CES & L

Crafting Employability Strategies
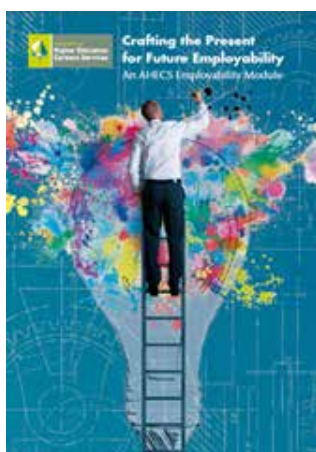for HE Students of Languages in Europe

Erasmus+

Contents

Introduction

WHAT IS THIS PUBLICATION?

This resource offers an innovative and contemporary design for an employability module for higher education students with an academic background in languages. It includes detailed guidance to support the delivery of ten workshops.
It is designed to help those currently engaged in or considering such work in the languages sector and can be adapted for different institutional, national and international contexts, as needed.
This resource is an adaptation of the Employability Module „Crafting the present for future employability", developed by the Employability Task Group of AHECS (the Association of Higher Education Career Services in Ireland) to the specific needs of language students. The original module was created to support and complement existing careers education and work placement modules taking place across the Institutions of Higher Education in Ireland. It brought together the views of key stakeholders to produce content that can enhance the personal and professional development of participants in preparation for graduate employment.

The adaptation took place within the framework of the project "CES&L - Crafting Employability Strategies for HE Students of Languages in Europe", funded by the European Union's Erasmus+

programme from 2015 to 2017. The project was coordinated by Institute of Technology Tralee (Ireland), and implemented by nine partner institutions from Austria, Bulgaria, Germany, Ireland, Italy, Poland and United Kingdom.

CES&L adapted and added to the generic AHECS Employability Module in five key ways:
- Customised to the specific context of employers of graduates of languages identified through a trans-European needs analysis, in Bulgaria, Ireland, Italy, Poland and United Kingdom
- Customised to the learning needs of students of languages and localised to the Higher Education contexts in Bulgaria, Ireland, Italy, Poland and United Kingdom
- Augmented by the addition of two workshops on intercultural awareness and entrepreneurship
- Augmented by the inclusion of e-learning materials developed to deliver a more flexible learning experience
- Enhanced by the inclusion of specific facilitator notes, methodologies and information materials to further assist the facilitator to deliver each workshop i.e. pre-workshop preparation, additional resources required, tips from our piloting phase, detailed information sheets and PowerPoint slides.

According to CEDEFOP (2017), employability is a "combination of factors (such as job-specific skills, soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers." (*http://skillspanorama.cedefop.europa.eu/en/glossary/e*). Harvey (2003) emphasises that employability is more than a set of skills but a range of experiences and attributes developed through higher-level learning, thus employability is not a "product' but a process of learning, and it is about empowering learners as critical reflective citizens. The primary intention of this resource is to engage Higher Education students in such a reflective learning process.

Original authors: *Phil McCash, Warwick University and Elaine Browne (UCC-AHECS)*
Adapted for languages by: *Holger Bienzle (dB) & Dave Kilmartin (DIT-AHECS)*

WHO IS IT FOR?

It is designed for individuals working in a variety of roles including: lecturers, course directors, placement facilitators, career development professionals, work-related learning managers and training managers. It will also be of interest to staff in Higher Education involved in teaching, learning and employability, managers in corporate environments as well as leaders of professional organisations and trade unions. Although designed for the tertiary education sector, it may also be of interest to those supporting learners in colleges, workplaces and community contexts as well as career services and language teachers in secondary schools. In geographical terms, the immediate context for the module is the third-level education sector in Bulgaria, Ireland, Italy, Poland and United Kingdom. However, through its transnational approach and scope, allied to its sound pedagogical approach, it is likely to be widely adaptable and thus also of interest and value to colleagues in other European countries and elsewhere. Due to its focus on language skills and employability, it is also relevant to an international context; for example, for students and graduates wishing to work or study abroad or working in multicultural teams.

WHAT ARE THE AIMS OF THE PUBLICATION?

The key beneficiaries are Higher Education students in languages. The private, public and non-profit sectors seek students and graduates to complete work placement, internships and graduate work in their organisations. In an increasingly competitive and international job market, foreign language and intercultural competence are increasingly sought by employers. Working in multicultural teams is becoming the norm rather than the exception. However, students of languages are often unaware of the employment opportunities open to them and how valuable their skills are to employers. This is especially true for students studying non-vocational courses such as literature and culture. Students need to take responsibility for their employability and career development. This resource can support and empower students with this task.

Taking this into account, the module seeks:
- To address the need to develop and improve students' employability
- To empower students to take control of and make well informed career decisions
- To open up new perspectives on possible careers for students coming from a language background
- To create awareness of the scope of potential jobs and sectors for language graduates
- To enhance students' awareness of their aptitudes, attributes and attitudes; while supporting them in creating pro-active career strategies
- To improve students' confidence to find fulfilling jobs and contribute meaningfully to the workforce
- To reduce the rates of unemployment amongst well educated language graduates

In a broader sense, the module is not only beneficial to language students; it also promotes multilingualism and multiculturalism, as it demonstrates the value of language skills and the many career options that are available. In this way, decision makers in education are encouraged to ensure sufficient language study provision to make graduates employable, while employers who may yet be unaware of the range of skills that language graduates can offer are encouraged to broaden their view during their recruitment and selection processes for graduate job roles.

ASSESSMENT

The module adopts a flexible approach: it can be integrated into existing academic curricula or delivered as a stand-alone training course. As a consequence, different learning-outcome oriented assessment procedures are suggested at the end of each module
- Informal assessment aims to give the learner feedback in the classroom
- Formal assessment is a basis for awarding credits
- The facilitator may select specific workshops that are suitable in a given context; there is no requirement to deliver all ten workshops, nor to deliver them in exactly the order suggested in the resource.

SUMMARY OF KEY FEATURES AND BENEFITS

- Informed by an initial needs analysis conducted by CES&L project partners
- Creative and distinctive style
- Strong integration of theory and practice
- Transparent pedagogic framework
- Ten innovative workshops
- Introduction and aims shown for each workshop
- Comprehensive facilitator notes
- Clear methods, activities and timings
- Easy-to-use materials (e.g. websites, activity sheets)
- Learning outcomes for each session
- Assessment strategies linked to learning outcomes
- Workshops can be delivered as stand-alone or as a series of sessions
- Suitable for curriculum and non-curriculum-based delivery
- Adaptable to most contexts
- Accompanied by e-learning resources for self-study or blended learning.

Approach

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

LEARNING

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

COURSE CONTENT

We were keen to make our approach to course design visible so that others could learn from it by adaptation and critique. The course design methods selected drew from Amundsen, Weston and McCalpine's (2008) concept *mapping* technique. We found this valuable in making our key employability concepts explicit. It also helped us to surface tacit assumptions and make stronger links between topics.

We further sought to ground the concept mapping process in the experience of participants of all types (i.e. students, employers, academic and professional organisations). In this, we were influenced by the work of McCash (2011) and Frigerio, Mendez and McCash (2012). We have sought, however, to take this further by actively engaging with groups of students, academics and employers.

STRUCTURE

The AHECS Employability Module drew from Biggs' approach to *constructive alignment* (1996). Consequently, aims, methods, content, learning outcomes and assessment were aligned. Formative assessment opportunities are identified within each workshop session plan and aligned with learning outcomes.

FACILITATOR NOTES

There are detailed facilitator notes within each workshop plan. Each session is designed to last approximately two hours, except for the two additional workshops on entrepreneurship and intercultural communication which are longer. Detailed timings of each exercise are shown in the notes. Sessions can be lengthened or shortened with suitable adjustments to the material and topics. Each session starts with the facilitator introducing him/herself and an overview of the session. Here, it is anticipated that the facilitator will make links with any previous sessions delivered and agree aims and learning outcomes. They will also acknowledge the introductory nature of each session and any relevant limitations of the facilitator. Each session concludes with a de-brief. It is expected that the facilitator will revisit the learning outcomes and offer opportunities for feedback. They will also signpost to further resources and extension activities on the accompanying e-learning platform and discuss the next session.

RESOURCES

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

Development process

As mentioned above, this resource is an adaption and enlargement of the AHECS Employability Module „Crafting the present for future employability" through the EU funded project CES&L. Three main steps of the transnational development process should be highlighted here: the needs analysis and adaptation, the production of accompanying e-learning resources, and the piloting of the adapted resource in Bulgaria, Ireland, Italy, Poland and United Kingdom.

NEEDS ANALYSIS AND ADAPTATION

In the first instance, the original AHECS Employability Module had to be adapted to the specific needs of language students. In addition the module developers had to take into account the needs of the labour markets in Bulgaria, Ireland, Italy, Poland and United Kingdom and accordingly CES&L carried out an online survey among European companies to ascertain the skills, competencies and attitudes they seek when employing language students and recent graduates, currently and in the future.

The needs analysis entailed a twelve-week information gathering phase in Spring 2016. In total 117 participants from eight countries participated. Responses received included:

- 21 sectors recruiting for 20 disciplines
- 55 businesses that have 250+ employees
- 38 companies with international experience in recruiting (EEA)
- 53% recruit for business and management disciplines, 32% for languages, literature and classics and 17% for education/teaching.

The survey revealed similarities as well as significant differences in employers' practices in the respective national labour markets:

- The most common methods to identify graduate skills are still face-to-face interviews and CV with cover letter; online application forms and assessment centres are very popular across the UK; competence assessment and presentation are very common in Poland; Bulgarian recruiters use in-tray/e-tray exercises to test graduate competences

- Irish recruiters place significance on workplace attributes such as computer and technical literacy or application of technical knowledge; Italian recruiters state that applicants mostly lack entrepreneurial skills and/or processing and interpreting numerical data. Language graduates are considered to lack entrepreneurial and business awareness in general; Polish and Irish language graduates have the most need for improvement compared to their fellow students; language graduates from the UK need to improve their computer and technical literacy

- Effective communication in everyday office tasks (phone calls, e-mails, arranging meetings, etc.), communication at near-native level within the sector-specific topics and communication at near-native level in social situations are skills that recruiters require when looking for language graduates in particular

- Recruiters rate the importance of soft skills very highly and are generally quite satisfied with the set of soft skills that graduates are equipped with when entering the working environment. Nevertheless, language graduates from the UK need to improve their teamwork and analytical skills; Italian language graduates need to improve their independent working skills; Bulgarian language graduates generally possess better soft skills than their fellow students whereas the soft skills of Irish language graduates are the least developed and show the biggest room for improvement; Polish language graduates are also weak in their soft skills performance mostly with respect to teamwork, diligence, professionalism and work ethic

- Completing an internship, industrial placement, part-time or summer work and gaining international experience (study or working abroad) are the most effective methods to help graduates improve their soft skills.

- English, German, French and Spanish are the most required foreign languages when interviewing recruiters across Europe (listed by importance) - language certificates from officially recognized examining authorities (Cambridge, TOEIC, TOEFL, TELC, Goethe

Institute, DELF, etc.) are still the most common metric of specific language competence; furthermore, many companies have developed their own specific tests for linguistic competencies such as conversational testing and interviews with native speakers.

Perhaps the most promising message from employers for language students and graduates is that recruiters expect a rise in job positions suited to language graduates. This is in part due to expansion of business activity and the general increase of work volumes, but most importantly because foreign language skills are becoming an essential requirement in the growing economies of European countries. The survey results were carefully analysed and informed the adaptation and enlargement of the AHECS module. This in turn provided the basis for national modifications, localizations and amendments of learning materials, as well as to the development of two completely new workshops on intercultural awareness and entrepreneurship.

E-LEARNING RESOURCES

Along with the development of this resource, corresponding online modules were created. While the online content itself is not very much different, it does have additional features of note.

The online modules by their nature allow greater visibility and accessibility, thereby bringing the resource to a greater number of users. In addition, the web-based resource contains various exercises and activities thereby augmenting the interactivity of the module.

The Online Modules are divided into three distinguishable sections – one for each of the key target user groups; Higher Education and careers professionals; students; employers. Such division enables better categorisation of the content and resources.

Section one is for Higher Education and careers professionals, who are working with employability issues on a daily basis. This group has access to all information and resources, along with methodological aspects such as workshops aims, learning outcomes, facilitator notes and key resources. In addition, all resources are downloadable for use in a face-to-face training session. The second section is for Higher Education students, who wish to partake in self-guided activities to enhance their employability and career

development. This group primarily has access to interactive resources that can help in identifying their professional career paths.

The third section is dedicated to employers, who are able to support, advise and influence activities undertaken by Higher Education and careers professionals together with Higher Education students. They have the facility to feedback on the range of skills and attributes which they seek when hiring a graduate. This section acts as a feedback loop for the two other groups.

The Online Modules also include tools that enable all participants to share their opinions (through comments, likes, or by posting an entry on the discussion board). These can be shared with all the other users. They can also augment and enhance in-class activities by inviting Higher Education and careers professionals to conduct their workshops in a blended learning approach, where part of the workshop is delivered in-class while other elements are taken online.

Registration is free by setting up an account at *http://languages4work.eu/*.

PILOTING

The ten adapted workshops were tested with 163 Higher Education language students in Bulgaria, Ireland, Italy, Poland and United Kingdom in Spring 2017. The feedback received in a learner satisfaction survey was overwhelmingly positive:

- An average of almost 80 per cent of the respondent students rated the overall workshop programme as "excellent" or "very positive"
- In eight out of the ten workshop sessions delivered, 96 to 100 per cent students "strongly" or "somewhat" agreed that they would be interested in attending a follow-up workshop, proving interest in employability issues was clearly evident
- 93 per cent of attending language students "strongly" or "somewhat" agreed that workshop objectives were stated clearly and met
- 79 per cent of students found the structure of content provided "excellent" or "very positive".

These results prove that the adapted module meets language students' expectations and needs with regard to employability training and development. Student feedback also indicated areas for improvement and these suggestions where integrated into the final version of the module.

Employer testimonials

At SAP, we know that success means different things to different people: from climbing the leadership ladder to striking the perfect work-life balance and everything in between. So, we go to great lengths to ensure you have every opportunity to succeed in your own way. The creation of a resource to support the development of students taking Modern Languages blends well with our approach and recognises the importance of language fluency. It supports students in becoming more self-aware, while practically examining what is truly important to them in their career planning. Through partnership with employers they are exposed to the variety of opportunities available, thus enabling them to become more successful at choosing their career path. The CES&L project is an excellent innovative approach to student development and SAP wishes all involved every success.

Dolores Tanner, SAP SCC, Ireland

The learning materials of the CES&L employability module really mirror what employers are looking for in job candidates: a realistic and confident picture of their competences and the potential contribution they can make to the success of a business. As HR experts we are sure that especially graduates of studies with no direct link to labour market needs will profit immensely from participating in a training of this sort.

Martina Schreiner, CATRO Personalberatung und Media GmbH, Austria

During the recruitment procedure one thing is common to all graduates. Only a small fraction of them has a well-established view on their future career. It seems that the majority of them simply postpone their professional development, trying to get a job without clearly defined outlooks. Therefore, I am very pleased to see and support initiatives such as the ones that the CES&L project is putting forward. The sooner the graduates start thinking about their careers and actively engaging in its development, the better. Being aware of one's individual characteristics, skills and capabilities enables them to focus on their future professional lives. In today's labour market, and especially in the IT sector that I am representing, it is impossible to become a highly skilled employee overnight. On the contrary, it requires a hard, long-term work. I really wish that the CES&L project approach resulted in more career-aware graduates entering the labour market. We will all benefit from it.

Grzegorz Lisowicz, Info-Projekt, Poland

Since the very first phase of the CES&L project (Needs Analysis) the high level of preparation and dedication of the project partners were evident. The great capacity of analysing the requests and needs of the enterprises has to be mentioned, especially related to the needs of prepared and qualified staff. A great vision of the training that need to be delivered to young people looking for career perspectives is also to be noted. The project is very well structured and the proposed training is consistent with the requests of the job market with regard to professional competences, including soft skills, which are today more important than ever, not only for the youngest job seekers. An excellent example of training that will be able to satisfy both demand and offer in the job market. Congratulations and good luck to the project team!

Tiziana Sicilia, TeSoM, COM&TEC and Tekom Europe, Italy

As Professional Development Officer for SCILT, Scotland's National Centre for Languages, I lead on the cross-sector initiative with modern languages staff in the higher education sector. The issue of employability of language graduates is a recurring theme so this set of workshops developed by CES&L is very welcome indeed. There are a range of modules, which can be taken in sequence, or dipped into as needed or desired, which means the modules represent both a flexible and valuable resource. We will be alerting all our relevant contacts in the universities to the existence of the modules and highly recommend their

application. Indeed we would encourage HE language staff working with schools to adapt some of the materials for learners in the senior phase to promote continued study of languages. The modules tie in well with SCILT's current language promotion events linking young people and local partners in the business world and in our view could play an important role in supporting the Scottish Government's policy of Developing Scotland's Young Workforce.

Hannah Doughty, Scotland's National Centre for Languages, United Kingdom

In a globalizing world, where a job is less and less defined as a physical space and more and more communication and cross-cultural needs are left unmet, it was a long journey for a project like CES&L to come to life. The project not only aims to build a bridge between the language graduates and the employers, but also to help and educate both language students and employers that a language graduate can be much more than an interpreter or a teacher. As a language graduate building a successful career in a scientific field I can confirm that a language background not only makes a significant difference in the day-to-day communication, but also gives a much broader perspective than other more "practical" studies and profiles. CES&L brings together people from all across Europe, who share the same passion for language and vision for a future where language graduates will not be taken lightly, but will be appreciated as a valuable asset in any company or any business field making the difference between good and extraordinary, crossing boundaries and being the missing piece of the puzzle to bring people, companies and countries together.

Daniela Cherneva, Medochemie Ltd., Bulgaria

Importance of languages

We would like to conclude with a statement by Fionnuala Egan, who used to be a student at TCD. She is now lecturer at Université de François-Rabelais in Tours.
Her statement is a fine example why language skills can be beneficial.

"Studying French at Trinity College Dublin has been an enormously beneficial and enjoyable experience. Learning another language has made me feel more connected to the international world, which inspired me to get involved with a global organisation fighting against extreme poverty.

Having French has allowed me to connect more deeply with French speakers in various jobs I have held, while studying French philosophy, political thought and literature prompted me to think in new ways and to appreciate the need to consider arguments from various perspectives. It has made me more open-minded and sharply analytical, key skills in today's job market.

French has also allowed me to face new challenges such as living abroad. Doing an Erasmus in Paris was an unforgettable experience which helped me to grow more independent and self-sufficient and to meet incredible people from many difference backgrounds.

This year, I will work as an English language assistant in Université de François Rabelais Tours. I would not have been afforded such an exciting opportunity had I not chosen to study French. I hope to use this year to fully immerse myself in French language and culture, which will be beneficial to my long-term goals of an international career."

Campus France Ireland, French Embassy in Ireland, Cultural Service, Dublin, Ireland,

www.ambafrance-ie.org

Acknowledgements

CREDITS

We acknowledge the work of the members of AHECS who were the authors of the original Employability Module „Crafting the present for future employability" (*https://studylib.net/doc/12293713/crafting-the-present-for-future-employability-an-ahecs-em...*) which made the present adaption and enlargement possible: Elaine Browne (UCC), Angela Collins (WIT), Gavin Connell (UL), Joanne Holland (LIT), Peter Lewis (DIT), Louise Nagle (IT Tralee), Deirdre Parker (UCC), Orlaith Tunney (TCD), Josephine Walsh (NUIG).

Special thanks to **Anna Selwood** (University of Strathclyde) for her extraordinary commitment and contribution to this project.

Abbreviations

CES&L PROJECT AND PARTNERS

CES&L: Crafting Employability Strategies for HE Students of Languages in Europe

LIT: Limerick Institute of Technology

AHECS: Association of Higher Education Career Services in Ireland

dB: die Berater Unternehmensberatungs GmbH

T: Trendence

QF: Qualitas Forum S.R.L.

PU: Plovdiv University

DC: Danmar Computers

US: University of Strathclyde

GV: Global Village

AHECS INSTITUTIONS

AHECS: Association of Higher Education Career Services in Ireland

DIT: Dublin Institute of Technology

ITT: Institute of Technology, Tralee

NUIG: National University of Ireland, Galway

TCD: Trinity College Dublin

UCC: University College Cork

UL: University of Limerick

WIT: Waterford Institute of Technology

Workshop A — Designing my destiny, with others

Original Author(s): *Orlaith Tunney (TCD)*

INTRODUCTION

This workshop aims to help participants to understand a range of community and social influences and develop their career possibilities. This is done through exploring contrasting perspectives on career influences and enabling reflection and action planning to take place.

The topic is introduced to the group, and the group is encouraged to share past and present influences on career decisions and possibilities e.g. parents, peers, teachers, friends etc.

Two theories of career influence are then summarized. First, according to Mitchell and Krumboltz's Learning Theory of Career Choice and Counselling (1996), people form beliefs or generalizations about themselves, their career and work that represent their own reality. These beliefs are termed self-observation and world-view generalizations. They influence how individuals approach learning new skills and ultimately affect their aspirations and actions, and can be expansive or limiting. Second, according to Law's Community Interaction Theory (1981; 2009), our family, friends, teachers and community leaders all influence the career options we consider and the criteria we use to make our career choices. An important aspect of Law's theory is that individuals transmit influence to communities as well as receive it.

This highlights the potentially transformative nature of community interaction and this will be developed as a theme running through the module (e.g. Workshop H). Selected elements from these two perspectives are included in the activities below.

PRE WORKSHOP PREPARATION REQUIRED:
1. Create a timeline to use as an example for Exercise 1.
2. View videos and select which you will use for Exercise 2.
3. Photocopying:
   - Information Sheets A1, A2, A3
   - Activity Sheets A1, A2, A3, A4, A5.

ADDITIONAL RESOURCES REQUIRED:
- Flip charts.
- Marker pens.

TIPS FROM OUR PILOTING PHASE:
- Participants found the case studies, which gave them an insight into the lives of real people, really helpful.
- They really enjoyed the activities and were keen to spend more time on them so be sure to allow enough time for each exercise.
- They valued the opportunity for discussion with the facilitator and felt that working in a small group enabled meaningful conversations with other participants.

NOTE FOR FACILITATOR: A Powerpoint presentation, with notes, may be downloaded from the project website.

Timings (minutes)	Facilitator notes
5	**Introduce self and session**
15	**Exercise 1: Lifelines** Ask participants to reflect on the influences on their career decisions to date including those that led to their decision to study languages. Introduce the concept of a Lifeline to illustrate this using some examples from the facilitator, the Internet or popular personalities. *Activity Sheet A1*
15	**Exercise 2: Language biography** Ask the participants to recall their first and most important contacts with a foreign language. Ask them to reflect on the influence these encounters had on their study and career choices. *Activity Sheet A2*
15	**Exercise 3: Introduce the participants to the idea of linguistic repertoire[1]** *Today, formally and informally, we all learn, or are exposed, to more than one foreign language. We also master different varieties of our first language (dialects, hobby-related registers, language use typical to certain communities, etc.). Various languages and language varieties do not exist separately in people's minds: they are part of the same* **linguistic repertoire**, *i.e. the languages and dialects that you speak or any languages that are important for you for some other reason.* Ask the participants to reflect on importance of languages in their life and in relation to their career choice. *Activity Sheet A3*
20	**Exercise 4: Videos** Introduce summaries of Learning Theory of Career Choice and Counselling and Community Interaction Theory. Issue *Information Sheets A1* and *A2* show two out of the three video case studies below taken from *icould.com*. **Case Study 1: Ali Williams** *http://icould.com/videos/ali-w/* **Case Study 2: Maggie Aderin Pocock** *http://icould.com/job-types/active-leisure-and-learning/maggie-aderin-pocock-mbe/* **Case Study 3: Sarah B (Modern Languages and Business graduate)*** *http://icould.com/videos/sarah-b-2/*

[1] Inspired by Maledive project *http://maledive.ecml.at*

25	**Exercise 5: Mapping career influences** Issue *Information Sheet A2* (transcripts of the case studies) and *Activity Sheet A4*. Working in pairs ask the group to use *Activity Sheet A4*[2] to note down examples of the influences referred to by each case study on their career/life (question 1). Next ask the group to consider the range of influences identified above in relation to their own lives (question 2). Invite the group to share their findings on a flip chart for whole class to see. Invite evaluation and other comments from whole group. Ask group to consider the following questions: • What are the similarities and differences between the community interaction approach and the learning theory of career choice? • To what is extent career development purely an individual phenomenon? • What are the strengths or potential benefits of these perspectives? • What are the disadvantages? • What alternative interpretations of career and employability might be important?
20	**Exercise 6: Expanding and exploring** Invite each participant to expand their list of influences and explore how 2–3 of the enabling influences can be used to optimise their career decisions, career exploration and development using *Activity Sheet A5*. Invite individuals to consider: • changing any influences that limit their possibilities • the effect of self on others (e.g. limiting or helping others). Participants should then use the flip chart in the whole group (e.g. sticking up post-it notes followed by brief comments) to share their ideas for expanding influences and exploring their career possibilities.
5	**Debrief**
Total: 120	

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[2] This is an adapted version of a framework developed by Winters (n.d.)

Learning outcomes	Formative assessment
By the end of this session, each participant will be able to:	During this session, the facilitator will:
LO1 Describe some factors that influence career development, drawing from personal experience.	Assess description of factors during Exercise 1, 2, 3.
LO2 Identify other possible influences, drawing from at least two theories of career development.	Assess identification of influences during Exercises 4 and 5.
LO3 Evaluate how these influences are either enabling or limiting their career development.	Assess evaluation of influences during Exercise 5.
LO4 Explore how to develop influences to optimise career exploration and career development.	Assess exploration of influences during Exercise 6.

INFORMATION SHEET A1:
LEARNING THEORY OF CAREERS CHOICE & COUNSELLING

In 1996, Krumboltz developed the Learning Theory of Careers Choice and Counselling (LTCC). Mitchell and Krumboltz (1996:250) state that `*the Social Learning Theory of Careers Decision Making provides a coherent explanation of a person's career path after it happens but it does not explain what a career practitioner can do to help people shape their own paths'*. So, the LTCC was developed to provide `*a guide to practising career counsellors who want to know what they can do now to help people troubled with a variety of career-related concerns'*. This guide is adapted below for students/clients.

A summary of practical applications:

Mitchell and Krumboltz (1996) identify four fundamental trends with which people must cope when making career choices in modern society and with which careers practitioners must help and indeed clients can help themselves:

a.   People need to expand their capabilities and interests:
Clients need to explore new activities, rather than basing career decisions on their interests that reflect limited past experiences.

b.   People need to prepare for changing work tasks:
Learning new skills for the changing labour market can be stressful for clients. Clients need to be aware of this and to seek help to cope with stress as they learn to develop new skills on an ongoing basis.

c.   People need to be empowered to take action:
Many issues relevant to career decisions are often overlooked (for example, a family's reaction to taking a particular job). This could cause a fear of the decision making process (referred to by Krumboltz as `zeteophobia') or cause delay in making a decision. Clients need to anticipate these issues during the exploration process. If assistance is needed that client's seek this from a careers professional.

d.   Career and personal counselling are linked:
Career and personal counselling should be integrated. Issues such as burnout, career change, peer relationships, obstacles to career development and the work role itself together with its effect on other life roles are examples of potential problems that may require the support of a careers practitioner.

As LTCC is based on Social Learning Theory of Career Decision-Making (SLTCDM) below is a brief overview:

This SLTCDM theory focuses on career decision-making alternatives and makes use of the concept of the `triadic reciprocal interaction' (learning as the interaction with environment and genetic endowment) and emphasises the role of instrumental & associative learning. The application of this theory to practice involves the attempting to identify and correct any incorrect beliefs held about the decision making process.

The following are identified as influential in these processes:

A. Influential factors:

Krumboltz examines the impact of 4 categories of factors:

1. **Genetic endowment and special abilities**, race, gender, physical appearance & characteristics. Individuals differ both in their ability to benefit from learning experiences and to get access to different learning experiences because of these types of inherited qualities.

2. **Environmental conditions and events** social, cultural & political, economic forces, natural forces & natural resources. These are generally outside the control of any one individual. Their influence can be planned or unplanned.

3. **Learning experiences**
    Each individual has a unique history of learning experiences that result in their occupational choice. They often don't remember the specific character or sequence of these learning experiences, but rather they remember general conclusions from them (e.g. I love animals/working with children). The two main types of learning experiences identified in the theory are:
    *   **instrumental learning experience** which consists of: preceding circumstances/stimulus; behavioural responses (overt & covert); consequences
    *   **associative learning experience:** where individuals perceive a relationship between two (or more) sets of stimuli in the environment (e.g observation, reading or hearing about occupations). This can result in occupational stereotypes.

4. **Task approach skills**
    Interactions among learning experiences, genetic characterises, and environmental influences resultin the development of task approach skills. These include: personal standards of performance; work habits; emotional responses.
    Previously learned task approach skills that are applied to a new task or problem both affect the outcome of that task or problem and may themselves be modified.

B. Resulting cognitions, beliefs, skills & actions:

As a result of the complex interaction of these four types of influencing factors (i.e. genetic endowment, environment, learning and task approach skills), people form generalisations (beliefs) which represent their own reality. These beliefs about themselves and the world of work influence their approach to learning new skills and ultimately affect their aspirations and actions. The SLTCDM refers to people's beliefs about themselves as either:

Self-Observation Generalisations Observations: include observations about capacities or abilities, interests, work values.

World-View Generalisations: include generalisations about the world of work, as well as other events outside of oneself.

C.   Task approach skills and career decision making:

Krumboltz proposes a seven stage career decision-making model (DECIDES):
1.   Define the problem: recognizing the decision.
2.   Establish the action plan: refining the decision.
3.   Clarify the values: examining (self-observations & world-view generalisations).
4.   Identify alternatives: generating alternatives.
5.   Discover probable outcomes: gathering information.
6.   Eliminate alternatives: assessing information.
7.   Start action: planning & executing this 6 step sequence of decision-making behaviours.

The use of these task approach skills of career decision making depends on relevant learning. The most effective career development requires individuals to be exposed to the widest possible range of learning experiences, regardless of race, gender, etc.

ADAPTED FROM: *Mitchell, L.K. & Krumboltz, J.D. (1996) Krumboltz's Learning Theory of Career Choice & Counselling, in: D. Brown, L. Brooks & Associates (eds.) Career Choice and Development Gikopoulou, N. (2008) Report on Effective Career Guidance http://www.career-guide.eu/uploads/cg_handbook_low.pdf [Accessed 25 July 2016]*

INFORMATION SHEET A2:
COMMUNITY INTERACTION THEORY

Bill Law suggested that some of the most influential factors in career choice relate to events which occur in the context of 'community interaction' between the individual and the social groups of which she or he is a member. If theories such as Circumscription and Compromise talk about the impact of society pressures on our decision making process, Community Interaction focuses on some of the mechanisms by which this takes place.

Law identified five main modes in which this influence occurs:

1. **Expectations** — pressures to follow particular paths based on what is considered acceptable by family or community groups.
2. **Feedback** — messages that individuals received about their strengths and weaknesses, and their suitability for particular roles.
3. **Support** — reinforcement of aspirations and assistance in developing appropriate skills and strategies.
4. **Modelling** — the availability of influential examples and the extent of identification with others when thinking about work.
5. **Information** — opportunities to find out about options and the extent to which data is filtered by the norms of the social group.

These five forms of influence can come from many sources, such as parents, family, peers, ethnic groups and teachers. Of course, these influences could be positive or negative, enabling or hampering people in their career choices. Law suggested that exploring these within a guidance session could help both the adviser and the client to understand the external factors that might have influenced or limited thoughts about careers. It also gives careers services a role in building and providing alternative communities which might provide positive interactions, counteracting past negative influences and opening new ways of thinking.

Looking at this theory, it has a similar theme to more recent theories based on the idea of narratives. Peoples' career awareness is shaped around their experiences and they tell stories to themselves and other people in order to understand themselves and their situation. The communities that people belong to will influence the way they tell their career stories and so may affect their understanding of what a career might be to them personally.

People will generally stick to their own 'comfort zone' of familiar ways of thinking when exploring their career options. Looking at their story from another angle or introducing new influences requires effort and is unlikely to happen without prompting.

EXTRACT FROM: *Winters, D. Careers in Theory. Community Interaction Theory*
https://careersintheory.wordpress.com/2009/12/17/community-interaction/#more-725 [Accessed 25.07.16]

INFORMATION SHEET A3:
VIDEO TRANSCRIPTS

http://icould.com/videos/ali-w
http://icould.com/videos/maggie-aderin-pocock-mbe
http://icould.com/videos/sarah-b-2/

Ali W Creative Director and a founder member of Nofitstate Circus

00:00:02 My name's Ali W and I'm the Creative Director Founder Member of Nofitstate Circus. What I do is the creative side of organizing and running a contemporary circus company, which is about planning shows, employing performers, putting together work and, and organizing a training program for people that want to be involved in circus. I've been running Nofitstate Circus for about 20 years and we did this kind of voluntarily for quite some time. It's only been five years that we've actually had a salary for doing this job.

00:00:37 At school I was always considered the class clown. So, that was probably a good indication that I was gonna end up in the circus. I was also very physical and I was captain of all the sports teams in, in school. My parents wanted, didn't want me to, to obviously run away with the circus. I, I went to university to study physiotherapy but when I completed the course during the time that I was doing physiotherapy I'd learned to juggle.

00:01:04 I'd been out on the street doing street shows. First one for Live Aid in 1996, and decided that, you know, we could actually maybe make a living out of doing circus performance. We met a fantastic guy who moved to Cardiff. He was quite a famous puppeteer. He worked on Star Wars. He was half of Jabba the Hutt. And he'd had a career as a juggler and he happened to be in Cardiff. He started a juggling club in the university that we were at. And he led us, inspired us and led us down the career path of being street entertainers.

00:01:44 The vision in mind was to avoid getting a grown up job. I suppose the word was to 'drop out' of, of, of society and this was a way that we, we could see that would create us work without actually having to fit into mainstream society. It's like takinga hobby and turning it into your work and then making that the most extreme that you could possibly do. I don't have any children. I have a great big circus and loads of people that, you know, are, are a huge extended family. And my partners come, sometimes come with me and sometimes don't come with me. Sometimes don't very, last very long if they don't wanna come with me. But, yeah, it's been a very single-minded life journey to create this work.

00:02:32 We were working for a group called Jugglers for Peace during the revolution in Nicaragua in 1988. It started off with a friend of mine called Ben Linder being assassinated by the contra and being the angry young person that I was I was outraged by this and we got a group of people to go to Nicaragua to support the revolution. There was one time we did a show and a lad came out and said, thank you, that was the best thing I've seen in ages. And the village elder came up to me after the show and said, that's the first time that boy's spoken for 2-1/2 years since his parent were, parents were dragged out of the hut and shot by the, you know, the contra revolutionaries.

00:03:13 So, we had a big impact there. And I met a knife thrower. He said if you want to learn you've got to stand up against that board over there and I'm gonna throw these at you to see that you've got the (bottle) to learn. So, I found myself on a, a wooden block. He threw eight knives and three flaming axes at me. I didn't flinch and he said, okay I'll teach you how to do it.

00:03:35 I don't think we would have ever imagined we would be this big and this successful. No. But I had to prove, I had something to prove because my father had just paid for me to go through college to be a physiotherapist and before I even started doing the job I'd given it up and he was, what are you going to do when you're thirty? And I was like, circus. What are you going to do when you're forty? Circus. So, I had

a, I had a bit of proving to do and I think that, you know, kept me going on the, I will prove, I will prove that it was worth it in the end.

00:04:12 My father has very proud moments now when he stands in the roundhouse and sees the work that we're doing and the level that we're working at now. ENDS.

Dr Aderin Pocock Space Scientist and a Science Communicator

00:02 So my name is Dr Aderin Pocock and I'm a space scientist and a science communicator or space scientist, I actually build satellites that go up in space and science communicator I like to try and translate some of the complexity of science into a simple format for everybody to understand.

00:20 It was a job that I've always wanted really since I was a child of the age of 6 I've wanted to get out into space and it's getting sort of harder and harder to envisage me getting out there but I feel I'm doing the next best thing and I'm building instrumentation that goes out into space.

00:35 My PHD was in mechanical engineering but before that I did my degree which was in physics and so that was quite an interesting hybrid for me cos of doing the physics and the mechanical engineering turned out to be a perfect marriage for making satellites in the future.

00:48 The first sort of instrumentation I was working on was something called a missile warning system and this was quite a complex piece of equipment but what it was designed to do was warn pilots when a missile was coming and then automatically let off flares to protect the pilot and the aircraft.

01:05 My parents broke up when I was quite young and so I sometimes I was, my mother had custody of me and sometimes my father had custody of me and as a result I was transferred across the country a lot so it was an interesting education system.

01:19 When I was in primary and secondary education for a long time I was considered to be very bright and so it was always a disappointment for me cos when I was a child I, I got really hooked on space and I told my school teacher 'yeah I want to be an astronaut, I want to go into space' and they sort of looked at me a little sadly and said 'Well Maggie you suffer from dyslexia you're probably not going to be very academic at all' and so that was always a disappointment. But my father was wonderful when he told me that if you really work hard you know the skies your limit.

01:45 Because my English and my sort of spelling wasn't very good, it meant I focused on the science subjects and I found that was quite logical in things like that so I admired people like Spock on Star Trek and so by using those skills I was able to develop sort of techniques to cope with the dyslexia and sort of move on through my career.

02:04 The Science Communication is a recent manifestation for me because I have a team of scientists and engineers working for me and I've been trying to recruit people and about 4 years ago I realised that I'm trying to recruit people but I can't find people to join my team, people with the right skills and my husband is also an engineer and we met during our PHDs and would go home and say ah yes you can't recruit people either, what's going on. And we suddenly realised well if we can't recruit people, we have jobs that we really love and enjoy but are we telling anybody else about those jobs? So we decided that we needed to get out there and encourage more people to join us.

02:41 As a scientist and an engineer I've travelled across the globe and seen some fantastic things. Worked on sort of telescopes on mountains where the stars make my heart sing to see them and so I go to schools across the country and tell kids you know this was my progression. Also, often when kids hear about scientists and engineers they say, they think as I say you need a brain the size of a small planet to be a scientist or an engineer, so I like to point out you know I was a dyslexic you know I was in remedial classes you know if some of my schools and I went to, sort of like I think 13 different schools when I was growing up, but that shouldn't stop you. If you have a passion for something or an interest in something that is the criteria and that's what can drive you on.

03:21 I think I really love being a scientist and an engineer. We take on some of the biggest challenges of the world, much of the work I'm doing at the moment is associated with climate change and trying to understand how our climate is changing and viewing that from space. To be part of a team that is involved in that, to me is fantastic.

03:39 I'm doing a project with Blue Peter at the moment, where I've given Blue Peter a satellite and we're going to launch it into space and kids will get an image coming from the Blue Peter 1 satellite every week and it took a long time to set that project up, but I did it in my spare time, but because it's so much fun and you know I got a Blue Peter badge and I'm working with Blue Peter and I've been on the programme now, cos it's so much fun it doesn't really feel like work.

Sarah B Modern Languages and Business graduate

00:02 My name is Sarah B and I'm the sales and marketing manager at Glengoyne distillery.

00:06 My job involves basically promoting Glengoyne as a world-class visitor attraction and encouraging as many visitors to come and learn about whisky. Oh it's a really enjoyable job and you get to work with people from all over the world.

00:18 When I was at school there were subjects that I really enjoyed and there were subjects that I just didn't particularly enjoy or didn't do particularly well at so I kind of focussed on the things that I could do well and so I did my Highers and then went on to the sixth year studies. I found that I liked languages and I was good at it so I kind of stuck to the subjects I enjoyed doing.

00:37 I think the one area I think is with maths, that I felt that I maybe could, I didn't, I didn't do higher maths, I chose to do Italian instead of maths and because I enjoyed languages, I felt it was fine for me just to focus on the language side of things and other subjects that I enjoyed, whereas because I didn't particularly like maths, I felt that I could get away with not having to do that because I wanted to do languages. Whereas now I wish that I had maybe had done higher maths, just so I could have done it and really improved a little bit.

01:06 I went to Strathclyde University and studied international business and modern languages and it was a five year course, which involved spending one year in France, which was fantastic and so I spent one year, my fourth year, at a university, a business school in France and then came back to do my final honours year.

01:25 My dad is a sales manager for a car company and my mum is a teacher, a head teacher. So they were, they never pushed me into going into university, but as I say, it was just that seemed to be a natural kind of course of what I was to do but I didn't feel there was any pressure from my parents to have to go to university.

01:42 I think university was always in my plans, probably from high school onwards, you know, it was clear I was kind of, I think most of the people that I went to school with were encouraged to go to university or, or college or that's what you're taking, working towards. I don't think when I was at school there was much talk of not going to college and university, it was all kind of about following on from school into another course of future education.

02:05 Well I worked at Glengoyne as a tour guide, when I was a student, when I was at university and then, when I graduated, a position became available for a full-time position in marketing and that's how I got the job, having worked as a tour guide before that.

02:20 I mean university education's been a huge help, in the fact that getting you to do presentations, working to deadlines, having to do, having to write, you know, dissertations and essays, things like that, have helped. At the time you don't really see how this is ever going to be applicable in your career, but it's only now that I can see that, you know, having had that background, it's been really helpful to work to deadlines, as I say, and you know, just even working with other people as well, cos you have to work in a lot of groups at university and it does help you to work in a team, when you come in to, when you work here as well.

02:52 Going to university is not the be all and everything. I think that it's gaining experience throughout life that is really important. Quite a few of my friends at school, who weren't particularly academic or just didn't enjoy studying, felt that they had to go on to college or university and then they ended up, you know, not finishing that course and they felt they'd maybe wasted some time, where they could have been, you know, if they'd gone into a job and worked their way up or got some experience in other areas, that that would have been more useful for them.

03:20 What's really nice about working for Ian Macleod Distillers, the owners of Glengoyne is that they're quite a small company but they are forward-thinking and, and they give you lots of opportunities to work on various different projects, so you're not just kind of stuck to doing the one job every day.

03:34 I don't think I can point kind of pick out one particular turning point in my life, I think that my, I feel that going to school and then going to university and then working here and then getting through to a job here, all just kind of worked, was quite a natural progression, I don't think there's any point that there was one decision I made or anything that suddenly kind of turned my life around. I think that it was all just quite a natural, natural progression, ending up here.

03:57 END.

ACTIVITY SHEET A1:
CHARTING YOUR LIFELINE

It is important when planning your future to take a look at your history. Make a list of the **people, places and events** that have been important in shaping your life. Some significant things you might include are: childhood events, starting school, moving, close friends, deaths, births, marriage, divorce, accomplishments, jobs you may have had.

INSTRUCTIONS:

The line represents your life and the major events in it. **Mark the line ABOVE** for events that represent **high points** in your life and **mark the line BELOW** for events that represent **low points**. Write the names of significant people or events at different stages of your life. Write a brief description of the significant events and note how old you were when they occurred.

Look at the high points of your lifeline:

1.   How did you feel about yourself at these points? Why?
2.   You probably marked some low points on your lifeline. It's likely that your self-concept was somewhat negative at these points. Why?
3.   What influence did the people and events you included on your lifeline have on your life?
4.   How do you think these events have influenced your career decisions?

ADAPTED FROM: *http://www.mycareerplan.net/career/ch2-a.htm*

ACTIVITY SHEET A2:
LANGUAGE BIOGRAPHY

Do you remember your first and/or most important contact with a foreign language? In pairs, reflect on the influence these encounters had on your study and career choices.

To become better aware of these influences fill in the "Language Biography", a part of the European Language Portfolio.

SOURCE: *EAQUALS-ALTE Language Biography accredited model No.06.2000*
https://www.eaquals.org/resources/the-eaquals-alte-european-language-portfolio-a-manual-for-schools-and-teachers/

My language learning history
Give a chronological overview of all your language learning experiences.

For example:
• Exposure to languages as a child.
• Courses taken.
• Contact with people who speak the languages concerned.
• Stays in a region where the language is spoken.
• Using languages at work.
• Other use of languages e.g. on holiday, regular TV viewing, films, newspapers, etc.

Years	Experience

ACTIVITY SHEET A3:
MY LANGUAGES - CARDS IN MY HAND

Using your insight from the previous exercises, write in the cards representing the various aspects of your life, the languages that you use or find important.

Then, in the box provided on the card, write a number from 1 to 5 to show how important for your career choice were the languages and contexts you have identified above (**1=not important, 5=very important**).

Work	Theatre/film/music	Literature/press	Travelling

Socialising/friends	Study	Family	Intercultural contacts

What other cards will you pick up in the future?
Think about languages you plan to learn and the contexts in which you will use them.
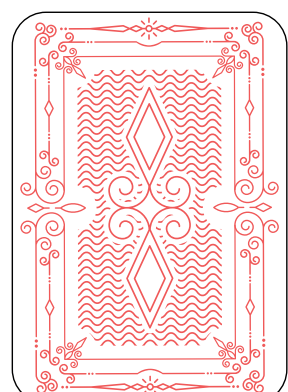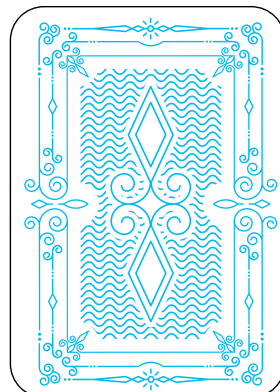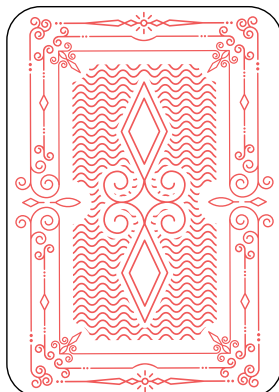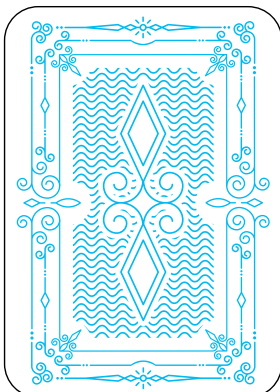
ACTIVITY SHEET A4:
LINKING THE CASE STUDIES WITH MY LIFE

The aim of these exercises is to help you to understand how other people might have influenced your thoughts and feelings about your career and to help you to optimise the enabling, and reduce the hampering, influences you encounter as you plan your career.

1. **Watch the video case study(ies) and consider the extent to which it/they link(s) with the range of influences on the person.**

Influences	Case study 1	Case study 2
Expectations *Inhibitors/Enablers*		
Feedback *Inhibitors/Enablers*		
Support *Inhibitors/Enablers*		
Modelling *Inhibitors/Enablers*		
Information *Inhibitors/Enablers*		
Beliefs about the world/ myself *Inhibitors/Enablers*		

2. To better understand the external factors that might have influenced your career choice think about the influences from other people that were positive and enabling or negative and hampering.

Influences	Inhibitors	Enablers
Expectations		
Feedback		
Support		
Modelling		
Information		
Beliefs about the world/ myself		

ACTIVITY SHEET A5:
MY LIFE AND CAREER NOW AND IN THE FUTURE

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

My life now: Note down the current influences on your life and career (eg socialising with international students, engaging in projects with an international dimension...).

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

My life in the future: Note down the influences you will cultivate in your life to expand your career possibilities (eg international internship).

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Workshop B   I think, therefore I am… employable?

Original Author(s): *Josephine Walsh (NUIG)*

INTRODUCTION

This workshop aims to help participants to increase their self-awareness in order to enhance their career management and decision-making capabilities.

Specifically, participants are encouraged to develop awareness of optimism in relation to their career and reflect on building their strengths. They should then consider how both of these impact on their ability to drive and influence their career development. This connects with topics introduced during Workshop A.

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

Participants then complete an exercise on signature strengths to identify strengths they believe they have and explore how they might use these to develop their career. The workshop concludes with a walking debate to contrast positive psychology and opportunity structure perspectives on career development (Roberts 1977; 2009).

PRE WORKSHOP PREPARATION REQUIRED:
- Preview video for Exercise 3.
- Photocopy Information Sheet B1.
- Photocopy Activity Sheet B1, B2.
- Prepare signs for Exercise 5 (Walking Debate).

ADDITIONAL RESOURCES REQUIRED:
- Flipchart paper & markers.
- Blu-Tack.

TIPS FROM OUR PILOTING PHASE:
- Participants really enjoyed the opportunity for discussion.
- They were really interested in the positive psychology presentation and were keen to learn more about it.
- They gave very positive feedback about all of the materials.

NOTE FOR FACILITATOR: A Powerpoint presentation, with notes, may be downloaded from the project website.

Timings (minutes)	Facilitator notes
5	**Introduce self and session**
20	**Exercise 1: Career fulfilment for me is…** Ask participants to free write on a piece of paper their answer to the question: 'Career fulfilment for me is'… Ask participants in plenary to feedback some of the key elements of their answers. Categorise them into (*slides provided*): • Values – what's important to me. • Interests - what I like (think of subjects from Accountancy to Zoology and everything in between). A focus here on the use of languages. • Personality – what suits me (in terms of environments and ways of working) • Skills – what I can (and like to) do. Explain that becoming more self-aware and understanding what motivates you in terms of career (VIPS) is very important in terms of making well informed career decisions. For example – how do you give life to your love of languages (INTEREST); if your VALUES are to make a difference in the world and you like using SKILLS of communication; influence; creativity then the teaching and training professions may provide fulfilment. Your PERSONALITY will dictate the way in which you carry out the role of teacher. Explain that the remainder of the workshop is concerned with building self-awareness by exploring optimism and strengths.
15	**Exercise 2: Rating prospects** Ask participants to consider the question 'how positive are you in relation to employment prospects?' using a scale of 1 to 10 where 1 is 'totally negative' and 10 is 'completely positive'. Ask participants to physically position themselves on a line in the room. Collate their responses. [Note: *This exercise is about opening up participants'own way of thinking. During the evaluation process after the exercise find out any key themes or patterns emergent in the participants' answers; see if you can address these issues through resources/ knowledge/ contacts etc.*]

20	### Exercise 3: Positives and negatives Introduce key concepts from positive psychology relating to optimism and mindset (*slide provided*). Show a video: Overview of positive psychology. *http://www.youtube.com/watch?v=1qJvS8v0TTI* Follow this with a short presentation on key concepts on: positive effect, optimism and resilience (*slides provided*). Distribute *Information Sheet B1*. Discuss the view that it is beneficial for us to focus on positive thoughts more than negative thoughts. Divide into small groups and ask participants to note on a flip chart all the negatives they can imagine in relation to their career and hang the flip chart sheets on the walls. Then invite the whole group to brainstorm positive statements in relation to career. Refer to employer comments (*slide provided*) which may address any issues raised/ provide discussion points*.*
10	### Exercise 4: Balance Invite participants to individually note the two negatives/challenges in relation to their career that they use most often and then balance them against a larger number of positives (aspects in their favour/strengths, skills, connections etc) based previous exercises in this workshop – Use *Activity Sheet B1*.
20	### Exercise 5: Walking debate Ask participants to engage in a walking debate to enable consideration of positive psychology in relation to at least one other contrasting perspective. The debate consists of two opposing statements: *'Get real – circumstances determine career success'* *'Keep smiling and play to your strengths'* The first statement is based on opportunity structure theory, which emphasises the role of socio-economic structures in career development. The second is drawn from the positive psychology approaches discussed earlier. Designate opposite locations in the room for the opposing statements. Ask participants to physically move to the point which best describes their viewpoint and those who are unsure to adopt a position in the middle. Invite participants to debate and switch position, if they wish, as the debate progresses.

20	**Exercise 6: Strengths** Distribute *Activity Sheet B2* and ask participants to work on their own, initially, as follows: 1. Using *Activity Sheet B2* read the description of each strength. Circle all that represent what you ENJOY doing. 2. From that selection, now highlight those you know you are GOOD AT. 3. Now create a shortlist of the 5 that you feel are most important to you. In small groups, ask participants to share their strengths and to discuss how, as a Languages graduate, these may be used to develop their career. Share ideas on using strengths. Ask the group to consider[1]: • Which strengths will you use during your year abroad? • Which strengths will you use in your language learning? • Which strengths will you use to find out about your options? • Which strengths will you use to expand your network? • Which strengths will you use to overcome challenges? • Which strengths would you most like to use in your career? If you would like to explore your strengths further complete the online activity on our website.
5	**Exercise 7: Evaluation and response** Ask students to take out a sheet of paper and write answers to the following two questions: • What two things did you learn from the session? • What two things will you do as a result of your learning?
5	**Debrief**
Total: 120	

Learning outcomes By the end of this session, each participant will be able to:		**Formative assessment** During this session, the facilitator will:
LO1	Describe a link between self-awareness and career management.	Assess description of link during Exercise 1.
LO2	Identify key concepts including: optimism, mind-set, signature strengths and opportunity structure.	Assess identification of concepts during Exercises 2, 3, 4, 5 and 6.
LO3	Evaluate the key concepts and the thinking of self and others in relation to employment prospects.	Assess evaluation of concepts during Exercises 2 and 5.
LO4	Plan responses to the above in relation to career development.	Assess planning of responses during Exercises 6 and 7.

[1] These questions are taken from EY Strengths cards produced by *www.capp.co*

INFORMATION SHEET B1:
POSITIVE PSYCHOLOGY, SIGNATURE STRENGTHS, MINDSET AND LEARNED OPTIMISM

POSITIVE PSYCHOLOGY

Traditionally psychology dealt with the study of the negative aspects of life, such as trauma, depression, anxiety, and stress. It tried to help people affected by trauma or depression to achieve a state of equilibrium.

At the end of the twentieth century, Professor Martin Seligman of the University of Pennsylvania stated that psychology does not address sufficiently the other side of the coin that is, making sure that life, although without trauma, was not devoid of fulfillment and satisfaction. He created a new field – positive psychology, which focuses on the **strengths and merits** of a human being, on triggering **positive attitudes and emotions** and on achieving **welfare**. Thus it focuses not on treatment, but on human development. The year 2000 is accepted as the beginning of positive psychology.

WHAT IS CONSIDERED GOOD EVERYWHERE AROUND THE WORLD?

Together with Christopher Peterson, Professor Seligman examined what character traits are considered desirable in many societies and created a list of virtues common to all cultures.

"We read Aristotle and Plato, Aquinas and Augustine, the Old Testament and the Talmud, Confucius, Buddha, Lao-Tze, Bushido (the samurai code), the Koran, Benjamin Franklin and the Upanishads – some two hundred virtue catalogues in all. To our surprise, almost every single one of these traditions flung across three thousand years and the entire face of the earth endorsed six virtues: wisdom and knowledge, courage, love and humanity, justice, temperance, spirituality and transcendence. The details differ, of course: what courage means for a samurai differs from what it means to Plato…but the commonality is real and, to those of us raised as ethical relativists, pretty remarkable…It therefore came as a shock to us to discover that there are no less than six virtues that are endorsed across every major religious and cultural tradition." — **Martin Seligman (Authentic Hapiness, New York, Free Press, 2002)**

SO, IS THERE A "VIRTUE PACKAGE" THAT MAKES OUR LIFE BETTER?

To express these six virtues:
1. wisdom and knowledge
2. courage
3. love and humanity
4. justice
5. temperance
6. spirituality and transcendence.

Seligman and Peterson have created a list of **24 character strengths**, each of which is an expression of one of the virtues. Strengths of character appear in different configurations and the most powerful strengths of a person are referred to as **signature strengths**.

Virtues describe what a person should be like, strengths of character are the manifestations of these virtues – for example, wisdom and knowledge can be manifested through creativity, curiosity, open-mindedness, love of learning, the ability to accept different points of view. This set of strengths is today the basis for the classification of VIA strengths. We encourage you to visit *www.via.org*. The very name VIA - **values in action**, emphasizes that these features should be present in our daily lives: in thinking, attitude towards ourselves and others, and above all, in our actions.

MINDSET

Our skills and talents are not the only factors in our success. Our attitude is also important. Carol Dweck distinguishes between two types of attitudes and beliefs about oneself:
*   **fixed mindset** - it tells you that your intellectual potential is a finite value, „that's how I am." Comparing with the physical qualities of a person we can say that this attitude is similar to the attitude to, for example, one's height.
*   **growth mindset** - intelligence is a variable trait, something that can be developed through effort and persistence. In the physical sphere it can be compared to one's attitude to muscle strength.

Carol Dweck argues that the key to success is to focus on the development through effort and acquisition of knowledge. One of the most important limitations are one's beliefs about oneself.

> **READ:** *Dweck, Carol (2012). Mindset: How you can fulfill your potential. Dweck, Carol. (2013). New psychology of success*

LEARNED OPTIMISM

According to Professor Seligman, optimism can be learned. The theory of learned optimism assumes that nobody is born a pessimist or an optimist. According to positive psychology optimism is more than self-confidence and a positive attitude to life. What is most important in optimism is the way of interpreting **events in one's life**. According to Seligman, a person can learn optimism by modifying his/her style of explaining life events. It does not, however, mean mastering the naive hurray optimism, automatically applied to all situations. Learned optimism comes from an accurate diagnosis of the situation and the potential cost of failure. If the cost of failure is high, you should not be guided by optimism and, for example, optimistically assume that everything will be alright while starting your car after having a few drinks or going to an exam without preparation.

If the cost of failure is low, and there is a chance of success, it is advisable to apply your optimism and act instead of being passive. An example of such a situation may be submiting your CV one more time or taking part in a competition, i.e. situations when you can say „what do I have to lose." The costs of failure in these situations are low. Optimism maintains our tenacity and perseverance.

> **READ:** *Seligman, Martin E. P. (1998). Learned Optimism: How to Change Your Mind and Your Life,*
> *Seligman, Martin E. P. (2000). What you can change and what you can't*

HOW CAN POSITIVE PSYCHOLOGY HELP ME IN CHOOSING A CAREER?

In contrast to one's inherent talents or abilities, the level of strength of character depends largely on one's will and intentions, and only to a small extent on innate predispositions. Therefore, you can do something about it, you can develop your strengths.

Start by checking what your strengths of character are.
Take the test on h*ttps://www.viacharacter.org/www/Character-Strengths-Survey*.

There are versions of the test in many languages. The results can help you choose a career path tailored to your character, your signature strengths.

Studies have shown that people who act in accordance with their virtues and their character strengths derive greater satisfaction from their job and consequently from their life, they are simply happier.

„Unfortunately not everybody discovers their strengths or discovers them too late. Many people toil away far below their abilities, their true potential of happiness because of bad habits, bad patterns. However one can learn to exceed the intial potential and build everything anew." — **http://www.edukowisko.pl**

Read and reflect on the growth mindset. Learn and practice wise optimism.

READ: *Seligman, Martin E. P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillmen*
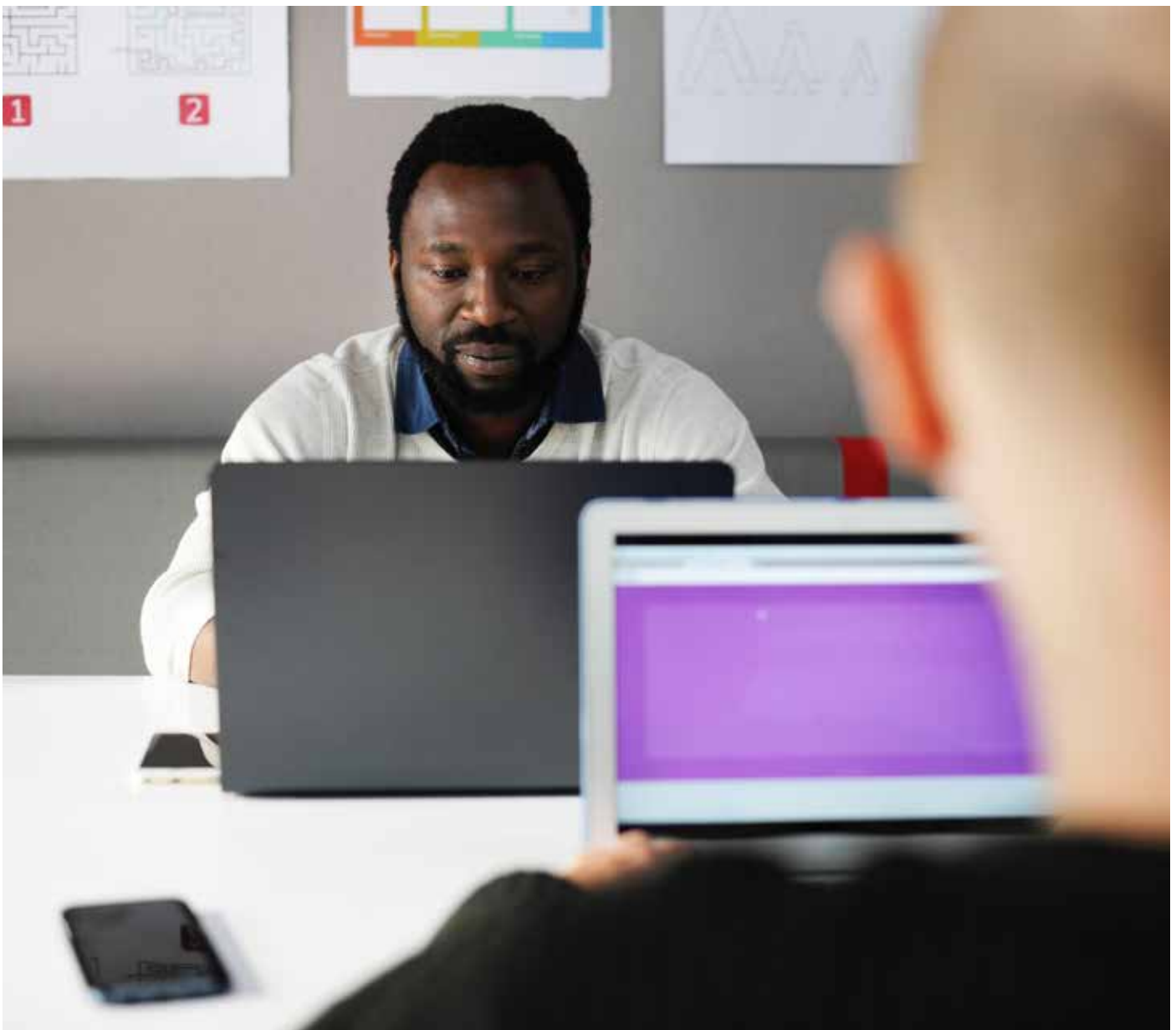
ACTIVITY SHEET B1:
SHIFTING THE BALANCE TOWARDS FLOURISHING

My career 'negatives'	My new career 'positives'

ACTIVITY SHEET B2:
R2 STRENGTHS

B Being
Strengths of Being are about our way of being in the world.

C Communicating
Strengths of Communicating are about how we give and receive information.

M Motivating
Strengths of Motivating are about the things that drive us toward action.

R Relating
Strengths of Relating are about how we relate to others.

T Thinking
Strengths of Thinking are about what we pay attention to and how we approach situations.

Action
You feel compelled to act immediately and decisively.

Connector
You make connections between people, instinctively making links and introductions.

Enabler
You create the conditions for people to grow and develop for themselves.

Adherence
You like to follow processes, operating firmly within rules and guidelines.

Counterpoint
You always bring a different viewpoint to others - whatever the situation or context.

Equality
You ensure that everyone is treated equally.

Adventure
You like to take risks and stretch yourself outside your comfort zone.

Courage
You overcome your fears and do what you want to do in spite of them.

Esteem Builder
You help others to believe in themselves and see what they are capable of achieving.

Authenticity
You are always true to yourself, even in the face of pressure from others.

Creativity
You strive to produce work that is new and original, creating and combining things in novel and imaginative ways.

Explainer
You simplify things so that others can understand.

Bounceback
You use setbacks as springboards to go on and achieve even more.

Curiosity
You are interested in everything, constantly seeking out new information and learning more.

Feedback
You provide fair and accurate feedback to others to help them develop.

Catalyst
You motivate and inspire others to make things happen.

Detail
You naturally focus on the small things that others easily miss, ensuring that everything is accurate and error free.

Gratitude
You are constantly thankful for the positive things in your life.

Centred
You have an inner composure and self-assurance, whatever the situation.

Drive
You are self motivated and push yourself hard to achieve what you want out of life.

Growth
You are always looking for ways to grow and develop, whatever you are doing.

Change Agent
You are constantly involved with change, advocating for change and making it happen.

Efficacy
You are very confident in your own abilities, having a sure belief that you can achieve your goals.

Humility
You are happy to stay in the background, preferring others to be recognised and to take credit for your contributions.

Compassion
You really care about others, doing all you can to help.

Emotional Awareness
You are acutely aware of the emotions and feelings of others.

Humour
You see the funny side of almost everything that happens - and make a joke of it.

Competitive
You are constantly competing to win.

Empathic Connection
You feel connected to others through your ability to sense and understand what other people are feeling.

Improver
You constantly look for better ways of doing things, for how things can be improved.

Incubator
You love to think deeply about things over time, pondering and reflecting to arrive at the best conclusion.

Persistence
You achieve success by keeping going even when things are difficult.

Resilience
You take hardships and setbacks in your stride, recovering quickly and getting on with things again.

Innovation
You continually approach things in original and ingenious ways, striving to come up with new and different approaches and applications.

Personal Responsibility
You take ownership of your decisions and hold yourself accountable for what you have promised to do.

Resolver
You love to solve problems, the more difficult the better.

Judgement
You enjoy making decisions and are able to make the right decision quickly and easily.

Personalisation
You recognise everyone as an individual, noticing the subtle differences that make them unique.

Scribe
You love to write, conveying your thoughts and ideas through the written word.

Legacy
You want to create things that will outlast you, delivering a sustainable positive impact after you have gone.

Persuasion
You are able to bring others round to your way of thinking and to win agreement for what you want to achieve.

Self-awareness
You know yourself well, understanding your own emotions and behaviour.

Listener
You are able to focus on and listen intently to what people say.

Planful
You make plans for everything you do.

Service
You are constantly looking for ways to serve and help others.

Mission
You pursue things which give you a sense of meaning and purpose, always working toward a longer term goal.

Prevention
You think ahead, to anticipate and prevent problems before they happen.

Spotlight
You love to be the focus of everyone's attention.

Moral Compass
You are guided by your strong ethical code, always acting and making decisions in accordance with what you believe is right.

Pride
You strive to produce work that is of the highest quality.

Strategic Awareness
You pay attention to the wider factors and the bigger picture that will inform the decisions you make to achieve your objectives.

Narrator
You love to tell stories.

Rapport Builder
You establish rapport and relationships with others quickly and easily.

Time Optimiser
You maximise your time to get the most out of whatever time you have available in whatever situation.

Optimism
You always maintain a positive attitude and outlook on life.

Reconfiguration
You juggle things to meet changing demands and find the best fit for what you want to achieve.

Unconditionality
You accept people for who and what they are, without ever needing to judge them.

Order
You are exceptionally well organised in everything you do.

Relationship Deepener
You have a natural ability to form deep, long lasting relationships with people.

Work Ethic
You are very hard working putting a lot of effort into everything you do.

Workshop C The competency contest

Original Author(s): *Joanne Holland (LIT) & Louise Nagle (ITT)*

INTRODUCTION

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

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

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

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

PRE WORKSHOP PREPARATION REQUIRED:

1. Identify current opportunities being advertised by potential employers in order to provide examples of competencies they look for (Exercise 1). *Localised sources are supplied and an example slide is provided*.
2. Source current job descriptions for Exercise 1 if using (see * in Facilitator notes, Exercise 1 for potential sources).
3. Photocopy :
   - Information Sheets C1, C2, C3
   - Activity Sheets C1, C2, C3, C4.

ADDITIONAL RESOURCES REQUIRED:
- Post-it notes & pens.

TIPS FROM OUR PILOTING PHASE:
- One of the participants suggested playing some background music during the exercises!
- Someone else suggested a break in the middle would be welcome; there is quite a lot of personal reflection required during this workshop so this might be wise.

NOTE FOR FACILITATOR: A Powerpoint presentation, with notes, may be downloaded from the project website.

Timings (minutes)	Facilitator notes
5	**Introduce self and session**
15	**Exercise 1: Skills and competencies in the Workplace** Begin the session by asking participants what they know already about competencies (*slide provided*). Provide a definition and set the scene for the role of these in the workplace (*slide provided*). Describe the four stages of competency development (*slide provided*) and ask participants to reflect on the competencies they are developing through studying Modern Languages. Compare this to the competencies outlined in the slide provided (*slide provided*). Introduce participants to the range of methods employers use to assess competencies in the recruitment process with reference to the needs analysis undertaken for this project (*slide provided*). Introduce the idea of using STAR to talk about your experience (*slide provided*) and inform participants that we will explore this in more depth in Workshop G (interview practice). Bring evidence by providing quotations from leading recruiters and by referencing recruitment material.* Hand out *Information Sheet C1* (example application form questions) OR a current job description and person specification* and invite individuals to note the ways in which skills and competencies are discussed (*slide 9 may be used*). Ask them to share their thoughts using post-its. Inform participants that they will be required to reflect on, and evidence, their competencies throughout their career. Use the example of annual appraisal, application for promotion/secondment/accreditation to illustrate this point. ***USEFUL RESOURCES:** • *https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/modern-languages* to identify potential employers • *https://targetjobs.co.uk/* for example, to identify current opportunities • Example of an EU application form included as *Information Sheet C2.*
20	**Exercise 2: Life roles and skills** Introduce the Life Roles Concept within the *Life role rainbow (slide provided)* and share *Information Sheet C3*. Then distribute *Activity Sheet C1* to support individual reflection on roles currently being fulfilled by participants and any related skills and competencies.

15	**Exercise 3: Personal and key skills and Competencies** Ask participants to complete individually *Activity Sheet C2*, keeping in mind roles from the previous exercise and assess key skills and competencies noting any competency gaps. Then ask participants to self-assess their foreign language skills using *Activity Sheet C3* (read the descriptions in the self-assessment grid and mark the boxes which best describe your level for each skill. Work horizontally. You may discover that you perform better in some skills than in others – note any areas for development and consider this in relation to your planned career). Once complete, share and signpost to further useful resources eg: • *https://www.prospects.ac.uk/planner* • *http://www.careerplayer.com/psychometrics/* • *http://www.truity.com/test/holland-code-career-test* • *http://www.yorkshiregraduates.co.uk/windmills/.* Share the results of the needs analysis survey of employers which highlights skills gaps and employer expectations of UK language graduates (*slide provided*): • Language graduates from the UK need to improve their computer and technical literacy. • Communication at near-native level in everyday office tasks and social situations are skills that recruiters require when looking for language graduates in particular. • Language graduates from the UK need to improve their teamwork and analytical skills. Encourage participants to bear this in mind when completing the next exercise. **ADDITIONAL ACTIVITY:** Signpost participants to SWOT analysis exercise on the website. This additional activity can be completed after the workshop and will enable them to identify their strengths, weaknesses, opportunities and threats, further informing their skills and competencies development plan.
20	**Exercise 4: Skills and competencies Development plan** Brief participants on setting SMART goals and the benefits of creating an action plan (*slides provided*). Invite participants to begin completing *Activity Sheet C4* by identifying goals. The group will be encouraged to reflect on the previous exercises and identify roles they plan to undertake within the life role rainbow in the future. Once they have commenced the activity, introduce ways of finding out more. **For example:** the needs analysis highlights the range of language certificates from officially recognised examining authorities that employers recognise as providing evidence of competency- is this something they need to work towards? It also highlights the range of methods used to test language competency (*slides provided*) – an action point might be to begin preparing for these.

20	**Exercise 5: Evaluating employer recruitment practices** Ask participants in the whole group to evaluate the application form questions and the four skill and competency techniques (Exercises 2 to 4), addressing the strengths and weaknesses of each. Ask the following facilitative questions and share your own views as appropriate: • What are the strengths and weaknesses of these recruitment practices? • What alternative approaches might be helpful? *(Facilitator might refer to needs analysis findings here about different methods employers use in recruitment to encourage discussion about methods participants feel most confident/comfortable with)* • Taking each skill and competency technique in turn, how useful did you find it? • Why do you think this is so? • Are there any other techniques that might be valuable and if so, what are they? • How can we find out more and share this?
5	**Debrief**
Total: 100	

Learning outcomes By the end of this session, each participant will be able to:		**Formative assessment** During this session, the facilitator will:
LO1	Identify at least three methods used in the workplace in relation to skills and competencies.	Assess identification of methods during Exercise 1.
LO2	Describe at least four techniques for identifying skills and competencies.	Assess description of techniques during Exercises 2, 3, 4 and 5.
LO3	Evaluate the methods and techniques above.	Assess evaluation of methods and techniques during Exercise 5.
LO4	Design a plan relating to personal or professional development.	Assess design of plan during Exercises 4 and 5.

REFERENCES: The Higher Education Academy has developed training materials to use with students about competencies:
• *The Mysterious Language of Competencies: Helping your students to understand and articulate their professional competencies. https://www.heacademy.ac.uk/resource/mysterious-language-competencies-helping-your-students-understand-and-articulate-their#sthash.NRHRKhTp.dpuf*
• *https://www.prospects.ac.uk/careers-advice/applying-for-jobs/what-skills-do-employers-want*
APPLICATION FORMS: *https://www.prospects.ac.uk/careers-advice/applying-for-jobs/example-questions-and-answers*

INFORMATION SHEET C1:
STANDARD APPLICATION FORM QUESTIONS

COMPETENCIES

- Tell us about a time you worked within a group. Describe your role within that group and outline the end result.
- Describe a position of responsibility you have held, the challenges you faced and what you learned from the experience.
- Choosing from any vacation/part time/full time employment describe a problem (scenario) that you encountered, how you overcame it and what you learned from the experience.
- Briefly describe a situation where you set out to achieve something and reached your goal.
- Briefly describe a situation in which you had to influence people and overcome objections to your viewpoint.
- Describe a time when you were proactive in seeking responsibility for a task or activity. What were you trying to achieve? How did you know you were doing the right thing?
- Describe a time when you simply had too much to do and you needed help. What did you do? How did you feel at the time?

COURSE AND CAREER CHOICE

- Why do you think you are suited to the career you have chosen?
- Why did you choose languages as a career?
- Please write a short paragraph on your career aspirations together with your strengths and development needs in relation to these aspirations.

INTERESTS AND ACHIEVEMENTS

- Please outline your non-academic achievements, giving an indication of your level of involvement, including any positions of responsibility. For example: hobbies, interests, sports, clubs etc.
- When considering an application we like to gain a broad appreciation of your abilities and achievements. Please provide us with any further information about yourself that you feel will help us with our assessment.

INFORMATION SHEET C2:
EXAMPLE APPLICATION FORM FOR AN EU POST

EPSO/CAST/P/4/2017 Project / programme management online application

Education and training		
Dates (YYYY-MM-DD): *	from:	to:
Type of Education: *		
Additional details if „Other" or (+):		
Name, address and type of organisation providing education and training: *		
Principal subjects/occupational skills covered: *		
Country in which diploma was issued: *		
Title of qualification awarded: *		
Additional details if „Other" or (+):		
Level in national classification:		

Professional Experience		
Dates (YYYY-MM-DD): *	from:	to:
Type of Experience: *		
Additional details if „Other":		
Classification: *		
Additional details if „Other":		
Type of business or sector: *		
Name and Address of Employer: *		
Occupation: *		
Nature of Duties: *		

Language *	Ability to Listen *	Ability to Read *	Ability to Speak *	Ability to Write *
	Select Basic user (A2) Independent user (B1) Independent user (B2) Proficient user (C1) Proficient user (C2)	Select Basic user (A2) Independent user (B1) Independent user (B2) Proficient user (C1) Proficient user (C2)	Select Basic user (A2) Independent user (B1) Independent user (B2) Proficient user (C1) Proficient user (C2)	Select Basic user (A2) Independent user (B1) Independent user (B2) Proficient user (C1) Proficient user (C2)

MOTIVATION AND STRENGTHS

EXPERIENCE AND BACKGROUND

How is your education and training relevant to this particular profile? (max. 4000 characters)*

INTEREST TO APPLY

Why do you want to apply for this particular career opportunity? You should also explain why this particular post interests you. (max. 4000 characters)*

CONTRIBUTION TO EU

What specific contribution do you think you could make to the work of the European institutions and agencies? In what role could you best contribute? What particular strengths would you bring to your work? (max. 4000 characters)

STRENGTHS

Outline two of your main achievements. Describe what they are, the process you went through and their positive outcomes for you and for others. (max. 4000 characters)

INFORMATION SHEET C3:
DONALD SUPER DEVELOPMENTAL SELF-CONCEPT

Donald Super's career model is based on the belief that self-concept changes over time and develops as a result of experience.

LIFE RAINBOW

Establishment
25-44

Maintenance
45-64

Exploration
15-24

Decline
65+

Growth
Birth-14

40   45   50
35   55
30   60
Homemaker or parent
25   65
Worker
20   70
Citizen
15   75
Leisurite
10   80
Student
5
Child

Life roles

Ages

Lifestyle
factors

Environmental determinants
Labour market
Employment practices

Personal determinants
Psychological
Biological

Situation determinants
Historical
Socioeconomic
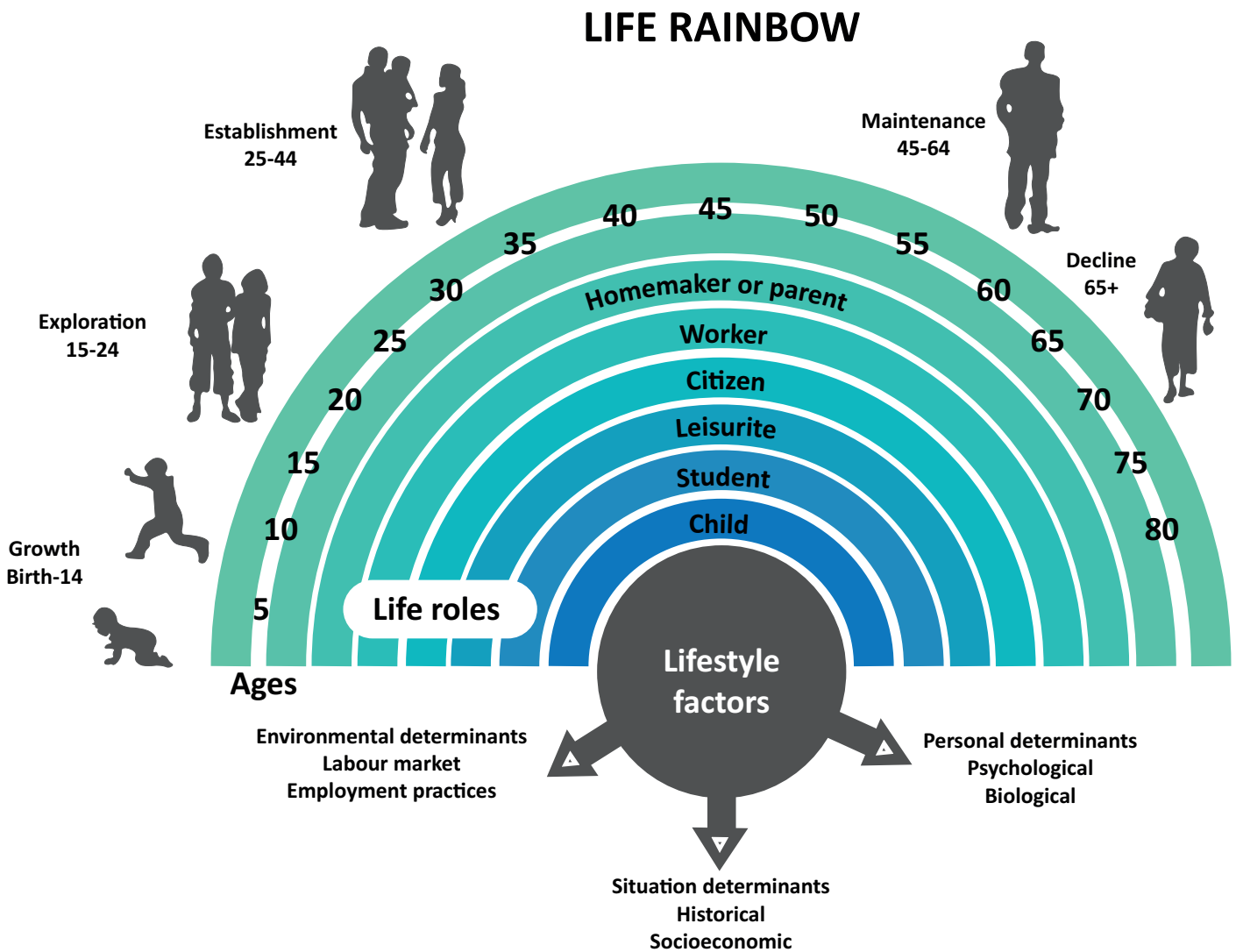
One of Donald Super's greatest contributions to career development has been his emphasis on the importance of the development of self-concept. According to Super, self-concept changes over time and develops as a result of experience. As such, career development is lifelong.

SUPER'S FIVE LIFE AND CAREER DEVELOPMENT STAGES

Super developed the theories and work of colleague Eli Ginzberg. Super felt that Ginzberg's work had weaknesses, which he wanted to address. Super extended Ginzberg's work on life and career development stages from three to five, and included different sub-stages.

STAGE 1: Growth	Age 0–14	Characteristics: Development of self-concept, attitudes, needs and general world of work.
STAGE 2: Exploration	Age 15–24	Characteristics: "Trying out" through classes, work experience, hobbies. Tentative choice and skill development.
STAGE 3: Establishment	Age 25–44	Characteristics: Entry-level skill building and stabilisation through work experience.
STAGE 4: Maintenance	Age 45-64	Characteristics: Continual adjustment process to improve position.
STAGE 5: Decline	Age 65+	Characteristics: Reduced output, prepare for retirement.
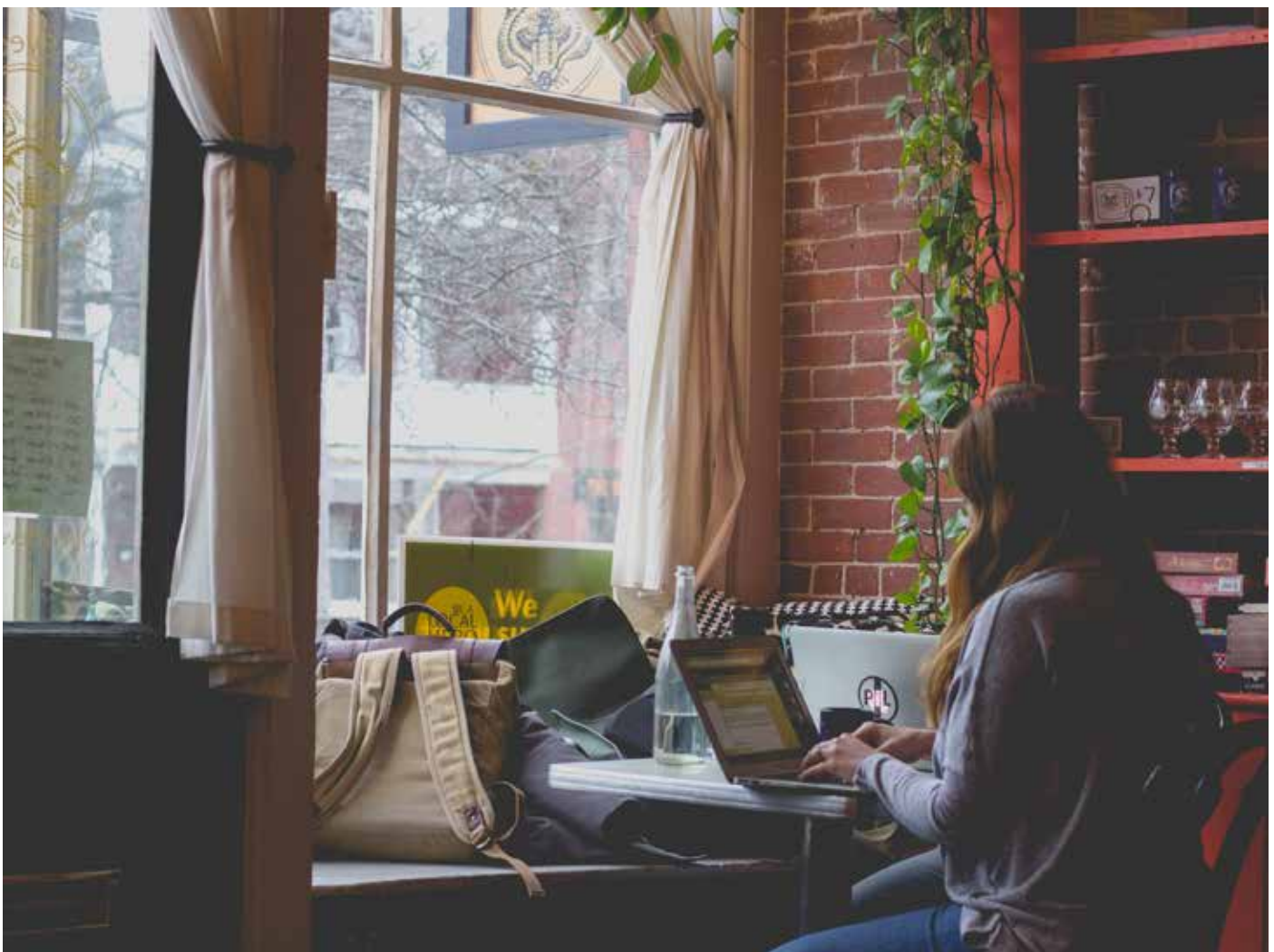
DEVELOPMENTAL TASKS AT THE DIFFERENT STAGES

Super argues that occupational preferences and competencies, along with an individual's life situations all change with time and experience. Super developed the concept of vocational maturity, which may or may not correspond to chronological age: people cycle through each of these stages when they go through career transitions.

Decline

In adolescence:	In early adulthood:	In middle adulthood:	In late adulthood:
Giving less time to hobbies	Reducing sports participation	Focusing on essentials	Reducing working hours

Maintenance

In adolescence:	In early adulthood:	In middle adulthood:	In late adulthood:
Verifying current occupational choice	Making occupational position secure	Holding one's own against competition	Keeping what one enjoys

Establishment

In adolescence:	In early adulthood:	In middle adulthood:	In late adulthood:
Getting started in a chosen field	Settling down in a suitable position	Developing new skills	Doing things one has wanted to do

Exploration

In adolescence:	In early adulthood:	In middle adulthood:	In late adulthood:
Learning more about opportunities	Finding desired opportunity	Identifying new tasks to work on	Finding a good retirement place

Growth

In adolescence:	In early adulthood:	In middle adulthood:	In late adulthood:
Developing a realistic self-concept	Learning to relate to others	Accepting one's own limitations	Developing and valuing non-occupational roles

ACTIVITY SHEET C1:
IDENTIFYING LIFE ROLES AND SKILLS

Student

Worker

Leisurite

Citizen

Super's life role rainbow

Partner

Homemaker

Friend
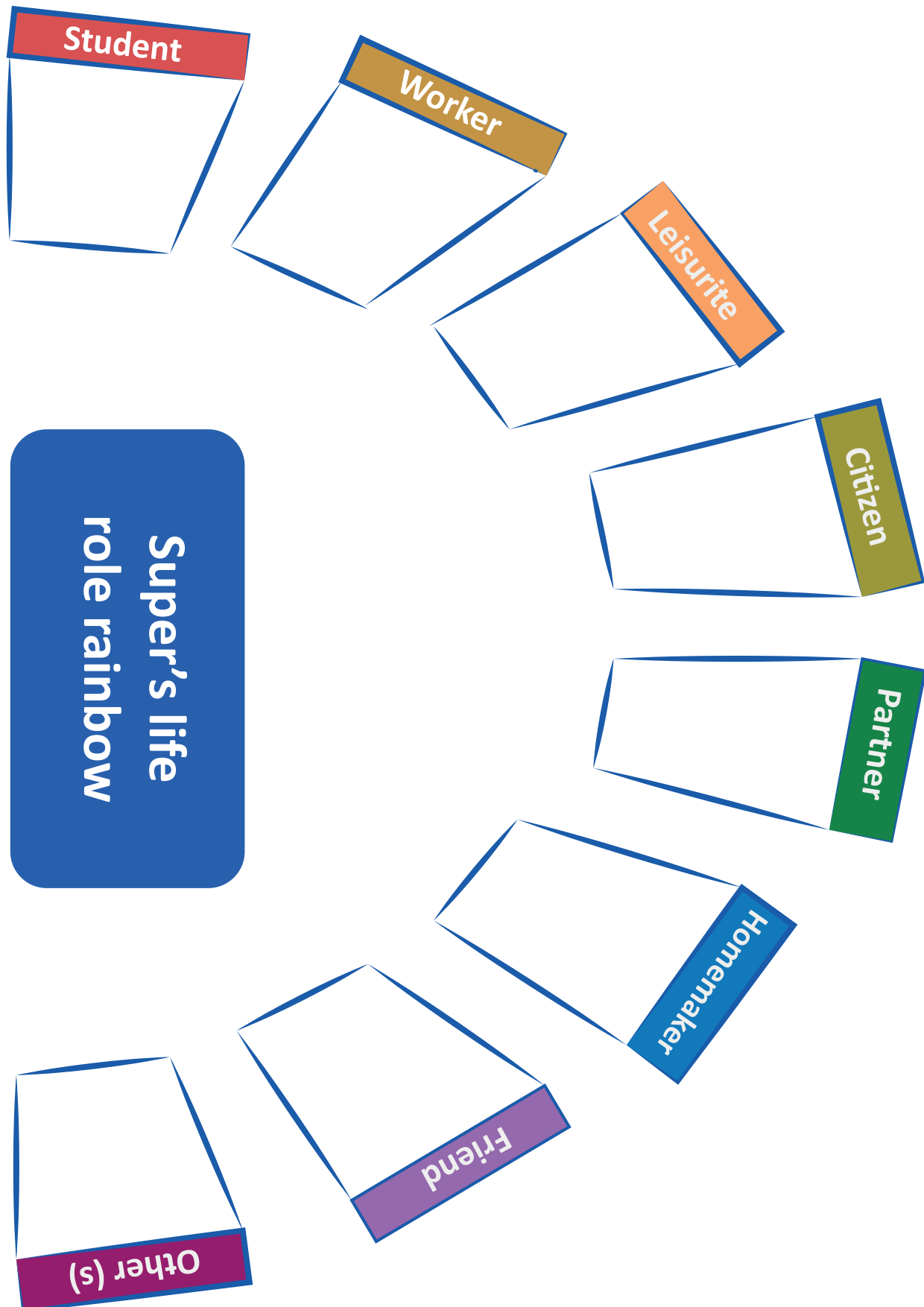
Other (s)

ACTIVITY SHEET C2:
ASSESSING PERSONAL AND KEY SKILLS AND COMPETENCIES

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

	1	2	3	4	Evidence?
SELF MANAGEMENT					
Use, evaluate and adapt a range of academic skills and competencies (analysis, synthesis, evaluation, argument)					
Manage your time effectively (meet deadlines, get to appointments/classes on time)					
Set realistic objectives, priorities & standards					
Monitor, evaluate and adapt own performance					
Clarify personal values					
Evaluate your own potential for employment					
Show intellectual flexibility (be willing to see that there may be more than one way to solve a problem)					
Take responsibility for acting in a professional/ethical manner					
Deal with criticism constructively					

MANAGING YOUR LEARNING

Take responsibility for your own learning and personal growth (monitor, evaluate and adapt your own performance; work towards long term aims and goals)				
Demonstrate an awareness of learning processes				
Set realistic objectives, priorities and standards				
Develop, evaluate & adapt learning strategies				
Use learning in new or different situations/ contexts				
Learn through collaboration				
Purposefully reflect on own learning and progress				

PROBLEM SOLVING

Identify the key features of the problem				
Think laterally about the problem				
Conceptualise the issues				
Identify the options				

Identify solutions				
Plan and implement a course of action				
Carry out solutions				
Monitor evaluate and adapt solutions and outcomes				

COMMUNICATION

Present oral/visual information competently				
Use appropriate language in a range of activities (essays, reports,presentations, interviews)				
Listen actively and effectively				
Offer constructive criticism				
Verbal communication (speak fluently and confidently to a variety of audiences)				
Produce a variety of written documents (using appropriate formats, accurate information, spelling, punctuation and grammar)				
Use charts, diagrams and other illustrations to support verbal and written communication				

WORKING WITH OTHERS

Plan with others (ensure clear goals, take responsibility and carry out appropriate tasks)				
Respect the views and values of others				
Adapt to the needs of the group/ team (take initiative, lead, delegate, stand back, negotiate etc)				
Assist and support others in learning				
Delegate and stand back				
Negotiate with individuals/groups				
Work to collective goals (work to agreed plans, within agreed resources)				
Monitor, evaluate and assess processes of group/team work				

DATA HANDLING

Use appropriate sources of information (library, retrieval systems, IT, people etc)				
Use appropriate technology and media including IT				
Handle large amounts of information and data effectively				

Record and interpret results / data				
Interpret a variety of information forms				
Use appropriate numerical information				
Use information critically and innovatively				
Use data as a tool in support of argument				
Translate data into words, visual images, concepts				
Evaluate and adopt strategies for handling data and information				

MY AREAS FOR DEVELOPMENT:

Skill:	Opportunity for Development:
	1.
	2.
	3.

Skill:	Opportunity for Development:
	1.
	2.
	3.

Skill:	Opportunity for Development:
	1.
	2.
	3.

Common European Framework of Reference

		A1 Basic User	A2 Basic User
Understanding	**Listening**	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
Speaking	**Spoke interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writting	**Writting**	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

To self-assess your foreign language skills, read the descriptions in the self-assessment grid and market perform better in some skills than in others. Consider this in relation to your planned career.

for Languages - Self-assessment grid

B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialec.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can understand texts that consist mainly of high frequency everyday or jobrelated language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, wellstructured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEF): © Council of Europe

he boxes which best describe your level for each skill. Work horizontally. You may discover that you

ACTIVITY SHEET C4:
SETTING GOALS

MY GOAL IS:

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Check:
1. **Have I framed my goal in a positive way?**
For example, "I will" rather than "I would like to".
2. **Does this goal motivate me?**
Why is this goal important? How would I convince someone else that this is a worthwhile goal?

HOW SMART IS MY GOAL?

Specific – where exactly will this goal take me?

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Measurable – how will I measure my progress towards and outcome of this goal?

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Achievable – how easy will it be for me to achieve this goal?

| Very easy | | | | | | | | | Impossible |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Relevant – how does this goal relate to the direction I would like my career/life/studies to take?

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Time limited – Set a date by which time you will have achieved this goal.

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ACTION PLANNING

Consider the steps you will need to take to achieve your goal and make an action plan with dates by which you will do these. (You may need more or less than 6 steps)

Step	Resource required	To be achieved by

REVIEWING MY GOAL

Set some dates – it is a good idea to set a reminder in your diary where you will:
Review the goal itself - is it still motivating and SMART?
Review progress towards my goal.

Workshop D | Career paths: Paved with possibility

Original Author(s): *Peter Lewis (DIT)*

INTRODUCTION

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

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

Participants complete a Famous Career Changers exercise to normalise the concept of career change and to dispel the myth that graduates are confined by their study/career choices. This develops into a career decision-making styles exercise based on the work of Bimrose, Barnes & Hughes (2006). The exploration of career paths

available is then facilitated through the individual and group identification of the roles directly related to the participants' course of study and career paths available to graduates of all disciplines. The facilitator introduces participants to a range of occupational research resources to aid in their exploration of career opportunities and the development of their career paths.

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

PRE WORKSHOP PREPARATION REQUIRED:

1. Print career statements for Exercise 1.
2. Use LinkedIn Alumni Tool to identify 6 graduates who have pursued completely different, perhaps atypical, careers on graduating with a language degree as an alternative to Information Sheet D2 (*https://university.linkedin.com/higher-ed-professionals*).
3. As preparation for Exercise 3 access the Destination of Leavers from Higher Education results for your institution to obtain a list of Employers and Job Titles for graduates from the course you will be delivering this workshop

to (you may wish to insert a slide into the presentation to illustrate this). If this is not available use *https://www.prospects.ac.uk/ careers-advice/what-can-i-do-with-my-degree/ modern-languages* for UK picture.

4. Identify any mind-mapping software or online tools that are available within your institution and consider whether you wish to introduce this for use in Exercise 4.

5. Photocopy:
   - Information Sheets D1, D2, D3
   - Activity Sheets D1, D2.

ADDITIONAL RESOURCES REQUIRED:

- You may wish to provide access to computers and the Internet for this workshop.

TIPS FROM OUR PILOTING PHASE:

- Issue all the handouts as a booklet at the start of the session (but remember NOT to include the answer sheet for Activity Sheet D1).
- Don't focus too much on the theory, applied works better and the handouts provide further reading if required.
- Participants found the case studies really valuable – try to source ones from your alumni as they found these particularly meaningful.

NOTE FOR FACILITATOR: A Powerpoint presentation, with notes, may be downloaded from the project website.

Timings (minutes)	Facilitator notes
5	**Introduce self and session**
40	**Exercise 1: Career statements** Place 3 statements around the walls of the room: • 'You can't plan your career. You never know what's around the corner.' (Planned happenstance) • 'Find the things you think you are good at, find a job that needs these and then do it. Simple.' (Vocational personalities and work environments) • 'I need to find a career that lets me do my work the way I want to do it.' (Career anchors) Ask participants to position themselves in the room closest to the statement they agree with most, or disagree with least and invite some to explain their choice. Introduce the idea that each of these statements links to career development theories and provide a brief synopsis of each: • Vocational personalities and work environments. • Career anchors. • Planned happenstance. Present slides, issue *Information Sheet D1* as further reading/resources. Invite participants to reflect on the framework which best reflects their own approach.
30	**Exercise 2: Famous career changers** Invite participants in small groups to connect a 'career clue' with a 'famous person' and distribute *Activity Sheet D1* (alternatively slides can also be used). • In debriefing the activity, the facilitator seeks to normalise career change by challenging the myth that graduates are confined by their study/career choices. Further resources at *www.biography.com*. Using *Information Sheet D2* (or alumni identified via Linkedin Alumni Tool) introduce case studies featuring language graduates with atypical career paths (e.g. alumni or industry case studies, video clips). Briefly introduce Career Decision-making Styles and issue *Information Sheet D3*. • Ask participants to identify the style which best reflects their own approach to career decision-making. • Also invite participants to suggest which style may best reflect the 'famous career changers' and case studies.

25	**Exercise 3: Career possibilities** • Divide into small groups and invite participants to individually list job titles and employment sectors that they associate with Modern Languages graduates. • Rotate the lists amongst other members of the group for additional suggestions, and return to the participants. • Each group then lists career opportunities open to Modern Languages graduates (some careers may require further study) and feeds back to whole group. • Collate a list of opportunities open to all disciplines (including Modern Languages). • Expand this list with reference to results from the Destination of Leavers from Higher Education for your institution. • Refer to slides for UK picture and results from Needs Analysis. • Provide further information relating to occupational research resources and tools, for example: *https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/modern-languages* *http://www.scilt.org.uk/Business/Jobprofilesandcareers/tabid/2867/Default.aspx.*
15	**Exercise 4: Constructing a career map** • Invite participants to identify a number of potential career paths/occupations. Distribute *Activity Sheet D2* to each participant. • Introduce briefly the concept of mind-mapping (*http://www.tonybuzan.com/about/mind-mapping/*) and show a sample career mind-map (*slide provided*). • Invite participants to construct their own map, with reference to resources that were highlighted in Exercise 3, detailing potential career roles, reasons why they would be suited to these roles, and the actions required for entry. The facilitator and participants may wish to use mind-mapping software or online mind-mapping tools to further develop these activities.
5	**Debrief**
Total: 120	

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

INFORMATION SHEET D1:
PLANNED HAPPENSTANCE[1]

John Krumboltz developed ideas about supporting indecision in job seekers. He states **that indecision is desirable and sensible**, as it allows the opportunity for people to benefit from unplanned events. This theory is called planned happenstance.

This emerging theory specifically addresses the need for people to deal with change within the rapidly changing labour market. Managing life transitions is seen as an essential career management skill. Krumboltz's theory offers insight on how to deal with the limited degree of control we have over some career experiences.

At the core of this theory is the fact that unpredictable social factors, chance events and environmental factors are important influences on peoples' lives. As such, it is helpful for people to approach chance conditions and events positively. In particular, job seekers can cultivate the following qualities:

- **curiosity** to explore learning opportunities
- **persistence** to deal with obstacles
- **flexibility** to address a variety of circumstances and events
- **optimism** to maximise benefits from unplanned events
- **risk taking** – in the face of uncertainty.

Krumboltz states that people with these qualities are more likely to capitalise on chance events and turn serendipity into opportunity.

Furthermore, several factors have been highlighted as being helpful in career management, including:

- the commitment to ongoing learning and skill development
- ongoing self-assessment
- assessment and feedback from others
- effective networking
- achieving work-life balance
- financial planning to incorporate periods of unemployment.

These attributes and tasks enable you to turn chance encounters and occurrences into career opportunities.

Unplanned events are a normal and necessary component of every career.

It is often not possible to answer the question "What will you be when you grow up?" Students often really don't know, but they may try to construct an answer that will get the questioner off their backs.

In planning the future, it may be more beneficial to think about the immediate future, asking instead, "What would be fun and helpful to try next?"

[1]Krumboltz, J.D., & Levin, A.S., 2010. Luck is no accident: Making the most of happenstance in your life and career (2nd ed.). Atascadero, CA: Impact Publishers

VOCATIONAL PERSONALITIES AND WORK ENVIRONMENTS[2]

John Holland's Theory of Career Choice (RIASEC) maintains that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities, and express their attitudes and values, while taking on enjoyable problems and roles. Behaviour is determined by an interaction between personality and environment.

Holland's theory is centred on the notion that most people fit into one of six personality types:

- **Realistic** - interests: You like working mainly with your hands making, fixing, assembling or building things, using and operating equipment, tools or machines. You often like to work outdoors.

- **Investigative** - interests: You like to discover and research ideas, observe, investigate and experiment, ask questions and solve questions.

- **Artistic** - interests: You like using words, art, music or drama to express yourself, communicate or perform or you like to create or design things.

- **Social** - interests: You like working with people to teach, train, inform, help, treat, heal, cure, serve and greet. You are concerned for others' well-being and welfare.

- **Enterprising** - interests: You like meeting people, leading, talking to and influencing others, encouraging others, working in business.

- **Conventional** - interests: You like working indoors and at tasks that involve organising and being accurate, following procedures, working with data or numbers, planning work and events.
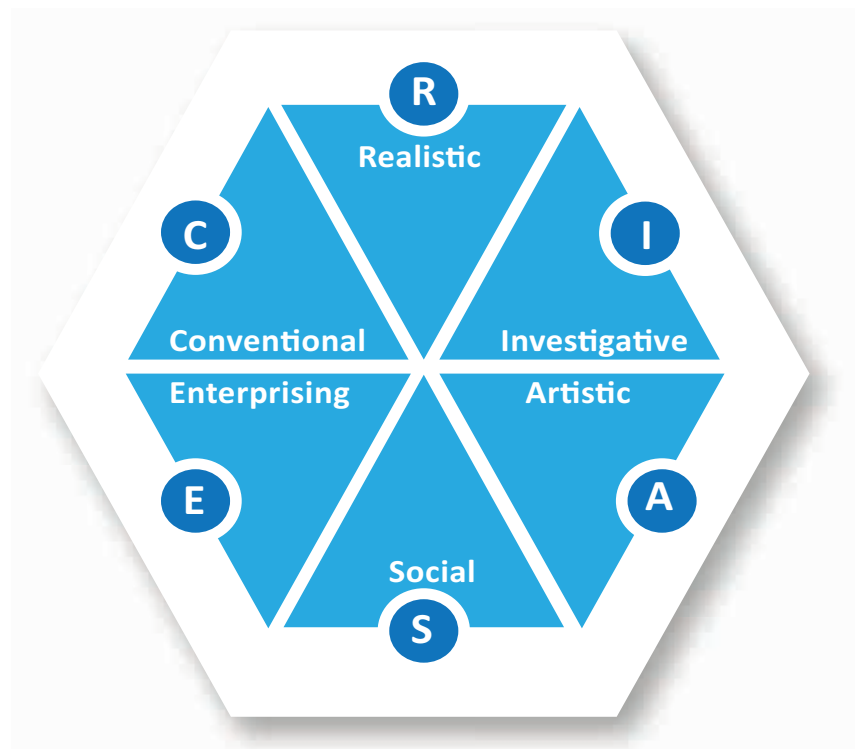
Although each individual is made up of all six types, one type is usually dominant. **Most personalities tend to resemble up to three of the six personality factors.**

Holland asserts that people of the same personality type working together in a job create an environment that fits and rewards their type.

Within this theory there are six basic types of work environment, which correlate directly to the personality types. Holland emphasises that people who choose to work in an environment similar to their personality type are more likely to be successful and satisfied. This idea is important as it shows Holland's theory can be flexible, incorporating combination types.

Holland asserts that people of the same personality type working together in a job create an environment that fits and rewards their type.

[2]Holland, J.L. (1997) Making Vocational Choices: A Theory of Vocational Personalities and Work Environments. For a detailed description of each of the six personality types including related skills, occupations and subjects see *http://www.careers.govt.nz/fileadmin/docs/career_theory_model_holland.pdf*

CAREER ANCHORS[3]

There are eight career anchors themes and has shown that people identify primarily with one or two. Anchors can help people to recognise their preferences for certain areas in their job which can help career planning e.g. a person with a primary theme of autonomy/ independence will seek to work under their own rules and be less likely to conform to organisational norms. People are generally more fulfilled in their careers when they can satisfy their career anchors and seek roles that are aligned with these.

TECHNICAL/FUNCTIONAL

If your key Career Anchor is strongly placed in some technical or functional area, what you would not give up is the opportunity to apply your skills in that area and to continue to develop those skills to an every higher level. You derive your sense of identity from the exercise of your skills and are most happy when your work permits you to be challenged in those areas. You may be willing to manage others in your technical or functional area, but you are not interested in management for its own sake and would avoid general management because you would have to leave your own area of expertise.

GENERAL MANAGERIAL

If your key Career Anchor is general managerial, what you would not give up is the opportunity to climb to a level high enough in an organisation to enable you to integrate the efforts of others across functions and to be responsible for the output of a particular unit of the organisation. You want to be responsible and accountable for total results and you identify your own work with the success of the organisation for which you work. If you are presently in a technical or functional area, you view that as a necessary learning experience; however, your ambition is to get to a generalist job as soon as possible. Being at a high managerial level in a function does not interest you.

AUTONOMY/INDEPENDENCE

If your key Career Anchor is autonomy/independence, what you would not give up is the opportunity to define your own work in your own way. If you are in an organisation, you want to remain in jobs that allow you flexibility regarding when and how to work. If you cannot stand organisational rules and restrictions to any degree, you seek occupations in which you will have the freedom you seek, such as teaching or consulting. You turn down opportunities for promotion or advancement in order to retain autonomy. You may even seek to have a business of your own in order to achieve a sense of autonomy; however, this motive is not the same as the entrepreneurial creativity described later.

SECURITY/STABILITY

If your key Career Anchor is security/stability, what you would not give up is employment security or tenure in a job or organisation. You main concern is to achieve a sense of having succeeded so that you can relax. The value is illustrated by a concern for financial security (such as pension and retirement plans) or employment security. Such stability may involve trading your loyalty and willingness to do whatever the employer wants from you for some promise of job tenure. You are less concerned with the content of your work and the rank you achieve in the organisation, although you may achieve a high level if your talents permit. As with autonomy, everyone has certain needs for security and stability, especially at times when financial burdens may be heavy or when one is facing retirement. People biased in this way, however, are always concerned with these issues and build their entire self-images around the management of security and stability.

[3]Schein, E.H. (1990) Career Anchors: Discovering your Real Values

ENTREPRENEURIAL CREATIVITY

If your key Career Anchor is entrepreneurial creativity, what you would not give up is the opportunity to create an organisation or enterprise of your own, built on your own abilities and your willingness to take risks and to overcome obstacles. You want to prove to the world that you can create an enterprise that is the result of your own effort. You may be working for others in an organisation while you are learning and assessing future opportunities, but you will go out on your own as soon as you feel you can manage it. You want your enterprise to be financially successful as proof of your abilities.

SERVICE/DEDICATION TO A CAUSE

If your key Career Anchor is service/dedication to a cause, what you would not give up is the opportunity to pursue work that achieves something of value, such as making the world a better place to live, solving environmental problems, improving harmony among people, helping others, improving people's safety, curing diseases through new products and so on. You pursue such opportunities even if it means changing organisations, and you do not accept transfers or promotions that would take you out of work that fulfils those values.

PURE CHALLENGE

If your key Career Anchor is pure challenge, what you would not give up is the opportunity to work on solutions to seemingly unsolvable problems, to succeed over tough opponents, or to overcome difficult obstacles. For you, the only meaningful reason for pursuing a job or career is that it permits you to succeed in the fact of the impossible. Some people find such pure challenge in intellectual kinds of work, such as the engineer who is only interested in impossibly difficult designs; some find the challenge in complex, multi-faceted situations, such as the strategy consultant who is only interested in clients who are about to go bankrupt and have exhausted all other resources; some find it in interpersonal competition, such as the professional athlete or the salesperson who defines every sale as either a win or a loss. Novelty, variety and difficulty become ends in themselves, and if something is easy, it becomes immediately boring.

LIFESTYLE

If your key Career Anchor is lifestyle, what you would not give up is a situation that permits you to balance and integrate your personal needs, your family needs, and the requirements of your career. You want to make all of the major sectors of your life work together toward an integrated whole, and you therefore need a career situation that provides enough flexibility to achieve such integration. You may have to sacrifice some aspects of the career (for example, a geographical move that would be a promotion but would upset your total life situation), and you define success in terms broader than just career success. You feel that your identity is more tied up with how you live your total life, where you settle, how you deal with your family situation, and how you develop yourself than with any particular job or organisation.

INFORMATION SHEET D2:
LANGUAGE GRADUATES - WHAT JOBS ARE THEY DOING NOW?

From international aid to banking, social media and teaching, language graduates end up across all career sectors Lu-Hai Liang, Wednesday 16 October 2013 09.31 BST
https://www.theguardian.com/education/2013/oct/16/language-graduates-jobs

Oliver Stevenson, future leaders development programme, Barclays

My degree course was really broad – I studied everything from French marketing, to Catalan pop music and Mexican mural painting. In my third year I spent six months working for a market research company in Paris and three months in Argentina working as an English language assistant. I was based in a tiny city so I was treated like a local celebrity.

After university I got an eight month internship with Eurostar International in their press office, where I used my French to communicate with French colleagues and to book journalists' travel.

After that I applied for the Barclays graduate programme. There's a bit of a misconception – you don't need maths or finance degrees to join this scheme. Barclays are after bright, entrepreneurial graduates. We have people with English, social sciences backgrounds, and I'm from languages of course. It's a two-year scheme with an intake of 100 people and you rotate across different departments. The salary is £36,000 a year.

Recently I used my languages on a project to develop a closer working relationship with our colleagues in France and Spain.

Oliver studied modern languages and culture (French and Spanish) at Durham University.

Victoria Ferran, social media co-ordinator

I did Russian, Latin, Spanish and French at A-level – I was the first person at my school to do four language A-levels. I like how some languages have similar structures and I started Latin when I was 13.

After university, I moved to London and did a few internships as I felt like I should get more office experience. I then started working for Lime&Tonic, an online start-up. I've been there 18 months now and I'm their global social media co-ordinator. I also started working for a community radio station last January which has led to freelance work with radio production companies.

I think a language degree gave me a brilliant grounding for working in radio – doing lots of literature analysis, you learn about narrative, structure and keeping an audience engaged. Also my language skills play a similar role in my social media job; communicating with people, being precise and using language effectively.

I had no idea what I was going to do after uni, teaching wasn't for me nor was translation, but languages really helped me when applying for jobs. I think my degree shows multiple skills and that you can juggle many things. It keeps your options open.

Victoria studied French and Spanish at the University of Oxford.

Hannah Clark, international aid worker

I struggled a bit with languages. I'm not a natural linguist so I had to work really hard to get good at it. I wasn't very inspired by my teachers, but when I was 14 I went to Colombia for three months with my family, because of my dad's work. I became really interested in Spanish – it inspired me to think of languages more about the people who I could meet, rather than just learning it for school.

During university I got the chance to go to Brazil. I ended up living in a favela for four months, doing

charity work. That's where I got a taste for international aid work. It can be a relatively well paid sector, especially if you are based overseas, and languages like Arabic and French are always wanted. Quite a few old classmates are doing similar things to me. I've lived in Mozambique, worked in east Africa, and trained indigenous groups in the Amazon to use video cameras to campaign for their rights. Websites like charityjob.co.uk can help you find paid jobs, and bond.org.uk has good training courses.

I think the best way in to international development is to get yourself overseas, start meeting people. If you're based in say, Lilongwe, Malawi, just from going out for drinks in the evening you can meet influential people from development agencies, which can lead to exciting opportunities.

Hannah studied hispanic studies (Spanish and Portuguese) at Nottingham University.

Jacob Gilbert, finance graduate, Royal Bank of Scotland

I enjoyed Spanish at school and found I had a natural ability for the subject. I did it at GCSE and then for A-level along with maths and history. For university, I knew I wanted to do something mathematical, but I was also keen to pursue a language as I had always heard that it makes you more employable and being able to speak a second language appealed greatly to me. After researching I discovered a handful of universities that offered maths with a modern language as a joint honours degree.

When I started university, there were six people doing maths with a modern Language. After the first year everyone but me had dropped the language in order to focus just on maths. Although juggling a joint honours degree was tough, I was determined to keep up the Spanish and in hindsight it was one of the best decisions I've ever made. I was able to live abroad in Spain during my third year on the Erasmus scheme. Students are given a grant as part of the Erasmus scheme, so I was financially much better off during that year.

I would say that having studied a language, and having lived abroad, definitely helped me when it came to applying for jobs. Obviously my maths degree was the main factor in securing a job in the financial services sector, but I feel that having Spanish as well added another string to my bow and it made me stand out from other applicants. I think it showed that I wasn't just a numbers person, but that I also had strong communication skills. Having lived abroad meant that I had an appreciation of other cultures and meant I could get on with people from different backgrounds.

Jacob studied maths with a modern language at the University of Manchester.

Jill Hetherington, trainee teacher

German was my favourite subject at school; I had an enthusiastic teacher whose classes everyone enjoyed. I didn't want to stop learning the language so I chose to study it at university, where I also started learning Italian.

In my third year at university I went to Stuttgart to live for nine months where I taught English. That experience is great for building relationships and improving your awareness. I would like to go back to Germany. I like the culture, the transport is great and I like a lot of their traditions. Christmas is so atmospheric there, with the markets.

I graduated in 2009 which wasn't a great time, with the economy in freefall. My first job was at Newcastle airport where I used my languages now and then. I then got a job in global consumer relations at Proctor & Gamble. I used German daily dealing with information about products in the German, Austrian and Swiss markets and worked there for three years.

Now I am doing a PGCE course to become a modern foreign languages teacher. I changed careers because I want to share my enthusiasm for languages with others, like my teacher did with our class.

Languages teachers are in short supply, so there are generous bursaries available to those who want to train to teach.

Jill studied German at the University of Leeds.

INFORMATION SHEET D3:
CAREER DECISION-MAKING

DESCRIPTIONS OF FOUR DIFFERENT STYLES

Risk and uncertainty have been identified as prominent characteristics of contemporary society (Paton, 2007[4]). We can no longer depend on continuity and stability – rather we have, increasingly, to accommodate uncertainty and change. This is particularly true in times of economic turbulence, which 'turn careers into multi-decisional, unpredictable and unstable paths' (Gati & Tal, 2008[5]). In adjusting to this changing context, individual career decisions have to be made that involve selecting particular courses of action. However, individuals do not all make decisions in exactly the same way. The questionnaire you have just answered was designed to help you to start thinking about how you make decisions that relate to your future career progression and development. Below, you'll see descriptions of four types of decision making that correspond the questions you have just answered that have been found from research to characterise individual's approaches to managing their career, over a five year period.

None of these four styles of career decision making are necessarily better than any of the others. So there are no 'right' or 'wrong' answers, these questions are designed to help you think about the way you approach your career development. This is simply a way of helping you to think how you go about this important aspect of your lives and perhaps illustrate different ways of doing things. —**Jenny Bimrose & Sally-Anne Barnes, Institute for Employment Research, University of Warwick**

CAREER DECISION-MAKING STYLE A: EVALUATIVE CAREER DECISION-MAKING

Evaluative career decision making involves self-appraisal through the identification and evaluation of individual needs, values and abilities. People who favour this approach to making decisions tend to:
* engage in a recurrent and ongoing process of critical self-reflection, based on emotional as well as practical considerations
* identify and evaluate their individual needs, values and abilities
* gain an increased understanding of the consequences of their decisions as time passes
* integrates this learning about themselves into their future behaviour.

A degree of uncertainty and ambiguity is characteristic of this style, because there is always the possibility that the process of critical self-reflection might indicate a different future. Over time, people who favour this style of making decision:
* develop their personal self-awareness about their particular skill sets
* grow in self-confidence
* feel able to start to identify longer-term career goals.

[4] Paton, K. (2007).Conceptualising ‚Choice': A review of the theoretical literature *http://www.education.soton.ac.uk/files/projects/nphe/Working_Paper_5.pdf* [Accessed 4 November 2008]
[5]Op cit.

CAREER DECISION-MAKING STYLE B: STRATEGIC CAREERS DECISION-MAKING

This style of decision-making is very focused. Here, an individual typically bases their decisions on an assessment of options and then formulates plans (sometimes detailed) to achieve a focused goal that maximise the benefits for them. Through this process, decisions are made which are primarily based on rational conditions. Strategic careerists are committed to 'moving on' and see their careers as something they activity construct. Typically, they believe that their current position, and/or organisational attachment, represents just one phase of a career that could involve relatively frequent changes. They are reconciled to the need to adapt and update their skills, knowledge and understanding constantly. This approach is characterised by:

- a rational appraisal of information, which then forms the basis for action
- a steadfast focus on a career goal together with a belief in their ability to produce the desired outcomes
- a tendency to marginalise emotions and their 'emotional self' in their decision making
- well-developed problem solving skills – the ability to circumvent difficulties that impede progress
- a predisposition to planning and planfulness.

People who favour this style of decision making:
- have highly developed problem solving skills
- become purposeful in achieving career goals
- are self-reflective and critical reflect on their career path
- can develop strong career management skills.

CAREER DECISION-MAKING STYLE C: ASPIRATIONAL CAREER DECISION-MAKING

Some people pursue interim career goals, which seem almost tangential to their ultimate career ambition. Nevertheless, these decisions represent relevant and legitimate career choices. Aspirational careerists adopt a style of career decision making based on focused, but distant career goals and their career decisions are inextricably intertwined with personal circumstances and priorities. They will take jobs to 'get by' – to provide the necessary finance – which, therefore, become a means to an end. Interim goals are sometimes, but not necessarily, related to formal employment and achieving their ultimate career goals is definitely 'work in progress'. In summary, this approach to decision making is characterised by:

- the tendency to identify vaguely focused, but distant goals, with personal and/ or career issues intertwined
- aspire to career goals that are often highly competitive and/ or challenging to achieve
- embark on a career journey that typically involves (often considerable) material sacrifice
- often find that their individual circumstances and personal priorities impinge on their overall progress – with the heart typically ruling the head.

Over time, people who favour this style of making decisions:
- develop a range of skills sets
- become adaptable and flexible in terms of employment opportunities.

CAREER DECISION-MAKING STYLE D: OPPORTUNISTIC CAREER DECISION-MAKING

People who are opportunistic career decision makers tend to take opportunities that have presented themselves, often unexpectedly, and tried (often successfully) to turn them to their advantage. Opportunist careerists exploit available opportunities rather than make conscious choices about work. As a consequence, career ideas may appear vague, undecided and uncertain. This style of decision making is characterised by:

• the ability (often preference) to cope with high levels of uncertainty
• reluctance to close off options
• the use of intuition, rather than rationality, in making decisions (what feels 'right')
• a predisposition to take advantage of opportunities that present themselves unexpectedly
• resistance (sometimes active) to planning
• flexibility of approach.

People who favour the opportunistic style of career decision making:
• are open to different career possibilities
• are flexible in their career plans and their career path
• show willingness to try out new roles and career paths.

ACTIVITY SHEET D1:
FAMOUS CAREERS CHANGERS

Here's a list of ‚Career Clues' and a list of ‚Famous People' linked to these clues. But these clues and people are a little mixed up!

All you have to do is match the person with the clue by putting the clue ‚letter' in the corresponding empty box by the person. Simples!

Career clues		Famous person	
A	First impressions can be hilarious…. Scottish impressionist and comedian, noted for his work in political satire and impressions of British public figures. He is also known for his work on Mock the Week as a panellist.		Howard Schultz, CEO Starbucks
B	Studied Mathematics & Theoretical Physics at University… Where's the 'fun' in that?		Fiona Bruce (Studied French and Italian at Oxford University)
C	The man who as part of D:Ream played keyboards on hits like ‚Things Can Only Get Better' could be looking forward to a life on the ‚line-up' on ‚Never Mind The Buzzcocks', but instead he's such a successful scientist that he got an OBE for it in 2010.		Sir Alan Sugar, Entrepreneur
D	He trained as a neurosurgeon and worked as a hospital house officer, but left that all behind to become the face of TV Burp and star in his own movie. He now has a bulging mantlepiece of Baftas and British Comedy Awards.		Dara O'Briain – Irish Stand-Up Comedian / TV Presenter

E	Couldn't find a job after graduating but finally got 'smart' and found a job in a patent office.		Rory Bremner (Studied French and German at King's College, London)
F	Spent some time working as a statistician in the civil service / Ministry of Education. Wonder if he got 'fired'?		Albert Einstein
G	Studied communications at University before becoming a Xerox sales rep. Probably needs to chill out and have a break!		Harry Hill
H	This TV journalist, newsreader and presenter presents many flagship programmes including the BBC News, Crimewatch, Antiques Roadshow and, most recently, Fake or Fortune.		Brian Cox

FAMOUS CAREERS CHANGERS – ANSWER SHEET

See below the list of, Career Clues' and the corresponding correct, Famous Person'.

| Career clues		Famous person
A	First impressions can be hilarious…. Scottish impressionist and comedian, noted for his work in political satire and impressions of British public figures. He is also known for his work on Mock the Week as a panellist.	Rory Bremner (Studied French and German at King's College, London)
B	Studied Mathematics & Theoretical Physics at University… Where's the 'fun' in that?	Dara O'Briain – Irish Stand-Up Comedian / TV Presenter
C	The man who as part of D:Ream played keyboards on hits like ‚Things Can Only Get Better' could be looking forward to a life on the ‚line-up' on ‚Never Mind The Buzzcocks', but instead he's such a successful scientist that he got an OBE for it in 2010.	Brian Cox
D	He trained as a neurosurgeon and worked as a hospital house officer, but left that all behind to become the face of TV Burp and star in his own movie. He now has a bulging mantlepiece of Baftas and British Comedy Awards.	Harry Hill
E	Couldn't find a job after graduating but finally got 'smart' and found a job in a patent office.	Albert Einstein
F	Spent some time working as a statistician in the civil service/Ministry of Education. Wonder if he got 'fired'?	Sir Alan Sugar, Entrepreneur
G	Studied communications at University before becoming a Xerox sales rep. Probably needs to chill out and have a break!	Howard Schultz, CEO Starbucks
H	This TV journalist, newsreader and presenter presents many flagship programmes including the BBC News, Crimewatch, Antiques Roadshow and, most recently, Fake or Fortune.	Fiona Bruce (Studied French and Italian at Oxford University)

ACTIVITY SHEET D2:
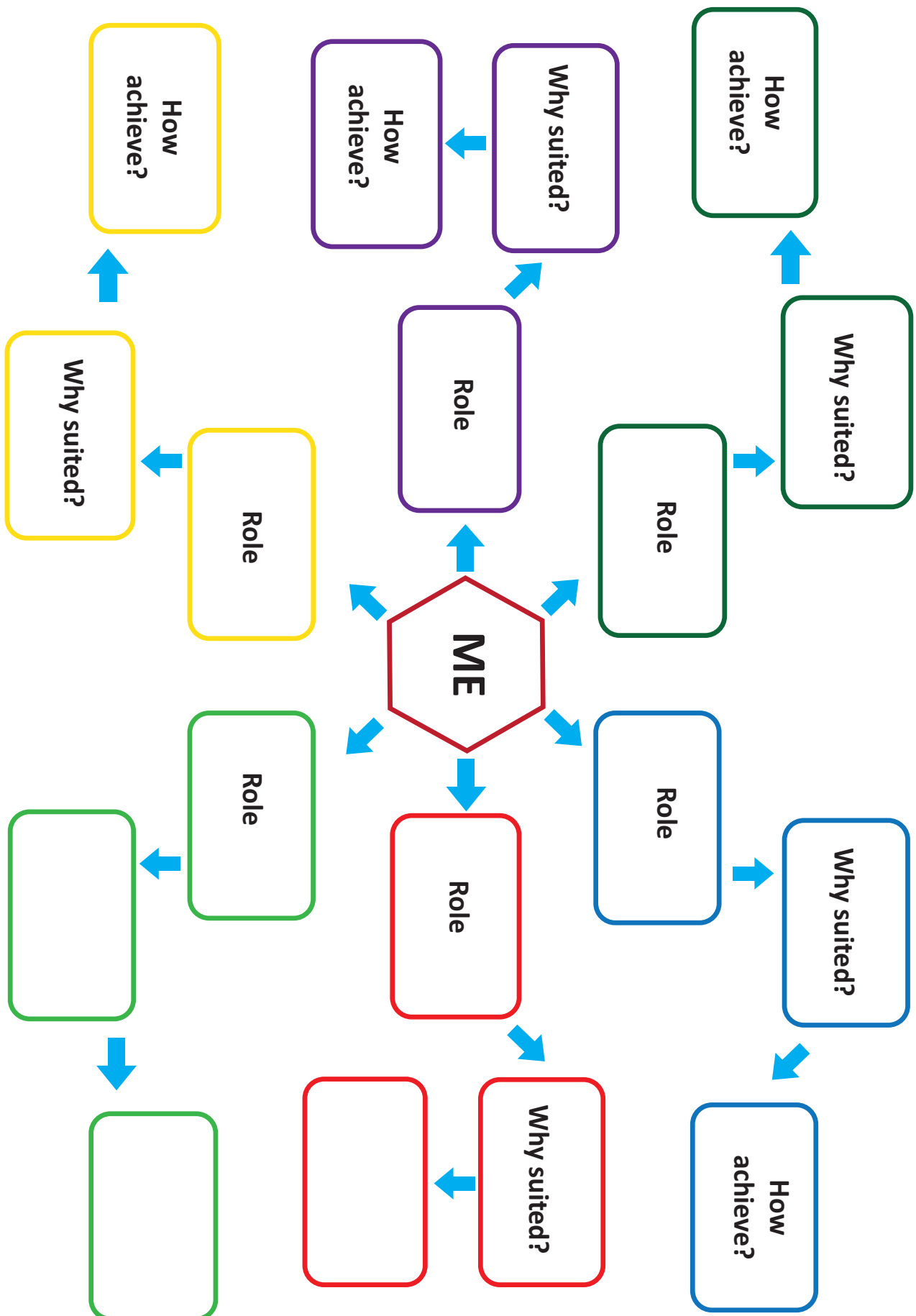
Workshop E | Future-proofing my career

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

INTRODUCTION

If there is one thing that futurists are agreed on, it is that the future is definitely going to become more unpredictable! Nonetheless, there are no shortages of dramatic predictions from employers, educational leaders, policymakers, scientists and the media.

Language graduates can work in a wide range of sectors in a role directly related to their degree or in a career that is completely unrelated. Previous workshops have encouraged participants to explore influences, possibilities and their own strengths with a view to empowering them to make informed career decisions. This workshop is intended to raise awareness of the broad range of outlooks that inform labour market perspectives and the complexity of factors influencing these predicted outcomes.

PRE WORKSHOP PREPARATION REQUIRED:

- Ask participants to reflect on Workshop D and come to this workshop ready to further explore a sector they would be interested in working in (they may wish to refer to *Activity Sheet D2*).

ADDITIONAL RESOURCES REQUIRED:

- Enough computers, with internet access, to allow participants to work alone during the workshop.

- Projector, screen and laptop/desktop computer so that presentations can be shared with whole group.
- USB stick so that presentations can be played via facilitator's computer.
- Flip chart paper and pens.

OPTIONAL FURTHER READING:

- With reference to Exercise 2: This study describes the EU view of Labour Market Information and Lifelong Learning & Guidance. *http://www.cedefop.europa.eu/en/publications-and-resources/publications/5555*

TIPS FROM OUR PILOTING PHASE:

- Participants really engaged with the LMI resources and felt they gave them a clearer idea of how to go about finding opportunities.
- It is important for the facilitator to familiarise themselves with the resources for Exercise 1 and Exercise 3 in order to assist participants in seeing scope for their language skills rather than fixating on need to be technically savvy.

NOTE FOR FACILITATOR: A Powerpoint presentation, with notes, may be downloaded from the project website.

Timings (minutes)	Facilitator notes
5	**Introduce self and session**
20	**Exercise 1: Popular predictions of future jobs** Explain that an infographic on future jobs will shortly be displayed and the focus of this introductory activity is on critique. Participants are divided into groups of three and each group is assigned one of the following questions for the purpose of evaluating the infographic: 1. Which predicted jobs in this graphic are most likely to be accurate? 2. Are any of the predicted jobs in this graphic exaggerated and unlikely to come about? 3. Do any of the predicted jobs shock or concern you? Once the subgroups understand and agree their roles display the infographic (*slide provided*; *Information Sheet E1* also provided as an alternative format): *http://theundercoverrecruiter.com/rad-jobs-future/*. Ask each subgroup to give feedback to the whole group. As an additional activity, invite participants to comment on what they could bring to these roles as Modern languages graduates.

40	**Exercise 2: Using Labour Market Intelligence Sources to Identify Key Issues and Future Trends in your chosen sector** Provide participants with an overview of what LMI is and how it might be used (*slides provided*): LMI is any quantitative or qualitative facts, analysis or interpretation about the past, present or future structure and workings of the labour market and the factors that influence it. LMI is needed to inform users about: • economic and labour market conditions • education, qualifications, training and skills • current and future demand and supply of labour and jobs • vacancies and recruitment. LMI includes both labour market information (descriptive data such as statistics or survey results) and labour market intelligence (analysis, interpretation, conclusions and policy recommendations). *http://www.gov.scot/Topics/Economy/labour-market/WhatisLMI* Remind participants that in Workshop D they explored a number of employment sectors related to their area of study; ask them to choose one they wish to focus on for this exercise. Participants are divided into groups of three and each group is assigned one source of LMI from *Activity Sheet E1*. Working alone, initially, instruct participants to explore the following points in relation to their chosen sector: 1. Range of areas they could work in within this sector. 2. The benefits of working in this sector. 3. Key issues (risks/challenges) this sector faces. 4. Future trends for this sector. Invite each group to then work together to assess and evaluate their source through discussion and consensus, where possible. Ask each group to prepare a 5 minute presentation that introduces their assigned LMI source to the whole class and incorporates their evaluation.
40	**Exercise 3: Predictions about future jobs and impact of technology on future work** The participants are divided into 3 groups and each group is assigned one of the following questions for the purpose of evaluating the video. Ask them to also note down any challenges and opportunities that stand out them. 1. What impact will technology have on the labour market? 2. What industries will remain? 3. What are the key forces that will shape the workplace of the future? Watch the video about the Fourth Industrial Revolution (11 mins 34 secs). *https://www.youtube.com/watch?v=6ZOkoRuV1R0* *https://www.youtube.com/watch?v=khjY5LWF3tg* (with subtitles) Provide 20 minutes for group discussion. Each group feeds back to the larger group using a flip chart to support their arguments.

15	**Exercise 4: Evaluation and response** Taking into account your conclusions from Activity 1 and 2 consider the following questions: 1. Do any of the future trends you have explored have particular relevance and resonance to your chosen employment sector? 2. [*If participants have completed* Workshop C: Taking into account your strengths, identified in *Activity Sheet C3*, how will these qualities help you to respond in terms of developing your career?] 3. As a language graduate what particular skills and attributes do you bring to the future workplace? [Useful resource: *https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/modern-languages*] 4. Having evaluated these resources have any of your ideas changed in relation to developing your career in your chosen employment sector?
5	**Debrief**
Total: 120	

Learning outcomes By the end of this session, each participant will be able to:		**Formative assessment** During this session, the facilitator will:
LO1	Recognise at least four sources of information on future labour market trends.	Assess knowledge during Exercises 1, 2 and 3.
LO2	Analyse the potential impact of LMI developments on individual workers and learners.	Assess analysis of impact during Exercise 4.
LO3	Evaluate critically at least two sources of information on future labour market trends.	Assess evaluation during Exercises 1 and 2.
LO4	Plan at least one way to respond to one or more LMI trends.	Assess responses during Exercise 4.

INFORMATION SHEET E1:
FUTURE JOBS? THE NEXT DECADE

URBAN FARMER

We're going to run out of farmable land pretty soon. Even if we don't, the cost of transporting food to the cities will become prohibitive. Farming on rooftops and in undergrounds bunkers, using advanced hydroponic technology, will become commonplace.

ALTERNATIVE REALITY ARCHITECT

Widespread use of wearable technology, like Google Glass, is almost upon us. It won't be long before augmented reality is boring. We'll need people to research, write and design the virtual augmentations that will soon litter our landscape.

PERSONALITY PROGRAMMER

As artificial intelligence continues to develop, the nondescript computer voice that seems to be the default (think Siri) will get boring. Offering users the chance to download different AI voices and different personalities could prove very popular. We'll need people to programme and test those personalities.

ORGAN AGENT

Advancements in surgical science will make organ transplants even more commonplace – but finding donors will remain a bottleneck. One solution? People who specialise in finding healthy and willing donors.

REMOTE DRONE PILOT

Though they're controversial right now drones have immense potential for the transportation industry. Freight trains, 18-wheelers and even pizza delivery cars could all be piloted from central locations.

FUTURE JOBS? 2025 AND BEYOND

DRONE DISPATCHER

As drone technology improves, drones will become largely self-piloting and the need for human pilots will diminish. Instead, a new industry could spring up around drone dispatching. Those with the multi-tasking ability to monitor the activities of a pack of drones could be in high demand.

GARBAGE MINER

Earth's resources are finite and we could soon find ourselves having to mine our own landfills for precious metals and other minerals that we simply threw in the trash during times of affluence.

WEATHER CO-ORDINATOR

Meteorology will soon sound like a laughably quaint and ineffectual profession. Soon, we'll develop the ability to influence, and ultimately, control the weather on earth. Rain and snow won't go away forever, but they'll be timed to cause minimal disruption.

ORGAN FARMER

Once we develop the ability to grow human organs from scratch, we'll no longer need donors to perform transplant surgeries. Instead, we'll require the skilled workers to monitor the sterile environments in which we cultivate hearts, lungs, eyes and more.

MEMORY MANIPULATOR

Why spend hundreds of dollars on a trip to Disney World when you can pay someone to implant the memories of the trip in your brain? And why stop at things you could do in real life – why not pay for a fond memory of that time when you caught the winning touchdown in the Super Bowl?

SOURCE: *http://theundercoverrecruiter.com/rad-jobs-future/*

ACTIVITY SHEET E1:
SOURCES OF LABOUR MARKET INFORMATION

EUROPE

http://skillspanorama.cedefop.europa.eu/en/analytical-highlights-country

UK

https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors

USA

http://www.onetonline.org/find/bright

IRELAND

http://www.skillsireland.ie/Publications/2016/Vacancy-Overview-2015-Web-Presentation.pdf

AUSTRALIA

http://joboutlook.gov.au/

CANADA

http://www.jobbank.gc.ca/explorecareers.do

INTRODUCTIONS

Initially working alone explore the following points in relation to your chosen sector:
- Range of areas you could work in within this sector.
- The benefits of working in this sector.
- Key issues (risks/challenges) this sector faces.
- Future trends for this sector.

Working together in your group of 3 assess and evaluate your source and prepare a 5 minute presentation that:
- Introduces your assigned LMI source to the whole class.
- Incorporates your evaluation.

Workshop F — Building my brand for the creative job search

Original Author(s): *Angela Collins (WIT) & Gavin Connell (UL)*

INTRODUCTION

The aim of this workshop is to help participants understand and evaluate the importance of creative communication and job search. It aims to make participants aware of how to control and influence communication (e.g. the importance of personal branding). It connects to some of the key concepts on career influence introduced in Workshop A with ideas developed later in Workshop G. Participants may wish to pursue this approach further in Workshop I which explores Entrepreneurship as a career path.

The workshop consists of five practical in-class exercises followed by reflection and discussion. The initial exercises enable participants to understand the process of branding and evaluate some profiles. Two approaches to creative job search are then explored:

What Colour is Your Parachute (Bolles 2012) and *Unlock the Hidden Job Market* (Mathison & Finney 2009); and video case studies (or articles) are shared with the participants. Finally, they are introduced to a range of resources to aid them in designing an individual communication plan for their future job search.

PRE WORKSHOP PREPARATION REQUIRED:

NOTE: If you have access to the Internet and use of computers you may wish to incorporate some of the preparations into the workshop and involve participants (see Exercise 2).

1. Prior to this session (if possible to engage with the participants) set them the following task.

To start the process of managing your online identity Google yourself and come prepared to discuss the following:
- What is the first thing an employer will read about you?
- What is the thing you are most proud of that they will find out about you?
- Did you discover anything that is inappropriate or compromising, or simply that you would prefer them not to see?

2. Source appropriate number of alumni profiles for the number of groups you will have in the session (you could reuse the 6 profiles prepared for Workshop D). How to do this: *https://university.linkedin.com/content/dam/university/global/en_US/site/pdf/alumni-tool-final.pdf.*

3. Source job profiles for Exercise 2 including

at least 2 that would be relevant to language graduates.

4. Request that participants bring the career map they created at the end of Workshop D to this workshop for reference in Exercise 2.

5. Photocopy LinkedIn Assessment Matrix for individual use.

6. Review resources for Exercise 4 and decide which you will use.

7. Photocopy Activity Sheet F3.

ADDITIONAL RESOURCES REQUIRED:

- (optional) Laptop with internet access (one per small group).
- Flip chart paper and pens for facilitator.

TIPS FROM OUR PILOTING PHASE:

- Participants really benefitted from discussing and exchanging their ideas so ensure you allow time for this.
- You may wish to signpost participants to CV resources as this workshop prompted many of them to reflect on their CV also.

NOTE FOR FACILITATOR: A Powerpoint presentation, with notes, may be downloaded from the project website.

Timings (minutes)	Facilitator notes
5	**Introduce self and session**
15	**Icebreaker Discussion:** Invite participants to share their findings on Googling themselves. Signpost them to further information about managing their online identity (*slide provided*).
15	**Exercise 1: Exploring an online/offline profile** Divide participants into small groups and distribute 1 LinkedIn alumni profile per group (this means they will be profiles of language graduates). Invite groups to identify different sections within the profile and make notes on information included and excluded.
15	**Exercise 2: Designing online/offline profile content** Introduce concept of personal branding (*slide provided*). Issue *Activity Sheets F1* and *F2*. Working individually ask participants to select one occupation using https://www.prospects.ac.uk/job-profiles then generate a list of information that a person working in that occupation could include and exclude in a profile. **OR** Use job profiles already sourced for Workshop C Exercise 1.
35	**Exercise 3: Grading an online profile** Ask participants to reflect on the LinkedIn Profiles they have looked at and to note down examples of good and bad practice. Introduce the following two quotations: *"Success is not determined by individuals' internal sets of skills, motivations, and interests but, rather, by how effectively they are arranged, crystallised, and labelled - in other words, branded."* (Lair, Sullivan & Cheney 2005: p. 308). *"…everyone has a chance to stand out…..Everyone has a chance to be a brand worthy of remark."* (Peters 1997) Ask the group to briefly discuss these quotations and introduce recruiter feedback drawing on Recruiter Nation resource (*slide provided*). Reconvene the small groups, issue *Activity Sheet F3* and ask them to review the profile selected earlier. Drawing on Exercises 2 and 3, share with the whole group any desirable alterations or improvements. Facilitator notes all points on flip-chart.

30	**Exercise 4: Creative job search** Summarise two approaches to creative job search: *What Colour is Your Parachute and Unlock the Hidden Job Market* (*slides provided*). Issue *Information Sheet F1*. Then ask participants to view two related videos/ articles. *Slides provided:* offer examples of creative job search including one by a Language graduate. Facilitators may wish to use excerpts from videos/articles such as: **VIDEO resources:** Creative Job Search: Accessing the Hidden Job Market *http://www.youtube.com/watch?v=urk5QBDIWak* Job Search and Networking Strategies *http://www.youtube.com/watch?v=Gyp-EEvybmQI* **ONLINE resources:** This resource contains a number of examples of creative job hunting *https://www.kent.ac.uk/careers/sk/CJ.htm* **ARTICLES:** Want that Dream Job? Be Prepared to Get (Very) Creative *http://www.forbes.com/sites/jmaureenhenderson/2012/06/01/how-a-creative-job-application-can-land-you-or-lose-you-your-dream-job/* Issue *Activity Sheet F4* and invite participants to evaluate the approaches taken. Then invite participants to share feedback with the group before developing their own style.
15	**Exercise 5: Creating a communications plan for job search** Introduce an approach to creating a communications plan for job search (*slide provided*). Issue *Information Sheet F2* and encourage them to engage with follow up activities on the website. Ask participants to evaluate all the methods they have engaged with in the session and arrive at their own conclusions on the design of a communications plan. Ask following facilitative questions: • How important are the conventions and standards in different occupations, organisations and countries? • What about comfort levels with privacy and disclosure? Self? Others? • What is the role of offline communication (e.g. print media) in addition to online? • What are the effects on self and others of particular communication strategies? Finally, discuss ways of finding out more by talking to others and engaging in wider research.
5	**Debrief**
Total: 120	

Learning outcomes	Formative assessment
By the end of this session, each participant will be able to:	During this session, the facilitator will:
LO1 Identify at least five elements within online profiles.	Assess identification of elements during Exercises 1 and 2.
LO2 Grade the online profile of at least one person.	Assess evaluation of online profiles during Exercise 3.
LO3 Identify at least two approaches to creative job search.	Assess identification of approaches during Exercises 4 and 5.
LO4 Evaluate these approaches to creative job search.	Assess evaluation during Exercise 4.
LO5 Design an individual communication plan for job search.	Assess progress with plan during Exercise 5.
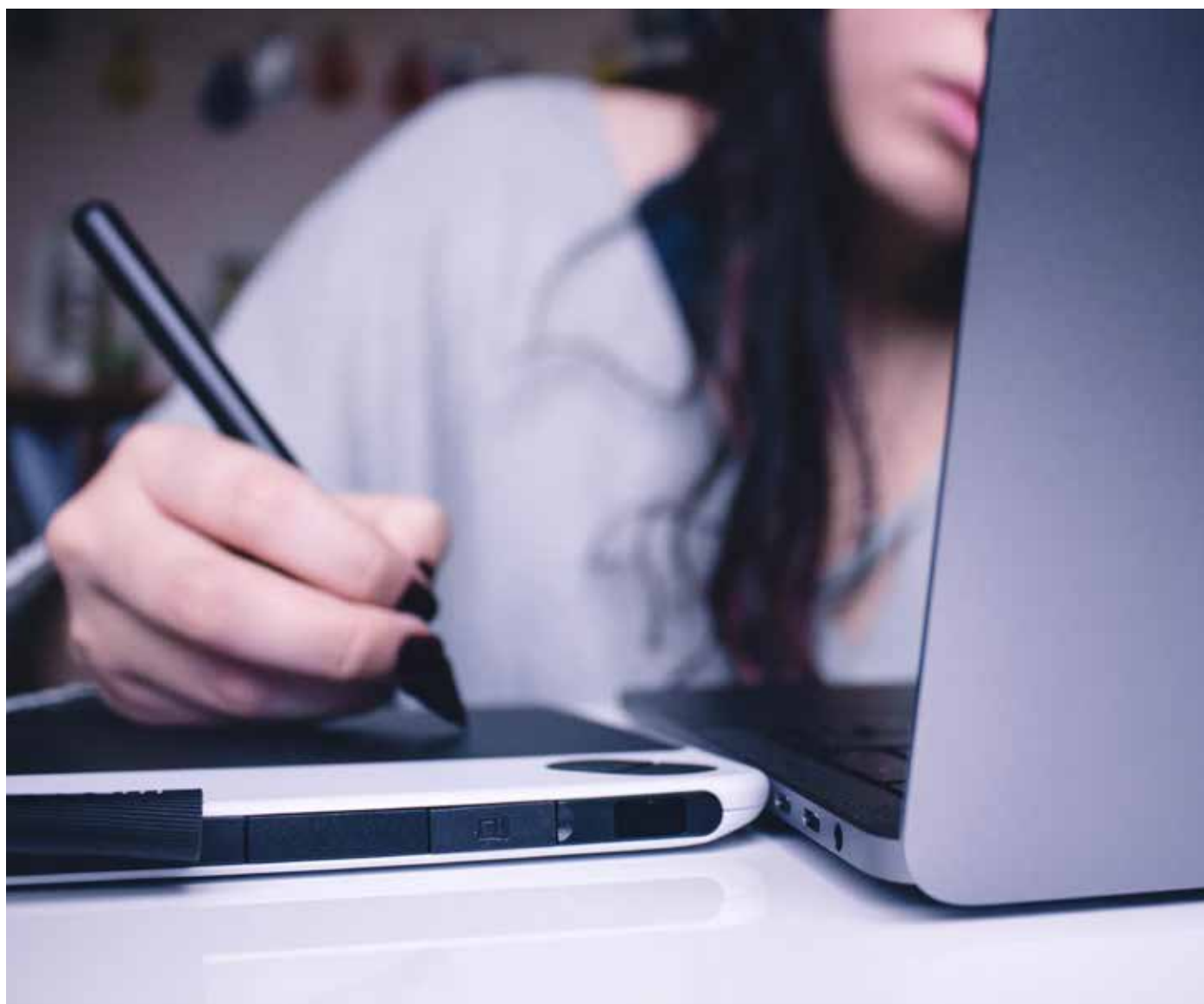
INFORMATION SHEET F1:
WHAT COLOUR IS YOUR PARACHUTE & UNLOCK THE HIDDEN JOB MARKET

Make the most of every event you attend from the conversations at the social occasions after a show or a panel discussion at a theatre festival. Use the tools below to engage in a range of job seeking activities to help you to be proactive and creative in your job search.

Activity	Tool	Monitor
Listen	Twitter Google Alerts Other online	What is being said about your field/industry? Who is hiring? News about a prospect What is being said about you, your targeted organisations?
Research	LinkedIn Twitter	Organisations Targeted prospects Hiring managers
Network	Facebook LinkedIn Twitter	Friends Colleagues People in field
Find	LinkedIn Twitter	Prospects Jobs People in your field Who is hiring
Share	Slideshare Facebook Blog Twitter CV	Your experience Thought leadership What makes you relevant, unique, authentic

RESOURCES: *Personal Branding for the Job Search, Alicia Falcone, Owner of BrandWorks, Slideshare (2009) http://www.slideshare.net/ aliciafalcone/personal-brand-presentation-job-club*

CREATIVE JOB SEARCH

Many jobs are not advertised especially in sectors such as theatre, creative arts, heritage and culture. Irrespective of your sector of choice, if you are interested in securing a job you enjoy you are advised to include a creative approach to your job search, not to rely solely on jobs advertised. The creative approach to job seeking is for curious people who want to learn about their professional world. You can discover exciting ways that your skills meet the needs of your sector or community. Keep your mind open to all the possibilities that can reveal themselves to you.

This approach takes a lot of initiative, tolerance for ambiguity, the courage to seek out and meet highly successful people and patience. The Creative Job Search and the Hidden Job Market are two creative job search approaches. They are summarised below.

1. What Colour Is Your Parachute Approach

Richard Nelson Bolles wrote this practical book that brings you step by step through the jobs search. It includes a guide to managing and creating relationships with others as part of the job search. An effective approach to finding jobs not advertised. He describes the importance of and shows how to:

- Value your community before a job search.
- Network with people you know and new people.
- Develop a Support Group from family and friends.
- Informational Interviewing to screen careers before you commit to them.
- Use Contacts to help you find work.

2. Unlock the Hidden Jobs Market

Mathison and Finney give practical suggestions on tackling the Hidden Jobs Market (HJM).

Step 1: Make Five Mind-set Fixes to Get Your Search on Track

- Manage your beliefs. Beliefs that can kill your job search e.g. I have to do everything myself, it's not polite to apply for a job that's not officially advertised, nobody's going to want to talk to me if I'm out of work etc.
- The HJM is a different kind of numbers game rather than focussing on the numbers unemployed, underemployed focus on the numbers of organisations you would like to work for, the number of people who might be able to assist you, the number of informational meetings that you arrange, the number of opportunities that will be a good match for you etc.
- You don't have to have a job to get a job.
- Make your passion your most competitive asset.
- Think like a hiring manager.

Step 2: Connect Your Hottest Skills to What Hiring Manager Really Care About

- Transfer your current skills to new industries and professions- ability, motivation and fit are the top three factors for the ideal job.
- Take practical steps to overcome experience gaps that stand between you and your dream job.

Step 3: Upgrade Your Networking to Get Better Results

- Talk about yourself and your goals without sounding phony, lame, or desperate.
- Focus on the best networking opportunities.

Step 4: Power Up your Job Search

- Why you should leave your CV at home. A CV is important if you are asked for one but it can prevent you from really connecting person to person. It's about what you have done not about what you want to do.
- Create a document more powerful than a CV, a Targeted Opportunity Profile (TOP). A two to three page document that you and your HJM research meeting colleague develop together includes headings such as your objective, possible job titles, possible sectors, lists of prospects…. It's a document that will open doors, generate ideas, and ultimately introduce you to the person who will offer you your job.

Step 5: Get the Interviews that Count and Run Them Like a Pro

- Get an appointment with the people who have the power to hire you.
- Discover specific job opportunities during an HJM research meeting.
- Move from an HJM research meeting toward a job offer.

REFERENCES:

Bolles, R.N. (2009). What Colour is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers, Berkely Ten Press Speed
Mathison, D. and Finney M. (2009) Unlock the Hidden Job Market. 6 Steps to a Successful Job Search When Times are Tough, New Jersey: FT Press

INFORMATION SHEET F2:
COMMUNICATIONS PLAN

COMMUNICATING YOUR STORY

We can approach this topic in a number of ways. The invitation is to approach it as a thought experiment. It is a way of getting perspective on how you and your work are viewed and valued by others. In College you are given academic goals and grades for your work. Outside of academia the rules are different. It is up to you to decide on your goals and the measurement system you would like to use. Your attitude, behaviour and work impacts on how others perceive you. These attributes attach to you. Why not take control and consider how you wish to be in the world?

Before creating your profile for the job search it is useful to consider how you wish others to perceive you. This can bring us into the territory of branding.

A Personal Brand is a perception or emotion, maintained by somebody other than you, describing the total experience of having a relationship with you. Personal Branding is the process in which individuals and entrepreneurs differentiate themselves by identifying and articulating their unique value proposition and then leveraging it across platforms with a consistent message and image to achieve a specific goal.

Consider what your story or branding is. The Keys to Successful Branding are:
• Clarity – your unique promise of value – your brand promise.
• Consistency – "walk your talk" – brand experience.
• Constancy – constant visibility to your target audience – brand communication.

The Four Steps in Developing Your Story or Brand are:

Step 1	What do you want?	Discover your brand	Design Your Story
Step 2	Develop your brand	Brand promise	Own Your Story
Step 3	Communicate your brand	Brand communication	Tell Your Story
Step 4	Maintain your brand	Brand experience	Create your Reputation

EXPLORE FURTHER? Additional activities are on our website *https://languages4work.eu*

ACTIVITY SHEET F1:
DESIGNING PROFILE CONTENT

Generate a list of information that a professional in your chosen occupation might:
- Include in a profile.
- Exclude from a profile.

Occupation:	
Include	**Exclude**

ACTIVITY SHEET F2:
WHAT ARE YOUR BRAND ATTRIBUTES?

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

Organised
Diligent
Efficient
Continous
Easy Going
Helpful
Motivated
Prolific
Reliable
Thoughtful
Self Starter
Likeable
Results Driven
Driven
Detail Oriented
Persistent
Quick Study
Adaptable
Learner
Consisten
Facilitator
Strategic
Methodical
Punctual
Dynamic
Genuine
Hilarious
Creative
Innovative
Energetic
Trustworthy
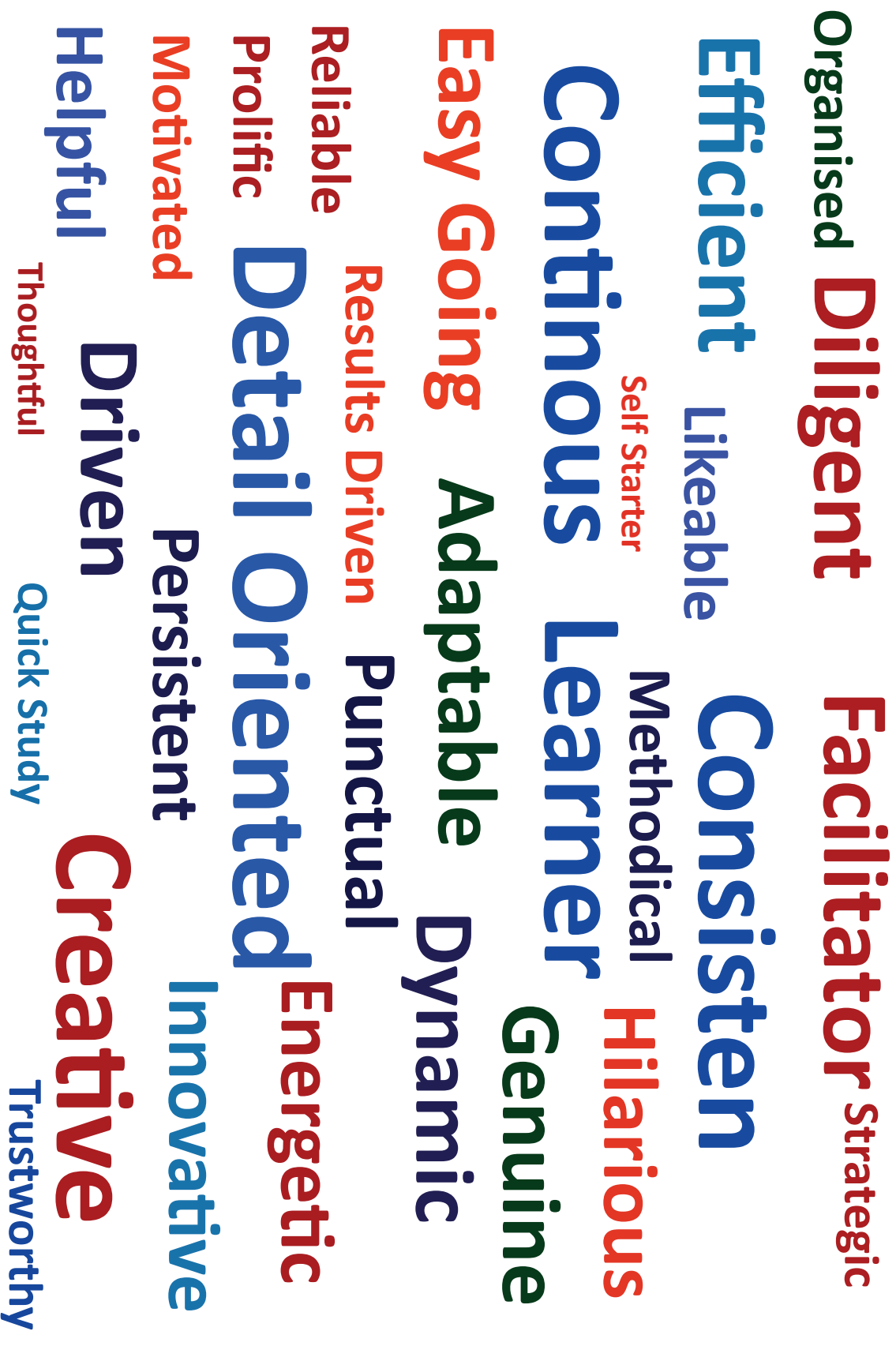
ACTIVITY SHEET F3:

Sections	Year 1 to 2	Year 3 to 4	*Score 1-10; 1 is poor; 10 is excellent	Feedback
Photograph	Photograph creates a professional impression. Smart clothing, clear picture, no other people obviously cropped out, no overly dressed up or 'selfie' photos.	Photograph creates a professional impression. Smart clothing, clear picture, no other people obviously cropped out, no overly dressed up or 'selfie' photos.		
Headline	Headline includes course name e.g. Archaeology Student at University of x.	Headline customised to include core interest areas, key skills and/ or currently seeking x role e.g. Final year Pharmaceutical Science student seeking graduate R & D role.		
Connections	20 connections	A minimum of 50 connections (All Star profile connections) can include class mates, work colleagues, previous or prospective employers, alumni etc.		

Summary	100 - 150 words summary of area of study/career interest and goals.	Between 150 and 350 words of keyword rich text targeted towards role of interest. A first person outline of the student's career goals and interests, key relevant experience and achievements.		
Experience and/or Volunteering	No points to be awarded at this stage as not all students will have experience. Where student has experience, and it is clearly explained, this is to be noted in feedback column.	Relevant paid and unpaid experiences including job title and employer/ volunteer organisation. Descriptions given for each role with a focus on achievements and outcomes, using active verbs (demonstrated, created, delivered, initiated, etc.) and quantified where possible e.g. Taught English to 20 primary school students / Raised €500 for charity through charity walk. Experience can include part time work, summer internships, roles of responsibility in university e.g. class rep, student society treasurer.		

Skills	At least 4 skills listed. These can be "hard skills" e.g. Python, HPLC, Photoshop, CAD, language skills or 'transferrable' skills e.g. Presentation skills, leadership, problem solving.	At least 8 skills listed. These can be "hard skills" e.g. Python, HPLC, Photoshop, CAD, language skills or 'transferrable' skills e.g. Presentation skills, leadership, problem solving.		
Groups	Member of at least 2 groups relevant to your discipline or university e.g. alumni group, professional organisations or interest groups.	Member of at least 5 groups relevant to your discipline or university e.g. alumni group, professional organisations or interest groups; some level of engagement in the group discourse.		
Education	List course title, full name of college/university (verify automatic hyperlink to university's homepage on LinkedIn). Can list up to 6 core modules, grades year on year and predicted grade.	List course title, full name of college/university (verify automatic hyperlink to university's homepage on LinkedIn). Can list up to 6 core modules, grades year on year and predicted grade.		
Follow companies	Follow 2 companies of interest.	Follow 5 or more companies of interest.		
Location	Student's location is indicated.	Student's location is indicated.		
Industry	Student has selected an industry category.	Student has selected an industry category of interest.		

Personalised url	Student has personalised LinkedIn url with full name.	Student has personalised LinkedIn url with full name.		
Spelling and grammar	Error-free text throughout.	Error-free text throughout.		
Rich Media	Where relevant, student has uploaded images or files to illustrate summary/ experience/ projects.	Where relevant, student has uploaded images or files to illustrate summary/ experience/ projects.		
Total			/140= %	
8 -10 marks: **Exemplary:** High professional standard, thought leadership, engaged with relevant community.	6 -7 marks: **Above average:** Strong and consistent quality across, inclusion of relevant content and engagement with connections.	5 marks: **Average:** Good technical level, little or no irrelevant material, clear and coherent.	4 marks: **Below average:** Good technical level, with little development in each section.	1-3 marks: **Poor:** Contains serious errors, inaccurate information and/or is poorly constructed.

ACTIVITY SHEET F4:
CREATIVE JOB SEARCHING STRATEGIES

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

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

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

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Recruitment and selection: Breaking the code

Original Author(s): *Elaine Browne (UCC)*

INTRODUCTION

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

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

PREPARATION REQUIRED BY FACILITATOR:

- Identify current appropriate job description and person specification or select one from *https://www.prospects.ac.uk/job-profiles.*
- NOTE**:** Ensure core competencies are clear on the job description and person specification so that participants can easily transfer them to the competency grid.

- Develop three CVs of varying quality which are broadly targeted to the job description. It is important to ensure there is enough scope within the CVs for participants to be able to differentiate between them e.g. good/ok/poor.
- Photocopy CV shortlisting grid for individuals to use, incorporating criteria from chosen job description.
- Photocopy *Activity Sheets* and STAR worksheet if using.
- Ask participants to bring competency assessment completed in Workshop C.

TIPS FROM OUR PILOTING PHASE:

- Participants really valued the opportunity to consider recruitment from an employer's perspective and the impact on their understanding of how to tailor a CV was particularly emphasised in feedback.
- Participants really enjoyed the interactive nature of this session and valued what they also learnt from each other through the group activities.

NOTE FOR FACILITATOR: A Powerpoint presentation, with notes, may be downloaded from the project website.

Timings (minutes)	Facilitator notes
5	**Introduce self and session**
15	**Exercise 1: Experience of recruitment and selection process** Ask participants to reflect on their: • current and past experiences of recruitment and selection (e.g. previous job applications, applying for degree) • potential experiences of recruitment and selection from the employers' perspective (e.g. serving on a recruitment panel or designing a selection process for new staff in a future work role). Advise participants of the range of selection methods employers who recruit Language graduates use (*slide provided*).
40	**Exercise 2: Selection for interview role-play** Introduce the stages of the recruitment and selection cycle and explain how HR planning is designed to assist in the effective recruitment and selection of participants and graduates (*slides provided*). Divide the class into small teams and ask each team to nominate a spokesperson to give feedback to the larger group. Issue Job Description/Person Specification and 3 CV's to each group along with *Activity Sheet G1*. When ready invite spokespersons to share their reasons for interview selection.
25	**Exercise 3: Generating interview questions from employers' perspective** Issue *Activity Sheet G2* and introduce the scenario and team role-play. Ask each team to nominate a different spokesperson to give feedback to the larger group. Ask team members to brainstorm possible interview questions and agree to choose three (*slide provided* to assist briefing). Once participants are ready, invite spokespersons to share their three interview questions.

25	**Exercise 4: Generating answers to interview questions from the participants' perspective** • Issue *Activity Sheet G3* and introduce the scenario and team role-play. Explain that each person remains in their team but takes on the role of participant. Then ask each team to nominate a different spokesperson to feed back to the large group. • Introduce participants to the Star technique: this brief video is an excellent tool and only 3 mins 30 secs long *https://jobs.theguardian.com/article/how-to-use-the-star-technique-video/*. • Ask team members to brainstorm possible STAR stories from their own experiences to answer the interview questions (STAR – Situation, Task, Action, Result). You may wish to issue STAR worksheets (*Activity Sheet G4*) to encourage participants to write out their examples before they practice saying them out loud. • Once participants are ready, invite spokespersons to give feedback on their.
25	**Exercise 5: Evaluation and response** Ask students to reflect individually on the session and to identify any gaps in their competencies and attributes which they feel they need to fill over the next 6 – 12 months to ensure they are as employable as possible. Encourage them to develop a concrete action plan to develop these competencies and attributes.
Total: 120	

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

ACTIVITY SHEET G1:
SELECTION FOR INTERVIEW ROLE-PLAY – SHORTLISTING GRID

Group Task 1 Briefing: Your group is the HR/senior management team. You have created a detailed job description and person specification for a role you are recruiting for and have received three CVs.

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

The task will take 40 minutes in total:
•   10 minutes to review the material.
•   15 minutes for group discussion and taking notes.
15 minutes for all team spokespersons to briefly explain to the large group three reasons why they chose their particular candidate.

Competency/experience	Evidence	Meets Criteria? Y - Meets Criteria N - Doesn't Meet Criteria ? - Unclear
E.g. Languages Degree	Year 3 in BA in Modern Language	Y
E.g. Teamwork	Playing team sport, Team project in college, Team leader of a volunteering project to raise money for charity	Y

Shortlist?   Yes   No

ACTIVITY SHEET G2:
GENERATING INTERVIEW QUESTIONS FROM AN EMPLOYER'S PERSPECTIVE

Group Task 2 Briefing: You have identified the participant you would like to attend for interview. Work through the job description and person specification and identify the competencies (personal attributes, skills) qualifications and experience required for the role and list them. From this list, write out three interview questions you would like to ask the participant. Consider what kind of interview questions your HR team would ask to get substantial evidence of the candidate's suitability for this placement role.

The task will take 25 minutes in total:
- 5 minutes for each team to review the material.
- 10 minutes for group discussion, working through the exercise and taking notes.
- 10 minutes in total for all team spokespersons to feedback their three interview questions.

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

ACTIVITY SHEET G3:
GENERATING ANSWERS TO INTERVIEW QUESTIONS FROM A PARTICIPANT'S PERSPECTIVE

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

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

Using *Activity Sheet G4*, write out your answers to the three interview questions. The task will take 30 minutes in total:

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

INTERVIEW QUESTION 1 —

Evidence-based answer – STAR story

INTERVIEW QUESTION 2 —

Evidence-based answer – STAR story

INTERVIEW QUESTION 3 —

Evidence-based answer – STAR story

ACTIVITY SHEET G4:
EVIDENCING YOUR SKILLS

Use the STAR structure to help you describe your experience effectively. This approach will be helpful to you when writing a CV, completing online application forms or preparing for an interview.

Skill:

S   **Describe the situation**

T   **Identify the task**

A   **Describe the action you took**

R   **What was the result?**

Workshop H   In the workplace: Steps to success

Original Author(s): *Gavin Connell (UL) & Joanne Holland (LIT)*

INTRODUCTION

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

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

PREPARATION REQUIRED BY FACILITATOR:

1. Organise a panel for Exercise 3.
2. Photocopy:
   - Activity Sheets H1, H2.

ADDITIONAL RESOURCES REQUIRED:

- Two laptops, or equivalent, with Internet and basic video call facility (e.g. Skype).
- Two pre-arranged guests for workplace panel.
- Checklists used with new hires by graduate employers.
- Flip chart and pens.

TIPS FROM OUR PILOTING PHASE:

- Participants really appreciated the opportunity to hear about, and share, real experiences.
- You may wish to signpost to online resources that can be used to follow-up on topics highlighted during the workshop.

NOTE FOR FACILITATOR: A Powerpoint presentation, with notes, may be downloaded from the project website.

Timings (minutes)	Facilitator notes
5	**Introduce self and session**
20	**Exercise 1: Work values and modes of adjustment** Introduce the Theory of Work Adjustment and issue *Information Sheet H1* which covers all the selected key concepts. Highlight the six key values and the concepts of active and reactive adjustment. Divide into pairs and issue *Activity Sheets H1* and *H2*. Invite the group to consider the following questions: • How important is close correspondence between an individual's abilities and the needs of the organization or role? • How important is flexibility in the workplace on the part of the person and the environment? • What are the disadvantages of flexibility? Once the ranking is complete, ask each participant to devise at least one question they would ask an employer/ or graduate trainee that would help them determine whether their workplace would be the right fit for them.
20	**Exercise 2: Key information** Ask participants to reflect on what they believe are the most important things to find out when considering employment in a new organization (e.g. ability requirements, values). Give 10 minutes to prepare thoughts in pairs/trios using a flip chart. Request that pairs/trios select between 4-10 key information needs (and represent these in the form of an acronym) then regroup to share the findings and discuss.
55	**Exercise 3: Workplace panel** The panel can be a virtual or real panel and consist of recent interns, graduates or students returning from time abroad. Invite each of the panel members to introduce themselves and discuss their experiences of work in relation to the key concepts (values, modes of adjustment, key information). Encourage participants and panel to discuss work values and adjustment.

15	**Exercise 4: Evaluation and responses** Encourage participants to reflect on their own strengths (explored in Workshop C) and values, using page 2 of *Information Sheet H1*, and to evaluate the following questions: • To what extent have you prioritised your values and examined how much they will be satisfied by the rewards of the roles you are considering? • Have you thought about the demands of the whole working environment rather than just the role? • Aside from doing a good job, what other qualities or abilities will you need to demonstrate to succeed in the working environment? • How do you think you will cope if the job demands things from you that you find hard to deliver? • What abilities do you need to develop? NOTE: A slide is provided showing results from the employer consultation: employers were asked about where they thought there was room for improvement regarding the soft skills of Modern Languages graduates. This may be used to facilitate discussion around awareness of soft skills and how these might relate to choices regarding workplace and ability to adapt.
5	**Debrief**
Total: 120	

Learning outcomes By the end of this session, each participant will be able to:		**Formative assessment** During this session, the facilitator will:
LO1	Identify at least three concepts related to the theory of work adjustment.	Assess identification of concepts during Exercises 1 and 4.
LO2	Rank key work values and modes of adjustment in order of importance.	Assess ranking of values and modes during Exercise 1.
LO3	Create and ask relevant questions in relation to the workplace.	Assess creation and asking of questions during Exercises 1 and 2.
LO4	Identify key information requirements in relation to the workplace.	Assess design of information during Exercise 3.
LO5	Evaluate the work adjustment concepts.	Assess evaluation of concepts during Exercise 4.

INFORMATION SHEET H1:
THEORY OF WORK ADJUSTMENT

the CareersGroup
University of London

This is sometimes referred to as the **Person–Environment Correspondence Theory**. It was originally developed by René Dawis, George England and Lloyd Lofquist from the University of Minnesota in 1964. The more closely a person's **abilities** (skills, knowledge, experience, attitude, behaviours, etc.) correspond with the **requirements** of the role or the organisation, the more likely it is that they will perform the job well and be perceived as **satisfactory** by the employer.

Similarly, the more closely the **reinforcers** (rewards) of the role or organisation correspond to the **values** that a person seeks to satisfy through their work, the more likely it is that the person will perceive the job as **satisfying**. They list six key values that individuals seek to satisfy:

- **Achievement** — conditions that encourage accomplishment and progress.
- **Comfort** — conditions that encourage lack of stress.
- **Status** — conditions that provide recognition and prestige.
- **Altruism** — conditions that foster harmony and service to others.
- **Safety** — conditions that establish predictability and stability.
- **Autonomy** — conditions that increase personal control and initiative.

The degrees of satisfaction and satisfactoriness are seen as predictors of the likelihood that someone will stay in a job, be successful at it and receive advancement.
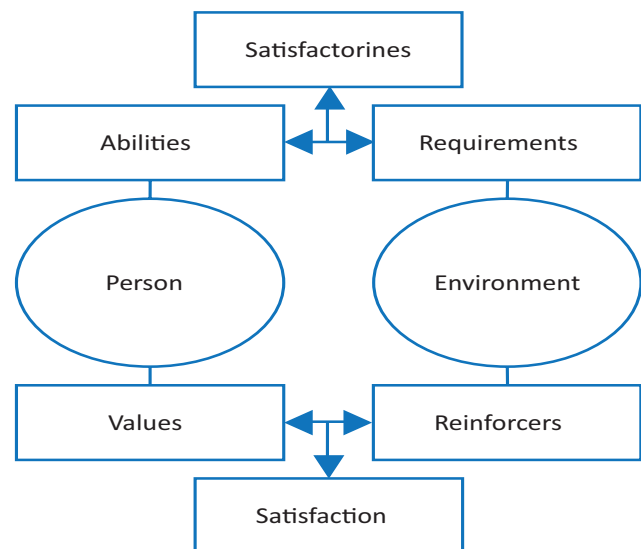
The theory acknowledges that the correspondence between person and environment may not be perfect — perhaps because the person chose the wrong career or the employer chose the wrong candidate. Even a good correspondence may change over time. The person's skills might develop so that they outgrow their role or their priorities may change because of non-work commitments. The nature of the job or the nature of the rewards an employer is able to offer may also change. The **flexibility** of a person or an environment will determine the extent to which they can tolerate any lack of correspondence between abilities and requirements and/or values and reinforcers. Flexibility will vary from individual to individual and from environment to environment. Internal factors, such as personality or organisational culture, will influence the level of flexibility, as will external factors, such as the availability of alternative options. When the lack of correspondence is so great that flexibility is no longer viable, some form of adjustment often takes place.

- **Active adjustment** by the individual involves them trying to change their working environment. They may seek to change the content of the job, and therefore its behaviour requirements, to better reflect their abilities. Alternatively, they may try to alter the reinforcements of the job by seeking to gain different rewards, e.g. better working conditions or greater variety or responsibility. Active adjustment by the environment may involve trying to change the person's abilities through training or trying to change their values or expectations in some way.
- **Reactive adjustment** may involve the individual trying to change their behaviours to better suit the environment or by changing their personal priorities or work values. Similarly, the environment may change the responsibilities of a role to better suit the natural strengths of the individual or change the rewards to attempt to increase job satisfaction.

Persistence is defined as the extent to which individuals or environments will keep trying to adjust before giving up. When no further adjustment is possible, something more dramatic happens — the person leaves the job or they are fired.

BASIC READING:
Dawis, R.V. & Lofquist, L.H. (1984) A Psychological Theory of Work Adjustment
Dawis, R.V. (1994) The theory of work adjustment as convergent theory, in Savikas, M.L. & Lent, R.W. (eds.) Convergence in Career Development
Theories: Implications for Science and Practice, pp. 33–43

USING TWA

Questions (for use with individuals or as group discussion stimulators)

- To what extent have you looked at the mix of abilities you have and compared them with the mix of abilities required by the roles you are considering?
- To what extent have you prioritised your values and examined how much they will be satisfied by the rewards of the roles you are considering?
- Have you thought about the demands of the whole working environment rather than just the role?
- How much have you found out about what it takes to be successful in this role and within this organisation?
- Are the qualities that determine success within the organisation the same as those that enable you to do a good job in that particular role?
- Aside from doing a good job, what other qualities or abilities will you need to demonstrate to succeed in the working environment?
- Have you thought about the rewards available in the whole working environment rather than just from the role?
- Have you thought about what it is like to do this job within this organisation within this economic climate?
- How do you think you will cope if the job demands things from you that you find hard to deliver?
- How much variation in the potential rewards from the role are you willing to tolerate?
- What sort of changes will you need to make to yourself in order to fit better with the role or the organisation?
- What abilities do you need to develop?
- How can you develop abilities that will make you more successful?
- How might you need to change your expectations in order to find the job more satisfying?
- How much scope do you have to change the role to suit your strengths or to make it more satisfying?
- How proactive can you be in taking on different responsibilities or challenges within the role?

TECHNIQUES

Sorting values

- List the values (achievement, comfort, status, altruism, safety and autonomy) — possibly on cards.
- Get individuals or small groups to discuss how important they are to career satisfaction.
- Get them to discuss how they would determine the extent to which a role/environment was likely to satisfy those values. What questions would they ask?

Making it better

- Present a job description for a reasonably mundane or uninspiring job.
- Get the participants to discuss ways in which they could adjust the job to make it more interesting, challenging or worthwhile, e.g. volunteering for extra responsibility, offering to reorganise filing systems, etc.

ACTIVITY SHEET H1:
WORK VALUES

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

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

ACTIVITY SHEET H2:
ACTIVE AND REACTIVE ADJUSTMENT

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

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

Workshop I   Challenging yourself as an entrepreneur

Original Author(s): *Holger Bienzle (die Berater) & Giulia Polidori (Qualitas)*

INTRODUCTION

This workshop aims to stimulate participants to reflect on the possibility of entering the job market as an entrepreneur (or self-employed) by evaluating their potential and skills.

The workshop uses various tools such as: an aptitude test, competence cluster, etc. The participants will also be introduced to an established business development tool: the Business Model Canvas.

This workshop is designed for participants who are looking to challenge themselves and see themselves in self-employment. There are many business opportunities for language graduates both as qualified service providers for businesses that work at an international level (translator, interpreter, management of websites in foreign languages, international sales, etc.) and as business owners (language schools, tour operator, import/export firms, etc.).

The workshop urges participants to think outside the box and also to begin to explore activities that combine their language skills with new technologies or business ideas that innovate and internationalise the delivery of services for sectors such as tourism, export businesses etc.

The workshop consists of two sessions:

1. Participants will identify relevant entrepreneurial competences and assess their own entrepreneurship competence level. This session is self-contained and can be delivered without reference to the second session.

2. Participants will focus on the development of a business idea and model.

This part of the workshop focuses on the concept and the business methodology called Business Model Canvas, based on the book Business Model Generation by Alexander Osterwalder (*http://www.businessmodelgeneration.com/downloads/businessmodelgeneration_preview.pdf*).

The Business Model concept enables business professionals – entrepreneurs and entrepreneurs-to-be to easily describe the model of any given business and to create new strategic alternatives.

The model can best be described through nine basic building blocks that show the logic of how a company intends to make money. The nine blocks cover the four main areas of a business: customers, offer, infrastructure, and financial viability.

AIMS OF THE WORKSHOPS:

- Stimulate the participants to hypothesise an entrepreneurial/self-employment activi-ty/business with potential for bringing it to the market.

- Get to know and apply one established business development tool.

- Identify relevant entrepreneurial competences, assess their own entrepreneurship compe-tence level and develop individual action plans to enhance it.

PREPARATION REQUIRED BY FACILITATOR:

1. The facilitator needs to familiarise themselves with the business model canvas and the European Commission's Key Competence 7: Sense of initiative and entrepreneurship:
   - *https://www.erasmusplus.org.uk/file/272/ download*
   - *https://www.youtube.com/watch?v=RpFiL- 1TVLw*
   - *https://www.youtube.com/ watch?v=_4MHqyf4Vw0*
   - *https://en.wikipedia.org/wiki/Business_ Model_Canvas.*

2. Photocopying:
- Activity Sheets I1, I2, I3, I4
- Information Sheet I1
- Commission's Key Competence Framework: Key competence7: Sense of initiative and entrepreneurship. (*https://www.erasmusplus. org.uk/file/272/download*).

TIPS FROM OUR PILOTING PHASE:

- Participants valued time for discussion during the workshop.
- The Business Model Canvas was well received.

NOTE FOR FACILITATOR: A Powerpoint presentation, with notes, may be downloaded from the project website.

Timings (minutes)	Facilitator notes
	SESSION 1
5	**Introduce self and session**
25	**Exercise 1: Entrepreneurial competences** Start a discussion/brainstorming with the group about: • Pros and cons of starting your own business. • Which aptitudes are necessary to start your own business? • Which knowledge and professional skills are required for specific areas of business? Present European Commission's Key Competence 7: Sense of initiative and entrepreneurship. (*https://www.erasmusplus.org.uk/file/272/download*) Ask participants to complete *Activity Sheet I1* – Which knowledge, skills, and attitudes are necessary to become a successful entrepreneur? The *Activity Sheet* can be completed either individually or in small groups. Debrief in plenary. (It is worth noting that these competencies are valuable for everyone's career development, not just entrepreneurs. We must be enterprising to reach our career potential)
30	**Exercise 2: Aptitude test** Present the aptitude test GET2 and distribute *Information Sheet I1.* Ask participants to take the aptitude test using *Activity Sheet I2* or the online test *http://get2test.net/test/index.htm*. Short discussion about the test results as a group.
30	**Exercise 3: Portfolio of competences** Based on the completed *Activity Sheet I1* and the results of the aptitude test (*Activity Sheet I2*) ask participants to reflect on their own existing entrepreneurial competences and to assess their competence level using *Activity Sheet I3* to create a portfolio that documents: where I have learned/applied/evidenced these competences. Discuss the results as a group.
Total: 90	

SESSION 2	
5	**Introduce self and session**
15	**Exercise 4: Warm-up - The silly cow exercise** Ask the group to sketch out three business ideas in which a cow plays the main role. Ask the group to rank the 3 ideas. De-briefing: Which criteria did you apply for ranking the ideas? Why?
85	**Exercise 5: Development of business model using the Business Model Canvas** Introduce participants to the Business Model Canvas methodology: show them a video explaining the concept: *https://www.youtube.com/watch?v=G1lHCP3gTQ* Slides are provided that use Apple as an example of how to complete the Business Model Canvas. You can allow more time for further explanations and questions (15 mins). Within small groups (3 –5 people) ask participants to discuss possible business ideas and agree on one idea to work on (15 mins). Next ask each group to start completing the following sections of *Activity Sheet I4* (the Business Model Canvas): Customer Segments, Value propositions, Key Activities and Key Resources (30 mins). Plenary: Ask each group to present their business model for discussion with other participants and facilitator (to make sure that key concepts are fully understood) (25 min).
20	**Home exercise** (Optional) If times allows this exercise can be done in class: Complete the other sections of the canvas. Assessment: Fully completed, and revised, canvas.
Total: 120	

Learning outcomes By the end of this session, each participant will be able to:	Formative assessment During this session, the facilitator will:
LO1 Identify and cluster most relevant skills/competences/attitudes of an entrepreneurial personality.	Assess the entrepreneurship competence cluster in Exercise 1.
LO2 Recognise own strengths and weaknesses and pre-disposition to entrepreneurship as a viable career option.	Encourage and support students' self-evaluation using the aptitude test and portfolio in Exercise 3.
LO3 Identify a business idea and develop it into a business (Business Model Canvas).	Assess the completed Business Model Canvas.

INFORMATION SHEET I1:
ABOUT THE GET TEST

The General measure of Enterprising Tendency (GET) test was first developed in 1987-1988 by Sally Caird and Mr Cliff Johnson at Durham University Business School with funding from the University Grants Council. The basic premise of the test is that the enterprising person shares entrepreneurial characteristics, and that these characteristics may be nurtured via education and training, and be assessed. The test was developed as a paper-based tool for research and educational use in the classroom. The academic literature has different views on the entrepreneurial characteristics that are most important. The approach to developing the measure of enterprising tendency involved identifying key characteristics of entrepreneurial people which are associated with entrepreneurial behaviour, and the entrepreneurial act itself. The key entrepreneurial characteristics identified include: strong motivation, characterised by a high need for achievement and for autonomy; creative tendency; calculated risk-taking; and an internal locus of control (belief you have control over own destiny and make your own ‚luck'). People set up an enterprise because they are highly motivated (to achieve something themselves) by a good idea and will manage risks, information and uncertainties because they believe they can succeed. The test was developed from an analysis of psychological tests and a bank of entrepreneurial descriptions followed by pilot testing with entrepreneurs and other occupational groups which established construct validity and reliability. The GET test provides an indicative, although not definitive, measure of enterprising potential.

Over the past 20 years there has been considerable worldwide interest in the test of General Enterprising Tendency (GET test) which has applications in education, research, development and training in higher education, further education, and school contexts. Due to this interest Dr Sally Caird significantly developed the original work, creating the get2test.net website in 2005 to provide online educational resources to support enterprise, with the educational web development by Dr Stephen Hallett. Dr Sally Caird now works as a Research Fellow at the Department of Engineering and Innovation, The Open University. Her interests span multidisciplinary fields including: enterprise and innovation in small and medium-sized enterprises (SMEs); low carbon technologies in the built environment; and sustainability in higher education.

INTRODUCTION TO TESTING ENTERPRISING POTENTIAL

Enterprise may be expressed by starting your own business, operating as an entrepreneur within an organisation or setting up community ventures. The GET2 test offers a self-assessment test that takes about ten minutes to complete and will give you an idea of your enterprising potential, defined as the tendency to start up and manage projects.

The basic premise of the test is that the enterprising person shares the following key entrepreneurial characteristics:

Motivation: The enterprising person is highly motivated, energetic, and has a capacity for hard work. They are busy, driven, dynamic and highly committed to getting things done. Their high motivation levels are characterised by a high need for achievement and for autonomy, manifesting as the desire to lead, shape and complete projects.

Creative tendency: The enterprising person is restless with ideas, has an imaginative approach to solving problems, and tends to see life in a different way to others. Their innovative tendency and need for achievement helps them to develop ideas to create new products and processes, for example new technologies, businesses, projects, organisations and artistic outputs.

Calculated risk-taking: The enterprising person is opportunistic and seeks information and expertise to evaluate if it is worth pursuing the opportunity which will usually involve some risk.

Locus of control: The enterprising person has an internal rather than external locus of control which means that they believe they have control over their own destiny and make their own ‚luck'. This means that they

confidently seek to exert control over life, draw on inner resources and believe that it is down to them if they succeed through their own efforts and hard work.

ENTERPRISING CHARACTERISTICS

The enterprising person has entrepreneurial characteristics

The description of the enterprising person is drawn from what is known about entrepreneurs; the idea being that the enterprising person shares entrepreneurial characteristics. GET2 assumes that enterprise is a wider concept that includes more than business owner-managers and entrepreneurs, recognising that there are different types of entrepreneurs, distinguished by their growth orientation, motivation, type of business, involvement with new technology, association with business owner management, and so on. The enterprising person may be an entrepreneur, or an 'intrapreneur', working within organisations, or the person who sets up and leads voluntary projects in the community. An enterprising tendency is defined as the tendency to start up and manage projects.

TAKING THE GET2 TEST

How the test works

GET2 is a self-assessment test that asks you to decide if you tend to agree or disagree with statements that are designed to identify various aspects of your enterprising tendencies. These are indicated by testing whether you are highly motivated, whether you have a high need for achievement, whether you have a high need for autonomy, whether you have a creative tendency, whether you are able to take calculated risks and whether you have an internal locus of control.

Decide if you tend to agree or disagree with the statements

Many people dislike tests that require you to decide if tend to agree or disagree with statements, i.e. a forced choice, when you might think that you are somewhere in the middle. You usually know, however, what your tendency is and what you might usually do - and this is how you must answer. It is important to realise that there are no right or wrong answers in this test. Overall, it should take you about ten minutes to complete and the resulting report will give you an idea of your enterprising potential. For each statement click the answer which best expresses your views. Answer quickly and honestly since this gives the best picture of yourself as you are now. The test is not definitive and it should be used only as an educational aid for helping you develop you thinking about enterprise. GET2 provides an interpretation of your results. If you are not happy with your test results, personal transformation is an open door! If you want to be enterprising you are half-way there.

Further Information

For further information regarding the GET2 test, its implementation and its interpretation, please contact:

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The Open University,
Milton KeynesMK7 6AA, UK.
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The GET2 Test may also be taken online at *http://www.get2test.net*.

Acknowledgement: The General measure of Enterprising Tendency (GET) test was developed in 1988 by Dr Sally Caird and Mr Cliff Johnson at Durham University Business School. Dr Sally Caird subsequently developed the get2test materials and website at *http://www.get2test.net*.

ACTIVITY SHEET I1:
ENTREPRENEURIAL COMPETENCIES

Which knowledge, skills, and attitudes are necessary to become a successful entrepreneur?

Knowlege	Skills	Attitudes

ACTIVITY SHEET I2:
THE GET2 TEST

INSTRUCTIONS:

For each of the 54 questions below, please select the answer that you most closely feel reflects yourself. There is no time limit, so consider each question carefully and respond with candour.

A for 'Tend to Agree', D for 'Tend to Disagree'

1. I would not mind routine unchallenging work if the pay and pension prospect were good.	**A**	**D**
2. I like to test boundaries and get into areas where few have worked before.	**A**	**D**
3. I tend not to like to stand out or be unconventional.	**A**	**D**
4. Capable people who fail to become successful have not usually taken chances when they have occurred.	**A**	**D**
5. I rarely day dream.	**A**	**D**
6. I find it difficult to switch off from work completely.	**A**	**D**
7. You are either naturally good at something or you are not, effort makes no difference.	**A**	**D**
8. Sometimes people find my ideas unusual.	**A**	**D**
9. I would rather buy a lottery ticket than enter a competition.	**A**	**D**
10. I like challenges that stretch my abilities and get bored with things I can do quite easily.	**A**	**D**
11. I would prefer to have a moderate income in a secure job rather than a high income in a job that depended on my performance.	**A**	**D**
12. At work, I often take over projects and steer them my way without worrying about what other people think.	**A**	**D**
13. Many of the bad times that people experience are due to bad luck.	**A**	**D**
14. Sometimes I think about information almost obsessively until I come up with new ideas and solutions	**A**	**D**
15. If I am having problems with a task I leave it, forget it and move on to something else.	**A**	**D**
16. When I make plans I nearly always achieve them.	**A**	**D**
17. I do not like unexpected changes to my weekly routines.	**A**	**D**
18. If I wanted to achieve something and the chances of success were 50/50 I would take the risk.	**A**	**D**
19. I think more of the present and past than of the future.	**A**	**D**

20. If I had a good idea for making some money, I would be willing to invest my time and borrow money to enable me to do it. **A** **D**

21. I like a lot of guidance to be really clear about what to do in work. **A** **D**

22. People generally get what they deserve. **A** **D**

23. I am wary of new ideas, gadgets and technologies. **A** **D**

24. It is more important to do a job well than to try to please people. **A** **D**

25. I try to accept that things happen to me in life for a reason. **A** **D**

26. Other people think that I'm always making changes and trying out new ideas. **A** **D**

27. If there is a chance of failure I would rather not do it. **A** **D**

28. I get annoyed if people are not on time for meetings. **A** **D**

29. Before I make a decision I like to have all the facts no matter how long it takes. **A** **D**

30. I rarely need or want any assistance and like to put my own stamp on work that I do. **A** **D**

31. You are not likely to be successful unless you are in the right place at the right time. **A** **D**

32. I prefer to be quite good at several things rather than very good at one thing. **A** **D**

33. I would rather work with a person I liked who was not good at the job, rather than work with someone I did not like even if they were good at the job. **A** **D**

34. Being successful is a result of working hard, luck has little to do with it. **A** **D**

35. I prefer doing things in the usual way rather than trying out new methods. **A** **D**

36. Before making an important decision I prefer to weigh up the pro's and con's fairly quickly rather than spending a long time thinking about it. **A** **D**

37. I would rather work on a task as part of a team rather than take responsibility for it myself **A** **D**

38. I would rather take an opportunity that might lead to even better things than have an experience that I am sure to enjoy. **A** **D**

39. I usually do what is expected of me and follow instructions carefully. **A** **D**

40. For me, getting what I want is a just reward for my efforts. **A** **D**

41. I like to have my life organised so that it runs smoothly and to plan. **A** **D**

42. When I am faced with a challenge I think more about the results of succeeding than the effects of failing **A** **D**

43. I believe that destiny determines what happens to me in life. **A** **D**

44. I like to spend time with people who have different ways of thinking.   **A**   **D**

45. I find it difficult to ask for favours from other people.   **A**   **D**

46. I get up early, stay late or skip meals if I have a deadline for some work that needs to be
done   **A**   **D**

47. What we are used to is usually better than what is unfamiliar.   **A**   **D**

48. I get annoyed if superiors or colleagues take credit for my work.   **A**   **D**

49. People's failures are rarely the result of their poor judgement.   **A**   **D**

50. Sometimes I have so many ideas that I feel pressurised.   **A**   **D**

51. I find it easy to relax on holiday and forget about work.   **A**   **D**

52. I get what I want from life because I work hard to make it happen.   **A**   **D**

53. It is harder for me to adapt to change than keep to a routine.   **A**   **D**

54. I like to start interesting projects even if there is no guaranteed payback for the money
or time I have to put in.   **A**   **D**

Reflect on your responses and, with reference to *Information Sheet I1*, consider the extent to which you demonstrate each of the entrepreneurial characteristics.

For more detailed feedback complete the test online following this workshop *http://get2test.net/test/index.htm.*

ACTIVITY SHEET I3:
PORTFOLIO OF EXISTING COMPETENCES

Competence(s)	Where have I learned/applied that competence	Certification (if relevant)

ACTIVITY SHEET I4:
THE BUSINESS MODEL CANVAS

Key Partners
Who are our Key Partners?
Who are our Key Suppliers?
Which Key Resources are we acquiring from partners?
Which Key Activities do partners perform?

Key Activities
What Key Activities do our Value Propositions require?
Our Distribution Channels?
Customer Relationships?
Revenue streams?

Key Resources
What Key Resources do our Value Propositions require?
Our Distribution Channels?
Customer Relationships?
Revenue Streams?

Value Proposition
What value do we deliver to the customer?
Which one of our customer's problems are we helping to solve?
What bundles of products and services are we offering to each Customer Segment?
Which customer needs are we satisfying?

Customer Relationships
What type of relationship does each of our Customer Segments expect us to establish and maintain with them?
Which ones have we established?
How are they integrated with the rest of our business model?
How costly are they?

Channels
Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated?
Which ones work best?
Which ones are most cost-efficient?
How are we integrating them with customer routines?

Customer Segments
For whom are we creating value?
Who are our most important customers?

Cost Structure
What are the most important costs inherent in our business model?
Which Key Resources are most expensive?
Which Key Activities are most expensive?

Revenue Streams
For what value are our customers really willing to pay?
For what do they currently pay?
How are they currently paying?
How would they prefer to pay?How much does each Revenue Stream contribute to overall revenues?

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Workshop J — One step ahead: Intercultural awareness and residence abroad

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INTRODUCTION

This workshop aims to raise participants' awareness of the importance of intercultural competence (ICC) in any aspect of their activities, including when communicating with people during formal interaction, e.g. in the often international workplace. This is done by exploring relevant theories and ideas about culture and cross-cultural communication and enabling reflection on the subjects discussed and related activities providing insight into possibilities and relevance of future actions.

First, the concept of *culture* is introduced through discussing definitions and understanding of the phenomenon provided by outstanding scholars (E. Tylor, E. Schein, and G. Hofstede). After this, the attention is focused on the workplace culture as an aspect directly related to the goal of the workshop. A short summary of the history of the term *intercultural communication* is provided; highlighting the importance of intercultural awareness in today's world and while working in multilingual and multicultural teams is emphasized.

G. Hofstede's notion of *cultural dimension* is introduced to illustrate cultural preferences or the dominant tendencies in a specific group of people. These should be seen as tools for better communication skills across cultures and appropriate behaviour in intercultural encounters.

The workshop uses three models that incorporate various aspects of culture and intercultural communication. *The Iceberg Model of Culture* (Hall 1976) is introduced to show the possibility of drawing upon cultural models while being abroad or working with international teams. *The Developmental Model of Intercultural Sensitivity (DMIS)* (Bennett 1993) contrasts *ethnocentrism* and *ethnorelativism* and through its different stages helps to develop sensitivity to other cultures, which is much needed in multicultural work and study environment. *The Intercultural Competence Model* (Deardorff 2006) focuses on developing intercultural competence.

Introducing the notion of *cultural stereotypes* helps participants to understand peculiarities of ICC according to specific country and/or historical-cultural heritage and become aware of cultural diversity.

PREPARATION REQUIRED BY FACILITATOR:
1. Become familiar with the models and theories introduced in the workshop.
2. View video for Exercise 4.
3. Prepare posters with the six stages of the DMIS to use in Exercise 4.
4. Photocopy:
   - Information Sheets J1, J2, J3, J4
   - Activity Sheets J1, J2, J3, J4, J5, J6, J7.

ADDITIONAL RESOURCES REQUIRED:
- Computer with projector.
- Internet in the classroom.
- Participants should have their own laptops or tablets.

TIPS FROM OUR PILOTING PHASE:
- Participants found that individual experience and examples of good practices are important to share.
- The facilitator needs to have an applied approach – why are intercultural skills important for work?

NOTE FOR FACILITATOR: A Powerpoint presentation, with notes, may be downloaded from the project website.

Timings (minutes)	Facilitator notes
15	**Introduce self and session**
	Exercise 1: Culture, workplace culture, intercultural communication Working in pairs or small groups ask participants to discuss the concept of culture and compare and contrast their findings. Hand out *Activity Sheet J1*. Introduce the most relevant definitions of culture and the concept of intercultural communication (ICC). Distribute *Information Sheets J1* and *J2*. Use power point presentation (*slides 3 to 9*). Continue with the group work and discuss the following questions: • Was it easy to come up with one common definition? Why is this relevant to ICC? What would have been your definition? • How is this relevant to you when working/studying abroad and/or working in multicultural teams? **Or as an alternative** Start the workshop by asking participants to take a quiz online to test their intercultural competence and after this discuss with them in what ways this competence is relevant in today's workplace. **Sources:** • *https://www.proprofs.com/quiz-school/story.php?title=test-your-intercultural-competence* • *http://www.humanrightseurope.org/2015/01/quiz-how-interculturally-competent-are-you/* • *https://sites.google.com/site/managersandleaders/culture-differences-in-leadership/quiz-on-intercultural-competence.*
40	**Exercise 2: Cultural Model: The Iceberg** Participants become aware of cultural models that they can apply while working with international teams or when being abroad. Introduce the Iceberg *Model of Culture* (slide with blank iceberg provided – no 10). Hand out *Activity Sheet J2*. Discuss in groups the meaning of the model and how you would complete it. Compare and contrast your results. Show an example of completed iceberg (*slide 11*). Ask participants to reflect on the following questions: • Was it easy to allocate various cultural aspects to the cultural model? • Why is this relevant to ICC? Do you think this model relates to all cultures or only to a specific one? • How is this relevant to you when working/studying abroad and/or working in multicultural teams?

40	**Exercise 3: Stereotypes** The goal is to understand peculiarities of ICC according to a specific country and/ or historical-cultural heritage and become aware of cultural diversity. The facilitator should make participants aware of how common and widespread stereotypes can be in specific cultures. Participants should realise that stereotypes are shared within a specific group and understand that there is an insider's and an outsider's view (us/them) about a specific culture (group of people) that might differ. Thus, they should come closer to the idea that they be tolerated, too. *Activity Sheet J3*. Use power point presentation slides 12 and 13.
50	**Exercise 4: Ethnocentrism and ethnorelativism** Participants should become aware of their perception of their own culture. Illustrate one's own awareness of deep-rooted assumptions, ideas and emotions pertaining to their own as well as the other culture(s). Introduce Bennett's Developmental Model of Intercultural Sensitivity (DMIS) (*slides provided for the facilitator: no 14–19*) through the following video (9.51 mins with automatically generated English subtitles; *Information Sheet J3* with transcript provided): *https://www.youtube.com/watch?v=6vKRFH2Wm6Y* Ask participants to jot down the six stages. Show a diagram of Bennett's model (*slide 17*) and check if participants have recorded all of the stages correctly. Ask participants to discuss in groups the meaning of *ethnocentrism* and how it can influence their behaviour. Compare and contrast results. Discuss the following questions: • Is it easy to define the model for immigrants? • Do you agree with the six defined stages? Why is this relevant to ICC? How could this be important for you when working/studying abroad and/or working in multicultural teams? Additional workshop activity: *Activity Sheet J4*.
40	**Exercise 5: Cultural dimensions** Familiarise the group with the concept of cultural dimensions using slides 20-30 and then ask participants to complete *Activity Sheet J5*. Then encourage the participants to give brief feedback to the group. The facilitator should also foster a critical attitude in applying cultural dimensions when comparing and contrasting cultures. The goal is that participants become aware of the challenges of cross-cultural (intercultural) communication. *Information Sheet J4. Activity Sheet J5*.

40	**Exercise 6: Working & studying abroad** Participants become aware of the value of experience of working/studying abroad and using their language and ICC skills. Ask participants to reflect on the following issues: • What examples of intercultural competence would residence abroad help to develop? • Why do employers these days find intercultural competence developed during work / study abroad so im portant? Introduce *D. Deardorff's Intercultural Competence Model* (*slide 31*). Issue *Activity Sheet J6* and ask group to look at the model for the examples that participants suggested and familiarise themselves with the rest of the model. If time allows, distribute *Activity Sheet J7* (*or use slides 33 – 36*) and ask participants to complete the two short tests on non-verbal communication (answers provided in the notes of the slides). Discuss the results and plans for improving their intercultural competence. Alternatively this could be done as an online exercise for self-study. **Source:** *http://westsidetoastmasters.com/resources/book_of_body_language/chap5.html*
15	**Debrief**
Total: 240	

Learning outcomes By the end of this session, each participant will be able to:		**Formative assessment** During this session, the facilitator will:
LO1	Define the concept of culture and how the cultural model of the Iceberg relates to it reflect implications of this to the work place.	Assess definition and comprehension during Exercises 1 and 2.
LO2	Identify how stereotypes and ethnocentrism can influence our behaviour and define its impact at the work place.	Assess identification of influences during Exercises 3 and 4.
LO3	Evaluate the usefulness of the application of "cultural dimensions".	Assess evaluation of discussion during Exercise 5.
LO4	Explore the idea of work/study abroad and using your ICC and language skills.	Assess exploration of opportunities during Exercise 6.

INFORMATION SHEET J1:
CULTURE, WORKPLACE CULTURE, INTERCULTURAL COMMUNICATION

Learning a new language also means getting to know a new culture. Language is the carrier of culture and vice versa. One of the skills of a language graduate is the awareness of cultural diversity. In this context it is often not enough to speak another language, one has to be able to comprehend the overall context of cultural differences too. For example, the way to address your colleagues at work or a customer might vary from culture to culture. The concept of meeting deadlines, planning ahead and how to successfully close a contract are not just linguistic matters, but also cultural ones.

There are numerous definitions of cultures. Here are some provided by distinguished scholars who did research in this field.

One of the fathers of cultural anthropology, **Edward Tylor** [Tylor 1920: 1], defined culture in the following way: "Culture, or civilization, taken in its broad, ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society."

One of the definitions by **Edgar Schein** [Schein 1985 / 1992: 6 – 7}, an American organisational psychologist who significantly contributed to research and practice of career development and organisational culture: "Culture is the deeper level of basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously and define in a basic ‚taken for granted' fashion an organization's view of its self and its environment."

Geert Hofstede [Hofstede 1991: 5], a widely known Dutch researcher of culture, has defined culture as „the collective programming of the mind which distinguishes the members of one group or category of people from another."

Some other popular understanding of culture include **culture as shared meaning** and c**ulture as behavioral rules** (adopted from Changing Minds):

Culture as shared meaning

Culture is very much about groups, and a basic need of groups is to be able to communicate, both at a superficial level (for which ordinary language largely suffices) and also at a deeper level of meaning.

At this deeper level, words, actions and things can acquire special and specific meaning for the group, for example:
• A group-specific jargon and language, for example derogatory descriptors of outsiders.
• Rituals for greetings, meetings, punishments and other group processes.
• Artwork and artifacts that symbolise and remind the group of their history.

Culture as behavioural rules

When a group of people are to exist together, they need a set of rules, or social norms, which helps everyone to know what to do in various circumstances, from arguing with one another to dealing with outsiders. These rules help to propagate the shared meaning and also use the systems of meaning to make sense of what is happening and what is done.

WORKPLACE CULTURE (adopted from A. Kooser)

The concept of a workplace culture encompasses many different characteristics of a business. Culture has visible components in the way that a business looks and how employees dress, but it really thrives in the attitudes of employees, in the setting of goals and in the communication of business values to workers and customers. The business owner sets the pace for creating, defining and refining the company culture.

Management Styles

Most workplaces are a reflection of the personality and management style of the founder and management team. Some may run a tight ship with a buttoned-down attitude while others may give employees a lot of flexibility. Understanding the management style helps to find employees that fit in well with the workplace culture one is trying to foster.

Business Values

Business values are often formulated into an official statement of values that is shared with employees and clients. Value statements mention traits and goals like honesty, hard work, customer satisfaction, safety and integrity. Business owners need to decide what is most important to the business and communicate this to workers. More than just talking about values, entrepreneurs need to lead by example and take the value statement to heart as a mission statement for the business.

Physical Environment

The look and feel of a workplace is another reflection of the workplace culture. Some businesses prefer an open workspace designed for collaboration while others may go for a more traditional office or cubicle environment. Even the colours used in an office or store can make a point about a business culture. Bright contrasting colours reflect a dynamic environment while sedate shades indicate a traditional feel. Think about the image you want to project to employees and customers when choosing colours, furnishings and office design for your business.

Employees

Workplace culture only goes as far as employees are willing to invest in it. Culture needs to be instilled in workers from the first day they come on board. Take a look around your office or store. Do employees seem happy? Do they treat customers with attention and respect? Go over your company mission and values statement, request feedback from employees and focus on creating a customer-centric atmosphere. Recognize employees for reaching milestones, completing a big project or achieving customer service goals. This helps to create a positive workplace culture.

Dress Code

A dress code is one of the most noticeable manifestations of workplace culture. A law firm may require formal business attire every day while a technology start-up may have employees dressed in Bermuda shorts and flip-flops. The dress code you choose depends on the image that you want to project to customers, the safety requirements of your work and the comfort of your employees. Casual days can also be used as a bonus or reward for workers.

INTERCULTURAL COMMUNICATION (ICC)

Kramsch (1998:13) comments on the implications of misunderstandings, when cultural context is not taken into account:
"…if speakers of different languages do not understand one another, it is not because their languages cannot be mutually translated into one another. […] It is because they don't share the same way of viewing and interpreting events; they don't agree on the meaning and the value of the concepts underlying the words".

And Bennett (1997:16) summarises when speaking about the language and culture link:
"… to avoid becoming a fluent fool, we need to understand more completely the cultural dimension of language".

Intercultural communication has emerged for the most part in American social science studies (Bennett and Castiglioni 2004:250) and the term **intercultural competence** appeared for the first time in an article by Müller (1993). It is related to four disciplines: Applied Linguistics, Psychology, Education and Cultural Anthropology, all with distinct and unique qualities (Deardorff: 2009:212 – 218). ICC is not simply a specific skills set but deals with attitudes and "appropriate" behaviour in various cultural contexts.

ICC encourages people to become more aware of each other's perspectives on how they view the world. Effective communication has become increasingly important within the context of globalisation, particularly since 1989 with the improvement of world trade (including the fall of the Berlin Wall and the disappearance of the "Iron Curtain") and the ever growing use of information and communication technology (ICT) in our lives. The globalisation of information via the Internet is breaking down the barriers of geographical space. "Time may become a substitute for space as the basis for social relations" (Meyer 1951 cited in Murphy-Lejeune 2002:15).

Benefits of ICC

Intercultural communication increases the learner's knowledge about the world and other cultures. It emphasises that culture matters, but that this is only the first step. Dealing with stereotypes, adaptation into a new society, the question of possible acculturation, the ability to build new relationships, the reflection on one's own and the host culture, the possible effect on one's identity and the development of empathy are all salient components of intercultural communication and are all very relevant to intercultural learning.

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INFORMATION SHEET J2:
INTERCULTURAL COMMUNICATION SKILLS

SOURCE: *http://www.careeraddict.com/improve-your-intercultural-communication-skills*

Improving your intercultural communication skills helps you interact with individuals of different cultures and expands your viewpoint on life. In today's society, for a majority of people it is difficult to avoid interacting with others outside your own culture. Our world is multicultural and that should be seen as a benefit to your life rather than a disadvantage. There are so many new ideas and experiences you can have when you interact with other cultures. Such interaction can be exciting as well as difficult. Your intercultural interactions may occur in the educational or business world, at work or through your social network. This article will discuss steps on how you can improve your intercultural communication skills. Culture as shared meaning.

1. Respect is the Golden Rule

Without respect for one another, your intercultural communications are not going to go well. You need to think outside the box and realize that with different cultures come different experiences. So, you must embrace the idea that your experiences most likely will be different from the person you are communicating with. Sharing our personal experiences is one of the best ways to get to know someone better. It allows you access into a deeper level of the individual's life. When it pertains to intercultural communication, it is vital to respectfully listen when an individual is describing cultural differences and experiences. Always maintain an open mind and never ridicule another person. Embrace the differences that you encounter and learn from those experiences.

2. Open-mindedness is key

Another way to improve your intercultural communication skills is to operate with an open mind. Be cognizant of self-education regarding various cultures. If you want to communicate well with those from other cultures, you actually have to learn about them and their differences. A sincere open-mindedness is a key factor to opening the doors to intercultural communication. Your HR Department should have resources available to employees for situations where you are expected to interact with those from another culture. There are also resources available online which can provide assistance with your communication training.

Intercultural Communication Institute – The ICI provides resources for intercultural diversity training and education.

Judith N. Martin & Thomas K. Nakayama have authored the book *Intercultural Communication in Contexts* which addresses steps on how to improve the way you communicate with those from another culture.

3. Be genuinely inquisitive

Throughout the communication process, you want to be inquisitive and ask questions about the individual's culture; however, you must always remain genuine. Most people, regardless of the language barrier, can discern if you have disingenuous intentions. Your goal is to make an honest connection with another human being and if your behaviour is forced, that connection will be lost. One way to show that you are being genuine is to learn how to master nonverbal communication techniques, such as posture, gestures, facial expressions and tone of voice. Maintaining good eye contact tells the other person that you are interested in the conversation. If you are busy looking around or texting on your phone that is not an effective way to build your communication skills. It is also important to be aware of your tone of voice. Not every culture is loud and boisterous or laughs out loud in public. Some cultures are more reserved and respectful. When you do your research on the specific culture that you'll be delving into, you should remember to ascertain what they deem as disrespectful communication.

4. Choose your words wisely

You may utilize slang during your normal conversations with friends or even with colleagues. However, you need to tread lightly with your intercultural communication. For example, when a foreigner learns English, they usually are taught proper grammar and are not privy to every slang word. If you use a slang word in front of them, it is possible they could get offended or become confused. When I learned Spanish during my four years studying it in high school, I was taught the proper grammar that is spoken in Spain, but did not learn the various dialects of other Spanish countries. The following are two examples of words meaning two separate things in two different countries **(Source: Wikipedia).**

"Bangers and mash" – in British and Australian culture this is used to describe sausage and potatoes. However, in the US, "bangers" can mean gang members or a club friendly beat or song.

"Bash" – in British culture this word means to give something a go or a try. However, in the US, it means to strike or verbally attack someone.

Trying to improve your intercultural communication skills takes time and effort on your part. You need to remember to view respect as the golden rule and value the other person you are speaking with. Having an open mind is a key factor toward understanding and appreciating an individual from another culture. It is also important to be genuinely inquisitive and truly want to get to know the other person and understand his or her culture better. The final step is to remove slang from your conversation so you can eliminate possible confusion that may arise.

INFORMATION SHEET J3:
BENNETT'S DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY (DMIS)

Transcript to the video: *https://www.youtube.com/watch?v=6vKRFH2Wm6Y.*

So how do people develop intercultural sensitivity? Just what is meant by this concept? How do we know when we have it? If we are to aid people's intercultural development, where do we begin to understand how people move from an ethnocentric perspective to one that is more ethnorelative in the orientation? Bennett developmental model of intercultural sensitivity, also known as DMIS provides a framework for understanding individual development and awareness along a continuum from highly ethnocentric to highly ethnorelative. As people move through the stages their worldview becomes increasingly complex. On the **ethnocentric side** an individual may be at **denial, defence**, or **minimization**. On the **ethnorelative side** an individual may be at **acceptance, adaptability**, or **integration**. "Business is just business." "The world over." "As long as they all speak English there will be no problem.""They were born here so they should know how to do it the American way."

Individuals in the **denial stage** tend to ignore the reality of diversity and are often characterized by well meant but ignorant stereotyping and superficial statements of tolerance. Also at this stage at individuals understanding of difference is minimal at best. Bennett calls the denial stage *"The Stupid Question Syndrome"*. He suggests that people in denial tend to have a few, say, perhaps four ideas, or pieces of stereotypic knowledge about a given country or culture.

Moving individuals from the denial stage to the next involves helping them to develop better skills of category discrimination and to become more sophisticated in their thinking and more complex in their cognitive processing. Genetically, they just don't have the capability to understand these things. "This company was built on our values so our feeds are the most important." "These are American schools and they've worked really well for us. Others should just learn to do it our way."

The **defence stage** is characterized by a recognition of cultural differences coupled with negative evaluations of those whose culture is different from one's own. Three areas of defence are typically found: denigration, or derogation, superiority, and sometimes reversal. Denigration or derogation refers to belittling or actively discriminating against another person. Superiority assumes extreme ethnocentrism to the point where one looks down on another. Reversal refers to changing sides or evaluating one's own culture as inferior to another. It's not uncommon for people to be in a defence stage but they must be encouraged to move on.

Technology is bringing cultural uniformity to the undeveloped world. "If people are really honest with themselves they'd recognize that some values are universal." "I don't see any difference: race, gender, or culture, or just people. "People who have reached the **minimization stage** begin to recognize and accept superficial cultural differences such as eating customs, money and so forth. Yet they continue to hold a belief that all human beings are essentially the same. It is difficult to move people from this stage because they think they are doing ok. Individuals at the minimization stage see people as basically the same with little recognition of the differences that in fact do exist. In minimisation people ignore the influence of culture and lived experience that may be quite different among people, believing that all people have the same needs but in reality they don't. Although minimization is the most advanced stage of the ethnocentric side of Bennett's model, people at this stage often disregard the importance and value of cultural difference and tend to believe that people are all alike meaning that everyone is just like me.

Movement into the **ethnorelative stages** represents a significant change in one's view of difference from something to be avoided to something that is sought out. Individuals in the ethnorelative stage search for ways to adapt to difference and begin to recognize that people live in culturally different contexts. "The more difference, the better." "More difference results in more creative ideas." "The more cultures

you know about, the better comparisons you can make." "Where can I learn about Mexican culture so I can be more effective in the classroom?" **Acceptance of difference** is the first stage on the ethnorelative side of Bennett's model. This stage represents an individual's ability to recognize and appreciate cultural difference in terms of both people's values and their behaviour. Acceptance of another's difference does not necessarily mean agreement with or even attempting to adapt those differences. People still have their individual tastes and preferences. Some may be appreciated but not all cultures or cultural practices will be liked or valued by all people. Even though people find that they may not necessarily agree with all they see and practice within another culture, they can at least understand what they witness. "To really help this student learn I'm going to have to change my approach." "I interact with my male and female colleagues so I want differently to account for differences in the way respect is communicated. I can maintain my values and also behave in culturally appropriate ways." Adaptation is the stage during which people begin to see cultural categories as more flexible and become more competent in their ability to communicate across cultures.

Movement into **adaptation** from acceptance is driven by a need for actions such as better teaching or more profit and cognitive empathy, the ability to see things from the perspective of other cultures. It is at this stage that we say people are becoming bicultural or multicultural. Individuals are not simply regurgitating lists of do's and don'ts. Their knowledge and behaviour are linked by conscious intention with intentional perspective-taking and empathy being evident. "Sometimes I don't feel like I fit anywhere." "I feel most comfortable when I'm bridging differences between the cultures I know." "Whatever the situation I can usually look at it from a variety of cultural points of view."

Integration is the final stage of the developmental model of intercultural sensitivity. Although it is rarely achieved it reflects those individuals who have multiple frames of reference and can identify and move freely within more than one cultural group. Understanding the intercultural development is not an overnight process but one that takes time and well-planned exposures should influence the way we educate our students.

Understanding and integrating what we know about intercultural development and sensitivity into the education of young people and teachers will result in people who are more culturally effective and culturally competent.

INFORMATION SHEET J4:
CULTURAL DIMENSIONS

GEERT HOFSTEDE AND CULTURAL-DIMENSIONS THEORY—AN OVERVIEW

Geert Hofstede is a Dutch social psychologist and anthropologist who has studied the interactions between cultures. He has received numerous awards for his intercultural research all over the world. One of his most notable accomplishments is the establishment of the cultural dimensions theory, which provides a systematic framework for assessing the differences between nations and cultures.

The theory is based on the idea that value can be placed upon six cultural dimensions. These are power (equality versus inequality), collectivism (versus individualism), uncertainty avoidance (versus uncertainty tolerance), masculinity (versus femininity), temporal orientation, and indulgence (versus restraint). Hofstede gathered most of his data on world cultural values through surveys conducted by IBM, a US-based technology and consulting firm. He then proposed a scoring system using a scale from 1 to 120.

Power-Distance index: According to Hofstede, "power distance is the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally." This dimension does not measure the level of power distribution in a given culture, but rather analyses the way people feel about it. Low power-distance scores mean that a culture expects and accepts that power relations are democratic and members are viewed as equals. High power-distance scores mean that less powerful members of the society accept their place and realize the existence of formal hierarchical positions.

Individualism vs. Collectivism: "The degree to which individuals are integrated into groups." This dimension has no political connotation and refers to the group rather than the individual. Cultures that are individualistic place importance on attaining personal goals. In collectivist societies, the goals of the group and its wellbeing are valued over those of the individual.

Uncertainty-Avoidance index: "A society's tolerance for uncertainty and ambiguity." This is a dimension that measures the way a society deals with unknown situations, unexpected events, and the stress of change. Cultures that score high on this index are less tolerant of change and tend to minimize the anxiety of the unknown by implementing rigid rules, regulations, and/or laws. Societies that score low on this index are more open to change and have fewer rules and laws and more loose guidelines.

Masculinity vs. Femininity: "The distribution of emotional roles between the genders." This dimension measures the level of importance a culture places on stereotypically masculine values such as assertiveness, ambition, power, and materialism as well as stereotypically feminine values such as an emphasis on human relationships. Cultures that are high on the masculinity scale generally have more prominent differences between genders and tend to be more competitive and ambitious. Those that score low on this dimension have fewer differences between genders and place a higher value on relationship building.

Long-term Orientation vs. Short-term Orientation: This dimension describes a society's time horizon. Short-term oriented cultures value traditional methods, take a considerable amount of time to build relationships, and in general view time as circular. This means the past and the present are interconnected and that which cannot be done today can be done tomorrow. The opposite of this is long-term orientation, which sees time as linear and looks to the future rather than the present or the past. It is goal-oriented and values rewards.

Indulgence vs. Restraint: This dimension measures a culture's ability to satisfy the immediate needs and personal desires of its members. Those that value restraint have strict social rules and norms under which satisfaction of drives is regulated and discouraged.

Hofstede stresses that the cultural dimensions are only a framework to help assess a given culture and thus better guide decision making. There are other factors to take into consideration such as personality, family history, and personal wealth. The proposed dimensions cannot predict individual behaviours and do not take into account individual personalities.

FOLLOW UP ACTIVITIES:

If you want to explore this topic further, please have a look at the summary of more culture models (incl. Hofstede's): *http://changingminds.org/explanations/culture/culture.html*.

ACTIVITY SHEET J1:
DEFINITION OF CULTURE

Discuss in groups how you would define "culture"? Compare and contrast your results.

Reflection: Was it easy to come up with one common definition? Why is this relevant to ICC?
What would have been your definition?

How is this relevant to you when working/studying abroad and/or working in multicultural teams?

Complete the worksheet below.
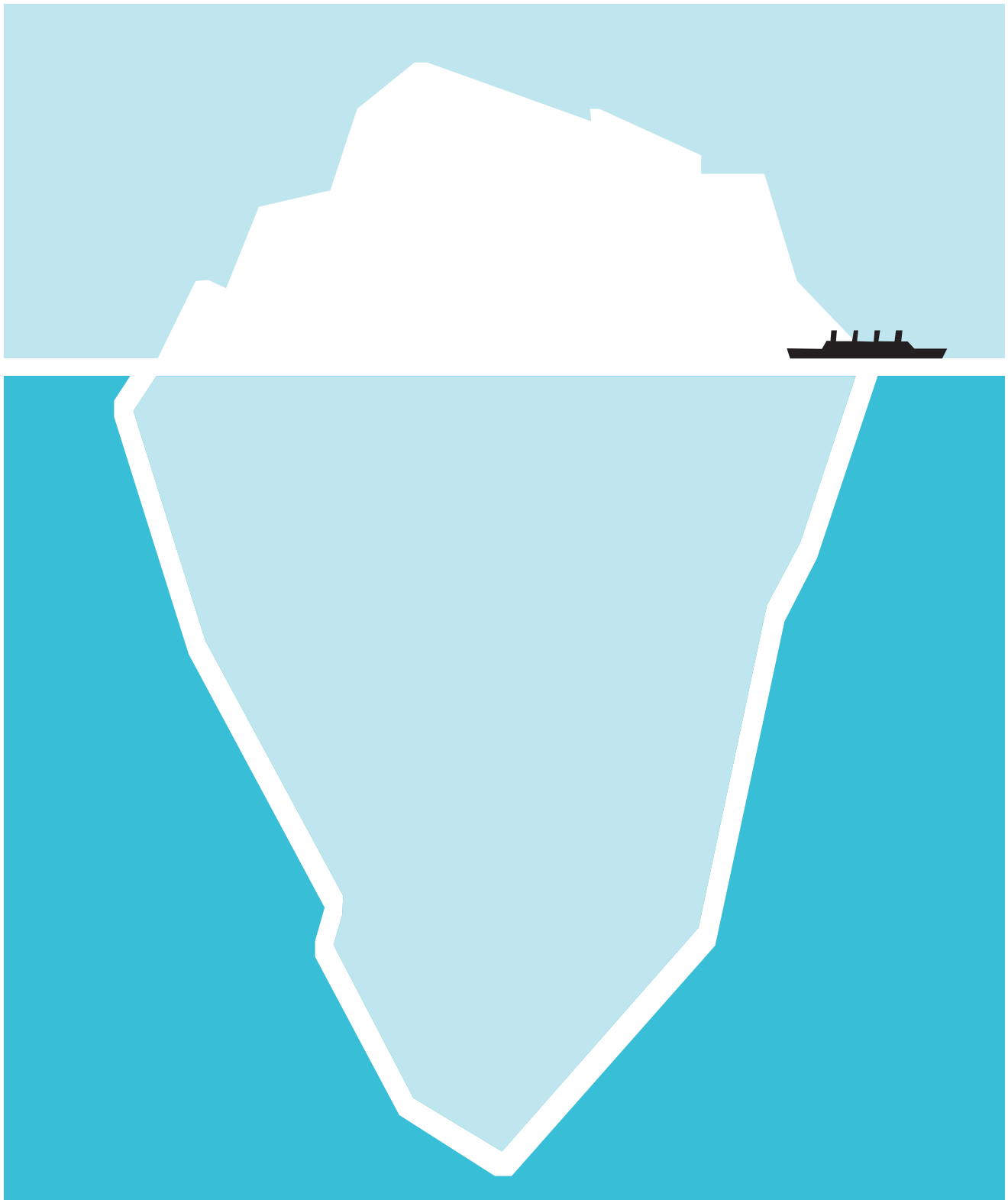
My personal definition of culture

Agreed group definition of culture

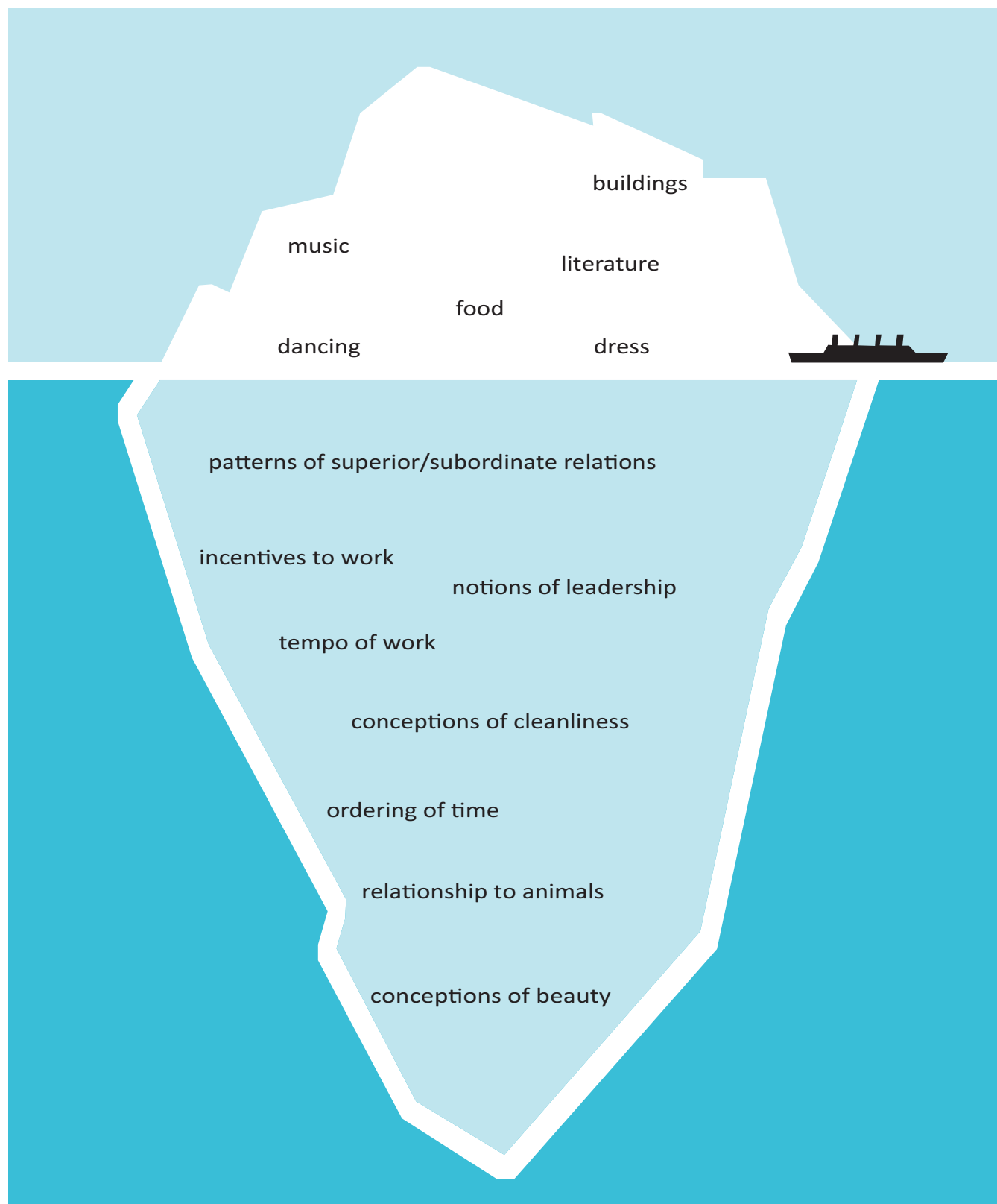**Relevance to you when working/studying abroad and/or working in multicultural teams?**

ACTIVITY SHEET J2:
CULTURAL MODELS: THE ICEBERG

Complete the blank Iceberg: what cultural aspects are we conscious about (above the waterline) and which cultural aspects are we less aware about (under the waterline).

Compare your answers with the completed model.

buildings

music

literature

food

dancing   dress

patterns of superior/subordinate relations

incentives to work

notions of leadership

tempo of work

conceptions of cleanliness

ordering of time

relationship to animals

conceptions of beauty

FOLLOW UP ACTIVITIES:

If you want to explore this topic further, please have a look at the ECML Pluri Mobil exercise:

THE VISIBLE, THE LESS VISIBLE, THE INVISIBLE:

http://plurimobil.ecml.at/Portals/37/basic/PluriMobil-lesson-plan-vocational-EN.pdf?time-stamp=1457953826334.

ACTIVITY SHEET J3:
STEREOTYPES

Introduce the concept of stereotypes; have a look at the relevant slides.

Discuss in groups the meaning of stereotypes and how they can influence your behaviour. Compare and contrast your results.

Reflection: What stereotypes are more common and well known? Why can stereotypes have a negative impact and how might they have a positive one? How do other people perceive your cultural background when abroad? What is your experience of dealing with stereotypes? Why is this relevant to ICC?

Relevance to you when working/studying abroad and/or working in multicultural teams?

FOLLOW UP ACTIVITIES:

If you want to explore this topic further, please have a look at the ECML Pluri Mobil exercise:

DEALING WITH STEREOTYPES:

http://plurimobil.ecml.at/Portals/37/basic/PluriMobil-lesson-plan-vocational-EN.pdf

Video clip on different concepts of time: unit 7 (5.09 min.):

http://www.immi.se/eiw/training.html

Have a critical view on this episode in relation to the use of stereotypes.

Video(3 min.): "In a time of intense division, it's more important than ever to remember that we have more in common with each other than we might think."

https://www.youtube.com/watch?v=jD8tjhVO1Tc&feature=youtu.be

ACTIVITY SHEET J4:
ETHNOCENTRISM AND ETHNORELATIVISM

SOURCE: *http://www.albany.edu/ssw/efc/pdf/Module%201_3_Bennett%20Model%20Activity%20Final.pdf*

Note for the facilitator: Attach the prepared posters for each of the stages different places around the classroom. Read the statements (in the order given below or scrambled) asking participants to move to the stages they think the statement most closely corresponds to. Discuss their choices.

Keep in mind: There are no "right" or "wrong" answers. Encourage those who have differing opinions to share the reasons for their choice; reinforce there is no right or wrong answer; review the differences between the stages as necessary.

Statements that represent each of Bennett's Stages of Cultural Competency

6 Posters (one representing each of the stages of cultural competency)
- Defence
- Denial
- Minimization
- Acceptance
- Adaptation
- Integration

1. "Why do we need special telephone lines for the hearing impaired? We don't have any hearing impaired in our office. (**Denial**)

2. "Women are not aggressive enough. They will never make it to upper management." (**Defense:** superiority or denigration if said by a man; reversal if said by a woman)

3. "When I provide medical care, I try to put myself in my patient's shoes." (**Adaptation**)

4. "I understand that some Latin Americans perceive time differently, and that is the reason you are often late. However, I will not tolerate your being late for my appointment." (**Acceptance:** *recognizes difference but judges it negatively*)

5. "I don't think it is necessary to study other cultures. We just need to learn how to care for their disease. After all, people are people. (**Minimization**)

6. "I am a heterosexual and my son is gay. I feel comfortable with my gay friends and their community. I enjoy the time I spend with them. (**Integration**)

7. 7. "Ever since I came here from Egypt, I have tried to be totally American because the U.S. is a much better country than where I came from. (**Defense-reversal**)

8. "Senior management values diversity and feels that gays and lesbians have a right to their sexual preference. However we cannot provide medical benefits to gay partners. (**Acceptance:** *recognizes the culture exists but not willing to go beyond recognition*)

ACTIVITY SHEET J5:
CULTURAL DIMENSIONS

Cultural dimensions or cultural value dimensions are used to compare and contrast different cultures. There is a wide range of values and we do not automatically share our set of values with other people. The cultural dimensions illustrate cultural preferences or the dominant tendencies in a specific group of people. They should be seen as tools for better communication skills across cultures and appropriate behaviour in intercultural encounters. Cultural value dimensions are the specific means by which societies solve universal problems such as providing food or finding shelter. We all face similar challenges but the solutions might vary. Hofstede (1980) is a Dutch anthropologist and was one of the first researchers to conduct surveys about cultural dimensions.

EXERCISE ADAPTED FROM: *http://archive.ecml.at/mtp2/icopromo/results/Lucru/Files/1%20Awareness%20of%20the%20self%20and%20the%20other/d%20Preferences%202.pdf*

AWARENESS OF THE SELF AND THE OTHER

MY PREFERENCES + YOUR PREFERENCES = CONFLICT?

Your preferences exercise can increase your intercultural sensitivity of your own cultural background when working in multicultural teams.

Conforming to group decisions	1	2	3	4	5	4	3	2	1	Defending own position
Open for risky undertakings	1	2	3	4	5	4	3	2	1	Sticking to safe solutions
Listening	1	2	3	4	5	4	3	2	1	Talking
Spelling out opinions clearly	1	2	3	4	5	4	3	2	1	Conveying opinions indirectly
Preserving group harmony	1	2	3	4	5	4	3	2	1	Confrontational discussion of conflict
The team leader has decision making power	1	2	3	4	5	4	3	2	1	The team members have decision making power
The team should focus on long-term objectives	1	2	3	4	5	4	3	2	1	The team should focus on short-term objectives
A team should have fixed rules	1	2	3	4	5	4	3	2	1	A team should have no rules
Flexible Rules										
Team members should handle tasks flexibly	1	2	3	4	5	4	3	2	1	Team members should do one thing at a time
Team members should criticise one another openly	1	2	3	4	5	4	3	2	1	Team members should not offend one another by open criticism

INSTRUCTIONS:

Use a colour pen to circle the behaviour that corresponds most to the behaviour you would display when working in a team. Number 1 indicates a strong tendency to show a certain behaviour, number 5 indicates that your behaviour would be very much "middle of the road".

Reflection: Was it easy to decide your answers? Were there similarities/differences in your group? Why is it important not to understand the cultural dimensions in an absolute way? Why is this relevant to ICC? How is this relevant to you and your future career?

Why is it important not to just discuss the differences in a multicultural team, but also consider any similarities?

How is this relevant to you when working/studying abroad and/or working in multicultural teams?

FOLLOW UP ACTIVITIES:

Online exercise on case studies explained through Hofstede's Cultural Dimensions model.

ADAPTED FROM: *Intercultural Training Exercise Pack, Culture wise Ltd.*

http://www.culturewise.net/wp-content/uploads/2013/05/Cultural-awareness-training-exercise-pack.pdf

The material contains more exercises for self-study should you consider to explore this topic further.

FURTHER INFORMATION ON THE DIMENSIONS:
http://study.com/academy/lesson/hofstedes-cultural-dimensions-theory.html (video and quiz)
https://www.mindtools.com/pages/article/newLDR_66.html.

ACTIVITY SHEET J6:
WORKING AND STUDYING ABROAD

Have you considered working and/or studying abroad?

Discuss in groups the benefits and challenges of moving away from home.

Do you know of people who went abroad for work/study? How did they manage to set themselves up? What are the essential things that you have to prepare for?

How can you sell your skills as a language graduate to employers abroad? How would you emphasize your intercultural communication skills? Do you know of any useful websites that you can share with the rest of your group?

FOLLOW UP ACTIVITIES:

If you want to explore this topic further, please have a look at the following links:

• Applied intercultural competence on work placement: *http://www.mastermob.eu/index.php.*

M.A.S.T.E.R Mob is a blended learning experience which enables its trainees to master the challenges of an intercultural work experience. In an immersive and interactive training path, trainees are taken through a series of challenges and activities onsite then online; that allow them to reflect and prepare for cultural differences and experiences.

EUtopia Serious Game: *http://www.mastermob.eu/eutopia.php.*

The M.A.S.T.E.R Mob multimedia training solution aims to raise the awareness of the mobility participants on the intercultural competence, before the departure. The Training path is completed by playing the EUtopia serious game and then attending the onsite training completed by online modules. The training path is entirely hosted on a LMS Moodle platform providing „Guidelines for mobility mentors" including tools, resources and tips.

• Non-verbal communication – see lesson plan 11: *http://plurimobil.ecml.at/Portals/37/basic/PluriMobil-lesson-plan-upper-secondary-EN.pdf?timestamp=1457953783379.*

ACTIVITY SHEET J7:
NON-VERBAL COMMUNICATION TESTS

TEST A

Look at the following hand signals and see how many different meanings you can assign to each one. For each correct answer, score one point and deduct one point for an incorrect answer.
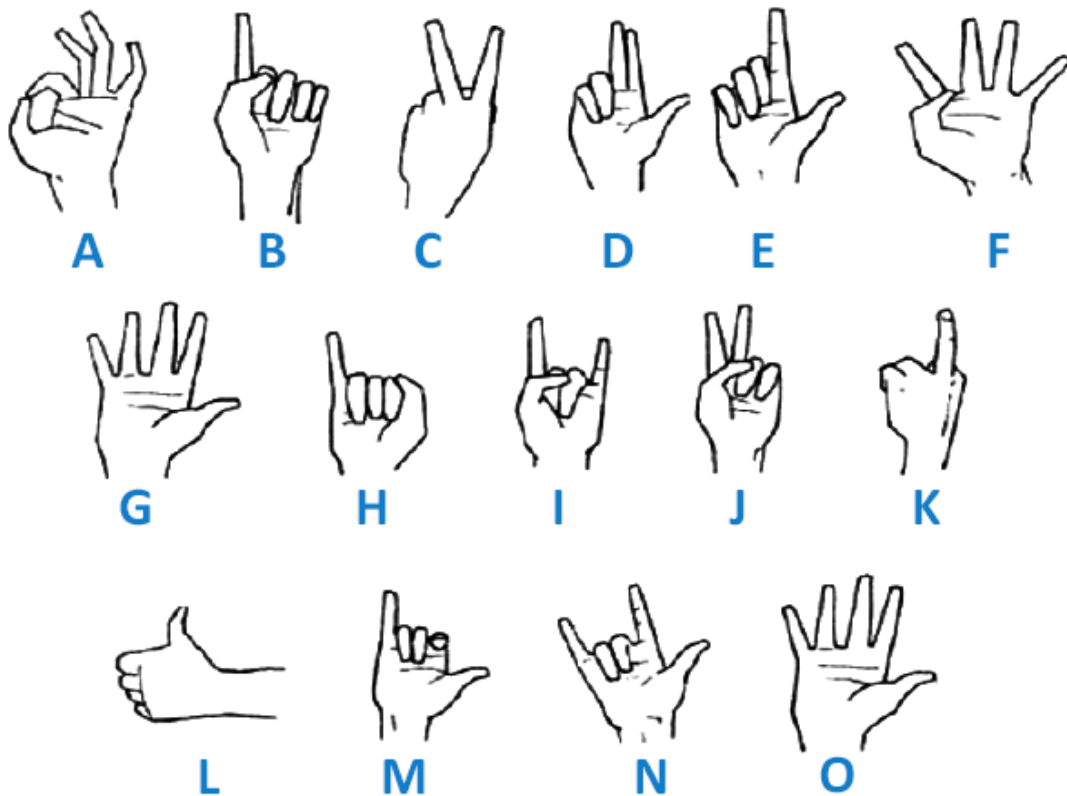
TEST B

Put the following places in two columns depending on whether or not it's acceptable to touch the person you are talking to: Australia, England, Estonia, France, Germany, Greece, India, Italy, Japan, Middle East, New Zealand, Portugal, Russia, Spain, Turkey, USA & Canada.

Don't touch	Touching is allowed

FURTHER LINKS:
- The importance of intercultural skills for employers:
http://blog.eskill.com/importance-intercultural-skills/
https://www.britishcouncil.org/voices-magazine/why-employers-value-intercultural-skills.
- How to improve your intercultural communication skills:
http://www.careeraddict.com/improve-your-intercultural-communication-skills.
- Improving intercultural communication:
http://www.diplomacy.edu/language/intercultural-communication/improving.
- On effective marketing of your international skills:
https://www.gooverseas.com/blog/study-abroad-resume-tips.
- Tips and ideas on how to prepare to an interview abroad, what skills employers are looking for and how to emphasize "global competency" skills:
https://abroad.rice.edu/Content.aspx?id=229.

AFTER YOU HAVE COMPLETED ALL EXERCISES HAVE A LOOK AT THE FOLLOWING LINKS:

www.vocal-medical.eu project > English version > Module 5. This gives you a summary of ICC and the topics that we touched on here in this module; including cultural dimensions.

http://www.sutoma.eu/ project > have a look at the ICC module. This gives you another summary and further exercises.
More exercises in relation to language and culture: ICOPROMO; for example: *http://archive.ecml.at/mtp2/icopromo/results/.*

Communicating across cultures:
- "Tues Anglaise?" > expressing yourself in another language.

Sense making:
- I speak English, I am literate > discussion on a "global language".

Assuming social responsibility:
- Just words, not bullets: becoming critically aware of language use.

Relationship building:
- Where do I belong? > exclusion in a multicultural team.

More exercises in relation to language, culture and mobility:

Pluri Mobil; for example: *http://plurimobil.ecml.at/.* Have a look at the "Lesson Plans".
- Exercise example from primary level:
Lesson plan 9: THE EUROPEAN LANGUAGE PORTFOLIO: HOW DO I LEARN LANGUAGES?
- Exercise example from lower secondary level:
Lesson plan 3: MY SELF PORTRAIT > awareness of own cultural background (multicultural).
- Exercise example from upper secondary level:
Lesson plan 11: NON-VERBAL COMMUNICATION > awareness of diversity in communication.
- Exercise example from vocational secondary level:
Lesson plan 7: WORKING IN DIFFERENT LANGUAGES > multilingual communication.
- AIE (Autobiography of Intercultural Encounters), Council of Europe:
http://coe.dokeos.com/courses/AUTOBIOGRAPHYOFINTER/index.php.

HAVE A LOOK AT THE FOLLOWING SAMPLES OF YOUTUBE LINKS:
- ICC skills: *https://www.youtube.com/watch?v=SJqBhLgSNQY.*
- Michael Byram: *https://www.youtube.com/watch?v=NXhfi16CGOA.*
- Mix: *http://www.youtube.com/watch?v=XFQXcv1k9OM.*
- Perception: *http://www.theinvisiblegorilla.com/videos.html.*
- Perception: *http://www.youtube.com/watch?v=qA0a62wmd1A.*

STEREOTYPES:

- What kind of an Asian are you? *http://www.youtube.com/watch?v=DWynJkN5HbQ.*
- Comments to link above: *https://www.youtube.com/watch?v=S0QeIq6xt1U.*
- Schwarzfahrer: *https://www.youtube.com/watch?v=XFQXcv1k9OM.*
- What would you do in terms of defending the rights of a Hijab-wearing Muslim: *http://youtu.be/lX0a6Zf2GHU.*
- Danish TV ad: *https://www.youtube.com/watch?v=z-ne2HEUJcI.*
- Labels: *https://www.youtube.com/watch?v=84OT0NLlqfM.*
- Government ad on racism: *https://www.youtube.com/watch?v=6yVMik5Mfwk.*
- Anti-racism: *http://www.youtube.com/watch?v=miUKTDMtTXg.*

FURTHER READING:

QAA, Subject Benchmark Statement, Languages, Cultures and Societies: *http://www.qaa.ac.uk/en/Publications/Documents/SBS-Languages-Cultures-and-Societies-15.pdf.*

The following article provides a critical view of the concepts of ethnocentrism and ethnorelativism: *https://staffmail.staff.ittralee.ie/service/home/~/?auth=co&loc=en_GB&id=126577&part=2*