



LEVEL UP

CLIMB THE STAIRS

Simple rules to build yourself and your business

And so....You decided to go on your own way and start your own business. You want to be the boss of yourself and others, to build something that remains behind you and bring you satisfaction. We prepare some simple but very effective rules that if you follow you will have more success.

Explore the competition

Take a walk along the central (and not only) streets of your city, and pay attention to the existing shopping facilities, you will probably catch your head and say - what is wrong with these people. Why are there beauty studios everywhere? Why are grocery stores just as common? a large part of these businesses take some time, and then, if they fail to overcome their competitors, they go bankrupt. Ask yourself the questions: People who invested in a snack shop with the presence of 6 others in the immediate vicinity, what should they do to succeed? Can there be better options for investing their free funds?

Be organized

Take enough time to prepare your business plan and organize your performance work in the most effective way.

Explore your end customers

Do you know who your potential customers are? What are their preferences about the products you plan to offer? What are the desired price levels? How do you stand against the competition and are you attractive enough to be preferred to them?

Keep in mind that it's important what your customers want, not what you want them to sell.

The Accountant

One of the main pillars of every successful business is the presence of a good accountant. Be very careful in your choices, as many accounting firms offer the service, but we advise you not to trust before at least looking for references and studying the people in whose hands you literally leave your business.

Develop your network of contacts

This is the most difficult part. Not everyone creates new contacts with ease. But if you want to succeed, it is very important to contact people who have gone the same way. They will give you many valuable tips and help you see your situation from many more angles. You will also learn what to keep and what mistakes to avoid.



In this connection - think of a mentor

Or if you do not have one, take a business consultant. You can use his experience, seek advice, ask, exchange ideas, consult

general or specific questions. Again, it is important to gain the widest possible view to get the most informed solutions for your own business.

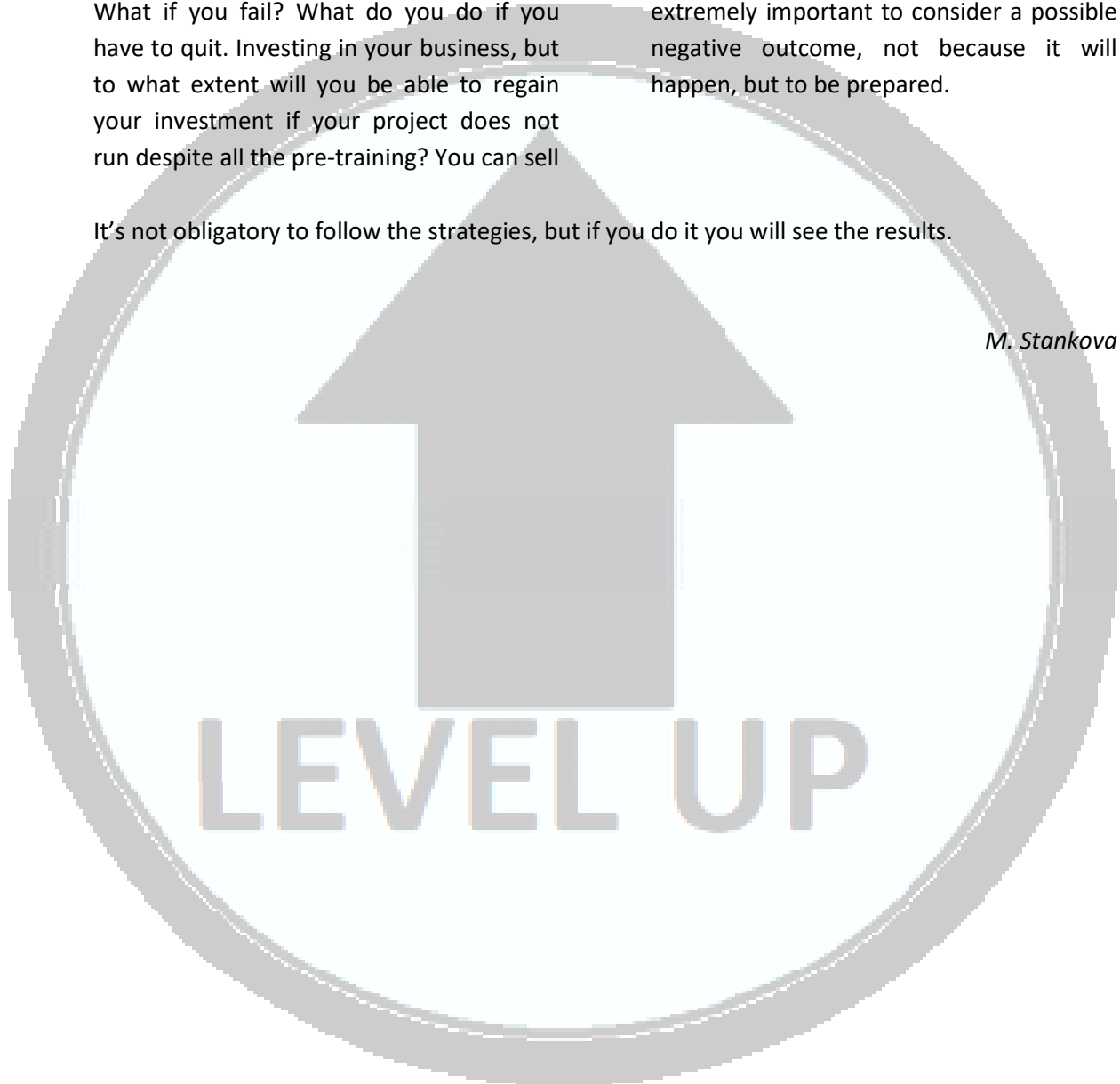
Think about your baseline strategy

What if you fail? What do you do if you have to quit. Investing in your business, but to what extent will you be able to regain your investment if your project does not run despite all the pre-training? You can sell

all tangible assets and freeze your company's business, and hope to get the most money back. Another option would be to sell your own business. Depending on the size, you can either be acquired or go out on the stock exchange. In any case, it is extremely important to consider a possible negative outcome, not because it will happen, but to be prepared.

It's not obligatory to follow the strategies, but if you do it you will see the results.

M. Stankova



Do's and Don'ts on a CV

WHETHER you're being headhunted or applying directly for a new position, your CV remains key to marketing yourself.

Everyone has a different view about what constitutes a good CV or resume, but the consensus amongst headhunters is clear. Follow these guidelines and you'll have a strong CV to sell your professional skills.

One note: CVs and resumes are different in name only. They describe the same thing: a document that chronicles personal details, career history and achievements.

Golden Rules

Do remember that your resume is aimed at time-poor professionals. Make it easy for them to conclude that you are a strong candidate.

Above all, **don't** lie or embellish the truth. It's much easier to check qualifications these days. You'll ultimately be caught out, and then what was a small untruth is likely to blow your chance of success.

Dressing it up

Do keep your CV to a reasonable length. One page is almost certainly too short, two pages may not be enough to cover the essential detail for someone who has had a full career, and three pages is probably the upper limit.

Do use a clear, uncluttered layout, without too many special effects. If you want to use bold text, indentation or even frames, feel free—but keep in mind that the ultimate goal is to make the CV a quick read.

Don't be tempted to shrink the font or reduce the margins to get more information in. Keep it easy to read. If you need to say more, use another page, but ask yourself if the extra detail really adds value.

Do use the “reverse chronological” format. Only outplacement consultants seem to favour the alternative “functional” approach. Structure it like this:

- The heading should be your name (perhaps with your most impressive qualification), address and contact details, including both a home and daytime number.
- Next, if you want, write a short self-profile, but avoid hype and generalities. (It's strange how many CV writers are born leaders and strategic thinkers with superb communications skills!)
- Keeping it brief, list your education history with dates attended, together with any language skills, and perhaps a chronological job history for clarity.
- Then the main part: starting with your current job and working backwards, describe the companies that you worked for and your major achievements in bullet form. Be brief about your earliest assignments so you can describe more recent roles in greater detail.
- End with any essential extra information, hobbies and interests if you must, date of birth and family details depending on the recipient's location—UK companies like to see date of birth, while American ones, fearful of age-discrimination lawsuits, would just as soon prefer you not volunteer the information.

Do keep the style crisp and punchy. It's usually best to write in the third person without pronouns, and to start sentences with “action” verbs. Choose “Led a major product launch” over “I/He was involved in . . .”

Throw it all in?

Don't include long lists of obscure courses you've attended on how to be a better time-manager. **Do** include details of higher education degrees, such as MBAs, or executive programmes attended.

Don't include pages of obscure testimonials, references, newspaper cuttings and brochures.

When describing your jobs, **don't** assume that the recruiter knows about the company. Always include a sentence or two to describe its size and line of business, ie, "Microsoft is a global software company with a multi-billion dollar turnover."

Do describe your role, and how many people you were responsible for: "Reported to the CEO and led a total team of 200 with seven direct reports". Make your achievements quantifiable whenever you can. If you launched Product X, add that the launch generated new revenues of \$22 million over two years. **Don't** leave the reader needing to guess at your importance.

Do explain all significant breaks in your career or education. Recruiters hate unexplained gaps.

Proofreading is required

Check it thoroughly and carefully. Then check it again. Spelling mistakes, typographic errors and inconsistent dates are even more damaging at a senior level than they are to the green college graduate.

Have another look: does your CV present all the required information in a clear, easy-to-read manner to a busy reader who doesn't know you? If you can, have another helpful eye look it over. Resume services will evaluate it for a fee; a friend or colleague may do it for free (and faster).

If you need a covering letter, keep it short and to the point. Confirm your interest, perhaps restating your reasons; address any issues, such as readiness to relocate, that may not be apparent in the resume; include any restrictions on your availability for a meeting.

If you are going to email it—usually popular with busy recruiters—then use a common word processing application and include a plain text copy, or perhaps send it in HTML. Make sure it will print properly at the other end.

LEVEL UP

Claudia Fesnic

Creating a job on my skills and competences

Creating a job skills development plan is a useful strategy for achieving professional growth.

Career counselors use job skills development plans to help clients achieve their career aspirations.

Here are the steps to create a job skills development plan:

Outline your goals:

First of all, think about where you see yourself professionally in the future. Be specific about your long-term goals, including all details about the type of job you really want to do.

Assess your current situation:

Determine how far you are from your goal and think about the steps and skills necessary for achieving your goal. An increase in product knowledge, greater skill in employee management or stronger sales abilities are examples of necessary competencies.

Acknowledge your strengths and highly developed skills:

List all of your highly developed skills, even if you do not utilize them in your current work situation. Review your work history and recall feedback from past supervisors and co-workers to help you develop this list.

Identify your weaknesses:

Write down areas in need of improvement. Speak to your supervisor, co-workers and others who are familiar with your work habits. Ask them to identify skills that you can further develop to help you reach your professional goals.

Create an action plan for developing your skills:

Review your list of weaknesses and identify the areas that are critical components of achieving your long-term goals. Also find an employee management class that teaches techniques in conflict resolution.

Assign a time line for the development of each skill:

Be realistic. Some skills require extensive study and practice before they become strengths. Consult with your supervisor, guidance counselor, co-workers and others who may have insights about a reasonable time line for developing each skill.

Check in with yourself regularly to assess your progress:

Ask others whose observations you trust for feedback on your skills development progress. Stay focused on your goals!

Louiza Loizou

FUTURE EDUCATION

Future Education is owned, managed and operated by an experienced team of former teachers, and we have an excellent track record in helping to match education professionals with the right positions.

Come to us, and you'll benefit from:

Experience – as former teachers ourselves, we know what it is that schools, teachers and support staff are looking for

Contacts – our close links and strategic partnerships with schools and academies across the city and wider region gives us fantastic access to the best opportunities and latest vacancies

Service – committed to upholding the highest standards in everything we do, we'll provide you with a pro-active, personal service to ensure that you find the job that's right for you

Support – providing honest advice, expert support and tailored training services to help you develop your skills, meet CPD requirements and drive your career forward

Communication – answering all queries quickly and always there to answer your calls, we'll keep you updated at every step of the way

Whether you're looking for a new challenge, a change of scenery or want to enhance your career, we're here to help you find the perfect role.

Search through our current roles, or get in touch to register your details with one of our specialist consultants today.

Digital tools have enabled innovations in such a dizzying array of disciplines that educational leaders, teachers, and stakeholders have high hopes for achieving the same types of transcendence in education. We've optimistically invested the billions of dollars digitizing our nation's classrooms. We've also invested billions of hours training teachers how to use those digital tools. However, the impact of educational technologies does not support the optimism. Despite decades of evidence-free propaganda bombarding educational decision makers about the inherently transformational nature of digital tools in schools, the reality simply does not match the hype. In fact, the average impact of computer technology in education has been downright dismal.

How do we know this?

Because evidence matters.

A meaningful way to look at the evidence of technology's impact in education uses a measurement called "Effect Size." Effect size is a statistical construct that is arguably the most useful means of determining practices or interventions which have a positive impact on student achievement. Advanced by internationally renowned education researcher John Hattie, one can think of effect size as a scale

starting with practices that negatively impact student achievement, and incrementally moving towards methods that positively impact student learning and achievement.

Developed by analyzing hundreds of thousands of studies and looking for emerging patterns of impact, the tipping point on Hattie's scale of effect sizes is the average impact of all of the interventions that were analyzed. This average is .4 and can also be considered the entry point for practices that have a desired effect on student achievement (see Figure 1). Practices with an effect size above .4 can be considered desirable—in fact, the higher on the scale, the more desirable—anything below an effect size of .4, not so much.

After reviewing over 160 meta-analyses from over 10,000 studies on the impact of computers in education, Hattie observed that the average effect of digital tools in schools is an anemic $d = .34$, which is well below the zone of desirable effects. An average effect size of $d = .34$ is equivalent to a 13 percentile point gain in student achievement (which, theoretically, advances a child from the 50th percentile to the 63rd percentile). This is well below the lowest value in Hattie's range of desired effect sizes. Worse still, this meager impact has not changed in over half a century. Sadly, the overall average impact of computer technology on learning has been meager — particularly considering the vast leaps in digital technologies in the last half century.

Stop and think about that for a moment. Despite the extraordinary developments in computer technology since the Kennedy Administration, not to mention the vast sums of taxpayer money spent on digitizing classrooms since the 1960s, the average effect of computer technology in education has been stuck well below the zone of desired effects. This is hardly cause for celebration.

Perhaps the main reason for this disappointing impact is that the inclusion of technologies has done little to change the “tell and practice” approach to teaching and learning — the predominant pedagogical practice of our time. In this model, teachers tell students what knowledge is and what knowledge is worth knowing; students meanwhile invest their vast capacity for creativity, critical thinking, and collaboration by memorizing and practicing what they were told. The overarching goal of this model is simply for students to accurately repeat the information they were told.

Unfortunately, this model involves very little thinking on the part of the student. When the tell and practice model of teaching and learning is translated from an analogue realm into a digital realm — in other words, when technologies are simply overlaid onto this model — the resulting impact on student achievement has been dismally low. I call this the translational stage of technology use. Translational technology use describes how digital tools are used to automate the administrative tasks associated with teaching such as attendance-taking, grading, communicating, testing, budgeting, and reporting. It is also the predominant way that technology tools are used in our schools. Even more concerning are the findings from a nation-wide teacher survey conducted by the National Education Association (NEA) that concludes, “we have few assurances that [educators] are able to use technology for teaching and learning.”

If the tell and practice model of schooling does not change, then we should expect the same meager impact of new and emerging technologies on instructional quality and student achievement for the next 50 years or more. That is clearly not a desired destination.

So what can we do to transcend this disappointing status quo? This will require taking a deeper look into how we got here. We'll first need to gain a historical perspective on the principles of what constitutes effective teaching and learning as well as the principles of effective technology integration.

Shared applications and documents on the cloud, such as Google Apps will allow for more social lessons. How often do students get an opportunity to collaborate productively using technology in the classroom? It isn't always easy. However, students working on documents together using Google Apps is easy. They could be in the same room or in different countries. These are all good skills for students to have. Of course, these collaborative tools are also very useful for teachers. I for one have worked on several projects where these tools have let me work with people across the country. Some of which I have never met.

What we must remember is that when schools adopt new technology and services, they must be evaluated. This way, as a school, you know if they are successful and what improvements are needed. Staff will also need training, you can't expect staff to use new technology if they are not confident users or creators. Any initiative is doomed to failure without well trained, confident staff who can see how technology can support and benefit teaching and learning.

Plenty of schools have already embraced this, but there's still a way to go to ensure all schools are ready for the future of technology. It is time for all schools to embrace the cloud.



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Mert Sogukoluk

Quiz

A few easy questions, just for fun. 😊

1. How long is it necessary to open a company in the EU?

- a) 3-5 business days of the business creation process
- b) 9-12 business days of the business creation process
- c) 2 weeks
- d) 1 month

2. Online filing formalities can be completed?

- a) Yes
- b) No
- c) Both variants

3. What is the cost of building a new company in the following countries?

Cyprus

- a) 300- 350 Eur
- b) 400-450 eur
- c) 500-550 eur

Greece

- a) 200-250 eur
- b) 100-150 eur
- c) 10-50 eur

Belgium

- a) 100-150 eur
- b) 300-350 eur
- c) 500-550 eur

Poland

- a) 10-100 eur
- b) 100-150 eur
- c) 200-250 eur

UK

- a) 100-150 eur
- b) 10-50 eur
- c) 200-250 eur

Answers:

- 1) A
- 2) C
- 3) A, C, B, B, B

