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The ERASMUS+ Programme

„Stop being couch potatoes! Developing social
and entrepreneurial skills for Neets”

Project number 2018-1-SK-01-KA204-046335



Workshop scenario

From Application to Interview

General information about the workshop

Name of Entrepreneurial Competence	Know and sell yourself
Name of the workshop	From Application to Interview
Learning Objectives	<ul style="list-style-type: none"> • To identify one's own competences • To give value to one's own competence • To differentiate skill / Attitude / Knowledge • To adopt a self-confident behaviour • To know your limits • To transform weaknesses into areas of learning
Duration	4 hours
Didactic materials needed	<ul style="list-style-type: none"> • Flip chart • Papers, pens • random (or not) Job descriptions printed
Innovative approach	<p>The workshop is elaborated on the importance to value not only formal education degrees but also all kinds of non-formal learning that allows the development of new skills, knowledge and attitudes.</p> <p>On a second step, the workshop is also aiming at the right use of social media at a professional level.</p> <p>- Learn more from the Council of Europe about formal, informal and non-formal education: https://www.coe.int/en/web/lang-migrants/formal-non-formal-and-informal-learning</p> <p>- Learn more about competences and how to break them into skills, knowledge and attitudes from the Peak Performance Center that</p>



	<p>provides resources to achieve your maximum potential: http://thepeakperformancecenter.com/educational-learning/learning/process/obtaining/obtaining-information/knowledge-skills-attitudes/</p> <p>- Check how to use your social media to search for job: https://jobs.theguardian.com/article/how-to-use-social-media-in-your-job-search/</p> <p>- 17 steps to create an efficient LinkedIn profile: https://business.linkedin.com/en-uk/marketing-solutions/blog/posts/content-marketing/2017/17-steps-to-a-better-LinkedIn-profile-in-2017</p>
Learning results/outcomes	<ul style="list-style-type: none"> ● The participants know what their strengths and weaknesses are ● The participants know the next steps to undertake ● The participants have a clear visibility of their learning path, have a vision on the medium and long term goals ● The participants have acquired and understood the notions of non-formal / informal and formal education ● The participants have acquired and understood the learning into Skills, Knowledge and Attitudes ● The participants have identified possible support or networks for the future ● The participants know some tips to prepare for an interview, to face an interview and to follow up an interview ● The participants have practiced in pair some mock interviews
Attachments listed	NA



Agenda of the workshop

1. How to apply for a job
 - 1.1. Identification and recognition of one's own competences
 - 1.2. Identify your strengths and weaknesses.
2. Get ready for a job interview
 - 2.1. Preparing the interview
 - 2.2. Attending the interview
 - 2.3. Following up an interview
 - 2.4. Mock interviews and practice
3. Discussions and Debriefing
4. Evaluation and closing



Description of the activities

Activity 1	How to apply for a job
Didactic materials needed	<ul style="list-style-type: none"> • Flip chart • Papers, pens • random (or not) Job descriptions printed
Type of activity	Individual and group practice

Description

1.1 Identification and recognition of one's own competences

The learning path exercise (part 1)

On a paper, draw a river/a mountain/ a line..., mark the present time (where do you think you are on what you draw? on the top of the mountain, still climbing up, or even on your declining curve!)

Mark in the past time what you have learnt: formal learning, non-formal learning, informal learning

Mark in the future time what you would like to learn: formal learning, non-formal learning, informal learning

For each learning step you identified in the past and future, write on another paper the competences in terms of skills, knowledge and attitudes you have acquired.

For the learning step in the past: differentiate with another colour what was easy to acquire, and what was difficult. Reflect on why some was easy and some difficult? What was the difference: the teachers, the methods, the topics?

This will help you differentiate formal, non-formal and informal education. It will help you differentiate also the competence into skill, knowledge and attitude. It gives you also clear visibility of your learning path and a vision on the medium and long term.



1.2 Identify your strengths and weaknesses. Transform your weaknesses into areas of learning

The learning path exercise (part 2)

Go back to the drawing now and with another colour write down your strengths and weaknesses taking into account your whole life (personal, educational and professional background).

Take your weaknesses, write them on another paper and identify what kind of training or additional experience you would like to have in order to transform the weaknesses into areas of learning and then strengths.

This will help you know who can offer you the possibility to learn the competences you miss. It will help you know what your next steps are in your professional or training life, and identify who can help you obtain what you desire.

If you have a clear idea of your strengths and weaknesses, it will help you answer the question (which often comes) during an interview and you could turn your weaknesses into areas of learning you want to acquire and that the company could be the place where you can learn new competences.

Once you have identified your competences and you know your limits and how to transform weaknesses into areas for learning then you are ready to search and apply for a job.

Activity 2	Get ready for a job interview
Didactic materials needed	<ul style="list-style-type: none"> ● Flip chart ● Papers, pens ● random (or not) Job descriptions printed
Type of activity	Individual and group practice

Description

So you have applied for a job and you are invited for a job interview!



Congratulations! This is your time to shine!

Adopt a positive attitude, be self-confident and do some research

A call for an interview is the first step towards getting hired for a job. This means that:

Your resume has created a favorable impression.

Your qualifications and work experience have been found to be appropriate for the job.

2.1 Preparing the interview

8 Tips on Preparing for the D-Day

- Gather as much information as you can about the company or organization that has invited you for the interview. This will give you a clear idea about the philosophy, work environment and reputation of the company.
- Read the job description carefully as to what they expect from you. Evaluate your qualifications, experience, and core competences, areas of strength and accordingly draw up a questionnaire along with your replies to the expected questions.
- Do not forget to confirm the date and venue for the interview.
- Have a copy of your Resume
- Dress Up
- Organize a Mock Interview with the help of friends, especially if you are attending an interview for the first time.
- Go with a positive frame of mind, without worrying much about the outcome.
- Prepare some questions to ask the interviewer(s) after the interview is over. This shows that you are keenly interested in the job and have studied the company profile properly. Sometimes saying that you have 'No Questions' may reflect lack of interest and may put off the interviewers.

2.2 Attending the interview

12 tips to be efficient on D-Day!

- Be on time!
 - Leave your phantoms behind. If you have prepared in advance paying attention to the tips mentioned above, there is no reason why you won't deliver your best.
 - Go with a smile on your face, with confidence and determination to succeed in your heart.
 - Depending upon whether you are being interviewed by one person or a panel of interviewers, greet politely.
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- Most probably you will be offered a seat. Do not sit down unless you are asked to.
- Look confident and relaxed. In most cases the interviewers themselves will try to put you at ease. Believe that they are there to let you prove your worth and mean no harm to you.
- Pay attention to the body language: good body language can be inculcated and practiced. Your facial expression, appearance, gestures, how you walk, talk, stand, sit, use your limbs etc. all form part of your body language.
- Talk clearly, maintaining a pitch that is comfortably audible to the person(s) around.
- Listen! Never get too arrogant or aggressive in front of the interviewers.
- The employers are always interested in knowing how your skills, experience and expertise will add value to the job in question. Your answers should be built around their expectations.
- Even if the interview is not going as you had planned or you get negative vibes, do not show your disappointment and disinterest. Maintain your poise till the end.
- Always thank the interviewers as you leave.

2.3 Following up with an interview

3 Tips after an interview:

- In case you do not receive any communication from the company, it is all right to call up after about ten days to find out regarding the outcome of your interview.
- Even if you are not hired, try to get some feedback from the company. That may be of great help for the future interviews.
- Sometimes not getting hired has no reflection on your capabilities-so do not lose heart; keep your spirits up, because tomorrow is another day.

2.4 Mock interviews and practice

Use the job applications trainers printed out and in pairs, practice! In pair, take 2 job applications.

Each of you prepares for 20 minutes his interview. Read carefully the 2 applications as you are the interviewee for the 1st one and for the 2nd one you are the interviewer.

Then practice!



Activity 3	Discussion and debriefing
Didactic materials needed	<ul style="list-style-type: none">• Flip chart• Pens
Type of activity	Group discussion

Description

Take time to do an oral debriefing with the group. Each participant should speak

Here some open questions to start (or let the participants free to share whatever they want to):

- Which competences the learning path help you to value
- Which parts were liked the most? disliked the most? and why?
- Can you tell us some areas of learning?
- How do you feel as an interviewee? as an interviewer?
- Did you get the job?

Activity 4	Evaluation and closing
Didactic materials needed	Pens and a questionnaire
Type of activity	Individual evaluation on paper