



EC SO6006: Skills for Life: Employability and Future Pathways

Assignment Tutorial

Module Aim

- To foster a range of behaviours, attitudes and competencies which develop enterprising thinking and an employability mindset and enhance students' ability to critically reflect on their own development needs.

Learning Outcomes

- Critically analyse the principles of employability and enterprising skills in relation to relevant career pathways;
- Critically reflect on the importance of continual learning and future thinking for own personal development and employability;
- Exhibit written and presentation skills that evidence advanced competencies and characteristics that reflect a range of transferable skills e.g. teamwork, problem solving and communication;
- Organise knowledge and learning through an advanced use of a range of information sources, including ICT, and present their work at the appropriate level.

Assessment

Interview

For an employment opportunity of your choice prepare a 20 minute presentation outlining your suitability for the post. Your presentation should use theory to support your arguments. You will be asked a number of questions at the end of your presentation which will be based on your chosen opportunity and the content of your presentation.

Job Seeking Assessment

Things to consider:

Where do I find my 'employment opportunity'?



How do I know it is suitable?



What theories should I use?



Job Seeking Assessment

Where do I find my 'employment opportunity'?

Graduate Careers Services, e.g.

- UWTSD Careers Service [University of Wales Trinity Saint David](#)
- Graduate Prospects [Prospects | Job & Course Search | Career & University Advice](#)
- Total Jobs [Jobs are our job | Totaljobs](#)

Recruitment Services (N.B. there are many), e.g.

- Hays Recruitment [Find Jobs in the UK with Hays Recruitment Agency | Hays](#)
- Indeed [Job Search | Indeed](#)
- Reed Recruitment [Jobs and Recruitment on Reed.co.uk, the UK's #1 job site](#)
- Jobs in Wales [The Home of Welsh Jobs since 1999 - Jobs In Wales](#)
- Fish 4 Jobs [Wales Jobs | Search Jobs in Wales | Fish4](#)

Job Seeking Assessment

Where do I find my 'employment opportunity'?

Third Sector sources, e.g.

- Wales Council for Voluntary Associations (WCVA) / Recruit 3 [Voluntary sector jobs - come and work at WCVA](#)
- Charity Job Finder [Charity Job Finder | jobs | Choose from 90 live vacancies](#)

Media (N.B. there are many), e.g.

- Guardian Jobs [Job search | Find your dream job with Guardian Jobs](#)
- The Big Issue [Big Issue Recruit | Work That Works for You](#)

Job Seeking Assessment

Where do I find my 'employment opportunity'?

Local Authorities, e.g.

- Carmarthenshire C.C. <https://www.carmarthenshire.gov.wales/home/council-services/jobs-careers1/>
- Pembrokeshire C.C. <https://www.pembrokeshire.gov.uk/jobs-and-careers>
- Swansea C.C. <https://www.swansea.gov.uk/article/992/Jobs>
- Cardiff C.C. <https://www.cardiff.gov.uk/ENG/resident/Jobs-and-training/Pages/default.aspx>

Others, e.g.

- Welsh Government <https://gov.wales/job-and-vacancies>
- UK Government <https://www.civilservicejobs.service.gov.uk/csr/index.cgi>
- United Nations <https://careers.un.org/lbw/home.aspx?viewtype=SJ&vacancy=All>
- LinkedIn* <https://www.linkedin.com/jobs/?originalSubdomain=uk>

Job Seeking Assessment

How do I know it is suitable?

For the Assessment:

*Learning Outcome 3 – “Exhibit written and presentation skills that evidence **advanced competencies** and **characteristics** that reflect a range of **transferable skills** e.g. **teamwork, problem solving and communication**”*



Does my chosen Job/Person Spec give me the opportunity to do this?

N.B. for the Assessment you do not have to meet every aspect, however.....



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Job Seeking Assessment

How do I know it is suitable?

In general:

- *‘Every employer receives [...] applications from people who have not interpreted the job information correctly’*
- *‘If you have very few of the qualifications, skills and experience required, you will not be short-listed’*
- *‘You could have spent your time making a stronger application for a job that is within your **competence**’.*

(Cottrell, 2021, p.235)

Job Seeking Assessment

How do I know it is suitable?

For the Assessment:

- By way of illustration, we will now work through some of the principles above using real opportunities
- First step is to use one or more of the sources mentioned previously to find an opportunity of interest
- Example 1: Park Ranger – Groundwork Wakefield (see Moodle)

Job Seeking Assessment

How do I know it is suitable?

- One way of checking the suitability is to use a 'RAG' system to **self-evaluate** yourself against the opportunity
- *Thanks Ken, but what is a RAG system????*
 - **Red** – I definitely do not meet this criteria
 - **Amber** – I have some experience of this that might be appropriate
 - **Green** – I definitely meet this criteria

Job Seeking Assessment

How do I know it is suitable?

- Using the RAG system, work through the available information in a logical sequence
- It is often best to start with the Person Specification and to look at Qualifications first.



Why do you think this is?

We will now apply this method to our chosen Opportunity
Park Ranger – Groundwork Wakefield



Job Seeking Assessment

How do I know it is suitable? Example 1 -Park Ranger

In general:

- I do not have the required qualification or anything even similar

For the Assessment:

- I am likely to be asked questions about Environmental Science which I will not be able to answer
- This is too far from my experience to be useful for me

Although you do not have to hit all of the criteria the opportunity must be 'realistic' for you.

Job Seeking Assessment

How do I know it is suitable? Example 2 -Project Manager



In general:

- The self-evaluation contains a lot of **amber**. This may be an opportunity that I do not have appropriate experience for.

For the Assessment:

- There are many examples where I can argue that I meet the criteria
- However, I also need to be aware of the **amber** sections as I am likely to be asked questions on these
- *It will be your **personal judgement** as to whether you use an Opportunity*

Job Seeking Assessment

What theories should I use?

- You need to include Theory as part of the Assessment process (this is an Academic Assignment).
- However, it can also give you an advantage in an interview to include Theory or Policy as part of your presentation.



Why do you think this is?



What Theories might we use?

Exemplar

Chosen job opportunity

Project Manager
[Ascension Community Trust](#)

HOURS: 22.5 Hours per Week over 3 days

SALARY: £16 an hour

DAYS: Wednesday, Thursday and one other

LOCATION: Ascension Church Centre, Baxter Road, E16 3HJ

RESPONSIBLE TO: Chief Executive Officer

RESPONSIBLE FOR: Foodbank staff and volunteers, advice service staff and volunteers.

Exemplar

Person Specification

Strong interpersonal skills, and proven ability to develop effective working relationships with a range of organisations, partners, and funders.

- It is recognised that this is a fundamental aspect of effective agency working
- “At the end of the day you can put all the structures in, but if the relationships aren’t there they don’t mean a thing”

(Coleman *cited in* Cheminais, 2009)

I will now give an example of this from my own practice.

Exemplar

Develop Effective Working Relationships

- Working as a Youth Gateway Adviser for Careers Wales, to support young people not in education employment or training in Caerphilly
- Project relied on the support of a number of Third Sector organisations to provide mentoring
- One partner organisation, *'The Rainbow Project'* was not attending meetings or volunteering to take on young people for mentoring
- This meant that fewer young people were experiencing positive outcomes

Exemplar

Develop Effective Working Relationships

- It was important to find out what was preventing the organisation from contributing to the success of the project and to “get them onboard” if possible
- One approach would have been what Bingham and Drew (1999, p. 187) call ‘coercion’ e.g. threatening to get the organisation removed from the project
- However, one writer suggests that, ‘Rather than a limiting and divisive “what’s in it for us?” approach, [a] positive “what can we provide” approach’ can achieve much more (Gaspar, 2010)

Exemplar

Develop Effective Working Relationships

- With this in mind I arranged to meet with the project leader to ask what, if anything, would help them to engage with the project
- In doing this I was adopting the approach suggested by Bingham and Drew (1999, p.189) of ‘identifying problems and issues rather than focusing on personalities’ (i.e. the project Leader)
- We had a productive discussion in which the project leader admitted that they were concerned that many of their staff were inexperienced and would “show themselves up”

Exemplar

Develop Effective Working Relationships

- We arranged for the staff, including the Project Leader from that organisation to attend joint training with the Careers Wales staff
- As Tomlinson (2003) argues this can ‘foster greater understanding between agencies’
- This was borne out by the fact that the staff from ‘*The Rainbow Project*’ developed good working relationships with the Careers Wales staff and began to play a much more pro-active role.
- This created more positive interventions for the young people.

Exemplar



What technique was being used in this exemplar?

S. T. A. R.

Exemplar

Develop Effective Working Relationships

Situation – what was happening?

- Working as a Youth Gateway Adviser for Careers Wales, to support young people not in education employment or training in Caerphilly
- Project relied on the support of a number of Third Sector organisations to provide mentoring
- One partner organisation, *'The Rainbow Project'* was not attending meetings or volunteering to take on young people for mentoring
- This meant that fewer young people were experiencing positive outcomes

Exemplar

Develop Effective Working Relationships

Task – what need to be done?

- It was important to find out what was preventing the organisation from contributing to the success of the project and to “get them onboard” if possible
- One approach would have been what Bingham and Drew (1999, p. 187) call ‘coercion’ e.g. threatening to get the organisation removed from the project
- However, one writer suggests that, ‘Rather than a limiting and divisive “what’s in it for us?” approach, [a] positive “what can we provide” approach’ can achieve much more (Gaspar, 2010)

Exemplar

Develop Effective Working Relationships

Action – what did I/we do?

- With this in mind I arranged to meet with the project leader to ask what, if anything, would help them to engage with the project
- In doing this I was adopting the approach suggested by Bingham and Drew (1999, p.189) of ‘identifying problems and issues rather than focusing on personalities’ (i.e. the project Leader)
- We had a productive discussion in which the project leader admitted that they were concerned that many of their staff were inexperienced and would “show themselves up”

Exemplar

Develop Effective Working Relationships

Result – what did we achieve?

- We arranged for the staff, including the Project Leader from that organisation to attend joint training with the Careers Wales staff
- As Tomlinson (2003) argues this can ‘foster greater understanding between agencies’
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- This created more positive interventions for the young people.

Any questions?



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References

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