



Employability

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When you find the right job. What tool do you use to get it?

Toolkit



Dress tips for interviewing

- Conservative look
- Keep it clean and neat look
- Common sense should be applied for good judgement
- Don't try to make a statement for yourself
- Dress modestly
- Formal is usually
- Dress is always good to start off you are being interviewed for
- Avoid big and bulky accessories which may distract the focus from your interview
- Avoid your having your hair in your face or anything else that may cause you to be distracted or flustered.





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Nice! Masella

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- Dress tips for interviewing**
- Conservative look
 - Keep a clean and neat look
 - Common sense should be applied for good judgement
 - Don't try to make a statement with outlandish outfits
 - Dress modestly
 - Formal is always good to start off
 - Dress according to the profession that you are being interviewed for
 - Avoid big and bulky accessories which may divert the focus from your interview
 - Avoid your having your hair in your face or anything else that may cause you to be distracted or fidgety.



FINDING THE RIGHT JOB...

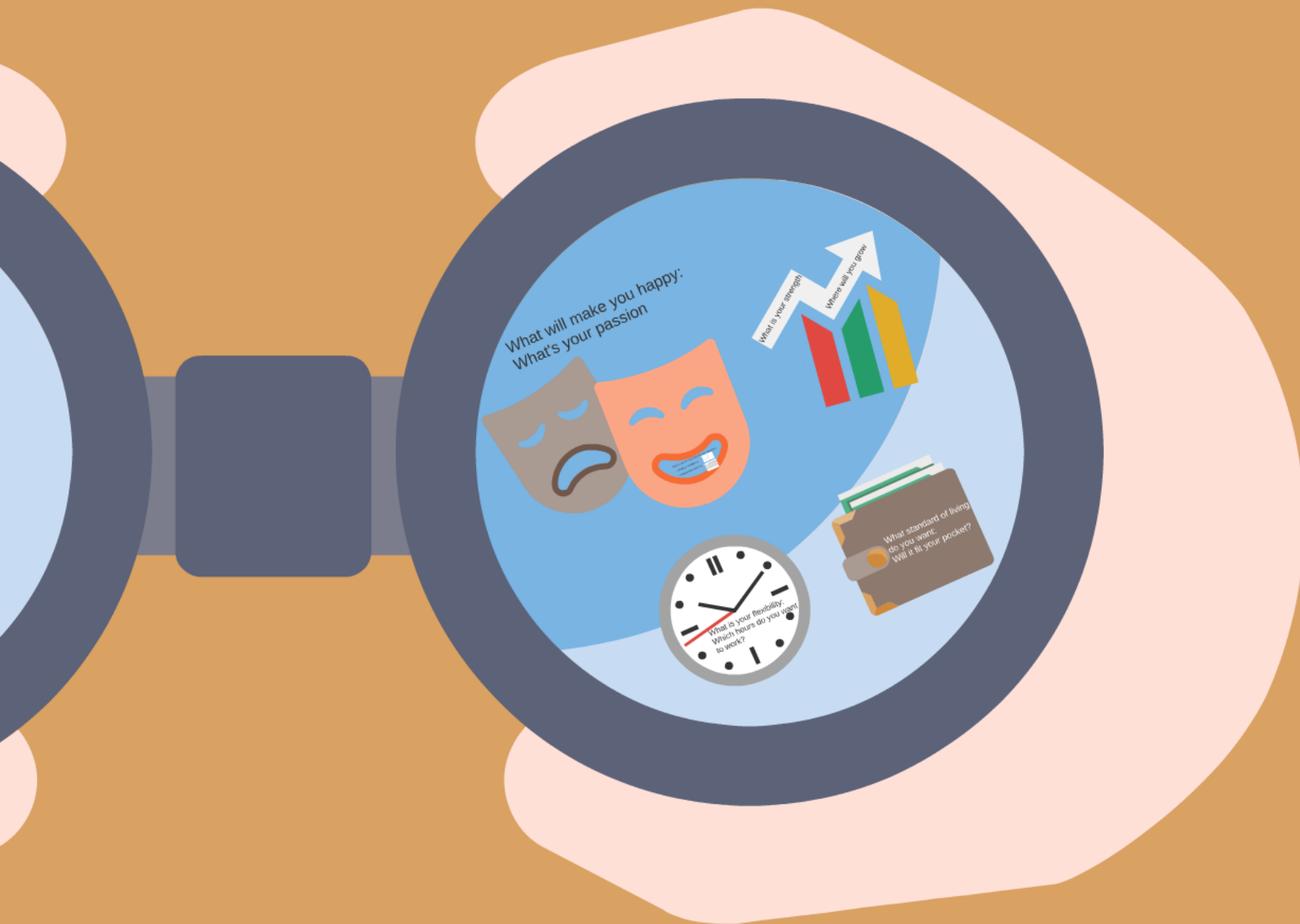
HOW?



WHAT?



WHAT?





What is your strength

Where will you grow



What is your flexibility:
Which hours do you want
to work?

Emotional Intelligence

Emotional Intelligence (EQ or EI) is a term created by two researchers – Peter Salavoy and John Mayer – and popularized by Dan Goleman in his 1996 book of the same name.

It is **defined as the ability to:**

- o Recognize, understand and manage our own emotions
- o Recognize, understand and influence the emotions of others

In practical terms, this means being aware that emotions can drive our behavior and impact people (positively and negatively), and learning how to manage those emotions – both our own and others – especially when we are under pressure (Ihnp.com, 2016)

The diagram below summarizes some of the qualities an employer will look out for when testing their potential employee for emotional intelligence.

An illustration of elements of EI

Personal Skills or Competences	Social Skills or Competences
How we manage ourselves	How we handle relationships with others
<ul style="list-style-type: none"> ▸ Self-awareness <ul style="list-style-type: none"> ▸ Emotional awareness ▸ Accurate self-assessment ▸ Self-confidence ▸ Self-regulation <ul style="list-style-type: none"> ▸ Self-control ▸ Trustworthiness ▸ Conscientiousness ▸ Adaptability ▸ Innovation ▸ Motivation <ul style="list-style-type: none"> ▸ Achievement drive ▸ Commitment ▸ Initiative ▸ Optimism 	<ul style="list-style-type: none"> ▸ Empathy <ul style="list-style-type: none"> ▸ Understanding others ▸ Developing others ▸ Service orientation ▸ Leveraging diversity ▸ Political awareness ▸ Social Skills <ul style="list-style-type: none"> ▸ Influence ▸ Communication ▸ Conflict management ▸ Leadership ▸ Change catalyst ▸ Building bonds ▸ Collaboration and cooperation ▸ Team capabilities

Based on Working with [Emotional Intelligence](#) Daniel Goleman.

Here are some tips to help polish your Emotional Intelligence skills (Caroline Dowd-Higgins, 2014)

- Instead of focusing on yourself at work, shift the focus of engagement to others.
- Practice active listening and connect with your eyes, ears, and heart to what a person is saying.

- Slow down and really focus on the person you are interacting with.
- Notice body language and become aware of another person's comfort zone posture.
- Utilize validating language instead of always questioning or probing.
- Authenticate what they have said without judgment.
- Be in the moment and maximize the way you engage with others.
- If you sense frustration or heightened emotions, repeat back to them what you have heard to establish clarity.
- Respond to others the way you would want them to respond to you.

Emotional Intelligence Quiz (Ihnp.com, 2016)

From the website on the link below, you can take an EI quiz. It describes situations that we all experience in our lives (like being given difficult feedback). Be as honest as possible when answering the questions as that will provide you with the most accurate assessment of your level of Emotional Intelligence. Once you have taken the quiz, you will receive your results as well as recommendations on how you can manage your emotions and connect more skillfully with others, especially when you are under pressure.

Bibliography

Ihnp.com. (2016). *What Is Emotional Intelligence, Daniel Goleman.* [online] Available at: <http://www.ihnp.com/meaning-of-emotional-intelligence> [Accessed 25 Jul. 2016].

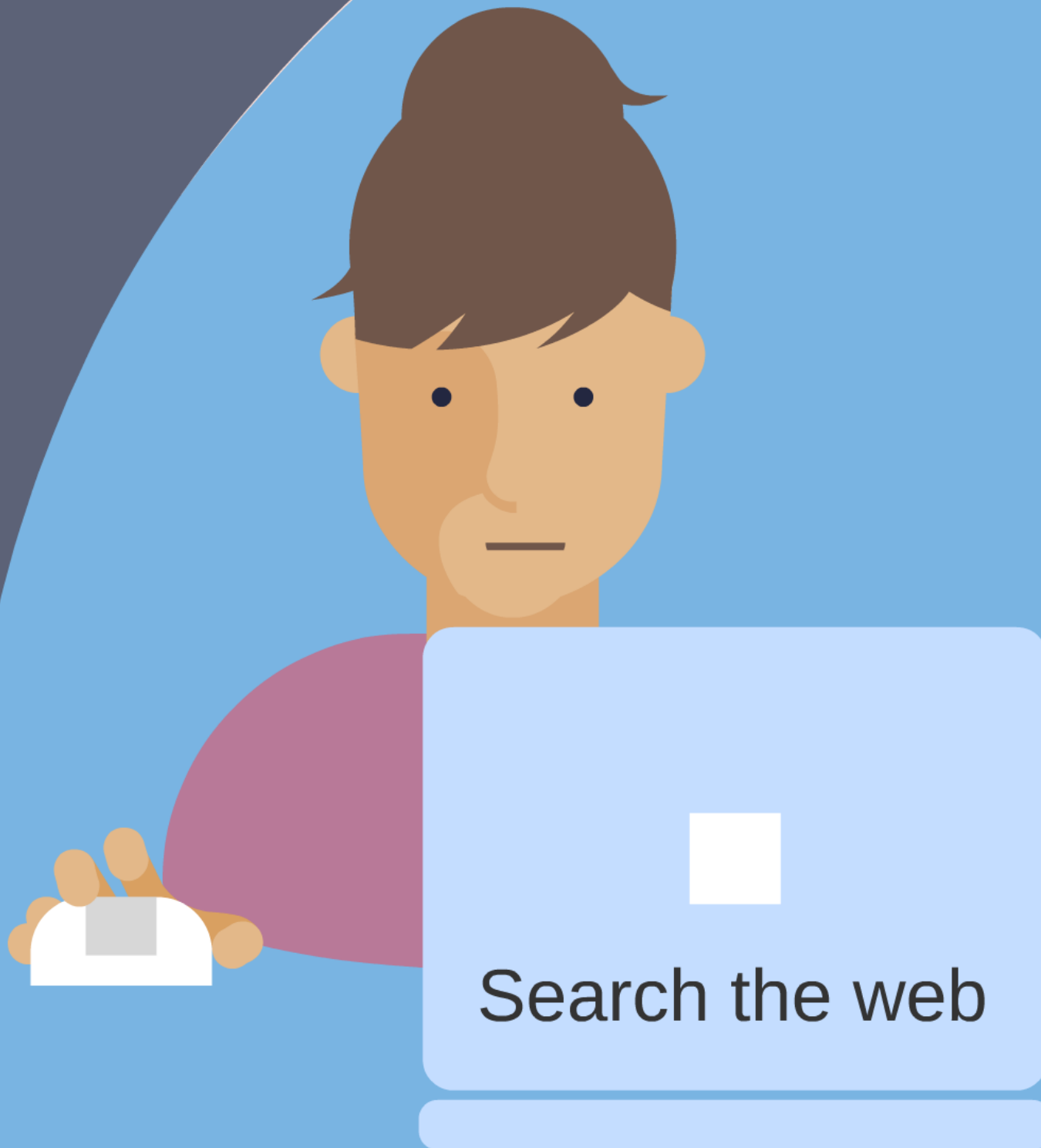
Caroline Dowd-Higgins. (2014). *Emotional Intelligence is the Most Desirable Employability Competency - Caroline Dowd-Higgins.* [online] Available at: <http://carolinedowdhiggins.com/emotional-intelligence-desirable-employability-competency/> [Accessed 25 Jul. 2016].

Ihnp.com. (2016). *Test Your Emotional Intelligence, Free EQ Quiz, EI Test.* [online] Available at: <http://www.ihnp.com/free-eq-quiz/> [Accessed 25 Jul. 2016].

Disposition	Meets/Exceeds Expectations (3)	Approaching Expectations (2)	Work in Progress (1)
Social Justice and Equity- Individuals appreciate the languages, communities and experiences of the business context. Advocating for and support of marginalized communities and individuals are taken into account.	Consistently models respect for colleagues. Behavior reflects concern and equitable effort on behalf of others. Written work and interactions reflect understanding of diversity. Advocates for inclusion of diverse perspectives.	Usually models respect for colleagues. Behavior usually reflects concern and equitable effort on behalf of others. Written work and interactions usually reflect understanding of diversity. Usually advocates for inclusion of diverse perspectives.	Behaves in a manner that is intolerant or close-minded. Resists working with some groups/individuals. Rejects views of diversity.
Collaboration/Inclusion-Individuals practice skills of collaboration in their professional interactions with others in their business context and in the wider community.	Consistently interacts with colleagues in ways that communicate respect and impartiality; consistently provides opportunities for others to demonstrate their needs/points of view. Consistently values and builds relationships. Consistently encourages success and participation for all.	Usually interacts with colleagues in ways that communicate respect and impartiality; usually provides opportunities for others to demonstrate their needs/points of view. Usually values and builds relationships. Usually encourages success and participation for all.	Interacts with colleagues in ways that do not communicate respect. Uses destructive criticism, derogatory remarks or inappropriate language. Does not reasonably allow others to express ideas. Discourages or undermines the work of colleagues.
Critical Thinking-Individuals analyse various professional contexts, resulting in formed decision-making about professional practice.	Consistently analyses professional contexts by seeking information from multiple sources and plans and applies appropriate decisions about professional practice. Consistently seeks a variety of perspectives when exploring issues. Consistently asks questions and takes action to solve problems. Consistently anticipates needs and assists in obtaining resources.	Usually analyses professional contexts by seeking information from multiple sources and plans and applies appropriate decisions about professional practice. Usually seeks a variety of perspectives when exploring issues. Usually asks questions and takes action to solve problems. Usually anticipates needs and assists in obtaining resources.	Does not seek information to make informed decisions. Behaves in a ways that communicates a belief that others should do the work for them. Does not ask appropriate questions or take initiative to work toward solving problems or obtaining resources.
Professional Ethics- Individuals make and act on well-reasoned, principled judgments.	Consistently honors the needs and best interests of colleagues, the work context, and the profession. Consistently makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, honesty and appropriate separation of personal and professional domains.	Usually honors the needs and best interests of colleagues, the work context, and the profession. Usually makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, honesty and appropriate separation of personal and professional domains.	Fails to consistently honor the needs and best interests of colleagues, the work context, and the profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, dishonesty, and demonstrates an inability to separate the personal and professional domains.
Reflective Practice-Individuals critically review their professional practice and the impact it has on their success.	Consistently demonstrates relevant standards of professional behavior. Consistently evaluates own professional practice and performance and its impact on the business context. Consistently generates ideas for potential improvements and applies them to future professional practice and performance. Consistently open-minded and positive when receiving feedback from others. Consistently acts upon suggestions.	Usually demonstrates relevant standards of professional behavior. Usually evaluates own professional practice and performance and its impact on the business context. Usually generates ideas for potential improvements and applies them to future professional practice and performance. Usually open-minded and positive when receiving feedback from others. Usually acts upon suggestions.	Does not demonstrate standards of professional behavior. Does not evaluate own professional practice and performance and its impact on the business context. Does not generate ideas for potential improvement. Is close-minded and defensive when receiving feedback from others. Rarely acts upon suggestions.
Life-Long Learning-Individuals recognize the need for and are committed to actively seeking new knowledge, skills, and experiences.	Consistently demonstrates intellectual engagement with colleagues. Consistently seeks and takes advantage of learning opportunities to stay professionally current. Is familiar with relevant professional organizations, current research and interdisciplinary practices. Consistently makes connections between concepts, experiences, and content. Consistently seeks and uses theory, research and data-based evidence to strengthen interactions in the business context.	Usually demonstrates intellectual engagement with colleagues. Usually seeks and takes advantage of learning opportunities to stay professionally current. Is somewhat familiar with relevant professional organizations, current research and interdisciplinary practices. Usually makes connections between concepts, experiences, and content. Usually seeks and uses theory, research and data-based evidence to strengthen interactions in the business context.	Rarely engages intellectually with colleagues. Does not see or take advantage of learning opportunities to stay professionally current. Is unfamiliar with relevant professional organizations, current research, and interdisciplinary practices. Does not make connections between concepts, experiences, and content. Does not seek nor use theory, research and/or data-based evidence to strengthen interactions in the business context.

HOW?





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