

READY WOMEN CURRICULUM – Module 6: Accompanying strategy for Job Advisors of women with disabilities

Introduction



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Module 6: Accompanying strategy for job advisors of women with disabilities

Introduction

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1. The profile of Job advisor

Careers advisors help people make decisions about their education, training and work options. The Careers advisers will provide impartial job, training and study-related advice in order to help clients make decisions about their future and reach their full potential. More concretely, they will help people to:

- ☆ Assess their abilities, interests and achievements;
- ☆ Find learning and work opportunities;
- ☆ Use careers information and resources;
- ☆ Make decisions that suit their life and their circumstances;
- ☆ Look at available training and work options;
- ☆ Make a plan of action for achieving their aims, and give them support as they carry it out;
- ☆ Options for suitable careers;
- ☆ How to write a good CV and cover letter;
- ☆ The job application process;
- ☆ The current labour market;
- ☆ Skills development;
- ☆ Available funding for courses and training.
- ☆ They will also:
 - ☆ Develop working relationships with employers, colleges, universities and training providers;
 - ☆ Keep up-to-date with occupational and labor-market information;



- ☆ Give talks and lead discussions;
- ☆ Update records and complete other administration tasks.

Work can be carried out through face-to-face individual consultations or group work. Alternatively, they may engage with clients via email, online chat, social media or telephone.

✓ Responsibilities

A Careers adviser will need to:

- ☆ Interview people one-to-one or in small groups to discuss their career or education options;
- ☆ Listen to their ideas and career aims;
- ☆ Identify skills gaps and how to deal with them;
- ☆ Help clients identify and consider the range of choices available to them and outline possible ways forward;
- ☆ Help clients develop their own career management skills;
- ☆ Draw up action plans for employment, education, and training and support clients to achieve these goals;
- ☆ Discuss with clients how to overcome any barriers to reaching their goals and refer them to other agencies for advice where appropriate.

✓ Specific activities can include:

- ☆ Researching careers, options, and support organizations to meet clients' needs;
- ☆ Advising clients on how to source relevant training courses or qualifications and what funding might be available;
- ☆ Providing advice on CV, applications, job hunting, and interview techniques;
- ☆ Running small group sessions or larger presentations on all aspects of careers work and topics related to personal development;
- ☆ Helping clients to understand the current job market;
- ☆ Using computer-aided guidance packages, skills assessment tools, career planners, psychometric tests and personal inventories.

✓ Other activities may include:

- ☆ Administrative tasks such as report writing and record-keeping;
- ☆ Writing careers literature or sourcing information products from elsewhere for use within the service;
- ☆ Planning and organizing careers fairs and conventions;
- ☆ Keeping up to date with labor market information, legislation and professional and academic developments by visiting employers, training providers and training events run by educational and professional bodies;
- ☆ Managing a caseload of clients.



✓ Skills

They will need to have:

- ☆ Excellent communication and listening skills;
- ☆ The ability to motivate and build a rapport with a range of people;
- ☆ Flexibility and adaptability;
- ☆ An empathetic and non-judgemental approach to work;
- ☆ An understanding of the issues around confidentiality;
- ☆ The ability to work individually or as part of a team;
- ☆ The ability to manage your own caseload;
- ☆ Research skills for finding out information about a range of careers and training opportunities;
- ☆ Organizational skills;
- ☆ Analytical and problem-solving skills;
- ☆ The ability to work and stay calm under pressure;
- ☆ Familiarity with information technology.
- ☆ A full driving license is also useful and is sometimes a requirement of the job.

✓ Higher education

Job advisors can take the Qualification in Careers Guidance (QCG)/Postgraduate Diploma in Careers Guidance at university. This is a one-year full-time, or two-year part-time, course. It combines academic study with work-based learning placements.

✓ Work-based route

If someone working in an organization that offers advice and guidance services to clients, there may be an opportunity to work way up from an advice assistant level to careers guidance professionals.

Initial qualifications for them, include:

- ☆ Level 2 Award in Delivering, Information, Advice and Guidance;
- ☆ Level 3 Award for Supporting Clients to Overcome Barriers To Learning and Work;
- ☆ Level 3 Certificate in Advice and Guidance.

To be qualified as a professional careers adviser, they will need to take the:

- ☆ Level 4 Diploma in Career Information and Advice;
- ☆ Level 6 Diploma in Career Guidance and Development;
- ☆ The qualification they take will depend on your job role, responsibilities and availability of funding for training. Check with your employer for details about training opportunities.

The diplomas cover areas such as:

- ☆ Guidance theory and delivering advice and guidance;
- ☆ Understanding barriers to training and work and how to overcome them;
- ☆ Providing ongoing support and working with partner agencies.



They will need to pass background checks by the Disclosure and Barring Service (DBS) to work with young people and other vulnerable groups.

✓ **Related skills**

- ☆ Administration
- ☆ Communication
- ☆ Interpersonal skills
- ☆ IT
- ☆ Organization
- ☆ Time management

✓ **Vocational route**

- ☆ Level 2 Award in Delivering, Information, Advice, and Guidance;
- ☆ Level 3 Award for Supporting Clients to Overcome Barriers To Learning and Work;
- ☆ Level 3 Certificate in Advice and Guidance

✓ **Essential qualifications**

- ☆ Qualification in Careers Guidance (QCG);
- ☆ Postgraduate Diploma in Careers Guidance at university;
- ☆ Level 4 Diploma in Career Information and Advice;
- ☆ Level 6 Diploma in Career Guidance and Development.

2. Barriers to entering the labour market

- ☆ According to UN WOMEN organization, “in every country around the world women face multiple barriers and gender-based discrimination in the workplace. The discrimination sets in early —from the kind of education girls get or till which age, to the kind of work they are channeled into. In both private and public spheres, women face occupational segregation, and multiple barriers —such as lack of access to land, capital, financial resources and technology, as well as gender-based violence—due to cultural mindsets and stereotypes. These obstacles make it harder for women to get on an equal footing with men in the world of work. Legal barriers further compound gender inequalities.”
- ☆ In Article 27 the United Nations Convention on the Rights of Persons with Disabilities (CRPD) “recognizes the right of persons with disabilities to work, on an equal basis with others; this includes the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities” (16).
- ☆ The CRPD prohibits all forms of employment discrimination, promotes access to vocational training, promotes opportunities for self-employment, and calls for reasonable accommodation in the workplace, among other provisions.
- ☆ According to article 21 of the Charter of Fundamental Rights “any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited”.



People with disabilities are disadvantaged in the labour market. For example, their lack of access to education and training or to financial resources may be responsible for their exclusion from the labour market – but it could also be the nature of the workplace or employers' perceptions of disability and disabled people. Social protection systems may create incentives for people with disabilities to exit employment onto disability benefits. Basic Barriers for entering the labor market are:

☆ Lack of Access

People with disabilities experience environmental obstacles that make physical access to employment difficult. Some may not be able to afford the daily travel costs to and from work. There may also be physical barriers to job interviews, to the actual work setting, and to attending social events with fellow employees. Access to information can be a further barrier for people with visual impairments.

☆ Misconceptions about disability

Misconceptions about the ability of people with disabilities to perform jobs are an important reason both for their continued unemployment and – if employed – for their exclusion from opportunities for promotion in their careers. Such attitudes may stem from prejudice or from the belief that people with disabilities are less productive than their non-disabled counterparts. There may be ignorance or prejudice about mental health difficulties and about adjustments to work arrangements that can facilitate employment. Misconceptions are often prevalent not only among non-disabled employers but also among family members and disabled people themselves.

☆ Discrimination

Employers may discriminate against people with disabilities, because of misconceptions about their capabilities, or because they do not wish to include them in their workforce. Different impairments elicit different degrees of prejudice, with the strongest prejudice exhibited towards people with mental health conditions. Of people with schizophrenia, 29% experienced discrimination in either finding or keeping a job, and 42% felt the need to conceal their condition when applying for work, education, or training.

☆ Overprotection in labour laws

Several countries, particularly some in eastern Europe, retain a protective view towards workers with disabilities. Their labour codes mandate, for instance, shorter working days, more rest periods, longer paid leave, and higher severance pay for disabled workers, irrespective of the need. While these regulations are made with best intentions, they might in some cases lead employers to see workers with disabilities are less productive and costlier and thus less desirable than those without disabilities.



3. Attitude of women with disabilities

Women with disabilities are more likely to live in poverty, and they feel disconnected from sources of support which can include job advisors. Women with disabilities must keep in mind that it is their unquestionable right to have a job and not face any discrimination behavior and they should strive to exercise that right. In order to achieve that it is important to adopt and cultivate some behavioral traits that will help establish oneself in a professional environment.

1) Decision Making Ability

According to Osa-Edoh: “Lacking of opportunities to participate in decision making, to form a perception of oneself as a worker, and to test self-competences can be the outcome of limited early experiences and can impede career development”. Harrington (1997) has aptly described how many individuals with disabilities have had little opportunity for successful experience in decision making-and, therefore, lack competence in making decisions ». Taking into consideration the above, it is important to recommend exercising decision making in everyday life and taking upon the responsibility of one’s decision in order to cultivate that attitude trait.

2) Self-Image

According to the same scientific essay by Osa-Edoh “Society generally holds diminished expectations for people with disabilities. These attitudes are pervasive; they influence all of us to some degree. As a class, people with disabilities have suffered discrimination. Individuals with disabilities, similar to members of racial and ethnic minority groups, face common social problems of stigma, marginality, and discrimination. Further, given that disability rates among racial and ethnic minority group members are proportionally higher than rates in the population overall (Rehabilitation Services Administration) many individuals with disabilities face double jeopardy. Lack of experience and difficulty in decision making are not solely the result of disability, but also an outcome of social attitudes and stereotypes. Social attitudes toward disability may be as important as the disability itself in that the negative attitude of other plays a part in shaping the life role of the individual with disability. The outcome of this long term exposure to prejudicial attitudes may result in a negative self-appraisal and a negative worker self-concept». Therefore, it is completely understandable to have a distorted self-image, shaped by prejudice that results in self-limiting”.



4. Job Demand

Focus on the work sectors where women with disabilities have more opportunities to find a job, according to the results of the qualitative research made in the framework of the project.

Almost all jobs can be performed by someone with a disability, and given the right environment, most people with disabilities can be productive. But as documented by several studies, both in developed and developing countries, working age persons with disabilities experience significantly lower employment rates and much higher unemployment rates than persons without disabilities. Lower rates of labour market participation are one of the important pathways through which disability may lead to poverty. (8 work and employment pdf)

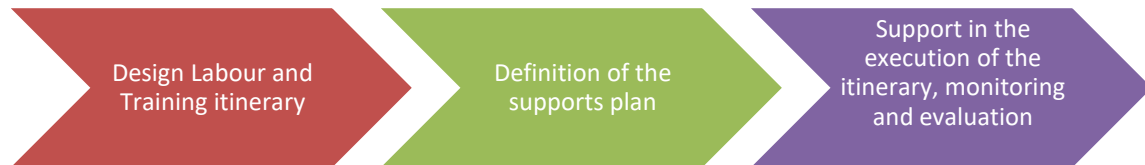
According to the European Disability Forum the Europe 2020 strategy objective aims at reaching 75% employment rate in the EU. However, at EU level, about 47% of persons with disabilities are employed, compared to 72% of persons without disabilities. The unemployment rate of people with disabilities in the EU, aged 20-64, is 17% compared to 10% of persons without disabilities and the EU activity rate of persons with disabilities is 57% compared to 80% of non-disable people. Moreover, women with disabilities, young disabled persons and people in need of high-level support are more likely to be discriminated and excluded from the labour market. For the European Disability Forum, guaranteeing access to employment and occupation is a key issue, as it is a crucial aspect for the economic and social inclusion of 80 million persons with disabilities in Europe.

EPSO is the European Personnel Selection Office, which actively promotes equality and diversity. More information about the relevant Call for cooperation to all EU organizations involved in the promotion and welfare of EU citizens with disabilities: https://epso.europa.eu/content/join-our-network-disability-organisations_en



5. Tailored intervention

How to design an individualized personal itinerary for women with disabilities



- ☆ *Educational model with an emphasis on teaching adults how to cope with different problems.* Though this approach has led to major breakthroughs, there can be a tendency for rehabilitation counselors to lapse into a didactic and overly directive approach to intervention, thereby limiting the consumer's own voice and power.
- ☆ *Assertiveness Training:* Assertiveness training can be an effective treatment for certain conditions, such as depression, social anxiety, and problems resulting from unexpressed anger. Assertiveness training can also be useful for those who wish to improve their interpersonal skills and sense of self-respect. (<https://www.mindtools.com/>)

6. The use of social networks

Social networking is the use of Internet-based social media sites to stay connected with friends, family, colleagues, customers, or clients. Social networking can have a social purpose, a business purpose, or both, through sites such as Facebook, Twitter, LinkedIn, and Instagram, among others. Social networking has become a significant base for marketers seeking to engage customers.

Some examples of social networks:

- ☆ **Classmates** (<http://www.classmates.com>) - One of the largest and most used websites for connecting people who graduated from high school and allows to keep in touch with them and any future reunions.
- ☆ **DeviantArt** (<https://www.deviantart.com>) - A social media platform for sharing original artwork.
- ☆ **Facebook** (<https://www.facebook.com>) - The most popular social networking websites on the Internet. Facebook is a popular destination for users to set up personal space and connect with friends, share pictures, share movies, talk about what you're doing, etc.



- ☆ **Google+** (<https://plus.google.com>) - The latest social networking service from Google.
- ☆ **Instagram** (<https://www.instagram.com>) - A mobile photo sharing service and application available for the iPhone, Android, and Windows Phone platforms.
- ☆ **LinkedIn** (<https://www.linkedin.com>) - One of the best if not the best locations to connect with current and past coworkers and potential future employers.
- ☆ **Mastodon** (<https://joinmastodon.org>) - A free, federated, social microblogging service with over two million users. Any Mastodon user can operate a node (social subdomain) with its own theme and set of rules.
- ☆ **Mix** (<https://mix.com>) - Another very popular community of Internet users who vote for web pages they like and dislike. Mix also allows users to create personal pages of interesting sites they come across.
- ☆ **MySpace** (<https://myspace.com>) - Once one of the most popular social networks and viewed website on the Internet.
- ☆ **Pinterest** (<https://www.pinterest.com>) - A popular picture and sharing service that allows anyone to share pictures, create collections, and more.
- ☆ **Reddit** (<https://www.reddit.com>) - Community of registered users (redditors) submits content that is upvoted by the community. Reddit has a subreddit (board) for almost every category.
- ☆ **Tumblr** (<https://www.tumblr.com>) - A microblogging platform with social networking capabilities.
- ☆ **Twitter** (<https://twitter.com>) - A service that allows users to post 140 character long posts from their phones and on the Internet. A way to get the pulse of what's going on around the world.
- ☆ **Yik Yak** - Smartphone social network that connects users who are near each other.
- ☆ **YouTube** (<https://www.youtube.com>) - An excellent network of users posting video blogs or vlogs and other fun and exciting videos.

Despite some stiff competition, Facebook remains the most popular social network, with a reach of 90% of U.S. mobile users, as of October 2018, the most recent data available, as of early 2019. It was followed, in order of popularity, by Instagram, Facebook Messenger, Twitter, and Pinterest, according to Statistica.com.

Networking is incredibly important for the job seeker. The vast majority of opportunities come from personal recommendations and connections, and as such it's important to be a present and visible member of the new online network of professionals. This network reaches across borders and oceans and includes millions of individuals from all over the globe. Within this network,



changes are constantly occurring and opportunities are constantly presenting themselves. The trick is to be ready to take advantage of these opportunities and to do that, we will need to tailor our online image and present ourselves in a strategic way.

There are several useful networking sites, and each has its own strengths and weaknesses. If we're looking for a job, we'd be wise to take advantage of as many of these sites as possible. To build a visible online presence, we need to craft an image that's consistent across multiple online venues. Most professionals and companies these days have profiles on every networking site listed above and we'd be wise to do the same. In fact, most sites allow us to link our profiles together, so anyone who views our Twitter profile, for instance, can instantly navigate to our LinkedIn, Facebook, and Google+ profiles as well. If a potential employer is led to our Facebook page, we'll want to make it easy for them to see our more professional LinkedIn profile too.

It may seem daunting, especially if we find working with computers difficult but this is not so complicated. These sites have been expertly designed to make the process as user-friendly as possible. We take our time and craft an image that we'd be proud to show an employer. Once we do, we may be surprised at how many opportunities are waiting for us!

Also for marketers and their company's, social networking is a very useful tool for there work. Marketers use social networking for increasing brand recognition and encouraging brand loyalty. Since it makes a company more accessible to new customers and more recognizable for existing customers, social networking helps promote a brand's voice and content. Marketers use also, social networking for improving conversion rates. Building a following provides access to and interaction with new, recent and old customers. Sharing blog posts, images, videos or comments on social media allows followers to react, visit the company's website and become customers.

✓ Advantages and Disadvantages of Social Networking

Customers may compliment the company's offerings and encourage others to buy the products or services. The more customers are talking about a company on social networking, the more valuable the brand authority becomes. As a brand grows stronger, more sales result. Increased company posts rank the company higher in search engines. Social networking can help establish a brand as legitimate, credible, and trustworthy.

A company may use social networking to demonstrate its customer service level and enrich its relationships with consumers. For example, if a customer complains about a product or service on



Twitter, the company may address the issue immediately, apologize, and take action to make it right. However, criticism of a brand can spread very quickly on social media. This can create a virtual headache for a company's public relations department.

Note: The fact that social networking is constantly evolving also makes keeping up with changes challenging.

7. Employment services

According to ILO, employment services promote an efficient development, integration and use of the labour force. Due to the challenges of today's labour markets, they are grappling with an ever more complex range of issues—from chronic unemployment or under employment to demographic shifts and the impact of digital and technological evolution.

Public employment services are one of the major conduits for implementing employment and labour market policies. Now, more than ever, stronger employment services play an increasingly important role in job matching, enhancing employability, addressing skill mismatches and linking support directly to employers and workers through operating various active labour market programmes.

The emergence of private employment services, where appropriately regulated, offers opportunities for cooperation in service delivery and to increase outreach to diverse groups in the labour market. Collaboration is also established with not-for profit and non-governmental institutions to expand coverage and provide additional services to specific target groups.

Employment services in countries participating in the project:

Note: For More information see the section <https://www.readywomentraining.eu/women/>, available in 8 languages to know national websites and services for employment in each partner country

8. How to help women with disabilities to write their CV

Create a modern CV and cover letter is fundamental in every sector of work.

The *curriculum vitae*, also abbreviated to *CV* or just a *curriculum*, is a document that tells the educational trajectory and the professional experiences of a person as a way to demonstrate their skills and competences.



Having a powerful CV can make the difference between being rejected or being invited for an interview, so it's worth spending time on it to sell ourselves in the best way.

- ✓ **Being honest in our CV.** This doesn't mean we have to tell them everything (for example, whether or not to mention our disability is entirely up to us), but it does mean we can't make things up to fill in gaps, for example. Just include the information that will sell us well.
- ✓ **2. Each CV we write will need to be tailored exactly to the job we are applying for.** This means our CV might change in terms of the skills we describe, or the emphasis we place on different experiences, depending on what the recruiter is looking for.

Our CV should be no more than two sides of A4, using a clear font (minimum point 10), and well laid-out, using bold headings and short statements or bullet points.

- Contact information

At the top of your CV, we just put the name, email address and/or telephone number. No are necessary to mention the address, date of birth, marital status or any other irrelevant information.

- Personal profile

Just a few short statements stating the specific qualities we have in relation to the requirements they have for this job. If the job advert states they are looking for someone with excellent communication and interpersonal skills and a great telephone manner, those are the three things we mention. But if they need someone with attention to detail able to work on their own, then those are the qualities we mention. They will read this bit first, and if we don't match what they are looking for, they may not read on.

- Work history

This traditionally appears next in the CV, but if our work history isn't the first thing we want them to know about us (maybe we have had a long period of unemployment, or there are a lot of gaps in our work history, or our work history is not relevant to the job we are applying for) this section can come after the section on skills.

List each job we have had with the most recent first. Put the job title, employer and dates we worked there. Under each job, put what results we achieved while we were there. For example,



“was awarded Employee of the Month for three months”, or “assisted colleagues on a project to improve the service”.

– Skills

This topic can appear before the Work History section if we feel it is more relevant to our application. List the skills specified in the job advert and put a short statement next to each one demonstrating how we have used that skill successfully. Some examples:

Customer care: “Listening to customers, offering appropriate advice, and signposting them to further sources of information”

Data analysis: “Identifying errors in database and resolving them to ensure accuracy”

The skills we describe will change depending on the requirements of the job we are applying for. We can include skills developed in any capacity, including unpaid activities.

– Qualifications and training

If we are a recent graduate, this section needs to appear further up the CV, however, if we have lots of experience and skills but few formal qualifications, further down. If we have completed training that didn't lead to a formal qualification, we include it if it is relevant to the job we are applying for.

– Additional information

We only add information that will support our application, for example, if we have won awards, done voluntary work, or been published in relevant journals. If we have unrelated hobbies, we leave them out.

– Mentioning disability

There is no legal obligation for us to mention any impairment, and we may choose not to do so. Where it might be worth mentioning is if:

- We require reasonable adjustments in the recruitment process (mention in the cover letter);
- Our impairment gives us added benefit to the employer (e.g. some employers actively pursue candidates on the Autistic Spectrum, or it may be a role working with people with similar impairments);
- The employer offers guaranteed interviews to disabled applicants who meet the minimum criteria.



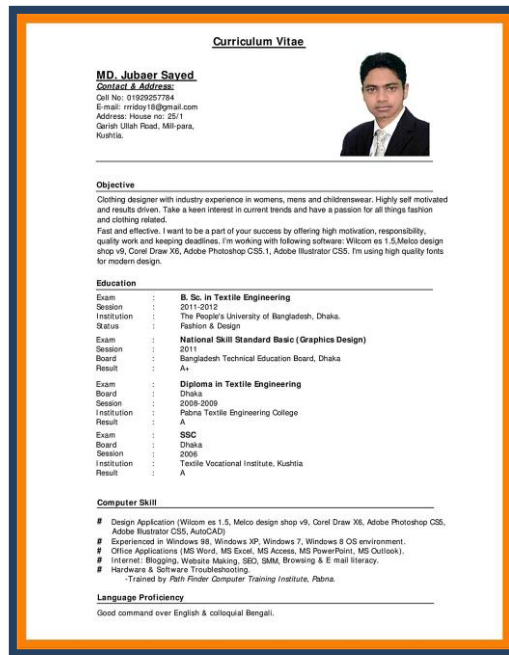
➤ **There are different formats for CV templates:**

- European CV model: for formal applications

Europass is the best-known and most widely used curriculum model. It is intended to facilitate and standardize the presentation of the skills and qualifications of European citizens.

- Basic model of CV: for those who value the simplicity that compete for jobs in the European Union

The basic Office curriculum is an example of a very simple and objective curriculum. The emphasis is on describing personal experiences and skills. For concise and pragmatic candidates it can be a good resume option.



– Functional model of CV: to show the tasks and achievements

The organization of information in this type of curriculum is done by topics, with each of the CV topics listing the functions performed and the achievements achieved. The functional model is indicated for those who have little professional experience and are at the beginning of their careers, or who wish to emphasize the advantages as a candidate.



321 Jackson Street • San Jose, CA 95055 • (123) 456-7890 • jose.applicant@email.com

PHLEBOTOMIST
Successful track record in the blood-banking care environment

Results-oriented, high-energy, hands-on professional with skills in management, quality assurance, program development, training, and customer service.

Key skills include:

- Blood banking
- Quality assurance
- AAB accreditation
- Compliant with FDA cGMP

PROFESSIONAL ACCOMPLISHMENTS

EDUCATIONAL

- Facilitated educational projects from 2016-2018 for Northern California blood centers.

PHLEBOTOMY

- Assisted team members in veni-punctures, donor reaction care, and providing licensed staffing to extend their duties by managing the blood services regulations documentation (BSDs) while assigned to the self-contained blood mobile unit (SCU).

COMPLIANCE

- Provided daily operational review/quality control of education accountability as it relates to imposed government regulatory requirements in a medical environment.

PROGRAM MANAGEMENT AND SUPERVISION

- Successfully supervised contract support for six AT&T Broadband systems located in the Bay Area prior to a career in phlebotomy. Managed scheduling, quality control, payroll, special projects, and evaluations to ensure proper end-of-line and demarcation signal.
- Reduced employee turnover, introduced two-way communication to field employees, enhanced employee appearance, and spearheaded the expansion of employee (health) benefits.

TECHNOLOGY

- Chief point of contact for the AT&T telephone and the ABC-affiliated TV stations as related to complaints and diagnosing communication problems either at the site or remote broadcasting.

EDUCATION & CREDENTIALS

- Chronological CV model: to highlight all professional experience

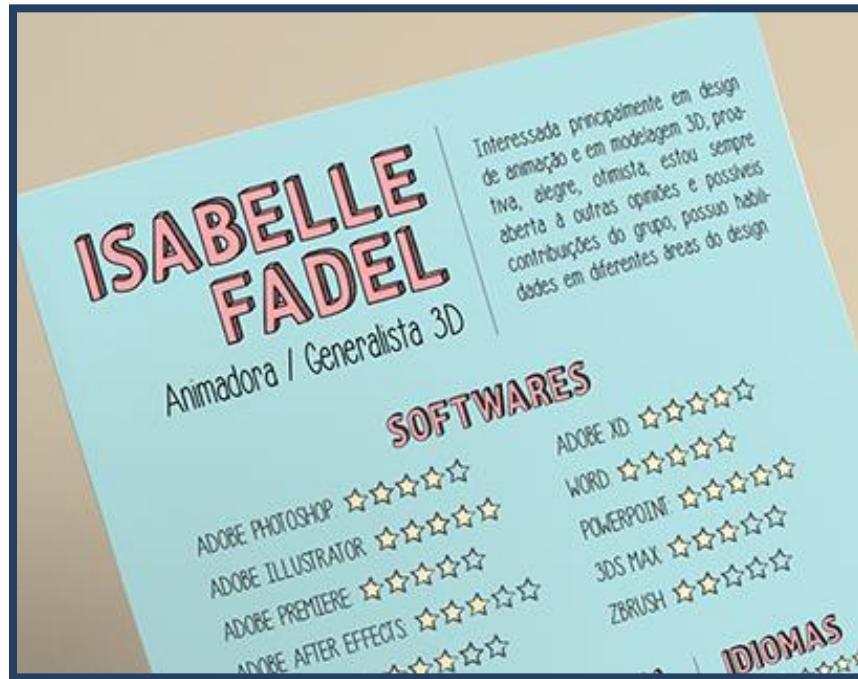
This model places professional and educational experience in chronological order, making it easier for the recruiter to work.

NAME	
<p>Geburtsdag: XX. XXXXX. 1988 Nationalität: Brasilianisch Adresse: Straße X, Nummer, PLZ, - Stadt Tel.: +49 Email: Skype: Dauerhafte Aufenthaltserlaubnis in Deutschland</p> <p>Praktika und Berufserfahrung</p> <p>03/2015 – 12/2015 <i>Firma, Mannheim, Deutschland.</i> Wissenschaftliche und Projektassistentin. Support im Event Management...</p> <p>...</p> <p>09/2009 – 11/2009 <i>Universität Konstanz, Konstanz, Deutschland.</i> Studentischer Forscher - Lehrstuhl für Zellbiologie. Thema: ... Stipendium des DAAD (Deutscher Akademischer Austauschdienst) im Rahmen eines IAESTE (International Association for the Exchange of Students for Technical Experience) Praktikums.</p> <p>03/2009 – 06/2009 <i>Farmácia XXX, Ouro Preto, Brasilien.</i> Praktikantin - Apotheke.</p> <p>Studium und Ausbildung</p> <p>04/2007 – 10/2013 <i>Universidade Federal de Ouro Preto, Ouro Preto, Brasilien.</i> Diplom in Pharmazie Abschlussnote: Abschlussarbeitsthema:</p> <p>04/2012 – 07/2012 <i>Albert-Ludwigs Universität Freiburg, Freiburg im Breisgau, Deutschland.</i> Auslandssemester: ... Stipendium des CNPq (ein Dienst des brasilianischen Ministeriums für Wissenschaft, Forschung und Innovation).</p> <p>02/1994 – 12/2006 <i>XXX, Belo Horizonte, Brasilien.</i> Abschluss: Hochschulzugangsberechtigung</p>	<p>Weiterbildung</p> <p>01/2016 - heute Hamburger Fern-Hochschule, Hamburg, Deutschland. Projektmanagement (Hochschulzertifikat) Marketing/Vertrieb (Hochschulzertifikat)</p> <p>Kenntnisse</p> <p>Sprachen: Portugiesisch (Muttersprache), Englisch (verhandlungssicher), Deutsch (fortgeschrittene Kenntnisse), Spanisch (fortgeschrittene Kenntnisse), Italienisch (Grundkenntnisse)</p> <p>EDV: MS Excel, PowerPoint, Word, Outlook und Lync, Adobe Photoshop, Adobe Webinar, Cisco WebEx, Lotus Notes, GraphPad Prism, ...</p> <p>Internationale Zertifikate</p> <p>12/20XX Test DaF (Deutsch als Fremdsprache) 12/20XX TOEFL iBT (Test of English as a Foreign Language) 05/20XX D.E.L.E Intermedio (Diploma de Español como Lengua Extranjera)</p> <p>Interessen & Engagement</p> <p>Interessen: Volleyball, Inlineskates, Snowboard, Tanzen, Backpacking (bisher 15 Länder in West- und Osteuropa und 3 Länder in Südamerika)</p> <p>Engagement:</p> <p>2011 – heute Ehrenamtliche Administratorin für Deutsch-Brasilianische Expatriates Online-Communities – Unterstützung in kulturellen Aspekten und der Integration in Deutschland. 12 – 15/08/2007 Schülbergreifendes Modell United Nations - Repräsentantin des "Department of the Treasury" Cabinet Committee USA in Pontificia Universidade Católica de Minas Gerais. 19XX – 20XX Minas Tênis Clube - Abteilung Volleyball.</p> <p style="text-align: center;">UNTERSCHRIFT</p> <p style="text-align: center;">NAME Stadt, 04. März 2016</p>



- CV design template: to stand out from most candidates

A CV model that excels by difference and which can draw attention is the design model.



- Registered CV model: to informally present the candidate

This CV model starts with the name and with a summary of the candidate, who can present themselves with a history.

➤ **Tips for making an original resume:**

1. Summarize professional experience
2. Write simple
3. Be objective, leaving details out
4. Tell a story
5. Quantify information
6. Invest in the design



➤ **Ideas to make a creative and original curriculum:**

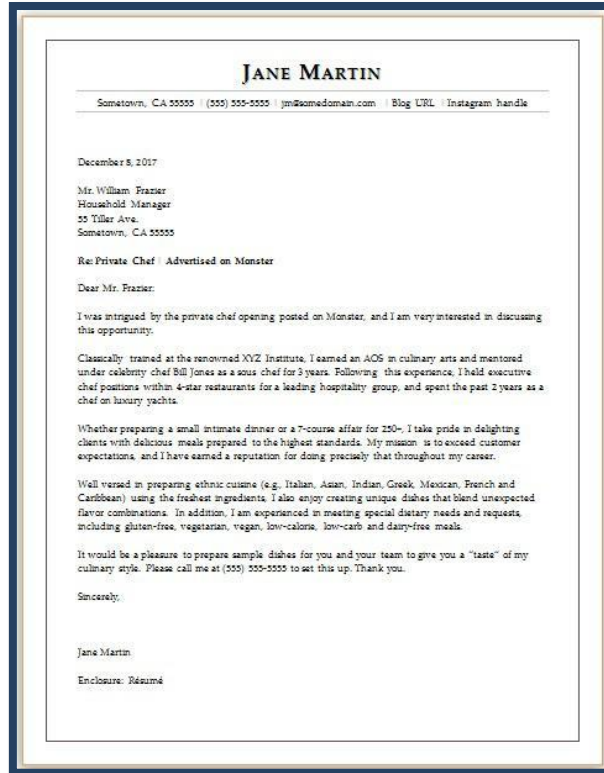
An original curriculum is more appropriate for certain types of jobs than others. The areas of communication and design are the most conducive to presenting a creative curriculum. Examples:

- ☆ Curriculum in comics
- ☆ Curriculum in weather report
- ☆ Resume in paperboard
- ☆ Post-its curriculum
- ☆ Curriculum in 3D book
- ☆ Curriculum in postcard
- ☆ Curriculum in film poster
- ☆ Curriculum in subway lines
- ☆ Curriculum in instruction manual
- ☆ Family tree resume
- ☆ Curriculum in board game
- ☆ Curriculum in revenue
- ☆ Resume on t-shirts
- ☆ Curriculum in a supermarket pamphlet
- ☆ Resume on auction page ad page
- ☆ Facebook Profile Curriculum
- ☆ Resume in Google search result
- ☆ Curriculum in CD box
- ☆ Packed milk, cereal or chocolate curriculum
- ☆ Curriculum in passport
- ☆ Video curriculum
- ☆ Curriculum in video game
- ☆ Folding curriculum
- ☆ Puzzle curriculum

All CVs must be accompanied by a cover letter/ presentation letter.



The **cover letter** is a formal presentation tool to a company and should be summarized, simple and appealing.



➤ **How to make a cover letter:**

1. Always direct your letter to the right person: if you do not know who is the responsible for the recruitment in the company, call and ask.
2. Eliminate all errors in your letter: grammatical errors are completely forbidden.
3. Bet on a striking image: the cover letter should be as graphic as your CV.
4. Be original: Bet on a different language.
5. Focus on the company: Emphasize the letter on the benefits of your engagement;
6. Avoid modest words: be authentic and assertive about your skills.

➤ **How to structure a cover letter:**



- 1st paragraph: state the reason why you are looking for the company and wanting to apply for the job.
- 2nd paragraph: list your training and experience with the company activity and demonstrate how it might be useful for the function in question;
- 3rd paragraph: make yourself available for an interview;
- 4th paragraph: say goodbye cordially.

Note: The letter must be dated, signed and refer to the accompanying curriculum.

9. Preparing for an interview

Preparing for an interview might seem intimidating, but there are several steps take to account to prepare for a successful interview. Preparing for an interview primarily means taking time to thoughtfully consider our goals and qualifications relative to the position and employer. So, we should perform research on the company and carefully review the job description to understand why we would be a good fit. We can create an interviewing prep checklist with the following items:

1. Carefully examine the job description

During our preparation work, we should use the employer's posted job description as a guide. The job description is a list of the qualifications, qualities, and background the employer is looking for in an ideal candidate. The more we can align with these details, the more the employer will be able to see that we are qualified. The job description may also give us ideas about questions the employer may ask throughout the interview.

2. Consider why we are being interviewed and what our qualifications

Before our interview, we should have a good understanding of why we want the job and what we are qualified for. We should be prepared to explain our interest in the opportunity and why we're the best person for the role.

3. Perform research on the company and role



Researching the company we're applying to is an important part of preparing for an interview. Not only will it help provide context for our interview conversations, but it will also help us when preparing thoughtful questions for your interviewers.

Researching the company and role as much as possible will give us an edge over the competition. Not only that, but fully preparing for an interview will help us remain calm so that we can be at our best.

✓ Research the product or service

Even if the role isn't directly related to the company's product or service, we're still looking to be part of the team. It's important to learn all we can about the product or service the company produces and promotes. We don't necessarily need to understand each and every detail, especially if it's a technical product, and we're interviewing for a non-technical position, but we should have a basic understanding of the main products or services the company offers.

✓ Research the role

It's important to read the job description carefully and make sure that we understand all the requirements and responsibilities that go along with it. This will not only prepare us with thoughtful, targeted questions about the position during the interview, but it will ensure that we're truly qualified and prepared to tackle the responsibilities if we get the job. During the interview, we need to ask for clarification or details about the role, so we can be sure we're ready should we receive a job offer. Researching the role before an interview will also help us to decide whether or not the position is right for us.

✓ Research the company culture

Modern companies usually have social media accounts and blogs that discuss their company culture and industry. This information can give us an impression of the tone and personality of the company, as well as what they value. No matter how good a job seems, it's important that we fit within the company culture and share a similar personality and values.

If we have questions about the workplace environment, culture, personality or values, we need to ask during the interview. These questions can range from the software and tools used by the company, to their policies on vacation and sick time. The interview is just as much about finding a good fit for our own work environment as it is about the company finding a good fit for the role. Knowing that our values align with the company ensures happy professional life. This



is also the perfect opportunity to find out more about the company and show the interviewer how we'll fit.

4. Consider our answers to common interview questions

While we won't be able to predict every question we'll be asked in an interview, there are a few common questions we can plan answers for. We might also consider developing an elevator pitch that quickly describes who we are, what you do and what we want.

5. Practice we speaking voice and body language

It's important to make a positive and lasting impression during the interview process. We can do this by practicing a confident, strong speaking voice and friendly, open body language.

6. Prepare several thoughtful questions for the interviewer(s)

Many employers feel confident about candidates who ask thoughtful questions about the company and the position. We should take time before the interview to prepare several questions for our interviewer(s) that show we've researched the company and are well-versed about the position.

- *What does a typical day look like for a person in this position?*
- *Why do you enjoy working here?*
- *What qualities do your most successful employees have?*

7. Conduct mock interviews

Just like public speaking, practicing interviews is the best way to relieve anxiety and improve our confidence. The practice may be tedious, but repeatedly experiencing the interview process will make us more comfortable and help us give the right impression.

8. Print hard copies of the CV

Most employers ask for digital copies of our cv with the application, but they may not have easy access to it during the interview itself. Having copies to present to multiple interviewers shows that we're prepared and organized. You should have at least three copies to provide for multiple interviewers, plus one for yourself to follow along.

9. Prepare our travel arrangements



Job interviews tend to be stressful for most people for many reasons, but getting to the interview can be a challenge in itself. If our interview is an unfamiliar area or even an entirely new city, it can be a source of anxiety to find our way around and make sure that we show up on time.

To avoid becoming too anxious for our commute, we need to be prepared to ensure everything goes smoothly on the day of the meeting.

10. Sell yourself

One of the biggest challenges in an interview is selling yourself. Most people are uncomfortable with this idea, but presenting ourselves accurately and positively doesn't have to feel like a sale. The truth is that we do have professional skills and experiences that may set us apart from other applicants, so it's acceptable and expected for us to acknowledge them to our potential employer.

Personal self-assessment is one of the most important aspects to consider before going to a job interview. The success, or failure, of the interview, among other equally important aspects, is related to personal self-assessment.

So, **Personal Self-assessment** is the practical exercise of taking a critical look at our own characteristics in order to know the strengths, that is, those that help us in our growth and progress, both in our personal lives and in our professional lives. Self-assessment is an introspection activity.

➤ How to self-assess:

✓ Prepare the environment

The place chosen should be comfortable and quiet, creating a quiet and uninterrupted environment.

✓ Determine a periodicity

Determining how long this evaluation will take is part of this process.

✓ Record your strengths and weaknesses

1) What do you do the best?

2) Which situation dominates in the work environment?



- 3) What is your best feature?
- 4) What are your locks?
- 5) In which situations are you most uncomfortable?
- 6) What is your greatest difficulty?

Note: Strengths and weaknesses should be understood as partners.

✓ Think about the moment you are now and where you want to be in the future

Thinking which characteristic stands out, that one should be constantly used in your favor, as a professional and personal motivation.

✓ Empower your strengths daily

By identifying the virtues and where you stand out, you can use this to improve work performance and further extend that ability in your professional and personal life in general.

✓ Think about what moment of your career you are now and what is the next step

Rank weaknesses by thinking about the main barriers or difficulties they promote in your day-to-day lives. The ideal is to establish small initiatives that will stimulate more and more to modify them completely.

✓ Think about what moment of your career you are now and what is the next

Always keep the main goal in your mind. What do you want to achieve in your professional life? Think about what moment of your journey you are now and what would you be next.

Note: In the search for a job, as important as the interview phase and the consequent conquest of the work, is knowing how to keep them.

➤ **Tips for keeping the job:**

1. Be proactive

- Show interest in new functions and willingness to bring solutions to work problems.

2. Develop your networking



- Having and strengthening the network of contacts within the company where you work is fundamental.

3. Watch for delays and unreasonable absences

- Avoid delays and absences without reason.

4. Adopt a participatory approach

- Adopt a more participatory attitude in the work environment.

5. Stay current

- To do this, invest in your learning to specialize, broaden your knowledge and develop skills that will allow you to take on new jobs and even have a better financial return.

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READY WOMEN CURRICULUM – Module 6: ACCOMPANYING STRATEGY FOR JOB ADVISORS OF WOMEN WITH DISABILITIES

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Module 6: Accompanying strategy for job advisors of women with disabilities

Training Curriculum:

1. Purpose of the training

The purpose of this module is to prepare job advisors for the implementation of accompanying process to access to employment for women participating in the project.

Moreover, this module aims to familiarize women of the target group with employment issues, current labour market situation and trends, learning strategies and tools related to this market, and, finally, increase their chances of finding a job.

2. Keywords and phrases

The main things to focus on this module are: *job advisor, barriers to labour market, discrimination, labour market, job demand, intervention, employment services, cv, interview*

- Employability
- New Technologies (ICT)
- Professional objective
- Working market
- Selection Interview
- Professional Networks (Linkedin, Viadeo, Xing)
- Strategies
- Blogs
- Networking
- Active Job Search (BAE)
- Professional profile
- Job portals

3. Objectives

The specific objectives of the training are:

- ☆ Development of accompanying strategies for women with disabilities
- ☆ Realising the tailored intervention needed



- ☆ Design of a SWOT analysis
- ☆ Know the labor market and the demanded profiles
- ☆ Define the professional objective
- ☆ Increase motivation before the BAE

4. Learning outcomes

The women participating in the training action (15 women with disabilities between the ages of 20 and 60 are planned) will acquire the professional and personal skills to carry out an active job search in order to improve their incorporation into the labor market.

Analysis of the professional objective.

Definition and analysis of the professional profile.

They will receive extensive information on job portals and websites, professional networks, ICT and a selection interview.

Information on specific public and private disability resources (Special employment centers, specific employment portals, specific aids for people with disabilities)

After the completion of the module, trainees will be able to:

- ☆ know the main duties of job adviser
- ☆ identify the barriers to labour market
- ☆ plan their intervention considering the target group needs and the labour market offer
- ☆ assist women with disabilities to prepare their cv and to go to an interview
- ☆ understand the basic knowledge and skills needed to help women with disabilities access careers information and guidance

Women participating in the training action (15 women with disabilities between the ages of 20 and 60 are planned) will acquire the professional and personal skills to carry out an active job search in order to improve their incorporation into the labor market.

- ☆ Analysis of the professional objective.
- ☆ Definition and analysis of the professional profile.
- ☆ They will receive extensive information on job portals and websites, professional networks, ICT and a selection interview.
- ☆ Information on specific public and private disability resources (Special employment centers, specific employment portals, specific aids for people with disabilities)



5. Course contents

Contents for trainers are:

- ☆ The profile of Job advisor
- ☆ Barriers to entering the labour market
- ☆ Attitude of women with disabilities
- ☆ Job Demand
- ☆ Tailored intervention
- ☆ The use of social networks
- ☆ Employment services
- ☆ How to help women with disabilities to write their CV
- ☆ Preparing for an interview

Contents for trainees are:

Concepts and definitions will be given to achieve the general objective of the module: to improve job incorporation, improve their degree of employability, taking into account the personal and professional characteristics of each of them, taking into account the peculiarities of the current labor market and the new sources of employment.

- ☆ Employability
- ☆ Self-assessment of professional goal
- ☆ Job search techniques
- ☆ Job interview

6. Learning hours

The learning hours for this module should be flexible, depending on the country and the observed needs of job advisors. It would be desirable a total of **6 hours** organised in **5 sessions between 30 minutes to 2 hours**.

In the case of application of the training for women with disabilities, the total duration of the activity will be **12 hours**, divided into **4 sessions of 3 hours approximately**.



7. Teaching and learning methods

Training methods: seminars and workshops, discussions both in groups and involving all the class, and practical independent work, Brainstorming, case study analysis,

8. Assessment methods

Assignment, Active-participatory expositive methodology (brainstorming, roleplaying).

9. Resources

- ☆ <https://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit>
- ☆ <https://www.open.edu/openlearn/education-development/careers-education-and-guidance/content-section-0?intro=1>
- ☆ <https://www.brookings.edu/opinions/removing-barriers-to-womens-labor-force-participation/>
- ☆ <https://www.sirius-project.eu/sites/default/files/attachments/SIRIUS%20WP1-%20D1.4%20.pdf>
- ☆ <https://blogs.worldbank.org/jobs/invisible-door-three-barriers-limiting-women-s-access-work>
- ☆ Computers, internet connection, printer, overhead projector, flip chart and consumables (paper and pens)

10. References

Since the references used will vary from country to country, they need to be adapted to each specific country. Here are some useful references in English to know wider the European framework for people with disabilities. Other websites are available in Spanish but they could be replaced by others in other similar national contexts.

- ☆ Cedefop (2015). *Tackling unemployment while addressing skill mismatch: lessons from policy and practice in European Union countries*. Luxembourg: Publications Office. Cedefop research paper; No 46. <http://dx.doi.org/10.2801/648140>
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- ☆ Nathan, R. & Hill, L. (2006). *Career counselling* (2nd ed). SAGE Publications, London: Thousand Oaks, Calif

National employment services and websites in Spain (replace for those similar in your national country):

- ☆ <https://www.juntadeandalucia.es/servicios/publicaciones/detalle/75843.html>
- ☆ <https://marcaempleo.es/>
- ☆ <http://pop.jccm.es/orientate/>
- ☆ Servicio andaluz de empleo: <https://ws054.juntadeandalucia.es/gestion-usuarios/infoPersonas.do>

11. ANNEX –SESSION PLANS: (see the annexed table)

<p>Module nº 6 / name: Workshop on Accompanying strategy for Job Advisors of women with disabilities Expected duration: 6 h General Objectives: See information provided above Resources: Training curriculum available at https://www.readywomentraining.eu/trainers-educators/</p>
<p>6.1. The profile of job advisor</p>
<p>Learning outcomes:</p> <p>To know the main duties of job advisor</p>
<p>Methods / key points:</p> <ul style="list-style-type: none"> – Expository methods (dynamic presentations on digital platforms); – Interrogative methods creating open discussions; – 1-2-4-All method
<p>Activities (time, description in details,...):</p> <p>This part of the workshop lasts 1 hour, the trainer shows through an image the words “job advisor”, and introduces “1-2-4-All method”. This method will be used to define role and duties of job advisor. 1-2-4- All method duration is 12 minutes and consists on:</p> <ol style="list-style-type: none"> 1. Start with 1 minute of silent self-reflection by individuals on a shared challenge, framed as a question; 2. Take 2 minutes to generate ideas in pairs, building on ideas from self-reflection; If total number of trainees is unpair, the trainer will join to one person. 3. Create groups of four and use 4 minutes to share and develop ideas that you’ve discussed within your pair. Notice similarities and differences. 4. Take 5 minutes to share insights, ideas and takeaways by asking “What is one idea that stood out in your conversation?”. Each group shares one important idea. Repeat cycle if needed. <p>(Source: http://www.liberatingstructures.com/1-1-2-4-all/)</p>



Once the cycle is finished we design in a virtual poster, (the trainer could recommend and use some apps like <https://www.genial.ly/> or <https://www.canva.com/> or any other similar) to compound the Good job advisor decalogue.

Assessment:

Evaluation of this part is based on final decalogue / guidelines for a good job advisor product. This product will be able to be uploaded to the portal <https://www.readywomentraining.eu/>

6.2. Labour market for women with disabilities

Learning outcomes:

- Identify the barriers that women with disabilities face in the labor market and the attitudes they adopt when seeking employment
- To know attitudes women with disabilities, have when they face job searching process.
- To understand the basic knowledge and skills needed to help women with disabilities access careers information and guidance
- To describe the job demand and the labour market offer

Methods / key points:

- Discussion;
- Teamwork;
- Research through the use of computers;
- Individual work;
- SWOT Analysis
- Creation of a specific profile for a job advisor for women with special needs;

Activities (time, description in details,...):

This part of the workshop lasts 2 hours, the trainer will divide the class in groups of 3-4 people to work in a cooperative way. The process of this class will be based on workgroup on the following pre-tasks and final tasks:

- 1.Trainer give a card to each group. Each group will meet in the card two sections: one to define barriers of women with disabilities at job searching and other section to write the attitudes that women adopt facing these barriers. Each group works in this pre-task 15 min.
2. Once they finish the previous pre-task one person from each group share with the full group their conclusions and put the card in a big poster which trainer will prepare in the wall. Once all the groups participate, the trainer will summarize the main conclusions. This pre-task will last 15 minutes
3. By using computers, each group will research job demand for women with disabilities in labour market. This pre-task last 15 minutes.
4. After each group finish the above-described pre-tasks, the trainer will introduce the SWOT analysis method and how each group will make one using previous information. Each group will work on SWOT analysis during 20 min. 10 last minutes will be used to explain the SWOT analysis by each group and put all them in the poster of the wall. (his poster will remain there during all the workshop).
5. At last, during 15 min, the trainer discusses with all the class on the main skills and abilities which a job advisor of women with disabilities should have having in mind all the obtained information. After discussion, the trainer will add the conclusions to the developed decalogue in previous part of the session.



Assessment:

Evaluation of this part is based on final decalogue / guidelines for a good job advisor product. This product will be able to be uploaded to the portal <https://www.readywomentraining.eu/>

In addition, the assessment will be based on:

- Oral evaluation and evaluation of works produced through group work.
- Evaluation of research work performed on computers;
- Evaluation of the profiles created; Group assessment.

6.3. Tailored intervention

Learning outcomes:

- To plan their intervention considering the target group needs. This group will be trainees in the next courses they will train. (women with physical and/or sensory disabilities)

Methods / key points:

- Discussion;
- Teamwork;
- Research through the use of computers;
- Individual work;

Activities (time, description in details,...):

This part of the workshop lasts 30 minutes, the trainer will divide the class in groups of 3-4 people to work in a cooperative way. The process of this class will be based on workgroup on the following task:

1. Elaboration of a questionnaire to study the market in order to understand the target group needs
The trainees will elaborate in a collaborative way a questionnaire to investigate needs and main difficulties for the women who will attend the next training they will develop or women who they will advise in the future.

Assessment:

Evaluation of this part is based on final evaluation of the questionnaire results. These products will be able to be uploaded to the portal <https://www.readywomentraining.eu/>

In addition, the assessment will be based on:

- Oral evaluation and evaluation of works produced through group work.
- Evaluation of research work performed on computers;

6.4. The use of the social media and employment services

Learning outcomes:

- To know how to exploit the use of social networks to help women with disabilities to find a job
- To find info about the employment services in the EU countries participating in the project.

Methods / key points:

- Discussion;



<ul style="list-style-type: none"> - Teamwork; - Research through the use of computers; - Individual work;
<p>Activities (time, description in details,...):</p> <p>This part of the workshop lasts 30 minutes. The trainer will introduce resources shared in the portal https://www.readywomentraining.eu/ for information and job searching, based in those available in each participating country in Ready Women project.</p> <p>Then, the trainer introduces how to use some social networks (Facebook, LinkedIn, Indeed,...) which are suitable to help women with disabilities when they are looking for a job.</p>
<p>Assessment:</p> <p>Presentation of examples of profiles and open conversation with colleagues about them;</p> <p>Discussion of the advantages and disadvantages of the different profiles presented;</p>
<p>6.5. How to prepare women with disabilities to prepare their CV and preparing job interviews</p>
<p>Learning outcomes:</p> <ul style="list-style-type: none"> - To assist women with disabilities to prepare their CV. - To know how to prepare women with disabilities to go to a job interview
<p>Methods / key points:</p> <ul style="list-style-type: none"> - Creation of different CVs and presentation to the audience in order to choose the best model; - To know how to prepare women with disabilities to go to a job interview through role playing/ virtual presentation - Presentation of a paper in digital format with the best tips for a job interview.
<p>Activities (time, description in details,...):</p> <p>This part of the workshop lasts 2 hours. The trainer will introduce some examples of CVs templates and discuss with the group about the ideal template for women. After choosing the CV templates for women with disabilities, trainer will explain some methods to communicate and to self- introduce in a job interview. If we could celebrate workshop face-to-face, we could practise a job interview where two trainees play the role of interviewer and job seeker and the rest of the group observe and evaluate the activity If the workshop need to be implemented online, trainer could use one video of elevator pitch presentation (i.e. https://youtu.be/hGkIVxwxrCk) and explain how to use this method to work training for a job interview with women with disabilities.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> - Presentation of curriculum vitae.



<ul style="list-style-type: none"> - Direct observation. - Evaluation of people's interaction

Table 6.1. Training plan for job advisors

<p>Unit nº 6 / name: Accompanying on job searching for women with disabilities</p> <p>Expected duration: 15 hours</p> <p>General Objectives: Help women with disabilities: to Know the labour market and the demanded profiles, Define the professional objective, Increase motivation before the Active job searching</p> <p>Resources: Computers, internet connection, printer, overhead projector, flip chart and consumables (paper and pens) and resources available at https://www.readywomentraining.eu/ portal</p>
<p>6.1. Employability</p>
<p>Learning outcomes:</p> <p>15 women receive information about the labor market and their most demanded professional profiles.</p>
<p>Methods / key points:</p> <ul style="list-style-type: none"> - Dynamic, participatory, face-to-face and online form with support in the means available to them on https://www.readywomentraining.eu/ portal.
<p>Activities (time, description in details...):</p> <p>Brainstorming, discussion groups. 3 hours approximately. This session will be trained in workgroups similarly like in curriculum for job advisors and based on questionnaires developed at workshops for job advisors.</p> <p>In this session women will develop a poster with their problems, needs and opportunities of employment and job searching.</p> <p>Trainer will introduce https://www.readywomentraining.eu/ portal and resources for them.</p>
<p>Assessment:</p> <p>Satisfaction survey of theoretical, practical and teaching staff</p>
<p>6.2. Self-Assessment of the professional goal</p>
<p>Learning outcomes:</p> <p>15 women will analyze their professional profile (SWOT Analysis))</p>
<p>Methods / key points:</p> <ul style="list-style-type: none"> - Dynamic, participatory, face-to-face and online form with support in the means available to them on https://www.readywomentraining.eu/ portal.



<p>Activities (time, description in details...):</p> <p>Individual preparation of the professional profile (SWOT). 3 hours approximately. Trainer will support the work of each woman and will direct the participation of each women at the end of the session in the final debate.</p> <p>Women will save the SWOT analysis in their individual portfolio and we will continue developing it in next sessions.</p>
<p>Assessment:</p> <p>Satisfaction survey of theoretical, practical and teaching staff</p>
<p>6.3. Job searching techniques</p>
<p>Learning outcomes:</p> <p>15 women receive information on the most used job search techniques and tools today</p>
<p>Methods / key points:</p> <ul style="list-style-type: none"> – Dynamic, participatory, face-to-face and online form with support in the means available to them on https://www.readywomentraining.eu/ portal.
<p>Activities (time, description in details...):</p> <p>Preparation of a dossier with the most appropriate search channels in terms of job search for women with disabilities. 3 hours approximately They will design and plan their CVs.</p> <p>Women will save the job searching dossier and CVs in their individual portfolio and we will continue developing it in next session.</p>
<p>Assessment:</p> <p>Satisfaction survey of theoretical, practical and teaching staff</p>
<p>6.4. Job interview</p>
<p>Learning outcomes:</p> <p>15 women receive training on necessary skills before a job interview.</p>
<p>Methods / key points:</p> <ul style="list-style-type: none"> – Dynamic, participatory, face-to-face and online form with support in the means available to them on https://www.readywomentraining.eu/ portal.
<p>Activities (time, description in details...):</p>



<p>The trainer will introduce effective communication methods and how to use them in the different job interviews.</p> <p>Trainer will introduce as well different types of job interviews and through Brainstorming method women will discuss their main worries about job interviews.</p> <p>After that, we will use role-play method to work on job interviews. Some women will participate as interviewers, other as job seekers and other as evaluators/ observers.</p> <p>At the end of the session we will evaluate the course through a questionnaire and trainer evaluates the individual portfolio.</p>
<p>Assessment:</p> <p>Satisfaction survey of theoretical, practical and teaching staff . Review of individual portfolio of each women</p>

Table 6.2. Training plan for women with disabilities

12. Observations / Further recommendations

-Contents of the Training Action for women with disabilities courses-

LABOR MARKET AND PROFESSIONAL OBJECTIVE

We are going to focus on two fundamental elements to take into account at the beginning of the job search process, such as knowledge of the labour market and the professional objective.

We have to plan our professional career with a clear objective and that has a place in the current labour market, if we want to achieve the expected objective. It is very important to know and know how to specify what there is, what we want and what we can achieve (SWOT analysis).

It is essential to know our labor market depending on the area in which we are to make real decisions based on our current position. When talking about the area, it can be local, regional, national or international depending on our availability to travel.

Knowledge of the labor market implies having information about the emerging occupations in our search area and the professional profiles most valued and demanded by companies.

The national and international labor market in recent years has undergone changes at a sociological, economic and technological level, these changes lead to the disappearance of some jobs and the appearance of new ones. This is what is called new sources of employment, occupations in which employment is growing. Some very current are all those that have to do with the new information technologies.

In recent years, working conditions have undergone changes in relation to those that current companies demand, they demand people with very specific profiles and who adapt to new forms and working relationships between workers and companies.



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The sources of employment arise in certain sectors of activity as a consequence of the appearance of new needs in our society. These are associated with the labor market with great growth potential. Currently, there are professional areas that have a high potential for growth and job creation.

Examples of employment sources would be home services, childcare, information and communication technologies, job orientation, environment, etc.

In current labour market, we have gone from talking about training and experience to talking about *COMPETENCES*, to value *ATTITUDE* more than *aptitude*.

We must carry out in every job search an analysis of how we should take advantage of the *OPPORTUNITIES* that are presented to us and how to prevent ourselves from potential *THREATS*.

When we talk about Opportunities, we refer to those positive and beneficial factors giving rise to advantages in obtaining employment.

And, when speaking of Threats, we refer to those situations that come from the environment that can lead us to failure and not obtaining a job.

PROFESSIONAL PROFILE AND OBJECTIVE

POSITIVE FACTORS (ADVANTAGES)	NEGATIVE FACTORS (DISADVANTAGES)
STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

It will also be necessary to take into account the access routes to the labor market, either through public or private employment or in the field of self-employment.

At present, the labor market model is characterized by being flexible and considering other options, one of these options is to choose to access the international labor market. A Market with its own requirements, in which we have to take into account, among other options:



GET INFORMED	ANALYZE	CONTACT WITH PUBLIC SERVICES	TRAIN
Before deciding which country to look for	Knowledge of languages	Where they teach you to develop in the country of your choice	Programs that offer training initiatives abroad (eures network, work around the world, executive training program)

JOB SEARCH

We live immersed in the era of new information and communication technologies (ICT) and digital skills.

Digital competence is the set of knowledge, skills, aptitudes, attitudes and motivations for the use of technological instruments and resources.

– DIGITAL COMPETENCES FOR ONLINE JOB SEARCH:

1. Digital knowledge
2. Communication on the network
3. Information management
4. Networking
5. Continuous learning
6. Strategic vision
7. Network leadership
8. Focus on results

The two known job searches are:

- Offline job search: traditional form of recruitment through non-technological means. Hand delivery of cv, press offers, advertisement boards and personal contacts.
- Online job search: this type of search is done through the internet by accessing tools such as email, specific job portals, social networks or web pages, among others.



The advantages of online job search are speed, up-to-date and direct information, a greater reach, saving time.

For this, we must know how to navigate the internet, know the basic use of the mobile application and know how to prepare the CV 2.0.

CV 2.0 is the digital tool that allows us to make our data and professional skills visible through the Internet when we are looking for a job. Endicho CV 2.0 we have the option of inserting links, it conveys originality and interest, it allows to publicize the CV in several languages and it allows adding videos (<http://www.tumeves.com/>) where professional qualities and achievements are highlighted.

– ONLINE EMPLOYMENT SOURCES

More and more companies use online tools to select staff, is rising use of social networks for this purpose. The direct contact between company and candidate through the network allows advantages for both parties through interconnectivity. For the company it allows to know the motivations, aptitudes and attitudes of the candidate.

For the candidate, it allows you to know the company where you want to work and contact the one that best suits your profile.

The existing sources of employment are:

Job portals

Website showing the offer and demand in the market (Infojobs, Infoempleo, Laboris, Monster, Virtual Employment Office, Tecnoempleo, Colejobs).

Job seekers.

Allows you to find the jobs that have been published in different job portals (Bizneo, Indeed, Jobaprido and Trovit).

Temporary work companies.

Companies that assign their own workers to user companies for a specified period of time (Adecco, Randstad, Grupo Bcm, Temporary Work and Ananda temporary work)

Temporary work agencies:

They are entities that are sometimes coordinated with the public employment services or collaborate with the public employment services through an agreement.

Company websites:



Almost 80% of Spanish companies have web pages, a figure that is increasing progressively.

Oferta en redes sociales y profesionales:

The most used social networks are Facebook and Twitter. Professional networks are platforms aimed at managing the profile or professional career. The most used are: LinkedIn, Xin and Viadeo.

Employment APPS: programs that are installed on a mobile device and that provide instant access without having to search the internet. The most used are Jobeeper and Crowd job.

Other sources of online employment are Blogs, a website in which one or more authors publish articles, used to publish their own ideas and opinions.

The employment alert services send us notices every time an update arrives on a topic of interest to us. The most used are: Google alerts and Feedly.

– JOB INTERVIEW AND ITS TYPES

The *job interview* is one more step in a selection process to fill a vacant position in a company. It is the most important moment of the process to which only candidates with the possibility of being incorporated into the vacant position have access, although the interview alone does not guarantee that we are the candidates finally chosen.

The interview is not an interrogation, but a dialogue with questions and answers in which both the interviewer and the interviewee will try to resolve their doubts: the interviewer will try to ensure that the candidate is the ideal one for the vacant position and the candidate that the job suits and interests them.

Structure of the job interview. The three main phases in which an employment interview is structured are:

- ☆ **Presentation.** It is the initial moment, in which you introduce yourself to the interviewer and he briefly explains the job position. At this time, be interested and determined.
- ☆ **Development.** The recruiter wants to know the details of your training, your professional experience, your skills, etc. Take advantage of this moment to show the best image of yourself. It is very important that you remember well the data and dates that appear on your resume and are clear about the aspects you want to highlight, what are the skills you have and what differentiate you from others, and why you think you are ideal for this job .
- ☆ **Closing.** At the time of closing is when you can ask some questions about the job and the company (hours, type of contract, salary, etc.) or clarify any point that you have not understood.

Key aspects for a good interview:



- ☆ Aspects to consider before the interview: be clear about what you can offer, know the company and the job vacancy, prepare questions to ask the interviewer, remember the data and details of your resume, take care of clothing and personal hygiene.
- ☆ Negative aspects that you should avoid: showing availability or mobility problems, showing signs of aggressiveness or little control, showing signs of rigidity or poor adaptability, appearing not very responsible, appearing not very dynamic, being late, looking like you don't have confidence in yourself.

Types of interview. There are different types of interviews, depending on the objective of the selection.

- ☆ **Closed interview.** The closed interview will not be the most spontaneous you will come across. It consists of a sequence of questions that seek to fully understand your abilities and qualifications.
- ☆ **Open interview.** It is an unstructured interview, in which the interviewer asks few or very general questions. It is intended to evaluate how the candidate develops in an unknown environment, her capacity for analysis, argumentation, certifying and synthesis of the proposed contents, evaluating the ability to function in a professional environment.
- ☆ **Mixed interview.** This interview is a very common mix of the previous two.
- ☆ **Tension or stress interview.** This type of interview seeks to put the applicant to the limit of stress in order to observe how he reacts. If it is a position that requires a high tolerance for pressure, interviewers will seek to screen out overly sensitive or overly nervous people in order to avoid problems in the future. You will notice that you are being subjected to a stress interview if the questions are strange, personal or even vary greatly in scope from one to the other.
- ☆ **Interview by competencies.** In this interview, your interlocutor will seek to understand, beyond whether you are academically prepared for the position, if you have the personal skills to manage or work in a team. It may be one of the toughest, but if you are chosen, you can be convinced that you are worth the job.
- ☆ **Structured interview.** What you will find in a structured interview is an interviewer who repeats certain questions to all applicants, in order to have an exact comparison of the answers to them. Typically, they are tailored to ask not only career or character traits of the aspiring professional, but also issues related to the particular job for which you are applying.
- ☆ **Group interview.** A number of candidates are appointed, among six to ten, a group situation simulation is made in which a topic has to be debated to reach conclusions. The objective



of this interview is to obtain information about the capacity of relationship and behavior of the candidates in a group.

- ☆ **Interview panel.** You may have come across a job interview in which there was more than one interviewer. This qualifies as an interview panel. All interviewers often ask questions of the candidate, and all listen to their feedback to further nurture their opinion.