

Job Box

Competence Focused Career Guidance for Young people with Migrational Background

Version for Young people

Innsbruck, March 2007

Functional Realisation

Hafelekar Unternehmensberatung
Schober GmbH
Bozner Platz 5
6020 Innsbruck

Tel.: +43/512/58 88 33

Fax: +43/512/58 88 85

Mail: office@hafelekar.at

Web: www.hafelekar.at

Composed by

Mag.^a Dr.ⁱⁿ Eva Fleischer

Collaboration

Dr.ⁱⁿ Silvia Exenberger

Mag. Ali Ister

Dr. Martin Maier

Dr. Paul Schober

Mag.^a Elisabeth Wille

ABOUT MYSELF	4
HOW TO USE THE JOB BOX?	7
SUBJECT 1 I DETERMINE MY STRENGTHS	9
1.1 I take a look at my life.....	10
1.2 My learning locations.....	14
1.3 My languages.....	26
1.4 My strengths and interests	29
1.5 What I can do	42
SUBJECT 2 I CLARIFY MY PROFESSIONAL AIMS	50
2.1 My wishes and aims	51
2.2 My steps to the job	66
SUBJECT 3 MY APPLICATIONS	73
3.1 Tips for applying	74
3.2 My letter(s) of application	75
3.3 My CV	77
3.4 The job interview	82
3.5 My application reports	85
MY COLLECTION OF DOCUMENTS	88
My projects at school	89
My school reports and performance records.....	92
Certificate	94
My official documents.....	95
APPENDIX WHERE DO I FIND INFORMATION AND SUPPORT?	97
Useful Addresses	98
LITERATURE	110

About myself

Personal data

Name, surname:

Date of birth:

Place of birth:

Nationality:

Address, Street:

Zip code: Place:

Phone: E-mail:

Parents, legal guardians

First name(s), name(s):

Phone (home):

Phone (work):

What I like to do (sports, hobbies, interests)

.....

.....

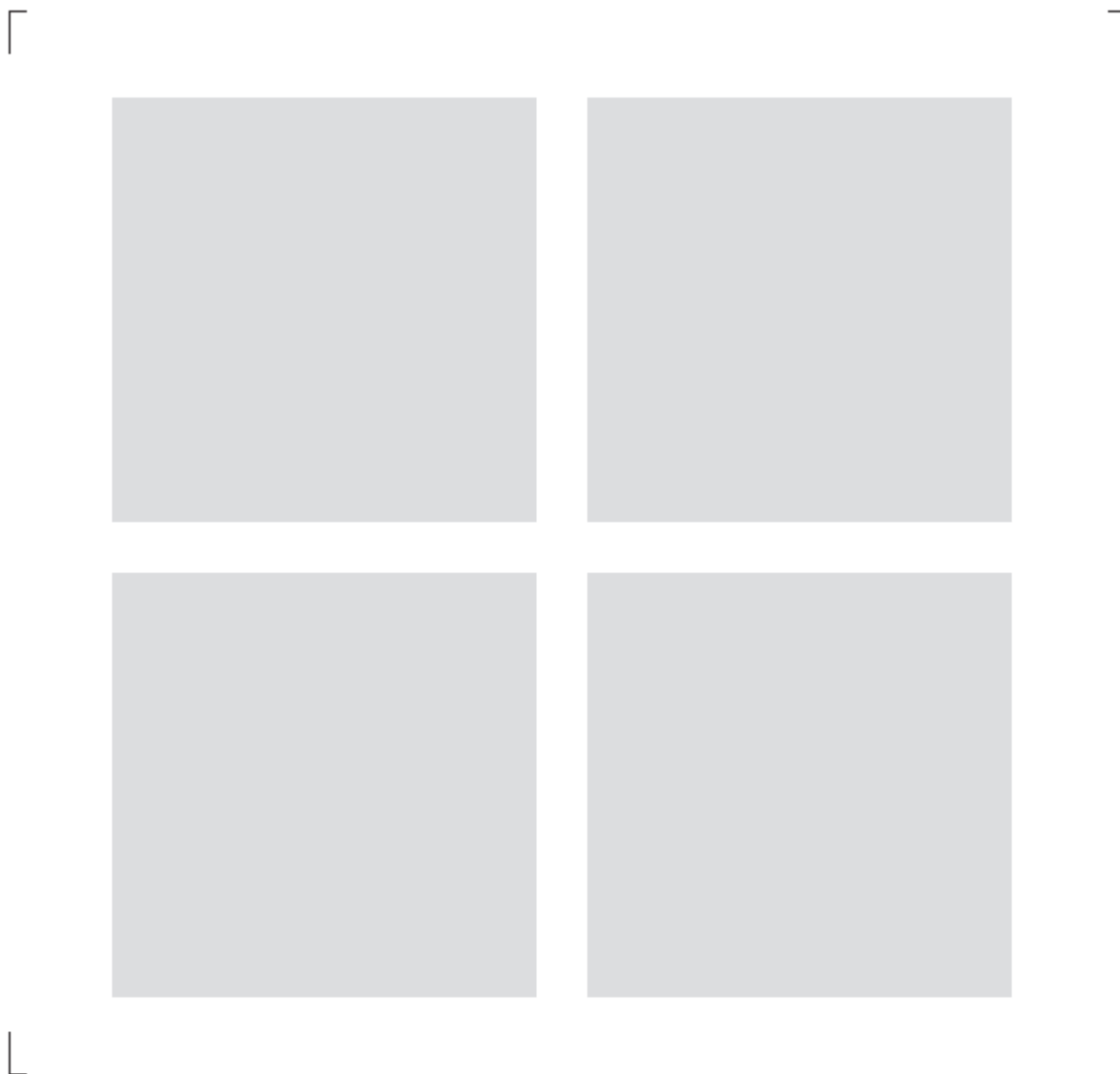
.....

.....

.....

.....

Here you have the opportunity to place one or several of your pictures.



Source: revised from www.berufswahlpass.de

My career guidance officer

My career guidance officer	
Location	
Phone	
E-mail	
Reach ability	

How too use the Job Box?

What profession should I take up? How do I find a proper job? What am I able to do? Is my favourite job in line with my strengths? These questions are posed by many young people. The Job Box was created in order to help you with your occupational decisions. The Job Box will provide you with information and suggestions about how to find answers to these questions.

The Job Box assists you to apply for a job because it demonstrates what you have done concerning occupational orientation and how you can plan your applications in a well directed way. It helps you to better prepare yourself for job interviews.

The Job Box consists of 3 subjects and an appendix. What are its integral matters?

- **Subject 1: I determine my strengths**
What have I done so far, what am I interested in, what are my previous learning experiences, how do others consider me and my skills – these are the questions that this part deals with.
- **Subject 2: I clarify my professional aims**
This subject is about occupational orientation in the narrower sense where favourite jobs and corresponding concrete and realistic steps towards an occupation are dealt with.
- **Subject 3: My applications**
This is about the actual application. You will find tips for application, examples and instructions on how to write applications and CVs, and worksheets for preparation and administration of applications.
- **My collection of documents**
This is not only the place for school reports, testimonials, and official documents (e.g. registration form, etc.) relevant for applications, but also evidences of achievement in school, spare time, and areas of voluntary work which record strengths that are not listed in normal reports.
- **Appendix: Where do I find information and support?**
In this part you will find useful addresses and links.

You have obtained the Job Box within the scope of career guidance and you will work on it or on parts if it together with your career guidance officer. You will be able to complete some parts alone but the support of a career guidance officer will be very useful in most parts. However, when you deal with the Job Box together with you career guidance officer, the focus is still on you. The career guidance officer can only provide support – you have to engage with the questions and tasks.

Are you ready? So let's start!

Subject 1 I determine my strengths

Subject 1 I determine my strengths

In this chapter you will look back on your previous life. What was important? What has shaped your mind? What have you learned?

Afterwards you focus on your strengths and interests. What am I able to do, what interests me? How do other people perceive me? What are the results of tests regarding my interests? These questions assist you to determine your main strengths; then you try to find out whether these strengths are in line with your favoured jobs. Finally, you plan precise steps that lead you to your intended career.

1.1 I take a look at my life

“Life consists of many small coins and the one who knows how to collect them, earns a fortune” (J. Ansoth)

In this chapter you will look back on important episodes of your life. Happenings within your family, change of residence, different schools you have visited, vocational educations and experiences will be discussed with your career guidance officer. It is important to look not only on what went wrong, but on what you have learned so far and what has helped you to deal with certain difficulties.

What are the work steps of this part?

- My life: you design a poster about your previous life.
- My learning locations: you take a close look on what you have done at different locations (school, education and advanced education, job, spare time, due to your migration background) and what you have learned there.
- My languages: it is not only about language skills in German or English, but about skills in languages that you speak outside school in your family or that you have learned in the home country of your family.

The review will help you to determine your strengths as a next step.

1.1.1 My life

You experienced several things in your life, you maybe changed your residence or you have been at different schools. Now, the point is to draw your path of life in a correct temporal order. The visual illustration of the school days and the period of education assists you to create a curriculum vitae. Additionally, you will find out more about yourself and you will discover your strengths and interests.

How is it done in detail?

- Take a large sheet of paper (most suitable is a poster or the paper of a flip chart, you can also enlarge the original to A3 format) and coloured crayons.
- Draw the fields in the same way as it is shown on the original on the following page; of course, the indications of age stop at your actual age.
- There are different fields for family, habitation etc. You note down in these fields what has happened. Thereby, you can use different colours and integrate pictures and drawings.
- You indicate an incidence, for example the death of your grandma, with a vertical line or a symbol.
- If something has taken a little longer you write down what it was, for example grammar school; then you draw a line that corresponds to the time it has required.
- If something still persists, you draw an arrow.
- If you do not exactly know when something has happened, you add a question mark.
- You draw a curve in the lowermost row, which approximately indicates how you have felt at the time.

What can you fill in the respective fields?

Family	Birth of siblings or children, death of family members, divorce, marriage, own partnership
Migration	When did you come to Ireland? When did you obtain the Irish citizenship? When did people who are important for you, come to Ireland or, maybe when did they leave Ireland?
Habitation	Where have you lived? Change of residence, even when you have not lived with you parents
School / Education	Names of schools
Occupation	Activities, even "small" jobs like babysitting or assisting someone
Spare time / Interests	What do I like to do in my spare time? Sport, hobbies, but also voluntary activities
Important occurrences	Important occurrences that do not fit in another category, like serious diseases, strokes, legal problems

Afterwards, you discuss your life with your career guidance officer.

Worksheet My life

Life of																								
Age					5					10					15					20				25
Year																								
Family																								
Migration																								
Habitation																								
School / Education																								
Occupation																								
Spare time / Interests																								
Important occurrences																								
How did I feel? +																								
-																								

Example Worksheet My life

Life of																								
Age					5					10					15					20				25
Year	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06						
Family	Granny died 93 Birth sister A. 93 Birth sister B. 97																							
Migration	Tyrol born Turkey Tyrol																							
Habitation	Ampass Ankara with granny Aldrans Innsbruck																							
School / Education	school Kindergarten Primary school Lower secondary school Tech. school Course "public employment service"																							
Occupation	Brief trial apprenticeship Internship																							
Spare time / Interests	Irish friends Playing soccer, visiting friends, going out																							
Important occurrences	Death granny Losing the Turkish friends Failing at school Bad marks																							
How did I feel?																								
+																								
-																								

1.2 My learning locations

The aim of this chapter is to find out at which locations and at what occasions you have acquired certain skills.

We can learn something

- at school or within the scope of vocational training and further education (apprenticeship or course),
- at work, even if you have only been employed for a short time (internships, temporary jobs),
- in your spare time (interests, hobbies) or within your family (when you help around the house),
- through living within two or more cultures.

You probably regard it as obvious to learn something at school. But you ask yourself what you are able to learn in your spare time, when you take care of your younger siblings or when you are translating something for your mother at public offices. By taking care of your younger siblings you can learn to assume responsibility; and to translate something demands close listening and a good command of both languages. A certain role within a religious community or within a club implicates tasks and learning opportunities. Similarly, a hobby like playing soccer or playing on the computer is included here.

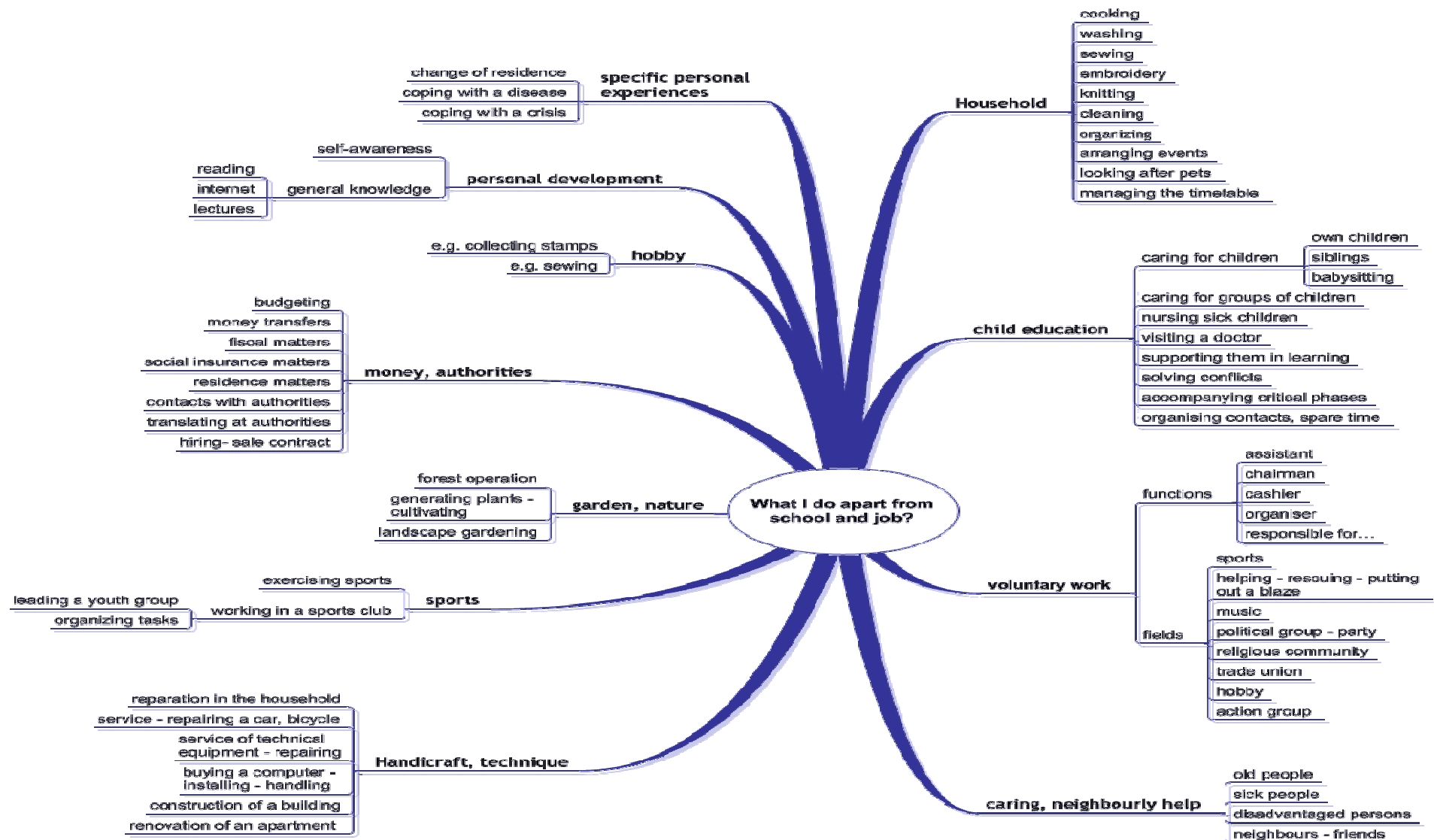
Living within two or more cultures means not only that you have left your home country to permanently reside in another country. It can also mean that your parents were born in another country, while you were born in Ireland, and you speak in another language than German to them; or that you have been in other countries for a longer time (for instance, au pair, participation in a language course).

Try to list all of your skills that you can think of, even if you do not have a good grasp of them anymore; if this is the case you can brush them up again.

If you complete the following worksheets, you will have less work to create a CV later on. There will be an own worksheet for each learning location, thus altogether there will be five worksheets:

- „What I have learnt at school“
- „What I have learned from my vocational training and further education“
- „What I have learned from my professional experiences“
- „What I have learned in my spare time“
- „What I have learned from my life within several cultures“

On the following page you will find an outline on all the activities we can do in our spare time. If you do not have enough free space on a worksheet, you just copy it. There is an example of a completed worksheet after each worksheet. .



Worksheet What I have learned at school

	Kind of school	Name of the school/location	From	Fro	Graduation yes/no	Which subjects have I been interested in?	During my schooldays, which events were important for me? (Projects, events, internships...)	What have I been able to learn thereby?
1.								
2.								
3.								
4.								
5.								

Example Worksheet What I have learned at school

	Kind of school	Name of the school/location	From	To	Graduation yes/no	Which subjects have I been interested in?	During my schooldays, which events were important for me? (Projects, events, internships...)	What have I been able to learn thereby?
1	Primary school	Unknown	1997	2001	yes	Mathematics, drawing	Project week farm	Working with animals, losing the fear of big animals
2	Elementary school	Trinity Comprehensive School	2001	2005	yes	Geography, arts	Art project "heads"	Planning and completion of a larger work of art, organisation of an exhibition
3	Polytechnic institute	Whitehall house	2005	2006	Not yet	Computer science	Presentation of the polytechnic institute at the elementary school O-Dorf Taster week at the company Innkreativ, advertising agency, Innsbruck	Designing a poster and preparing a power point presentation I was able to become a little familiar with professional graphical software

Worksheet What I have learned from my vocational training and further education

	Education/ supportive measure	Educational provider	From	To	Gradu- ation yes/no	Which fields have I been interested in?	During this time, which events were important for me? (Projects, internships...)	What have I been able to learn thereby?
1.								
2.								
3.								
4.								
5.								

Example Worksheet What I have learned from my vocational training and further education

	Education/ supportive measure	Educational provider	From	To	Gradu- ation yes/no	Which fields have I been interested in?	During this time, which events were important for me? (Projects, internships...)	What have I been able to learn thereby?
1	Junior cert.	Youthreach	09 02	12 02	yes	All computer- related aspects	Internship company Z	Data processing is not only programming, but also to be able to run networks
2	Apprenticeship computer technician	FAS Training Services	09 03	09 06	yes	Networks Firewall	Major project Land survey office	Planning and implementing projects
3	English-course	Adult education centre	09 05	06 06	yes	Conversation		Playing a part in a conversation

Worksheet What I have learned from my occupational experiences

	Employer	Position / job title	from	to	Type of the occupation (internship, holiday job)	What exactly was my field of activity? Description of the activities	What have I been interested in? What did I like to do?	What have I been able to learn thereby?
1.								
2.								
3.								
4.								
5.								
6.								

Example Worksheet What I have learned from my professional experiences

	Employer	Position / job title	From	To	Type of the occupation (internship, holiday job)	What exactly was my field of activity? Description of the activities	What have I been interested in? What did I like to do?	What have I been able to learn thereby?
1	Pension Meyer	Chambermaid	07 05	08 05	Holiday job	Tidying rooms Changing sheets Cleaning	Collaboration with colleagues Decorating	Working fast and precise Cleanliness Being discreet
2	Family Hanser	Babysitting	09 05	06 06	Side job	Taking care of 2 children (3 and 6 years old) Playing, putting them to bed, settling disputes	Doing handicrafts with children, reading something to them	Assuming responsibility, settling disputes, having ideas
3	Handicapped aid	Carer	sinc e06 06		Side job	Caring for persons with disabilities, personal hygiene, cooking meals, accompanying them in their spare time activities, having conversations with them	Having conversations	Empathising with someone, also when he/she cannot express himself/herself clearly Developing ideas for the spare time Planning of activities
4								
5								

Worksheet What I have learned in my spare time

	Name of the activity, hobby	What exactly did I do? Description of the activities	From	To	What have I been interested in? What did I like to do?	What have I been able to learn thereby?
1						
2						
3						
4						
5						

Example Worksheet What I have learned in my spare time

	Name of the activity, hobby	What exactly did I do? Description of the activities	From	To	What have I been interested in? What did I like to do?	What have I been able to learn thereby?
1	Playing soccer	Controlling the ball, each week training in the club SK Veldidena	05 03	07 06	Working in a team	Team spirit, being in a good shape, finding new friends, winning and losing, speaking German
2	Going out with friends	Having a drink with colleagues or planning to do something	since 09 05		Having fun with friends	Trusting in someone, accepting the support of friends, distinguishing between real friends and colleagues, making decisions together
3	Koran-instruction	Reading the Koran	since 09 05		Decoding writings	Reading and writing Arabic writings, patience

Worksheet What I have learned from my life within several cultures

	In which cultures have I lived / do I still live?	What was / is the reason for the stay? (Migration of parents, own migration, visits, education)	From	To	What kind of challenges, problems did/do I have to face due to my life within several cultures?	How did I deal with it? Which skills did I acquire through my life within several cultures?
1						
2						
3						
4						

Example Worksheet What I have learned from my life within several cultures

	In which cultures have I lived / do I still live?	What was / is the reason for the stay? (Migration of parents, own migration, visits, education)	From	To	What kind of challenges, problems did/do I have to face due to my life within several cultures?	How did I deal with it? Which skills did I acquire through my life within several cultures?
1	Turkey, Ankara	Born there	1980	1990	Father in Ireland (since 1982)	Living alone with my mother
2	Dublin, Ireland	Followed part of my family to Ireland	1990	Until now	Learning English at school; I was good at school in Turkey, but I had difficulties in Ireland because I could not speak English; teacher was not very nice, thus I was sad very often Finding new friends Suddenly, father was always around Living in the country, not in a city anymore	Never giving up to learn the language Not losing the belief in one owns skills self Sticking together with sister Learning together Approaching other girls Clenching one's teeth Being able to cope with father
3						
4						

1.3 My languages

A good command of different languages becomes increasingly important. However, marks at school often do not exactly reflect our knowledge of a language. Additionally, we do not learn all languages at school; we learn some of them at home or because we live in a foreign country, where another language is spoken than in our home country.

First, you write down all languages that you speak. Then, you evaluate your language skills of each language – how is your level of proficiency in understanding, speaking and writing, three aspects, which can definitely differ from each other. The focus is not on an “objective” evaluation, but on a self-assessment of your skills together with your career guidance officer. The following two checklists will help you:

My mother-tongue is / my mother-tongues are:























--

Further languages which I am able to speak (to some extent):

Self-assessment	Understanding		Speaking		Writing
	Listening	Reading	Participating in discussions	Coherent speaking	
Language					
Language					
Language					
Language					

Checklist of speech acts at work 1					
Speech acts and opportunities	Can I do	speaking	listening	writing	reading
Describing and understanding workflows e.g. in my everyday life: What do I do during the day? What do I start with? What do I do next? With what do I finish my day?	can I do easily				
	can I do with help				
Describing and understanding rules e.g. of a game: What is the goal of a game? What do the players have to do? When is the game over? Or, for instance, the rules of a field of activity that I know.	can I do easily				
	can I do with help				
Describing and understanding procedures e.g. ironing a shirt, changing an electric bulb, another activity that I know	can I do easily				
	can I do with help				
Understanding media information					
Answer phone	can I do easily				
	can I do with help				
Job advertisement	can I do easily				
	can I do with help				
Brochure for further education	can I do easily				
	can I do with help				
Brochures, information sheets	can I do easily				
	can I do with help				
Newspaper articles	can I do easily				
	can I do with help				
Posters, announcements	can I do easily				
	can I do with help				
Leading conversations during breaks, talking about the weather, talking about the family	can I do easily				
	can I do with help				

Cf. Plutzar und Haslinger 2005

Speech acts and opportunities	Can I do
Reading and understanding job advertisements e.g. comparing job advertisements with my skills and qualifications, evaluating if I am qualified for the job	can I do easily 
	can I do with help or with many mistakes 
Asking e.g. when I do not understand what is said by someone	can I do easily 
	can I do with help or with many mistakes 
Expressing needs e.g. when I need something and thus have to ask someone to help me	can I do easily 
	can I do with help or with many mistakes 
Taking up a stance e.g. when I disagree with one of my colleagues or my boss on a certain subject	can I do easily 
	can I do with help or with many mistakes 
Clarifying further procedures e.g. when I do something together with a colleague, like writing a text or cooking a meal	can I do easily 
	can I do with help or with many mistakes 
Arranging a date e.g. a doctor's appointment	can I do easily 
	can I do with help or with many mistakes 
Instructing someone E.g. am I able to explain a certain activity so that he/she is able to do it afterwards?	can I do easily 
	can I do with help or with many mistakes 
Phoning	
Inquiring information	can I do easily 
	can I do with help 
Circulating information	can I do easily 
	can I do with help 
Reporting sickness	can I do easily 
	can I do with help 
Leaving a message on an answering machine	can I do easily 
	can I do with help 

Cf. Plutzar und Haslinger 2005

1.4 My strengths and interests

On the way to the dream job it is important that you are aware of your strengths and skills – another word for strengths would be “competencies”. You have already thought about what you have learned so far and where you have learned it. Now, the point is to summarise your strengths. It is not about “right” or “wrong”, but to have a look at your abilities. Thus, this is a form of an appraisal.

However, do you really know your skills? At school, you had good marks in mathematics, but bad ones in geography. However, this might have been due to the kind of the instruction and not due to your talents and your willingness to learn. Moreover, there are a number of other strengths that become increasingly important on the labour market nowadays and that are not taught at school, like the ability to work in a team or flexibility. Together with your career guidance officer you can find out your strengths in three steps:

- Step 1: You fill in a very detailed questionnaire (“I consider myself as...”)
- Step 2: Your parents, friends, teachers receive a shorter questionnaire and you get further feedback through tests (“Other people consider me as...”)
- Step 3: You compare the results and work out the most important strengths together with your career guidance officer (“A profile of my strengths”)

1.4.1 I consider myself as...

Subsequently, you will find a very detailed questionnaire (cf. Brunnbauer 2004), which will help you to get to know yourself better. The questionnaire is divided into five subjects, each one corresponding to a certain field of strengths. For all strengths, like “sense of responsibility”, you will find specific questions. These questions should illustrate what the strengths really mean.



There are

- **personal strengths:** How I deal with myself, what characterises me – this is the subject of these questions. Am I persistent or do I like to finish things fast, am I calm and meditative or am I outgoing and extroverted etc.
- **social strengths:** The central question here is how I deal with other people. Can I empathise with others, can I convince others, do I try to conciliate in case of a conflict – these subjects are dealt with in this part.
- **methodical strengths:** How do I work? Do I arrange a schedule, am I able to organise my work so that I finish on time? How do I handle larger tasks? You will try to answer such questions in this part of the questionnaire.
- **professional strengths:** Which skills do I possess? The questions of this part are most likely related to the knowledge and skills that you have acquired in your professional life or at school, like e.g. in mathematics. However, some abilities that you have acquired outside school or work, like computer or language skills, are also included here. You have already elaborately occupied yourself with your language skills – in case you enter the job box at this point you will find more information about it in the previous chapter “My languages”.
- **intercultural strengths:** When I think about my life within several cultures (Irish culture, culture of my parents / my home country, maybe other cultures I got to know, other cultures I lived in), what have I learned from my multicultural experiences? Am I able to adapt myself to other cultures? Am I tolerant in dealing with other cultures?

Beforehand, take a look at your worksheets from the chapter “My learning locations” and then fill in the questionnaire by making a cross in each line. In case you are not certain about an aspect, think about whether you would be able to prove the respective strengths.

For that purpose look at the following examples:

Reliability	I have always done my homework this year.
Creativity	I like to make birthday presents that are admired by everybody.
Helpfulness	I help my classmates if they do not understand something in mathematics.
Media competence	I have frequently acquired information for presentations and homework from the internet.

By filling in this questionnaire, you will get a first impression. You will answer some questions differently, dependent on your age. For instance, you will tell your parents more detailed what you do and where you are when you are 15 than when you are already 22. Thus, there is no "right" or "wrong". The answers to some of the questions are probably also dependent on the respective situation. Perhaps you are able to discuss a subject very eloquently within a group of young people with the same mother tongue, but you are unable to express your arguments within a German-speaking group. If this is the case, note it down on the questionnaire.

In the following chapter you will find the same questionnaire in a shortened form for your parents, friends, teachers or superiors. Ask them to fill in the questionnaire, so you will receive feedback whether you are right or wrong. If you are not sure about something, ask your career guidance officer.

PERSONAL STRENGTHS:

That's me...

Creativity / ingenuity	always true	true	occasionally true	never true
I find different solutions for problems.				
It is easy for me to develop new ideas.				
I have visionary ideas.				
I develop new opportunities and try them out.				
I can design something with few means.				
I have my own style (clothes, hairstyle).				

Self-reliance

I can finish a certain task without any help.				
I can voice my opinion.				
I can make my own decisions.				
I can rate the consequences of my decisions.				

Flexibility / willingness to change

I can perform a task under different conditions (e.g. pressure of time).				
I am always ready for new and unconventional ideas.				
I can perform several tasks at the same time.				
I can cope with changes.				

Reliability

I carry out assigned tasks like homework.				
I stick to appointments.				
Others can rely upon me.				

Ability to cope with stress

I can ask for help in order to achieve my aims.				
I can easily cope with difficulties.				
I can handle stress very well.				
I can handle uncertain situations very well.				

Sense of responsibility

When I do something I always think about the consequences for other people.				
I try to keep my promises.				
I inform my parents about what I am doing.				
I can accept responsibility for other people.				
I take care of things that belong to other people.				
I take responsibility for my decisions and actions.				

Self-confidence

I have the feeling that basically I am alright.				
I ask when I do not understand something.				
I believe in me and I am able to show it.				
I express my concerns, wishes and needs.				
I look into the eyes of my counterpart during the conversation.				
I know my skills and my wishes.				
I know my strengths and I can describe them.				

Other personal qualities

My look is important to me.				
I can see the funny side of certain difficult situations.				
I am polite.				
I carry out unpleasant activities immediately.				
I can motivate myself to work, even when I am not keen to do it.				

Dexterity

I like to do hand crafts.				
I fix things (e.g. bicycle) myself.				
I like to work with tools and manual equipment.				

Graphic / artistic talent

I like to draw.				
I like to produce drafts and drawings.				
I like decorating.				
I like to create something with different materials.				
I like to perform theatre plays.				
I have other skills in the field of art, namely...				

Musical talent

I like to sing.				
I play one or several musical instruments.				
I can identify the beat of a piece of music and can follow it.				

Physical fitness

I do sports regularly.				
I am in a good physical shape.				
I do not mind when I have to do hard work that demands my physical fitness.				

SOCIAL STRENGTHS:

How I deal with other people!

	always true	true	occasionally true	never true
Interpersonal skills				
I quickly start a conversation with other people.				
I like listening to other people whose opinion completely differs from mine.				

Ability to communicate

I speak loudly and clearly.				
I can be very convincing in a discussion.				
I can listen.				
I can speak in a group.				
I can communicate and justify my decisions.				
I can express myself in a comprehensible way.				

Ability to work in a team

I can perform tasks together with other people.				
I can work in a team and accept responsibility.				
I can make compromises.				
I can accept decisions that have been made by the group.				
I can introduce proposals for solutions in a group.				
I respect and acknowledge other attitudes and opinions.				
I adhere to the rules concerning house and school regulations.				

Ability to deal with conflict

I can keep my balance in a dispute.				
I accept criticism inasmuch as I can understand it.				
I apologise for my mistakes.				
I can forgive other people.				
I do not have to be right all the time.				
I try to discuss what bothers me.				

Assertiveness

I can express an opinion in a group/at class and then defend it.				
I often bring good arguments forward that persuade others.				
I can lead a group.				

Ability to empathise

I can empathise with other people.				
I respect my colleagues.				

Helpfulness

I help others.				
I voluntarily take over tasks for the entire class, the family, the team.				
I help weaker pupils to learn, to execute a task.				
I am very generous with other people.				

METHODICAL STRENGTHS:

This is how I work...

	always true	true	occasionally true	never true
Work organisation				
I can keep orderliness.				
I own a date book and keep it thoroughly.				
I always arrange handouts in a folder.				
I always have the required material with me.				

Working speed/schedule

I am always on time.				
I organise my time very well.				
I can handle assignments or other tasks on schedule.				
I can prepare a presentation or another larger task (work piece) on schedule.				

Operational readiness/own initiative

I am dedicated to (school) work.				
When I have decided to do something I always start with it.				
I always catch up with my missed school work / work.				
I set myself goals and realise them.				
I consider myself to have a good work ethic.				
If something becomes difficult I try to solve the problem.				
I recognise work and carry it out independently.				

Accuracy/precision

I work thoroughly.				
I handle my tasks conscientiously.				
My drawing works and hand crafts are precise, the single parts fit into each other.				
I carry out tasks properly.				

Ability to concentrate/endurance

I work concentrated.				
I am patient in solving difficult problems.				
I deal with a certain task until it is solved.				

Learn technique and willingness to learn

I have pleasure in learning something by myself.				
I memorise things very well.				
When I study for an exam I can arrange the learning matter very well.				
I can summarise texts.				

Presentation skills

I can speak freely in front of a group.				
I have a good command of presentation programmes (e.g. power point).				
I can give a speech and a presentation, respectively.				

PROFESSIONAL STRENGTHS:

These are my professional skills that I have learned!

	always true	true	occasionally true	never true
Language skills in the mother tongue				
I have a good command of spelling.				
I can express myself verbally in proper style.				
I can adapt my languages to the situation.				
My style of writing is good.				
I write stories.				
I compose poems.				

Mathematical skills

I have/had no problems in mathematics.				
I comprehend mathematic principles.				
I can solve mathematic problems in different ways.				
I can derive mathematic formula.				
I am good in mental arithmetic.				

Apprehension / logical reasoning

When somebody explains something to me I comprehend it very fast.				
I can use what I have learned.				
I comprehend logical interconnections.				
I can solve complicated riddles and tasks.				
I can distinguish between important and unimportant aspects.				

Spatial sense

I am good in orientating myself in foreign cities.				
It is easy for me to solve geometrical tasks.				
I can read maps and city maps.				
I can imagine how it looks like when I study the plan of an apartment.				

Technical understanding

I am proficient in different computer programmes.				
I am interested in the functioning of machines and equipment.				
I comprehend the function of technical equipment very fast.				
I have specific skills in the field of technique, namely...				

Media competence

I can obtain information from the internet.				
I can obtain information by using libraries.				
I know how to use a lexicon, dictionary etc.				

General knowledge

I observe political events.				
I am well educated in different knowledge domains.				
I am particularly interested in / favourite subjects at school / in the course of studies are (giving examples):				

INTERCULTURAL SKILLS:

This is how I live with / in different cultures...

	always true	true	occasionally true	never true
I know where my roots are.				
I know what is culturally defined in my thinking, acting and feeling.				
I can represent cultural aspects that are important to me.				
I am familiar with Irish values, norms and customs.				
I know how to act properly in different cultures / fields / groups.				
I am able to accept the partial discrepancy between values of the culture of my home country and Irish values.				
I am able to get involved with people of different cultures, nationalities and different levels of education.				
I am interested in culture, history, tradition, geography, politics and society of other countries.				
I can perceive differences and similarities of different cultures, social systems and political systems.				
I can handle conflicts that result from different cultural backgrounds.				
I try not to judge people due to their nationality, origin, gender, religion or physical appearance.				

1.4.2 Other people consider me as...

In this chapter you will receive feedback about the way other people perceive you. There are two ways for you to recover the feedback.

1. People, who know you well, should fill in the questionnaire. Among them can be your parents (you can provide your mother and your father with their own questionnaire – they probably perceive you differently), your siblings, friends or maybe other people, whom you trust, like teachers. Ask at least two people to fill in the questionnaire. You will then see that you get different assessments, this is just normal. Subsequently, you can compare the results of the questionnaires with your own evaluation together with your career guidance officer.
2. Select at least two of the numerous tests, which can be found in the internet – if you do not have access to the internet, you can use the computer at different institutions, like the “public employment service”, and the associations “Multikulturell” and “Frauen aus allen Ländern”. You can also visit the job information centre to do the tests there (you can find addresses in the appendix). Together with your career guidance officer, compare the results of the tests with your own evaluation.

Questionnaire of for

	always true	true	occasionally true	never true	Can not say
has a lot of ideas, is creative					
is independent					
is flexible					
is reliable					
is stress resistant					
is responsible					
is self confident					
is good at handcraft					
is talented at arts					
is musical					
is arduous					
is social					
is a good listener					
is good at arguing					
is good at working in groups					
is good at dealing with conflicts					
is good at asserting himself					
is good at empathising					
is helpful					
is good at organising their work					
is good at scheduling					
is good at motivating themselves					
is working accurately					
is good at concentrating					
is a good and motivated learner					
is good at presenting something in front of a group					
has good language skills (native language)					
has good mathematical skills					
has a quick understanding					
is good at reading maps (City maps, flat maps)					
has a good technical understanding					
is good at working with the internet and the media					
has a high awareness of living in different cultures					
knows how to behave appropriately in different cultures / groups					
is particularly interested in:					
What I appreciate most in you is:					

Free online-tests for an occupational orientation

http://www.allianz.de/start/perspektiven_tests/test_fuer_schueler/index.html?foe=71&stype=40

The free test about the prospects of the “Allianz” insurance lasts approximately 45 minutes and assists pupils to recognise their talents, strengths, interests and potentials and to identify which apprenticeships and study courses correspond with the individual strengths. The young people obtain a reporting of their results via email – support to read the report is probably necessary.

<http://interesse-beruf.de/interesseberuf>

On this website of the Federal Employment Office questions concerning the following issues are raised: What do I want to do? How do I like to work? What do I want to work with? Subsequently, precise suggestions for adequate jobs and comprehensive information about them can be found.

http://www.ams.at/b_info/planet/

An interactive game regarding interests and occupational choices – it responds to the different approaches of girls and boys.

http://focus.msn.de/D/DB/DB19_neu/db19.htm

On this website test trainings with 330 different tasks, test instructions and frequent test types can be found. The website serves to try different tests; in addition, reports about their results are provided.

<http://www.it-berufe.de/it-test/test.htm>

Companies of the metal- and electrical-industry inform about new information technology jobs. Questions concerning the education, internships and further training possibilities can be asked in the forum. An [IT-test](#) for pupils assists them in the decision for a job in the IT-sector. There is a general test regarding the intelligence and soft skills and a specific test for information technology jobs. However, the latter one demands industry knowledge because it focuses on the question in which fields of the IT-sector one wants to work.

<http://www.boyng.de/>

This portal offers job-related tests – from an elderly care nurse to a winegrower. If someone already has a precise career aspiration, he/she can evaluate whether he/she has considered all bright and shady sides of the occupational daily routine

<http://www.frag-jimmy.at/>

Portal for the occupational choice - a very rough test about one's interests.

<http://www.talentcheck.org/>

Test about one's interests that is working with simple questions, like „do you prefer recording a CD or caring for infants“, and requests fields of interest. The analysis deals with the question whether occupational fields are neutral or dominated by males and females, respectively.

<http://www.planet-beruf.de/>

Test about one's interests, which questions with what and where somebody wants to work. It is also possible to investigate alternatives to the present career aspiration.

<http://www.stangl-taller.at/ARBEITSBLAETTER/TEST/SIT/Test.shtml>

Situational test about one's interests: this questionnaire deals with the activities that can be performed in certain situations within the job or within the spare time. Tangible situations are described, in which in each case two activities are contrasted with each other in pairs.

http://www.bic.at/bic_ufr_profil.php?bereich=it®st=0

This is a rough interest profile that asks for interesting branches.

<http://www.berufskompass.at/berufskp2/index.htm>

Occupational orientation provided by the public employment service: interests are requested, occupational fields are suggested and requirements, tasks areas and career opportunities are presented. There is a version that appeals especially to potential apprentices:

<http://www.berufskompass.at/lehre/>

<http://www.feelok.at/v1/test/frameset.htm>

Egloff's digital vocational aptitude test asks differentiated questions to the single occupational fields. The analysis of the data is followed by a listing of the jobs of those occupational fields.

<http://www.technikfrau.webprofis.at/Quiz/quiz.html>

This test is specially designed for girls; it checks their interest in technical jobs.

1.5 What I can do

You have already found out a number of strengths by yourself and you have received feedback from your parents and friends. The next stage is to find out the **most important** of your strengths. This is done in two steps:

1. You take the worksheet "My strengths" and, together with your career guidance officer, you first pick all strengths which you have classified as "absolutely true" and "true". Then you pick those strengths that the others have marked as "absolutely true" and "true". Thereby, the overview "My strengths" will help you.

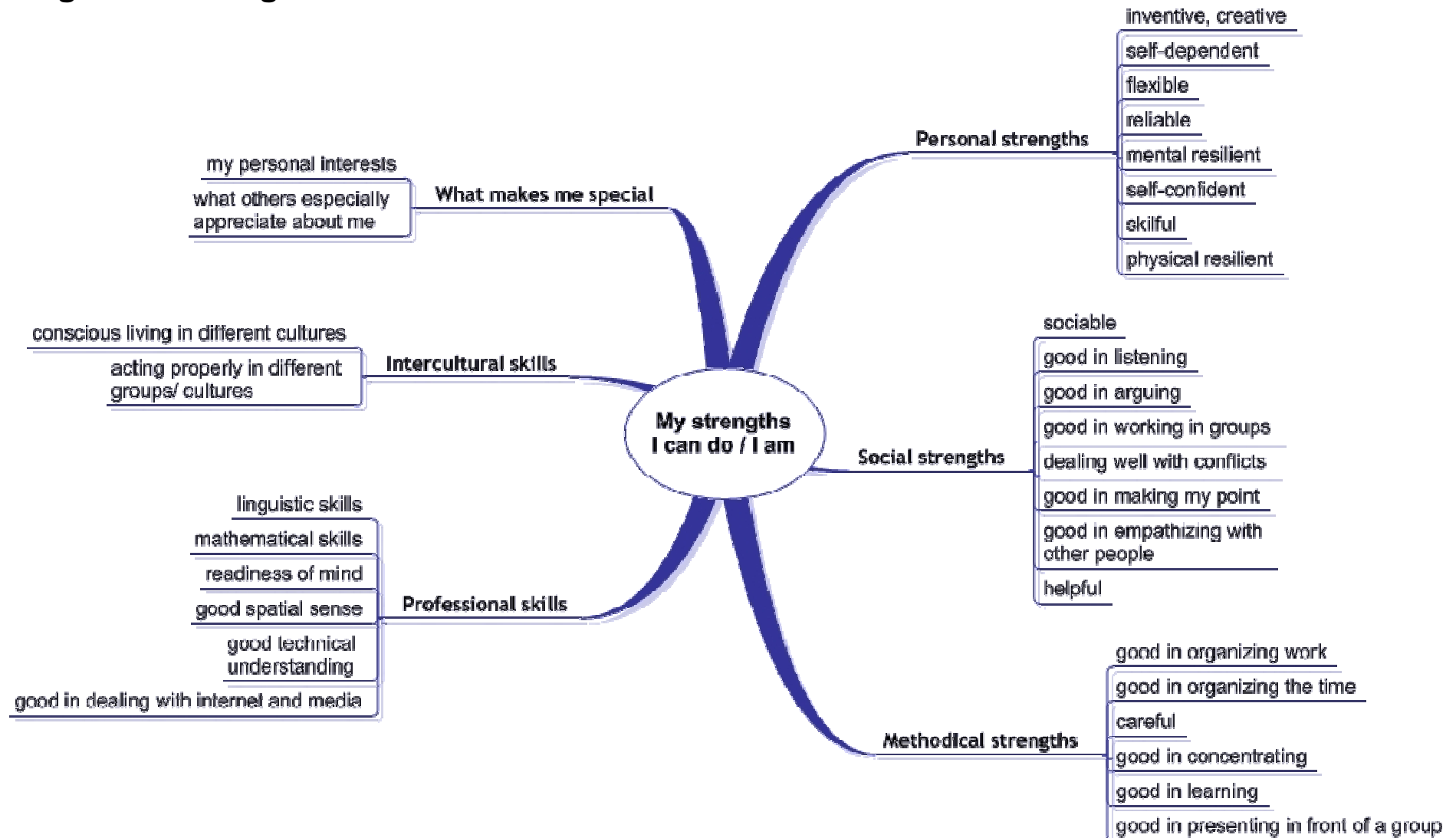
There are various possible reasons for the case that your assessment of your strengths does not or does only partly correspond with the way you are evaluated by other people. You might be unconfident, you might be very critical with yourself and you might underestimate yourself. Moreover, it might be true that you think you are able to do things better than others would expect from you. This can be very thought-provoking; however, it always has something to do with the people, who express their opinion about you, and their feelings and experiences. Thus, consider the feedback to be stimuli and not absolute truths.

2. As a next step you work together with your career guidance officer on the worksheet "My strengths profile". You pick two strengths out of each field, which are particularly important for you – your career guidance officer will gladly help you with this task. Regarding these strengths you look for "evidences" together with your career guidance officer – certificates, work confirmations or simple narrations about what you have done with these strengths and where you have used them. In this context you can use the worksheets from the chapter "My learning locations". For that purpose an example:

Example:

Strength	Where used / learned	Evidence
<i>Methodical strength</i> Organisation skills	At the graduation ceremony of the commercial school I was responsible for the organisation of the winnings of the tombola. When I started to learn playing soccer, I took charge of the admission to a club by myself and also independently earned the money for the member fee of the club.	List of the tombola winnings In the club since 3 years
<i>Intercultural strength</i> Translating	I often translate for my mother at public offices.	None

Diagramm Strengths



Worksheet My strengths

What do I consider as / what do others consider as my strengths?

	What am I good at?	What do others consider as my strengths?
Personal strengths		
Social strengths		
Methodical strengths		
Professional strengths		
Intercultural strengths		
Special interests		
Special treasures		

Example Worksheet My strengths

What do I consider as / what do others consider as my strengths?

	What am I good at?	What do others consider as my strengths?
Personal strengths	Working independently Being flexible Being reliable Being responsible Being creative	Working independently Being reliable Being responsible
Social strengths	Striking up a conversation very fast Able to listen Having the ability to assert myself (among peers, not family) Being helpful	Able to listen Being helpful
Methodical strengths	On time Organising my time Working exactly Like learning	On time Working exactly Likes learning
Professional strengths	Logical reasoning Fast comprehension Having a good spatial sense Interested in the computer	Fast comprehension Having a good spatial sense Able to handle internet and media very well
Intercultural strengths	Know where my roots are Can get involved with people of other cultures	Knows how to behave properly
Special interests	Creative thinks, e.g. photographing, retouching photos, other cultures, internet	Voluntary service in the youth centre
Special treasures		Reliability, good ideas and humour

Worksheet A profile of my strengths

Strength	Where used / learned	Evidence
Personal strengths		
Social strengths		
Methodical strengths		
Professional strengths		
Intercultural strengths		

Example Worksheet A profile of my strengths

Strength	Where used / learned	Evidence
Personal strengths Working independently Being reliable Being responsible	Internship in the kindergarten "Sonnenblume" Organisation of the girl's party in the youth centre (responsible for food and drinks) Babysitting at my sister in law and at family Hanser	Recommendation internship in the kindergarten "Sonnenblume" Photographs of the buffet, feedback of others Confirmation of family Hanser
Social strengths Able to listen Being helpful Having the ability to assert myself	Internship in the kindergarten "Sonnenblume" In the youth centre, helping other girls to join In the family, grandma is in need of care Often forced my points in the club	Recommendation internship in the kindergarten "Sonnenblume" Confirmation of family Hanser Movie afternoon at the youth centre has been my idea
Methodical strengths On time Working exactly Like learning	Internship in the kindergarten "Sonnenblume" School Courses: digitally photographing, designing web-blog by myself	Recommendation internship in the kindergarten "Sonnenblume" School certificates Course certificate
Professional strengths Fast comprehension Having a good spatial sense Able to handle internet and media very well	At school, good marks in descriptive geometry Designing web-blog by myself, designing webpage of the youth centre	School certificate Web-blog Homepage youth centre
Intercultural strengths Know where my roots are Can get involved with people of other cultures Know how to behave	Lived in Serbia until 4, now I have been living in Ireland for 13 years, visit my grandparents regularly in my holidays, friends in both countries, new friends also through the youth centre (Ireland, Croatia, Turkey)	

Subject 1 I determine my strengths

properly		
----------	--	--

Subject 2 I clarify my professional aims

Subject 2 I clarify my professional aims

In this chapter you investigate what you are expecting and desiring of a job and whether you and your favourite job fit together. This is done in several steps:

1. First of all, you design your personal development tree diagram. You think about what is important for you in life, what you want to achieve in both, professional and private life.
2. Secondly, you describe as detailed as possible what, where and with whom you would like to work. When you are asking yourself these questions, probably several jobs come into consideration – therefore, the headline is titled “favourite jobs”. The decision is made in a second step.
3. Thirdly, you should think about the working conditions that would be acceptable for you: For instance, if you decide to become a gardener, you can choose between many different possible conditions to perform this occupation. You can be self-employed, you are thus running a company; you can cultivate the garden of a hotel together with an assistant, you are thus working in a small team; you can also cultivate public parks together with disabled people within the scope of a social project. In each case you will deal with plants on other terms and conditions. However, other important aspects are how much money you want to earn, the distance to the workplace etc.
4. Fourthly, you have to identify whether you and your favourite jobs harmonise with your strengths. Do you have the skills that are required in your favourite job or, at least, are you able to learn them?
5. Fifthly, you develop a precise plan about how you can realise your concrete professional aims.

2.1 My wishes and aims

This chapter deals with your wishes and aims, first in a rather general way about what you want to achieve in life, then, more detailed, about your occupational wishes.

2.1.1 My personal development tree diagram

Something that is important for us influences our decisions. If I want to travel around the world and want to work in a foreign country, I require a good command of some languages. If I want to start a family and spend a lot of time with my children, I need a job that allows this. For my parents are probably other things of importance than for me.

You can think about these things in this section. To do so, you create a poster. You will find a sample on the next page. You should use colours to fill in and to label it in order to demonstrate what belongs together. Later, you discuss this poster with your career guidance officer.

Worksheet “My personal development tree”

My personal development tree

Job

Private

Branches

Which aims do I want to strive for?
Which fruits should the branches yield?
What does the way to this aim look like?

Trunk

Which strengths and interests do I have?

Roots

What is important to me?
What orientation do I go by?
Which values do I derive from my family?
Which values do I derive from my surroundings?

(cf. Zukunftszentrum 2005, 15)

2.1.2 What/where do I want to work with whom/what?

Before completing this worksheet, have a look at the following list of 41 features. You can also directly choose features on the internet. The online version is advantageous insofar that it provides you with appropriate job suggestions.

www.planet-beruf.de

Worksheet My favourite jobs

Question	Features
What do I want to work at?	
Where do I want to work?	
What do I want to work with?	
All features are met by these jobs::	
My favourite job is	
If I erase the feature then these jobs meet all features	







(Vgl. www.planet-beruf.de)












Example Worksheet My favourite jobs

Question	Features
What do I want to work at?	manufacture / prepare / process material assemble / install / repair
Where do I want to work?	workshop / factory building
What do I want to work with?	vehicles / means of transportation machines / tools metal
All features are met by these jobs:	Car body / vehicle construction mechanic Car body construction mechanic, car body maintenance engineering mechanic Agricultural/construction machine mechanic Metalworker, specialization utility vehicle construction
My favourite job is	Car body construction mechanic, car body maintenance engineering
If I erase the feature then these jobs meet all features	vehicles systems mechanic for public health engineering, heating engineering, and air conditioning technology, surgical appliance engineer, aviation engineer, specialisation maintenance technology, and many more

(Cf. www.planet-beruf.de)









Range of key "Activities" – What?

	growing/ harvesting/ tending/ breeding	Growing and harvesting are activities in which you grow useful and ornamental plants (cereals, fruit trees, flowers or bushes) and harvest their fruits. Tending and breeding is concerned with the breeding and care of animals. This also includes work in stables as well as the cultivation of fishponds.
	building	Building includes activities such as building houses, roads, bridges factories or other constructions. This also includes pulling down old buildings as well as repairing and renovating.
	manufacturing/ preparing/ processing materials	Manufacturing includes various activities in which you create products from certain materials (e.g. clothes, furniture, technical appliances and installations or parts of buildings). Preparing is concerned with the preparation of food, meals, and beverages. Processing materials includes numerous activities in which you treat various materials (e.g. wood, metal, ceramics, stones) and work pieces with the use of machines (e.g. welding, dying, rolling, sawing, bending, forming, smoothing, mixing).
	buying/ selling/ serving/ career guidance	Buying and selling are activities concerned with buying and selling products and goods, presenting them in the salesroom, or selling them to customers. Serving and career guidance means that you attend to, counsel, and inform people, show products to customers, or serve guests.
	treating/ caring/ educating/ teaching	Treating and caring are activities concerned with patients' (humans and animals) health or human hygiene and cosmetics. Educating and teaching are activities in which you deal with children and young people, instructing and teaching them.
	shaping/ painting/ designing/ drawing	When shaping or painting you work according to models and plans or your own ideas. Your task is to provide rooms and objects (e.g. clothing, dishes, jewellery, and even chocolate) with an extraordinary, sometimes even artistic design. This also includes activities such as taking pictures, wallpapering, varnishing, or arranging flowers. Designing and drawing are activities in which you produce technical drawings, blueprints, models, and even artistic sketches.
	mounting/ installing/ repairing	Mounting and installing means putting together appliances according to plans and drawings, installing objects or pieces in certain places or fixing technical or electric facilities (e.g. heating or electronic installation). Repairing encompasses all activities concerned with maintenance and repair. For example, you have to make sure appliances, machines, vehicles, buildings, or textiles are in top condition and deal with errors and defects that might arise.
	testing/ examining	Testing and examining are activities with testing products and conducting analyses in a laboratory. This might include analysing chemicals and examining work pieces.
	cleaning	Cleaning is an activity concerned with cleaning buildings or textiles and keeping them in good condition.
	writing/ administering	Writing and administering are activities in which you write documents, administer files, manage accounts, and take care of office tasks such as answering the phone.

	handling and operating machinery	When handling and operating machinery you work with machines and production plants which you calibrate, program, and operate.
	transporting/storing/wrapping	Transporting includes activities in which you transport people or objects (e.g. machines, letters, goods) with various means of transportation (lorries, trains, ships, and buses). This also encompasses loading and unloading. Storing and wrapping are concerned with the storage and packaging of products and goods.
	operating and programming computers	Operating and programming computers deals with activities in which you work with computers. This includes activities such as the application of word processing/drawing/calculation programs as well as data coverage and transmission.
Range of key “Place of work” – where?		
	Workshop/factory hall	Workshop and factory hall are places where products are manufactured or processed. In a workshop , you work in small rooms and halls with machines, tools, and work benches, whereas factory halls are large buildings with extensive, largely automated production plants for the creation of a wide variety of products. Examples for a workshop would be a bakery, joinery, motor vehicle workshop, dressmaking, but also a photographer's studio. Examples for a factory hall would be factories of the textile/food/automobile industry.
	Salesroom	Working in a salesroom means working in areas where products are for sale and customers are served. Examples for salesrooms would be department stores, shops, and main halls or show-rooms.
	Outdoors: outdoor facilities/natural environment	Working outdoors includes a variety of different work environments: in outdoor facilities , you work outdoors, but you are not in the open country. For example, you work at factory sites, construction sites, railway stations or harbours. Natural environment encompasses all locations where you can work in the open air such as gardens, fields, and forests.
	Educational, social, and medical institutions	Educational, social, and medical institutions denote buildings or rooms in which people are attended to, looked after, or educated (e.g. kindergartens, schools, youth centres, old people's homes), or receive medical treatment (e.g. hospitals, medical practice, health resorts, rehabilitation centres).
	Laboratory/testing station	Laboratories and testing stations encompass workspaces equipped with (chemical, physical, medical) measurement equipment of natural science. Examples for this would be laboratories in medical practices and clinics, chemical-pharmaceutical experimental facilities, but also gauging stations and technical inspection authorities.
	Hotel/restaurant	Hotel and restaurant include workspaces in buildings frequented by guests. You can work in different areas in hotels and restaurants such as the kitchen, dining room, lounge, reception, etc.
	Vehicle/means of transportation	This workspace is mobile, i.e. you move from place to place when working. Examples for this would be cars and lorries, excavators, forklifts, ships and trains, which means that you either transport people or goods.
	With the customer	If your workspace is with the customer , you either go and see your customers at their homes or at their company and do your job there.

	Office	The office is a workspace usually equipped with a desk, shelves, a computer, a typewriter, etc. In an office, for example, you work for public authorities, production plants, or insurance companies.
Range of key “Working materials” – with what?		
	Construction materials	Construction materials are materials used for construction, e.g. stones, cement or plaster, but also conduits, pipes, and tiles.
	Chemical/ synthetic materials/ plastic	Chemical and synthetic materials , for example, are fertilizers, paint, medicaments, cleaning agents, or other chemical materials you produce, process, or use in production. Plastic denotes synthetic materials you use (sometimes instead of natural materials such as wood or metal, for example) in manufacturing products.
	Electric engineering/ electronics	Electricity is required for generating light, heat, and force, but also for transmitting messages and signals. In jobs dealing with electric engineering/electronics , you mount electric or electronic appliances or machines. You install them, start running them, service and repair them.
	Vehicles/ means of transportation	Vehicles and means of transportation include all motorised conveyances. These can be cars, construction vehicles, lorries, ships, and trains.
	Glass, ceramics, gems	Glass, ceramics, and gems are natural materials you can extract or produce, respectively, but you can also treat and process them into specific objects (e.g. jewellery or dishes).
	Wood/paper	Wood and paper are also natural materials you can extract or produce, respectively, but you can also treat and process them into specific products (e.g. furniture, stationary).
	Food	Food encompasses all products that serve human nutrition, i.e. victuals and beverages. There are different ways you can work with food: for example, you can either produce or process food (e.g. at a dairy), or prepare meals (e.g. in a restaurant).
	Measurement equipment	This encompasses medical, optic, and other measurement equipment with which you can examine, measure, or test something (e.g. ECG, blood pressure meter, weighing machine, thermometer, test-tube, microscope). This can be at a laboratory, a hospital, a medical practice, an optician, a manufacturing plant, a research facility, etc.
	People	There are different ways you can get into contact with people : for example, as customers, patients, guests, you can take care of children or old people, sick or handicapped persons. When working with people, you can be concerned with individuals or groups.
	Metals	Metals are materials such as iron, steel, zinc, copper, gold, silver, and also metal compounds you can extract or produce, respectively, but you can also treat and process them into specific products (e.g. engine parts or jewellery).
	Plans and blueprints	Plans and blueprints are masters according to which you carry out your work or manufacture products. Examples are: construction plans for buildings and blueprints or artistic sketches for the production of work pieces.

Subject 2 I clarify my professional aims

	Regulations, laws, prescriptions	This includes prescriptions, laws, regulations, and contracts which you require for your job or which you have to apply in your job, respectively, e.g. tax laws, building regulations, environmental protection orders, contracts of sale, and lease contracts.
	Plants	Plants are automatic or semi-automatic factories mass-producing goods or creating energy. Examples are plants of the chemical industry, the food industry, the printing industry, assembly lines, and processing plants for raw materials production. These plants are used in many jobs to produce something, however, there also jobs in which these plants themselves are built, installed, and repaired.
	Textiles/leather	This includes the primary materials such as fabrics, yarns, furs, and leather, which you produce, treat, or process into products like clothes, hats, and shoes. You can also work on finished products, e.g. repair, arrange, or clean them.
	Animals/plants	You will come across animals and plants in agriculture and forestry, the zoo, horticulture, at the florist or the veterinarian. You breed, treat, and care for them or sell them.
	Drawing/writing instruments	This encompasses all instruments and utensils with which you can draw and design, e.g. pens, fine brushes, and technical drawing instruments as well as computers (including the appropriate user programs).
	Office machines/office materials	Office machines include all appliances needed for office work, e.g. telephone, fax, copier, typewriters, calculating machines, and computers (including the appropriate user programs). Office materials on the one hand denote all objects that are useful for organizing and taking care of office work and administrative tasks, e.g. forms, index cards (which can also be edited with a computer), folders, and paper clips. On the other hand, this also includes documents and texts such as letters, administration records, legal briefs or reports that you produce, edit, file, or mail.
	Information/media/foreign languages	You can come across information and media in various ways: e.g. in the shape of printed materials such as newspapers or books, sound storage media such as cassettes, CDs, film and photo materials, videos or also data, statistics, and computer programs on disks or CD-ROM. In order to use or transmit information in another language, as well as to be able to negotiate or correspond with people from other countries, you need to be proficient in foreign languages .
	Machines/tools	Machines and tools include all sorts of equipment which supports your work tasks. You can set and control machines to accomplish complex tasks or to create great quantities of dimensionally accurate products. Such machines are printing machines, electric looms, combine harvesters, machine tools, turning machines (plus computer-operated machines). Tools are manually operated by you and used for treating materials or work pieces. These can be simple hand tools such as hammers, paint brushes, wrenches, cleaning devices, knives, sewing needles, etc. but also powered tools like electric drill machines, kitchen machines, and hedge trimmers.

2.1.3 My favourite working conditions

You possibly think that the main thing is having a job . However, the question concerning the working conditions might help you to choose between different occupations and also between concrete workplaces. If you like a job but you do not earn as much money as you require, of what avail is it? When you already have children the labour time might be very important because you have to bring it into agreement with the childcare opportunities.

Worksheet My favourite working conditions

	Would like to achieve	Could tolerate	Acceptable in no case
Salary			
Distance to place of work in kilometres			
Working hours (part-time / hours, flexible)			
Employment (position, project)			
Working conditions e.g. working in a team, according to schedule / very flexible, out of doors / in an office, autonomously / with many guidelines			
What else is important to me...			

Example Worksheet My favourite working conditions

	Would like to achieve	Could tolerate	Acceptable in no case
Salary	Max. € 500, min. € 300	€ 150	€ 100
Distance to place of work in kilometres	In Dublin	Dublin Land (within reach by moped)	Outside Tyrol
Working hours (part-time / hours, flexible)	8 h, no part-time	10 h per day	More than 10 h per day, only part-time work
Employment (position, project)	Apprentice	Labourer	Unemployed
Working conditions e.g. working in a team, according to schedule / very flexible, out of doors / in an office, autonomously / with many guidelines	I need clear guidelines, I like to work alone, but I would also like to be in contact with my colleagues and customers	Permanent teamwork	Chaos, having to work all alone somewhere
What else is important to me...	Lots of spare time, having fun with my job, nice colleagues	Little spare time	Bad work climate with many quarrels, people with prejudices concerning Turks

2.1.4 My favourite jobs and my strengths

You are now aware of your favourite jobs – maybe it is just one in the meantime – and your favourite working conditions, but are you and your favourite job a good match? In order to answer this question, you compare the list of requirements for your favourite job with your strengths. You will find detailed information about each job at the job information centre (public employment service & chamber of commerce). In addition, you will find a number of addresses in the appendix.

- You can ask yourself the following questions:
- What are the tasks and functions of the job?
- Which materials are worked with?
- What are the physical requirements?
- How much contact with other people is required?
- What does the workplace look like?
- Is it fun and am I suited for this job?
- How exhausting is the job and which working hours apply?
- What are the working conditions and requirements?
- What are the opportunities to earn money?
- What does the training for this job look like?
- Which developing possibilities are available to me afterwards?
- What are my chances on the job market afterwards?

If your strengths harmonise with your favourite job, you can start with the application. Otherwise, you have two opportunities:

- you check out other jobs (you have already developed several alternatives in the previous worksheet) or
- you think about how you can acquire the needed skills. Especially entrants do not necessarily need all skills that are required in a job; however, they have to explain plausibly that they are able to acquire the missing skills.

Worksheet My favourite jobs and my strengths

My favourite job	Which strengths are required?	What am I already able to do?	What do I still have to learn / improve?
Personal strengths			
Social strengths			
Methodical strengths			
Professional strengths			
What else is important?			

Example worksheet My favourite jobs and my strengths

My favourite job <i>Motor vehicle mechanic</i>	Which strengths are required?	What am I already able to do?	What do I still have to learn / improve?
Personal strengths	Dealing with stress Having ideas Being eager to learn Working with noise, heat Punctuality Reliability	Dealing with stress being eager to learn reliability	Having ideas Working with noise, heat Punctuality
Social strengths	Getting along with the boss and colleagues Following instructions Accepting criticism	Getting along with the boss and colleagues	Following instructions Accepting criticism
Methodical strengths	planning focused handiwork being able to work neatly and precisely	planning focused handiwork	Work more precisely
Professional strengths	Interest for mechanics Understanding mechanics Craftsmanship mathematics using a computer	Interest for mechanics craftsmanship knowledge of computers (games, WORD, internet)	Improve mathematics Improve knowledge of computers
What else is important?			

2.2 My steps to the job

Congratulations, you know your professional direction now. But having a concrete career aspiration does not mean to be able to pursue the profession immediately. Most of the time, it is a long way to the job. Before making your final decision, you have to graduate at school, finish your apprenticeship, you possibly want to gain work experience, complete an internship, or you are searching for further information.

The aim of this section is the concrete planning of the steps to the job. You will first formulate your professional aims in detail and then split the way to achieve these aims into sub-steps. You can start your way already tomorrow.

2.2.1 My concrete professional aims

You already know which professional direction you will take, your favourite job, your skills and what you are not able to do (yet). Now you need a concrete strategy. But before you start with the precise planning, you require a clear aim, which is formulated in a SMART way. SMART means

- S for specific description
- M for measurable (so young people can determine whether they have reached their aim or not)
- A for attractive (so young people are willing to make an effort to reach their aim)
- R for realistic (i.e. really attainable)
- T for time (i.e. being bound to a deadline until which young people want to have reached their aim)

This aim should be formulated in a positive way in the form of a “target sentence”. A good target sentence, for example, would be:

“In three months I will have finished elementary school with positive grades and a one-week practical training as a precision mechanic at a metalworking company 30 km from Dublin.”

A bad target sentence, for example, would be:

“I would like not to be unemployed as soon as possible and have a job that pays a net income of 3.000 Euros.”

Why is this a bad target sentence? First of all, the sentence is negatively formulated (“not to be unemployed”), secondly, it is probably unrealistic and thirdly, very imprecise as far as time is concerned (what does “as soon as possible” mean? Next week, next year?).

Does this sound difficult? Your career guidance officer will gladly help you to formulate your target sentence.

My target sentence:

2.2.2 My next steps

You have already dealt with your strengths and your professional goals in a comprehensive way and you have also developed a concrete professional aim. This section focuses on the plan that is made in order to achieve your professional aim.

.

Worksheet Next steps

What do I want to achieve until when?	What will this aim cost me, how do I profit from it?	What information do I still require?	Which concrete tasks result from this? Until when?	Who can support me in which ways?

Worksheet Next steps continued

Which strengths and sources thereof are helpful to me?	What obstacles might occur? What could I do to not achieve my aim?	How can I handle internal and external obstacles?	How am I going to celebrate my successful project?	What am I going to do if I cannot achieve my aim (in the way I imagined)?

(Source: cf. Lang-von Wins und Triebel 2006, 16, Klingenberg 2003, 167)

Example Worksheet Next steps

What do I want to achieve until when?	What will this aim cost me, how do I profit from it?	What information do I still require?	Which concrete tasks result from this? Until when?	Who can support me in which ways?
Apprenticeship as motor vehicle engineer in Dublin or the vicinity of Dublin until February 2007	I have less money than I would have as a labourer, I have to go back to school (vocational school), but I will then have a training I can profit from	Which companies offer apprenticeships for motor vehicle engineers? How long does the apprenticeship take? How much is the apprenticeship-compensation?	Find companies until October 2006 Temporary apprenticeship until November 2006 Write CV and letter of application until November 2006 Application phase Nov. 06 to Feb. 07	Alois, my career guidance officer at the vocational orientation course for CV and application Dad knows mechanics
Get driving license when I am 18 (Test: March 2007)	I have to study and save money for the license, less time to go out	Who offers courses, how much do they cost, and how long do they take? Are there other possibilities, e.g. ride with Dad? How does this work?	Do research on courses until February 2007. Ask Cihat how he got his driving license, get his notes until January 2007.	Cihat, maybe my Dad (ride with him)?
Which strengths and sources thereof are helpful to me?	What obstacles might occur? What could I do to not achieve my aim?	How can I handle internal and external obstacles?	How am I going to celebrate my successful project?	What am I going to do if I cannot achieve my aim (in the way I imagined)?
Patience, perseverance, to really want the job, I know that I already possess many of the strengths required by the job	To be too lazy, give up immediately, listen to people who think that a job as labourer would be better, ask nobody for support	Stick to it, look for people who have finished the apprenticeship	A party with my friends	Maybe apply for similar jobs (motor vehicle mechanic, engine fitter), look for another practical training position, get career guidance at public employment service
I like to study, have perseverance, am	To not have enough money for the course and	Maybe borrow money from uncle Ali, reduce	Go out with friends	Take the test again and study more

Subject 2 I clarify my professional aims

interested in cars, I want to finally be independent	driving lessons, no time to learn	going out		
--	-----------------------------------	-----------	--	--

Subject 3 My applications

Subject 3 My applications

This chapter deals with important issues concerning the application. You will first be provided with application related hints, how and where you can apply for a job and where you get information about vacancies. Then you will find instructions for composing a curriculum vitae (CV) and a letter of application. Finally, your application reports will provide you with an overview of your applications.

3.1 Tips for applying

An application rarely succeeds the first time; hence, you will have to write several applications. The best way is to create a detailed application plan containing the following aspects: date, company, contact information, contact person, type of the application (email, phone etc.) and the results of the applications. Thus, you will keep track of your applications and you will be able to respond fast to modifications.

By transmitting your application documents, you get in touch with the respective company. You want the company to become interested in you. On this note, the application documents are promotion in personal matters. It is the aim of the application to get invited to a job interview. In the course of this job interview you can highlight your skills and knowledge more explicitly. Unfortunately, only few candidates are invited to a job interview, the others meet with a refusal.

Important! Occupational centres of information and the associations “Multikulturell” and “Frauen aus allen Ländern” will help you to create your application documents (addresses in the appendix).

Application documents – application portfolio

As regards visual appearance and content, your application should be designed in a way that the contacted company becomes aware of you (e.g. application portfolio including cover sheet). The application should spark the interest of the human resource manager in you (if you have already passed a trial course, you should mention this in your letter of application). List all arguments that contribute to your demand to be the perfect candidate for the vacancy. However, always stick to the truth!

The application portfolio is the first step of the employee selection for most companies. Messy application portfolios (optical and textual) are sent back immediately most of the time (they are often not even sent back). An application portfolio consists of:

- an adequate letter of application
- a CV in form of a personal data sheet
- copies of your school certificates and job references, confirmations about completed courses, labour permit etc. (foreign documents have to be translated and notarised)
- if you want you can also create a cover sheet (containing a photo, contact address, company and label of the position) and put it as the topmost page into the portfolio

Tips & tricks

- Use specific application portfolios or maps with clips (available in shops that are specialised on paper).
- Avoid dog-ears and bends on single pages.
- Do not send applications registered, but send them by regular mail in big white envelopes that are sufficiently stamped.
- If you do not receive an answer after 2-3 weeks, ask for your application in that company.

3.2 My letter(s) of application

A letter of application is a short letter for the employer. Its purpose is to persuade the employer that you are the appropriate person for the respective vacancy due to your personal strengths, skills and talents. The aim of the letter of application is to get invited to a job interview. It should contain the following features:

- Sender: first name, surname, address, phone number, email address (state a serious email-address and not something like „superman76“)
- Recipient with address and contact person
- Place and date (e.g. “Dublin, July 17, 2006”)
- Subject heading: without the word “subject” and typed in bold letters, e.g. **“Application for the position as motorcar technician”**
- Form of address: e.g. “Dear Ms. Müller,” with a comma after it (if necessary, call the company and ask for the contact person for the employee selection)
- Introduction and reason for the application (do not start the letter with “I”)
- Qualifications, skills, experiences and interests
- Concluding sentence: try to express that you are looking forward to the job interview (avoid the word “would”)
- Complimentary close and signature with the name underneath
- Reference to attachments: CV, certificates etc.

Mr. Stephen O’Brien
General Manager
Car Perfect
Unit 3 Topaz Business Park
Dublin 13

Joe Bloggs
17 Tower Road
Ballymun
Dublin 11
Tel: 01 8745632

17th June 20006

Re: Apprentice Motor Mechanic

Dear Mr O’Brien

I wish to be considered for the position of Motor Mechanic as advertised in the nationwide newspaper.

During my school holiday I volunteered in a local garage, this experience has cemented my career aspiration of becoming a motor mechanic.

A copy of my curriculum vitae is enclosed for your review, should you require any additional information please do not hesitate to contact me!

Looking forward to hearing from you.

Yours sincerely ...

Tips & tricks

- Create the application documents only on the computer (e.g. MS Word). If you do not possess a computer you can use it, for instance, in job information centres (see information) or at friends.
- Mind the polite and formal form of address and always capitalise personal pronouns in German (e.g. “Sie”, “Ihnen” etc.).
- Express yourself short, precise and clear and be truthful.
- Use clean, white A4-paper (panel format).
- The letter of application should not exceed one page.
- Create an own and adequate letter of application for each application.
- Avoid grammar and spelling mistakes (another person should proofread your application documents).
- Create an application plan to maintain the overview. You will then know when you have applied at which companies.
- Mind the type size (12), line spacing and blanks between paragraphs; keep between 2-3 cm offset of the border.

Certificates

Copies of job references, school certificates, diploma degrees, internship confirmations and other certificates and references are usually added to the letters of application. However, you should never send originals or unimportant certificates. In case you have foreign certificates, an equivalence or accreditation of them becomes necessary. The following addresses will provide you with information:

www.bmbwk.gv.at/schulen/service/nostrifikationen.xml
www.europass.at

3.3 My CV

The personal data sheet is a shortened profile of your previous life. It will be read very thoroughly by the human resource managers in the course of the employee selection. Now, two variants of CVs are presented:

- the personal data sheet
- the Europass CV

3.3.1 The personal data sheet

This variant is the most frequent one currently. It is used in table form – thus, the information is not structured as a text, but as a clearly arranged table. The letter of application and the CV have to correspond with each other. The personal data sheet should contain the following features:

- Up-to-date photograph (size of a passport photograph) that is fixed in the right top corner: do not save your money here and let a professional photographer make the picture. Mind the appropriate clothing;
- Your personal data: name, address, phone number, email-address, date and place of birth, nationality, marital status;
- Information concerning your education: year dates, name and location of the school, maybe favourite subjects, specialisations and final marks;
- Academic studies (if you are studying or you already have graduated);
- Military service and civilian service (in case you have already completed it);
- Occupational career and internships;
- Particular skills: abilities and skills that you have acquired at school or in your spare time, like driving license, languages, computer skills;
- Hobbies: especially hobbies that correspond with the job you apply for; however, do not mention dangerous sports (e.g. rafting) and computer games;
- Place, date and signature.

Tips & tricks

- Create the personal data sheet only at the computer; it should only be handwritten when it is explicitly demanded.
- Write as thorough and complete as possible.
- The CV should not exceed two pages.
- The CV should correspond with the letter of application (data, skills, date etc.).

3.3.2 The Europass CV

We now introduce this form of a CV because it offers the opportunity to present oneself and one's skills in a comprehensible way. One can not only list the different stages of his/her educational and occupational career, but is also able to demonstrate the work contents and what skills he/she has acquired thereby. In addition, there is the opportunity to mention language- and further skills in great detail. The structure of the CV is standardised in 31 European countries.

The CV can be created by oneself in the internet and can also be saved and downloaded there. Likewise, the internet provides comprehensive assistance to complete it in different languages and offers examples (see <http://www.europass.at>).

Due to the preparatory works (worksheets "My learning locations" and "A profile of my strengths"), the inscribing of the strengths should not represent a problem for you.

Joe Bloggs

17 Tower Road

Ballymun

Dublin 11

Tel: 01 8745632 or 086 1234567

Email: blogs@hotmail.com**Employment History**

Oct '05 to Jan '06

Accessories Car Parts 12 Doon Lane Finglas Dublin 11

Position

Sales Assistant (Christmas work)

Duties

- Customer Service
- Processing customer payment via cash or credit card
- Stock display

Jul '04 to Sep '04

Car lots Unit 8 Omni Industrial Estate Santry Dublin 9

Position

Mechanics Assistant (voluntary)

Duties

- Assisting the mechanic with changing, tyres, oil, and bulbs.
- Cleaning vehicles prior to collection.

Educational History

Sep '99 to Jun '05

Trinity Comprehensive School Ballymun Dublin 11

Sep '91 to Jun '99

Holy Spirit National School Ballymun Dublin 11

Educational Qualifications

Leaving Certificate completed 2005

Results

Subject	Grade	Level
English	Ordinary	C
Irish	Ordinary	D
Mathematics	Ordinary	B
Engineering	Higher	D
History	Ordinary	D
Geography	Higher	B

Hobbies & Interests

I have a keen interest in motor mechanics, I also enjoy football and going to the gym.

Achievements

Volunteered in the local garage for a two-month period during school holidays.

References

Eamon Murphy
Owner
Accessories Car Parts

Tel: 01 6549872

Jack Doran
Manager
Car lots

Tel: 01 321654

3.4 The job interview

An invitation to a job interview means that the human resource manager wants to get to know you. However, you also have the opportunity to become acquainted with the company. In order to find out more about you, the human resource manager asks you a number of questions. You have to present yourself in a way that you perfectly fit in the requirement profile of the company.

Procedure of a job interview:

- Address of welcome
- He/she informs about the company and the place of work
- You ask questions about the company
- Conclusion and farewell

What do you have to keep in mind?

- Preparation: obtain information about the company, the place of work and the job (from the internet, newspapers, economic chamber etc.); think about answers for possible questions (e.g. strengths and weaknesses), salary expectations; take copies of your application documents and writing utensils along with you
- Well-groomed appearance and adequate clothing: avoid mouth odour, chewing gums and do not smoke
- Punctuality: do not arrive late
- Switch off your handy
- Natural, polite and friendly demeanour: salutation with a confident handshake and polite address with name and title
- Take a seat only after you have been asked to do so
- Keep eye contact and mind your posture
- Keep calm, articulate yourself clear and definite, mind your choice of words
- Be considerate and answer questions in a concentrated and factual way; demonstrate your interest in the job

Worksheet Job interview

The following questions could be posed within the scope of a job interview. Test the conversation together with your parents or other grown-ups. As prearrangement, fill in the answers of the conversation in the following table. If you are not yet able to answer some of the questions, you can take a look at the worksheets that you have already completed (e.g. "A profile of my strengths", "My learning locations").

Questions concerning school	
What were your favourite subjects?	
What subjects did you dislike?	
Why is your mark in German / mathematics that bad?	
How did you inform yourself about this job?	
Did you complete an internship during your school days? If yes, in which professional field?	
Have you already worked during your school holidays? If yes, what have you done?	
How did you get along with your teachers and schoolmates?	
What were your reasons for choosing just this occupational field?	
Questions concerning the company / the institution	
Why did you choose this job and not another one?	
What vocations are you also interested in?	
Why did you apply for a job in our company?	
Where have you heard that we are recruiting apprentices for this job?	
What do you know about us?	
How do you imagine your collaboration in our company?	

Subject 3 My applications

Do you prefer working within a team or alone?	
What do you expect from your supervisor?	
Where have you also applied for a job?	
In case you do not obtain an apprenticeship in our company, what do you intend to do?	
Do you intend to do any additional training after the apprenticeship	
What are your short-term/ medium-term/ long-term personal ambitions?	

3.5 My application reports

An application report assists you to organise your applications and thus to keep the overview. Where did you apply? Whom did you talk with? What is the name of the human resource manager of the company XY? When did I talk to foreman Y, am I already allowed to call back? You fill in this information on a sheet of paper or a file for each company (cf. Gerdenits 2005, 135).

Worksheet Application reports

Company:	
Sector:	
Address:	
Phone/fax/email:	
Web address:	
Human resource manager:	
Type of the application	
Speculative application	Contact by:
Advertisement in:	On the:
Online application	
Applied for which position:	
Written documents sent on the:	
1. phone call on the:	
Spoken to:	
Result / to dos:	
2. phone call on the:	
Spoken to:	
Result / to dos:	
3. phone call on the:	
Spoken to:	
Result / to dos:	
Job interview on the:	
Interviewer:	
Demanded documents:	<input type="checkbox"/> School certificates <input type="checkbox"/> Apprenticeship certificates <input type="checkbox"/> Work sampling
	<input type="checkbox"/> Handwriting sample <input type="checkbox"/> Criminal record attestation <input type="checkbox"/> Work permit <input type="checkbox"/> Residence permit <input type="checkbox"/> Exemption certificate <input type="checkbox"/> Certificate of citizenship <input type="checkbox"/> Photograph
Employment test	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Preparation?
Follow-up letter on the	
Result / to dos:	

My collection of documents

My collection of documents

In this section you can collect all documents that you need for your applications and that do not alter. In case you do not already have an own file for your documents, you will have all documents down pat this way.

Which documents are concerned?

- Certificates of projects at school
- Different reports (school certificates, certificates of further training)
- Certificates of spare time achievements
- Official documents such as residential registration forms

My projects at school

This is where you can collect everything that you have done by yourself at school, which projects you have been part of. If the issues are in line with your aspired professional aim, you can add them as “evidences” to your application documents. These certificates can be indicators for future employers which position in a company you are suited for.

Which certificates can be included?

- Projects made in class (photos of workpieces, assessments by teachers, reports)
- Works developed within the scope of projects (photos, reports, documentations)
- Confirmations of participation in competitions, maybe you have won a price (alone or together with your class)
- If you took an office at school, e.g. as class representative, you can obtain accreditation for this as well as for activities within the scope of the school's community (assistance as tutor, driver-guide service, the school newspaper...)
(cf. www.berufswahlpass.de)

Overview of my projects and tasks at school

Certificates, reports, documentations	Date of issue

Report on projects and tasks at school

What I did (work, project, function)?

What I learned from it:

– work methods and learning strategies

– use of materials and tools

– cooperation with others

– know-how

– special methodological skills

- for myself personally

(cf. www.berufswahlpass.de)

My school reports and performance records

This is where you can collect your school reports, recommendations and other supporting documents. Which certificates can be included?

- School reports
- Recommendations
- Certificates of holiday or temporary jobs
- Certificates of practice-oriented training weeks
- Certificates of participation in seminars, workshops, courses, e.g. at adult education centres
- Certificates of community services, e.g. in a club, religious community, neighbourhood
- First aid course
- Driving license
- Computer driving license
- Mediator training
- Certificates of special athletic achievements (sports badge, swimming/lifeguard certificate)
- Certificates of stays abroad

If you remember activities which you have participated in, but have not (yet) received a certificate of, you should obtain them now. Many centres use their own forms, but you can also make use of the example form on the following page. The list helps you to keep the overview.

.

[illegible]

Certificate

Name _____

Is / was employed in ☐ our company ☐ our club ☐ our institution as

Company/practical training:

Address:

Stamp

Period:

Functions:

Acquired knowledge:

Special skills:

Place, date, signature: _____

My official documents

In order to become employed, you need official documents such as a residential registration form or a confirmation that you have a giro account. This is especially important if you do not possess the Irish citizenship and thus eventually require additional documents to get a job.

Because according to citizenship

- you have freedom of establishment and free access to the job market
- or you need a labour permit
- or you need a labour permit and a residence authorisation

Since there additionally are different forms of labour permits and residence authorisations respectively, the following documents come into consideration:

- certificate of birth
- residential registration form
- confirmation of bank account
- proof of citizenship
- unlimited residence permit
- residence authorisation
- permanent residence permission
- permanent stay – certificate of settlement status
- labour permit
- employment permit
- exemption certificate

If you do not possess the Irish citizenship, the legal provisions are very complicated. Thus, you should obtain information concerning unlimited residence permit and labour permit at one of the following institutions:

Public employment service, chamber of labor, Federal Ministry of the Interior (BMI) or centre for migrants (ZeMiT) (addresses in appendix).

[illegible]

Appendix Where do I find information and support?

This part provides you with an extensive list of relevant addresses where you can get support. Some points of the Job Box make explicit mention of addresses like public employment service or job information centre, so you can find and mark the appropriate address. Your career guidance officer possibly also advises you to contact a certain institution for a certain problem.

There also is an additional list of links which can be useful for choice of career and application.

Useful Addresses

Legal Aspects		
Name of Organization	Information	Website
Department of Justice, Equality and Law Reform	94 St. Stephen's Green Dublin 2 Locall 1890 221 227	Department of Justice Equality and Law Reform
Free Legal Advice Centres (FLAC)	13 Lower Dorset Street Dublin 1 Ireland Telephone +353-1-8745690 Fax +353-1-8745320	http://www.flac.ie
INIS- Irish Naturalisation & Immigration Service	13/14 Burgh Quay Dublin 2 Locall: 1890 551 500	www.inis.gov.ie
Refugee Legal Service (RLS)	Montague Court Montague Street Dublin 1 Ireland Telephone +353-1-4760265 Fax +353-1-4760271	http://www.legalaidboard.ie/
The National Employment Rights Authority (NERA)	Government Buildings O'Brien Road Carlow L-call 1890 80 80 90	www.employmentrights.ie
The Equality Authority	Address 2 Clonmel Street Dublin 2 Ireland Telephone +353-1-4173333 Fax +353-1-4173331	http://www.equality.ie/

Appendix Where do I find information and support?

Occupation		
Name of Organization	Information	Website
Department of Enterprise, Trade & Employment, Government of Ireland	Address Kildare Street Dublin 2 Ireland Telephone +353-1-6312121 Fax +353-1-6312827	http://www.entemp.ie
Immigrant Council of Ireland: Supporting migrant workers and their families	Address 2 St. Andrew Street Dublin 2 Ireland Telephone +353-1-6740202 Fax +353-1-6458031	www.immigrantcouncil.ie
Dublin City Enterprise Board	5th Floor O'Connell Bridge House D'Olier Street Dublin 2 Tel: +353-1 635 1144 Fax: +353- 1 635 1811	www.dceb.ie
Irish Business and Employers Confederation (IBEC)	Address IBEC Head Office Confederation House 84/86 LowerBaggot Street Dublin 2 Ireland Telephone +353-1-6051500 Fax +353-1- 6381500	http://www.ibec.ie
Dublin Chamber of Commerce	7 Clare Street Dublin 2 Telephone:+353-1-644 7200 Fax: +353 1 676 6043	www.dublinchamber.ie
WorkFair: Combating labour exploitation of migrant workers	Address P.O. Box 11234 Dublin 7 Ireland Telephone +353-85-8164946	http://www.workfair.org
Irish Congress of Trade Unions (ICTU)	Address 31/32 Parnell Square Dublin 1 Ireland Telephone +353-1-8897777 Fax +353-1-8872012	http://www.ictu.ie

Appendix Where do I find information and support?

Financial Situation		
Name of Organization	Information	Website
Society of St Vincent de Paul	SVP House 91/92 Sean Mac Dermott Street Dublin 1 Telephone +353 -1 838 6990 Fax +353 -1 838 7355	http://www.svp.ie
Revenue income tax and social insurance information	85-93 Lower Mount Street Dublin 2 LoCall No. for PAYE Customers: 1890 333 425 No. for all non PAYE Customers: +353-1-647 4000	http://www.revenue.ie
Department of Social and Family Affairs	Aras Mhic Dhiarmada Store Street Dublin 1 Tel : +353 1 704 3000	http://www.welfare.ie
Dublin North City MABS money advice and budgeting service	45 North Strand Road Dublin 3 Tel: +353-1 -8366925 Fax: +353-1 8366926	http://www.mabs.ie

Social Networks		
Name of Organization	Information	Website
Africa Centre: Africa-Ireland Exchange	Address 9c Lower Abbey Street Methodist Church Building Dublin 1 Ireland Telephone +353-1-8656951 Fax +353-1-8656951	http://www.africacentre.ie
Integrating Ireland	Address 17 Lower Camden Street Dublin 2 Ireland Telephone +353-1-4759473	www.integratingireland.ie
Polish Information and Cultural Centre	Address 56-57 Lower Gardiner Street Dublin 1 Ireland Telephone +353-1-6729997 Fax +353-16334705	http://www.polishcentre.ie
Refugee Information Service (RIS)	Address 27 Annamoe Terrace Off North Circular Road Dublin 7 Ireland Telephone +353-1-8382740 Fax +353-1-8382482	http://www.ris.ie

Appendix Where do I find information and support?

Education / Job / Competences		
Name of Organization	Information	Website
Fáilte Ireland	Amiens Street Dublin 1. If dialing from inside the Republic of Ireland Tel: 1890 525 525 or +353 -1 8847700 Fax: +353 -1 855 6821 From outside the Republic of Ireland Tel: 00 353 1 8847700	www.failteireland.ie/Developing-People/Contact-Us
Irish Vocational Education Association	McCann House 99 Marlborough Road Donnybrook Dublin 4.P + 353 1 4966033/4966248 F +353 1 4966460	www.ivea.ie/index.html
Local Employment Services Network	PLANET 68 Main Street Gorey, Co. Wexford Telephone: +353-53-9422788	www.localemploymentservices.ie/index.php
Test of Interactive English (TIE)TIE Examinations Limited	45 Leeson Street Lower Dublin 2. Tel: 00 353 1 662 5991 Fax: 00 353 1 6765687	www.tie.ie
FÁS Training and Employment Authority	27-33 Upper Baggot Street Dublin 4 Ireland Tel: +353 (0)1 607 0500 Fax: +353 (0)1 607 0600	http://www.fas.ie
Department of Education and Science	Marlborough Street Dublin 1 Telephone +353 1 8896400	http://www.irlgov.ie/educ
AONTAS The National Adult Learning Organisation	2nd Floor 83-87 Main Street Ranelagh Dublin 6 Ireland Tel: (+353 1) 406 8220/1 Fax: (+353 1) 406 8227	http://www.aontas.com

Migration / Living in Ireland

Appendix Where do I find information and support?

Name of Organization	Information	Website
Citizens Information Board	Ground FloorGeorge's Quay House43 Townsend St Dublin 2 Telephone: +353 1 605 9000 Fax: +353 1 605 9099 lo-call 1890 777 121	www.citizensinformation.ie
Crosscare Migrant Project: information and support service	Address 1a Cathedral Street Dublin 1 Ireland Telephone +353-1-8732844 Fax +353-1-8727033	www.migrantproject.ie
Migrant Rights Centre Ireland	Address 55 Parnell Square West Dublin 1 Ireland Telephone +353-1-8897570 Fax +353-1-8897579	www.mrci.ie
Irish Council for Social Housing	50 Merrion Square East Dublin 2 Ireland Tel: +353-1- 661 8334 Fax: +353-1 661 0320	www.icsh.ie
Focus Ireland Support for homeless people	9 - 12 High Street Christchurch Dublin 8 Tel. +353-1 881 5900 Fax. +353-1 8815 950	www.focusireland.ie
International Organization for Migration (IOM)	7 Hill Street Dublin 1 Ireland Tel : +353-1 87 87 900 Fax : +353-1 87 87 901	www.iomdublin.org

Local Employment Services

Name of Organization	Information	Website
----------------------	-------------	---------

Appendix Where do I find information and support?

Ballymun Job Centre	Ballymun Jobs Centre, Unit 36, Ballymun Town Centre, Dublin 11 Tel: +353 (0)1 842 5722 Fax: +353 (0)1 842 5671	www.bmunjob.ie
Ballymun LESN	Local Employment Centre, Ballymun Shopping Centre, Dublin 11 Tel: +353 (0)1 866 7000 Fax: +353 (0)1 842 0134 Email: creedonm@bmunjob.ie	www.bmunjob.ie
Ballyfermot LES	4 Drumfin Park, Ballyfermot, Dublin 10 Tel: +353 (0)1 623 5612 Fax: +353 (0)1 623 0922 Email: bbrennan@bles.ie	
Cherry Orchard Contact Point	The Orchard Community Centre, Cherry Orchard, Dublin 10 Tel: +353 (0)1 623 9738 Fax: +353 (0)1 623 9739 Email: obair@bles.ie	
Blanchardstown LES/ Joblink	Dillon House, Unit 106, Coolmine Industrial Estate, Dublin 15 Tel: +353 (0)1 820 6379 Fax: +353 (0)1 820 6383 Email: info@bap.ie	
LES Jobs Link	Parlickstown House, Ladywell Road, Mulhuddart, Dublin 15 Tel: +353 (0)1 822 6003 Fax: +353 (0)1 822 6005	

Corduff LES/ Joblink Office	Corduff Resource Centre, Blanchardstown, Dublin 15	
-----------------------------	--	--

Appendix Where do I find information and support?

	Tel: +353 (0)1 822 6012 Fax: +353 (0)1 822 6014	
Mountview LES/ Joblink Office	Mountview Resource Centre, 11 Whitechapel Crescent, Clonsilla, Mountview, Dublin 15 Tel: +353 (0)1 822 6000 Fax: +353 (0)1 822 6002	
Blakestown LES/ Joblink Office	Blakestown Resource Centre, Blakestown Way, Blanchardstown, Dublin 15 Tel: +353 (0)1 822 6008 Fax: +353 (0)1 822 6011	
Canal Communities LES	Goldenbridge Integrated Complex, Emmet Crescent, St. Vincent Street West, Inchicore, Dublin 8 Tel: +353 (0)1 453 7229 Fax: +353 (0)1 453 7228 Email: goldenbridge@canallesn.ie	
Clondalkin LES	15 Tower road, Clondalkin, Dublin 22 Tel: +353 (0)1 457 7308 Fax: +353 (0)1 437 7313 Email: clondalkinles@eircom.net	
Bawnogue LES	Bawnogue Church, Bawnogue Road, Clondalkin, Dublin 22 Tel: +353 (0)1 457 8861 Fax: +353 (0)1 457 8863	
CCU Contact Point	Aras Rualach, Neilstown Rd, Rowlagh, Clondalkin, Dublin 22 Tel: +353 (0)1 623 0071 Fax: +353 (0)1 623 4605	
Dublin Inner City Partnership	Equity House, 16/17 Upper Ormond Quay, Dublin 1	

Appendix Where do I find information and support?

	Tel: +353 (0)1 872 1321 Fax: +353 (0)1 872 1330 Email: Pnolan@dicp.ie	
Inner City Employment Centre	Inner City Renewal Group 57 Amiens Street, Dublin 1 Tel: +353 (0)1 855 7207 Email: stuart@icrg.ie	
Inner City Employment Centre	St. Andrew's Resource Centre, 114 Pearse Street Dublin 2 Tel: +353 (0)1 677 1930 Email: betty.ashe@les.fas.ie	
Inner City Employment Centre	North West Inner City 42 Manor Street Dublin 7 Tel: +353 (0)1 868 6333 Email: ger.moore@les.fas.ie	
Inner City Employment Service	St. Andrew's Resources Centre, 114, Pearse Street, Dublin 2 Tel: +353 (0)1 677 1930 Email: jim.hargis@les.fas.ie	
Finglas/ Cabra LESN	Rosehill House, Finglas Road, Finglas, Dublin 11 Tel: +353 (0)1 836 1666 Fax: +353 (0)1 864 0211 Email: info@fcp.ie	
Cabra LES	27/28 Annamoe Terrace, Cabra, Dublin 7 Tel: +353 (0)1 868 3806 Fax: +353 (0)1 868 6134	
KWCD LES (Kimmage, Walkinstown, Crumlin & Drimnagh)	KWCD LES 17a Saint Agnes Road, Crumlin Village, Dublin 12 Tel: +353 (0)1 409 5082 Fax: +353 (0)1 465 1095 Email: info@kwcdles.ie	
KWCD LES	St. John Bosco Centre, Drimnagh, Dublin 12 Tel: +353 (0)1 455 0042	

Appendix Where do I find information and support?

	Fax: +353 (0)1 455 2100	
KWCD LES	Lower Crumlin Youth and Community Initiative, Clogher Road, Dublin 12 Tel: +353 (0)1 415 0983 Fax: +353 (0)1 473 6392	
Northside Partnership LES	Coolock Development Centre, Bunratty Drive, Coolock, Dublin 17 Tel: +353 (0)1 848 5630 Fax: +353 (0)1 848 5661 Email: LES@northsidepartnership.ie alex.scannel@northsidepartnership.ie	
Northside Partnership	Glin Centre, Glin Road, Coolock, Dublin 17 Tel: +353 (0)1 848 6322 Fax: +353 (0)1 848 6325	
Northside Partnership	Unit 19, Greendale Shopping Centre, Kilbarrack, Dublin 5. Tel: +353 (0)1 832 0995 Fax: +353 (0)1 832 0313	
Northside Partnership	Darndale Belcamp, Community Development Org, Unit 3, Darndale Shopping Centre, Darndale, Dublin 17. Tel: +353 (0)1 877 1532 Fax: +353 (0)1 877 1510	
Northside Partnership	Baldoyle Forum, Community Development Org, Main St, Baldoyle, Dublin 13 Tel: +353 (0)1 839 5338 Fax: +353 (0)1 839 5526	
T.A.R.G.E.T.	St. Kevin School, Newbrook Road, Donaghmede, Dublin 13 Tel: +353 (0)1 867 1627	

T.A.R.G.E.T.	Civic Centre, Bunratty Road, Coolock, Dublin 17. Tel: +353 (0)1 848 5608/ 848	
--------------	--	--

Appendix Where do I find information and support?

	5609 Fax: +353 (0)1 848 1116	
Southside LES	137 Oliver Plunkett Road, Monkstown Farm, Dun Laoghaire, Co. Dublin Tel: +353 (0)1 284 1977 Fax: +353 (0)1 284 2660 Email: fiona.burke@southsideles.com	
Hillside Resource Centre	Hillview Contact Point, 33-34 Hillview Grove, Ballinteer, Dublin 16 Tel: +353 (0)1 295 3259 Fax: +353 (0)1 296 8841	
Whitechurch Resource Centre	Whitechurch Old School, Whitechurch Road, Dublin 16 Tel: +353 (0)1 494 2057	
Ballyogan Resource Centre	41 Ballyogan Avenue, Dublin 18 Tel: +353 (0)1 295 0563 Fax: +353 (0)1 295 0563	
Choice Adult Education Centre	Unit 2-3 Quinns Road, Shankill, Co. Dublin Tel: +353 (0)1 282 4128 Fax: +353 (0)1 272 0793	
Kilcross Resource Centre	1 Kilcross Way, Sandymount, Dublin 18 Tel: +353 (0)1 295 3259 Fax: +353 (0)1 295 3259	
Tallaght LES	Brookfield Enterprise Centre, Rossfield Ave, Tallaght, Dublin 24 Tel: +353 (0)1 462 2747 Fax: +353 (0)1 462 1002 Email: jackie.johnson@tallaghtles.ie	

Brookfield Enterprise Centre LES	Rossfield Ave, Tallaght, Dublin 24 Tel: +353 (0)1 462 3475	
----------------------------------	--	--

Appendix Where do I find information and support?

	Fax: +353 (0)1 462 3629	
Cherry Orchard LES	The Orchard Community Centre, Cherry Orchard, Dublin 10 Tel: +353 (0)1 623 9738 Fax: +353 (0)1 623 9739	
St. Anne's National School	Fettercairn, Tallaght, Dublin 24 Tel: +353 (0)1 462 3545/ 462 4296 Fax: +353 (0)1 462 3545	
TCU Contact Point	Unit 11, Avonbeg Enterprise Centre, St. Dominic's Rd, Dublin 24 Tel: +353 (0)1 462 3539 Fax: +353 (0)1 459 0996	
Action Tallaght	80 Killinarden Heights, Killinarden, Tallaght, Dublin 24 Tel: +353 (0)1 462 3539 Fax: +353 (0)1 452 6441	
Action Tallaght	127 Drumcarra Avenue, Jobstown, Tallaght, Dublin 24 Tel: +353 (0)1 452 3447 Fax: +353 (0)1 451 5528	
BCE Contact Point	14 Allenton Drive, Ballycragh, Tallaght, Dublin 24 Tel: +353 (0)1 461 0327 Fax: +353 (0)1 461 0328	
St. Kevin's Boys School	Contact Point, Kilnamanagh, Dublin 24 Tel: +353 (0)1 461 0427 Fax: +353 (0)1 461 0872	

Jobs in newspapers (to be purchased at newsagents)

Herald

www.herald.ie

Irish Times

www.irishtimes.com

Useful website addresses

www.fas.ie
www.irishjobs.ie
www.jobs.ie

Literature

- Brunnbauer, Eva*, 2004: KOM(petenzen)PASS. Bozen: Autonome Provinz Bozen.
- Budde, Wolfgang und Frank Früchtel*, 2005: Fall und Feld, Sozialmagazin(6):14 - 23.
- Gerdenits, Elfriede V.*, 2005: Survival Kit für junge Jobfinder. Frankfurt: Redline Wirtschaft
- Klingenberger, Hubert*, 2003: Lebensmutig. München: Don Bosco.
- Lang-von Wins, Thomas und Claas Triebel*, 2006: Kompetenzorientierte Laufbahnberatung. Heidelberg: Springer Medizin Verlag.
- Pantucek, Peter*, 2005: Soziale Diagnostik. Verfahren für die Praxis Sozialer Arbeit. Fachhochschule St. Pölten (Hrsg.). Wien, Köln, Weimar: Böhlau Verlag.
Materialien/Buch downloadbar unter: www.pantucek.com Abruf 21-02-06
- Plutzar, Vera und Ilse Haslinger*, 2005: Sprachen & Qualifikationsportfolio für MigrantInnen und Flüchtlinge. Wien: Verein Projekt Integrationshaus.
- Zukunftszentrum Tirol*, 2005: Kompetenzwerkstatt. Innsbruck.