide and Glossary, Version 1.0 www.doe.mass.edu/connect/cde/guideglossary.docx
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9–5 workplace	deductions
abilities	degrees and certifications
adaptability	digital competence/literacy
adult education	disciplinary procedure
advancement	discrimination
alternance / alternating training	dismissal
appointment	division of labour
apprenticeship	email cover letter
assessment of learning outcomes	emerging / new skills
basic ICT skills	employability
basic skills	employee
behavioral interview	employer
benefit-in-kind	employment
benefits	employment gaps
breaks	employment rate
call	empowerment
calling	e-resume
career	Europass
career advice	experiential learning
career break	fixed-term contract
career change	flexible work schedule
career education	formal education
career exploration	green skills
career fair	harassment
career guidance	hidden job market
career knowledge	hiring manager
career management	holiday
career objective / job objective	ICT / Information and Communication Technology
career portfolio	informational interviewing
casual worker	Informal learning
certificate/diploma	initiative
cold call	internship
collective agreements	interview
compensation package	job
compensatory learning	job application
competence	job description
compulsory education	job hopper
continuing education	job hunting
contract of employment	job interviewing
core skills	job offer / offer of employment
corporate culture	job placement
cover letter	job safety
Curriculum Vitae (CV)	job satisfaction
declining letter	job search training

job shadowing	portfolio
job sharing	portfolio working
job skills portfolio	position
job specification	post
key accomplishments	probation / probationary period
key competence	profession
key skills / competences	profession
knowledge	professional
labour / labor	professional development
lay off	prospects
learning by doing	qualification
learning by using	recruiters/head-hunters
leave	redundancy
letter of acceptance	resign
letter of interest	resume
letter of recommendation	retraining
Lifelong learning	salary
load	salary history
low-skilled person	salary negotiation
maternity leave	salary requirements
minimum wage	secondary school leaving certificate
moonlighting	self-employed
new basic skills	self-starter
night work	service
non-formal education	situation
non-verbal communication	skill
notice	skill gap
occupation	skill mismatch
occupation	skill needs
off-the-job Training	skill obsolescence
on-call work	skill shortage
on-the-job training	soft skills
open-ended contract	special needs education
opening	start out
opportunity	survival job
overqualification	telecommuting
overqualified	tenure
overtime	term
parental leave	testing
part-time worker	thank you letter
paternity leave	training needs analysis
payment slip	Training Provider
pension	transfer of business
phone interview	transferable skills

transition from school or training to work

underqualification

underemployed

underqualified

unemployed

upskilling

vacancy

verbal communication

VET – vocational education and training

VET provider

vocation

wages

written terms of employment

work experience

work load

work-based learning

working hours

working life

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