DIGI.JOB.ID

UNIT 2 - Recognising & validating the own skills/competences

Information for trainers

DIGI.JOB.ID.
Digital Job Identities

Erasmus+

Editorial information:

This collection of training material has been developed by the ERASMUS+ project partnership digi.job.id, digijobid.eu, coordinated by BFI OÖ.

OZARA storitveno in invalidsko podjetje d.o.o. has been responsible for developing editing this unit.

Contact:

OZARA storitveno in invalidsko podjetje d.o.o.
Ulica heroja Šaranoviča 27
SI – 2000 Maribor
Slovenija

Tel. +386 2 23 80 678, info@ozara.si

https://creativecommons.org/licenses/by-sa/4.0/

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

Recognising & validating the own skills/competences

Introduction

Everyday millions of young people around the globe are looking for careers and jobs — and finding them. Job search is a life changing experience because it transitions you from new graduate, school leaver, out of school youth, or unemployed to one who will soon join the world of work, earning your keep “by the sweat of your brow” and contributing to the world’s survival and affluence. Deciding on a career, looking for a job, or engaging in a business is a planned, structured, and designed process. It is not a game of lottery where you let luck take over. It is a deliberate, conscious and well thought out undertaking, one that requires YOU to be in control.

Job search can be a nerve-racking, tension-filled and frustrating endeavor, but it is and can also be a most fulfilling time of life. If you approach it with enthusiasm, careful planning, and adequate know-how, you will find that it is a journey that you will look back to and cherish as the learning adventure that it is. So buckle up and enjoy the ride!

Assess Yourself

The **Assess Yourself** section shows you how to find your work skills, interests, and values. Do you know what it takes to **manage your career**? Then you are ready to assess yourself.

What is self-assessment? An assessment helps you learn about yourself. There are several assessment tools provided on these pages. These tools will ask questions to help you learn about yourself and occupations that fit you. These tools will not tell you what to do. They help you explore options and decide for yourself.

Why should you assess yourself? Assessments allow you to spend time thinking about yourself and to make plans. It is important to know which direction fits you before you look for a job or go to school. After you've assessed yourself:

- You'll make better career and school decisions.
- You can present yourself better to employers.
- You can show employers and schools how your interests, skills, and values fit the job or program.
- You save time and money in your job search.
- You'll be better at your work or school duties.
- You'll have more confidence and happiness.

The need for self-assessment is lifelong.
When you are ready for a new job or thinking about going back to school, take another assessment. You may find that your skills, interests or values changed. Use assessments to help you explore new options.

Know Your Work Skills

A skill is being able to do a certain task. Examples of skills:

- Having good *people skills* means that you can get along well with others.
- Someone with *repairing skill*s can fix things well. They are also able to learn how to fix new things.

Skills are learnable. You can gain or expand skill with practice or training. That's why it's important to assess your skills at all phases of your career. Some of your skills can transfer from one job to others.

To get started, think about some of your favorite skills. Think about a time when you did something you were proud of. Which skills did you use? Use the list of **Common Transferable Skills** below.

Common Transferable Skills

Read over these skills and think if you have or need to gain any them.

SKILL SET	DESCRIPTION	EXAMPLES
Basic Skills	These are skills needed by almost all workers. These skills are very important to have. Writing, for example, is a basic skill that gets you into a good job. Not having it can keep you out of a good job.	• Learn new things • Listening • Math • Reading • Science • Speaking • Think critically
People Skills	These are some of the most needed and wanted skills. They're sometimes called "soft skills." These skills help people to work well with others.	• Be aware of others • Coordinate with others • Help others • Negotiate • Persuade • Teach others
Management Skills	All workers need these skills, not just managers. Employers hire people who can keep track of projects, money, and their time.	• Manage money • Manage people • Manage things • Manage time
Systems Skills	Can you understand how parts and wholes work together? For example, could you see what would happen to your company if a certain employee left? Or how a new tax law might change prices at the grocery store? Then you have systems skills.	• Evaluate a system • Evaluate an organization • Understand a system • Make good decisions
Technical Skills	Technology includes computers and equipment. Computers are common in most workplaces. People in all occupations should know how to work with technology.	• Choose tools • Control quality • Install equipment • Install programs • Maintain equipment • Check equipment • Operate equipment • Repair • Troubleshooting

Exercise 1: Match Your Skills to Occupations

You should know what work-related skills you already have and how good you are at each. Find occupations that match the skills you want to use. You'll use this list to help you explore careers.

Directions: Write down a list of your skills: personal, transferrable, and occupational. You can use the skills listed in the table on the previous page. Look at those skills and list your top 10 skills on the first table below.

Then, compare those skills with occupations. You can ask people close to you for feedback. Write down occupations that match your skills on the second table below.

Your Top 10 Skills Do a skills assessment and then write down your top skills.	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Occupations that Match Your Skills Do a skills assessment, then write down 5-10 occupations that are a good fit with your skills.	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Match Your Interests to Occupations

Before you choose a career or start a job search, you should know which careers match your personality. Picking the right job increases your chances of future job satisfaction and career success.

Taking an interest assessment can help you understand which careers might be the best fit for you. An interest assessment will give you a broad list of career options that match your interests.

The **Match Your Interests to Occupations** exercise is a short interest assessment.

- Fill in the circles next to the activities that you like to do.
- Then, add the columns at the bottom of the exercise. Write down the number of filled circles for each letter.
- The letters with the most circles are your interest code. Most people have a 2-3 letter interest code, also called a Holland Code.

Each letter matches an interest group.

R	Realistic people are **DOERS**. They are often good at mechanical or athletic jobs. They like to work with things like machines, tools, or plants and they like to work with their hands. They are often practical and good at solving problems.
I	Investigative people are **THINKERS**. They like to watch, learn, and solve problems. They often like to work by themselves, tend to be good at math and science, and enjoy analyzing data.
A	Artistic people are **CREATORS**. They like to use their creativity and come up with new ideas. They usually want to work with less rules or structure. They enjoy performing (theater or music) and visual arts.
S	Social people are **HELPERS**. They like to work directly with people rather than things. They enjoy teaching, counseling, or curing others. They are often good public speakers with helpful, kind personalities.
E	Enterprising people are **PERSUADERS**. They like to work with other people. They often like to influence, persuade, or perform for people. They like to lead. They tend to be assertive and enthusiastic.
C	Conventional people are **ORGANIZERS**. They are very detail oriented and like to work with data. They are often organized and good with numbers. They are also good at following instructions. They also like working in structured situations.

Exercise 2: Match Your Interests to Occupations

Like skills, you should know which types of activities interest you. You can use the activities below to help match your interests to occupation. You'll use this list to help you explore careers.**Directions:** Read each statement. Fill in the circle (**only in light blue box**) next to the activities that interest you.

I Like To						
…do puzzles						
…work on cars						
…attend concerts, theaters, or art exhibits						
…work in teams						
…organize things like files, offices, or activities						
…set goals for myself						
…build things						
…read fiction, poetry, or plays						
…have clear instructions to follow						
…influence or persuade people						
…do experiments						
…teach or train people						
…help people solve their problems						
…take care of animals						
…have my day structured						
…sell things						
…do creative writing						
…work on science projects						
…take on new responsibilities						
…heal people						
…figure out how things work						
…put things together or assemble models						
…be creative						
…pay attention to details						
…do filing or typing						
…learn about other cultures						
…analyze things like problems, situations, or trends						
…play instruments or sing						
…dream about starting my own business						
…cook						
…act in plays						
…think things through before making decisions						
…work with numbers or charts						
…have discussions about issues like politics or current events						
…keep records of my work						
…be a leader						
…work outdoors						
…work in an office						
…work on math problems						
…help people						
…draw						
…give speeches						
	R	I	A	S	E	C
	0	0	0	0	0	0

Directions: Add the columns from the bottom of the previous page. Write down the number of filled circles for each letter here.

R = Realistic	Total: _____	S = Social	Total: _____
I = Investigative	Total: _____	E = Enterprising	Total: _____
A = Artistic	Total: _____	C = Conventional	Total: _____

Your 2-3 Letter Holland Code Interest Profile

While you may have some interests in and similarities to several of the six groups, you may be attracted primarily to two or three of the areas. These two or three letters are your "Holland Code." For example, with a code of "RES" you would most resemble the Realistic type, somewhat less resemble the enterprising type, and resemble the Social type even less. The types that are not in your code are the types you resemble least of all.

For further information please see **"Appendix 1: Match Your Interests to Occupations".**

R	Realistic people are **DOERS**. They are often good at mechanical or athletic jobs. They like to work with things like machines, tools, or plants and they like to work with their hands. They are often practical and good at solving problems.
I	Investigative people are **THINKERS**. They like to watch, learn, and solve problems. They often like to work by themselves, tend to be good at math and science, and enjoy analyzing data.
A	Artistic people are **CREATORS**. They like to use their creativity and come up with new ideas. They usually want to work with less rules or structure. They enjoy performing (theater or music) and visual arts.
S	Social people are **HELPERS**. They like to work directly with people rather than things. They enjoy teaching, counseling, or curing others. They are often good public speakers with helpful, kind personalities.
E	Enterprising people are **PERSUADERS**. They like to work with other people. They often like to influence, persuade, or perform for people. They like to lead. They tend to be assertive and enthusiastic.
C	Conventional people are **ORGANIZERS**. They are very detail oriented and like to work with data. They are often organized and good with numbers. They are also good at following instructions. They also like working in structured situations.

Occupations that Match Your Interests

Directions: Write down occupations that match your interests. Use "**Appendix 1: Match Your Interests to Occupations"** to find occupations that match your interests.

Write down occupations that match your interests here:

1.	4.
2.	5.
3.	6.

Your Work Values

Job satisfaction comes from having a job that meets your needs and fits your goals. Exercise Match Your Work Values to Occupations has a list of work values. It includes things people often want or value in their job. Not all these values will be met each day. It is important to choose an occupation that meets most of your work values. You're more likely to enjoy your job. You will also be more motivated to succeed.

- Use the list of work values to rank the values that are most important to you.
- Write down your values.
- Find occupations that match your work values.
- Write down the occupations that match your values.

Exercise 3: Match Your Skills to Occupations

Job satisfaction comes from having a job that meets your needs and fits your goals. The list below includes things people often want or value in their job. Not all these values will be met each day. However, you will enjoy your job more if you choose an occupation that meets most of your work values.

Directions: Read each statement below. Rate the value on a scale of 1 (High) to 5 (Low) on how well the statement matches your values. Add work values not listed which are also important to you.

Work Value	Description	Rating
ACHIEVEMENT	Chance to use your strongest skills and feel good about your work Being challenged and doing interesting work Learning and gaining new skills	
INDEPENDENCE	Able to decide what work you do Supervising your own work Being creative and finding new ways to do things	
RECOGNITION	Chance to move up and be a leader Being able to direct and influence others Having an important or prestigious job	
RELATIONSHIPS	Getting along with your boss, coworkers, and customers Working with diverse people of many cultures and Backgrounds Helping and caring for other people	
SUPPORT	Having a boss that stands behind their employees Access to the right tools, training, and resources needed to do your job	
WORKING CONDITIONS	Having good work conditions Being well paid and having good benefits Having a job with low risk of a change in pay or work duties Having a variety of things to do on the job	

Your Top 2-3 Work Values (use the "work value" word above)

Occupations that Match Your Values Use the Internet, library, or talk to a career coach to find occupations that match your work values. **Directions:** Write down occupations that match your work values here.	
1.	4.
2.	5.
3.	6.

Exercise 4: Occupations that Best Match Your Assessments

Look at the occupations you listed in Exercises 1, 2, and 3. These occupations match your skills, interests and work values. List the occupations that show up on two or three of your assessment lists.

These occupations are a good place to start as you think about your next career goal.

Occupations that Best Match Your Assessments	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

The importance of digital competence today

Digital technologies nowadays are key drivers of innovation, growth and job creation in the global economy. Their availability, in Europe at least, is not a problem anymore: over 100% of the population owns a mobile phone and 81% of families have Internet access at home[1]. Wider reach however is not a sign of ability to use these technologies. In 2015, 67% of the EU population aged between 16 and 74 was using the Internet every day. However, a study shows that almost half of this population had either "low" or "no" digital skills[2]. Many people are thus not considered to be functional in our digital society and ready for the 90% of jobs that in the near future are expected to require ICT skills of some level[3]. This is true also for younger people. EC (2103)[4] reports that only 30% of students in the EU can be considered as digitally competent. Data from the Skillage test of digital competence, run by Telecentre Europe, shows that the group of young people aged between 16 and 24 performs worse than the adults (25-54)[5].

Digital competence is one of the eight key competences for lifelong learning identified by the European Union[6]. It is a transversal key competence, which, as such, enables the acquisition of other key competences (e.g. mathematics, communication in mother tongue and foreign languages, learning to learn, cultural awareness etc.). In our society, the possibility to exploit the benefits of digital technologies (and avoid the risks) depends more on the knowledge, skills and attitudes to be able to use digital technologies in a critical, collaborative and creative way, than only on access to and use of ICTs. This digital competence is becoming necessary for a satisfactory and safe daily life, for active citizenship and employability.

DigComp: 5 competence areas and 21 specific competences

DigComp is the European framework for digital competence for all citizens. Its aim is to create a common understanding of the digital competences that citizens need to participate fully in today's society: knowing how to look for, assess and use information; how to communicate through various channels; how to produce and share digital content; how to use digital technology safely and critically in everyday life, including work.

The DigComp conceptual reference model identifies 5 broad areas of digital competence, broken down into 21 competences as in the table below:

[1] http://ec.europa.eu/eurostat/web/information-society/data/database
[2] EC (2014). Measuring Digital Skills across the EU: EU wide indicators of Digital Competence. https://ec.europa.eu/digitalagenda/ en/news/measuring-digital-skills-across-eu-eu-wide-indicators-digital-competence
[3] EC (2013). Digital Agenda. ICT for Jobs. http://ec.europa.eu/europe2020/pdf/themes/12_digital_agenda_ict.pdf
[4] EC (2103). Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources. COM/2013/0654 final. http://eur-lex.europa.eu/legalcontent/EN/TXT/?uri=CELEX%3A52013DC0654
[5] http://www.telecentre-europe.org/resources/skillage-report-2012-2015/
[6] EC (2006). Key competences for lifelong learning. Recommendation of the European Parliament and of the Council of 18 December 2006. http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF

Exercise 5: DigComp 2.0 – The Conceptual Reference Model

Competence areas	Competences	✓
1. Information and data literacy	**1.1 Browsing, searching and filtering data, information and digital content** To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.	
	1.2 Evaluating data, information and digital content To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.	
	1.3 Managing data, information and digital content To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.	
2. Communication and collaboration	**2.1 Interacting through digital technologies** To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.	
	2.2 Sharing through digital technologies To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.	
	2.3 Engaging in citizenship through digital technologies To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.	
	2.4 Collaborating through digital technologies To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.	
	2.5 Netiquette To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.	
	2.6 Managing digital identity To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.	
3. Digital content creation	**3.1 Developing digital content** To create and edit digital content in different formats, to express oneself through digital means.	
	3.2 Integrating and re-elaborating digital content To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.	
	3.3 Copyright and licences To understand how copyright and licences apply to data, information and digital content.	
	3.4 Programming To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.	

Competence areas	Competences	✓
4. Safety	**4.1 Protecting devices** To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy.	
	4.2 Protecting personal data and privacy To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a “Privacy policy” to inform how personal data is used.	
	4.3 Protecting health and well-being To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social wellbeing and social inclusion.	
	4.4 Protecting the environment To be aware of the environmental impact of digital technologies and their use.	
5. Problem solving	**5.1 Solving technical problems** To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).	
	5.2 Identifying needs and technological responses To assess needs and to identify, evaluate, select and use digital tools and possible technological responses to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).	
	5.3 Creatively using digital technologies To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.	
	5.4 Identifying digital competence gaps To understand where one’s own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.	

Exercise 6: List of Skills and Competences developed in VET

Every job role requires a different set of technical and/or transferable skills. When you are choosing which job you would like to do, it is helpful to identify both your interests and your skills and see whether they fit well with those the job role typically requires.

For example, if you enjoy team work you probably want to avoid a job where you will do the majority of work on your own. If you tend to need time to think and process information, a job where you have to respond quickly to situations could be very draining.

If you can identify what skills you are particularly good at then, as you explore different types of job, you can see which roles maximise using your skills, that will suit you and you will enjoy.

Skill	✓	Skill	✓
Ability to work under pressure		Defining problems	
Accuracy		Delegating skills	
Adaptability		Designing systems	
Administering		Determination	
Advising people		Developing plans	
Analysing data		Diplomacy skills	
Analysing problems		Displaying art	
Assembling equipment		Distributing products	
Attention to detail		Dramatizing ideas	
Auditing financial data		Driving safely	
Analytical skills		Editing	
Attention to details		Effective listening skills	
Being thorough		Effective study skills	
Brainstorming		Encouraging people	
Budgeting		Enforcing rules	
Building new business		Entertaining others	
Business communication		Envisioning solutions	
Business management		Estimating project	
Calculating data		Ethics	
Categorizing records		Evaluating programs	
Checking for accuracy		Expressing feelings	
Coaching skills		Expressing ideas	
Collaborating ideas		Extracting information	
Collecting items		Finding missing information	
Communicating with young or old people		Following instructions	
Comparing results		Gathering information	
Comprehending books or ideas		Generating accounts	
Conducting interviews		Goal setting	
Conflict resolution		Initiator	
Confronting other people		Handling money	
Constructing		Identifying problems	
Consulting organizations		Imagining innovative solutions	
Counselling people		Information management	
Creative thinking skills		Inspecting buildings	
Creating meaningful work		Inspecting equipment	
Critical thinking skills		Interacting with various people	
Customer service skills		Interpersonal communication	
Dealing with complaints		Interpreting languages	
Decision making skills		Interviewing	

Skill	✓	Skill	✓
Inventing products/ideas		Reading	
Investigating solutions		Recognizing problems	
Knowledge of community		Recruiting	
Knowledge of concepts and principles		Rehabilitating people	
Knowledge of government affairs		Relating to others	
Leading teams		Reliability	
Listening to people		Remembering information	
Maintain focus with interruptions		Repairing equipment	
Maintaining a high level of production		Reporting data	
Maintaining accurate records		Researching	
Maintaining emotional control under stress		Resolving conflicts	
Maintaining files		Resourcefulness	
Maintaining schedules or times		Responsibility	
Making important decisions		Results orientated	
Managing organizations		Risk taking	
Managing people		Running meetings	
Mediating between people		Sales ability	
Meeting deadlines		Screening telephone calls	
Meeting new people		Self-motivated	
Motivating others		Selling ideas	
Multi-tasking		Selling products or services	
Navigating politics		Serving people	
Negotiating skills		Setting performance standards	
Operating equipment		Setting up demonstrations	
Organizing files		Sketching charts or diagrams	
Organizing tasks		Strategic thinking	
Patience		Suggesting courses of action	
People management skills		Summarizing data	
Performing clerical work		Supervising employees	
Performing numerical analysis		Supervising operations	
Persuading others		Supporting others	
Planning meetings		Taking decisive action	
Planning organizational needs		Taking initiative	
Predicting future trends		Taking personal responsibility	
Preparing written communications		Teaching skills	
Prioritization skills		Team building	
Problem analysis skills		Teamwork skills	
Problem solving skills		Technical work	
Product promotion		Thinking logically	
Promoting events		Time management skills	
Proposing ideas		Training skills	
Providing customer service		Translating words	
Providing discipline		Using computers	
Public speaking		Verbal communication skills	
Questioning others		Working creatively	
Quick learning skills		Working with statistics	
Raising funds		Writing clearly and concisely	

For further reading see *Appendix 2: Competencies and Skills.*

Elevator Speech

An 'elevator speech' is a term taken from the early days of the internet explosion when web development companies needed venture capital. Finance firms were swamped with applications for money and the companies that won the cash were often those with a simple pitch. The best were those that could explain a business proposition to the occupants of an elevator in the time it took them to ride to their floor. In other words, an elevator speech that worked was able to describe and sell an idea in 30 seconds or less. Today, an 'elevator speech can be any kind of short speech that sells an idea, promotes your business or markets you as an individual.

Exercise 7: Prepare Your Elevator Speech

An elevator speech is as essential as a business card. You need to be able to say who you are, what you do, what you are interested in doing and how you can be a resource to your listeners. If you don't have an elevator speech, people won't know what you really do.

KNOW YOUR AUDIENCE

Before writing any part of your elevator speech, research your audience. You will be much more likely to succeed if your elevator speech is clearly targeted at the individuals you are speaking to. Having a 'generic' elevator pitch is almost certain to fail.

KNOW YOURSELF

Before you can convince anyone of your proposition you need to know exactly what it is. You need to define precisely what you are offering, what problems you can solve and what benefits you bring to a prospective contact or employers Answer the following questions:

1. What are your key strengths?
2. What adjectives come to mind to describe you?
3. What is it you are trying to 'sell' or let others know about you?
4. Why are you interested in the company or industry the person represents?

OUTLINE YOUR TALK

Start an outline of your material using bullet points. You don't need to add any detail at this stage; simply write a few notes to help remind you of what you really want to say. They don’t need to be complete sentences. You can use the following questions to start your outline:

1. Who am I?
2. What do I offer?
3. What problem is solved?
4. What are the main contributions I can make?
5. What should the listener do as a result of hearing this?

FINALIZE YOUR SPEECH

Now that you have your outline of your material, you can finalize the speech. The key to doing this is to expand on the notes you made by writing out each section in full. To help you do this, follow these guidelines:

1. Take each note you made and write a sentence about it.
2. Take each of the sentences and connect them together with additional phrases to make them flow.
3. Go through what you have written and change any long words or jargon into everyday language.
4. Go back through the re-written material and cut out unnecessary words.
5. Finalize your speech by making sure it is no more than 90 words long.

CHECKLIST FOR FINETUNING

STEP 1: First write down all what comes up in your mind.
STEP 2: Then cut the jargon and details. Make strong short and powerful sentences. Eliminate unnecessary words.
STEP 3: Connect the phrases to each other. Your elevator address has to flow natural and smoothly. Don't rush.
STEP 4: Memorize key points and practice.
STEP 5: Have you really answered the key question of your listener: What's In It For Me?
STEP 6: Create different versions for different business situations of your elevator speech. Note them on professional business cards.

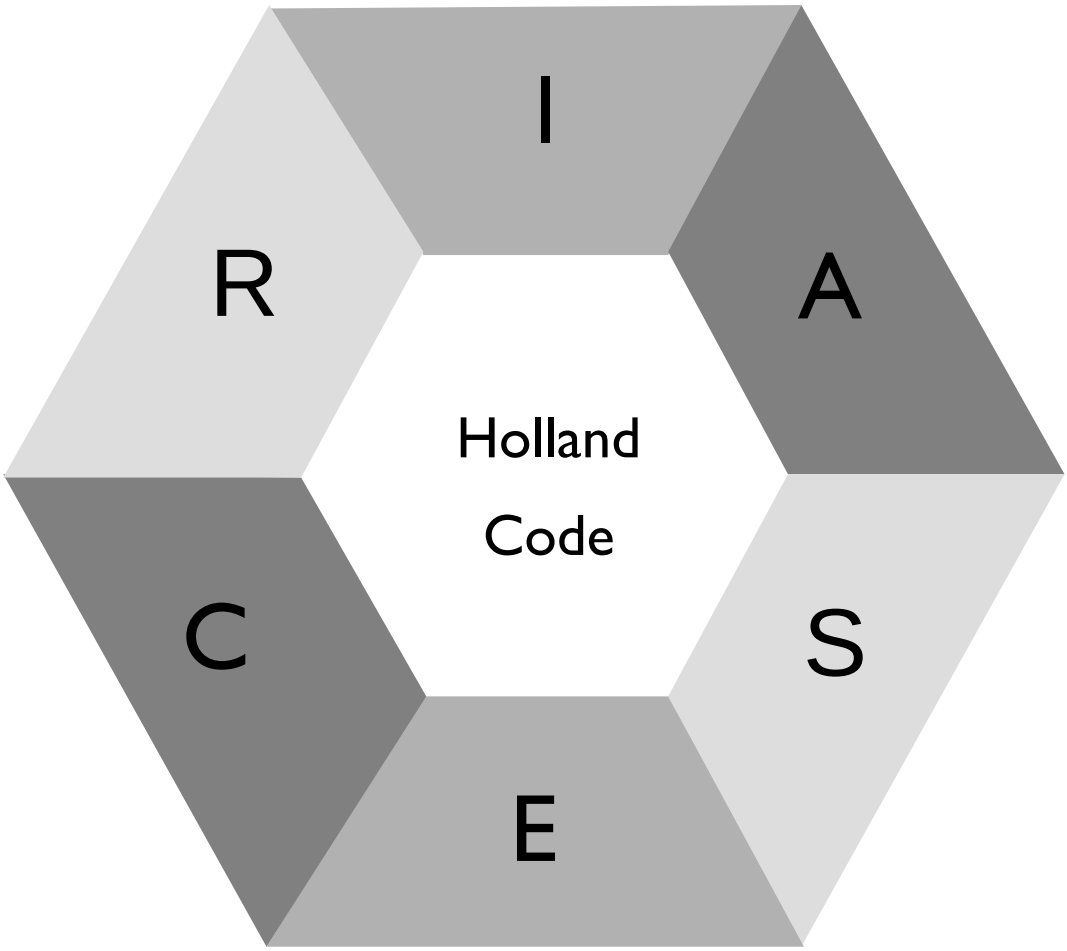
EXAMPLES OF ELEVATOR SPEECH

Hi, my name is Samantha Atcheson, and I am a senior Environmental Sciences major. I'm looking for a position that will allow me to use my research and analysis skills. Over the past few years, I've been strengthening these skills through my work with a local watershed council on conservation strategies to support water quality and habitats. Eventually, I'd like develop education programs on water conservation awareness. I read that your organization is involved in water quality projects. Can you tell me how someone with my experience may fit into your organization?

Nice to meet you, I'm Alex Biondo. I'm currently a senior and am studying Computer and Information Science. I hope to become a computer programmer when I graduate. I've had a couple of internships where I worked on several program applications with a project team. I enjoy developing computer applications for simple business solutions. The position you have listed in UO-JobLink seems like it would be a perfect fit for someone with my skills. I'd like to hear more about the type of project teams in your organ.

Appendix1: Match Your Interests to Occupations

What Are Your Career Interests?



This is based on Dr. John Holland's theory that people and work environments can be loosely classified into six different groups. Each of the letters above corresponds to one of the six groups described in the following pages.

Different people's personalities may find different environments more to their liking. While you may have some interests in and similarities to several of the six groups, you may be attracted primarily to two or three of the areas. These two or three letters are your "Holland Code." For example, with a code of "RES" you would most resemble the Realistic type, somewhat less resemble the Enterprising type, and resemble the Social type even less. The types that are not in your code are the types you resemble least of all.

Most people, and most jobs, are best represented by some combination of two or three of the Holland interest areas. In addition, most people are most satisfied if there is some degree of fit between their personality and their work environment. The rest of the pages in this booklet further explain each type and provide some examples of career possibilities.

This hexagonal model of RIASEC occupations is the copyrighted work of Dr. John Holland, and is used with his permission. The Holland Game is adapted from Richard Bolles' "Quick Job Hunting Map." Copyright 1995, 1998 by the MU Career Center, University of Missouri-Columbia.

Realistic *(Doers)*

People who have athletic ability, prefer to work with objects, machines, tools, plants or animals, or to be outdoors.

Are you?
practical
straightforward/frank
mechanically inclined
stable
concrete
reserved
self-controlled
independent
ambitious
systematic

Can you?
fix electrical things
solve electrical problems
pitch a tent
play a sport
read a blueprint
plant a garden
operate tools and machine

Like to?
tinker with machines/vehicles
work outdoors
be physically active
use your hands
build things
tend/train animals
work on electronic equipment

Career Possibilities

Air Traffic Controller
Archaeologist
Athletic Trainer
Cartographer
Commercial Airline Pilot
Commercial Drafter
Corrections Officer
Dental Technician
Farm Manager
Fish and Game Warden
Floral Designer
Forester
Geodetic Surveyor
Industrial Arts Teacher
Laboratory Technician
Landscape Architect
Mechanical Engineer
Optician
Petroleum Geologist Police Officer
Practical Nurse
Property Manager
Recreation Manager
Service Manager Software
Technician Ultrasound
Technologist Vocational Rehabilitation Consultant

Investigative *(Thinkers)*

People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

Are you?
inquisitive
analytical
scientific
observant/precise scholarly
cautious
intellectually self-confident
independent
logical
complex
curious

Can you?
think abstractly
solve math problems
understand scientific theories
do complex calculations
use a microscope or computer
interpret formulas

Like to?
explore a variety of ideas work independently
perform lab experiments deal with abstractions
do research
be challenged

Career Possibilities

Actuary
Agronomist
Anesthesiologist
Anthropologist
Archaeologist Biochemist
Biologist
Chemical Engineer
Chemist
Computer Systems Analyst
Dentist
Ecologist
Economist
Electrical Engineer
Geologist Horticulturist
Mathematician Medical
Technologist Meteorologist
Nurse Practitioner
Pharmacist
Physician, General Practice Psychologist
Research Analyst
Statistician
Surgeon
Technical Writer
Veterinarian

Artistic *(Creators)*

People who have artistic, innovating, or intuitional abilities and like to work in unstructured situations using their imagination and creativity.

Are you?		**Can you?**	**Like to?**
creative	original	sketch, draw, paint	attend concerts, theatre, art exhibits
imaginative	introspective	play a musical instrument	read fiction, plays, and poetry work
innovative	impulsive	write stories, poetry, music	on crafts
unconventional	sensitive	sing, act, dance	take photography
emotional	courageous	design fashions or interiors	express yourself creatively
independent	complicated		deal with ambiguous ideas
expressive	idealistic		
	nonconforming		

Career Possibilities

Actor	Copy Writer	Interior Designer	Medical Illustrator Museum
Advertising Art Director	Dance Instructor	Intelligence Research	Curator
Advertising Manager	Drama Coach	Specialist	Music Teacher
Architect	English Teacher	Journalist/Reporter	Photographer
Art Teacher	Entertainer/Performer	Landscape Architect	Writer
Artist	Fashion Illustrator	Librarian	Graphic Designer

Social *(Helpers)*

People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.

Are you?		**Can you?**	**Like to?**
friendly	cooperative	teach/train others	work in groups
helpful	generous	express yourself clearly	help people with problems
idealistic	responsible	lead a group discussion	do volunteer work
insightful	forgiving	mediate disputes	work with young people
outgoing	patient	plan and supervise an activity	serve others
understanding	kind	cooperate well with others	

Career Possibilities

City Manager	Community Org. Director	Librarian	Real Estate Appraiser
Historian	Consumer Affairs	Medical Assistant	Recreation Director
Park Naturalist	Director	Minister/Priest/Rabbi	Registered Nurse
Teacher	Counselor/Therapist	Paralegal	Social Worker
Clinical Dietitian	Hospital Administrator	Physical Therapist	Speech Pathologist
College/University	Psychologist	Police Officer	Vocational-Rehab.
Faculty	Insurance Claims	Probation and Parole	Counselor
	Examiner	Officer	Volunteer Services
			Director

Enterprising *(Persuaders)*

People who like to work with people, influencing, persuading, leading or managing for organizational goals or economic gain.

Are you?		**Can you?**	**Like to?**
self-confident	ambitious	initiate projects	make decisions
assertive	agreeable	convince people to do things your way	be elected to office
persuasive	talkative	sell things	start your own business
energetic	extroverted	give talks or speeches organize activities lead a group persuade others	campaign politically
adventurous	spontaneous		meet important people have power or status
popular	optimistic		

Career Possibilities

Advertising Executive	Credit Analyst	Foreign Service Officer	Politician
Advertising Sales Rep	Customer Service Manager	Funeral Director	Public Relations Rep
Banker/Financial Planner	Education & Training Manager	Insurance Manager	Retail Store Manager
Branch Manager Business Manager	Emergency Medical Technician	Interpreter	Sales Manager
Buyer	Entrepreneur	Lawyer/Attorney Lobbyist	Sales Representative
Chamber of Commerce Exec		Office Manager	Social Service Director
		Personnel Recruiter	Stockbroker
			Tax Accountant

Conventional *(Organizers)*

People who like to work with data, have clerical or numerical ability, carry out tasks in detail, or follow through on others' instructions.

Are you?		**Can you?**	**Like to?**
well-organized	practical	work well within a system	follow clearly defined procedures
accurate	thrifty	do a lot of paper work in a short time	use data processing equipment
numerically inclined	systematic	keep accurate records	work with numbers
methodical	structured	use a computer terminal	type or take shorthand
conscientious	polite	write effective business letters	be responsible for details
efficient	ambitious		collect or organize things
conforming	obedient		
	persistent		

Career Possibilities

Museum Registrar	Credit Manager	Financial Analyst	
Paralegal	Customs Inspector	Insurance Manager	Computer Operator
Safety Inspector Tax	Editorial Assistant	Insurance Underwriter	Congressional-District Aide
Accountant Tax Consultant	Medical Records	Internal Auditor	Cost Accountant
Travel Agent	Technician	Kindergarten Teacher	Court Reporter
Claims Adjuster	Business Programmer	Accountant Administrative	Abstractor
Elementary School Teacher	Business Teacher Catalog	Assistant Budget Analyst	
	Librarian	Business Manager	

Appendix 2: Competencies and Skills

Understanding skills and competencies to help you make career choices

Every job role requires a different set of technical and/or transferable skills. When you are choosing which job you would like to do, it is helpful to identify both your interests and your skills and see whether they fit well with those the job role typically requires. For example, if you enjoy team work you probably want to avoid a job where you will do the majority of work on your own. If you tend to need time to think and process information, a job where you have to respond quickly to situations could be very draining. If you can identify what skills you are particularly good at then, as you explore different types of job, you can see which roles maximise using your skills, that will suit you and you will enjoy.

Skill	What does this mean	Example of evidence
Written and verbal communication	• communicating information and ideas clearly and accurately. • keeping your writing fresh and succinct. • using appropriate language, style and writing methods when communicating with people depending on the situation. • anticipating what information will be needed by others.	Guest journalist for Q Messenger: wrote article to raise awareness of the low contribution to the Global Fund to fight malaria, turbucolosis and AIDS. Demonstrated issues with photos and statistics, and gave clear instructions on what students could do to lobby for change.
Teamwork	• prioritising team goals over individual goals • encouraging co-operation • having an awareness of the needs of others and responding flexibly • sharing information and ideas, and supporting team members to achieve goals • assigning or taking on clear roles and responsibility within the team • doing what you say you will	Group coursework: offered to be the co-ordinator for the project. Encouraged each member to take on a piece of research and passed on information from tutor to the group.
Commercial awareness	• knowing how to talk to clients, establish their needs and spot opportunities • understanding how an organisation works and what internal/external elements have an influence on its business • taking time to understand what is going on in your chosen industry	Asked manager at my part time retail job to spend a day at the Head Office in order to better understand how shop targets are set. Learned about negotiations with suppliers, the price of raw materials and the impact these both have on retail prices.
Attention to detail	• Ensuring work is thoroughly checked without it being late • Following instructions carefully and accurately • Monitoring your work for errors	Writing a short article that contained statistics and data during a summer internship to a tight deadline. Planned extra time to allow for proofreading and checking.

Time managment (organisation)	• Prioritising your workload when you have multiple deadlines • Planning time to ensure tasks are delivered to a high standard and on time	Managing a final year project, whilst having a part time job and volunteering project. Set monthly goals and tasks each week.
Adaptability and flexibility	• Responding positively to change • Adapting to new situations quickly • Taking on a diverse range of tasks equally effectively	Taking on the role of team leader on a QM Provide volunteering project at the last minute. Spent own time researching the charity and project so I could organise the time effectively.
Leadership	• Leading a team • Delegating and motivating effectively • Encouraging input from others • Putting the group's or organisation's needs ahead of your own	Leading and motivating a new tennis team to train on a weekend, and creating the post of Vice-Captain to support scheduling work, after consulting the rest of the team about scheduling problems.
Customer focus / orientation	• Identifying customer needs and constraints • Seeking to find out more about customers and provide a better service • Delivering on promises	As a part time Sales Assistant, dealing with complaints professionally to ensure customer loyalty. Taking time to listen to their feedback and suggesting changes to supervisor.
Interpersonal effectiveness	• Adapting your behaviour to build relationships with a wide range of people • Influencing others through persuation and encouragement	Persuading other team members to use your idea for a group project, by suggesting a discussion about the pros and cons of each option.
Planning and organising	• Prioritising and planning the efficient use of resources • Monitoring progress against objectives and responding to unforeseen events	As member of QM drama society, scheduling rehersals, managing the budget and co-ordinating costume and set teams.

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