



Module 3: Citizenship and Social Skills

Annexes



Citizenship and Social Skills

Annex 3/1 Citizenship and Social Skills, Session 1, activity 1

Globingo Worksheet

Find Someone who....

plays a musical instrument What is it? Name: Country:	speaks more than two languages Name: Country:	has lived in another country Name Country
has more than one children Name: Country:	drunk two cups of coffee this morning Name: Country:	Loves ice cream! Name: Country
Likes football Name: Country:	Is a winter person Name: Country:	Is vegetarian! Name: Country:

Annex 3/2 Citizenship and Social Skills, Session 1, activity 2

Citizenship and Active Citizenship Definitions



Citizen

- A person has the title of citizenship
- Member of a community
- Has full civil and political rights
- Has protection inside and outside of the nation

Citizenship is not necessarily Nationality

A citizen is not necessarily a national

Citizenship in Great Quotes

“Citizenship is the right to full partnership in the fortunes and in the future of the nation” – Paul Martin Sr.

“There can be no daily democracy without daily citizenship” – Ralph Nader

“Citizenship is what makes a republic, monarchies can get along without it” - Mark Twain

“Every citizen of the republic ought to consider himself an unofficial policeman, and keep unsalaried watch and ward over the laws and their execution” – Mark Twain

Aspects of citizenship

Three elements of citizenship:

- Civil
 - Liberty of the person
 - Freedom of speech, thought and faith
 - Right to own property
 - Right to defend one's rights on equal terms with others through the process of law
- Political
 - Right to participate in the exercise of political power – to be elected to office or to elect others
- Social
 - Right to share in full in the social heritage
 - Right to live the life of a civilized being according to standards prevailing in society
 - Institutions: educational system and social services

What is an Active Citizen?

Oxford Dictionary⁵

active citizen

NOUN

A person who actively takes responsibility and initiative in areas of public concern such as crime prevention and the local community.

⁵ https://en.oxforddictionaries.com/definition/active_citizen

What is Active Citizenship?

Is basically what an Active Citizen does!



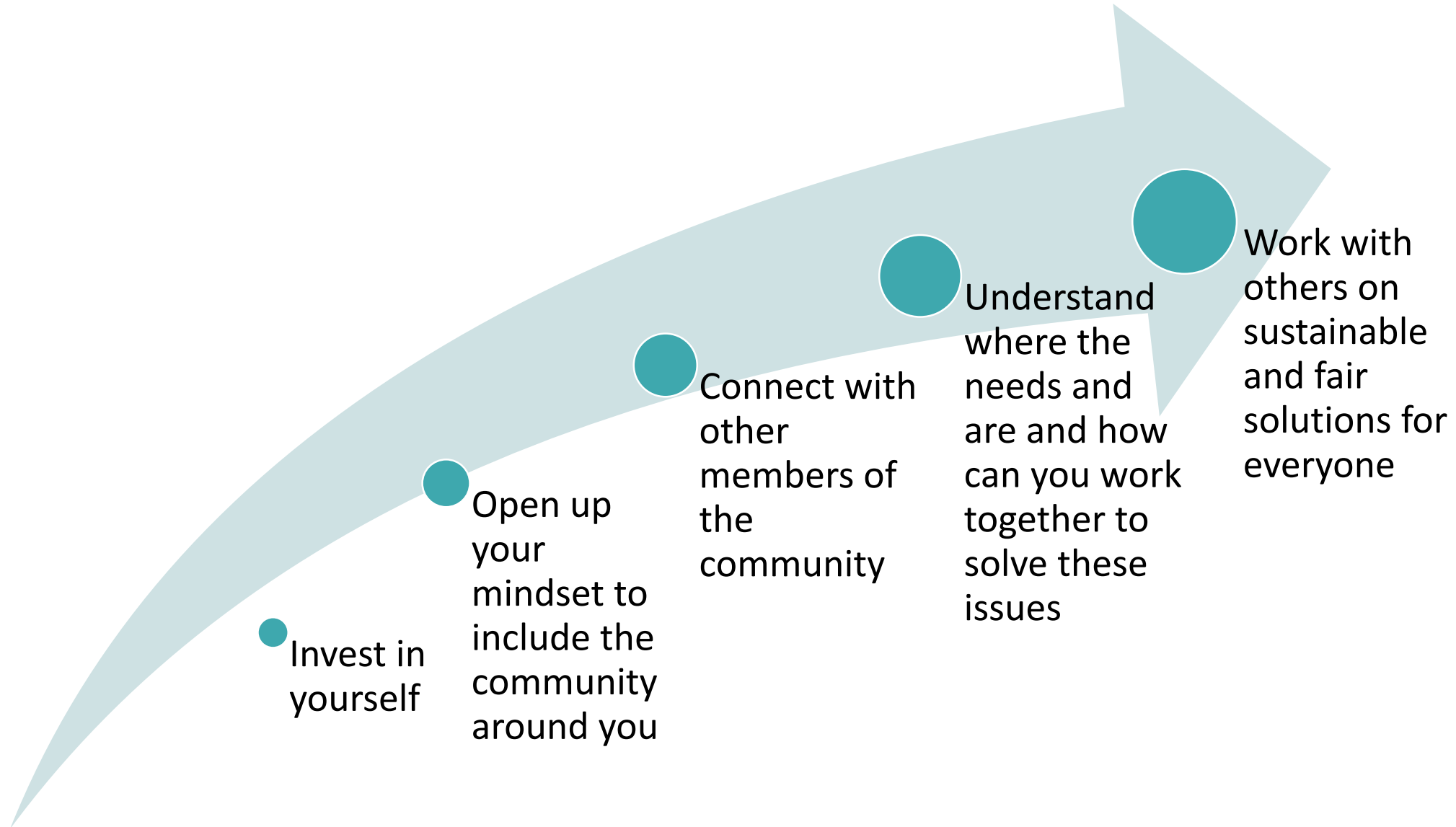
Is basically what an Active Citizen does!

Active citizenship is NOT

- charity
 - Providing for others is a good and respectful act, but is not active citizenship
- only going to vote
- Only protesting
- when we are being passive

“It has never been about what can be done for us; it’s about what can be done by us together, through the hard and frustrating but necessary work” Barack Obama

How can you be an active citizen?





End of activity



Citizenship and Social Skills

Annex 3/3: Citizenship and Social Skills, Session 1, activity 3:

Citizenship and Labour Market Case Studies

1. Link officers in a voluntary sector programme in the UK

In the UK a large number of community-based organizations serve specific needs of migrant groups. A good practice example is the “Trellis” project, established in 2005 by the Employability Forum to help refugees in Birmingham find sustainable employment to match their skill sets. It gave tailored support to refugee jobseekers, with the engagement of employers, refugee communities, and other social partners. **Link officers – former refugees themselves, trained as advisors on the Birmingham labour market** – were matched with jobseekers who spoke the same language. After assessing jobseekers’ barriers to work, link officers developed a tailored action plan, directing clients to the most appropriate support program, training course, language class, or work placement opportunity. They also helped jobseekers update their CVs, fill in application forms, and prepare for job interviews. The Trellis project also raised awareness among employers and trade unions of the benefits of employing refugees (UNHCR, 2013).

2. Introduction guides in Sweden

In Sweden, each participant of the introduction programme (refugees and their family members) has the right to an “introduction guide”. This introduction guide is an individual contracted to guide newly arrived immigrants during their first years in Sweden. The roles of the guide include: the provision of support in looking for work and career guidance; advice on social matters; and the provision of access to networks. **Introduction guide services are contracted out to private organisations or companies** to whom the PES pays a monthly fee, which is supplemented on the basis of the employment results of the programme participant. The PES provides information on the guides from which participants can choose. The PES does not, however, make recommendations regarding the choice of guides. If the participant does not choose a guide, one is assigned on the basis of residential proximity. An assessment by the OECD of the quality of services provided by the introduction guides shows, however, at best mixed results. Guides for new arrivals are currently responsible for both providing social support activities – such as mentoring and settling-in activities – as well as job-search support. The service delivery of some guides has been focused more on social related assistance rather than addressing the new arrivals needs for labour market related service. Moreover, the unification of the two activities may lead to inefficient impact on the individual's labour market outcomes (OECD, 2014).

3. Early intervention in Germany

"Early Intervention" in Germany means that PES staff goes out into reception facilities where they assess competencies through a small "work package" that they build from asylum seekers' self-declarations about their professions, qualifications and work history. The asylum seeker then attends a federal employment office where individual employment strategies are developed to match their skills with the needs of employers in the area. Asylum seekers with little or no documentary proof of their foreign qualifications are also given the opportunity to have their professional competences appraised under the terms of the Professional Qualifications Assessment Act through a so-called "qualification analysis" which assesses skills, knowledge and capabilities on the basis of samples of their work. The pilot was evaluated by the Institute for Employment Research (Büschel et al., 2015). As a result of the qualitative evaluation the PES provides now nationwide skills assessment and counselling services for asylum seekers with high prospects of being allowed to stay. Results on the longer term impact of early intervention are not yet available.

European Parliament (2016), DIRECTORATE GENERAL FOR INTERNAL POLICIES POLICY DEPARTMENT A: ECONOMIC AND SCIENTIFIC POLICY Labour Market Integration of Refugees: Strategies and good practices, IP/A/EMPL/2016-08, March 2016, PE 578.956 EN

Annex 3/4, Citizenship and Social Skills, Session 2, activity 2

Introduction to Social Skills



Social Skills

Wide variety of definitions

- Libet and Lewinsohn (1973, p. 311) defined social skills as the “complex ability to maximize the rate of positive reinforcement and to minimize the strength of punishment elicited from others.”
- “[...] skills that allow a person to interact and to act appropriately in given social contexts” (<http://psychologydictionary.org/social-skills/>).
- “Social skills are ways of dealing with others that create healthy and positive interactions” (<http://study.com/academy/lesson/whatare-social-skills-in-children-development-definition-teaching-techniques.html>).
- “The personal skills needed for successful social communication and interaction” (<http://www.dictionary.com/browse/social-skills>).

Social Skills

Wide Variety of Definitions

- “Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance” (<http://www.skillsyouneed.com/ips/social-skills.html>).
- “The skills that are necessary in order to communicate and interact with others” (<http://www.collinsdictionary.com/dictionary/english/social-skills>).

Group Question

- Which of the these definitions do you think is the correct one and why?
- What do these definitions have in common?

Social Skills

Correct definition?

A correct definition does not completely exist. But, a better definition will be the one from Libet and Lewinsohn “*complex ability to maximize the rate of positive reinforcement and to minimize the strength of punishment elicited from others.*”

What the common ground in all these definitions?

Communication

Interaction with other people

Why are Social Skills Important ?

They provide the basis for:

- responding to social activities or environments
- understanding social situations correctly
- understanding the surrounding situations and allowing us to decide how to act
- changing our behaviour or reactions to different social situations
- increasing successful social interactions with persons
- helping in problem solving
- providing conflict resolution in certain situations



End of activity



Annex 3/5 Citizenship and Social Skills, Session 2, activity 3

The importance of Interpersonal Skills



Interpersonal Skills – What are they?

The ability to convey and interact through :

- Messages
- Verbal – speech, conversations, formal and informal
- Non verbal – body language
- Signals, visuals
- Writing – emails
- Behaviour
- Presentations
- Discussions, public speaking, debates
- Actions towards others

Why is interpersonal skills important?

Important for *expressing*
information, behaviour and
our feelings and thoughts
clearly.

Helps to *understand* and *respond* to other's feelings, thoughts, knowledge and behaviour.



Forms of interpersonal interaction

Verbal Interaction

Use of words, numbers and symbols.

Non Verbal interaction

Facial expressions

Eye contact

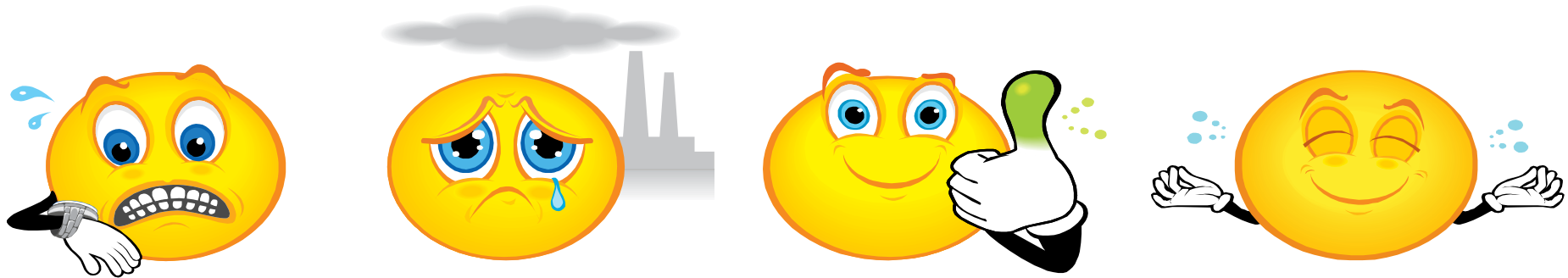
Gestures

Body language and posture

Proximity and touch

Most of interpersonal interaction is non-verbal

Example: Facial expressions

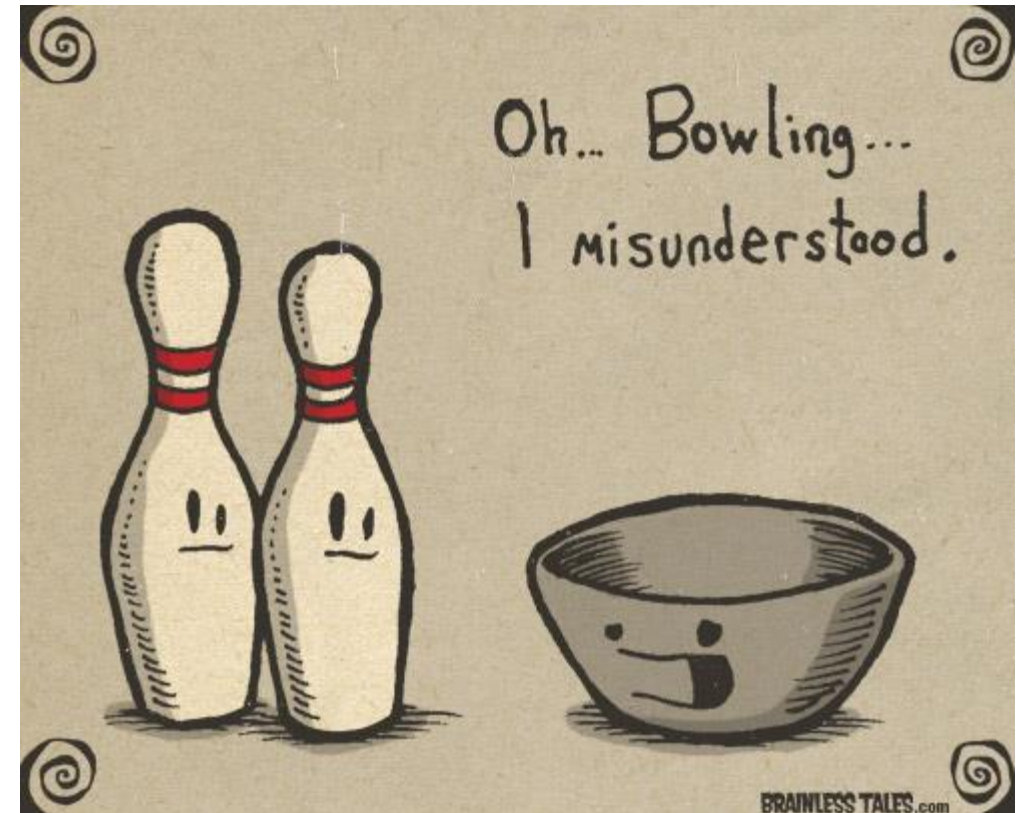


Oral interaction, advantages

- Instant feedback
- Quick decisions
- Time saving
- Problem resolution – conflicts, differences and other issues can be resolved by talking them over
- Effective group work, and team work

Oral interaction, Disadvantages

- Not paying attention to the speaker
- Making assumptions
- Misunderstandings when
 - Information is not clear
 - Information is not complete
 - Information lacks facts
- Differences in culture
- Insecurity





End of activity



Citizenship and Social Skills

Annex 3/6: Citizenship and Social Skills, Session 2, activity 3

A Brief Manual on Active Listening

Active listening is a valuable skill applied in different situations, i.e. conflict resolution, taking part in meetings, participating in workshops, reaching group agreements. By applying the skill of active listening we reach an understanding of our fellow speaker in terms of their points of view, feelings, thoughts, concepts, ideas on the point of discussion. Active Listening is not a regular conversation when we are normally trying to have a dialogue, and think what we are about to say next.

Three key concepts of Active Listening

- **Active listening** is being objective and actually listening what our fellow speaker says.
- **Active listening** is a respectful aspect in a conversation indicating that we value our fellow speakers.
- **Active listening** is a tool to focus on the issues in a conversation, to understand them and to reach an agreement.

How do you apply Active Listening

- Create a calm, comfortable and secure space to have the conversation that is distraction free.
- Take note on your body language and try not to talk. Give attention to the speaker by leaning towards the speaker and keep eye contact. Make small gestures such as head nodding, and try not to look edgy during the whole conversation.
- Focus completely on the speaker
- Pose questions to go deeper into the issue if it is essential. e.g.: how did that experience make you feel?
- Do a brief summary of the conversation. This makes the speaker feel they have our full attention, that we have listened and therefore understood their points.
- Inform the speaker if you do not have enough time for this conversation. Do not start this process if your time is limited.

This guide was adopted from <https://www.seedsforchange.org.uk> . For more information and guidance on active listening please visit [Seedsforchange.org.uk](https://www.seedsforchange.org.uk)

What makes a good and efficient team?



Citizenship and Social Skills

Annex 3/8: Citizenship and Social Skills, Session 2, activity 5

Group Disagreements – Reaching Common decisions – Reaching Consensus

At the decision stage process people in the group are in different stages:

1. They **agree** with the proposal.
2. **Reservations:** You do not support the proposal completely and you want to make your concerns acknowledged.
3. **Disagreement/blocking** a proposal from going ahead. It expresses a fundamental objection. It means that you cannot work and support this proposal.

Reaching a group agreement for all (Consensus)

- Focus on the solution that is the best for everyone, not only what is best for you.
- Be flexible and willing to give something up to reach an agreement.
- Everyone should be able to express their ideas freely and these concerns should be thoroughly discussed.
- Explain your own position clearly. Be open and honest about the reasons for your view points. Express your concerns early on in the process so that they can be taken into account in any proposals.
- Listen actively to what people are trying to say. Understand the position of the other members of the group and their concerns.
- Apply Self restrain. Think before you speak, listen before you object. Consider the following questions: "Does this idea work for the group, even if I don't like it the best?" or "Does it matter which one we choose?"
- Don't be afraid of disagreement. Differences of opinion are natural and to be expected.
- Disagreements can help a group's decision, because with a wide range of information and opinions, there is a greater chance the group will find good solutions.

Skills for Consensus

Active Listening: Active listening follows the process where you stop your own thought process and give the speaker your full attention.

Summarising: A concise and accurate summary of what's been said so far can really help a group move towards a decision. The things that are agreed and the things that are still pending should be outlined. Make statements such as: "It seems like we've almost reached agreement on that bit of the proposal, but we need to explore this part further to address everyone's concerns." Check with everyone that you've got it right.

Synthesis: Find the common ground and connection between ideas that look different and compose newly formed proposals. Focus on solutions that address the fundamental needs and key concerns that people within the group have.

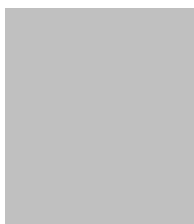
This guide was adopted from <https://www.seedsforchange.org.uk> . For more information and guidance please visit [Seedsforchange.org.uk](https://www.seedsforchange.org.uk)

Citizenship and Social Skills

Annex 3/9: Citizenship and Social Skills Session 3, activity 2

Handout “Europass CV template”

PERSONAL INFORMATION



Replace with First name(s) Surname(s)

[All CV headings are optional. Remove any empty headings.]

- Replace with house number, street name, city, postcode, country
- Replace with telephone number Replace with mobile number
- State e-mail address
- State personal website(s)
- Replace with type of IM service Replace with messaging account(s)

Sex Enter sex | Date of birth dd/mm/yyyy | Nationality Enter nationality/-ies

JOB APPLIED FOR POSITION PREFERRED JOB STUDIES APPLIED FOR PERSONAL STATEMENT

Replace with job applied for / position / preferred job / studies applied for / personal statement (delete non relevant headings in left column)

WORK EXPERIENCE

Replace with dates (from - to)

[Add separate entries for each experience. Start from the most recent.]

Replace with occupation or position held

Replace with employer's name and locality (if relevant, full address and website)

- Replace with main activities and responsibilities

Business or sector Replace with type of business or sector

EDUCATION AND TRAINING

Replace with dates (from - to)

[Add separate entries for each course. Start from the most recent.]

Replace with qualification awarded

Replace with EQF (or other) level if relevant

Replace with education or training organisation's name and locality (if relevant, country)

- Replace with a list of principal subjects covered or skills acquired

PERSONAL SKILLS

[Remove any headings left empty.]

Mother tongue(s)

Replace with mother tongue(s)

Other language(s)

Replace with language

Replace with language

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.				
Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.				

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user
[Common European Framework of Reference for Languages](#)

Communication skills Replace with your communication skills. Specify in what context they were acquired. Example:
 ▪ good communication skills gained through my experience as sales manager

Organisational / managerial skills Replace with your organisational / managerial skills. Specify in what context they were acquired. Example:
 ▪ leadership (currently responsible for a team of 10 people)

Job-related skills Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired. Example:
 ▪ good command of quality control processes (currently responsible for quality audit)

Digital skills	SELF-ASSESSMENT				
	Information processing	Communication	Content creation	Safety	Problem solving
	Enter level	Enter level	Enter level	Enter level	Enter level

Levels: Basic user - Independent user - Proficient user
[Digital competences - Self-assessment grid](#)

Replace with name of ICT-certificates

Replace with your other computer skills. Specify in what context they were acquired. Example:
 ▪ good command of office suite (word processor, spread sheet, presentation software)
 ▪ good command of photo editing software gained as an amateur photographer

Other skills Replace with other relevant skills not already mentioned. Specify in what context they were acquired. Example:
 ▪ carpentry

Driving licence Replace with driving licence category/-ies. Example:
 B

ADDITIONAL INFORMATION

Publications Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references. Remove headings not relevant in the left column.
Presentations Example of publication:
Projects ▪ How to write a successful CV, New Associated Publishers, London, 2002.
Conferences Example of project:
Seminars ▪ Devon new public library. Principal architect in charge of design, production, bidding and construction supervision (2008-2012).
Honours and awards
Memberships
References
Citations
Courses
Certifications

ANNEXES

Replace with list of documents annexed to your CV. Examples:
 ▪ copies of degrees and qualifications;
 ▪ testimonial of employment or work placement;
 ▪ publications or research.

Before you start: Five basic principles for a good CV

1. Concentrate on the essentials

- Employers generally spend less than one minute reading a CV before deciding to reject it, or to shortlist it for detailed consideration. If you fail to make the right impact, you missed your chance.
- If applying for an advertised vacancy, always ensure that you comply with any application process entirely. The vacancy notice might specify: how to apply (CV, application form, online application), the length and/or format of the CV, whether a covering letter is required, etc.
- Be brief: two A4 pages are usually more than enough, irrespective of your education or experience. Do not exceed three pages. If you hold a degree, include your secondary school qualifications only if relevant to the job in question.
- Is your work experience limited? Describe your education and training first; highlight volunteering activities and placements or traineeships.

2. Be clear and concise

- Use short sentences. Avoid clichés. Concentrate on the relevant aspects of your training and work experience.
- Give specific examples. Quantify your achievements.
- Update your CV as your experience develops. Don't hesitate to remove old information if it does not add value for the position.

3. Always adapt your CV to suit the post you are applying for

- Highlight your strengths according to the needs of the employer and focus on the skills that match the job.
- Do not include work experience or training which is not relevant to the application.
- Explain any breaks in your studies or career giving examples of any transferable skills you might have learned during your break.
- Before sending your CV to an employer, check again that it corresponds to the required profile.
- Do not artificially inflate your CV; if you do, you are likely to be found out at the interview.

4. Pay attention to the presentation of your CV

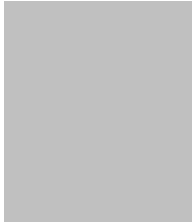
- Present your skills and competences clearly and logically, so that your advantages stand out.
- Put the most relevant information first.
- Pay attention to spelling and punctuation.
- Print your CV on white paper (unless you are asked to send it electronically).
- Retain the suggested font and layout.

5. Check your CV once you have filled it in

- Correct any spelling mistakes, and ensure the layout is clear and logical.
- Have someone else re-read your CV so that you are sure the content is clear and easy to understand.
- Do not forget to write a cover letter.

All CV headings/fields are optional. Remove any fields left empty.

PERSONAL INFORMATION



Insert picture only if required.

Replace with First name(s) Surname(s)

If you have more than one first name, start with the one you usually use. Example:

John Smith

Replace with house number, street name, city, postcode, country.

Choose the postal address at which you can be contacted quickly. Example:

32 Reading Rd., Birmingham B26 3QJ, United Kingdom

Replace with telephone number. Replace with mobile number.

Choose the number at which you can be contacted quickly, most likely your mobile phone.

Example:

+44 7871 330 1234

Separate groups of digits in accordance to national convention, to ensure your telephone number is easy to read. Example: +<CountryCode> <AreaCode> <LocalNumber>

State e-mail address

Choose the e-mail address at which you can be contacted quickly, preferably your personal e-mail address. Avoid fancy or silly addresses. Example:

John.smith@hotmail.com

State personal website(s)

Be sure it is relevant to the position and it does not hinder your application. Example:

www.sample.com

Replace with type of IM service / Replace with messaging account(s).

Be sure it is relevant to the position and it does not hinder your application. Example:

AOL Instant Messenger (AIM) john.smith

Sex Enter sex | Date of birth dd/mm/yyyy | Nationality Enter nationality/-ies

Complete only if required. Check local legal provisions regarding data such as sex, age, nationality, etc. on a CV. Example:

Sex Male | Date of birth 01/04/1973 | Nationality Spanish

JOB APPLIED FOR
POSITION
PREFERRED JOB
STUDIES APPLIED FOR
PERSONAL STATEMENT

Delete non relevant headings.

Select from list: Job applied for / Position / Preferred job / Studies applied for / Personal statement

This heading gives an immediate overview of the purpose of your application. Delete non relevant headings in the left column. Examples:

JOB APPLIED FOR

Human Resources Assistant (ref. 562/2013)

POSITION

Car painter

PREFERRED JOB

Customer Service Representative or Clerical Support

STUDIES APPLIED FOR

Postgraduate Applied Economics

PERSONAL STATEMENT

A graduate with strong communication and organisational skills gained in nursing, now seeking to move into HR as a trainee manager

Use 'Personal statement' only if you have a clear idea of what job you wish to apply for. Focus on your core strengths and achievements related to the job, rather than past duties. A few sentences are enough (max. 50 words). Avoid generic statements such as 'Looking for a challenging opportunity', etc.

WORK EXPERIENCE

- Focus on the work experience that gives added weight to your application.
- Add separate entries for each experience. Start with the most recent.
- If your work experience is limited:
 - describe your education and training first;
 - mention volunteering or (paid/unpaid) work placements which provide evidence of work experience.
- If you are applying for a position you have no prior experience of, underline skills gained from previous jobs relevant for the position. For example if you apply for a managerial position but have never worked as manager, emphasise that your previous position involved significant responsibility and decision-making duties (delegation, coordination, training staff, etc.)

Replace with dates (from - to)

Example:

September 2007 - Present

Replace with occupation or position held.

Examples:

Maintenance technician / Receptionist / Ice Hockey Volunteer Coach

Replace with employer's name and locality (if relevant, full address and website).

Example:

Anderson and Dobbs Ltd., 12 Highland Road, Edinburgh EH3 4AB, United Kingdom

Indicate telephone, fax, e-mail or Internet address only if required. Example:

Tel.: (44-31) 123 45 67 - Fax (44-31) 123 45 68 - E-mail: J.Robinson@andes.co.uk

<http://www.anderdobbs.co.uk>

Replace with main activities and responsibilities.

Examples:

- maintenance of computers
- relations with suppliers
- coaching a junior Ice Hockey team (10 hours/week)

If necessary, quantify your responsibilities (percentage of working time, length of time spent on each occupation, etc.).

Business or sector Replace with type of business or sector.

Use only if required. Examples:

Business or sector Transport and logistics / Auditing / Manufacturing of motor vehicle parts

EDUCATION AND TRAINING

Replace with dates (from - to)

Example:

September 2004 - June 2007

Add separate entries for each course. Start from the most recent.

Replace with qualification awarded.

Example:

National Vocational Qualification (NVQ) Level 2: Bakery Service

Avoid using abbreviations on their own (e.g. NVQ).

Replace with name and locality of education or training organisation (if relevant, country).

Example:

South Wales Technical College, Cardiff

Replace with a list of principal subjects covered or skills acquired.

Examples:

General

- English, Welsh, Mathematics, Spanish
- physical education

Occupational

- occupational techniques (making of standard breads, fancy breads, cakes and pastries)
- science applied to food and equipment (microbiology, biochemistry, hygiene)
- occupational technology (basic principles, hygiene and safety)
- knowledge of business and its economic, legal and social context.

Focus on the occupational skills which would be an asset if you were appointed.

Replace with EQF level if relevant

Example:

EQF level 3

PERSONAL SKILLS

Mother tongue(s)

Remove any fields left empty.

Replace with mother tongue(s).

Example:

English

Do not overestimate your level, which may be checked if you are interviewed!

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	

Replace with language.

Example:

Spanish

Example:

C1

Example:

C1

Example:

B2

Example:

B2

Example:

B1

Replace with name of language certificate. Enter level if known.

Example:

Certificado de Español: Lengua y Uso

Replace with language.

Example:

French

Example:

B2

Example:

B2

Example:

B1

Example:

B1

Example:

A2

Replace with name of language certificate. Enter level if known.

Example:

Diplôme d'études en langue française (DELFI) B1

Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user

[Common European Framework of Reference for Languages](#)

When describing your personal skills:

- Use simple words and clear, unambiguous language.
- Avoid jargon and clichés (e.g. I am a team player) without context-based evidence of skills.
- Be succinct: take time to understand what skills are important for the position you are applying for.
- Specify in what context they were acquired (through training, work, seminars, voluntary or leisure activities, etc.).

Communication skills

Replace with your communication skills. Specify in what context they were acquired.

Examples:

- good communication skills gained through my experience as sales manager
- excellent contact skills with children gained through my experience as ice hockey volunteer coach

Organisational / managerial skills

Replace with your organisational / managerial skills. Specify in what context they were acquired.

Examples:

- leadership (currently responsible for a team of 10 people)
- good organisational skills gained as secretary of the History Society, responsible for booking speakers and promoting events
- good team-leading skills gained as ice hockey volunteer coach

Job-related skills

Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired.

Examples:

- good command of quality control processes (currently responsible for quality audit)
- mentoring skills (as senior nurse, I was responsible for the training and induction of new nursing staff)

Digital skills

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Example: Basic user	Example: Independent user	Example: Independent user	Example: Proficient user	Example: Proficient user

Levels: Basic user - Independent user - Proficient user

[Digital competences - Self-assessment grid](#)

Replace with name of ICT-certificates

Example:

State certificate: office suite - Independent user

Replace with your other computer skills. Specify in what context they were acquired.

Examples:

- good command of office suite (word processor, spread sheet, presentation software)
- good command of photo editing software gained as an amateur photographer

Other skills

Replace with other relevant skills.

Use only if these bring added value to your application and have not been already mentioned. Specify in what context they were acquired. Example:

- first aid: certified in providing first aid, as part of my scuba diving training
- Just mentioning personal interests such as reading, walking, cinema, etc. does not bring any added value. On the contrary, giving examples of activities undertaken would suggest an outgoing, proactive individual who likes to help others. Examples:
- reading: passionate reader, I help younger pupils with reading difficulties twice a week
 - mountaineering: experienced climber, active member of the local Hiking and Climbing club

Driving licence

Replace with driving licence category/-ies.

Example:

B

ADDITIONAL INFORMATION

Publications	Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references and citations.
Presentations	Remove headings not relevant in the left column. Examples:
Projects	Publication
Conferences	▪ How to write a successful CV, New Associated Publishers, London, 2002.
Seminars	Where appropriate, provide a brief description; specify the type of document (article, report, presentation, etc.).
Honours and awards	Project
Memberships	▪ Devon new public library. Principal architect in charge of design, production, bidding and construction supervision (2008-2012).
References	Membership
Citations	▪ Member of the University's Film-Making Society
Courses	References
Certifications	Unless the vacancy specifically requests referees, write "References are available on request."

ANNEXES

Replace with list of documents annexed to your CV (copies of degrees and qualifications, testimonial of employment or work placement, publications or research).

Examples:

- copy of degree in engineering
- Europass Language Passport
- testimonial of employment (Anderson and Dobbs)

Attach only documents relevant to the position. Do not attach long documents such as publications; better list them under 'Additional information' with a hyperlink if relevant.

Citizenship and Social Skills

Annex 3/11: Citizenship and Social Skills, Session 3, activity 2

Frequently Asked Questions on CV Development

Q. Does my resume need to be one page? How long should it be?

A. It depends on your experience. Less experienced workers should try and keep their CV under one page. Your CV should not go over three pages, but it always depends on the template you are using.

Q. How far back should I go with my experience?

A. It is appropriate to list experience from the last 10-15 years. Experience prior to that is seen as outdated and should not be listed, unless the experience was all within one company.

Q. Should I include work experience from my home country?

A. Yes. Professional experience and education from your home country is extremely relevant to all positions and should be included on your resume.

Q. How should I list my survival job?

A. Make sure your CV reflects you as a professional. All “survival” jobs should be listed in a different section of your CV i.e. “Additional Work Experience.”

Q. Should I include my English classes?

A. Only under the language sector. Try and keep unrelated courses on other sectors of your CV.

Q. Should I put a picture or personal information on the resume?

A. While in some cases this is considered the norm, we would suggest to try and avoid this.

Citizenship and Social Skills

Annex 3/12: Citizenship and Social Skills, Session 3, activity 2

A short guide on successful Job interviews

Be prepared

Do the research	This will make you stand out from the rest of the candidates Seek background information, by visiting the employer's website, check the company's background, mission statement, and other services
Go through the job description before hand	See what the job position is, what are the requirements and tasks, and practice what you will say to convince the employer that you possess these skills
Prepare responses	Employers ask questions about your work experience and other relevant skills. Prepare responses in all possible questions
Plan what you wear what you bring	Choose neutral clothes and shoes, and make sure that your overall appearance is neat clean and wrinkle – free Take extra copies of your resume on quality paper or a portfolio with your work
Pay attention to non-verbal communication.	Be aware of non verbal communication and body language Be on time Show that you are confident. Smiling, eye contact and firm handshakes are good attributes to show. Sit up straight and do try not to be nervous (i.e. foot-tapping
Follow up and prepare questions:	Many interviews end with "Do you have any questions?" Do not be afraid to ask questions! What is the evaluation process? What are the advancement opportunities? What are the next steps?

Frequently Asked Questions [and answers] on a Job Interview

List your weaknesses	Try to not mention personal qualities Focus on professional skills E.g. I am currently working on polishing my communication skills
Why should you get this job, why are you better? [comparison with other candidates]	Make a brief summary of your job experience, skills and traits and explain why you can do this job
Why do you want to work with us?	This question is to check if you have thought about this job and you are willing to work with that company.
What are your goals?	Mention short term and intermediate <u>professional</u> goals Do not talk about 20 years time goals unless you are asked.
Salary	Prepare for this question by knowing the rate of the country and how much you should expect given your qualifications and work experience.
Describe yourself with an animal...	This is a psychological question and proves your quick thinking. There are no right or wrong answers here. If you say “bunny” you might be perceived as soft and passive. If you say “lion” you might be seen as aggressive. Simply, mention your animal and explain the reasons.