



# Moving on

Helping UNISON members facing change at work



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# How to use this toolkit

**This tutor booklet is designed to help UNISON learning reps support members through transition and change at work.**

**You can run the exercises to help members who have to re-apply for their current jobs due to restructuring; who are facing redeployment or redundancy; or those who wish to strike out on a new career path.**

**The tutor booklet contains details of how to run 17 different exercises to help members look for work, complete application forms, refine their CVs and prepare for job interviews.**

**As well as instructions for running the exercises, there are notes for many of them, and many tips and suggestions you can share with your members.**

**To accompany the tutor booklet, you can download activity sheets for participants from the Learning.UNISON portal.**

**Who is the target audience?** Anyone who is in the process of change, whether through re-applying for their own job, redeployment, redundancy, retirement or a change of career.

**Who can run the course?** Anyone who has experience, presentation skills and is used to speaking to a group of people e.g. ULRs, union reps, lay tutors.

**What materials do you need?** Paper and pens, flipchart and pens, photocopied job advertisements from newspapers/websites as indicated, sample forms as indicated.

**What sort of venue do you need?** Any decent sized room set out in horseshoe style, with tutor at the front alongside flipchart.

**What can you do next?** UNISON's member learning offer includes workshops that help members cover these many of these issues in more depth. The sessions include *Your skills, your future* and *Coping with change*. Ask your regional learning and organising team about running the workshops in your workplace.

You can also use other UNISON resources on the ULRnet site, and connect with other ULRs using the this toolkit through the forum there.

# Preparing to look for work

Recruitment methods may well have changed a great deal since your participants last looked for work. These two exercises should help orient them in the current employment market.

## Exercise 1

### Looking for jobs

Timing: approx. 45 minutes

**This is to focus and motivate your participants by raising awareness of the wide range of sources of information on job vacancies and their various advantages and disadvantages. You can draw a three-column table on a flipchart using the headings ‘Where to look’, ‘Advantages’ and ‘Disadvantages’ and you can also circulate copies of the downloadable activity sheet for participants to fill in, if you wish.**

- 1 Explain that the object of the exercise is to develop a comprehensive list of places to go for information on job opportunities, with their pluses and minuses. This is to help your participants update their knowledge since the last time they may have looked for work.
- 2 Divide the room into pairs or groups of up to four people. Explain that they have 15 minutes to think of all the different places they could look for information on job opportunities.
- 3 At the end of 15 minutes, bring everyone back together and invite each pair or small group to contribute an idea to the list you compile on the flipchart.

- 4 When the list is complete, invite each pair or group to suggest one advantage and one disadvantage for every item on the list (there may be more than one). You should aim to end up with something like Table 1 below. **5 minutes**
- 5 Finish by asking what participants have learned from the activity. **5 minutes**

## Exercise 2

### Understanding job adverts

Timing: approx. 30 minutes

Explain the difference between a job description and a person specification and help your participants identify which elements of a person specification are essential and which are desirable. This activity is best done in pairs, but can be done in small groups if the class is a large one and the facilitator is good at drawing out peoples skills. You will need photocopies of recent local job adverts and paper and pens for each pair or group.

- 1 Circulate photocopies of job adverts taken from recent newspapers/websites.

**2** Explain the difference between two key terms:

- **a job description** sets out the duties involved in a particular job;
- **a person specification** sets out what qualifications and experience you need to do the job.

**3 (a)** Ask your participants (pairs or groups) to pick a job advert and make a list of the duties and responsibilities they think would be included in the job description.

**(b)** They should then move on to draw up an outline person specification using the following four headings:

- qualifications (certificates that a successful applicant would be expected to have)
- experience (familiarity with the particular type of work)
- skills (including those that people may have developed outside work)
- personal qualities.



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**4** Bring everyone back together. Ask each pair/group to share what they wrote for **3(b)**. Write the responses on the flipchart visible to the whole group.

### Exercise 1: example

Where to look	Advantages	Disadvantages
National newspapers	Wide coverage	Not local, requires basic literacy skills, cost of purchase
Local newspapers	Relevant to local area, easy to find	May not have wide variety of jobs, requires basic literacy skills
Specialist journals	Specific jobs, wide coverage	Not always available
Internet	Lots of information, Job search functions	Too much information, requires basic literacy/IT skills
LinkedIn	Connections with real people, not anonymous websites	Requires own profile
Shop windows	Local information	Infrequently updated
Jobcentre Plus	Staff expertise, benefits advice	Some ICT skills needed, impersonal
Agencies	Wide range of jobs	Low pay, shift work, no guarantees, may cost to register

# Using online resources to look for work

Help participants find their way round some powerful new recruitment resources, including the leading social media business networking service LinkedIn.

## Getting the most out of LinkedIn

Many human resources and recruitment staff use the professional social networking site LinkedIn to find potential applicants for jobs, so it can be very useful to develop an attractive profile on the site, which has 20 million members in the UK alone.

Users can get the best out of the site by following many of the same rules they would for posting on any social networking site – using photographs to catch people’s attention, not overwhelming people with huge amounts of text and securing positive feedback.

Many of the exercises from later in this booklet will help participants develop an effective LinkedIn profile, especially **Exercise 10** (Personal profile) and **Exercise 11** (Selling your skills). In addition, there are many online how-to guides available with useful suggestions about using the site. Use the search term ‘improve your LinkedIn profile’ to find up to date guides.

[www.linkedin.com](http://www.linkedin.com)

## Top tips

**1 Choose a descriptive headline.** Avoid a plain, generic headline such as ‘Clerical Worker’. Think of a headline that sums you up and makes it easy for recruiters to find you using keyword searches.

**2 Include a well-taken photograph.** Many employers will not pay you any attention if you do not include a photograph, and most will expect you to appear as you might for an interview.

**3 Keep your summary short and to the point.** Don’t fill it up with unnecessary detail that will make it harder to read. Include your key skills and achievements, and focus on where you would like to go next.

**4 Avoid clichés.** According to LinkedIn’s own UK survey, too many people are using the same keywords on their profiles. Imagine how bored all those recruiters must be when they come across them all the time. To keep them interested avoid: *motivated, creative, enthusiastic, track record, passionate, successful, driven, leadership, strategic* and *extensive experience*.

**5 Ask for endorsements.** Contact co-workers and union members and ask them to endorse skills they know you have and you list on your entry. A good range of endorsements works like a good feedback score on eBay: it makes recruiters more likely to consider you.

- 6 Extend your LinkedIn network.** Aim for a minimum of 50 people in your network. If you're starting from scratch, don't be daunted by this. Working on expanding your network little and often will get you there.

### Using Universal Jobmatch

Universal Jobmatch is a free service that enables people to search for and apply for jobs across the UK. You do not need to be registered to search for jobs, but setting up a Universal Jobmatch account will enable you to do much more. <https://jobsearch.direct.gov.uk/>

By registering, people can:

- create a profile to help match you to job opportunities
- upload up to five CVs that you can use to apply for jobs within Universal Jobmatch
- create a searchable CV that can allow employers to match your skill-set against their jobs and invite you to apply (your identity or personal details are not revealed to the employer)
- create and save job searches with daily or weekly email updates to alert you to new jobs that match your preferences
- create and save up to five cover letters you can use when applying for jobs within Universal Jobmatch
- keep a record of your job search and application activity in one place.

### Top tips for using recruitment agencies

Recruitment agencies work closely with employers. They will match you to a job if you have what an employer is looking for. Agencies offer temporary jobs as well as permanent or full-time jobs. Agencies also offer jobs that have flexible working hours which may suit your situation and needs. Some agencies specialise in certain types of jobs so they may be able to offer you extra support to find a job in a particular line of work.

To make the most out of your recruitment agency, make sure you:

- keep in regular contact with them
- give them all the information they need, including all your contact details and references
- keep your CV accurate and up-to-date
- tell them if there is a particular type of job you *don't* want: be upfront and save time
- listen to any advice from your consultant about improving your CV: they are professionals and they want to help you get a job
- talk to your agency if they are not finding you work: it may be there is none available, so think about other types of work you are willing to do or register with another agency.

# Selling your skills

Whether you are completing an application forms, it is very useful to have some ideas about why you are suitable for the job. Having the knowledge to identify your skills and attributes and the confidence to put them across will help you immensely.

**When you apply for a job, you need to be really positive in the way you describe your skills and experience. Any application is an advertisement for us: we try to sell ourselves, just like an advert tries to sell a product.**

**But people often forget to include the skills they have, because they take them for granted or don't see them as important. Yet these may be the very skills which would be really useful to an employer.**

**These three exercises help people look at different ways of being positive about themselves when applying for jobs.**

## Exercise 3

### Identifying your skills

**Timing: approx. 15 minutes**

This is a quick activity to get the participants to analyse what skills they have and how they are transferable from one part of their life (e.g. home) to another (e.g. work).

- 1 Divide a sheet of paper into five columns headed:
  - at work
  - voluntary work
  - at home
  - hobbies and interests
  - any others.
- 2 Ask participants to think about all the skills they have in the different areas of their lives, and list them under the heading which fits best.
- 3 Ask participants what job skills they identified that they did not develop at work.

## Exercise 4(a)

### Describing your skills

Timing: approx. 15 minutes

Ask the participants to briefly read and analyse the two statements below and report back what they think are the key differences between them. You are looking for positive and negative differences and additionally gender, since 70 per cent of people consider the person in the description is female (because of the reference to childcare).

Look at these two statements and identify how the people who wrote them feel about what they have done for the past 10 years:

- “I spent 10 years at home with the children and now I want a change.”
- “I decided to take a 10-year break from paid employment to support my children in their early years. Now they are independent, the time is right for a new challenge.”

## Exercise 4(b)

### Describing your skills

Timing: approx. 15 minutes

- 1 Explain that it is important to write about yourself in a positive manner when applying for jobs by choosing words with positive connotations. Show participants how they can translate negative statements about work into positive statements.
- 2 Ask participants to use the list of positive words at the bottom of their worksheets to rewrite the statements in the exercise more positively (suggested versions added in bold here).
  - I was asked to show new staff how to do the work = **was responsible for some staff induction.**
  - I had to keep an eye on what stock was needed and place new orders when we were running low = **I organised stock control and purchase.**

- The boss always asked me to fill in for people from other departments when they were short = **I am versatile and experienced in all areas within the company.**
- I had to sort out the filing system and then show others how to use it = **I created the company's filing system and organised staff training for its use.**
- I used to do the books for the local playgroup. What you want is probably similar. = **I maintained audited records of Playgroup accounts, including petty cash. I feel this experience directly relates to the tasks in your job description.**
- The boss would often leave me to work by myself all day = **I was encouraged to be responsible for my work.**

### Your choice of positive words

/ achieved	/ assessed	/ capable
/ competent	/ consistent	/ co-ordinated
/ created	/ designed	/ developed
/ directed	/ dynamic	/ economical
/ effective	/ efficient	/ encouraged
/ established	/ expanded	/ guided
/ implemented	/ improved	/ initiated
/ innovative	/ inspiring	/ knowledge
/ maintained	/ managed	/ monitored
/ organised	/ participated	/ positive
/ productive	/ resourceful	/ responsible
/ specialised	/ successful	/ supervised
/ trained	/ varied	/ versatile

- 3 What do participants feel about the differences between the original statements and the rewritten versions?

# Preparing to complete an application form

Show your participants how they can gather all the information they need before they start filling in an application form.

## Tips for filling in forms

- **Photocopy the form** That way, you can practise making the information fit in the space you are given. If you can't photocopy it, then write lightly in pencil first.
- **Read the instructions carefully and do exactly what they say** If you are asked to use black ink and/or block capitals, you are likely to be rejected straight away if you use red ink and/or your normal handwriting because an employer will reckon you can't follow instructions. (More than one major employer has given this as the main reason for rejecting candidates at the short-listing stage.)
- **Read the form through first** This will help you decide what information about you is required, and where best to put it.
- **Gather all the information in notes first** Make sure you have all your dates of employment, addresses of employers, school qualifications and dates, work-related certificates and dates and so on.
- **Make sure of your referees** You will need to give the names and addresses of referees. Make sure you ask them first. They should not be members of your family. It is usual to ask present or previous employers, but you could also use a tutor (if you are on a course) or someone you work for as a volunteer if you are not in paid employment.
- **If there is not enough space** You may not have enough space to put in all the information e.g. if you have attended several schools or had many different jobs. If this is the case, then write in those that will fit comfortably but leave space at the bottom to add 'see separate sheet' and continue on the separate sheet. Make sure it follows the same pattern as the section on the form.
- **Don't write in spaces that are not for you** Some sections of the form may say 'OFFICE USE ONLY' or something similar. Do not write anything in these: they are often used to record information at the interview or after someone is appointed.

## Exercise 5

### Education and qualifications

Timing: approx. 15 minutes

- 1 Hand out the form headed 'Education and qualifications'. Give participants about 15 minutes to complete it.

## Exercise 6

### Employment history

Timing: approx. 15 minutes

- 1 Hand out the form headed 'Employment history'. Give participants about 15 minutes to complete it.

### Education and qualifications

Date	Place	Address	Qualification	Grade

### Employment history

Dates	Employer	Address	Job title	Duties

# Completing a sample application

Show participants some of the key elements involved in effectively completing application forms.

## Exercise 7

### Completing sample forms

Timing: approx. 60 minutes

- 1 Hand out the sample 'Application form' to everyone. Your participants can use the forms they completed in **Exercise 6** to help them fill in the sections on education and employment.
- 2 Work through the notes below. Emphasise how important it is for participants to show they can follow instructions by looking out for any instructions in the form.
- 3 Give your participants about 30 minutes to complete their form. Finish off the exercise by inviting participants to share their thoughts and feelings about filling in the form.

## Notes

- Read through the whole of the sample application form. Make a mental note of any instructions. Does it ask for any or all sections to be completed in a particular colour? In block capitals? Does it want your employment history in chronological order (most recent last)?
- Apart from the information in your 'Education and qualifications' and 'Employment history' forms you completed in **Exercise 6**, do you need to have any more information to hand before you start completing the form? Do you know your National Insurance number?
- When you draft your reasons for leaving, remember to be positive, not negative. No employer is likely to want to interview someone who writes: 'Didn't get on with my boss'. Say something more positive, such as: 'Wanted to gain wider experience.'
- Don't leave 'additional information' blank: this space is a chance to sell yourself, so make sure you include all the experience and skills you have that relate to the job, including any gained from hobbies and voluntary work as well as previous work experience.
- While the sample form includes a section headed 'Additional information,' other forms might have similar sections with more specific questions such as, 'Please tell us about any experience you feel is relevant to the post/job' or, 'Please tell us what you see as the main challenges of the job'. Whichever it is, make sure that you answer what you have been asked.
- Give yourself enough time to have someone with good literacy skills read your form for grammar and spelling: a second pair of eyes always helps.

# Application for employment (1)

Please type or write your answers in BLACK ink and continue on a separate sheet if necessary.

Post applied for	Reference number
------------------	------------------

## PERSONAL INFORMATION

Dr, Mrs, Mr, Miss, Ms	Surname
-----------------------	---------

First names	Date of birth
-------------	---------------

Home telephone	Business telephone	Nationality
----------------	--------------------	-------------

Address	Postcode
---------	----------

## SECONDARY AND HIGHER EDUCATION

Dates (month/year)	School, College or University	Examinations taken	Results

## TECHNICAL, PROFESSIONAL OR OCCUPATIONAL TRAINING

Dates (month/year)	School, Institute or Employer	Subjects	Qualifications (if applicable)

# Thinking like an employer

Help participants sharpen their application form-filling by examining good and bad forms from the viewpoint of prospective employers.

### Exercise 8

#### Good and bad application forms

Timing: approx. 30 minutes

- 1 Divide the participants into pairs and issue them with the completed application forms for this exercise.
- 2 Ask them to highlight what they think is good and what they think is bad and make a note of their reasons.
- 3 Introduce the shortlist form and show them how to fill it in.
- 4 Invite the pairs to discuss who should get the job and make a joint decision.
- 5 Back in the whole group, divide a flipchart page into two columns headed 'Good' and 'Bad' and ask participants to contribute to the lists from the evaluation of the completed forms.
- 6 Invite the group to discuss:
  - what they have learnt from evaluating the forms (using specific examples);
  - what they could use the next time they fill in an application form.

County Borough Council

**Shortlist Form**  
Number: E/03244/CDP      Job Title: Administration Assistant

Criteria Scoring Guide (½ scores can be used)

Does not meet criteria	0	1	2	3	Excellent
------------------------	---	---	---	---	-----------

Applicant	Hayley Hawkes	John Jenkins	Jayne Jones
Practical knowledge of IT systems			
Experience of office environment and ability to work in a team			
Familiarity with admin processes and systems			
Good organisational skills			
Ability to communicate clearly and effectively			

**CONFIDENTIAL**

Please complete all sections and write clearly

**APPLICATION FOR EMPLOYMENT AS:**  
ADMIN ASSISTANT

**PERSONAL DETAILS**

Surname: Morgan      (Mr/Mrs/Miss/Ms)  
First Name(s): Marie

Home Address: \_\_\_\_\_      Postcode: \_\_\_\_\_  
Work: \_\_\_\_\_

Telephone Nos: Home: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
National Insurance No: \_\_\_\_\_      Relationship: \_\_\_\_\_  
Next of Kin: \_\_\_\_\_  
Address: \_\_\_\_\_

**EDUCATION AND TRAINING**

School/College/University	Dates	Qualifications
Cardiff Comprehensive School	1981	O CSE Dom

Membership of Professional Institutes, Associations etc: \_\_\_\_\_

Training & Development activity in last 2 years:  
Bridgend College – 2010 - ECDL

Requisition

Marie Morgan

### PRESENT EMPLOYMENT

Post held/Job title: \_\_\_\_\_  
 Names and address of employer: \_\_\_\_\_  
 Date commenced: \_\_\_\_\_ Period of notice: \_\_\_\_\_  
 Current annual basic salary: £ \_\_\_\_\_  
 Other benefits and approximate value (eg car, fees etc) \_\_\_\_\_

### EMPLOYMENT HISTORY

From/To	Name of Employer	Post Held	Reason for Leaving
2005-2009	Dudley Engineering	Accounts Assistant	Redundant
2002-2005	Wirral Construction Ltd	Admin/Accounts Asst	Moved house
1991-2000	Shoefayre LTd	Sales Assistant	Disagreement with new manager
1981-1986	FineFare Ltd	Cashier/Till work	Pregnancy

### SKILLS AND EXPERIENCE

You are invited to describe your skills and abilities, and your work experience to date, and to explain how they match the requirements of the post you are applying for. Please state the reason(s) for your application.

Keen, enthusiastic, hardworking and reliable, with good time keeping and good attendance record of employment. Works well in a variety of environments and is very keen to develop new skills.

Works well within a team as well as on own initiative, takes on responsibility as needed. An excellent communicator and time manager.

I am a non-smoker, married and have two children. Currently attending an I.T. course at Bridgend Collage. Have qualifications in Book Keeping and Accounts.

### OUTSIDE INTERESTS

\_\_\_\_\_

### REFERENCES

Please give details of two people we could approach for references (one of these should include your present employer)

Name: \_\_\_\_\_ Designation: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Note: Unless you state here to the contrary, it will be assumed that you have no objection to the Council taking up references immediately. One reference should be from your present employer, or last employer if unemployed)

### ABILITY TO DRIVE

Do you hold a full driving licence? YES/NO Do you own or have access to a vehicle YES/NO

### LANGUAGES

Please indicate your ability in languages other than English

Language	Degree of fluency	
	Written	Spoken

### CRIMINAL OFFENCES

Because of the nature of the work involved, the post you are applying for is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and (Exceptions) Amendment Order 1986. This means that you are **NOT** entitled to withhold information about convictions, cautions or bind over orders which might otherwise be treated as 'spent'.

Have you ever received a conviction, caution or bind over in respect of a criminal offence? YES/NO

If you have answered YES, please provide full details in a covering letter.  
 Note: If your application is successful, you will be required to apply for a Disclosure from the Criminal Records Bureau. Having a criminal record will not necessarily be a bar to employment.

### RELATIONSHIPS

Are you related to a Councillor or employee of the Council? YES/NO

If YES, please give the name of the Councillor/employee: \_\_\_\_\_

### WHERE DID YOU SEE THIS POST ADVERTISED?

I declare that to the best of my knowledge the information in this application is correct. I have not canvassed, either directly or indirectly a Member or officer of the Council in connection with this application. I understand that withholding relevant information or providing false or misleading information renders me liable to dismissal, if employed. I hereby give my consent for the information contained in this application to be processed by the Council, as required, in accordance with the principles of the Data Protection Act 1998.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Qualifications obtained (inc. grades)

Level Art - C  
 Mathematics - 1  
 Domestic Science - 3  
 English - 3  
 History - 3  
 Geography - 3

## Top tips for your CV

A well organised up-to-date CV is a fantastic tool to help find the right job for you.

Your CV (*curriculum vitae* is Latin for ‘the course of one’s life’) is a brief, usually two-page, document that tells an employer about you, your experience, skills and qualifications.

Your CV is a vital marketing tool to help you promote yourself. Think of your CV as a brochure about the benefits of a particular service – your time and skills!

When writing a CV, look at it from your potential employer’s point of view. Does your CV help you stand out against the competition (the other candidates)? Does your CV make a manager more or less likely to want to talk to you about a potential job? These are helpful questions to ask yourself when putting together your CV.

Networking and interviewing are essential for your job hunt and your CV is just the first step in the job search (more details on networking on p27). However, a CV will be your first contact with potential employers and will open the door. If you are invited for an interview, you will then be in a position to explain and expand on what is in your CV.

A CV is an essential tool in your job search:

- When applying for a vacancy, you generally have to send your CV to your prospective employer.
- So long as you keep your CV up to date, you can also use it as a reference tool when you are filling in application forms. Think back to how long it took you to fill in your application forms: spending all that time gathering information can be avoided if you always maintain an up-to-date CV.

### Why you need a great CV

- 1** There are three main types of CV format: chronological (education and employment listed in date order – the most common), functional (focuses on skills, especially transferable skills) and targeted (highlights skills towards particular career objective).
- 2** Keep it to two sides of typed A4 size paper if you can. (But don’t miss off important information to do this. If you have to use a third page then do so, but try to avoid any more than that. An employer doesn’t have time to wade through a novel to find out about you.)
- 3** The layout should be clear and easy to follow, using headings to separate the different sections of information.



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- 4** It should be typed. You could do this yourself or ask a friend. If this is not possible, then there are agencies that will produce one for you. If you type it yourself, make sure there are no mistakes in it.
- 5** Make sure you don't miss out important skills and experience and be as positive as you can, but don't lie: you will only be found out, if not at the interview, then once you have started your new job, and you then risk being fired – and you don't want that on your next CV. You don't need to lie to make yourself look as good as possible.
- 6** Keep your CV up-to-date and don't leave any gaps of time. Sending one that is out of date means that you will have missed off skills gained since you last wrote it, and leaving time gaps will mean an employer doesn't have a full picture of what you have been doing.
- 7** You should have a general CV, but you can change it around to suit a particular job. For example, if you have had lots of different types of jobs, you may want to include more details about those that were most relevant to the job you are applying for, and cut out bits where a job was not similar.
- 8** Remember to keep one copy yourself as a 'master'. Make photocopies to send to employers. After all, you don't want to have to re-write it every time you apply for a job.

# Choosing your CV format

All CVs used to be chronological. Not any more. There are other options to choose, which may suit people's circumstances better.

## Exercise 9

### Identifying different CV formats

Timing: approx. 30 minutes

- 1 Ask participants to read through each of the sample CVs on the downloadable activity sheets for this exercise.
- 2 Ask participants to decide which is chronological, which is functional and which is targeted, and make a note of their reasons.
- 3 Discuss which format would best suit your and their employment circumstances.

## Notes

- Use a chronological CV – a list of your experience and education – when:
  - you want to emphasise your employment;
  - you want a general information-based CV that can be used for any application;
  - you have never worked but have excellent qualifications, which can be listed in detail.
- Use a functional CV to list your various skills and experience when:
  - you have had a variety of unconnected jobs from which you have gained different kinds of experience, all of which are selling points to potential employers;
  - you have limited paid work experience, but have done voluntary work or worked in the home, which would be difficult to express in a chronological CV;
  - you have very general skill areas.
- Use a targeted CV to emphasise specific skills that directly relate to a job you're applying for. A targeted CV can be altered to relate to each job you apply for and will give an employer only the relevant information required for that particular job. This is useful if:
  - you have a great deal of experience in one particular field with a number of different employers;
  - you want to emphasise particular aspects of your work experience and qualifications, which relate to a particular job.
- Always list your employment history with the most recent first.

## Examples:

Chronological – Martha

Targeted – James Joyce

Functional – Frances Lane

**James Joyce**  
74 Marlowe Road, Oxton  
Moorshire OX2 1PA  
Tel: 01298 385776  
Mobile: 07707 123456

### General skills

- Able to communicate effectively with the public and work colleagues
- Capable of working under pressure in a busy environment
- Computer-literate
- Proven ability to work independently and on own initiative
- Diplomacy

### Specific skills

- Effective selling skills
- Comprehensive product knowledge of domestic furniture trade
- Experienced in retail stock-control systems
- Efficient at cash handling and processing credit/debit cards

### Achievements

- European Computer Driving License (achieved 2005)
- Employee of the Month Award for outstanding sales on three occasions
- Redesigned layout of shop floor in 2004 resulting in a 20% increase in sales

### Employment

1999 to present: Sales assistant,  
1994 – 1999: Sales assistant,  
1988 – 1994: Delivery driver,  
1983 – 1988: General assistant

### Education

1976 – 1982 Chalford Grammar School  
1982 – 1983 Chalford College

### Personal

I am a reliable and conscientious person who has worked successfully in a front-line sales role for over 10 years. I am a member of a local quiz team and I hold a clean driving licence.

References can be supplied on request.

## CURRICULUM VITAE

## CURRICULUM VITAE

**NAME:** Martha James  
**ADDRESS:** 22 Greenock Way, Basford, Nottingham, NG6 4BH  
**TELEPHONE NO:** 0115 933 6699  
**DATE OF BIRTH:** 22nd October 1968

### PROFILE

A highly motivated individual who possesses excellent information technology and clerical skills which she is keen to apply in a business environment. An effective communicator who is able to relate to all people whether management, colleagues or members of the public. Highly adaptable and able to deal with problems quickly and efficiently whilst under pressure. Willing to undertake further training where appropriate.

### QUALIFICATIONS

1995 – 1996

**Basford Hall College, Nottingham**

NVQ III Business Administration

RSA 1 Typing and Word Processing

1980 – 1985

**Ernest Holmes Comprehensive, Nottingham**

“O” Level: English Language B, English Literature B, Maths C, Geography C

### EMPLOYMENT HISTORY

1995 – Present

**Oxfam**

Volunteer

Duties include general administration, fundraising

**Barrat & James Solicitors, Nottingham**

Office Junior

Duties included learning all aspects of office administration in a busy legal environment, e.g. filing, dealing with correspondence, distributing post, typing, reception duties etc.

1985 – 1987

### INTERESTS:

Reading, gardening, walking, cycling, puzzles.

## CURRICULUM VITAE

**FRANCES LANE**  
165 COVENTRY ROAD, HINCKLEY, LEICESTERSHIRE LE10 0JS  
Tel: 01455 635791 Mobile: 07747 043430  
Email: frannylane@hotmail.com

### EXPERIENCE

Davenport Knitwear plc 1997 – 2010

#### Multi-skilled Operative

- Competent in numerous operations in make-up department.
- Keeping accurate documentation of production figures.
- Working to tight schedule.
- Ability to prioritise.
- Maintain a clean and tidy work area.
- Check quality and report faults to QC supervisor.

#### Early Works Experience

- Retail assistant.
- Bar/Catering assistant.
- Cashier
- Office junior.
- Housewife/Mother

### SKILLS

- Good organisational skills gained through arranging fund raising projects and Christmas functions.
- PC literate including Internet and e-mail. Have home PC.
- Past experience of reception work.
- Customer service skills both face-to-face and by telephone.
- Precise attention to details, procedures and records.
- Ability to handle large volumes of work and meet deadlines.
- Punctual and motivated worker willing to learn new skills.

### QUALIFICATIONS

- OCR CLAIT – Computer Literacy & Information Technology using Word, Access & Excel
- OCR IBTII – Integrated Business Technology using Word, Access, Excel, Graphs & Integration
- OCR Level 1 – Text Processing & Word Processing
- OCR Level 2 – Text Processing, Word Processing & Mail Merge
- OCR Level 3 – Shortly taking exams in Text Processing & Word Processing

College course I am currently taking also includes audio transcription plus medical and legal document presentation.

### PERSONAL DETAILS

D.O.B. 13 August 1950  
Marital Status: Married  
Car owner, holder of full clean driving licence

### HOBBIES AND INTERESTS

Reading, theatre, gardening and attending motorcycle racing.

# Writing a great personal profile

Many of us don't like writing about ourselves because we worry people might think we're blowing our own trumpets. But a short, attractive personal profile will help potential employers get a sense of who you are.

## Exercise 10

### Personal profiles

Timing: approx. 30 minutes

- 1 Explain that a profile can be a useful way of flagging an interest and skills for a particular career on your CV, particularly if you have no relevant degree or work experience to give your CV focus. A profile is only part of a CV.

**Show this sample profile:** A motivated, adaptable and responsible graduate seeking an entry-level position in public relations which will utilise the organisational and communication skills developed through my involvement with Kent Rag and promotional work during vacations. During my degree I successfully combined my studies with work and other commitments showing myself to be self-motivated, organised and capable of working under pressure. I have a clear, logical mind with a practical approach to problem solving and a drive to see things through to completion. I enjoy working on my own initiative or in a team. In short, I am reliable, trustworthy, hardworking and eager to learn and have a genuine interest in PR.

- 2 Ask participants to make a list of words they think best describe them at work (e.g. flexible, quick to learn, positive attitude).
- 3 Ask participants to make a list of specifics about their skills and experience.
- 4 Ask participants to put the two lists together into a short paragraph that creates a 'pen portrait' of themselves in the third person.

## Notes

- Your 'personal profile' should be the first thing an employer reads after your name and address. It gives you the chance to instantly impress an employer and encourages them to read on.
- Do:
  - talk about your experience and skills and back up what you say e.g. mention that you have computer skills, which have been applied in a business setting.
  - write your profile in the third person ie, as if someone else is talking about you.
- Don't:
  - talk about things that an employer would take for granted e.g. that you are honest or loyal: an employer would expect this.
  - include things that cannot be proven.



## Some sample personal profiles

### Personal profiles

“A confident and self-motivated customer service assistant who has experience in various customer service roles within a busy retail environment. An excellent team member who is equally able to work alone relying upon her initiative. Offers a great deal of enthusiasm to all duties undertaken and possesses the ability to communicate effectively with all customers.”

“A hardworking individual who has experience of performing a variety of roles within a mailroom environment. Highly enthusiastic and versatile with the ability to adapt to new situations and learn new tasks quickly and effectively.”

“A hardworking and conscientious person who has acquired a variety of skills throughout her life. Caring and able to listen to others while understanding their needs. Enthusiastic in all tasks she performs, Jane sees jobs through to a satisfactory conclusion. Now seeking an environment where she can successfully utilise her wide range of skills.”

# The best way to sell your skills

When putting together functional and targeted CVs, it's essential to be able to compile a detailed list of your skills and how you have used them in the workplace.

## Exercise 11

### Selling your skills

Timing: approx. 30 minutes

- 1 Ask participants to find the Employment History form they completed in **Exercise 6** (pp10&11).
- 2 Ask participants to divide a blank piece of paper into two columns, and head the first 'Tasks' and the second 'Skills'.
- 3 Ask participants to make a list of all the major tasks they regularly perform at work (e.g. 'Sorted out the filing system and showed people how to use it'), starting with your most recent employment first.
- 4 Participants should then take each major task and come up with a phrase that shows the skill it involved (e.g. 'Created the company's filing system and organised staff training for its use'). They can refer to the list of positive words in **Exercise 4b** (pp8&9): they'll come in handy here as well.
- 5 Participants repeat until they have covered all their employment history.
- 6 Participants can repeat the exercise for voluntary work and home life.

## My skills

- Good organisational skills gained through arranging fund raising projects and Christmas functions.
- Good digital skills. Have home PC.
- Past experience of reception work.
- Customer service skills both face-to-face and by telephone.
- Precise attention to details, procedures and records.
- Ability to handle large volumes of work and meet deadlines.
- Punctual and motivated worker willing to learn new skills.

### Organisation

- Organising work time in order that tasks are completed on time
- Ensuring that work is completed to target and within strict deadlines
- Responsible for smooth day to day running of a busy household
- Organising domestic finances and prompt payment of accounts

### Communication

- Able to communicate effectively with colleagues at all levels
- Relates well to people of all ages in all situations
- Excellent team worker who is able to get on well with both colleagues and management

### Motivation

- Able to motivate people in order to gain the best possible performance and results
- Motivating and inspiring family in all their activities



JESS HURD/REPORTDIGITAL.CO.UK

## Putting it all together

This is where your participants can use all the elements they have already worked up to complete a well-rounded CV that will impress potential future employers.

### Exercise 12

#### Completing your CV

Timing: approx. 45 minutes

- 1 Ask participants to look through the downloadable sample CV and work through the notes for each section, below.
- 2 Participants start by filling in their personal details.
- 3 Participants can then use the profile they developed in **Exercise 10** to complete the Profile section.
- 4 Participants can use the Skills list developed in **Exercise 11** to complete the Skills and experience section.
- 5 Participants can use the Education and qualifications list from **Exercise 5** to complete the 'Education and qualifications' section.
- 6 Participants can use the Employment history from **Exercise 6** to complete the 'Employment history' section.
- 7 Participants should then make a list of any interests that show they have personal qualities an employer would be looking for (e.g. including team sports they play shows they are 'team players').

- 8 Finally, participants complete the additional information they will be including in their CV.

### Notes

#### ■ Profile

Your "personal profile" should be the first thing an employer reads after your name and address: it gives you the chance to instantly impress an employer and encourages them to read on.

#### ■ Skills

If you are using a functional or targeted CV, think back to any job you have done or things which you may do in your spare time or for which you do not get paid, and list the activities which you perform. For example: "Maintaining computerised and manual record systems" or "Responsible for entertaining and motivating young children."

#### ■ Employment history

Always list your employment history with the most recent first.

#### ■ Education and qualifications

Always list your education and qualifications with the most recent first. You only need go back as far as secondary school: an employer doesn't need to know your primary school or nursery education. You should list the qualifications, which you have passed the grades if they are good

passes. If the grades are not high, but are relevant to the job you are applying for, you can either simply list the subjects you passed or put down the grades if relevant. If you left school several years ago and have gained a great deal of work experience since then or other qualifications, you may wish to omit your secondary schooling. An employer will be less interested in what you did at school 10 years ago than in your relevant experience and qualifications for the job. Any relevant qualifications gained since leaving school should also be listed, as should short vocational courses that relate to your chosen job.

#### ■ **Hobbies/interests**

Listing your hobbies and interests will give an employer an insight into your personality. For example, if you play football you would be recognised as a team player or, if you enjoy reading, you would be seen as a studious person who is happy getting on with things alone. However, be careful what you list: if you are a keen rock climber, prospective employers could worry you will be away from work with a broken leg for six months!

#### ■ **Date of birth**

This can go at the beginning of your CV or at the end. Alternatively you don't need to put it on at all if you are concerned that your age will be against you – although an employer may be able to work out your age from your employment history anyway.

#### ■ **Mobility**

If you have a full driving licence, say so – you may be required to drive company transport as part of your job. If you own a car or can get access to a car it's useful to state this as it shows you will be able to get to work even if your employers are in a remote area. You can state that you have a 'clean' driving licence, but beware – you may get stopped

for speeding and get three points on your licence, which means you will have to amend your CV!

#### ■ **Marital status**

An employer doesn't need to know this, although it can be useful for some jobs. For example, if you are applying for a job as a sales rep which entails travelling around the country, an employer may prefer you to be single. Alternatively stating that you are married with two children will suggest to an employer that you will offer stability and reliability to a job. But beware: putting your marital status can be an equal opportunities issue – an employer may assume that a woman with children will be less reliable than a single woman, simply because of her childcare responsibilities.

#### ■ **References**

You can name your referees on your CV. A potential employer will expect your current or last employer to provide you with a reference, although if this is not possible they may accept character references. College or school references are also acceptable. You can simply state that "references are available upon request" – that way you can either supply an employer with written references which you may already have or give them details of your chosen referees. The onus is then upon the employer to contact your referees and you don't have to worry about your current employer being contacted without your permission.

#### ■ **Length**

Remember: the most effective CVs are the ones you keep to one or two sides of A4. Anything longer than that won't be necessary and will reduce the likelihood of a potential employer paying close attention.

# The art of writing letters

These exercises will help your participants get to grips with two different types of letter they may need to send to an employer.

## Exercise 13

### Covering letters

Timing: approx. 30 minutes

- 1 Ask participants to look at the covering letter from L. Matthews on the downloadable activity sheets.
- 2 Ask participants to identify five key strengths of the approach.
- 3 Ask participants to write their own covering letters to sell their skills.

### Notes

- A good covering letter will literally cover any problem areas and complex issues and explain them, thus making the CV more likely to be read.
- Covering letters tell the reader why you want the job, why they should interview you, and that you are available. A good covering letter will make the impression that your CV is a good one, and that you are therefore an excellent candidate. It allows you the room to explain anything that needs clarification.
- Finishing with the phrase, “I look forward to meeting you” shows confidence that you think you are worth interviewing.

## Exercise 14

### Speculative letters

Timing: approx. 30 minutes

- 1 Ask participants to look at the covering letter from Jane Wilson on the downloadable activity sheets.
- 2 Ask participants to identify five key strengths of the approach.
- 3 Ask participants to write a speculative letter of their own.

### Notes

- When you are making a speculative application, you should always write to a named person if possible: people take more notice of letters addressed to them rather than letters that open ‘Dear Sir/Madam’. So do not address the letter to the Personnel Manager or Human Resources Manager: find the name of the relevant person and their correct job title by searching the company website or using a search engine or searching LinkedIn – or ring the company directly and ask the switchboard for that information.
- It’s important with speculative letters to give the impression that you are only writing to one particular company. This makes an employer think that you have singled them out as the one you want to work for.
- Try to keep it to the point by only including the skills that the employer would be looking for. The employer can find all the other information about you from your CV.
- Give some really positive reasons why you would like to work for the company or employer.

124 High Street  
Chapel Town  
Castleford  
C30 2TJ

Tel: 0112 586624

20 June 2016

Mr S Thomas  
Fortrain Manufacturing Company Ltd  
35 Hill Square  
Shepton  
ST5 0HT

Dear Mr Thomas

I am applying for the vacancy of night shift Machine Moulding Operator, as advertised in the Castleford News, dated 17 June 2016. As you can see from my CV, which is enclosed, I have worked for 10 years in the manufacturing industry.

At EPS ( Mouldings) Ltd I worked on the night shift with no supervision. At Crown Glass we had to complete large orders in time to get them to the shops for the Christmas rush, so I am used to working quickly under pressure.

I can work overtime as and when required and I have my own transport.

I would welcome an opportunity of an interview, at which time I can illustrate fully my strengths and past achievements.

I look forward to your early reply.

Yours sincerely,

Roger Davies

to how you can help them and they can help you. That tip you got about a good place to look online for fashion bargains? That was networking. Advice you gave about family-friendly places to stay on holiday? That was networking. The great suggestion for your next book club book? Networking.

There are lots of ways you can apply the same principles in a work, employment and career setting. These are just three suggestions.

### Top tips

- 1** You always know more people than you think: family, friends, neighbours, co-workers, former colleagues, parents through your children's school, members of the residents and tenants organisation, people in your book club, community group or gym, dog-walkers ... They all know about opportunities you don't – and you can share information with them about possibilities you've heard about.
- 2** People can only help if they know you're in the jobs market. Talk to people about your employment situation, where you are, where you would like to go. Don't expect anyone else to solve your problem for you. Just make sure people know you're on the lookout. And remember to let other people know about opportunities you have heard of that might be a good fit for them.
- 3** Don't be shy. Most of us like helping other people. You feel good when you can help out someone else – whether that's giving directions to a stranger or suggesting a more effective way of undertaking a work task to a colleague who's asked for help.

## What is networking?

Many people have negative preconceptions about networking. They think it's about using other people, being pushy, or even making back-door deals that circumvent equal opportunities policies.

People may try and defend any of these behaviours by claiming they are networking, but sooner or later people who behave like that find out that no-one wants to network with them!

Lots of networking goes on at the school gates, in the gym or exercise class, even at union branch meetings – it's just that people usually call it something else like 'sharing information'.

Networking is really about building relationships, getting to know other people and being alert

## Be prepared

The biggest mistake in interviewing is not being fully prepared. Here's how to help your participants arrive at their next job interview in the best possible shape.

### Exercise 15

#### Planning something to say

**Timing: approx. 30 minutes**

**Aim:** help participants think about what they might be asked in advance

- 1 Many people worry their mind will go blank in the middle of their interview. So invite participants to make a list of five questions they might well be asked at an interview for a job they might be interested in applying for.
- 2 Give them five minutes each to write a one or two-sentence answer to each question.

#### Notes

- 1 Interviewing is a skill, which means you will get better at it the more you prepare and the more you practise. Preparation can make the difference between getting an offer and getting rejected.
- 2 There's no one "best" way to prepare for an interview. But there are specific and important strategies to enhance your chances for interview success. Think of every interview as a learning experience: that means what you learn (in preparation and at the interview itself) will help you improve next time.

- 3 Preparing for an interview removes unnecessary stress from a stressful situation. The more you can do to help an interview run smoothly, the more confident you will feel.

### Exercise 16

#### Structuring your answers

**Timing: approx. 20 minutes**

**Aim:** show participants how to structure their answer to a key question

- 1 Divide the group into pairs: explain they will each get to role play the interviewer and the interviewee.
- 2 Explain that the aim of the exercise is to have an answer prepared to the standard interview question: "Give me an example of when you solved a problem that had a successful outcome".
- 3 Explain how the answer should be broken into four parts using the STAR (Situation, Task, Action, Result) technique:
  - (a) situation: detail the background and the context – where did this happen and when?
  - (b) task: describe the challenge – what needed to be done?

- (c) action: describe what you did – be specific.  
(d) result: describe what you accomplished  
– include positive feedback from clients, customers and/or managers.

4 Explain that the interviewer should allocate one to five points to each part of the answer.

5 When the pairs have swapped and completed the exercise you could offer this 20-point example:

**Situation:** A patient rang up to complain they had never received the results of a set of blood tests taken a fortnight before.

**Task:** I had to address the patient's concerns and find out what had happened to their results.

**Action:** I apologised to the patient, confirmed their address and promised to call them back later the same day. I then checked our database and discovered we were using an out of date address, which I corrected before re-sending the results. I was able to ring them back within an hour to explain what had happened, and what I had done.

**Result:** The patient was relieved and my supervisor thanked me.

6 There are lots of online resources to help you refine the way you use the STAR technique. Don't just Google text-based webpages: try looking for helpful videos on YouTube. For example, you can find a three-minute Guardian Jobs guide to the STAR technique at: [youtu.be/ojMt2ktJEyQ](https://youtu.be/ojMt2ktJEyQ)

## Three-part preparation plan

### Need to know

- Find out all you can about the employer. Are they involved in any special projects? What will the job involve?
- Prepare for possible questions.
- Don't forget your person specification information.

### Dress code

- Decide what you will wear well in advance. You need to look and feel good. Even if you know that everyone wears jeans to work there, don't do it for the interview – put on something smarter.
- Choose something suitable but comfortable.
- Make sure your outfit is clean and fits.
- Polish your shoes.

### Getting there

- Make sure you know where you have to be and how you will travel there.
- If you can, do a trial run to see how long it will take.
- Arrive in plenty of time.

# Refining your answers to key questions

Questions that are designed to understand your behavioural traits, personality and longer term ambitions come up time and time again, so it's wise to help participants prepare responses ahead of time.

## Exercise 18

### Preparing for likely questions

**Timing: approx. 30 minutes**

**Aim:** help participants prepare their answers to some questions that frequently come up in job interviews.

- 1 Divide the group into pairs and distribute copies of the exercise. Point out where the list of questions corresponds with any questions participants prepared for in **Exercise 16**.
- 2 Invite participants to alternate the roles of interviewer and interviewee and work their way through the list of questions, using the notes to guide their responses.

### Eight key questions

- Q1 Tell me about yourself ...** This is usually the opening question and, as first impressions are key, one of the most important. Keep your answer to under five minutes, beginning with your current role and what you have achieved.
- Q2 Why do you want this job?** Try to answer positively – as if you see this job as an opportunity to use your skills in a new environment ... or to try something different.

- Q3 What are your strengths?** Ensure that these are relevant to the job. Try and relate your strengths back to the job spec and give examples of why you're strong in these areas.
- Q4 What's been your most significant success at work?** This is about your personal achievements and contribution. Interviewers aren't interested in the great team you work with. If you have limited work experience, you could talk about achievements outside work. But relate them to the job you are applying for.
- Q5 What's the biggest mistake you ever made?** We all have one, but what's important is how you dealt with your biggest mistake and what you learned from the experience.
- Q6 What's the greatest challenge you have ever faced?** Keep it relevant to the job and be positive. Again, interviewers want to know how you met the challenge and what you might do differently, with the wisdom of hindsight, in a similar situation.

**Q7 You've changed jobs three times in the past five years, why should I think you are more serious about this one?** Great opportunities came your way and you would have been foolish to turn them down. Or, you took a job to achieve a particular goal and, having succeeded sooner than you expected, it was time to move on.

**Q8 What do you do outside work?** You want to appear active but not so busy that you could not get to work on time or stay late occasionally.

**Plus one more ...**

**Do you have any questions?** You will also be given an opportunity to ask questions of your own. Think about something you want to know before you go. Since employers nowadays expect staff to commit to the ethos of the organisation, choose a question or questions that demonstrate you are interested in working there.

### Ending on a good note

Your interviewer(s) may tell you during the course of the interview when you should expect to receive a decision from the organisation on the outcome of the interview, and what the next stage of the process will be if you are successful.

If these points have not already been covered, it is good to ask for this information at the end of the interview. It will not only clarify the next stage for you, but will also indicate to them that you are organised and methodical.

Remember to thank the interviewer(s) and reiterate your enthusiasm for the job for which you have applied. Always end the interview on a positive note.



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## Ten tips for interviews

Finally, ten things to think about to guide your participants through their next interviews. When a job attracts many applicants, or the interviewers might have trouble choosing between the best two or three people, getting the small things right can make all the difference between success and rejection.

- 1** Start smiling before you get there – you don't know who might notice you complaining in the car park or putting out a cigarette in the flower pot.
- 2** You may be interviewed by more than one person. Make sure you look and smile at all of them.
- 3** Wait until they ask you to sit down.
- 4** Remain aware of your body language and non-verbal communication throughout your interview. Don't obsess about it or let it distract you from answering the question. Just remember that what you say is important, but how you come across is also going to play a part in how you are assessed. For example, sit comfortably in the chair but don't slouch. (This can look as if you're bored or don't care). Find more detailed suggestions online by using the search terms 'non-verbal communication' and 'body language'. There is a good introduction on the Mind Tools website: [www.mindtools.com/pages/article/Body\\_Language.htm](http://www.mindtools.com/pages/article/Body_Language.htm)
- 5** Avoid any habits like playing with your hair or tapping your foot as these can be distracting.
- 6** Remain formal and polite – it helps you concentrate and gives a good impression. Speak slowly and loudly enough to be heard clearly. Look at the person who has asked you the question, but don't forget to glance round at the others occasionally.
- 7** If you do not completely understand any of the questions, say so – do not waffle.
- 8** Towards the end, you will be asked if you have any questions. Usually, they will also ask if there is anything further you wish to say. If they don't ask and you know there are things you haven't had the chance to tell them, say something like, "May I just mention one or two things?" Then, make them brief.



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- 9 When the interview is over, collect your things and leave with a smile for everyone, saying “Goodbye and thank you,” however badly you think it has gone. You may be surprised. Don’t blow it now!
- 10 Wait until you are well away from the place before you breathe a sigh of relief, or whatever else you do to unwind.

### After your interview

- Always keep a diary or spreadsheet of interviews you have attended, and make notes of your thoughts about the job and the company. Do this as soon as you get home, while your memories are fresh.
- If you have been told you will be contacted by a certain date, you should not chase them for information before then. However, if you have not heard anything from the organisation by the date they stipulated, it is good to contact the resourcing or HR team by phone or email to enquire about the status of your application. There may simply be a delay in their procedures and your enquiry will show that you are still enthusiastic and have kept the timeframe in mind.
- Some employers may offer feedback to unsuccessful candidates. If this is the case, always take them up on the offer – it is a really useful way of finding out how you come across and what skills you need to develop further.

## Resources

### **Advisory, Conciliation and Arbitration Service (ACAS)**

[www.acas.org.uk](http://www.acas.org.uk)

Offers a range of resources to help people deal with redundancy at work, including an Employee Q&A on redundancy [www.acas.org.uk/CHttpHandler.ashx?id=975&p=0](http://www.acas.org.uk/CHttpHandler.ashx?id=975&p=0) and a Redundancy Handling booklet for employers, trade unions and employee representatives

[www.acas.org.uk/index.aspx?articleid=747](http://www.acas.org.uk/index.aspx?articleid=747)

### **Citizens' Advice Bureau**

[www.adviceguide.org.uk/](http://www.adviceguide.org.uk/)

Offers advice on work and employment rights, benefits, tax and money management in England, Scotland, Wales and Northern Ireland.

### **FutureLearn**

<https://www.futurelearn.com>

Wholly owned by The Open University, FutureLearn offers a diverse selection of courses from leading universities and cultural institutions from around the world. They are delivered one step at a time, and are accessible on mobile, tablet and desktop. Many courses in the business and management section could help you develop your career, covering subjects such as effective networking, online CV writing and writing effective job applications.

### **Learn My Way**

[www.learnmyway.com](http://www.learnmyway.com)

Learn My Way is a website of free online courses for beginners, helping people develop digital skills to make the most of the online world. It's owned by Tinder Foundation, the charity that to promote digital skills for everyone in the UK. Relevant short courses to help you develop your career include *Job hunting online*, *Jobs and interviews* and *Skills and careers online*.

### **Money Advice Service**

[www.moneyadviceservice.org.uk/](http://www.moneyadviceservice.org.uk/)

Free and impartial advice service set up by the government to help people manage their money. The 'work and redundancy' section of its website offers advice on understanding your employment rights, what in-work benefits you might be entitled to and how to handle redundancy.

### **National Careers Service**

<https://nationalcareersservice.direct.gov.uk>

The National Careers Service provides information, advice and guidance across England to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice, supported by qualified careers advisers.

### **Open University**

[www.open.ac.uk/careers/coping-with-redundancy.php](http://www.open.ac.uk/careers/coping-with-redundancy.php)

Contains some helpful information about coping with redundancy and the recession.

### **PEARL**

<http://pearl.open.ac.uk>

PEARL (Part-Time Education for Adults Returning to Learn) is a website focused on supporting adults, particularly those who may be looking to identify their first steps towards improving their long-term career prospects. UNISON was one of the national organisations that helped The Open University launch the resource in 2016. PEARL currently offers six new, free, online courses that cover introducing practical healthcare; supporting children's development; caring for adults; starting your small business; taking part in the voluntary sector; and planning a better future.

### **WorkSmart**

[www.worksmart.org.uk/](http://www.worksmart.org.uk/)

TUC website with advice both on rights at the workplace, including redundancy, and how to find a job or build skills for work.

