

# **SESSION ONE**

## **Discovering Your Job Skills**

# FLIP-CHARTS

1.

## AGENDA

Welcome!  
Introductions  
Ground Rules  
Participant Introductions  
Interviewing  
Strengths and Skills  
Concrete Examples  
Debrief

4.

Name	Job Interest	Something Interesting	What You Want to Learn

2.

## GROUND RULES

Confidentiality  
  
Evaluating Ideas and Support People  
  
"I pass" Rule

6.

## APPLICANT CHARACTERISTICS

3.

## ASK YOUR PARTNER

- Name
- Type of job s/he is seeking
- Something special about her/him
- What s/he wants to learn from the workshop

7.

## STRENGTHS AND SKILLS

YES = Enjoy Using  
NO = Dislike Using  
BLANK = Neutral

8.

SKILL OR STRENGTH

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I have experience as a writer.

11.

LINK TO THE NEW JOB

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I am sure that this type of experience, skill, and results will be greatly valued at the Smiths Industries.

9.

SPECIFICS

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I rewrote our yearly sales catalogue in a way that made it more interesting and easier to read.

12.

CONCRETE EXAMPLES

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1. State the Skill or Strength.
2. Give Specifics: When, Where, What and How
3. Show Beneficial Results
4. Link this to the new job

10.

BENEFICIAL RESULTS

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In the first quarter after it was published, sales orders went up by 10%.

13.

GROUP'S CONCRETE EXAMPLE

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SKILL OR STRENGTH

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SPECIFICS: WHEN, WHERE, WHAT, HOW

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BENEFICIAL RESULTS

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LINK TO THE NEW JOB

15.

SESSION ONE DEBRIEF  
What Worked and What Didn't

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14.

INTERVIEW PRACTICE USING  
CONCRETE EXAMPLES

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APPLICANT

- Use your Concrete Example sheet -

INTERVIEWER

- ask the opening question, "What are your qualifications to do this job?" then ask follow-up questions -

OBSERVER

- give positive feedback to applicant -

5. PRACTICE INTERVIEW – WHAT  
WORKED?

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SESSION ONE  
HAND-OUTS FOR EXERCISES  
and  
ADDITIONAL INFORMATION HAND-OUTS

**SESSION ONE: Hand-outs for Workshop Activities**

- 1-1 Ask Your Partner
- 1-2 What Will You Learn
- 1-3 Strengths and Skills
- 1-4a Describe Your Skills Using Concrete Examples
- 1-4b Describe Your Skills Using Concrete Examples –Blank
- 1-5 Interview Practice Using Concrete Examples
- 1-6 Observer Guidelines
- 1-7 Thinking Like an Employer – *“I would Hire... Because...”*

**SESSION ONE: Additional Information Hand-outs**

- 1SKILLS1 Skills in a Job Search
- 1SKILLS2 Adaptive Skills
- 1SKILLS3 Ideas to Help You Identify Skills
- 1SKILLS4 Job-Related Skills
- 1SKILLS5 Transferable Skills

DIALOGUE	INSTRUCTIONS AND GRAPHICS	HAND-OUTS AND NOTES
	<p style="text-align: center;"><b>SESSION ONE</b> <b>Discovering Your Job Skills</b></p> <p style="text-align: center;"><b>I. INTRODUCTIONS</b></p> <p><b>A. Trainers Greet the Group</b></p> <ul style="list-style-type: none"> <li>• Welcome Participants enthusiastically and warmly.</li> <li>• Cover domestics and safety: sign-in, name badge, fire/ alarm drills, refreshments, and facilities.</li> </ul> <p><b>B. Trainers Introduce Each Other</b></p> <ul style="list-style-type: none"> <li>• Address the Co-Trainer's experience with facilitating groups.</li> <li>• Note the fact that Co-Trainer has been unemployed.</li> </ul> <p><b>C. Introduce Observers</b></p> <ul style="list-style-type: none"> <li>• Note that Observers are here to observe the Trainers, not the participants.</li> <li>• Observers not here to judge the participants.</li> <li>• Observers take notes about ways we can improve the workshop.</li> </ul>	<p>3 Minutes</p> <p><u><b>Referent Power</b></u></p> <p>5 Minutes</p> <p>2 Minutes</p>

	<p><b>D. Introduce Agenda for the Day</b></p> <div data-bbox="603 409 1142 772"> <p>1.</p> <hr/> <p>AGENDA</p> <hr/> <p>Welcome!</p> <p>Introductions</p> <p>Ground Rules</p> <p>Participant Introductions</p> <p>Interviewing</p> <p>Strengths and Skills</p> </div> <ul style="list-style-type: none"> <li>• Trainer asks: “Are there any questions?”</li> </ul>	<p>2 Minutes</p>
<p><b>Ground Rules</b></p> <ul style="list-style-type: none"> <li>• We are committed to confidentiality. That means what gets said here, stays here and we hope that we will all work to respect the privacy of other group members.</li> <li>• Evaluating ideas and supporting people means we have to figure out if a particular idea works for us, and we support each other, no matter how different an idea is.</li> <li>• “<b>I pass</b>” means if at any time you don't want to talk about a particular idea, you don't have to. Just say “I pass” and we will respect that.</li> </ul>	<p><b>E. Outline Ground Rules</b></p> <div data-bbox="632 1223 1117 1554"> <p>2.</p> <hr/> <p>GROUND RULES</p> <hr/> <p>Confidentiality</p> <p>Evaluating Ideas and Support People</p> <p>“I pass” Rule</p> </div>	<p>3 Minutes</p>

<p><b>Program History</b></p> <p>The program was highly successful in helping participants to:</p> <ul style="list-style-type: none"> <li>• Find better jobs in their preferred field</li> <li>• Find them faster</li> <li>• Find them at a better salary</li> <li>• Undergo fewer episodes of unemployment than people surveyed who did not participate in the program</li> </ul> <p><b>Participant Intros</b></p> <p>Now that we've described a little about the background, and the workshop history, it would be helpful to learn a little about you. To break the ice, we'd like to try a special way of doing this:</p> <ul style="list-style-type: none"> <li>• In a minute, I'm going to ask you to work in pairs and to introduce each other to the group. I want you to tell us the following: [referring to flip-chart]</li> </ul>	<p><b>F. Introduce the Winning New Jobs Program History</b></p> <ul style="list-style-type: none"> <li>• Program comes out of 10 years of experience in working with people facing work transitions.</li> <li>• People from over 1,500 households.</li> <li>• Constantly trying to upgrade the workshop – Ask you, as participants, to fulfil two roles: <ul style="list-style-type: none"> <li>○ Active participant</li> <li>○ Adviser and consultant</li> </ul> </li> </ul> <p><b>G. Participants Introduce Each Other</b></p> <ol style="list-style-type: none"> <li>1. Present: “It’s time for us to get to know you and you to get to know each other.”</li> </ol> <div data-bbox="566 1229 1125 1615" data-label="Form"> <p>3.</p> <hr/> <p>ASK YOUR PARTNER</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Type of job s/he is seeking</li> <li>• Something special about her/him</li> <li>• What s/he wants to learn from the workshop</li> </ul> </div> <ol style="list-style-type: none"> <li>2. Practice: Pair participants and notify when 5 minutes have passed.</li> <li>3. Debrief: Post flip-chart and fill in.</li> </ol>	<p>3 Minutes</p> <p><b><u>Building Social Support</u></b></p> <p>HANDOUT 1-1: “Ask Your Partner”</p> <p>15 Minutes</p> <p>Break into groups of 2</p>
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### Examples of Connecting Themes:

- “Even though you may not feel prepared for the job market, you seem really willing to learn...”
- “There seems to be a common theme of wanting to provide for your families...”
- “Interviewing can be really tough, but just from your introduction I can see some things you do really well, like specifically...”

4.

Name	Job Interest	Something Interesting	What You Want to Learn

- Have partner present what they have learned about each other.
- As participants introduce themselves:
  - Connect themes across groups
  - Specifically highlight participant strengths
  - Connect their learning goals with the workshop goals
  - Identify strengths as job seekers.

4. Summary:

### H. Brief Overview of Each Session

“Let’s take a brief look at what we will be learning in the next few days of the workshop.

- Learn to think like an employer so that we can present our skills and qualifications confidently.
- Learn to turn possible weaknesses or issues into advantages.
- Learn to answer difficult job interview questions.
- Learn to get job leads through networking.
- Learn about informational interviewing.
- Learn about CVs, covering letters, applications, and references.

1-2 minutes each

**Specific Positive Feedback**  
45-60 minutes total exercise

3 minutes

	<ul style="list-style-type: none"> <li>• Learn about the complete interview: commonly asked questions, open-ended questions, and the best ways to end an interview.</li> <li>• Learn how to put it all together and keep making progress in your job search.”</li> <li>⊗ Distribute hand-out and ask if there are any questions about what will be covered.</li> <li>⊗ Also, tie overview into what was said by participants especially regarding their expectations of the workshop.</li> </ul>	<p>HANDOUT 1-2: “What you will learn at each session”</p>
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DIALOGUE	INSTRUCTIONS AND GRAPHICS	HAND-OUTS AND NOTES
<p><b>Ineffective Interviewing:</b></p> <p>We are going to act out two scenes or sketches for you about interviewing. The skills demonstrate how different an interview can be when certain techniques are applied to it:</p> <ul style="list-style-type: none"> <li>• Watch each sketch, thinking of the advice you would give to this job applicant. I play the applicant and _____ plays the employer. You'll have the opportunity to share your advice afterwards.</li> </ul>	<p><b>II. DEMONSTRATION OF INEFFECTIVE AND EFFECTIVE INTERVIEWS</b></p> <p><b>A. Demonstrating the “Ineffective” Interview</b></p> <ol style="list-style-type: none"> <li>1. Present: “We’re going to show you an example of an interview and you tell us what you think.”</li> <li>2. Practice: Sketch #1: “Ineffective Interview” <ol style="list-style-type: none"> <li>A. (Knocks on door)</li> <li>E. Come in</li> <li>A. (ENTERS SILENTLY. LOOKS AROUND FOR CHAIR, SITS IN IT, AND LOOKS DOWN AT FLOOR)</li> <li>E. Well, what can I do for you today?</li> <li>A. Well, I’m looking for a job</li> <li>E. Hmm. What kind of job do you have in mind?</li> <li>A. (WITH DESPAIR) I’ve been out of work so long, I’m willing to try anything.</li> <li>E. We do have an opening for a materials handler. Have you had any experience with that?</li> <li>A. Does it have something to do with paper or machine tools?</li> <li>E. No. Smiths Industries manufactures surgical supplies out of plastics and steel.</li> <li>A. I don’t know much about those but I’m willing to try. How much is the pay?</li> <li>E. It ranges from £8 an hour up, depending on experience (AWKWARD PAUSE). Right then... it was nice talking to you. We still have to interview some other applicants but I’ll be in touch with you soon.</li> <li>A. (STANDS UP, SLUMPING) Thanks for taking the time to talk with me. (EXITS)</li> </ol> </li> <li>3. Debrief and Post: “What did you think of this interview? How can we improve this interview?”</li> </ol>	<p>20 Minutes</p>

## Effective Interviewing:

We'll do this sketch again. Assume that it is the exact same applicant with exactly the same background. This time, however, the applicant has done four different things:

1. Obtained some advice on what to do and what not to do, the way you will in this workshop.
2. Emailed or telephoned someone in the company to find out about what the job involves, in terms of skills and background, and the salary range.
3. Looked at the company's website to find out about the company's products and sales.
4. Made some notes about what to say about relevant experiences.

## B. Demonstrating the "Effective" Interview

1. Present: "Let's put your ideas to work in this next interview and you tell us what you think."
2. Practice: Sketch #2: "Effective Interview"
  - A. (Knocks on door)
  - E. Come in
  - A. (ENTERS BUT DOES NOT SIT DOWN, MAINTAINS EYE CONTACT, EXTENDS HANDSHAKE, SMILES.) Hi! I'm \_\_\_\_\_. I'm interested in finding out more about the position for a material handler.
  - E. I'm \_\_\_\_\_. Please take a seat.
  - A. (TAKES A SEAT)
  - E. So you're interested in material handling?, What sort of background and experience do you have that might be useful in the job?
  - A. I talked to Alice Green in the main office. She said that the company needs a good materials handler to make sure that all the shipping regulations are followed.

Although I haven't worked directly in materials handling before, I did a lot of volunteer delivery work during the flood we had last June. I learned a lot of ways for moving and handling all types of things. I've handled everything from small animals to large machinery, from magazines to fragile glass.

I am very good at figuring out ways of packaging and handling all sorts of objects. I know that Smiths Industries ships a lot of different things. I am sure that my knack for coming up with good ways to pack things would be really helpful to your company.
  - E. Anything else?
  - A. I am also a very dependable person when it comes to carrying out orders. I worked with Mr Brown last summer on a seasonal job. He could tell you that I had perfect attendance and successfully completed every task I was assigned. I know this kind of dependability is important at Smiths because you have a good reputation for prompt delivery.
  - E. Do you have any questions you would like to ask me?
  - A. What other types of qualifications are you looking for in this job?
  - E. We were hoping to get someone who had a little more experience handling surgical supplies.
  - A. I'm glad you mentioned that, and I can see why it might be a concern. My background with a variety of materials is probably an

	<p>advantage over someone who has been dealing only with surgical supplies. With my experience in packaging and moving such a wide variety of supplies, I would be more creative and adaptable to new products and improved procedures than a candidate who has handled only surgical supplies.</p> <p>E. Do you have any other questions you would like to ask me?</p> <p>A. Yes. I'm actively looking for work right now and have had other interviews. It would be good to know when you will get back to me with a decision.</p> <p>E. If you're under some time pressure, I might be able to call you early next week. Would that be too late?</p> <p>A. Early next week will be fine.</p> <p>E. (STANDS) I'll contact you next week regarding our decision.</p> <p>A. (STANDS, SMILES, EXTENDS HANDSHAKE) I enjoyed talking with you. Smiths Industries is definitely at the top of my list as a place to work. I look forward to hearing from you next week (EXIT).</p> <p>3. Debrief and Post on Flip Chart: "What was the difference between the two interview sketches? What did the applicant do that really made the difference?"</p> <div data-bbox="571 1366 1053 1635" data-label="Form"> <p>5. PRACTICE INTERVIEW – WHAT WORKED?</p> <hr/> </div> <p>4. Summary:</p> <p>"According to what you've said, I really get the sense that you know what makes an interview work well.</p> <p>All of your comments show that as an applicant there are very specific things that we can do in an interview that make it successful, such as giving examples of our skills, asking questions of the employer, and using good body language.</p>	
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	<p>We have looked at how applicants behave in the interview. Now we would like to focus on getting inside the mind of the employer and what they think is important.”</p>	
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DIALOGUE	INSTRUCTIONS AND GRAPHICS	HAND-OUTS AND NOTES
<p><b>Applicant Characteristics:</b>          You'll be assuming that you are employers who need to hire someone. In a moment you'll go through the process of deciding what kind of applicant you want.</p> <p>⊗ What kind of personality characteristics and strengths? Personality characteristics and strengths are things about a person like honesty, friendliness, dependability and so on.</p>	<p style="text-align: center;"><b>III. THINKING LIKE AN EMPLOYER</b></p> <p><b>A. Identifying the Most Important Applicant Characteristics</b></p> <ol style="list-style-type: none"> <li>1. Present: "We're going to focus on what goes through an employer's mind when the employer is preparing to hire someone. The technique of 'Thinking Like an Employer' is a method we are going to use throughout this whole program."</li> <li>2. Practice: Trainer encourages participants to brainstorm in the large group applicant characteristics, such as personality characteristics and employment strengths (eg. abilities, etc).</li> <li>3. Debrief and post on flip chart:             <div data-bbox="572 1066 1131 1350" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>6.</p> <hr/> <p style="text-align: center;">APPLICANT CHARACTERISTICS</p> </div> </li> <li>4. "Exercise: Trainers asks participants to work in pairs and to consider the following question: "If you were an employer and you could recruit someone possessing only three characteristics, what would they be"? Answers on flip-charts.</li> <li>5. Feedback and discussion</li> </ol>	<p>15 Minutes</p>

	<p>6. Summary:</p> <p>“We began this section thinking like the employer by identifying the most appropriate applicant characteristics, like personality traits, skills, and abilities. Research shows that employers value dependability, honesty and skills. Now let’s explore and identify our own skills and strengths in our next exercise.”</p>	
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DIALOGUE	INSTRUCTIONS AND GRAPHICS	HAND-OUTS AND NOTES
<p><b>Strengths and Skills:</b></p> <p>If you want to do a good CV, and be prepared for job applications and job interviews, the single, most basic thing you can do is figure out the most positive way of presenting your skills and abilities.</p> <p>⊗ Go through the list of abilities and personal strengths. Check off all the skills that you have, or have ever used at any time or in any context.</p> <p>For example, if you collected money for a going away present for someone, then you've dealt with money and could do it again. If you organise the schedules of five kids, then you have organising skills. If you used a skill as part of a hobby or club, that skill is as worthwhile as one you used on a job, and it should be checked off.</p> <p><b>STEP TWO: YES, NO, NEUTRAL:</b></p> <p>⊗ Once you've done that, go back through and put a "YES" next to the skills you have checked that you enjoyed using. Put "NO" next to those you truly disliked using. Leave the rest unmarked.</p>	<p><b>IV. IDENTIFYING STRENGTHS AND SKILLS</b></p> <p><b>A. Identifying Skills and Strengths</b></p> <ol style="list-style-type: none"> <li>1. Present: "Many people sell themselves short and don't realise all of the skills and strengths they have."</li> <li>2. Practice: Distribute hand-out: <ol style="list-style-type: none"> <li>I. Step One: Checklist of Skills. Participants check off all of the skills that they have ever used.</li> <li>II. In the blank boxes write 3, 4 or 5 skills/ strengths that you have used which are not on the list.</li> </ol> </li> </ol> <p>⊗ Step Two: "Yes, No, Neutral"</p> <div data-bbox="603 1422 1050 1731" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>7.</p> <hr/> <p style="text-align: center;"><b>STRENGTHS AND SKILLS</b></p> <p style="text-align: center;">YES = Enjoy Using NO = Dislike Using BLANK = Neutral</p> </div>	<p>10 Minutes</p> <p>HAND-OUT 1-3: "Strengths and Skills"</p>

	<p>3. Debrief:</p> <ul style="list-style-type: none"> <li>⊗ “How many of you were surprised by the number of skills or abilities you checked? Would you have told me you had all these skills and abilities when you walked in the door? What were your reactions while you were doing the exercise?”</li> <li>⊗ “Let’s go around the room and hear one skill or strength you checked off that you would not have thought about otherwise.”</li> </ul>	
<p><b>Transferable Skills:</b></p> <p>Transferable skills are skills that can be learned or used on one job but will be useful on other jobs as well. For example, being persuasive can be a useful skill for a salesperson, politician, a supervisor, or a parent.</p> <p>It doesn’t matter <i>where</i> you learned the skills of persuasion because you can take it with you and use it in many different jobs since it’s transferable.</p>	<p>4. Summary</p> <p><b>B. Identifying Transferable Skills</b></p> <ol style="list-style-type: none"> <li>1. Present: Introduction to Transferable Skills</li> <li>2. Practice: Participants circle skills that are transferable.</li> <li>3. Debrief: “Why is it important to think about your skills as transferable?”</li> <li>4. Summary:</li> </ol>	<p>5 Minutes</p>

DIALOGUE	INSTRUCTIONS AND GRAPHICS	HAND-OUTS AND NOTES
<p><b>Concrete Example:</b> It's important to remember that you control almost everything the employer knows about you. The employer is dependent on your ability to present yourself. Everything you do, say, or write conveys an impression of you to the employer, so you've got to present your skills and strengths effectively, confidently, convincingly and impressively.</p> <p>⊗ What we're going to focus on now is how to present those abilities in the most concrete way.</p>	<p><b>V. USING CONCRETE EXAMPLES TO DESCRIBE SKILLS AND STRENGTHS</b></p> <p><b>A. Demonstration of Concrete Example on the Flip-chart</b></p> <ol style="list-style-type: none"> <li>1. Present: "The employer is dependent on your ability to present yourself."</li> <li>2. Practice: Trainers build a sample of a concrete example on the flip-chart: Skill, Specifics, Beneficial Results, Link to New Job. Use the hand-out to support.</li> </ol> <div data-bbox="657 848 1086 1072"> <p>8. SKILL OR STRENGTH</p> <hr/> <p>I have experience as a writer.</p> </div> <div data-bbox="665 1128 1094 1352"> <p>9. SPECIFICS</p> <hr/> <p>I rewrote our yearly sales catalogue in a way that made it more interesting and easier to</p> </div> <div data-bbox="673 1391 1098 1630"> <p>10. BENEFICIAL RESULTS</p> <hr/> <p>In the first quarter after it was published, sales orders went up by 10%.</p> </div> <div data-bbox="673 1695 1106 1964"> <p>11. LINK TO NEW JOB-</p> <hr/> <p>I am sure this type of experience, skill and results will be greatly valued at Smith Industries</p> </div>	<p>10 Minutes</p>

**Concrete Examples:**

These points will serve to convince the employer how valuable our skills have been in the past and how we will be able to use these skills to benefit his/her company in the future,

3. Post flip-chart: "On this flip-chart, you can see all of the steps which help you describe your skills using concrete examples."

12. CONCRETE EXAMPLES

1. State the Skill or Strength.
2. Give Specifics: When, Where, What and How
3. Show Beneficial Results
4. Link this to the new job

- ⊗ Distribute and, if necessary, review another example from the hand-out.

4. Debrief: "How can this technique be useful to you?"

**B. Demonstration of "Ineffective" Concrete Example**

1. Present: "We are going to do a sketch of part of an interview, and you tell us what you think."
  2. Practice: "Ineffective" Sketch
    - E. Can you tell me a little about your work record?
    - A. I think I'm a good employee. I've never had any complaints.
- ⊗ "Did the applicant really take advantage of the opportunity to impress me? No. How can he/she improve?"

HAND-OUT 1-4a:  
"Describe your skills using Concrete Examples"

1 Minute

	<p><b>C. Demonstration of “Effective” Concrete Example</b></p> <p>10 Minutes</p> <p>1. Present: “Let’s think about what our applicant could do to improve. Let’s build a concrete example together.”</p> <p>“Let’s draw from your experience to help create a concrete story.”</p> <ul style="list-style-type: none"> <li>⊗ “What skill would the group like to use to build a concrete example with specifics, results, and links to a new job?”</li> <li>⊗ If participants cannot provide a skill, then use one of your choice, like resolves problems, computer abilities, or speaks well in public.</li> </ul> <div style="border: 1px solid black; padding: 10px; margin: 20px 0;"> <p>13.</p> <p style="text-align: center;">GROUP’S CONCRETE EXAMPLE</p> <hr/> <p>SKILL OR STRENGTH</p> <hr/> <p>SPECIFICS: WHEN, WHERE, WHAT, HOW</p> <hr/> <p>BENEFICIAL RESULTS</p> <hr/> <p>LINK TO THE NEW JOB</p> </div> <p>2. Practice: Trainers practice “effective” example using participants’ suggestions.</p> <ul style="list-style-type: none"> <li>⊗ “You’ve come up with some great ideas for the applicant to use. _____ will now use your advice</li> </ul>	
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	and make a stronger impression on the employer.”	
	<p>E. Well, _____, can you tell me a little about your work record?</p> <p>A. (Adapt the group’s suggestions, referring to the Group’s Concrete Example above, and improvise a bit.)</p> <p>3. Debrief: “what did you think? How do you think an employer will react to that response?”</p> <p>4. Summary:</p> <p><b>D. Participants Practice Concrete Example</b></p> <p>1. Present: Participants complete their own Concrete Example.</p> <p>2. Practice: Participants practice Concrete Examples in groups of three.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>14. INTERVIEW PRACTICE USING CONCRETE EXAMPLES</p> <hr/> <p style="text-align: center;">APPLICANT</p> <p style="text-align: center;">- Use your Concrete Example sheet -</p> <p style="text-align: center;">INTERVIEWER</p> <p style="text-align: center;">- ask the opening question, “What are your qualifications to do this job?” then ask follow-up questions -</p> <p style="text-align: center;">OBSERVER</p> <p style="text-align: center;">- give positive feedback to applicant -</p> </div>	<p>20-30 Minutes</p> <p>HAND-OUT 1-4b: “Blank Concrete Examples”</p> <p>Break into Groups of 3</p> <p>HAND-OUT 1-5: “Interview Practice Using Concrete Examples”</p>

<p><b>“I Would Hire... Because...”</b></p> <p>You have been in the unique position today of helping the other members of your group see their qualifications through the eyes of an employer.</p> <p>7. Take a moment now to think of the other two members of your group. It's quite possible that you can now see characteristics in them that they can't always see for themselves.</p>	<ul style="list-style-type: none"> <li>⊗ Trainers distribute and explain “Observer Guidelines” hand-out and role play example.</li> <li>⊗ Trainers circulate taking note of positive observations to share with large group during debrief.</li> <li>⊗ Trainers remind participants when half of the practice time remains.</li> </ul> <p>3. Debrief: “What was useful about the practice of describing your skills without being in front of an employer? How might you use this when you attend for a job interview.?”</p> <p>4. Summary:</p> <p><b>E. “I would hire... because...”</b></p> <p>1. Present: Explain hand-out and exercise.</p> <p>“Please take a moment to complete the statement on the hand-out with positive observations you made about your partners in the Concrete Example Exercise.”</p> <p style="padding-left: 40px;">I. Trainers model an example of how they might complete the hand-out.</p> <p>2. Practice: Participants write “I would hire... because...” statements</p> <p>3. Read out to other members of your group what you have written.</p> <p>4. Reconvene to whole group and facilitate discussion.</p> <p>5. Debrief: “What does it feel like to have someone comment on your attributes?”</p> <p>6. Summary:</p>	<p>HAND-OUT 1-6: “Observer Guidelines”</p> <p>15-20 minutes</p> <p>HAND-OUT: 1-7: “I Would Hire... Because...”</p>
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DIALOGUE	INSTRUCTIONS AND GRAPHICS		
<p><b>Debrief:</b></p> <p>It would be very useful for us if you could give us feedback on what you thought about the first session.</p>	<p style="text-align: center;"><b>VI. Closing</b></p> <ol style="list-style-type: none"> <li>1. Present: Review Day               <ol style="list-style-type: none"> <li>II. “Introduced the workshop</li> <li>III. Introduced each other</li> <li>IV. Demonstrated two interviews</li> <li>V. Identified most important applicant characteristics</li> <li>VI. Thinking like an employer</li> <li>VII. Identified strengths and transferable skills</li> <li>VIII. Used concrete examples to describe skills</li> <li>IX. I would hire... because...”</li> </ol> </li> <li>2. Practice: Participants give feedback on what did and didn’t work.</li> <li>3. Debrief: “What was effective? What was not as effective?”               <div data-bbox="499 1126 1058 1395" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>15.</p> <p style="text-align: center;">SESSION ONE DEBRIEF</p> <p style="text-align: center;">What Worked and What Didn’t</p> <hr style="width: 50%; margin: 10px auto;"/> </div> </li> <li>4. Preview of Session Two:               <ul style="list-style-type: none"> <li>⊗ “Dealing with Perceived Obstacles to Employment</li> <li>⊗ Defusing Employer’s Fears</li> <li>⊗ Another opportunity to practice using Concrete Examples.”</li> </ul> </li> <li>5. Closing:               <ul style="list-style-type: none"> <li>⊗ “Let’s go around the room and each share one thing that sticks out in his/her mind about today’s session.”</li> <li>⊗ “Have a pleasant and productive day. We’ll see you tomorrow.”</li> </ul> </li> </ol>		



# **SESSION ONE - Handouts**

## Ask Your Partner

- Find out the following about your partner.
- Then switch roles and your partner will find out about you.
- Later, you will have an opportunity to introduce each other to the group.

### 1. Name

### 2. Type of job he/she is seeking

### 3. Something interesting about him or her

### 4. What he/she wants to learn from the workshop.

# What You Will Learn at Each Session

## Session One

- Introduction to Interviewing
- Important Applicant Characteristics
- Identifying Your Strengths and Skills
- Using Concrete Examples to Describe Strengths

## Session Two

- Dealing with Perceived Obstacles to Employment
- Defusing Fears

## Session Three

- Finding Job Openings Through Networking
- Informal Interviewing
- Introduction to CVs

## Session Four

- CVs Workshop
- Making Contacts
- Controlling the Direction of the Interview

## Session Five

- Interviewing: Tell Me About Yourself
- The Complete Interview
- Planning for Setbacks

<b>Strengths and Skills</b>			
	<b>ADAPTABLE</b>		<b>OPERATE MACHINERY</b>
	<b>ALERT</b>		<b>ORGANISE</b>
	<b>ASSEMBLE PRODUCTS</b>		<b>PAINT</b>
	<b>BUILD</b>		<b>PERSUADE OTHERS</b>
	<b>CALCULATE NUMBERS</b>		<b>PLAN</b>
	<b>CALM</b>		<b>QUICK LEARNER</b>
	<b>DEPENDABLE</b>		<b>RELIABLE</b>
	<b>DRIVE</b>		<b>RECORD INFORMATION</b>
	<b>EFFICIENT</b>		<b>SOLVE PROBLEMS</b>
	<b>ENERGETIC</b>		<b>RESPONSIBLE</b>
	<b>FIND INFORMATION</b>		<b>SELL</b>
	<b>FOLLOW DIRECTIONS</b>		<b>SERVE PEOPLE</b>
	<b>FRIENDLY</b>		<b>SEW</b>
	<b>GET ALONG WELL WITH OTHERS</b>		<b>SUPERVISE</b>
	<b>HANDLE MONEY</b>		<b>REPAIR OR FIX THINGS</b>
	<b>HONEST</b>		<b>TEACH</b>
	<b>KEEP FINANCIAL RECORDS</b>		<b>TRUSTWORTHY</b>
	<b>LISTEN</b>		<b>WORD PROCESSING</b>
	<b>SOCIAL MEDIA SKILLS</b>		<b>SPREADSHEETS</b>
	<b>WEB/ INTERNET SKILLS</b>		<b>IT SKILLS</b>
	<b>MAKE DECISIONS</b>		<b>HARD WORKING</b>
	<b>MAINTENANCE WORK</b>		<b>WRITE</b>


**Use the blank boxes above to add more skill or strengths that you have and which are not listed above.**

## **Describe Your Skills Using Concrete Examples**

1. State the SKILL or STRENGTH.
2. Give SPECIFICS: When, Where, What, and How.
3. Show beneficial RESULTS
4. LINK THIS TO THE NEW JOB

*Use the following format:*

### **5. SKILL or STRENGTH**

"I am extremely reliable"

### **6. SPECIFICS (When, Where, What, How)**

"Last summer my boss at my distribution company was in the hospital and I was responsible for taking care of our customers for two months. I was the first to arrive and the last to leave. I double-checked every order, and I made follow up calls to each customer on a weekly basis."

### **7. RESULTS**

"During that time, our customers never experienced any delays or were inconvenienced and my supervisor was reassured, because she could count on me to take the initiative and get the job done."

### **8. LINK TO THE NEW JOB**

"I believe my proven reliability would really enhance your company's reputation for good customer service."

## **Describe Your Skills Using Concrete Examples**

5. State the SKILL or STRENGTH.
6. Give SPECIFICS: When, Where, What, and How.
7. Show beneficial RESULTS
8. LINK THIS TO THE NEW JOB

*Use the following format:*

### **9. SKILL or STRENGTH**

### **10. SPECIFICS (When, Where, What, How)**

### **11. RESULTS**

### **12. LINK TO THE NEW JOB**

## **Interview Practice Using Concrete Examples**

Each person in your group will have an opportunity to be the applicant, the interviewer, and the observer.

### **INTERVIEWER**

- Ask open-ended question...  
“What are your qualifications to do this job?”
- Then ask follow-up questions

### **APPLICANT JOB SEEKER**

- Use your Concrete Example sheet to help you answer.

### **OBSERVER**

- Give specific positive feedback to the applicant job seeker.



## H/O 1 - 6

You may want to take notes here to help you remember some of the effective behaviours you noticed or heard.

# Observer Guidelines

**Focusing on the positive helps  
people learn new skills faster**

Feedback that is *positive* and *specific* helps people to know what they do well so they will be more likely to do it again.

- 
- TELL THE PERSON WHAT YOU THOUGHT HE/SHE DID WELL
  - TELL THE PERSON WHY YOU THOUGHT THIS BEHAVIOUR WAS EFFECTIVE
- 

### EXAMPLES

- “Maria, I noticed that you sat up straight and made eye contact. I really got the sense that you have confidence in yourself.”
- “Tony, when you talked about how you increased your company’s profit by 10% I got a clear picture of your sales skills and how you would benefit the company.”

“Sarah, your example of how you responded to the office fire shows that you acted quickly and calmly in an emergency. This example links very well to the job of Accident and Emergency Department attendant that you were looking for.”

- Mohammed, you answered the question in a very clear and direct manner. You seem to have great communication skills.

*Emphasising what works helps people change their behaviour more quickly.*

Some helpful words or phrases might be...

What I heard or noticed was...

eye contact  
clear communication  
a firm handshake  
a pleasant smile  
good posture  
concrete examples that showed...  
how you saved the company money  
your sales skills  
writing skills

This behaviour shows...

dependability  
dedication  
confidence  
conscientiousness  
hard work  
enthusiasm  
honesty  
organisation  
initiative  
willingness to learn  
creative problem solving  
the ability to get along with others



## Thinking Like an Employer

Complete the following statement with positive observations you made about your partner in the concrete example exercise.

I would hire \_\_\_\_\_ because...

## **Session 1 – Additional Information Hand-outs**

# Skills in a Job Search

*Identifying your skills is an important part of your job search. Employers report that 80 – 90 % of the applicants they interview do not present their skills in a way that shows they have the ability to do the job.*

Identifying your skills and communicating them clearly can help you get a better job faster. You'll discover that you have the ability to:

- Impress interviewers by presenting your skills in a way that shows you have the ability to do the job.
- Write a CV that clearly highlights your skills, talents, and accomplishments.
- Write good cover letters.
- Describe your skills clearly when asking about job leads.
- Maintain your confidence and image of yourself as a skilled, competent, talented person with much to offer your new employer.

In his book, *The Very Quick Job Search*, the author J. Michael Farr organises skills into 3 categories:

- Adaptive Skills;
- Transferable Skills; and
- Job-Related Skills.

You will find that many of your skills fall into more than one category.

## **Adaptive Skills / Personality Traits**

Adaptive skills are also referred to as personality traits. These are skills you use every day to help you adapt and adjust to a variety of situations. They refer to the way you do what you do. Adaptive skills that employers highly value are dependability, honesty and the ability to get along with others.

## **Transferable Skills**

These are general skills that can be used in a variety of jobs. They are transferrable and serve as a bridge from one job to another or even one career to another. You learn these skills in life experiences as well as in paid positions. Teaching, problem solving and organisational skills are examples of transferable skills.

## **Job-Related Skills**

These are skills that relate to a particular job. For example, an electrician would need to know how to wire buildings, know about building regulations, and other skills related to that trade. Job-related skills also refer to the training, education, accreditation and certification that are required to do a certain job.

# Adaptive Skills/Personality Traits Worksheet

	<b>GOOD ATTENDANCE</b>		<b>COMPLETES THINGS</b>		<b>RESOURCEFUL</b>
	<b>HONEST</b>		<b>EFFICIENT</b>		<b>INTUITIVE</b>
	<b>ARRIVE ON TIME</b>		<b>DETERMINED</b>		<b>TAKES PRIDE IN WORK</b>
	<b>FOLLOW INSTRUCTIONS</b>		<b>ENERGETIC</b>		<b>GOOD NATURED</b>
	<b>GET ALONG WITH: COWORKERS</b>		<b>ENTHUSIASTIC</b>		<b>ASSERTIVE</b>
	<b>SUPERVISORS</b>		<b>EXPRESSIVE</b>		<b>HEALTHY</b>
	<b>CUSTOMERS</b>		<b>PRACTICAL</b>		<b>MOTIVATED</b>
	<b>MEETS DEADLINES</b>		<b>OPEN-MINDED</b>		<b>FLEXIBLE</b>
	<b>HARD WORKER</b>		<b>SINCERE</b>		<b>WELL-ORGANISED</b>
	<b>DEPENDABLE</b>		<b>OPTIMISTIC</b>		<b>PLEASANT</b>
	<b>CONSCIENTIONOUS</b>		<b>SOLVES PROBLEMS</b>		<b>UNDERSTANDING</b>
	<b>MOTIVATED</b>		<b>POSITIVE FOCUS</b>		<b>DIPLOMATIC</b>
	<b>FRIENDLY</b>		<b>PATIENT</b>		<b>SOCIABLE</b>
	<b>CHEERFUL</b>		<b>PHYSICALLY STRONG</b>		<b>INSIGHTFUL</b>
	<b>LEARNS QUICKLY</b>		<b>SELF-CONFIDENT</b>		<b>TOLERANT</b>
	<b>EAGER</b>		<b>TRUSTWORTHY</b>		<b>CALM</b>
	<b>ADAPTABLE</b>		<b>SENSE OF HUMOUR</b>		<b>SINCERE</b>
	<b>HELPFUL</b>		<b>RESPONSIBLE</b>		<b>ASSERTIVE</b>
	<b>CREATIVE</b>		<b>TACTFUL</b>		<b>CONSIDERATE</b>
	<b>INDEPENDENT</b>		<b>PERSISTENT</b>		

# Some ideas to help you identify your skills

- **List any schools, colleges or universities you attended.** For each, list the course you liked best and the courses in which you did well. List any achievements/ commendations/ rewards or awards you may have received. Go through your list and determine which skills you used. Consider how these skills relate to the job you want and how they will benefit your new employer.
- **List all work experiences, paid and unpaid.** For each job, list any achievements/ commendations/ rewards or awards you may have received. How did you benefit the organisation you worked for? Which skills did you use? Now consider which skills relate to the job you want and how they will benefit your new employer.
- **List significant life experiences and achievements ~~accomplishments~~** that you particularly enjoyed. Include hobbies, leisure activities, travel, parenting etc. Identify the skills you used and consider which skills relate to the job you want and how they will benefit your new employer.
- **Recall a goal that you achieved.** Consider the obstacles to your goals and how you overcame the obstacles. Describe what you did step by step, and identify the skills you used in the process. Include adaptive, transferable and job-related skills. Now consider which skills relate to the job you want and how they can specifically benefit your new employer.



# Job-Related Skills Worksheet

*These refer to skills and training specific to a particular job. You can also consider the, qualifications and certificates that you may need to perform certain jobs.*

List your job-related skills. Consider your training and paid or unpaid work experiences. List your qualifications and certificates.

# Transferable Skills Worksheet

First, go through the list and check (✓) all the skills you have. Then go through the list and put a (\*) star in front of all the skills that you *like* using. Add any other skills that you have that are not on the list.

## Working with People

	LISTEN		COORDINATE
	SUPERVISE		DELEGATE
	MANAGE		COMMUNICATE VERBALLY
	ADMINISTER		CORRESPOND (INCLUDING EMAIL)
	TEACH		SPEAK IN PUBLIC
	INTERVIEW		COUNSEL
	NEGOTIATE		COACH
	LEAD		COOPERATE
	MOTIVATE		ENCOURAGE
	MAKE DECISIONS		INSPIRE
	FACILITATE		MOTIVATE
	DIRECT		PERSUADE
	EXPLAIN		SELL
	PLAN		MEDIATE

## Working with Information

	ANALYSE DATA OR FACTS		INSPECT
	INVESTIGATE		OBSERVE
	AUDIT		COPY
	CALCULATE		EDIT
	BUDGET		WRITE
	HANDLE MONEY		MEASURE
	KEEP FINANCIAL RECORDS		TRANSLATE
	ORGANISE		ORGANISE
	RESEARCH		CLASSIFY INFORMATION
	COMPARE		DETAIL ORIENTED
	COUNT		FIND INFORMATION

## Working with Things

	ASSEMBLE THINGS		OPERATE EQUIPMENT
	BUILD		OPERATE MACHINERY
	INSPECT		DRIVE
	CONSTRUCT		GOOD WITH HANDS
	REPAIR EQUIPMENT		HANDLING
	REPAIR BUILDINGS		PRECISION
	COMPUTER SKILLS		

## Creative/Artistic Skills

	PAINT		PLAY MUSICAL INSTRUMENT
	GRAPHIC DESIGN		COMPOSE MUSIC
	DANCE		MIME
	CREATIVE MOVEMENT		CREATIVE WRITING
	SING		PHOTOGRAPHY
	DRAW		BAKE/COOK
	ACT		

## Other Skills
