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ENTREPRENEURSHIP IN THE EUROPEAN RURAL AREAS

Career Pathways

Introduction: The 'i' generation

- Born after the mid-1990's
- Born into the age of easy access, free information
- Have used the internet from a young age
- The 'world brain'



The 'i' generation

- Young people at ease with using information tools
- Expect rapid communication
- Tech savvy
- Social media
- More international in their outlook



The 'i' generation

- A hyper-competitive world
- Less likely to hold long term jobs – more likely to have worked part-time



YOU are special!!

- Your experience is already very different from your parents and certainly your grandparents



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Who are you?

- Now is the time to start thinking about what you want to do, where you want to go, what you want from life
- Now is the time to identify your strengths and build on them and face up to your weaknesses and start addressing them



Career Pathways

Learning Objectives

- Unit 1: The Changing World Of Work
- Unit 2: The Skills Employers Need
- Unit 3: The Concept of Career Pathways
- Unit 4: CVs and the interview process

Unit 1

The Changing World Of Work



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The Changing World Of Work

- **Labour Market Trends - Demand/Supply mismatches**
 - Changes in the pattern of demand
 - Demand can surge then weaken
 - Usually a lag between supply meeting demand
 - Phenomenon of over-qualified manual workers (often graduates) and the growing socio-economic exclusion of the unskilled and under-educated
 - Many employers undervalue their people assets



- **Labour Market Trends – technological change**
 - Disruptive technologies: media (citizen journalism); printing; retail; advertising
 - Ubiquity of free information has seriously devalued much of what used to be valuable intellectual property
 - In many economies in EU new or evolved sectors have emerged
 - Rapid change – Artificial intelligence
 - Machines replacing labour



- **Labour Market Trends – international mobility**
 - In EU free movement of labour has led to large shifts of populations of young, fit often very well educated workers from low-wage regions to high-wage regions – this has changed the expectations of employers in some sectors; has led to skills shortages in 'supplier' regions and over-supply in 'host' regions
 - Ease of movement (air travel) and communication (internet; mobile telecoms) has changed how business is transacted
 - Competition for jobs in some sectors in some labour markets has now increased



- **New career structures:**

- Pluri-activity – holding down more than one job at a time and expectation of having many jobs over time
- Emergence of unpaid internships and zero-hour contracts
- Career advice in schools is an issue - Schools can be too grades obsessed and not up-to-date with respect to labour market trends and what employers need
- Rigidity of the educational system in responding to changes in the world of work
- Message that everybody can be what they want to be clashes with the realities of where someone lives, what resources they have at their disposal, their mobility and enormous structural change in the relationship between employees and employers
- Adaptability, skills of resilience, numeracy, literacy, communication need to be nurtured early in the lives of children



How will you earn?

- You need to think money! Everything today, including higher education has a price tag attached to it.. You will have to pay for things..
- Put a value on your time – remember you have only one life!



Unit 2

The Skills Employers Need



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There are jobs!

There are careers!

People who retire
need replaced



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New Entrants

Retirees



WORKFORCE



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The Skills Employers Are Seeking

- Importance of STEM (Science Technology Engineering Maths) – currently in greatest demand, offering highest wages
- Specialist trade skills (e.g. carpentry, electrical) also in short supply in some labour markets
- Creatives have seen their wage value fall steeply – so they are having to be 'creative' in finding employment
- Employers are often very precise as to what they think they want
- But sometimes employers are too rigid – can expect too much too quickly



The 'ideal' candidate?

- Interpersonal 'people' skills
- Confidence (but not too casual)
- A commercial understanding : for example, that deadlines are deadlines with financial implications if they are not met
- An understanding of professional etiquette
- Good written and spoken language
- Numerate
- Evidence of good judgement, of common-sense, of capability to take the initiative, of ability to think independently
- Evidence of ability to work with others and take instruction



- Candidates at interview can often sell themselves poorly by not seeming to understand the employer
- At interview:
 - Candidates need to show evidence that they have done research on the employer and the job
 - Candidates need to demonstrate that they understand what the employer is looking for
 - Candidates need to demonstrate that they are competent – increasingly competence-based interviews:
 - (a) describe a challenge you faced
 - (b) describe your response
 - (c) what was achieved? What was the outcome?



- **Exercise:** Identify and rate skills that employers require for different jobs (10 minutes)
 - Marketing executive
 - Policy researcher
 - Administrator
 - ETC
 - ETC
 - ETC



- **Exercise:** Write a Job Description from the perspective of an employer (20 minutes)

Unit 3

The Concept of Career Pathways



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The Concept of Career Pathways

- Too often pupils/students make subject choices without clear rationale
- This can carry through into decision making with respect to employment and wider life
- Those whose interests and skills are in the arts and humanities will have to be **INNOVATIVE** to develop successful careers in the current labour market which places more value on STEM – take 'gigs' that become available – be flexible



- **Adopt a `success mindset`**
 - See value in doing (rather than doing nothing)
 - life skills: sports, volunteering, part-time work, caring – from all of these experiences value can be mined
 - Research
 - Listen
 - Value third party advice – collaborate where possible
 - Its YOUR responsibility
 - Time is a precious, finite resource – don't waste it & have a sense of the value which you would like to place on your time



It is important to demonstrate that you are sociable and work well with people.

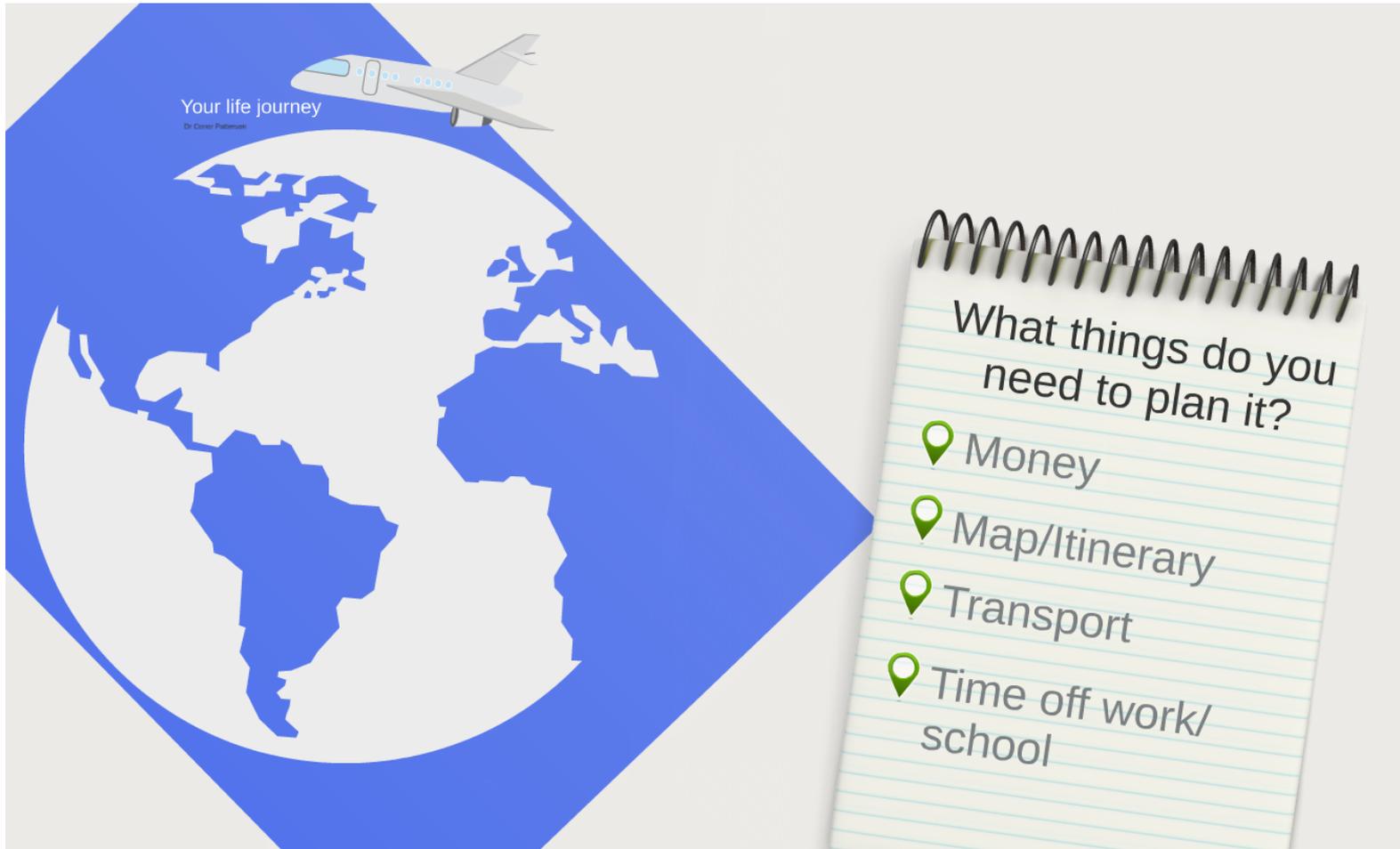
Outside activities (sports; hobbies; volunteering) are important!



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Working life is like a journey – it needs planning...



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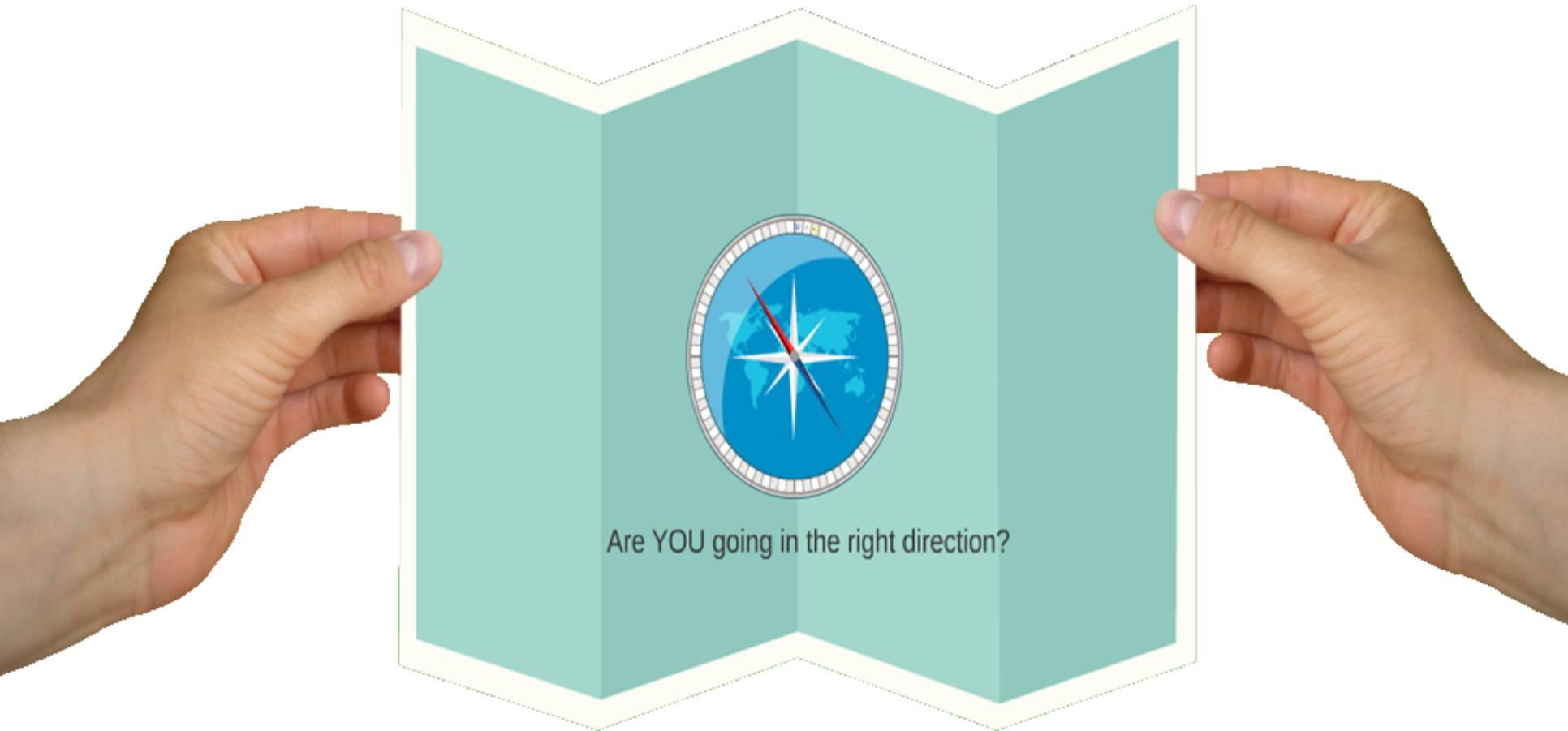


Are you going in the right direction?



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**The responsibility to map your journey
lies in YOUR hands**



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Things to think about.....



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However...

Some journeys can have obstacles



***You can make a successful
journey more likely***



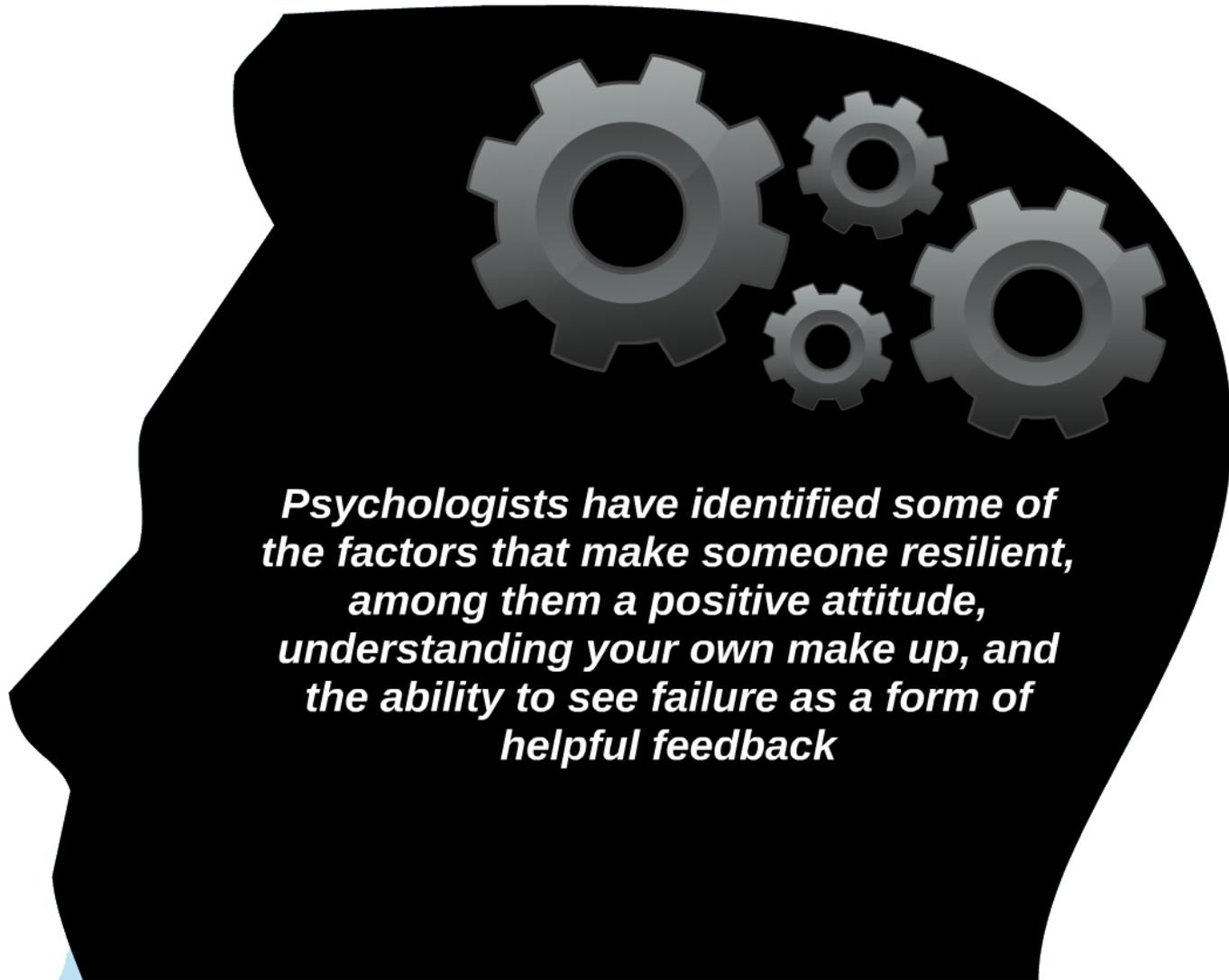
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- **Adopt a 'success mindset'**
 - Reflect – understand your own make-up
 - Resilience – don't take disappointments personally – it's a struggle for many, many people!
 - Positive Attitude – see failure as a form of helpful feedback; be prepared for some who will be negative for the sake of it
 - Flexibility – be prepared to change route to destination or change the destination



Resilience



Understand that some circumstances mean things don't always go according to plan.

Being flexible in your approach means that you can accept when things don't always go to plan, e.g not getting the exam results you needed, not being offered your dream job - if you choose a different route you CAN still get there!

Flexibility



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Hard Work & Practice

"The harder you work, the luckier you get"



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*Remember the three
human factors:*

① *Resilience*

② *Flexibility*

③ *Hard work*

**These life skills can mitigate
adversity and they can
compensate for educational
shortfalls**



- **Exercise:** Compare the career path you thought you would have been on at 12, 16 and now (20 minutes)



- CASE STUDY: Research different careers (what do they involve? How did employees get to where they are now?)
- <http://www.newrycareers.com/>
- Equivalent in your own jurisdiction

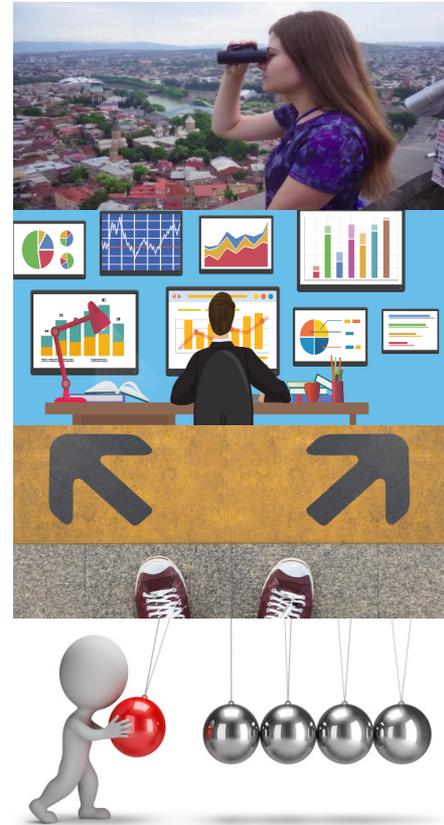
Making your career journey a success.....

Scan

Analyse

Decide

Act



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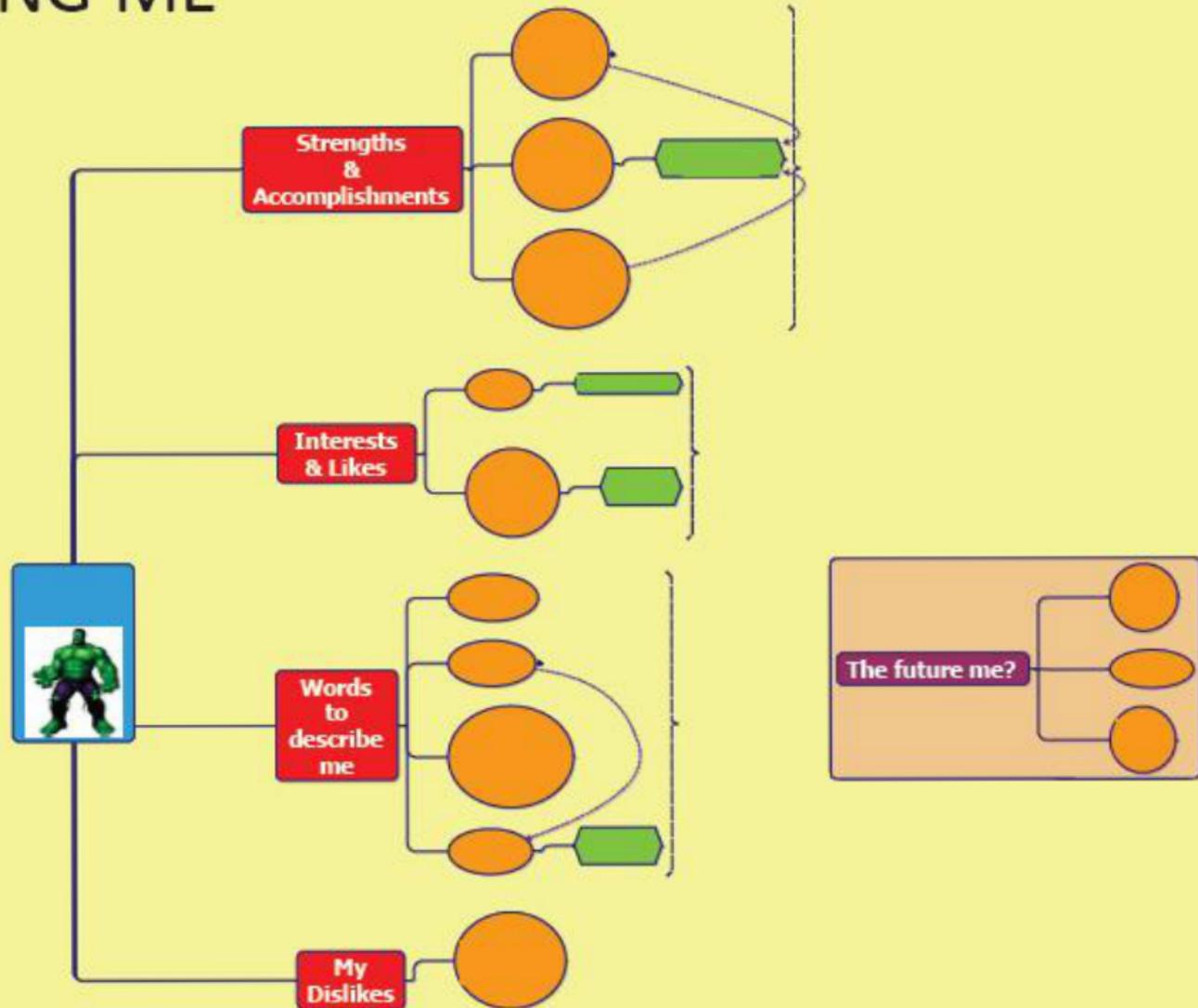
How do I effectively display my skills/interests?

- First things first!
 - Which skills do you have (to what level)? Which are you lacking?
 - Spend 10 minutes thinking about these



Exercise: honestly critique your strengths, weaknesses, desires and dislikes

MAPPING ME



Which skills to highlight?

- The best way to identify which skills you need to highlight is to **put yourself in the employer's shoes.**



- What are the employer's needs?
- How can you fulfill those needs?



Unit 4

CVs and the interview process

CV – the basics

- You should never forget that **your CV is what will get you the interview**
- Therefore it is up to you to **sell yourself well enough** so that when a potential employer see it, **they know right away that you are a good candidate** for them
- Make sure that your CV is up to date and **showcases all of your skills and qualities**



CV - First impressions count

- The fact of the matter is that recruiters and hiring officials will **scan read** a CV or application – so you need to highlight the information you want them to remember – be concise – an ‘abstract’ or summary can be useful



CV - Checklist

- Don't fall at the first hurdle.
 - Is your email address appropriate?
 - Would you give a job to Hotlips7@x.com ?
 - Have you spelled it correctly?
- Other hurdles
 - Making Grammatical Errors and Typos
 - There's no room for sloppiness!
 - Submitting Incorrect Information
 - Correct info will eventually come out anyway
 - Giving Everyone the Same Résumé
 - Your résumé is not one-size-fits-all (jobs)
 - Getting Too Elaborate With Formatting and Style
 - And allow "breathing space" on your page



Interview – the basics

- If you pass the resume screen, usually the **next major step** is the interview
- Employers often focus on eliminating applicants who are not appropriate
 - **Don't given them any reasons to eliminate you**
- The experience, for you, can be like running through a mine field. **One misstep, and you're OUT** - a very stressful situation.
- Handle that stress by
 - Preparation
 - Visualizing
 - Remember that people DO get hired!



Interview - Preparation

- Prepare for the standard interview questions and types of interviews you might have. Practice with a friend or your mirror
- Prepare by knowing as much as you can about the job, the organisation, the competition, the location, and the industry
 - *Very* carefully read the job description
 - Visit the organisation's website
 - Put Google, Bing, and YouTube to work gathering important information about the organisation
 - Check the LinkedIn Company Profile (and, if possible, the profiles of the interviewers)
 - Do Internet research on any other names you may have
 - Check stock and financial information
 - Lastly, check for any news articles concerning the organisation



Interview – Remember that ...

- Interviews vary (both structure and type)
- It's a two-way street – so be prepared to ask your questions re: the job and the organisation
- There may be follow-up interviews



Interviews

- May seem obvious (but it bears repeating):
 - Arrive a few minutes ahead of time
 - Be dressed appropriately
 - Have good questions ready for the interviewer(s)
 - Have your mobile phone turned off
 - Come with copies of your CV available to hand to the interviewer(s)
- RELAX! Be yourself, be natural, be focused and remember that the interview is a “two-way” street
- Afterwards
 - Sending a thank you



Presentations – the essentials

- Develop strong presentation skills **beforehand**
- Also practice for “stress” types of presentations
- The topic is important, but your **process** is even more critical!



The proposal process

- Follow these steps:

1. State your **purpose**



2. Give some background **information**



3. State a **solution** to the problem



4. Specify **costs**

BUDG€T

5. **Restate** both the problem and solution



Continuous innovative improvement of one's mindset and skills

- Continuous improvement – an **ongoing effort** to improve an your skills and mental outlook
- This never-ending process requires
 - A strategy, such as “mindfulness”
 - A focus on self-actualization



Mindfulness

Mind Full, or Mindful?



- Mindfulness is awareness that arises through paying attention, on purpose, in the present moment, non-judgementally
 - Practicing mindfulness improves both mental and physical health
 - Mindfulness involves concentration and acceptance
 - It takes practice to become comfortable with mindfulness techniques



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