

WORK BASED LEARNING

E-GUIDE “WORK-BASED LEARNING – YOUR OPPORTUNITY”

CHAPTER II

USEFUL
INFORMATION
FOR VET STAFF AND LEARNERS

Developed by

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1. Framework

This document is part of the Intellectual Output 1 (IO1) “E-Guide “Work Based Learning -your opportunity” and addresses mainly youngsters and learners involved in work based learning experiences. The first chapter was focused in understand the perceptions of the vocational, education and training (VET) systems and the labour market, concerning work-based learning (WBL) schemes. The second chapter’ main objective is to gather useful information for learners and youngsters in general, aiming at promoting their proactive attitude towards job searching, by improving their skills in this area. In this sense, apart from useful tips on how to develop a CV and cover letter, also useful resources for VET personnel (teachers/trainers/ training staff) is here provided, among other guidelines and information aimed at better prepare youngsters for a WBL experience in their or in other country.

The document is mainly composed by the following contents:

- 1) guidelines for CV elaboration + cover letter;
- 2) guidelines for professional portfolio development;
- 3) information on where to find WBL opportunities at national level and also abroad;
- 4) exercises for development of social, intercultural and team working skills;
- 5) Useful information resulting from the project learning/teaching/training activities (LA)

To achieve the above, the following steps were conducted by the partnership:

- ✓ research and collection of useful documents for the development of guidelines for CV creation as well as associated professional documents (cover letter, preparation for job interview and job searching)



- ✓ research and collection of useful documents for the development of guidelines for a Professional Portfolio
- ✓ construction of a European database with contacts for WBL opportunities at national and also transnational level
- ✓ collection of training materials and/or exercises for social, intercultural and team working competences development

2. Guidelines for CV designing

2.1 Preparing the curriculum vitae

Today's panorama of increased job competitiveness all over Europe, has lead us to believe in the importance of presenting a successful job application, with an efficient curriculum vitae and motivational letter, and to be prepared for the contact with the employer. Making our knowledge, skills and experiences valuable, is the only way to stand out among other many candidates, when it's time to apply for a job!

The Curriculum Vitae (CV) is a key tool for searching a job. It's a summary of professional activities, qualifications and job seeker's skills. Aims to raise the interest of employers and gain an in-person interview, being therefore essential its proper elaboration.

It is important to remember that it will not be with the curriculum alone, what will get the job. The curriculum is only a tool that will conquer the picker and pique their interest.



The **elaboration of the curriculum should be done carefully**, and any failure should be avoided and resolved. To do so, you must **(re) read many times your resume to try to avoid any error.**

Most common errors to avoid:

1. Writing and grammar errors

Poor spelling and grammar errors should be avoided. If you don't feel comfortable with writing, ask a family member, friend or teacher to review your CV in the end.

2. Being unspecific

You should avoid extensive descriptions of your experience, although it is important to describe in detail, but in an objective way, some previous experiences, especially those corresponding to the position you are applying.

3. Highlighting unimportant details

Avoid mentioning not so relevant details, such as: “sorted a file in three days”, or “carefully separate folders by year, name, category”, etc.

4. Forgetting important information

All jobs you have performed, long or short duration, having or not relation to the area that you are applying, should always be considered. You may think that they are insignificant to the job post, but all the experiences have some kind of learning and growing at personal and professional level. As such, you should clearly define what you intend to include or exclude from your resume.

5. Confusing to look at

Do not forget that the design and layout is valuable in the curriculum, and sometimes the simpler the better. Avoid choosing a type of exuberant letter, the font size should be moderate and you should give space between the various contents and a slight space between lines.

6. Wrong or outdated

Avoid having wrong and out of date contact information. Try to review your resume sporadically to check if all information is up to date.

Tips and suggestions

- ✓ Use A4 white paper;

- ✓ Use digital versions do not use handwriting CV;
- ✓ Do not exceed two / three pages, unless you have extensive work experience;
- ✓ Send CV's with clear clean presentation;
- ✓ Choose a simple style; Original formats should be restricted to functions where such skills are highly valued (if you are applying to marketing, advertising, audio-visual...);
- ✓ Avoid to have many attached documents to the CV (diplomas, for example). These should be submitted if expressly requested.
- ✓ The CV should always be accompanied by a cover letter (presentation / motivation, spontaneous application or recommendation).



If you recently finished your training, it is normal not yet you present a lot of experience. **Don't worry, you're not the only one.**



WHAT, THEN, SHOULD YOU HIGHLIGHT IN YOUR RESUME? Enhance your training and what you have done relevant in this period, as well as internships (national and international), travels and experiences in the labour market, your fluency in languages and volunteer work if you've already done some.

Check List:

Common errors to avoid

- × No objectives mentioned
- × Going on too long or cutting things too short
- × Hiding important information
- × Mysterious gaps in employment
- × Lying or manipulation of the truth
- × Inconsistent layout
- × Unsuitable photo
- × Inadequate properties and characteristics of interest
- × Negative feedback from previous workplaces
- × Focusing on obligations
- × Incorrect contact information

Strongest points to have in mind

- ✓ Find out which CV form and design suits you more
- ✓ Do not mention needless information
- ✓ Adjust the CV for each situation
- ✓ Think of a compelling headline
- ✓ Notice necessary skills, abilities, competencies
- ✓ Prove qualitative rather than quantitative, that you are the best



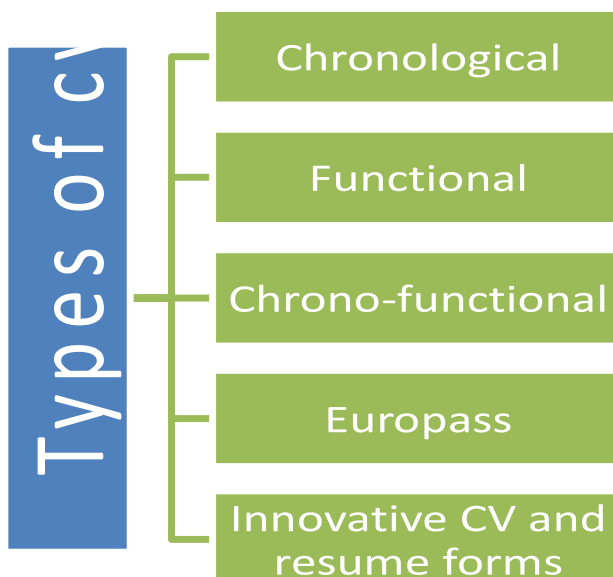
Before you decide which form of CV suites you better, you have to know your main objectives and what are the skills and achievements you can be proud of and will suit to the position you apply to!

2.2 Types of curriculum vitae

For a potential employee to be hired, one of the requirements is to present CV as a review of the autobiography, which is very important document that shows the quality of the candidate and the opportunity to get the position.

Accurate and well prepared CV has certain advantages over the other candidates. It is important that CV is adapted to a particular vacancy and reflects the candidate's experience in understandable way.

At this point it will be addressed some of the most common types of CV.



2.1.1. Chronological CV

The chronological or performance CV is the most traditional and widely used format. This type of CV basically outlines your work and educational history and is ideal if you have stayed in the same career for most of your working life, steadily working your way up.

Use the chronological CV in the following situations:

- ✓ If you have steadily progressed in one chosen field and are looking for promotion or better conditions.
- ✓ If you have no gaps in your work history.
- ✓ If you want to highlight where you have worked rather than what you have achieved.
- ✓ If you are staying in the same industry.

Sample:

Ann E. One
123 The Road, London, SW12 49X
0207 600 0000, 01234 5678, ann@emailaddress.co.uk

Objective: *A managerial position in a large fashion house where my management, sales, customer relations and creative talents can be effectively used to motivate staff and to contribute to an increase in the company's annual turnover and profits.*

Summary: *Over ten years of sales experience in ladies' fashions. Responsible for increased annual turnover of 20% and managing staff of 10.*

Sales: *Increased sales by 20% resulting in a £600,000 profit increase. Trained new members of staff and existing staff in methods to increase sales and good salesmanship. Handled orders of new stock and then designed layout and actioned set up of floor space promoting new designs and sales items.*

Recruiting: *Recruited competent new full-time and part-time staff based on CV selection and own-designed interview process.*

Training: *Conducted weekly hour-long training sessions for staff on sales methods and customer care.*

Management: *Managed 10 sales staff and organised holiday, sick and working rotas. Designed and organised promotions and sales. In charge of daily, weekly and monthly running of the store.*

Achievements:

- *Awarded best salesperson two years running*
- *Increased turnover by 20% two years running*
- *Introduced new stock that subsequently increased profits*
- *Redesigned the layout of the store which helped attract new customers*

Work Experience:

2005 - present *The Shop, Fulham*
 Ladies' fashion store
 Sales Manager

2001 - 2005 *The Store, Balham*
 Assistant Manager

Education: *London University, BA Honours Sales and Marketing (2:1)*

References: *Available on request*

2.1.2.Functional

This type of CV focuses on and highlights the skills and achievements that you have gained throughout your whole working career irrespective of where and when you acquired them. This is useful if you do have gaps in your working career or if want to change career completely.

Use the functional CV in the following instances:

- ✓ If you want to change career fields.
- ✓ If you have gaps in your work history due to bringing up children, illness or any other reason.
- ✓ If you have little experience due to just starting out or just finishing college or university.
- ✓ If you want to show a prospective employer that you possess the correct skills for the job even though you do not have experience in that field.

Sample:

Ann E. One
123 The Road, London, SW12 49X
0207 600 0000, 01234 5678, ann@emailaddress.co.uk

Objective: *A managerial position in a large fashion house where my management, sales, customer relations and creative talents can be effectively used to motivate staff and to contribute to an increase in the company's annual turnover and profits.*

Summary: *Over ten years of sales experience in ladies' fashions. Responsible for increased annual turnover of 20% and managing staff of 10.*

Sales: *Increased sales by 20% resulting in a £600,000 profit increase. Trained new members of staff and existing staff in methods to increase sales and good salesmanship. Handled orders of new stock and then designed layout and actioned set up of floor space promoting new designs and sales items.*

Recruiting: *Recruited competent new full-time and part-time staff based on CV selection and own-designed interview process.*

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Achievements:

- *Awarded best salesperson two years running*
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- *Introduced new stock that subsequently increased profits*
- *Redesigned the layout of the store which helped attract new customers*

Work Experience:

2005 - present *The Shop, Fulham*
Ladies' fashion store
Sales Manager

2001 - 2005 *The Store, Balham*
Assistant Manager

Education: *London University, BA Honours Sales and Marketing (2:1)*

References: *Available on request*

2.1.3.Chrono-functional (combined)

The best of both, the combination CV is an amalgamation of the previous two formats. Slightly longer in layout; it is imperative that you grab the reader's attention from the start, as there may be a danger of him getting bored and discarding the CV without reading it in its entirety.

The combination CV should be used when you want to highlight both skills and achievements together with your impressive work history and education.

Your skills and achievements are listed first and these are then backed up by your work and educational experience, all in all leading to an extremely potent and impressive document.

If you have gaps in your work history or have changed jobs frequently, the functional CV would be better suited.

Use the combined CV when:

- ✓ You want to show that not only do you have the right skills for the job but also the work experience to support.
- ✓ You want to emphasise skills that you may not have used for a while.
- ✓ You would have used a chronological CV but want to highlight your skills too.
- ✓ Applying for managerial or executive positions.
- ✓ You have plenty of experience in the chosen field.
- ✓ If you need to "fill out" your CV!

Sample:

Ann E. One
123 The Road, London, SW12 49X
0207 600 0000, 01234 5678, ann@emailaddress.co.uk

Objective: Experienced sales manager with good leadership skills and a pleasant and friendly manner seeks managerial position in a large store that specialises in ladies' fashion where creative talents, proven record in increased sales and organisational skills can be put to use.

Summary: Ten years of experience in high street fashion sales industry. Increased turnover by 20% and managed staff of 10 people.

Sales:

- Increased annual turnover by 20% resulting in a £600,000 profit increase.
- Instructed staff in top selling methods, which helped increase profits.
- Awarded best salesperson in the county for two years running.
- Introduced new line that singularly increased sales by 10%.
- Used marketing knowledge to redesign shop layout and organise special promotions and sales, which also resulted in increased sales.

Recruiting:

- In charge of recruiting all new full-time and part-time staff through own devised interview process.

Training:

- Conducted weekly training sessions on sales methods and customer care.
- All staff able to correctly advise clients on purchases ranging from suitability of item to washing method and materials used.

Professional Experience:

The Shop, Fulham 2005 - present

Sales Manager

- Responsible for team of 10 staff.
- Duties included buying stock, promoting lines, organising sales and promotions, dealing with customers and cashing up daily takings.

The Store, Balham 2001 - 2005

Assistant Manager

- Involved in purchasing new lines and stock.
- Handled cash and credit purchasing transactions.
- In charge of store when manager absent taking on full responsibilities.
- Dealing with customers, helping with purchases and finding solutions for complaints.

Education: London University, BA Honours Sales and Marketing (2:1)

2.1.4. Europass

Europass is a well-recognized CV form throughout Europe. Its format makes it easier to compare qualifications since it is widely used, both in labour world and internships at national and international level.

According to the European Union and Council of Europe ¹, the Europass CV consists of 7 sections: 1) **Personal information**; 2) **Job applied for**; 3) **Work experience**; 4) **Education and training**; 5) **Personal skills** which consists of mother tongue and other languages, communication skills, organisational skills, job related skills, computer skills, other skills; 6) **Additional information** which includes publications, presentations, projects, conferences, seminars, honours and awards, memberships, references; 7) **Annexes**: Europass CV template consists of two columns: do not change the content of the left column, which contains the headings and instructions embedded in accessibility labels; use the right column to insert your personal data. Sections are separated by a blank space.

Europass documents:

The Europass may be composed and/or complemented by other documents which helps in making the skills and qualifications clearly and easily understood in all European Union countries.

Two documents freely accessible, completed by European citizens²:

- ✓ the **Curriculum Vitae** helps you present your skills and qualifications effectively and clearly. You can create your [CV online](#), using tutorials or [download the template](#), examples and instructions.
- ✓ the **Language Passport**- is a self-assessment tool for language skills and qualifications. You can create your [Language Passport online](#) using tutorials or [download the template](#), examples and instructions.

¹ European Union, 2016|

² European Union, 2016|

Three documents issued by education and training authorities³:

- ✓ the **Europass Mobility** records the knowledge and skills acquired in another European country;
- ✓ the **Certificate Supplement** describes the knowledge and skills acquired in the frame of vocational education and training pathways;
- ✓ the **Diploma Supplement** describes the knowledge and skills acquired in the frame of higher education degrees.

europass Curriculum Vitae

PERSONAL INFORMATION Betty Smith

32 Reading rd, Birmingham B26 3GJ United Kingdom
+44 2012345679 +44 7123456789
smith@btinternet.com
AOL Instant Messenger (AIM) betty.smith
Sex Female | Date of birth 01 March 1975

JOB APPLIED FOR European project manager

WORK EXPERIENCE

August 2002 – Present **Independent consultant**
British Council
123, Bd Ney, 75003 Paris (France)
Evaluation of European Commission youth training support measures for youth national agencies and young people

March 2002 – July 2002 **Internship**
European Commission, Youth Unit, DG Education and Culture
205, Rue de la Loi, 1049 Brussels (Belgium)
- evaluating youth training programmes for SALTU-UK and the partnership between the Council of Europe and European Commission
- organising and running a 2 day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition
- contributing to the steering group on training and developing action plans on training for the next 3 years. Working on the Users Guide for training and the support measures
Business or sector European institution

October 2001 – February 2002 **Researcher / Independent Consultant**
Council of Europe, Budapest (Hungary)
Working in a research team carrying out in-depth qualitative evaluation of the 2 year Advanced Training of Trainers in Europe using participant observations, in-depth interviews and focus groups. Work carried out in training courses in Strasbourg, Slovenia and Budapest.

EDUCATION AND TRAINING

1997 – 2001 **PhD - Thesis Title: "Young People in the Construction of the 'Virtual University', Empirical research on e-learning"**
Brunel University, London United Kingdom

1993 – 1997 **Bachelor of Science in Sociology and Psychology**
Brunel University, London United Kingdom
- sociology of risk
- sociology of scientific knowledge / information society
- anthropology
- Learning and Psychology
- research methods

europass Curriculum Vitae Betty Smith

PERSONAL SKILLS

Mother tongue(s) English

Other language(s)

	unaided (hearing)		aided (hearing)		written
	Listening	Reading	Spoken interaction	Spoken production	
French	C1	C2	B2	C1	C2
German	A2	A2	A2	A2	A2

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2: Proficient user
Common European Framework of Reference for Languages

Communication skills - team work: I have worked in various types of teams from research teams to national league hockey. For 2 years I coached my university hockey team
- mediating skills: I work on the borders between young people, youth trainers, youth policy and researchers, for example running a 3-day workshop at CoE Symposium "Youth Actor of Social Change", and my continued work on youth training programmes
- intercultural skills: I am experienced at working in a European dimension such as being a rapporteur at the CoE Budapest "youth against violence" seminar and working with refugees.

Organisational / managerial skills - whilst working for a Brussels based refugee NGO "Consult" I organized a "Civil Dialogue" between refugees and civil servants at the European Commission 20th June 2002
- during my PhD I organised a seminar series on research methods

Computer skills - competent with most Microsoft Office programmes
- experience with HTML

Other skills Creating pieces of Art and visiting Modern Art galleries. Enjoy all sports particularly hockey, football and running. Love to travel and experience different cultures.

Driving licence A, B

ADDITIONAL INFORMATION

Publications "How-to-do Observations: Borrowing techniques from the Social Sciences to help Participants do Observations in Simulation Exercises" Coyote (EUCoE) Partnership Publication, (2002).

2.1.5. Innovative CV and resume forms

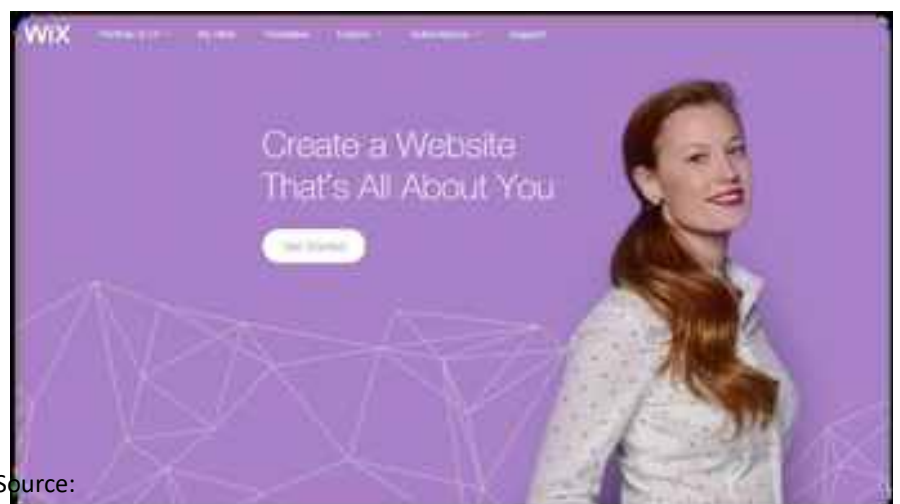
Previous CV forms are formal arranged and classical designed. If you are more creative person and want to show it, you can adapt your CV to the job offer you are applying, using innovative forms, more suitable for you.

There are some examples below:



Source: <http://www.creativebloq.com/career/creative-resumes-11121419>

WIX is an example of the use of ICT as a tool to create a professional web presence, CV, portfolio, demonstrating innovative character and, at the same time, computer skills.



Source:

In short....

Five basic principles for a good CV⁴....

1. **CONCENTRATE ON THE ESSENTIALS.** *Be brief: two A4 pages are usually more than enough, irrespective of your education or experience.*
2. **BE CLEAR AND CONCISE.** *Use short sentences. Give specific examples.*
3. **ALWAYS ADAPT YOUR CV TO SUIT THE POST YOU ARE APPLYING FOR.** *Highlight your strengths according to the needs of the employer and focus on the skills that match the job.*
4. **PAY ATTENTION TO THE PRESENTATION OF YOUR CV.** *Present your skills and competences clearly and logically, so that your advantages stand out.*
5. **CHECK YOUR CV ONCE YOU HAVE FILLED IT IN.** *Correct any spelling mistakes, and ensure the layout is clear and logical.*

x

⁴ European Union, 2016|

3. Guidelines for Cover Letter designing

The Cover Letter plays an important role in the job seeking process. Sending a CV without cover letter is like meeting a potential employer for the first time without introducing yourself. Your cover letter must influence the employer to read and short-list your CV when faced with hundreds of candidates.⁵

A cover letter or motivation letter, is an introduction document that should be attached to the CV. Whether you are applying to a specific advertised job, or sending a spontaneous application, you should send your resume along with a cover letter, presenting the main reasons for your application in a very concise and effective way.

When you are developing your cover letter, you should:

- ✓ Introduce you
- ✓ Mention the job (or kind of job) you're applying for (or looking for)
- ✓ Match your skills and experiences with the skills and experiences required for the job
- ✓ Encourage the reader to read your resume
- ✓ Finish with a call to action.

NOTE: A cover letter shouldn't be more than one page. It's only meant to be a summary of the information you put in your resume, so remember to keep things short.

Tips for opening lines

Why do we need an **opening line** in a business letter or formal email?

- to make reference to previous correspondence
- to say how you found the recipient's name/address
- to say why you are writing to the recipient.

A few examples of good opening lines:

With reference to your letter of 8 June, I ...

I am writing to enquire about ...

After having seen your advertisement in ... , I would like ...

After having received your address from ... , I ...

I received your address from ... and would like ...




We/I recently wrote to you about ...

Thank you for your letter of 8 May.

Thank you for your letter regarding ...

Tips for closing lines

Why do we need a **closing line** in a business letter or email?

-  to make a reference to a future event
-  to repeat an apology
-  to offer help

A few examples of good closing lines:

If you require any further information, feel free to contact me.

I look forward to your reply.

I look forward to hearing from you.

I look forward to seeing you.

Please advise as necessary.


We look forward to a successful working relationship in the future.

Should you need any further information, please do not hesitate to contact me.

Once again, I apologise for any inconvenience.

We hope that we may continue to rely on your valued custom.

I would appreciate your immediate attention to this matter.

When you should use 'Yours faithfully' and 'Yours sincerely' in a business letter? 

When the recipient's name is unknown to you:

Dear Sir ... Yours faithfully

Dear Madam ... Yours faithfully

When you know the recipient's name:

Dear Mr Smith ... Yours sincerely

When addressing a good friend or colleague:

Dear Helen ... Best wishes/Best regards

Addressing whole departments:

Dear Sirs ... Yours faithfully

What should be avoided in the cover letter?

- ✗ Write types or factual errors
- ✗ Cut and paste your resume into your cover letter
- ✗ Use "I" too much
- ✗ Mention your other job applications
- ✗ Lay about your experience
- ✗ Get too personal
- ✗ Explain why you quit your last job

4. The job interview

4.1. Prepare yourself for the job interview

- The job interview is a crucial milestone in the process of searching for a job, corresponding to the dialogue between the employer and the job seeker. It's therefore, **a unique occasion for you to demonstrate that you are the ideal applicant.**
- It is mainly a **communication process**, not only using **verbal**, but also **non-verbal communication**. The candidate gestures, expressions, and presence are as well ways of communication that may reinforce, change or add something to the meaning of words. The job interview should be used for exchanging information, ideas, opinions, among other questions relevant at that time.

Please see *"Annex I Simulation of the interview"*

	Before the interview	During the interview	After the interview
□	You must prepare yourself carefully. Make a personal reflection, it is important to know yourself well and your strengths, as well your weaknesses	You should adopt adequate behaviour and use clear and objective communication.	You should take some time to reflect and make your own assessment, think about what went well and what can be improved.

Why should I be prepared for the interview?

- ✓ Increases your **reasoning capacity**;
- ✓ Allows you to control or reduce nervousness, making you feel **more confident and secure**;
- ✓ Promotes the likelihood of achieving **success**.

How to be prepared?

- Get as much information about the company and the position as possible;
- Write down all the interesting points and prepare the answers to the most frequently asked questions;
- Reread the announcement, the motivation /cover letter and curriculum vitae;
- Reflect on the content of the CV



- Think about the learning you have been making throughout your professional and academic pathways; on how such learning can be an asset to the company;
- Gathering the documents to present;
- Be on time;
- Introduce yourself in a careful way.

Behaviours to be adopted during the interview:

- Turn off your cell phone;
- Wait for being invited to sit and adopt an adequate posture, but relaxed;
- Listen carefully and look directly to the interviewer (practice your nonverbal communication!);
- Answer clearly and accurately to the questions;
- Explain your ideas if necessary, with practical examples;
- If you have doubts, you can ask for more details about the position and conditions, but delicately and in an assertive way
- Highlight your strong points, as well as willingness to improve your difficulties or weaknesses;



- Show ambition, willingness to learn and strong interest in the position;
- The interviewer is the person who should end the interview.

What are the employer main evaluation focus?

- | | |
|---|----------------------|
| - Education and vocational training; | - Dynamism; |
| - Career, especially if you already have some labour market experience; | - Autonomy; |
| - Motivation; | - Adaptability; |
| - Personal appearance and posture; | - Flexibility; |
| - Communication skills; | - Responsibility; |
| - Sociability; | - Leadership skills; |
| - Emotional intelligence | - Analytical skills. |




Can I ask questions during the interview? What kind of questions should I make?

It is common and expected to be the interviewer conducting the interview, taking care of the whole communication process. However, it is essential that you also show some interest and curiosity about the company and your future tasks, so yes, you should also make some questions. These questions should be adequate and pertinent, placed at the right time.

Examples of questions that you may ask to the contractor:

- *What will be my role in the company?*
- *What responsibilities are inherent to this role?*
- *What problems and challenges are inherent to the role?*
- *What is the level of autonomy and responsibility of the role?*
- *With who will I work?*
- *The work will be developed more as a team or individually?*
- *In which department will I fit in?*

▮ **Issues that may be addresses by the interviewer:**

- 
- Tell me about yourself;
- What are your objectives at short and medium term?
- What motivated you to send your resume to this company?
- What are your expectations for this job?
- Are you able to work under pressure and with deadlines?
- Give us a reason to choose you, instead of other candidates?
- What are your greatest strengths? And weaknesses?
- What you usually do in your free time?
- From your previous experiences, what were the ones more pleasant for you?

Bet on your job interview.

It may be decisive for you to achieve your so intended job!

5. The job search

5.1. Most important skills while searching job

Looking for a job can be a stressful and demotivating process, especially if you are expecting to receive quick answers from the contractors' part. It is important to keep in mind a set of assumptions when you are searching a job, which are really needed to deal and overcome the barriers that you may be face with.




MOST IMPORTANT SKILLS IN ACTIVE JOB SEARCHING	Persistence
	Dynamism
	Motivation
	Resistance towards deception
	Organization capacity
	Self-assessment capacity
	Self-affirmation capacity
	Information selection and management capacity
	Capacity to undertake and implement a project

Places where you can find a job:

- In newspapers (national and regional / local), in job ads section;
- Internet, in job sites and social networks;
- Social media (Facebook, LinkedIn, Pinterest...) – see [Annex II_ how to create an account on LinkedIn](#)
- Online editions of newspapers and magazines;
- In employment support offices in schools and training centres, many times the schools have protocols with companies;
- In the employment centres of the residence area, where all job seekers should sign up;
- In supermarkets where job advertisements are placed (or courses that may interest);
- In Public/Municipal Libraries;
- In human resources agencies / temporary employment that also advertise many job offers (in their offices or websites);
- In municipalities; parish; local associations;
- Through personal contacts, friends / colleagues / family members

Type of application documents depending on the type of offer/ad:

How to apply?

DIFFERENT CONTEXTS	APPROPRIATE TOOLS	
<u>RESPONDING TO AN ADD PUBLISHED IN A JOURNAL</u>	- Presentation/motivation letter; - Curriculum Vitae - Annexes to the curriculum vitae: copy important documents - B.I./C.C, certificate of educational level/ vocational educational training certificate, Recommendation Letter, Certificate of Training Attendance.	
<u>APPLICATION TO A PUBLIC TENDER</u>	- Self application; - Curriculum Vitae - Annexes to the curriculum vitae: copy important documents - B.I./C.C, certificate of educational level/ vocational educational training certificate, Recommendation Letter, Certificate of Training Attendance, etc. - Other documents required in the respective tender.	
<u>SPONTANEOUS APPLICATION</u>	- Letter of spontaneous application or motivation; - Curriculum Vitae - Annexes to the curriculum vitae: copy important documents - B.I./C.C, certificate of educational level/ vocational educational training certificate, Recommendation Letter, Certificate of Training Attendance, etc.	
Application submission medium	Advantages	Disadvantages
Postal 	Sending all the information on paper, duly executed, with the applicant's signature.	Higher costs; Loss of "paper" importance face to the digital means
Electronic 	Speed in sending, Low cost (the documents are sent attached in digital format. Only if requested, paper documents should follow).	Message sending possibility fail and the content not be delivered to the recipient, Possibility of electronic mailbox to be full or not frequently consulted.
Presential 	Shows interest, motivation and dynamism.	Higher costs - impressions of paper documents, costs of transport.

Where to begin?

- 1 Organize all documents, personal and professional. You can create a folder / file with all the necessary documentation and thus always have the material to send to an unexpected offer. Advantages of this organization? Simple, not losing time in searching and sorting documents. (Curriculum Vitae, school Certificate, B.I. or Citizen Card Copy).



BUT ATTENTION...

Do not forget that seeking advice and technical support in employment agencies, **does not mean you should expect the employment technician to find a solution for you!**

You are the main responsible in this process. Therefore, **you must be proactive e persistent in this adventure!**

What not to do while searching for a job?

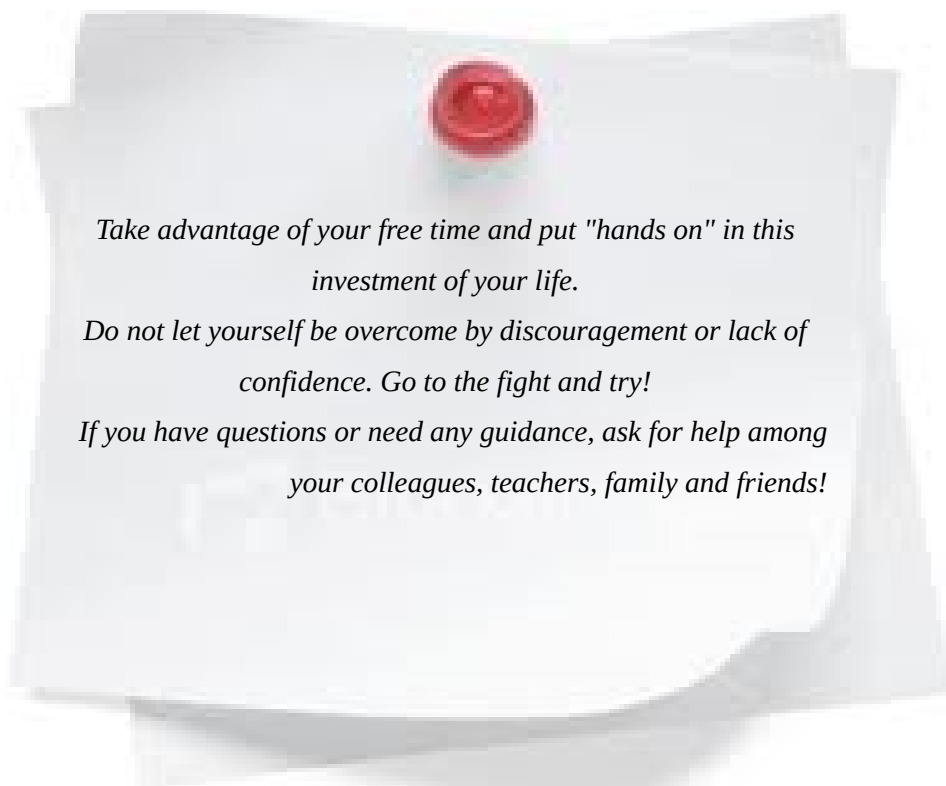


→ **To discouraged and quit, face to "noes".** Persistence and self-confidence are characteristics you need to have in order to succeed. Not only before getting the job, but also after!

→ **Failing to invest in continuous training.** In courses that allow to improve your professional skills, for example information technology and languages, as well as social

skills.

→ **Being arrogant.** Arrogance is a handicap and plays against those who want to succeed in their career. As such, you should invest in a humble attitude, that values continuous learning - an essential requirement to grow, personally and professionally.



“Enthusiasm is the yeast that makes your hopes shine to the stars. Enthusiasm is the sparkle in your eyes, the swing in your gait. The grip of your hand, the irresistible surge of will and energy to execute your ideas.

(HENRY FORD).



6. Professional Portfolio

6.1. What is a portfolio?

A portfolio is a compilation of materials that exemplifies your beliefs, skills, qualifications, education, training, and experiences.

Portfolios can have different formats, from notebooks filled with documents, notes and graphics, to online digital archives and student-created websites. Usually they are used in the elementary,

middle, and high school levels. Portfolios can be a physical collection of the student work that includes materials such as, written assignments, journal entries, completed tests, artwork, lab reports, physical projects (such as dioramas or models), and other material evidencing learning progress and academic accomplishments, including awards, honours, certifications, recommendations, written evaluations by teachers or peers and self-reflections written by students.

The most common types of portfolio are:

- developmental (e.g., working)
- assessment
- showcase

As main aims, they can serve as:

- a reflection of you as a professional
- a record of your professional development
- proof of performance on the job or in class
- what you have accomplished (i.e., tangible artefacts/evidence)
- evidence of your learning new skills

A portfolio can be used for different of purposes:

- Market your capabilities in job interviews
- Negotiate promotions and raises
- Apply for scholarships or grants
- Document the quality and quantity of your professional and personal development
- Demonstrate prior work or learning experiences
- For the finalization of a vocational training course

Regardless of its purpose, a portfolio serves to document your skills and accomplishments through using real examples of it.

6.2. What is included in a portfolio

Depending upon your vocational qualification, your experience or area of expertise, specific items can be included in the portfolio, to provide an accurate representation of your knowledge and abilities.

Developing a portfolio helps you prepare for interviews by allowing you to think critically about your life experiences and achievements. When preparing for an interview, this process will enable you to highlight specific experiences that led to the development of valuable workplace skills. In addition, preparing a portfolio allows you to analyse how your qualifications match those of the position for which you are applying. Having your portfolio in the interview, offers many benefits once the contents of your portfolio demonstrate your experience, skills, and abilities in a visual way. In addition, it can help your application stand out face to the employers.

Items found in most portfolio include:

- Resume or CV (ask a career advisor for information on CV preparation)
- Transcripts
- Evidence of professional affiliations
- Licenses or certifications
- Letters of reference
- Evidence of specific skills (e.g., public speaking, leadership, writing)

- Work samples (e.g., class projects, items produced during internship or co-op experiences)

6.3. Preparing a Portfolio

The preparation of a portfolio follows different steps, but they are all related with yourself, so you should first of all reflect about yourself, your ambitions, your experiences and what you want to achieve at personal and professional level. There are a few steps that may be taken:

The steps to create your portfolio:

1. Look at your skills.
2. Look at yourself the way prospective employer would look at you
3. Choose items to show your skills (the best examples of your work).
4. Decide on the format.
5. Choose work samples that are relevant to the job you're seeking.
6. Think ahead about how much time is likely to be spent on a particular item.
7. Customize your portfolio to a job description.
8. Backup a digital copy of your work portfolio to keep it constantly updated.



6.3.1. How to present a portfolio?

To make an interview portfolio:

- Put items in loose-leaf binder
- Use sheet protectors
- Use copies (keep a master copy of all items)
- Use index tabs and/or title pages to divide sections
- Maintain a manageable size, ideally 5-10 pages
- Omit page numbers to make it easier to add and move items around
- Use consistent headings and placement of items
- Put sections together according to what the employer is looking for (job description)
- Proofread to make sure it is error free

Ensure that your interview portfolio:

- Looks professional
- Reflects your actual skills
- Is occupationally focused
- Is easy to update
- Is easy for the employer to quickly review
- Can be presented alone without explanation
- Supports information presented in your resume

6.3.2. Adopting a presentation format

The portfolio can have as many formats as your imagination allows. Of course, a specific structure should be followed to keep organization and logic, as explained above. The important thing is, once you choose a presentation format, you should stick with it throughout the portfolio.

If you adopt a **paper version** for your portfolio, you can follow this rules:

Introductory Title Page

Table of Contents

The table of contents can be organized in two ways (*Kimeldorf, 1997*):

- 1. Chronologically:** Sections are packaged according to job descriptions and dates the portfolio samples represent (e.g., General Work Performance 1996- 1998). This organizational scheme helps demonstrate increasing improvement and accomplishment over time in a particular field.
- 2. Functionally:** Sections are packaged according to job description only (e.g., computer skills). This organizational scheme works when an individual has varied experiences that need to be pulled together to demonstrate ability in specified areas.

Work/Evidence Samples - For each sample, provide a reflection statement, either in paragraph or bulleted format that contains:

- A brief description of the sample item and the context in which the item was created (e.g., "A marketing plan for a non-profit agency created for Marketing 425")
- A detailed list of the competencies developed or revealed by the sample. (It is this second part of the reflection statement that makes the portfolio element especially useful in the interview process)

Another format it can be adopted is the electronic portfolios- The e-portfolios are increasingly being used, as the electronic multimedia allows a range and type of materials that can be included as evidence of learning and experiences. They take full advantage of the multimedia options, including text, graphics, animations, sound and video (Pack, 1998). Even more employers may require applicants to submit electronic portfolios. In his book portfolio, Kimeldorf explains the details of this process and provides a few tips on creating these types of portfolio (1997):

When developing electronic portfolio, **remember to:**

- Update your electronic portfolio frequently
- Include only relevant work samples arranged to highlight your best skills
- Keep your portfolio concise, arranged, and honest

Do not:

- Use confusing text, icons or sound (unless needed)
- Include work samples that are difficult to load (Dixon, 1998; JIST, 2003)

Nowadays it is pretty easy to create your own e-portofilo. Below are given a series of links which it can be used for creating your e-portfolio in a creative way. A possible disadvantage is the need of having computer skills or even intern access.

By typing in phrases like "professional portfolio," "interview portfolio," and "career portfolio " to any Internet search web browser, you will find several sites to review. This website may provide you some ideas for the creation of your own portfolio.

teachnet.com This link focuses on teaching portfolio and provides concrete suggestions for how to use the portfolio to sell yourself to potential employers

www.amby.com/kimeldorf/p_mk-toc.html - This is Martin Kimeldorf's Portfolio Library, which contains helpful tips on how to use your portfolio in your job search, among other topics.

www.wix.com

Front end user friendly website editor that allow to create online portfolios.

Links and useful programs for developing your e-portfolio:



- ✓ Figure Out What You're Showing Off– **set yourself a high target.**

- ✓ Be innovative and creative making your portfolio.
- ✓ Remember It's Not Just About Your Work. **Make your portfolio before you really need it.**
- ✓ **Be honest** - use only the materials that you have the right to use.
- ✓ **Be selective** - use only your best materials you can be proud of.
- ✓ All materials you use, **should harmonize with each other.**
- ✓ **Make it Easy to Navigate** - use categories.
- ✓ **Keep it Simple**, so it will be more easy to get the information needed about you.

The most important rule when creating your portfolio:
AVOID STEREOTYPICAL THINKING – USE SCHEMATIC ONE!

7. European Database of WBL actors

To meet the common objective of providing youngsters (and all the interested parts) with a list of European contacts on where to find necessary information concerning work-based learning and apprenticeship opportunities in different countries, each partner collected different contact information among VET centres, schools, enterprises, local associations, mobility organizations, employment offices, and others involved in WBL. The main objective was to provide a European database with detailed information about the main interested parts involved in the promotion of WBL schemes.

In total were collected 89 contacts, not only from the partnership countries (Portugal, Latvia, Poland and Austria) but also from other European countries outside the partnership, (UK, Spain, Italy, Germany).

The database is structured with all the basic information necessary to facilitate a direct contact with the other part, being composed by the following sections:

- ✓ **Type of Institution** *(if it is a company, a VET centre, a school, a motilities organization etc.)*
- ✓ **Role in WBL** *(if it is sending organization, the host, the intermediary/organizer)*
- ✓ **Name of the Institution**
- ✓ **Institutional branch** *(if it is a national or international organization)*
- ✓ **Main responsibilities related to WBL** *(the main tasks and activities related to WBL)*
- ✓ **Scope of WBL activities** *(if the WBL is only at national level or if it is also international)*
- ✓ **Website**
- ✓ **Contacts /contact person**

Please see [Annex III Database WBL institutional contacts](#) to find the database.

8. Key Social and Intercultural Skills

Nowadays and more than ever, having social and intercultural skills is critical in a work-based learning experience, especially when in a different country. It is important to be prepared to deal with diversity aspects, as well as to have the basic transversal competences required in any work context (work in team, communication, cooperation, etc.). To help learners in be better prepared to integrate the world of work, each partner collected a minimum of two (2) activities/ exercises, designed to develop learners' social, intercultural and other key employability skills.

These exercises, which can be developed in group, individually, in classroom or outdoor, are pedagogical resources for VET trainers and teachers intended to support the development of social and relational competences of youngsters.

In total were collected 16 exercises. Below is presented the list of collected exercises, with detailed instructions on how they can be applied.

1 - Title	The importance of the Senses
Typology of activity	To provide knowledge in various areas of knowledge, in particular on the need of the senses.
Subject involved	Integration
Social Skill	Promoting team spirit, solidarity and cooperation.
Duration	45 minutes.
Description <p>The teacher asks the participants to form pairs. Following distributes each pair one blindfold and two ear plugs, inviting one of the elements to put the blindfold and the other the ear plugs. If there is shortage of material, it is suggested to repeat the exercise for everyone to have the opportunity to experience the activity.</p> <p>Then, each pair is asked to move around the classroom and / or to give a little walk thru the hall / building courtyard. If there is time available, the elements of each pair may reverse their roles ("disability") repeating the exercise.</p> <p>In the end, it is requested that participants speak about the value of exercise</p>	

and the following questions:

- . How did you feel performing the exercise?
- . Have you felt some kind of difficulties? Which?
- . Was it important to be organized in pair? Why?
- . What specific needs do you think students with disabilities (visual, hearing and motor...) have (at school, at study, in leisure time...)? What do you think you could do to help them?
- . Do you consider that persons with disabilities have the same opportunities (ex.: educational, professionals, etc.)? Justify.

Preparation

Explain to students the activity and its objectives, subsequently ask the students blindfolds (may be handkerchiefs) and ear plugs for the implementation thereof.

Session/activity objectives

1. Develop the ability and the willingness of one putting himself in other person place, to feel like another person;
2. Sensitize participants to the specific needs of people with disabilities;
3. Raise the awareness of participants about the value of solidarity and cooperation practices.

Resources/Materials

Blindfolds, ear plugs

Suggestions to the instructor

Although the proposed exercise has focused on visual and hearing loss (for ease access to resources/material) it is suggested that the final reflection contemplates other disabilities, such as the motor.

2- Title	Cultural Week
Typology of activity	Raise awareness among students for social and cultural differences and acceptance of these.

Subject involved	Integration; Portuguese; French, English, Spanish.
Social Skill	Encourage personal, intellectual, cultural, social and physical development.
Duration	1 week.
Description	<p>Decorating the room with props alluding to the theme: flags and images (1st day);</p> <p>Creating groups and each will focus on a particular country (1st day);</p> <p>Each day highlight a country (its language, gastronomy, population number, images, props, music, dance, traditional games, etc.);</p> <p>Try speaking about countries from different continents and compare the similarities and differences with Portugal;</p> <p>On the last day (4), each group presents (as they wish) the research done on one particular country, highlighting the clothing, food and weather...</p>
Preparation	Explain to students the activity and its objectives, later, ask the students to collect typical clothing and images of the countries chosen.
Session goals/aims	<ol style="list-style-type: none"> 1. Sensitize students to the different existing cultures and countries; 2. Valuing the similarities and differences between cultures and countries; 3. Raise awareness among students for social and cultural differences, developing acceptance, respect and interaction with different cultures (intercultural).
Resources/Materials	Flags of countries, images, typical food, device for listening to music, typical dress of the country.
Suggestion to the instructor	Although the proposed exercise has focused on a class, it is suggested to be applied to the entire school community.

3- Title	Liberty day
Typology of activity	Valuing Portugal history
Subject involved	Integration.

Social Skill	Promoting personal, intellectual, cultural and social development.
Duration	1 day.
Description	<p>Talking about the importance of this day in Portugal's history;</p> <p>Word Search puzzle about the theme;</p> <p>Day 25: Delivering a carnation to each student;</p> <p>Traditional games: malha⁶, bags race, musical chairs, 31⁷, marble, spinning top, etc. Month conviviality (parents' presence and participation): mixed teams: parents, children e volunteers.</p>
Preparation	<p>Explaining to students the activity and its objectives. Preparation of a team registration form. Distribution of registration forms to groups and explanation of practical activity. Later, solicitation and collection of acquisition of the material / resources needed for the implementation of games.</p>
Session/activity objectives	<ol style="list-style-type: none"> 1. Knowing and exploring the significance of this event; 2. Sensitize students for how important this day is for Portugal and its culture; 3. Developing game that allow valuing traditional; 4. Celebrating the moment with group dynamics.
Resources/Materials	Carnations, metal discs, pins, potato bags, chairs, 31 kit, marbles e spinning top.
Suggestion to the instructor	<p>Although the proposed exercise has focused on the school community, it is suggested that the same, or traditional games: race bags, 31, musical chairs, marble, spinning top, etc., might be extended to presence and participation of parents (month conviviality) mixed teams: parents, students and teachers.</p>

⁶ Similar to quoits

⁷ Played with a set of three small metal rings per player and, usually, a wooden box with a circle divided in quarters each with a single value, from one to four, and an orifice at the middle with the worth of six points

4- Title	To Choose
Typology of activity	Reflection about rights and duties.
Subject involved	Integration.
Social Skill	Promoting personal and social development.
Duration	1 day.
Description Divide the area halfway through a line on the ground (divide the room on the left and right side, for example). The teacher is placed on top of the line (in the middle of the division) asking the participants the following questions: "Voting should be mandatory?" Those who believe that voting should be mandatory move to one side of the line in the floor, while those who think otherwise should be placed on the opposite side. When all participants are positioned on one side of line, each group is invited to present the arguments in its decision-making. Applying the same methodology of the previous task, teacher puts the participants the following question. "Do you consider that there should be civic service?" Variant Instead of questioning who is "in favour" or "against" in relation to the question raised, it may be questioned which are the "advantages" or "disadvantages" of each decision-making. In the case of adopting this method, it is suggested the establishment of two working groups for presenting the advantages and disadvantages of the situation exposed.	
Preparation Explaining to students the activity and the objectives to be achieved, going to practice afterwards.	
Session goals/aims Analysing/questioning the relation between rights and duties.	
Resources/Materials None required.	
Suggestion to the instructor Although the proposed exercise has focused on a	

class, it is suggested that it be applied in all classes.

5- Title	Me and you
Typology of activity	Exercise for self-analysis
Subject involved	analytical and problem solving skills
Social Skill	Recognize individual skills
Duration	45 Minutes
Description	
<p>Traditional group work emphasizes prescriptions and rules out complexities, variations and nuances. Participatory group events encourage, acceptance and analysis of the complexity of society.</p> <p>The exercise addresses the contradictions and conflicts that exist in society through the use of case studies and role plays which are based on real-life situations. Participants analyse and suggest different kinds of solutions, they sharpen analytical and problem solving skills.</p>	
Preparation	
<p>Distribute paper or cards and markers. On one side of the card ask participants to write two major problems they face in their work or lives and on the other side to list the skills that are needed to solve those problems. After that ask participants to tape the paper on themselves, problem side out. Then ask them to walk around and look at each other's problems and not to talk. Later have to ask the people with similar problems to form small groups and discuss, how they would use their skills to solve the problems.</p>	
Session/activity objectives	
<p>In plenary, discuss the conclusions. During the course of the discussion, point out that they have a wide range of skills that they can use to deal with their own problems and that there may be many appropriate solutions.</p>	
Resources/Materials	
<p>Paper/cards, masking tape, pins and markers</p>	
Suggestion to the instructor	
<p>Use this exercise:</p>	

Before a session on problem solving.

In sessions where assessments are part of the work plan.

In a session on problem identification.

6- Title	Director
Typology of activity	Game for teamwork
Subject involved	Teamwork
Social Skill	Team building and cooperation
Duration	10-15 Minutes
Description <p>Team building and cooperation are important for any participatory event. In participatory processes, different capabilities complement one another. A group can only become a team when all the members are interdependent. With constructive interaction, dialogue and consensus, cooperation and teamwork increases. This exercise is designed to encourage such dialogue and to reflect on the nature and process of teamwork.</p>	
Preparation <p>Ask one person to volunteer as the Director, and the other participants to join hands and form a circle. Then, without letting go of each other's hands, move the people over, under, and between each other to form a human knot.</p>	
Session/activity objectives <p>After the participants have formed the knot, the "director" is asked to untie them. Everyone must follow the director's instructions cooperatively. They may not move unless told to do so. Keep track of the time it takes.</p> <p>After the group has been untied, the director is asked to join hands with the group and to form the knot once again. This time they must untie the knot by themselves, without the help of a director. (It should be much easier.)</p> <p>Compare the time it takes with and without the director.</p>	
Activities <p>To demonstrate that cooperation and team efforts are successful problem</p>	

solving techniques. Useful at the beginning of a session on cooperation and team-building or participation.

Ask the group what they thought the exercise was about. They will probably comment on teamwork, cooperation, not relying on one director, etc. Allow this to lead to a discussion on the issue of teamwork.

Resources/Materials

None

Suggestions

Use this exercise:

In workshops where groups must perform specific tasks.

When groups are dealing with issues of competition and cooperation.

To help organisations or groups evaluate relationships in the workplace.

7- Title	Looking Inside
Typology of activity	Game of trust
Subject involved	Teacher and students
Social Skill	Self-consciousness
Duration	30 minutes.
Description	
<p>Personal development is a lifelong process. It's a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential.</p> <p>By the end of this activity, the young migrant will: be aware of differences between his/her self-perception and how he/she is seen by others identify his/her own qualities and strengths, identify areas where he/she would like to improve. The participants will also identify which personal areas should improve.</p>	
Preparation	
<p>The purpose of this exercise is to increase positive self-awareness of young migrants and should never be used as tool to undermine or criticise. The trainer must feel confident that the group will be positive during this activity</p>	

and should be very careful when explaining the task to the group to make sure that they spell out that this activity is only about recognizing positive attributes and skills. Learners must not say anything remotely negative about each other.

Session goals/aims

To understand the importance of telling people what you can do and not what you can't.

To raise self-consciousness.

Teaching/learning activities:

In group. All take their pen and paper and write, the title: This inspires me safety. Participants list everything that comes to their mind, for example: my hands, my older brother, keen eyesight, agility, my father, etc. (10 minutes).

Read carefully what you wrote and cut others two lists: one of things depending just on you and one of those depending on others. (Other 5 minutes). Form groups of three and talk together about the different discoveries (15 minutes). Some questions:

Who inspires me more safety?

What inspires me more safety?

What would inspire me more safety at school?

During such game, participants can experience how much they are self-confident and how much it depends on the others. It is a quite simple game.

It is very suitable to introduce the topic of trust in oneself.

Resources:

Pen and paper

Suggestion to the instructor

The trainer must be alert to all pair and group dynamics.

8 -Title	One, Two, Three
Typology of activity	Experiential training/ game
Subject involved	Teacher and students
Social Skill	Communication, team work, to pay attention



Duration 10 – 20 minutes

Description

In school, you can realize that team-work have a major importance. It is very important to be able to work with your colleagues, to use a common working language/ code in your everyday schooling routine.

Are you well – synchronized with the others? Can you follow the same rhythm? Test your skills with the follow general exercise.

Preparation

- Prepare your participants about the scope of this exercise.
- Set up the instructions of the exercise.

Session goals/aims

- To better understand group dynamics.
- To know how to synchronise yourself with others
- To improve your communication skills
- To help your team working efficiently

Teaching/learning activities:

The exercise involves three phases:

2) Replace slowly gestures with numbers. When students find a good rhythm, one of them instead of saying one, will make a gesture which takes the same of saying one in order to keep the rhythm. At this point, that gesture becomes the number and any time they would have said one they make such gesture. Then replace also number two and three. At the end each pair will have three movements, one for number one, one for number two, one for number three. Go on until finding a good rhythm and students don't make any mistakes.

3) In this part of the exercise students don't work all together but the whole group watches the exercise. The couple returns to point 2) and find a good rhythm. They try slowly to dramatize the three movements; they try to tell a story with gestures at their disposal. Obviously, such gestures can be slightly changed, exaggerated, limited and they can be made simultaneously to the partner; they can be alternated in different ways from one, two, three and

the same person can make it one after another without waiting for an answer. In short, still remaining within the three gestures, the way of action is absolutely free.

Small discussion about the emotions and the level of difficulty should be generated among groups, the last 10 minutes of the exercise.

Resources:

Free space

Suggestion to the instructor

none

9- Title	Road Trip
Typology of activity	Group activity
Subject involved	Teacher, students
Social Skill	Argumentation, Respect and deal with others opinion, solving problems
Duration of hour	90 min
Description	
Some say that a vital test for couples is the holiday season, perhaps for friends too. People have different habits, different priorities and different interests. Would you prefer to do something you don't really look forward for the sake of the group's harmony or you prefer to highlight your preferences no matter what others think?	
Preparation	
As a warm up, the trainer tosses the words "holiday" and then "road trip" and asks the participants to tell what do cross their mind when listening to these words (one word at a time). This way they unconsciously brainstorm ideas concerning the road trip they are about to discuss.	
Session goals/aims	
Planning a holiday, real life exercise.	
Be aware of different interests and roles in a team	
Solve a problem in a team	

Teaching/learning activities:

In groups of 4, the participants have to organize a road trip starting in the city where they are. Conditions:

- It starts on a Sunday and on Saturday they have to be back.
- Everyone has a budget of 500€ (not a penny more).
- One of the members has a car.

They have to decide:

- Where to go?
- How to spend money? (petrol, food, sleeping)
- Money pot or everyone pays their own expenses?
- What to see/do (city, nature, relax, active, ...) ?

When they come to a plan of the trip, they should act it – especially the activities they are doing – to the others to guess. Just mimics, no words.

Reflexion:

- 1) How does the team work really work?
- 2) Are the participants flexible on their opinions? Are always the same ones who decide/give in?
- 3) Is there some sort of mediator in the group?
- 4) Where were the most difficult aspects to manage in the negotiation process? Why?
- 5) How did you manage to overcome these obstacles? How the obstacles could have been avoided?

Resources:

Handout (or keywords can be written on the board) and a map

Suggestion to the instructor

none

10- Title	Presenting Others
Typology of activity	Games of knowledge
Subject involved	Teacher and students
Social Skill	Communication, interaction

Duration of hour	30 minutes
Description	
<p>What we do and say will influence the opinion of other people about us. And conversely what we see about other people will influence our opinion about them. Therefore, we can learn more about our own personal presentation skills when we present to others.</p> <p>This activity will aid youngsters to interact with other people in order to present them. It will allow them also to reflect about the importance of personal presentation skills in different specific situations.</p>	
Preparation	
<p>(a) Introduce the importance of personal presentation with a specific purpose (ex. Job interview).</p> <p>(b) Present the activity to the participants.</p>	
Session goals/aims	
To understand the importance of personal presentation for different purposes in life	
Teaching/learning activities:	
Finish the training with reminding some parts of it and summarizing most important guidelines related to the personal presentation in a specific environment.	
Resources:	
Pictures (of the situation to explore)	
Suggestion to the instructor	
Implement this activity at the beginning of the course or session	

11- Title	How to greet each other
Typology of activity	Group work
Subject involved	Greetings in different cultures
Social Skill	Communication
Duration	Depends on group size
Description	
Group of people are divided into parts: Europeans, Asians, Africans, or by	

nations (Italians, Portuguese, Austrians etc.). Each participant greet with the other members of the group "in their own way."

Preparation

Instructor should be ready to show materials about cultural differences within the group members.

Session goals/aims

Group members learn about cultural differences, overcome communication barriers and get acquainted with each other

Teaching/learning activities:

Discussion after the greetings and watching the materials about intercultural differences.

Resources:

<http://www.heartofavagabond.com/around-world-8-greetings/>

https://www.youtube.com/watch?v=D_hBK8Ni4yQ

<https://www.youtube.com/watch?v=pcVZM2i2HZQ>

<https://www.youtube.com/watch?v=EZv9-eauVmw>

Suggestion to the instructor

To be ready to help with explanations about greeting in different countries and cultural differences.

12- Title	My childhood dream job
Typology of activity	Individual and group work
Subject involved	Profession and career
Social Skill	Human understanding
Duration	Depends on group size
Description	
Each group member writes their dream job on sheet of paper and explains why it was his or her dream job. Sheets of paper are anonymous. Instructor collects anonymous leaflets and distributes them (each member has the card of the other member).	
Preparation	
Each author is trying to get into the "skin" of other, read the content and	

express his or her thoughts: whether the author's intentions now have changed, why (possibly other matters). Other listening carefully, asking questions.

Session goals/aims

Better understanding of professions and people in group.

In group discussions group members can find out how they feel about their dream job as adult.

Teaching/learning activities:

Discussions, asking and answering of group members' questions.

Resources:

Little sheets of paper and pens.

Suggestion to the instructor

Instructor should have led the discussion toward better understanding of the chosen profession.

13- Title	Know more about myself, easy to choose good profession
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Typology of activity	workshop
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Subject involved	Profession and career
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Social Skill	enterprise skills.
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Duration	Depends of the groups
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Description

The teacher introduces the topic of the lesson and the aims.

The teachers divide the class for the 4 groups (4-6 persons).

The teacher gives them the description of enterprise skills.

The first group:

Communication and Interpersonal skills

Problem solving

The second group:

Making things happen

Managing risk

The third group:

Self-motivation and responsibility

Team work

Using initiative

The forth group:

Negotiation and understanding others

Assertiveness

The task is the same for the all groups: give the example of the situation where you can show/use the skills. You can describe it or show.

The groups present the team work on forum the whole class.

Preparation

Materials for the groups prepared by the teacher on separate pages:

The first group: Communication and Interpersonal skills

The ability to clearly explain what you mean, through written and spoken means, listening and relating to other people and acting upon information and instructions. Communication skills included: Verbal communication (what and who we say something), Non-Verbal Communication (body language), Listening skills (how we understand and interpret what other say).

Problem solving - The ability to understand a problem by breaking it down into smaller parts, then research and reflection on the issues and the different possible ways to solve the problem. The process of working through details of a problem to reach a solution. Problem solving may include mathematical or systematic operations and can be gauge of an individual's critical thinking skills.

The second group:

Making things happen

Having ideas of your own which can be made into a reality, putting the ideas into action, and seeing a project or task through to the end.

Managing risk

Identifying what could go wrong with a project and thinking about how to avoid it. Being organised and methodical, planning work.

The third group:

Self-motivation and responsibility

Showing a strong personal drive for something you are responsible for to ensure that it is completed to the best of your ability

Team work

Working well with other people, even those I don't know to get a job done.

Being aware of what my and other people's strengths and weaknesses are.

Using initiative

Without being told use a range of thinking skills such as asking questions to come up with ideas to find the best ways to plan, research and complete a task.

The forth group:

Negotiation and understanding others

Taking on board other people's ideas to understand their point of view.

Express your own needs in a clear way and to find the point that you are both OK with.

Assertiveness

Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'.

Assertiveness enables individuals to act in their own best interests, to stand up for themselves without undue anxiety, to express honest feelings comfortably and to express personal rights without denying the rights of others.

Session goals/aims

The students know good and bad results

They know more about themselves.

The students can definite enterprise skills and recognize the situation when they need it, can use it.

Teaching/learning activities

Team work, discussion,

Resources

Suggestion to the instructor

The groups shouldn't be so big. The best option is 4-6 persons.

14- Title

Borrow or not?

Typology of activity

workshop

Subject involved

Economy, entrepreneurship

Social Skill

Analytical skills

Duration

Depends of the groups

Description

The short lecture of the teacher. The firms (and private persons) sometimes borrow money to buy something – for example car, computer, any machine or house. They do it, because they haven't had enough money to buy it for the cash. Divide the students for the groups (4-5 persons)

The ask of the students- is it good to borrow money for buying something (table 1) The presentation of the work of the groups. The discussion with the students.

The filling the table 2: Analysis the work team on the forum.

The conclusions: Analysis the all factors before you borrow money- you get back money in the time, the situation will be less stressful, you will have more profits.

Preparation:

The teacher should prepare 2 tables.

Table 1

The results of borrow money	
+	-

Table 2

	The firm	The private person
When does it need to borrow money?		
Where (for whom) does it borrow money?		
What benefits, profits it has?		
What risk it has?		
How does it get back money?		
What happened when it can't get back money?		

Session goals/aims

Analyses situation

Profits and risk of borrow money

Help to make good decision

Teaching/learning activities

Lecture, team work

Resources

15- Title

How to say "NO"

Typology of activity

Role play

Subject involved

Lockstep, Pair work, Individual

Social Skill

Practicing the skills of being assertive

Duration of hour

2 x 45 min.

Description

The teacher explains to the students the concepts of behaviour: submissive,

assertive and aggressive.

Submission - an attitude characterized by respect for the rights of others, and disregard for the rights of their own. We do not include their needs, ideas, feelings. We accept sb's opinion because we want to be polite, to avoid conflicts, we are afraid of other people's relationships.

Aggression- an attitude characterized by taking into account the rights of their

own at the same time disregard the rights of others. The characteristic here is the attitude of domination. We are aggressive, because we want to attract attention, to demonstrate his authority, vent anger.

Assertiveness - is defending their own rights, while respecting the rights of others. People who are assertive are able to say "no" without guilt and anger, anger and fear. Assertiveness is a very useful skill with which we can express ourselves openly, without hurting the other.

Preparation

Practice

The teacher divides class into pairs. Each pair receives one of the situations to play:

1. There's your favourite film on TV someone from your family changes your TV channel.
2. Mum asks you to help with the housework, but you are to go out with your friends.
3. You are reading a book in the library, next to you the two people are talking loudly, laughing, distracting you from work.
4. One of your teammates criticizes you, that you haven't worked hard enough during the last match. Students play their scenes. The teacher helps them to determine the type of behaviour (submissive, aggressive or assertive).

Production

They choose assertive behaviour for each situation and practice in pairs.

The teacher points out phrases characteristic for assertive behaviour.

The teacher gives out papers on which the students will write their opinion about a famous singer or actress.

The volunteers read out loudly their opinions and the others have to agree or disagree using assertive arguments.

In conclusion, it should be emphasized the benefits of assertive behaviour.

Session goals/aims

The aim of the lesson is to identify different kinds of behaviour and practice assertiveness, find benefits of being assertive

Teaching/learning activities:

Identify behaviour

Practice assertive behaviour

Resources:

Flipchart or whiteboard

Pens

Sticky scenario scenes

Suggestion to the instructor

it should be emphasized the benefits of assertive behaviour

16- Title	Interview - one of the most stressful moments in life.
Typology of activity	Lockstep, group work
Subject involved	Employability skills
Social Skill	How to cope with stressful and difficult situations How to present yourself during an interview
Duration of hour	2 x 45 min.
Description	
Students are able to prepare for a substantive interview (to gain information about potential employers), provide questions that may be asked during the interview and plan their answers.	
practiced afterwards. The teacher explains to the students the need to get information about their prospective employers and ask them how they	

the interview. Students define the rules of savoir-vivre during the talks and meetings with decision-makers.

Session goals/aims

The aim of the lesson is to identify questions that may be asked by the employer in an interview

Teaching/learning activities:

Presentation

- Professional area, eg.:

Why do you are you looking for a job?

What is your biggest professional success?

How do you assess your skills? Please justify your assessment.

- The area of motivation, such as.:

Why are you interested in this job?

How much would you like to earn?

What type of offers have you been interested in the past?

- The area of personality, e.g. .:

Tell me something about yourself ...

How do you spend your free time?

The proposals are written on a flipchart, and students think about the answers.

Practice

The teacher divides the class into groups of 4. Their task is to prepare for an interview. Some groups prepare the role for a candidate and some for an employer. Then they choose a representative.

Production

The students play their roles and the interviews are recorded.

Summing up

After recordings they watch and discuss.

The teacher pays attention to the behaviour of the employer and the candidate such as greetings, body language, selection of questions and

answers, and the end of the conversation. The discussion on the role and importance of a job interview in the job search process. Identifying areas in the sphere of non-verbal communication, over which students must work on.

Resources:

Video camera

overhead projector

laptop/computer

Suggestion to the instructor

While preparing questions and answers groups shouldn't contact so that the answers could be more spontaneous and real life.

9. Some final considerations based on real WBL experiences

During the course of the project, four transnational Learning/Teaching/Training activities (LA) were organized in the partnership countries. These LA enabled learners, teachers, project training staff and even the local enterprises involved in the project, to work together in multinational and multidisciplinary groups, allowing enriched learning achievements and valuable cultural experiences.

The main objective of these LA was to promote international work-based learning experiences to learners, and training events to the project VET staff. These learning activities were organized by the hosting partner, in cooperation with the other partners, and consisted in one week of work-based learning simulations in relevant enterprises in Portugal, Austria, Poland and Latvia. These local enterprises were selected through contacts and protocols established between the

hosting partner and the enterprise, assuring an efficient correspondence between the field of work and the training area of each group of learners, in the case - sports, cooking, catering services, gas, water and heating supply, car mechanic and audiovisual.

The following LAs happened during the project:

- ✓ Blended mobility of VET learners in Portugal, Vidigueira
- ✓ Blended mobility of VET learners + Short-term joint staff training event in Austria, Klagenfurt
- ✓ Blended mobility of VET learners in Poland, Łódź
- ✓ Blended mobility of VET learners in Latvia, Mālpils

Based on the evaluation questionnaires applied to learners and VET staff after each LA session, it was possible to collect participants' feedback about the shared experiences and the learning achievements in the different countries. *Please see [Annex IV_ overall evaluation results from project Learning Activities \(LA\)](#)*

The overall feedback from the participants was extremely positive, reinforcing the added value of this type of learning for the different target groups involved.

From the learner's point of view, only positive aspects were enhanced:

- ✓ Practical training in the field of studies in real work environments
- ✓ Languages skills improvement
- ✓ Increase chances of finding job
- ✓ To know the labour market of different EU countries
- ✓ Contact with different cultures
- ✓ Development of communication skills
- ✓ Acquisition of technical competences
- ✓ Development of team work skills
- ✓ Work in international contexts (foreign country)
- ✓ Develop personal skills (confidence, autonomy and responsibility)
- ✓ Break language barriers
- ✓ Different approaches in field of study
- ✓ Easier to learn in work context than in classroom
- ✓ Increase the list of professional contacts
- ✓ Gain new experiences
- ✓ Meet new people

It was equally an enriching experience for education and training staff who experienced peer learning with other VET professionals from different countries; the accompanying teachers and trainers had the opportunity to plan all the activities needed to support learner's motilities and their placement in the companies; had also the chance to be in contact with different education and training systems, like the dual system in Austria, to know different education and training methods, new practices and technologies, and experience the process of planning, implementing and evaluating a work based learning experience abroad.

Based on the feedback and experience gathered from the interested parts who participated in project' work-based learning sessions, some conclusions can be here drawn.

- Transnational work-based learning can be a valuable experience in helping young people to have a smoother transition from school to employment, since it is an efficient way of acquiring cultural, social, personal and key-employability skills. Consequently, the benefits of these practices should be widely promoted, making use of the existing EU structures, methods and tools to facilitate the process.
- The WBL project created real opportunities for SME's to host international learners, even during short periods, therefore contributing to make more visible the strong points of the apprenticeships, eliminating some stereotypes and other obstacles which are often caused by false assumptions.
- The E-Guide- "WBL your opportunity" contains useful guidelines, tools and resources that can be used by youngsters, VET personnel and employers; one example is the network of EU contacts established within the project, intended as a resource for the interested parts in order to create more transnational work based learning opportunities.
- The cooperation between VET systems and world of work is a powerful practice to bring young people close to the labour market and contribute for higher youth employment rates. The WBL project focus was in contribute to more and better cooperation between both training and employment systems. The main results of this cooperation was positive and reinforced the importance of engaging the enterprises in apprenticeships

programmes; the dual education system in Austria is seen as an example of best practice in this frame, for the rest of the partnership countries, in order to promote more initial vocational training in their SMEs.

- Transnational WBL experiences increase awareness of cultural diversity and improvement of language skills. It was possible to see learners' growth during these two years' project and it was rewarding to see their motivation and will to continue to participate in these kind of experiences. All the learners involved in the project WBL sessions, stated they had developed their English language skills and increased their interpersonal and cultural sensibility.
- More learners should have opportunity to experience work-based learning in an international environment, by participating in such type of learning activities within EU projects, like this one. The WBL project gave learners the great opportunity to know other countries and education and training systems, which we believe had prepared them for eventual apprenticeship and work abroad.

Despite the efforts made by the member states, the youth unemployment remains high among the European countries, with increased impact in those where VET and apprenticeship system work poorly, with bad connections with the employment services. It is partners' belief that only reinforcing the commitment between all the WBL intervenient - VET systems, labour work systems, policy makers, stakeholders, youngsters and society in general - is possible to have fruitful work-based learning schemes, thus contribute to introduce youngsters in the labour world.

The work-based experiences organized within this project allowed partners to obtain real and contextualized inputs from the main actors involved in the process, thus contributing with relevant information for all those who are interested in support or implement work-based learning. The present E-Guide "work-based learning your opportunity" is a practical guide for all those interested in the topic, containing a collection of best practices and field-research results (chapter I), guidelines and resources, enhancing the added-value of work-based learning in each country of the partnership.

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11. ANNEXES

Annex I_ simulation of the interview

Annex II_ how to create an account on LinkedIn

Annex III_ database WBL institutional contacts

Annex IV_ overall evaluation results from project Learning Activities (LA)

Annex V_ glossary of European instruments and tools