

# Student Employability Training Programme



Student Employability Training



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# Welcome

**Thank you for choosing to be part of the Student Employability Training Programme: which is a Sheffield Hallam Students' Union initiative.**

This version of the employability programme is designed to cater for you, a student. All of the activities and reflections in this programme have been carefully selected to help you reflect on and present your experiences as skills that can be used when applying for jobs. The Skills, Employability and Training Team offer you support in your role in many ways including training, online resources, and event planning support; depending on what level of this programme you have chosen to complete, you will be required to take advantage of this offer so make sure to familiarise yourself with the portal!

Thank you for choosing to take part in this programme. In your role, you will be developing and gaining a variety of skills and knowledge. I have observed from speaking to students over the years that often they are unsure of how to present these skills and experiences they have gained on their CV and job applications.

**This programme is for you!**

Each level will help you to get better at recognising what skills you have learned and help you to understand how best to present yourself when applying for jobs.

This booklet is designed so that you can add your responses to it, and once you have completed your work you can download it and keep it as a point of reference.

**We wish you all the best! Good luck!**

**Student Communities and Development team.**

# Welcome

**Thank you for choosing to be part of the Student Employability Training Programme: which is a Sheffield Hallam Students' Union initiative.**

This programme aims to equip you with helpful tools and reflections ready for the modern world of work. Research indicates that we are currently in the midst of a fourth, technology-based, industrial revolution. Technology is subject to constant change and updates, and the demands on potential employees' skillsets are also changing. In order to cope with these ever-changing demands on our skills and abilities, we need to ensure that we are able to learn and adapt to allow us to be at the forefront of technological changes. When speaking to student leaders, the overwhelming majority of them recognised that they had developed skills employers were looking for, but lacked the knowledge of how to articulate this when applying for jobs.

These changes in attitudes towards career opportunities and progression along with the changes in the modern world of work, encourage us to look at how we can help to equip you with the best skillset and mindset to excel.

With this in mind we have created the following:

An employability training programme that helps society members to:

- Acknowledge the skills developed within their roles
- Bridge gaps within their skillset
- Articulate the skills developed when applying for jobs

# LEVELS OF PARTICIPATION

Level No.	Requirements	Benefits
<p><b>Level 1</b> Please complete all the tasks in the requirements box.</p>	<ul style="list-style-type: none"> <li>• LinkedIn core modules, including any chapter quizzes.</li> <li>• Reflection of modules.</li> </ul>	<p>Theme: Theoretical By completing this level you will:</p> <ul style="list-style-type: none"> <li>• Have a better knowledge of meta-skills and how to apply them.</li> <li>• Have a better understanding of your role.</li> </ul>
<p><b>Level 2</b> Please complete all the tasks of level 1 plus:</p>	<ul style="list-style-type: none"> <li>• Attend all relevant training sessions attached to their roles – i.e. society workshops, committee rep training.</li> <li>• Plan, organise and evaluate a student event.</li> </ul>	<p>Theme: Practical By completing this level you will:</p> <ul style="list-style-type: none"> <li>• Have an opportunity to supplement your knowledge on your role.</li> <li>• Have opportunities to create tangible experiences specific to your role that you can use on your CV and personal statements.</li> </ul>
<p><b>Level 3</b> Please complete all of the tasks for level 1 and level 2 plus:</p>	<ul style="list-style-type: none"> <li>• Complete the personal statement exercise.</li> <li>• Arrange a visit to the Careers Advice Service to plan next steps.</li> </ul>	<p>Theme: Employability By completing this level you will:</p> <ul style="list-style-type: none"> <li>• Be able to use the STAR technique</li> <li>• Be able to practice applying for a job.</li> <li>• Connect with Careers Connect.</li> </ul>

# 3 levels of participation

## Level 1 - Meta Skills

This level focuses on learning the basics about your role. you will also learn about meta skills. Meta skills allow us to be ready for any learning that may have to be undertaken in the workplace.

## Level 2 - Role Specific

Once you complete level 1, you can begin level 2.  
If you choose to do level 2, you will be asked to attend all training workshops relevant to your role.

## Level 3 - Career Focused

Once you have completed level 1 & 2, you can begin level 3.

If you choose to do level 3, you will be asked to use the STAR technique (more information on this later on) to illustrate how you acquired certain skills. This is to ensure that you can answer questions in job applications about how you have demonstrated certain skills. To make sure that your paragraphs are fit for purpose, we recommend that you get them checked by your employability advisor.

SHU Careers also have workshops and resources that you can access to help you with this. You can access them [here](#)

# Summary

The levels are designed to help you reflect on the capacity you have, and the things you have achieved in your role, as well as your studies and any work experience/volunteering that you have completed. This programme is an opportunity for you to critically reflect, absorb some valuable information through the LinkedIn Learning courses, and understand how to frame and present your experience.

# Contact

If you have any queries or need any help please book an appointment for a session on SET web page. You will be able to book an appointment with an advisor, who will then assist you with any questions you need answering.





# Level One - Meta Skills

This section is where you will learn about Meta Skills. You may have come across some of these skills before, but they are important in shaping your approach to learning a new skill or project.

To complete this level, you must login to your LinkedIn Learning account (see page 12 for more information) and watch all the videos in each module. Once you have done this, use the reflection boxes below to help you look at how you can implement these skills going forward. Good luck!



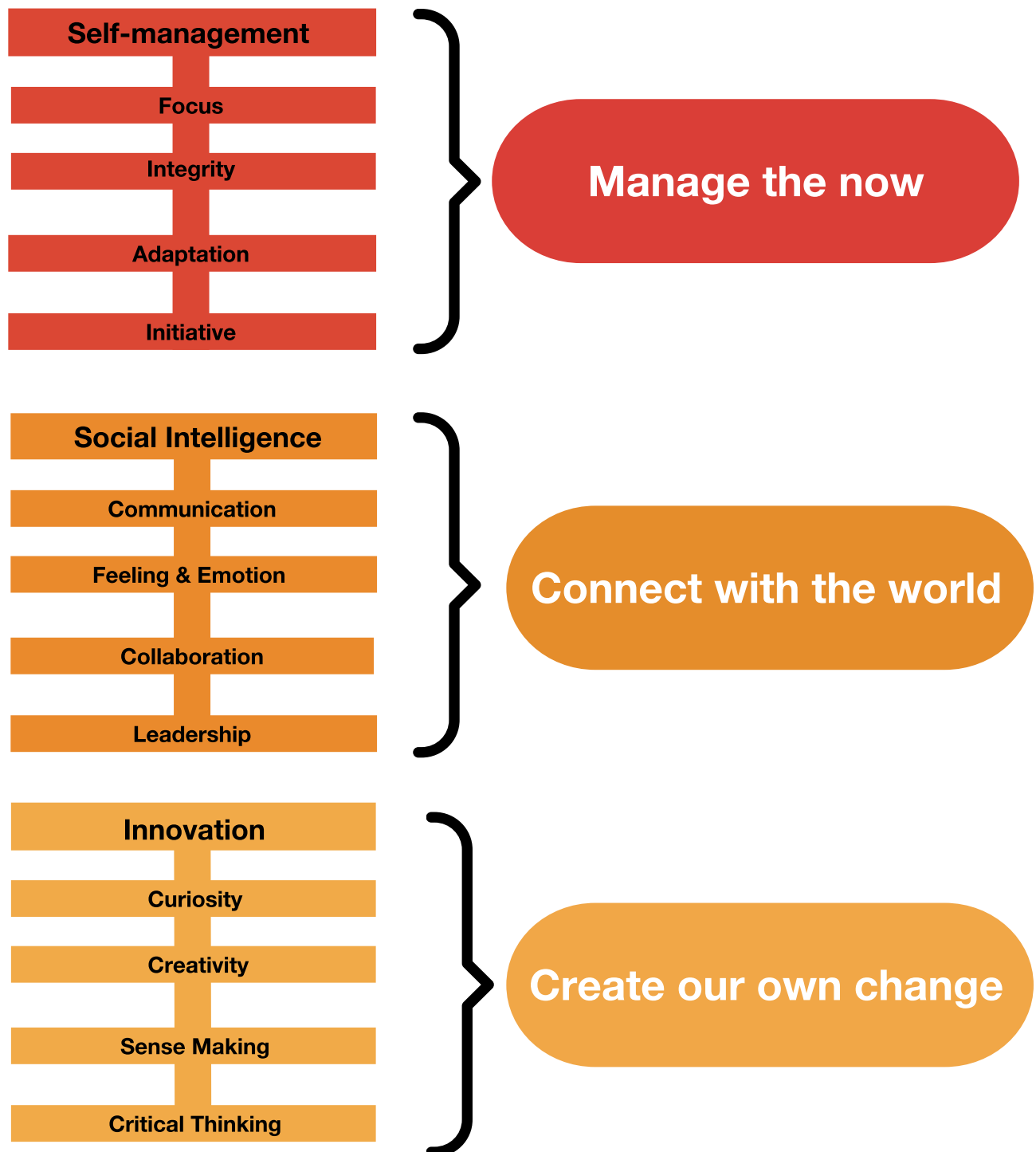
# CORE MODULES

This programme will consist of the following modules:

**Self-management** (manage the now)

**Social Intelligence** (connect with the world)

**Innovation** (create our own change)



## Level One - Meta-skills

The first level is all about meta-skills: A meta-skill is a high order skill that allows you to learn skills more effectively. It's a catalyst for learning and building new skills faster. It helps to set the ground to be more adaptable and to help to equip you to thrive when embarking on their next stage in life. Being equipped with a range of meta-skills will ensure that you will be able to learn skills quickly and effectively which is vital in today's world of work.

This programme will consist of the following modules:

**Self- Management (manage the now)**

**Social Intelligence (connect with the world)**

**Innovation (create our own change)**



These modules are designed to help you to learn skills more efficiently so that you can always be one step ahead and know that when you are in a situation where you need to learn something quickly and efficiently, you can!

Remember what you learn here can be referenced when applying for jobs. For example, if a person specification requires you to explain how you would approach your work with integrity, you can talk about completing a training course on the subject and how you apply this knowledge.

You will be required to complete these modules on LinkedIn Learning which you will be added to on LinkedIn. As a student at Sheffield Hallam you have access to a free account please see below on how to acquire one. Please read the instructions on the next page in order to set up an account.

# LinkedIn Learning

LinkedIn Learning is an online educational platform that helps you to discover and develop business, technology-related, and creative skills through expert-led course videos.

When you have completed the application form you will be sent a link inviting you to access the SET Programme Learning Path on LinkedIn Learning. For you to access the programme you must have an account, please note that as a student at SHU you will have access to a free account. Please follow the instructions below.

1. Please go to the following link: [go.shu.ac.uk/linkedinlearning](https://go.shu.ac.uk/linkedinlearning)
2. You will be asked for your university username and password.
3. Then, you'll be asked if you'd prefer to login using your LinkedIn account instead.
4. When prompted, either pick 'Connect my LinkedIn account' if you have one OR continue without using your LinkedIn account. However, if you would like your certificates to be displayed on LinkedIn, you must first connect your account.

Logging in may also be required if you have linked your LinkedIn and LinkedIn Learning accounts and you may also be asked to confirm your identity for the LinkedIn platform. Alternatively, you may download the LinkedIn Learning App on your Android or Apple mobile devices.

One of the incredible things about using LinkedIn Learning is that after completing a course, you can attach your certificate to your LinkedIn Profile. This is a great way to showcase your continuous development as well as your skills and expertise.

LinkedIn is also a great place to network, find jobs, and connect with others.

# Level One - Meta Skills

## Self- management

**This module is all about how you manage the now.**

This module is all about how you manage the now; how do we cope with constant change and remain productive whilst preserving our wellbeing? We have all been in situations where we feel overwhelmed. Managing studying with work whilst also maintaining personal relationships and keeping on top of life admin can be challenging. There are also always new things to learn; there may be a new app that has come out or you may have to learn to use a new work-management tool. Learning is always taking place in some form or another. This module will look at four areas that will help you to work towards at getting better at coping with all this metaphorical noise:

### Focus

This will help you to sort and filter through all the information that is circulating around you and bring attention to the task at hand.

### Integrity

This will help you to develop self-awareness by looking at your ethics and values. When you are aware of your values and your passions you can focus on what really matters to you

### Adaptation

This will help you to constantly look for opportunities to learn and grow, and enable you to be comfortable in making mistakes and being reflective.

### Innovation

This will help to improve your confidence in taking a risk and trying something new which, where appropriate, is important in today's work environment.

# Reflection

## Focus

After completing the courses in this section, try to condense the information into 3 points.

What was the most important thing you learned and why?

What is the one thing that you can implement going forward and why?

Any other observations & notes.

# Reflection

## Integrity

After completing the courses in this section, try to condense the information into 3 points.

What was the most important thing you learned and why?

What is the one thing that you can implement going forward and why?

Any other observations & notes.

# Reflection

## Adaptation

After completing the courses in this section, try to condense the information into 3 points.

What was the most important thing you learned and why?

What is the one thing that you can implement going forward and why?

Any other observations & notes.



# Reflection

## Initiative

After completing the courses in this section, try to condense the information into 3 points.

What was the most important thing you learned and why?

What is the one thing that you can implement going forward and why?

Any other observations & notes.

# Level One - Meta Skills

## Social Intelligence

**This module focuses on how you connect with the world around you.**

This module focuses on how you connect with the world around you.

Technology and globalisation have made the world feel more connected, and we are often required to work with a diverse group of people in our studies, our work experiences, and our society committees. By working effectively with those around you, you can make a positive impact

This module will look at four areas that will help you to work towards this:

### Communication

This will help you to communicate effectively by encouraging you to examine how you receive information and how you use your listening skills. You will also look at how you persuade, motivate, and inspire through communicating information in an appropriate way.

### Feeling & Emotion

Empathy is imperative when approaching tasks, as it compels you to make a positive societal change instead of focusing on just meeting a target.

### Collaboration

Teamwork and collaboration are two of the most important skills in the workplace. Essentially, both of these skills look at how we can work together to pursue a common goal. This section also looks at how we can best work in what is known as the 'global village'.

### Leading

Working autonomously in any work environment is inevitable. In the future, management and leadership positions will involve more responsibility. Therefore, we need to be able to inspire, influence, and motivate others whilst also having the ability to develop opportunities and ignite change.

# Reflection

## Communication

After completing the courses in this section, try to condense the information into 3 points.

What was the most important thing you learned and why?

What is the one thing that you can implement going forward and why?

Any other observations & notes.

# Reflection

## Feeling & Emotion

After completing the courses in this section, try to condense the information into 3 points.

What was the most important thing you learned and why?

What is the one thing that you can implement going forward and why?

Any other observations & notes.

# Reflection

## Collaboration

After completing the courses in this section, try to condense the information into 3 points.

**What was the most important thing you learned and why?**

**What is the one thing that you can implement going forward and why?**

**Any other observations & notes.**

# Reflection

## Leadership

After completing the courses in this section, try to condense the information into 3 points.

What was the most important thing you learned and why?

What is the one thing that you can implement going forward and why?

Any other observations & notes.

# Level One - Meta Skills

## Innovation - This module focusses on how you can create your own change

This module focuses on helping you to be bold enough to create change rather than wait for it to happen. In order for change to happen, you must be curious enough to recognise opportunities and be creative in order to make them happen. Developing this type of mindset ensures that you will support your own learning and development.

This module will look at four areas that will help you to work towards this:

### Curiosity

This will help you to look at how you observe the world around you and ask the right questions in order to create opportunities for innovation.

### Creativity

This will help you to understand how to develop a mentality that allows for exploration and experimentation which are vital when being creative.

### Sense-making

This will help you to make sense of the volume of information that comes with trying to solve a complex problem, and when to see an opportunity for innovation when problem solving.

### Critical thinking

This will help you to think critically and be able to make judgements accordingly.

# Reflection

## Curiosity

After completing the courses in this section, try to condense the information into 3 points.

What was the most important thing you learned and why?

What is the one thing that you can implement going forward and why?

Any other observations & notes.



# Reflection

## Creativity

After completing the courses in this section, try to condense the information into 3 points.

What was the most important thing you learned and why?

What is the one thing that you can implement going forward and why?

Any other observations & notes.

# Reflection

## Sense Making

After completing the courses in this section, try to condense the information into 3 points.

What was the most important thing you learned and why?

What is the one thing that you can implement going forward and why?

Any other observations & notes.

# Reflection

## Critical thinking

After completing the courses in this section, try to condense the information into 3 points.

What was the most important thing you learned and why?

What is the one thing that you can implement going forward and why?

Any other observations & notes.

# Final Reflection

You have now come to the end of reflecting on each module, let us try to bring our learning together.

1) What do meta-skills mean to you?

2) How can you ensure that you maintain a continuous learning environment for yourself?

# Level Two - Role Specific

This level focuses on your role. Within your role, you will acquire many skills and experiences that you can refer to when applying for jobs. The tasks in this section are designed to help you to build on the skillset you already have.

You will be asked to plan and organise an event which will provide a practical example that you can include in a personal statement. You will also be required to attend any relevant training sessions which will help you to cement your theoretical knowledge of certain processes.

## Organising an event

For this section you will be required to organise an event.

The word event can seem daunting at first; but an event is just a planned occasion. It can be a big affair such as a ball or dinner or it could be hosting a coffee morning. Before starting any event, it is important to understand the purpose of what you are trying to achieve. Please fill in the questions to help you to break this down.



Level Two - Role Specific

# Organising an event

Event scoping questions

**What is the need, problem or opportunity? e.g. introduce new members or collaboration with a venue?**

**How would you address this? What type of event would you put on?**

**What will your event achieve? E.g. Will it give your members a sense of community, or give them a chance to try something new?**

**Who will be responsible for planning and delivery of the event?  
(roles and responsibilities)**

**Who is the event for?**

**Who else will be involved? E.g. caterers**

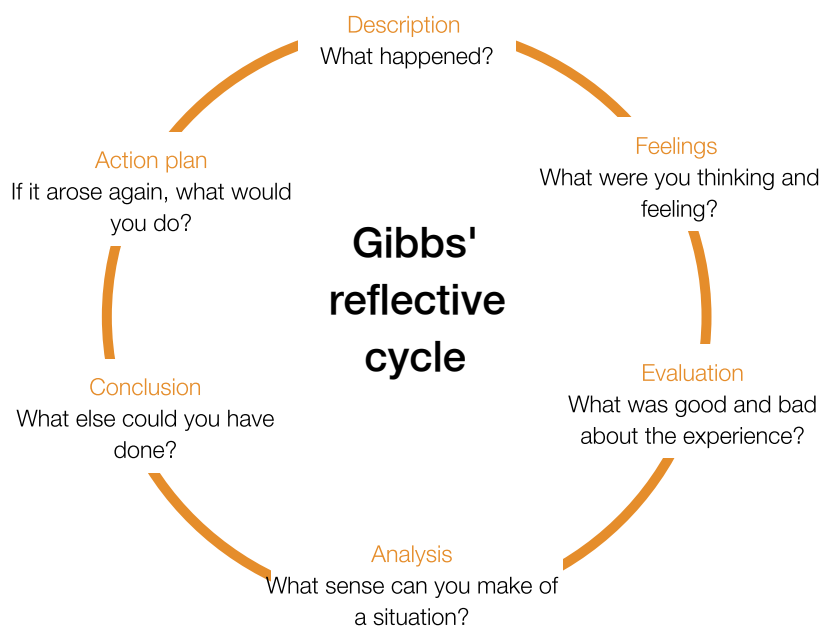
**How will you measure the success of the outcomes of this event?  
E.g. attendance, feedback...?**



## Level Two - Role Specific

# Reflection on the event

## Gibbs' Reflective Cycle (framework)



Professor Graham Gibbs published his Reflective Cycle in his 1988 book "Learning by Doing."

It's particularly useful for helping people learn from situations that they regularly experience, especially when these situations don't go well. The Reflective Cycle covers 6 stages:

- **Description of the experience**
- **Feelings and thoughts about the experience**
- **Evaluation of the experience, both good and bad**
- **Analysis to make sense of the situation**
- **Conclusion about what you learned and what you could have done differently**
- **Action plan for how you would deal with similar situations in the future, or general changes you might find appropriate.**

Gibbs states that by reflecting on your learning experience, it allows you to improve your performance as it is happening, as well as for the future.

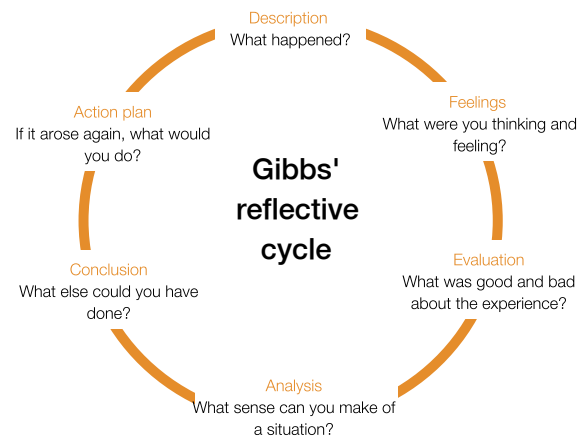
Without this reflection on your own learning, it is difficult to improve for next time.

Using Gibbs' reflective cycle, you can consider your experiences, as well as your work experience and volunteering, in a way that will help you to improve your skillset and your presentation of these skills on your job applications.

## Level Two - Role Specific

In this section, you will be asked to reflect on the event that you organise by using this model. The purpose of this task is to reflect and identify successes and learning points that you can take forward.

Please answer the questions below by filling in the boxes.



The first step of the Reflective Cycle is to **describe** the learning process in detail.

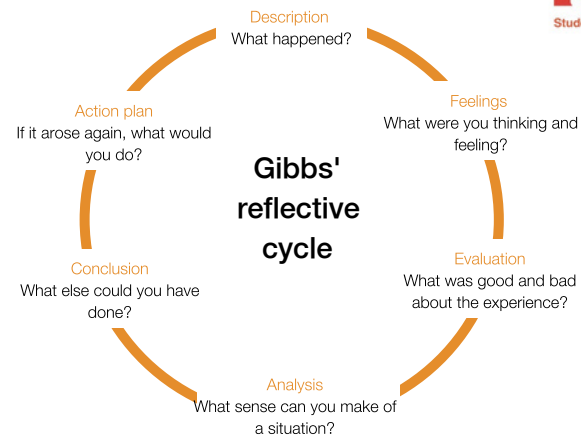
It is important to ask the questions:

- What happened at the event?
- When did it happen?
- Who was at the event?
- What did you do?
- What was the result of the event?

## Level Two - Role Specific

### Gibbs' reflective cycle (framework)

## Feelings



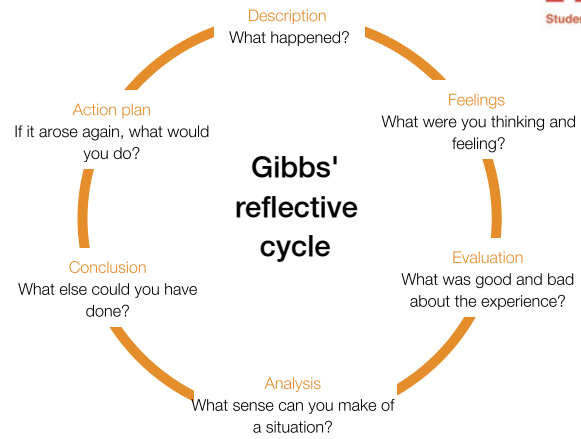
Reflect upon what was thought and felt during the process.

Ask yourself:

- How did you feel before the event? E.g. were you nervous, excited...?
- What did you feel while it was taking place? E.g. were you calm, stressed...?
- How were you feeling afterwards? E.g. did you feel better than when the event first started?
- How do you think the other participants felt? E.g. were people engaged, did they seem to be enjoying themselves?
- Has your view of the event changed afterwards? E.g. do you think there were things that went really well, or things that needed improvement?

## Level Two - Role Specific

### Gibbs' reflective cycle (framework)



## Evaluation

Now it's time to evaluate the experience. Was it successful? If not, then why? Is it important to be objective in this step, in order to be fair in your evaluation. This looks at the "what". What was successful? If something was not successful, then why? It is important to be objective in this step, in order to be fair in the process' evaluation.

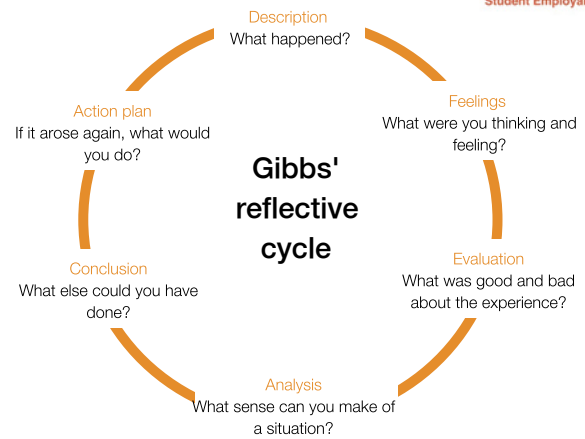
Answer these questions:

- What was successful during the event?
- What didn't go well?
- What did you contribute? (good or bad)
- How did others contribute? (good or bad)

## Level Two - Role Specific

### Gibbs' reflective cycle (framework)

## Analysis



This stage is about assessing the “why”. Why did things go well or why didn't they? By acknowledging which things went well, you will allow for the same successes to be repeated in future. It is also important to assess the downfalls, ask why things were unsuccessful, and learn from this for similar future situations. This ensures that the whole experience is analysed and assessed fully and sets you up for future successes.

Ask these questions:

- Why did things go well?
- Why didn't it go well?
- What sense can I make of the situation?
- What knowledge – my own or others (for example academic literature) can help me understand the situation?

## Level Two - Role Specific

### Gibbs' reflective cycle (framework)

## Conclusion



The conclusion evaluates the process as a whole, and asks what else could have been done to improve it.

Ask these questions:

- Where are the results of the event/experience?
- How could this be better for everyone involved?
- What will be done differently next time, to improve the experience?
- What personal skills can be improved in future?

## Level Two - Role Specific

# Final reflection

Looking back at your learning experience from planning and delivering your event and attending the training sessions please identify at least 4 skills that you can demonstrate having on a personal statement when applying for a job.

If you are struggling with this, then please refer to the skills cheat sheet on page 48.

1.

2.

3.

4.

# Level Three - Career Focused

This level is all about employability.

Reflect on everything that you have learned and experienced as a result of completing the tasks for this course.

You will have acquired many skills and abilities; these may include theoretical knowledge learned from attending workshops as part of this programme.

This is where we bring all of that learning and experience together and begin to master how to showcase this in personal statements when applying for jobs. The tasks required in this level are designed with this in mind.

Within this section you will use the **STAR** technique.

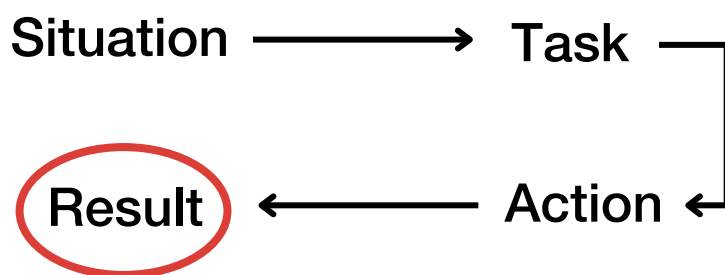




# STAR method

The **STAR** technique is a format that can be used when responding to interview questions or evidencing skills and abilities in a personal statement. Using this technique allows you to provide concrete examples or proof that you possess the experience and skills for the job at hand.

**STAR** stands for **S**(tar) **T**(ask) **A**(ction) **R**(esult)



**Situation:** Describe the context within which you performed a job or faced a challenge at work. For example, perhaps you were working on a group project, or you had a conflict with a coworker. This situation can be drawn from a work experience, a volunteer position, or any other relevant event. Be as specific as possible.

**Task:** Next, describe your responsibility in that situation. Perhaps you had to help your group complete a project within a tight deadline, resolve a conflict with a coworker, or hit a sales target.

**Action:** You then describe how you completed the task or endeavoured to meet the challenge. Focus on what you did, rather than what your team, boss, or coworker did.

**Result:** Finally, explain the outcomes or results generated by the action taken. It may be helpful to emphasise what you accomplished, or what you learned

# STAR method - example

Tell us a time when you had to create a new exciting dessert?

## Original paragraph

I worked in the dessert parlour in Sheffield. I made a dessert that was vegan and gluten free because no one else was making desserts like that. I developed 3 desserts as an alternative for our 3 best sellers.

## STAR paragraph

In my capacity as principal dessert creator at the SHU dessert parlour, I was asked to come up with a signature dessert to act as a new USP. I decided to conduct some research and began by looking at dessert menus from other competitors. Simultaneously, I conducted some consumer research, asking our customers their views on the subject. I also had a discussion with staff to get their input too. The information from this led me to creating a vegan and gluten-free version of our top 3 desserts to promote inclusivity, reach different customers, and create a new exciting dessert. The idea behind this was to ensure that when any person comes along to the dessert parlour they can have the same experience regardless of their dietary requirements. This was something that was not currently being offered in other dessert parlours and therefore could be our new USP. I ensured that I gained feedback for any prototype to determine if the desserts were tasty and a good alternative for existing desserts. As a result of completing this task, I created a fun and exciting dessert based on research and input from our consumers which concluded with me having created a well-considered product.

**Can you see the difference between the two paragraphs? The second paragraph has more detail whilst being succinct. It will give the reader enough information for them to understand exactly what steps were involved.**

**S: In my capacity as principal desert creator at the SHU dessert parlour,**

**T: I was asked to come up with a signature dessert to act as a new USP.**

**A: I decided to conduct some research and began by looking at dessert menus from other competitors. Simultaneously, I conducted some consumer research, asking our customers their views on the subject. I also had a discussion with staff to get their input too. The information from this led me to creating a vegan and gluten-free version of our top 3 desserts to promote inclusivity, reach different customers, and create a new exciting dessert. The idea behind this was to ensure that when any person comes along to the dessert parlour they can have the same experience regardless of their dietary requirements. This was something that was not currently being offered in other dessert parlours and therefore could be our new USP. I ensured that I gained feedback for any prototype to determine if the desserts were tasty and a good alternative for existing desserts.**

**R: As a result of completing this task, I created a fun and exciting dessert based on research and input from our consumers which concluded with me having created a well-considered product.**

# STAR method - task

Refer to the list you made at the end of the previous level. Using the STAR technique write down how you would articulate each skill you have mentioned. Start each sentence with “a good understanding of”. For example: if you identified communication as one of your skills. Your sentence should look like “A good understanding of communication”.

Skill 1: Demonstrate a good understanding of (your chosen skill) in my role as...

Skill 2: Demonstrate a good understanding of (your chosen skill) in my role as...

Hopefully you are now getting into the swing of things. The answers you gave above are good starting points for you to start thinking about how you would present yourself in a personal statement when applying for jobs.

# Personal statement tips

## Task - job application

You are applying for a job as a Society Coordinator at a University Students' Union.

You have read the job description and advert and feel that you would be a good fit for the organisation and role. You have the person specification (appendix 1) so you can construct a personal statement explaining why you are suitable for the role.

Your task is to choose 3 points on the person specification and comprise a paragraph using the STAR technique. Please refer to the tips below to help you and remember to get these paragraphs checked by your Employability Advisors so that you can use them when applying for jobs.

### Top tips when completing a personal statement

- Print off the person specification and write down notes against each point. Ask yourself what work experiences or committee experiences can I draw on to help me illustrate how I have acquired this skill.
- Ensure that you think of both paid and volunteering opportunities you have participated in.
- Then start to map out your answers using the STAR technique.
- Once you have completed an answer for each person specification, go back and check each answer and see if it is following the STAR technique. It is best if you get this checked by someone else if you are not sure.

Things to consider when writing your personal statement:

- **Career Aspirations**
- **What are your future career aspirations?**
- **Why have you chosen this as your career goal?**
- **Workplace skills**
- **What are the other 2 additional skills that you would need to develop to achieve your career goals?**
- **How would you use these skills in your future careers?**
- **Give examples of when you would use these skills at the workplace.**
- **What steps will you take to develop these skills further?**

# Personal statement tips

## Task - job application

Complete the task below



# STAR method - preparation

The first step in using the STAR technique is to start to compile a list of skills and experiences that you can reference.

Here is a generic personal specification. Begin by starting to jot notes next to each point where you feel you have experience and knowledge. Make sure you are including both paid and unpaid experience, as all of these are relevant.

### Appendix 1.

You will need this to complete a task.

Criteria	Essential	Desirable	Tested by
Communication skills			
Ability to organise and service meetings and committees including taking accurate notes and minutes.		x	A
Ability to use digital technology to increase stakeholder engagement.	x		A/I
A collaborative approach to working with internal and external stakeholders to develop and promote an organisation.		x	A
Problem solving and decision making			
Ability to develop creative approaches to problem solving.	x		A/I
Personal effectiveness			
Self-motivated, and enthusiastic with the ability to use own initiative and be forward thinking and innovative.	x		A/I
Excellent time management skills and ability to work well under pressure and to appropriate deadlines.	x		A/I

A = Tested by application form  
 I = Tested by interview process  
 P = Tested by presentation

# STAR method - preparation

A = Tested by application form

I = Tested by interview process

P = Tested by presentation

Criteria	Essential	Desirable	Tested by
Problem solving and decision making			
Ability to develop creative approaches to problem solving.	x		A/I
Personal effectiveness			
Self-motivated, and enthusiastic with the ability to use own initiative and be forward thinking and innovative.	x		A/I
Excellent time management skills and ability to work well under pressure and to appropriate deadlines.	x		A/I

## Further notes

# Resources

## Skills-set cheat sheet

Here are some tools you can use to start thinking reflectively. You can also access various training courses on reflectively writing on LinkedIn

Learning, you can access these here [go.shu.ac.uk/linkedinlearning](http://go.shu.ac.uk/linkedinlearning)

You can use these resources to answer questions later on about what you have learned from the modules or other activities you may have taken part in. It is good practice to reflect after each learning takes place. What went well? What didn't go so well? What would you do differently next time? This type of exercise encourages continuous development and further learning which employers are looking for in individuals. It can be difficult to think and write reflectively.

### Employability skills

- Leadership
- Analytical Skills
- Business & Customer Awareness
- Cultural Awareness Skills
- Communication Skills
- Critical Thinking
- Enterprising Skills
- Global Awareness Skills
- Innovation
- Interpersonal Skills
- Information Technology
- Problem Solving Skills
- Resilience
- Risk Management
- Team work Skills

### Specialist skills

- Activity Planning
- Befriending
- Budgeting
- Campaigning Skills
- Coaching
- Graphic Design Skills
- Delivering Training
- Delivering Workshops
- Event Management
- Finance Management
- Journalism Skills
- Language Skills
- Lighting engineering
- Marketing Skills
- Mentoring
- Photography Skills
- Project Management
- Publicity and Promotions
- Resource Management
- Sign Language
- Sound engineering
- Working with Children
- Working with Physical Disabled people
- Working with Learning Disabled people
- Youth work

### Other skills

- Adaptability
- Assertiveness
- Building partnerships
- Creativity
- Delegation
- Decision Making
- Diplomacy
- Evaluation
- Facilitation
- Feedback Skills
- Listening
- Management Skills
- Meeting Skills
- Motivation
- Negotiation
- Note Taking
- Networking
- Organisational Skills
- Presentation Skills
- Public Speaking
- Reflective Skills
- Representation
- Report Writing
- Sales Skills
- Time Management
- Verbal Communication
- Written Communication



# Additional notes...





**It's  
always  
the small  
pieces that  
make the  
bigger picture.**

**Society committee members develop valuable skills  
within their roles that employers are looking for.**



**Student Employability Training**