

# **INSTRUCTOR'S GUIDE FOR *YOU DO HAVE EXPERIENCE!***

## ***OVERVIEW***

A coffeehouse setting and a diverse group of friends is the driving force behind this conversational and informative video. The major focus of the presentation is a step-by-step guide to presenting the best impression possible to a potential employer. This positive image is accomplished through knowing and effectively communicating one's best skills.

Each character is highlighted individually throughout the video for a different reason. The characters reflect various segments of society; an older non-traditional student, a new graduate of a four-year college degree program, a graduate of a two-year college associate degree program, and an apprentice completing his training. Each of these characters is approaching their job search from a different angle. Each voices their fears, failures, and concerns while seeking advice from each other and the many job search resources available.

Emphasis is placed on perseverance and procedure, both of which are necessary to find a fulfilling career.

## ***PRESENTATION SUGGESTIONS***

Begin the class with a discussion about the types of previous job experience the students have had. Next, ask a student to provide his/her own definition. Continue the discussion by expanding on this, asking, "What skills have you learned through these past job experiences that you think could help you in a future position?" Write some of the skills mentioned on the board/overhead. Leave the list of skills on the board/overhead until after the viewing of the video.

Complete the **Anticipation Quiz** before viewing the video, *You DO Have Experience!*. Have the students set the quizzes aside and view the video.

At the conclusion of the video, ask the students to take out their **Anticipation Quizzes** and review the responses. Allow time for students to add or delete information to make each of their responses correct. Discuss the responses. Follow the discussion with one or both follow-up **Activities**.

Complete the **Quick Quiz** in class and correct the quizzes together as a group. Assign the **Homework Option** if desired.

## ***ANTICIPATION QUIZ***

**Note:** These questions may be read aloud, allowing for response time, or copied and distributed as a written exercise prior to viewing the corresponding video.

**Directions:** Respond appropriately to each; be as honest and complete as possible.

1. Write your own definition of the word “skill.”
2. List four skills you know you possess.
3. List three talents you possess.
4. What activities did you do well in the past, either school related or as leisure activities?

## ***ACTIVITIES***

### ***Activity #1***

**Title:** Outline It All

**Format:** Individual

**Time:** 15–20 minutes

**Materials:** Diagram A, pen, paper, and timer

**Procedure:**

1. Instruct the students to use a sheet of paper to begin writing down all the skills they want to present to a potential employer. Set the timer for three minutes.
2. When the timer sounds, ask the students to put a star next to their three best skills. This identifies those skills as the ones they want to focus on in an interview.
3. Next, ask the students to look at the items they did not star and think of a way they might improve that skill, i.e., more education, training programs.
4. Set the timer for three minutes, asking the students to write the way they think they can improve that area next to the skill.
5. When the timer sounds, explain that the next step will be to write a rough script of what they would like to say in an interview. Remind the students to talk mainly about the three best skills and include at least two skills that they want to improve. Be certain to state how they intend to improve the skill.
6. Allow time for the students to present their scripts orally on a volunteer basis.

### **Diagram A**

Step 1: Identify all your skills

Step 2: Focus on your best

Step 3: Improve the rest

Step 4: Practice and present

## **Activity # 2**

**Title:** Scripted Speech

**Format:** Partner

**Time:** 5–10 minutes

**Materials:** paper, pen

**Procedure:**

1. Divide the class into partnered sets.
2. Distribute two or three sheets of paper to each set of students.
3. Ask the partners on the right to raise their hands; they are Partner A. Ask the partners on the left to raise their hands; they are Partner B.
4. Begin the activity with the paper on Partner B's desk. Tell them to write one question they have about presenting their skills or interviewing. **THERE IS TO BE NO TALKING! COMMUNICATION ONLY THROUGH NOTE WRITING!**
5. When finished, pass to Partner A for a written response. Pass the response back to Partner B.
6. Continue this "note passing" for 6–7 minutes. When the first question has been answered, either partner may write another. This is essentially a written conversation. Continue until time is called.
7. Allow a few minutes at the end of the session to share what they learned or discussed in the "scripted speech."

## ***QUICK QUIZ***

**Note:** This may be read orally, allowing time for students to respond to each question. If using oral presentation, write the choices on the board/overhead so that all the students may see them easily. This may also be copied and distributed as a written exercise.

**Directions:** Look at the job titles below. Match these titles with the adaptive and transferable skills that you think best fit the job. Notice that some of the same skills are listed for several jobs.

### **JOB CHOICE BOX**

Graphic design specialist  
Mechanic  
Childcare personnel

Sales representative  
Customer service representative  
Office manager

Computer technician

1. \_\_\_\_\_  
Patience, problem solving, meeting the public, self motivating, diplomatic, detail oriented

2. \_\_\_\_\_  
Assertiveness, ambition, meeting the public, self controlling, taking risks, analyzing data
3. \_\_\_\_\_  
Friendliness, physical stamina, planning, accepting responsibility, kind, can be firm
4. \_\_\_\_\_  
Maturity, leadership, meeting deadlines, managing people, organizing projects, confronting (when necessary)
5. \_\_\_\_\_  
Persistence, results oriented, working effectively in groups, good math skills, problem solving, assembling things
6. \_\_\_\_\_  
Completing assignments, classifying data, can explain things to others, knowledge of basic computer skills, detail oriented, remembering information
7. \_\_\_\_\_  
Creativity, flexibility, meeting deadlines, planning, drawing (art), organizing projects
8. Choose one of the previous jobs and place its required skills in order from the most important to the least important. Then, add at least six more transferable skills that you feel would be beneficial to the position. Be sure to explain your reasoning.

### ***ANSWER KEY***

1. Customer service representative
2. Sales representative
3. Childcare personnel
4. Office manager
5. Mechanic
6. Computer technician
7. Graphic design specialist
8. Answers may vary

### ***HOMEWORK OPTION***

Imagine that you are an employer. Write your own advertisement for a job opening. Be sure to include at least three Adaptive skills, six Transferable skills, and four Job-Related skills. The following example can help you get started:

**SEEKING COMPUTER PROGRAMMER.** The ideal candidate must possess these skills: