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The word is never enough.
... shall we get that dream job?



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

NUTZUNG VON SOZIALEN MEDIEN ZUR DARSTELLUNG VON KOMPETENZEN UND FERTIGKEITEN IN BEWERBUNGSPROZESSEN

-STUDIE

-TRAINING FÜR LERNENDE IN DER BERUFSBILDUNG

-TRAINING FÜR LEHRENDE IN DER BERUFSBILDUNG

RESEARCH on good practice on social media use for professional development and job identities

Klicken Sie auf "Werkzeuge" um Daten in das PDF-Format zu konvertieren.

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INTRODUCTION

1. Aims and goals

Aim of IO1 was to carry out an exploratory study on existing good practices on social media use for professional development, job searches and application processes on European and national levels.

The output of this research will serve as a starting point for the development of educational modules:

- "Training module for young people on social media use" and
- "Training module for teachers and trainers".

2. Methods

For conducting the research under IO1, the partnership used the following methods:

- Desktop research (IO1-1)
- Interviews (IO1-2)
- On-line survey (IO1-3)
- Data processing
- Analysis
- Data summarising

Guidelines for implementing the research were prepared by Lead partner to guide partners in conducting the research in their own countries.

The following templates were further on used to collect the data:

- Desktop research template questionnaire (IO1-1)
- Interview with experts template questionnaire (IO1-2)
- On-line survey among youngsters (IO1-3)

The following countries were involved in the research: **Austria, Czech Republic, Italy, Northern Ireland (UK), Slovenia and Spain.**

The IO lead partner then collected all the results, processed, analysed and summarised the data, providing detailed **summary reports separately for IO1-1, IO1-2 and IO1-3**, as well as **joint summary report with conclusions** on all the three.

3. Target groups

Target groups within the research were:

- Partners themselves (for conducting Desktop research IO1-1)
- Experts in different areas related to the research (for responding to Interview invitation IO1-2)
 - Experts on social media use, ICT and ICT safety
 - Career portal/agency managers, career advisers
 - HR managers in big companies
 - Labour market experts

CONCLUDING REMARKS

Desktop research, on-line survey among youngsters and interviews with experts showed that social media are very often used between general population, especially young people, but mostly not in regard to job search and not for professional purposes. Youngsters, employers and potential employees are not entirely aware of the importance of using social media for self-presentation, job searching and recruiting potential candidates. Most people, who cooperated in surveys agree, that importance of social media will grow potentially in next years and gain importance between professionals. Social media are changing the job market and this trend will be continuing.

Survey among youngsters showed, that the majority of young people use social media, and that the most commonly used social media is YouTube, closely followed by Facebook, Wikipedia, Instagram, Messenger, Snapchat and Google+. Other social media are less frequently used.

Many young people use Facebook, but only few see it as relevant for self-presentation, for professional use and for work related activities. Very few believe that Facebook can also be used for recruiting and sharing career related articles. The results regarding the opinion of respondents on the purpose of business focus networks (LinkedIn) are also surprising as almost half of the respondents did not know what the purpose of these networks is. Young people are also not aware of the importance of self-presentation and of the impact of their postings and have low knowledge on data security importance.

Interviews with experts showed, that the existing practices of job search are different in each country, but many practices are similar. Most frequently used are employment agencies, job centers, job platforms, such as info jobs, social network platforms, corporate websites, recruiting companies, webpages of companies and organizations, local and national newspapers, advertising etc. The use of social media is potentially growing in each country and becoming more and more important in relation to job search. Experts recognized LinkedIn as the most important tool for job search/professional use/presentation of skills but it still has its weaknesses. Employers are not sufficiently aware of the importance of social media, but they often use them to obtain background information about the job seekers, especially Facebook.

The most important issues that should be addressed in the field of social media are usually connected with personal safety, and the degree of individual privacy that should be maintained when exchanging personal information. Similarly it can be pointed out that social networks significantly contribute to lack of personal contacts and genuine communication that could be verified with respect to the degree of honesty and truth. As a result there are still too many opportunities to hide between the fake profiles which are obviously intended to mislead and abuse people's trust to some sort of personal advantage.

Yet, on the other hand, the social media offer a vast economic potential for exchange of information, practice and applicable knowledge that remains relatively untouched. This is because the majority of their users still regard them mainly as a source of entertainment sharing mostly information of low quality, and using them merely as a means of on-line self-representation diary with photos, music, apps etc. which doesn't have any specific purpose.

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Curriculum

Trainingsunterlagen für 6 Module

Einführung

Fähigkeiten, Stärken und Kompetenzen erkennen

Online Reputation & Self-Branding

Soziale Medien und Kommunikation

Präsentationstools

Digitale online Lebensläufe

Für Lernende / AbsolventInnen in der beruflichen Bildung (Altersgruppe: 16 – 24)

Circa 50 Unterrichtseinheiten

EQF level 3

In this section, you will find the main results of the project:

- Research studies
- Curriculum for train the trainers
- Curriculum for an open learning module

It has been divided by countries. There is also a general one with the synthesis of the different national actions and the common products created after that.

GENERAL

DEUTSCH

SPAIN

CURRICULUM DIGIJOBID

Unit 1 – Einführung

- [Informationen für Trainer](#)
- [Präsentation](#)
- [Arbeitsblätter](#)
- [Ressourcen](#)

Unit 3 – „self – branding“, Sicherheit und online Image

- [Informationen für Trainer](#)
- [Präsentation](#)
- [Arbeitsblätter Checklist](#)
- [Arbeitsblätter Daten entfernen](#)
- [Arbeitsblätter Glossar](#)
- [Ressourcen](#)

Unit 2 – Fähigkeiten, Kompetenzen und Stärken erkennen und validieren

- [Informationen für Trainer](#)
- [Präsentation](#)
- [Arbeitsblätter](#)
- [Ressourcen](#)

Unit 4 – Soziale Medien und Kommunikation

- [Informationen für Trainer](#)
- [Präsentation](#)
- [Arbeitsblätter](#)
- [Ressourcen](#)

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UNIT 4 Social Media Communication
 (L.O 1) Identifying the most important social media channels used by recruiters/companies

The screenshot shows several social media posts. One post from 'The Mirror Group Careers' asks 'Not so keen that being flexible, or actually being your career or job search?'. Another post from 'RT @TriBoTech' says 'By the way, most of the companies here tonight are hiring... Prep your resumes for these 50: bizjournals.com/triangle/news/... #tribz50'. A third post from 'The Walt Disney Studios' asks 'Is it your dream to work at The Walt Disney Studios? Apply today! sry/0912CN8 idjanyjob'. There is also a small image of a woman in a pink dress with the text 'DREAMS REALLY CAN COME TRUE! The Walt Disney Studios'.

Task 1.
 Fill your professional history on Facebook.

The screenshot shows a Facebook profile page with the following sections: 'Información', 'Trabaja y formación académica', 'Educación', 'Galerías - Tecnología', 'Tecnología', 'Añade una habilidad profesional', 'Añade una universidad', and 'BES La Salle - Universidad Ramon Llull' and 'Universitat de Girona' listed as institutions.

Comments:

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Erasmus+

INTRODUCTION

Social media widely expands your potential network. Instead of only having your friends and family to reach out to as contacts, social media allows you to see the trends and family of all of your connections. You can see who they are, where they work and how you know them. Social media also allows you to make a more personal connection with a potential employer who may not recruit on campus or be near your current location. By following them on social media and interacting with them, you are able to get their attention in a way that you wouldn't previously be able to.

The aim of the Social Media Communication unit is to give an insight of which different uses of social media can be implemented by the learners to design a good digital self-branding strategy.

After the Unit 4 the learners will be able to identify which social media platforms are more used by talent recruiters and companies. In addition, learners will choose the two most suitable social media platforms for their professional sectors and how to use it.

STRUCTURE OF THE UNIT

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Brand's/Recruiters' use of social media

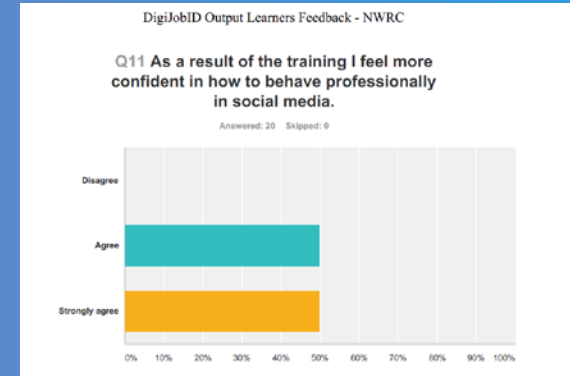
SOCIAL

Only 4% of recruiters DON'T use social media in the recruiting process. 4% are not sure, but the 92% of recruiters that do use social media cast a wider net than ever.

Platform	Percentage
LinkedIn	72%
Facebook	65%
Twitter	57%
Instagram	30%
Other networks and apps	14%
Don't use	4%
Not sure	4%

Other networks and apps recruiters are using to advertise and engage talent include Glassdoor, Indeed, Payscale, and Avva PartnerUp.

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TEST MIT >130 LERNENDEN IN 6 LÄNDERN



Petr Šmídák
student, budoucí obráběč kovů, obsluha CNC strojů
Okres Brno-město, Česká republika | Strojířská průmysl

Novičanská pozice | voláhlani | Běhání skola průmyslová škola, Křmlov | Běhání průmyslová škola, Křmlov

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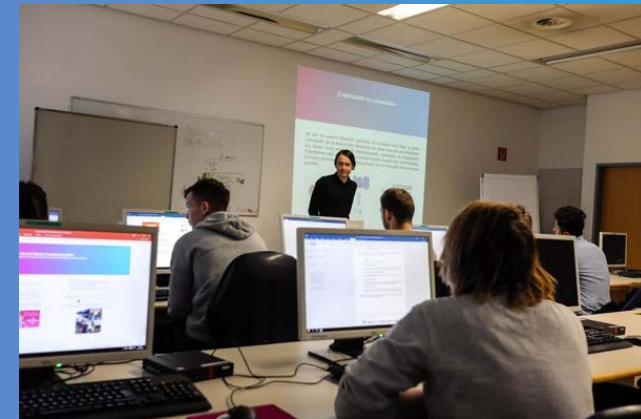
Profesionální historie

Souhrn

Jsem studentem střední průmyslové školy v Křmlově. Studuji obor obráběč kovů. Po skončení školy budu hledat pracovní uplatnění jako obráběč kovů, obsluha CNC strojů, obsluha obráběčích center.

Práce na obráběčích strojích mě opravdu baví. Baví mě i programování. Umím obsluhovat běžná zařízení používaná v provozech obráběčích kovové materiálu. Rychle se učím nové věci, takže se bez problému zapracuji.

Pokud potřebujete dobrého záměstnance na pozici obráběč kovů, obsluha CNC strojů, ozvěte se. Kontakt najdete v sekci Kontaktní údaje.



Feedback von den Lernenden:

- **The best tasks for the training was researching a friends social media to see the positive and negative things an employer would see as that made me understand professionalism on social media.**
- **To update/create the LinkedIn profile was very useful to complete a good digital identity**
- **Xing war am besten.**
- **Skills as it helped me understand the skills and qualities I have.**

Feedback von ihren Lehrenden:

- **They explored different skills / qualities. They were required to self-assess and think about how they could best present themselves online – stand out from the crowd.**
- **Many very good excersises, ie elevator pitch, communication rules, Look for your own social reputation, LinkedIn personal profile, etc.**
- **Not all activities and experiences were required to achieve the learning outcomes. At times, the training felt long and the students expressed that the time provided was too long for them also. Some of the content had been covered already in previous learning, in lower level schooling.**

TRAINING FÜR LEHRENDE IN DER BERUFLICHEN BILDUNG

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TEACHERS' HANDBOOK

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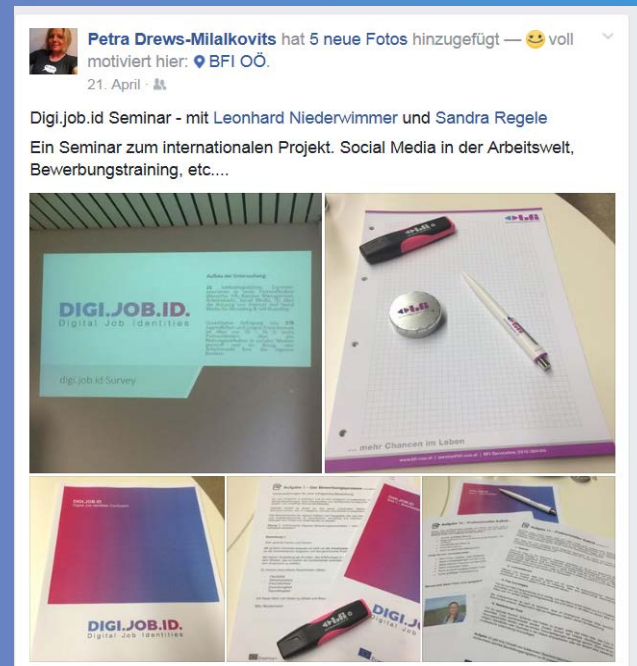


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Testung mit mehr als 80 Lehrenden in 6 Ländern



Feedback Teilnehmer/innen:

- **Ich werde auf jeden Fall Videolebensläufe mit den Jugendlichen ausprobieren und die Videos über Datenschutz im Internet zeigen.**
- **Ich werde mit linkedin und facebook arbeiten, bitte mehr zum Thema.**
- **Meine Erwartungen wurden übertroffen, online Reputation ist wirklich wichtig. LinkedIn Profile werde ich mit Jugendlichen anlegen, sie sollen sich auch selbst googeln.**



KONFERENZ IN DERRY, NORDIRLAND

June 8, 2017

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