SKILLS TO SUCCEED ACADEMY

Module Guide and Diagnostic

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SKILLS TO SUCCEED ACADEMY

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SECTION 1: PURPOSE OF THIS DOCUMENT

1.1 WHO IS THIS GUIDE FOR?

This guide is designed for advisors. It is designed to be read in conjunction with the Training Handbook.

By 'advisor' we mean anyone who supports young people to gain and sustain employment. Advisors could be: Job Advisors, teachers, trainers, Career Advisors, Career Counsellors or mentors to name a few.

1.2 WHAT IS THIS DOCUMENT USED FOR?

This document is designed to help advisors identify the most appropriate modules for participants to complete, depending on their circumstances and skills needs. The individual module guides in Section 4 contains an overview of each module, including module objectives and discussion points. These are particularly useful when holding conversations and discussions after participants have completed modules.

Please refer to the Training Handbook to see step-by-step guidance on how advisors can use the Skills to Succeed Academy with participants.

1.3 DOCUMENT OVERVIEW

This document contains the following sections:

SECTION	DESCRIPTION	WHEN TO USE THIS SECTION
2. Pre-Assessment Functionality	A comprehensive tool provided by the Skills to Succeed Academy, which provides learners with a personalized recommendation of modules. The recommendations are based on the learner's response to a series of questions.	To help when picking modules that best fit participants needs. This can be done with an advisor or alone.
3. Training Modules Table	Tables providing an overview of each of the 36 online modules in the Skills to Succeed Academy split by training course. Including: • Module objective • Characters in the module • Type of learning • Time to complete module (min, max and recommended) • Prep required and suitability for instructor led delivery	This is useful to provide advisors with a very quick and easy overview on what will be included in the modules and how long they will take to complete.
4. Individual Module Guides	'Crib Sheets' or individual module guides, including: • Descriptions of what is in the module • Type of training (CBT/Performance Simulation) • Length of time the module is expected to take • Which characters appear in the module Information about the Activity Pack (where applicable)	This should be used to help deliver training or to support discussions with participants when they have completed modules.

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SECTION 2: PRE-ASSESSMENT

2.1 SCENARIO OVERVIEW

Learners have access to a pre-assessment to help them choose the modules most relevant to their needs. As an advisor, you can direct your learners take this pre-assessment, or you can recommend specific modules based on your understanding of their needs or the program you are teaching. The pre-assessment is accessed via 'What describes your current situation?' section on the Courses page and is based on six broad scenarios:

SCENARIO	OPTION #	DESCRIPTION OF SCENARIO TYPES
I am beginning my career search	1	Scenarios in which participants are in the very early stages of the job seeking process (i.e. they are unsure what they want to do or need to know more about the types of jobs to apply to).
I am looking for a job	2	Scenarios in which participants are in the initial stages of applying for a job (e.g. they are writing their Resume/Application form/Cover Letter).
I want to brush up on my interview technique	3	Scenarios in which participants want to focus on various types of interviewing.
I am starting my first job	4	Scenarios in which participants have secured a job and are preparing to start.
I have a job and want to advance my career	5	Scenarios in which participants are already in employment or training and want to progress.
I want a different job or change career path	6	Scenarios in which participants who are already in employment and want to a different job or change career paths

2.2 MODULE RECOMMENDATIONS FOR SCENARIOS

After the participant identifies the scenario that is most applicable to them, they will find a sequence of questions that will filter the appropriate modules for their individualized journey. Advisors and learners can use these recommended modules as a starting point for what will be the most useful to their learning. Not all participants will fit neatly into one of the scenarios; please use the full list of modules in Section 3 to adapt the suggested module combinations and therefore best meet the needs of individual participants**.**

In the table below:

- YAYC refers to the You and Your Career Course (Also referred to Choose Your Career on the site)
- GAJ refers to the Getting a Job Course
- SIW refers to the Success in Work Course

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APPEARS AFTER SELECTION OPTION #	PARTICIPANT SCENARIO	SUGGESTED MODULES
1	Learning more about careers	YAYC1: Lila's Dilemma YAYC2: Career Pursuit YAYC3: Why Do You Want To Be A…? YAYC4: What Makes You Tick? YAYC5: Find Your Future YAYC6: Get Some Experience
1	Finding the career for me	YAYC3: Why Do You Want To Be A…? YAYC4: What Makes You Tick? YAYC5: Find Your Future YAYC6: Get Some Experience GAJ5: Identify Your Skills GAJ7: Work Your Network GAJ8: Do Your Research GAJ9: To Apply Or Not To Apply?
2	Pursuing the right job	YAYC3: Why Do You Want To Be A…? YAYC4: What Makes You Tick? YAYC5: Find Your Future YAYC6: Get Some Experience GAJ5: Identify Your Skills GAJ7: Work Your Network GAJ8: Do Your Research GAJ9: To Apply Or Not To Apply?
2	Transferrable skills (OR Identifying my transferrable skills)	YAYC4: What Makes You Tick? GAJ5: Identify Your Skills GAJ6: Create Your Resume GAJ13: Tailor Your Resume GAJ14: The Application Form
2	Knowing how to apply for a job	GAJ3: Who Can Help You? GAJ5: Identify Your Skills GAJ7: Work Your Network GAJ8: Do Your Research GAJ9: To Apply Or Not To Apply? GAJ11: The Selection Process GAJ20: Online Professional Presence
2	Understanding who can help me	GAJ3: Who Can Help You? GAJ4: Jenny And Sam GAJ7: Work Your Network

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APPEARS AFTER SELECTION OPTION #	PARTICIPANT SCENARIO	SUGGESTED MODULES
		GAJ20: Online Professional Presence
2	Having a great CV / Resume	GAJ5: Identify Your Skills GAJ6: Create Your Resume GAJ13: Tailor Your Resume
2	Writing an application form	GAJ5: Identify Your Skills GAJ10: Test Drive The CAR Technique GAJ14: The Application Form GAJ15: A Better Cover Letter
2	Creating an online presence	GAJ20: Online Professional Presence
3	Face-to-face interviews	GAJ1: Into the Wild GAJ5: Identify Your Skills GAJ10: Test Drive The CAR Technique GAJ11: The Selection Process GAJ16: Prepare For Your Interview GAJ17: Sam And FuturoSystems GAJ18: Ace Your Interview
3	Telephone interviews	GAJ5: Identify Your Skills GAJ10: Test Drive The CAR Technique GAJ11: The Selection Process GAJ12: The Call Out Of The Blue GAJ16: Prepare For Your Interview GAJ18: Ace Your Interview
3	Panel interviews	GAJ5: Identify Your Skills GAJ10: Test Drive The CAR Technique GAJ18: Ace Your Interview GAJ19: The Pearly Bank Panel
4	Preparing for a new job	SIW1: The Night Before SIW2: Getting On Track SIW3: Ready.. Steady.. Prep! SIW8: Having the Right Attitude
4	Succeeding in a new job	SIW4: Welcome to Dizzy Heights SIW5: Finding Your Feet SIW6: Getting To Know You SIW7: Knowing Your Job SIW8: Having the Right Attitude SIW9: Life at Dizzy Heights

APPEARS AFTER SELECTION OPTION #	PARTICIPANT SCENARIO	SUGGESTED MODULES
5	Advancing my career	YAYC4: What Makes You Tick? SIW6: Getting To Know You SIW7: Knowing Your Job SIW8: Having the Right Attitude SIW9: Life at Dizzy Heights SIW10: Using Your Skills To Succeed GAJ20: Online Professional Presence
5	Maintaining my online network	GAJ20: Online Professional Presence
5	Improving my performance	SIW6: Getting To Know You SIW7: Knowing Your Job SIW8: Having the Right Attitude SIW9: Life at Dizzy Heights SIW10: Using Your Skills To Succeed
5	Considering a career change	YAYC5: Find Your Future GAJ5: Identify Your Skills GAJ8: Do Your Research GAJ10: Test Drive The CAR Technique GAJ13: Tailor Your Resume GAJ20: Online Professional Presence
6	Advanced job seeking skills	GAJ5: Identify Your Skills GAJ6: Create Your Resume GAJ10: Test Drive The CAR Technique GAJ13: Tailor Your Resume GAJ14: The Application Form GAJ15: A Better Cover Letter GAJ19: The Pearly Bank Panel GAJ20: Online Professional Presence
6	Returning to job seeking	GAJ5: Identify Your Skills GAJ6: Create Your Resume GAJ8: Do Your Research GAJ9: To Apply Or Not To Apply? GAJ10: Test Drive The CAR Technique GAJ11: The Selection Process GAJ12: The Call Out Of The Blue GAJ13: Tailor Your Resume GAJ14: The Application Form

APPEARS AFTER SELECTION OPTION #	PARTICIPANT SCENARIO	SUGGESTED MODULES
		GAJ15: A Better Cover Letter
		GAJ17: Sam And FuturoSystems
		GAJ18: Ace Your Interview
		GAJ19: The Pearly Bank Panel
		GAJ20: Online Professional Presence

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SECTION 3: THE TRAINING COURSES AND MODULES

3.1 TRAINING COURSE AND MODULE OVERVIEW

The Skills to Succeed Academy is split into three training courses; designed to support young people in building the core skills they need to choose the right career for them and find and keep a job: You and Your Career, Getting a Job and Success in Work.

Within each of these training courses are several training modules - see below for an illustration and further below for more detail on each of the courses and modules.

The training modules can be completed in several ways:

- o In a combination of modules that cover a specific training scenario (e.g. preparing for interview). This could be done individually or in groups and either over time or in a single session. See the Training Handbook in the advisor section of the Skills to Succeed Academy for more information on different delivery methods
- o As individual modules: If the participant needs support to build specific skills, they could complete just those modules that meet their specific needs
- o As an entire training course, covering all the modules from start to finish

A course

You and Your Career course	Getting a Job course		Success in Work course
Lila's Dilemma	Into the Wild	The Selection Process	The Night Before
Career Pursuit	Your Train-ing Journey	The Call Out Of The Blue	Getting On Track
Why Do You Want To Be A...?	Who Can Help You?	Tailor Your CV	Ready.. Steady.. Prep!
What Makes You Tick?	Jenny And Sam	The Application Form	Welcome to Dizzy Heights
Find Your Future	Identify Your Skills	A Better Cover Letter	Finding Your Feet
Get Some Experience	Create Your CV	Prepare For Your Interview	Getting To Know You
	Work Your Network	Sam And Futuro-systems	Knowing Your Job
	Do Your Research	Ace Your Interview	Having the Right Attitude
	To Apply Or Not To Apply?	The Pearly Bank Panel	Life at Dizzy Heights
A module	Test Drive The CAR Technique	Online Professional Presence	Using Your Skills To Succeed

Example of modules recommended for a participant scenario

The tables below provide information on each of the 36 online modules in the Skills to Succeed Academy training courses. They include the following:

- o **Module No:** Number of the module within each training course.
- o **Module name:** Name of the module as it appears in the online training.
- o **Module objective:** What will participants have achieved upon completion of a module.

- o **Characters in module:** The training is based around a group of characters enabling participants to learn from their true-life situations.
- o **Type of learning:** Modules are either Computer Based Training (CBT) or Performance Simulations. Please refer to the **Training Handbook** for detailed information about the two different types of training.
- o **Time to complete module (min, max and recommended):** Indicative timings to inform your planning.
- o **Preparation and suitability for instructor-led delivery:** Each module is rated as needing either Simple Preparation, Some Preparation or Significant Preparation ahead of running it as an instructor-led session. It is indicated which modules are suited to this mode of delivery, as opposed to learners logging on individually (or in pairs etc.).

For more detailed information on the modules, advisors should refer to Section 4: Individual Module Guides.

If you are an advisor wanting to run instructor-led sessions for participants, refer to the Skills to Succeed Academy Training Handbook. This can be found in the advisor section from the main menu of the Skills to Succeed Academy. It contains information on the content of the training, options for how to deliver the training, guidance on preparing and hints on delivery of sessions.

3.2 YOU AND YOUR CAREER COURSE MODULES

MODULE	MODULE OBJECTIVES	CHARACTERS IN MODULE	TYPE OF LEARNING	TIME TO COMPLETE	PREPARATION AND SUITABILITY FOR INSTRUCTOR-LED DELIVERY
YAYC 1 Lila's Dilemma	• Recognize why it is important to think about your career	Lila, Grandma	Perf Sim	30 – 60 mins 50 mins recommended	**Simple Preparation** This is a Performance Simulation module that can be effectively delivered from the front of a room to a class/ group.
YAYC 2 Career Pursuit	• Explain what a career is and begin thinking about your career • Identify sources of career advice and information • Research careers using the DLO technique	Lila, Bryan, Luis, Grandma	Character based CBT	15 – 30 mins 25 mins recommended	**Simple Preparation** Introductory module, it can be effectively delivered from the front of a room to a class/ group.
YAYC 3 Why Do You Want to Be A…?	• Consider what influences you and your career choice • Recognize that a job might be really different than you imagine • Explain the importance of having an open mind when thinking about careers	Lila, Bryan, Luis, Grandma	Character based CBT	20 – 45 mins 40 mins recommended	**Simple Preparation** Introductory module, it can be effectively delivered from the front of a room to a class/ group.
YAYC 4 What Makes You Tick?	• Recognize your skills, interests, motivators, and style • Explain why knowing yourself is important when making career choices • Identify different motivations for working	Lila, Bryan, Luis, Grandma	Character based CBT	20 – 35 mins 30 mins recommended	**Significant Preparation Required** This is a reflective module and therefore better suited to individual completion. However, if run in front of a group, you may want to plan time into the session to ensure learners can reflect on "what makes them tick".
YAYC 5 Find Your Future	• Describe the importance of research when planning your career	Lila, Bryan, Luis, Grandma	Character based CBT	20 – 40 mins 35 mins recommended	**Some Preparation Required**

MODULE	MODULE OBJECTIVES	CHARACTERS IN MODULE	TYPE OF LEARNING	TIME TO COMPLETE	PREPARATION AND SUITABILITY FOR INSTRUCTOR-LED DELIVERY
	• Recognize that there are many types of jobs and possible career paths • Consider how job market changes may affect you and your career choice • Explain business awareness and how it can help you				
YAYC 6 Get Some Experience	• Describe the benefits of trying new things and gaining experience • Identify various ways to gain experience • Explain how to use action plans to reach their career goals	Lila, Bryan, Luis, Grandma	Character based CBT	20 – 35 mins 30 mins recommended	**Some Preparation Required**

3.3 GETTING A JOB COURSE MODULES

* Supporting characters are noted with an asterisk.

MODULE	MODULE OBJECTIVES	CHARACTERS IN MODULE	TYPE OF LEARNING	TIME TO COMPLETE	PREPARATION AND SUITABILITY FOR INSTRUCTOR-LED DELIVERY
GAJ 1 Into the Wild	• Recognize why interview practice and preparation is important, and recognize how to succeed in group assessments and assessment centers	Sam, Michael*	Performance Simulation	25 – 55 mins 40 mins recommended	**Simple Preparation** This is a Performance Simulation module that can be effectively delivered from the front of a room to a class/ group.
GAJ 2 Your Train-ing Journey	• Recognize that there are a number of steps to take to find a job • Recognize the people whom you will help throughout the training	Sam, Angela, Eric, Daniel, Claire	Character based CBT	10 – 20 mins 15 mins recommended	**Simple Preparation** Introductory module that can be effectively delivered from the front of a room to a class/ group.
GAJ 3 Who Can Help You?	• Identify who can help you find a job • Describe the role of an advisor in your job search • Recognize your individual responsibilities in searching for a job • Describe how recruitment agencies work	Eric, Claire, Angela	Character based CBT	10 – 20 mins 20 mins recommended	**Simple Preparation**
GAJ 4 Jenny and Sam	• Be able to see things from the advisor's point of view.	Sam, Jenny*	Performance Simulation	20 – 40 mins 40 mins recommended	**Simple Preparation** This is a Performance Simulation module that can be effectively delivered from the front of a room to a class/ group.
GAJ 5 Identify Your Skills	• Identify your skills based on your life experiences • Explain what transferable skills are	Angela, Daniel, Sam	Character based CBT	20 – 30 mins 25 mins recommended	**Simple Preparation**
GAJ 6 Create Your Resume	• Explain what a resume is • Identify different types of resumes and know what to put in each section	Claire	Character based CBT	30 – 50 mins 40 mins recommended	**Significant Preparation required** This module contains lots of examples of resumes to help learners. If you're running a

MODULE	MODULE OBJECTIVES	CHARACTERS IN MODULE	TYPE OF LEARNING	TIME TO COMPLETE	PREPARATION AND SUITABILITY FOR INSTRUCTOR-LED DELIVERY
	• Use different techniques to describe their experiences, skills and achievements • Recognize the importance of reviewing your resume				group session this may mean learners at the back of the room are unable to read the text or learners with a slower reading speed may not have time to take in all the necessary information.
GAJ 7 Work Your Network	• Recognize how different people can help you in different ways during your job search	Daniel, Rose, Daniel's Dad*, Mitch*	Performance Simulation	25 – 40 mins 40 mins recommended	**Simple Preparation** This is a Performance Simulation module that can be effectively delivered from the front of a room to a class/ group.
GAJ 8 Do Your Research	• Research careers using the "DLO" technique • Identify different sources of information • Start looking for jobs online • Use appropriate email etiquette	Daniel, Claire	Character based CBT	25 – 40 mins 40 mins recommended	**Significant Preparation Required**
GAJ 9 To Apply or Not to Apply?	• Explain what job advertisements really mean • Evaluate job advertisements to help you find the right role	Sam, Angela	Character based CBT	15 – 25 mins 25 mins recommended	**Some Preparation Required** Due to some of the interactive activities in this module, it may make it more challenging for classroom delivery.
GAJ 10 Test Drive the CAR Technique	• Define what CAR stands for • Recognize when to use the CAR technique • Structure your responses using the CAR technique	Claire, Eric, Angela	Character based CBT	20 – 25 mins 25 mins recommended	**Simple Preparation**
GAJ 11 The Selection Process	• Recognize that employers follow a selection process and why • Understand your role in various selection activities	Claire, Daniel, Eric	Character based CBT	25 – 30 mins 25 mins recommended	**Significant Preparation Required**

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MODULE	MODULE OBJECTIVES	CHARACTERS IN MODULE	TYPE OF LEARNING	TIME TO COMPLETE	PREPARATION AND SUITABILITY FOR INSTRUCTOR-LED DELIVERY
	• Explain why employers use various selection activities				
GAJ 12 The Call Out of The Blue	• Prepare and practice for telephone interviews.	Angela, Martin*	Performance Simulation	15 – 40 mins 40 mins recommended	**Simple Preparation** This is a Performance Simulation module that can be effectively delivered from the front of a room to a class/ group
GAJ 13 Tailor Your Resume	• Explain why it is important to tailor their resume for every job • Describe how to tailor your resume • Recognize what to do if you do not have all the required skills for a job	Sam, Claire	Character based CBT	20 – 30 mins 30 mins recommended	**Some Preparation Required**
GAJ 14 The Application Form	• Understand how to fill in application forms • Recognize what pre-employment assessments are and why they're used	Daniel, Eric	Character based CBT	20 – 30 mins 30 mins recommended	**Some Preparation Required**
GAJ 15 A Better Cover Letter	• Explain what a cover letter is and what it is used for • Describe what to include in a cover letter	Eric, Daniel, Sam	Character based CBT	15 – 30 mins 30 mins recommended	**Significant Preparation Required**
GAJ 16 Prepare for Your Interview	• Explain the important of using previous interview feedback to help prepare for an interview • Recognize key things you should research before attending an interview • Choose what to wear to an interview • Explain the importance of planning your route • Explain best practices for a successful video	Sam, Eric, Claire	Character based CBT	25 – 35 mins 35 mins recommended	**Some Preparation Required** This is one of the longer modules (estimated at 35 mins when completed individually) and may take longer when delivered at the front of a class or group.

MODULE	MODULE OBJECTIVES	CHARACTERS IN MODULE	TYPE OF LEARNING	TIME TO COMPLETE	PREPARATION AND SUITABILITY FOR INSTRUCTOR-LED DELIVERY
	interview and critique a sample				
GAJ 17 Sam and Futuro Systems	• Prepare and practice for a face to face interview.	Sam, Anita*, Receptionist*	Performance Simulation	20 – 40 mins 40 mins recommended	**Simple Preparation** This is a Performance Simulation module that can be effectively delivered from the front of a room to a class/ group
GAJ 18 Ace Your Interview	• Prepare for common and difficult interview questions • Recognize the importance of preparing questions to ask in the interview • Demonstrate good body language • List useful interview tips	Claire, Angela	Character based CBT	15 – 40 mins 35 mins recommended	**Some Preparation Required**
GAJ 19 The Pearly Bank Panel	• Prepare and practice for a panel interview	Angela, Laura*, Peter*, Sarah*	Performance Simulation	20 – 40 mins 40 mins recommended	**Simple Preparation** This is a Performance Simulation module that can be effectively delivered from the front of a room to a class/ group.
GAJ 20 Online Professional Presence	• Explain the importance of having an online presence • Manage your social profile • Create a strong LinkedIn profile that will help stand out to employers • Recognize how to use information available to you on LinkedIn in a way that will differentiate you from other candidates • Formulate a plan to build a professional network that will be valuable to your career search	Sam, Angela	Character based CBT	30 – 40 mins 40 mins recommended	**Some Preparation Required**

3.4 SUCCESS IN WORK COURSE MODULES

* Supporting characters are noted with an asterisk.

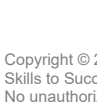| MODULE	MODULE OBJECTIVES	CHARACTERS IN MODULE	TYPE OF LEARNING	TIME TO COMPLETE	PREPARATION AND SUITABILITY FOR INSTRUCTOR-LED DELIVERY
SIW 1 The Night Before	• Understand why preparation before starting a job is important.	Daniel, Rose	Performance Simulation	20 – 35 mins 35 mins recommended	**Simple Preparation** Introductory module that can be effectively delivered from the front of a room to a class/ group
SIW 2 Getting on Track	• Describe the four different phases you will go through when you start work • State the three 'Secrets to Success' that will help you through these phases • Identify who can help both in and outside of work	Daniel, Rose, Bryan, Karen, Claire	Character based CBT	15 – 40 mins 25 mins recommended	**Simple Preparation** Introductory module that works well for classroom delivery. It allows you to set the context, as well as introduce learners to the characters and the different modules within the course.
SIW 3 Ready... Steady... Prep!	• Identify important things to consider before you accept a job offer • Describe some of the impacts and benefits of working • Identify the steps you should take to prepare for a new job • Recognize how having a job will affect your life	Bryan, Karen, Daniel	Character based CBT	20 – 40 mins 25 mins recommended	**Some Preparation Required**
SIW 4 Welcome to Dizzy Heights	• Recognize how to make the right decisions when starting a new job	Karen, Bryan, Daniel, Mei Lin*, Luis, Customer*	Performance Simulation	20 – 45 mins 35 mins recommended	**Simple Preparation** This is a Performance Simulation module that can be effectively delivered from the front of a room to a class/ group. Please note that choices made in this performance simulation affect how the next performance simulation (Module 9) will run. This should be considered if

MODULE	MODULE OBJECTIVES	CHARACTERS IN MODULE	TYPE OF LEARNING	TIME TO COMPLETE	PREPARATION AND SUITABILITY FOR INSTRUCTOR-LED DELIVERY
					planning to use either one of Modules 4 and 9, or both, for a group classroom session
SIW 5 Finding Your Feet	• Describe what might happen in your first few days at work • Recognize why first impressions at work count and state ways to make a good one • Identify ways to be successful in your first few weeks at work • Explain what it means to be professional	Bryan, Arnold*, Karen, Daniel, Claire	Character based CBT	30 – 50 mins 45 mins recommended	**Significant Preparation Required** This is one of the longer training modules (estimated at 45 min when completed individually) and may take longer when delivered at the front of a classroom.
SIW 6 Getting to Know You	• Explain why it is good to get on with people at work • Recognize ways to build good relationships at work • Describe how to address issues in the workplace	Rose, Luis, Bryan	Character based CBT	20 – 35 mins 30 mins recommended	**Some Preparation Required**
SIW 7 Knowing Your Job	• Explain what a probationary period is • Describe ways you can do your job well, including setting objectives and managing your time • Recognize the importance of feedback • Explain what it means to demonstrate professional behaviors	Claire, Karen, Rose, Luis, Bryan, Daniel	Character based CBT	20 – 50 mins 40 mins recommended	**Significant Preparation Required** This is one of the longer training modules (estimated at 40 mins when completed individually) and may take longer when delivered at the front of a classroom.
SIW 8 Having the Right Attitude	• Recognize why it is important to have the right attitude • Explain how their behavior affects your success at work • Describe methods to deal with the realities of work	Bryan, Karen, Daniel, Rose	Character based CBT	20 – 45 mins 30 mins recommended	**Some Preparation Required** The interactive features in this module may make it more challenging for classroom delivery.

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MODULE	MODULE OBJECTIVES	CHARACTERS IN MODULE	TYPE OF LEARNING	TIME TO COMPLETE	PREPARATION AND SUITABILITY FOR INSTRUCTOR-LED DELIVERY
SIW 9 Life at Dizzy Heights	• Recognize what to do to be successful at work	Daniel, Rose, Karen, Mei Lin*, Luis	Performance Simulation	20 – 35 mins 35 mins recommended	**Simple Preparation** This is a Performance Simulation module that can be effectively delivered from the front of a room to a class/ group. Please note that choices made in the last performance simulation (Module 4) affects how this performance simulation will run. This should be considered if planning to use either one of Modules 4 and 9, or both, for a group classroom session. See the crib sheet or this module for more information.
SIW 10 Using Your Skills to Succeed	• Describe how to set goals to stay motivated • Recognize why it is important to make the most of their opportunities • Recognize why it is important to manage your career	Daniel, Rose, Karen, Bryan, Claire	Character based CBT	20 – 30 mins 30 mins recommended	**Significant Preparation Required**

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SECTION 4: INDIVIDUAL MODULE GUIDES

4.1 INDIVIDUAL MODULE GUIDES OVERVIEW

This section contains overviews of each module. Advisors can use these during discussions with participants. These may take place at the end of modules or as part of a group session. See the Training Handbook for more information regarding discussion sessions - it is available in the Advisor area of the Skills to Succeed Academy. Each module 'crib sheet' contains the below information to help you understand the module and its associated activities, as well as questions to ask your participants.

ICON IN CRIB SHEET	DESCRIPTION OF WHAT INFORMATION IS INCLUDED
	Estimated time to run modules and offline activities
	Performance Simulation Module
	CBT Screens: number of screens in a CBT module
	Learning Objectives: what will be achieved by completing the module
	Which characters appear in the module and their activities
	Module Notes: A summary of the module and activities in it
	Activity Pack: Information about what's included in the Activity Packs for each of the CBT modules
	Module Key Points: Important information about the module, such as explanations of difficult activities
	Quiz and feedback information: Information on the availability of quizzes and feedback surveys in the module
	Participant discussion points: Example questions for you to use when holding a discussion on a module with participants

	Additional activities: examples of extra activities participants can complete if they finish early during a group session

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4.2 YOU AND YOUR CAREER COURSE MODULE GUIDES

Module 1: Lila's Dilemma

🕐 **50 mins online learning**   💬 **Performance Simulation**

There is no Activity Pack for this module.

***Summary*:** Simulated conversation about what to consider when deciding on a career

🖥️	***Learning Objectives*** ○ Recognize why it is important to think about your career
👥	***Characters*** **Lila** is visiting her grandma at Shady Pines Retirement Home **Grandma** is going to talk to Lila about careers
📄	***Module Notes*** **Context:** This opening module is designed to hook the participant, acting as an engaging introduction to the You and Your Career course in the Skills to Succeed Academy training. It is a Performance Simulation exercise where Lila is discussing her career options with her Grandma. In this situation, the participant is making decisions for Grandma as she helps Lila consider all her options and have an open mind about what careers really mean. Lila's heart is set on becoming a DJ but her mom has suggested looking at becoming a lawyer instead. Lila has not really looked in to either careers much but has made some assumptions on what she thinks they will involve and the associated lifestyles. **What happens:** Lila is unhappy when she arrives at Shady Pines and starts complaining about her mom to Grandma. This simulation contains subtle behavioral tests including: having an open mind, challenging assumptions, understanding what makes someone tick, knowing who can help, understanding limitations in knowledge, aiming high while being realistic, learning from others' experience, understanding influences, keeping options open and getting some experience.

	Outcome: Regardless of which route the participant takes through the simulation, it ends with Lila understanding that she should think about her future and career by doing more research and making plans while keeping an open mind.
	Activity Pack No Activity Pack at the end of this module. However, the Performance Simulation gives access to the **Reference Zone**, which provides further information about topics covered in the simulation. Make sure you tell participants about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.
	Quiz and feedback information There is no quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o How did that go for Lila? Why? o Do you think Grandma helped Lila with her career decisions? How? o Why do you think Grandma was helping Lila? o What would you do differently if you were Grandma? o What options have you considered for your career so far? o What is the main thing you have learned from this module? o What websites or resources do you know of that give careers advice or specific job information? (share these with the group)
	Optional additional participant activities If some participants finish this module early, encourage them to access the Reference Zone from the top banner or footer, which contains helpful video-based tips and stories. Participants can also be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure participants have seen all the feedback available to them in the module.

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Module 2: Career Pursuit

25 mins online learning
40 mins Activity Pack

21 Screens

Summary: Introduction to careers and guidance on how to use the You and Your Career Course	
	Learning Objectives o Explain what a career is and begin thinking about your career o Identify sources of career advice and information o Research careers using the DLO technique
	Characters In this module, participants meet all the key characters in the modules from the You and Your Career course: **Lila, Bryan, Luis and Grandma**
	Module Notes **Context:** This is the first Character-based CBT module in this course. This module introduces the concept of what a career means and directs the participant to people or resources that can help. It also introduces the You and Your Career course, the modules covered and relevant learning objectives **Topics covered:** **Introduction to careers:** What a career can mean to different people and what this means for the participant **Introduction to people that can help:** Who and what resources there are to help with careers advice **Introduction to career planning:** How the course will help with career planning and making career choices **Research:** Why research is important, how research can be structured and some tips on people/resources to help participants with their research **Career Pursuit:** Information on the modules in this training course and what they cover **Character Introductions:** Who the four main characters in the training are and their backgrounds **Summary:** What has been learned and how this can be consolidated

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	Activity Pack **Activity 1:** Reminder of the key points to think about when starting to think about careers, plus an activity to match up proposed actions with each of these key points **Activity 2:** Resources and tips to help participants identify who/where they can go to find out what careers are out there. Activity includes a template to fill out with details of places/people they can identify who will help their career search **Careers Research:** Section on conducting research, by introducing the Define, Locate, Organize method **Activity 3:** Resources, examples and tips for creating a tool like a mind map to define what participants are looking for, plus an activity to create their own example **Activity 4:** Tips on searching for and storing information, with a scenario-based activity to get participants to practice searching and saving on-line information **Activity 5:** Template to help participants organize the information they find in their research
	Module Key Points Module covers the importance of research and introduces the Define, Locate, Organize (DLO) technique. Participants will need to know how to use this research technique for later modules.
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion**: o Which training journey modules do you think will help you? o What does a career mean to you? o What steps have you taken to think about careers for you? o Who can help you with career information and advice? o If you have had career advice before, did it help? Why? o What do you need to focus on next? o What do you want to get out of this training? o What did you think of the characters? o How has this module's Activity Pack helped you? o What have you learned after using this module's Activity Pack?
	Optional additional participant activities If some participants finish this module early, suggest that they pick another career they are interested in and fill out the template in Activity 5 of the Activity Pack for this module.

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Module 3: Why Do You Want to Be A…?

🕐 **40 mins online learning**

💻 **25 Screens**

40 mins Activity Pack

Summary: How to challenge your preconceptions of careers as well as overcoming influencing factors and obstacles to obtaining certain careers	

🖥️🎓	**Learning Objectives** ○ Consider what influences you and your career choice ○ Recognize that a job might be really different than you imagine ○ Explain the importance of having an open mind when thinking about careers
👥	**Characters** **Luis** reflects on why he wanted to be a singer **Lila** considers her reasons for wanting to be a DJ and not wanting to be a lawyer **Bryan** thinks about a career change but needs to overcome some obstacles **Grandma** reflects on her reasons for her career choices
📋👤	**Module Notes** **Context:** This module focuses on the importance of knowing yourself and being able to make career decisions with an open mind about what you want to do and what careers suit you as an individual. The purpose of the module is to help the participant identify and challenge influences and preconceptions around different careers and overcome obstacles to getting certain careers. **Topics covered:** **Jobs, careers and reasons:** Why people want to, or do not want to, follow certain careers **Activity:** Identify and write down current reasons for potential career choices **Preconceptions and influences:** What preconceptions about careers and jobs are, and how to deal with them; what some of the influencing factors are and how they may impact career choices **Activities:** Identify which one of Luis's reasons is based on a preconception about singers (select flip-card); Identify the reasons Lila has for wanting to be a DJ or not wanting to be a lawyer (click to find); Identify Lila's reasons that are based on preconceptions (click to find)

	Obstacles: What obstacles are and how they can be overcome **Challenging reasons:** What has been learned about preconceptions, influences and obstacles and how to challenge these using research **Summary:** What has been learned and how this can be consolidated
	Activity Pack Activity 1: A template for participants to write down careers or jobs they are interested in (or not interested in), their reasons why and actions to take to challenge or validate these reasons Activity 2: A template to help participants identify any obstacles they have and actions they can take to try and overcome them
	Module Key Points This module introduces the concept of having preconceptions about a career or job. In the module, preconceptions are defined as thoughts, ideas or opinions a person may have before having enough information. Participants may need extra support in understanding what this means.
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o Do you have any jobs you know you would not do? Why? o Do you have any preconceptions about a career in (pick an industry i.e. construction)? What are they? o Where do your preconceptions come from? o How would you go about challenging these preconceptions? o Who or what influences you when making careers decisions? Do you think you should challenge these influences? o Is there something you would like to do, but you do not consider it because there are obstacles standing in your way? o What obstacles do you have? o Can you think of ways to challenge these obstacles? o How has this module's Activity Pack helped you? o What have you learned after using this module's Activity Pack?
	Optional additional participant activities If some participants finish this module early, suggest that they split into groups of two or three and challenge each other's reasons for wanting or not wanting to follow a participant career path. Participants can also research different careers and jobs to challenge any preconceptions they may have.

SKILLS TO SUCCEED ACADEMY

Module 4: **What Makes You Tick?**

30 mins online learning

40 mins Activity Pack

33 Screens

Summary: How your interests, strengths, motivations and style can inform career decisions

Learning Objectives
- Recognize your skills, interests, motivators, and style
- Explain why knowing yourself is important when making career choices
- Identify different motivations for working

Characters

Lila and Bryan think about what makes them tick to help them think about careers

Luis reflects on his career and what has motivated him over time

Grandma talks about the balance between strengths and interests when making career decisions

Module Notes

Context:

This module focuses on the importance of self-awareness when thinking about careers. The purpose of the module is to guide and support participants in understanding their own interests, strengths, motivations and style and how this relates to careers.

Topics covered:

Getting Career Advice: Where to go to get career advice, using Bryan's situation as an example

The four areas: What the four areas are that a participant should think about to help them know themselves. These are interests, strengths, motivations and style

Interests: What interests mean, how a participant can identify their own interests and how this may inform their career decisions

Strengths: What strengths mean, how a participant can identify their own strengths and how this may inform their career decisions

Activity: Identify Lila's strengths (click to find)

Motivations: What motivations mean, how a participant can identify their own motivations and how this may inform their career decisions

	Style: What style means, how a participant can figure out what their style is and how this can inform their career decisions **Activities:** Select things that motivated or interested Luis (multiple choice quiz); Identify Luis's motivations and interests during a different stage in his life (click to find) **The time factor:** How motivations and interests can change over time; how strengths can change or develop over time and why it is important to reassess the four areas at different stages over a lifetime **Conflicts from the four areas:** How conflict might arise between the four areas and how you can manage this conflict when considering your career **Summary:** What has been learned and how this can be consolidated
	Activity Pack **Activity 1:** A template to help participants identify and write down their interests **Activity 2:** A template to help participants identify and write down their strengths **Activity 3:** A template to help participants identify and write down their motivations. **Activity 4.1:** An activity for participants to identify personal attributes which apply to themselves from a list of options **Activity 4.2:** A template to help participants identify their personal style **Activity 5:** Templates for the participant to identify what they have noted on activities 1 – 4.2 in this Activity Pack, and what actions they can take if information from the four areas is conflicting
	Module Key Points The concept of 'style' is introduced in this module. 'Style' is described as a person's preference for a way to carry out a task or approach an activity. Extra support may be required to define what 'style' means for the individual participant To provide the participant with extra support with understanding and identifying their strengths, it is suggested to complete Module 5: 'Identify Your Skills' from the Getting a Job course
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o What things do you enjoy doing and why? o Can you think of any careers that will allow you to use or do some of those things?

	- What do you think your strengths are? (i.e. communication / teamwork / problem solving) - Why do you think those are your strengths (encourage the group to relate to personal and work experiences here)? - Can you think of any jobs or careers that use those strengths? - Do you want to use those strengths in a job or career? - What are your weaknesses and how can you improve them? - When have you worked really hard? Do you know why? - When have you not worked so well? Do you know why? Is there anything that would have made you work better? - What motivations/goals do you have and how do they affect your career choices? (include motivations/goals in and out of work) - How do you like to approach a task? - What do you find most important and/or interesting when completing a task? - Do you prefer to do things a certain way? (i.e. in a creative way, analyzing in detail, delegating) - What have you learned after using this module's Activity Pack?
🔧	***Optional additional participant activities*** If some participants finish this module early, suggest that they complete Module 5 from the Getting a Job course to help them identify any strengths they may have. Participants can also look for other online questionnaires that help them identify their interests, strengths, motivations and style.

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Module 5: Find Your Future

⏱ **35 mins online learning**

40 mins Activity Pack

💻 **22 Screens**

Summary: How knowing more about the job market can affect career decisions

🎓	**Learning Objectives** o Describe the importance of research when planning your career o Recognize that there are many types of jobs and possible career paths o Consider how job market changes may affect you and your career choice o Explain business awareness and how it can help you
👥	**Characters** **Lila and Bryan** look at what their careers could look like in the future if they pursue careers in certain industries **Luis** reflects on his previous career choices and how they have led to where he is now **Grandma** reflects on how knowing the job market and being business aware helped her in her career decisions
📋	**Module Notes** **Context:** This module focuses on expanding the participants' knowledge on the breadth of jobs available. The purpose of the module is to support the participants in their understanding of how changes in industries may affect their career decisions and to highlight that there are often different routes to getting the same job. **Topics covered:** **Job Variety:** How there are lots of different jobs out there, including some which participants may have never heard of **Career paths:** How there can be several career paths that lead to the same job **Research:** What questions to ask when looking for information (defining research) **Activity:** Identify what questions Bryan should be asking when carrying out his research (drag and drop activity) **Business awareness:** Why it is important to know what opportunities are out there in the changing job market, how to find out about opportunities and how this can inform career planning

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	Activity: Decide which of Luis's activities were useful in improving business awareness (drag and drop activity) **Finding Your Future:** What key points participants can follow when considering their future **Summary:** What has been learned and how this can be consolidated
	Activity Pack **Prerequisite for activity:** Participants will find that having some jobs and careers in mind will help to fully complete this Activity Pack. **Activity 1:** Hints and tips to help the participant research current and future prospects along with a template to keep track of the information found **Activity 2:** A task to allow participants to find different career paths for jobs and careers **Activity 3:** Useful links to help participants find out more about different careers, with the option for participants to add more links to the list
	Module Key Points This module introduces the concepts of 'career paths', 'business awareness' and the idea of looking at market information and local market information. Participants may require further guidance on these concepts. Participants should understand from this module that it is important to carry out research into a few different careers to find a career which will suit them now and in the future. If participants want to find out how to research, they can complete Module 2: 'Career Pursuit' from the You and Your Career course, or Module 7: 'Work Your Network' and Module 8: 'Do Your Research' from the Getting a Job course
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** - What careers or jobs have you been looking into? - Can you identify more than one career path for your dream job? - Do you know what a career in that industry may look like in the future? How can you find out? - How can you find out about routes into securing a career you want? - What routes are there to get into the career you want? - How can you find out what opportunities are available in your local area? - Do you know where the jobs will be located for your chosen industry/career? How can you find out? (If participants do not have chosen industries or careers, use examples) - How will you keep on top of job market information? - What steps will you take to be more business aware?

	o What have you learned after using this module's Activity Pack?
🔨	***Optional additional participant activities*** If some participants finish this module early, suggest that they carry out research to find out market information related to careers they are interested in. Participants can also start on the actions identified to help improve their business awareness, such as reading news articles. For further information on research and networking, participants can complete Module 2: 'Career Pursuit' from the You and Your Career course, or Module 7: 'Work Your Network' and Module 8: 'Do Your Research' from the Getting a Job course.

Module 6: [Get Some Experience](#)

30 mins online learning

40 mins Activity Pack

21 Screens

Summary: How gaining experience is important when making career decisions	

	Learning Objectives ○ Describe the benefits of trying new things and gaining experience ○ Identify various ways to gain experience ○ Explain how to use action plans to reach their career goals
	Characters **Lila and Bryan** work out how to get some experience in, or find out more about, jobs they are interested in **Luis and Grandma** reflect on how getting experiences in different areas helped shape their careers
	Module Notes **Context:** This module focuses on how getting some experience can help in making career decisions or reaching career goals. The module also looks at goal-setting and introduces how to create an action plan to help participants reach their career goals **Topics covered:** **Introduction to getting some experience:** Why it is important to try something out and get experience, and how having an open mind and positive attitude can help you find opportunities **Getting some experience:** What ways there are to get experience and how participants try to get some experience **Work experience:** What types of work experience there are and how to make the most out of work experience **Increasing skills outside of work:** How a participant can increase their skills outside of work **Goals and action plans:** How having goals can help and how to set goals; what action plans are and how they are used. **Summary:** What has been learned and how this can be consolidated

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	Activity Pack **Prerequisite for activity:** Participants will find that having some jobs and careers in mind will help to fully complete this Activity Pack. Participants will also need their completed Activity Packs from the earlier modules in this course to complete this Activity Pack. **Activity 1:** A template to help participants identify their next steps for considering career options. **Activity 2:** An activity to help participants identify their goals **Activity 3:** An action plan for participants to complete along with notes and tips on how to fill in and use the action plan **Activity 4:** Useful links to help get experience. Includes links to help with work experience, self-learning and volunteering
	Module Key Points Participants should understand how important it is to carry out research into careers and gain experience. If participants want to find out how to research, they can complete Module 2: 'Career Pursuit' from the You and Your Career course, or Module 7: 'Work Your Network' and Module 8: 'Do Your Research' from the Getting a Job course
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o Have you had any work experience? o What have you learned or gained from work experience? o What have you learned about yourself from work experience? o What type of work experience are you looking for? o What obstacles do you have to face to get work experience and how can you resolve these obstacles? o Do you have any career goals? o How can work experience help you reach your career goals? o How can work experience help to create career goals? o Think about the career path for the career you want. What type of experience could you get now to get you started on that path? o How can other experiences help create and reach career goals? o What skills do you need to obtain the career you want? o How can you find out the skills you need for the career you want? o What have you learned after using this module's Activity Pack?

> ***Optional additional participant activities***
>
> If some participants finish this module early, suggest that they find out what opportunities are available in their local area to gain experience and start applying to them. For more information on application processes participants can look at Modules 6, 13, 14 and 15 in the Getting a Job course.

4.3 GETTING A JOB COURSE MODULE GUIDES

Module 1: Into the Wild

40 mins online learning   **Performance Simulation**

There is no Activity Pack for this module.

Summary: Simulated interview for Sam at Grizzly Hotels

	Learning Objectives ○ Recognize why interview practice and preparation is important, and recognize how to succeed in group assessments and assessment centers
	Characters **Sam** has travelled to the Yellowstone National Park in Montana for a job interview **Michael** works at Grizzly Hotels and is going to interview Sam
	Module Notes **Context:** This opening module is designed to hook the participant, acting as an engaging introduction to the Getting a Job course in the Skills to Succeed Academy training. It is a Performance Simulation exercise where Sam has an interview at Grizzly Hotels, which is on the outskirts of the Yellowstone National Park in Montana. An "uncommon" setting of 'Into the Wild' has been chosen so that participant can take part in learning without being put off by industry or job specific details, which they may feel are not relevant to them. **What happens:** Sam arrives at his 'chance of a lifetime' interview. It soon becomes clear that he is unprepared. The simulation contains many subtle behavioral tests for the participant. These include tests on body language, making assumptions, and knowing how and when to be honest. **Outcome:** Despite the participant's help, Sam doesn't get the job. This is largely a result of his actions prior to the interview. Although Sam will fail, the participant will have met the learning objectives by understanding where Sam made mistakes, and therefore know what <u>not</u> to do next time. By coaching Sam through the

	interview, participants will have experienced Sam's failure while not seeing the result as a personal failure.
	Activity Pack No Activity Pack at the end of this module. However, the Performance Simulation gives access to the Reference Zone, which provides further information about topics covered in the simulation. Make sure you tell participants about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.
	Module Key Points **Wild Buffalo and Bison:** One of the behavioral tests involves wild buffalo. Sam explains to Michael that he saw "wild buffalo" on his way to the interview. Michael then replies asking about "bison". Sam makes an immediate assumption that the animals are different. Here we are testing 'making assumptions' along with 'Knowing how and when to be honest'. The correct answer is Sam being honest about not understanding
	Quiz and feedback information There is no quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion Example questions and prompts to drive the discussion: o How did that go for Sam? Why? o Did you think that Sam would get the job? Why? o Is there anything Sam could have done differently or better? o What would you do differently? o What is the main learning point you have taken away from the module? o Who here gets nervous in interview situations?
	Optional additional participant activities If some participants finish this module early, they can access the Reference Zone via the Getting a Job menu on the Skills to Succeed Academy site. The Reference Zone provides further information on the topics covered in the Performance Simulation. Participants can also be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure participants have seen all the feedback available to them in the module.

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Module 2: Your Train-ing Journey

⏱ **15 mins online learning**

💻 **15 Screens**

20 mins Activity Pack

Summary: Guidance on how to use the Getting a Job course	
🎓	**Learning Objectives** o Recognize that there are a number of steps to take to find a job o Recognize the people whom you will help throughout the training
👥	**Characters** In this module, participants meet all the key characters in the modules from the Getting a Job course: **Sam, Claire, Angela, Eric and Daniel**
📝	**Module Notes** **Context:** This is the first CBT module in this course. This module introduces the Getting a Job course, modules covered and their learning objectives. **Topics covered:** **Steps to get into work:** What the steps are to: find a job, identify a career path, apply for a job and get a job offer **Activity:** Identify the steps to find a job (click to find) **Character introduction:** Who the five main characters are
📖	**Activity Pack** **Activity 1:** A reminder of the steps to Getting a Job and a template to fill in to keep track of your progress in your job search
🎯	**Module Key Points** The training journey allows participants to select each module and see the learning objectives that the module will cover If you are only completing part of the end-to-end training, inform participants which modules you will complete at this point

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	Quiz and feedback information There is no quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** ○ What have you done to get a Job and what will you do next? ○ What do you want to get out of this training? ○ What did you think of the characters? ○ What else have you learned after using this module's Activity Pack?

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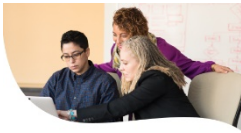
Module 3: [Who Can Help You?](#)

20 mins online learning
30 mins Activity Pack

19 Screens

Summary: Information on how advisors and recruiters can help job seekers

	Learning Objectives o Identify who can help you find a job o Describe the role of an advisor in your job search o Recognize your individual responsibilities in searching for a job o Describe how recruitment agencies work
	Characters **Eric** is about to have his first meeting with an Advisor and is preparing **Claire** has had a chat with another parent from day-care who has given her tips on getting back to work and told her about an opening **Angela** is considering applying to a recruitment agency
	Module Notes **Context:** This module focuses on the people and resources available to help in the job-seeking process. Seeing as there are all those steps to take to get into work, it's good to get some help along the way. **Topics covered:** **Introduction to advisors and their role:** Who advisors are, what they do and don't do **Advice and guidance:** What support and guidance means **Advisor meetings:** What to expect from advisor meetings and how to prepare for them **Responsibilities of advisors and job seekers:** What responsibilities a job seeker and advisor have when trying to get a job **Activity:** Decide what activities advisors can or cannot help with (drag and drop activity) **Other avenues to find help and recruitment agencies:** Where to find help and who to ask. What recruitment agencies are and what they do **Summary:** What has been learned and how this can be consolidated

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	Activity Pack **Activity 1:** A template with questions to answer and some top tips to help participants with their advisor meetings **Activity 2:** A template that helps the participant identify the people that can help them on their journey to employment
	Module Key Points Participants may be unclear as to who their 'advisor' is if they do not have a formal advisor
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** ○ Did you find out anything new from this module? ○ Do you have an advisor? What organization are they from? (If the person doesn't have an advisor, please explain to them how they can get one) ○ Who is your 'advisor'? (If at school, the participant may have a teacher that plays the role of an advisor) ○ What did you learn about advisors and how they can help you? ○ What did you learn about managing your advisor relationship? ○ What are the roles that you and your advisor play in gaining access to jobs? ○ What will you do differently in your next advisor meeting *or* How will you prepare for an advisor meeting? ○ Who else has been helpful to you in your job seeking? ○ Has anyone used a recruitment agency before? ○ What is the role of a recruitment agency? How are they different from advisors? ○ Do you think you will apply to a recruitment agency? Why? ○ You saw how Claire used her network. What sort of people could you talk to as part of your network?
	Optional additional participant activities If some participants finish this module early, encourage them to research what recruitment agencies exist to help them find jobs.

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Module 4: **Jenny and Sam**

40 mins online learning   **Performance Simulation**

There is no Activity Pack for this module.

Summary: Simulated advisor and job seeker meeting	
	Learning objectives ○ Be able to see things from the advisor's point of view
	Characters **Sam** has returned from the interview at Grizzly Hotels and is meeting his advisor Jenny; he is unhappy about the interview and is running late **Jenny** is Sam's advisor; she is waiting for Sam to arrive and talk about the interview, but he is running late and she is not able to get hold of him
	Module notes **Context:** This Performance Simulation is based on a job seeker and advisor meeting. This time the participant will assist the advisor, Jenny, during a conversation with Sam. The job seeker and advisor meeting is used to deliver the key learning that it is important for a participant to understand how an advisor can help them and how they can get the most from an advisor by preparing for meetings and being proactive. This is Sam's first advisor session since his disappointing interview. It should be an opportunity to review what went wrong and to discuss what steps Sam can take to ensure he does better next time. **What happens:** Sam's attitude is negative from the start of the conversation. He arrives late, does not seem to understand the importance of the meeting, and fails to see what his transferable skills are. The simulation contains subtle behavioral tests for the participant in which they attempt to turn this negativity around. Some of the tests cover job seeking rules, professional behavior, knowing who can help, knowing how to deal with feedback, thinking long term and being positive. **Outcome:** Regardless of the path taken through the simulation, it ends with Sam beginning to understand that he may have some transferable skills through his experience.

	Activity Pack No Activity Pack at the end of this module. However, the Performance Simulation gives access to the Reference Zone which provides further information about topics covered in the simulation. Make sure you tell participants about the Reference Zone and encourage them to open look at the Reference Zone from the feedback screens in the module.
	Module key points The participant will be assisting Jenny, the Advisor, throughout the simulation
	Quiz and feedback information There is no quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o Did this module reflect your experiences with advisors? o How did that go for Sam and Jenny? o How did it feel playing Jenny and being the advisor? o Why do you think you were playing the role of Jenny not Sam? o What did you learn from this? o What could Jenny have done to make it better? o What could Sam have done to make their meeting better? o Can you tell me a few of the things that Sam did wrong? o What do you think makes an advisor's job difficult? o What examples do you have of useful experiences with an advisor/someone who can help? o Would you feel confident asking for an advisor's help? o After completing this module, what would you do differently when managing your next advisor meeting?
	Optional additional participant activities If some participants finish this module early, here are some suggestions for potential additional activities to keep these participants engaged: Complete questions for their next advisor meetings in the Activity Pack if they have not already done this at the end of Module 3: 'Who Can Help You?' Access the Reference Zone via the reference link at the bottom on the Skills to Succeed Academy site. The Reference Zone provides information on the topics covered in the simulation Participants can be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure participants have seen all the feedback available to them

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Module 5: **Identify Your Skills**

25 mins online learning

45 mins Activity Pack

20 Screens

Summary: How to find out what your skills are	
	Learning objectives o Identify your skills based on your life experiences o Explain what transferable skills are
	Characters **Angela, Daniel and Sam** reflect on their life stories to look for experiences that can be translated to job application skills
	Module notes **Context:** This module focuses on how to identify skills from life experiences. The purpose of the module is to guide and support the participant as they work out what skills they have. **Topics covered:** **Introduction to skills:** What skills are and how they can be found **Character life experiences:** What experiences the characters have and how they translate into skills **Activities:** Review Daniel's life story to find his skills (click to find). Match Angela's experience to her skills (drag and drop activity) **Transferable skills:** What transferable skills are and where to find examples **The importance of transferable skills:** Why transferable skills are important **Identifying skills:** How to use life experiences to identify skills **Activity:** Record skills and life experiences in the training (text input) **Summary:** What has been learned and how this can be consolidated
	Activity Pack **Activity 1:** An offline version of the skills wheel the participant will see in the training and an experiences questionnaire **Activity 2:** An activity where the participant can practice turning experiences into skills

	Module key points: This is one of the more complex modules: it might be useful to speak with participants one-on-one to guide them The Skills Wheel and Skills Questionnaire: The participant will have the chance to go through the Skills Wheel or Skills Questionnaire by themselves as part of the Activity Pack
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion Example questions and prompts to drive the discussion: o Please share some life experiences you have that contain skills o How can you identify your skills from your experiences? o What places can you draw skills from, other than work? o What skills have you gained outside of work? o Are you involved in any teams or societies? Which transferable skills do you think you have gained through these? o Now that you understand what transferable skills are, what can you do to get more of these from your day to day life? o If a job you want lists a skill you don't have, what can you do about this? o Where are good places to develop skills? o Have you identified skills you hadn't thought of before? o Can one of you share one of your life experiences to demonstrate a transferable skill? **Additional notes:** o Make sure that you have at least one personal example you can share to provide context and a real-life example o Talk to individuals and help find examples from their lives, i.e. Caring for a child provides reliability, organization, coordination and planning skills Sports – Interpersonal/team, commitment/reliable o Explain how to use these skills for a resume, application or interview o Explain what to do if you have skills gaps. i.e. don't lie and say you have a skill if you don't; look outside of work experience to find areas you have used these skills, stress willingness to learn
	Optional additional participant activities If some participants finish this module early, suggest that participants update/ create the skills part of their resume based upon the additional skills they have identified from their life experiences.

Module 6: [Create Your Resume](#)

⏱ **40 mins online learning**   💻 **23 Screens**

45 mins Activity Pack

Summary: How to create a resume from scratch or improve a resume

🎓	*Learning objectives* o Explain what a resume is o Identify different types of resumes and know what to put in each section o Use different techniques to describe their experiences, skills and achievements o Recognize the importance of reviewing your resume
👥	*Characters* **Claire** creates a resume. She uses the advice given by her advisor to improve her resume and make it stand out
📋	*Module notes* **Context:** This module focuses on how to create a resume. The purpose of the module is to guide and support the participant in creating a resume that documents all their experience, skills and achievements. Later this resume can be used when tailoring a resume for a specific job. **Topics covered:** **Purpose of a resume:** What a resume is and why one is used **Different formats / layouts of resumes:** How and when to use 'classic' and 'skills-based' resume formats **Resume Sections:** What information to include in a resume **Improving resume content:** How to make a resume stand out by using concise language, buzz words and positive words **Activities:** Review versions of a resume and vote for which is better (vote buttons), select words to use to improve Claire's resume (drop-down lists), decide whether statements are responsibilities or achievements (drag and drop activity) **Resume mistakes:** What resume errors make employers reject resumes **Activity:** Find errors or mistakes in Claire's resume (click to find)

Introduction to tailoring a resume to an industry: How to bring out different skills from the same experience depending on what skills should be highlighted for a job in an industry

Activity: Select the job type, that snippets of Claire's resume are relevant to (multiple choice quiz)

Summary: What has been learned and how this can be consolidated

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Activity Pack

Activity 1: A list of useful buzzwords, positive words and starter verbs are given with a short activity to improve some statements on a resume by adding or replacing words

Activity 2: Participants can practice identifying achievements and 'turning' responsibilities into achievements

Activity 3: A template that participants can use to help get started on their resume and some examples of online resources

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Module key points

Module 13: 'Tailor Your Resume' has information on how to tailor resumes for a particular role. This module's aim is to have the participant create a base resume with their experience, skills and achievements

There is a screen where an employer speaks about resumes that she rejects and the reasons for it. The participant needs to click on the 'resume' boxes in the middle of the screen to view the rejected resumes as directed by the guidance on the employer video

There is a Quiz, survey and Activity Pack at the end of this module

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Quiz and feedback information

There is a quiz at the end of this module

There is a feedback survey at the end of this module

Participant discussion

Example questions and prompts to drive the discussion:

- o   What is the point of having a resume?
- o   What are some different ways you can structure your resume?
- o   Which resume format will you use and why?
- o   When would you use a skills-based resume layout?
- o   What can you do to make your resume stand out?
- o   When reviewing your resume, what should you watch out for?
- o   Is there any 'jargon' on your resume? (if participants are unsure what jargon is, please explain and provide an example)
- o   What steps would you take to prepare your resume for a job?

Optional additional participant activities

If some participants finish this module early, suggest that they start to draft a resume or update an existing resume using tips given in this module.

SKILLS TO SUCCEED ACADEMY

Module 7: Work Your Network

40 mins online learning

Performance Simulation

There is no Activity Pack for this module.

Summary: Simulated networking experience

	Learning objectives ○ Recognize how different people can help you in different ways during your job search
	Characters **Daniel** talks to people and builds his network to secure a work experience placement **Rose**, Daniels's cousin, encourages Daniel to go out and talk to people to build his network **Daniel's Dad**, Richard has a negative outlook on looking for employment but has a friend who works in construction who could be helpful for Daniel **Mitch,** Daniel's Dad's friend, is approached by Daniel and finally offers him some work experience (via job shadowing)
	Module notes **Context:** This Performance Simulation introduces the participant to the power of using and building their network and social profile when looking for employment. The simulation covers how to approach people who can help as well as deciding what to ask and how to achieve the participant's goals and objectives. Daniel has applied for several jobs and is currently 'relaxing' while waiting to hear back from employers. Daniel should be using this time to get himself out there and build his network to gather information and search for more job opportunities. **What happens:** Daniel is talking to Rose, his cousin. She informs him that there are more things he can do to help him get a job, starting with building his network. Daniel goes on to talk to different people to get information about the construction industry and work opportunities. This simulation contains subtle behavioral tests on: being proactive, knowing who can help, networking rules, balancing assertiveness and arrogance, dealing with negativity, advertising yourself,

planning ahead, putting one's self in another's shoes, asking and listening and questioning styles.

Outcome:

Regardless of which route the participant takes through the simulation, it ends with Daniel building his network to include Mitch, who offers him work experience. Daniel learns how to approach different people to get the information he needs.

	Activity Pack No Activity Pack at the end of this module. However, the Performance Simulation gives access to the Reference Zone which provides further information about topics covered in the simulation. Make sure you tell participants about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.
	Module key points The participant may need some help in defining what they need to investigate further – Module 8 provides more detail
	Quiz and feedback information There is no quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion Example questions and prompts to drive the discussion: o How can you use networks to find out about industries/jobs/companies? o How would you plan to use a social network going forward? o Who could you contact to build your network? o How would you approach these contacts? o What would you ask these contacts? o Do you have an online social profile? o How do you think your profile can help you improve your chances of getting a job? o Would anyone create a Facebook status asking your network if they are aware of available jobs? How would you write it? o Does anyone think they will now sign up to LinkedIn?
	Optional additional participant activities If some participants finish this module early, suggest that they look at the Getting a Job Module 20 – Online Professional Presence. This module will help participants think about their online presence, how to build a professional presence online and how to use professional networking tools.

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	Participants can access the Reference Zone via the Reference Zone link at the bottom of on the Skills to Succeed Academy site. The Reference Zone provides information on the topics covered in the simulation.
	Participants can also be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure participants have seen all the feedback available to them in the module

Module 8: [Do Your Research](#)

40 mins online learning

45 mins Activity Pack

23 Screens

Summary: How to find information that will help to get the right job	
	Learning objectives ○ Research careers using the "DLO" technique ○ Identify different sources of information ○ Start looking for jobs online ○ Use appropriate email etiquette
	Characters **Daniel** is researching the construction industry to get more information before he starts his work experience **Claire** is researching support available for her and her child when she returns to work and what her working options are
	Module notes **Context:** This module introduces the participant to the idea of looking at the bigger picture and to understanding how to carry out research that will improve their chances of getting the right job. The purpose of this module is to ensure the participant understands the process of defining the information they need to find, locating the information and organizing it to help them. **Topics covered:** **Introduction to research:** What research should be done at different stages in the job seeking process **A research method:** What method Daniel and Claire use. What it means to define, locate and organize research **Doing research and research techniques:** How to define what is being looked for, where information can be located and how to organize the information found **Activities:** Identify where Daniel and Claire can look for information online (multiple choice quiz) **Networking and managing a social profile:** How to build a network and what it means to have a positive social profile **Summary:** What has been learned and how this can be consolidated

	Activity Pack **Activity 1:** The participant is given information on where they can find online mind-mapping tools **Activity 2:** A hints and tips document to help the participant when they look for information online **Activity 3:** A selection of templates to help the participant organize the information they find. The participant only needs to select the template that is appropriate for them. The templates are titled: 'Know the Industry', 'Know the Company', 'Know the Job' and 'Know the Interview'
	Module key points Even though Daniel is at the stage of looking for more information about the industry he wants to work in, the participant may not be. The participant can apply techniques learned in this module to find information about different industries and jobs Participants may need some additional guidance in defining what they need to research
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o Have you done any research for job interviews before? o What do you need to focus your research on? o Have you identified an industry you would like to work in? o Have you identified a job you would like to do? o How would you find out about industries/jobs/companies? o Where are you going to look for this information? o Can you name any less common places to find information? o How can you use social networks to find out more about industries/jobs/companies? o Who could you contact to help you research the job / industry you would like to work in?
	Optional additional participant activities If some participants finish this module early, suggest that they look at the Getting a Job Module 20 – Online Professional Presence and their social profiles and begin to update them. This module will help participants think about their online presence, how to build a professional presence online and how to use professional networking tools. You can also suggest that they go online and do some research using templates in the Activity Pack.

SKILLS TO SUCCEED ACADEMY

Module 9: To Apply or Not to Apply?

25 mins online learning

40 mins Activity Pack

19 Screens

Summary: Understanding job advertisements and using them to help you apply for a job	
	Learning objectives ○ Explain what job advertisements really mean ○ Evaluate job advertisements to help you find the right role
	Characters **Angela** is looking at job advertisements to identify which skills are required before she applies for any positions **Sam** hears about a job vacancy at FuturoSystems and looks at how his skills match up to those asked for in the advertisement, to decide if he should apply
	Module notes **Context:** This module introduces job advertisements and how to decode them to enable participants to map their own skills to an advertised job. The purpose of this module is to ensure the participant can decide whether their skills are relevant for a job by using the job advert and understanding what employers are asking for. **Topics Covered:** **Types of advertisement:** Where job advertisements can be found (newspapers, online, at recruitment agencies and from advisors) and information on how they are structured **Decoding advertisements:** What do certain things on a job advertisement really mean, where required and/or desired skills are found on a job advertisement, how to interpret different types of job advertisements **Matching skills to an advertisement:** How to match skills to an advertisement to determine if the participant is a good fit for the role **Activity:** Decide which of Angela's skills relate to, or match, which job advertisement (drag and drop activity) **Summary:** What has been learned and how this can be consolidated

	Activity Pack **Activity 1:** The participant is asked to see if they can decide which jobs three candidates are suited for, by matching their skills to those asked for in the job advertisements. The participant can also then match up their own skills to the same job advertisements and one more **Activity 2:** A set of examples of online resources for getting a job and an activity to encourage participants to use them
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o Have you ever applied for a job from an advertisement? Where was the advertisement posted? o What challenges have you faced when decoding job advertisements? o Please describe some terms you have seen in job advertisements that you are unsure of the meaning? o What resources have you found helpful in looking for jobs? o What would help you decide if you are suited for a job? o Who knows what job they want to do? o How do you know you are right for that job?
	Optional additional participant activities If some participants finish this module early: o Ask participants to start looking into industries/job types they are interested in o Ask participants to complete online research to find jobs that they might be interested in applying for, identify skills required and match them to their skills

SKILLS TO SUCCEED ACADEMY

Module 10: Test Drive the CAR Technique

25 mins online learning

30 mins Activity Pack

17 Screens

Summary: How to structure application and interview answers	

	Learning objectives ○ Define what CAR stands for ○ Recognize when to use the CAR technique ○ Structure your responses using the CAR technique
	Characters **Claire** gives an example of a CAR structured answer **Eric** is applying to Runway and comes across some tricky questions that can be answered using the CAR technique **Angela** gives a CAR answer and a superCAR answer
	Module notes **Context:** This module focuses on how to use the 'Context, Action, Result' (CAR) technique as a way of structuring communication. The purpose of this module is to introduce the concept of the CAR technique and ensure participants can use it to structure their communication on their journey into employment. **Topics covered:** Introduction to CAR: What CAR stands for and what Context, Action and Result mean **Competency interviews:** What competency interviews are and how to use the CAR technique in this situation **Activity:** Identify questions best answered using CAR technique (drag and drop activity) **Tips on CAR technique use:** Guidance on the use of CAR for written and spoken responses with example answers split into Context, Action and Result **Activity:** Select which of Eric's answers is the best CAR response (Drop-Down Lists) **SuperCAR:** Tips to create effective CAR **Using SuperCAR:** How to identify a SuperCAR answer and how to use the SuperCAR techniques **Activity:** Vote for which answer is the best response (vote buttons)

	Summary: What has been learned and how this can be consolidated
	Activity Pack **Activity 1:** A template for the creation of CAR answers with a list of example questions and a checklist
	Module key points There is a difference between CAR and SuperCAR The animations of CAR and SuperCAR should be clicked only when the letter or box flashes
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o What does CAR stand for? o What are the benefits of using CAR? o What situations do you think you can use the CAR technique in? o When do you not need to use CAR? o What makes a SuperCAR answer different from a CAR answer? o Can you provide a CAR answer? o Can you turn this CAR answer into a SuperCAR answer? Additional notes: Make sure that you have at least one personal CAR example that you can share with the participants Talk to individuals as they work through the activity to help them develop their own responses using CAR Provide a SuperCAR example and ask them to point out some of the subtle differences as to what makes it SuperCAR
	Optional additional participant activities If some participants finish this module early, suggest that they start planning CAR structured answers to common interview question themes such as: teamwork, motivation, dealing with a difficult situation, mediating an argument, reliability, determination.

SKILLS TO SUCCEED ACADEMY

Module 11: <u>The Selection Process</u>

⏱ **25 mins online learning**

20 mins Activity Pack

💻 **21 Screens**

Summary: Understanding interviews and how to answer questions	
🎓	**Learning objectives** ○ Recognize that employers follow a selection process and why ○ Understand your role in various selection activities ○ Explain why employers use various selection activities
👥	**Characters** **Claire** has some questions about how interviews can be different **Daniel and Eric** ask about how selection processes can differ
📋	**Module notes** **Context:** This module focuses on how employers choose the right person to fill a vacancy. The purpose of the module is to show the participant how employers view different selection activities and why they are used. **Topics covered:** **Choosing the right people:** How employers vary the way they choose people to fill their vacancies **Selection activities:** What selection activities are used by employers and why **Activity:** State whether selection activities are face to face or not (drag and drop activity) **Summary:** What has been learned and how this can be consolidated
📖	**Activity Pack** **Activity 1:** Information on why employers might use various selection activities, space to reflect on previous applications and some top tips for performing these activities
🎯	**Module key points** This module is delivered from the employer's point of view and aims to show the participant why they might face different interactions during a selection process.

	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** ○ What selection activities have you experienced before? How did you find them? ○ How has your view of the selection process changed now you have seen the employer's perspective? ○ What will you do differently in the next selection process you encounter? ○ Do any of you feel intimidated or put off after hearing about all the steps in the selection process?
	Optional additional participant activities If some participants finish this module early, ask them to discuss any previous applications they have made and talk about what they think the employer wanted at each stage.

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SKILLS TO SUCCEED ACADEMY
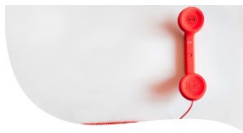
Module 12: The Call Out of The Blue

40 mins online learning

Performance Simulation

There is no Activity Pack for this module.

Summary: Simulated telephone interview	
	Learning objectives o Prepare and practice for telephone interviews
	Characters **Angela** is on a busy bus when she receives an unexpected call **Martin** is a recruitment agent who is getting in touch with Angela to discuss a potential job opportunity that he needs to fill
	Module notes **Context:** This Performance Simulation is based on an unexpected call that Angela receives from a recruitment agency. The simulation covers how to deal with telephone interviews. This call is 'out of the blue' as Angela applied to the agency a while ago, had heard nothing and assumed she had been rejected. However, the recruiter from the agency calls 'out of the blue' as he has Angela in mind for a research position for a prestigious bank that must be filled at short notice. **What happens:** Angela is on the bus when she receives a call from an unknown number – it's Martin from the recruitment agency. Angela must show Martin that she is a good fit for the role. The simulation contains tests on telephone manner, managing first impressions, thinking long term, decoding employer's expectations, using life experience and knowing the job seeking rules. **Outcome:** With the participant's help, Angela will get put on the books of the agency regardless of which route they take through the simulation. Angela will be put forward for the research role at Pearly bank.

SKILLS TO SUCCEED ACADEMY

	Activity Pack No Activity Pack at the end of this module.
	Quiz and feedback information There is no quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** ○ How did that go for Angela? ○ What did Angela do well? ○ What did Angela find difficult? ○ What questions did you find difficult? ○ How do you feel about telephone interviews? ○ Have any of you ever had a telephone interview? What happened? ○ What are the most important things you need to remember about a telephone interview? ○ What is the most difficult part of a telephone interview? ○ Is there anything you would do differently in a telephone interview having finished this module? ○ What do you need to do differently in a telephone interview compared to a face to face interview?
	Optional additional participant activities If some participants finish this module early, they can access the Reference Zone via the Getting a Job menu on the Skills to Succeed Academy site. The Reference Zone provides information on the topics covered in the simulation. Participants can also be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure participants have seen all the feedback available to them in the module.

Module 13: Tailor Your Resume

30 mins online learning

45 mins Activity Pack

20 Screens

Summary: How to tailor a resume for a specific job

Learning objectives
- Explain why it is important to tailor their resume for every job
- Describe how to tailor your resume
- Recognize what to do if you do not have all the required skills for a job

Characters
Sam is tailoring his resume for a job at FuturoSystems

Claire describes how she uses the 5 steps given in the module to tailor her resume for an office job she is applying for

Module notes
Context:

This module takes the participant through the steps needed to tailor a resume. The purpose of this module is to ensure the participant understands how to go about making sure their resume stands out by focusing on relevant skills and experience when tailoring their resume.

Topics covered:

Prior requirements: What the participant needs before they can start tailoring their resume (a resume with all their experience, skills and achievements included and a job description or similar). The participant is directed to Module 6: 'Create Your Resume' if they do not have a resume

The Steps for resume tailoring

Tailoring the personal profile

Activity: Spot where Sam has tailored his personal profile (click to find)

Relevant skills and experience: How to focus on relevant skills and experiences and remove unnecessary information from a resume

Activities: Focus on relevant skills (drag and drop activity), Remove unnecessary skills (drag and drop activity)

Reviewing a resume: How to review a resume against a list of skills for the job being applied for

	Missing skills: What the participant can do if their resume does not reflect all the skills desired for the job they are applying for **Summary:** What has been learned and how this can be consolidated
	Activity Pack **Prerequisite for Activity:** Participants need a resume and a job description they want to apply for to be able to fully complete this Activity Pack. **Activity 1:** The participant can begin to tailor their own resume using the notes and guidance given, and use the review checklist to make sure they have everything covered
	Module key points This module only covers tailoring a resume to a specific job. The participant should look at Module 6 if they need to start from scratch. This module only focuses on the steps to tailor a resume, before a participant sends a resume, they should carry out the checks outlined at the end of Module 6 (spellings, formatting, layout, use of jargon, sense-checking)
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o Why is tailoring your resume important? o What is the starting point for tailoring your resume? o How can you emphasize different skills from the same experience on your resume to fit different jobs? o What could you do if you don't have all the skills desired for a job to which you are applying? o Which steps will you take to tailor your resume? o Who will you ask to review your resume?
	Optional additional participant activities If participants finish early, suggest they start tailoring their resume for a specific job.

SKILLS TO SUCCEED ACADEMY

accenture

Module 14: The Application Form

30 mins online learning

45 mins Activity Pack

15 Screens

Summary: How to answer application forms and deal with psychometric tests	
	Learning objectives o Understand how to fill in application forms o Recognize what pre-employment assessments are and why they're used
	Characters **Daniel** has been looking for work for quite a while now, he's just heard about an apprenticeship scheme with VX Construction. He's filling in his application form for this **Eric** was not successful with his interview at Runway, but he has remained positive. He is now filling out an application for a position at Moltens, another fashion retailer
	Module notes **Context:** This module takes the participant through example sections of an application form where they help Eric and Daniel with different questions they may be asked. The purpose of this module is to ensure the participant understands the purpose of application forms, how to prepare their responses and what to include in each section. **Topics covered:** **Introduction to application forms:** Why application forms are used, what the typical sections of an application form are and how to prepare to fill in an application form **Questions on application forms:** How to answer job specific questions and competency questions **Activities:** Decide what Daniel should do to answer job specific questions (multiple choice quiz). Identify what method Eric can use to answer competency questions (multiple choice quiz) **Personal statements:** What makes a good personal statement **Activity:** Vote for which version of Eric's personal statement is better (vote buttons)

	Pre-assessment tests: What the different types of pre-assessment tests are, when they are used and how to answer questions **Activity:** Practice answering some questions that might be found on pre-assessment tests (multiple choice quiz) **Summary:** What has been learned and how this can be consolidated
	Activity Pack Prerequisite for activity: Participants need a resume and a job description they want to apply for to be able to fully complete this Activity Pack. Activity 1: A sample application form for participants to practice typical questions. If the application form is filled in on a computer, then responses can be copied and pasted into an online application later if needed Activity 2: Tips to help prepare for pre-assessment tests and some examples of where a participant may find practice tests
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o Why do you think employers use application forms? o What preparation will you do before answering application form questions? o What examples do you have to support your responses to competency questions (e.g. describe a situation where you have resolved a difficult problem)? o When asked for supporting information, what can this mean? o What is a pre-assessment test and what is it for? o Has anyone done any pre-assessment tests before? How did you find it? What was difficult and what was easy?
	Optional additional participant activities If some participants finish this module early, suggest that they look at an application form they have filled in before and think about how to improve it. If they have not filled one in before, ask the participant to find an application form for a job they want to apply for.

Module 15: [A Better Cover Letter](#)

⏱ **30 mins online learning**

45 mins Activity Pack

💻 **18 Screens**

Summary: How to write a Cover Letter	
🎓	**Learning objectives** ○ Explain what a cover letter is and what it is used for ○ Describe what to include in a cover letter
👥	**Characters** **Daniel, Eric and Sam** have written cover letters for the roles they are applying for **Eric's** cover letter is a good example **Daniel** gets help from the participant to improve his cover letter
📋	**Module notes** **Context:** This module takes the participant through the different elements needed to create a cover letter. Participants are shown examples of cover letters and what should be included in them. The participant can improve a cover letter based on this information. The purpose of this module is to ensure the participant understands how a cover letter can be laid out, what language to use and what information should stand out. **Topics covered:** **Introduction to cover letters:** What a cover letter is, why one is used and how they can be written differently from a resume **Good features of a cover letter:** What makes a cover letter better **Activity:** Rank the cover letters for Daniel, Eric and Sam (drag and drop activity) **Improve a cover letter:** How to improve a cover letter by thinking about layout, the introduction and close, the use of positive language, using company information and how to stand out **Activity:** Spot where Daniel's cover letter layout can be improved (click to find), What can Daniel do to improve the introduction and end of his letter (multiple choice quiz), Pick positive words to improve Daniel's cover letter (drop-down lists)

	Summary: What has been learned and how this can be consolidated
	Activity Pack Prerequisite for activity: Participants need a resume and a job description they want to apply for to be able to fully complete this Activity Pack. Activity 1: A template to help start a Cover Letter, along with a checklist and some helpful hints and tips
	Module key points This module includes examples of Eric's, Daniel's and Sam's cover letters The text from each of the cover letters (when in the scrolling boxes) can be copied and pasted into text editing programs
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion Example questions and prompts to drive the discussion: o What are the differences between a resume and cover letter? o What sections would you include in your cover letter? Why? o Give me an example of how you would make yourself stand out? o Give me an example of the sort of language that you would use on a cover letter? o What points would you want to include in the opening and closing of your cover letter? o What things about the company you are applying to could you include in your cover letter? What would these demonstrate? o When stating your skills in your cover letter, what will you include alongside them? What effect will this have?
	Optional additional participant activities If some participants finish this module early, suggest that they think about what information they would include in a cover letter, that is not in their resume, for a job they are interested in.

SKILLS TO SUCCEED ACADEMY

Module 16: Prepare for Your Interview

35 mins online learning

35 mins Activity Pack

28 Screens

Summary: Everything you need to do to prepare for an interview

Learning objectives

- Explain the important of using previous interview feedback to help prepare for an interview
- Recognize key things you should research before attending an interview
- Choose what to wear to an interview
- Explain the importance of planning your route
- Explain best practices for a successful video interview and critique a sample

Characters

Sam has been invited for an interview at FuturoSystems, so he is now preparing for the interview

Eric is excited for his upcoming interview at Moltens and is also doing his interview preparation

Claire is looking forward to her interview but doesn't know what to wear.

Module notes

Context:

This module takes the participant through some of the interview preparation steps required to be ready for a face to face job interview. The purpose of this module is to ensure the participant understands the effort required to be fully prepared for a face to face interview, and how best to go about this. This module can be followed by Module 18: 'Ace Your Interview' which will take preparation for interviews to the next level.

Topics covered:

Feedback: Using previous feedback to prepare for an interview

Activity: Identify feedback Sam can use to help him improve for his next interview (click to find)

Researching for an interview: What research needs to be done to prepare for an interview, how to decide what information will be useful and how to organize interview research

Activity: Pick key information from Sam's research (drop-down)

	Planning and Logistics for the Interviews: How to plan to get to an interview **Activity:** Plan a journey to an interview (drop-down lists) **Video Interviews:** Learn tips and best practices for video interviews **Activity:** Critique a portion of a video interview **Clothes to Wear:** What can be worn to different interviews **Activity:** Help Sam and Claire decide what to wear for their interviews (drag and drop activity) **Summary:** What has been learned and how this can be consolidated
	Activity Pack Prerequisite for activity: Participants need a resume and a job description they want to apply for to be able to fully complete this Activity Pack. Activity 1: A face to face interview checklist to use when preparing for a face to face interview Activity 2: A telephone interview checklist to use when preparing for a telephone interview Activity 3: A video interview checklist to use when preparing for a video interview Activity 4: Three research templates to help collect and organize the key information needed when preparing for interview Activity 5: Examples of online resources that can help to plan a route to an interview
	Module key points The 'Interview Checklist' shown at the start of this module covers the two interview preparation modules: modules 16 and 18.
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o Do you know someone who enjoys interviews? Why do you think they enjoy interviews? o What interview preparation ideas did you learn in this module? o How do you normally prepare for an interview? o How will you change your preparation after taking this module? o What is a good starting point in preparing for interviews? **Additional notes:** If there are participants of different cultural or religious backgrounds, or anyone with disabilities in your group, think about points they

	may need to discuss when preparing themselves for interview e.g. handshake, dress code. Participants may mention being nervous before interviews. Explain how to manage nerves - take deep breaths, drink some water, talk slowly and pause while thinking of an answer.
🛠	***Optional additional participant activities*** If some participants finish this module early, encourage them to start documenting answers they would give to example interview questions.

Module 17: Sam and FuturoSystems

40 mins online learning   **Performance Simulation**

here is no Activity Pack for this module.

Summary: Simulated face to face interview at FuturoSystems

	Learning objectives ○ Prepare and practice for a face to face interview
	Characters **Sam** is attending an interview for a new job at FuturoSystems **Anita** is running the interview **The FuturoSystems receptionist** is the first-person Sam interacts with as he arrives at the office
	Module notes **Context:** This Performance Simulation is a face to face interview with an employer. The participant needs to put the learning from previous modules into practice to help Sam. Sam has worked with his advisor to apply for several jobs and today Sam is attending an interview at FuturoSystems. The participant has already helped Sam match his skills to the role, tailor his resume and research the company in previous modules. **What happens:** Sam has high hopes as he has thoroughly researched the company. He is optimistic that his lack of corporate experience and employment gaps on his resume won't hinder his success at the interview. Throughout Sam's face to face interview the participant is presented with a series of subtle behavioural tests focused on first impressions, body language, research, transferable skills and interview questions. **Outcome:** Sam shows vast improvement in this final interview in comparison to the one he took at Grizzly Hotels. The preparation and effort Sam put into his job search this time pays off. Regardless of the route the participant chooses, Sam is ultimately successful and is offered the job

	Activity Pack No Activity Pack at the end of this module. However, the Performance Simulation gives access to the Reference Zone which provides further information about topics covered in the simulation. Make sure you tell participants about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.
	Quiz and feedback information There is no quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** ○ How does this interview compare with Sam's interview at Grizzly Hotels? ○ What did Sam do well? ○ What choices did you find difficult to make? Why? ○ What are the key points you have learned from this module when it comes to preparing for interviews? ○ Why was it important that Sam interacted well with the receptionist? ○ How would you show that you researched the company you are applying for during the interview? ○ What would you say if you were asked to give a brief overview of yourself? ○ Is it always appropriate to wear a suit at an interview? ○ What questions could you ask at the end of an interview?
	Optional additional participant activities If some participants finish this module early, they can access the Reference Zone via the Reference Zone link at the bottom of on the Skills to Succeed Academy site. The Reference Zone provides information on the topics covered in the simulation. Participants can also be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure participants have seen all the feedback available to them in the module.

Module 18: Ace Your Interview

35 mins online learning

40 mins Activity Pack

22 Screens

Summary: Everything you need to do to be prepared for an interview	
	Learning objectives o Prepare for common and difficult interview questions o Recognize the importance of preparing questions to ask in the interview o Demonstrate good body language o List useful interview tips
	Characters **Claire** is looking into what common questions are asked at interviews as she waits to hear back from the job, she applied for **Angela** has prepared how she will get to her interview at Pearly Bank but is concerned about being asked challenging questions
	Module notes **Context:** This module takes the participant through the interview preparation steps required to 'ace' a face to face job interview. The purpose of this module is to ensure the participant understands what questions may be asked and how to answer them. This module follows from Module 16. **Topics covered:** **Interview questions:** What common interview questions may be asked and how to go about answering them **Questions from the candidate:** Why it is important to ask questions in an interview and examples of what to ask **First impressions and body language:** How to make a good first impression, what good body language looks like and why body language is important **Activity:** Identify good body language in a picture (click to find) **Golden rules:** What the 'Golden Rules' of an interview are **Summary:** What has been learned and how this can be consolidated

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	Activity Pack **Prerequisite for activity:** participants need a resume and a job description they want to apply for to be able to fully complete this Activity Pack. **Activity 1:** A face to face interview checklist that the participant can use when preparing for a face to face interview **Activity 2:** The participant is given top tips to help them do well in a face to face interview **Activity 3:** A telephone interview checklist that the participant can use when preparing for a telephone interview **Activity 4:** The participant is given top tips to help them do well on a telephone interview **Activity 5:** A template the participant can use to practice and keep a record of their responses to common interview questions **Activity 6:** A template the participant can use to practice and keep a record of their responses to interview questions **Activity 7:** A template the participant can use to practice and keep a record of their responses to competency questions
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o What did you learn that you can use to prepare for interviews? o What makes a successful interview? o What will you use from this module to improve an interview? o How will you change your preparation after taking this module? o Does knowing more about interviews make you feel more confident? If yes, why? If no, what else would help you? o What types of questions will you ask interviewers going forward? o What did you think of the 'What are your weaknesses' question? What is the best way to respond to this? **Additional notes:** If there are participants of different cultural or religious backgrounds, or anyone with disabilities in your group, think about points they may need to discuss when preparing themselves for interview e.g. handshake, dress code.
	Optional additional participant activities If participants finish this module early and have completed the Activity Pack, try an interview role play or practice saying written answers aloud.

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Module 19: The Pearly Bank Panel

40 mins online learning   **Performance Simulation**

There is no Activity Pack for this module.

Summary: Simulated panel interview at Pearly Bank	
	Learning objectives o Prepare and practice for a panel interview
	Characters **Angela** is attending a panel interview at Pearly Bank **Laura Stockbridge** is the graduate recruitment lead at Pearly Bank **Peter Graham** works in Risk at the bank and is an unexpected presence on the panel **Sarah Khan** is the head of Quantitative Research at the bank
	Module notes **Context:** This Performance Simulation is based on a panel interview where there are three interviewers. The participant needs to put the learning from previous modules into practice to help Angela through successfully. The interview has come as a result of the telephone interview participants experienced earlier in Module 12: 'The Call Out of The Blue'. Angela is expecting to meet only Sarah Khan and Laura Stockbridge; the addition of Peter Graham is a surprise that makes the panel tougher to navigate for Angela. Sarah, Laura and Peter are trying to work out how Angela will fit into the team. **What happens:** Angela attends the interview expecting to meet Sarah and Laura, however, Angela will also be reporting to Peter. She must show the entire panel she is right for them, despite their different needs. The simulation contains tests on: body language, being professional, challenging questions, understanding the job, being positive, keeping everybody happy, personalising, tailoring answers and using CAR.

	Outcome: With the participant's help, Angela will be offered a job at Pearly Bank regardless of the route the participant takes through the simulation.
	Activity Pack No Activity Pack at the end of this module. However, the Performance Simulation gives access to the Reference Zone which provides further information about topics covered in the simulation. Make sure you tell participants about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.
	Quiz and feedback information There is no quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** ○ Do panel interviews scare you more than a traditional interview? If so, why? ○ How does this interview compare with Sam's interview at FuturoSystems? ○ What choices did you find difficult? Why? ○ How did Angela do? ○ What could she have done better? ○ What additional challenges do you have to prepare for specifically when facing a panel interview? ○ What have you learned from this module that you will use in your next interview? **Additional notes:** Remind participants that panel interviews do not always take place as part of an employer's selection process.
	Optional additional participant activities If some participants finish this module early, suggest that they document answers to the typical questions they may get in a panel interview (or other interviews). Participants can access the Reference Zone via the Reference Zone link at the bottom of on the Skills to Succeed Academy site. The Reference Zone provides information on the topics covered in the simulation. Participants can also be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure participants have seen all the feedback available to them in the module.

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Module 20: Online Professional Presence

40 mins online learning

35 mins Activity Pack

33 Screens

Summary:	
	Learning Objectives ○ Explain the importance of having an online presence ○ Manage your social profile ○ Create a strong LinkedIn profile that will help stand out to employers ○ Recognize how to use information available to you on LinkedIn in a way that will differentiate you from other candidates ○ Formulate a plan to build a professional network that will be valuable to your career search
	Characters **Sam and Angela** understand how to manage their professional presence to help them get a job. They learn how to create strong LinkedIn profiles, and then how to use LinkedIn to help them stand out from other candidates and prepare for interviews and applications.
	Module Notes **Context:** This module focuses on how online activities are playing an ever-increasing role in the way people search for jobs and how employers and recruiters research people as part of the recruitment process. The purpose of this module is to guide and support the participant through learning how to manage their online activity and build a strong LinkedIn profile.
	Activity Pack **Activity 1:** Guidance, tips and quick links on how to build out the important sections of a participant's LinkedIn profile **Activity 2:** Tips and links on how to manage a participant's online presence effectively, including managing privacy and security settings **Activity 3:** Step by step instructions and checklists on how to research using people, companies, groups, and jobs **Activity 4:** A template participants can use to help them start to build their network

	Module Key Points This module's core content covers online activity and online professional profiles. After completing the module, it would be beneficial for participants to be able to get online to complete their LinkedIn profile as soon as possible. This module covers some elements of networking and researching. The participant should look at Module 7 'Work your Network' and Module 8 'Do your Research' if they want more information about these topics.
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion Example questions and prompts to drive the discussion: o What is your professional brand and what impacts it? o Why is it important to manage your online profile? o How would you create a positive online presence? o What are the important parts of your LinkedIn profile? o What structure should you use in your summary? What else should you include in your summary? o Why should you be active on LinkedIn? And how? o Why is building a professional network important to your career? o What is considered good practice for connecting with people you don't know on LinkedIn? o How should you respond to people who don't accept requests or connect?
	Optional additional participant activities If some participants finish this module early, suggest they start to build or update their LinkedIn profile using the tips given in this module. Participants could also look at updating and managing the settings of their other online accounts.

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4.4 SUCCESS IN WORK COURSE MODULE GUIDES

Module 1: **The Night Before**

35 mins online learning   **Performance Simulation**

There is no Activity Pack for this module.

Summary: Simulated conversation about preparing for work	
	Learning objectives ○ Understand why preparation before you start a job is important
	Characters **Rose and Daniel** are talking about Daniel's preparation for starting his new job at Dizzy Heights
	Module notes **Context:** In this Performance Simulation, the participant makes decisions for Rose who helps Daniel prepare for his first day at a new job. The conversation helps Daniel realize the importance of taking work seriously. **What happens:** Daniel is making Rose a cup of tea in his kitchen but is in a rush to get ready for a night out. His attitude towards starting a new job the next day is very relaxed. Through Rose's questioning, it becomes apparent that Daniel has not thought through the implications of working and has not done any of the required preparation such as reading the information pack that has been sent to him. The simulation covers; understanding the realities of work, staying positive, professional behaviour and codes of conduct at work. **Outcome:** With help and guidance from Rose, by the end of the simulation Daniel realizes that there are many things he can do to prepare for a new job even before his first day. He begins to understand the importance of taking care of his responsibilities as well as the stages he will go through when he starts work, such as induction and probation.

	Activity Pack No Activity Pack at the end of this module. However, the Performance Simulation gives access to the Reference Zone which provides further information about topics covered in the simulation. Make sure you tell participants about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.
	Quiz and feedback information There is no quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o How did that go for Daniel? o What did Rose help Daniel realize? o Are there any other things that Daniel could do to prepare for his new job? o What did you learn from this? o Would you do anything differently when preparing for a new job? o Why is it important to prepare for a new job? o Can you give an example of something that you would have to change if you started a new job? o What websites or resources do you know of that would be useful for the people in this group to look at in relation to preparing for work? (share these with the group)
	Optional additional Participant activities If some participants finish this module early, they can access the Reference Zone via the Reference Zone link at the bottom of on the Skills to Succeed Academy site. The Reference Zone provides further information on the topics covered in the Performance Simulation. Participants can also be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure participants have seen all the feedback available to them in the module.

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Module 2: **Getting on Track**

⏱ **25 mins online learning**

40 mins Activity Pack

💻 **19 Screens**

Summary: Guidance on how to use the Success in Work course	
🎓	**Learning Objectives** o Describe the four different phases you will go through when you start work o State the three 'Secrets to Success' that will help you through these phases o Identify who can help both in and outside of work
👥	**Characters** In this module, participants meet all the key characters of the training: **Daniel, Rose, Bryan, Karen and Claire**
📋	**Module Notes** **Context:** This is the first Character-based CBT module in this course. This module introduces the Success in Work curriculum and the modules covered with the relevant learning objectives. It explains the different phases that people go through when starting a new job, the three 'Secrets to Success' and directs the participant to people that can help. **Topics covered:** **Starting Work:** What participants should be thinking about when preparing for their new job **Four phases:** The four phases that a person will go through when they start work (Preparation, Finding Your Feet, Knowing Your Job, Using Yours Skills to Succeed) **Three 'Secrets of Success':** What the three 'Secrets to Success' at work are (Relationships, Knowledge & Skills, Attitude & Behavior) **Activity:** Identify some of the tasks and activities needed to be successful at work (click to find) **Who can help you?:** Who can help you at your place of work and outside of work for advice and guidance **Training journey:** Information on the modules in this training course and what they cover

	Character Introductions: Who the five main characters in the training are and their backgrounds (Daniel, Rose, Bryan, Karen, Claire) **Summary:** What has been learned and how this can be consolidated
	Activity Pack Activity 1: A template for participants to write down key actions to take during the different phases at work Activity 2: Different scenarios where the participant is asked to identify an appropriate person to approach for help and some top tips Activity 3: A template for participants to make note of people they can turn to for help and information on where the participant can find advisors to help them Activity 4: A template for participants to write down what they are good at or what they need to work on for the 'three secrets of success'
	Module key points The training journey allows participants to select each module and see the learning objectives that the module will cover This module introduces the importance of attitudes and behaviours in the workplace. Participants may need support in understanding the impact of attitude and behaviour. These will be covered further in module 8 in this course
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant Discussion **Example questions and prompts to drive the discussion:** o What are the four phases you go through when you start work? o What are the three 'secrets to success' and how do you think you could improve on your secrets? o What else do you think you should do to be successful at work? o Who do you think could help you be successful in work? Why do you think they could help and how do you think they could help? o What do you want to get out of this training? o What did you think of the characters? o What have you learned after using this module's Activity Pack? o Which modules will be most helpful to you?
	Optional additional participant activities If some participants finish this module early, suggest that they look at the things they have identified in Activity 4 of the Activity Pack as what they need to work on. Ask them to consider what they could do to help themselves get better at these things.

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Module 3: Ready…Steady...Prep!

25 mins online learning

40 mins Activity Pack

25 Screens

Summary: How to prepare before starting a new job	

Learning objectives
- o Identify important things to consider before you accept a job offer
- o Describe some of the impacts and benefits of working
- o Identify the steps you should take to prepare for a new job
- o Recognize how having a job will affect your life

Characters

Bryan is considering his job offer from Dizzy Heights

Karen and Daniel are preparing for their first day at Dizzy Heights

Module notes

Context:

This module focuses on the importance of preparation. The purpose of the module is to support the participants in identifying things they need to think about and do when they are considering a job offer or preparing to start a new job.

Topics covered:

Introduction to questions: What questions a participant may have when considering a job offer or starting a new job

Considering a job offer: What the three things are that Bryan considers before accepting his job offer at Dizzy Heights and how he deals with them (Skills & Knowledge, Career Goals, Money)

Activity: Help Bryan decide how to get to work in a cost-effective way (multiple choice quiz)

Budgeting: How to budget and where to go for support

Codes of conduct and contracts: What Codes of Conduct and Contracts are and who you can ask for help with them

What to expect in the job: How jobs can vary from company to company, so you should be prepared to be flexible

Role information: How to go about finding out about a job/role

	Documents: What documents a participant may be asked for and why **Activity:** Select the document which employers need for purposes e.g. to verify an address (Select from several flip cards) **Journey planning:** What to consider when planning a journey to work for the first day and afterwards **Appropriate attire:** How a participant can find out what is appropriate to wear and how to present themselves at work **Activity:** Identify the information that helps Karen decide how to dress and present herself on the first day **Other commitments and work:** How starting a new job can affect your normal routine and what adjustments may need to be made to ensure a good work/life balance **Getting Ready Checklist:** A checklist to help participants prepare for their first day of a new job based on what has been learned in the module **Summary:** What has been learned and how this can be consolidated
	Activity Pack **Prerequisite for activity:** If participants are starting a new job, they will need their contract and/or codes of conduct to fully complete this Activity Pack. If participants do not have a contract, they can look at companies they are interested in and use their codes of conduct or guidelines as a base to fully complete the Activity Pack. **Activity 1:** A template for participants to fill in, concerning what to consider when budgeting along with some top tips **Activity 2:** A checklist to help participants prepare for their first day at work **Activity 3:** Activity to match up common documents required by employers with descriptions **Activity 4:** Participants are asked to write down questions they may have about their contract and how they can find answers
	Module key points Even though Karen is sent an information pack from her new employer, the participant may not receive similar information. However, the steps that Karen follows to prepare for her new job are still relevant to the participant. Participants can use Karen's example as a foundation for their own preparation.
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o What would you consider when looking at a job offer? o Do you have long-term career goals?

		o How does the job you do (or are considering) fit into your long-term career goals? o Do you know what skills and knowledge are needed for the job you are doing or are about to start? How can you find out? o What things have you done/will you do to prepare for a new job? o How do you manage your budget? o Why do you think it is important to read and understand an employment contract? o What commitments do you have that you might have to change when you start working? What commitments have you had to adjust when you started working? o How will you adjust be prepared for work? (provide personal and positive examples of this) o What have you learned after using this module's Activity Pack?
	🔧	***Optional additional participant activities*** If some participants finish this module early, suggest that they look on the internet at the skills needed for jobs they are interested in and check they have all the documents they need. E.g. proof of address.

Module 4: <u>Welcome to Dizzy Heights</u>

35 mins online learning   **Performance Simulation**

There is no Activity Pack for this module.

Summary: Simulated discussion about how to succeed in the first few weeks of work	

	Learning Objectives ○ Recognize how to make the right decisions when starting a new job
	Characters **Karen** is starting a new job at the on-site gift shop at Dizzy Heights **Bryan** is starting a new job in the security team at Dizzy Heights **Daniel** is starting a new job constructing a ride at Dizzy Heights
	Module notes **Context:** This Performance Simulation is based at the Dizzy Heights theme park. The participant will be faced with several scenarios such as the first day at work to dealing with customers and management. As such, the participant will be making decisions for Bryan and Karen as they navigate their first few weeks at work. Daniel appears in this induction period, but participants do not make choices for Daniel in this simulation. **What happens:** It is Bryan, Karen and Daniel's first day of work at Dizzy Heights and they begin with an induction held by Luis, the HR manager. Karen and Bryan are faced with tricky situations; Karen is told part of her uniform is to wear the Dizzy Duck costume (the Dizzy Duck is the Dizzy Heights mascot) and Bryan is told to wear a tie which he cannot tie. They both need to consider how they deal with the unexpected and communicate with colleagues more senior to them. Later in the simulation, Karen must deal with a difficult customer while she is working at the cash register in the gift shop. The simulation covers the importance of first impressions, being able to admit what you don't know as well as dealing with senior colleagues (people in authority). **Outcome:** Bryan has started work after learning how to tie his tie from Luis. Karen manages to resolve the difficult situation with a customer, however in doing so,

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	makes a mistake. Participants may choose for Karen to be honest with Mei-Lin about the mistake or not. Participants will complete the module successfully regardless of which choice they make for Karen.
	Activity Pack No Activity Pack at the end of this module. However, the Performance Simulation gives access to the Reference Zone which provides further information about topics covered in the simulation. Make sure you tell participants about the Reference Zone and encourage them to open look at the Reference Zone from the feedback screens in the module.
	Module key points If Karen is not honest about the mistake, she makes within this simulation then the participant may think that they have gotten away with it. However; they will need to deal with the consequences of hiding the truth later in the training in Module 9: 'Life at Dizzy Heights'.
	Quiz and feedback information There is no quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o What do you think of Dizzy Heights? o How did that go for Bryan / Karen / Daniel? o What are some things that Karen/Bryan did well/badly during their induction? o How well did Karen do when dealing with the difficult customer? o Have you ever had to deal with a difficult customer? How did you deal with it? o Have you ever been a customer in that type of situation? What did the employee do well / badly to resolve your issue? o Do you think that it is ok that Karen got away with not being honest? (only applicable if the participant chose Karen to be dishonest) o Have you ever had to communicate with management? How is this different from communicating with other people? (friends / colleagues)
	Optional additional participant activities If some participants finish this module early, they can access the Reference Zone via the Reference Zone link at the bottom of on the Skills to Succeed Academy site. The Reference Zone provides further information on the topics covered in the Performance Simulation. Participants can also be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure participants have seen all the feedback available to them in the module.

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Module 5: **Finding Your Feet**

⏱ **45 mins online learning**

40 mins Activity Pack

💻 **32 Screens**

***Summary*:** How to succeed in your first few weeks at work

Learning Objectives
- Describe what might happen in your first few days at work
- Recognize why first impressions at work count and state ways to make a good one
- Identify ways to be successful in your first few weeks at work
- Explain what it means to be professional

Characters

Bryan bumps into his training manager, Arnold, and wants to make a good impression. He goes on to find out more about training, asks questions and handles a situation professionally

Karen creates and asks a list of questions for her first few days

Daniel asks some questions in his first few weeks

Claire looks back at how she has handled learning new things at Dizzy Heights

Module Notes

Context:

This module focuses on 'the induction phase' when starting a new job. The purpose of the module is to guide and support the participant in understanding how important first impressions are and how to make a good first impression. The module also gives the participant some key areas to focus on to help them get things right during the first few days or weeks at work.

Topics covered:

Introduction to induction: What the first few days (or induction period) can be like at a workplace, and tips for how to make the most of inductions

Expectations: What employers expect from new employees

Impressions: How to make a good first impression and why it is so important to make a good first and lasting impression

Activity: Select examples of employees who give the best impression with regards to dress/appearance for two different work environments (select photo)

Activity: Decide if Bryan has made a good impression in different scenarios (vote)

	Getting to know people: Why it is important to get to know people at work and tips on how to build relationships with colleagues **Questions:** What questions a participant may want to ask about the workplace, people and their role to get the information they need in the first few days at work as well as how to go about asking questions in the right way **Making the most of development opportunities:** Why it is important to continue learning while at work to help improve knowledge and skills, and how to go about getting training or support with learning **Being professional:** What it means to be professional and what behaviours are professional **Activity:** Identify the examples that show Bryan's professional behaviour (click to find) **Activity:** Match Bryan's actions to the correct professional behaviour that it displays (drag and drop activity) **Workplace etiquette:** What the 'written' and 'unwritten' rules of a workplace may be **Top Tips for Success:** How to be successful in your first few weeks of work – a summary **Summary:** What has been learned and how this can be consolidated
	Module Key Points Not all companies have a formal induction, but that doesn't mean participants shouldn't consider the areas covered in this module to help them make a good first impression.
	Activity Pack **Activity 1:** Activity to help participants think about how to make a good, professional first impression. **Activity 2:** A template to help the participant think about how they want to behave at work **Activity 3:** A template to help the participant think about what questions they may want to ask in the first few weeks. **Activity 4:** Participants are asked to identify professional behaviours and are given some tips
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module

	Participant Discussion
	
	Example questions and prompts to drive the discussion:
	  o Have you ever had an induction? What was it like?
	  o Do you know what sort of job induction you will have?
	  o What do you think your employer will expect from you in the first few weeks?
	  o What will you do to make a good first impression?
	  o How will you make sure you are professional at work?
	  o What will you take from this module to help you during your first few days and weeks at work?
	  o Do you have questions you would ask in your first days at work?
	  o How will you make sure you are asking the right people the right questions in the best way? (Provide scenarios if possible, for example, you want to know what the fire evacuation plan is)
	  o Are there any skills you want to develop after joining work? Have you thought about how you can do this?
	  o How will you make sure you are ready to balance you family and other commitments before you start work?
	  o Who will you discuss any family or other commitments with if they impact your new job? (For example, picking up a child from school impacting hours at work)
	  o How and when will you discuss these commitments with the appropriate person at work? (For example, your manager or HR)
	  o What have you learned after using this module's Activity Pack?

	Optional additional participant activities If some participants finish this module early, suggest that they find out what induction activities or criteria there are at their place of work and research what training is available to help them in this stage at work. If the participant does not currently have a job, suggest that they do general research online about different types of induction and what they could expect when they start a job.

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Module 6: Getting to Know You

🕐 **30 mins online learning**

40 mins Activity Pack

💻 **21 Screens**

Summary: How to build and manage relationships at work	
🎓	**Learning objectives** ○ Explain why it is good to get on with people at work ○ Recognize ways to build good relationships at work ○ Describe how to address issues in the workplace
👥	**Characters** **Rose** talks about her experiences communicating and interacting with people at work **Bryan** considers boundaries in the workplace and reflects on issues he has had with **Luis** (the HR manager) since joining
📋	**Module notes** **Context:** This module focuses on the importance of getting on with people at work. The purpose of the module is to explain how to build effective relationships with managers as well as other team members and introduces ways to resolve conflict. **Topics covered:** **Introduction to relationships at work:** What the benefits of building good relationships at work are and why relationships at work matter **Activity:** Select an appropriate response to a situation at work (multiple choice quiz) **Getting work relationships right:** What the three areas of focus are to get a relationship at work right (boundaries, communication and trust); and what mantra to use when thinking about communicating professionally (Right time? Right place? Right way?) **Activity:** Select the appropriate response to a situation at work using 'Right time? Right place? Right way?' to help (multiple choice quiz) **Teams:** Why being a team-player is important and what is needed to be a good team-player **Activity:** Sort out the 'dos' and 'don'ts' for working in a team (drag and drop activity)

	Issues in the workplace: How to deal with issues in the workplace **Activity:** Decide what Bryan should do to help resolve a difficult situation at work (drag and drop activity) **Summary:** What has been learned and how this can be consolidated
	Activity Pack **Activity 1:** Different scenarios where the participant is asked to decide what the best course of action would be to help build work relationships and why **Activity 2:** A scenario-based activity looking at communication boundaries at work, where the participant is asked to identify the most appropriate response and why **Activity 3:** Different scenarios where the participant is asked to identify which of 'right place', 'right time' or 'right way' are not being used with regards to appropriate communication for work. **Activity 4:** A template the participant can fill in to write down do's and don'ts that will help them when working in a team
	Module key points This module is not associated with one phase at work; the content is applicable across all phases
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o Can you think of people you have good relationships with? Why do you think that is? (relate to work if possible) o Can you think of people you do not have good relationships with? Why do you think that is? (relate to work if possible) o Having done this module, what do you think you can do to improve any of your relationships? (relate to work if possible) o When starting a new job, what will you focus on to help you get your relationships with people? (relate to work if possible) o What should you do to be a good team player? o When/how should you approach a manager to deal with an issue? o What should you do when dealing with issues at work? (relate to work if possible) o What have you learned after using this module's Activity Pack?

> ### *Optional additional participant activities*
>
> If some participants finish this module early, suggest that they identify a relationship at work they would like to improve and come up with ways to build a better relationship with that person.
>
> If the participant doesn't have a job, either ask them to think about past work relationships they could have improved or do some general online research into building good working relationships.

Module 7: [Knowing Your Job](#)

⏱ **40 mins online learning**

40 mins Activity Pack

💻 **32 Screens**

Summary: How to succeed in your first few months at work

🎓	***Learning objectives*** o Explain what a probationary period is o Describe ways you can do your job well, including setting objectives and managing your time o Recognize the importance of feedback o Explain what it means to demonstrate professional behaviours
👥	***Characters*** **Claire** reflects on her probationary period and her behaviour during that time, and later where she could have acted more professionally **Karen** sets objectives and focuses on her tasks at work. Karen also talks about using initiative at work and feedback from her manager about being accountable for her actions **Rose** reflects on feedback she received during her probation and discovers how growing her network can help **Bryan** looks at his skills and how he can build on them **Daniel** uses his initiative at work
📋	***Module notes*** **Context:** This module focuses on the 'probationary' phase at work. The purpose of the module is to guide and support participants in understanding what they should be doing and how, in order to be successful during probation or the first few months at work. **Topics covered:** **What employers want:** What employers would like to see from employees during their first few months at work **Introduction to probationary periods:** What a probationary period is, how long they typically last and what to expect **During probation:** What a participant should do during probation, by looking at Claire's experience **SMART objectives:** What SMART objectives are and how to write them

	Activity: Identify the specific and time-bound parts of Karen's objective
	Feedback: Why it is important to receive and act on feedback and how to deliver feedback
	Activity: Pick the best response for Rose to some feedback she received (vote buttons)
	Quick Recap: What has been learned in the module so far
	Skills and training: Why it is important to stay on top of learning and where to find opportunities to develop skills at work
	Time Management: What it means to manage time effectively and how it can be helpful to prioritize tasks
	Activity: Decide whether Karen has prioritized her tasks correctly (vote button)
	Networking: What networking is and how building and growing a participant's network can help them at work
	Professional behaviour: What professional behaviours are, how using initiative can be helpful and why being responsible and accountable matters
	Activity: Decide who shows the best use of initiative (voting buttons)
	Knowing the rules: What rules a participant needs to remember and stick to
	Recap of Claire's probationary period: What Claire did to make her probationary period successful
	Summary: What has been learned and how this can be consolidated
	Activity Pack **Activity 1:** A task based on setting SMART objectives for a given scenario and a template for the participant to write their own **Activity 2:** Tips on prioritizing tasks, and an activity where the participant is asked to prioritize tasks **Activity 3:** An activity where the participant is asked to decide on what action they would take on receiving feedback. Activity includes scenario situations, plus real-life examples **Activity 4:** Tips on giving feedback and an activity where the participant is asked to write down how they would deliver feedback to a colleague. Activity includes scenario situations, plus real-life examples
	Module key points Further information on building your network is in Module 8: Having the Right Attitude' of the Getting a Job course. There is also further information in the Reference Zone.
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module

	Participant discussion **Example questions and prompts to drive the discussion:** o Does your workplace have a probationary period? o What things do you think you should do to pass a probationary period? o What objectives would you set for yourself during your probation? o How will you check if your objectives are SMART? How will you measure your progress? o Are there any tasks you are responsible for? What would happen if you did not complete them in the expected time or to the expected standard? o What would you do if you were given responsibility for a task you did not think you could do? (Try to encourage the participant to think why. For example, this could be due to not having the right skills, enough time, the right tools or equipment) o How would you react to negative feedback? o What have you learned after using this module's Activity Pack?
	Optional additional participant activities If some participants finish this module early, suggest that they find out whether they have any probation activities or criteria to meet at their place of work and research the rules and guidelines at their place of work to ensure they are following them. If the participant does not have a job, suggest they research probation periods in general, and what is expected of them during this period.

SKILLS TO SUCCEED ACADEMY

Module 8: Having the Right Attitude

30 mins online learning
40 mins Activity Pack

24 Screens

Summary: How to show the right behaviors and attitude at work	
	Learning Objectives o Recognize why it is important to have the right attitude o Explain how their behaviour affects your success at work o Describe methods to deal with the realities of work
	Characters **Bryan and Karen** reflect on their attitude towards training and how this affects their behaviour **Rose** uses the 'POP' method to help her deal with the realities of work **Daniel** reflects on his attitude towards training and how this affects his behaviour. He uses 'The Back Up Plan' to help him show the right behaviours and attitude
	Module Notes **Context:** This module focuses on the importance of displaying the right attitude and behaviours at work. The purpose of the module is to provide the participant with methods to help them deal with the realities of work and how to handle these realities by showing the right behaviors and having the right attitude. **Topics covered:** **Importance of attitude and behaviors:** What can happen as a result of having a different attitude and how behaviours shown can display an attitude **Activity:** Decide who displayed the best attitude and behaviors (vote buttons) **Attitude towards something:** What two things form your attitude towards something **Activity:** Identify what attitudes Bryan, Karen and Daniel have towards training (drop-down lists) **Behavior and attitude:** How a participant's attitude towards something can affect their behaviors; how other people determine a person's attitude by what they say and do; how other people's perceptions of your attitude are important **Activity:** Decide whether the views of the characters and their supervisors match (drop-down lists)

	'POP' method and attitude: How the 'POP' (pick out the positives) method can be used to help display a better attitude towards something
	'The back-up plan and behaviors: How to use 'the back-up plan' to show the right behaviors when 'POP' doesn't work.
	Activity: Pick out the behaviours that Daniel should show (drag and drop activity)
	Showing the 'right' behaviors: How different characters have dealt with situations and how this has affected the outcome; summary and tips on how to deal with tasks or situations that are not ideal
	Summary: What has been learned and how this can be consolidated
	Activity Pack **Activity 1:** Scenario based task where the participant can practice using the POP method **Activity 2:** Scenario based task where the participant can practice using the 'Back-up Plan' method **Activity 3:** Tips on showing the right behaviors at work, and a scenario-based task where the participant should identify the 'right' behaviors to show **Activity 4:** A template the participant can fill in when faced with different scenarios at work where they might need to use the POP method or identify and note down the right behaviors to show
	Module key points This module is not associated with one phase at work; the content is applicable across all phases This module introduces the concept that the behaviors you display affects what other people think of you. Some participants may need extra support with this
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** - Can you think of a time when you have shown the right attitude? How did you do that? - Can you think of a time when you have not shown the right attitude (or behavior)? How or why did this happen? - What effect did not show the right attitude/behavior have on other people's impression of you? - What measures could you take to have a better attitude towards certain situations? - What measures can you take to show the right behaviors? - Think of a time when you have had a bad or negative attitude towards a task. Using the 'POP' methods, what positives can you pick out of doing that task?

	o Think of a time when you have had a bad or negative attitude towards a task. Did you know what the right behaviors to show were? o What have you learned after using this module's Activity Pack?
	Optional additional participant activities If some participants finish this module early, suggest that they split up into small groups of two or three people and discuss the POP method and how they could apply it to situations or tasks they have faced.

SKILLS TO SUCCEED ACADEMY

Module 9: Life at Dizzy Heights

⏱ **35 mins online learning**   💬 **Performance Simulation**

There is no Activity Pack for this module.

Summary: Simulated discussion about succeeding in work	
🎓	**Learning objectives** ○ Recognize what to do to be successful at work.
👥	**Characters** **Daniel** is working on building a new ride and catches up with his cousin **Rose** at the slushy machine **Karen** is working at the gift shop and wants to talk to Mei-Lin, her manager to deal with an issue at work
📋	**Module notes** **Context:** This Performance Simulation revisits the Dizzy Heights theme park to see how Karen and Daniel are doing after their first few weeks at work. **What happens:** Daniel and Rose are catching up at the slushy machine when he asks to borrow some money. It turns out that Daniel has not been budgeting his money and Rose explains how he can start doing this. Through the conversation it is also revealed how Daniel is taking shortcuts at work under the influence of some colleagues. Later, Daniel is caught pulling a 'sickie' by Luis (HR manager) and has a lot of explaining to do. Karen is dealing with another difficult situation as Mei-Lin has cancelled their meeting and there are some important things that she wanted to discuss. This simulation covers professionalism, being assertive, honesty and asking for feedback. **Outcome:** By the end of the simulation, the participant has guided Daniel and Karen to realize the importance of honesty and the realities of work and to understand how to communicate appropriately with management.
📖	**Activity Pack** No Activity Pack at the end of this module. However, the Performance Simulation gives access to the Reference Zone which provides further information about topics covered in the simulation.

	Make sure you tell participants about the Reference Zone and encourage them to look at the Reference Zone from the feedback screens in the module.
	Module key points This simulation may be different for some participants as a choice they made about Karen in Module 4: 'Welcome to Dizzy Heights' changes the journey they will take through this module. If the participant had chosen to not be honest about giving a customer the wrong bucket of Candy in module 4, then they will have to deal with the consequences for Karen when Mei-Lin (her boss) brings it up in this module. Participants who chose to be honest in the earlier simulation will not encounter this interaction with Mei-Lin and will experience a different meeting.
	Quiz and feedback information There is no quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** ○ How did that go for Daniel? Why? ○ Is there anything Daniel could have done differently or better? ○ What did you think of the way Karen communicated with Mei-Lin? ○ What do you think is the best way to communicate with your manager? ○ Why is it important not to lie at work? (Explain the importance of trust) ○ Why is it important to make sure you do a good job? ○ How can you make sure you are doing your job well? ○ What do you think you need to do to succeed at work? ○ Ask participants if they chose not to be honest about giving a customer the wrong bucket of candy in module 4: Welcome to Dizzy Heights. If they were not honest, ask them what happened in this module when Mei-Lin confronted Karen about this lie. Ask participants to explain why it is important not to lie at work and ask them to explain what impacts a lie can have on your reputation at work
	Optional additional participant activities If some participants finish this module early, they can access the Reference Zone via the Reference Zone link at the bottom of on the Skills to Succeed Academy site. The Reference Zone provides further information on the topics covered in the Performance Simulation. Participants can also be encouraged to retake the module and deliberately make mistakes to see what happens. This will ensure participants have seen all the feedback available to them in the module.

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Module 10: Using Your Skills to Succeed

30 mins online learning

40 mins Activity Pack

21 Screens

Summary: How to successfully manage your career	
	Learning objectives ○ Describe how to set goals to stay motivated ○ Recognize why it is important to make the most of their opportunities ○ Recognize why it is important to manage your career
	Characters **Daniel** writes an objective and starts some continuous professional development (CPD) to help keep him motivated **Rose** looks at her long-term goals to help her decide her next career move The participant finds out what happens next to each of **Daniel, Rose, Karen, Bryan and Claire**
	Module notes **Context:** This module focuses on work over the long term after the probationary period has passed. The purpose of the module is to guide and support participants in keeping motivated at work and managing their career by thinking about their future and continuing to build their skills. **Topics covered:** **Role of work in your life:** How work takes up a large proportion of our average day, and why it is therefore important to have a satisfying career or job **Motivation at work:** How to stay motivated at work **SMART objectives:** What SMART objectives are, and how to make sure an objective is SMART **Activity:** Decide which parts of Daniel's objective meets the criteria to show that it is a good objective (drag and drop activity) **Continuous Professional Development (CPD):** What CPD means, how CPD cycles work and how this fit in with objectives and long-term goals. What methods and tools Rose uses to help her decide on her next career move **Activities:** Rank your priorities at work (drop-down lists); Decide which promotion opportunity is best for Rose (select text)

	Motivation over time: How objectives and goals may change as motivations at work change over time **Where are they now:** Where all the characters are now and what they have learned **Summary:** What has been learned and how this can be consolidated
	Activity Pack **Prerequisites for activity:** If participants are working, they will need access to information about their company's values, culture and ethos. If participants are not working, they can look at a company they are interested in and use that company's values, culture and ethos. Participants also need access to information about possible career paths or progression from their current role or role of interest to fully complete this Activity Pack. **Activity 1:** A template that helps participants rank their priorities in work **Activity 2:** An activity with a template for participants to form their own SMART objectives based on priority areas they have identified for themselves at work **Activity 3:** An activity and template to help participants identify specific actions around 'what' and 'when' which will help them achieve their objectives at work **Activity 4:** An activity and template to help participants identify how they will achieve their objectives at work. **Activity 5:** Guidance on how to record the results of actions taken to achieve objectives **Activity 6:** Template providing questions to help you prepare for feedback sessions and to help you prepare your own questions for feedback sessions **Activity 7:** Template to help participants break down their long-term goals into short term objectives along with a worked example
	Module key points Throughout the training, 'objectives' are used for short-term planning, whereas 'goals' are used for long-term plans and aims. Continuous Professional Development is abbreviated to CPD in some places in the module; the participant may require some extra support to remember what CPD stands for and means
	Quiz and feedback information There is a quiz at the end of this module There is a feedback survey at the end of this module
	Participant discussion **Example questions and prompts to drive the discussion:** o What is an objective? o How can you check an objective is SMART? o What's the difference between an objective and a long-term goal? o How are objectives and long-term goals related? o What is involved in continuous professional development (CPD)?

	o Do you do anything for CPD? If so, what do you do? o Do you have long term goals? o If you have long term goals, how can you break these down to form objectives to help you get there? Are these objectives SMART? How can you check? o Do you think all the characters should have passed their probation period? o What have you learned after using this module's Activity Pack?
	Optional additional participant activities If some participants finish this module early, suggest that they do some more practice on CPD cycles for their current job or general career goals.