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|-------------------|
| Candidate number |
| Date received |
| Date acknowledged |
| Progress |
| Date actioned |

Fyffes plc – Graduate Application Form

Thank you for your interest in Fyffes' Graduate Training Programme. We select candidates for interview on the basis of their personal skills, rather than using only academic qualifications. The form is scored using an overlay technique. It is important that you follow precisely the instructions to complete the form. **Where you are required to type in a response on more than**

one line, do not use the Enter key – use the curser keys to move to the next box you want to complete. You must not make any of the boxes larger.

When you have completed this form, please send it to Fyffes' Human Resources department at: graduates@fyffes.com

A – PERSONAL INFORMATION

| | | |
|--|---|--|
| Last name: | First name: | Title: |
| Out of term address: | | |
| Postcode: | Until what date will you be at this address? | Telephone: |
| Term address: | | |
| Postcode: | From what date will you be at this address? | Telephone: |
| Nationality: | Do you require a work permit to work permanently in Europe? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Do you regard yourself as speaking fluent English? | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| If English is not your first language, explain your English language experience: | | |
| Please verify here that you are fully mobile, and willing to work anywhere in Europe | | |
| | | Yes <input type="checkbox"/> No <input type="checkbox"/> |

B - EDUCATION

| | | | |
|---|-------|----------------------------------|--|
| Have you achieved at least a Grade "C" in the following (or the equivalent)? | | English | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| | | Maths | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| <i>Please note below the subjects you studied and grades you achieved that qualified you for your higher education course. Tick one of: A Levels <input type="checkbox"/>, Highers <input type="checkbox"/>, Baccalaureate <input type="checkbox"/>, Other <input type="checkbox"/> - state what qualification:</i> | | | |
| Subject 1: | Grade | Subject 2: | Grade |
| Subject 3: | Grade | Subject 4: | Grade |
| Subject 5: | Grade | Subject 6: | Grade |
| Subject 7: | Grade | Subject 8: | Grade |
| Which University have you attended for your first degree? | | | |
| Subject studied? | | Grade (only if already awarded)? | |
| Outline the topics covered, especially those that strengthen your application: <i>(100 letters per line only – do not use Enter)</i> | | | |
| | | | |
| Which University have you attended for a post-graduate course? (Or type "None"). | | | |
| Subject studied? | | Grade (only if already awarded)? | |
| Please outline the topics covered, specifically those that strengthen your application to Fyffes: | | | |
| | | | |

C – INTERESTS AND OTHER ACTIVITIES

Please note any specific positions of **responsibility** you have held (including those outside university life) which strengthen your application to Fyffes.

Please note any **activities** you undertake or **involvements** you have, that are relevant to Fyffes and our industry:

D – OTHER SKILLS

Do you hold a full UK or EU driving licence?

Yes No

Please describe below the **single** most useful work experience you have undertaken, and what you achieved:

| Now tick one box in the matrix to the right which indicates when you undertook the experience you described, and for how long the experience lasted (not cumulative). | | Less than 2 months | 2 to 6 months | 6 months | More than 6 months |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Before university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| During university holidays | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Between university years (eg a year away from study) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| After university study | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please describe below any experiences you have had that developed your knowledge of foreign languages:

| Now tick up to 3 boxes in the matrix to the right which best describe your skills in foreign languages | | A level or equivalent | Good working knowledge (eg degree) | Fluent |
|---|--------------------------|--------------------------|------------------------------------|--------------------------|
| | Spanish | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Portuguese | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nordic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other European (State which) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other non-European (State which) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please describe below your skills and experiences with common computer packages (ie Microsoft Office):

| For each of the computer applications noted, indicate your working knowledge. (We don't expect full familiarity – be honest.) | | None | Beginner | Good working knowledge | Expert |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Word processor (eg Word) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Spreadsheet (eg Excel) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Presentation package (eg PowerPoint) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Database (eg Access) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Project planning (eg Project) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Email (eg Outlook) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

E – INTERPERSONAL SKILLS

Describe below a situation, preferably in a work context, where you had to explain to someone from a different background a difficult or complex message, that they had difficulty in understanding. Be precise about what you did and what you said. Tick here if you have not had this experience -

Now, from the 12 factors below, select **3** that best represent your approach:

- | | | |
|--|---|---|
| <input type="checkbox"/> I explained slowly | <input type="checkbox"/> I gave lots of details | <input type="checkbox"/> I asked someone else to do it |
| <input type="checkbox"/> I told them the facts without confusing them with lots of reasons | <input type="checkbox"/> I listened carefully to what they said | <input type="checkbox"/> I gave very few details to avoid confusion |
| <input type="checkbox"/> I tried to use diagrams or other aids | <input type="checkbox"/> I kept repeating what I said | <input type="checkbox"/> I asked questions |
| <input type="checkbox"/> I discouraged interruptions | <input type="checkbox"/> I gave the complete picture, and more | <input type="checkbox"/> Because of the difficulty, in the end I told them what to do |

Describe below a situation (preferably not from a university or academic context) where you worked with people from a diverse background to achieve a goal. Explain carefully and specifically what you personally did to ensure the group met its objectives. Tick here if you have not had this experience -

Now, from the 12 factors below, select **3** that best represent your approach:

- | | | |
|---|--|--|
| <input type="checkbox"/> I worked hard only on my own tasks as time was critical | <input type="checkbox"/> Someone else successfully took the lead, so I didn't interfere | <input type="checkbox"/> I saw the way forward quickly so I suggested my plan strongly |
| <input type="checkbox"/> I accepted other's ideas even if it meant I wasn't leading the group | <input type="checkbox"/> Despite the time it took, I asked lots of questions | <input type="checkbox"/> Because of the timescales involved, I took the lead myself |
| <input type="checkbox"/> As we needed strong leadership, I told people what to do | <input type="checkbox"/> I took on things that others should have done, even though it took up my time | <input type="checkbox"/> I let others get on with their roles unhindered |
| <input type="checkbox"/> I concentrated on the immediate actions | <input type="checkbox"/> I gave information to all the people in the same way | <input type="checkbox"/> I kept my views to myself |

Describe a situation below, where you had to work hard, and against a difficult deadline, to accomplish a number of tasks simultaneously (it is best if your example does not relate to academic work). State clearly what you did, and how you worked to ensure delivery of the goals. Tick here if you have not had this experience -

Now, from the 12 factors below, select **3** that best represent your approach:

- | | | | | | |
|--|--------------------------|---|--------------------------|--|--------------------------|
| Despite the time pressure I checked all the details were correct | <input type="checkbox"/> | I sought more information as the brief was too broad | <input type="checkbox"/> | I didn't have time to check all the details | <input type="checkbox"/> |
| I asked someone else to help, as they had specialist knowledge | <input type="checkbox"/> | I got on with the work, without wasting time on detailed planning | <input type="checkbox"/> | I felt it was inevitable that some things were left untidy | <input type="checkbox"/> |
| I concentrated on the important things first | <input type="checkbox"/> | I had to spend precious time in planning my workload | <input type="checkbox"/> | To ensure I delivered, I followed my initial ideas | <input type="checkbox"/> |
| I got the easy things out of the way first | <input type="checkbox"/> | I didn't waste time informing people until it all was done | <input type="checkbox"/> | I postponed some important things as they were not urgent | <input type="checkbox"/> |

F – ANY OTHER RELEVANT INFORMATION

Please add any relevant information you wish that strengthens or qualifies your application:

G – WHAT TO DO NOW

Please complete the Equal Opportunities information on the following page. This page will be removed from the main body of the document before screening, and the information will only be used to monitor our selection process.

When you have completed this form, and saved it with your name in the document title, please send it by 31 December 2009, to Fyffes' Human Resources department at graduates@fyffes.com

Please ensure that you have included all the information that we have asked for and that it is accurate and true. We reserve the right to check any of the details you have provided before interview: any falsification will prejudice your application.

Thank you for your interest in Fyffes plc.

H – EQUAL OPPORTUNITIES

Fyffes is committed to promote equal opportunities in employment. We aim to ensure that applicants for roles with us are not discriminated against in terms of sex, disability or ethnic origin. To achieve this goal we need to collect this information from applicants. We would be grateful if you would complete this section as part of your application. The information is strictly confidential, and will be used only for Equal Opportunities monitoring.

Are you? Male Female

Are you Registered as disabled? Yes No

Please tick one box below that best describes your ethnic origin:

| | | | | | | | | | |
|---------------|--------------------------|-----------------|--------------------------|------------|--------------------------|-------------|--------------------------|-------------------------|--------------------------|
| African | <input type="checkbox"/> | Black Caribbean | <input type="checkbox"/> | Chinese | <input type="checkbox"/> | Other Asian | <input type="checkbox"/> | White & Black African | <input type="checkbox"/> |
| Bangladeshi | <input type="checkbox"/> | Caribbean | <input type="checkbox"/> | Indian | <input type="checkbox"/> | Pakistani | <input type="checkbox"/> | White & Black Caribbean | <input type="checkbox"/> |
| Black African | <input type="checkbox"/> | Caucasian | <input type="checkbox"/> | Philippino | <input type="checkbox"/> | Other | <input type="checkbox"/> | | |

Thank you for your help -

Fyffes Graduate Recruitment Team.