

Transferable Skills Workshop Facilitator Guide

Instructor Notes

OVERVIEW

Participants will learn the value of and how to identify their transferable skills and how it relates to their job search process.

LEARNING OBJECTIVES

1. Participants will learn what a transferable skill is.
2. Participants will be able to identify their transferable skills.
3. Participants will be able to identify resources to aid in identifying their transferable skills
4. Participants will be able to use their identified transferable skills to explore potential occupations.
5. Participants will learn how to market their transferable skills on their resume, cover letter and in an interview.

PERFORMANCE INDICATORS

1. Participants will correctly define and explain transferable skills as evidenced during workshop activities.
2. Participants will correctly identify at least ten transferable skills.
3. Participants can list a JobZone resource that will assist in exploring their transferable skills and related occupations.
4. Participants will identify examples of how to market one of their transferable skills.

- Participants will identify the next steps in their career exploration process.

MATERIALS

- ▶ Projector/Screen
- ▶ PowerPoint Presentation
- ▶ Pens/blank paper
- ▶ White board/Flip chart if needed/markers
- ▶ Handouts:

Handout #1- Examples of Transferable Skills	Handout #4- My 5 Strongest Transferable Skills
Handout #2- Skills Used Throughout My Life	Handout #5- Marketing Transferable Skills
Handout #3- Transferring Skills Worksheet	Handout #6- Proof by Example

PREPARATION

- ▶ **Facilitator Guide** - Read guide, familiarize yourself with content and flow of activities and decide on schedule. Make note of optional activities you may want to include.
- ▶ **Participant Handouts** - Review handout content and update as necessary. Photocopy all handouts in advance.
- ▶ **Guest Speakers/Team Training**- Plan session segments if applicable.
- ▶ **Measurement/Evaluation Criteria** - Workshop Evaluation Form
- ▶ **Resource Materials** -Books, videos, websites & additional materials as needed.
- ▶ **Instructor Notes**- Use the Instructor’s Notes section of the facilitator’s guide to help prepare for your workshop.

ADDITIONAL RECOMMENDED MEDIA

Video - How to Discover Your Transferable Skills

<http://www.5min.com/Video/How-to-Discover-Your-Transferable-skills-347430510>

Blog: Top 9 Transferable Skills

<http://www.dunning.ca/blog/top-9-transferable-skills>



ACTIVITIES

Facilitator begins workshop with an introduction. Give each participant a packet of the handouts (or distribute each handout during each activity).

1. **Introduction (Slide 1)** Facilitator can begin the Transferable Skills PowerPoint. The complete PowerPoint highlights how to identify transferable skills and how to correctly market these skills.

2. **Defining Transferable Skills (Slide 2)**



Facilitator can introduce transferable skills by asking participants how they would define transferable skills. Facilitator can write feedback on a chart or whiteboard.

Transferable Skills (Slide 3)

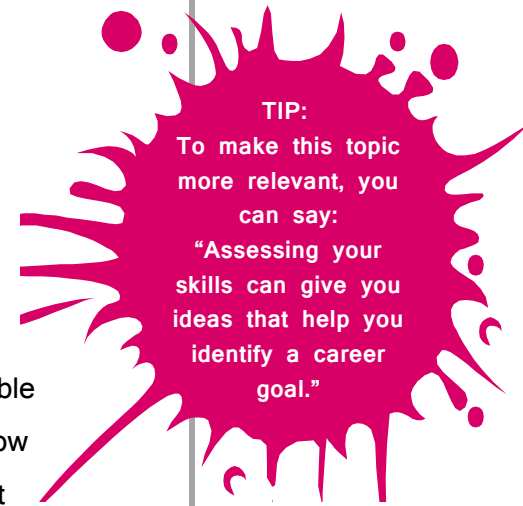
Transferable Skills are skills that you have developed that can transfer from one environment to another. Examples include, skills you have developed at home, during education/training, at work, volunteering or performing hobbies.

If you are able to use a skill in one situation, you should be able to use it in another job, even if the work appears completely unrelated to your past employment or educational experience. At least 50% of what may be expected of you in a new job can consist of transferable skills.

3. **Types of Transferrable Skills (Slide 4)**



Facilitator asks the group to take a look at **Handout #1: Examples of Transferable Skills**





NOTE: If facilitator prefers the examples of transferable skills listed on Handout #4(I Can- Transferable Skills Checklist) from the Skills Identification Workshop, that handout can be substituted here.

Communication, Creativity, Helping & Teaching (Slide 5)

Facilitator should begin with the first three transferable skills categories, (Communication, Creativity & Helping & Teaching). Allow three minutes for this portion of the activity.



Facilitator can say: “Let’s look at the Communication transferable skills listed on the handout. See anything that stands out? Why don’t you circle any skills that you think you have. Do the same for the Creativity section and the Helping and Teaching section. Don’t panic if you don’t circle a lot there are many more categories.”

Management/Leadership, Organizational/Financial & Research (Slide 6)



Facilitator can say: “Let’s look at the Management and Leadership transferable skills listed on the handout. See anything that stands out? Why don’t you circle any skills that you think you have. Do the same for the Organizational and Financial section and the Research section. Don’t panic if you don’t circle a lot - there are still more categories.”

Technical & Other (Slide 7)

Check the list of Technical skills and circle those that apply to you. Take some time and do the same for the Other skills.

Following the completion of the activity the facilitator can say:



More Transferable Skills (Slide 8)

Facilitator can say: “Take a moment to reflect on your previous work experience, your hobbies, volunteer work, and any other activities you may have done or currently do. These activities and experiences can help us identify more transferable skills.”

Need help identifying more transferable skills? Why don't we work together to give you some more ideas on where you might uncover more skills.

- How many of you have experience in planning or arranging activities?
- How many of you are able to deal with obstacles and address crises?
- Can you handle complaints?
- Present written material out loud?
- Do you have any experience with coordinating fundraising activities?
- Can you speak a foreign language?
- Don't forget about using computer software!



If any of these skills sound like they apply to you - jot them down on **Handout #2: Skills Used Throughout My Life**. If anything else comes to mind make sure to capture these skills on **Handout #2** as well. Don't leave anything out, we can target and focus in on specific skills later.

4. Transferable Skills Worksheet (Slide 9)

Now that customers have identified transferable skills and have selected a number of their own transferable skills, this activity will help them identify skills, and their next steps to achieving what skills they want to acquire.



Facilitator can say: “Now that we know what transferable skills are and you have identified some transferable skills of your own, let’s do an activity.”



Facilitator directs customers to take out **Handout #3: Transferring Skills**. Facilitator can direct customers to fill out the worksheet with a job title they formerly held and the skills they used in that job setting. Then, they will list their desired job/s they may have, and determine the skills needed for that job. Then, they will decide on their next steps for reaching those skills.

Examples of Skills (Slide 10)

As a refresher, here are some examples of skills that you might have used:

Troubleshooting - Determining causes of operating errors and deciding what to do about it.

Time Management - Managing one's own time and the time of others.

Repairing - Repairing machines or systems using the needed tools.

Equipment Selection - Determining the kind of tools and equipment needed to do a job.

Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one.



Remember:
Job specific
skills can be
transferable

Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

What's the Point? (Slide 11)

The transferable skills mapping experience can help you develop a skills and competencies section on your resume or provide you with targeted responses for interview questions. Skills mapping also helps you to consider a job or experience in terms of what you gained and learned instead of focusing only on what you did. It helps you prioritize the most meaningful skills for the job you are considering. And in the end, you'll discover that by identifying your skills you will be able to market yourself more effectively.”



The facilitator can then ask the group if they would like to volunteer to share some of the transferable skills they uncovered in the process.

Facilitator should also encourage customers to continue this activity at home until they feel they have uncovered enough transferable skills.



****Optional Advanced Activity**

If there is ample time and if workshop attendees are attending the workshop in a computer lab, the facilitator may opt to spend the next 30 minutes having customers complete the Skills Survey on JobZone. Customers should complete four sections: List Prior Jobs, Job Duty Checklist, Transferable Skills and Rate Skills Level. Facilitators should reserve time at the end of the workshop to discuss the results generated from the Skills Survey. This activity may also be used as a Transferable Skills follow-up workshop for customers who need additional assistance identifying their transferable skills.



NOTE: All customers will need a JobZone account to participate in this activity.

5. How to Reflect Your Transferable Skills on a Resume (Slide 12)

Facilitator should explain how transferable skills can be reflected on a resume.



Facilitator can say: “Your resume is a great place to reflect your transferable skills. On a functional resume you can emphasize your many different skills and elaborate on how you gained that experience. You can give examples from past paid, unpaid, internships, volunteer work or other experiences to showcase these skills. If you are doing a chronological resume you can use transferable skills to highlight what you gained from individual experience.”

6. Highlighting Your Transferable Skills on a Cover Letter (Slide 13)

The facilitator introduces this section of the workshop by informing customers that transferable skills can be highlighted on a cover letter to market the skills you have to offer to an employer. A cover letter provides an opportunity to focus a potential employer on the skills and details that might not have been included on a resume. A cover letter also gives you an opportunity to show why you are qualified for a position and allows you an opportunity to compare the skills required for the position to your own skills.



The facilitator can say: “Remember to research the company before crafting your cover letter. This will help you get select what skills to highlight on your cover letter.”

7. **Highlighting Your Transferable Skills During an Interview (Slide 14)**

Now that customers have learned how to market their transferable skills on a resume and cover letter, let's focus on how customers can market their transferable skills during an interview.



The facilitator can say: "An interview really is the time for you to showcase your skills. It's more important to know how to market and communicate your transferable skills to an employer rather than simply listing these skills. Be prepared to describe your involvement, how you contributed, and what you gained from your relevant experiences. Remember, many skills can be demonstrated during the actual interview. Your interpersonal and communication skills are front and center as you express your thoughts and connect with the interviewer. Researching the company and the position will also help you craft your interviewing responses with the keywords and the industry language an employer is looking to hear."

8. **It's Your Skills That Count (Slide 15)**

Having a degree doesn't guarantee you a job. Remember to always find the best way to present what you have to offer. Your ultimate goal is to successfully combine your skills, experiences, academics, training, and personality traits that employers are seeking. Remember- your skills will get you the job if you market them successfully!



Let's Pare These Skills Down (Slide 16)

Facilitator can say: "One way to market your transferable skills is to select the transferable skills that are the best fit for what the employer is requiring and are your best skills. Now that you have circled and listed a number of your

transferable skills the next step is to select what you think are your most marketable skills. Take a look at what you have listed during this workshop and select the five transferable skills that most represent you. Encourage customers to write these five transferable skills.”



Facilitators can ask customers to take out **Handout #4: My 5 Strongest Transferable Skills**



OPTIONAL ACTIVITY: Examples of Marketing Transferable Skills



Facilitator can ask customers to take out **Handout #5: Examples of Marketing Transferable Skills**

Facilitator can go over the examples with the class and describe how these are strong examples of ways to market transferable skills.



Connect the Dots (Slide 17)

The facilitator can say: “These are your five strongest transferable skills that you can use in an interview. Can you give examples of how these skills were used? What was the benefit to your previous employer or organization? This will help you clearly convey your message while marketing yourself more clearly. You are helping an employer connect the dots between your transferable skills and the skills required to perform the job. You can show how your transferable skills can relate to the job duties your prospective employer is seeking. You are also explaining to that employer how you can add value to their organization or business. If you have attended a resume writing workshop, you’ll notice how this model applies to resume writing as well.

Action + Benefit = Result (Slide 18) A simple way of crafting and marketing your transferable skills is the **a+b = r model**. The action plus the benefit equals the result. What was the action you took, what was the benefit of that action and what was the result of your action?

Ask customers to look at **Handout #6: Proof by Example** to look at examples of how to add value to their transferable skills. Customers can use **Handout #4: My 5 Strongest Transferable Skills** to list the specific value for each of their top five transferable skills.

9. **Wrapping It Up (Slide 19)**

Finish the session by encouraging customers to continue their transferable skills mapping if they feel they could use more time exploring their most marketable transferable skills.



Facilitator can say: “Now that you have a list of the skills you like, you are good at and are able to market, begin to match these skills to the occupations you are interested in. Don’t forget, many of the skills you highlighted can be in your cover letter and resume. Don’t forget to review your list to see if you have included these skills!”

Don’t forget to distribute the workshop evaluation form!

****Optional Advanced Activity**



If customers want to see how their transferable skills measure up to their competition as well as if they are using the right key words to market these skills, take them on to LinkedIn to view professional profiles of individuals in a similar occupation title or working at a desired company.

Get an occupational title from a customer in the workshop and a business/organizational name to do a search. Use the advanced search feature for this activity.

The facilitator can also use LinkedIn Labs www.linkedinlabs.com to walk customers through the labor market information tool as well.