

# FULFILLING FUTURE connecting the DOTS



GREENWOOD  
ACADEMIES TRUST

COMPLETE  
CAREERS

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# GETTING STARTED



About This Guide



**This guide helps you to take control of your future by **CONNECTING THE DOTS** to find your route to success.**

**Why DOTS? The DOTS formula is simple, but it works!**

Dedicating time to each **DOT** will help you discover more about yourself, have a clear understanding of what you want and give you the knowledge and skills to help you get there.

**The DOTS formula is:**

**DECISION MAKING**

(making sure you know how to pick the right pathway)

**OPPORTUNITIES**

(helping you explore ALL available options in learning and work)

**TRANSITIONS**

(giving you the toolkit to get to where you want to be)

**SELF**

(ensuring you focus on you and that the decisions you make are based on your preferences)

The **DOTS** formula will help you throughout your life to make sure you stay in control of your career.

So if ever you find yourself confused or unsure – think **DOTS**.



## Many employers have incredible job opportunities that they struggle to fill.

Often, people don't know about them or they are put off by not knowing enough about the role.

Employers have an ageing workforce. They need young people with the knowledge, skills and enthusiasm to help their business thrive.

Technology is developing rapidly. It is likely that the most needed jobs of 2030-40 simply don't exist yet!

*"There are on average around 25000 (NHS) vacancies advertised every month and you regularly find thousands advertised each day!"*

**Sharon, Scientist Technologist for the NHS**

Covid has changed work. This isn't only which jobs are more or less likely to be available since the pandemic, but also a big change to how we work and the skills we need to do so.

**There is competition for jobs, but this guide has a clear message that, if you stay positive, work hard and continue to improve yourself, you will succeed!**

You will see **SKILLSBUILDER** symbols like these all through the guide. They represent eight essential skills employers want. Use them to build your skills for work.



There is more about these skills in the 'self' section. See page 51.

**This is your guide.** You can skip to parts you want to work on or go through each section in full.



When reading the guide you may find it easiest to start with the **Self** and **Decision** sections before progressing to **Opportunities** and **Transitions**.

This guide will support the first steps on your career journey, giving you equipment to be prepared. You will find out the skills employers want, how to search and apply for opportunities.

Each section links to skills you need to develop. You will also find helpful Top Tips and advice from employees and employers who supported National Careers Week and want to help you demonstrate the right skills for career success.

There are activities in each section:

- ➔ **Move On** - with straightforward things you can do to improve
- ➔➔ **Go Further** - with some more advanced tasks.

Look out for these symbols throughout.

At the end of the guide you will find a workbook. **Turn there now (page 61) and read the first two pages.** When you have done this, and completed the self assessment mentioned there, you will be ready to start using your guide.

**Your future really is what you make it and the time to start your planning is now!**



# DECISION MAKING



How to make choices



## Daily Decisions

Shall I get up? What shall I wear? Shall I shower?  
Will I have breakfast? Do I need to be early?

**Your career journey will involve making decisions. It's important that you do this well.**

On a normal day, you will make a significant number of decisions before you arrive at school. How many decisions have you made this morning?

It probably doesn't matter too much if you decided to skip brushing your teeth but some decisions are more important. Decisions about your attitude to learning, the sort of job/career you want and the plans you make for the future are crucial. To fulfil your potential, it's important to think carefully before you make them.

When you chose the optional subjects you study now, how did you decide? Do you think you made the best decision? If not, why not?

## Limited Decisions

Did you have very little choice about choosing some subjects?

How did that make you feel?



# Decisions for your future

Some people say the best sort of decision is one that is a well-informed, realistic decision.

Some say the best decisions are made from the heart based on how you feel.

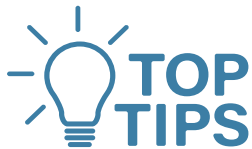
Some say the best decisions are made logically using only facts.

## What do you think and why?

We are going to argue that career decisions need to be well-informed and realistic.



Decisions or choices are a bit like stepping-stones - one leads to the next, leads to the next. Wherever you are with making decisions, you can always think about the next one.



Decision making is a skill that you can learn.

All decisions require you to think of two factors (1) me and (2) the options. This works for making the daily decisions we thought about above e.g. (1) I am hungry (2) Do I have cereal or toast? It also works for decisions about your future. Below is a way to make careers decisions.





# Activity - Decision Making Method

Now you need to build a profile of what you want. Take your time and have a go...

## STEP 1 - Know Self

Ask yourself:

- 1 What training and work pattern (shift/hours etc) am I happy/not happy to do?
- 2 What do I want from work? For example money, working with people etc. Try this to find out more: <https://complete-careers.com/wp-content/uploads/What-do-People-Want-From-Work.pdf>
- 3 What can I offer work? Skills, interests, personality, experience, qualifications etc. (Your friends and family could help you answer this question.)

## STEP 2 - Know the Opportunities

Use the quiz facilities in the following websites to get lists of interesting jobs:

<https://www.careerpilot.org.uk/job-sectors>

<https://nationalcareers.service.gov.uk/explore-careers>

<https://www.prospects.ac.uk/job-profiles>

## STEP 3 - Assess the Opportunities

Answer questions 4, 5, and 6 below for all the jobs you have researched that look interesting:

- 4 How realistic is the opportunity?  
(Am I likely to get the opportunity I want in this area?)
- 5 What does work offer me? For example, how much does it pay? Does it involve working with people?
- 6 What does work/college ask of me? What skills, qualifications, experience and training do I need?



## STEP 4 - Match Self to Opportunities



Compare your answers to questions 4,5 and 6 for the jobs you chose, with the preferences you selected in questions 1,2 and 3.

- 7 Which job areas match the closest with what you know about yourself?

See the **Self** section to find out more about yourself to help you answer questions 1-3. See the **Opportunities** section to help find out more about options in learning and work.

### **Oliver, Head of Cyber Operations, Home Office**

*"If you find yourself doing something you don't enjoy, don't be afraid to pivot away and find something you are passionate about"*



## Activity

### Your Choice

Complete one the following tasks.

- a** Think about a good decision you made. Record why it was good.
- b** Think about a bad decision you or someone you know made. Why was it bad? How could it have been better?
- c** Find out what choices you need to make about learning and or work in the next two years. Decide what you think you want to do most and what would be your second choice.

## Activity

### Decision Making Models

**Did you know there are formal decision making models used in business?**

One of these might also help you to make an important personal or career decision. If you are interested, you can find out more about one or more of the following models.

**De Bono's Six Thinking Hats**

**Paired Comparison**

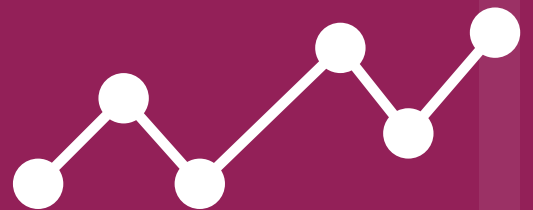
**Decision Making Procedure Model**

**The Ladder of Interference**

**Kepner - Tregoe Matrix**

**Vroom-Yetton-Jagon Decision Model**

**Record any visits, events or activities** like work experience or careers fairs that have helped with your decision making on page 64.



# OPPORTUNITIES

Explore ALL the Options

# Routes and Options



**Your career is a journey. Routes are different ways that you can make the journey.**

**Examples of career routes available to 16 year olds are:**

**Sixth Form (A-levels/vocational courses)** If your school has a sixth form do you like the idea of staying at school for two years more years? This might be right for you because you know the teachers and how they can get the best out of you. Maybe you feel ready for a change and would like to look at other sixth forms?

**College (A-levels/vocational courses)** If you feel ready to move on from school, or don't think you'll get the grades to move into the sixth form, find out about local colleges. Colleges usually offer more subjects and qualifications, and for practical subjects their facilities and teaching might be what you want. College learning tends to be more independent.

Use sixth form and college websites or prospectuses to find out:

*What subjects are on offer?*

*What qualifications and levels can I work towards?*

*What are the study and recreation facilities like?*

*What study support is available?*

*What routes could follow the courses available?*

*How will I get to the college or sixth form?*

*Are there any virtual Open Days (recorded or live) for me to experience?*

## Qualification Levels

When you apply to college, courses may be Level 1, 2 or 3. If you achieve five 4s at GCSE, including English and Maths, you may be advised to study for a level 3 qualification (same as A-levels), but, if the subject is more practical, you may be told you need to apply for level 1 or 2 to learn the practical skills – be open minded and talk to the college and school for any advice.

**Apprenticeships** Do you like the idea of getting paid to learn? If you feel that you are “work ready” and excited about starting work at 16, then consider apprenticeships. (Apprenticeships are available at 18 plus as well.) Apprenticeships can be accessed at different levels: **Intermediate, Advanced, Higher and Degree**.

You will be employed but also working towards a qualification. Ask yourself:

*What work environments would I like?*

*What do I enjoy doing?*

*What employers can I get to locally?*



Apprenticeships are available in a wide variety of sectors, including engineering, mechanics, hair and beauty, marketing and business administration. Keep open minded when you search for options.

## Will, Director of Digital, Atkins Global

*“One of my colleagues is 23 and paid £50,000 and he came through on the apprenticeship route.”*



## Here are four ways to find apprenticeship opportunities:

- 1** One of the best resources is the **National Apprenticeship website** [www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship). You can search for apprenticeships in your area or throughout the UK. Sign up to keep updated and for alerts.
- 2** Talk to **learning providers and colleges**. They can support you with finding an apprenticeship and employer.
- 3** Visit **employers' websites** and check out vacancies. **Employment websites** e.g. indeed may also have vacancies.
- 4** Make yourself known! For example, if you want an apprenticeship at a local garage or graphic design firm, **contact the business directly** and follow them on social media. Send a CV and covering letter explaining why you want to work for them and asking them if they would consider you as an apprentice.



Apprenticeships are competitive, so keep trying. You might need to apply to several schemes before you are accepted. If an apprenticeship is what you want, keep looking and ask for help with your application – even if it is just a quick spelling check.

## Activity

### Research Qualifications

Learn the differences between A-levels and other courses (e.g. T Levels/BTECS/Cambridge Nationals etc).

Use the UCAS website (<https://www.ucas.com/further-education/post-16-qualifications/post-16-qualifications-you-can-take>) to search for information on three different qualifications. How are they different? Which would be the best for you?

### KickStart

You might also consider the government's **KickStart Scheme** (<https://kickstart.campaign.gov.uk>), which is aimed at helping young people into work. This costs the employer nothing, but you can get paid up to 25 hours a week for six months, which could be a great way to get job experience.



## Examples of possible routes at 18 are:

**University** There are many reasons to consider study at university, but be honest about why this route is for you – going to university is a big investment in time and money, so be clear about what you want.

### *Why is university right for me?*

- You may have found a subject that you love and really want to study.
- You think a degree will be essential/helpful for your career.
- You want to experience university life and see this as a step towards independence?
- Gaining a degree is something you really want to achieve and it might make people in your life proud.



Remember you can now follow a degree level apprenticeship, which allows you to get a degree level qualification while working.

Research, using **www.ucas.com**, to look for courses then move to individual university web pages to find out more. Key questions to answer are:

*What is the course like?*

*How will I be assessed?*

*Will I like the university environment?*

*What jobs do these graduates obtain?*

*Should/can I take a gap year?*

## What is a “good university”?

The best university is the one that is right for you, but there are league tables, such as The Times ([www.timeshighereducation.com/world-university-rankings/2020](http://www.timeshighereducation.com/world-university-rankings/2020)) and The Guardian ([www.theguardian.com/education/ng-interactive/2019/jun/07/university-league-tables-2020](http://www.theguardian.com/education/ng-interactive/2019/jun/07/university-league-tables-2020)). Check out where is best for the course you are interested in and also look at teaching standard awards and the kinds of jobs that graduates go on to do.



Teaching  
Excellence  
Framework

**Apprenticeships and School Leaver Schemes** If you feel “work ready” then an apprenticeship or school leaver scheme would be a good option. Consider higher and degree apprenticeships and especially if you have more flexibility to travel or move out of the area. These are exciting opportunities where you could get a degree (or equivalent), without debt and while getting paid from your employment. To find out more and look for opportunities, try these steps.

### Take a look at these sites:

[www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)

[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

[www.allaboutschoolleavers.co.uk](http://www.allaboutschoolleavers.co.uk)

[www.ratemyapprenticeship.co.uk](http://www.ratemyapprenticeship.co.uk)

- ★ **Sign up for alerts on these websites.** This can keep you updated about locations and sectors that interest you. Keep looking, as vacancies are regularly added, with the largest number available after February.
- ★ **Visit websites of organisations** that you are interested in, such as a large local company that you may want to work for e.g. Jaguar Land Rover. They will advertise their vacancies there and you can apply directly.
- ★ **Make a speculative application.** If you are interested in an apprenticeship at a local firm, make direct contact. Send in a CV and covering letter explaining who you are and asking them if they would consider you as an apprentice. They might have been considering taking on a new starter and making contact might be the perfect solution for them too. See the **Get that Job** section for more help and support.



## Have a PLAN A and a PLAN B

Apprenticeships and School Leaver Schemes are competitive, and you may be still making your mind up about the right route for you. You could apply to university early in Year 13 and then focus on other opportunities. Some companies recruit early (from December) but more will become available in the Spring. If this is what you want, be persistent; you may need to apply to several before you are successful.

## Frida, Advanced Manufacturing Engineer with Rolls Royce

*"I chose an apprenticeship over university because I knew it would provide me with lots of work experience, a degree, a job and I would get paid. Looking back it was hard work - I had to make sacrifices like giving up part of my weekend to study - but it all paid off in the end."*



# Activity

## Compare Routes



There are advantages to both the university and the apprenticeship or work route at 18. Can you identify some of these?

**Employment** You might just want to start looking for jobs. A good way to find out about vacancies is by using sites like Facebook Jobs, LinkedIn and local newspaper websites to search for vacancies.

Use job sites such as <https://findajob.dwp.gov.uk>, recruitment sites, and the pages of companies that interest you.

And for all the routes

## Keep positive

Remember to think about **part time work, volunteering or activities** that you have been involved in at school or college, including sport, trips, visits and hobbies, so you can tell the university or employer.

**Stay connected** by using Facebook, LinkedIn and other social media platforms. (See the **Social Media** section for more information.)

## Matt, Video Producer and Editor, Action Aid

*"I started writing for some student film magazines and that is what ultimately led me to the career I have now."*





## Military Careers

*The British armed forces are responsible for the safety and security of the UK. They are involved in combat and peacekeeping duties as well as things like providing humanitarian aid.*

*They offer the chance to see the world in many jobs you could choose to do in civilian life, like being a chef, a nurse or an engineer. They also have lots of roles that you'll only find in the forces, like tank crew or military intelligence specialists. For some jobs, you do not need a lot of qualifications.*

*You'll have to commit to a minimum length of service which can be from 3.5 to 6 years depending on which of the forces you want to join.*

### **National Careers Service**

If you want a career in the forces find out more on these websites:

**NAVY:** [www.royalnavy.mod.uk/careers](http://www.royalnavy.mod.uk/careers)

**RAF:** [www.raf.mod.uk/recruitment](http://www.raf.mod.uk/recruitment)

**ARMY:** <https://apply.army.mod.uk/what-we-offer>

You can also contact your local recruitment office. You may get an apprenticeship in the armed forces at 16, or enter officer level pathways after completing a Level 3 qualification.

### **Kirstie, First Female Pilot with The Red Arrows**

*"I knew I wanted to be a pilot in the Air Force since I was 13. I also knew it would be hard work and I would really need to knuckle down at school to get the qualifications I needed."*



## Self Employment

### Have you ever thought about being your own boss?

Starting up a business might seem challenging, but, in 2020, 14% of people in the UK were self-employed. Each year, young entrepreneurs set up businesses. The advantages of self-employment include:

- Freedom and pride in creating your own company and brand.
- Managing your work around your life
- Growing your business and seeing rewards (output) linked to effort (input)

Entrepreneurs are usually hard-working risk takers, who are dedicated, ambitious, motivated and can spot good opportunities. If you're thinking of starting a business, ask yourself:

*What qualities make a good entrepreneur?  
Does this sound like me?*

## Activity

Quiz - Be Your Own Boss



Take the quiz you can find on the Complete Careers website:  
<https://complete-careers.com/wp-content/uploads/Be-your-own-Boss-quiz421.pdf>

**Baasit, Managing Director of  
Siddiqui Education Ltd**

*"Get yourself on LinkedIn and start creating a profile of yourself. It's also a great place to look for job vacancies."*





## Getting started

**Self employed people run businesses selling things, making things and providing services.**

Think about what **you would like to do**.

*Do you want to provide a service as, say, a joiner or social media marketer?*

*Do you have a type of product you're passionate about and would like to sell?*

Think about what **you will need** before you start.

*Do you need extra qualifications, for example an apprenticeship or degree, before you can start selling your services?*

*Do you need investment (cash) to set up your business?*

**You answers will affect your time-line; it might be that starting your own business is a longer-term goal.**

Think about market research.

*Can you offer something not currently available - or an improved product?*

Help and support for setting up in business is available at:

**<https://www.princes-trust.org.uk/help-for-young-people/support-starting-business>**

**<https://www.tycoon.com/>**

**<https://www.bbc.co.uk/bitesize/articles/zdyfhw>**

## Activity

Alternative Routes



**Choose three examples of the employees in this guide and think about the routes and qualifications they took to get their job. Was this the only route open to them? Use this website to find out more:**  
**<https://careerpilot.org.uk/qualifications>**

# The Changing World of Work



**The workplace is changing fast. Understanding how will help your job search.**

## Graham, Deputy CEO, Greenwood Academies Trust

*“There’s a whole world outside, particularly through the pandemic, where technology is impacting on every aspect of life... Going forward, it’s hard to conceive of any career line that’s not going to be heavily influenced by technology”.*



Finding out the facts and future trends about the world of work can help you to:

- Discover what jobs and skills employers are looking for
- Know which industries are recruiting and where they are located
- See which are growing or declining job areas and general employment trends

## The changing world of work: what drives change?

What is changing?	How can this affect jobs?	What else do we know?	Which job areas will be important?
A serious national or global pandemic, like Covid-19 has a big impact.	There is greater demand for key workers, manufacturers of food and protective equipment. Scientific research to fight the virus is needed.	Key services become essential to keep the country running. Support for health becomes a priority. There is an acceleration in scientific processes and changes in working methods.	<ul style="list-style-type: none"> <li>▪ health &amp; social care</li> <li>▪ food retail &amp; manufacturing</li> <li>▪ warehousing distribution</li> <li>▪ public services</li> <li>▪ utilities</li> <li>▪ transport services</li> <li>▪ science &amp; innovation</li> <li>▪ digital skills &amp; digital education</li> </ul>



New technology is being developed all the time.	New technology is the main reason for jobs disappearing, but also why new jobs are emerging.	There are more self-service machines. And more robots on production lines. There is greater demand for people with IT, electrical & engineering skills to fix and create things.	<ul style="list-style-type: none"> <li>▪ electronics</li> <li>▪ robotics &amp; AI engineering</li> <li>▪ 5G communication</li> <li>▪ creative &amp; media ICT &amp; big data</li> <li>▪ aerospace</li> <li>▪ cyber security</li> <li>▪ data protection</li> <li>▪ food security</li> </ul>
People are living longer.	There is a need for more health and social care support.	The economy will need: more health, care and social workers; more drug research; products and technology to help lifestyle changes. Jobs held by retiring people may need to be replaced.	<ul style="list-style-type: none"> <li>▪ health care</li> <li>▪ social care</li> <li>▪ bioscience</li> <li>▪ bioinformatics</li> <li>▪ pharmacology</li> <li>▪ leisure</li> </ul>
The skills of people around the world are improving.	There is more competition from the rest of the world.	China and India have twice as many graduates as the UK. UK workers will need to move into even higher skills areas.	<ul style="list-style-type: none"> <li>▪ education</li> <li>▪ science</li> <li>▪ engineering</li> <li>▪ creative and media</li> <li>▪ advanced manufacturing</li> <li>▪ ICT</li> <li>▪ finance</li> </ul>
There is an increasing need to take care of the environment and the impact of climate change.	More research into saving energy and developing greener technologies will be needed.	We will need to maintain electric cars. Designing products and processes to be more efficient and sustainable and to reduce pollution will be key.	<ul style="list-style-type: none"> <li>▪ engineering inc. motor vehicle</li> <li>▪ chemical processing</li> <li>▪ recycling</li> <li>▪ agriculture</li> <li>▪ energy &amp; utilities</li> <li>▪ innovation</li> <li>▪ planning &amp; built environment</li> </ul>
People are thinking carefully about how they spend their money – especially on their well-being.	Demand for services such as catering, fitness, health spas, creative outlets and gaming will increase.	Farms will diversify, adding tourism, for example. More hotels will be offering spa facilities.	<ul style="list-style-type: none"> <li>▪ health &amp; beauty</li> <li>▪ sport and leisure</li> <li>▪ hospitality and tourism</li> <li>▪ creative and media</li> <li>▪ sales and marketing</li> </ul>

For more about global changes to how we work see:

**Did You Know (Shift Happens) - 2018 Remix**

[https://www.youtube.com/watch?v=TwTS6Jy3ll8&ab\\_channel=KatyScott](https://www.youtube.com/watch?v=TwTS6Jy3ll8&ab_channel=KatyScott)

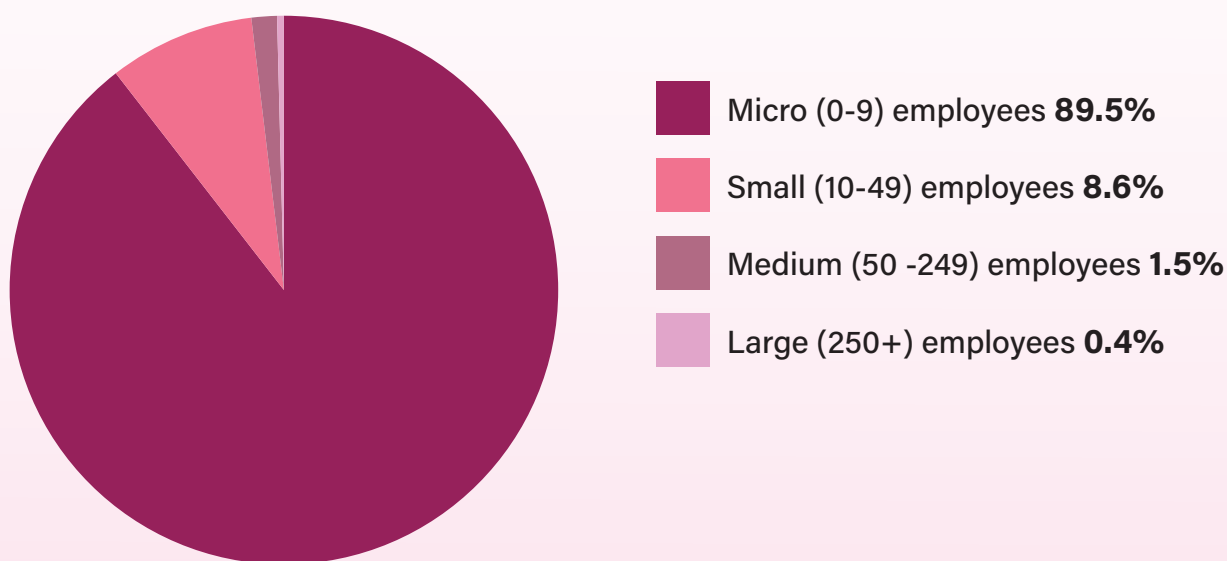
## The Skills Gap

This is the term used to show when there is a shortage of skilled people needed by employers in growth sectors and not enough people training or wanting to work in this area. It is also called a skill shortage – where employers struggle to find the right people. The gap is widening with an ageing population. So why not consider whether you might train in these skills?



Don't forget to look at job opportunities in small firms

In the UK you are more likely to work in a small organisation (with less than nine employees). They and the small and medium-sized enterprises (less than 250 employees) will create most **new** jobs.



However most new vacancies (opportunities) will be from **replacement jobs**, such as those becoming available due to older people leaving the workforce.

### Did you know?

Working patterns are ever more varied and employers are becoming more flexible. There are also more people becoming self-employed and setting up their own businesses.

## Flexible Working Patterns

<p><b>Temporary or fixed - term contracts</b> Employers in sectors such as agriculture or logistics recruit more people at busier times.</p>	<p><b>Flexi-time working</b> Employees do not work set hours every day.</p>
<p><b>Shift work</b> People working in factories, warehousing, transport, hospitals may work shifts to include nights or early mornings.</p>	<p><b>Zero/flexible hours or low hours contract</b> Employees do not know how many hours they are working from week to week.</p>
<p><b>The 'gig economy'</b> This often operates on app based platforms - work is handed out in pieces – e.g. food delivery, courier jobs, cleaning homes.</p>	<p><b>Teleworking or working from home</b> New technologies mean people can travel and work according to internet accessibility e.g. 'digital nomads.'</p>
<p><b>Freelance and Consultancy work</b> Specialists are brought into a business only when they are needed. Freelance online platforms such as Upwork and Fiverr match work to freelancers.</p>	<p><b>Part-time and Agency work</b> Some people may choose to work part-time to combine with other lifestyle choices or needs such as caring or studying. This can be with one employer or with an agency which sends you to different businesses at different times.</p>

## Future trends - what are the new jobs?

<p><b>Technological revolution</b> 3D printing technician AI developer App developer Big data analyst Cloud services specialist Cyber security expert Data scientist Digital content curator Drone operator E-commerce manager Esports coach Ethical hacker Fintech developer GPS expert Head of Pay-per-click Scrum master SEO specialist</p>	<p><b>Climate change</b> Agroecologist Agri-tech scientist Carbon solutions manager Environmental consultant Environmental manager in construction Geomicrobiologist Smart meter fitter</p> <p><b>Ageing population</b> Bio-engineer Bio-instrumentation specialist Epidemiologist Gene counsellor/therapist Genomic researcher Pharmacologist</p>	<p><b>Globalisation</b> Crisis management Driverless vehicle technician Geotechnical engineer Haptic programmer Online learning programme developer Robotics engineer SFX/VFX artist Virtual reality engineer</p> <p><b>Changing leisure</b> Blogger UX (user experience) designer Space tourism-related roles Virtual habitat designer Vlogger</p>
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## UK Priority Sector Clusters

- Motorsport ▪ Life sciences ▪ Cyber security ▪ Autonomous vehicle technologies
- Film & TV ▪ Fintech ▪ Chemical industry ▪ Gaming ▪ Agri-tech ▪ Digital tech ▪ Warehousing and logistics ▪ Health ▪

**Read more here:** The Future of Work Guide **\*\*Updated\*\*** - National Careers Week <https://nationalcareersweek.com/2021fow/>

### Did you know?

The digital economy is growing fast.

### Nadine, Business Programme Manager Intern at Microsoft

*"You don't need to be technical to work in tech."*



*Cyber security skills are valuable to job seekers and in woefully short supply in the market. Security infrastructure is the third highest paying skills area in the market at over £87,000 per year. There is a shortfall of 2.93 million cyber security professionals globally in 2018.*

**No Longer Optional: Employer Demand for Digital Skills, March 2019, Burning Glass and DCMS**



## Digital Skills

Digital skills are in demand more than any other developing skillset. These include basic digital skills for use in all areas of work e.g. knowledge of Microsoft Office and specialist digital skills that relate to specific digital jobs such as programming, development and information technology operations (DevOps), hardware and infrastructure support, data analysis, digital design, customer relationship management (CRM), digital marketing, advanced manufacturing and cyber security.

## Digital Skills in Demand

**Threat Intelligence** Chief Infrastructure Automation  
Pipeline (Computing) **Adobe Analytics** Mastercam  
**Active Server Pages (ASP)** Cyber Security **.NET** C++ **Videography**  
Windows Server **SQL** VMware **Python** ASP.NET CANape **STEP7 PLC**  
**Adobe Premiere** **Microsoft Azure** Facebook **Microsoft C#**  
Adobe Creative Suite SQL Server **Java** Microsoft Access **Civil 3D**  
Google Adwords User Interface (UI/UX) Design **AutoCAD** Docker Software  
Pandas **Adobe Photoshop** **Adobe Acrobat** LINUX HubSpot Kubernetes  
Adobe InDesign **Adobe Illustrator** **UNIX** SAS **LinkedIn** Salesforce  
**Deep Learning** **JavaScript** Apache Hadoop **Tableau** Spring Boot  
Computer-Aided Design (CAD) SAP CRM  
**Automation Tools** Microsoft Exchange **SolidWorks** **Data Analysis**  
**Google Analytics** **Video Editing** **Salesforce Marketing**  
Integration with Computer/Network Support roles

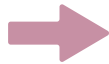
**Jen, Police Sergeant, Metropolitan Police Service**

*"Do something you enjoy and it won't feel like work"*



## Activity

### Automation



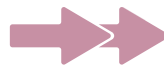
*Will a robot take your job?*

Check here: <https://www.bbc.co.uk/news/technology-34066941> to see if a job could be automated within the next two decades.

Think about what this means for your career choice.

## Activity

### Looking for your Local Employers



**Get a quick visual on your travel to work area.**

See where your local employers are by using Google Earth. As you zoom in on your location, more businesses are revealed.

## Activity

### Which Jobs, Where Are They, What's the Pay?

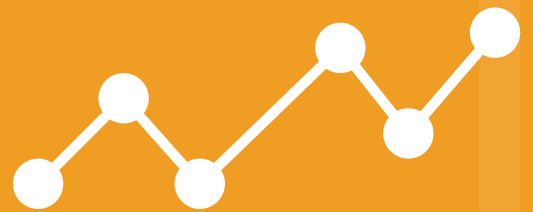


**Adzuna - <https://www.adzuna.co.uk/>**

This is a jobs board with a difference. Search for specific job titles, then click on the 'more stats' next to the average salary that shows on the top left of the results page; you can then see a visual map of current vacancies across the UK, a breakdown of top skills and which regions pay more.

**Example for paraplanner -**

**<https://www.adzuna.co.uk/jobs/salaries/paraplanner>**



# TRANSITIONS

Recruitment and getting a job

There are many stages to getting a job. For part time work you may only need to provide your CV and have a chat with the employer. But for most positions, including advanced and higher apprenticeships, there is a formal recruitment process.



If you are looking for a job, do start applying before you leave school. Applying for an apprenticeship may take from December to May!

To succeed in getting a job will take time and commitment. You may be the best person for the job, but if your CV isn't good or you can't get interview answers out then it's not going to end well. In this section we help you to be better prepared to get that job!

## CVs and Application Forms

**The starting place for most job applications is the CV (curriculum vitae).**

CVs can also be referred to as résumés – especially in North America.

CVs can take some time to get right. And that's important as they are the gateway to recruitment. A poor CV will hinder your application.

**Did you know there are five different types of CV?**

- **traditional CV** – you list your work and education history, starting with the most recent
- **skills based or targeted CV** - focuses on your job-related skills and personal qualities
- **technical CV** - used in professions like IT and engineering and puts your industry-specific skills first



- **creative CV** - used in creative and digital arts and often linked to an online portfolio, containing video or infographics and including digital tools that make you stand out from the crowd
- **academic CV** – for teaching and research posts in universities

The one most people will need is the traditional CV.

The traditional CV can be up to two sides of A4 long with a font size of 11 or 12. It should have clear sections:

- Contact information
- Personal statement
- Education
- Employment history
- Other experience
- Hobbies and Interests
- Reference available on request.

You don't have to use these – the above are just the most common. But make sure your sections are clear. And the only thing that should be in a paragraph is your personal statement. Keep the other sections bullet pointed.

It's fine to keep the layout simple; most people do. It's the content that is most important. How it looks is up to you, but remember that **'Content is King!'**



For CV examples go to: <https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/example-cvs> and <https://nationalcareers.service.gov.uk/careers-advice/cv-sections>

A CV must evidence your skills. Just to state the skill will not be enough. **Give a short example of how you meet the skill.**

## Activity

### Skills Record



Record at least one example of how you meet each of the eight essential skills on page 65.

Use the CV examples to have a go at creating your own CV.

Application forms can replace a CV and ask for the information your CV includes, as well as asking why you want the job.

If there is a job description, have a look at what skills it requires - they may be essential or desirable. Make sure you include these as they will get you positive marks for your application.

## **Kirstie, First Female Pilot with The Red Arrows**

*“Build your skills and experiences by saying yes to as many opportunities as you can.”*



# Selection Test

**Employers only want to interview a few people, so they use selection tests to make the shortlist even shorter.**

When your CV/application is approved by an employer you are '**shortlisted**'. They have read applicants' CVs, removed some and want to know more about you.

Some jobs require application of a skill or knowledge. For example, engineering companies may be interested in your spatial awareness (**What's that? - read on to find out**) and for business admin posts employers might want to check your Excel skills.

Employers may know you have the knowledge for the job from your application and want to find out how you can apply that knowledge quickly in the work environment.

Companies may be interested in your personality and how that fits in with their workforce. You may find you're asked a series of questions; your answers tell the company more about you.

These tests are sometimes called psychometric tests. SCARY? Not really. There are three different types of tests – aptitude, personality and skills. If used together they check all of the eight employability skills employers want.



The personality test is the easy one. All you do is answers questions about yourself. There are no right or wrong answers. (Honestly!)

The tests are usually online and last around 20 minutes. Just make sure your IT is working well and uses an up-to-date web browser.

## Activity

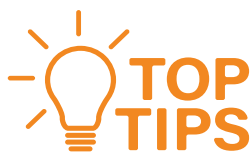
### Quiz - Prospects



You may have done a personality test such as the Prospects Quiz.

If not, why not give it a go?

<https://www.prospects.ac.uk/planner>



Be honest because you don't know what the company is looking for.

The company may have a lot of 'leaders' in their teams and want to recruit someone who listens well. Or they may have a lot of details people and need someone more extrovert. There is no way of knowing.

**Nadine from Microsoft will have taken one of these when applying for her job**



## Aptitude



Aptitude means 'a natural ability to do something.' So it's no surprise that aptitude tests are used by companies who want to find out if you have an ability to do a task.

These can cover tasks from mathematics or English to spatial awareness (that is the ability to think about objects in three dimensions). In fact, there are tests for almost every skill you may use in a job.

These tests are timed, testing whether you can do the tasks under pressure. They last maybe 30 minutes or an hour. There are right and wrong answers and employers will make recruitment decisions based on your score.

The good news is that the aptitudes they are testing will link directly to the job you have applied for, so it's likely you will do well in the test. And to make sure you perform as well as you can, you can brush up on what the test is going to be about. (The employer will let you know.)

**Frida, the Advanced Manufacturing Engineer at Rolls Royce will have done this type of aptitude test to get her job.**



There is one other type of aptitude test you may get that is a little different. It's called a **Situational Judgement Test (SJT)**. This is like a personality test in that you can't prepare for it, but it assesses your aptitude for a situation. An SJT identifies how you solve problems in a work-related situation and will reflect things that you'll encounter during your job. You will be given a situation and asked what you would do about it. Lots of companies use them – from the civil service to Marks and Spencer.

**Jen, Police Sergeant, would have taken a Situational Judgment Test when getting her job.**



## Skills



Skills tests are related directly to the work you will be doing. They check that you can perform the job, and are used particularly in work requiring administration. You might get asked to organise an annual leave sheet and ensure the office always has cover during a busy period. Or you may be given a list of actions that need taking and decide what order you will do them in.



Unlike the Personality, Aptitude and Situation Judgment Tests, skills tests are most likely to be done on the day of the interview.

## Volunteering and Gap Years

By volunteering you gain the skills and experience needed to help your career. It is impressive to potential employers and demonstrates your commitment, your ability to communicate effectively and work as part of a team. **Volunteering also looks great on your CV!**

A gap year is a year between longer term commitments, such as school and university, or college and a first career post. It is a great time to travel but also to volunteer. Find out more: <https://www.ucas.com/alternatives/gap-year/gap-years-ideas-and-things-think-about>

Charities are always looking out for volunteers. You can also work in schools, hospitals and local community centres. You could volunteer for a couple of hours a week, a few days a month or the entire summer break - there is no limit.

# Interviews

**Interviews are the chance for you to meet your potential employer face to face and for them to meet you.**

## Video Interviews



Increasingly employers use online video interviews as part of their selection process - it's easy and convenient. There are two types of video interviews.

- 1** The employer is present, just like in a conventional interview.
- 2** You record your answers to questions on a screen and then send the recording to the employer.



Check out: <https://hirehive.com/video-interviews-future-recruitment/> for more information.



**Microsoft, where Nadine, Business Programme Manager Intern, works use these.**

You're more likely to have the live online video interview. **Normal rules apply**, so dress smartly (at least from the waist up!) and do your research on the company and the job role before attending. **But new rules also apply.** Have you got a glass of water by your computer? Which room are you going to have the interview in? Does all your equipment work? Is the camera lens at the correct height and does the lighting show you clearly?

Video interviews are great, as you can choose the location and are likely to be more relaxed. But they do involve more preparation. Here's a checklist of things to sort out before the interview.

✓	What's behind me?
✓	Is the computer an arm's length away?
✓	Is the lighting good? Not directly above, underneath. Too dark or too dazzling?
✓	How noisy is the room?
✓	Am I looking at the camera or the screen? Is the lens at the right height?

## Activity

### Looking Good

Make sure you look good in interview.

Use this video:

<https://www.youtube.com/watch?v=rQwanxQmFnc>

## Activity

### Practice Makes Perfect

Why not practise the things you've learnt?

Record yourself and watch it back to make sure it looks professional.

## The interview



**The main thing to do in any interview is give some great answers.**

Don't worry about the questions – you can't know exactly what they will be. Just remember to give detailed answers including examples if possible.

The employer has invited you because they want to hear about you. They are giving up their time to discover why you want the job and what makes you perfect for it. So let them know!

That said, it is vital to prepare. This will give you confidence (we all get nervous) and ensure you communicate all the things you want the employer to know. CVs and applications don't tell them everything.

### To prepare answers:

- ★ think about what the job involves.

### The employer wants to know:

- ★ you can do the tasks and fit into their team.

### They will ask:

- ★ why you want to work for their company and for you to give examples of using the skills required.



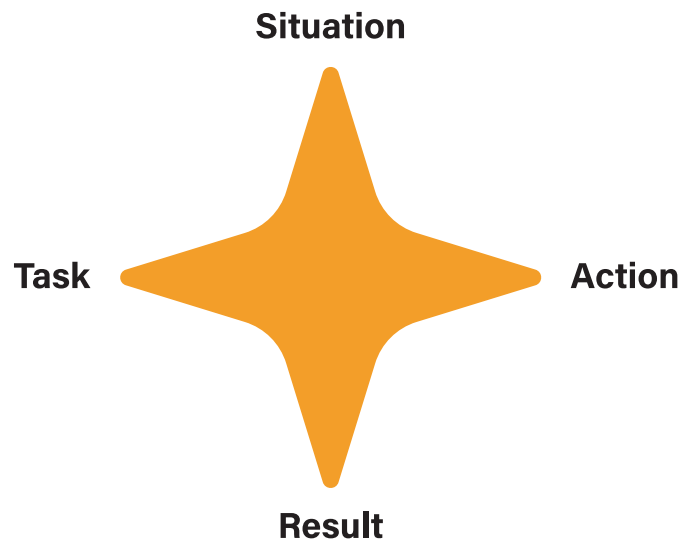
An easy way to give a good interview answer is to use the **STAR** technique.

Try this video: <https://www.youtube.com/watch?v=0ZosCW-5F70>



## The STAR Technique

Employers like **Google** and **PWC** ask candidates to use this technique when giving answers. They know that if candidates give STAR answers, they will get to know the candidates a lot better.



**STAR** stands for **Situation, Task, Action, Result**. If you are asked an interview question like 'Tell me how you have successfully worked in a team', a STAR answer may be:

- **Situation** At school in Yr11 three friends and I volunteered to form a young enterprise team.
- **Task** We were told to form a business to compete against teams from other schools. We decided on a product to make and sell. We were given timescales and deadlines and the team making most profit would win.
- **Action** We needed to decide team roles. I became salesperson as I am very persuasive. We also had a chief executive, producer and accountant. The team developed a plan to sell goods – biscuits – and we then worked on individual tasks whilst reporting back at weekly team meetings.
- **Result** The team ran really well. We found that we needed to improve our communication so met twice a week instead of once. We hit our target of producing 1000 biscuits which we sold for a profit. We came third in the competition, but the team had worked really well together.

The **STAR technique** keeps your answer focused and full - just what employers want to hear.



## Activity

### Be a STAR



Choose two from the eight 'essential skills' on page 51 and write a **STAR** answer to evidence how you have demonstrated that skill.

In the interview it is common for employers to ask questions about the eight essential skills. The **STAR technique** will help you make sure you have some examples.

### Nadine, Business Programme Manager Intern at Microsoft

*"The skills I demonstrated at my interview and assessment centre, such as organisation, time-management and people skills, meant I was best suited to the Business Programme Manager role"*



## Activity

### Interview Tips



Find out more about competency based interviews here:

<https://www.prospects.ac.uk/careers-advice/interview-tips/competency-based-interviews>



**Sharon, a Scientist Technologist, works for the NHS, which wants STAR answers to interview questions.**

# Social Media and Personal Branding



There is a lot of information out there for teens on what you 'shouldn't do' on social media and some helpful guidelines on privacy settings. However, there is not so much information on how social media, when used properly, can have a positive impact on your career.

It's important to check your social media because employers will do an online search before hiring (known as 'screening'). Turn this to your advantage. If you're 'Googled' make sure employers like what they see. The good stuff about you should be open for people to see - actively promote it. Keep the private stuff private and secure.



Thousands of people every week gain opportunities that aren't advertised, based purely on their social media activity.

## Social Media Sites

The following sites are the more popular platforms and each have a role to play:

**facebook**

- 13+ now has a 'jobs' facility and is a good way to tell your network what you are looking for. Many employers use Facebook, so it may be worth creating a profile.



**Twitter**

- 13+ breaks down boundaries. You can follow anyone and research companies and communicate with them.

**YouTube**

- 13+ allows you to post videos and share achievements. If you have a skill to share like make-up, film production or construction, why not start a YouTube channel to show off your work? This shows initiative and can be more appealing than a CV.

**LinkedIn**

- 16+ allows you to create a more career orientated network.

There are also hundreds of sites you have probably never heard of. There is a site for almost anything these days! That includes sites just for different areas of work.

### Here are a few examples:



**13+** is a must for anyone interested in the creative industries like fashion or interior design.



**13+** is a networking site for people who want to be cooks or chefs. Sites like this are a way to share pictures of your creations and write blogs on your ideas.



**16+** is for research scientists and engineers.



**16+** is a social networking site for human resources (HR) professionals.



**13+** is for photo sharing and photography. Sites like this allow you to show off your camera skills.

Recruitment company **Monster.com** recommends the following five steps to using social media effectively in job hunting:

- 1 Keep profiles updated** – it looks unprofessional to employers if different sites say different things.
- 2 Show your skills** – make sure what you share is relevant and engaging.
- 3 Blog your way in** - generate your content through blogs and personal websites (see Personal Branding).
- 4 Build connections** – link your blogs/website to your social media and target specific groups.
- 5 Get Tweeting** – engage with companies you want to work for.

## When to Network



It is important to plan your online networking. The moment you request to connect with someone you are drawing attention to yourself, so you need to make sure you have thought this through and have planned what they are going to see.

Before connecting on social media sites, it is important to fully complete your profile to create the best impression. **You will network to:**

Find out **information** about work and work opportunities.

Find **support** for a course or a project you are working on.

Obtain **experience** through volunteering, internship, apprenticeship or a job.

It is always polite to give a reason when asking to connect with someone.

## Personal Branding

**What is unique about you?** Make sure everyone in your target audience knows about it.

The Monster tips above will help you to plan how to pull all your online stuff together to do this. Another way is to build your own website. You can do this easily using templates. Your website will help you to collate your blogs, videos and achievements together in a profile. When you network on social media you can link to your site, where people can find out more about you work. The best thing is that these sites can be free, though that may involve some advertising on your page. A couple of example free personal website builders are:

<https://www.squarespace.com/templates/browse/personal-cv>

<https://www.simplesite.com/>

**Love it or hate it, it's all about Google and other search engines.** Lots of free personal branding sites allow you to add in links and follow steps to make sure your website ranks higher on a Google search. This helps make sure people see what you want them to see when they 'Google' you.

## Activity

### Improve Your Online Profile

Search for yourself on google then visit this site and see if you can make some positive changes to your result.

<https://brandyourself.com/>

## Activity

### Plan Your Media Profiles

Think about the social media sites that may be helpful for your future. All will need a profile with summary information about you. Have a go at drafting a winning profile for your site(s) and think about whether a personal website may be helpful.



Twitter



Facebook



Pinterest



LinkedIn

# Goals and Targets



## David, Charge Nurse, NHS

*"I didn't think I was smart enough to get the rights grades but when I put my mind to it, I found out I could do it!"*



**Just as you are always making decisions, you will be setting goals and targets (whether you realise it or not)!**

These might be as routine as getting to school on time, giving your homework in by the deadline or as significant as being on time for a medical appointment or attending your driving test. They might be about saving money, running faster or losing weight.

Setting goals and targets uses two essential skills identified above. You need to aim high and stay positive – often it will take time, practice, and several attempts to achieve this.

## Activity

### Hitting the Target

Review and record any targets you have achieved in the last six months.

Then make a note on page 69 of two or three targets you would like to achieve in the next six months Record any of the **essential skills** on page 65 that you will use in achieving these targets.

## SMART Target Setting

In target setting, **SMART** stands for:

**S**pecific **M**easurable **A**chievable **R**ealistic **T**imebound

If you really want to get something done it can be helpful to set yourself **SMART targets**. SMART targets are precise and therefore it is easy to use them to judge whether you have achieved your goals or not. This keeps you focused. How does the SMART target in the example below help you do this?

### SMART

*Arrange an appointment to discuss careers with my tutor this week.*

### NOT SMART

*See my tutor to discuss careers.*



### Being SMART



Review your targets on page 69 and make sure they are SMART.

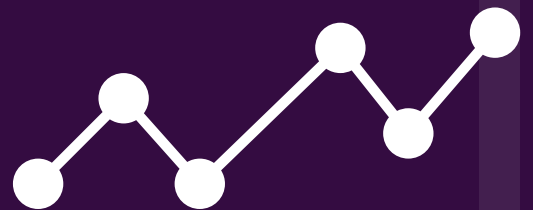
### Make sure you keep your targets reviewed.

People change and develop. What you want now may be very different to what you wanted five or 10 years ago. Keep doing things to make your targets happen. Even if you want to win the lottery you have to be in it to win it!



Get help when you need it. Make sure you know who or what can help you achieve your goals and targets.





# SELF

What can I bring to the world of work?

## How do your personal skills and qualities relate to the world of work? Reading on will help you identify skills you already have and skills you need to develop.

**The Confederation of British Industry (CBI)** is a UK business organisation which represents the views of around 190,000 UK employers. The CBI's most recent employer survey highlights the importance of skills such as teamwork, communication, leadership, problem-solving and creativity, together with character traits such as resilience, persistence, empathy, ambition and self-awareness.

What employers want employees to have is a combination of:

- knowledge gained through qualifications
- skills gained through participation in real-life activities such as work experience, part-time employment and volunteering
- a range of character traits such as determination and curiosity

**All these together produce the perfect employee!**

# Essential skills in the world of work



**Will, Director, Digital, Atkins**

*"If you love problem-solving, you'll have great fun being an engineer!"*

**Essential skills** are needed to be employable and successful in the world of work.

They are needed in all jobs, which is why they are called employability, essential or transferable skills.

## See the eight skills below:



### LISTENING

**The receiving, retaining and processing of information and ideas**

Example: show I am listening by asking open questions to deepen my understanding



### SPEAKING

**The oral transmission of information or ideas**

Example: speaking engagingly by using facts and examples to support my points



### PROBLEM SOLVING

**The ability to find a solution to a situation or challenge**

Example: creating solutions for complex problems by generating a range of options



### CREATIVITY

**The use of imagination and the generation of ideas**

Example: developing ideas by using mind mapping



### STAYING POSITIVE

**The ability to use tactics and strategies to overcome setbacks and achieve goals**

Example: looking for opportunities in difficult situations



### AIMING HIGH

**The ability to set clear tangible goals and devise a robust route to achieving them**

Example: ordering and prioritising task to achieve goals



### LEADERSHIP

**Supporting, encouraging and developing others to achieve a shared goal**

Example: managing group discussions to reach shared solutions



### TEAMWORK

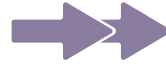
**Working cooperatively with others**

Example: contributing to group decision making, while recognising the value of others' ideas

*You will have seen these icons in this guide - now you know what they mean!*

# Activity

## Benchmark your essential skills



**Benchmark** is an online self-assessment site, where you pick a skill and go through a set of questions. At the end you get a spider diagram and downloadable skills report. <https://www.skillsbuilder.org/benchmark>

### Why are these essential skills important?

Essential skills are needed in every job, but the combination required will change. For example, a data scientist might use problem-solving skills more than teamwork skills, whilst a customer service team leader will need high level communication skills to be successful.



### Kirstie, First Female Pilot with The Red Arrows

*"It's about being able to get on with lots of different people and lots of different characters. That diversity of opinion and diversity of ideas is when the really good stuff happens!"*



It's not just skills that make you employable, it's also your **attributes, values and personality** – all these elements make up who we are as individuals.

```
+skill('organisation', '77%', '(I am good with organising...')
+skill('visual design', '75%', '(I am really handy with...')
hl(style="margin: 0") }
hl my[personal="skills"]
ul.skills
+skill('creativity', '98%', '(creative thinking about...')
+skill('learning', '93%', '(I would describe myself as...')
```

## Being able to identify your own skills, qualities and attributes will:

- 1 increase your self-confidence
- 2 help you identify gaps in your skillset
- 3 help you write a good CV and/or complete an application form for a job/ apprenticeship
- 4 enable you to match your skills with potential career pathways
- 5 help you to answer interview questions like "Tell me about yourself?" or even trickier, "Tell me about a time when you have had to...work as part of a team/ take on a leadership role/organise an event"
- 6 help you achieve your career goals.

### Holger, Geoscience Technical Adviser, Cabinet Office

*"The best part of my job is the feeling that I'm giving back and helping to make the world a better place."*



## Stop and watch...

- ★ **For an introduction to key employability skills**, watch this short video from Success at School (most relevant for Year 10/11 students): <https://www.youtube.com/watch?v=x4aIDY3hTHQ>
- ★ **For short videos about individual employability skills and how to develop them**, visit BBC Bitesize Careers here: <https://www.bbc.co.uk/bitesize/tags/zkh292p/skills-for-work/1> (most relevant for Year 10–13).
- ★ **This video explores the 'Fourth Industrial Revolution'** and some of the skills employees will need in the future world of work: <https://www.cnbc.com/video/2019/01/22/what-is-the-fourth-industrial-revolution.html> (most relevant for Year 12/13)

# Activity

## Find out your essential skills

Try taking one or more of these skills self-assessments:

### Basic: →

- Buzz Quiz: <https://icould.com/buzz-quiz/>
- BBC Bitesize Careers: Wheel of Strengths: [barclayslifeskills.com](http://barclayslifeskills.com)
- Skills Builder benchmark tool: <https://www.skillsbuilder.org/benchmark>

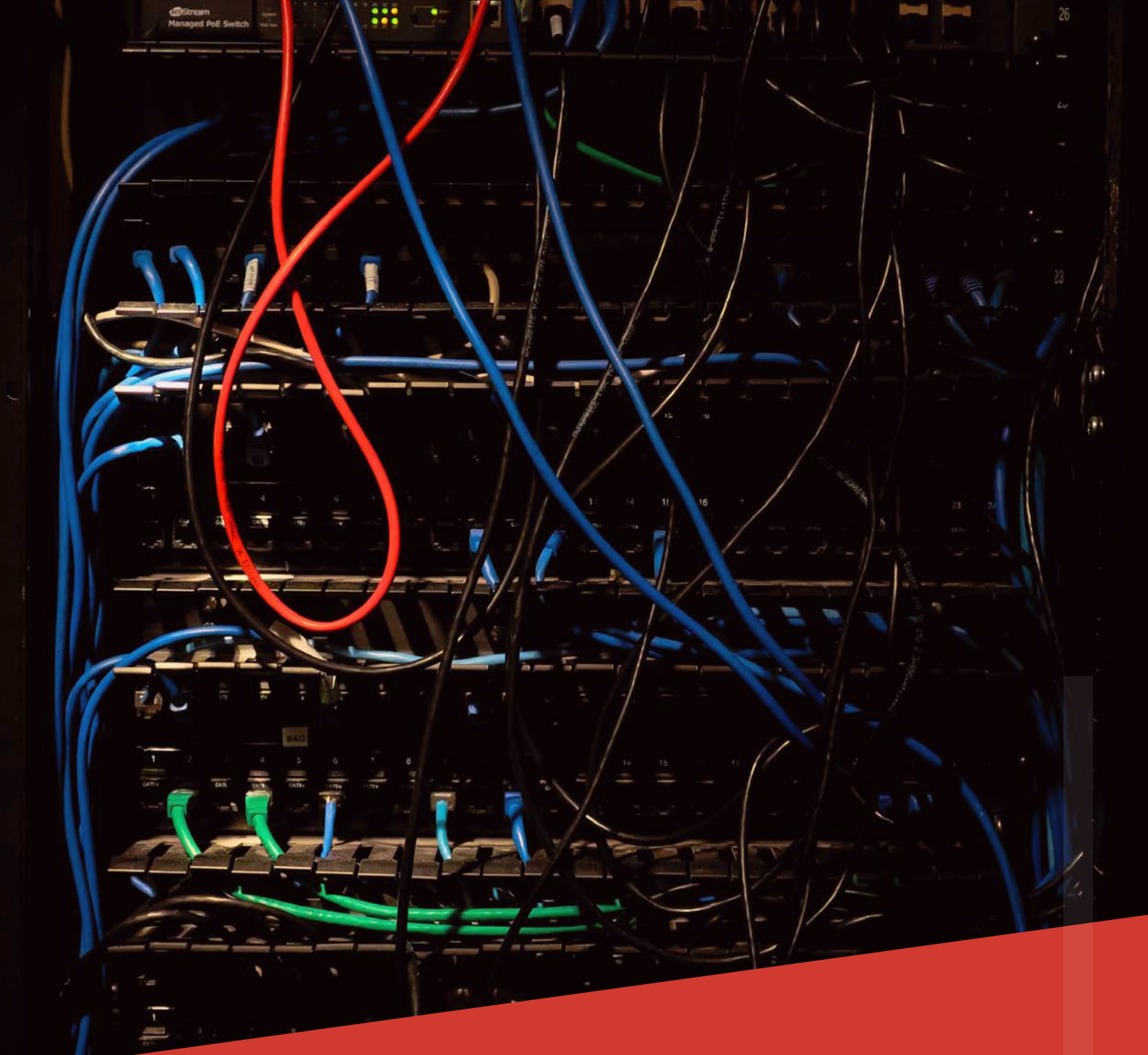
### Advanced: →→

- National Careers Service: <https://nationalcareers.service.gov.uk/skills-assessment>
- 16 Personalities test: <https://www.16personalities.com/free-personality-test>
- Skills builder launchpad tool: <https://launchpad.skillsbuilder.org/>

Now complete the skills audit record on page 67.

## Skills, Attributes, Personality and Values - how are they different?

	Definition	Examples
<b>Skills</b>	Ability or expertise to do something well	Problem solving, teamwork, communication, leadership, creativity
<b>Attributes</b>	Feature or characteristic you possess	Resilience, determination, curiosity, motivation
<b>Personality</b>	A combination of characteristics that form your distinctive character	Bubbly, introverted, friendly, engaging, lively
<b>Values</b>	Your judgement of what is important to you in a job	I want a job that makes a difference to people's lives/is varied/is based outdoors/involves creating something/is physically active etc.



# CONNECTING THE DOTS

Staying in Control

## Change is the one thing guaranteed in your career journey.

Ideally, future changes won't be as rapid as the ones linked to Covid-19, but you can expect that, throughout life, the one recurring theme will be change - changing jobs, changing courses, changing employers (and maybe even changing countries!)

Have you read the employer quotes? What is the one thing they have in common? **CHANGE**. You can see from the profiles that everyone's career path develops and changes.

### Mr Norrie, CEO, Greewood Academies Trust

*"Don't think of a job as for life. Think about the skills you need to develop to be successful over a range of jobs."*



The keys for career success are to embrace change, make informed decisions, recognise opportunities and keep gaining new skills, qualifications and experiences. That will build your resilience. Sometimes you will make change happen, but some changes you will have less control over. In both cases, you can use the mindset and skills we've discussed above.

And, if an employer asks you about a time that you have had to be resilient, you will have lots of good examples. (Use the last 12 months in your answer and remember, when answering use the **STAR technique**!)

We hope you have found the **Connecting the DOTS** approach helpful. Whenever you find yourself at a career crossroads and you are unsure of your direction, remember to think of **DOTS**. If you can join them together you will stay in control.



### Frances, Architect, Make Architects

*"The ability to adapt and have a flexible approach to a changing workplace are two of the most important skills you can possess."*



## **Lewis, Scientific Investigator, GlaxoSmithKline**

*"Embrace change, be resilient and make the most of every opportunity."*



Still thirsty for more? Check out some more websites that could help you on your journey. There is a brilliant selection of web resources at:

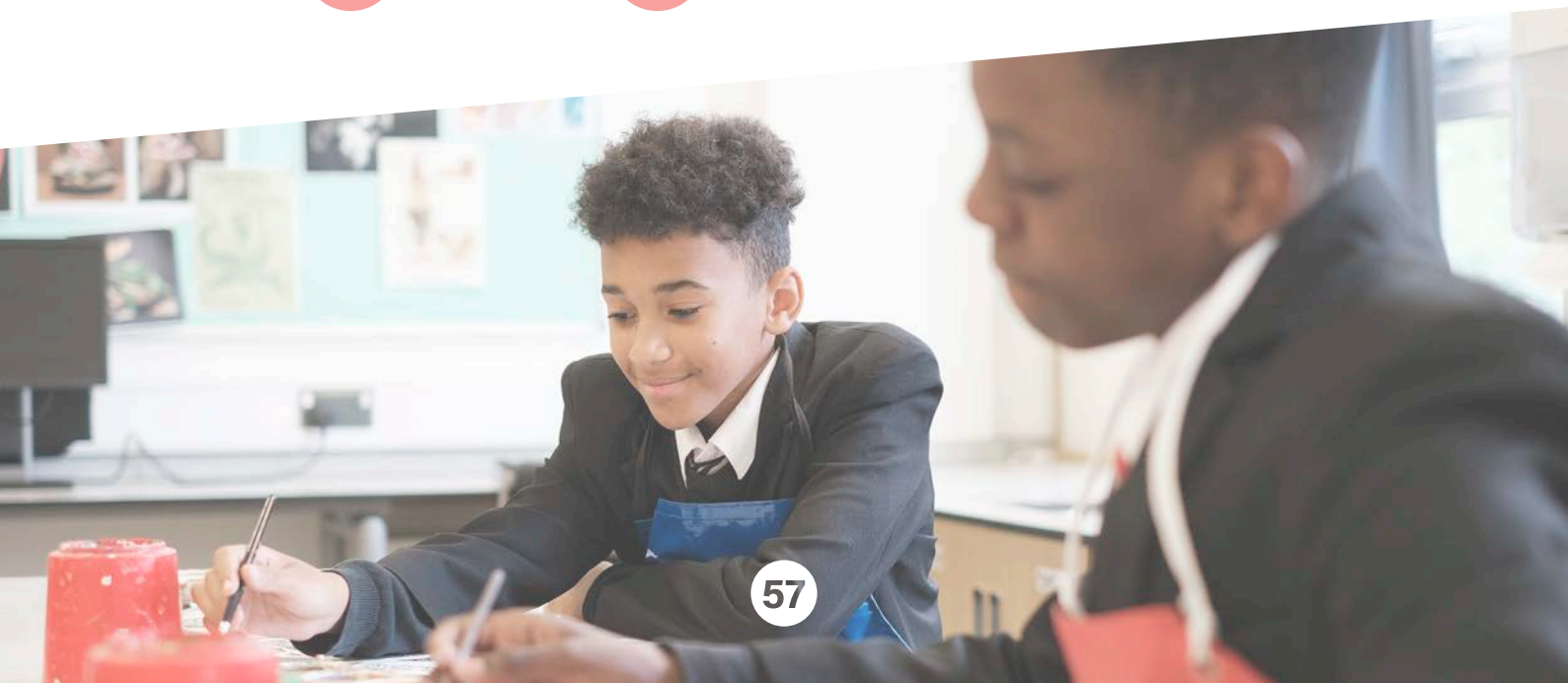
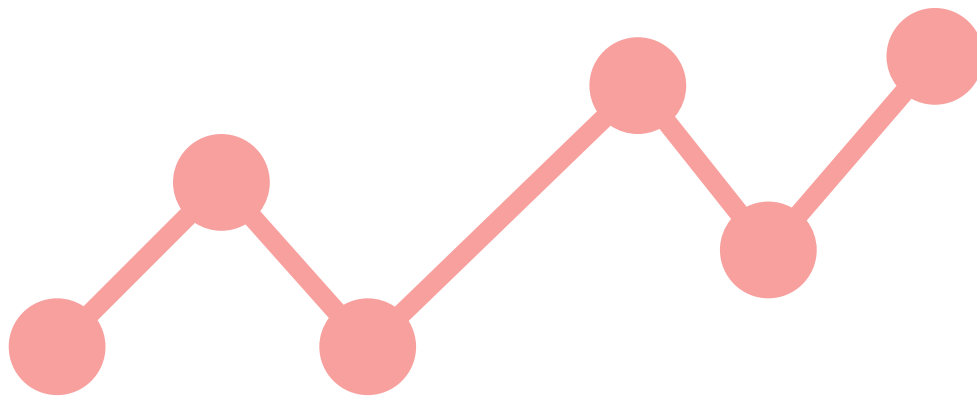
### **Careers resources for secondary and 6th form students**

<https://uk.airhead.io/public/launchpads/XqbuOMJgb0OfqvMPCykcZA>

### **Virtual work experience and careers opportunities**

<https://uk.airhead.io/public/launchpads/XcHZuSxGSEyTGtMdNKMVXw>

**All the best connecting the DOTS on your career journey.**



# THANKS TO



**Mr Norrie**

*Chief Executive*  
Greenwood Academies Trust



**Baasit**

*Managing Director*  
Siddiqui Education Ltd



**Lewis**

*Scientific Investigator*  
GlaxoSmithKline



**Sharon**

*Scientist Technologist*  
NHS



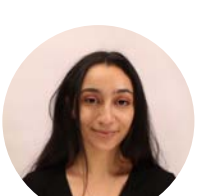
**David**

*Charge Nurse*  
Chesterfield Royal Hospital Foundation Trust  
Chair of Men Into Nursing Together (MINT), RCN Steward



**Will**

*Associate Director, Digital (Cities & Infrastructure)*  
Atkins



**Nadine**

*Business Program Manager Intern*  
Customer Success Unit, Microsoft



**Matt**

*Video Producer & Editor*  
Action Aid UK



**Frances**

*Architect*  
Make Architects



**Jen**

*Police Sergeant*  
Metropolitan Police Service



**Holger**

*Geoscience Technical Advisor*  
Geospatial Commission - Cabinet Office



**Frida**

*Advanced Manufacturing Engineer*  
Rolls-Royce



**Kirsty**

*Formation Display Pilot*  
2Excel Aviation Ltd



**Graham**

*Deputy CEO*  
Greenwood Academies Trust





# YOUR WORKBOOK

Record your activities and progress

This workbook is the place where you can record your completion of Fulfilling Futures activities and keep the key information and ideas that will be helpful in your career journey and transitions.

Your teacher may print the workbook for you to complete on paper. Alternatively, download the document and then open it. It is best to do this in a PDF reader, such as Adobe Acrobat. You should now be able to edit the workbook and save any changes you make. If you edit in a browser (not recommended) make sure to redownload your file with the changes.

## **Nadine, Business Programme Manager Intern at Microsoft**

*"You need to focus on the key skills that all employers will look for - for example how you organise your time and how you interact with other people."*



**Before you start reading the guide** and attempting the activities:

Check your current knowledge and skills by completing this self-evaluation:

**Self Assessment Form - <https://tinyurl.com/y4hnm43n>**

As you read the guide and connect the **DOTS** for your career journey, you should:

1. complete the checklist of activities
2. record your experiences
3. write up your essential skills evidence
4. audit your skills
5. create an action plan to help you move forward

Spaces to help you do this are in this workbook.

**When you have finished the guide:**

**Complete the self-assessment again.**

How much better are you now at connecting the **DOTS**?

**And finally:**

Fill in the evaluation. It will help us to improve Fulfilling Futures for the next group of students.

**Student Evaluation Form - <https://tinyurl.com/3jsxn3ta>**

## **Matt, Video Producer and Editor, Action Aid**

*“Working for Action Aid is a dream job for me for personal reasons, as it’s a charity I’ve supported for a long time”*





# Checklist

There have been tasks set all through this guide to help you take control of your future. Check off all the tasks you have completed. You might like to do this by writing in the date on which you completed an activity.

PAGE	LEVEL	ACTIVITY	✓
10	→→	Decision Making Method	
12	→	Your Choice	
12	→→	Decision Making Models	
16	→	Research Qualifications	
20	→→	Compare Routes	
22	→	Quiz - Be Your Own Boss	
23	→→	Alternative Routes	
30	→	Automation	
30	→→	Looking for Your Local Employers	
30	→→	Which Jobs, Where Are They, What's the Pay?	
33	→	Skills Record	
35	→→	Quiz - Prospects	
39	→	Looking Good	
39	→→	Practise Makes Perfect	
42	→	Be a STAR	
42	→→	Interview Tips	
46	→	Improve You Online Profile	
46	→→	Plan Your Media Profiles	
47	→	Hitting the Target	
48	→→	Being SMART	
52	→→	Benchmark Your Essential Skills	
54	→	Buzz Quiz	
54	→	BBC Bitesize Careers: Wheel of Strengths	
54	→	Skills Builder Benchmark Tool	
54	→→	National Careers Service Quiz	
54	→→	16 Personalities Test	
54	→→	Skills Builder Launchpad Tool	



# Recording My Experiences

Use this table to list all the support and information you have found useful to help with your career planning. Think back over your learning experiences and record any talks, virtual tours, trips, events and meetings you can remember.

<b>Talks from employers/employees</b>	<b>Date</b>	<b>Experiences in a workplace (including virtual)</b>	<b>Date</b>
<b>Talks and visits (including virtual) to colleges, sixth forms, universities and training providers</b>	<b>Date</b>	<b>Conversations with people who can help e.g. Tutor, Mentor, Careers Adviser, my family</b>	<b>Date</b>











# Essential Skills Evidence

This table is the place where you can show which skills you have demonstrated. Imagine being offered an interview for the job of your dreams. Having this table completed means you are already prepared to tell a potential employer about your skills.

**Essential Skills** have been referenced all through this guide. Now is the time to think about each of these skills in relation to you. Which skills are you already good at? If an employer asked, what evidence could you give to show you have this skill? Think of examples of how you have used this skill and how you could improve it.

Essential Skill	Evidence and Examples	How can I Improve?
		
		
		

Essential Skill	Evidence and Examples	How can I Improve?
		
		
		
		
		



# Skills audits - what did you find out about yourself?

When you completed the skills audits, what did you learn about your skills, qualities and work preferences in relation to job roles and industry sectors that might suit you?

I found that these jobs might suit me - list jobs that you might want to explore further		
Industry sector	Job role	Why might this job suit me?
e.g. Animal care	Veterinary nurse	I am passionate about the welfare of animals and improving their health and quality of life
This is what I found out about my skills - list your 3 strongest and 2 weakest skills		
My strongest skills are:	<b>1</b> <b>2</b> <b>3</b>	
My weakest skills are:	<b>1</b> <b>2</b>	

**This is what I found out about my work preferences - list things that are important to you in a job**

It's important that my job involves:  
*Write over the examples we provided*

Who does this in their job?  
*Write over the examples we provided*

**1** Developing young people to achieve their full potential

**1** Teachers

**2** Working outdoors

**2** Landscape gardeners

**3** Working with data

**3** Data scientist

**4**

**4**

**5**

**5**



# Target/Goal setting - Action Plan

The table below is where you write **SMART** targets to help you improve your chances for the future. If you have a long list, focus first on three to four that are most important to you now. You should review and update this monthly.

Target/Goal	What do I need to do?	Who can help me?	Complete action by:
e. g Find out more about my self	Complete the 16 personalities online quiz, record my result and think about what it means	Careers Teacher	End of the week

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