



SUPPORTING THE INTEGRATION OF MIGRANT WOMEN, REFUGEES AND ASYLUM SEEKERS

simra

EUROPEAN COMMISSION DIRECTORATE- GENERAL FOR MIGRATION AND HOME AFFAIRS
MIGRATION AND SECURITY FUNDS UNION ACTIONS



Annex 8 - Employability Learning - In Work Situations. 20 Exercises by TLP

THE DESERT SURVIVAL PROBLEM

A problem solving activity for examining and increasing individual and team effectiveness.

INTRODUCTION

The situation described is based on over 2000 actual cases in which men and women lived or died depending upon the survival decision they made. Your own 'life' or 'death' will depend upon how well your group can share its present knowledge of a relatively unfamiliar problem so that the team can make decisions leading to your survival.

THE SITUATION

It is approximately 10.00 am in mid-July and you have just crash-landed in the Sonora desert, South West USA. Your light twin-engine plane, containing the bodies of the pilot and co-pilot, has completely burnt out, only the frame remaining.

None of the rest of you have been injured.

The pilot was unable to notify anyone of your position before you crashed. However, ground sightings taken shortly before the crash, suggested that you are about 65 miles off-course from your originally filed flight plan. A few moments before the crash the pilot indicated that the nearest habitation was a mining camp 70 miles away in a North North-East direction. The immediate area is quite flat and appears to be rather barren except for occasional cacti. The last weather report indicated that temperatures would reach 110 degrees Fahrenheit, which means that the temperature within a foot of the surface will hit 130 degrees Fahrenheit.

You are dressed in lightweight clothing – short-sleeved shirts, shorts, socks and leather shoes. Everyone has a handkerchief.

Collectively your pockets contain £1.55 in change, £45 in notes, a packet of cigarettes and a ballpoint pen.

THE PROBLEM

Before the plane caught fire, your group was able to salvage the 15 items listed on the sheet overleaf. Your first task, as an individual, is to make a ranking of the order of importance of these items for your survival, starting with '1' for the most important item down to '15' for the least important. You may assume that the number of survivors is the same as the number of members in your team and that they have decided to stick together, but please **DO NOT** at this stage discuss your ranking with them.

THE DESERT SURVIVAL PROBLEM

Item	Individual Ranking	Team Consensus Ranking	'Official Ranking'
Plastic Raincoat			
Sectional Air Map of the Area			
Bottle of Salt Tablets (1000)			
One top coat per person			
Flashlight (4 battery size)			
A book entitled "Edible Animals of the Desert"			
A pair of sunglasses per person			
Cosmetic Mirror			
.45 Calibre Pistol			
Compress Kit with Gauze			
Parachute (Red and White)			
One quart of water per person			
Jack-knife			
Magnetic Compass			
2 Quarts of 180 proof Vodka			

DESERT SURVIVAL ANSWER SHEET

SCORING THE DECISION

THE EXPERT: Alonzo W Pond M.A., is the desert survival expert who has contributed the basis for the item ranking. He is the former Chief of the Desert Branch of the Arctic, Desert, Tropic Information Centre of the Air Force University at Maxwell Air Force Base.

During World War II, Mr Pond spent much of his time working with the Allied Forces in the Sahara on desert survival problems. While there and as Chief of the Desert Branch, he encountered the countless survival cases which serve as a basis of the rationale for these rankings.

THE EXPERT RANKING AND RATIONALE

1. Cosmetic Mirror

Of all the items the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight a simple mirror can generate 5 to 7 million candle power of light. The reflected sunbeam can even be seen beyond the horizon. If you had no other items you would still have better than an 80% chance of being spotted and picked up within the first 24 hours.

2. One Top Coat per Person

Once you have a communication system to tell people where you are your next problem is to slow down dehydration. Forty per cent of the body moisture that is lost through dehydration is lost through respiration and perspiration. Moisture lost through respiration can be cut significantly by remaining calm. Moisture lost through perspiration can be cut by preventing the hot, dry air from circulating next to the skin. The top coats, ironic as it may seem, are the best available means for doing this. Without them survival time would be cut by at least a day.

3. One quart of Water per Person

You could probably survive 3 days with just the first 2 items. Although the quart of water would not significantly extend the survival time, it would help to hold off the effects of dehydration. It would be best to drink the water as you become thirsty, so that you can remain as clear headed as possible during the first day when important decisions have to be made and a shelter erected. Once dehydration begins it would be impossible to reverse it with the amount of water available in this situation. Therefore, rationing it would do no good at all.

4. Flashlight (4 battery size)

The only quick, reliable night signalling device is the flashlight. With it and the mirror you have a 24 hour signalling capacity. It is also a multiple use item during the day. The reflector and lens could be used as an auxiliary signal device or for starting a fire. The battery container could be used for digging or as a water container in the distillation process (see plastic raincoat).

5. Parachute (Red and White)

The parachute can serve as both shelter and signalling device. The saguaro cactus could serve as a tent pole and the parachute would give shade dark enough to reduce the temperature underneath it by as much as 20%.

6. Jack-knife

Although not as crucial as the first five items, the jack-knife would be useful for rigging the shelter and for cutting up the very tough barrel cactus for moisture. Its innumerable other uses gives it the high ranking.

7. Plastic Raincoat

In recent years the development of plastic, non-porous materials have made it possible to build a solar still. By digging a hole and placing the raincoat over it the temperature differential will extract some moisture from urine-soaked sand and pieces of barrel cactus and produce condensation on the underside of the plastic. By placing a small stone in the centre of the plastic a cone shape can be formed and cause moisture to drip into the flashlight container buried in the centre of the hole. Up to a quart a day could be obtained in this way. This would be helpful, but not enough to make any significance difference. The physical activity required to extract the water is likely to use up about twice as much body water as could be gained.

8. .45 Calibre Pistol

By the end of the second day, speech would be seriously impaired and you might be unable to walk (6 to 10% dehydration). The pistol would then be useful as a sound signalling device and the bullets as a quick fire starter. The international distress signal is three shots in rapid succession. There have been numerous cases of survivors going undetected because they couldn't make any loud sounds. The butt of the pistol might also be used as a hammer.

9. A Pair of Sunglasses per Person

In the intense sunlight of the desert photophobia and solar retinitis (both similar to the effects of snow blindness) could be serious problems especially by the second day. However, the dark shade of the parachute shelter would reduce the problem, as would darkening the area around the eyes with soot from the wreckage. Using a handkerchief or compress material as a veil with eye slits cut into it would eliminate the vision problem. But sunglasses would make things more comfortable.

10. Compress Kit with Gauze

Because of the desert's low humidity, it is considered one of the healthiest (least infectious) places in the world. Due to the fact that the blood thickens with dehydration, there is little danger from bleeding unless a vein is severed. In one well documented case, a man, lost and without water, who had torn off all his clothes and fallen among dark cactus and rocks until his body was covered with cuts, didn't bleed until he was rescued and given water.

The kit materials might be used as: rope, or for wrapping your legs, ankles and head, including face, a further protection against dehydration and sunlight.

11. Magnetic Compass

Aside from the possibility of using its reflective surfaces as an auxiliary signalling device, the compass is of little use. It could even be dangerous to have around once the effects of dehydration take hold. It might give someone the notion of walking out.

12. Sectional Air Map of the Area

Might be helpful for starting a fire, or for toilet paper. One man might use it for a head cover or eye shade. It might have entertainment value. But it is essentially useless and perhaps dangerous because it too, might encourage walking out.

13. A Book Entitled "Edible Animals of the Desert"

The problem confronting the group is dehydration, not starvation. Any energy expended in hunting would be costly in terms of potential water loss. Desert animals, while plentiful, are seldom seen. They survive by laying low as should the survivors. If the hunt was successful, the intake of protein in the body. General rule of thumb – if you have lots of water, eat, otherwise, don't consume anything. Although the book might contain useful information, it would be difficult to adjust your eyes to reading and remain attentive as dehydration increases.

14. 2 Quarts of 180 Proof Vodka

When severe alcoholism kills someone, they usually die of dehydration. Alcohol absorbs water. The body loses an enormous amount of water trying to throw off the alcohol. We estimate a loss of 2 to 3 ozs of water per oz of alcohol. The Vodka consumed could be lethal in this situation. Its presence could cause someone in a dehydrated state to increase his problem. The Vodka would be helpful for a fire or as a temporary coolant for the body. The bottle might also be helpful. All in all, the Vodka represents more dangers than help.

15. Bottle of Salt Tablets (1,000)

Widespread myths about salt tablets exist. The first problem is that with dehydration and loss of water blood salinity increases. Sweat contains less salt than extra cellular fluids. Without lots of extra water the salt tablets would require body water to get rid of the increased salinity. The effect would be like drinking sea water. Even the man who developed salt tablets now maintains they are of questionable value except in geographical areas where there are salt deficiencies.

The goal is to have each group of participants come up with a new problem solving activity that they've invented themselves

Solve the Crime

You tell the group a series of clues to describe "the crime scene". Everyone asks yes and no questions until they solve the crime.

The Crime Scene: There is a small room. There is a window in the room that is open. There is a table in the room. There is broken glass on the floor. There is also water all over the floor. There are two dead bodies on the floor. What happened?

Toxic Waste

Equipment: Paper (for writing down thoughts and ideas), 8 litre container, 5 litre container, 3 litre container

Description: The group has an eight litre container full of toxic waste and two empty containers, one 3 litres and the other one 5 litres. They must split the eight litres into two of the containers, each with exactly four litres in them.

Pour the 8 litres into the 3 litres leaving	5	0	3
Pour the three into the 5 litre leaving	5	3	0
Pour the 5 litres into the 3 litres leaving	2	3	3
Pour the three into the 5 litres leaving	2	5	1
Pour the five back into the 8 leaving	7	0	1
Pour the 1 from the 3 to the 5 leaving	7	1	0
Pour the seven into the 3 leaving	4	1	3
Pour the one from the 3 into the 5 leaving	4	4	0

Rescue

Equipment: None

Description: 2 staff members go and hide. The youth persons, in 2 teams have to go and find staff members and bring them back safely. The staff members pretend that they have some kind of injury. Its all about teamwork and getting them to work together.

Paper Folding

Equipment: Several sheets of large paper (A2) - chairs and tables should be available around the room but should not be pointed out to the young people

Description: Split the young people into groups of four or five. Place a piece of paper in front of each group and tell them they have five seconds to get off the floor. (group automatically jump onto paper) Then tell the group that you want them to fold the paper in half and they then have another five seconds to get off the floor...repeat this until they have folded the paper 6 or more times. The idea of the game is that the young people will automatically fold the paper and stand on it using each other as supports when all they actually had to do was fold the paper as instructed then get off the floor (they could of sat on a chair or table in the room!!!)

Walk the Plank

Equipment: 4-2x6 boards

Description: Two teams of at least 3-4 people use two boards to cross a large grass or blacktop space. The team members must cooperate in passing one board forward while standing on the other in single file. If a team member steps off the board into "shark infested water" the team goes back to the starting line. Promotes coordination, communication, teamwork and cooperation

Mission Impossible

Equipment: Ball of String

Description: This is done with younger age groups but the older ones sometimes have a good laugh I always do. Attach string to one end of a room tie it at different places and heights to form a giant spider web. (Designing the web is often enjoyed the most) Depending how complex your web is you can blind fold and then they can instruct their mates through the web to the other side of the room. Or we play mission impossible theme tune dim the lights and have challenges to see who can get through to the other side of the room without touching the 'laser beams'

flip-a-roo

Equipment: small rug or a sheet big enough for your group to stand on comfortably

Description: Have the group stand on the rug. They must flip the rug over without stepping off it. Simple rite? Try it and see
offering points for success, quality of building, overall design and 'smoothness' of execution.

10 things I can control myself

Start the session by explaining that many people don't feel like they have control of their lives. 'Here is some thought provoking statements to give you some food for thought. Practice these 10 areas and you'll always be in control of yourself – which is all anyone can ever expect'.

Talk through the presentation getting the group's input on the 10 statements.

Ten
things I
can
control
myself...

?

Be smart about what you do.
One mistake could change
your life forever.

Always keep yourself in a positive state of mind; it attracts success.

Successful people tend to spend time with other successful people.

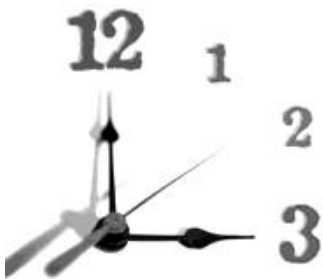
Achieving a goal is simple
once you learn how to set
your goals.



Successful people practice success every day by keeping a strong routine.

First do what you have to do,
then do what you want to
do.

A lot of people judge you by your ability to be on time.



Take care of your health by
paying attention to what you
eat.



Your mind and your body
both need time to be
recharged.

Stay clean and neat. It will
always help your self-
esteem.

Ten things I can control myself...

1. My **actions**
2. My **attitude**
3. My **associates**
4. My **goal**
5. My **routine**
6. My **discipline**
7. My **punctuality**
8. My **diet**
9. My **rest**
10. My **appearance**



Applications Forms

Nothing is particularly hard if you divide it into small jobs.

Henry Ford

Delegate Workbook

Name: _____

Application Forms

Length of Workshop 3.5hrs

Aim: To help you develop the necessary skills and knowledge needed to complete an effective application form.

Workshop Objectives:

By the end of the session you will;

- Be able to identify how to complete an effective application form
- Be able to answer competence based questions.
- How to sell yourself within the supporting statement.
- Develop and apply your own skills needed to complete a blank application form.

How to use this workbook:

During the workshop you will be asked to turn to various pages within this workbook and complete an exercise.

There are also pages for your own notes which we would encourage you to take during the workshop.

Content

Filling out an application form.....

Hints & Tips

Competency based questions and answers

Supporting Statement.....

Filling Out Job Application Forms

Let's look at a blank application form while we work through the below

If you haven't already done so, when you arrive for a job interview, you'll probably be asked to fill out the company's standard job application. Job applications help management see your strengths and weaknesses at a glance. Here are a few things to think about:

Online application forms

If the form is online, draft your application offline first – in a word processing package like Word – and save it to your computer. This way you'll be able to run a spell check before you copy the information into the online system. It also means you'll have a back-up if there's a problem with the form.

Paper application forms

If you're filling in a form by hand, write as neatly as you can in black ink. Use block capital letters if the form asks you to.

Check and recheck

Get it right — whether your form is online or on paper you should:

- Read it over a few times to check for spelling and grammatical errors - these are one of the most common reasons applications are rejected
- Ask someone else to proofread it and check it for you
- Check you've filled in all the boxes that are relevant to you. If you leave an empty box the employer might think your form is incomplete. If a box isn't relevant, put 'N/A' (not applicable) in the space provided
- Photocopy or print out the finished form, so that you have a record of what you've written. You'll need to be able to refer back to it at the interview stage
- Take note of the closing date and send your application form to arrive in good time.

Work History *(Always start from your most recent job and work backwards)*

If you haven't had any formal employment before, that's okay. Just list any volunteer, casual labour or self-employment jobs (such as, mowing lawns or babysitting) you might have had. You can also include any leadership type roles you've had in school, church or through outside organizations.

Education

Be honest with your responses. Unfortunately many people exaggerate about their education on their CVs and job applications. Employers are aware of this and are verifying education information like they do job references.

References

Most employers contact all of your references if they are seriously considering you for a position. Use people you're certain will give you a positive recommendation. You want your references to represent you in the best possible way. Make sure you have permission to list someone as a reference.

Friends and Relatives

Many job applications ask if you have a friend or relative at the company. Be careful with this information. If your friend is a hard worker, mention their name. This shows you're connected to people who work hard. If your friend doesn't have a good reputation on the job, don't mention his or her name.

Off-limit Exceptions

Employers know they're not supposed to ask questions about your age, gender, religion or other personal information. There are some exceptions to the law. An employer may ask you an off-limits question if it's important to your ability to perform the job. For example, if the job requires heavy lifting, the employer can ask you about physical limitations.

What is equal opportunity monitoring?

Organisations often ask you to fill in an ethnic background form. This is not used for selection and is usually used by the human resources department to check they are receiving applications from all sections of the community.

Tips for Completing a Job Application

- **Type.** (This is usually not possible unless it's an online application.) Printing is the next best thing since it's easier to read. Use your best penmanship possible.
- **Use a black pen never pencil.** Neatness makes a difference. A neat application says that you take pride in what you do. A sloppy application says just the opposite.
- **Try to answer every question on the form.**
If something is confusing, ask for clarification. If you think it is an improper question, leave it blank. If a question doesn't apply to you write in "Not applicable."
- **Don't give an expected salary since you don't want to price yourself out of a job.**
Instead, write in "Open."
- **Accuracy counts.** Check spelling, addresses, phone numbers, e-mail addresses and dates. Making mistakes on the application implies you don't check your work.
- **What do I say about my reasons for leaving?**
It's a good idea to be positive about your reasons for leaving a job, no matter how you feel about employers past or present. Keep your answers short — you'll normally have just a small space next to each job in the work history section.
Typical responses could be:
 - End of fixed term contract
 - Career progression
 - Redundancy
- **Honesty is the best policy.** Don't exaggerate since you can be dismissed if you misrepresent or omit pertinent information.
- **If a signature is requested, make sure you read the agreement carefully before signing and dating it.**

How to answer competency questions on your application

The application form

The application form you have been asked to complete contains a number of sections in which you are expected to give important personal details, e.g. a summary of your work history, educational qualifications etc. There may also be space for you to give evidence showing that you have the knowledge, skills, abilities and other personal qualities needed to do the job. These are referred to as *competencies*.

In the space or spaces provided on the application form you will need to explain, in your own words, how, when and where you have put these competencies into practice. That is, *you must describe the actions that you took*.

It is not enough to have shown that you have relevant experience. You must show evidence that you have experience of putting into use the particular skills, knowledge, abilities and personal qualities that are needed for the post for which you are applying.

You will have been given a list of the competencies appropriate to the post. Each competency will have been broken down into a number of statements describing what the competency consists of. Take some time now to read through this list of competencies and see how each one is described.

What is a competency?

As you will have seen from the list of competencies that you have been provided with, a competency is a set of actions that someone must be capable of carrying out in order to perform well in some aspect of a job.

Example:

Delivering a Customer Focused Service

Develops and delivers a customer-led service by:

Responding to customer needs

Seeks to understand customer requirements and deliver services that are responsive to diverse customer needs.

Providing excellent customer service

Meets customer needs through excellent customer service.

How do I prove that I am capable of showing these competencies by filling in a form?

When completing the form you are asked to describe a particular situation or situations from the past where you displayed all or most of the activities making up a particular competency or set of competencies. By describing what you did, how you did it, why you did it and the affect this had you show the assessors who will be marking the form that you understand what is required and that you are capable of doing it.

By quoting examples of why and how you demonstrated the skills, knowledge and other qualities in the past you show that you have the potential to apply them in a new job in the future.

It is not sufficient proof to say that you have had relevant experience, you must show evidence of making a success of that experience by describing how you acted in particular situations and what the effect of those actions was.

Traditional application forms and CVs require you to list your experiences (such as qualifications, training or jobs which you have had) and sometimes to list your achievements. They don't ask you describe *how you achieved success*.

An application form that requires you to describe the way that you behaved in certain situations and the effect that this had given assessors the opportunity to judge the extent to which you are capable of applying the same behaviours in a new job.

How will the competency statements be marked?

In order to understand how best to do justice to your abilities it is important to know how your competency statements will be assessed.

Describing the situation

Firstly the assessor needs to know what the situation was when you carried out the relevant activities i.e. you need to set the scene.

Example:

"I was a member of a team of four shop assistants selling stationery in a large department store. The supervisor had asked me to organise a special promotion of a new range of products. I had to do this while continuing to do my normal job in a busy section of the store. I had one week to prepare for the event".

This allows the assessor, at a glance, to place the activities in a particular setting and to know what was expected of you. The assessor will not give you any marks for this part of your statement so keep it a brief and to the point. You will lose marks however if you don't set the scene clearly.

This is not the whole picture however. In the rest of the statement you also need to explain what resources you had to use and what responsibilities you took on in order to complete the task.

Describing the outcome

At the end of the statement you will need to explain what the outcome of your actions was and why they were successful. If it wasn't as successful as it could have been, explain what you could have done to make it more so. You may get extra points for this if it shows additional evidence of being able to carry out relevant activities.

Example:

"During the two-week period of the promotion we increased our sales by more than double the usual total, mainly due to the way I had promoted the new products to the customers. Customers said they enjoyed sampling the products and the supervisor recommended a bonus for my work. **On reflection however I think it would have been even more successful if I had consulted customers about what they wanted from the types of products**".

The last sentence shows some additional evidence of the need to understand customer requirements and deliver services that are responsive to customer needs. If this is an activity that the assessors are looking for then that they will take it into account when awarding marks.

Again, though you should keep your descriptions of the outcome brief. Most of the marks are awarded for what you did and how and why you did it not for what happened as a result, although the assessor still needs to know this. In other words you need to show what led to the particular outcome and what your part in it was. Now we come to the most important part of your statement.

Most of the marks will be awarded for the description of what you did

The assessor will award marks for those activities that meet the broad descriptors of each competency. You do not have to describe activities which meet each and every one of the bullet points under the descriptors. **Avoid describing activities that are not relevant.**

You will not be awarded any points for describing what others did, although you should describe how your actions affected other relevant people such as other team members, customers etc. where this will reinforce the evidence for the effectiveness of your actions.

You should use your own words:

Simply using the description of the competencies will not do.

Summary

1. Briefly describe the setting and what was expected of you
2. Say what *you* did not what others did
3. Describe the outcome and impact of your actions on others and on the situation
4. Say how you could have improved on what you did
5. Give evidence that is relevant to the broad descriptors of the competency
6. Do not spend time and space describing activities that are not relevant to the competency
7. Use your own words to describe the activities

An easy way to remember how to frame your answer is to think of the

STAR model:



Situation

Task

Action

Result

Completing a Supporting Statement

You may be asked to provide a supporting statement where you should detail the skills and experience you have relevant for the job. In many cases you will be provided with an A4 page to respond.

Your response should address the job criteria which can be found on the following:

- Job advert
- Job Description
- Personal Specification

If the vacancy is advertised on an external website there may not be a detailed description of the job. This makes it difficult to respond, however if you know the name of the employer you should check the vacancy on their own website to see if there is a more comprehensive Job Description and Personal Specification. Please see examples.

You should then address the job criteria providing examples of your previous experience, key skills and transferable skills.

However if there is no alternative Job Description and details of the job are vague you will need to identify what skills and experience the employer might be looking for. You could try looking at other similar vacancies on recruitment websites to get an idea of the job requirements.

Your Turn

You will now have the opportunity to complete a blank application form for a job advert of your choice. Please ensure that you complete the Competency Questions and Supporting Statement sections of the application.

You can make notes in the space below

Situational Judgement Tests

Some employers are keen to establish how you are likely to behave in certain situations. The Situational Judgement Test is designed to simulate the type of decisions you may have to face within the workplace.

You will be presented with a number of scenarios and asked to select the response you think is the most effective. You should read all the possible responses before you answer.

Employers will have a set of responses which reflects how their ideal candidate will respond. Your responses will be compared against these to help the employer decide if you are a good fit for their organisation.

Your test may be timed therefore you should ensure you have the time and space to complete the test uninterrupted.

If you do not pass the test some employers will not allow you to re-sit until a certain amount of time has passed.

Time to practice.....

You will now be given a Situational Judgement Test to complete in your groups

COMPETENCY QUESTIONS

1. Describe a situation in which you were a member of team. What did you do to positively contribute to it?
2. Describe a situation in which you led a team
3. Describe a situation where you implemented change.
4. Provide an example of where you overcame a problem. Given the chance, what would you do differently?
5. Tell me about a time when you went out of your way to provide excellent customer service
6. Describe a time when effective time management skills were key to success
7. Describe a situation which required you to be sensitive to the needs of fellow co-workers
8. Tell us about a time when you had to use your initiative
9. Describe a time when you had to meet a tight deadline
10. Describe a situation where you were asked to do something that you had never attempted previously.
11. Tell us about a time when you had to deal with an uncooperative member of a team
12. Tell us about a situation where your communication skills made a difference to a situation
13. Describe a time when you had to win someone over, who was reluctant or unresponsive
14. Talk us through an example which demonstrates your ability to deal effectively with emergency situations.
15. Describe a time when you used your communication skills to resolve an issue

16. Describe for us a time when you used your leadership skills to resolve a difficult situation
17. Tell us about a decision you made recently which had a positive effect
18. Describe a situation when you dealt with an angry customer.

SITUATIONAL JUDGEMENT TEST

Scenario 1

You are a Retail Assistant working in the Bishopbriggs branch of Writemore plc, a national stationer's chain. Writemore has over 1000 stores, primarily in the UK, including 451 travel outlets at airports, train stations and motorway service areas and 627 high street stores. Writemore sells a wide range of newspapers, magazines, books, stationery and impulse products; most branches are open 7 days a week between 8.30am and 5.30pm. As a Retail Assistant you are responsible for providing exceptional customer service whilst demonstrating product knowledge to maximise sales. You work primarily in the book section of the Bishopbriggs branch, however all the branch staff work as a unified team and therefore you are often required to work in other sections throughout the store.

Situation (a)

A customer has been browsing in your section for about 10 minutes and is looking increasingly dissatisfied and frustrated. He approaches you and asks whether you have a particular book that he is looking for, and after checking on your computer, you have to inform him that it is currently 'out of stock'.

	Most likely to make	Least likely to make
A - Apologise that the book is unavailable and suggest he try Writemore.co.uk or another online retailer instead.	☐	☐
B - Offer to order the book for the customer and let him know how long this will take. Offer to call him when the book arrives.	☐	☐
C - Give the customer the ISBN (book serial number) of the book so that he can easily and quickly search it out elsewhere, either online or at another bookshop.	☐	☐
D - Suggest he try the St Enoch branch of Writemore (which is approx 30 minutes drive away) or other bookshops in Bishopbriggs	☐	☐

Situation (b)

It is a Tuesday morning and a colleague in the stationery section is away on sick leave. At 11am you are on your way to the staff room to take a quick tea break when, passing through the stationery section, you notice that it is in a reasonable amount of disarray. Products have fallen on the floor and been left lying there, shelves are untidy and some products are on the wrong shelves.

	Most likely to make	Least likely to make
A - Take your tea break and then on the way back quickly tidy up a few bits and pieces if it's still in a state.	☐	☐
B - Go back to your section and ask your team leader whether you can be spared for 10 or 15 minutes to help out in stationery. If agreed, offer your help to the stationery team leader to quickly tidy up the area and take your tea break at 11.30am.	☐	☐
C - Do nothing. The stationery team leader probably has it all under control and will deal with it soon. It's understandable that there's a bit of a mess as someone is away and you don't want to insult the stationery team by mentioning anything.	☐	☐
D - Inform the stationery team leader that there is a problem with the presentation of the section.	☐	☐

Situation (c)

It is late June. You have just had your monthly 'book section' team meeting and your team leader has given you a special target for next month. You have been asked to work towards increasing sales of children's books by 15% compared to last July's figures. July is always a difficult month for children's products as it is the end of the summer term and families don't tend to spend money on books or stationery for children at this time. You will not have any extra budget available to achieve this goal.

	Most likely to make	Least likely to make
A - Put a hand-written poster near the till promoting the great range of summer activity books that Writemore stocks for children.	☐	☐
B - Pick out a selection of summer-themed books and 'summer holiday' activity books and put them near the front of the children's area.	☐	☐
C - Tidy up the children's book area and make it look as presentable as possible.	☐	☐
D - Approach as many customers with children (or who look like they may have children or grandchildren) and politely mention to them that Writemore has a great range of summer holiday activity books and story books for children and show them where the children's books are.	☐	☐

Situation (d)

You are doing a stint on the till on a busy Saturday afternoon. You are working on the main bank of tills at the exit to the shop where customers from all parts of the shop can go to purchase their items. Suddenly the credit card transaction system stops working and one of the team leaders tells you that it will be 15 minutes until the system provider can fix the problem. There is a long queue of customers waiting.

	Most likely to make	Least likely to make
A- Talk to the team leader and suggest that someone goes down the line of customers informing them of the problem and how long it will take to resolve. This will save customers queuing up in case they have no cash or chequebook on them.	☐	☐
B- Continue serving customers and apologise about the lack of availability of credit card payment.	☐	☐
C- Ask the team leader what to do.	☐	☐
D- Take the opportunity to take your afternoon tea break as it appears that most customers will have to come back later when the system is working again.	☐	☐

Scenario 2

You are a retail assistant in the kitchenware department of the John Lewis branch at Buchanan Galleries in Glasgow. John Lewis is a large chain of department stores which has built a strong brand as an ethical and responsible retailer. The chain prides itself on bringing British-made, eco-friendly and responsibly-sourced products to market in the UK high street.

Your role is:

To meet and greet customers

To give customers detailed information and advice about products

To maintain stock levels by re-filling from the stock room as necessary or flagging up larger items that need re-ordering from the warehouse or the manufacturer

To keep the shop floor presentable and tidy

To operate the electronic till for cash, credit card and store card sale transactions, refunds and exchanges.

Situation (a)

A customer approached you on the shop floor. He appeared flustered and angry. He wanted to return an electric hand mixer that he purchased 3 months ago from this store. He said that he has only used the mixer twice and on the second occasion the whisk attachment broke off in the pudding mixture he was preparing and he couldn't attach it back onto the mixer handle. The customer has no receipt for the purchase. John Lewis' normal returns policy is 'no quibble' 28 day refund or exchange for all purchases. After this time customers need to show a receipt as 'proof of purchase'. When you informed the customer of this he started

shouting at you saying that he couldn't believe that he was being treated in such a manner and that he had clearly been sold faulty goods.

	Very effective response	Effective response	Slightly effective response	Ineffective response	Counter-productive response
A- Say that you can understand the customer's frustration, apologise and ask him to come with you to the Customer Service desk where you can consult the supervisor on duty with regard to how the rules apply in this case. Say that you will do your very best to ensure he goes away satisfied today, either with a replacement item or with a guarantee to have it repaired.	☐	☐	☐	☐	☐
B- Apologise and say that there is nothing you can do as he doesn't have a receipt. Explain that the policy is there because customers could buy items in another shop or even shoplift them and then try to get their money back.	☐	☐	☐	☐	☐
C- Say that he may have been using the mixer for the wrong type of cooking. Perhaps the mixture for his pudding was too thick? Ask whether he had read the instructions properly before using the mixer.	☐	☐	☐	☐	☐
D- Ask the customer to show you the mixer and see if there is anything you can do to repair it.	☐	☐	☐	☐	☐
E- Apologise to the customer and suggest that a credit card statement with the purchase on it might suffice as 'proof of purchase'. You will check with your supervisor.	☐	☐	☐	☐	☐

Situation (b)

It is 10am. A customer has been in the department for the past 45 minutes looking at dishwashers and asking you for advice and information on makes and models. She has three children and her husband works from home so she needs a machine that will be robust and can endure a lot of use. She has a budget of £300. You have shown her the two most

suitable machines. One is a cheaper model costing £299 which is fine but will probably last only 2 or 3 years with the high level of use she is describing. There is also a model which is of far superior quality which came on the market at an introductory offer price of £350 two weeks ago; the offer ends today and the model will revert to its normal price of £499 when the shop closes today. You believe that this model will last her and her family between 5 and 8 years of use. The customer is unsure about the extra £50 over her budget allocation and says she feels uncomfortable buying at the higher price without consulting her husband.

	Very effective response	Effective response	Slightly effective response	Ineffective response	Counter-productive response
A- Say that you can understand her worries and perhaps she should give her husband a call to discuss it with him. Remind her of the savings on the 'offer' machine, in that its longevity will be twice that of the cheaper model. So, in other words, she could spend nearly £600 for 6 years' use with the other model (as she'll have to replace it after 3 years) or £350 for 6 years' use with the superior model.	☐	☐	☐	☐	☐
B- Say that you are very worried she will miss out on this deal if she doesn't make a decision soon.	☐	☐	☐	☐	☐
C- Leave the customer to ponder her decision.	☐	☐	☐	☐	☐
D- Say that it is often better to buy a quality item than a 'cheap and cheerful' one.	☐	☐	☐	☐	☐
E- Remind the customer of the 'real' savings she would make if she purchased the more expensive but better quality machine. Over 6 years she would be	☐	☐	☐	☐	☐

	Very effective response	Effective response	Slightly effective response	Ineffective response	Counter-productive response
paying £350 instead of £600 for two cheaper machines.					

Situation (c)

You have arrived for work at 8.30am on a Monday. You are working an eight hour shift finishing at 4.30pm. The shop is open from 9am to 6pm today. There are only two of you on duty today as a colleague has called in sick.

You now find that there are the following tasks for the Kitchen department written in the diary by your supervisor, who is due in at 9.30am:

- Sort a delivery of utensils and silverware that came in late on Saturday, ensure it is properly shelved in the stock room.
- Check the department and stock up the shelves and displays where necessary, Saturday was very busy and no-one had a chance to do this.
- Dismantle a special offer display for Sutton & Sykes Dishwashers as the offer expired on Saturday at 5.30pm.
- Clean and tidy the till area as it has been left in a bit of a state by the Saturday team.
- One of you should attend the inter-departmental staff meeting from 10am to 11am today.

	Very effective response	Effective response	Slightly effective response	Ineffective response	Counter-productive response
A- Quickly talk through the tasks with your colleague. Suggest you deal with the delivery first as the store isn't open yet and you can both work on it until 9am. Identify the 'special offer' display and tidying the till as the next most important tasks. See if you can get a summary of the meeting from a colleague in another department so neither of you need attend.	☐	☐	☐	☐	☐
B- Start work on the special offer display immediately, you are concerned about the legal implications. Say to your colleague that you will talk through the rest of the tasks with her later.	☐	☐	☐	☐	☐

	Very effective response	Effective response	Slightly effective response	Ineffective response	Counter-productive response
C- Wait to talk to your supervisor and ask her opinion on the priority of the tasks and whether to attend the meeting as you have an absent colleague.	☐	☐	☐	☐	☐
D- Dismantle the special offer display immediately as you are concerned that customers will be misled. Then tidy the till area and prepare for customers. Decide on who will attend the meeting and the other one remain in the department to re-merchandise and to deal with customers. Once the meeting is finished there should be time in the remainder of the day to deal with the delivery.	☐	☐	☐	☐	☐
E- Deal with the delivery first as the shop isn't open and you can both work on it until 9am. Dismantle the special offer display straightaway at 9am whilst your colleague tidy's the till area. Decide on who will attend the meeting and the other one remain in the department to re-merchandise and to deal with customers.	☐	☐	☐	☐	☐

Situation (d)

A customer is in the store looking at the coffee makers available in your department. He has asked your advice on which coffee maker to buy.

Coffee makers vary on a number of criteria:

- The form of coffee that they use (e.g. coffee beans, ground coffee, espresso coffee, coffee capsules).
- Branded vs JL own-brand machines (own-brand tend to be less expensive for similar specification machines).
- Whether they are standalone (need to be placed on counter-top) or integrated (can be installed as part of a fitted kitchen).
- Price (which in your branch of JL varies from £140 to £1150). Price can indicate a desirable brand, styling and level of automation in a product.

	Very effective response	Effective response	Slightly effective response	Ineffective response	Counter-productive response
A- Check how much time the customer has available. Have a detailed conversation with the customer and find out about what they will use the machine for, what their kitchen is like, what is their attitude to styling and to price and what type of coffee they prefer to drink.	☐	☐	☐	☐	☐
B- Select the two best-selling machines and also an example of a premium-brand machine for the customer to consider.	☐	☐	☐	☐	☐
C- Say to the customer that all the products in JL are guaranteed and of high quality and that this type of decision is very subjective. Therefore you think it best that he make his mind up himself without interference from you.	☐	☐	☐	☐	☐
D- Ask him what type of coffee he likes and point him in the direction of the appropriate coffee machines that JL stocks.	☐	☐	☐	☐	☐
E- Say that you would be really interested to find out some information in order to help him make the decision. You specifically want to know about what he will use the machine for, what his kitchen is like, what is his attitude to styling and to price and	☐	☐	☐	☐	☐

	Very effective response	Effective response	Slightly effective response	Ineffective response	Counter-productive response
what type of coffee he prefers to drink.					

SITUATIONAL JUDGEMENT TEST ANSWERS

Scenario1

Situation (a)

A – This is the least effective response as you are not giving the customer any direct help and you are unaware as to whether the customer has access to a computer and is able to shop" online

B – This is the most effective response as you are trying to give the customer what he wants without him having to do too much more. By telling the customer how long it will take to order he can make an informed decision as to whether he wishes to take this option

C – A reasonable response but you are doing little to directly help the customer to find the book; he will still have to make quite a bit of effort himself

D – Not a particularly appropriate response as it is, almost certainly, obvious to the customer that he could try elsewhere and so your response is not adding any value to what he already knows. You have managed to make him aware of an alternative branch of Writemore which is positive, but perhaps you could have offered to ring that branch to check the availability of the book before the customer set off to St Enoch. You could also have improved this response by giving the customer specific details of other local bookshops and how to find them as well as the address of the ST Enoch store.

Situation (b)

A- Not a particularly appropriate response as this means that you will be late back from your break and you won't have kept colleagues informed of this. Also, by not dealing with the problem immediately you are risking a bad impression being given to customers coming into the shop

B- This is the most effective response as you are quickly dealing with the problem whilst keeping everyone informed. You are not making artificial boundaries between the different sections in the store and ensuring that the store looks good as a whole rather than just worrying about your area.

C- This is the least effective response as you are making assumptions that the problem will be dealt with and the whole store will suffer if one section looks scruffy. It will give customers a poor impression of your Writemore store.

D- A reasonable response as the team leader will deal with the problem. However, it would have been more supportive and helpful to offer assistance, if you could be spared, as you know the stationery section is shorthanded

Situation (c)

A- Not a particularly appropriate response as by the time people have reached the till they are unlikely to return to the children's book section. Also using a hand-written note obviously solves the problem of no promotional budget but may look a little cheap, cheerful and unprofessional

B- A reasonable response, this will catch the eye of the customers who are already browsing near the children's books and perhaps inspire them to buy books to entertain their children in the upcoming school holidays. However you could do more to actively promote the theme.

C- This is the least effective response as there is no guarantee that this will do anything to attract extra customers to the area or encourage them to buy books when they are there. Of course it should make sure that no customers are actively put off visiting the children's area but this is the very minimum you might want to achieve.

D- This is the most effective response as you are actively promoting the summer-themed books and helping customers to find them. You may worry that this approach is slightly "pushy" but without any budget for creating visual publicity this is the best and most dynamic way to raise customer awareness. You can also be on hand to offer help and advice if a customer shows an interest in buying books for the summer holiday.

Situation (d)

A- This is the most effective response as there is nothing you can do to solve the IT problem yourself but you can give customers as much information as possible so that they can decide whether to continue queuing up or whether to come back later. Checking with the team leader is also appropriate as he or she may have a different plan and don't want to clash.

B- Not a particularly appropriate response as you are allowing customers to queue up when they may not be able to pay for their items when they reach the till. You will end up with angry and frustrated customers.

C- A reasonable response as it is a good idea to take advice on the situation from the person in charge and this will also ensure you are taking the same approach as all your colleagues

D- This is the least effective response as you do not know for sure that most customers will have to pay later and you are leaving your colleagues and team leader to deal with the situation without checking what else you could do to help.

Scenario 2

Situation (a)

A- The very effective response. You have acknowledged the customer's frustration, said sorry and you are showing him that you are going to pursue the matter and are trying to resolve it.

B- The ineffective response. Although you apologised you are still in great danger of angering the customer further by refusing to help him out

C- The counterproductive response. Blaming the customer for a faulty or broken product is counterproductive as, although there is a chance it may be true, you are unlikely to be able to prove he and misused the item and you will anger him further

D – The slightly effective response. You are engaging with the customer and offering to help, however you should also acknowledge his anger and frustration. Furthermore, he probably would prefer a replacement or refund as he feels aggrieved at the faulty product.

E – The effective response. You are dealing with the customer politely and offering a reasonable solution.

Situation (b)

A- The very effective response. You are giving the customer accurate guidance and a realistic solution of calling her husband to include him in the decision making, but you're not being so "pushy" as to put her off

B – The counterproductive response. You are pressurising the customer and this may put her off from buying from your store altogether

C – The ineffective response. You are not helping or supporting the customer in making her decision or attempting to persuade her to purchase a machine from your store

D- The slightly effective response. You are giving her some advice but it is very general and not particularly supportive although it is not counterproductive or off-putting either

E – The effective response. Giving the customer honest, accurate and straightforward advice will influence her in a positive way to make her purchase today in your store

Situation (c)

A – The very effective response. The tasks are correctly prioritised and you may gain an extra person hour by avoiding the meeting but you rightly make sure you hear what was said at the meeting.

B – The ineffective response. Your colleague may be wondering what to do without a clear plan. Also you can dismantle the display when customers are in the store because you will be able to make it clear to anyone reading the display that it is an expired offer, as long as you deal with it as soon as the store opens

C- The counterproductive response. You are wasting an hour of you and your colleague's time

D – The slightly effective response. Reasonable prioritisation; however there could be two occasions in the day, excluding lunchtime, when there will be one person alone in the department, which could prove ineffective if there is a rush of customers

E – The effective response. A reasonable and correctly prioritised response but you might gain time if you could avoid going to the meeting just this once. One person in the department on their own would be a little "shorthanded" if there is a rush of customers

Situation (d)

A- The very effective response. If the customer has some time available then going through this process of examining his requirements and taste, as well as his budget, will help him to come to a sound and satisfying about this purchase.

B – The ineffective response. You haven't done anything to find out about the customer, what his lifestyle is, what his needs are or his attitude to brand and style. This could be a big waste of time for you and the customer

C – The counterproductive response. You are not providing the required service to the customer or fulfilling your job description

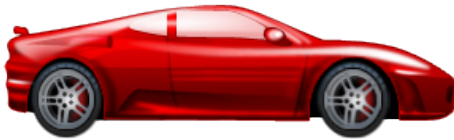
D – The slightly effective response. At least you have found out one thing about the customer which can help narrow down the range of products, however you could help him further, by asking about other criteria such as price, styling and brand.

E – The effective response. It is useful to have all this information available for you and the customer to be able to guide you towards the right product. You should perhaps check the time pressures before launching into such a detailed conversation though

13.30	CAR model Pass round the CAR Handout and talk through content, giving a couple of examples of how to use it. Split clients into small groups and get them to explore possible examples that they have demonstrated in the past for each of the listed skills. Highlight that it doesn't need to be a work related example e.g. Demonstrating good teamwork skills could be from being a member of a football team/hockey team. If clients are finding it difficult to think of examples, reassure them by explaining that they will have examples for each skill by the end of the workshop from group activities and exercises that we will be doing over the next few days. Introduce the car model hand out and explain competency based questioning technique that employers use at interview stage. C – Challenge what challenge did you face? A- Action what did you do? R- Result what was the outcome? Set a deadline forfor this task. Get clients to start thinking of different scenarios from their work, education and personal life.	CAR Model handout
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Always remember your CAR.....

Always remember your CAR.....it gives the employer a clearer understanding of how you deal with situations and can speed you ahead of the competition.



Challenge

Action

Result

Challenge

What was the challenge or situation that you had to overcome?

Example: A customer was very irate and was complaining about the bread she had just bought was mouldy.

Action

What did **you** (you personally) do about it? How did you go about solving the issues?

Example: You diffused the situation by apologising for the bread being mouldy. You then asked the customer for their receipt, checked the bread and agreed to refund or replace the item.

Result

What were the results?

Example: The customer agreed to have their money refunded and thanked me for sorting everything out. The customer seemed really happy with the result and has returned to the shop several times since.

Tell me about a time/situation where you have been required to demonstrate _____ skills. What was the outcome?

- Communication skills
- Teamwork
- Planning and organising
- Working under pressure
- Customer Service
- Problem Solving
- Decision making

Communication Skills

Challenge
Actions
Results

Teamwork

Challenge

Actions

Results

Planning and Organising

Challenge

Actions

Results

Working under pressure

Challenge

Actions

Results

Customer Service

Challenge
Actions
Results

Problem Solving

Challenge
Actions
Results

Decision Making

Challenge
Actions
Results

Confidence Building Workshop

Customer Name: _____

Length of Workshop: 2 hours

Aim: To improve your confidence and self-esteem through self awareness and exercises to practice on a daily basis

Workshop Objectives:

By the end of the session you will:

- Have identified your strengths and opportunities
- Have strategies for building confidence and self-esteem

How to use this workbook:

During the workshop you will be asked to turn to various pages within this workbook and complete an exercise.

There are also pages for your own notes which we would encourage you to take during the workshop.

Content

Ice Breaker – Getting to Know Each Other	Pg 3
What does confidence look like?	Pg 3
Body Language	Pg 4
Personal Confidence	Pg 5
Self Doubt	Pg 5
Confidence Quotes	Pg 6
Tips to Improve Self Confidence	Pg 7
Self – Esteem Diary	Pg 9

Ice Breaker – Getting to Know Each Other

Two Truths and a Lie

Each team member should secretly write down two truths about themselves and one lie on a small piece of paper – Do not reveal to anyone what you wrote down!

Once each person has completed this step you should quiz each other on their three questions. The idea is to convince others that your lie is actually a truth, while on the other hand, you try to guess other people's truths or lies by asking them questions.

Don't reveal your truths or lie to anyone – even if the majority of the group already has it figured out!

After the conversational period, gather in a circle and one by one repeat each one of your three statements and have the group vote on which one they think is the lie.

Create your Own Team Building Activities

The facilitator has asked the group to come up with a problem solving activity, one that you haven't already heard of or tried previously.

The goal is to have each group come up with a new problem solving activity that they've invented themselves.

Each group must come up and present their new problem solving activity.

What does confidence look like?

We all know someone who is confident. What is it about them that makes them appear so self-assured?

List at least 10 qualities they have:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

Body Language

When you completed the exercise above did you mention body language?

List here what you think positive body language is:

.....

.....

.....

Think of this self-assured person and mimic them! Walk like they walk, stand how they stand.

Why?

Because assuming the body language of a confident person makes others believe you are confident and eager and your body language has a direct effect on your psychological state. In effect, you're convincing yourself of your own confidence.

Practising acting confidently is something you can do all the time. Take time to practice this in the classroom and with other students

Eye contact is a big part of confident body language, and is certainly something you need to practise. Remind yourself as often as possible to make eye contact – whether it's your colleague, manager, the bus driver or a friend!

Personal Confidence

Everyone lacks confidence at some point of their lives and we need to take some time to address our confidence levels and take ownership for improving them

Low self-confidence is a self-fulfilling prophecy – the more you worry about how low your confidence is, the lower your confidence will become.

The important thing is that you take action.

Knowing that you're taking responsibility for improving your confidence will immediately start improving it.

Self Doubt

Self-confidence is our willingness to be present despite our self-doubts. It's our willingness to show up, to try anyway, and to keep going. Self-confidence is a leadership practice.

Understanding what triggers your self-doubt.

Write down situations where you feel self-doubt. These may be situations which make you feel uncomfortable e.g. when asked for your opinion, making friends etc

.....

.....

.....

Understanding the unconscious assumptions which trigger your self-doubt

Write down what assumptions you make that trigger your discomfort and self-doubt e.g.
nobody is interested in what I have to say, nobody will like me, I'm boring

.....

.....

.....

What is the impact of these assumptions on you and others?

Do you avoid situations that make you feel uncomfortable? Do you stay within your comfort zone? All growth comes from outside our comfort zones. Your false assumptions create unintended consequences e.g. I try to avoid joining in controversial conversations, I wait for others to befriend me, I don't have many friends.

.....

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.....

So what can you do differently?

If our usual unconscious response to a self-doubt trigger is to avoid a situation then the answer to this is to create a different assumption and a different response e.g. my opinion is just as interesting as everyone else so why shouldn't I state my opinion. I'm a likeable person, why shouldn't I approach others and make friends?

Try putting yourself in the situation which would normally trigger your self-doubt with a new assumption and notice what happens.

The key to unlocking your potential is reframing the mindsets that stop you from achieving your goals. Only you have the power to do that.

Write down a list of new assumptions for the examples you provided above

.....

.....

.....

Confidence Quotes: For Discussion

“We don’t see things as they are, we see things as we are”

“Failure lies not in falling down. Failure lies in not getting up”

“He who asks is a fool for five minutes, but he who does not ask is a fool forever”

ERIC –
Emotional
Reaction
Impedes
Control

Tips to Improve Self Confidence

Dress up

When you look your best you are more likely to carry yourself with more confidence

Step up the pace

Walk with your head up and smile. Walk with purpose and faster than usual

Practice good posture

The way you carry your body tells a lot about how you feel about yourself. Good posture will make you feel more alert, confident and powerful.

Practice gratitude

Don’t focus on what you don’t have or haven’t achieved. Write down 5 things every day that you are grateful for

Pay compliments

Confident people are often the most complimentary of others. Giving someone a compliment, on their clothes or a great presentation, makes you feel good because you've made them feel good. While you're at it, practise taking compliments graciously.

Sit up front

Sitting at the back shows disinterest or a lack of confidence. Practice allaying fears of being noticed by other people and start to feel more confident

Speak up

Don't be nervous of speaking up in group discussions and feeling that others will judge you as stupid. People are much more accepting than we think they are. Speak up at least once in every group discussion. It will get easier in time.

Exercise

Exercise relieves stress and physical fitness goals is an excellent way to make you feel better about your abilities

Focus on contributing

When you shift your focus to what you can give instead of what you get or how you are perceived you will stop worrying about yourself.

Pursue your passions

Read a book, plan a holiday. Take a few minutes out to pursue your interests. If in work view it as a learning experience.

Build self-esteem

Self esteem is an excellent barrier to depression and other negative emotions. The more roles you fill in your life the more self-esteem you have. You may wish to keep a Self-Esteem Diary – see below

Record your achievements

Whether as a one-off exercise, or by making it part of your daily routine, recording your achievements is a powerful route to increasing confidence and improving your self-worth.

Achievements can include everyday occurrences such as being asked for help or thanked for a useful report.

Keep a note on paper of every time you have given 100% effort to a task. By recording your achievements you will begin to value them more and focus on what you are good at.

This week I achieved....

--

Self –Esteem Diary

Monday	
Something I did well today...	
Today I had fun when....	
I felt proud when...	
Tuesday	
Today I accomplished...	
I had a positive experience with....	
Something I did with for someone...	
Wednesday	
I felt good about myself when...	
I was proud of someone else...	
Today was interesting because....	
Thursday	
I felt proud when....	
A positive thing I witnessed....	

Today I accomplished...	
Friday	
Something I did well today..	
I had a positive experience with...	
I was proud of someone when..	
Saturday	
Today I had fun when....	
Something I did for someone..	
I felt good about myself when....	
Sunday	
A positive thing I witnessed...	
Today was interesting because...	
I felt proud when.....	



CV, Cover and Spec Letters

Nothing is particularly hard if you divide it into small jobs.

Henry Ford

Delegate Workbook

Name: _____

Length of Workshop

3.5hrs

Aim: To help you develop the necessary skills and knowledge needed to write an effective Cover and Speculative Letter and to write or update a CV

Workshop Objectives:

By the end of the session you will;

- Understand the presentation of a CV
- Be able to tailor your CV to the job specification
- Understand the purpose of a Cover letter and how to tailor this to the job specification
- Know what the differences are between a Cover and Speculative Letter
- Develop and apply your own skills need to write your own Cover and Speculative letter

How to use this workbook:

During the workshop you will be asked to turn to various pages within this workbook and complete an exercise.

There are also pages for your own notes which we would encourage you to take during the workshop.

Content

CV.....	
Covering Letters	
What should be in your covering letter	
Layout Template – for a particular post	
Sample Letter – for a particular post	
Layout Template for a Speculative Letter.....	
Sample of a Speculative Letter.....	
Your Turn.....	

CV Tips

Good employers will receive a lot of CVs from a wide range of people. It is vital that your CV stands out for the right reasons. Here is a list of key points to remember:

- Your CV should be 1-2 pages long – research shows that if it is longer than this, most recruiters won't even read it
- Make your CV easy to read with plenty of white space
- Consider layout - make CV symmetrical and justify type
- Use simple font such as Arial or Verdana as this makes it easier for the recruiter to read. Avoid Times New Roman and Brush Script as these are both difficult on the eye!
- Type your CV – no matter how neat your hand-writing, don't take the chance that a potential employer won't be able to read it
- Double check spelling – spell checks don't pick up “an” instead of “and”, “the” instead of “them” and many more
- Don't use capital letters inappropriately. This is no longer fashionable.
- Avoid using colours – at interview stage your CV will be photocopied in black and white
- Get someone else to read your CV – sometimes you can be too close to a piece of work and read what you think is there rather than what is really there
- Use positive language – successfully, effectively, motivated, achieved etc are just some words that show an employer results matter to you
- Include your key skills and provide examples of how you used these
- Change your CV when applying for different job roles – this will help you choose the most relevant experience and make the best impression on that potential employer
- DON'T LIE ON YOUR CV – you will be questioned in detail on what you have written and a good employer will see through you. If you do manage to “fool” a recruiter to get a job, you could end up being sacked and sued!

Selling Yourself

- What is a personal profile?

- We spoke about key skills in an earlier workshop. What are key skills?

- Should your personal profile change depending on the role you are applying for? If so, why?

- Should your key skills change depending on the role you are applying for? If so, why?

Let's Recap on Key Skills.....

- List 5 key skills that an employer would be looking for you to possess if you were a Hotel Receptionist?

1.

2.

3.

4.

5.

- List 5 key skills that an employer would be looking for you to possess if you were a Children's Nanny?

1.

2.

3.

4.

5.

Let's look at your CV.....

Does your personal profile suit the jobs you are going for? _____

Do your key skills suit the jobs you are applying for? _____

Does your CV **SELL** you? _____

Do you currently alter your CV depending on the job you are applying for? _____

What alterations need to be made to your CV? _____

Writing your own Personal Profile and Key Skills:

You should write your own Personal Profile tailoring it to the job of your choice. Remember to select appropriate skills and examples of where you gained these.

You should also make a list of 5 relevant key skills for the job. You can use the space below.

Personal Profile:

Key Skills:

-
-
-
-
-

Covering Letters



A Covering Letter gives you

...another opportunity to market yourself to an employer by targeting what they are looking for

Where possible, your CV should be accompanied by a covering letter. This puts your CV in context. While your CV sets out the skills you have your covering letter provides information on your motivation and adaptability.

A covering letter should:



- demonstrate your interest in and knowledge of the company
- highlight relevant parts of your CV
- give additional information that does not fit easily into a CV
- explain any personal circumstances or anomalies in your application

It is a good idea to type your letter to make it easily readable – especially if your handwriting is poor. Remember to use the same font and text size as your CV.

Double-check the letter for mistakes. Remember the point of the cover letter is to make a positive impression.

What should be in your covering letter



Your letter should be long enough to provide interesting information to the employer but short enough to keep them interested.

Remember the employer may have a lot of applications so it is important that you hit the right note.

As a general rule your letter should be three or four paragraphs long unless you have been asked to respond to a number of criteria as laid out in the Job Specification.

Use the following format as a guide:

- In the beginning, briefly introduce yourself, state the post you are applying for and where you saw it advertised. For a speculative letter, specify the type of work you are looking for.
- In the middle section:
 - Explain why you are interested in this type of work
 - Show an understanding of what it is likely to involve
 - Explain why you are interested in working for this employer
 - Demonstrate enthusiasm and evidence of research into such aspects as their successes, involvements, values or clients
 - Highlight what makes you suitable for this position
 - Aim to show that your key strengths match their requirements
 - Take the opportunity, if necessary, to explain any anomalies in your background such as gaps in employment
 - Perhaps explain how any hurdles you have encountered have helped you develop in a positive way
- In the final paragraph, thank the employer and advise how you can be contacted.

Layout Template – for a particular post

Your Address
Post Code

Tel No:
Mob No:

Date

Contact name
Department
Company name
Address
Post code

Dear Sir/Madam (contact name),

In this paragraph write the reason why you are actually sending the letter, ensure that you mention job title, where advertised (including date) and also reference number if available.

This paragraph must be used to **sell yourself**. Mention the skills that you have in the above noted employment capacity and how they can be of benefit to the employer. If you have experience of computer packages, using specific machinery, fork lift licence or the personality traits required for this type of employment. **Key words:** flexible, adaptable, communication skills, reliable and also job specifics.

This paragraph should be used to simply thank the person for taking the time to look through your CV and let them know that you are contactable should they require more information.

Yours sincerely (if you have a name) or faithfully (if you don't)

(Your signature)

(Print name)

Sample Letter – for a particular post

Your Address
Town
Postcode

Home Tel No:
Mobile No:

Date

Name of Person
Department
Company Name
Address 1
Town
Postcode

Re: Vacancy Title

Dear Ms Riordan

I am writing to apply for a position within your organisation as a **[Vacancy Title]** as advertised in the Clydebank Post **[ref no & date]**.

I am particularly keen to gain experience within your company, as I am confident that my skills and experience will allow me to be a successful and valuable member of your team. I am a highly motivated individual who possesses excellent communication skills, developed during my extensive **[job sector]** experience. I am able to offer a flexible and resourceful attitude to work. **[Use this space to give some information on the skills/experiences that match job description and personal specification – don't forget to provide evidence and lots of detail].**

Thank you for taking the time to read my letter and attached CV. Should you require any further information, please do not hesitate to contact me on any of the numbers listed above.

I look forward to hearing from you soon.

Yours sincerely

A N Other

Speculative Letters



Why do we send speculative letters?

Some employers do not normally advertise vacancies due to the high cost of recruitment and rely mainly on networking, internal applications, head hunting and speculative enquiries.

Approximately 70 – 80% of jobs are not advertised and are known as “hidden” vacancies. Can you think of any local employers who do not normally advertise vacancies?

What are the advantages of a speculative approach?

- If your timing is right you may be lucky to contact an employer who has not yet taken action to fill a vacancy
- Your application may be kept on file and considered for future opportunities
- A post may be created where an applicant has an excellent skills set to match the company's requirements

If the employer has an unadvertised vacancy it is likely you will face reduced competition from other applicants and have a greater chance of getting to interview stage.

Method of approach

If you feel fairly confident you might opt to call in person and ask to speak to the employer or you may choose to telephone instead. Many people opt to send a speculative letter as they can spend time preparing this and not be put “on the spot”.

So what should you write?

It is important that you understand the company's needs and how you can meet these. You should research the organisation, know what their services are, any new contracts etc and how your skills will match. You should detail these in a paragraph of your letter.

Keep your letter to the point and sell your skills. Try to avoid repeating what is in your CV.

Layout Template for a Speculative Letter

Your Address
Post Code

Tel No:
Mob No:

Date

Contact name
Full company address

Dear Sir/Madam (contact name),

In this paragraph write the reason why you are actually sending the letter, ensure that you mention the type of employment that you are looking for.

In this paragraph explain what you know of the company, **e.g.** mentioning company name, their reputation and the services that they provide or if they have recently won a major contract etc. **For example**; I recognise that Smith & Sons are a large engineering company who provide wide ranging services to the construction industry.

This paragraph must be used to **sell yourself**. Mention the skills that you have in the above noted employment capacity and how they can be of benefit to the employer. If you have experience of computer packages, using specific machinery, fork lift licence or the personality traits required for this type of employment. **Key words**: flexible, adaptable, communication skills, reliable and also job specifics.

This paragraph should be used to simply thank the person for taking the time to look through your CV and let them know that you are contactable should they require more information.

Yours faithfully,

(Your signature)

(Print name)

Sample of a Speculative Letter

[Your address]

[Postcode]

[Tel No:]

[Mob No:]

[Date]

[Full Company Address]

Dear Sir/Madam

I am writing to you with regards to a suitable post within your company in an administrative capacity.

I recognise that [Company Name] is one of the largest engineering companies that offer a wide range of services to the construction industry. I also understand that [Company Name] has a diverse range of clients from all levels and has built a reputable service. I am very keen to work for your organisation because I have gained valuable experience in administration and have a particular interest in construction.

Having completed an HND in Business Information Technology and work placements, I have gained extensive knowledge and experience of using all types of computer packages such as Windows, Internet Explorer, Outlook and Sage 5.

I believe I can be an asset to the organisation because I have relevant personal qualities to offer such as reliability and adaptability, which I found essential in my recent work placement at Cooper's Engineering in Edinburgh. I have developed excellent communication skills while studying for my HND through regular teamwork activities and delivering Microsoft PowerPoint presentations. I am committed to ongoing personal and professional development.

Please find enclosed current copy of my CV. Should you require any further information, please do not hesitate to contact me.

I look forward to hearing from you soon.

Yours faithfully

[Your Signature]

[Your Name]

Your Turn



You will be given details of a fictional job which you must write a covering letter for.

You have 30 minutes to prepare and write the letter.

You can use this space to take some notes.

Now do your own Cover letter:

Now do your own Speculative Letter to a company of your choice:

ORIGINAL CV

Top Cat

1 The Alley
Glasgow
G66 1NH

00000000000000
Top.cat@gmail.com

Personal Profile

I am reliable, honest and hardworking. I have a patient nature and can work as a member of a team and on my own initiative. I have good communication skills. I am able to work well under pressure and am good at following instructions. I am now looking for a new challenge as a labourer or driver.

Key Skills

- Over 10 years experience as Joiners-mate
- The ability to work under pressure and to given timescales
- The ability to work alone or as part of a team
- A good head for heights and sense of balance
- An awareness of health and safety issues
- The ability to follow written and spoken instructions
- Good hand to eye co-ordination
- Full, clean and current driving licence
- Ability to use SAT NAV
- Good knowledge of greater Glasgow roads and the current Highway Code
- General mechanical knowledge which enables being able to look after most vehicles
- Able to work in any weather and also any traffic conditions
- Patient, considerate and courteous driver with over 20 years experience.
- Accurate recording of administration logs and records

Employment History

June 2010 – June 2014
Maintenance

Employer

Undertaking various maintenance tasks including: painting walls and window frames, repairs to a wide variety of items (including windows) and cleaning up.

1999 – 2010
Joinery

Employer

During my time with Employer, I undertook a range of duties including joinery work and labouring work. I had a good awareness of health and safety at all times. The work included shelving and cupboards plus repair and maintenance.

1990 - 1999
Joinery

Employer

As well as joinery work this involved labouring. Constructing flat packs for wardrobes and beds.

Hobbies and Interests

I enjoy cycling and maintenance of cars and bikes. Also get pleasure from spending time with my family. I like to watch football and other sports.

References

Available on request

GOOD CV CONSTRUCTION

Top Cat

1 The Alley
Glasgow
G66 1NH

Tel:00000000000000

Email:Top.cat@gmail.com

Personal Profile

A highly motivated individual with an excellent work record in the construction industry. Has experience of working at heights and has a good awareness of Health & Safety regulations. Previous jobs involved working under pressure and effectively as part of a team in order to complete work within time limits. Is able to follow written and spoken instructions and enjoys new challenges. Has good hand to eye co-ordination and after 4 years as a maintenance worker has developed skills in a range of maintenance tasks.

Key Skills

- Flexible and adaptable worker
- Health & safety conscious
- Good all round manual skills
- Strong team player
- Excellent work ethic

Employment History

June 2010 – June 2014

Employer

Maintenance

Undertaking various maintenance tasks including: painting walls and window frames, repairs to a wide variety of items (including windows) and cleaning up.

1999 – 2010

Employer

Joinery

During my time with Employer, I undertook a range of duties including joinery work and labouring work. I had a good awareness of health and safety at all times. The work included shelving and cupboards plus repair and maintenance.

1990 - 1999

Employer

Joinery

Constructing flat packs for wardrobes and beds and other general labouring duties such as keeping work areas clean.

Hobbies and Interests

I enjoy cycling and in 2013 I cycled from John O'Groats to Lands End and raised £30,000 for the MacMillan Cancer charity. I also enjoy maintenance of cars and bikes and maintain all the family cars at minimum cost.

References

Available on request

GOOD CV DRIVING

Top Cat

1 The Alley
Glasgow
G66 1NH

00000000000000
Top.cat@gmail.com

Personal Profile

Over 20 years' experience of driving within the Glasgow and West areas and holds a clean current driving licence. Is a safe and considerate driver who can drive in any weather or traffic conditions and get to jobs on time. Has good general mechanical knowledge and regularly maintained company vehicles. Good Health & Safety knowledge for working and driving on construction sites. Is a highly motivated and enthusiastic individual with a 24 year record of continuous employment who is keen to get back into work and take on new challenges.

Key Skills

- Excellent driving skills
- Car maintenance experience
- Good knowledge of Glasgow and surrounding areas
- Effective time management skills

June 2010 – June 2014 Maintenance

Employer

Drove the company van to locations within the Glasgow area and undertook various maintenance tasks including: painting walls and window frames, repairs to a wide variety of items (including windows) and cleaning up.

1999 – 2010 Joinery

Employer

During my time with Employer, I was responsible for driving the squad to various sites and assisted skilled tradesmen with a range of duties including joinery work and labouring work. I had a good awareness of health and safety at all times. The work included shelving and cupboards plus repair and maintenance.

1990 - 1999 Joinery

Employer

Driving construction workers to local sites where I constructed flat packs for wardrobes and beds as well as some labouring duties such as cleaning up the site and loading, unloading the van.

Hobbies and Interests

I enjoy cycling and in 2013 I cycled from John O'Groats to Lands End and raised £30,000 for the MacMillan Cancer charity. I also enjoy maintenance of cars and bikes and maintain all the family cars at minimum cost.

References

Available on request

PERSONAL PROFILES

I am a reliable, conscientious and self motivated individual with good communication skills. I am an excellent timekeeper and have a good attendance record. Possessing the ability to work well as part of a team, I am equally comfortable when working alone and using my own initiative. A quick learner, I am keen to play a hands on role within a pressured environment.

I am a flexible, enthusiastic and hard working individual, who is eager and willing to learn new skills and ideas. I enjoy working as part of a team, but I am equally comfortable by working alone using my own initiative. I am always committed to seeing out any task or project to its completion.

A confident and hardworking individual with excellent communication and interpersonal skills, experienced in dealing with a varied customer base, using flexible and adaptable methods of working, now seeking further employment opportunities.

Mature individual with 30 years of experience in building trade and in management. Hard working and conscientious who can work on own initiative. Very attentive to detail and has proven ability to bring projects to completion on time and to budget. Good at building relationships and has successfully motivated and managed others to work to full potential.

An experienced ground worker and qualified welder with up to date tickets for CSCS, National Road & Street Workers as well as Confined Spaces work. Is extremely health and safety conscious as this and effective communication is critical in all construction roles. Has worked a variety of shifts and is happy to work additional hours in order to complete contracts within deadlines.

Has 23 years experience within the veterinary market as a practice manager and as an AMTRA- qualified pharmaceutical sales professional. Has a proven track record in sales, management and training. Has successfully managed 2 veterinary practices with a total of 12 staff and developed strong interpersonal and organisational skills plus an ability to lead and motivate others. Always willing to face new challenges with a positive attitude and brings commitment and enthusiasm to all roles

An experienced driver with over 23 years unblemished track record of driving cars, taxis and 7.5 tonne vehicles with a good working knowledge of the Glasgow area. Previous employment involved planning routes and meeting delivery deadlines. Friendly and helpful and enjoys interacting with customers while providing a quality service. Looking forward to returning to the labour market and taking on new challenges.



Customer Service

Delegate Workbook

Name:_____

Contents

Delivering Excellent Customer Service

<u>So what does a customer expect?.....</u>	
<u>Elements of excellent customer service</u>	
<u>Customer Service Case Study</u>	



Delivering Excellent Customer Service

All employers, no matter what they do, will aim to deliver excellent customer service. Every business has a customer base and customers expect to be treated with respect and fairness.

Most companies deliver customer service to a degree but what makes the customer return is when the service is 'excellent' and the 'attitude' of the staff provides an 'experience' rather than just a service.



Customer service is all about positive attitude!

Here are examples of what large companies have said about their views on the importance of 'customer service'

"Give the public everything you can give them, keep the place as clean as you can keep it, keep it friendly". - Walt Disney

"If you build a great experience, customers tell each other about that. Word of mouth is very powerful". - Jeff Bezos (Amazon)

In the space below detail your 'best' customer service experience and why.

What would you tell others about the company?

Now detail your 'worst' customer service experience and why

What would you tell others about the company?

On average, telling 1 person about a bad experience will result in them telling another 7 people who in turn will tell another 7. So word of mouth is very powerful and, if it is bad, it can have a damaging effect on an organisation.

Providing 'excellent' customer service ensures loyalty and commitment from a customer. The customer will continue to pay for goods and services resulting in profit for the business and jobs for you!

So what does a customer expect?

Using the space below detail what 'excellent' customer service like?



looks

Elements of excellent customer service

- Be honest and sincere
- Show respect for the customer
- Put yourself in the customer shoes
- Smile
- Use positive language
- Take time to listen to the customers' needs
- Don't promise what you can't deliver
- Care for the customer at all times
- Tell them what you 'can' do
- Go the extra mile
- Remember what it is like to be a Customer!



Customer Service Case Study

Consider the following information about a hotel and a regular customer.

Using the information provided, write down as many possible opportunities the hotel has to deliver excellent customer service.

Hotel Information

The Loch View Hotel group run a 4 star Hotel and Spa Resort in the North of Scotland. The Hotel consists of quality accommodation, 2 restaurants, leisure facilities, indoor kids adventure play area, 9 hole golf course and business and conference centre.

The Hotel prides itself on providing 'excellent customer service' to every guest and has been awarded the 'best 4 star Hotel in Scotland' by the Scottish Tourist board for the last 3 years.

Each year in February, the Hotel offers discounted rates for families and OAP's with free access to all facilities within the hotel and priority booking in the restaurants so it is a very busy month. Also during February there is a local yacht show which generates a lot of interest.

The hotel offers a rail or airport uplift service with a chauffeur driven car at a charge.

The hotel is having some renovations to the leisure facilities which have over-run and, although the facilities are still in use, they are not up to usual standards.

Mr Sheen – Regular Guest

Mr Sheen has been visiting the Hotel on a regular basis for the last 5 months.

Mr Sheen:

- Works in an IT Organisation
- Stays in the hotel for 2 or 3 nights a week
- Has a nut allergy
- Is a keen golfer
- Is particular about rooms
- Has complained about the noise from the kid's adventure play area
- Uses his own car
- Occasionally travels by rail
- Leaves early each morning

What opportunities does the hotel have to deliver 'excellent customer service to Mr Sheen?

The Importance of HOW?

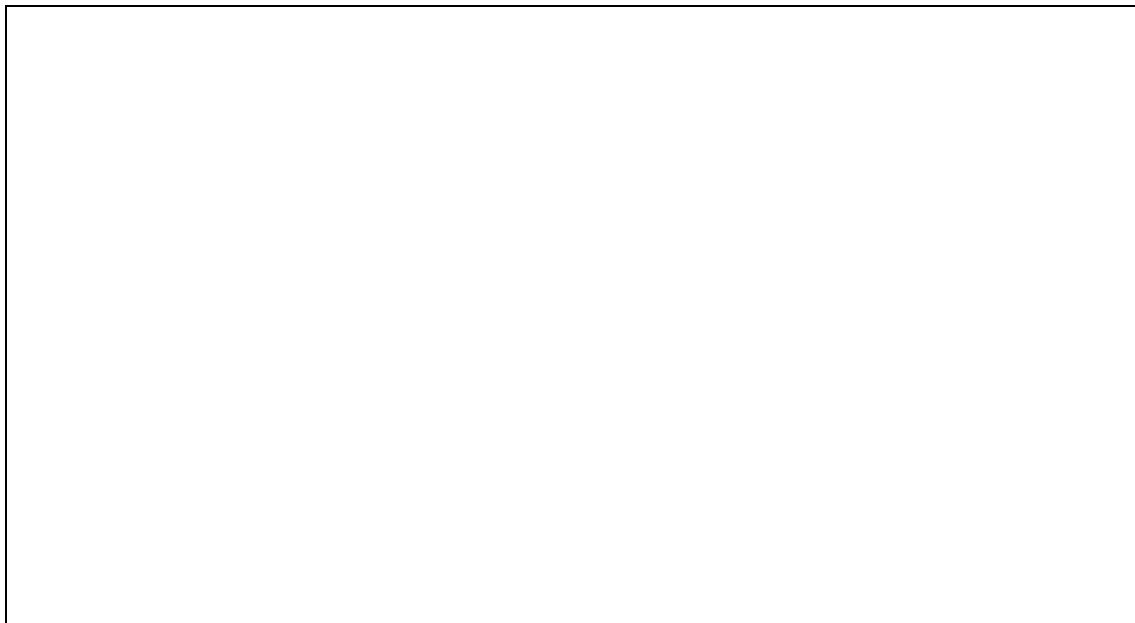
Today how you deliver your products and services is as important as what they are. Competing goods and services don't differ greatly from each other, so customers will choose where to shop based on the service they get.

Before they consider spending any money, customers will already know whether they trust you and like you. They will have judged what you look like, what you sound like and how responsive you are. They will have seen how you treat other customers. Often customers can only judge quality based on the service they get. How can a patient judge a doctor's competence? How can a novice tell whether a computer is right for them? They all depend on a service that inspires confidence and shows attention to their needs.

Reflection Time

Now take some time to reflect on what 'customer service' YOU would deliver in your most desired role.

Role: _____

A large empty rectangular box with a thin black border, intended for a student to write their reflection on customer service.

Customer Service is one of the main skills a company will look for, therefore at interview stage you are likely to be asked to discuss when you have 'delivered good customer service' or dealt with a 'difficult customer'.

We will look at this in more detail when we cover Interview Techniques.

Assertiveness Workshop

Customer Name: _____

Length of Workshop: 1.5 hours

Aim: To develop the ability to express yourself effectively and stand up for your point of view, while also respecting the rights and beliefs of others. The act of being assertive will help to boost your self-esteem and earn others' respect.

Workshop Objectives:

By the end of the session you will:

- Have learned about different communication styles and their impact
- Practiced the art of being assertive through exercises and role play

How to use this workbook:

During the workshop you will be asked to turn to various pages within this workbook and complete an exercise.

There are also pages for your own notes which we would encourage you to take during the workshop.

Content

Introduction – What is Assertiveness.....	Pg 3
Exercise 1: Responses.....	Pg 4
Exercise 2: Your Communication Style.....	Pg 5
Becoming More Assertive.....	Pg 6
Exercise 3: Practice Assertive Behaviour.....	Pg 8
Difficult Situations.....	Pg 8 -10

Introduction – What is Assertiveness?

In order to understand what assertiveness is we need to consider the characteristics of other styles of communication.

Passive-----→Assertive-----→Aggressive

Passive Characteristic

- An unwillingness to stand up for your rights for fear of offending others

- A tendency to be easy going and pleasant
- Inaction and indecision
- Discomfort at expressing anger
- A tendency to deny or suppress feelings
- Resentment under the surface producing stress and tension

Aggressive Characteristic

- Anger and domination that alienates others who oppose you
- Intrusiveness
- Usually suspicious of others
- Stress and inability to form close, trusting and caring relationships

Assertive Characteristic

- The ability to stand up for your rights in a non-threatening manner
- Fairness and strength of character
- Sensitivity to the rights and feelings of others
- A relaxed and easy going style
- Openness about your feelings
- Good mechanisms for coping with stress and the ability to maintain long standing relationships

Impact:

Passiveness

- Avoids communication about their needs
- Avoids conflict
- Holds on to pent up anger
- Eventually explodes aggressively
- Shocks others who are unaware of any problem
- Creates hard feelings
- Weakens relationships

Assertiveness

- Tends to have fewer conflicts when dealing with others
- Gets their needs met / helps others to meet their needs
- Have more supportive and stronger relationships
- Have people they can count on
- Have less stress

Aggressiveness

- Tends to alienate others

- Makes themselves alienated
- Makes others feel “attacked”
- Have failed relationships
- Have little social support
- Don’t realise the impact their behaviour has
- Feel like victims
- Create unnecessary stress

Exercise 1 - Responses

You should split into smaller groups and identify whether the response is assertive, passive or aggressive. Alternatively, is there a better way to respond?

Situation: The barmaid serves you the wrong drink in the pub.

Response: “What do you call this? I asked for a shandy, not lager – get your act together, love.”

Situation: A new colleague, with whom you share an office, smokes continuously. You dislike the smell of smoke.

Response: “Gosh, I’ve really got a headache, but then smoky atmospheres always bring on my migraine.”

Situation: You are feeling put upon at work and decide to ask for a higher grade.

Response: “I’d like to talk about my grade with you. Please could we meet next week to discuss it further?”

Exercise 2 – Your Communication Style

Let’s look at what style of communication you use. Complete the following quiz and tick which box you most relate to.

1. Someone cuts in front of you in a line. You:

- ☐ Assume they didn’t know you were in line; gently explain that you were waiting before them.
- ☐ Say nothing, but glare at them and “accidentally” push them a little.
- ☐ Say nothing and do nothing.

- ☐ Tell them you don't appreciate their behaviour that they need to return to their place.

2. Someone at work is making inappropriate jokes at your expense. You:

- ☐ Say nothing. You don't want to make things worse.
- ☐ Report them to Human Resources and demand they be punished.
- ☐ Tell them you don't appreciate the jokes, and start making more neutral jokes yourself to set a different tone.
- ☐ Make inappropriate jokes at their expense.

3. You are meeting someone for the first time and they show up 20 minutes late.

You say:

- ☐ You really don't like being kept waiting and you think their behaviour is rude.
- ☐ Say nothing. You don't like conflict.
- ☐ Mention the time, and ask if something happened unexpectedly to make them late.
- ☐ Say nothing. You went home after waiting fifteen minutes, and are no longer there.

4. You have a friend who is consistently 15 to 20 minutes late when meeting you.

Eventually, you:

- ☐ Finally blow up at them one day, and then stop making dates with this friend.
- ☐ Just learn to deal with it so you don't risk any conflict.
- ☐ Tell them that you value their friendship, but are becoming increasingly frustrated.
- ☐ Start telling them to meet you 20 minutes early, so they end up "on time" without knowing it.

5. An overly critical relative that you see regularly tends to throw veiled insults at you. Eventually you:

- ☐ Try to get on that relative's "good side" so you'll be left alone.
- ☐ Address the comments with, "Wow, that was a little rude, wasn't it?" or avoid this relative.
- ☐ Get into the practice of pointing out her flaws as well. Fight fire with fire.
- ☐ Avoid this relative, and be sure the rest of the family knows why.

6. Your partner habitually makes you the butt of jokes, even after you say that it hurts you. You:

- ☐ Decide that maybe you do need to develop a thicker skin.
- ☐ Re-evaluate whether or not this relationship is healthy, and consider getting out.
- ☐ Start making similar jokes about your partner, matching each veiled insult with one of your own.
- ☐ Don't bring up the jokes again, but begin doing things that bother your partner to even things up.

7. You go to dinner out; after a very long wait, it arrives cold. You:

- ☐ Tell the waiter how incompetent you think he is and demand that the food be free.
- ☐ Tell the waiter that this is unacceptable and ask what they can do to make things right.
- ☐ Say nothing, but leave a ridiculously small tip.
- ☐ Say nothing; you don't want to risk having the waiter spit in your food!

Becoming More Assertive

Now take an honest look at yourself and your responses to see where you currently stand. The answers to the following questions will help you. Tick all which apply to you:

- ☐ Do you have difficulty accepting constructive criticism?
- ☐ Do you find yourself saying 'yes' to requests that you should really say 'no' to, just to avoid disappointing people?
- ☐ Do you have trouble voicing a difference of opinion with others?
- ☐ Do people tend to feel alienated by your communication style when you do disagree with them?
- ☐ Do you feel attacked when someone has an opinion different from your own?

If you answered yes to several of these you may benefit from learning how to become assertive.

Tips to become Assertive

Aim for open and honest communication. Remember to respect other people when you are sharing your feelings, wants, needs, beliefs or opinions.

Listen actively. Try to understand the other person's point of view and don't interrupt when they are explaining it to you.

Anticipate responses and prepare for them

Agree to disagree. Remember that having a different point of view doesn't mean you are right and the other person is wrong.

Stay calm. Breathe normally, look the person in the eye, keep your face relaxed and speak in a normal voice.

Take a problem-solving approach to conflict. Try to see the other person as your friend not your enemy.

Use positive language. Instead of saying, “You have no clue what my life is like, and you are a selfish oaf,” you might say, “I am exhausted and I need more help with the kids.”

Adopt a new clear inner dialogue

Show appropriate body language to back up your assertion

Use ‘I’. Stick with statements that include ‘I’ in them such as ‘I think’ or ‘I feel’. Don’t use aggressive language such as ‘you always’ or ‘you never’.

Be clear, specific and direct in what you say. Stick to your point.

Replace negative thoughts with positive thoughts. For example, ‘I am a bad person for not loaning my friend money’ — with a positive statement such as, ‘I deserve to have financial stability and not put myself in jeopardy’

Repeat your message if you encounter objection

Avoid guilt trips. Be honest and tell others how you feel or what you want without making accusations or making them feel guilty.

Let go of your guilt. Being assertive can be tough — especially if you’ve been passive or a people pleaser most of your life. The first few times it can feel unnerving.

Practice assertiveness. Talk in an assertive way in front of a mirror or with a friend. Pay attention to your body language as well as to the words you say.

Be patient. Being assertive is a skill that needs practice. Remember that you will sometimes do better at it than at other times, but you can always learn from your mistakes.

Take time out if you feel weakened or threatened by the situation

Start small. Try being assertive in mildly tense situations, such as requesting to be seated at a different spot at a restaurant then gently work up to tougher situations such as talking to your partner about infidelity issues.

Exercise 3: Practice Assertive Behaviour

Work in pairs with each person choosing a situation from the following to act out using assertive behaviour.

- Your friend always asks to borrow a few pounds when you go out but he/she never repays you. You begin to resent that he/she does this all the time.
- A relative calls you late at night just to talk. You are tired and have to get up early in the morning.

- The new shoes you bought three weeks ago are already starting to fall apart. You take them back to the store where you bought them.
- You bring your car to a garage for service. You ask the mechanic to call and let you know how much it will cost before doing the work. He doesn't call and when you call him he tells you he has already done the work and your bill is £250.
- You are eating lunch and the person next to you smokes throughout the meal; this really bothers you.
- You lend a friend one of your books. He / she returns it with pages torn and dirty.
- Someone in the car you are riding in decides to sing and does so for 15 minutes. It begins to get on your nerves and you politely ask her to stop, but she doesn't.
- You went to a party with some people but the person who was driving had too much to drink and refuses to let anyone else drive.

Difficult Situations

There are three types of situations where assertive behaviour is called for but you may find these difficult. Such situations can make you feel uncomfortable but assertiveness is really important at these times.

- Dealing with demands
- Handling or giving criticism
- Giving or receiving a compliment.

Dealing with Demands

Dealing with unacceptable demands can be daunting and it is not easy to summon up the courage to be assertive in such circumstances.

You might feel that others have a right to your time and effort. You have a right to say “no” without having to justify yourself.

When rejecting a demand, it is important for you to explain that it is the demand that is being rejected and not the person.

Having rejected a demand, it is important that you keep to that decision. If you crumble under pressure, others will learn you can be swayed so be firm. (You do of course have the right to change your mind if circumstances change)

In making demands, people often resort to passive or manipulative responses and may also assume a dependency upon you.

Apart from certain exceptions, for example dependent children, everyone is responsible for themselves and undue reliance should not be placed upon you or others.

Handling Criticism

Decide whether it is genuine criticism. Is there some other reason for it, for example is someone angry or frustrated and they are taking it out on you as you happen to be in front of them?

Acknowledge the criticism by repeating it or reflecting it, for example, "So you feel that I...." With any feedback it is important to thank the person for providing it.

Acknowledge any truthful elements of the criticism even if you find it hard to hear.

If the criticism includes some truth avoid lashing back with a counter-criticism. Criticism with a hint of truth tends to be wounding, but it may be offered in the hope that you will use it constructively. Not everyone is skilled in giving feedback even if well intentioned.

Giving Criticism

If possible, avoid criticising others. Instead, try to think about it as 'giving constructive, albeit negative, feedback to change their behaviour'. This will help you to remain calm, and give the feedback more effectively.

Criticism or negative feedback, is less brutal if you appear to be supporting the other person. You can do this by making it clear it is the action you are criticising and not the person. Begin with a supportive comment such as "I appreciate all the work you've put in on this, but we have a problem with..."

Avoid starting a sentence with, "You are...." as this will cause offence unless you finish it with a compliment. Focus on the behaviour not the personal attributes of the other individual.

Keep any criticism specific and avoid generalities, for example, "It was late when you picked up the children today" rather than, "You're always late." Generalised statements imply that the individual is at fault when the problem may be due to unforeseen circumstances.

You should avoid blaming others for your emotions, for example, "You make me so angry when...." It is better to focus on yourself as the centre of your own emotions and, you could say instead, "I feel very angry when you..."

Giving and Receiving Compliments

You might find the giving and receiving of compliments difficult or embarrassing and may feel the need to either shrug them off or return them.

Complimenting is a positive way of giving support, showing approval and increasing the other person's self-confidence. Learning to both give and accept them gracefully is an important life skill.

If your compliment is rejected, you might feel embarrassed and might be less likely to pay a compliment in the future.

Therefore if you are complimented, you should thank the person giving the compliment and accept it whether or not you actually agree with it. Useful phrases include 'Thank you, that's very kind of you to say that', or 'Thank you, it was a pleasure, but it's always nice to hear that you appreciate it'.

When giving a compliment:

Ensure it is genuine. Insincerity is easily detected, and will undermine your efforts to build up the person's self-esteem.

Remember that positive reinforcement is more effective than negative reinforcement. Compliments will be remembered much more readily and happily than criticism.

If a compliment is not appropriate then find a way to say thank you or offer some praise instead.

And finally...

Remember, assertiveness is always more appropriate than passive or aggressive behaviour, even if it is difficult. Try to treat others as you would like to be treated, with respect and politeness. This will help you to respond assertively to others, even in difficult situations.

09:45	Dummy Company Hand out the Dummy Company handout and talk through it with the clients and ensure that they are all clear on what they need to do. Assign groups and a group leader and instruct them into separate rooms. Make sure that each group is aware that they will be doing a presentation at the end of the day and that they are ALL to take part in the presentation. Facilitators Notes: Facilitators to float between the groups and ensure that they are all on the right lines and have appropriate suggestions. Make sure that everyone is getting involved and working well within a team.
12:00	Lunch
13:00	Dummy Company Presentations Have each group present their presentations to the others and ask questions about their presentations i.e. budgets etc. Then get feedback from the group who did the presentation, from the rest of the group and finally from the facilitators. Exercise Debrief Ask clients 'What was the purpose of the exercise? What skills did you use? Look for the following: • Teamwork • Presentation Skills • Communication skills • Planning and Organising • Working to deadlines • Working under pressure • Conflict handling

DUMMY COMPANY (Handout)

- ❑ Assigned groups will create their own company – within the group you have the flexibility to create any type of organisation or company

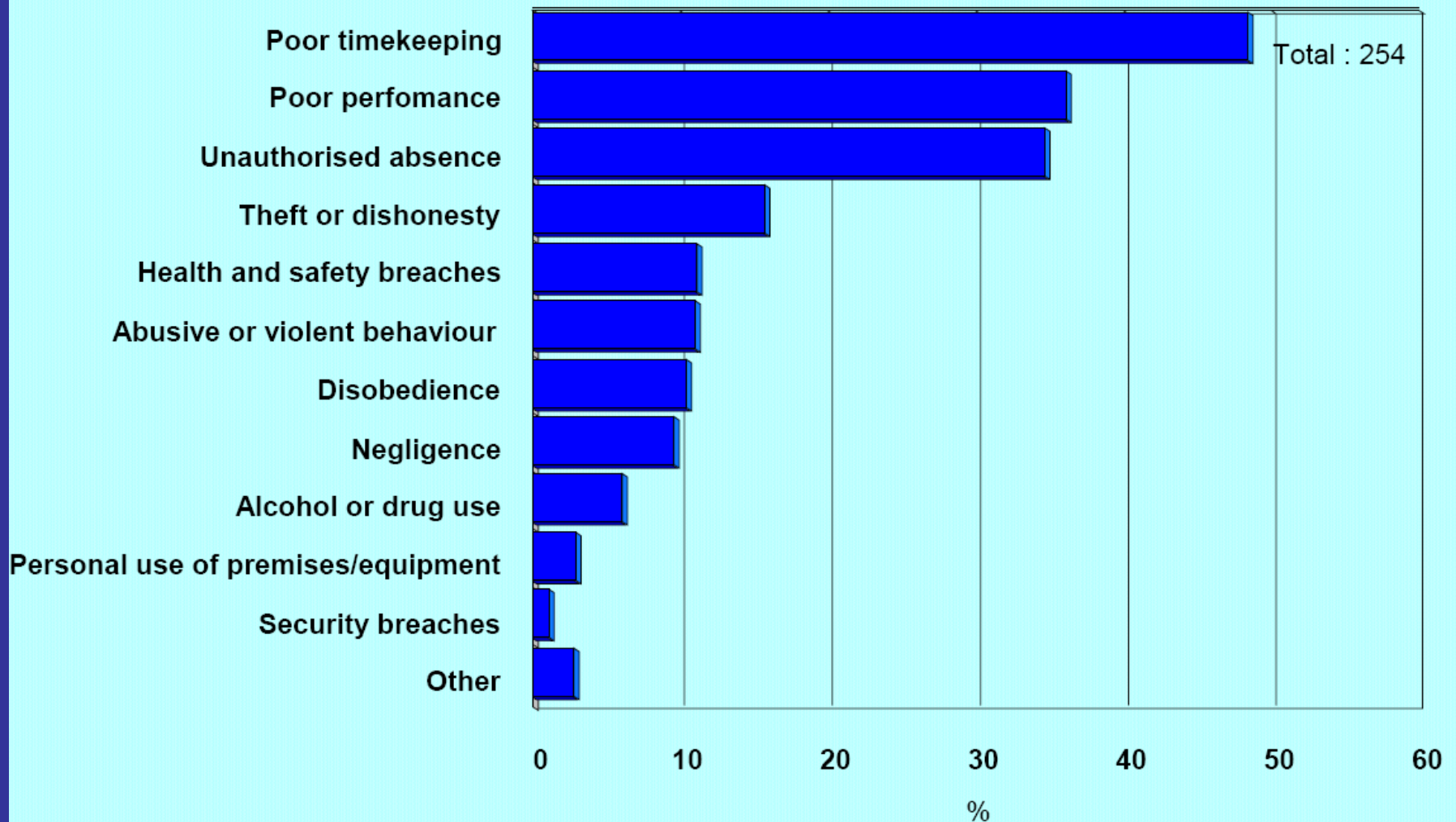
- ❑ Name of the company?
- ❑ Location of the company?
- ❑ Nature of the company? (What do you sell, manufacture, produce, etc.)
- ❑ Company Logo/Slogan?
- ❑ How do you advertise?
- ❑ What is the company's target market?
- ❑ What is the company's budget?
- ❑ Budget should include the following: - (salaries, rent, supplies, manufacturing costs, product costs, electricity/utility bills, etc.)
- ❑ How does the company make their profits?
- ❑ What are your roles within the company (job titles, salaries)?
- ❑ What position are you recruiting for?
- ❑ What qualifications, skills and experience does the successful applicant need to have?

- ❑ Group presentations need to reflect the company in a promising way. The company needs to be creatively presented, realistic and looking for a new employee.

- ❑ Assigned groups must also tell "Prospective Employees" (workshop colleagues) the qualifications that are required to fill their existing positions with salaries (salaries should be included in the budget).

What are the top reasons for employers to take disciplinary action with their employees?

Figure 11 Reasons for taking disciplinary action



Poor timekeeping

Poor performance

Unauthorised absence

Theft or dishonesty

Health and safety breaches

Abusive or violent behaviour

Disobedience

Negligence

Alcohol or drug use

Personal use of premises/equipment

Security breaches

Other

Lateness

Sleeping

Unauthorised absence

Chewing/eating/drinks

Swearing/cursing

Not standing/stating name

Mobile phone left on

Not wearing name badge

Tutting/slang/hands in pockets

Ready Fire Aim

Explain to the group that you are going to give them a 3 minute test. Facilitator to give out Ready Fire Aim and ask group to keep them face down until the test begins.

Explain that if anyone has done this test before to complete it and sit quietly until the group have finished the test.

Once test has finished explain to the group that it was to reinforce what we have just told them in the application form session and to read everything before they start.

READY!! FIRE!! AIM!!

This is a time test - you have only three minutes!

1. Read everything carefully before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. List two references. _____, _____
4. Write your home telephone number. _____
5. How many parking tickets have you received? _____
6. Write the names of your parent(s). _____
7. If you think you have followed directions carefully to this point, call out "I Have."
8. On the reverse side of this paper, add together the ages of all the people in your family.
9. Put a circle around your last answer; put a square around the circle.
10. In your normal speaking voice, announce your height and weight.
11. Punch three small holes in the top of this paper with your pen/pencil.
12. If you are the first person to reach this point, loudly call out, "I am the first person to reach this point. I am the leader at following instructions"
13. Underline all even numbers on the left side of your paper.
14. Loudly call out, "I am nearly finished, Ready! Fire! Aim!"
15. Now that you have finished reading everything carefully, do only questions one and two.

Starting Work – What to Expect



Delegate Workbook

Name:_____

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Starting Work What to Expect

Tips For Starting Work.....page 3

Exercise: In Work Situations.....page 4

Tips For Starting Work

Starting a new job can be nerve wracking and it's important for you to create a good impression. These first few days are when lasting impressions are formed and judgements made on the type of person you are. It may be difficult to change these views throughout your time with the company. The following do's and don'ts will help you to start out on the right footing.

DO

- Know your job responsibilities
- Pull your weight
- Ask relevant questions / take notes
- Listen carefully to instruction
- Respect others
- Get to know work colleagues
- Try to fit in
- Work as part of a team
- Display a "can do" attitude
- Show professionalism
- Go beyond what is expected
- Support the company's missions and values
- Communicate effectively
- Organise your time effectively
- Discuss issues with your line manager
- Be flexible
- Accept responsibility and new challenges

DON'T

- Dress inappropriately
- Be afraid to ask for help
- Expect hand holding
- Use your phone during working hours
- Be opinionated
- Be uncooperative
- Say you don't have time to do something
- Speak about staff / management behind their backs
- Judge or criticise or be sarcastic
- Think you know it all/ be overly confident
- Be late
- Take days off without good cause
- Let tension build up without communicating
- Take too many breaks
- Don't swear

In Work Situations

Any number of situations can occur in the workplace and it is important to consider the consequences of your actions or the impact of your decisions on your colleagues and employer.

Please work in groups to discuss the following situations and what action, if any, should be taken.

1. Carrie, Jim, Sara, Eva and Ken work for a large firm. Management asked each employee to make suggestions to improve productivity on the assembly line and any other area of the plant. Management announced that after careful consideration, management decided to implement some of Carrie's suggestions. One suggestion requires all employees to punch in and out for breaks and lunch. Carrie's colleagues have started making sarcastic remarks and acting differently towards her.

What should Carrie do?

2. The ABC Accounting Firm has been looking for ways to trim expenses. Management have asked David the staff accountant to train Jim the receptionist, to help out on his department. Jim has prior experience in accounting and was excited about working with David; he knew that this was a great opportunity to prove himself. David gave Jim a stack of purchase invoices to input into the computer system, he completed the assignment in no time at all. Jim decided to tackle some of the other accounts in the cash journal. Jim discovered several mistakes in the journal, after bringing these errors to David's attention he suggested that Jim mind his own business and work only on the project he had given him.

What should Jim do?

3. When Susan started working for a department store she wasn't sure what was expected of her. Denise one of her colleagues befriended her and gave her some great suggestions for completing her tasks and ideas to keep her focused. Susan and Denise started going to lunch together and soon Susan felt comfortable talking to Denise about her family life. One morning Susan overheard some of her colleagues talking about her regarding some of the things she had told Denise.

What should Susan do?

4. Mary and Fred started work at a large computing firm in the city, on the same day. Mary enjoys her work and is doing her best to excel and progress within the company. Fred, on the other hand, displays a really negative attitude and makes it known to Mary and others that he is not happy. Fred doesn't hide the fact that he dislikes the management style and many of the policies and procedures that the company has. Fred has a very strong character and Mary is finding that his negativity is affecting her work and her contribution to the rest of the team. Mary feels that she has a great opportunity to do well and develop professionally.

What should Mary do?

5. John and Sally work for a food processing company. They both work within the same team and get on well with each other. John has witnessed Sally smoking in an undesignated area, but Sally is not aware that John has seen her. A supervisor calls a staff meeting and informs them that Management is aware that someone has been smoking in a prohibited area and that, because it is such a major contravention of their health and safety policy, the whole 12 person team will face disciplinary action unless whoever is responsible owns up.

What should John do?

6. Bill has recently started work at PMX Company. Bill believes passionately in animal welfare and animal rights and during his induction at PMX, he has found out that their parent company is Anlinks, which makes most of its money from animal testing. PMX company are not doing anything illegal and do not hide the fact that they are owned by Anlinks, in fact, they are proud of it.

What should Bill do?

Real Life Scenario Answers

1. What should Carrie do?

- Address issues with colleagues - it may be bad to go to management, may cause friction
- If it is only minor comments ignore.
- Management have chosen Carrie (maybe they should not have discussed their decision). Let management deal with issue; don't be afraid to speak to management.

2. What should Jim do?

- Apologise and follow instructions-undermined David. He could have made mistakes by completing tasks not asked of him. He was eager / correct in pointing out errors.
- Keep himself to himself.
- It is not his responsibility to report this discrepancy.
- Only do what he is asked. After first task is complete ask for more to do. He has been recruited as a receptionist.

3. What should Susan do?

- Talk to Denise and tell her not to gossip. The information was given in confidence.
- Talk to management who could talk to Denise with a member of staff present to reinforce that the conversation actually took place.
- Learn to keep personal information to herself.

4. What should Mary do?

- Make Fred understand what effect his attitude is having on others.
- Encourage Fred to speak to management to explain his situation, maybe it is not the job for him.

5. What should John do?

- Talk to Sally to encourage her to own up, tell her why and maybe give her 24 hours
- Tell her in private, if she refuses let her know that you will be informing management. Don't be afraid to stand up.

6. What should Bill do?

- Ethics – resign, not enough research done on company, just get on with it.



Interview Skills

**Nothing is particularly hard if you
divide it into small jobs.**

Henry Ford

Delegate Workbook

Name:_____

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[Practice time](#)

[Interview Dos and Don'ts](#)

Key Skills and Abilities



Let's have a think.....What is a key skill?

A key skill is.....



Why is it important to know what a key skill is?



If you are applying for a job and completing an application form or writing a cover letter, why is important to know what key skills are required?



If you are asked to attend an interview why is important to know what key skills are required for the role in question?

Below are 5 different job titles, can you come up with 5 different key skills needed for each of the jobs?

Home Support Worker

- 1
- 2
- 3
- 4
- 5

Telephone Customer Service Advisor

- 1
- 2
- 3
- 4
- 5

Cleaner

- 1
- 2
- 3
- 4
- 5

Labourer

- 1
- 2
- 3
- 4
- 5

Taxi Driver

- 1
- 2
- 3
- 4
- 5

Below are some “Key Skills” to give you hand-

- Friendly, confident, polite helpful manner with the general public
- Motivated, keen, flexible and adaptable
- Good organisation and time management skills
- Good communication skills used in everyday life
- A good knowledge of health and social care services.
- A good understanding of health and safety regulations
- Kind, respectful, calm and patient manner
- A genuine desire to help others
- A good level of fitness
- Excellent practical skills
- Ability to follow written and spoken instructions
- An awareness of road safety regulations
- The ability to work alone and concentrate
- The ability to complete record sheets and paperwork
- Reading skills for following job and safety instructions
- Maths skills for measuring out cleaning fluids
- Physical fitness
- Excellent team player.

Key Skills- these are the main skills you possess or the main skills an employer is looking to find in you... (These can also help you sell yourself to the employer)

Interview Tips

Beforehand...

- Research the company and try to include some of what you know in your interview
- Practice your answers to possible questions
- Get a haircut, manicure, shave etc
- Have a relaxing bath and an early night
- Prepare your interview outfit
- Don't eat spicy food beforehand
- Make sure you have planned your journey allow plenty of time
- Arrive at least 10 minutes early

At the interview...

- Give a firm handshake and smile
- Stay calm
- Make sure your phone is switched off
- Use positive body language
- Give positive answers, no excuses
- Do not run down previous employers
- Remember to smile!
- Appear interested
- Appear confident and enthusiastic
- Listen carefully to the question asked
- Only answer what you've been asked
- Take time to think out your answers
- Give a full answer and be concise
- Keep eye contact with all panelists
- Mention your key skills
- Provide examples of key skills
- Provide evidence of how you gained skills/ experience
- Focus your answers on how you can help the employer
- Ensure the interviewer knows you want to work for THEIR company
- Don't make out you are only interested in the salary or location
- Sell yourself!
- Ask for clarification if you don't understand the question
- Speak clearly
- Don't fidget
- Don't chew gum
- Don't smoke before the interview
- Don't ask about salary
- Ask intelligent questions at the end

After the interview...

- Thank the employer for seeing you
- If unsuccessful, ask for feedback on your interview

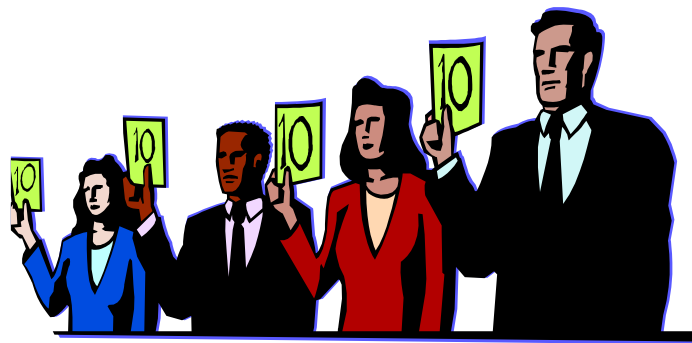
Interview Techniques

Let's have a look at interviews in a bit more detail.

Remember you.....

- ✓ Are able to do the job
- ✓ Want to do the job
- ✓ Will be a good fit for the organisation

SKILL – WILL – FIT THE BILL



Well your interviewer only has a short time to work out if you are the right person for the job. To do this you will be asked a variety of questions.

Usually, these will fall into three categories

- Biographical
- General
- Competence Based

Biographical Interview questions (unstructured)

These are questions which look at your past experience. The interviewer will ask questions based on your CV and/or application form and this helps them to gain an overall impression of you.

During this part of the interview, you will be asked about:

- Your experience
- Your ability
- Your qualifications (if appropriate)
- Other general pieces of relevant information such as salary and notice period
- Personal information e.g. home life, childhood etc

It is a fact find – an opportunity for the interviewer to find out more about you



The important thing with general and biographical questions is to answer them in an honest and positive manner to give your interviewer a good impression of you.

General Interview Questions

These may seem informal, but they are semi-structured and all interviewees will be asked for the same information.

These questions focus on areas such as your:

- Expectations
- Motivation
- Ambitions
- Strengths/Development areas
- Past attendance



It is important to remember there is a legal requirement that all interviews are fair and consistent. This means that every company has a set format for these and every candidate will be asked the same questions.

Exercise

In your groups, have a look at the following people and the jobs they have applied for.

Based on the information you have, come up with a positive response to the questions.

Lisa



Lisa is 23 years old. She lives with her parents and younger sister in Dumbarton.

Lisa left school at 16 with 2 GCSE's and attended college for 1 year where she studied hairdressing but never completed the course.

Lisa worked as a temporary part-time sales assistant in New Look at the weekend. Her latest role has been as a telephone agent in a local Van Rental Company which she has done for the last 2 years.

She is really keen on keeping fit and attends a gym 4 times a week; she is considering going back to college to study 'Health and Fitness' or a sports related qualification.

Lisa is keen to develop her skills in a more face to face environment.

She has applied for a Receptionist role and has secured an interview.

Receptionist in Beardmore Hotel & Conference Centre

Working for a large organisation, the role of Receptionist will include the following responsibilities:

Main Duties

- taking and passing on messages
- operating telephone systems
- handling foreign exchange
- compiling guests' bills
- taking payment
- computerised reservations

Key Skills Required

- enjoy dealing with people
- be patient and tactful

- be able to think quickly and solve problems
- well organised

During her interview, Lisa is asked the below questions. How can she respond to these questions positively? (15mins)



What are your strengths and weaknesses in relation to this position?



Why do you want to work here?



What will the main tasks and responsibilities be in this job?



What are your goals?



What do you know about our products/services?



What makes a good team?

David



David is 34 years old and lives locally with his family in a newly built estate.

David has been employed since leaving school at the age of 17.

David has loads of experience and has worked for several Insurance companies in Glasgow. His roles include sales agent, recruitment adviser, resource planner and most recently a Team Leader which he was made redundant from 6 months ago.

David has found it really difficult to get a job and he is getting worried that he will not be able to pay his bills and support his family.

He has registered with various recruitment sites but has not managed to secure an interview. David has now started to apply for jobs he would not have originally considered.

At this point money is the most important driver for David.

He applied for a Hospital Administrator's role at the Vale of Leven Hospital and has secured an interview.

Hospital Administrator – Vale of Leven

Working for Accident and Emergency Dept, the role of the Administrator will require an upbeat motivated individual.

Main Duties include:

- Liaise between key hospital boards and other administrators
- Coordinate activities of and create policies for the hospital.
- Involved in hiring and training other staff
- Perform evaluations of current employees
- Direct staff meetings.
- Manage fundraising programs

Key Skills Required:

- Excellent verbal and written communication
- Planning and organisation
- Able to manage a team
- Able to work on own initiative

During his interview, David is asked the below questions. How can he respond to these questions positively? (15mins)



What can you do for us that other candidates can't?



What do you know about our company?



What do you think the main challenges will be?



What are your goals?



What do you think of our products/services?



What makes a good team member?

Anne



Anne is 57 years old and lives with her husband in a local village. She previously worked for 23 years as a credit controller at the Erskine Bridge Hotel.

The hotel was recently taken over by a new company and a new Manager was appointed to look after the Credit Control Department.

Unfortunately for Anne, the new company brought in a brand new computer system and changed the processes. Anne struggled to adapt to these and was left feeling very stressed and upset.

She felt her new manager was very unsupportive and did not provide adequate training. When mistakes were made, Anne felt she was being blamed and so her working relationship with the new manager became very difficult. Anne decided to leave the job after being off for some time with stress.

Anne is now supporting her daughter with child-care which she really enjoys however financially she still needs to work. She has a wealth of experience but is worried that her age will prevent her from getting a new job.

Anne has applied for a part-time job as a Care Assistant in her local Nursing Home and has secured an interview.

Care Assistant – Hill View Nursing Home

Working for a community run project, the role of care assistant will include the following responsibilities:

Main Duties:

- To be part of the nursing team
- To ensure that resident's nursing, personal and psychological needs are met on a daily basis.
- To help promote as much personal and physical independence
- To help maintain a stimulating and attractive environment
- To assist residents in washing, dressing and undressing.
- To participate in the basic nursing care of the residents, under the supervision of trained staff

Key Skills Required:

- Excellent Interpersonal Skills
- Enthusiasm and a good team player
- Enjoy helping and caring for people.

During interview Anne is asked the below questions. How can she respond to these questions positively? (15 mins)



What would your colleagues and friends say your best qualities were?



What can you do for us that someone else can't?



What would you do in the first day or week?



Where do you see yourself in five years' time?



What do you think of our products/services?



What makes a good team leader?

Competency Based Questions

Competencies are the behaviours or values an organisation expects an employee to have to carry out their job competently. These vary from company to company, but usually they will include:

- **communication skills**
- **people management**
- **team skills**
- **customer service skills**
- **results-orientation**
- **problem-solving.**
- **Competencies can be behavioural or technical**

“A set of behaviours that encompasses skills, knowledge, abilities, and personal attributes that, taken together, are critical to successful work accomplishment”

There are two types of competences:

- **Technical** – This is a measure of what you can do
- **Behavioural** – This is how you do it

Your technical competence is usually measured in the general and biographical questions. Your behavioural competence is measured in the Competency Based Interview (CBI) Questions.

Why CBI is effective



These questions ask you to demonstrate you can meet the required competence by providing an actual example of a time you have shown these behaviours in the past.

This gives an idea of how you are likely to behave in the future.

This type of interviewing focuses on what **YOU** did, said, thought or felt. This helps the interviewer discover the skills, knowledge and attitudes you really have.

What is a CBI question?

CBI questions usually begin with an **open question** to allow you to think of a specific example.

They normally start with **T**ell, **E**xplain, and **D**escribe - remember **TED**



For example:

Tell me about the last time you successfully dealt with a difficult customer

Explain your role in managing a team during a project

Describe a time when you had to cope under pressure

Once the open question has been asked **probing questions** are used to narrow down responses and gain more specific information.

These normally start with What, Why, How, Who, Where and When.

For example:

Tell me about the last time you successfully dealt with a difficult customer.

Who did you speak with?

What was the customer's response?

How did you get them to calm down?

What was the outcome...?

Explain your role in managing a team during a project

How much freedom did you have?

What was the most frustrating aspect?

Describe a time when you had to cope under pressure

What was the situation?

Why was there pressure?

Where was your manager?



*The interviewer is trying to establish what **YOU** did in a particular situation and what the result was so remember to use the word "I" instead of "we"*

How to answer a CBI question

When answering CBI questions, you should follow a 4 step process:

1. **Start at the beginning** – Explain where you were and what the situation was.
2. **Explain what you were doing** – what was being asked of you, what barriers you faced and who else was involved.
3. **What action did you take?** – What did you say and do, why did you do this, what options did you consider, why did you make that decision etc.
4. **What difference did you make?** – What was the outcome, what changed because of you?

An easy way to remember how to frame your answer is to think of the **STAR model**:



Situation

Task

Action

Result

Here is an example of a possible answer to a typical competency based question testing Customer Focus.

The answer has been broken down using the STAR model.

The question is:

“Tell me about a time you had to deal with an irate customer”

Situation

Once, in my job as a complaints manager for a telecommunications company, I was speaking to a customer who had made a complaint about his phone bill. He claimed that several telephone calls were not his.

Task

He had already spoken to three people without resolving the matter and had been transferred to me. He was screaming down the phone at me, wanting me to refund the costs. I had to resolve the complaint and decide whether to refund the calls.

Action

I tried to ensure my tone of voice remained calm, and that I didn't interrupt. I waited for him to get the anger 'off his chest.' Once he had calmed down, I gave him my full name and extension and asked what time the calls were made and what number the calls were to. He told me it was a Saturday night, and gave me the number. I informed him I would look into the matter and phone him back within 30 minutes. I rang the phone number and discovered it was a premium rate number for the lottery.

Result

I called him back and once I informed him of this he said it must have been his wife and that he was sorry for any inconvenience he may have caused. I was able to close the complaint without refunding the call.

What the interviewer wants

The interviewer wants to know what you did and what the outcome of your actions was. This is what demonstrated your competence. The situation and the task are really just background.

We will go into more detail on CBI Techniques on our next training session.

Your answer summarised.

Situation	Task	Action	Result
Complaints Manager Telecoms company Customer claiming incorrectly billed Customer angry and shouting	To resolve complaint and decide whether to refund the calls	Kept tone calm Listened to customer Gave name/extension Promised to investigate/phone back Phoned back Discovered premium lottery number	Phoned back and advised Customer realised mistake/ wife's call Customer apologised for inconvenience No need to refund

By watching what the interviewer writes, you will have a good idea of whether you have given enough information.

What experiences do you have?

It is useful to be able to give an employer a work related example so that they can directly relate it to the job role you have applied for. But if you don't have enough work related examples, use some from your personal life:

- If you have a child or have ever had to babysit a child, you can easily find an example of management skills and planning and organising
- If you go to a Youth Club you will have examples of times you have had to work with others (Teamwork)
- If you have ever worked on a jumble sale, car boot sale, raised any money for charity etc you will be able to show Customer Focus
- If you have you ever done a sponsored walk or run that you had to train for, you probably have an example of working to a tight deadline!
- If you have had to learn to read, learn a new language, learn a new computer programme etc you will be able to show Developing Capability
- If you have ever been in a play or a debating club you can show Communication

These are just some examples of the type of experience you can use to demonstrate your competence.



It is a good idea to think about examples of your achievements before the interview as you will be asked to explain these in detail.

This means you can't make up things that didn't happen, or take credit for something someone else did. A good interviewer will pick up on this!

Use this space, to make a note of what experiences you have had



Practice time

Using the experience within your group, come up with a Competency Based Answer which is work related. Remember to use the STAR model.

Tell me about a time when you have had to work as part of a team to complete a task.

SITUATION	TASK	ACTION	RESULT

Common Interview Questions

5 Star Tips on how to answer them

1. Your skills

Typical questions an interviewer might ask:

- What are your strengths and weaknesses?
- What can you do for us that other candidates can't?
- What would your colleagues and friends say your best qualities were?
- Why should we hire you?

*What the interviewer really wants to know: **They want to know if you can do the job.***

Know your strengths, and mention ones that are relevant to the job you're being interviewed for. It's important to quote examples of when you used the skills; it's not enough to just say you have the skills. Typical strengths employers look for are:

- Communication - the ability to get on with a wide range of people
- Team working - the ability to be an effective team leader or team member
- IT skills - most jobs these days need some IT skills
- Good attitude - hard worker, honest, polite, co-operative
- Problem solving - using your initiative to identify solutions
- Enthusiasm - employers like someone positive
- Quick learner - so you can take on new tasks
- Determination - shows you are focused on achieving goals
- Flexibility - doing a variety of tasks to achieve a common goal.

If you're asked about weaknesses, don't list many - only mention one! Choose a minor flaw that isn't essential to the job. And turn it into a positive, such as how you've **improved** on the weakness. Or you could present it as an **opportunity for development**.

Good answers:

- *Weaknesses: "Sometimes I'm too enthusiastic when working on a new project. But I've learned to adjust to everyone else's pace, and not go charging ahead."*
- *Strengths: "I'm a good organiser, and I plan everything in detail. I showed this when I was given a new project, and I had to get it up and running from scratch."*

2. The Employer

Typical questions:

- Why do you want to work here?
- What do you know about our company?
- What can you do for us that someone else can't?

What the interviewer really wants to know: **Do you know what we do? Why have you chosen to apply to this company?**

The interviewer wants to know you've done your homework and you know about their organisation and their aims. They want to know you've thought it through and you've chosen to apply to them for a good reason. Show your knowledge of the company by having some facts and figures at the ready, such as:

- the size of the organisation
- what the product or service is
- last year's turnover figures
- latest developments in the field
- The history, goals, image and philosophy of the employer.

When talking about why you want to work for the employer, focus on what you can do for them, not on what they can do for you.

Good answer:

- *"Smith's is a respected firm with a reputation for high quality work, and I'd like to be part of that success. The quality of my work is important to me, so I feel I'd be at the right place. I've also heard you invest in your staff by training and developing them."*
- *"I have always been interested in working with the public, and I know from your website that you have recently invested money in training your staff in a new development in customer service excellence which is something I am very passionate about."*

3. About the job

Typical questions:

- What will the main tasks and responsibilities be in this job?
- What do you think the main challenges will be?
- What would you do in the first day or week?

What the interviewer really wants to know: **Do you know what the job's all about?**

The interviewer wants to know if you fully understand what the job will involve. They want to know why you think you'd be good at it, and how you'd approach it if they offer you the job. To answer this question well, make sure you read the job description thoroughly and research how the organisation operates.

Good answers:

- *"The main task is to supervise a team of sales staff to ensure they exceed sales targets. It's my responsibility to motivate them and pass on my sales experience to enable them to achieve more."*
- *"The main tasks will be to work well in a team to ensure that I am a motivated, supportive and ensure that my individual strengths play an important part in the teams goals, development and achievements"*
- *"The main challenges will be having the ability to work in a high pressured environment. That is something I am familiar with from my previous role in _____ in which I had to work to high standards in a busy department every day. I thrive under pressure."*

4. Your ambitions

Typical questions:

- What are your goals?
- Where do you see yourself in five years time?

*What the interviewer really wants to know: **How ambitious are you?***

This is your chance to show how enthusiastic you are to get on. However, you should avoid sounding too aggressive and over-ambitious: "I want to become managing director in three". Also avoid sounding unenthusiastic and passive: "I'm not sure - I'll see how it goes".

To avoid this, you could talk in terms of short-term and long-term goals. Remember you are at the interview for that particular job - so your short-term goal should be to get that job for the time being. Then you can start talking about moving on higher.

Good answers:

- *"My immediate aim is to get a trainee chef position, then to work through NVQs level 2 and 3 to become a qualified chef."*
- *"My main goal at the moment is to pass my driving test, I have had 8 lessons so far which are going very well and I am currently studying for the theory exam which I am due to sit next month".*
- *"My immediate goal is to find a job in which I can learn new skills and further develop the skills and experience I already have."*
- *"My mid-term goal is to go back to college & gain a certificate in sports coaching, as I currently run a young football team for under 10's and feel I need to develop my understanding of the various coaching techniques"*
- *"My goal for the next few years is to develop my skills as an amateur photographer and maybe one day make a business as professional photographer"*

5. Your work history

Typical questions:

- Why did you leave your last job?
- Tell me about a typical day in your current/previous job
- What experience have you got from previous jobs?

*What the interviewer really wants to know: **What have you done in your previous jobs?***

When talking about previous jobs, focus on the positives. Even if you think your previous or current job wasn't very demanding, if you jot down the tasks and responsibilities it will sound more impressive than you think. You will have learned something, so mention it. Focus on the skills and experience that are relevant to the job you're being interviewed for.

Don't bring up negative things like having a dispute with a colleague or your boss. And don't criticise previous employers.

Good answer:

- *"In my current job I have developed my knowledge of computer software packages. But now I'm ready for a new challenge, and want to use these skills in a more customer-focused role."*
- *"I previously worked in Sales which was very challenging and enjoyable, but I believe my strength and skills are more suited to working in this environment because I will be able to????"*
- *"My last employer encouraged team work & I have become very experienced at working in groups, identifying others' strengths and being able to give and receive constructive feedback, all these skills ensure harmony and team spirit".*

6. Your motivation

Typical questions:

- What motivates you?
- Which tasks do you get the most satisfaction from?

*What the interviewer really wants to know: **What makes you tick?***

By finding out what motivates you, the interviewer can find out which environment you'll perform well in. Try to think of examples of when a work task excited you.

Good answer:

- *"I like problem solving - that point you reach in a project where you come up against something unexpected, and you have to think creatively to come up with a solution. I am currently doing DIY in my house and enjoy the challenges that this type of work brings with it".*
- *"I love keeping fit – I set myself a goal each week to walk/run attend the gym 3 times a week. I always feel energetic and motivated after a long walk, it's the feeling of having achieved an objective that you set out to do. I like to complete things."*
- *"I love holidays, even if it's a caravan or camping break in Scotland. I set my goal for the next summer and start a small saving plan with the credit union, and I make sure that I give up something to help me save the money for a family break. I love the feeling of lifting that money & knowing that it is going to great use".*

7. Their product or service

Typical questions:

- What do you know about our products/services?
- What do you think of our products/services?
- Can you think of any improvements to our products/services?

What the interviewer really wants to know: **Are you keen enough to have looked at our products and services?**

The employer wants to know that you're familiar with their products or services. They may also want you to have the initiative to look for ways of improving things. Be tactful though, and only mention small improvements. And make these the kind of suggestions people in the street might come up with; not because you are an "expert" and know best

Good answer:

- *"Your products are recognised as the industry standard, leading the way in style and performance. However, maybe by altering your advertising style you could appeal to older consumers as well as young ones. I think older people would value your product just as much, and this could lead to increased sales."*
- *"I think the hotel is in one of the best spots in the area for attracting tourists walking by and I noticed that you have recently started to advertise in the local paper about themed nights. I think this is a brilliant idea to help bring in the locals too, in particular corporate/business events."*

8. Team working

Typical questions:

- What makes a good team?
- What makes a good team member?
- What makes a good team leader?

What the interviewer really wants to know: **Can you operate effectively in a team?**

Employers value team-working very highly. They want to know you can work effectively in a team, whatever your role within it is.

Good answer:

- *"A good team needs to have clear objectives and goals, and procedures to work towards these. Each person needs to be clear what their role is, and what is expected of them. There needs to be openness and trust, and clear communication."*
- *"A good team member needs to be supportive, encouraging and honest with the rest of their team members. They must be able to take instructions, feedback and guidance from the team leader, and they must be willing to be flexible in their approach and take on additional tasks to support other team members when required."*

9. Your personality and interests

Typical questions:

- What was the last film you saw or the last book you read?
- How would you describe yourself?
- How would your friends describe you?

*What the interviewer really wants to know: **Are you a well-rounded individual?***

By asking personality questions, the employer wants to know how well you know yourself - how self-aware you are. Having self-awareness means you can look at yourself critically, which means you'll know what you're good at and where you could improve.

When it comes to your interests, the employer wants to know whether you're an active citizen, who tries to get the most out of life. If you're to be driven and enthusiastic in work, you will probably also be like this in your personal life.

When choosing examples of interests to mention, try to choose a wide range to show you're well-balanced. However, when quoting films or books, choose classic or mainstream ones rather than obscure or extreme ones.

Some employers will expect you to know about current affairs and popular culture - jobs in the media, for example.

Good answer:

- *"In my personal life I'm always organising everybody. People look to me for ideas and plans, especially in my local golf club, where I have been asked to help organise a future event - I guess in some ways that shows I'm a natural leader."*
- *"I love reading to my wee boy who is 4, we are reading a book called 'The Smartest Giant' by Julia Donaldson, her books always have a moral, and this one is about a giant who gives to others even although it means giving up something he likes. He then realises it is not about looking the best, it's what's inside your heart that counts."*

10. The unusual question

Typical questions:

- If you were a biscuit, what type of biscuit would you be?
- If you were an animal, what type of animal would you be?

What the interviewer really wants to know: **Can you think on the spot and come up with a sensible answer?**

You probably won't have prepared for this, so the interviewer is seeing if you can think on your feet. Take your time over this question, and think of something that generally reflects you, but also has positives you could apply to the world of work.

Good answer:

- *This one's up to you!*

I.e – “I would be a Hob Nob – As it doesn’t matter how many times you try to dunk me, I will come back for more which shows that I am determined & strong.”

COMPETENCY QUESTIONS

1. Describe a situation in which you were a member of team. What did you do to positively contribute to it?
2. Describe a situation in which you led a team
3. Describe a situation where you implemented change.
4. Provide an example of where you overcame a problem. Given the chance, what would you do differently?
5. Tell me about a time when you went out of your way to provide excellent customer service
6. Describe a time when effective time management skills were key to success
7. Describe a situation which required you to be sensitive to the needs of fellow co-workers
8. Tell us about a time when you had to use your initiative
9. Describe a time when you had to meet a tight deadline

10. Describe a situation where you were asked to do something that you had never attempted previously.
11. Tell us about a time when you had to deal with an uncooperative member of a team
12. Tell us about a situation where your communication skills made a difference to a situation
13. Describe a time when you had to win someone over, who was reluctant or unresponsive
14. Talk us through an example which demonstrates your ability to deal effectively with emergency situations.
15. Describe a time when you used your communication skills to resolve an issue
16. Describe for us a time when you used your leadership skills to resolve a difficult situation
17. Tell us about a decision you made recently which had a positive effect
18. Describe a situation when you dealt with an angry customer.

General questions

- Why do you want this job?
- What skills and experience can you bring to the job?
- What are your strengths and weaknesses?
- What can you do for us that other candidates can't?
- What skills and experience can you bring to the role?
- What would your colleagues and friends say your best qualities were?
- Why should we hire you?
- What do you know about our company?
- What will the main tasks and responsibilities be in this job?
- What do you think the main challenges will be?
- What would you do in the first day or week?
- What are your goals?
- Where do you see yourself in five years time?
- Why did you leave your last job?
- Tell me about a typical day in your current/previous job
- What experience have you got from previous jobs?
- What motivates you?
- Which tasks do you get the most satisfaction from?

- What do you know about our products/services?
- What do you think of our products/services?
- Can you think of any improvements to our products/services?
- What makes a good team?
- What makes a good team member?
- What makes a good team leader?
- How would you describe yourself?
- If you were an animal, what type of animal would you be?

Answering Competency Questions

Use the STAR technique to frame your answers:



Situation
Task
Action
Result

Situation

Outline the situation you faced – e.g. angry customer making a complaint

Task

Describe what you had to do – e.g. placate the customer and deliver good customer service

Action

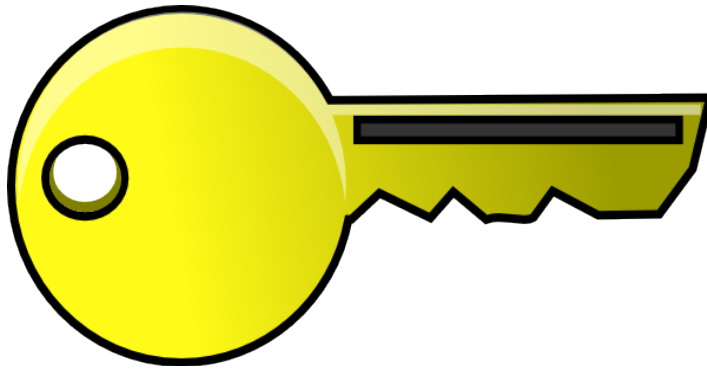
What action did **you** take – e.g. I calmed the customer down using an even tone of voice, I listened to the customer's complaint, I explained the situation, I offered a replacement, alternative product or compensation.

Result

How did the situation end? – e.g. the customer left very happy that I understood her situation and she was happy with the replacement item.

Summary

1. Briefly describe the setting and what was expected of you
2. Say what *you* did not what others did
3. Describe the outcome and impact of your actions on others and on the situation
4. Say how you could have improved on what you did
5. Give evidence that is relevant to the broad descriptors of the competency
6. Do not spend time and space describing activities that are not relevant to the competency
7. Use your own words to describe the activities



Key Skills

Nothing is particularly hard if you divide it into small jobs.

Henry Ford

Delegate Workbook

Name:_____

Key Skills

Length of Workshop 3.5hrs

Aim: To help you understand what key skills you have which are necessary for:

- Writing an effective CV, Cover and Speculative Letter
- Completing job application forms
- Answering interview questions

Workshop Objectives:

By the end of the session you will:

- Be able to identify what your own key skills are
- Understand what key skills are required for job vacancies
- Develop and apply your own skills needed to sell yourself through the job application and interview process

How to use this workbook:

During the workshop you will be asked to turn to various pages within this workbook and complete an exercise.

There are also pages for your own notes which we would encourage you to take during the workshop.

Content

What are Key Skills.....

Transferable Skills.....

Group Exercises... ..

Scoring Matrix.....

Your Key Skills.....

Key Skills

Every employer looks for 'key' skills when considering a person for a role.

At the application and interview stages an employer will look for these skills to be demonstrated. This will give the employer a snapshot of how well you will do the job, fit into the company and how well you are likely to get on with others. It also gives an indication of your capabilities of meeting the job expectations.

So what are key skills?

Exercise 1:



You will now take part in a team activity to come up with as many key skills as you can think of. These should be listed on flip chart paper.

At the end of the exercise you must feedback your answers

You can use this space to take some notes.

Exercise 2:

Key Skills- Matching Game

As part of a team activity you will now look at the key skills most employers are looking for from employees.

You must match 5 key skills with the right job using the jigsaw pieces supplied.

Once you have completed this exercise return to the book and use this space to detail the job and key skills associated with the roles.

Key skills for a Home Support Worker in care

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

Key skills for a Customer Service Assistant in retail

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

Key skills for a Labourer in construction

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

Job Applications and Key Skills

Would you change the key skills on your CV or job application depending on the job you are applying for? Please provide a reason for your answer.

Transferable Skills

Transferable skills are skills and abilities gained from, not just your previous employment, but also from your personal life e.g. your home life, voluntary work, school, hobbies and interests. They allow you to be adaptable and flexible if changing jobs.

Employers are keen to find people who can demonstrate a good set of transferable skills. Therefore it is important that you can identify and give examples of the transferable skills that you have developed as this will go a long way to persuading prospective employers that you are right for the job.

Exercise 3:

List 10 transferable skills for a single parent bringing up 3 children ages 3, 9 and 12.

Put your answers on a sheet of flip chart paper. You can also list these in the space below.

Scoring Matrix

When employers receive hundreds of applications for a post they need to adopt a process which will quickly result in a shortlist of suitable applicants.

They can do this by scoring applications against the job criteria as detailed in the Job Description. For example if the job requires a driver's licence and the applicant has none their application will be discarded.

Example of a job application scoring matrix:

Candidate	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Score 0 – 1 – 2 – 3 – 4 – 5 –

It is important that you provide as much information as possible in your job application, not only providing your previous experience, but providing your key skills. We are often reluctant to “blow our own trumpet” but employers are keen to find workers who know what they have to offer.

Likewise, the interview process will most likely involve a scoring matrix to grade you against other short listed candidates. This is your opportunity to sell yourself through your key skills or transferable skills as well as any relevant experience.

Example of an interview scoring matrix:

Candidate _____

Date _____

Position: Hotel Receptionist

Question	Notes	Score
		0-Fails to provide an acceptable response 1-Partially meets requirements for job 2-Meets requirements – borderline 3-Fully meets requirements 4-Exceptionally meets requirements
1. What skills & experience can you bring to the post?		
2. Tell me about a time you delivered excellent customer service?		
3. Give me an example of when you have worked successfully as part of a team?		
		TOTAL

Exercise 4:

Case Study – Amy

Amy is 29 years old and has extensive experience of working as a hotel receptionist for the last 8 years. She has worked for 2 well known hotel chains, Hilton and more recently the Holiday Inn and has dealt with people of all nationalities. She is used to working shifts in a busy environment and always has a smile for customers regardless of how she is feeling.

Amy's experience of receptionist work includes: answering the phone; dealing with customer enquiries; room and conference bookings; checking in and checking out of guests; money handling and foreign exchange; booking transport for guests; invoicing and maintaining database records.

Amy has achieved an HND in Hospitality, Highers in English, French and Maths and GCSE's in Geography, Chemistry, Information Technology and Spanish. She has attended night classes at her local college to improve her French and Spanish language skills since becoming a receptionist.

In her previous hotel jobs Amy was used to being busy particularly when new guests were arriving and others were leaving. Some guests might also make requests for currency exchanges. In her last job Amy worked with another receptionist Lenka, who spoke both Polish and Russian fluently, and an admin worker called Claire who would help the others out when they were busy. They would divide the tasks according to their strengths: Claire would check out customers and prepare invoices and receipts; Amy, who was good with money, would handle the currency transactions and Lenka would check in the new guests. Occasionally either Amy or Lenka were called on to use their language skills to translate for some guests.

Amy believes strongly in providing excellent customer care to guests. Recently a French guest took ill in the hotel lobby and Amy called for an ambulance. His wife didn't speak English and she was very upset as she didn't understand what was happening or where her husband was being taken and wasn't allowed to go in the ambulance with her husband. As Amy can speak French she helped the woman by passing on information to her and also providing the ambulance crew with information on the man's medical condition. She then arranged cover for reception and drove the woman to the hospital. Amy sat with the woman until her husband was discharged a couple of hours later and drove them both back to the hotel.

Amy is keen to find a new job closer to home as she has recently moved in with her boyfriend. She has applied for a receptionist job with a Crowne Plaza Hotel.

In your groups you should now come up with answers that Amy could give to the questions listed on the Interview Scoring Matrix. A copy of a receptionist vacancy is supplied. Each of your answers should include several of Amy's relevant key skills as well as her previous experience.

Your Key Skills:

Now that you have learned what a key skill is and you have identified the key skills for a number of jobs you should now start to think about your own key skills.

Exercise 5:

Make a list of your 20 top key skills relevant to the type of work you are looking for.

You can use this space to list them.

Preferred Job_____

Key Skills:

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

RECEPTIONIST VACANCY

Role Description

Will you give the warmest of welcomes? Receptionist is a front-line roll that sets the standards in hospitality for our guests - because first impressions count. You'll deal with check-in and checkout, operate the switchboard and take every opportunity to sell rooms at the best rate. If you've a good general education and excellent customer service skills. You'll love the buzz.

Required Experience

The ideal candidate will have:

- Good general education
- Previous customer service experience
- Ability to work shifts on a 5 days out of 7 basis
- Effective communication skills
- Cash handling skills
- Approachable and enthusiastic disposition

Employer Profile

The Crowne Plaza Glasgow is an impressive hotel overlooking the River Clyde and directly linked to the SECC and beside the new Science & technology Park. It has 283 bedrooms, Meeting Centre facilities for up to 800 delegates, 'One' Restaurant, The Quarterdeck Bar and Club Motivation Health and Fitness Club.

Company: Valor Hospitality Europe are the newest hospitality management company to hit the UK. This exciting, new Company resulting out of the share sale of QMH UK Limited operates 17 hotels currently in the UK, comprising of 7 Holiday Inn, 3 Crowne Plaza, 1 Best Western PLUS hotel, 3 Double Tree by Hilton, 3 Hilton Garden Inn's, with ambitious expansion plans to achieve over the next 5 years. There are hotels throughout the UK, from Glasgow in Scotland to Plymouth in the West Country. All our hotels are of three or four star standard and offer a range of good quality conference, meeting & business facilities to the corporate traveller. All hotels also offer a range of leisure breaks.



Mock Interview

**Nothing is particularly hard if you
divide it into small jobs.**

Henry Ford

Delegate Workbook

Name:_____

Contents

The Mock Interview

Preparation – Interview Tips

Preparation – Questioning Styles

Mock Interview Questions

Purpose of the Session: Learning Outcomes

- To be able to sell yourself at interviews and promote your key skills, competencies and experience
- To be aware of the types of questions you might be asked and to give relevant answers
- To receive constructive feedback to assist your learning



The Mock Interview

The Mock Interview consists of role play designed to achieve the required learning outcomes.

During the Mock Interview session you will have the opportunity to:

- Take on the interviewer role and gain an understanding of the questions that can be asked and what employers expect in terms of a response
- Be interviewed for a job of your choice and receive constructive feedback from the interview panel

Preparation

It is important that prior to any interview some preparatory work must be carried out.

- Applicant - Think of answers to all potential questions or scenarios
- Recruitment Manager - Devise interview questions and a scoring system

Applicant

We previously looked at interview tips for before, during and after the interview:

Beforehand...

- Research the company and try to include some of what you know in your interview
- Practice your answers to possible questions
- Get a haircut, manicure, shave etc

- Have a relaxing bath and an early night
- Prepare your interview outfit
- Don't eat spicy food beforehand
- Make sure you have planned your journey allow plenty of time
- Arrive at least 10 minutes early

At the interview...

- Give a firm handshake and smile
- Stay calm
- Make sure your phone is switched off
- Use positive body language
- Give positive answers, no excuses
- Do not run down previous employers
- Remember to smile!
- Appear interested
- Appear confident and enthusiastic
- Listen carefully to the question asked
- Only answer what you've been asked
- Take time to think out your answers
- Give a full answer and be concise
- Keep eye contact with all panelists
- Mention your key skills
- Provide examples of key skills
- Provide evidence of how you gained skills/ experience
- Focus your answers on how you can help the employer
- Ensure the interviewer knows you want to work for THEIR company
- Don't make out you are only interested in the salary or location
- Sell yourself!
- Ask for clarification if you don't understand the question
- Speak clearly
- Don't fidget
- Don't chew gum
- Don't smoke before the interview
- Don't ask about salary
- Ask intelligent questions at the end

After the interview...

- Thank the employer for seeing you
- If unsuccessful, ask for feedback on your interview

Recruitment Manager

There are many questioning styles that we use in everyday life but interviewers are most likely use open questions during the job interview.

Open questions require a bit of thought and much more than a yes or no answer. They allow you to voice your feelings or express your opinions. Of course in an interview situation they allow you to “sell” yourself. Open questions usually begin with the words *what, why, where, how, describe, tell me about*

In comparison, closed questions result in single words, short phrases or yes or no answers and are unlikely to be asked by the interviewer unless for confirmation of, for example, a start date or something on your CV.

So what do open questions look like?

- *What* skills and experience can you bring to the job?
- *Why* did you leave your last job?
- *Where* do you see yourself in 5 years' time?
- *How* would you deal with a difficult customer?
- *Describe* how you complied with health & safety legislation in your last job?
- *Tell me about* a time you displayed excellent customer service?

These open questions allow you to promote your skills and experience for the post in a positive and detailed manner.

As you will see, similar questions asked in closed question format don't invite the same response and provide the interviewer with little or no information.

- Do you have the relevant experience for the job?
- You left your last job because you didn't like it?
- Are you looking to gain promotion in the next 5 years?
- Have you worked with difficult customers before?
- Do you understand the importance of good health & safety awareness?
- Do you have good customer care skills?

Mock Interview Questions

Here are some questions which may help you prepare for your role play. These include general and competency questions

General questions

- Why do you want this job?
- What skills and experience can you bring to the job?
- What are your strengths and weaknesses?
- What can you do for us that other candidates can't?
- What skills and experience can you bring to the role?
- What would your colleagues and friends say your best qualities were?
- Why should we hire you?
- What do you know about our company?
- What will the main tasks and responsibilities be in this job?
- What do you think the main challenges will be?
- What would you do in the first day or week?
- What are your goals?
- Where do you see yourself in five years time?
- Why did you leave your last job?
- Tell me about a typical day in your current/previous job
- What experience have you got from previous jobs?
- What motivates you?
- Which tasks do you get the most satisfaction from?
- What do you know about our products/services?
- What do you think of our products/services?
- Can you think of any improvements to our products/services?
- What makes a good team?
- What makes a good team member?
- What makes a good team leader?
- How would you describe yourself?
- If you were an animal, what type of animal would you be?

Competency questions

- Describe a situation where you have worked as part of a team to achieve something
- Describe a situation in which you led a team
- Describe a situation where you implemented change.
- Tell me about a time when you provided excellent customer care
- Give me an example of when you have had to work to a timetable
- Give me an example of when you have had to meet targets. How successful were you?
- Sometimes customers can be aggressive. Give me an example of how you overcome this
- Provide an example of where you overcame a problem. Given the chance, what would you do differently?
- How do you cope with adversity?
- Tell us about a time when you used your initiative
- What has been your greatest achievement?
- How do you cope with tight deadlines?
- Tell us about a time when you had to deal with an uncooperative member of a team
- When you suddenly find out that a project you've been working on has gone in the wrong direction, what do you do? Tell us in general and then give a specific example of when this has happened
- Talk us through an example which demonstrates your ability to deal effectively with emergency situations.

Who's who?

Match the following faces with these occupations:

fashion designer

lone parent of the year

director of IT

journalist

chemistry professor

ballet teacher

footballer's wife

head teacher

nuclear physicist

1



2



3



4



5



6



8



7



9





1

journalist



2

**nuclear
physicist**



3

**lone parent
of the year**



4

director of IT



5

fashion designer



6

ballet teacher



8

**footballers
wife**



7

head teacher



9

chemistry professor

Were you correct?

- What made you come to your decisions?
- What were your perceptions of the people in the photos?
- What were those perceptions based on?
- What is the purpose of this exercise?

Promoting Existing Skills, Abilities & Personal Qualities

- Key Skills
- Transferable Skills
- How to sell yourself
- Presentation Skills

Designing a CV Presentation

- Information which should be included
- Information which should not be included
- Layout, Font, Type
- Gathering Information
- Words to use on a CV

Arrangements for CV preparation

Getting the Interview

Do's and Don'ts

Interview Technique Presentation

Work on Interview Preparation

Role Play

Arrangements for Mock Interviews

Promoting Existing Skills, Experience, Abilities & Personal Qualities

Recap:

As mentioned previously during the course, to gain employment it's necessary to study the job description and person specification to allow you to match up your skills, experience and attributes required of the position you are applying for.

Key Skills

Explain:

Key skills are the main skills required to do the job properly

Transferable Skills

Recap:

Transferable skills are the skills required in most positions. (Generic Skills) i.e. communication, team work etc.

To cover Key and Transferable Skills

Split into groups and issue Key Skills Handout

Ask candidates to work in groups and come up with at least 2 key skills and 1 transferable skill for all 10 occupations

Take feedback from each group, ensuring the main skills relating to each occupation are covered.

How to sell yourself

Explain:

For a salesperson to sell goods, they would have to know the product.

In the same way, in order for you to sell yourself at interview, you have to be fully aware of your own skills, personal qualities and your Unique Selling Point (USP) i.e. (What makes you stand out from the other job applicants).

Presentation Skills

Facilitate or cover as group exercise:

As a group list everything that you would need to consider or think about in order to deliver a really good professional presentation.

Take Feedback

Answers should include:-

Voice:

Projection- Speak louder than usual, throw your voice to the back of the room

Articulation- Don't swallow words

Modulation- Vary the tone and pitch; be dramatic and confidential etc

Pronunciation- Check difficult words to make sure of their correct pronunciation

Enunciation- Over emphasise. Accentuate syllables

Repetition- Repeat key or important phrases with different vocal emphasis

Speed-Use the speed of delivery to influence the audience; fast delivery to excite and stimulate; slow delivery to emphasise, inspire, dramatise and control

Nerves:

Think of ways of taking the limelight off you for a moment to allow you to compose yourself is to use a short icebreaker, ask a member of the audience a question or get the others to introduce themselves or simply ask a question. All of these will give you the time you need to compose yourself. It takes the pressure off and gives you time to relax and smile ready to begin your talk.

Dress:

Avoid wearing strong contrasting colours as they will cause your audience to pay more attention to what you're wearing rather than the message you're delivering

Eye Contact:

How should you make eye contact with your audience?

As if you were spraying them, by that I mean, sweep the audience with your eyes staying only 2-3 seconds on each person. This gives the impression that you are speaking to him/her personally and gets their attention. Avoid fixing your eyes on one person as they will soon feel uncomfortable

Body Language and Mannerisms:

- Don't fiddle with pens, pointers, spectacles etc
- Don't jingle loose change in your pockets
- Watch out for mannerisms, saying things like, "OK" or "mm", "now then" or "you know"
- Watch out for furniture to make sure you don't fall over it
- Avoid closed or tense body language

Designing a CV

Explain:

A good CV is vital to **impress** an employer and **sell** your abilities to secure an interview therefore it's important that you prepare the best CV possible. It's a living document which constantly changes and

should be updated regularly. You may have a few different versions of your CV depending on the job you're applying for and the skills you wish to highlight.

It's also subjective- what looks good to one person, doesn't to another but, there are a few general rules.

Split in groups

Ask different groups to draw up a list of the following:

- How a good CV should **look**?

Expect:

- Neat & Tidy
- No grammatical errors
- Don't score through
- Use the same size type and font throughout
- Plenty of white space

What should be **included** on a CV?

Expect:

- Contact Details
- Personal Profile- (Explain)
- Key Skills & Achievements- (Describe)
- Work History- (Explain order & Content)
- Education/ Training- (Describe order & Content)
- Hobbies & Interests- Particularly if they relate to the job
- Additional Information- Explain
- References-(Explain)

Other tips for preparing CV?

Expect:

- Use A4, white or tinted, plain paper and a simple typeface.
- The CV should be typed or word-processed -this improves presentation.
- Never handwrite or tippex mistakes or additions, redo the whole CV.
- Present the CV in a way that makes it easy for an employer to see your qualifications, skills and experience.
- There should be a clear breakdown between your personal details and your work experience.
- List your work experience in reverse date order - i.e. list your present/last job first.
- Do not include any negative information about yourself - it is better to omit details than to include something that the employer will view unfavourably.
- Do not make the CV too long - two pages would be the optimum.
- Make sure there are no spelling mistakes or glaring grammatical errors.
- Make sure you send your CV to the right named person.
- Customise your CV and covering letter to each different job you apply for (e.g. for a management job, stress supervision and motivation skills).
- Use a plain type such as: Arial or Verdana
- Font size 11 or 12
- Use action, powerful words

Explain:

Some people find it difficult to write their own personal profile which reflects their characteristics. If so, start by writing down phrases or words that you would use to describe yourself to an employer, a bit about your employment background and your job goals.

Issue and talk through Handouts listed opposite

Make arrangements for individual CV preparation

Interview Techniques Presentation

Cover by Q & A Session

What/ How should you prepare for an interview?

These days when so many are out of work, the labour market is so competitive and employers can have their pick of candidates, therefore it's important to do everything possible to prepare for the interview to give yourself the best possible chance of being successful. Being asked for an interview means the employer is interested in your skills, experience etc. therefore you're 50% of the way there.

To **prepare** for the interview, what sort of things could you do?

Expect:

- Prepare clothing the night before
- Plan route and allow plenty of time to get there
- Research company and know exactly what they do etc
- Look CV or copy of the application and memorise them
- Check job specification and try to anticipate questions likely to be asked.
- Be clear about why you want the job
- Think about any questions you may have for the employer

Add: "Fail to prepare is to prepare to fail"

Making a good first impression- Greeting the interviewer

As mentioned earlier, the importance of making a good first impression What do you need to consider when greeting an interviewer?

Expect:

- Eye contact
- Posture
- Smile
- Handshake
- Speech

Expand on the above

Potential Interview questions

Whilst it's impossible to anticipate every question you may be asked during an interview, there are some general questions that crop up at interviews.

Can you think of any?

Using Handout 36- Interview Question Responses, explain the meaning of the question and how to answer it.

Remind candidates about preparing answers to competency based questions in advance.

Questions to ask an interviewer

As an interview should be a 2 way process and exchange of information, you may be given the opportunity to ask any questions at the end. I would recommend that you do ask any questions you may have, a maximum of 2 questions, making sure that the questions are relevant and not already covered by the interviewer during the interview. Which questions are appropriate to ask?

Ensure questions listed on Handout 37 are covered.

Coping with Rejection

If not successful at an interview it's important that you don't take it personally- not everyone gets the job they want and apply for first time. Perseverance is a great test of character.

It's important to take time to reflect on the interview as a whole and consider the following:

- Did I arrive on time?
- Did I make the right impression by my appearance & body language?
- Did I smile, listen carefully and appear enthusiastic

- Did I answer the questions fully and really sell myself?
If unsuccessful, what else can you do?

Expect:

Ask for feedback which will help you avoid making the same mistake at future interviews. Treat it as a learning curve and a positive experience.

Issue Handouts

Interview Preparation Work

Make arrangements for individual Mock Interviews and prepare Mock Interview Facilitator stencils

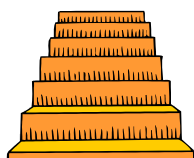
Role Play

Setting Goals



Delegate Workbook

Name: _____



Setting individual goals:

Setting goals is a good way to stay motivated. It's also a good way to keep an eye on your progression and success. The more you succeed, the happier you will feel about your goals, so it will help you to stay keen and focussed.

When it comes to motivation knowing is not as important as doing.

Look at the goals you set in the first session. Have these changed? Why have they changed?

It is important to realise that goals do change occasionally and not meeting the original goal should not be classed as failure. Think of it as re-evaluation of your situation.

You are now going to set your long term goals. Think about what your goal is. Where do you want to be? What do you want in life? Then think about what you need to do in order to get there. Don't be put off setting your goal high, you can break it down into smaller steps.

Your targets are a series of small steps that you take in order to move forwards towards your goal. You are much more likely to achieve your targets if they are SMART!

SMART targets

SMART targets are:

- ✓ **Specific**
Your target should say exactly what it is you are going to do.
- ✓ **Measurable**
You should be able to prove that you have achieved your target.
- ✓ **Achievable**
You should be able to achieve the target in the time you have been given. Remember to walk before you run.
- ✓ **Realistic**
Don't set yourself up for a fall. Is this something that you are in control of? Winning the lottery may be possible but it's not very realistic.
- ✓ **Time-bound**
Set yourself a deadline and stick to it.

You can put all your targets into an action plan in order to achieve your goal.

Action plan

	Target	Method	Assessment method	Deadline	Check
	<i>This is exactly what you are going to do.</i>	<i>This is how you are going to do it.</i>	<i>This is how you will check to see if you achieved your goal.</i>	<i>When you will achieve it by.</i>	<i>Tick or cross</i>
E.g.	<i>To find three jobs to apply for.</i>	<i>Increase time in resource room to one hour per day, every day this week. Use Internet and newspapers.</i>	<i>Have I found three jobs to apply for – yes or no?</i>	<i>16/06/06</i>	<i>✓</i>
1					
2					
3					
4					
5					
6					

7					
8					
9					
10					
11					
12					

Body Language

Facilitator Note: Write up flipchart with the following information:

Body Language

Research shows that first impressions are made up of the following:

- 55% visual impact
- 38% tone
- 7% words used

Hide the percentage figures with post it pads and get each client to write up on the whiteboard what they think the percentages will be. Once all clients have guessed the figures, reveal the correct result and compare this with the client's estimates. Facilitate a discussion around the importance of visual impact and tone, asking for input from the group. Pull up a chair at the front of the room and explain that you are going to 'role play' some examples of body language and you want the clients to tell you how they perceive your actions. Pick out a few examples of body language from the handout and from what you've observed from clients in the group so far. Once you have received feedback from the group, explain that although your body language might just be habit and not meant to be offensive, it can be perceived as offensive by someone that doesn't know you.

Body Language

Research shows that first impressions are made up of the following:

- **55%** visual impact i.e. dress, facial expressions and body language
- **38%** tone of voice
- **7%** from what you actually say – the words you use

The best way to control body language is to be aware of it in the first place. Here are some examples of how your body language could be interpreted.

Examples of Body Language	
Non Verbal Behaviour	Interpretation
Leaning back / slouched	Not taking you seriously / Disrespectful
Sitting with legs crossed, foot kicking slightly	Boredom
Tapping your pen / fidgeting	Nervousness / Boredom / Disruptive
Arms crossed on chest	Defensiveness
Hands in pockets, shoulders hunched	Dejection / Boredom
Hands clasped behind head	Arrogance / Superior / Over confidence
Biting nails	Insecurity, nervousness
Touching fingertips together	Authority
Palms visible	Openness and sincerity
Feet tapping	Boredom / Nervousness
Pointing with index finger/pen	Aggression
Lack of eye contact	Not trustworthy / lacking in confidence
Eyes rolled up to the left	Activating memory
Eyes rolled up to the right	Using creative part of the brain
Self hugger	Someone in need of attention
Spreading out	Showing an 'alpha' status. Similar to the animal kingdom they are marking their own territory

