

Unit 9

Applying for a Job as a Care Worker

It is of utmost importance during the job research, the person concerned has the ability to identify what is the necessary knowledge and skills he/she needs in order to achieve his/ her goal and eventually work as a care worker. Furthermore, in the case of migrant workers, it is very important that they know how and where their formally in their country of origin, and informally (e.g. through everyday life, informal work experience) achieved competences can be validated and recognized.

Thus, the trainer has to be both literate when it comes to the legislation policies of the country hosting the training and in a position to guide the participants through the process of accessing information and translating/validating their skillset and previous work experience.



Cultural bias When it comes to the cultural bias that needs to be addressed – first and foremost, the trainer him- or herself needs to acknowledge that he/she is biased himself/herself within the broader concept of him/her being brought up in a different, and in many cases not accepting, cultural and religious context/ society.

Having said that, the trainer should be able to efficiently describe the prominent situation with regards to stereotyping in the workplace and the legislation that may actually protect or act as a preliminary measure towards excluding individuals in the workplace.

Moreover, the trainer should try to avoid the assumption that culture can be generalized as national culture. There are no homogenic cultural habits, aspects only depending on nationality. According to various studies and professional discourses culture is determined by individual backgrounds, socialization... it may differ according to situation, context and age.

Module 9.1 Available employment options

Activity Name Identifying and accessing suitable employment options



Objectives and Learning outcomes

The main purposes are:

- 1) to understand the available employment options, and to become more confident in how to make own job research
- 2) to form a realistic idea where job vacancies may be found (online or not)
- 3) to be able to define whether a specific vacancy may or may not be suitable for his/her.

Take into account the main three purposes mentioned above, the first activity focuses on the development of participant's awareness regarding the existing entities that he/she can contact or visit in order to be in a position to independently look for available job offers.



Suggested Duration 1 hour

No of Participants Up to 15



Materials needed PowerPoint, Projector, Video, Paper and Pens, Websites for Migrant Employment Policies

Competences

- demonstrates initiative to search for available job offers



Knowledge

- is able to access information and advertisements for jobs in the care sector

Skills

- is able to identify the job offers that suits her/him

Guidelines for Assessment The participants should be asked to apply for a job in different platforms.

Keywords Migrants, employment options, Law Rights, job applying

Description of activity 9.1



Introduction The activity will have the form of a focus group. The participants will be provided with general information on why it is necessary to have the appropriate knowledge and develop skills in order to find the available employment options that best suits the interest and work experience of each job applicant. During this presentation, each participant will have to write 6 questions, related to both knowledge and skills required from a job applicant. The next step is to start an open discussion on the participant's questions; where each participant will give his/her answers on his/her questions. Taking into consideration the answers each participant gave, the experts leading the focus group will help them to determine possible careers that suit them and how they can access the available job options.

Reflecting on job experience



Cultural Bias: The social relationships that are formed within a multicultural society can be cooperative relationships or, on the contrary, relationships of unequal treatment, discrimination and prejudice. This phenomenon is also observed in the field of work as there are often various types of discrimination, such as racial discrimination, gender discrimination, religious discrimination etc.

Your own notes:

Module 9.2 Recognition and validation

Activity Name Collecting the required documentation



Objectives and Learning outcomes The main objective of this activity is to cultivate autonomy to collect required documentation for recognition and validation process.

The initial purpose of the trainer has to be the proper explaining of the administrative procedures required in order for the participants to collect, translate and validate all relevant documentation.



Suggested Duration 1 hour

No of Participants Up to 15



Materials needed Paper and Pens, Computer, Internet

Competences

- demonstrates initiative to collect required documentation for recognition and validation process

Knowledge

- is able to identify the body where to officially validate and recognize her/his learnings acquired in the host country and which papers are required from them
- is able to explain the administrative procedures to obtain access to legal employment arrangements

Skills

- is able to contact the administrations in charge for validation and recognition
- is able to identify the training offers which provide official recognized training

Guidelines for Assessment The participants should be able to list and distinct which agency/entity is responsible for each part of the procedure (translation, validation, etc.)

Keywords Migrants, Employment, Rights, Applying



Description of Activity 9.2

Introduction The participants will initially be divided into four groups of four persons. Exercise focuses on ways in which someone can retrieve information that interests him/her, via internet research. Once the trainer will inform the participants about the exercise's purpose, the trainer proceeds to give a different topic to each group, which topic will be related to recognition and validation topics. (E.g. Where do I translate personal documents and what documents are needed for this procedure, Regulation on pan-European recognition of the certificates and public documents, Recognition of public documents between EU countries - what applies). At this stage of the exercise, the guides should help participants understand the information they find, evaluate it, and understand if the information they found eventually covers their needs. At a first stage, the experts will guide participants to an effective way of searching information, simply using Google Search Operators - AND / OR / NOT as well as using keyword, due to find more accurate and specific information about the topic they are interested in.

Reflecting on job experience In the second stage they will introduce them to European Commission’s platform: “EU Skills Profile Tool for Third Country Nationals (<https://ec.europa.eu/migrantskills/#/>), in order for them to be independent and autonomous in the way they will treat and build their professional profile.



Cultural Bias: Even though there is an existing formal process to recognize and validate the learnings, work experience and competencies of a migrant, this recognition not necessarily leads also to a social recognition of their competence and work experience. Persisting stereotypes and prejudices against migrants might be an obstacle for employment. Trainers should be aware about the fact that migrants might have made discriminating experience when applying for a job and invite participants for discussion. Furthermore, they should know about national anti-discrimination legislation. They should be able to inform about counselling and support structures on the topic of anti-discrimination.

Your own notes:

Module 9.3 Job applications and interviews

Activity Name Actively applying



Objectives and Learning The principal objective is to train the participants to properly evaluate any job offerings and their compliance with their own legal and visa status. The secondary objective is to train the participants to alter/update their CVs according to the vacancy they are interested in.



Suggested Duration 2 hours

No of Participants Up to 15



Materials needed Basic Knowledge of Computer Use, PowerPoint, Projector, Video, Guest Speaker, Paper and Pens, Flip Chart, Websites for Migrant Employment Policies

Competences ● is able to update her/his competence portfolio

Knowledge

- is able to access application forms and use a CV template for job application
- knows the relevant questions which will be asked in an interview for a care job
- knows the procedures for a job interview and knows social etiquette for job interviews

Skills

- is able to complete application forms and Curriculum Vitae for adult care jobs and to update her/his CV
- is able to prepare and perform a job interview
- is able to follow the procedures and social etiquette of job interviews

Guidelines for Assessment The participants should be able to find and use the right CV template and be able to demonstrate in a simple and clear way their skills, abilities, further knowledge and any work experience related to the care sector. That will keep the potential employer interested to follow through and read the information provided.

Furthermore to be able to support this information by all possible questions and answers that will boost these given evidence and result in a successful interview.

Keywords Migrants, Employment, Rights, Applying

Description of Activity 9.3



Introduction The trainer will give to the participants 3 mock examples of job vacancies. After reading and comprehending the information provided, they will be asked to select the right profile and fill in all relevant information applying for each one of the different job titles in order to compose a CV applicable to the characteristics given, that will challenge an employer to read it through. After this stage they will be asked to perform a mock interview for one of these as in a real-life situation (either by a recruiter or the trainer). After the end of the mock interviews, the participants will be evaluated according to their overall performance while completing the CV and performing an interview. At the end of these tasks, the experts will address the difficulties and guide the participants step by step to an effective writing of a proposal, and of clever and targeted responses while interviewed.

Reflecting on job experience



Cultural Bias When working with low-skilled migrant workers, it is usually assumed that they will leave back to their home country after earning a certain amount of money, regardless of the agreed upon time of employment in the destination countries. It is known that labor migrants have already had to pay high costs to agencies for recruitment and certain documents before entering the country. In the target countries, potential employers are usually looking for highly qualified (migrant) workers who will remain part of the company in the long term.

Your own
notes:

Module 9.4 Job applications in another cultural context

Activity Name Development of intercultural skills



Objectives and Learning outcomes The objective of this specific learning activity is to look into how employers view intercultural skills in the workplace, why these skills are important, how employability is understood in different national contexts and what differences exist between employability attributes valued in different geographical and cultural settings.



Suggested Duration 1 hour

No of Participants Up to 10



Materials needed Paper and Pens

Competences

- awareness for individual (cultural) norms and behaviors in the application process and during the job interview



- Knowledge**
- knows what expectations the care provider has in the application process or in the job interview
- Skills**
- adapts his/her application documents and behavior in the job interview accordingly
 - can highlight the benefits of his/her own individual context and experience to the care work of the care provider

Guidelines for Assessment The ability to observe and understand different national contexts while adapting to different national settings, and accepting cultural differences that may depend on nation, class, gender, age. Being open to new ideas and ways of thinking.

Keywords Job applications, cultural context, intercultural skills



References <https://www.britishcouncil.org/voices-magazine/why-employers-value-intercultural-skills>

Description of Activity 9.4



Introduction To find out the value of intercultural skills, an exercise is conducted with about 10 participants who may differ in gender, social and ethnic background, etc. The participants are divided into two groups. Each group must define a common work characteristic that all group members agree upon. For example, the two groups each have different interests, goals, mindsets, and responsibilities defined by their respective job titles or the like.

Reflecting on job experience

The process of finding a common group characteristic (e.g. job title) is observed by the trainer and mirrored after the exercise: Each participant has their own habits, attitudes, assumptions. These become clear by observing the process. It is important that the trainer is trained in dealing with stereotypes and prejudices and diversity or at least has experience in working with people on such topics. Mirroring observations must not be accompanied by negative evaluations or insinuations. To help participants formulate questions, the trainer prepares some sample questions. (For example: What are the challenges in your field of work? What are the requirements to perform the job? Is the profession or field of work socially acknowledged?) The reason for selecting heterogeneous participants is to show that people each bring their own assumptions, biases, and attitudes, and to show how each affects group dynamics. By consciously naming stereotypes in this exercise, it is possible to illustrate how employers view intercultural skills in the workplace, why these skills are important, how employability skills are understood in different

cultural contexts, and the differences between attributes of employability skills that are valued in different geographic and cultural settings (Mulholland, 2013).



Cultural Bias Potential challenges in dealing with diversity should not be ignored. For example, language barriers can make it difficult to communicate openly and effectively. Other differences, such as education levels, communication styles and etiquette, etc., can lead to discomfort in unfamiliar situations, including, for example, a new work environment in a different country or context.

**Your own
notes:**

Key Take Away Messages



Hand out to the participant a list with:

- links to relevant webpages with job offers in the care sector
- contact information to relevant official institutions and/or specific persons who can provide migrant job seekers with updated information on available job offers
- contact information to relevant organization and persons who can support migrants in their process when applying for a job
- practical information on e.g.: where to print a CV, where to make a cheap but professional photo, where to buy folders, where to use a scanner, PC, phones etc.



Unit 10

Labour Rights and Responsibilities