



ReBoot Training

Handout Booklet

Women
ReBO^{OT}T
Step back
into IT
LIVE!

W
WorkJuggle





Expectations and Learning Mindset



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Introductions

Name

Location

Work Experience

Return to Career Objective



Expectations

O
N
E

What will ReBOOT success look like?

T
W
O

What is expected from you as a pod team member

T
H
R
E
E

What concerns do we have at the outset of this programme?

F
O
U
R

What strategies could we use to overcome these concerns?



Learning Mindset

What resonates with you, as a woman returning to work after a career break?



Creating Psychological Safety

Psychological safety is a shared belief held by members of a group that it is safe for interpersonal risk taking; a sense of confidence and freedom to speak up and contribute, without fear of negative consequences. (Edmondson, 2002)

Key Terminology

Mindset = Way of thinking **Behaviour** = What you actually do

How can you create a **mindset** of psychological safety in your pod?

What individual and team **behaviours** will lead to a positive level of psychological safety within your pod?

Will all pod team members commit to these mindsets and these behaviours?
How?

This can be considered as a contemporary version of a team charter.



Learning Action Points

Expectations and Learning Mindset

1

Knowledge

What are 3 things you learned or were reminded about today?

2

Intended Actions

What are 2 things you want to do with today's material?

3

Application

What is 1 thing you will apply to your job search?

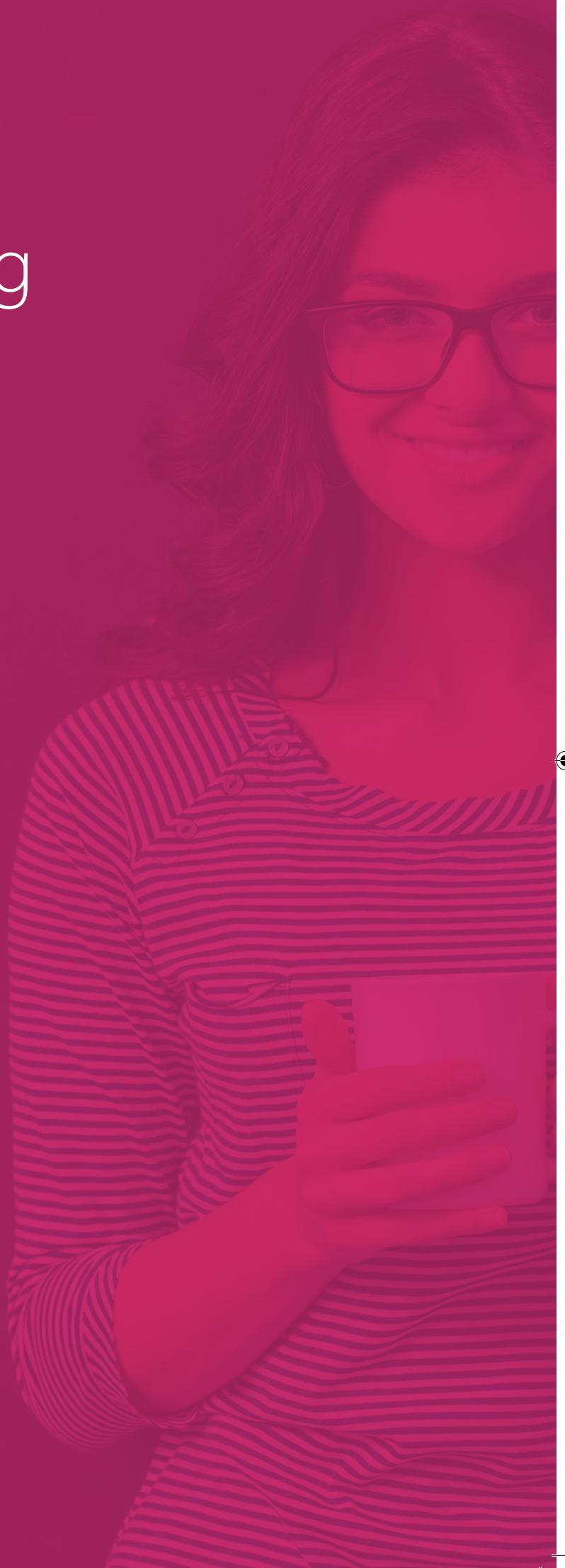
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Critical Thinking

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Why Critical Thinking?

The Problem

Everyone thinks; it is our nature to do so. But much of our thinking, left to itself, becomes biased, distorted, partial, uninformed or even prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Poor thinking can be costly, both in financial terms and in quality of life. Excellence in thought, however, must be systematically cultivated.

A Definition

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skilfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. It is conscious, measured and controlled.

The Result

A well cultivated critical thinker: raises vital questions and problems, formulating them clearly and precisely.

- Gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
- Thinks open mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences.
- Communicates effectively with others in figuring out solutions to complex problems.

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities

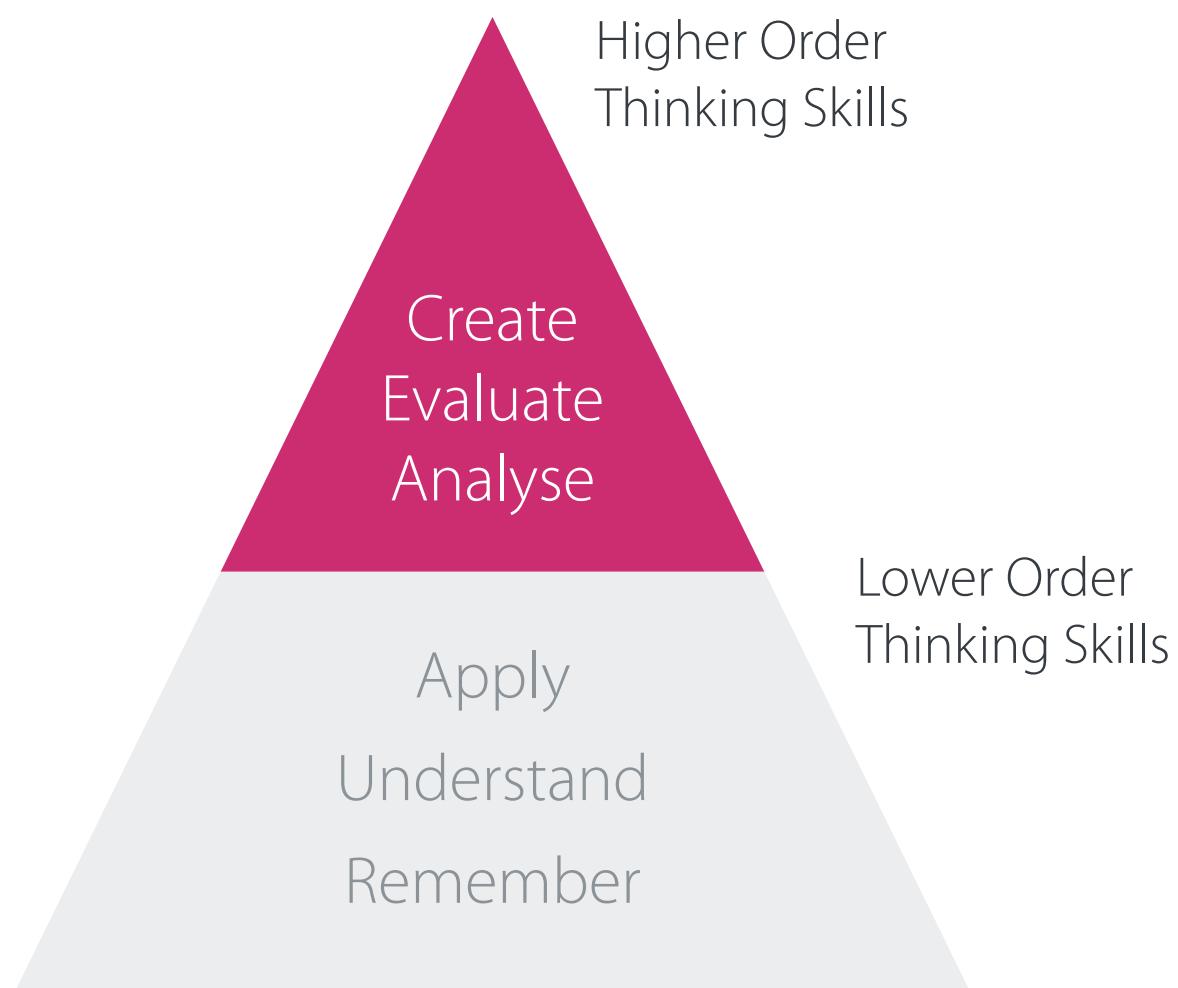
(Adapted from Richard Paul and Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools*, Foundation for Critical Thinking Press, 2008)



Critical Thinking?

See below for a representation of Bloom's taxonomy of thinking skills. You will be flexing all of your thinking skills thought this ReBoot programme, but in this sprint we are focusing on honing the higher order skills of analysing and evaluating.

Bloom's Taxonomy





Critical Thinking

Discuss in your pods what you consider to be evaluative thinking skills.

Note the key differences between evaluative analytical thinking skills.

Discuss in your pods what you would consider to be analytical thinking skills.

How could you develop these skills?

Start to think about how you could encourage each other to utilise these skills.



Critical Thinking

Research tools or frameworks that you could use to help apply your evaluative thinking e.g. PEST or PESTLE.

Note & draw what you find.

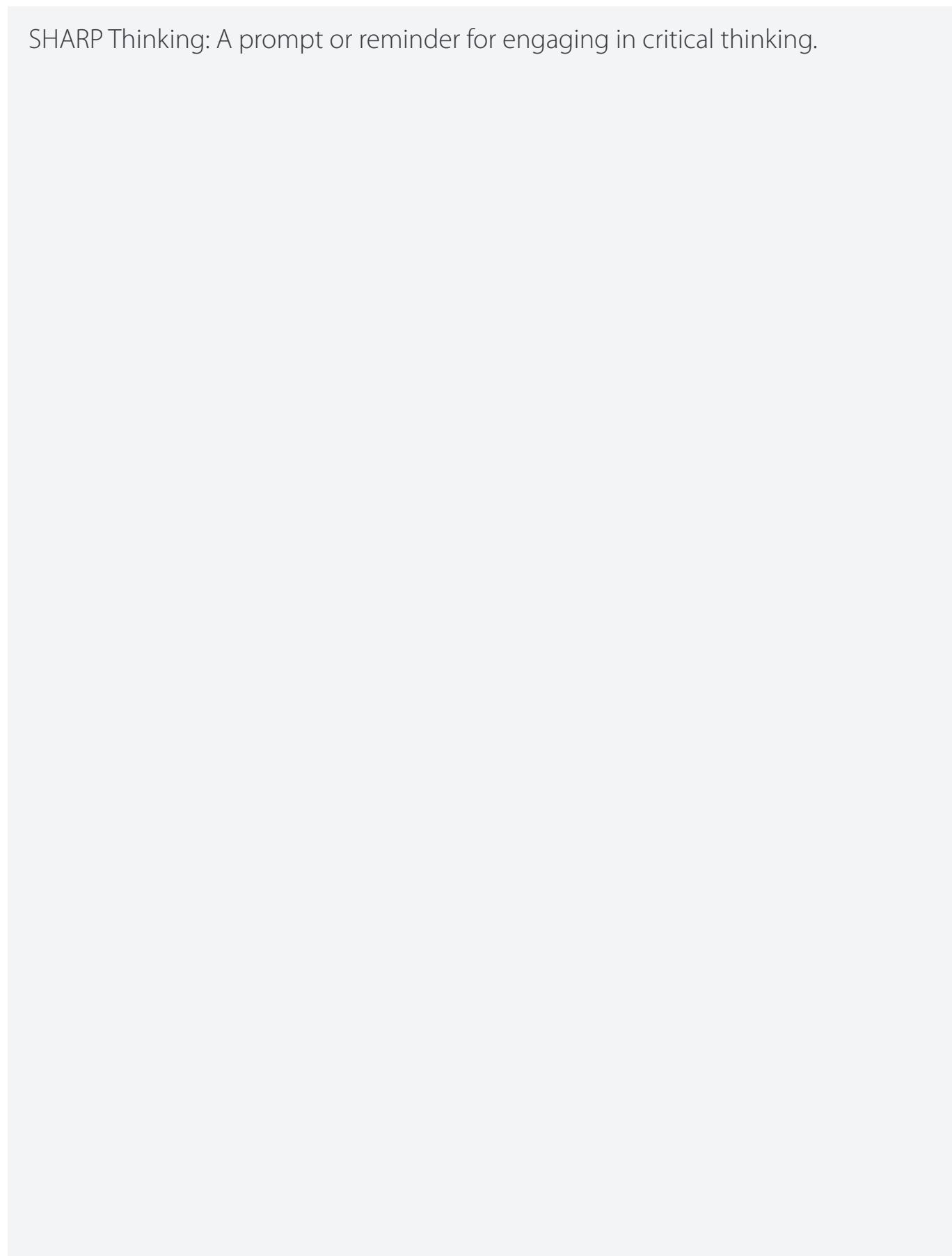
Research tools or frameworks that you could use to help apply your analytical thinking.

Note & draw what you find.



Critical Thinking

SHARP Thinking: A prompt or reminder for engaging in critical thinking.





Collaborative learning and critical thinking

Read the following paragraph and discuss in your pods

Collaborative learning is desirable only if grounded in disciplined critical thinking. Without critical thinking, collaborative learning is likely to become collaborative mis-learning. It is collective bad thinking in which the bad thinking being shared becomes validated. Remember, gossip is a form of collaborative learning; peer group indoctrination is a form of collaborative learning; mass hysteria is a form of speed collaborative learning (mass learning of a most undesirable kind). We learn prejudices collaboratively, social hates and fears collaboratively, stereotypes and narrowness of mind, collaboratively. If we don't put disciplined critical thinking into the heart and soul of the collaboration, we get the mode of collaboration which is antithetical to education, knowledge, and insight.

How can you leverage the potential of your collaborative learning within your pod?

What could get in the way of this?

What warning signs could you agree to pick up on?

Will you agree to challenge each other within the spirit of critical thinking?



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Collaboration



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Collaboration

Think back to the best team you were ever a part of. What was it about that team that made it so high performing?

Mindset

Behaviours

Team Functioning

Anything else?



Ponder point

In your pods, consider the following paragraph:

"A good team will satisfy its internal or external clients, become stronger as a unit as time passes, and foster the learning and growth of its individual members. But even the best leader on the planet can't make a team do well. All anyone can do is increase the likelihood that a team will be great by putting into place five conditions. And the leader still will have no guarantees that she will create a magical team. Teams create their own realities and control their own destinies to a greater extent, and far sooner in their existence, than most team leaders realise." (Hackman, 2009)

What do you think the five conditions are?

What do you think about the last sentence?



Speaking up

How can you encourage speaking up within a team that you are not the leader of?
Discuss and capture.

If you are leading a team, discuss and capture how you can encourage speaking up?



Anxiety Party

Spend 5 minutes individually writing down your biggest anxieties about returning to work.
Then take 2 minutes to rank them in order of severity.

Now you will go into pods and share your anxieties. Read 3 each. Your pod colleagues will score each anxiety in regards to how much the same thing worries them.

- Read each anxiety out at a time
- Pod peers score how much a similar concern troubles them
 - Zero = "no similar concern at all"
 - Five = "I share this same exact worry"

How did it feel to share your worries with candour?



Anxiety Party *applied* (optional)

After the anxiety party is over, collectively reflect on the process, and consider how it could be applied to a real team (with the objective to encourage speaking up amongst team members). The following questions can guide your reflection.

Could the Anxiety Party be used in a real team setting? Would it help to have a specific topic, such as a project, event or situation?

What benefits could it bring team members, at an individual level?

What benefits could it bring the overall team?

How might the team function going forward?

Could anything trip up the process? How would you mitigate against that?



Debrief Design (Optional)

Look back over your most recent exercise, specifically Part B. Here you collectively reflected on how you would integrate an 'anxiety party' to a real work scenario.

You are now going to debrief how you performed your collective reflection.

Taking the following points of what makes a good debriefing into consideration, design your own debrief process and rules of engagement.

- Use cognitive aids (e.g. checklists)
- Use genuine curiosity
- Demonstrate good listening skills
- Effectively use pauses and silence*
- Has a structured process
- Focuses on what can be learned
- Uses open ended questions
- Is confidential
- Focuses on the performance, not the performer
- Allows for humour

*It takes up to 7 seconds for individuals to formulate an answer in a learning setting.

Use the following page to outline your template and rules.



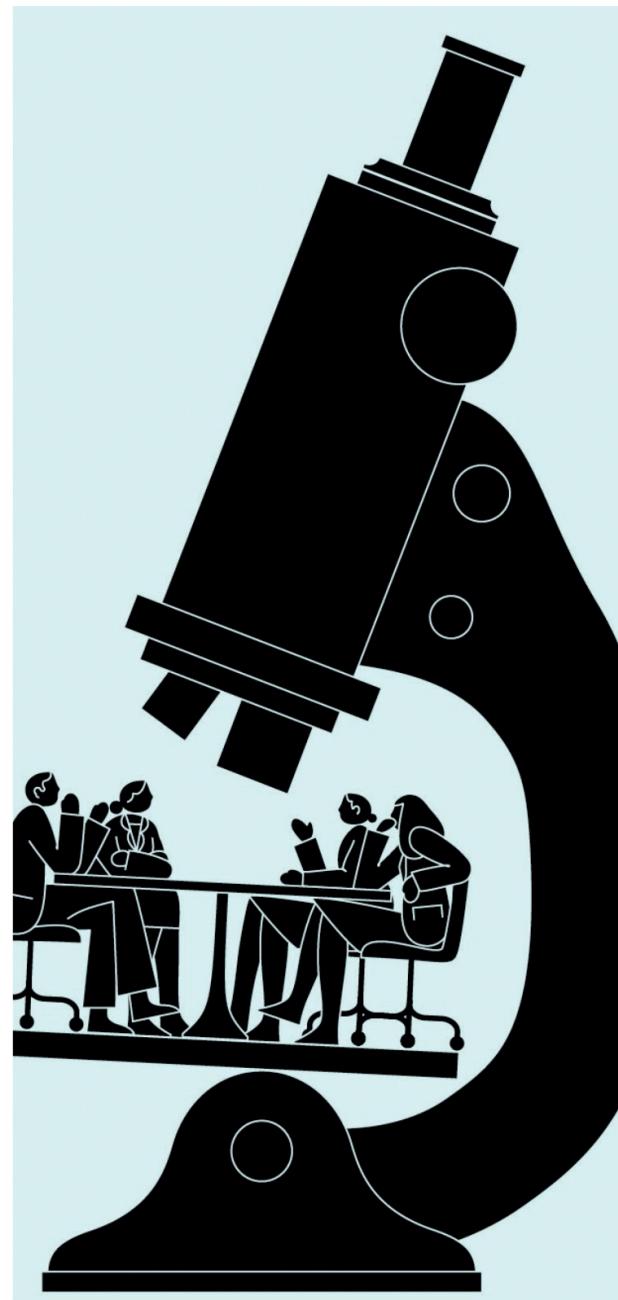
Highlight Session (notes)



THE WORK ISSUE

What Google Learned From Its Quest to Build the Perfect Team

New research reveals surprising truths about why some work groups thrive and others falter.



Part A

1. Read the article once, highlighting sentences that sound meaningful to you.
2. Re-read your sentences. Rank them in order of the personal meaning you assign to them.
(1 = the most important sentence to you in this article)

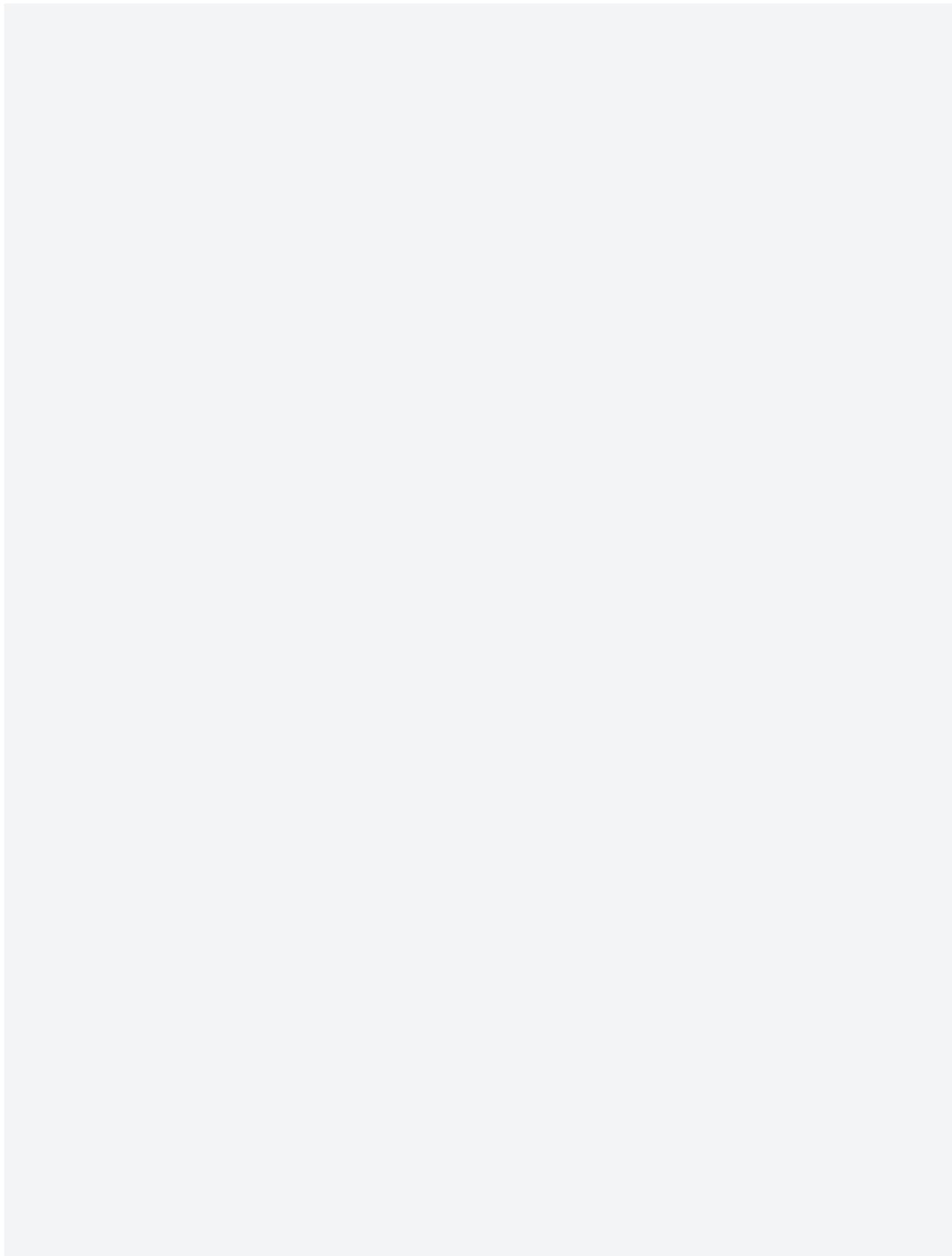
Part B

Discuss your number one highlight in your pod.

Discuss and agree how your pod will make each #1 highlight real.



Debrief Design (notes)





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Innovation



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Innovation Project: From problem to pitch

Innovation Project

For this project, think 'Dragon's Den'. In line with your Technical Training Module, your task is to propose plans for an innovative application or Internet of Things product. Time has been allocated throughout the agenda for pods to prepare for a final 10 minute pitch that you will deliver on the last day of ReBOOT.

Objectives:

- Utilise the tools and templates presented in the Innovation Sprint to develop your idea from problem to pitch.
- Utilise the concepts presented in your Technical Training to develop a provisional project plan for the development of your product - consider your SDLC methodology, your Technical Architecture, Security, and other elements as you see fit.
- Deliver your product pitch to your peers and trainers.

Suggestions for success:

- Use the Double Diamond framework as your guiding process.
- Within this process, focus on 'problem solving' and 'ideation'.
- Consider your ultimate phase of this project to be the pitch with provisional timelines, rather than 'implementation'.
- Remember the principle of 'recombination'.

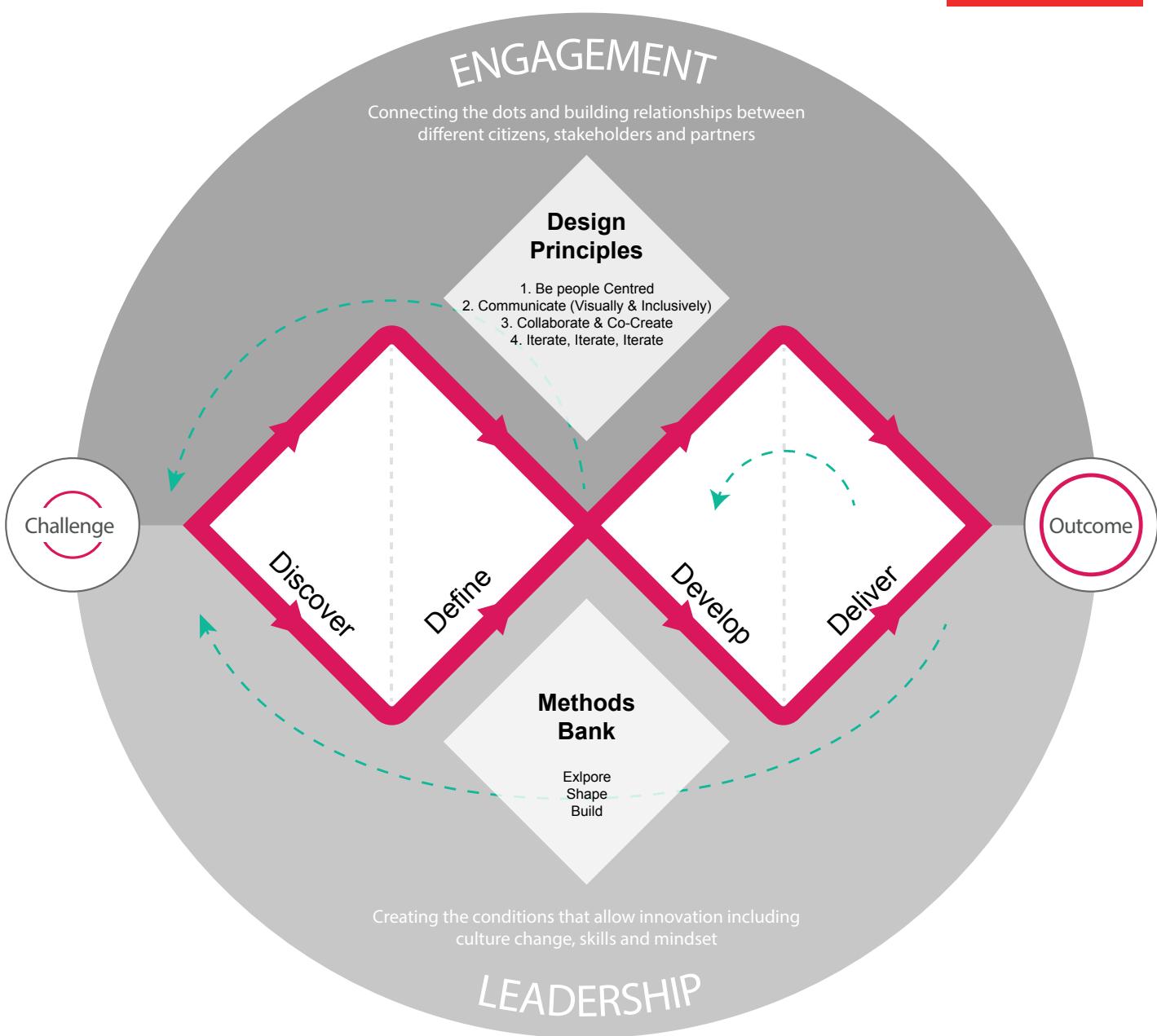
Some useful resources:

- Design Council
- Board of Innovation
- Irish Times Innovation Awards
- Board of Innovation
- Irish Times Innovation Award

Notes



Double Diamond: 4Ds of innovation





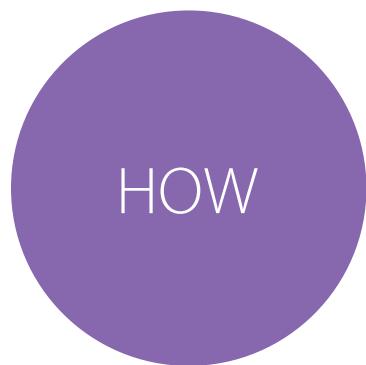
Problem Discovery: Persona Exercise

Get into the shoes of the person/people/group who you are trying to benefit with your innovation. Create empathy for them by running this person exercise.

Draw your persona here	1. Pains Fears, frustration and anxieties	2. Gains Wants, needs, hopes and dreams
About this persona Name? Background	3. Jobs to be done What are they trying to do and why is this important for them?	4. Reality How do they achieve those goals today? any barriers in their way?
5. Stories and observations Write down quotes or observations that best describe their experience		
6. Context Are there other factors that we should take in consideration?		



Develop: Ideation Exercise



(Solution Oriented)



(Optimistic)



WE

(Collaborative)

Round Robin

Round Robin is based on a principle called **group authorship**. As an idea is passed from person to person, it can grow and change in unexpected ways to uncover some amazing and original concepts. Start with defining and writing down a clear How Might We (HMW) statement.

In your Pod, have each person to write down an unconventional solution **in chat (private)** and send it to the next person **(alphabetically)**. Ask them to copy the solution into their text box and then answer it with a reason why the proposal will fail and send in chat privately to the next person alphabetically. They will copy and paste into the text box and add a way to resolve the critique, **and send to the next person alphabetically**, until it gets back to the originator (be sure to save the exchange flow).

Iterate this 4-step process with different challenges.

You can use the suggested method of chat or figure out your own way to do this exercise virtually!





Innovation Project: From Problem to Pitch

Notes:



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Innovation

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Emotional Intelligence Skills



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Emotional Intelligence

We believe that the way you understand and interpret the concept of emotional intelligence will be personal to you. For this reason, we are providing blank space for your own note taking from the sprint and super sprint series that make up this segment of your ReBoot experience.

Morning Briefing Notes:



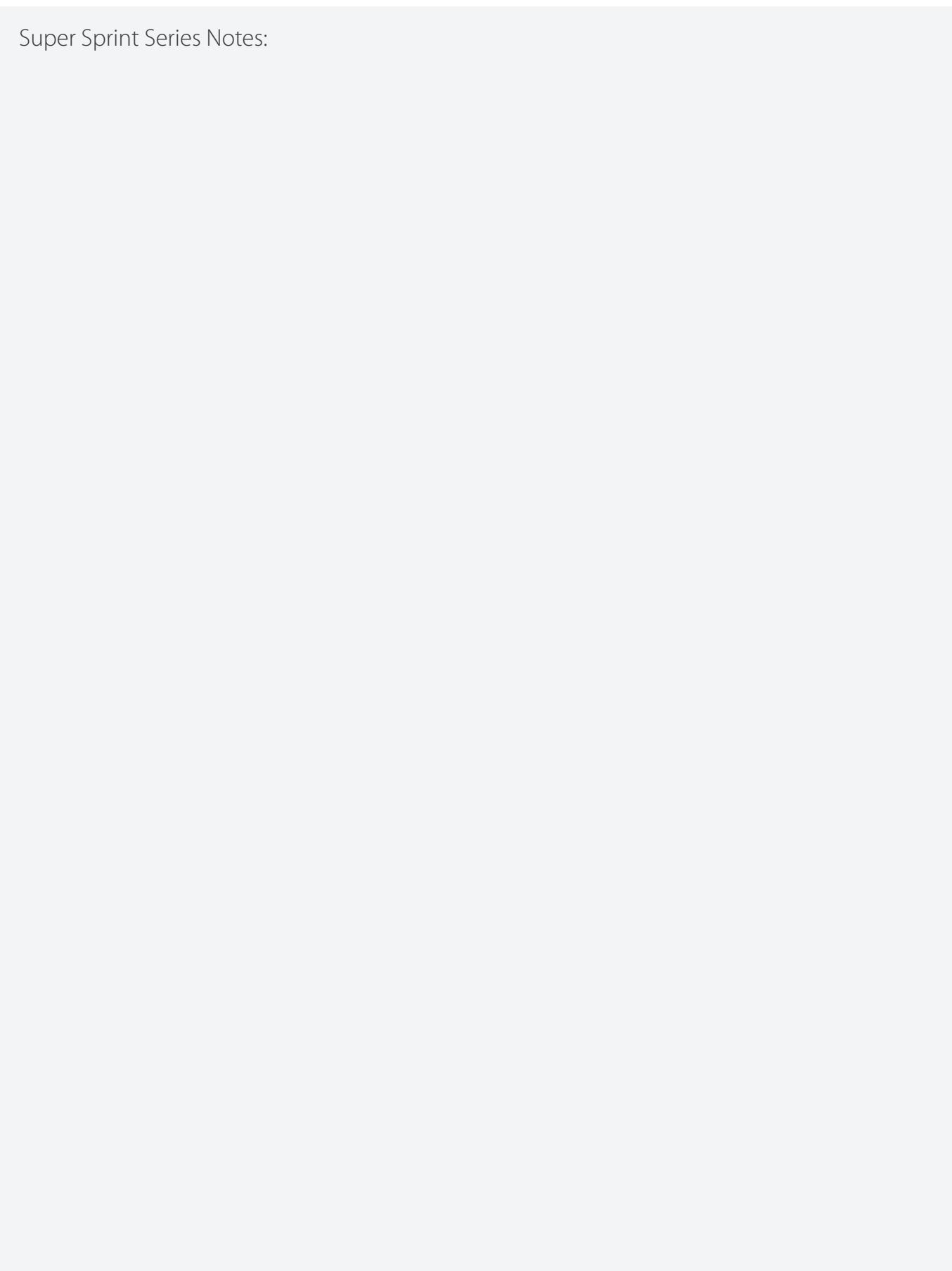
Emotional Intelligence

Sprint Notes:



Emotional Intelligence

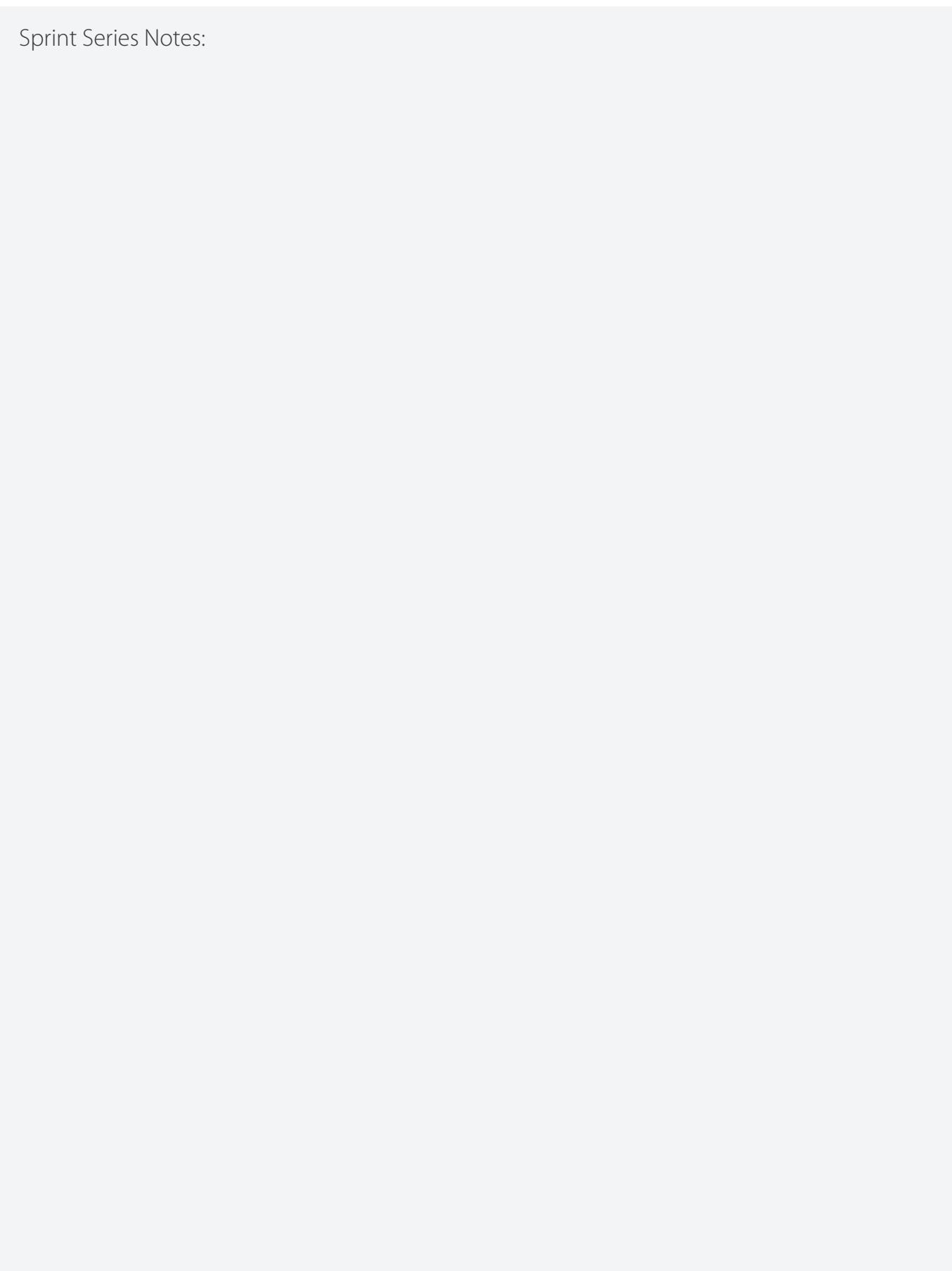
Super Sprint Series Notes:





Emotional Intelligence

Sprint Series Notes:





Learning Action Points

Emotional Intelligence Skills

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Communication





[Virtual] Presentation & Interview Skills

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Presentation Skills

Presentation Ambition

How do you want to come across when you are presenting, either virtually or physically?

Benchmark Review

What do you notice about your eyes? Where are you looking?

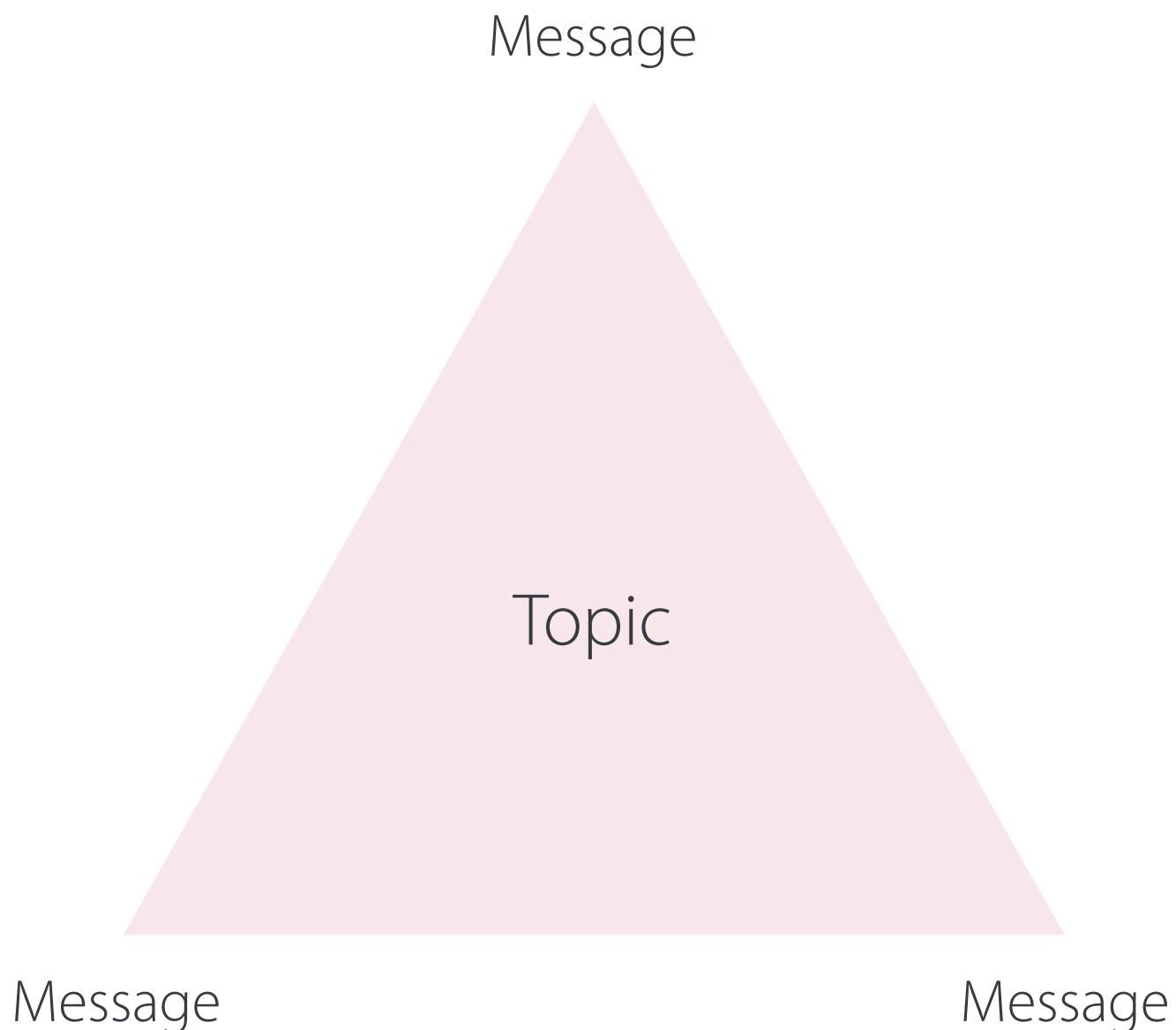
What are you doing with your hands/arms? Your body in general?

What do you notice about your tone and your words?



The Triangle

"Owning my career gap" Triangle





Virtual Basics

- Eye-level camera
- Two, three feet away
- Just below shoulders, just above head
- Face a window
- Consider the background
- Turn off notifications (on all devices)
- Feet on the floor
- Gestures up





Physical Skills

Eyes

Volume

Gestures



Learning Action Points

[Virtual] Presentation and Interview Skills

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Influence Without Power



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Influencing Without Power

Notes:



Influencing Without Power

Choose a scenario:

(Something Real, Meaningful, or Useful to work on)

Who are you trying to influence?

Clarify your objective:

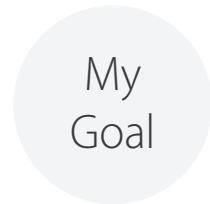
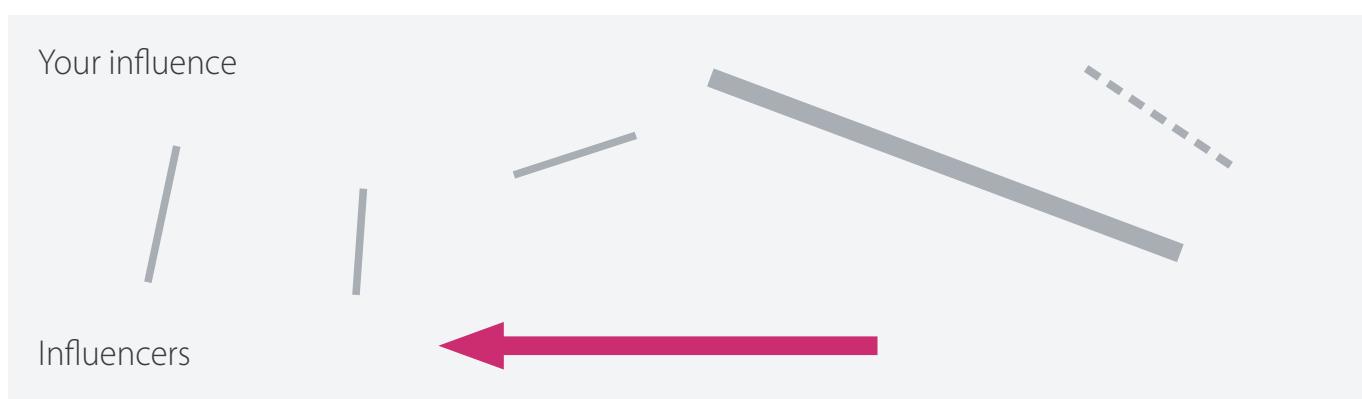
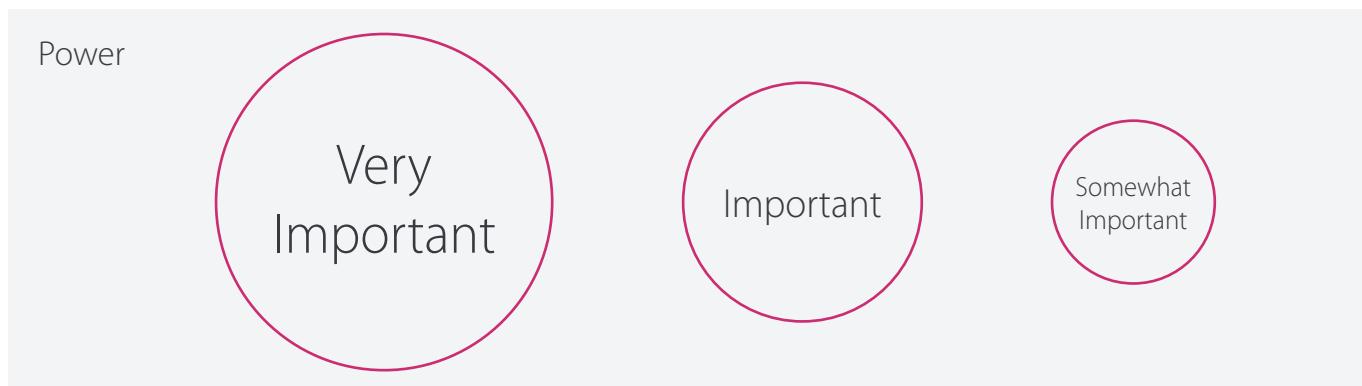
What do you want?

Why?

Who does it impact, and how?



Stakeholder Web





Stakeholder Web: Debrief

What did you learn from this exercise?

Notes:



Stakeholder Interview

Walk in Their Shoes

- What drives him/her? What does he/she care about?
- What pictures are in his/her head?
- How is this person feeling?
- What perceptions does he/she have?
- What needs/interests/wants are at work?
- Who does he/she need to please?
- What's his/her preferred communication style?
- When is the best time to approach this person?
- What kind of information does he/she want?



Activity:

Go into pods and take it in turns to interview one another.

You have to put yourself in the shoes of the person who YOU want to influence. Your partner will then ask you questions in order to help you understand where THEY may be coming from.

The purpose of this activity is to try and walk in their shoes.

Swap and repeat.



Stakeholder Interview "Walk in Their Shoes"

Preparation notes:

Interview Notes:

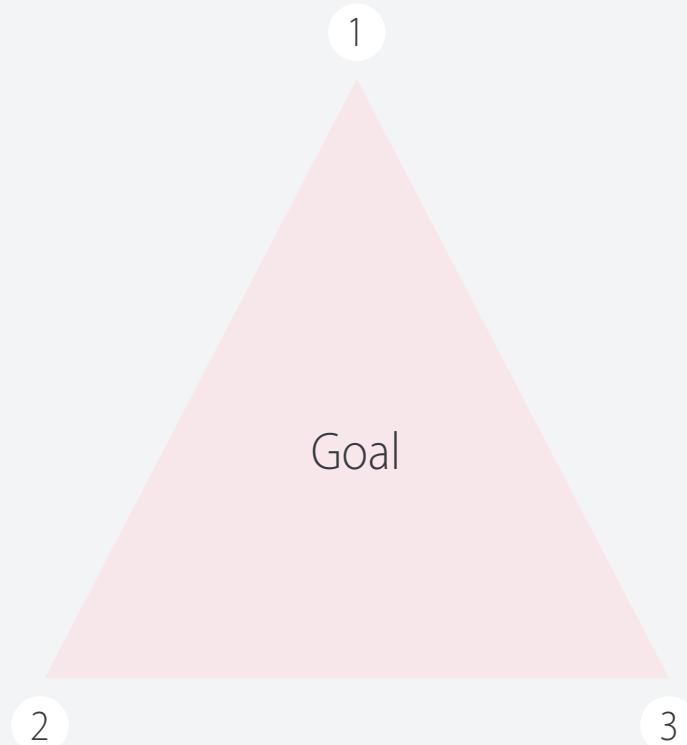
What have you learned?



Target Your Message

What does this person care about?

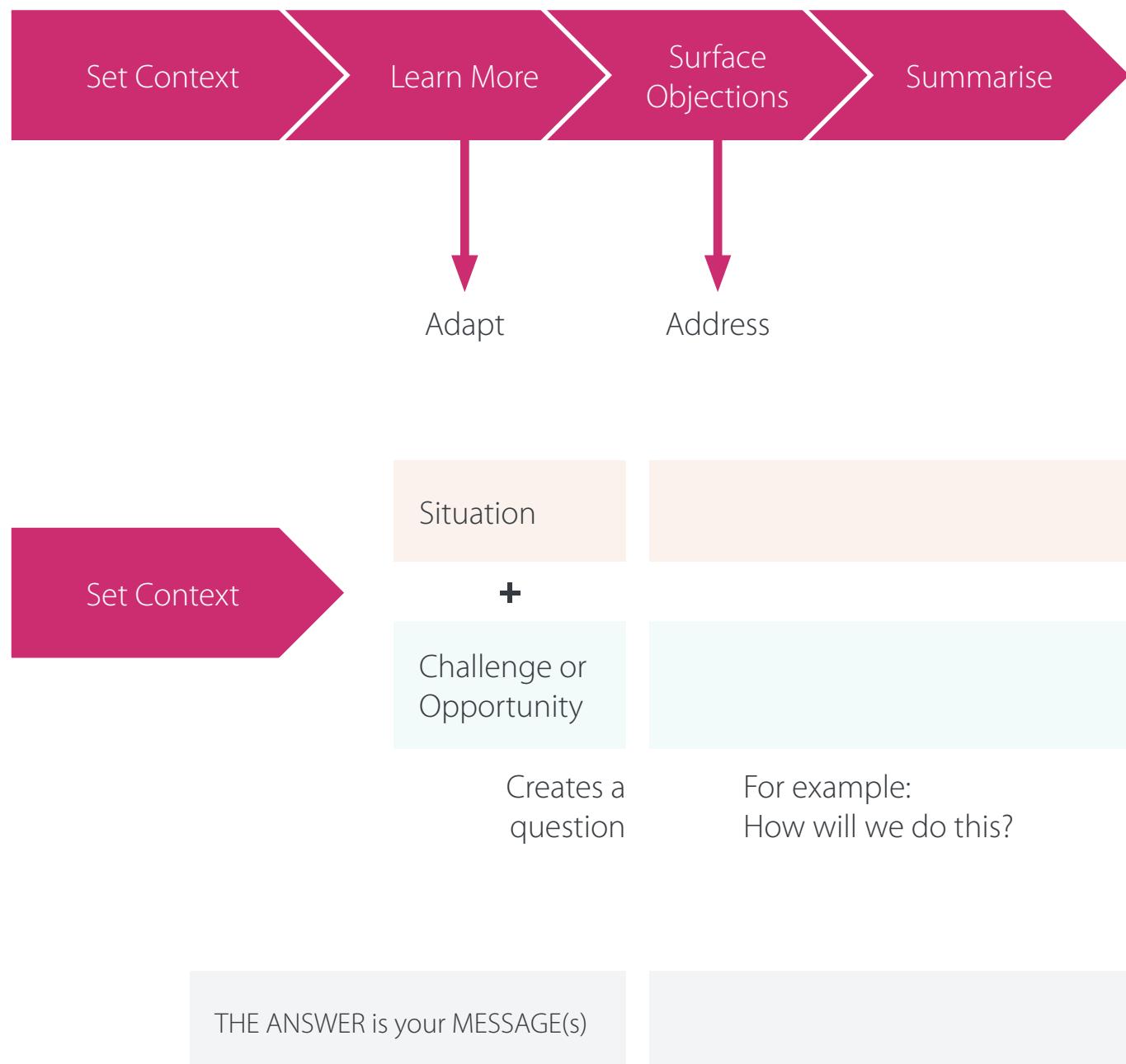
Three Messages:





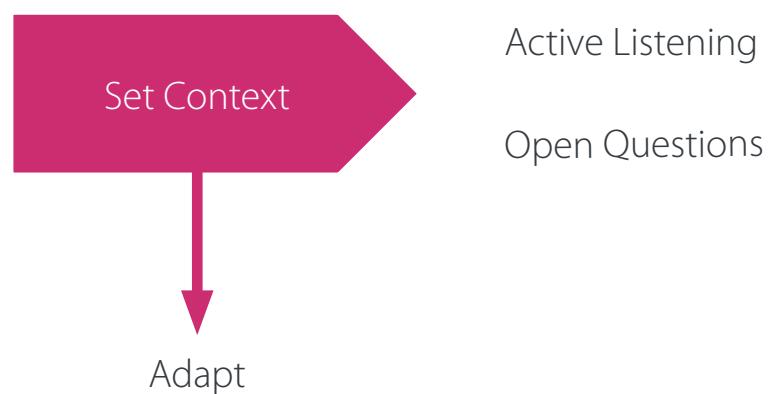
Opening and message delivery

You know your influence goal, and your three main messages. You have considered the position of and developed empathy for the person who you need to influence. Now it is time to develop your opening and message delivery.





Message Practice





Learning Action Points

Influence Without Power

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Unconscious Bias

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Unconscious Bias

Affinity Bias

Halo Effect

Similarity Bias

Confirmation Bias

Institutional Bias

Perception Bias

Benevolence Bias

Positional Bias



Takeaways

Notes from Video Series

4 Kinds of Bias Women Face at Work

Why Women Have to Try Twice as Hard at Work

Why Women Have to Fight to be Respected at Work

How to Deal with Bias Against Working Moms

Why Gender Bias Can Cause Conflict Between Women at Work



Takeaways

Focus Video

<https://leanin.org/education/introduction-to-what-works-for-women-at-work>

Key Messages

What you learned

What surprised you?

What didn't surprise you?

Advice you would share (to yourself and to others)



Learning Action Points

Unconscious Bias

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Embracing Change



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Embracing Change

This individual exercise takes an exploratory approach, where you will be considering a number of scenarios through the lens of an established model of change.

You will work through the stages of the model **individually**, reflecting back on a time when you have successfully navigated a change journey.

Denial

Anger

Bargaining

Sadness

Acceptance



Embracing Change

Staying with the journey you have reflected upon overleaf, now consider these two further elements of the journey. Reflect back on whether or not you experienced an 'Anticipatory' phase and what 'Meaning' you found from the experience of this journey.

Anticipatory

Denial

Anger

Bargaining

Sadness

Acceptance

Meaning



Embracing Change

You can now apply this model to your future return to work.

Denial

Anger

Bargaining

Sadness

Acceptance



Embracing Change

In relation to your future return to work, what anticipatory grief may you be feeling, and what meaning do you think you will be able to find from this change?

Reflect and note:

Anticipatory

Denial

Anger

Bargaining

Sadness

Acceptance

Meaning



Embracing Change

What protective strategies can you develop in advance and/or utilise?



Embracing Change

You can now consider your return to work through the lens of an other. This could be a child or a partner, or both.

Reflect and take notes.

Denial

Anger

Bargaining

Sadness

Acceptance



Embracing Change

In relation to your future return to work, what anticipatory grief may you be feeling, and what meaning do you think you will be able to find from this change?

Discuss and take notes

Anticipatory

Denial

Anger

Bargaining

Sadness

Acceptance

Meaning



Embracing Change

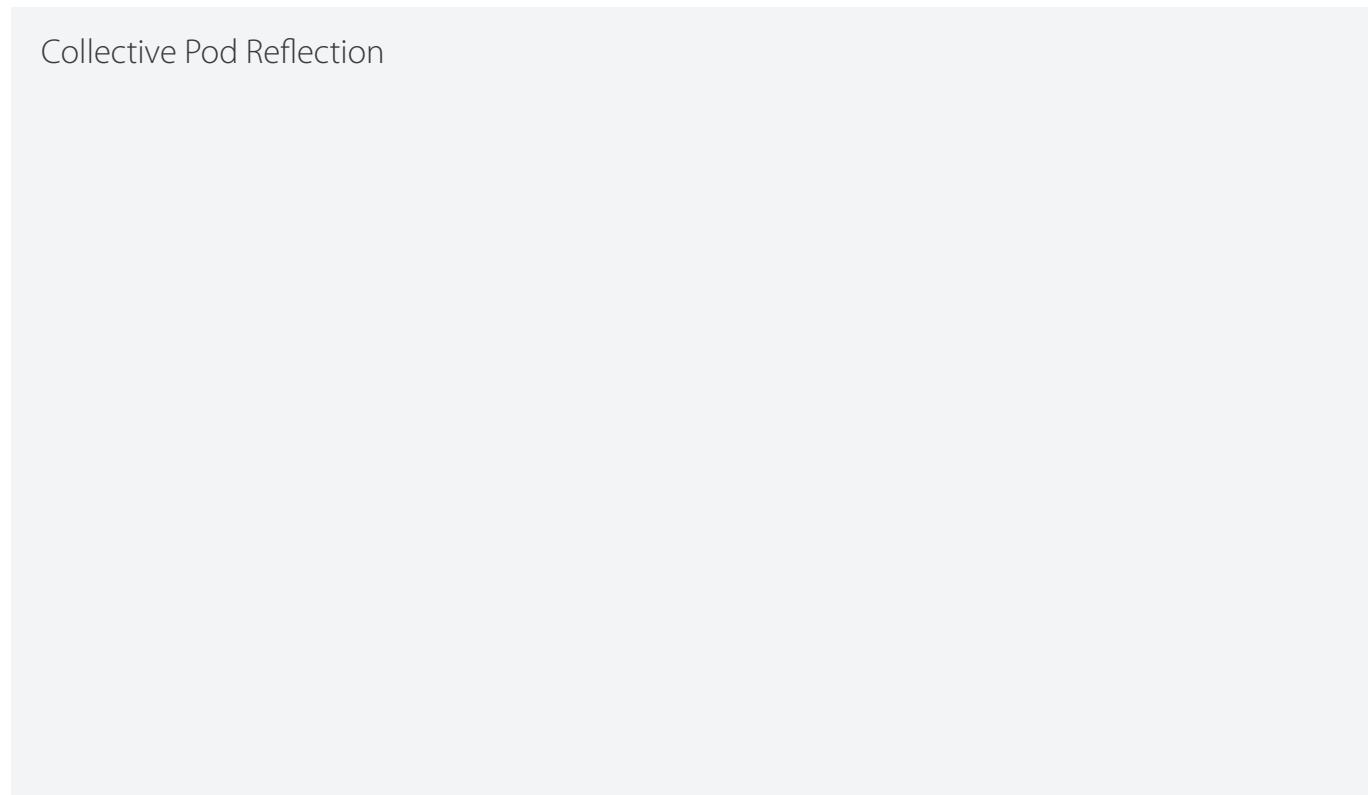
What protective strategies can you develop in advance and/or utilise?



Embracing Change

Closing exercise

Collective Pod Reflection





Learning Action Points

Embracing Change

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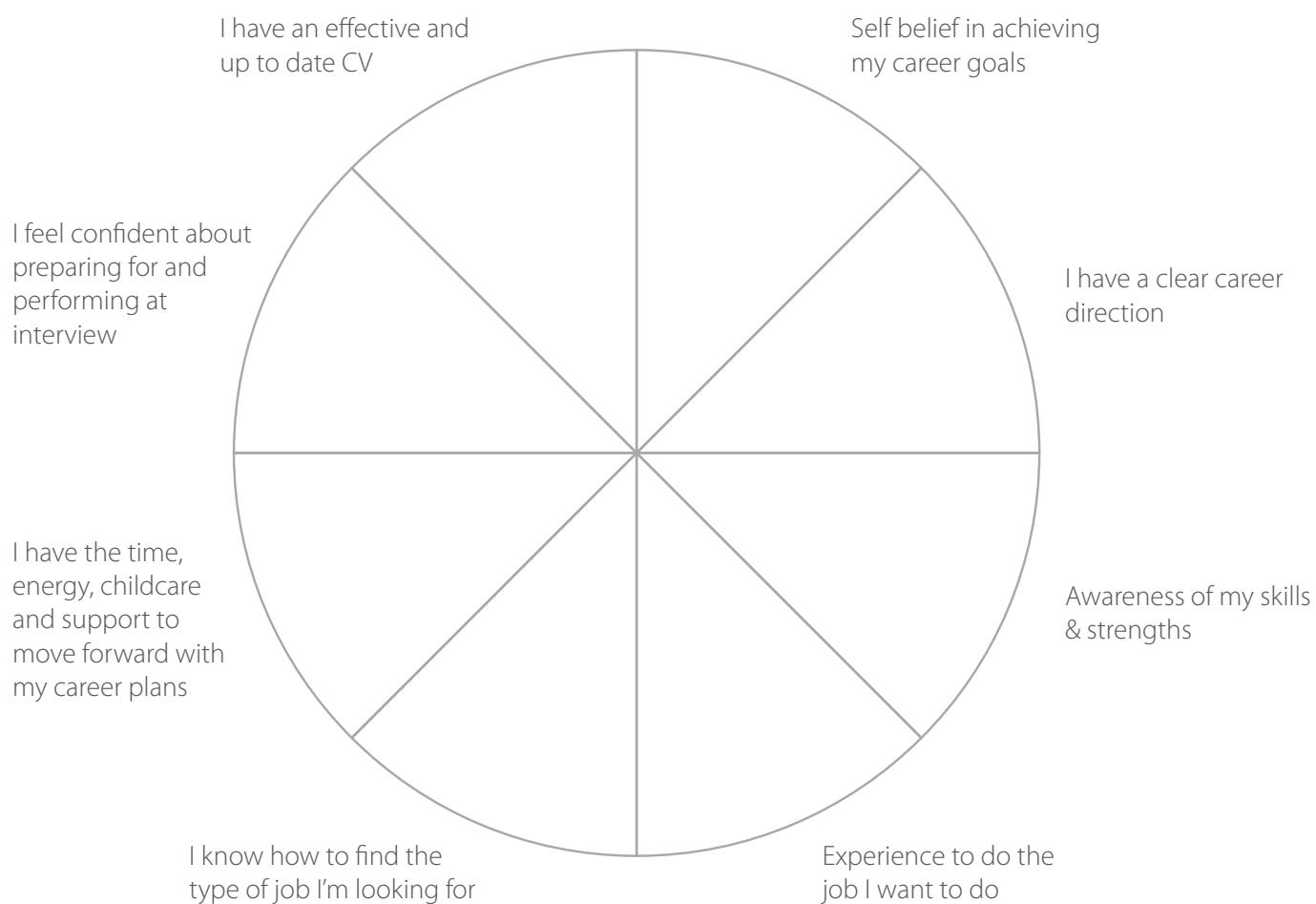
Managing Your Employability

This section includes many exercises that you can choose from when taking some individual time to reflect on your employability and your return to work.





Career Wheel - Where am I now



Read each heading on the wheel and thinking about how happy you are with that aspect of your career, or whether it needs some improvement. Shade in the section up to the point that best describes "Where you are". A completely shaded section indicates that you are happy with that aspect of your career.

If one segment does not apply, replace it with a more appropriate heading.



Choosing your next Career Step

There are times in our working lives when we need to take a step back and have a good look at our career as a whole before we decide what to do next.

Looking for a new job after a career break is one of those times.

Before you start your job search

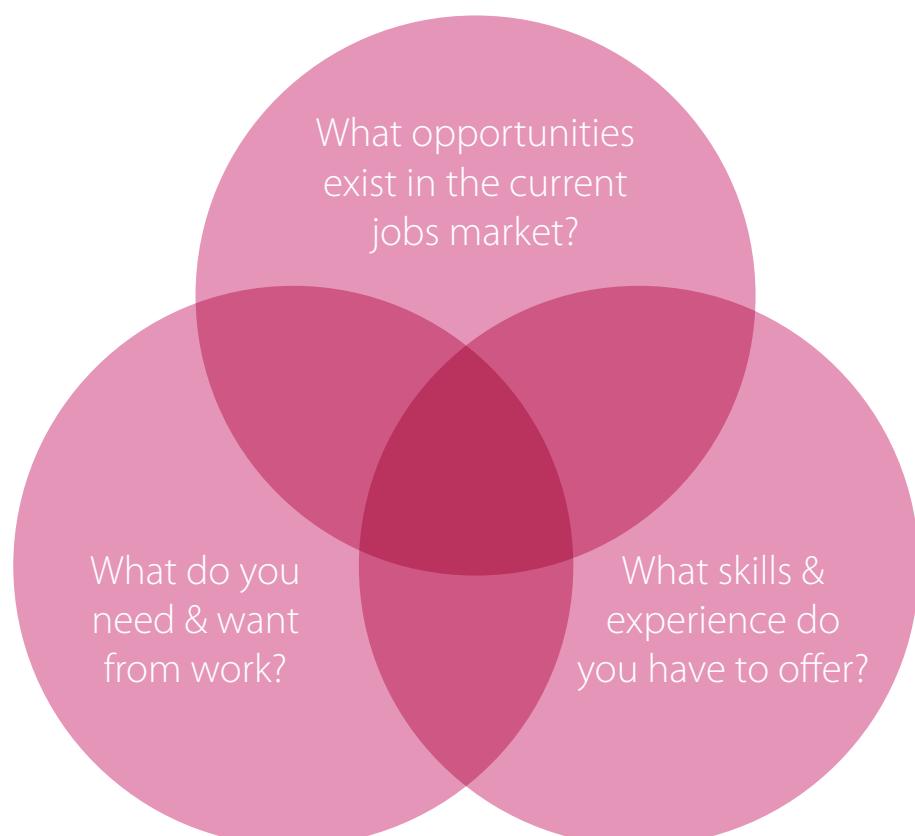
So you've decided to look for a new job

There are three things you need to be clear about before you start applying for new roles.

Your perfect job lies in the area where all three factors overlap with each other.

Is it achievable??

Let's take a look at each of the other areas in turn..





Pre-Job Search Considerations: What do you need & want from work?

What would your ideal job look like? Applying for jobs can be time consuming. You will need to tailor your CV and cover letter for each application you make. It's better to make 10 really good applications then send your CV off for 100 roles you're not even sure you want.

Think about the following questions;

- ◆ How many hours would you like to work a week?
- ◆ How much do you need/ want to earn?
- ◆ How important is it to you to work locally?
- ◆ Do you want to use your existing skills or learn new ones?
- ◆ What sort of tasks would you like to spend most of your day doing?
- ◆ What sort of organisation do you want to work for?
- ◆ What sort of colleagues would you like to work with?

Try the exercise on the next page to set down your thoughts.



Exercise: My Ideal Job

What to do

Which ingredients would make up your ideal job? Consider as many factors as you can, such as content of the role, practicalities (eg location & hours worked), reward (eg pay & other benefits), colleagues, values, type of organisation etc..

Step 1.

Put each of the ingredients of your ideal role into the table below. Put anything you know you wish to avoid in the final column (but don't get too distracted by this!)

Essential	Nice to have	Wouldn't touch with a bargepole

Step 2.

Think about where you have placed each ingredient. Can anything be moved (eg from the "Essential" to the "Nice to Have" column)?

What are you prepared to give in order to get what you want?

Review your thoughts with a friend.



Exercise: When I'm at my best

This exercise is designed to help you understand what's involved when you are "at your best" at work. You can use the results to help you think about what you need to look for in a role/ organisation/ training course.

What to do

Step 1.

Think of a time in your life when things were going very really well for you, when you felt you were "at your best". It doesn't have to be a time when you were in a paid job - it could be a voluntary role or a training course you did, or some other activity. If it helps, think about an achievement you are particularly proud of.

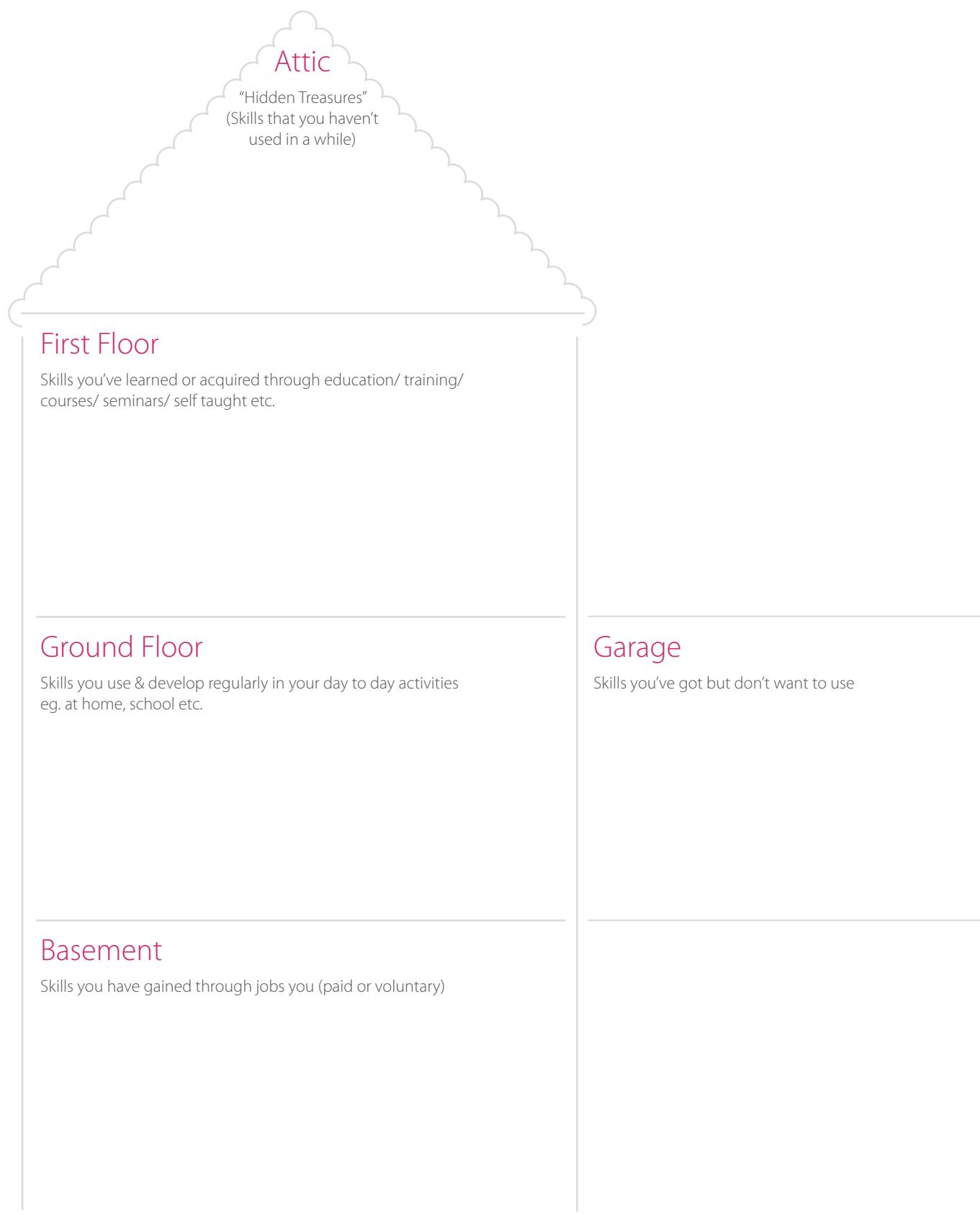
Step 2.

Note down your recollections under the following headings:

I was at my best when	What was the environment like? (e.g. were you outside, inside, in a busy office, working at home, what were your colleagues like?)	How did I feel? (energised, relaxed, excited, curious, happy....)
What would others have noticed about me?	What was going on around me?	What skills was I using? (listening, organising, bringing people together, coming up with new ideas, being creative.....)
What tasks was I doing?	What work values were being met? (eg were you being challenged, making a difference, caring for others, being well rewarded financially, status?)	Is there anything else? What else do you know about what you need to be at your best?



House of Skills





House of Skills

Has it been a long time since your last job? Are you feeling out of the loop and lacking in confidence? Remind yourself of how great you are!

What to do

Complete the following sentences and give your confidence a boost:

One thing I like about myself is

One things others like about me is

One thing I do very well is

A recent problems I've handled very well is

When I'm at my best I

I'm glad that I

Those who know me are glad that I

A compliment that has been paid to me recently is

A value that I try hard to exercise is

A value that I try hard to practise is

People can count on me to

They said I did a good job when

Something I'm handling better this year than last year is

One things I've overcome is



Assessing my Work Values

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Assessing my Work Values

People work for different reasons. Most of us work for money, but the amount of financial security and income required by people will vary. We all help other people from time to time, but some people like to do this most of the time. Many of us like an occasional challenge, but some like to be faced with challenge after challenge. This exercise will help you assess what values are most important to you at work.

What to do

Step 1

The table overleaf lists a number of work and non-work values, needs & priorities. Think about how important each value is to you. Rate each one on the following scale:

1= of no importance

2= of very little importance

3= of little importance

4= of some importance

5= of considerable importance

6= of great deal of importance

7= of utmost importance

Key to Codes

The values in the table overleaf each have a code to indicate their value category. Here is that the codes mean;

SO Social: enjoying the company of other people

ALT Altruistic: helping others, being involved with good causes

EC Economic: earning a lot of money, emphasising material wealth

SEC Security: having a secure job

ACH Achievement: meeting challenges successfully

P Power: having control & influence over others

L Learning: seeking knowledge or new skills

V Variety: having a challenge of people, activity or scene

IND Independence: doing things your own way, being your own boss

C Creativity: developing new ideas, products etc..

LS Lifestyle: eg wanting an active or quiet life



Assessing my Work Values

Work & Non Work Values	Value Category	Importance Rating 1-7	Currently being met	Action Yes/No
To have the company of other people	SO			
To belong to a group	SO			
To be involved actively in family life	SO			
To be sought out for advice	SO			
To be doing something useful for society	ALT			
To enjoy assisting other, with or without reward	ALT			
To make a great deal of money for myself and others	EC			
To be free of concern over my economic needs	SEC			
To have security of employment	SEC			
To accomplish important things	ACH			
To take risks	ACH			
To have considerable responsibility	ACH			
To use skill & judgment	ACH			
To develop skills	ACH			
To have competition	ACH			
To have considerable authority or power	P			
To be well known	P			
To lead other people	P			
To influence the thoughts & actions of others	P			
To be recognised as an expert	P			
To seek knowledge	L			
To learn new skills	L			
To have change & variety of people	V			
To have change & variety of action	V			
To have change & variety of scene	V			
To have a great deal of discretion	IND			
To be my own boss	IND			
To work alone	IND			
To work at my own pace	IND			
To develop & create new ideas	C			
To develop & create new devices	C			
To develop artistic creations	C			
To live simply, away from crowds & sophistication	LS			
To live the "good life" theatres, restaurants etc.	LS			
To be busy most of the time	LS			
To be free of pressures & expectations	LS			



Assessing my Work Values

Step 2

In the table's second column, rate the values again - but this time by how much each is currently being satisfied in your life. (Scale of 1-7 where 1 = not at all; 7 = completely)

Step 3

Complete the "Action" column with "Y" or "N" according to whether you want to take action. If unsure, leave blank. You should be taking action with values that are important to you, but which are not currently being met.

Step 4

List here your top six values and your bottom three values, and then ask yourself
Are your main values what you would have expected them to be?
Do you think your values have changed significantly in the last few years?

Top Values

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Bottom Values

- 1.
- 2.
- 3.

Step 5

Write below 3 KEY POINTS emerging from this exercise

- 1.
- 2.
- 3.

Step 6

Discuss your key points with someone else and consider what they mean for your journey back to work.



CV Building

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CV Tips

- Make it easy to read, navigate and comprehend - some studies suggest recruiters spend less than 10 seconds reviewing a CV.
- Relevance - read the job spec carefully and ensure it's clear from your CV that you are capable of performing in the role. Have a standard CV which you then tailor according to the role you are applying for.
- Language: Use strong, action words and descriptors. Use facts and figures where possible.
- Length: Try to keep it to 2 pages, definitely no more than 3
- Attention to detail & consistency - spelling, grammar (including tenses), font, formatting, page transitions. Have someone proofread your CV before submitting it.
- Ownership of breaks - career, study, family related, travel, personal project - include these. Don't have the reviewer reject your CV due to an unexplained gap.
- Personal details to include - name, phone number, email address and general location you are looking to find work in. Anything else is unnecessary and will take up space which is at a premium!
- Consider including a personal profile at the top of your CV (recommended) - this is the first thing the reviewer will read before proceeding. Make it impactful.
- Consider including a Key Skills section.
- Interests/Hobbies- these give a more holistic view of the person and also show a degree of dedication. Include team activities you are involved in. Avoid including something that doesn't tell the reviewer anything more about you as a person.
- Volunteer work can also be included here (or as part of a break, see point 6 above, if more appropriate).
- Include 'References available on request' at the end, space allowing.
- Saving the file - use a filename that is professional and will make your document easy to find for the reviewer. Also, PDF the file so the formatting remains the same, no matter the device it is opened on.



Workshop

Part1: Self-review

Read the tips on the previous page.

Edit your CV, where necessary, based on these tips.

Feedback:

Sticking points, burning questions. Let's talk and share experience and ideas.

Part 2a: 30 Second Test

Random breakout rooms, in pairs.

Allocate Person A and Person B.

Swap CVs (email, file share or screen share)

Person A will take a 30 second look at Person B's CV. They will then share their first impressions. (Vice versa)

Part 2b: Real Feedback

Take a little more time to review each other's CVs.

Provide deeper feedback on what could be amplified or tweaked within the CV.

Feedback:

Sticking points, burning questions. Let's talk and share experience and ideas.

Part 3: Bigger group discussions

In pod groups, spend some time discussing CV ideas, interview experiences, interview tips.

Note down any individual 'lightbulb moments' or 'golden treasures' that you take from the conversation.

Feedback:

Be ready to share 'lightbulb moments' or 'golden treasures', or ask any questions that came up in your pod to the wider group.



Learning Action Points

CV Building

1

Knowledge

What are 3 things you learned or were reminded about today?

2

Intended Actions

What are 2 things you want to do with today's material?

3

Application

What is 1 thing you will apply to your job search?

Leave blank for use on final day.



Maximising

LinkedIn 



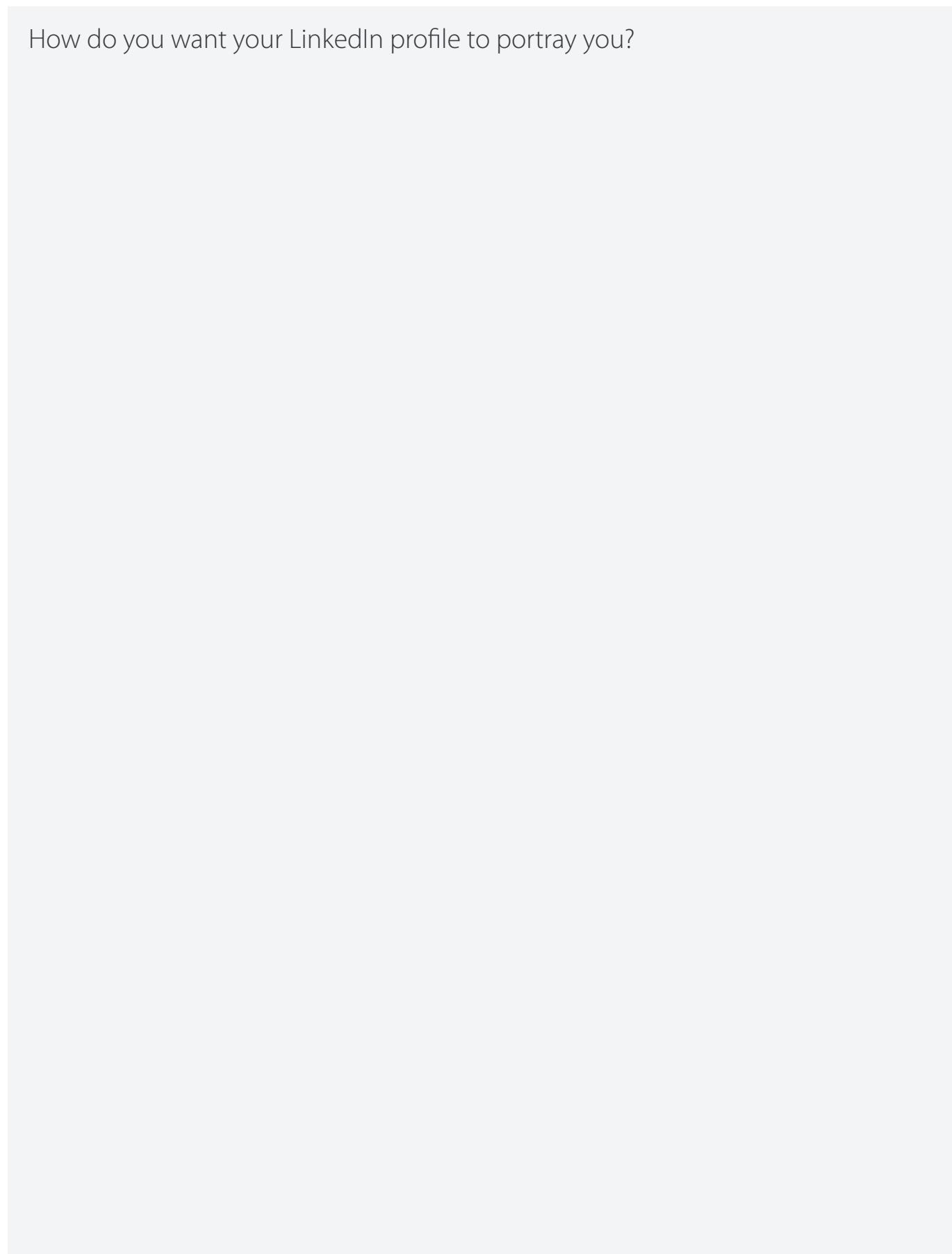
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Maximising LinkedIn

How do you want your LinkedIn profile to portray you?





Maximising LinkedIn

What are your objectives:

Number 1:

Number 2:

Number 3:

Consider your building blocks:

Activity & presence

New content

Shared content

Point of view

Building a network

Authentic voice

Your profile and brand : area of expertise & interest



Maximising LinkedIn

What building blocks are you most interested in exploring?

Number 1:

Number 2:

Number 3:



Maximising LinkedIn

Deconstructing the LinkedIn Profile

Title:

About:

Experience:

Settings:

Key Skills:

Groups:

Visual Content:

Personalise your URL:



Maximising LinkedIn

Ideas on Sharing Content

Possible achievements from sharing?

What is holding me back?

Remembering your overall LinkedIn objective...

Possible objectives for sharing a piece of content

Simple

Stretching

Initial Ideas

Topics, content, articles, blogs, stories...



Maximising LinkedIn

LinkedIn and your Job Search

My specialty and value proposition

Organisations to follow:



Learning Action Points

Maximising LinkedIn

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Goal Setting and Action Planning

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Goal Setting

Step 1:

Revise into two lists, one of your Top 5 priority goals.

Start with career, move on to personal.

Step 2:

Circle your Top 5.



Goal Setting

Step 3:

Revise into two lists, one of your Top 5 priority goals, and the remaining 20 on a second list.

Top 5

The Rest

Top 5	The Rest
-------	----------

Now we will pause this



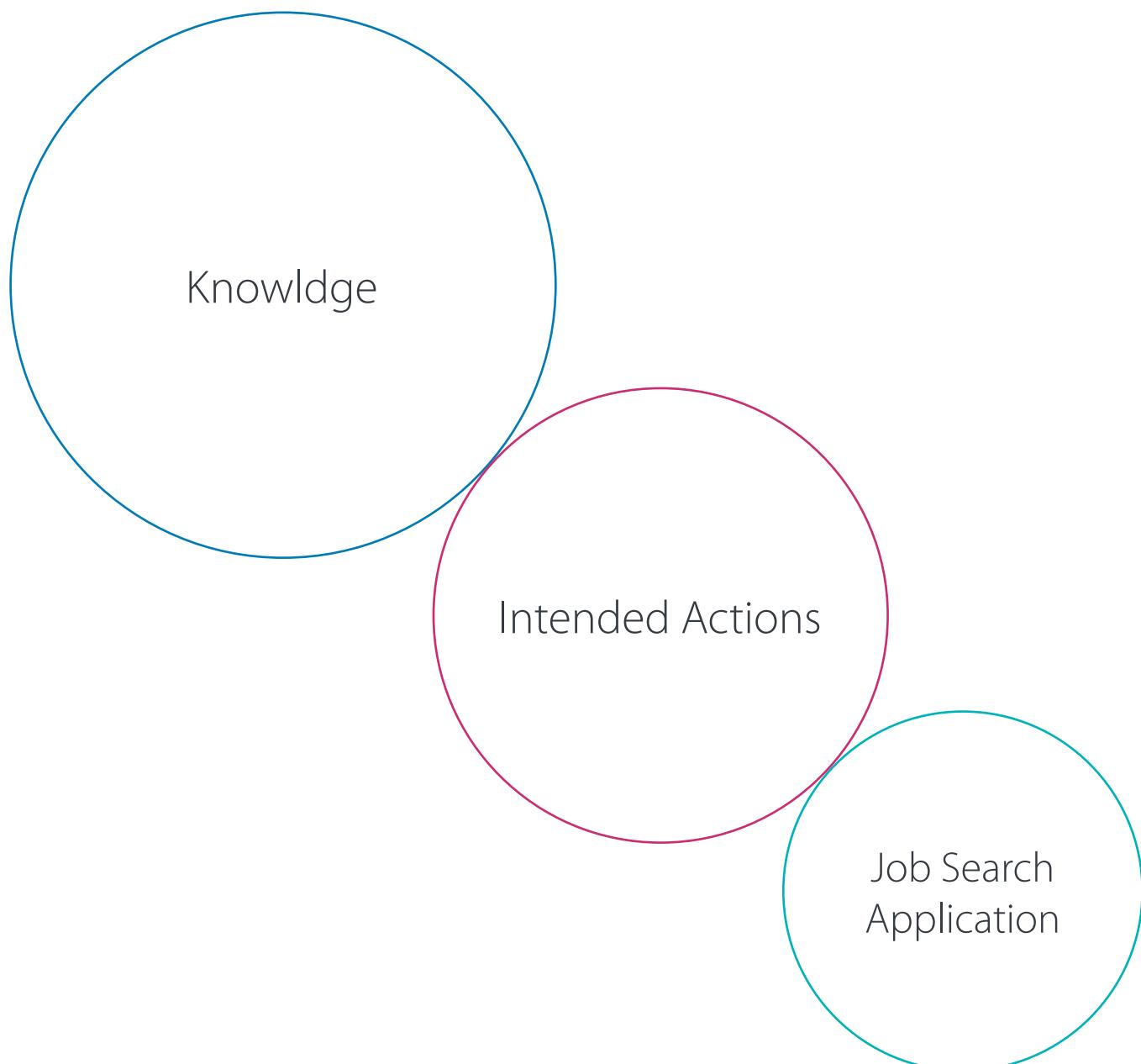
Action Planning

At the end of each professional development module you have been actively reflecting on your learning. You have noted things that you learned, or were reminded of, things that you want to do with the material, and planned the application of your learning to your job search.

Now you need to take some time to collate **all** of your learning action points in the space below. You can take this opportunity to edit some of your original points slightly, if necessary.

Then we are going to use some evidence-based approaches to goal setting and goal attainment to best prepare you to not only get the most out of your ReBOOT experience, but also improve your likelihood of success in your return to work.

First draft



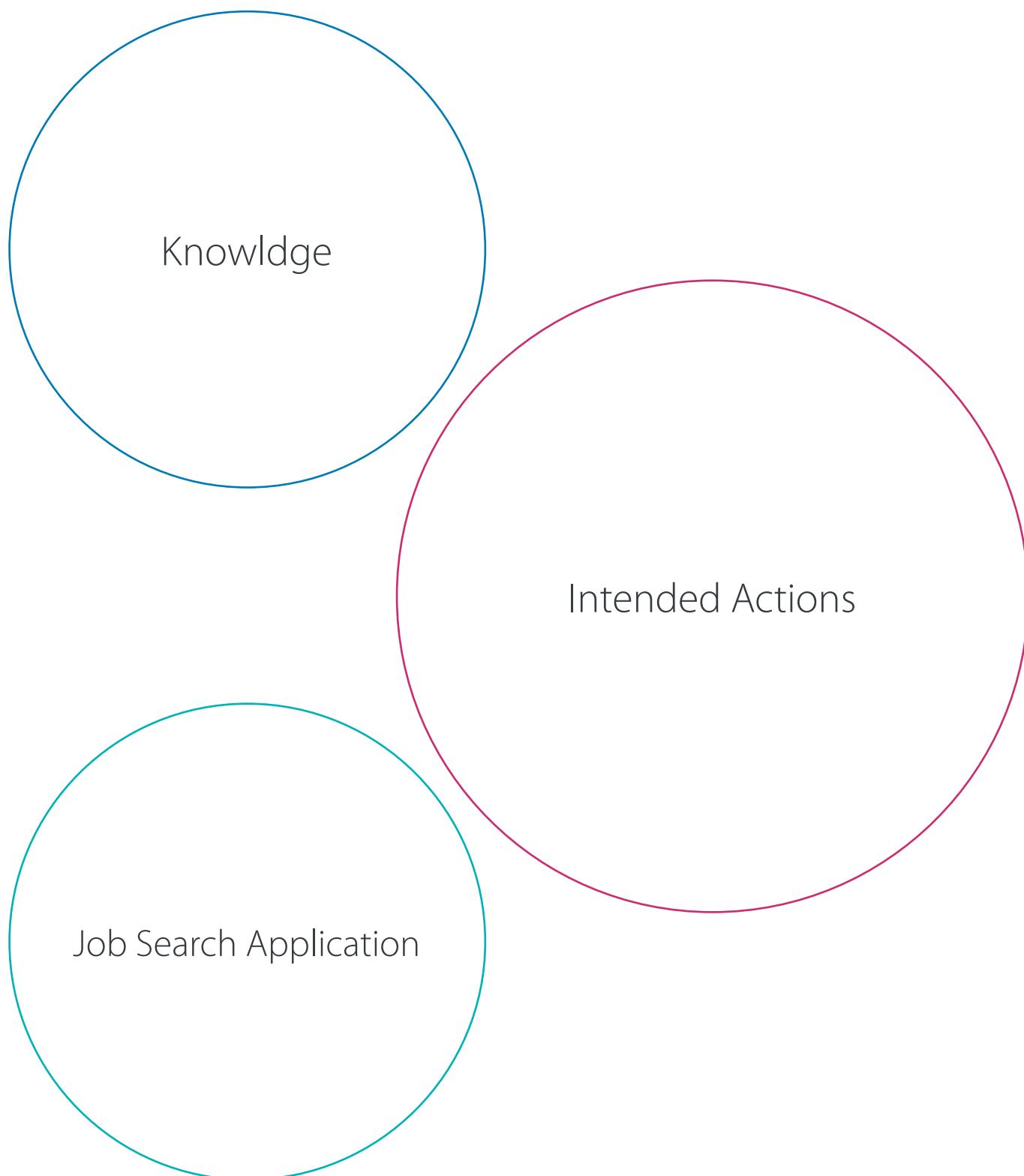


Action Planning

Now you can distill your list further.

Choose your top 10 favourite knowledge gains. Try and include one for each session.

Select the intended actions that are either the most pressing or hold the biggest potential for change.





Goal Setting

Now we are picking up where we left off with the Goal Setting component and linking your intended actions and how you will apply what you have learned to your job search, to the goals you have identified in Steps 1-3.

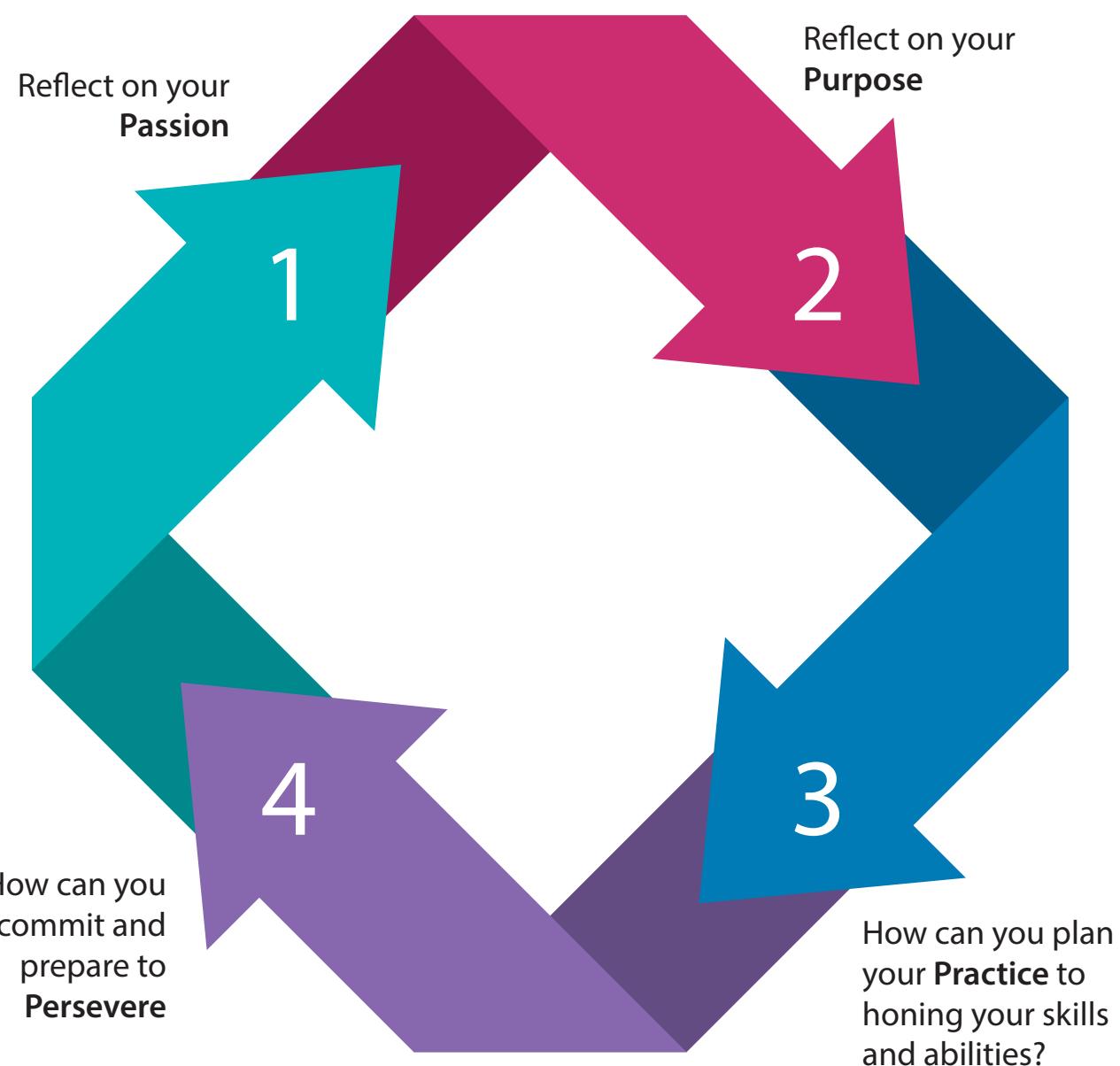
Step 4:

Link your Intended Actions and what you will apply to your Job Search to your Top 5 goals (and selected other goals if desired)

Top 5	Job Search Applications	Intended Actions
1		
2		
3		
4		
5		
The rest		



Making your Goal Setting GRITTY





Goal Success Plan

Goal:

Is the goal:



Specific



Measurable



Actionable



Realistic



Timebound



Challenging



Value Driven

What are the steps necessary to achieve this goal?

What might stand in the way of accomplishment, and what will I do to overcome these barriers?

How will I enhance my commitment and motivation?
E.g. who can I be accountable to and how can I commit myself to action?

Who else, or what else, do I need to be successful with this goal?

What are the interim milestones necessary to chart my progress?

Who is part of my accountability team?



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Resilience and Goal Attainment

Learned Optimism:

1

Is the setback temporary or will its effects plague you forever? The answer is that it's almost always temporary.

2

Does the setback pertain to everything you do or to just one thing you tried? The answer is almost always one or two things rather than everything.

3

Are you alone responsible for the setback, or were there other factors involved such as time, people, resources?

Now get back on your feet and try again.

*"It's goals that
will keep
me going"*

Muhammad Ali

When you experience a setback, how can you prompt yourself to ask these questions?

Adapted from the 3Ps of Resilience



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agus Scileanna
Department of
Education and Skills

