

Welcome to Skills Identification & Articulation!

We'll get started in a moment! In the meantime...

Type what number applies to your situation in the chat!

| | | | | |
|---|-----------------------------------|---|--------------------------------------|---|
| Searching for a volunteer/part-time job | Searching for a full- time job | Networking with prospective employers | Applying for further education | Exploring what to do after graduation |
| 1 | 2 | 3 | 4 | 5 |

EDGE SKILLS IDENTIFICATION & ARTICULATION

Presented by: Graeme Beaton

Career Advisor

Centre for Career Development

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UNIVERSITY OF
WATERLOO

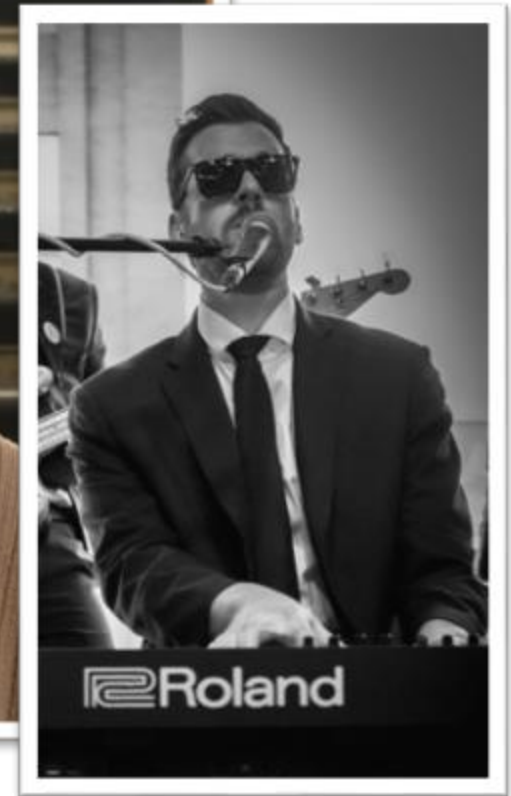


About Me

Graeme Beaton (he/him)

– pronounced GRAY-um

- Career Advisor and Career Leader Supervisor at the Centre for Career Development (CCD)
- Past experience: tutor, freelance writer, research assistant, two-time undergraduate student, social entrepreneur, startup coach
- Gigging musician since high school



Whose land are we on?

We respectfully acknowledge that we work on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, which includes ten kilometers on each side of the Grand River: land promised and never returned to the Six Nations.

Some incredible local community members on IG: Bangishimo Johnston @bangishimo, Amy Smoke @amysmoke, C. Elizabeth Best @lizbot5000

Support: O:se Kenhionhata:tie – [Land Back Camp](#), @ose.kenhionhatatie on IG

Reports: [TRC Calls to Action](#), [National Inquiry into MMIWG](#)

Reading: [The Inconvenient Indian](#), [21 Things You May Not Have Known About the Indian Act](#), [This Place: 150 Years Retold](#)

What land are you on? native-land.ca

Learning opportunity:

INDG 201 The Indigenous Experience in Canada



What to Expect



- Principles of curiosity, care and respect
- Take what works for you, leave what doesn't
- Ask questions throughout! Via the chat or direct message or Q & A at the end
- You will need your handout

LEARNING OUTCOMES

1. Identify your employment skills
2. Develop a body of evidence of your employment skills
3. Analyze job descriptions to identify and articulate skills employers are seeking
4. Articulate convincing evidence of your employment skills in an interview response format

How confident are you feeling about identifying and articulating your skills?



Type the number in the chat!

AGENDA

- What skills employers are looking for
 - How to conduct a job description analysis
- How to articulate those skills
 - How to answer an interview question
 - Practice with a partner!

HOW CAN I FIND OUT WHAT SKILLS EMPLOYERS ARE LOOKING FOR?

WHAT ARE SKILLS?

- A skill is a **demonstrated** ability to do something well
- **Technical** skills vs. **transferable** skills
 - Technical: Skills learned for a specific purpose (e.g., Excel)
 - Transferable: Skills used in multiple domains in your life (e.g., communication skills)

SKILLS THAT EMPLOYERS WANT YOU TO HAVE

1. Problem-solving skills
2. Ability to work in a team
3. Written communication skills
4. Strong work ethic
5. Flexibility/Adaptability
6. Verbal communication skills
7. Technical skills
8. Analytical/quantitative skills
9. Initiative
10. Detail-oriented

Source: The National Association of Colleges and Employers (NACE) Job Outlook 2024 Survey

JOB DESCRIPTION

Employer: Toronto Transit Commission (TTC)

Job Title: Customer Experience Analyst

Work Location: Toronto

We are seeking a highly-motivated individual with the passion and enthusiasm to help develop and implement changes that will improve customer experience right across the organization. The student will analyze and evaluate different sources of information to identify trends, variances, gaps and insights.

Required Skills

- Solid customer service skills with experience working in a customer-focused environment, including identifying and responding to customer needs
- Excellent communication (oral and written) skills
- Strong presentation skills
- Ability to interpret multiple data sources to draw meaningful conclusions and make recommendations
- Well-developed organizational skills including attention to detail, the ability to prioritize work and the ability to work collaboratively across multi-disciplinary teams.
- Must have vision, commitment and enthusiasm for change

JOB DESCRIPTION 2

Employer: Toronto Transit Commission (TTC)

Job Title: Customer Experience Analyst

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solid customer service skills

excellent written communication skills

- **Required Skills**

- **strong presentation skills**

- **ability to interpret multiple data sources**

- **well-developed organizational skills**

- Solid customer service skills in a customer-focused environment, including identifying and responding to customer needs

- Excellent communication (oral and written)

- Strong presentation skills

- Ability to interpret multiple data sources to draw meaningful conclusions and make recommendations

- Well-developed organizational skills including attention to detail, the ability to prioritize work and the ability to work collaboratively

- Must have vision, commitment and enthusiasm for change

THE SKILL ASSESSMENT CHART

| Skills employers want | Evidence I have it (Consider club experience, research papers, lab reports, essays) |
|--|---|
| Solid customer service skills | <ul style="list-style-type: none">• Greeter at WUSA Club events |
| Excellent written communication skills | <ul style="list-style-type: none">• Created and edited written report |
| Strong presentation skills | <ul style="list-style-type: none">• Presented report findings/conclusions |
| Ability to interpret multiple data sources | <ul style="list-style-type: none">• Researched and reviewed academic journals |
| Well-developed organizational skills | <ul style="list-style-type: none">• Captain of basketball team |

ANALYSIS

Employer: University of Waterloo
Job Title: Research Assistant
Work Location: Waterloo

The Research Assistant will be responsible for coordinating, planning, and contributing to project deliverables and deadlines.

Job Responsibilities

- Conducting literature searches
- Assisting with the preparation of reports
- Consulting with stakeholders
- Assist with other ongoing projects, as needed

THE SKILL ASSESSMENT

| Job responsibilities | Skills the employer wants | Evidence I have it |
|---|--|--|
| Co-ordinating & planning project outcomes & meeting deadlines | <ul style="list-style-type: none"> • Project management skills | <ul style="list-style-type: none"> • Physics group project |
| Consulting with stakeholders | <ul style="list-style-type: none"> • Verbal communications skills • Active listening skills • Ability to work in a team | <ul style="list-style-type: none"> • VP Academic of the Science Society |
| Assisting with preparation of reports | <ul style="list-style-type: none"> • Written communication skills • Microsoft 365 | <ul style="list-style-type: none"> • Literature review |

GOING FROM IDENTIFICATION TO ARTICULATION

How do we talk about our skills?

TALKING ABOUT SKILLS

STEP 1: Identify your relevant skills

- Review the job description
- Create your skills assessment chart

STEP 2: Tell the stories about how you developed those skills

- Write the bullet points on your resume
- Write a cover letter
- Practice your answers to common interview questions

INTERVIEW QUESTIONS

- Behaviour-based questions ask about past experiences to predict your future behaviour
 - **Tell me about a time when** you set a goal for yourself. How did you go about ensuring that you would meet your objective?
 - **Give me an example of a time** you faced a conflict while working on a team. How did you handle the situation?
 - **Describe a situation in which** you were under a lot of pressure. What was going on, and how did you get through it?

★ THE STAR APPROACH

| | |
|------------------|---------------------------------|
| Situation | Background and context |
| Task | What you needed to do |
| Action | What you did and how you did it |
| Result | The outcome of your actions |

EXAMPLE

Tell me about a time when you worked well as part of a team.

★ THE STAR APPROACH

Situation

- Provide background and context
- Who, what, where, when...
- Be brief (you are just providing the context here)

“Last year, our varsity soccer team was on a losing streak and morale was low.”

★ THE STAR APPROACH

Task

- Describe what you needed to do
- What goals did you need to reach?
- Include challenges and expectations

“As team captain, I suggested that we start doing mental training exercises before games to boost confidence.”

★ THE STAR APPROACH

Action

- Explain how you carried out the task
- Include tools you used
- Focus on relevant talents (skills/characteristics)
- Should be the longest part of your response

"After the coach agreed, I did some research and then approached my applied sport psychology professor for advice. She provided me with some exercises to help boost confidence and mental toughness. My coach then allowed me to lead the team through some exercises during our tournament."

★ THE STAR APPROACH

Result

- Describe the outcome of your actions
- What did you accomplish?
- Did you receive any positive feedback or recognition?
- What did you learn?

“My teammates said that the exercises really helped and we ended up winning the tournament.”

★ THE STAR APPROACH

Q: Tell me about a time when you worked well as part of a team.

| | |
|------------------|--|
| Situation | Team is on losing stream |
| Task | Lead mental training exercises to support team |
| Action | <ul style="list-style-type: none">• Researched exercises to boost confidence & mental toughness in athletes• Consulted with sports psychology professor• Led the team through mental training exercises at the next tournament |
| Result | Boosted confidence in teammates & led team to a victory |

★ THE STAR APPROACH

Q: Give me an example of a time you took initiative.

STAR Activity – Part A

Instructions: You are the interviewer! You just asked a candidate the following question: “Give me an example of a time you took initiative”.

As you listen to the facilitator’s response, write down the **Situation, Task, Action and Result** on your handout.

★ THE STAR APPROACH

STAR Activity – Part A

Q: Give me an example of a time you took initiative.

Sample answer:

When working at McDonald's in the kitchen I found out from my manager that a bus full of school students were on their way back from a field trip and that they were stopping in for lunch. This was happening right in the middle of our normal lunch hour. I had already made sure that we had all of our inventory ready to go, but I needed to ensure that we would meet our standard service requirements. By utilizing my leadership skills, I delegated extra people from cashier to operate the cook stations. I also requested that employees not take their breaks during this time to accommodate the rush, and assured them that they could take them later. We are a good team and they were happy to change their routine for the day. I also reminded the cashiers to explain to waiting customers that we had higher than normal volume and to thank them for their patience. In the end, by 1:00pm we had served all of the customers within our standard service requirements, with no mistakes in the order. The staff were then able to take their breaks and we continued on with the day as usual.

★ THE STAR APPROACH

Q: Give me an example of a time you took initiative.

| | |
|------------------|--|
| Situation | <ul style="list-style-type: none">• Working at McDonald's in kitchen• School field trip during lunch rush |
| Task | <ul style="list-style-type: none">• Ensure that standard service requirements were met |
| Action | <ul style="list-style-type: none">• Delegated people from cashier to operate cook stations• Requested that breaks not be taken during this time• Asked cashiers to explain to customers about higher than normal volume and to thank them for their patience |
| Result | <ul style="list-style-type: none">• By 1:00pm we served all of the customers, meeting service requirements• Delivered strong customer service, with no mistakes |

SKILL ARTICULATION

STAR Activity – Part B:

1. Reflect on a proud moment
2. Choose a question that aligns with your proud moment
 - Be sure to jot down the question
3. Create a written STAR response

PROUD MOMENT

Refer to page 2 of Skills I and A handout, Written Star Response | Part B section

- Write down 1 thing that you have done that you are proud of
- Can be from any domain
 - Examples:
 - School project
 - Personal hobby
 - Volunteer/work experience



CHOOSE ONE INTERVIEW QUESTION BELOW:

Refer to page 2 of Skills I and A handout, Written Star Response | Part B section

- Describe a situation where you had to juggle several tasks at once and tell me how you prioritized your work.
- Tell me about a conflict you have had in the past and how you dealt with it.
- Give me an example of a time you found yourself in a situation that required you to exercise good judgment.
- Tell me about a time when you set a goal for yourself. How did you go about ensuring that you would meet your objective?
- Explain a time when you were faced with a problem and walk me through how you solved it.
- Give me an example of a time when you showed leadership or took initiative.

SKILL ARTICULATION (6 mins)

Verbal STAR Activity:

Practice your response out loud! Choose one option:

A) Record yourself

B) Speak out loud in front of a mirror

Time yourself!

ACTIVITY REFLECTION

- Reflections? Surprises?
- What is the impact of...
 - Missing details in the Action section?
 - Skipping the Results section?
 - Providing too much information?

How confident are you feeling NOW about identifying and articulating your skills?



Type the number in the chat!

WE'D LOVE TO HEAR FROM YOU!

These workshops are for you! We are always looking for ways to improve. Please complete the feedback survey delivered to your inbox after this session.



How can you gain confidence in identifying & articulating your skills?

- Keep working on your skill assessment chart
- Reflect on your accomplishments or proud moments
 - Keep in mind that one story could be used for different questions
- Practice, practice, practice
 - With a friend, in a mirror or by recording yourself

MOVING FORWARD

- Continue to develop your skill set
 - Seek out new academic/life experiences
 - Volunteering
 - Join a team or club
 - Take a LinkedIn course
 - Sign up for EDGE!

FIND YOUR EDGE

uwaterloo.ca/edge

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QUESTIONS?

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