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FOREWORD





FOREWORD

Many young people in Egypt have given up their hopes to find a decent job that matches their qualifications and aspirations. Twenty-nine percent of Egyptian young men and women between the age of 15 and 29 are currently neither in employment nor in education or training and many of them have been looking for a job for more than a year. The longer someone is out of the labour market, the more difficult it gets to integrate into the labour market, since self-esteem drops and qualifications start becoming obsolete. Many different actors in Egypt offer services to train young people on soft skills, or provide job matching, yet very few target those particularly disadvantaged in the labour market, including long-term unemployed.

Job Clubs are two-week intensive job search support activities. Two facilitators assist a group of up to 16 young job seekers to find their way back into the labour market. Job Clubs have proven successful in many countries in Europe, in Canada, the US, Argentina and Central Asian countries, but are not yet widely known in North African and Arab states. Job Clubs use a specific methodology that activates and engages youth in job search activities during the Club, coaches them to reach out to the hidden job market and creates a support group and network that fosters successful job hunting.

This Manual for Job Club Facilitators is the product of a series of workshops, pilot tests, feedback sessions and revisions, in collaboration with the Egyptian Ministry of Youth and Sports, NGOs, and CAPSCU, the training centre at the Cairo University Faculty of Engineering. It is supported by several ILO technical cooperation projects: the Decent Jobs for Egypt's Young People project, funded by the Global Affairs Canada, Trade and Development, the Conducive Environment for the Promotion of Fundamental Principles and Rights at Work project particularly focusing on vulnerable women, funded by the US Department of State, the Transition To Employment: Career Guidance for Youth and Job Creation project, funded by the Egyptian-Italian Dept Swap program, and the Decent Jobs for Egypt's Young People project in Menofeya and Qalyubeya, funded by DANIDA.

The methodology and original manual has been introduced by Arthur Mills, international expert on employment services, career guidance, counseling and job search support in particular. It was revised by Onsi Georgious, ILO Skills and Employability Officer, Fatma Elzahraa, Israa Nagdy, National consultants, and Carlos Mohr, ILO Technical Officer, under the overall technical supervision of Christine Hofmann, Skills Development Specialist in the ILO Decent Work Team for North Africa. Iman Sharkeeb translated it into Arabic, and Heba Rashed and Radwa Bassiouny, ILO Project Assistants, proofread the Arabic version. We wish that this Manual be at the service of countless Job Club Facilitators, in Youth Centres of the Egyptian Ministry of Youth and Sports, and in NGOs, to assist job seekers in Egypt to find their way back into the labour market and to the career path of their choice.

Peter van Rooij

Director

***ILO Decent Work Team for North Africa and
Country Office for Egypt and Eritrea***



INTRODUCTION



INTRODUCTION

This manual provides a comprehensive introduction into the Job Club methodology including the different job searching techniques and skills that the methodology seeks to develop, while also providing specific guidance and tools to enable the facilitator to lead the Job Club sessions. The manual furthermore includes a series of information sheets, worksheets and sample illustrations as guidelines for each of the individual sessions.

The objective of the Job Club is to enable job seekers to find a suitable job within the shortest feasible time period by creating supportive groups of individuals who share the same need while receiving intensive coaching on job search related skills.

Club members meet daily for two weeks (or until they find a job) under the supervision of a trained facilitator who provides them with the guidance, information and tools they need during their search for employment. In addition, members assist one another to enhance their job-hunting skills, providing mutual support and encouragement. Ideally, a new Club is started each month.

Following an initial assessment of their personal interests, skills and occupational goals, the members learn and practice various skills such as telephone and interview skills, dealing with potentially stressful situations, gathering job leads from various sources; conducting information interviews with practitioners of the occupation that interests them, discovering the "hidden job market"; filling out applications; writing CVs; making telephone contacts; and handling oneself effectively in a job interview. In addition to the regular group meetings, members also receive one-to-one coaching with the facilitator.

The manual is divided into 5 parts:

Part 1 Provides the background, theoretical basis and overview of a Job Club

Part 2 Describes the step-by-step procedures for implementing and operating a Job Club and presents the general guidelines for adhering to the behavioural/directive approach used by a JC facilitator

Part 3 Discusses the facilitator's role

Part 4 Explains how the success of the Job Club is measured

Part 5 Presents the specific lesson plans for the daily activities of the Job Club, including the Information Sheets and Working Sheets for the job seeker



PROGRAM DESCRIPTION



1. PROGRAM DESCRIPTION

1.1 Background of the Job Club Methodology

The Job Club was first conceived as a behaviourally oriented, client-responsible model of job search and placement (Azrin et al., 1975). The Job Club approach is based on two main hypotheses: (1) that job seekers can function independently and effectively in their own job search; and (2) that finding employment is in itself a full-time job which is easier done with a group of people.

The Job Club methodology has since been updated to include more recent job search strategies incorporating the latest information and communication (ICT) technologies and other innovations such as social media mechanisms in job finding. The latest revised version of a Job Club, on which this manual is based, was developed in 2014.

1.2 Target group

Job Clubs are intended for members who lack adequate job search skills or the ability to market-themselves to employers. Job Clubs, compared to other job search trainings that commonly last between one hour and two days, are more intensive and aim to activate particularly disadvantaged job-seekers. This usually includes long-term unemployed and young people facing specific challenges to enter the labour market.

Criteria for selecting Job Club members

In order to become a member in a Job Club, the job seekers should:

- Experience serious difficulties in the labour market (for example having been unemployed for 12 months or longer)
- Seek full-time employment in the immediate future
- Be clear on a job objective
- Be available, prepared, and committed to do a full-time job search five to six hours per day for a two-week period
- Be attitudinally receptive to participating in structured activities

1.3 Job Club method: Learning by doing

The Job Club methodology is based on a behaviouristic worldview, which assumes that learners essentially passive, and their habits and attitudes are shaped according to the stimuli they receive from their environment. In other words, the learner starts off as a “clean slate” and behaviour is shaped through positive reinforcement or negative reinforcement. Both positive reinforcement and negative reinforcement increase the probability that the antecedent behaviour will happen again. Applied to the Job Club context, this worldview is translated to training sessions in which members are trained on job seeking techniques and continuously motivated in the use of the acquired knowledge. Given that a behaviouristic approach implies a focus on the reinforcement of particular actions, the Job Club facilitator is only involved in the initial explanation of positive examples and subsequent follow up. Hence, the facilitator does carry out the activities for the members, but lets the members apply what they have learned.

IMPLEMENTING A JOB CLUB





2. IMPLEMENTING A JOB CLUB

The following sections describe procedures for implementing a Job Club, starting from selecting and training facilitators to scheduling the Club and gathering the required materials.

2.1 Number and selection of facilitators

Two facilitators should be available to run the Job Club: One to act as the principal facilitator and the second to assist part-time. This arrangement provides more opportunity for continuous counsellor reinforcement for Job Club members. The part-time facilitator is primarily needed in Week One to assist members with calling cards, CVs, leads and calls; as well as in Week Two for assistance with letters and interview rehearsal and recording.

The success of the Club depends largely on the attitude, disposition and ability of the facilitators to work in a behaviouristic mode. In the Job Club model, members look for the facilitators for advice, support and continuous encouragement. The facilitators must be prepared to conduct the sessions in a directive manner and constantly supervise the members.

2.2 Training for Job Club facilitators

Prior to starting a Job Club, facilitators should have successfully completed the Job Club Facilitator training. An inexperienced facilitator should work with a trained facilitator or observer to gain feedback on how well techniques are being handled and assistance in improving these techniques.

2.3 Scheduling the Job Club

Where feasible, a new Job Club should be scheduled every month. The weeks in between Club sessions are used by the facilitator(s) for member follow-up, final registration and pre-session for the next Club, publicity, liaison with the local Employment Center and/or other agencies, statistical reporting, replenishing of supplies, collating of material, evaluation and planning.

The number of members should not exceed 16 members in each group, as quality advice and follow up to each member of the Club can only be guaranteed if the size of the Club is limited. Preferably, a Job Club should be comprised of an even number of group members which allows for pairing and the implementation of the Buddy System (see Section 3.3). A sample of a typical schedule for a two-week Job Club programme is provided in Table 1. An overview outline of the main components of the Job Club can be found in Annex J.

SAMPLE OF A TWO WEEK SCHEDULE FOR THE JOB CLUB

| WEEK 1 | |
|---|--|
| DAY 1 | DAY 2 |
| <p>9:00 Introduction & Overview Activities & Expectations</p> <p>10:15 Preparing to Market Yourself</p> <p>12:00 Occupational Skills Inventory</p> | <p>9:00 Progress Chart / review of Day 1 activities</p> <p>9:30 Job Market Research Understanding job postings Gaining access to the hidden job market</p> <p>10:00 Using a Job Leads Log</p> <p>10:30 Information Interviewing Preparing for the Information interview</p> <p>12:00 Networking</p> <p>12:30 Keeping Track of your Contacts</p> <p>1:00 Contacting acquaintances and others for job leads</p> |

| WEEK 1 | | |
|--|--|---|
| DAY 3 | DAY 4 | DAY 5 |
| <p>9:00 Progress Chart/ review of day 2 activities</p> <p>9:30 Calling cards</p> <p>10:00 Yellow Pages & Other Sources of Job Leads</p> <p>10:30 Calling employers</p> <p>11:00 Preparing a script for calling employers and rehearsing calls to employers</p> <p>12:00 Job interviews</p> | <p>9:00 Progress Chart/ report on calls made to date</p> <p>9:30 CV writing</p> <p>10:30 Telephone calls to employers for those who have complet- ed their CVs</p> <p>11:00 Cover letter writing</p> <p>1:00 Obtaining references</p> | <p>9:00 Progress Chart</p> <p>9:30 Review of CVs using CV checklist</p> <p>10:00 Tailoring CV's to specific job postings</p> <p>10:45 Tailoring CVs to specific job postings</p> <p>12:00 Planning the next steps in the job search process</p> <p>1:00 Completion of CVs</p> |

| WEEK 2 | |
|---|---|
| DAY 6 | DAY 7 |
| <p>9:00 Progress Chart & review of major activities of week 1</p> <p>9:30 How Egyptian companies and other employers recruit</p> <p>10:00 Cover letters</p> <p>10:30 Calls/Activities: Rehearsing calls to employers about unadvertised positions</p> <p>11:30 Other Leads/ Social media</p> <p>1:00 Calls/Activities</p> | <p>9:00 Progress Chart and review of day 6 activities</p> <p>9:30 How CV “readers” read and select CVs Writing a targeted CV and cover letter, Posting your CV on the Internet</p> <p>11:00 Calls/Activities</p> <p>12:00 Other Telephone Scripts</p> <p>1:00 Continuing calls to employers with feedback from the facilitator and other group members</p> |

| WEEK 2 | | |
|---|---|--|
| DAY 8 | DAY 9 | DAY 10 |
| <p>9:00 Progress Chart and review of day 7</p> <p>9:30 Preparing and rehearsing for the job interview Types of job interviews</p> <p>11:00 Video recordings of mock interviews</p> <p>12:00 Calls/Activities</p> <p>1:00 Leads Resources</p> <p>1:15 Leads/Activities</p> | <p>9:00 Progress Chart and review job interviews</p> <p>9:30 Continuation of mock interview practice and video recordings</p> <p>10:30 Continuation of playback of video recordings activities with feedback</p> <p>11:30 Follow up to the Interview</p> <p>12:30 Labour rights and responsibilities</p> | <p>9:00 Progress Chart</p> <p>9:30 The Work-Place: Starting, keeping and advancing on the job</p> <p>10:15 Activities following the Job Club</p> <p>11:00 Individual job search plans</p> <p>12:30 Wrap up and evaluation</p> |

2.4 Recruiting Job Club members

This can be done in several ways as explained below:

- Communication with the Job Club agency personnel to provide information and request member referrals
- Posters displayed in prominent areas at the Job Club agency and in the community, such as youth centres, universities and at job fairs
- Internet and social media posts
- Informing other appropriate referral agencies, including employment services
- Word-of-mouth from former members

2.5 Pre-screening and one-to-one work

Facilitators are advised to meet candidates individually and follow the interview guide in Annex D. Furthermore, facilitators must orient Job Club Members on Annex C, which is the facilitator/Job seeker agreement. After individual questions and concerns are addressed, and the Facilitator has verified that the jobseeker is eligible; both Facilitator and Job seeker sign the agreement in order to show mutual commitment.

After this is completed, the jobseeker is asked to fill in Annex E, which is a self-assessment tool for the job seeker that serves as the baseline and provides useful information for the facilitator.

If a particular job seeker is not selected this time, he/she will remain on the providers' list. If a jobseeker is not eligible, he or she should be referred on to other appropriate interventions.

2.6 Support staff, facilities and materials required to operate a Job Club

2.6.1 Support staff

The computerised text-processing, venue requirements and allocated hours must be clearly defined according to the number of members enrolled in the Club. A group of 12-16 members may require at least 30 hours of text-processing time in Week One to account for the development of a calling card, CV, reference list and urgent letters for each member.

2.6.2 Accommodation, materials and facilities required to operate a Job Club

- ◇ Manual for Job Club Facilitators.
- ◇ The work area should be large enough to accommodate up to a maximum of 16 members. A large room of about 4 by 6 square meters will be satisfactory. If connecting offices are available, then this arrangement is even more preferable since this provides for more privacy for individuals who are making telephone calls.
- ◇ Secretarial assistance is needed to type CVs and letters for members who cannot type. Also, secretarial assistance is needed for sending attendance reminder notes to the Job Club members. Secretarial assistance will also be responsible for notifying them of starting dates and for other organizational tasks.
- ◇ Telephones are required to make several calls each day to potential employers and job contacts. Ideally, two or three separate telephone lines should be available.

- ◇ A photocopying machine should be available to make copies of CVs, application forms, letters of recommendation, etc.
- ◇ A computer with a text processing programme is needed for the various typing tasks that have been mentioned above and should be available to those members who can type.
- ◇ Internet connection should be available to allow for online job search.
- ◇ Member handout forms are used in almost every procedure in this program. A sample of each of the forms is included in Part Five of this manual.

2.6.3 Checklist of materials required for the operation of a Job Club

- ◇ Pen and pencils (one red)
- ◇ File folder
- ◇ Loose leaf paper
- ◇ Envelopes
- ◇ Paper for CVs and letters
- ◇ Notepads
- ◇ Cardboard stock for calling cards
- ◇ Highlighters and/or markers

2.6.4 Room equipment and supplies

- ◇ Smart-phone or other video recording device (/T.V playback unit)
- ◇ Chalk/White Boards
- ◇ Flip chart and stand
- ◇ Access to copier, computer and printer
- ◇ Projector for Power Point presentation
- ◇ Refreshment supplies

2.6.5 Resources

- ◇ Telephone directory
- ◇ Internet connection
- ◇ Other resource material with occupational descriptions
- ◇ Egyptian National Classification of Occupations
- ◇ Samples of CVs/letters/interview questions
- ◇ Newspaper subscriptions, weekly local newspaper with job ads



FACILITATING A JOB CLUB





3. FACILITATING A JOB CLUB

A Job Club is different from job search workshops or sessions, which usually last between one hour and two days, in that it assists particularly disadvantaged job seekers to gain or regain confidence in their own skills to effectively market themselves and find the job they are looking for. Therefore, Job Club facilitators need to use a particular counseling style that helps overcome negative perceptions and both motivates and empowers jobseekers to become independent in their own job search. This section describes the counseling style, facilitation pattern, and general guidelines that Job Club facilitators are required to follow. It also introduces two important elements of Job Club facilitation: the Buddy System and the Group Progress Chart.

3.1 Job Club Counselling Style

In order to promote job seeking behaviour within the Job Club, the facilitator relies heavily on group social support and reinforcement. In addition, the facilitator promotes constructive behaviour, information sharing and a thorough understanding of the job search process. As mentioned, the general counselling style in the Job Club method, the “behaviouristic mode”, is one of continuous encouragement and praise while still being very structured and task oriented. The Job Club counselling style should be characterized by the following elements:

- ◇ Positive Approach: The facilitator is constantly but briefly complimenting and encouraging the job seekers.
- ◇ Brief Talk Rule: Minimal time is devoted to lecturing, and more to supporting action and participation of members.
- ◇ Automatic Rotation Rule: The facilitator follows a pattern of continually interacting individually with each member in turn.
- ◇ Active Participation: The facilitator decides which questions to address individually and which questions to address with the whole group. Generally, comments are kept brief and intersperse throughout the exercises and new developed skills. This assures active member participation rather than a more passive listening role.
- ◇ Emphasis on Placement for members: The facilitator sets up specific, clearly defined goals and concentrates on actual current behaviour that is situation-specific.
- ◇ Teaching in a Real Life Situation: All necessary activities in job seeking are arranged to occur on-site to promote immediate personal application (for example making phone calls to employers after preparing and practicing a script).
- ◇ Directing: Starting and encouraging action among members at times when they may be uncertain about what action to take themselves in promoting positive group dynamics.
- ◇ Non-verbal reinforcement: Successes of previous Club members can be displayed along with their photos and calling cards, as well as posters modelling risk taking (e.g. women into non-traditional occupations).

3.2 EMIPF: The facilitation pattern for Job Club Sessions

A particularly important element of an effective Job Club facilitation is the use of the EMIPF structure for each skill or technique that is introduced in a given Job Club session. EMIPF stands for Explain, Model, Imitate and Practice and Feedback.

A detailed explanation of the components of the EMIPF structure is provided below.

3.2.1 Explain

Every time the facilitator introduces a new skill or technique to the Job Club members, the topic in questions is introduced by a brief explanation. Explanations should be kept as short as possible (maximum of three minutes!) to ensure that members stay focused.

3.2.2 Model

Subsequently, a model or best practice example is presented to the members to serve as a reference, including a brief explanation on the features that make up its quality. The model may be shown with previously prepared handouts, videos or flip-chart sheets. Real life examples and testimonials can be very helpful.

3.2.3 Imitate and Practice

Now, Job Club members are asked to immediately imitate the model and practice its implementation. Here, role play exercises of desired behaviour can be implemented (e.g. a telephone script or answer to an interview question).

Things to take in consideration:

- ◇ Make sure members practise and role-play the activity being demonstrated immediately after your explanation and moving on to the next step.
- ◇ Use the Buddy System (see below) so that Job Club members practice in pairs and help each other.
- ◇ Ensure that all activities are done at the Club, with the exception of extra work done at home on cards, CVs, networking and going out on interviews during the day.

3.2.4 Feedback

At this stage, the facilitator provides constructive feedback to the members on the activity, focusing on how things are done right and avoiding highlighting how things are done wrong. Feedback is provided primarily individually, when rotating from one member to the other. Good examples can be highlighted in front of the whole group, and general feedback or comments with relevance to all Job Club members can also be discussed in plenary.

The facilitator should follow this structure closely while transitioning dynamically from one EMIPF stage to the other. The facilitator should neither provide bad practice examples for the topic in question nor let the members engage in long discussions on why this particular example is positive or negative.

3.3 Using the Buddy System

The Buddy System allows Job Club members to support each other by pairing two members each together. It helps alleviate the pressure on facilitators to provide continuous assistance to all members. The Buddy System promotes reciprocal help among members that can be given through practical advice and encouragement in completing activities such as: rehearsing and making telephone calls, finding leads, and having an interview rehearsal. It can, for example, also consist of helping with transportation to get to appointments for informational interviews.

Buddies may change from day to day and topic to topic depending on the facilitator's choice and observation. The facilitator must be sensitive to the choice of pairs and monitor the interaction between them during the implementation of the Buddy System. The more structured this paired activity is, the more efficient the joint effort will be. Buddies should work actively to help each other, not merely to observe each other.

3.4 Using Group Progress Charts

A Group Progress Chart (see Annex I) can be drawn by the facilitator on the flipchart to visually display each Club member's progress. The flipchart is used at the beginning of each day for positive reinforcement and building the expectations of success. It can also be used as a debriefing tool after significant activities, such as the first networking, employer calls, or securing an interview or job.

After the first few days of modelling the chart, some facilitators encourage members to do the updating exercise.

Allow 2 minutes for each person and expect discussion to arise around topics that are pertinent such as poor references or difficult interview questions. It is important that facilitators remind or reassure members that some topics are scheduled for future consideration. Facilitators can arrange to see members on a one-to-one basis regarding situations unique to them.

Facilitators should use the Chart privately to alert themselves to possible difficulties. For example, if numerous calls have resulted in no job interviews, then the facilitator may need to review and revise the script and leads list. Additionally, if job club members have failed to secure a job after numerous interviews, there may be a need for a review of interview techniques.

3.5 General recommendations for Job Club activities

The following rules will help you facilitate a Job Club effectively:

- ◇ Exercise automatic rotation by spending individual time with each member and giving specific and constructive individual feedback.
- ◇ Monitor the progress of individual job club members throughout each activity.
- ◇ Make sure that everyone receives equal attention and time.
- ◇ Ensure peer-to-peer support and encouragement throughout the club sessions, yet arrange for more one-to-one or buddy assistance for those not keeping up.
- ◇ Display the daily program on the board or flip chart.
- ◇ Keep the pace of the activity moving by having all handouts and necessary materials and equipment available and organized.
- ◇ Introduce and explain one activity at a time and ensure the completion of one before moving on to a new one.
Transition into activities quickly so that members have a feeling of immediate, practical benefit.
- ◇ Make sure that the activities are paced according to the capabilities and needs of the members so that no one feels rushed for the sake of conforming to the rest of group.
- ◇ Maintain the sequence of activities for each individual, even though not all members will be doing the same activities (i.e., do not let members skip activities)

- ◇ Outline future activities and provide the necessary handouts (e.g. employer calls or cover letter material) if you have members who complete their activities before the others. Quick learners can also help others who need more assistance. Accommodate those who complete their activities quickly, and find time in Days One to Three to briefly explain and model future activities such as leads lists and calls to employers. Here, the facilitator can point out the pertinent sections in the member handouts.
- ◇ Use a chart or board to illustrate or clarify a point.
- ◇ Briefly touch on main points of information sheets.
- ◇ Adapt material and reading level where necessary.
- ◇ Break down content into small and manageable steps.
- ◇ Stick to the program, ensuring that all the job search activities are adequately covered.
- ◇ Arrange to see members on a one-to-one basis regarding situations unique to them.



MONITORING AND EVALUATING JOB CLUBS





4. MONITORING AND EVALUATING JOB CLUBS

Monitoring is the permanent observation of progress and a tool that allows the facilitator to track whether the activity is going in the right direction. Evaluation is the systematic collection and analysis of specific data to verify if objectives have been achieved. It is usually conducted at the end or in the middle of a program. In order to know whether the Job Club is going in the right direction and the members are making progress, it is important to identify indicators of success and observe their development. At the end of the programme, the facilitator needs to assess the extent to which the activity was useful and satisfactory for the members. For these purposes, a series of tools are provided to the facilitator as described below.

4.1 Monitoring Job Clubs

The Job Club facilitator guide includes two tools to monitor Job Clubs. The first is the Group Progress Chart (Annex I) that is introduced on Day 2. It is used every day by the facilitator to monitor whether Job Club members have made progress in terms of contacting people, preparing CVs, and so forth.

The second tool is the Job Leads Log, which is either handed out as a little booklet to each Job Club member, or distributed as a handout (see Day 2, lesson plan). It is meant to help each Job Club member record his or her personal progress.

It is important that the facilitator goes through the Group Progress Chart every morning in order to provide ample opportunity to motivate Job Clubs members, based on successful experience of others.

4.2 Evaluating Job Clubs

Similarly to the process of monitoring Job Clubs, there are two tools to evaluate its success.

The first is an evaluation sheet for Job Club members to be filled at the end of the Job Club so as to assess their overall satisfaction with the Club and the facilitator (Annex L). The second evaluation tool is the Job Club Record (found in Annex H), which serves as the main tool to evaluate the success of a Job Club. This tool captures information from the Group Progress Chart and individual Job Leads Logs, but also has a column for information to be filled in after 3 months.

Each Job Club facilitator is expected to call and follow up with all Job Club members three months after the end of the two-week club, and inquire the following:

- ◇ Whether they found a job (if they have worked for eight weeks since the club ended, it is counted)
- ◇ What occupation they have and whether it is in line with their initial occupational choice
- ◇ The kind of job it is (wage employment, with contract or without, self-employment)
- ◇ The monthly wage/income
- ◇ How they found the job

The final Job Club Record is then submitted to the host agency.



LESSON PLANS





5. LESSON PLANS

This section contains the lesson plans of the preparation sessions and ten subsequent lessons of the Job Club. Each session has a particular objective and defined steps to follow.

5.1 Pre-session meeting with prospective Club members

Objective:

- ◇ The facilitator explains the Job Club concept to prospective members, answers questions and establishes a first contact with members.

Date: In the week prior to the start day

Duration: 1½ - 2 hours. In circumstances where the majority of members need to develop an Action Plan within the Job Club, this time frame may need to be extended to half-day at regional and local discretion.

Number of prospective members: This varies from 16 to 30 people. Members are selected according to the order in which they are registered and are told prior to coming that they may be wait-listed for a later Club. The reason for the large registration and pre-session numbers is that normally there are four or five people who reconsider their commitment to the Job Club once they are informed of what demands will be made of them. Also, some people do not show up on the first day for different reasons. Here, a waiting list can be useful. People on the waiting list are told they will be called early on the first day if there is an opening. Otherwise they will be on the list for the next Job Club. This manual recommends a maximum of 16 members for a Club to ensure that each participant be given effective assistance during the sessions.

What you need to prepare:

- ◇ Registration List
- ◇ Arrange with a guest member ahead of time and agree to share/model scripts, cards and CVs to serve as best practices.
- ◇ "Job Club" signs in hallways and on doors
- ◇ Refreshments
- ◇ Tables and chairs
- ◇ Pens, pencils, loose-leaf paper
- ◇ Board or flip chart
- ◇ Former member or videotape of former member(s) explaining how the Club helped them
- ◇ Handouts
- ◇ Facilitator/Job Seeker Agreements
- ◇ Personal Information Forms

Steps of the pre-session:

1. Introductions and housekeeping items: The facilitator introduces staff by name and mentions times for club sessions, breaks, telephone messages, etc.

2. Introduction of members: The Job Club facilitator asks members to briefly state their name, location and job goal. The facilitator asks a volunteer to begin.

3. Program explanation: The facilitator outlines the activities that will be conducted by each member throughout the Job Club. Furthermore, the facilitator also presents a detailed description of the Job Club. The facilitator can motivate the participants by sharing success stories and testimonial of a former member, etc.

4. Contracting: The facilitator discusses the expectations of members regarding the activity. The facilitator must emphasize the need for continuous participation and ensure that the prospective members are in fact free to participate in the Job Club on a full-time basis. It is important that Job Club members view themselves as self-employed and that conducting a full-time job search on a daily basis is part of their work responsibilities. In this step a Facilitator/Job Seeker Agreement (Annex C) is distributed to all members and each point is reviewed ensuring that any questions or problems that need clarification are addressed. The members should sign their Job Seeker Agreements.

5. Break: The facilitator embeds a break to give the opportunity to candidates to ask you questions they may only feel comfortable asking talking to you one-to-one.

6. Obtaining personal information: The Job Facilitator requests that members who agree to participate in the Job Club fill out Background Information Forms. In this step the facilitator explains that this information is necessary to ensure program continuation and funding. After the session, the facilitator must examine these forms to obtain a better understanding of each member. It is important to be alert to the fact that sometimes Job Club members state issues or concerns on paper that they do not voice in person. The facilitator must check that information is consistent and that a clear job goal is set. Similarly, it is imperative that the facilitator also checks the forms for literacy levels to be better prepared to assist the members.

7. Transportation: Encourage members to cooperate for transportation (if required and possible)

8. Member action plan: Development of a Member Action Plan where required

9. Employment Assessment Form: Make sure that all members have filled out their employment assessment form.

Room set-up

- ◇ Tables should be arranged in a U-shape or circle with room enough for chairs and for people to come and go.
- ◇ Display progress and flow charts on wall.
- ◇ A large calendar or wall to record interview appointments should be hanged at a wall
- ◇ Resource material with occupational descriptions.



5.2 Day 1 to day 10 activities

This section presents a detailed outline of all Job Club Days. For each day, the agenda is shown first, followed by the objectives of each activity and then steps that need to be followed.

DAY 1 – LESSON PLAN

| DAY 1 | |
|-------------------------------------|---|
| Agenda | Activities/ Exercises/ Handouts |
| 9:00 Introduction | 1. Introduction 1.1 Getting acquainted exercises 1.2 Arrangements 1.3 Job Club description |
| 10:15 Preparing to market yourself | 2. Preparing to market yourself 2.1 Understanding your attitude and prioritizing Work values 2.2 Assessing your job skills 2.3 Skills identification 2.4 Skills categories 2.5 The critical skills required by employers 2.6 Job seekers writing down their down skills |
| 12:00 Occupational Skills Inventory | 2.7 Working on the occupational skills inventory 2.8 Assessing your personal qualities 2.9 Assessing the job requirements 2.10 Sample of a completed worksheet |

1. Introduction

1.1 Getting acquainted exercise

Objective:

- ◇ Help staff and members become familiar with names, job goals
- ◇ Confirm transportation sharing

Steps:

- ◇ Welcome members.
- ◇ State your own names and tell something about your job.
- ◇ Ask members to state their name, location, job preference and any special transportation problem.
- ◇ Ask for a volunteer to begin. At the end help members arrange transportation sharing who did not do it at pre-session.

1.2 Arrangements

Objective:

- ◇ Create a comfortable club atmosphere,
- ◇ Remind members of practical details and housekeeping arrangements. Answer any questions.

Steps:

- ◇ Have members review/fill in Overview Information Sheet as you explain pertinent items. Stress the need for members to have a reliable message system (mobile phone voice mail e.g.)

1.3 Job Club description

Objective:

- ◇ Summarize overview of Job Club and finalize agreement.
- ◇ Emphasize the importance of regular attendance.
- ◇ Build expectations of success.

Steps:

- ◇ Go over the information in the "Job Club Description." Emphasize the importance of family support and your willingness to confirm members' attendance. Encourage members to show this sheet to people in their support systems.
- ◇ Remind members of the commitment they have made. Ensure all agreement and personal information forms are signed.
- ◇ Point out the Two Week Schedule, Section 2, noting any changes due to holidays, speakers, library visit or other items. Emphasize the need for regular attendance and punctuality. Mention that the more sessions attended the higher the probability of placement. Ask members to consult and inform you ahead of time if absences are necessary. Assure the group that absences due to confirmed interviews, emergencies or pre-arranged medical appointments are allowed. Point out the group calendar for recording appointments. Ask members to call in for leads and update if they have to be absent.
- ◇ Briefly mention the Job Lead Log.

2. Preparing the job seeker to market themself

2.1 Understanding the attitude of the Job Club member and prioritize work values

A positive attitude of the Job Club members towards job search is as important as the job search itself. The following table helps individual members to assess whether the member needs to work on their attitudes or not.

Steps:

- ◇ The Job Club facilitator will distribute the following handout to all Job Club members for completion:



Handout: Understanding attitudes

Instructions: For each of the statements provided below, the members need to check the degree to which they have the desired attitudes to succeed in their job search. The score for each answer needs to be written down on the column labeled “My Answer”. Once all answers have been scored, the total needs to be added up in order to check the type of attitude of the participant.

| | Mostly | Some-times | Almost Never | My Answer |
|---|--------|------------|--------------|-----------|
| I give myself credit | 1 | 2 | 3 | |
| I look for the positive side in situations | 1 | 2 | 3 | |
| I know my strengths | 1 | 2 | 3 | |
| I identify my weak areas and see them as challenges to work on | 1 | 2 | 3 | |
| I learn from my mistakes | 1 | 2 | 3 | |
| I am confident about what I can do | 1 | 2 | 3 | |
| I know what I want from life | 1 | 2 | 3 | |
| I can put my wishes into words | 1 | 2 | 3 | |
| I can set limits or boundaries so others respect them | 1 | 2 | 3 | |
| I speak up when I disagree with someone, or when I believe something is wrong | 1 | 2 | 3 | |
| I listen to, and try to understand, other people's point of view | 1 | 2 | 3 | |
| I deal with anger constructively | 1 | 2 | 3 | |
| I control my temper | 1 | 2 | 3 | |
| I can handle criticism well | 1 | 2 | 3 | |
| I usually see myself as the person I want to be | 1 | 2 | 3 | |
| I can resolve conflicts both within myself and with others | 1 | 2 | 3 | |
| I compare my behavior today with what I did in the past instead of with other people's behavior | 1 | 2 | 3 | |
| Total | | | | |

| Score | Attitude | What you need to do |
|-------|----------|--|
| 17-24 | Good | You have a positive attitude, no action required |
| 25-43 | Fair | Your attitude is okay, but you need to focus more on your positive side |
| 43-54 | Negative | You need to pay attention to your attitude so as to focus on its positive and constructive aspects |

Source: Human Resources and Skills Development Canada: *Looking for a Job, Quebec, 2002*, in: ILO, 2013, *Surfing the labour market. Job search skills for young people.*

Review of handout by facilitator:

Once Job Club members have filled in the handout and calculated their result, the facilitator can give the following tips to increase the opportunities for a positive attitude.

Tips towards a positive attitude:

- ◇ Look for the best in every situation. Where is the plus? Is there an opportunity?
- ◇ Avoid using quick fixes as solutions to problems.
- ◇ Learn from your own mistakes. Plan a different way to handle them in future.
- ◇ Know your strengths and weaknesses and see the latter rather as limitations than as flaws.

The next handout to be distributed by the facilitator asks the Job Club member to prioritize work related values. It is important that the facilitator reminds the club members to keep the sheet as it will help them when making decisions about job offers.



Handout: Prioritizing work values

Instructions: Select the five work values you (the job seeker) consider most important for your job search

| | | Your Priority |
|----|---|---------------|
| 1 | Quality of work | |
| 2 | Contribution to work & society | |
| 3 | Social status attached to the job | |
| 4 | Intellectual challenge | |
| 5 | Salary level and other financial benefits | |
| 6 | Job security | |
| 7 | Innovation | |
| 8 | Ability to learn | |
| 9 | Work-environment | |
| 10 | Team work | |
| 11 | Relationship with co-workers | |
| 12 | Variety of tasks to accomplish | |
| 13 | Objectives and goals to attain | |
| 14 | Independence at work | |
| 15 | Creativity | |
| 16 | Career progression | |
| 17 | Hours of work | |

Source: ILO, 2013, *Surfing the labour market. Job search skills for young people.*

2.2 Assessing individual job skills of Job Club members

This section of the manual outlines steps required by Job Club members to conduct a self-assessment of individual job skills. This step is important because a job seekers need to make a detailed and realistic assessment of all qualifications, interests as well as any limitations in order to be able to present themselves to look for work and present themselves to employers successfully. An individual in the process of exploring new employment opportunities should know what they can and cannot do.

Objective:

To share and discuss the following the most important aspects for the job search

- ◇ Discuss the importance of being concise about your qualifications and competences: Employers are sceptical of "super" people. Job hunters that claim they can do "anything" not only will fail to convince an employer of their qualifications, but may actually prejudice the employer against the job seeker. The employer wants to know specifically what a potential employee can do, and how their skills and abilities can be used most profitably in the organization.
- ◇ If the Job Club member assumes they don't have any experience it is the responsibility if the facilitator to ask them to THINK AGAIN! Even persons without formal job experience have work experience - as a homemaker, a student, a volunteer, in a hobby or some other personal activity. Often the skills you used in these activities can be transferred to other jobs.

To begin the self-assessment, the facilitator must encourage the members to ask themselves a few simple and basic questions such as:

- ◇ What jobs have I had?
- ◇ What did I like about each? What did I dislike?
- ◇ What skills do I have?
- ◇ For what does my education qualify me?
- ◇ What are my real interests?
- ◇ Do I have any special talents or aptitudes? (For example, play a musical instrument.)
- ◇ Does my physical condition require any special accommodations?
- ◇ What kind of a job do I want?

Enabling job seekers to identify what they like and do best will allow them to select employment opportunities where they have a lot to offer a prospective employer.

2.3 Skills identification

Skills identification by job hunters is essential for a successful job search and relevant exercises must be conducted by the Job Club facilitator. It is the role of the facilitator to emphasise to all Job Club members that employers want to know what a future employee can do for them - not just what he/she have done for someone else.

The facilitator has to explain to the Job Club members that knowledge of individual and unique skills is needed to successfully complete an application, write a CV or answer interview questions. It is important that the facilitator reiterates to job seekers that Skills identification is the first step towards new employment.

Webster's New World Dictionary defines a skill as "a great ability or proficiency, expertness that comes from training, practice, etc." A simple definition is that a skill is anything a person can do well and enjoy doing right now.

Everyone has skills, hundreds of skills many of which employers are looking for in an employee. Yet most people can only identify a few skills and are generally unable to describe them to an employer. Employers need to hear what the job seeker can do. The more skills the facilitator can help the Job Club member identify, the easier it will be for the member to convince a potential employer that he/she has what it takes to do the job.

Skills may be broken into these three categories: Job Content Skills, Self-Management Skills and Transferable Skills. The following sections outline the characteristics associated with these skills that a Job Club facilitator should be familiar with.

2.4 Skills categories

2.4.1 Job content skills

Job content skills are those skills specific to a job or occupation. A tool and die maker is skilled in preparing templates and sketches, and determining work processes. An accountant would list accounts receivable, performing accounts payable, payroll, figuring taxes, using a computer accounting programs. A salesperson would include customer service, record keeping, order processing, inventory management, billing and product displays.

Job content skills are important to employers for obvious reasons. These are the specific skills they look for in a candidate to accomplish the duties of the job. Job skills do not always come from employment. Along with the skills a member used in previous jobs, they may have developed job skills through education, hobbies, community activities and life experiences. As well as common activities such as shopping, managing finances, balancing a bank account, hosting a party and teaching a child all contain potential job skills.

2.4.2 Self-management skills

Sometimes called "personality traits," these self-management skills are the day-by-day skills an individual uses to get along with others and to survive. They are the skills that make a potential employee unique. Sincerity, reliability, tactfulness, patience, flexibility, timeliness and tolerance are examples of self-management skills. Employers look for these skills in candidates as evidence of how they will fit into the organization. How a person will fit in is an important consideration to employers.

2.4.3 Transferable skills

These are skills that can transfer from one job or occupation to another. They may be either self-management or job content skills, and may or may not have been developed through previous employment. For most job seekers it is very unlikely that they will find a job that is identical to their previous employment. For many today, that new job will be totally different from their past experience. Therefore, it is critical for a successful job seeker to carefully evaluate how their skills transfer into other opportunities. It is also important to look for ways to express this transferability to a prospective employer.

**Note: About Job Duties and Skills for the Facilitator:**

Many people have trouble distinguishing between their skills and duties. Duties are the basic functions of an activity. Skills are tools to accomplish those functions. Duties or functions are a part of any organized activity, whether it is employment, volunteer work or hobbies.

A good example would be volunteer work in advertisement for a school/college newspaper. The basic duties of a newspaper advertiser might include layout, production, marketing, distribution and finances. There are many skills needed to accomplish these functions including: planning, sales, customer service, writing, cash handling, record keeping, maintenance, timeliness, dependability, accuracy and motivation. A complete list of skills would be very long.

The facilitator must instruct Job Club members to write down the duties or functions of an activity. This first step can be a useful way to begin identifying skills. When the job seekers present their skills to an employer, it is best to tie them to specific activities in which they were used. It is not enough for the job hunter to tell the employer about their skills; they need to be prepared to tell them where, when and how they have used those skills.

Most companies or firms today require workers with very different capabilities. Employers need workers with the basic skills that enable them to learn continuously and adapt to the fast paced changes in the work environment. Many studies have been conducted to identify the critical skills employers look for in their employees.

The following table lists the core work skills of today (the facilitator is to share this list with job seekers in the group).

2.5 The core skills for employability ¹

| Learning to learn | Communication | Team work | Problem-solving |
|---|--|--|---|
| <ul style="list-style-type: none"> ◇ abstract thinking ◇ use of learning techniques to acquire and apply new knowledge and skills ◇ organizing, processing, and maintaining information ◇ interpreting and communicating information ◇ pursuing independent learning ◇ conducting systematic inquiry; and following through to find answers ◇ taking responsibility for own learning ◇ spending time effectively ◇ staying on task ◇ selecting the best approach for tasks ◇ beginning, following through and completing tasks ◇ managing own learning ◇ being adaptable ◇ working safely ◇ being willing to learn ◇ using time efficiently without sacrificing quality | <ul style="list-style-type: none"> ◇ competency in reading ◇ writing to the needs of an audience ◇ writing effectively in the languages in which the business is conducted ◇ understanding and speaking the language which the business is conducted ◇ listening and communicating effectively ◇ listening to understand and learn ◇ reading independently ◇ reading, comprehending and using materials, including graphs, charts, displays ◇ using numeracy effectively ◇ articulating own ideas and vision | <ul style="list-style-type: none"> ◇ interacting with co-workers ◇ understanding and contributing to the organization's goals ◇ working within the culture of the group ◇ planning and making decisions with others and support the outcomes ◇ working in teams or groups ◇ respecting the thoughts and opinions of others in the group ◇ coaching, mentoring and giving feedback ◇ leading effectively ◇ leading when appropriate ◇ mobilizing a group for high performance ◇ managing oneself at work ◇ being accountability for actions taken ◇ building partnerships and coordinating a variety of experiences ◇ working toward group consensus in decision-making ◇ valuing others' input ◇ accepting feedback ◇ resolving conflicts | <ul style="list-style-type: none"> ◇ thinking creatively ◇ solving problems independently ◇ testing assumptions ◇ identifying problems ◇ taking the context of data and circumstances into account ◇ adapting to new circumstances ◇ identifying and suggesting new ideas to get the job done (initiative) ◇ collecting, analysing and organizing information (planning and organization) ◇ planning and managing time, money and other resources to achieve goals |

2.6 Job seekers writing down their skills

Identifying, listing and describing skills is not an easy task. However, it is critical to job search success to plan to invest the time required for this exercise. Listed on the following page is an Occupational Skills Inventory. It is an outline for skills identification that has been successfully used by many jobseekers. Job seekers should:

- ◇ List by title a job they have held. Starting with the most recent employment and work backwards.
- ◇ Write a detailed description of four to five major duties.
- ◇ Think of the skills needed to accomplish each duty listed. Write those skills down on a piece of paper. Remember to look for both job content and self-management skills. Be sure to include tools used, machines operated, knowledge applied, etc.
- ◇ Repeat the above steps for each activity anticipated to describe to an employer either on an application, CV or in an interview. This process should be used for other work-related activities including hobbies, volunteer work and community experience.

Once this process has been completed the job seeker should have a long list of skills – a list that is too long to tell an employer. The job seeker should next go through the list and select those skills that match their job goal(s). Those are the skills that they will use in their job search effort.

The table below can help the job seeker to do this.



Handout: Writing your skills

| Past jobs | Place | Main duties | Content skills and knowledge | Self-management skills |
|-------------------------|---|-----------------|------------------------------|------------------------|
| | | | | |
| | | | | |
| | | | | |
| Other activities you do | Place, e.g. community, school, sports club etc. | Main activities | Content skills and knowledge | Self-management skills |
| | | | | |
| | | | | |



2.7 Handout: Occupational skills inventory

Skills

- Analyzing situations or data
- Assembling equipment or information
- Calculating mathematical computations or risk assessment
- Coaching, guiding or tutoring
- Compiling data or facts
- Computer skills
- Constructing objects or buildings
- Coordinating activities or events
- Corresponding, answering or initiating
- Counselling
- Creating, artistic creations, new ideas or inventions
- Deciding alternatives, resources or materials
- Delegating tasks or responsibilities
- Designing products or systems
- Displaying ideas products or equipment
- Editing newspapers or magazines
- Estimating costs, income or physical space
- Evaluating performance, programs, processes or events
- Fund raising one-to-one or through media
- Group facilitating, managing group interactions
- Handling complaints, parent's, client's, customer's or citizen's
- Inspecting or examining physical objects, financial statements or through test administration
- Interrupting, data legal, medical or technical terminology or other languages
- Interviewing
- Investigating private information, underlying causes or sequence of events
- Making layouts for printed media or public displays
- Meeting the public, receptionist, agency or product representative, salesperson, personal or public servant or tour coordinator
- Monitoring progress of people, processes or equipment
- Motivating
- Observing physical phenomena human behaviours or changing situations
- Operating equipment machines or vehicles
- Organizing people, information or events
- Physical strength
- Planning budgeting, goal setting or scheduling
- Programming equipment or activities
- Promoting one-to-one or through media
- Reading skills
- Recording numerical or scientific data
- Record Keeping logs, files or timesheets
- Repairing equipment, vehicles, furniture or accessories
- Researching, obtaining information from libraries, surveys or physical data
- Selling ideas. Products or policies

- Serving a product or an individual
- Sketching pictures, diagrams or charts
- Speaking in public, to groups or via electronic media
- Supervising people or processes
- Teaching formal or informal
- Timing, organizing time or events
- Troubleshooting equipment or situations
- Updating information or records
- Using instruments, engineering, medical or scientific
- Writing, creative or descriptive

Other skills you possess which are not listed

.....

.....

.....

Summary: My Five top functional skills are:

.....

.....

.....



2.8 Handout: Assessing your personal qualities

Employers consider your personal qualities important. Go through the list in the table below and select what you would consider are your top 5 qualities. We will refer to this later when you work on your CV.

Ability to relate to others

- | | | |
|--|--|---|
| <input type="radio"/> amiable | <input type="radio"/> compatible | <input type="radio"/> competent |
| <input type="radio"/> congenial | <input type="radio"/> cooperative | <input type="radio"/> courteous |
| <input type="radio"/> diplomatic | <input type="radio"/> easy to get along with | <input type="radio"/> enjoy people |
| <input type="radio"/> friendly | <input type="radio"/> gracious | <input type="radio"/> helpful |
| <input type="radio"/> interpersonal skills | <input type="radio"/> likeable | <input type="radio"/> observe confidentiality |
| <input type="radio"/> outgoing | <input type="radio"/> people oriented | <input type="radio"/> personable |
| <input type="radio"/> pleasant | <input type="radio"/> put others at ease | <input type="radio"/> respected |
| <input type="radio"/> supportive | <input type="radio"/> tactful | <input type="radio"/> team player |
| <input type="radio"/> trustworthy | <input type="radio"/> warm personality | <input type="radio"/> well- liked |

Attitude

- | | | |
|-----------------------------------|---|-----------------------------------|
| <input type="radio"/> honest | <input type="radio"/> person of integrity | <input type="radio"/> loyal |
| <input type="radio"/> objective | <input type="radio"/> open-minded | <input type="radio"/> positive |
| <input type="radio"/> practical | <input type="radio"/> professional | <input type="radio"/> progressive |
| <input type="radio"/> responsible | <input type="radio"/> sense of humour | <input type="radio"/> sensible |
| <input type="radio"/> sincere | <input type="radio"/> steady | |

Enthusiasm/Drive

- | | | |
|---|---------------------------------------|--|
| <input type="radio"/> ambitious | <input type="radio"/> aggressive | <input type="radio"/> assertive |
| <input type="radio"/> competitive | <input type="radio"/> diligent | <input type="radio"/> dynamic |
| <input type="radio"/> eager | <input type="radio"/> energetic | <input type="radio"/> enjoy challenges |
| <input type="radio"/> enterprising | <input type="radio"/> enthusiastic | <input type="radio"/> go-getter |
| <input type="radio"/> goal-oriented | <input type="radio"/> have drive | <input type="radio"/> keen |
| <input type="radio"/> leader | <input type="radio"/> meet deadlines | <input type="radio"/> motivated |
| <input type="radio"/> optimistic | <input type="radio"/> positive | <input type="radio"/> profit-oriented |
| <input type="radio"/> open to new ideas | <input type="radio"/> original | <input type="radio"/> proactive |
| <input type="radio"/> resourceful | <input type="radio"/> self-motivated | <input type="radio"/> self-reliant |
| <input type="radio"/> self-starter | <input type="radio"/> take initiative | <input type="radio"/> versatile |

Communication/ Problem Solving

- | | |
|----------------------------------|----------------------------------|
| <input type="radio"/> analytical | <input type="radio"/> articulate |
|----------------------------------|----------------------------------|

Flexibility

- | | | |
|---|---|-------------------------------------|
| <input type="radio"/> clear thinker | <input type="radio"/> decisive | <input type="radio"/> empathetic |
| <input type="radio"/> good conflict manager | <input type="radio"/> good listener | <input type="radio"/> imaginative |
| <input type="radio"/> incisive | <input type="radio"/> intuitive | <input type="radio"/> investigative |
| <input type="radio"/> lateral thinker | <input type="radio"/> logical | <input type="radio"/> perceptive |
| <input type="radio"/> problem-solver | <input type="radio"/> proven negotiator | <input type="radio"/> quick learner |

- sound judgement
- orderly
- productive
- reliable
- thorough
- broad minded
- cheerful
- conscientious
- dependable
- genuine

- trouble shooter
- persistent
- prompt
- show initiative
- well groomed
- business-like
- common sense
- considerate
- down to earth

- meticulous
- precise
- punctual
- systematic
- well organized
- calm
- confident
- consistent
- fair

Resourcefulness

- adaptable
- current

- contemporary
- curious

- creative
- flexible

Work Habits

- able to prioritize
- dedicated
- focused
- methodical

- accurate
- diligent
- hard working

- constructive
- efficient
- independent

Other qualities not listed:

.....

.....

My top 5 qualities

1

2

3

4

5

2.9 Assessing the job requirements

Now that the job seekers have identified their skills and personal qualities, it's time to look at what jobs they would find most suitable. The job seeker can begin by defining job objectives and then finding out what the job demands are. There is a great variety of sources that a job hunter can use to help their decisions.

The following Worksheet is a great tool to guide the job seeker in focussing on the type of information he/she will need to make a decision on specific job objectives. It suggested that the facilitator assists the club members to read carefully the information provided on the sample job analysis sheet for a "Travel Agent". The job facilitator and club members will then examine the different sources of information to help in obtaining the job requirements for the job targeted. Equipped with this new information, the job seeker will then be able to complete a "Job Analysis" worksheet. (See following pages)



2.10 Sample of a completed worksheet

Job Analysis Worksheet

Occupation: Travel Agent

Field/Career group: Service Industry

DUTIES

Provide travel information to clients regarding destinations, transportation, and accommodation options and travel costs Plan and organize vacation travel for individuals or groups. Make reservations using computerized reservation and ticketing system.

JOB ENVIRONMENT

- Travel sometimes required
- High pressure during vacation
- May require long hours
- Sedentary work

EDUCATIONAL BACKGROUND AND SKILLS

- A college diploma or vocational training in travel or tourism
- Completion of a 1-week in-house training program while employed is required by the large firms
- Computer skills
- Influencing people

EARNINGS AND EMPLOYEE BENEFITS

- Entry level approximately _____ EGP; average annual salary was _____ EGP in 2014.
- Insurance coverage and dental plan
- Two week vacation initially

MARKET CONDITIONS AND JOB PROSPECTS

- One of the fastest growing occupations in Alexandria.
- Several advertised openings in local paper.



Handout: Job analysis worksheet

Occupation:

Job Title: Field/ Career group

Duties

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.....
.....

Job environment

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.....

Educational background and skills

.....
.....
.....

Earnings and employee benefits

.....
.....
.....

Market conditions and job prospects

.....
.....
.....

DAY 2 – LESSON PLAN

| DAY 2 | |
|---|--|
| Agenda | Activities/ Exercises/ Handouts |
| 9:00 Group Progress Chart | 1. Explaining the Group Progress Chart |
| 9:30 Job market research Understanding job postings Getting access to the “hidden” job market | 2. Job market research 2.1 Sources of Information on Jobs 2.2 Information interviewing |
| 10:00 Using a Job Leads Log | |
| 10:30 Information interviewing | 2.3 Questions to use in an information interview |
| 12:00 Networking | 3. How to network |
| 12:30 Keeping track of your contacts | 4. Using the Job Leads Log |
| 1:00 Contacting acquaintances and others for job leads | 5. Calling acquaintances for job leads 6. The first employer contact by telephone 6.1 Handling the lack of experience issue over the telephone 6.2 Role-plays: Practicing your telephone script |

1. Group Progress Chart

The facilitator must ask each member to keep a daily record of his/her own job search activities, i.e. number of phone calls made, applications filled out, interviews obtained, people contacted in person and so on. This information is then brought to the Group Progress Chart by the facilitator.

Once the members have recorded each step they have accomplished at the end of the day, the job seeker is then prepared to share his/her progress to get a job with the facilitator during the group feedback session at the beginning of the following day. The Group Progress Chart is used to visually display each club member's progress.

The facilitator starts each day by gathering feedback on each member's accomplishments of the day before, and then records each job search activity on the wall chart. The chart is large enough so that it can clearly display the number of phone calls, letters, applications and contacts that each Job Club member has made.

The Job Club facilitator should encourage job seekers to examine the graphs and progress chart during the first session so that they will know their calls and other contacts will be followed closely.

At the end of each session thereafter, the Job Club facilitator reviews the progress of each individual and identifies the current chances of finding a job are based on the following criteria: (i) the listed number of interviews obtained; (ii) the number of sessions attended by the job seeker; and (iii) the increasing number of phone calls and contacts made by the individual.

If the number of phone calls, letters and contacts is large, but the job seeker has obtained few interviews there may be a need to monitor the way in which the job seeker contacts the employers. Similarly, if many interviews have been obtained but a job opportunity has not resulted, this may indicate a need for more intensive interview practice. The charts and graphs are interrelated and are used at the end of each session by the facilitator to determine where to direct future efforts as well as to portray the progress currently being achieved. Based on these results the facilitator may want to:

- ◇ Assign buddies if appropriate but be aware that some people may complete an activity quickly. Check their work, then, if appropriate, ask these people to help others if they are willing and able, or have them do more activities, such as calls, answer want ads or start on their CVs using samples you can provide.
- ◇ Start working one-to-one with members.

2. Job Market Research

2.1 Sources of information on jobs

There are several sources of information on job descriptions and job requirements. An important source that is often overlooked are people who are currently in a specific occupation or field of work that the job seeker is interested in. The facilitator may want encourage Job Club members to talk directly to people who are in the field of work they are pursuing.

Other sources include: the internet, local employment centres, and published materials. There is information, available on the internet, in libraries and elsewhere about nearly every occupational field that exists. It is the job of the facilitator to inform Job Club members of all available sources of information and help them identify a few fields that seem to match their interests and abilities. The facilitator can also assist job seekers to locate a few people in that field and arrange for information interviews as described in the following section.

2.2 Informational interviewing

Informational Interviewing is a research method that serves to give potential employees a better sense of the challenges, qualifications, opportunities, demands, benefits, and drawbacks that are associated with working in a particular field. It is often considered the most effective way to network and it is a highly effective occupational exploration technique that helps job seekers learn about professions, build contacts, and market themselves. The Job Club facilitator should encourage the use of this method.

Benefits of Informational Interviewing for a Job Club member include:

- ◇ Increased knowledge of a job market;
- ◇ Discovery of previously unknown job opportunities;
- ◇ Awareness of new resources and professional associations;
- ◇ Enhanced candidacy by presenting member well;
- ◇ An opportunity to build confidence and gain self-knowledge;
- ◇ A safe forum to define and modify occupational goals;
- ◇ Experiencing an occupation before accepting a position
- ◇ Opportunities to establish and expand networking contacts;

2.2.1 Requesting an informational interview

When a Job Club member wants to speak to a person about his or her occupation or request a professional's time for an informational interview; the job seeker has to be sure to appropriately introduce him/herself, state occupational or career goals, and educational background. It is also important that the job seeker informs the interviewee she/he obtained his or her contact information. If the personal contacts obtained through the Job Club activities do not include a practitioner working in the occupation that interests the job seeker, he/she may approach other Job Club members who might know someone from their personal contacts.

When a Job Club participant contacts the person, they have to be forthright and explain their intentions. The facilitator must remind club members that the purpose of requesting an Informational Interview is not to look for a job, but are seek information about an occupation or profession to help them make an informed occupational or career decision. If the job seeker has a mutual acquaintance with the person that has contacted it is good practice to allow that person to initiate the appointment.

2.2.2 Preparing for the informational interview

It is essential that the Job Club member adequately and appropriately prepares for the discussion. He/She cannot assume that preparation is not necessary because it is not an actual job interview. If the individual approaches the meeting unprepared, then it will be a missed opportunity to impress a valuable contact.

2.2.3 Research

Prior to the discussion the member has to conduct research on the contact they will be speaking with and the company the person works for. It is important that before the informational interview that the job seekers assess preliminary occupational or career goals and knows what they have to offer. Informing oneself on the company enables a person to ask informed questions and ensures that the time of the interviewee is not wasted.

2.2.4 Company links

The job seeker needs to prepare a CV and provide a copy of the CV to the person contacted for the informational interview. The job seeker might consider asking him or her to critique it and offer feedback. Reviewing the CV of the job seeker allows the individual to become more familiar with their

background. The job seeker may want to ask what experiences can be added to the CV to ease entry into the occupation or profession. Providing the CV allows them to refer the job seeker to other contacts.

Attire - It is important to make a good first impression. The job seeker should inquire about the dress code of the organization that he/she will be visiting – in case the job seeker will meet the person at his/her workplace. It is advised that the job hunters dress conservatively and appropriately for the environment. Clothes should be clean and presentable.

2.3 Suggested questions to be used by the job seeker in an information interview

Questions about the occupational or career field:

- ◇ What jobs are available in this field?
- ◇ In general, what is the nature of your work as a ?
- ◇ Describe a typical day or week.
- ◇ What skills and abilities have you found most important in this type of work?
- ◇ What are typical entry-level job titles and functions?

Questions about the organization:

- ◇ In what ways is a career with your company better than one with a competitor?
- ◇ What types of training does this company provide?
- ◇ Please describe the culture of your organization?
- ◇ Given the dynamics of the industry, how do you see the company evolving over time?

Questions about career progression:

- ◇ What is the typical pattern of career development in this field?
- ◇ What is the future outlook of this profession?
- ◇ How long does it take to move from one step to the next?
- ◇ What is the highest position that someone can hold in this career?

Lifestyle questions:

- ◇ What are your working hours and schedule like?
- ◇ Does this occupation promote life balance?
- ◇ What is the typical salary range for someone doing this type of work in this geographical area?

Questions about preparation for that career field:

- ◇ What advice would you have for someone starting out in this occupational field or profession?
- ◇ How did you prepare yourself for this type of work?
- ◇ How can I acquire the required skills?
- ◇ Is a diploma or degree required?
- ◇ Is a graduate degree preferred?
- ◇ What are the books, journals, and magazines that I should be reading to better understand the field?

Job search advice:

- ◇ How can I find a job related to this field?
- ◇ What types of employers hire people in this type of work?
- ◇ How can I identify both advertised and unadvertised opportunities?
- ◇ Do you have any advice on developing new job leads?

CV review questions:

- ◇ How might I improve my CV for this career field?
- ◇ Is this an appropriate approach for the type of job I will be seeking?
- ◇ What experiences could I add to my CV to be more competitive in this area?

Questions for your contact:

- ◇ Tell me about your specific job duties and responsibilities.
- ◇ Describe some challenging situations you have faced in your job.
- ◇ What do you like most about your work?
- ◇ What are the drawbacks of your occupation or profession?
- ◇ Tell me about some projects that you have been involved with that are interesting.
- ◇ Which other departments, units, or levels do you regularly interact with?

General advice and referral questions:

- ◇ Do you know of other people whom I might contact?
- ◇ What kinds of experience, paid or unpaid, would you encourage for anybody pursuing a career in this field?
- ◇ Given my experiences, do you think I'm on the right track? What advice would you have for me?

**Tip:**

Job Club members can practice informational interviews through role play in pairs of two. The Job Club facilitator can also invite a practitioner to come to the Club for an exemplary informational interview.

Guidelines for informational interviews for the job seeker:

- ◇ Assume that most people are generally willing to talk with others who are enthusiastic and interested in their occupational field or profession, what they are doing, their job, and their company.
- ◇ Spend some time establishing rapport. Find a common interest, a similar background, or a common relationship.
- ◇ Take control of the meeting by setting the agenda. State your objective. Make sure that the person you are meeting with understands your true situation – you are looking for information to help you make an occupational decision. You are not doing a leisurely survey, but neither are you going to ask them for a job.
- ◇ Briefly summarize your educational and personal background, highlighting your assets and goals.
- ◇ Ask for advice about your CV and job search strategies. Ask how your skills and experiences fit with their occupational or professional field. Solicit referrals to others that might be able to share information.
- ◇ Ask open-ended questions. Launch the conversation with prepared inquiries to help focus on the information you are seeking. Start by asking the person to tell you a bit about his or her own career path.
- ◇ Don't ask for a job. Remember that your objective is to obtain information about the job.
- ◇ After the discussion, write down key information that you want to remember, including contact information, key issues discussed, and anything about your approach that you might want to adapt in the future.

Write a thank you letter after each informational interview. Share what parts of the visit you enjoyed or were most helpful. Tell the interviewer what you plan to do with the information that you gained.

3. Networking

3.1 Establishing a contact

The facilitator can encourage Job Club members to ask for job leads from family members, friends, people in the community, staff at career centres - especially at local community college or the high school or university where members have graduated from. It is important that job seekers ask them one simple question: do you know of any available jobs through your work - or elsewhere?

Some methods that a Job Club member can use to obtain job leads from a various sources are:

- ◇ Knock on the door of any employer, factory, or office that interests you, whether they are known to have a vacancy or not.
- ◇ Look through the phone book's Yellow Pages to identify subjects or fields of interest to you in the town or city where you are, and then calling up the employers listed in that field, to ask if they are hiring for the type of position you do, and do well.
- ◇ Use a creative approach to job-hunting. The characteristics of the creative approach are:
- ◇ Do thorough homework, and inventory, upon yourself. Know your favourite skills, in their order of priority. Know in what kinds of fields you want to use those skills.
- ◇ Talk to people who are in those kinds of jobs. Find out if they like their job, and how they found their jobs.
- ◇ Choose organizations where you want to work, rather than just those known to have vacancies. Do research on the organizations, thoroughly, before approaching them.
- ◇ Seek out the person who actually has the power to hire you for the job you want.
- ◇ Whenever possible, use your personal contacts and friends to get in to see that person.
- ◇ Be prepared to explain how you can benefit the organization you want to join.
- ◇ Write a thank-you note/ email/ text message and send it to the person who interviewed you immediately following the interview.

Networking can provide the Job Club member with valuable contacts and information leads. Networking also gives the opportunity to let a variety of people know that he/she is looking for a job as well as what type of job and what skills the job seeker has.

A Job Club member can create a network with everyone he/she knows by:

- ◇ Expressing job interests and skills;
- ◇ Asking for any information or advice pertaining to their interests; and,
- ◇ Following up on the information provided.

Each person the job seeker comes into contact with should be able to give a referral, or put the job seeker in touch with at least one other person who might be helpful. This is an excellent way to be introduced to people who the job seeker might not have otherwise had the opportunity to meet. The more contacts the job seeker makes, the better.

Also, it is important to remember that Job Club members are more likely to get an interview when they can say that the person who told the job seeker to call is someone known to the employer/interviewer/contact person.

A network will take time and effort to set up. Here are some suggestions that the job facilitator can make to Job Club members to help them get started:

The job facilitator must review the following list with club members for suggestions of people they can network with from their past and present:

- ◇ Family, friends and acquaintances
- ◇ Past employers or people working in occupational areas of interest (through information interviews)
- ◇ School, college classmates, professors, placement officers
- ◇ Officers of professional or trade organizations, whether you are a member or not
- ◇ Colleagues, past and present, and previous bosses you have worked for
- ◇ Professional acquaintances: lawyers, religious leaders, community leaders
- ◇ Members in professional meetings you have attended or plan to attend

The key to smart networking is for the job seeker to let as many people as possible know about his/her skills and availability. At the same time, a job seeker will want to explore the usual sources of job information.

The most common related sources of job information are listed below:

- ◇ Employment offices
- ◇ Library resource directories
- ◇ Local newspapers job ads and articles about new projects
- ◇ Internet job sites
- ◇ Personnel offices of government or public service agencies
- ◇ Bulletin boards of hospitals, municipal or city halls
- ◇ Chambers of commerce

3.2 Keeping track of contacts

Job Club members searching for employment must develop a list of names of people to contact and write in the job leads given on a sheet of paper and transfer the information on the Job Leads Log (see model sheet on the following page)



Handout: Job Leads Log

INFORMATION SOURCES

Type of business: Name:
 D: Directory of employers N: Newspaper Area:
 P: Personal contacts Y: Yellow pages

| Date | Source | Business name, address telephone & fax number | Name of contact | Results | | Due Date | Comments | Follow-up |
|------|--------|---|-----------------|----------------------------------|--------------------------|----------|----------|-----------|
| | | | | To do: | Done: | | | |
| | | Telephone | Name: | 1. Meeting | | | | |
| | | | | ◇ Send CV | <input type="checkbox"/> | | | |
| | | | | ◇ Mail / fax CV | <input type="checkbox"/> | | | |
| | | | | ◇ Complete job application | <input type="checkbox"/> | | | |
| | | | Title: | ◇ Send thank you letter | <input type="checkbox"/> | | | |
| | | | | ◇ Interview | <input type="checkbox"/> | | | |
| | | | | ◇ No opening at the present time | <input type="checkbox"/> | | | |
| | | Telephone | Name: | 2. Meeting | | | | |
| | | | | ◇ Send CV | <input type="checkbox"/> | | | |
| | | | | ◇ Mail / fax CV | <input type="checkbox"/> | | | |
| | | | | ◇ Complete job application | <input type="checkbox"/> | | | |
| | | | Title: | ◇ Send thank you letter | <input type="checkbox"/> | | | |
| | | | | ◇ Interview | <input type="checkbox"/> | | | |
| | | | | ◇ No opening at the present time | <input type="checkbox"/> | | | |
| | | Telephone | Name: | 3. Meeting | | | | |
| | | | | ◇ Send CV | <input type="checkbox"/> | | | |
| | | | | ◇ Mail / fax CV | <input type="checkbox"/> | | | |
| | | | | ◇ Complete job application | <input type="checkbox"/> | | | |
| | | | Title: | ◇ Send thank you letter | <input type="checkbox"/> | | | |
| | | | | ◇ Interview | <input type="checkbox"/> | | | |
| | | | | ◇ No opening at the present time | <input type="checkbox"/> | | | |

3.3 Contacting acquaintances

The following questions and responses can be framed by the Job Club facilitator to the Job Club members. The following section below outlines suggestions that will help job seekers create networks and contacts through acquaintances.

How do I contact acquaintances?

- ◇ Approach people in person, by phone or by writing to obtain information and ideas (job leads) about employment possibilities.

What if I do not want to tell people that I am unemployed?

- ◇ It can really help to get back in touch with friends and former co-workers. Their normal reaction is to be relieved that you have not forgotten them and to give some good suggestions.
- ◇ It increases your contacts. The more people who know you and the type of work you are looking for, the more opportunities you have of finding out about extra job openings.
- ◇ It's a chance to learn about different areas your friends and family work in.
- ◇ It also gives you the opportunity to discuss your situation and practice for interviews.

What should a job seeker say when contacting acquaintances?

The job facilitator can work with the Job Club members to use the following script and checklist (after greetings and small talk).



I'm looking for work as _____ (name your job objective) and would appreciate any suggestions you might have about people to talk to or places to look."

- ◇ Be prepared to provide more details about your unemployment situation, skills, experience, training and interests.
- ◇ From this checklist select the appropriate requests.



Are there any openings where you work?

Would you please tell other people I am looking for work? Would you please notify me in the future if you hear of any openings?

Can you suggest any people I might contact? (If yes) May I use your name when I call this person?

Do you have any other ideas where I might look for work? Would you be willing to be a reference/ provide a reference letter for me?

- ◇ Accept and record all suggestions given (Write the information in on your job search log)
- ◇ Follow up suggestions immediately
- ◇ Arrange to keep in touch with these people
- ◇ Thank them for any help they offer

The most appropriate time to call

- ◇ Draw on your own experience as to the best time to call your contact person, for example early in the morning for the trades and between meals for restaurants.

If the contact person is not available

Ask:



“Could you please tell me the best time to call back?”

Record the time and make the call.

- ◇ It may be to your advantage to briefly explain the purpose of your call to the receptionist. Some receptionists have the authority to book appointments.
- ◇ If this does not work, as a last resort, leave your number for a return call. Be sure you have a dependable phone answering system.

Objective:

- ◇ Wrap-up of the day and planning of following activities
- ◇ Allow time to complete the day's activities.

Steps:

Do a quick activities check with all members, determining priorities for one-to-one work and listing names in order.

- ◇ Tell members that they will be asked to call one person (preferably a relative or friend) to obtain a job lead before leaving the Club today.
- ◇ Job Club members are asked from this point to keep a record of any job leads they may obtain as well as any other pertinent information. Remind members that even if they uncover job leads they may not be interested in themselves, this information may be useful to other members of the group. Information on job leads that the member chooses not to pursue will then be shared with the whole group.
- ◇ Help jog the member's memory of someone who may be able to give him/her a job lead. Ensure that all members write down the name and telephone number of at least one person they will call that day.
- ◇ Role-play a call to a friend that will provide a model for the Club members to imitate. The role-play may be done between two facilitators or a facilitator and a volunteer member.
- ◇ After the first role-play ask for two volunteers to prepare a similar role-play.
- ◇ After the members have made a call, get feedback from each and in turn give each some positive commentary on their effort.
- ◇ It is particularly important on this first day to insist that members make at least one call from the Club.
- ◇ Tell the group that more work will be done on making calls to friends, relatives and acquaintances on the following day.

DAY 3 – LESSON PLAN

| DAY 3 | |
|---|---|
| Agenda | Activities/ Exercises/ Handouts |
| 9:00 Progress chart | 1. Progress chart |
| 9:30 Calling cards | 2. Calling cards |
| 10:00 Yellow Pages and other sources of job leads | 3. Yellow Pages and other sources of job leads 3.1 Responding to newspaper advertisements 3.2 Using the internet to search for jobs |
| 10:30 Calling employers | 4. Calling employers 4.1 Calling employers after referrals 4.2 Making “cold calls” to employers |
| 12:00 Job interviews | 5. Job interviews 5.1 Overview of the job interview 5.2 Preparing for the interview 5.3 How to conduct yourself during the interview 5.4 Commonly asked interview questions 5.5 Questions that you may ask an employer 5.6 Interview practice |

On Day 3 of the lesson plan the Job Club facilitator must complete and review the following lesson plan:

1. Progress Chart

- ◇ The Job facilitator quickly updates members' progress using group chart. Offer encouragement and suggestions as needed.
- ◇ The facilitator explains the day's agenda pointing out that day 4 will be allowing a lot of time for completing activities.

2. Calling Cards

Objective:

- ◇ Job facilitator explains the ways in which a calling card can be useful.
- ◇ The job facilitator shows best practice examples of calling cards.
- ◇ Job facilitator has members start on writing a calling card.

Steps:

Throughout these steps the Job Club facilitator does the following:

- ◇ Show samples (using overhead or distributing cards to everyone) that are related to success stories about cards.
- ◇ Congratulate group on all the groundwork they have done in finalizing objective and selecting descriptive words.
- ◇ Assign buddies if appropriate. Be aware that some people may complete a card in 5 minutes. Check their work, then, if appropriate, ask these people to help others if they are willing and able, or have them do more calls, answer want ads or start on their resumes using samples you can provide.
- ◇ Start working one-to-one with members.



Note: It is important to note here that the Job Seeker's Calling Card (JSCC) (an unlined, index card, approx. 5cm by 9cm) is a practical job finding tool the job seeker to focus on their main skills and objectives when making phone calls to contacts and employers. It summarizes the job seeker's CV and main competences that he or she would like to stress for a particular job or informational interview.

Tips for the job seeker on how to use a calling card

- ◇ Calling cards can be used as a quick reminder to review before making phone calls, or before an interview
- ◇ Calling cards can also be used for networking purposes to tell people about the job search goal and qualifications. In this case, it is very important that the job seeker does not forget to put her/his contact details on the card
- ◇ When applying for a job, the job seeker could also attach the calling card to their CV with a staple or paper clip. Like this, the individual application is set apart from others.

Sample calling cards

ABEER JARRAN: (204) 832-2140 (Residence) - (204) 947-3660 (Messages)

POSITION WANTED: Counsellor

SKILLS:

- 4.5 years experience counselling women, students and physically disabled with personal career and academic programs.
- Effectively administered/interpreted aptitude, personality and career tests.
- Experienced in program development and groupcounselling.

PREFER: Full time or permanent part time work. Caring, resourceful, mature, responsible.

MR. YANAL BEASHA (204) 956-4901 (Answering Machine) - (204) 947-3599

POSITION WANTED: Programmer/Analyst

QUALIFICATIONS: B. of Computer Science (Honors)

SKILLS:

- Programming Languages: Pascal, Cobol, PL/1, APL, FORTRAN, DB II, Usp.
- Database Management.
- Microprocessor.
- Computer Networking.
- Artificial Intelligence.

PREFER: Full time work. Patience, enjoys pressure and challenge

Once members have completed work on the calling cards and the facilitator has approved them, they can be typed into the computer. The facilitator can assign buddies if needed and allow those with completed cards to go on with other tasks

3. Yellow pages and other sources of job leads

3.1 Responding to newspaper advertisements

Even though many jobs are not advertised, answering ads still remains an important step in the job search because there are occasions when responding to ads does bring quick results.

Guidelines for Job Club Members regarding newspaper ads:

- ◇ **Avoid delays:** Consult the newspaper daily, as soon as it comes out.
- ◇ **Read every ad:** since new ads are interspersed with previously printed ads, look carefully at each every day to make sure that new listings are picked up the first time they appear.
- ◇ **Don't be overly cautious about stated qualifications:** Employers who ask for a detailed list of qualifications are in a sense describing the ideal candidate for a job opening. Often, jobseekers can learn or improve deficient skills through on-the-job training or experience. If a job appears desirable, job seekers should apply for it if they are interested and have had at least some related experience. Even if the job seeker does not meet the stated qualifications to the letter, an employer may nonetheless be interested in hiring him/her because of other skills they might have, and interesting background or strong interest in learning.
- ◇ **Ask about other openings:** When responding to an ad by telephone, the job seeker can ask whether there are any additional openings in the company other than the one advertised. Even if the job seeker is not interested in the advertised position, there might be other jobs available in the company that would be of interest to them.
- ◇ **Replying by mail:** If a written response is requested in an ad, enclose a copy of a CV. A brief cover letter stressing those skills that seem especially valuable for the advertised position should always be included. The job seeker needs to be sure to include in the letter their telephone number; address; the source of the ad; the name of the position; and desire for an interview; and interest in talking about future as well as presently available positions.
- ◇ **Replying by email:** Make sure all the information mentioned above are included and needed documents are sent in PDF format. The documents should be named in a way that makes it easy for the recipient to identify and archive them. For instance, make sure that the file containing your CV is named accordingly and includes your name. Make sure the files are not too large as email accounts often reject CVs because they contain high resolution pictures. While attaching scans of attained degrees, make sure that the file is named accordingly. A scanned file with a random number generated by the scanner will not be useful for the person receiving the mail.

3.2 Using the internet to search for jobs

While not all job seekers may feel comfortable using the internet, for those job seekers in certain industries, particularly computer related industries, it can be an excellent vehicle for finding a job.

The internet can provide Job Club members with a truly global search, removing all geographic boundaries. There is a massive amount of company and job search information that can be uncovered using this medium. The Job Club facilitator should encourage the Job Club members to use the internet

throughout the job hunting process. Individuals who are currently “surfing the net” for job in those industries that advertise on the internet have a large competitive advantage over those who are not.

Because of the large number of sites, this manual suggests that the Job Club facilitator does an initial search on the sites available for their specific country or geographic location. As a result the facilitator may direct Job Club members to use various search engines, such as Google, Yahoo and InfoSeek. The facilitator must check with local Internet Services to find out which search engine is most appropriate for your country. Local business directories will provide the Job Club with information on which companies advertise job openings on the Internet.

4. Calling employers

4.1 Guidelines for Job Seekers on calling an employer following a referral

One of the most useful tools during your job search campaign is the telephone. Properly used, the phone can save the job seeker time and energy, compared to the effort required to compose, type, and email correspondence. Before a job seeker calls a prospective employer, he or she should be well prepared so that they will know what to say to the potential employer. A job seeker should also be prepared for the type of questions the employer is likely to ask and be comfortable with the answers to be given.

A job seeker must be ready to answer such typical questions as: “Tell me about yourself”; “What kind of training/experience do you have?” or “Have you done this kind of work before?”



Example of a call when you have been referred by a third person:

Hello _____, my name is _____. _____ An acquaintance of mine from the Faculty of Fine Arts at the University of _____ suggested that since I have a background in illustration you may be able to use me in your organization.

Furthermore, if the employer is out of town or not available the job seeker can ask:

“Could you please tell me who is taking his/her place?” _____ get name _____
 “May I speak with _____?”

It may be necessary for the job seeker to:

- ◇ write to some employers they are interested in or;
- ◇ ask to pick up an application form if unable get through to them by phone.
- ◇ leave a name and number on an answering machine or with another person.

4.2 Guidelines for Job Seekers on making “cold calls” to employers

“Cold calls” are calls to employers made by a job seeker without a referral, but whose contact details were found on the internet, the newspaper or the yellow pages. The company works in the area a job seeker is interested in, hence might offer jobs or useful job leads.

In order to be well prepared and to give the caller the sense that the job seeker is in control, one should practise a telephone "script" beforehand. In this next section the Job facilitator manual provides some examples of what a job seeker is to say to an employer during the first telephone contact.

For this exercise the Job facilitator may ask Job Club members to try practising similar statements with a friend or partner until they become comfortable with what exactly they want to say.



Handout: Script - Telephone Request for Employment Interview

1. To the person answering the telephone

A) Manager's name unknown:

Hello _____, my name is _____. Would you please tell me the name of the [person in charge of the _____ department?] (write name down.) Thank you. May I please speak with him/her? Thank you.

OR

B) Manager's name known:

Hello _____, this is _____. May I please speak with _____? Thank you.

2. To the manager:

Hello Mrs./ Mr./ Ms. _____, my name is _____.

(Give brief benefit statement)

[and would like to come by and talk with you about employment opportunities. When would be better, this week or next?]

| If Yes | If No |
|---|--|
| <ul style="list-style-type: none"> ◇ set date and time - confirm address. "thank you _____." ◇ set date and time. ◇ set date and time. ◇ (confirm name of company and contact person.) "thank you. may i use your name when i call them? thank you." | <ul style="list-style-type: none"> ◇ "I understand that you have no openings right now, but i would still like to come by and discuss the possibility of future openings with you." ◇ "I see. In that case may i drop my resume off at your office for future reference and possibly see you for a few minutes?" ◇ "I see. Do you know of any other companies that might benefit from my skills?" |
| <p>Yes / No</p> <p>◇ One final thing _____,</p> <p>May i call you back in one month's time in case there have been any changes?</p> <p>Thank you. Goodbye!"</p> | |



Examples of benefits statements for job seekers

To help you organize what a job seeker should say to employers on the telephone during the first contact, a telephone benefit statement should be prepared prior to the conversation.

Telephone benefit statement

The job seeker should:

1. Greet the employer by name and introduce him/herself.
2. Give a benefit statement briefly mentioning their work experience and, if pertinent, a few key attributes.
3. Ask to briefly meet the employer in person.

Basic benefit statement

"Since I have a background in _____ you may be able to use me in your organization."

"I have a background (or training) in _____ and would like to come by and speak with you about employment in this field."

The facilitator must remind the job hunters to be prepared to supply more information once they have caught the interest of the employer.

Further examples

Hello _____, I am _____. I have a background in assembly line work and would like to speak to you about employment.

Hello _____, my name is _____. I have had some training in electronics at _____ high school and offer several years of experience in fixing appliances. I can work independently and thoroughly. For these reasons I would like to come by and speak with you about the possibility of employment with your firm.

Hello _____, my name is _____. Because of my wide administrative background in the _____ industry, I wonder if you would have time for a brief chat in person about trends in the industry.

5. Job interviews

On Day 3, the topic of job interviews is introduced by the facilitator to the Job Club members. There will be ample time to practice job interviews during the Job Club, in particular on Day 8. Day 3 provides Job Club members the basics of an interview so that they start becoming more familiar and feel more confident about being interviewed.

5.1 Overview of the job interview

Most hiring decisions by an employer are made at the first interview.

A job interview is a showcase for a job seeker's talents. During the interview an employer judges the qualifications, appearance and general fitness of a job seeker for the job opening. It is an opportunity for the job seeker to convince the employer that they can make a real contribution.

Equally important, it gives the job seeker a chance to appraise the job, the employer and the firm. It enables them to decide if the job meets their career needs and interests and whether the employer is of the type and calibre for which a job seeker would want to work for.

To present qualifications most advantageously in an interview, the job seeker with the help of the facilitator will need to prepare in advance. The job seeker should have the needed papers ready and the necessary information about themselves firmly in mind; and, one should know how to act at the interview to make it an effective device for selling individual skills.

5.2 Preparing for the interview - guidelines for the job seeker

In this section the manual suggests that the Job Club facilitator reads the following guidelines out loud to the Job Club members:

- ◇ Gather all papers that you may need. The main item will be your background and work experience self-assessment. It contains all the facts and figures you could possibly be asked - either in order to fill in the job application form or in the job interview. Don't forget to take copies of your CV, even though you may have already submitted one. Take your Social Security card, recent school records, military separation papers and union card, if you have one. If your work can be shown during an interview (such as technical drawings, artwork, publications or procedures) take along a few samples. Be careful not to leave your only copy of something, as it could get lost. If you can, bring electronic versions of your documents on a USB stick.
- ◇ Learn all you can about the company that you are going to visit for an interview. This includes its product or service, standing in the industry, number and kinds of jobs available and hiring policies.
- ◇ Know what you have to offer - what education and training you have had, what work you have done and what you can do. Review your self-assessment.
- ◇ Know what kind of job you want and why you want to work for the firm where you are applying.
- ◇ Bring along the names, addresses and business affiliations of three persons (not relatives) who are familiar with your work and character. If you are a recent graduate, you can list your teachers. Ask references for permission to use their names.
- ◇ As you are filling in the job application, be aware that it in itself offers an excellent opportunity to convince an employer that you are a valuable person to hire. It is not only a chance to describe your accomplishments, but it also shows how clearly you can think and write, and how well you can present important details.
- ◇ Never take anyone with you to the interview.
- ◇ Allow as much uninterrupted time for the interview as may be required.
- ◇ Dress conservatively. Avoid either too formal or too casual attire.
- ◇ Get to the place you have agreed to carry out the interview 15 minutes in advance to make sure that you enter the office of the person in time. Being late to an interview will lower your chances of getting the job as it will make you look unreliable.

5.3 Best practice behaviour during an interview



Note: *It is crucial that the facilitator stresses over and over again the importance of the job interview to all Job Club members. Many of the points below may seem like common sense, but the job seekers would still be surprised at how often they can be overlooked.*

The following are a few guidelines to be shared by the facilitator with Job Club members on how to conduct themselves during an interview:

- ◇ Be pleasant, friendly and businesslike.
- ◇ Your answers should be frank, brief and complete, without rambling.
- ◇ Give the employer a clear idea of your job preferences. Be flexible and willing.
- ◇ Stress your qualifications with exaggeration. The employer's questions or statements will indicate the type of person wanted. Use these clues in presenting your qualifications. For example, if you are being interviewed for a technical position and the employer mentions that the job will require some customer contact work, use this clue to emphasize any work, experience or courses you have had in this kind of skill.
- ◇ If you have not sent your CV in advance, present it or your work records, references, personal data, work samples or other materials to support your statements when the employer requests them.
- ◇ In discussing your previous jobs and work situations, do not criticize former employers or fellow workers.
- ◇ Don't discuss your personal, domestic or financial problems unless you are specifically asked. Answer only what relates to the job.
- ◇ Don't ask questions unless the employer invites them. You may ask what you need to know. If the employer offers you a job, be sure you understand exactly what your duties will be. Also, find out what opportunities for advancement will be open. A definite understanding about the nature of your job will avoid future disappointment for either you or your employer.
- ◇ Let the employer lead into conversations about benefits. Your focus on these items can be a "turn off". But, don't be afraid to ask questions about things that you really need to know.
- ◇ When discussing salary, be flexible - avoid naming a specific salary. If you're too high, you risk not getting the job. If you're too low, you undersell yourself. Answer questions on salary requirements with responses such as, "I'm interested in the job as a career opportunity so I'm negotiable on the starting salary". Negotiate, but don't sell yourself short.
- ◇ If the employer does not definitely offer you a job or indicate when you will hear about it, ask when you may call to learn the decision.
- ◇ If the employer asks you to call or return for another interview, make a note of the time, date and place.
- ◇ Thank the employer for the interview. If the firm cannot use you, ask about other employers who may need a person with your qualifications.

5.4 Commonly asked interview questions

The following are a list questions that are typically asked in a job interview. The Job Club facilitator together with the Job Club members should decide in advance how to reply to these in an actual interview.

What can you do for us?

This position is somewhat different from your background, what can you bring to this position?
 Why do you feel you can handle this position?
 Why should we hire you?
 Why do you want this job?
 What interests you most about this job?

What do you think this job is all about?

What do you see is the role of the person in this position?
 What do you see is the major function of the person in this position?

What do you think your abilities are?

What are your major accomplishments?
 Give me an example of how you achieved a specific goal.
 What are your strengths and weaknesses?
 Tell us something about your personal interests?
 Tell us something about your work history?
 What are your priorities in life?
 What are your career goals?
 Would you describe yourself as a self-starter?
 How do you describe your energy level?

What do others think about you?

Why are you currently not employed?
 Why did you leave your previous employer?
 How would your past employer describe you?

Outside experience as related to the job

What other experience have you had that you can bring to this position?

5.5 Dealing with discriminatory questions

There are certain questions enterprises are not allowed to ask, as they can discriminate against certain groups of people because of their individual characteristics. The grounds of discrimination are generally specified in the national law. Generally, questions about marital and family status; personal questions regarding height and weight (if not relevant to the requirements of the job); disability; citizenship and national origin; race, color and religion suggest discrimination.

Below there is a handout that gives examples of questions that are, and are not, allowed. The facilitator should also be prepared to advise members that, should an interviewer asks a question that is likely to be discriminatory, they may choose to refuse to answer in a non-confrontational manner.

For instance, they could state that there is nothing about their personal status that would get in the way of carrying out the tasks of the job. This lets members avoid answering the question directly.²

² ILO. 2013. Surfing the labour market. Job search skills for young people. Facilitators guide and toolkit, Geneva.



Handout: Interview questions that are not allowed

Family and marital status

| Not allowed | Allowed |
|--|--|
| Are you married or do you have a permanent partner | Would you be willing to relocate if necessary? |
| With whom do you live? | Travel is an important part of the job. Do you have any restrictions on your ability to travel? |
| Are you pregnant? | Do you have personal/family responsibilities or commitments that will prevent you from meeting specified work schedules? |
| What are your child care arrangements? | Do you anticipate any absences from work on a regular basis? If so, please explain the circumstances. |

Gender

| Not allowed | Allowed |
|--|--|
| How do you think you will feel in a job that was always done by a man (or woman in the case the interviewee is a man)? | What do you have to offer our company? Tell me about your previous experience in supervising staff. |
| How do you feel about supervising men/women? | Have you ever been disciplined for your behavior at work? |
| What do you think about dating colleagues? | Have you ever been disciplined for your behavior at work? |

Personal

| Not allowed | Allowed |
|---|---|
| How tall are you? | Are you able to lift a 10 Kilos weight and carry it 100 meters, as this is part of the job? |
| How much do you weigh? (Questions about height and weight are always illegal unless it can be proven that there are minimum requirements to do the job) | |

Health and physical abilities

| Not allowed | Allowed |
|---|--|
| Do you have any disability? | Are you able to perform the essential functions of this job with or without reasonable accommodations? (This is allowed if the interviewer thoroughly described the job) |
| Please complete this medical questionnaire. | Will you be able to carry out in a safe manner all job assignments necessary for this position? |
| What was the date of your last physical exam? | Are you able to lift a 10 kilos weight and carry it 100 meters, as that is part of the job? |
| Is your family healthy? | NB: Medical Exams are allowed AFTER an offer had been extended; results should be held strictly confidential except for reasons of safety. |

National Origin/ Citizenship

| Not allowed | Allowed |
|--------------------------------------|--|
| Where were you/your parents born? | Do you have any language abilities that would be helpful in doing this job? (Allowed if languages ability is directly relevant to job performance) |
| What is your native language? | |
| What is your country of citizenship? | Do you have a work permit? |
| Are you a citizen of this country? | |

Race/Color/Religion

| Not allowed | Allowed |
|-------------------------------|--|
| All questions are not allowed | Are you available for work on Saturday and Sunday? |

5.6 Questions that a job seeker may ask during an interview

- ◇ I would be interested in knowing more about ----- (some aspect of the company's operations). Could you tell me more about it?
- ◇ What are the main duties of the position?
- ◇ What characteristics do you look for in people doing this job?
- ◇ What are the career opportunities for someone entering this position?
- ◇ Does your company have branches elsewhere?
- ◇ Is this a newly created position or is someone being replaced?
- ◇ How would I spend a typical day?
- ◇ When would the position start?
- ◇ When will you be making your decision?
- ◇ Can I provide you with further information?

5.7 Interview practice

Practicing for the interview means practicing several behaviours - not just answering questions. A job seeker must dress well, watch their body language and posture and practice their manners. It is important for the job seeker to make eye contact as well as practice answering questions correctly, smoothly, and with confidence.

Annex G, Part A, provides samples of typical and sometimes difficult questions asked during an interview and suggests plausible answers to these questions. As an exercise, the Job Club facilitator with the members must review these questions (and others that may be asked) and rehearse answers that would be provided during the actual interview.

Annex G, Part B, provides the correct answers with explanations to each question at the end of the quiz. The facilitator will review the answers to these questions with the Job Club members which will help them polish their interviewing techniques. The questions and answers in this exercise are generic and, in many cases, must be tailored to individual situation each job seeker may encounter. Still, the logic behind the answer remains essentially the same.

Calls/ Activities

Objective:

The facilitator must allow members time to catch up on cards, CVs, prepare for video taping and make calls, check with members, list names on board for one-to-one, work on cards, then CVs, benefit statements, leads lists.

DAY 4 – LESSON PLAN

| DAY 4 | |
|--|---|
| Agenda | Activities/ Exercises/ Handouts |
| 9:00 Progress Chart | 1. Progress chart |
| 9:30 Telephone calls to employers for those who have completed their CV's; the others continue work on CVs | 2. CVs and cover letters 2.1 Selecting a CV style 2.2 Preparing your CV 2.3 Illustration of various types of CVs 2.4 Action verbs to use in your CV 2.5 The electronic CV and Job hunting on the internet Demos of model CVs Developing CVs with coaching by facilitator |
| 10:30 CV writing | 1. For those needing extensive work on their CV, exercises are provided for a step-by-step process for each component of the CV |
| 11:00 Cover letter writing | 3. Cover letters 3.1 Cover letter formats 3.2 Sample cover letters 4. A CV checklist 4.1 Reviewing your CV and editing it into a final form 4.2 Tips on CVs |
| 1:00 Obtaining references | Model telephone call asking for references (by video/ activities) Actual calls with feedback by facilitator and group |

1. Progress chart

The facilitators will quickly update members' progress using Group Progress Chart. It is important that the facilitator encourages the job seekers and provides constructive feedback if needed.

2. CVs and cover letters

Objective:

In this section the Job Club facilitator will complete the following:

- ◇ Explain current style, format and rules for the CV and cover letter typical to Egypt.
- ◇ Give an overview of the kinds of letters that will be dealt with in the job search.

- ◇ Explain and model the basics of an effective letter sent in response to a request. Have members write their own letters that they will then use in actual job search.
- ◇ Reinforce this behaviour through coaching and praise.

Steps:

The Job Club facilitator must touch on the main points concerning CVs and cover letters. He or she will have members start on a letter if it is needed and also point out that cover letters in response to ads will be emphasized on Day 6. The facilitator should not hold any of the Job Club members back from starting if needed. In this session, the facilitator shares and reviews samples of CVs and cover letters with Job Club members.

Video/ Activities

The facilitator presents a video of all members as they role-play their mock interview situation. During this exercise, the facilitator allows those members who are not involved to do catch-up work on their job search activities.

Steps to be conducted by the Job Club facilitator:

- ◇ List activity options: complete CVs; rehearse interview questions; work on leads lists; make networking, employer calls.
- ◇ Do a quick check with each member about their activities plans.
- ◇ List names of people on board who facilitator(s) should see one-to-one. Determine what is most urgent when making a list.
- ◇ Ask for volunteers to go first for video-taping. Make complete list, in their preferred order.
- ◇ Review with group what to take to the interview.
- ◇ Double-check video equipment and go over procedure with volunteer camera person if you are not doing it yourself.
- ◇ Start the interviews and ensure that each person can debrief with a facilitator or buddy after each interview. Each taping takes 5-10 minutes.
- ◇ Make sure that activities are supervised with automatic rotation and positive reinforcement.
- ◇ Overview of CVs

In today's job market, the CV is an important tool for anyone looking for work. Everyone benefits from a well-written CV, from the new entrant into the workforce to the experienced professional. Many employers require a CV to be sent as the first method of contact. A CV captures an employer's attention, even when a job is not being advertised. Just as a job search is a sales campaign for a job seeker, the CV is the sales brochure. More than just a summary of skills, experience and education, it is an advertisement of the job seeker's best traits. A solid CV will make an individual stand out from the competition.

Before we begin, a few cautions about CV's:

Although a CV is a useful tool for a job seeker to present themselves to a prospective employer, creating a high quality CV alone will not get the job. A job seeker still has to get interviews and do well on them before securing a job offer.

Submitting numerous unsolicited CVs to employers at large can be a monumental waste of time and effort for both the job seeker and Job Club facilitator. There are more effective ways of meeting employers and these are explained in detail in this guidebook. The objective of a Job Club is to help members get the job they want in less time.

It is important to mention that some jobs don't require CVs, particularly entry-level jobs, trade or unskilled labour. Some employers will even prefer individual letters summarizing the same contents. Many people get jobs without using the CV at all. They get interviews because the employer knows them or they have been referred by someone.



Note: *The Job Club facilitator must stress throughout this session that THERE IS NO ONE RIGHT FORMAT FOR A CV. Even experts disagree on what it should contain or how it should be presented. There are several versions and opinions on what a CV should look like. Hence, the examples provided in this Job Club Facilitator Manual are meant solely as illustrations of different types of CVs. The contents of a CV should reflect the individual with their own sets of skills and attributes. The format used by the job seekers should vary according to the type of job they are seeking, the cultural requirements in the country or area where they are looking for work, and how the individual wants to present him or herself to an employer.*

The advantages of a well prepared CV:

Even though some employers do not request a CV, as we noted earlier, most employers require a CV and cover letter as a first step in the hiring process.

As a communications document, a well written CV will help bolster the confidence of the job seeker. A CV requires the individual to clarify job objectives, select related skills/abilities and outline education and experience background in a concise format – all of which is an essential step to any job hunting process.

As a marketing document, the CV can help persuade employers why a person is particularly well-suited to the specific job for which they are applying for.

As an interview tool, a CV can serve as a basis for the interviewer for guiding the interview discussion around the candidates' strengths and successes. If used in this way as an interview guide, and if the CV is effectively presented, it is bound to have a significant impact on the interview outcome.

2.1 Selecting a CV style

The Job Club facilitator must guide individual Job Club members to select a CV style that best suits their set of skills and job objectives. The goal of CV writing is to produce a two to three page document that will result in invitations for interviews. Too many CVs are read hurriedly and put into the "no" pile. Rarely is more than the first half of the first page read before a decision is made about the individual. To survive the selection process and have the CVs of the members in the Job Club put into the "yes" pile, the proper format must be used.

CVs are not like math: there is more than one way to present employment history and marketable skills. However, there are several reasons why one particular format might be better suited to a particular individual.

Job seekers fall into many categories:

- ◇ those who are simply continuing a logical progression in a given field;
- ◇ those who are making a career change
- ◇ those who have had several loosely-related positions that may not immediately seem connected to the potential employer.

CVs are often characterised into three basic formats: (i) chronological CV (ii) functional CV, and (iii) a combined functional-chronological CV. There are pros and cons to each one. Too often, a chronological CV is developed and used (ineffectively) for all job applications. Yes, it tells a story -- but may not help the potential employer to see a particular job seeker filling the needs of the job.

The descriptions that follow should help the facilitator and Job Club member choose the most appropriate CV format. The facilitator and job seeker might also want to consider preparing more than one type of CV. The CV tailored to a specific job or job function can be the most effective. For example, the job seeker may want to specify a particular job objective on one CV and express an entirely different objective or even focus on different experiences on another CV.

The following sections provides a description of different CV styles for the Job Club Facilitator and how these may be uniquely suited for specific job seekers in the Job Club.

2.1.1 Chronological CV

The emphasis of this style of is on a chronological listing of employment and employment-related experiences. The chronological CV is a good format for those with a consistent employment history, no gaps in employment and whose past employment experiences are related to their current employment goals. It effectively showcases a steady work record with increasing upward responsibilities.

The Chronological CV format is ideal for an individual who has had a series of positions within a field or industry and who desires to remain on the same track. It can also be useful for anyone starting a business as it provides proof of expertise within an industry. However, it may not be the best for new graduates, individuals with job gaps or persons changing careers.

The chronological format includes the following points:

- ◇ Objective
- ◇ Summary
- ◇ Employment history with description of responsibilities and 2-3 bullet points to note accomplishments. Begin with the most recent position and use reverse chronology.

2.1.2 Functional CV

The functional CV highlights skills, experiences and accomplishments without identifying specific dates, names and places. This format is organized by functions or skills, which advertise the specific qualifications needed for an occupation. This CV works well for people changing careers. It is also effective for those re-entering the workforce, first-time jobseekers and when highlighting work experiences that occurred in the distant past. There is no chronological listing of employment. Consequently, some employers do not like this format because they suspect that the person may be trying to hide something.

The functional CV format is best suited for an individual who is changing careers and who has transferable skills and experiences. It is also an excellent tool for someone who wants to return to a previous role such as a non-management position, whereas a chronological CV would cause the potential employer to only consider this person for a management position similar to their most recent experience.

Those job seekers who have had several positions within a single organization that would like to focus on one functional area could also benefit from a functional format. In some cases, an individual who has had years of experience but little movement within an organization may find that the format dispels any concerns about motivation. It can also help to “package” a so-called “job hopper” who has had many seemingly unrelated positions.

The Functional CV format includes the following points:

- ◇ Objective
- ◇ Summary
- ◇ Skill areas with 2-3 accomplishments each
- ◇ Employment history
- ◇ Education/ continuing education
- ◇ Professional affiliations and/or community affiliations

2.1.3 The mixed CV

The mixed CV brings together the best of both the chronological and functional CVs. It features a functional section that highlights skills, accomplishments and experiences. It also includes a chronological listing of employment, education and employment-related experiences.

This is a very effective format for many jobseekers. In a mixed CV, the chronological CV is enhanced with a section highlighting skills, accomplishments and experiences. Similarly, the functional CV is strengthened with a chronological listing of employment experiences. These could include:

- ◇ Education and continuing education
- ◇ Professional affiliations
- ◇ Community affiliations (if you have space available on your CV and if the affiliations might bolster your position in your search)

2.2 Guidelines for preparing the CV of a job seeker

A CV is a summary of a job seeker’s experience and skills. It’s really an advertisement for the individual, the applicant, and like any ad it has to get the reader’s attention . . .and keep it!

Perhaps the most important thing to remember about a CV is that most employers don’t have time to read every CV in detail. Employers often decide in the first 30 seconds whether a candidate is someone that they might want to talk to. Employers will not take the time to read a job seeker’s CV that describes their entire life story. The Job Club facilitator must assist Job Club members in developing CVs that are concise, straight to the point and highlight key attributes concerning work experience and educational background.

A good CV invites someone to read it. If it’s clear and concise employers want to know who, what, when and where.

Preparing a high quality CV takes time and effort. Hence, it is important that the facilitator strongly motivates the Job Club members to invest into their CV and prepare it thoroughly. Whether the facilitator advises Job Club members on using a chronological or functional format (or a combination of both), CVs should all have or nearly all of the following sections:

- ◇ Job or professional objective;
- ◇ Summary of experience;
- ◇ Skill areas (also called ‘areas of expertise’);

- ◇ Work history with descriptions (reverse chronological order);
- ◇ Education, continuing education, and/or professional development;
- ◇ Special abilities / other data (e.g. military experience), professional affiliations or community affiliations; and,
- ◇ References (or a note stating that they are available on request)

These critical sections that are common to all styles of CVs are explained in more detail below. The manual will also outline some examples of action verbs to be used when developing a CV that appropriately highlight a job seeker's work achievements. This manual advises that the Job Club facilitator and members go through and discuss each section together. The Job Club facilitator must also share and explain the samples that are provided.

Objective:

In an effort to "not box themselves in", job seekers too often fail to provide an 'objective' on their CV. In some instances this may actually prevent the job seeker from being selected for many interviews, especially if the job desired is not a natural "next step" after the most recent position.

The hiring manager may read very little of the CV, and too quickly make a decision that the job seeker "cannot" do the job or does not have the skills to do the job. A CV with an objective, written with the hiring manager in mind, communicates capabilities instantly.

An objective can simply be an occupational field or profession or it can be more elaborate and contain the title or function desired, skills that the job seeker brings to the position, and the results that the employer can expect.



Examples of job or professional objectives:

Objective: Youth Counsellor In An Educational, Government Or Religious Organization

Professional objective: Coordinator of early childhood family education program

Objective: A systems design position requiring my proven abilities in creative problem solving, organization, communication and follow through to provide excellent products within time constraints

Summary: The summary or background summary concisely elaborates on the qualifications of the job seeker. Typically one to two sentences in length, the summary lends credibility to the objective.



Example of a background or qualifications summary:

Background Summary: over 11 years of progressively responsible staff and project management experience, with an earned reputation for meeting time and budget goals through better staff management, setting priorities, and teamwork.

Areas of Expertise: This section may be needed as further support to showcase specific skills that set apart this job seeker from others. It is especially useful when the desired position requires experiences from positions throughout one's career. One easy way to determine which of the areas of expertise to include is to look at several advertisements for positions of interest and note which areas of expertise are listed as desirable.



Example of an Area of Expertise:

Experience in travel agency management includes:

- ◇ Analysis and invoicing of travel accounts;
- ◇ Payroll management;
- ◇ Maintaining records of client contracts and services;
- ◇ Supervising new staff members; and,
- ◇ Accounting software.

Job History: Using reverse chronological order, the job seeker lists employment history from most recent position to the first position. This section needs to include the name of the company, the city and region of its location, the year(s) of employment, and a paragraph about responsibilities. Below the lead paragraph and using bullets to set apart each accomplishment the job seeker can list two to three accomplishments (quantified examples of saving money, awards or citations, problems solved, sales levels, etc.).



Example of the Job or Employment history section:

Inn by the Sea, Alexandria, IN: 1998 - 2002. Assistant Manager.

Responsible for general guest services, and public relations coordination with local business news media.

Additional duties included:

- ◇ Developed promotional materials
- ◇ Coordinated the activities of project staff
- ◇ Developed and implemented plan for a new guest service
- ◇ Organized tours of local museums

Education and Continuing Education: Education and continuing education in one's field or in management and/or quality skills is an important element in any CV. If a degree is in process, be sure to include it in the CV. If the job seeker does not have a college degree it is important to mention any college level coursework or seminars that might be relevant to the job the individual is applying for. This will demonstrate one's ongoing ability to learn.



Example of the Education section:

Certificate in Services in Tourist Industry, 1995.

Seminars:

- ◇ Management by Responsibility
- ◇ Interactive Marketing
- ◇ Word for Windows

Professional Affiliations: Professional affiliations, including past and current memberships in trade organizations indicate a job candidate's interest in career development and professionalism. While these affiliations are not "required," the more likely that the job seeker has been a member or officer of a professional organization(s) will benefit them, in particular when high level positions sought after.. One way to fully inform is to designate the name of the organization and the job seeker's current status:



Example of Professional Affiliation:

Current Member: International Association of Tourism



2.3 Illustrations of Various Types of CVs

2.3.1 Chronological CVs

Your full name:

Your street address:

City:

Postal identification:

Telephone numbers (home/alternate/cell):

E-Mail address:

Job Objective: Describe the type of job you are seeking and your most relevant qualification.

Experience:

20XX-20XX

Position title (optional)

Company name of your most recent employer

Address

- ◇ What you did in this job that required similar skills to those you would need in the job you are applying for.
- ◇ Your accomplishments such as a measured increase in productivity, evidence of improved community relations, commendations from clients or customers.
- ◇ Start each item with an action verb. For example, participated in establishing..." instead of "responsible for helping to set up..."

20XX-20XX

Position title (optional)

Company name of your second-last employer

Address

- ◇ Responsibilities, duties and accomplishments most relevant to your job objective.
- ◇ List other duties and responsibilities very briefly.

20XX-20XX

Position title (optional)

Company name

Address

- ◇ Skills, duties, responsibilities and accomplishments.
- ◇ Shorter descriptions of experience that is less relevant to your job objective.

2.3.2 Combined Chronological and Functional CV

Your Name

Street address or PO Box number

(Area code) Telephone number

Postal identification

Alternate telephone number

All telephone numbers and e-mail (if available)

Job objective: describe the type of job you are seeking and your most relevant qualification.

Summary of work experience: emphasize specific skills that support your job objective.

Areas of expertise:

Skill title

- ◇ Group your skills under two or three (no more than five) skill titles such as “community relations”, “customer service”, or “project management”.
- ◇ The skill titles you use should reflect the types of skills required for your job objective.

Skill title

- ◇ Concisely describe how you have demonstrated each type of skill and where.
- ◇ For the skill title “organizational skills”, for example, say what you have organized and how, and the results you have achieved for particular employers.
- ◇ Start each item with an action verb. (See list on next page)

Skill title

- ◇ Avoid self-evaluations. For the skill title “writing skills”, for example, replace “developed excellent resource materials...” with “developed well-received resource materials...” even better, state how many copies were sold or distributed, or any recognitions you received for your writing.

Work history

- ◇ Position title (or a phrase describing the type of work you did), name of employer, address (optional), and dates of employment.
- ◇ List the name of your employer first if it is more impressive than your position title.
- ◇ Or, put the dates of employment in the left margin as you would in a chronological CV.

Education

- ◇ List your high school or post-secondary education, the names and locations of the institutions you attended, and the dates you attended.
- ◇ Highlight diplomas, licences, etc. and any other awards or recognitions.
- ◇ Include other relevant training such as short courses or training received for volunteer work.

Interests/activities/memberships

- ◇ Create a title that fits your circumstances, and include information that gives the reader an idea of your personal strengths and involvements.
- ◇ If you think it would be advantageous, include information such as “excellent health” under the title “Personal” or “Personal Data”.
- ◇ Or, you can leave this section out altogether.

References: Available upon request.

2.4 Action verbs to use in a CV

When reviewing CVs, employers generally give most consideration to a job seeker's previous experience. In order to give the employer the best perception of that experience, it's important that a job seeker stresses achievements rather than responsibilities. The following table contains words that are effective for highlighting a variety of achievements. They are grouped into major skill categories.

| Management Skills | Communication Skills | Research Skills | Technical Skills | Supervisory / Teaching Skills |
|---|---|---|--|---|
| <ul style="list-style-type: none"> • Administered • Analyzed • Assigned • Attained • Chaired • Co-ordinate • Delegated • Developed • Directed • Evaluated • Improved • Increased • Initiated • Integrated • Organized • Oversaw • Planned • Prioritized • Produced • Recommended • Reviewed • Scheduled • Supervised | <ul style="list-style-type: none"> • Addressed • Arbitrated • Arranged • Authored • Collaborated • Corresponded • Developed • Directed • Drafted • Edited • Enlisted • Formulated • Interpreted • Lectured • Mediated • Moderated • Negotiated • Persuaded • Promoted • Publicized • Reconciled • Recruited • Translated | <ul style="list-style-type: none"> • Clarified • Collected • Critiqued • Diagnosed • Evaluated • Examined • Identified • Inspected • Interpreted • Interviewed • Investigated • Organized • Reviewed • Summarized • Surveyed • Systematized | <ul style="list-style-type: none"> • Assembled • Built • Calculated • Computed • Designed • Engineered • Maintained • Operated • Overhauled • Programmed • Remodelled • Repaired • Upgraded | <ul style="list-style-type: none"> • Adapted • Advised • Clarified • Coached • Communicated • Co-ordinate • Developed • Enabled • Evaluated • Explained • Facilitated • Guided • Informed • Instructed • Persuaded • Set goals • Stimulated • Trained |

2.5 The electronic CV and job hunting on the internet

Job hunters often report frustration with their Internet searches. The reasons are twofold: for one, the sheer number of sites dealing with jobs and careers are horrendous. It is estimated that there are hundreds of sites in the MENA region alone. First, imagine the hours spent browsing job postings on these sites. Secondly, as mentioned at the beginning of this manual, most jobs (an estimated 80 per cent) are not advertised, and that holds as well for the Internet (except computer related jobs).

However, there are no hard and fast rules about an Internet job search: Businesses in several countries in the MENA countries, particularly in the UAE, run their job postings on Web sites. If the job seeker is interested in following up on the jobs posted on the Internet, there are certain rules that they need to be aware of. The issue of finding jobs on the Internet and the job seekers who can most benefit from this medium is explored in section 3.2, Day 3, Using the Internet to search for jobs.

The following paragraphs outline several helpful pointers for job seekers who wish to post their CVs on the internet. These helpful tips should be shared with Job Club members and any questions or issues must be addressed by the Job Club facilitator

Pointers on posting CVs on the internet include:

Electronic formatting

When a job seeker posts a CV to an online CV database, it is usually stored as a text file with no graphics or other formatting, so that it takes up less space and any type of computer can read it. Employers can search these text files for keywords that match their requirements. Also, many employers can scan hard copy CVs into electronic form so that they can store this information into their own searchable databases. However scanning can introduce text errors and odd formatting that you might not appreciate. Word documents converted into pdf files can also be searched by keywords.

Screen image

When a CV appears on a computer screen, the job seeker does not have the same opportunity to control the overall appearance as they would with a conventional paper CV. Keep in mind that with standard E-mail transmission, the first four or five lines of the screen consist of header information: date and time, name and E-mail address, the recipient's E-mail address, and subject line.

The subject line is important. The job seeker must use it to state the purpose of the message quickly and clearly. It is important to follow any specific instructions provided by the employer in a job advertisement or an employment application. If no instructions have been provided, the job seeker is to be direct and professional. For example, Employment CV– Elementary Principal.

Only a limited portion of a job seeker's CV will appear on the screen, so it is imperative that the first or initial screens tells the reader about their employment interests. If a standard paper CV does not lead off with this information, the job hunter will need to rearrange or perhaps create a category to communicate clearly their skills and competencies. Another change a job seeker will need to make on an electronic CV concerns the placement of a candidate's address and other contact information. These contact details will be moved to the bottom of the page. This also holds true if a CV and cover letter are converted into pdf format.



Example of an effective use of an email subject line below:

Date: Tue, 22 May 2014 22:27:29-0500 (CDT).

From: Ahmed Said asaid@hotmail.com

To: hiring-official@anyschool.edu

Subject: Elementary School Principal

Elementary School Principal

- ◇ Academic strengths in English, History, Math, Psychology
- ◇ Student-centered approach with emphasis on goal setting
- ◇ Strong collaborative skills

The length of a CV is perhaps even more important when the reader is required to scroll or page down in order to view the complete document. A traditional one-page paper CV may fill three screens, so the job seeker must take into account that after three or four screens the reader's interest and patience will begin to diminish. If the electronic version necessitates viewing many screens it needs to be shortened

Length is not the only issue. A dense block of text is hard to read and tends to invite the reader to skip it. As the job seeker edits their CV they must be cautious and not sacrifice an open inviting format by crowding each screen.

Electronic Headings

Because a job seeker is unable to highlight a CV with italics, bold accents, or different fonts, the use of capital letters is the only device one can employ to give emphasis to text. The best use of capitals is for category headings. In E-mail conventions, capital letters within the text are considered rude, the typographic equivalent of shouting in the middle of a conversation.

If the job seeker thinks that an employer may scan their CV, then the manual suggests that modifications are made before submission to the employer. This manual recommends that the job seeker and Job Club facilitator take the time to look up electronic formatting on the Internet and follow the procedures outlined for this purpose.

3. Cover letters

A cover letter should always be enclosed when sending out a CV. The purpose of the cover letter is to raise an employer's interest into hiring the job seeker. The first step is to get the CV of the job seeker read. In order to maximise her/his chances, a Job Club member must keep the following facts in mind when writing a cover letter:

- ◇ Addressing the letter to a specific person by name, when possible, and refer to the job opening, when known.
- ◇ The first twenty words are important; they should attract the reader's interest.
- ◇ Usage of simple, direct language, correct grammar and, of course, typed neatly on standard size white paper. Cover letters should be typed as this shows a more serious attitude.
- ◇ The potential contribution that the job seeker could make to the employer should be clear while keeping it short and to the point. The same topics need to be covered as in the CV. The letter should sum up what the job seeker has to offer and act as an "introduction card" for the CV. Reference to the CV should be made as facts are mentioned.
- ◇ Using proper sentence structure, correct spelling and punctuation.
- ◇ Asking for a job interview.
- ◇ With local firms, a phone call to ask for an interview is suggested.

The effective jobseeker will not send the same CV for each new job opportunity as CVs need to be tailored for each position. Likewise, the same cover letter cannot be used in every situation as it only is effective if it is customized for each opportunity. There are a variety of cover letter formats, some of which are described below. Whatever format job seeker use they must be sure the letter conforms to acceptable standards for business letters.

3.1 Cover letter formats

Invited Letter

The invited letter is used whenever an employer has asked for a CV. This is often in response to a classified ad or publicized job listing. This style focuses on matching your qualifications to the advertised requirements of the position.

Uninvited or cold contact letter

The uninvited letter is used to contact employers who have not advertised or published job openings. The focus is on matching a job seeker's qualifications to the perceived needs of the employer based on labour market research. This strategy requires that a phone or personal contact with the employer either precedes or follows the sending of the CV and cover letter.

Referral letter

The referral letter is used to contact employers to whom the job seeker has been referred to. The effective jobseeker will receive referrals to many job opportunities through networking and informational interviews. The referral may be to a specific job opening (advertised or unadvertised) or to an employer who may not be hiring. In a referral letter the individual who provided the referral is mentioned in the letter.

Job match letter

It is always important to match an individual's qualifications to the job and/or employer in the cover letter. This is generally done as part of the body of the letter. In the job match letter format this is done as bullet points targeting the specific requirements and your corresponding qualifications. Some sources for information to help a job seeker match qualifications include: employment advertisements, company websites, position descriptions, phone conversations with the employer and informational interviews.



Example of cover letter structure

Dear Mr./Ms. _____:

First Paragraph: State the reason for writing. Name the specific position or type of work for which you are applying. Mention how you learned of the opening.

Second Paragraph: Explain why you are interested in working for this employer and specify how you are PERFECT for this position. Do not repeat the information on your CV. Include something special or unique about yourself that will "benefit" the employer. Remember, the reader will consider this an example of your writing skills.

Third Paragraph: Mention your CV is enclosed and indicate your desire to meet with the employer. You may want to suggest alternate dates and times or simply advise them of your flexibility to the time and place. Include day and evening contact information. Include a statement or question that will encourage the reader to respond. Be sure to communicate your plan to follow-up. You might state that you will be in the area on a certain date and would like to set up a meeting, or you will call on a certain date to set up a meeting. Never leave it up to the employer to get in touch with you. Finally, thank the employer for their time.

Sincerely,

Cover letter points for consideration by the job seeker:

The following points should be shared and discussed between the Job Club facilitator and members:

- ◇ Whenever possible, the cover letter should address a specific person by name and title. This requires a minimum of research that will ultimately pay off in more interviews. The only time this may not be possible is when responding to a "blind ad" where there is no way to know the name of the company to research. In this case, the letter should be sent to the title of the appropriate hiring manager, e.g., "Production Manager," "Maintenance Supervisor," "Office Manager," etc. The phrase "To Whom It May Concern" should be avoided by all means.
- ◇ It is advisable to sign the letter in blue ink, as it implies that the letter is original. The only other ink colour to use is black. Any other colour on the cover letter should not be used.
- ◇ The cover letter should be structured to reflect the individuality of the job seeker. However, appearing too familiar, overbearing, humorous or cute should be avoided. Sentences should be kept short and to the point.
- ◇ The cover letter should be brief, usually no more than three to five paragraphs on one page.
- ◇ The paper and style of the cover letter should complement the CV. Using the same paper stock for both the cover letter and CV is advisable.

This manual includes examples of two cover letters. The first cover letter is made by an experienced job seeker. Please note how she refers to her accomplishments to convey that she would be an asset to a prospective employer. The second cover letter is prepared by a recent university graduate. Notice how in this example the job seeker makes up for his lack of job experience.



Sample cover letters

Cairo, M - 232
(573) 555-1234
January 22, 2014

Mr. Mahmoud Ramahla,
Vice President
Sales Division
Starlight Graphics
915 Alex/Desert Road - Cairo

Dear Mr. Ramahla:

The enclosed record of successful planning and execution of large promotion campaigns may be of interest to you in your sales program.

My experience with small metal products has been broad, starting with over-the-counter sales and order service through a variety of selling top management assignments.

I would appreciate it if you would read the CV and I'll take the liberty of telephoning your secretary next week to arrange for an appointment with you.

Thank you for your interest.

Sincerely,
Farida Al Jassim

Ahmed Abu Jazar
 P.O. Box 347 Aqaba - Jordan
 Tel. 385-2379
 Mobile: 00962345562
 aabujazar@hotmail.com

December 12, 2014

Madame Susan A Arabeyat
 Principal, Princess Rania School
 Aqaba, Jordan

Dear Madame Arabeyat,

Please consider me an applicant for the junior school language arts opening advertised in today's Aqaba Daily Mirror. I am currently attending Princess Alia University College where I will earn my bachelor's degree in Education in May of this year with a major in English and a minor in Journalism.

As my enclosed resume indicates, I am completing a full semester internship at Ma'an Secondary School working with a diverse student population. In addition to my classroom experiences teaching English, I volunteered to work with the student newspaper committee and assisted them with the newspaper layout and editing. My experiences as a teacher's aid have heightened my desire to pursue a career in elementary education.

As your advertisement instructs, I have completed the school district's application form and I am arranging with the University College registrar office to have them send my college record to you.

I have also arranged to have a letter of recommendation from the principal at Ma'an Secondary School. I look forward to the opportunity of discussing my skills and experiences with you in greater detail and I hope to hear from you in the near future.

Sincerely yours.

The points listed below are suggestions/ideas to incorporate within a job seeker's cover letter. The cover letter needs to show that the person can make a positive contribution. A job seeker can accomplish this by indicating how they are qualified and possess initiative.

The following points should be taken into consideration:

- ◇ Interest in the company should be evident through adequate research (the job seeker should make clear that she/he knows what they do, what their core issues and problems are).
- ◇ The job seeker should identify something about her/himself that is unique or of interest to the employer.
- ◇ The job seeker should request an interview including a specific date and time as well as the address and telephone number.

DAY 5 – LESSON PLAN

| DAY 5 | |
|--|---|
| Agenda | Activities/ Exercises/ Handouts |
| 9:00 Progress Chart | 1. Progress chart |
| 9:30 Review of CVs | 2. CV checklist Facilitator and working partner (buddy) use checklist to ensure all points are covered |
| 10:45 Tailoring CVs to specific job postings | 3. Individual work on revising CVs with facilitator coaching |
| 12:00 Individual Job search planning | 4. Steps in the Job search |
| 1:00 Completion of CVs | 5. Continuation of telephone calls to employers while others finish their CV and cover letter writings |

1. Progress chart

The Job Club facilitator should update members' progress using the Group Progress Charts, offering encouragement and suggestions as needed. Members should bring a job advertisement to answer on Monday.

2. CV checklist

Here are some of the questions employers ask themselves as they review the CV:

What does the look of the CV tell us?

- ◇ Did the candidate care enough to create an aesthetically pleasing document?
- ◇ What about the CV format?
- ◇ Is there logic to the format, clarity and focus?

What does the presentation of content tell us?

- ◇ Is there logic to the content?
- ◇ Is it grammatically impeccable?
- ◇ Is it free of spelling errors?
- ◇ Does it suggest a facility with the written and spoken language to be used on the job?

What does the CV tell us about the person's background in this occupational area or profession?

- ◇ Does the candidate have an academic background in the required occupational area?
- ◇ Does the applicant have an academic background in a complementary area or field(s) of study?

What does the CV tell us about the person's work history in the occupational area?

- ◇ Does the candidate have a background in the required line of work?
- ◇ Does the candidate know how to use the tools/resources required for this occupation?
- ◇ If the work requires it: Is the candidate computer literate? Is the candidate familiar with modern office technology?
- ◇ Has the candidate emphasized his/her key accomplishments in the required job area?
- ◇ Does the candidate have the experience in complementary fields?
- ◇ If required for the job, has the candidate demonstrated an ability to work in teams?

Does the CV send up warning signals?

- ◇ Are academic pursuits left incomplete?
- ◇ Is the work history spotty?
- ◇ Are these questionable reasons for leaving previous jobs?
- ◇ Do the writers of letters of reference, once checked, raise doubts?

2.1 Reviewing your CV and editing it into a final form

Before the job seekers make a final draft of a CV, they must ask someone (e.g. the Job Club facilitator) whom they can rely on to review it and give professional advice. During this stage of the development of the CV the facilitator can review and look over the samples in the materials on CVs for ideas on content and format. The above CV checklist is useful to examine individual's CVs from the perspective of an employer.

2.2 Tips on CVs for job seekers

The facilitator is to share, explain and review following tips with Job Club members:

- ◇ Make sure your CV is readable - Make sure the format is logical and easy to follow. Don't use small, hard-to-read fonts.
- ◇ Make sure the covering letter and CV are complementary. The covering letter is an opportunity to highlight or explain more fully any special qualifications/ experience you have and for you to draw connections between your CV and the institution's needs.
- ◇ Since many positions are public service oriented, the Human Resource people who review your CV are reading it to ensure you know how to present yourself well.
- ◇ Tailor your CV and cover letter to the job.
- ◇ Proofread, proofread, proofread. Do not rely solely on your spell check; do a content check and read through your correspondences. This is an easy method for human resources professionals to screen out potential candidates.
- ◇ Place your qualifications at the beginning - let them know you have the basic qualifications for the job.
- ◇ Show your achievements and results.
- ◇ Think of your CV as how you would present yourself to prospective employers.

3. Individual work on revising CVs with facilitator coaching

4. Steps in the job search

The following handout summarizes the most important steps in the job search. The facilitator lets each Job Club member draft an individual plan and allows for buddies within the club to review the plans (see handout).



Handout: Steps in your job search

Maximizing the job seeker's chances of finding the right job

In order to maximize the job search results of the job seekers, the facilitator teaches the Creative Approach to Job Seeking, which seeks to enable job seekers to:

1. Identify companies and other employers that are of interest to them (networking, information interviews, etc.)
2. Talk to people doing the type of work and/or working in organizations that interest the job seeker and ; find out why they like their jobs and how they got their position (information interviews)
3. Choose organizations that the individual would like to work for, not just those that have vacancies – (cold calling); job seekers can research the organization before approaching them (company research)
4. Seek out the person who has the authority to hire (calling the company's employment office); or if possible, use personal or professional contacts, friends, neighbours and/or acquaintances to get in to see the people who have the authority to hire (networking)
5. Show the employer how the job seeker can help them with their work related problems/challenges (self-marketing through carefully prepared job interviews and/or information interviews that highlight your qualifications, ability to do the job , and emphasizing such non-job specific skills as teamwork and self- motivation.

Keep in mind that most research shows that about 80% of jobs available are never advertised, so to find this "hidden job market" it is beneficial that Job Club members learn alternative job search methods such as the one described above and others that are taught in group job search workshops or Job Clubs.

However, this does not mean that job seekers shouldn't use internet job posting sites or newspaper ads. If the job seeker finds a position that he or she is interested in, then they should apply for it (with the encouragement and support of the Job Club facilitator).

5. Calls/activities

The facilitator instructs those members who have completed their CVs to make calls to employers while the others do any necessary catch-up work to complete their CVs and cover letters.

DAY 6 – LESSON PLAN

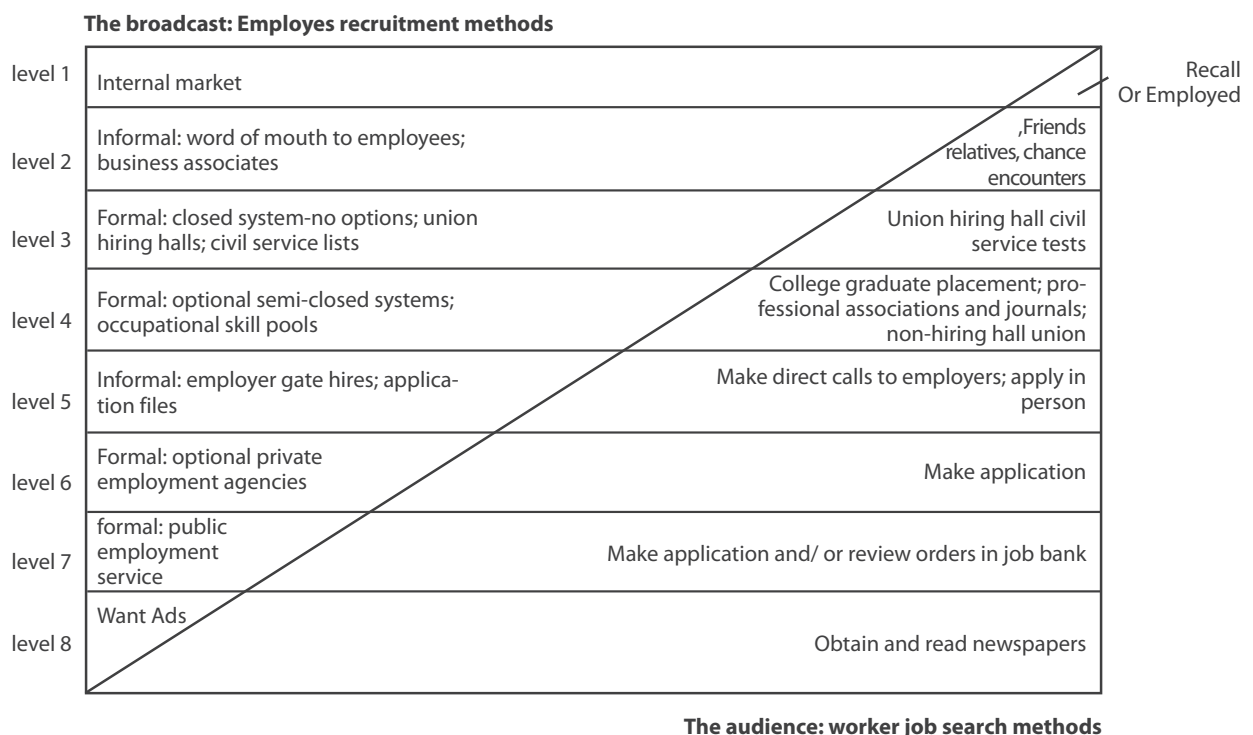
| DAY 6 | |
|--|---|
| Agenda | Activities/ Exercises/ Handouts |
| 9:00 Progress Chart | 1. Progress chart |
| 9:30 Recruiting from the company perspective | 2. Recruiting from the company perspective |
| 10:00 Letters | 3. Cover letters |
| 10:30 Calls/activities | 4. Calls/ activities |
| 11:30 Other leads | 5. Social media Brainstorming on how the job seeker can use the social media for locating jobs |
| 1:00 Calls/activities | 6. Calls/activities |

1. Progress Chart

The Job Club facilitator quickly updates members on their progress using Group Progress Charts and offering encouragement for progress.

2. Recruiting from the company perspective

A recruitment - job search model



Job recruitment – Job search model

How employers with openings and potential workers learn and find each other is of crucial concern to employment counsellors and Job Club facilitators. The job search model in the above illustration shows two triangles juxtaposed to each other. The inverted triangle represents the vacancy that is being broadcast by the employer to the potential audience. The upright triangle represents the audience and the place it must be to “hear” the broadcast. The sequence of levels is generally ordered according to the gradation of openness of the announcement and exclusiveness of the audience, with the most exclusive at the top of the figure. It is important to note here that the various levels do not represent the number of vacancies, size of the audience, or the frequency with which the matches occur. The functions of each level are explained below.

Levels of the job search model

Level I

refers to those job changes within an enterprise for which a competitive choice is made, either by transfer or promotion of the currently employed, or the recall of those on layoff.

Level II

describes those jobs that are obtained by word of mouth, i.e. through the personal contacts of job seekers.

Level III

is a formal, non-optional closed system. In this instance both employer and job seeker are required to use this method to find each other, whether it be the Public Service or a syndicate.

Level IV

a formal semi-closed system, consists of various institutions that act as intermediaries between a pool of jobs and workers with specific occupational skills or training, e.g. highly specialized professional and technical fields; trade school placements; and professional associations.

Level V

employer gate hires, refers to those matches that occur as employers hire individuals who come to their establishment in search of work.

Level VI

represents the activities of the private employment agencies.

Level VII

represents the public employment service centres involved in job matching through the labour exchange process.

Level VIII

represents the job advertisements on the internet, in newspapers or periodicals

The importance of the above Job recruitment – Job search model is to illustrate that many job seekers (as shown in the upright triangle) start by checking out job postings on the Internet and in newspapers. This shows that many job seekers are reacting to positions that are posted. As such, proactive ways such as networking and cold calling are used less. Whereas if we look at the inverted triangle showing how employers tend to find applicants – the facilitator will see that it’s almost opposite to the ways that job seekers tend to look for work!

3. Reviewing cover letters with Job Club members

Steps:

To be completed by the Job Club facilitator

- ◇ Using a computer projector, show samples of best practice letters and discuss them with the job seekers.
- ◇ Have members write a letter in response to an ad that includes these points; give the letter to the word processing clerk when it has been approved by the facilitator and if word processing is required by the member.

4. Going over calls to employers

Steps:

The following steps and instructions are to be administered by the Job Club facilitator to the members of the Job Club

- ◇ Review material on Employment and Informational interviews.
- ◇ Polish benefit statements and scripts
- ◇ Ask members with excellent benefit statements to show them to the group.
- ◇ Remind members of the need to keep up leads lists.
- ◇ Inform members of wage subsidies.
- ◇ Have members practise their request for employment interview scripts with each other as a refresher before going to the phones.
- ◇ Reinforce the 10 calls a day rule
- ◇ Have members make calls.

5. Other job leads – Using social media

Objective:

In this session the facilitator shares information about sources of leads for employment possibilities. The facilitator also discusses how social media can help employers recruit new people.

Steps:

- ◇ Brainstorm with group for suggestions as where to look for leads.
- ◇ Brainstorm on how you can use the social media for locating jobs
- ◇ Ask group to work on leads lists.

6. Calls/activities

Objective and steps:

The facilitator continues working on leads lists with Job Club members until 10 calls are made by each individual. Allow catch-up time for letters, CVs, reference lists, networking calls. Include break.

DAY 7 – LESSON PLAN

| DAY 7 | |
|---|---|
| Agenda | Activities/ Exercises/ Handouts |
| 9:00 Progress Chart | 1. Progress chart |
| 9:30 How CV “readers” read and select CVs | 2. How CV “readers” read and select CVs 3. Application forms |
| 11:00 Calls/activities | 4. Calls/ activities |
| 12:00 Other telephone scripts | 5. Other telephone scripts |
| 1:00 Calls/activities | 6. Calls/activities |

1. Progress chart

As usual.

2. How CV “readers” read and select CVs

Objective:

The facilitator discusses what employers will look for in a CV.

The facilitator lets Job Club members draft a “targeted” CV and cover letter.

3. Application forms

Objective:

- ◇ Explain purpose and uses of application forms
- ◇ Emphasize the need to complete forms carefully
- ◇ Offer a practice exercise

Steps:

The following steps and instructions are to be administered by the Job Club facilitator to the members of the Job Club:

- ◇ Go over key points on Application Forms
- ◇ Encourage members to apply online and post their CV on the web

4. Calls/activities

Objective and Steps:

The facilitator has members make 10 calls, continues to work with them on leads lists, letters and other job search activities.

5. Other telephone scripts

Objective:

The facilitator explains and models the purpose of the script as well as explains the uses and format of other telephone scripts.

Steps:

The following steps and instructions are to be administered by the Job Club facilitator to the members of the Job Club

- ◇ Explain and model these calls.
- ◇ Have members write scripts of their own.
- ◇ Have members make any such calls if needed plus regular calls.

6. Calls/activities

Objective and steps:

The following steps and instructions are to be administered by the Job Club facilitator to the members of the Job Club

- ◇ Start with a reminder to the group of the importance of follow-up letters. Check to see how many have had interviews and assign follow-up letters if they have not yet been done.
- ◇ Check with members about number of networking and employer calls made. Reinforce these.
- ◇ Do a quick survey of members' plans for the activities time. Make a list for one-to-one consultation and practise the automatic rotation rule.

DAY 8 – LESSON PLAN

| DAY 8 | |
|--------------------------------|---------------------------------|
| Agenda | Activities/ Exercises/ Handouts |
| 9:00 Progress Chart | 1. Progress chart |
| 9:30 Rehearsing job interviews | 2. Rehearsing job interviews |
| 12:00 Calls/activities | 3. Calls/ activities |
| 1:00 Leads resources | 4. Resources for job leads |
| 1:15 Leads/ activities | 5. Leads/ activities |

1. Progress chart

As usual.

2. Job interview rehearsals

Objective:

The facilitator repeats the basic information about an interview that has been covered in Day 3 and prepares the group for video taping.

Steps:

The following steps and instructions are to be administered by the Job Club facilitator to the members of the Job Club:

- ◇ Model the desired responses to the questions using the Section 5.4 in Day 3 and annex G. Remind the members to always start with a positive statement that makes a good first impression.
- ◇ Model the introduction and leave-taking.
- ◇ If you are having members interview one another instead of having a facilitator do it, explain the importance of arranging for success and not asking extra questions or probing. Carefully assign buddies.
- ◇ If you need a volunteer camera person, ask for one and set a time for training.
- ◇ Start the group rehearsing answers to the questions. If you use the Buddy System monitor closely to be sure answers are positive and focused.

Rehearse specific interview questions

Objective:

To prepare Job Club members with good answers for job interview questions

- ◇ Model positive interview behaviours
- ◇ Discuss effective answers to interview questions (See Annex G Quiz on Typical and Difficult Questions in the Interview)

- ◇ Offer members the opportunity to think about and practise answers to interview questions
- ◇ If not everyone had video-taped the interview on Day 8, continue on Day 9.

Steps:

The following steps and instructions are to be administered by the Job Club facilitator to the members of the Job Club

- ◇ Go over Answers to Interview Questions.
- ◇ Arrange for immediate rehearsal of these questions with group. The ideal is to have more than one facilitator and divide the group into 2 to discuss and practise answers. If the Buddy System is used, negative responses may be practised and reinforced, so use group members you can trust to have good judgement and give positive modelling for buddies if necessary. Use automatic rotation.
- ◇ Ask members to collect company information about the company they have named. If you are having a guest interviewer, give the name. If facilitators are doing the interviewing and members want a panel interview, select the other members of the panel from available counselling staff or Club members. Tell group the tapes may take from 10 to 25 minutes.

3. Calls/activities

While some members are engaged in their interview rehearsals, it is advised that the facilitator instructs those who have completed their exercise to continue making telephone calls to employers.

4. Resources for job leads

Objective:

Creating leads for employment

- ◇ Inform members of other leads resources and teach them how to use them
- ◇ Encourage members to keep leads lists up-to-date for calls.

5. Leads/activities

Objective and Steps:

The following steps and instructions are to be administered by the Job Club facilitator to the members of the Job Club

- ◇ Encourage members and reinforce job finding activities: networking/ employer calls, leads lists, letters, interview preparation and rehearsal.
- ◇ Check with group regarding priorities and activities plans.
- ◇ Consistently use automatic rotation and positive reinforcement.

DAY 9 – LESSON PLAN

| DAY 9 | |
|--|--|
| Agenda | Activities/ Exercises/ Handouts |
| 9:00 Progress Chart | 1. Progress chart |
| 9:30 Video/Activities | 2. Video/Activities 3. Review videos |
| 12:30 Labour rights and responsibilities | 4. Labour rights and responsibilities Power point presentation and discussion |

1. Progress chart

As done normally.

2. Video taping/activities

Objective:

Recording Job Club members during an interview exercise

- ◇ Continue video-taping each member in a close-to-real life interview situation.
- ◇ Direct members to actively continue job finding techniques when not being video-taped.

Steps:

The following steps and instructions are to be administered by the Job Club facilitator to the members of the Job Club

- ◇ Ask who wants to be first, then put list on board of order for video taping.
- ◇ Check with group about activities plans, reminding members of need for calls, leads lists and letters.
- ◇ Practise automatic rotation and assign buddies.
- ◇ Proceed with taping and activities.

3. Video review

Objective:

In this session the facilitator offers members the opportunity to view their first practice interview, allows them to assess themselves and gives feedback on their self-assessment and interview performance.

Steps:

The following steps and instructions are to be administered by the Job Club facilitator to the members of the Job Club:

- ◇ Ask who will volunteer to go first and make a list of names to follow for video-review.
- ◇ Review rules of feedback. Explain Checklist for the Job Interview Role-Play in Annex F.
- ◇ As a group, view the video of each person, one at a time, allowing 5 to 10 minutes per person.
- ◇ After each interview, offer the person some brief praise for doing the interview, then ask the person

- to give a self-assessment using the Checklist for the Job Interview Role-Play.
- ◇ Offer your own feedback, modelling the rules of feedback for the group.
- ◇ If the member mentioned something that does indeed need changing, share ideas about alternate choices.

4. Following-up job interviews

4.1 Strategies for Job Seekers on following-up on interviews

The task of the job seeker concerning each interview does not end after the interview took place. In this session the facilitator should ask Job Club members to consider the following key rules and strategies for following-up interviews.

- ◇ Asking the employer when she/he expects to make the hiring decision at the end of the interview.
- ◇ Being proactive and considering follow-up a strategic part of the job search process. Follow-up can give just the missing impulse to get the job offer over others who interviewed for the position.
- ◇ Obtaining the correct titles and names of all the people who interviewed you. (It's always a good idea to get each person's business card.)
- ◇ Letting the job seeker write individual thank you notes or letters to each person that he or she interviewed - within two business days. Each letter can be essentially the same, but it is recommended to vary each a bit in case recipients compare notes. A thank you letter should never be forgotten - even if the job seeker is sure that she or he will not get the job.
- ◇ References need to be alerted - if the job seekers have not done so already - that they may be getting a phone call from the employer.
- ◇ Even if the job seeker feels confident that she/he will get a job offer, the members should always continue job hunting as further opportunities may arise.
- ◇ Encourage the job seeker to follow-up with a telephone call to the employer. If she/he is called at the time the employer set, the job seeker should make a follow-up call to him or her. If no arrangement has been made and the job seeker has not heard back from the employer within a week to ten days, the job seeker can give him or her a call to find out the status of the hiring process. Many employers will only call back the successful candidate, so this may be the only way to find out for sure that the company decided to hire someone else.
- ◇ Encourage the job seekers to build rapport and sell their strengths during the phone call.
- ◇ Remind the job seekers to be patient. The hiring process often takes longer than the employer expects. Motivate the job seekers to continue following-up, especially if the employer asks them to. However, it is important to avoid annoying the employer with premature or too repeated follow up calls.
- ◇ Remind the job seekers that they should not overestimate the importance of a particular job or interview; as there will be other opportunities for them.
- ◇ Using other job offers as leverage in the follow-up can be useful to get a better offer.
- ◇ Remind the job seekers not to burn any bridges if they do not get a job offer, as the person they decided to hire may decline for some reason, or the employer might be hiring again in the near future. Also, trying to turn the situation into a positive by bringing the interviewer(s) into the network of the job seekers, possibly even asking them for referrals to other contacts can be a very constructive way in dealing with a negative answer to a job request.
- ◇ Using these follow-up techniques will help the job seeker to continue to show their enthusiasm and desire for the position. However, they should make sure not to seem desperate for any job.

After the interview

The facilitator needs to help the Job Club members to make each interview a learning experience. After one is over, the job seeker and facilitator can carefully analyze what went on during the interview by going over questions such as these: (These questions are for the Job Seeker to address):

- ◇ What points did I make that seemed to interest the employer?
- ◇ Did I present my qualifications well? Did I overlook any that are pertinent to the job?
- ◇ Did I pass up any clues that might indicate the best ways to "promote" myself?
- ◇ Did I learn all that I needed to know about the job I was trying to get? Or, did I forget or hesitate to ask about aspects that are important to me?
- ◇ Did I talk too much? Or, did I talk too little?
- ◇ Was I too tense? Or, too relaxed?
- ◇ Was I dressed appropriately?
- ◇ Was I too aggressive? Or, not aggressive enough?

Based on these answers, the job seekers can draw up a list of specific ways they can improve performance in the next interview. The facilitator should show the job seeker how their skills for job search have improved. The facilitator must also help keep the morale of the job seekers high and remind them to plan carefully, keep up their enthusiasm and assuring them that eventually they will succeed in "merchandising their job talents" - landing a job that uses the job seeker's abilities and pays well.

4.2 Thank you letters

"Thank you" is a powerful statement that is heard too seldom. Every thank you is an opportunity for persons seeking employment to sell their qualifications and to leave a fresh impression in the mind of the reader. The facilitator needs to encourage and help Job Club members send a thank you letter or note to employers and employment contacts whenever they have extended themselves in any way on behalf of member's job search. At the minimum, a written thank you should be sent after all interviews.

Thank you letters or emails should be standard tools in the job search. The thank you letter should follow a standard business letter or email format. However, the letter should be adapted to the situation and personal style of the individual.

Points to consider regarding the thank you letters:

- ◇ Be brief and to the point.
- ◇ When thanking a potential employer, restate your interest in the position and/or company.
- ◇ Always plan your follow-up. Make it a point to tell the person when and how they can expect to hear from you in the future.
- ◇ If there are multiple people involved, such as with a panel interview, be sure to thank each person. Send one letter to each person or send a single letter to a key person for distribution. When sending more than one thank you letter, it is very effective to vary each one.
- ◇ Always send a written thank you to a person by name.
- ◇ The thank you is an opportunity to restate your qualifications. Include any pertinent information you failed to mention earlier. Be sure to reemphasize your skills and abilities.

Basic parts of a thank you letter

- ◇ Statement of appreciation for the interview.
- ◇ Expression of interest in employment.
- ◇ Brief restatement of qualifications.
- ◇ Final "Thank You."



Sample of a thank you letter

Dear Mr. Abud:

Thank you for the interview for the accountant position today. I appreciate the information you shared with me and enjoyed meeting Ms. Nagwa from the Accounting Department.

My interest in working for Lord's Industries is stronger than ever, and based on your description of the position, I know I can do a good job for you.

I will contact you by Tuesday of next week to learn of your decision.

Sincerely,

4.3 Analyzing a job offer

The job interview was successful and the interviewer has offered the Job Club member a position! Should they accept or not accept? How does the candidate decide what's best for them? These are questions that a Job Club facilitator can help a member find answers to. First the facilitator can instruct the member to review their original job objective when they began the job hunt.

Next, the Job Club Facilitator can pose the following questions to the Job Club member

- ◇ Does this job or occupation meet your original requirements?
- ◇ Will it offer you an opportunity for growth?
- ◇ The salary may not be what you had expected, but are there considerations that make the offer attractive, such as opportunities for advancement?

The facilitator must remind the member that many first jobs are on a trial basis, which may explain why, at times, the original salary offer may be low. Nevertheless before the job seeker accepts any offer, the facilitator can instruct the job candidate to ask themselves the following questions:

- ◇ Would I be better off if I rejected this current offer and continued my job search?
Remember also that you can continue your job search even while employed.
- ◇ Should I modify my original goals because they are too limiting?
- ◇ Have I used my network effectively or is it possible for me to develop more good leads?



Final Note: *The job seeker will not necessarily use all the strategies outlined in this guide, nor will they always find it easy to use those that are most useful to them. Some of the techniques discussed here will need to be tailored by the Job Club facilitator to individual requirements and employment circumstances of the Job Club members. Therefore, it is essential that the facilitator works with the members to diligently put the relevant techniques and strategies into practice on a daily basis. This way, all members will gradually become very adept at using them, while paving the way to set goals of finding the job they want.*

5. Labour rights and responsibilities

Objective:

The Job Club facilitator introduces fundamental principles and rights at work to Job Club members.

Steps:

The following steps and instructions are to be administered by the Job Club facilitator to the members of the Job Club:

- ◇ Show PPP “Labour rights and responsibilities” in Annex K.
- ◇ Distribute protocol/regulations by the Ministry of Manpower on workers’ rights
- ◇ Ask members to volunteer their own experiences with workplace problems and discuss their resolution.
- ◇ Set up role-play demonstrating questions by employers during the interview that may infringe on worker’s rights.
- ◇ Model best ways of responding, then debrief with the group and discuss any other concerns that may arise on the job.
- ◇ Prepare themes in point form based on situations that sometimes arise at the workplace.

DAY 10 – LESSON PLAN

| DAY 10 | |
|---|---|
| Agenda | Activities/ Exercises/ Handouts |
| 9:00 Progress Chart | 1. Progress chart |
| 9:30 The workplace | 2. Starting, keeping and advancing on the job |
| 10:15 Activities following the Job Club | 3. Activities following the Job Club |
| 11:00 Individual job search plans | 4. Individual job search plans |
| 12:30 Wrap up and evaluation | 5. Evaluation followed by group discussion |

1. Progress chart

As normally done.

2. The workplace

Objective:

The Job Club facilitator gives members pointers on evaluating a job offer, starting a job, keeping a job and advancing on a job.

Steps:

The following steps and instructions are to be administered by the Job Club facilitator to the members of the Job Club:

- ◇ Involve the group in a brainstorming exercise to come up with suggestions on what a new employee needs to be aware of on the first day on the job. Then summarize the most important aspects to consider on a flipchart and review with the group.
- ◇ Distribute the Handout, "Advancing on the Job". Lead a group discussion by reviewing each point, giving specific examples and asking for comments. Ask if there are any concerns/questions on the video playbacks activities

Objective:

- ◇ Give members feedback on their interviews.
- ◇ Have members continue daily job finding techniques, including the 10 calls.

Steps:

Decide how you want to review the tapes:

- ◇ Together as a group
- ◇ With each individual and a facilitator. If (the group review) is chosen, enforce the 10 calls before the review is done.

3. Activities following the Club

Objective:

The activities below are to be conducted following the completion of the Job Club sessions. These focus on further practice of all job-finding techniques taught in the first two weeks.

- ◇ Expand job objectives and start to look for stand-by jobs, e.g. permanent part-time, other part-time, job sharing, and free-lance.
- ◇ Expand networking and leads lists from the Yellow Pages (have members strive for 10 telephone contacts a day and provide individual help in locating potential employers). Do brainstorming exercises with the group to come up with ideas for those members who are having trouble finding leads.
- ◇ Rehearse telephone scripts with facilitator supervision, monitoring and reinforcement.
- ◇ Practice more interview and video-interviews
- ◇ Assist members to recognize when negative attitudes interfere with their job finding activities.

4. Individual job search plans

It is the responsibility of the facilitator to assist members in preparing for week 3 and beyond. The facilitator needs to explain what resources will be available to members after week 2 and have members write a plan for themselves for ongoing job search in terms of using this facility within agency constraints, number of calls, letters, leads, continuing contact and peer support with fellow members. Remind the group that you will be doing regular phone follow-up with them as well as a 3-month follow-up to complete the Job Club Record (see Annex H).

5. Wrap and evaluation

Hand out the evaluation form to be filled in by JC members in writing, and have a group discussion after collecting the forms (see Annex L)



Handout: Keeping and advancing on the job

Your first day on the job

- ◇ Have your identification papers handy and be prepared to fill in the forms the employer will need for background information on you.
- ◇ Know your transportation route, times and parking arrangements ahead of time.
- ◇ Observe the dress code of your workplace.
- ◇ Know when you are expected, where you are to go and who will be meeting you. Be on time.
- ◇ Confirm breaks, lunch hour and lunch room procedures.
- ◇ Keep personal belongings to a minimum and out of the way.
- ◇ Accept and apply the procedures the company (employer) requests in a positive, co-operative manner.
- ◇ Listen carefully to instructions; don't be afraid to ask questions; be concise and clear.
- ◇ Do not tend to personal matters or calls on company time.
- ◇ Make notes, if necessary, of names and instructions.

Job maintenance

Punctuality and attendance

- ◇ Be on time or even early. Regularly check work schedules.
- ◇ If you are too ill to work or have an emergency, call your employer yourself as soon as you find out you cannot be at work.

Productivity

- ◇ Be a self-starter: keep yourself busy with work that needs to be done and that is appropriate for you to do.
- ◇ Follow instructions carefully. Do what you say you will do.
- ◇ Be aware of the quantity and quality of work expected and be sure to complete tasks on time.
- ◇ Be prepared, within reason, to stay overtime to get an emergency work task done.

Attitude, Personality and Ethics

- ◇ Be positive, motivated and supportive
- ◇ Be diplomatic, courteous and supportive.
- ◇ Leave personal problems at home.
- ◇ Be assertive: exercise the right to express your feelings, ideas or thoughts while at the same time considering the rights of others.
- ◇ Be open to suggestions and constructive criticisms. Avoid bragging, criticising, complaining and spreading rumours.
- ◇ Respect company time, classified information, property and equipment. Prove yourself honest and trustworthy.

Advancing on the job

- ◇ Show enthusiasm, support and interest in the company.
- ◇ Find out how your company is organized and what positions may be open to you.
- ◇ Once you are well established in your new job and have acquired some experience, it may be time to look at possible advancement within the company. When the occasion arises, arrange an appointment with a supervisor or personnel officer to discuss opportunities for advancement within the organization.
- ◇ Apply for any suitable vacancies.
- ◇ Decide what position you want and what steps are needed to attain it.
- ◇ Take as many related courses as possible, in-service if they are offered by the company, or on your own time.
- ◇ Gather information about the field you may be interested in.



ANNEXES



ANNEX A

Profile of the job club facilitator

The Job Club facilitator is responsible for all activities related to the day-to-day operation of the Job Club.

The facilitator performs the following duties:

- ◇ Helps job seekers through group support and group job search processes to acquire the skills and knowledge to independently find a job;
- ◇ Ensures that group activities can provide a channel that enables job seekers to utilize at their best advantage all the resources that are available to them, including: information on local labour market realities, methods of employer recruitment and internet job searching;
- ◇ Actively assists members in their job seeking activities; and
- ◇ Provides directed positive feedback to each member for every activity completed during the Job Club session.

Qualifications

The ideal candidate Job Club facilitator should have:

- ◇ a degree or diploma with specialization in social studies, education, psychology, or a related discipline, or an equivalent combination of education, training and/or experience;
- ◇ a minimum of 2 years experience in employment counseling methods, tools and processes;
- ◇ skills in group dynamics;
- ◇ familiarity with effective job search techniques;
- ◇ knowledge of job hiring processes in his/her region, including:
 1. job recruitment methods of the various employers in the region
 2. hiring practices of local firms
 3. networks used by employers for filling vacancies ;
- ◇ familiarity with the ways of obtaining and interpreting labour market information both locally and nationally that will assist job seekers in their job hunt;
- ◇ the ability to provide constant support and direction to sometimes discouraged job seekers;
- ◇ the ability to use a directive and behavioural approach, such as: modeling behaviours, leading and initiating activities, providing directed feedback, and using the group to provide social reinforcement;
- ◇ effective communication skills both orally and written;
- ◇ knowledge on employability development resources in the community;
- ◇ knowledge on commonly used office software and internet skills, and the ability to employ these skills to coach others on the use of the internet and social media sites in job search, including the preparation and posting of electronic CVs;
- ◇ strong people skills, and be a team player;
- ◇ prior experience in working with those who are employment disadvantaged.

ANNEX B

Job Club Highlights

Definition:

Group support, group job searching technique intended for job ready people.

Objective:

To help the job seeker to find a job of the highest feasible quality within the shortest possible time period.

Technique:

Learn-then-do job finding strategies. The job seeker follows a step-by-step intensive job search training in which "job finding" is treated in itself as a full time job.

History:

The current material is based on adaptations by Human Resources Development Canada. The original method was developed by a behavioural psychologist, N.H. Azrin and Associates during the early 1980's in Illinois, USA. The Job Club model has since been updated and adapted by job search specialists in several countries and applied in varied labour markets contexts.

Focusing on Effective Job Finding Strategies:

- ◇ Networking
- ◇ CV, cover letter and references
- ◇ Finding jobs in the "hidden" job market
- ◇ Best methods to obtain job leads
- ◇ Local labour market information on job prospects and employers that are hiring
- ◇ Cold calls (i.e. contacting employers directly through the Yellow Pages, even for unadvertised positions)
- ◇ Responding to job advertisements
 - Rehearsing effective telephone calls to employers
 - Writing CVs and cover letters that stand out
- ◇ Interview rehearsing, video-recordings and interview feedback

Group Size:

12 to 16 Job Club members

Length:

The Job Club should run for two weeks for four-five hours per day

Cost:

There is no cost to Job Club members. They are provided with a workspace, access to computers, word processing services, workbooks and course facilitation and coaching free of charge.

Success:

Most research indicates that the placement rate of Job Club members varies from 65% to 85% at the three-month follow-up period, depending on the target groups that form the Job Club membership.

Support/ Networking system

Facilitator/fellow group members:

The job finding efforts of members are reinforced through facilitators and group support in the form of leads, encouragement and shared expertise. Many jobs are found through networking with other members of the group.

Personal and Social Support:

During Week One of the Job Club, members may need to take time at home to complete their CVs, letters, leads lists, calls and visits.

Family and/or room-mates are a key part of the support system for members at home, and can help by:

- ◇ Brainstorming with the member ideas for leads.
- ◇ Sharing chores, keeping the phone free, and taking telephone messages.
- ◇ Leaving transportation available
- ◇ Providing moral support.

Long-term benefits:

Through the Job Club life-time job search skills are acquired.





ANNEX C

Facilitator/ Job seeker agreements

The purpose of these agreements is to ensure that expectations of all members, including the facilitators and the job seekers, are made clear and that a mutual commitment is agreed upon.

Duties of the facilitator

The duty of the facilitator is to support the job seekers in the conduction of the tasks related to their job search within the framework of the job club. These services are free of charge during the scheduled session. The specific tasks of the job club facilitator are:

- ◇ Discuss transportation arrangements if required.
- ◇ Help the job seeker to write a CV and cover letter.
- ◇ Facilitate drafting of texts the job seeker may need using relevant text-processing software (for CV and letter writing), within the office guidelines.
- ◇ Ensure that letters of recommendation, CVs, and other job seeking materials within the office guidelines can be photocopied.
- ◇ Provide job seekers with advertisements, telephone books, and listings of job openings from numerous sources.
- ◇ Assist the job seeker in his job-search related correspondence.
- ◇ Refer to specific statements the job seeker should make on the telephone when asking about a job and to arrange practice and discussions of these calls.
- ◇ Ensure that telephones are available for job searching and leaving messages.
- ◇ Ensure that work space for job searching is available.
- ◇ Enable the job seeker to practice job interview situations and improve her/his capability to answer common interview questions.
- ◇ Guide the job seeker to keep track of job leads and interviews.
- ◇ Try to answer all questions the jobs seeker may have on how to improve their job finding chances.
- ◇ Encourage the other job seekers to keep a lookout for jobs of interest to each other and provide the job seeker with job leads provided by previous job club members.
- ◇ Advise the job seeker of other agencies that might assist in their job seeking efforts .
- ◇ Never give up on the job seeker and to always be ready to assist during the scheduled session.

As a job club facilitator, i hereby agree to do everything possible to provide the services listed above.

Facilitator's signature

The duty of the job seeker is to follow the instructions of the job club facilitator and to consider the job search as a full-time job in itself by:

- ◇ Attending the sessions every day and being on time.
- ◇ Informing the facilitator if absolutely unable to attend a session.
- ◇ Participating in all the steps of the job club program and completing the tasks assigned by the facilitator during the sessions.
- ◇ Attending all scheduled interviews on time.
- ◇ Rearranging personal activities so that the entire day can be spent on job searching.

- ◇ Helping other members in their job search during the sessions.
- ◇ Keeping a lookout for job leads that may be useful to other members.
- ◇ Continuing to attend sessions until a job offer has concretised into employment.
- ◇ Notifying the facilitator on the current job situation if contacted after the completion of the job club.
- ◇ Share leads and leads lists with the facilitator and/or other members once they are no longer required.

As a member of the job club, i hereby agree to do everything possible to perform the activities listed above.

Job seeker's signature



 **ANNEX D****INTERVIEW GUIDE TO SELECT JOB CLUB MEMBERS**

Please tell us your name, date of birth, address, telephone number and mobile number

Are you currently looking for a job?

If YES, how long have you been looking for a job?

What is your job objective?

What is your highest level of education? In what year did you graduate?

What specialization have you studied/ been trained in?

Have you received vocational training? What specialization?

During the last month, what were you doing?

- a. unemployed at home, not contributing to the family income
- b. in a formal job with a contract and social security
- c. self-employed (working from home or e.g selling goods in the street)
- d. helping in a family business
- e. working for someone else but without a work contract/ social security
- f. Tell us about your past work experience.

Have you ever had a formal employment contract with social security coverage? If yes, when did the contract end?




ANNEX E
BASELINE INVENTORY: YOUR JOB SEARCH

- **Please fill in the blanks:**

Background information

1. What was your last job? _____
2. What job do you want now? _____
3. What level of education do you have? _____
4. Do you have any special certificates or licenses? _____
5. How much money did you make on your last job? _____ per hour _____ per week _____ per month (circle one)
6. What is the lowest pay you would accept if you were offered a job?
7. _____ per hour _____ per year (circle one)

It is important to think about your wage needs. Do research on the normal pay for your job and industry. Don't set your goal too high, but have a pay level in mind.

- **Job search methods you have used**

| How many times have you done each of the tasks listed below in the last month? (Check one answer for each item.) | Rarely (1 to 3 times) | Sometimes (4 to 6 times) | Often (7-9 times) | Very often (10 + times) |
|---|--------------------------------------|---|----------------------------------|--|
| 1. Looked for job openings on the Internet | | | | |
| 2. Posted my CV online | | | | |
| 3. Talked to a temporary agency or search firm | | | | |
| 4. Sent a CV to a possible employer or submitted a job application | | | | |
| 5. Telephoned or visited a possible employer | | | | |
| 6. I need to learn more about the places where I am applying for work | | | | |
| 7. Asked for a referral to someone who might have info or advice about job objective or field of work | | | | |

| How many times have you done each of the tasks listed below in the last month? (Check one answer for each item.) | Rarely (1 to 3 times) | Sometimes (4 to 6 times) | Often (7-9 times) | Very often (10 + times) |
|---|-----------------------------|--------------------------------|-------------------------|----------------------------------|
| 8. Talked to my friends or relatives to get ideas about possible job leads | | | | |
| 9. Talked to past employers or people I used to work with about any job leads they might have | | | | |

Did you answer “never” or “rarely to any of the questions above? Every one of these activities is important. Use a variety of methods in your job search. Think about your answers to the last three items in the above section (items 8, 9 & 10). People often find jobs through networking. Networking is talking to people you know, then asking to talk to people they know. Begin building a network of past co-workers, friends and relatives.

- Job search effort**

- In the past month, I spent a total of _____ hours looking for a job.
- In the past month, I have had a total of _____ interviews.

- Job search skills and confidence**

| How confident do you feel about being able to do a good job of... | Not at all confident | Somewhat confident | Highly confident |
|---|----------------------|--------------------|------------------|
| 1. Using networking or personal contacts in your job search | | | |
| 2. Using the Internet in your job search | | | |
| 3. Identifying the skills you have to offer an employer | | | |
| 4. Writing a good CV | | | |
| 5. Adapting your CV to fit specific jobs | | | |
| 6. Writing a good cover letter | | | |
| 7. Finding information about companies before an interview | | | |
| 8. Presenting yourself well in an interview | | | |
| 9. Explaining why you no longer work for your last employer | | | |
| 10. Following up with employers after an interview | | | |
| 11. Negotiating salary or other terms of employment | | | |

 **ANNEX F****Videotape checklist for the job interview role-play**

- **Good opening of interview:**

Greeted interviewer with a firm handshake and a smile; addressed the interviewer by name; made good eye contact; and, waited to be asked before sitting down.

- **Appearance:**

Clothing appropriate for the interview situation and type of job.

- **Preparation:**

Was familiar with all dates and information on CV, and was prepared to give examples of various difficult work situations that were successfully handled; demonstrated knowledge of the company, its products and/or services.

- **Completeness of answers:**

Volunteered enough information without being prompted; didn't appear concerned if/when the interviewer took notes.

- **Ability to explain skills:**

Presented skills and qualifications related to the job.

- **Listening skills:**

Eye contact, attentive.

- **Overall attitude:**

Expressed enthusiasm and self-confidence; showed interest in the company and the position when asked if he/she had any questions; didn't speak negatively about present or previous work situations or employers.

- **Good closing of interview:**

Was able to sense when the interview was at an end, firm handshake [when appropriate for female interviewee]; thanked the interviewer and arranged call back.



ANNEX G

Quiz on typical and difficult questions in the interview

Part A of this document provides a quiz listing typical and sometimes difficult questions asked during an interview. Part B suggests plausible answers to these questions. As an exercise, review these questions and rehearse the answers that you would provide during the actual interview.

First select the answer to each of the questions in Part A and then check your responses with the recommendations provided in Part B. The suggestions in Part B are designed to polish your interviewing techniques. Keep in mind that the questions and answers in this quiz are generic and, of course, may be posed differently, if at all, by your interviewer. Still, the logic behind the answer remains essentially the same helping you put your best foot forward.

PART A: HOW WOULD YOU RESPOND TO EACH OF THESE QUESTIONS?

(Place a checkmark next to what you believe is the most appropriate response and then check your responses with the recommendations in part B.).

1. Why are you the best person for the job?

1. "I've held a lot of positions like this one, and that experience will help me here."
2. "Because I am good at what I do."
3. "Our discussion here leads me to believe this is a good place to work."
4. "You need someone who can produce results, and my background and experience are proof of my ability. For example, I ..."

2. If asked a point blank question such as: Are you creative? Are you analytical? Can you work under pressure? etc. What is the best way to answer?

1. Answer yes or no.
2. Answer yes and give a specific example.
3. Answer yes and give an explanation.

3. Describe yourself.

1. Outline personal data, hobbies, and interests.
2. Give an overview of your personality and work habits.
3. Give three specific examples of your personality traits and accomplishments.

4. Why are you in the job market?

1. "I have invested a great deal of time with my company and become disenchanted with the way things are done."
2. "I have a solid plan for my career. Within that plan I am looking for additional responsibility and more room for growth."
3. "I have been passed over for promotions when I know I am capable of doing more. I want to move on to a company that will not stunt my growth."

5. What are you looking for in a position?

1. "I'm looking for an opportunity to apply my skills and contribute to the growth of the company while helping create some advancement opportunities for myself."
2. "I'm looking for an organization that will appreciate my contributions and reward my efforts."
3. "I'm looking for a position that will allow me to make enough money to support my lifestyle. I am a hard worker and will give a concerted effort to earn the money I need."

6. What do you know about our organization?

1. "I've done a little homework and here is what I know about your organization... (cite examples)"
2. Everything I've seen and heard makes me want to be a part of this organization. I understand your industry is and your primary customer is _____. A particularly exciting part of your business appears to be _____.
3. "I know enough to know this is an exciting place to work. It appears to be fit for my career goals."

7. Why did you leave your last job?

1. "I really didn't feel sufficiently challenged at my last job. I felt that my career was being wasted."
2. "Many of my colleagues didn't have all that much to do. There was a lot of down time. I'm a driven person. I move at a fast pace and it is critical that people working with me keep up."
3. "The company that I was working for was taking a new direction and this offered me an opportunity to re-evaluate my own career goals and personal development."

8. How would you characterize your work philosophy?

1. "I enjoy taking my job seriously but I also want to enjoy what I'm doing. I look for opportunities to perform and be recognized. The job you are describing here seems to match my skills and interests to a high degree (giving specific examples). This in turn can be very motivating."
2. "I am a driven person. I believe every employee should be dedicated to the company and achieving results necessary for success."
3. "I'm basically a hard worker. I'm happy when I'm doing productive work. I don't mind working overtime if it means getting the job done."

9. What are your strengths?

1. "I am good at giving constructive criticism to my co-workers. This honesty is something I'm very proud of and have found essential to having open working relationships."
2. "I consider myself to be very consistent. I have proven myself to be someone who can be counted upon to do what is expected."
3. "I would have to choose between two skills. I am very proud of my determination and ability to get things done. At the same time, I am very proud of my analytical abilities and problem solving skills. These skills combine to give me a unique ability to solve problems and then implement the solutions."

10. (Example of a question to a candidate for a supervisory position) What do subordinates think of you?

1. "They perceive me as a leader. The people who have worked for me learned great deal under my direction and accomplished in many cases more than they thought possible."
2. "My employees would tell you they got direction when they needed and the room to work when it was appropriate. I believe a measure of a good manager is how much he is able to get done through others."
3. "They perceive me as someone who cared about them personally and had high expectations. I get a great deal of satisfaction from helping others do their best. My former employees would highlight three of my priorities which are to build loyalty and a team environment, obtain results and develop people."

11. Why haven't you taken a job yet?

1. "I've talked to a number of people, but it is very difficult to find an organization that is the right fit."
2. "I've come across a few attractive opportunities but, so far, I haven't found a position that pays what I feel I am worth."
3. "I have done some careful planning because this decision is very important to me. I have been offered positions but, to date, I have not been able to find a position that meets my criteria and this is important because the match must be good for me and the company. The position we are discussing today appears to be a good fit."

12. (🔄 Example of a question to a candidate for a supervisory or management position)

What makes you think you have management potential?

1. "I have a degree in management and a strong desire to manage a staff"
2. "I've had several recent experiences that have prepared me for the role. I've had departmental forecasting, budgeting, and staff management responsibilities. I've also managed several projects of increasingly complex nature. Additionally, I've been a resource to management for cost savings ideas and profit increasing ideas."
3. "I've been in lower level supervisory positions for several years and think it is time to move up"

13. What are your short-term objectives?

1. "Short-term, I just want a job."
2. "Bills are beginning to pile up. In the short-term I need to find work so I can keep up with my obligations."
3. "Short-term, I'd like to find a position that is a good fit and where I can contribute to a company's bottom line. The position we are here to discuss today would appear to be such an opportunity. Could you tell me more about it?"

14. What are your long-term objectives?

1. "I would think over long-term I would be preparing myself to do your job."
2. "If selected I would hope to meet my goals and take advantage of opportunities to learn so I will be considered for other positions within the company. I hope to build my career with a company such as this one."
3. "Long-term, I hope to start my own business."

15. Where do you see yourself in five years?

1. "In five years I will have either been promoted to your job or have started my own business."
2. "This is a very volatile market. I find it difficult to project out five years."
3. "That really depends on the firm I join. I would like to take a position with same responsibility and room for growth. The key is with the right challenge I intend to continually contribute and grow with the firm."

16. Before we go any further, what kind of money do you need to make?

1. "I was making 50k at my last job and I feel I am worth at least 10% more."
2. "My salary requirements are negotiable. Your firm has a reputation of compensating employees fairly and I trust you would do the same in my case. I am very interested in finding the right opportunity and will be open to any fair offer when I do so"
3. "Money is not very important to me. I need to be able to pay the bills but the work environment is far more important to me."

PART B: RECOMMENDED ANSWERS TO THE FREQUENTLY ASKED QUESTIONS

Answers for question 1

- If 1) Insufficient: You need to tell more about your skills and experience and to let them know what's unique about you.
- If 2) Incorrect: Sounds like boasting and doesn't offer any insights to the interviewer on what you're really capable of doing.
- If 3) Insufficient: Normally the employer wants to know about your work experience, your training/education, your personal skills, etc.
- If 4) This is the best answer: Talking about your training and experience with some specific examples from previous related work is excellent. You could suggest that your references would confirm that statement.

Answers for question 2.

- If 1) Incorrect: Unsupported answers are often viewed as not credible. Even a closed-ended question normally requires some explanation.
- If 2) This is the best answer. A brief, specific example supports your answer well and says you are confident, well prepared, and genuine.
- If 3) Incorrect: Specific examples offer a much more concise explanation of what you can do. During explanations people tend to ramble and lose the point. You also don't want to give "pat" answers and sound like a professional interviewee.

Answers for question 3.

- If 1) Incorrect: Normally interviewers want to know about your work habits and demeanour. Detailed information about your personal life is rarely appropriate.
- If 2) Being vague will not set you apart from the competition. When all is said and done, you must be memorable and believable. An overview likely will not accomplish either.
- If 3) This is the best answer. Examples are proof of your ability and a sign of confidence. Giving a clear concise example will be more memorable and set you apart from the group. Before the interview, think about the needs of the job and how your personality could be a fit.

Answers for question 4.

- If 1) Incorrect: This sounds like a malcontent. Remember that the interview process is an elimination process as much as a selection process. You must come across as positive as possible.
- If 2) This is the best answer. This shows you have given some thought to your career objectives. At the same time, it outlines your desire to grow and contribute.
- If 3) Incorrect: This has a bitter sound to it. Diplomacy not only sounds better but shows control and preparation. The fact that you were passed over for promotions may indicate there were behaviours or unmet goals keeping you from moving up. Be careful to steer clear of negatives which will exclude you from consideration.

Answers for question 5.

- If 1) This is the best answer. This answer shows ambition, willingness to work for opportunity, and a desire to work for a dynamic organization. In this response you have energy and confidence.
- If 2) Incorrect: This is a one-sided answer. The interviewer may perceive this as an unwillingness to give and work hard for the good of the organization.
- If 3) Incorrect: It is alright to be money motivated to some degree, but be more subtle. Most interviewers are looking for people who are willing to work hard and get the job done. Such a concentration on financial rewards will not look good in most cases.

Answers for question 6.

- If 1) Incorrect: Doing your homework is good. This approach however, denotes a lack of confidence in the knowledge you have and leaves a lot of room to ramble. A concise answer is better when possible.
- If 2) This is the best answer. Although this takes a little preparation, this level of knowledge and precise presentation will do wonders for starting an interview on the right foot.
- If 3) Incorrect: This is the right answer if you don't know anything. Remember, when distinguishing yourself from the competition, there is no substitute for preparation.

Answers for question 7.

- If 1) Incorrect: Although it may be true. A response stated in this fashion makes you sound like a malcontent.
- If 2) Incorrect: You shouldn't be critical of your former colleagues or boss.
- If 3) This is the best answer. The focus is on future opportunities and self-assessment which is a positive approach that most employers like to hear.

Answers for question 8.

- If 1) This is the best answer. This answer is opportunity oriented. It states the importance of taking stock of your own individual capabilities and interest and explaining how they apply to the open positions. It also identifies two critical skills applicable to almost any position: dedication and self-assurance.
- If 2) Incorrect: It is good to be driven but not good to be one dimensional. Describing yourself as a "driven person" may say to the interviewer "this person runs over people and may focus completely on results and not on the appropriate tactics and co-operating with others."
- If 3) Incorrect: It is important to acknowledge the importance of the bottom line and getting results but it may seem that you are too eager to please and lacks specifics on problem-solving skills. You may be missing what the interviewer is looking for.

Answers for question 9.

- If 1) Incorrect: While this answer may be true, it may also send a red flag saying you are critical of others. It would be much better to simply say (and give an example of) how well you work with others.
- If 2) Incorrect: This answer is not a bad answer but it lacks energy and creativity. Consistency is good, but it has nothing to do with action and solving problems and could exclude you from consideration.
- If 3) This is the best answer. This shows you have given some real thought to your strengths and highlights not only the skills you have, but also of what use they are to the employer.

Answers for question 10.

- If 1) Incorrect: In most cases this is not the best response. It sounds as though you are a task master and rule with an iron hand.
- If 2) Incorrect: This is not the best answer in most cases. While this may be true it could give a signal that you do not get personally involved as a supervisor or manager. This opinion could exclude you if the interviewer does not agree with you.
- If 3) This is the best answer. This answer depicts a manager who cares about people but is keenly focused on productivity. This answer gives clear examples of important aspects of one management style which is largely accepted.

Answers for question 11.

- If 1) Incorrect: You may have had several interviews to date but your lack of offers will be troubling to the interviewer. If you have received offers, say so. If not, indicate your certainty that the current opening is very much on target.
- If 2) Incorrect: Money may have been an issue but it is not an appropriate answer. The topic of money is one for the interviewer to initiate. Otherwise, you appear too narrowly focused.
- If 3) This is the best answer. This answer is positive, demonstrates an understanding that employment is a two-way relationship and focuses this discussion back on today's opportunity.

Answers for question 12.

- If 1) Incorrect: This answer portrays youth and inexperience. It does not promote confidence.
- If 2) This is the best answer. Examples of experiences that would be part of the senior manager responsibilities help the interviewer to begin to see you in the new position.
- If 3) Incorrect: This answer is deadly. It demonstrates a lack of ambition and a lack of confidence on the part of your most recent employer.

Answers for question 13.

- If 1) Incorrect: Will "any old job" do?
- If 2) Incorrect: This may be true--but no employer wants someone who has family or creditor problems or who sees the job under discussion as simply a pay cheque. This answer implies a one-way relationship with this potential employee and little interest on the part of the job seeker to become part of the company long-term.
- If 3) This is the best answer. This answer alludes to "giving" as well as "getting" AND it refocuses the discussion on the job opening.

Answers for question 14.

- If 1) This answer might be true but it could very easily threaten the interviewer.
- If 2) This answer suggests both a desire to move up and an understanding that the exact pace of movement is subject to many factors. Reassuring the interviewer of a desire to stay with a company is always a good idea.
- If 3) This answer might also be true--but it says that you intend to learn on the job and then become a potential competitor. Few interviewers would look forward to training their competitor!

Answers for question 15.

- If 1) This answer is too aggressive for the vast majority of situations.
- If 2) Even if the position is in a very volatile industry, a more positive approach is expected of anyone who wants to be seriously considered for a position.
- If 3) This is the best answer. It acknowledges the basic desires of wanting to work hard, contribute and grow without threatening.

Answers for question 16.

- If 1) Incorrect: Many employers use money to exclude candidates. You must understand what the job is about and have the interviewer and all necessary parties ready to make an offer before you begin to negotiate salary. Salary negotiation is critical all by itself. Don't sell yourself short.
- If 2) This is the best answer. A discussion about salary before all the facts are on the table is premature. You will have much more bargaining power if you sell the company on you before talking salary. This answer is particularly effective because it recognizes the importance of wages but shifts the focus to the immediate discussion and effectively says "let's talk about that later".
- If 3) Incorrect: This underscores the importance of your salary. This dramatically weakens your bargaining position if you do get an offer. It also says you don't put much value on your time and ability.



Job club record

| | |
|----------------|--------------|
| NAME OF AGENCY | START DATE |
| ADDRESS | TARGET GROUP |
| GROUP # | |

| Definition of placement |
|--|
| 1. Employment at 3 month follow-up (over 30hrs per week) 2. Unemployment, but worked full time for eight weeks since club ended 3. Self-employment and able to financialy support yourself |

| Member | Age | Sex | Marital status | No. of dependant | Disability (Yes/no) | Educa-tion | Last job & salary | Length of time out of work (weeks) | Length of time seeking work (weeks) | Previous source of income | Job objective | Number of contacts 1. Phone calls 2. Applications 3. Interviews 4. Personal contacts | End of club results 1. Occupation 2. # of days attended 3. Wage obtained 4. Source of job lead | Results at 3 months follow-up 1. occupation 2. type of job 3. wage obtained 4. source of job lead | Other comments |
|--------|-----|-----|----------------|------------------|---------------------|------------|-------------------|------------------------------------|-------------------------------------|---------------------------|---------------|--|--|---|----------------|
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |

| Member | Age | Sex | Marital status | No. of dependant | Disability (Yes/no) | Educa-tion | Last job & salary | Length of time out of work (weeks) | Length of time seeking work (weeks) | Previous source of income | Job objective | Number of contacts 1. Phone calls 2. Applications 3. Interviews 4. Personal contacts | End of club results 1. Occupation 2. # of days attended 3. Wage ob-tained 4. Source of job lead | Results at 3 months follow-up 1. occupation 2. type of job 3. wage ob-tained 4. source of job lead | Other comments |
|--------|-----|-----|----------------|------------------|---------------------|------------|-------------------|------------------------------------|-------------------------------------|---------------------------|---------------|--|---|--|----------------|
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |
| | | | | | | | | | | | | 1. 3. 2. 4. | 1. 3. 2. 4. | 1. 2. 2. 3. | |

ANNEX J

Outline of the main components of the job club

Week One: occupation blueprint (20 hours)

During the first half of the Job Club sessions (first week), the job seeker will gain confidence and understanding of his/her occupational choice for Egypt or elsewhere. After this part of the program, the job seekers will be able to clearly express the job they seek and what qualifications they have for that job. They will know what skills and qualifications companies want, and where these jobs are. They will have a list of companies/businesses and other important organizations to contact and know how to reach them best.

| Schedule | Group Session | Activities and Assignments |
|--|--|--|
| <p>Day 1</p> <ul style="list-style-type: none"> What is my experience and how can I help the employer? | <ul style="list-style-type: none"> Overview What does the employer want? What are my previous jobs / professional accomplishments? | <p>(Introductions and overview of the Job Club method, the facilitator's role and the "buddy" system)</p> <p>Assessing job skills</p> <p>The critical skills required by employers</p> <p>Assignment:</p> <ul style="list-style-type: none"> ◇ Doing an inventory of your skills ◇ Finding out the sources of information on jobs in Egypt – brainstorming session ◇ Assessing the job requirements <p>Introduce the handout:</p> <ul style="list-style-type: none"> ◇ Job Analysis Worksheet <p>Assignment:</p> <p>Completing Job Analysis worksheet</p> |
| <p>Day 2</p> <ul style="list-style-type: none"> Can I do this job where I live? | <ul style="list-style-type: none"> Understanding job postings Job market research What companies/businesses are located in my city? Information interviews | <ul style="list-style-type: none"> The best ways to find the jobs that are out there Contacting employers Doing your research on job postings and "hidden job market" Preparing for and requesting an Information Interview <p>Assignment 1:</p> <ul style="list-style-type: none"> ◇ Preparing questions for contacting an employer for an Information Interview <p>Assignment 2:</p> <ul style="list-style-type: none"> ◇ Calling a contact person or an employer for an information interview |

| | | |
|---|--|--|
| <p>Day 3</p> <ul style="list-style-type: none"> • Who do I need to meet? | <ul style="list-style-type: none"> • Social media • Building my network • Basics about job interviews | <ul style="list-style-type: none"> • Developing networks using social media • Brainstorm list of contacts <p>Assignments:</p> <ul style="list-style-type: none"> ◇ Contacting friends/relatives and acquaintance about job leads and Completing a job leads log ◇ Preparing a script for calling employers |
| <p>Day 4</p> <ul style="list-style-type: none"> • Getting ready to job search | <ul style="list-style-type: none"> • CVs and cover letter formats • Connecting research to my CV • References and recommendations • Community resources | <ul style="list-style-type: none"> ◇ Reviewing online resources ◇ Selecting a CV style ◇ Preparing a cover letter <p>Assignment:</p> <ul style="list-style-type: none"> ◇ Completing your CV and cover letter with help from facilitator |
| <p>Day 5</p> <ul style="list-style-type: none"> • Completion of CVs • Overcoming barriers to employment • Review of activities of day 1 to 4 • Steps in the job search process | <ul style="list-style-type: none"> • Reviewing your research • Discussing occupational decisions and goals • Discussing barriers to your success and suggestions to overcome them • Planning your next steps in the job search process | <ul style="list-style-type: none"> • Continue with unfinished calls • Brainstorming on barriers to employment and how to overcome them • Group activity exercise on the next steps in your job search <p>Assignments</p> <ul style="list-style-type: none"> ◇ Completing CVs and cover letters ◇ "Buddy" review of CV and verifying using "CV Checklist" and "Tips on CVs" • Group discussion on work completed to date • Explain that more work will be done on tailoring CVs to specific job postings and alternatives to CVs on day 6 and throughout week two • Present handout on Steps in the Job Search <p>Assignment:</p> <ul style="list-style-type: none"> ◇ Work on your individual plan using the handout "Steps in the Job search" ◇ Share with your buddy the next steps you plan to undertake in your job search |

At the end of this first week of the Job Club, the jobseeker will be able to:

- ◇ Understand the company/employer perspective of employment (what they want)
- ◇ Find and list the skills, education, salary, and requirements of your selected occupation(s) by job title
- ◇ List and describe your own work history
- ◇ List and describe your skills and accomplishments
- ◇ Match and analyse your occupational/professional skills to a minimum of one occupation
- ◇ Create a list of networking contacts; and,
- ◇ Plan the next steps in your job search process

Week two: job search (20 hours)

During the second half of the Job Club sessions job seekers will gain more confidence and understanding of how to job search, not only in Egypt but also abroad (for those members who are interested in working in other countries). The job seekers will be able to use a variety of methods and strategies to contact companies and other employers directly; and know how to handle themselves effectively in any job interview situation.

| Schedule | Group Session | Activities and Assignments |
|--|--|---|
| <p>Day 6</p> <ul style="list-style-type: none"> Recruiting from the company perspective Employers use of social media for broadcasting job openings | <ul style="list-style-type: none"> How companies and other employers recruit The most effective ways of looking for work Cold calling for a job Advertised jobs Hidden job market Using social media in job search | <ul style="list-style-type: none"> Presentation on various methods of hiring commonly used by Egyptian employers (as well as employers abroad for those looking for work in other countries) Review section 'What employers are looking for' (Day 1 – week 1) <p>Assignment:</p> <ul style="list-style-type: none"> ◇ writing your telephone script for cold calls to employers ◇ Practising your telephone script in calling employers through role-play <p>Assignment:</p> <ul style="list-style-type: none"> ◇ Locate one job posting or company you are interested in applying for and bring it to the next session <ul style="list-style-type: none"> Brainstorming on how you can use the social media for locating jobs Practice the different types of information interviews |
| <p>Day 7</p> <ul style="list-style-type: none"> How CV "readers" read and select CVs | <ul style="list-style-type: none"> Understanding the CV reader Writing a "targeted" CV and cover letter Posting your CV on the Internet | <ul style="list-style-type: none"> Examples of various CV styles Brainstorming: selecting alternate CV styles The electronic CV <p>Assignment:</p> <ul style="list-style-type: none"> ◇ Work on your targeted CV and cover letter ◇ Review your targeted CV with your buddy using the CV checklist |

| Schedule | Group Session | Activities and Assignments |
|---|---|---|
| <p>Day 8</p> <ul style="list-style-type: none"> • Interviewing | <ul style="list-style-type: none"> • What employers want • Types of interviews • Common interview questions • Mock interview practice | <ul style="list-style-type: none"> • Presentation and brainstorming using the Handout “Tips about Interviewing” <p>Assignment:</p> <ul style="list-style-type: none"> ◇ Practice interview questions in pairs through role-playing (taking turns in plying employer and job seeker roles) ◇ Videotape the mock interviews ◇ Playback and provide positive feedback in plenary session <p>(Note: members who are not actively engaged in this activity, while awaiting their turn for videotaped sessions, can continue working on their targeted CVs and cover letters)</p> |
| <p>Day 9</p> <ul style="list-style-type: none"> • Interviewing (continued) • Following up on the Interview | <ul style="list-style-type: none"> • Preparing for job interviews • Behavioural questions • Mock interview practice • Understanding what actions to take following the interview • Knowing how to evaluate a job offer and how best to respond to the employer’s offer | <ul style="list-style-type: none"> • Presentation and brainstorming on Handout “Practising Answers to Typical Interview Questions” <p>Assignment:</p> <ul style="list-style-type: none"> ◇ Do the multiple choice test on answers to typical and difficult interview questions ◇ Debrief with recommended answers ◇ Modeling desired behaviours during the interview <ul style="list-style-type: none"> • Facilitator provides examples and then sets up role-play practices in mock interviews in pairs followed by feedback session in plenary |

| Schedule | Group Session | Activities and Assignments |
|--|--|--|
| <p>Day 10</p> <ul style="list-style-type: none"> Starting, keeping and advancing on the job Finishing up on the CV Planning an individual action plan in your own job search process Wrap up and evaluation | <ul style="list-style-type: none"> Knowing the important aspects to consider when starting a new job The CV and the Internet Alternatives to the CV Designing a plan of action for building on the steps you have learned during the two-week club sessions and planning an agenda for your continued job search Evaluating the Job Club sessions and need for follow through on action plans | <ul style="list-style-type: none"> Brainstorming ideas /good advice for anyone about the first day on the job Review and discuss issues to consider for the first day on the job Finalizing your CV Preparing a cover letter <p>Assignment:</p> <ul style="list-style-type: none"> ◇ Complete your CV and cover letter and have it reviewed by the facilitator ◇ Presentation on the necessity of developing one's own action plan ◇ Review of the main steps the job search process presented during the Club <p>Assignment:</p> <ul style="list-style-type: none"> ◇ practical exercise in which each individual participant develops his/her own plan of action for post club job search activities, then shares plan with the others in the group <ul style="list-style-type: none"> Wrap up and evaluation |

At the end of this second week of the Job Club, the job seeker will be able to:

- ◇ Understand the company/employer's perspective of recruiting, hiring, CV selection and interviewing
- ◇ Be equipped with the strategies to in "cold call" an employer
- ◇ Locate advertised job postings from a variety of sources
- ◇ Write a "targeted" CV and cover letter that communicates your skills and experience
- ◇ Apply for a job using a "targeted" CV and cover letter
- ◇ Understand interviewing techniques and practise answers to common interview questions
- ◇ Learn the follow up steps to the job interview
- ◇ Learn how to accept a job offer and understand what is required on the first day on the job
- ◇ Plan the next steps in your own job search process



ANNEX K

Power point presentation on “Labour rights and responsibilities”

Additional topic for job clubs in Egypt

What does "fair work" mean to you?

e.g.

- ◇ Recognition for work
- ◇ No exploitation
- ◇ Fair working conditions
- ◇ Fair pay
- ◇ Working time
- ◇ Safety and health respected
- ◇ Social security ...

Fundamental principles and rights at work

Core international labour standards (by the ILO)

- ◇ Freedom of Association and right to organize and bargain collectively
- ◇ Elimination of all forms of forced or compulsory labour
- ◇ Minimum working age and prohibition of child labour
- ◇ Equality and non-discrimination

Employment contract

Minimum requirements for a contract:

- ◇ employer's name and address;
- ◇ employee's name;
- ◇ employee's job title and job description;
- ◇ place of work (or note that the employee is expected to work at different (places);
- ◇ pay (amount, composition and terms of payment);
- ◇ hours of work;
- ◇ start date of the contract (and of expiry for temporary work contracts).

Show a model employment contract

Working conditions

- ◇ Working hours: maximum 8 hours per days 48 hours per week (breaks are not included)
- ◇ Weekly rest: at least 1 day after 6 days of work
- ◇ Probation period (where both employee and employer can end the contract without a reason): maximum 3 months
- ◇ Leave days: 21 days annual leave with full pay for those who spent one full year in service

Occupational Safety and Health (OSH)

Activity: find the 26 workplace hazards!



OSH

- ◇ Occupational Safety and Health (OSH) need to provide a safe working environment
- ◇ Workers need to respect safety rules and procedures and work with the employer to improve OSH

Questions to ask your employer on OSH

1. When will I receive job safety training and orientation?
2. What are the hazards or risks in the workplace that I should be aware of?
3. Who do I talk to if I have questions about how to carry out a task safely?
4. If I notice something wrong, to whom should I report?
5. What health and safety procedures do I need to follow?
6. What safety equipment do I need to do the job?
7. Will I receive training on how to use the personal protective equipment (PPE)?
8. What should I do in case of an emergency? Who do I need to inform if I get hurt?
9. Where do I find fire extinguishers, first aid kits, and emergency assistance?
10. What are my responsibilities regarding health and safety?

Social security

- ◇ Health insurance
- ◇ Pension scheme
- ◇ Accident insurance at work
- ◇ Unemployment insurance (does not exist in Egypt)

What are your responsibilities?

- ◇ Be on time
- ◇ Call the employer when you are sick
- ◇ Be committed to your job
- ◇ Be respectful to colleagues and your boss
- ◇ Ask for leave days with time in advance
- ◇ Be happy in your job!

Who ensures labour standards?

- ◇ Ministry of Manpower and Migration
- ◇ Trade unions
- ◇ Business associations
- ◇ Community associations
- ◇ Labour courts
- ◇ You yourself by raising issues in a positive way with colleagues and your boss




ANNEX L
End of job club evaluation form

Please answer the following questions on the Job Club. Click to tick (√) the answer that reflects your view.

1) Is this the first time you attend sessions on job search?
 Yes

 No

2) If the answer is (no), what are the training courses you had attended before?

1-

2-

3-

4-

3) Has the Job Club covered your initial expectations?

Yes, extensively.

Somewhat

Not at all

4) Are you confident of your ability to find a job through the skills acquired as a member of the Job Club?

Yes, completely confident

Somewhat

Absolutely not confident

5) Have the inquiries you posed during the training been extensively addressed?

Yes, extensively

Somewhat

Not at all

6) Do you think that what has been presented during the Job Club shall help find a job?

Yes, extensively

Somewhat

Not at all.

7) Did you have an adequate chance to exchange experience with other members during the Job Club?

Yes, extensively

Somewhat

Not at all

8) Would you recommend the Job Club to any of your friends?

Yes

No

9) Has the facilitator competently communicated the information and skills during the Job Club?

Yes, extensively

Somewhat

Not at all

10) Has the facilitator helped clarify controversial issues?

Yes, extensively

Somewhat

Not at all

11) Were the venue and facilities appropriate to you and the activities?

Yes, extensively

Somewhat

Not at all

12) Was the scientific material good and appropriate for the activities?

Yes, extensively

Somewhat

Not at all

13) What are the positive and negative aspects you noted during the Job Club?

Positive aspects

.....

Negative aspects

.....





Decent Jobs for Egypt's Young People



Danish-Arab
Partnership Programme

Canada 



Italian Development
Cooperation
Ministry of Foreign Affairs
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