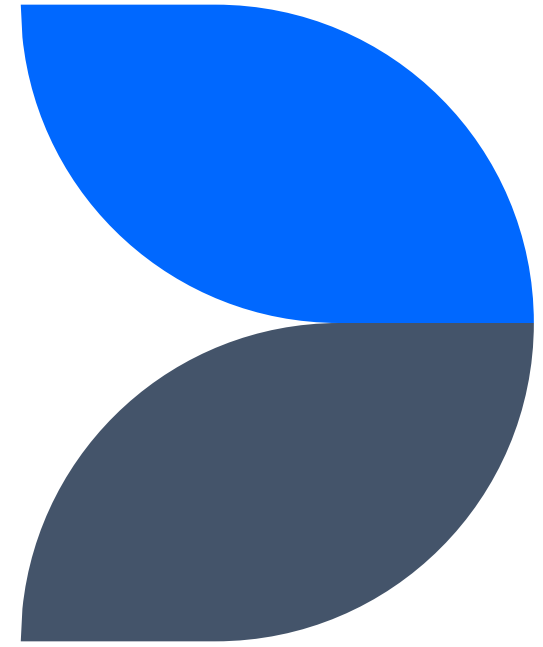


For an employment opportunity of your choice prepare a 20-minute presentation outlining your suitability for the post. Your presentation should use theory to support your arguments.

You will be asked several questions at the end of your presentation which will be based on your chosen opportunity and the content of your presentation.

**Ricky Cooper
2203269
EC SO6006
Assessment 1**

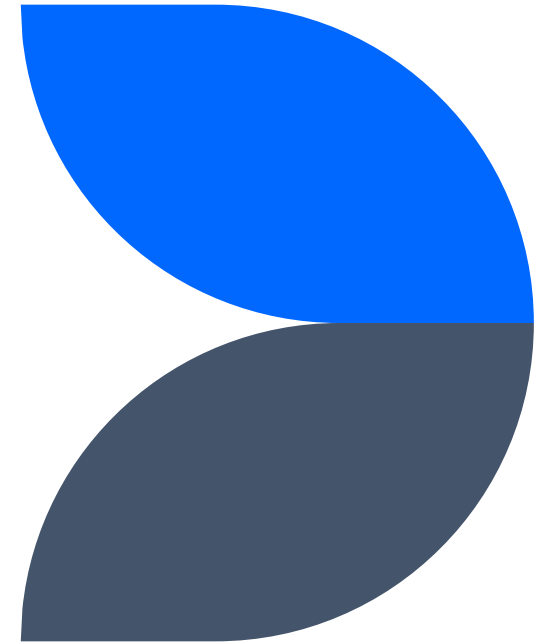
**Application for position of:
Mediator (Homelessness Project)**



Job description:

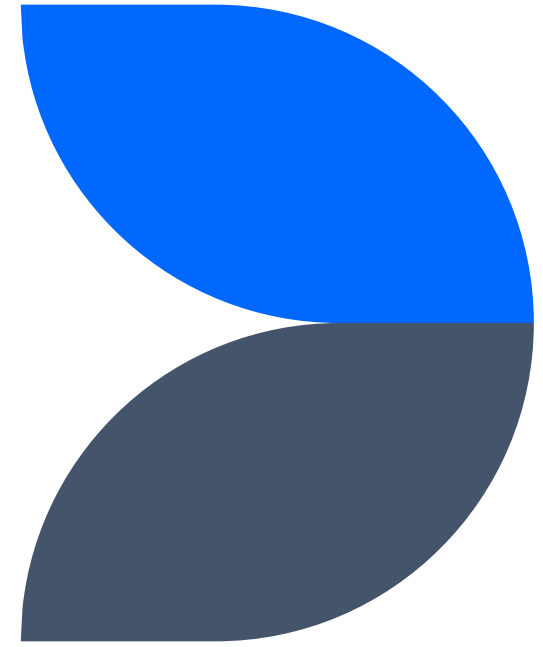
“We are seeking 2 Mediators to join our team at Threshold DAS. In this role, you will facilitate discussions between conflicting parties, guiding them towards mutually beneficial resolutions. Your expertise will play a vital role in promoting peace and understanding in various contexts.”

Threshold DAS Limited, (2025a, np)



“The Mediator will be a key member of the team reporting directly to the Regional Manager and will be responsible for the delivery of mediation services across Carmarthenshire and Ceredigion.”

Threshold DAS Limited, (2025b, np)



Relevant experience

Employment/Volunteer experience:

- Volunteer HIV/AIDS outreach worker (Private Charity)
- Community carer (Multiple Private Companies)
- Bank Health Care Support Work (Hywel Dda Health Board NHS)
- Agency Health Care Support Worker (Multiple Private Agencies) Working with complex individuals and people with complex needs in multiple settings.
- Historical recreationist communicating with members of the public from variable localities, with varying needs and communication methods.
- Student representative for University cohort: Liaising with staff and students on multiple issues.

Relevant experience continued

Education, Qualifications & Training

- NVQ Level 3 Health and Social Care
- BA. Advocacy (On going)
- Health care support worker point of care training. (NHS)
- Violence and Aggression training (NHS and Private)
- Emergency resuscitation training (Private)
- Medication training (Private)
- First aid Certification (University)

Theory Support for Applicant Experience

“Although the main reason for taking up employment is economic-driven (e.g. paying tuition fees or wanting to obtain financial independence), acquiring work experience has also become increasingly important due to its potential for increasing one’s the chances of finding a more attractive job after graduation.”

Pirog and Hibszer, (2022, pp.2139) citing, Robert and Saar, (2012); Saniter and Siedler, (2014); Weiss, Klein, and Grauenhorst, (2014); Passaretta and Triventi, (2015).

“employers and employees prefer the applicants with previous work experience, computer skills, professional certifications and high GPA. In addition to these, the employers’ data showed that job applicants are hired based on their communication skills.”

Murrar, *et al*, (2021, pp. 11)

Personal Suitability vs Job Responsibilities

- Articulate & Approachable
- Empathetic
- Affable
- Knowledgeable & Communicative
- Experienced, Adaptable & Flexible

Facilitate mediation sessions between parties in conflict.

- Mediated interactions in Medical and Non-Medical Settings.
- Mediated between staff and clients.
- Mediated between service users and lecturers.
- Mediated issues between lecturers, staff, and students.

Encourage open communication and understanding among participants.

- Mediated conflicts and interactions with neurodiverse individuals.
- Opened communication lines in NHS and University careers.
- Applied to public and carers.

Help parties identify their needs and interests to reach a resolution.

- Actively identifying needs through communication methods.
- Adaptive observation.
- Translated into academic career as student representative.

Maintain neutrality and impartiality throughout the mediation process.

- Intertwined with impartiality in both professional and voluntary roles.
- Smoothed barriers and engendering trust in various settings.
- Acted as buffer between patients and medical staff in NHS, and between staff, service users, and residents in private sector.
- Acted as buffer between students and academic staff in university settings.

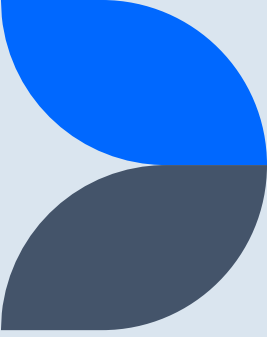
Document agreements reached during mediation sessions.

- Proficiency in documentation and **critical essay writing**.
- Proficient in **in-depth, concise** documentation methods.
- Experienced in **critical essays** and assessments in academic career.

Provide follow-up support to ensure compliance with agreements.

- Ensured compliance with medication.
- Public and private sector jobs.
- Daily adherence to procedures and routines.
- Impacted professional and personal life.

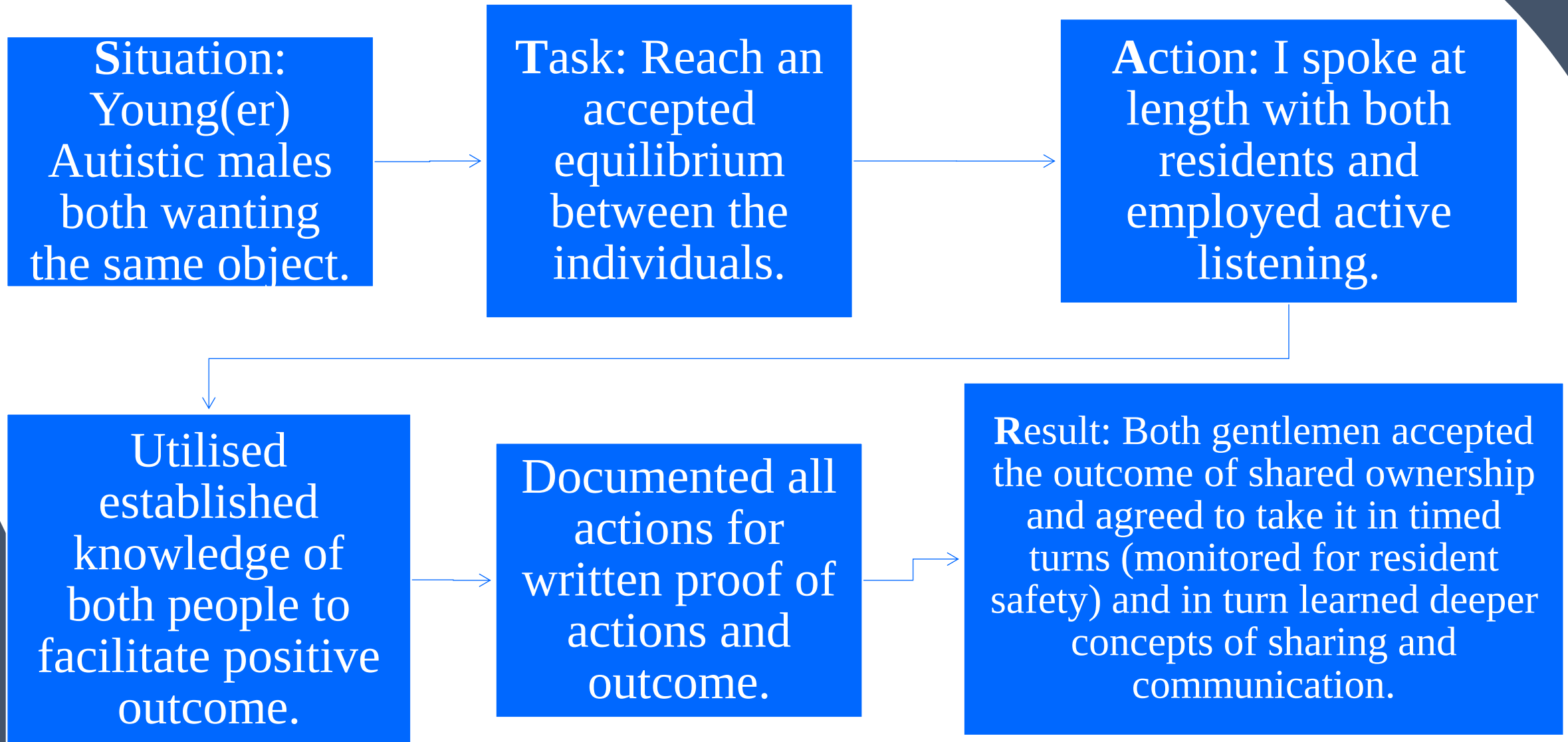
Supporting Theory for Suitability.



“Examining the relationship between the expectations of employers worldwide and the skills of graduates, the report found that, ‘across the globe, problem-solving, the ability to work in a team, and communication, are considered to be the most important skills.’”
Neves, (2019, np) citing QS, (2018)

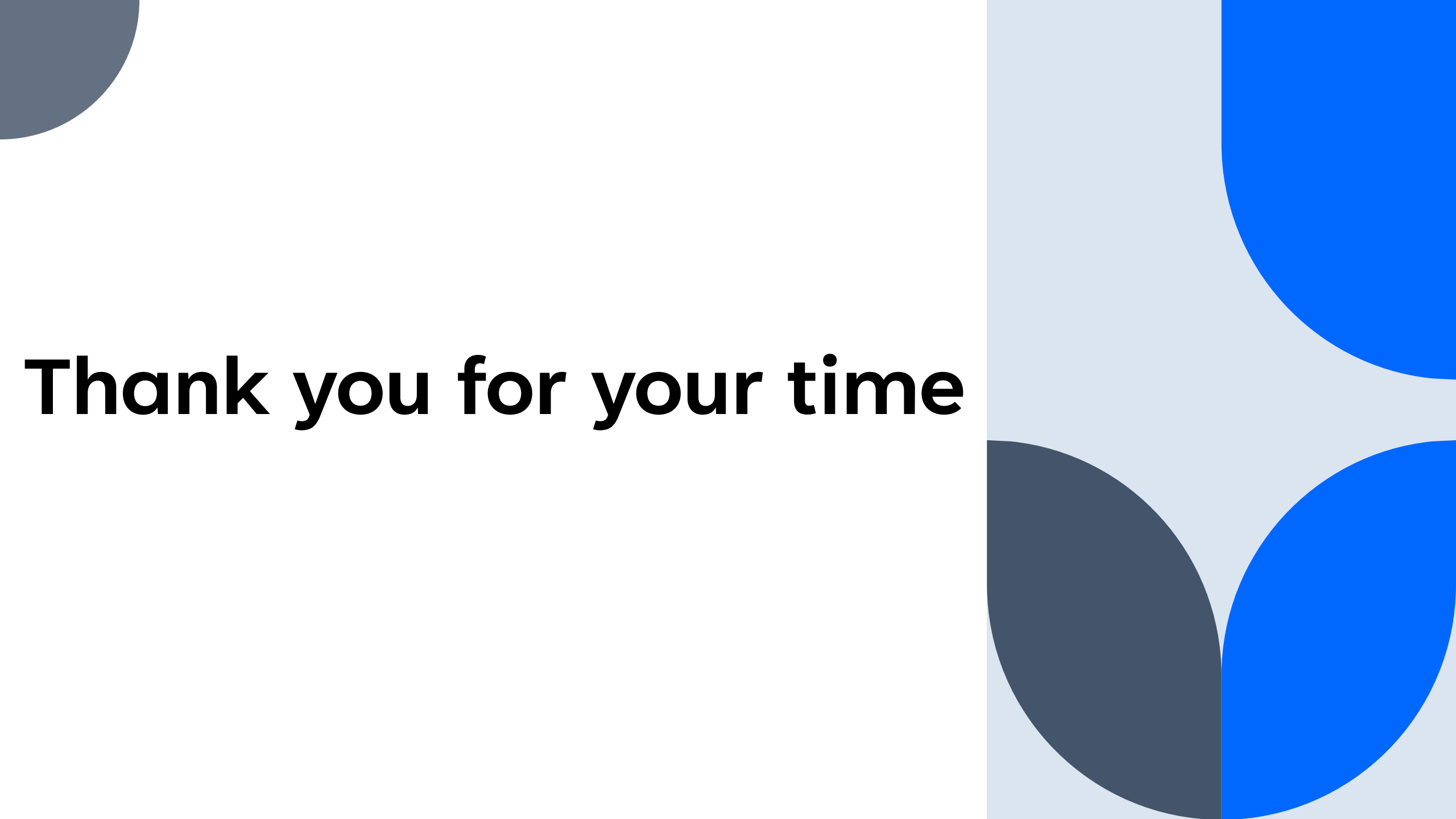
STAR:

exemplar from previous employment: Mediation in action.



Summary

- Personal experience matches job responsibilities and requirements.
- Worked experience meets job responsibilities and requirements.
- Personal passion and ideology matches company ethos and goals.
- Certified skills and higher education matches job responsibilities.



Thank you for your time

REFERENCES

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Murrar, A., Batra, M., Paz, V., Asfour, B., Balmakhtar, M. (2021) 'Employability of job applicants in skilful jobs: commonality in employer and employee perspectives', *Emerald Insight International Journal of Manpower*, 43(6), pp. 1-16 Available at: <https://www.emerald.com/insight/content/doi/10.1108/ijm-10-2020-0454/full/html?skipTracking=true> (Accessed: 22 April 2025)

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National Careers Service, (2025) *The Star Method*. Available at: <https://nationalcareers.service.gov.uk/careers-advice/interview-advice/the-star-method> (Accessed: 22 April 2025)

Pirog, D. and Hibszer, A. (2022) 'Do employers really require experience? An analysis of online job adverts and the implications for HE policy', *Studies in Higher Education*, 47(11), pp. 2138 – 2160. Available at: <https://doi.org/10.1080/03075079.2021.2020747> (Accessed: 22 April 2025)