Working with
Skills Summary
Remotely

5 activities for youth workers working with young people online

Skills Summary – The easy way to track and develop your life skills

Skills Summary is the result of a partnership project between the NYCI, Accenture and SpunOut.ie, and was developed with input from Volunteer Ireland and a range of NYCI member organisations. The programme is funded by the Department of Children and Youth Affairs and was officially launched in March 2019 by Minister Dr Katherine Zappone. Skills Summary is recognised as a measurement tool in the Youth Employability Initiative.

National Youth Council of Ireland

The National Youth Council of Ireland is the representative body for voluntary youth organisations in Ireland. We use our collective experience to act on issues that impact on young people.

Youth.ie

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Introduction

With the changing landscape of how we work and the increased digitisation of this work, we have developed five new activities for the Skills Summary tool that can be facilitated in an online space between a youth worker and a young person.*

The spirit of the activities in this resource is similar to those within the existing Skills Summary Guide for Youth Work Organisations, the intention being to support a connection between a young person and the Skills Summary tool that will benefit the young person in their own growth and development.

We recommend using this resource in addition to the Skills Summary Guide which gives you more detailed information about the tool in a youth work context, the Skills Summary model in action and more examples of how to use the tool.

Link:
- **Skills Summary Guide for Youth Work Organisations**
  https://www.youth.ie/documents/skills-summary-guide-for-youth-work-organisations/

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* Throughout this document you will see expressions like youth work and youth worker. These are used as general terms to represent work that happens outside of the formal education environment and with significant adults who have a specific role in the life of a young person in terms of their growth and development.

Remote Activity 1: Welcome to Skills Summary – "Join the click!"

Aim: To introduce a young person to Skills Summary in a way that sets a foundation for further exploration and self-directed activity with the tool.

Preparation: The activity involves an online meeting which includes sharing a screen as well as setting up a 'Padlet' for use during the session and afterwards for follow up. Padlet is an online workspace which is easy to access and acts as a page where youth workers and young people can collaborate, drop files, share links and work together. Watch our 'Exploring Padlet' video for more details.

Step 1: Invite the young person to sign up to Skills Summary on www.skillssummary.ie (if necessary, you might use the 'share screen' option and support the young person to sign up).

Step 2: Familiarise yourselves with the site, layout, introduction video etc.

Step 3: Chat about impressions so far.

Step 4: Open up a Padlet page and explain the layout, navigation and functionality to the young person. By this, you might work on creating a virtual notice board using the Padlet tools, alongside the young person, to understand these tools.

Step 5: Concentrate on one skill with the young person, e.g. Communication

Watch the Communication video and ask them to identify:

(a) Do I have this skill?

(b) Give examples to SHOW that I have it. (How do we know I have it?)

Step 6: If time permits or in their own time, invite the young person to do the same for each skill.

Step 7: This is the perfect foundation for jumping into Skills Summary and starting the process of testing their skill levels and, furthermore, the positive learning cycle using this tool creates to complement a young person's development.

Links:
- **Skills Summary: www.skillssummary.ie**
- **Padlet: https://padlet.com/**
  'Exploring Padlet' video: https://www.youth.ie/programmes/projects-initiatives/skills-summary/skills-summary-resources/

Remote Activity 2: Making an impression online – "Showing skills on screen"

Aim: To prepare and practice for the possibility of doing online interviews, both formally and informally, as part of securing a new opportunity in work or civic life.

Preparation: The activity combines getting to grips with the tech setup, exploring the different platforms without pressure, understanding the different elements of how they function and embracing that. The activity could cover the basic science of screen management, things like where you look while talking, what device you are using and how to make the most of that. Other important factors to consider could be, how to behave in meetings, like when to mute the mic etc. In a competitive selection driven environment this could be valuable learning.

This session would also be providing scope to practice, review, and perfect. Sessions could be recorded for the young person to have a reference point in terms of making progress or achieving goals.

Step 1: Discuss and make a list with the young person of all of the possible online ways that you might have to use in order to get a job or an opportunity to study, get an apprenticeship etc.

Step 2: Identify together their comfort zone, stretch zone and panic zone for each of the options:

- Comfort Zone: Easy, done it before, no problems whatsoever.

- Stretch Zone: I can imagine it, haven't got much experience, worth exploring and trying.

- Panic Zone: That sounds like torture, I can't imagine myself doing that at all!

Step 3: Make a plan for how the young person can improve and practice in the areas that are identified as worthwhile (perhaps also thinking about exploring the panic zone if worthwhile).

Step 4: Organise some practice sessions for each area identified and review progress.

Step 5: Link back into Skills Summary and update the relevant sections. You could agree with the young person a goal for a certain skill that you would then endorse on their Skills Summary.

Links:
- **Skills Summary: www.skillssummary.ie**

Remote Activity 3: Skills Summary mind mapping

Aim: To build a deeper understanding of Skills Summary.

Preparation: The activity can be done online using mind mapping tools such as 'MindMeister', which is a free tool that allows the user to create their own mind map on screen. Watch our 'Exploring Mindmeister' video for more details.

Alternatively, the young person can use 12 sheets of paper and coloured markers, in order to do it themselves as they work through the session with the support person.

The familiarity with each of the skill areas as a concept will support the actual work of going in and completing the tests and progressing across the skill areas identified by the young person.

Step 1: Make sure the young person is on a device where they can see a shared screen or click onto a new tab and can also connect to the internet.

Step 2: Log on to www.skillssummary.ie on host computer and share screen. Explain that you will be doing mind mapping on the 12 skills of Skills Summary.

Step 3: The young person can decide how they want to do the mind maps: with 12 pieces of A4 paper and some markers or to open up a new tab within a mind mapping online tool.

Start by writing each skill in the middle of a page and draw a circle around it, one page per skill.

Step 4: Watch the one minute video for each skill. After the video, write down examples of that skill in action that come to mind using branches coming out from the skill bubble in the middle of the page.

Support the young person by encouraging them to finish the sentence "someone with good (e.g. communication skills) … would, can, is…etc.

This is a brainstorm so it does not need to take up much time.

Step 5: Review and tidy up each mind map so that it is clear and understandable. Now you have a mind map illustration for each skill.

Step 6: Invite the young person to take a photo of each mind map and create an album on their phone for Skills Summary. This can be a reference point for their own Skills Summary activities.

Step 7: Encourage the young person to log on and sign up to Skills Summary, where their own skills will come to life. This encouragement and affirmation the tool provides will help the young person's growth and development.

Links:
- **Skills Summary: www.skillssummary.ie**
- **MindMeister: https://www.mindmeister.com/**
  'Exploring MindMeister' video: https://www.youth.ie/programmes/projects-initiatives/skills-summary/skills-summary-resources/

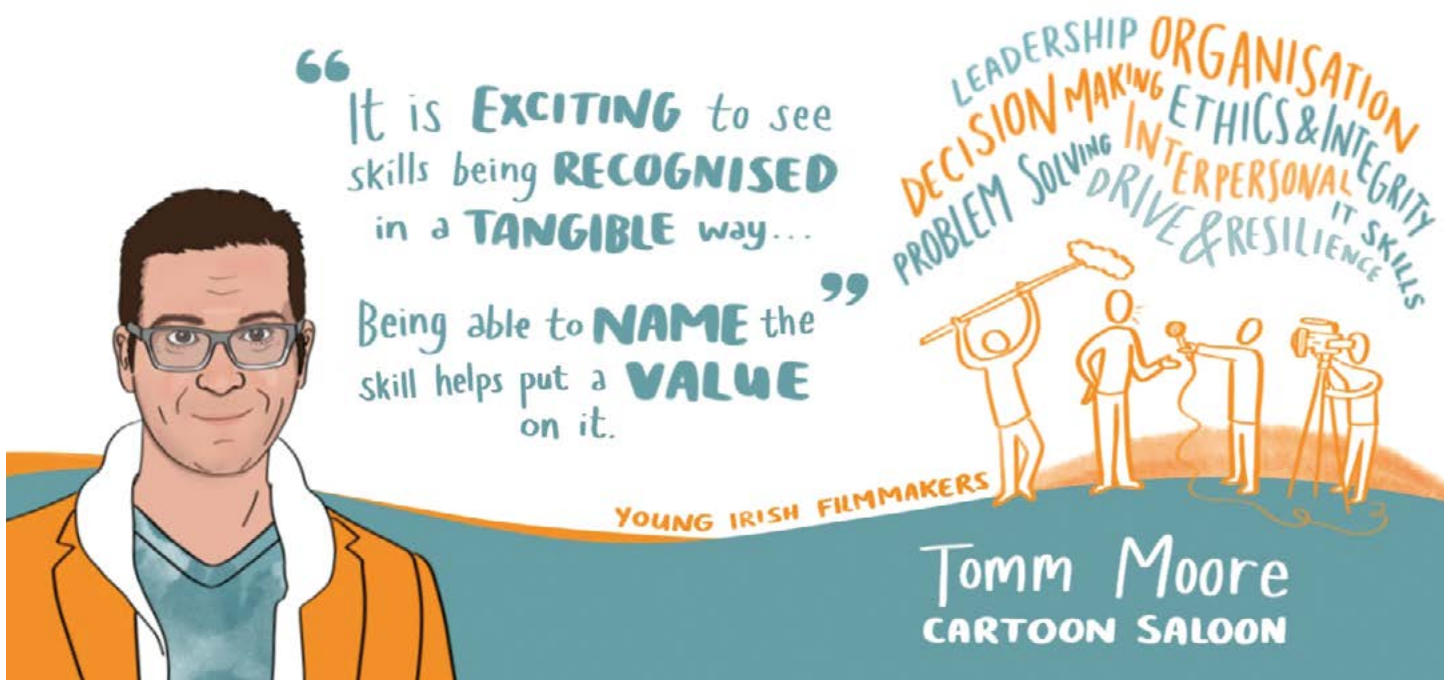# Activity 4: Action plan for Skills Summary – "Ideas are nothing without action"

Aim: To create an action plan that supports the young person's progression in Skills Summary.

Preparation: The activity can be developed using 'Padlet', as an online tool and a space for mapping out a timeline that is agreed between the young person and the support person. This provides a tangible set of goals that are clear and visible. If suitable and beneficial a task may be included for the individual young person to recreate the timeline in physical form or use the Padlet as a reference point for progression. It can be accessed online through 'share screen', it can also be a tool where notes can be taken while in Padlet and experiences can be logged as you are working in the space etc. Watch our 'Exploring Padlet' video for more details.

We are all creatures of habit so when something new comes along and we see the potential for it to make a positive change in our lives we often make an explicit commitment to it, "Skills Summary looks brilliant, I am going to do it!". In theory this is fantastic but in practice this is a bit like a new year's resolution or joining the gym on a whim! These commitments often do not work out because we do not move from idea to action by forming a new habit. In order to maximise the potential of Skills Summary as a tool it should be integrated within a concrete plan, a realistic timeframe and it should have a chance to become a habit or part of a regular routine.

> "It is EXCITING to see skills being RECOGNISED in a TANGIBLE way...
>
> Being able to NAME the skill helps put a VALUE on it."

LEADERSHIP ORGANISATION DECISION MAKING ETHICS & INTEGRITY PROBLEM SOLVING INTERPERSONAL DRIVE & RESILIENCE IT SKILLS

YOUNG IRISH FILMMAKERS

Tomm Moore
CARTOON SALOON

Activity 4: Action plan for Skills Summary – "Ideas are nothing without action"

Step 1: Ensure that the young person has completed the log in and exploration of Skills Summary as a tool, watched some videos etc. (If you have completed Remote Activity 1 this work is done!)

Step 2: Get familiar with the '12 Skills' graphic (see page 11). Advise the young person to, if possible, put it somewhere that is obvious so that you see it everyday and it becomes familiar e.g. set up a Padlet which is a free online workspace tool. This can be a workspace for the young person and youth worker. The link to Skills Summary can be in there, the graphic of the 12 skills and any other reference points. The idea is to have the 12 skills both in your mind and one click away, so that the young person can access any one of them at any time.

Step 3: Invite the young person to set up a Skills Summary 'Notes' folder on their phone. This should be a place where they can take a note or do a voice recording to log a Skills Summary moment! By doing this in the moment they have something to come back to when you are sitting down to do the Skills Summary. E.g. They could be doing an online session at the youth project and something happens that sparks a thought that "this is relevant to Skills Summary!". They could take a note in that moment so that they don't forget it by the next time they sit down to log in to Padlet. Similarly, it provides them the opportunity to check in at the end of the day and reflect on any Skills Summary moments worth noting.

Step 4: Map out the next month during an online session using Padlet or the 'Action Plan' template (see page 10). Use a week-by-week approach and include the plans for the following tasks. Each week a target or a number of targets should be set out. These targets can relate to;

- Logging in to Skills Summary

- Completing another skill course

- Writing a new example of experience

- Asking someone for an endorsement

- Linking back in with your youth worker online to work on testing and examples

- Reflecting on this week's activities and see where it can fit with Skills Summary

- Exploring and planning for level up possibilities (link with your youth worker for this)

- Exploring and planning for new skills development (identify who can support this)

- Checking in with the 'Notes' on my phone

- Generating your own Skills Summary PDF and put it into your Padlet (see 'Remote Activity 1') or print it

Step 5: At the end of the four weeks, sit down together and see how much progress the young person has made.

Make a new plan for the next four weeks, or the next three months, or any timeframe that works for you.

Links:
- **Skills Summary: www.skillssummary.ie**
- **Padlet: https://padlet.com/**
  'Exploring Padlet' video: https://www.youth.ie/programmes/projects-initiatives/skills-summary/skills-summary-resources/

Activity 4 – Action Plan

Week 4				
Week 3				
Week 2				
Week 1				

Skills Summary

12 SKILLS

COMMUNICATION skills

INTERPERSONAL skills

TEAMWORK

DECISION MAKING

PROBLEM SOLVING

ORGANISATION skills

ADAPTABILITY

LEADERSHIP

ENTREPRENEURSHIP

DRIVE & RESILIENCE

ETHICS & INTEGRITY

IT skills

Remote Activity 5: "The CV and its new online family!"

Aim: To support young people to be ready for the competitive job market.

Preparation: The activity will give an emphasis to the development of a CV and cover letter, whilst also recognising the variety of spaces online where work opportunities present themselves and require only an online application form and also the spaces where you have opportunities to showcase yourself as a potential employee.

There is a great opportunity to do this in an one-to-one situation where the young person and the support person can work in an online space to explore CV templates and start working on the one that is selected, set up a 'Padlet' or Google Doc to start work on the cover letter, look at developing a profile for an agency or even set up a LinkedIn profile.

Part of this activity is ensuring that young people are not left behind as we move to a more digital space for accessing the jobs market. During the online session there might be an opportunity to identify the skills from Skills Summary that they are strong in and figuring out (and practicing) how they feature in their CV, cover letter, or an online interview they might have to do. The language of Skills Summary also becomes an asset to the young person.

A CV or online LinkedIn profile is a tool for many different scenarios that relate to an individual presenting themselves for an opportunity whereby a selection process might be involved. Creating a CV or profile can be a challenge and we often avoid making a big effort with new ones because we are not really sure of how much of an impact they make.

So, how can Skills Summary add something to your CV or your online profile for seeking opportunities?

> **THESE SKILLS ARE VITALLY IMPORTANT IN OUR RAPIDLY CHANGING DIGITAL ECONOMY**

ALASTAIR BLAIR

accenture

Remote Activity 5: "The CV and its new online family!"

Step 1: Open up a Padlet page for this activity (the youth worker can have a pre-made Padlet with relevant links, tips, tasks, information relating to the topics).

Step 2: Ask the young person to think of the next job they would be aiming to apply for. They can be ambitious but with a smidgeon of realism.

Step 3: Show the 12 skills from the Skills Summary tool and ask the young person to choose their own Top 3 in terms of what they think they are strongest in at this point.

Step 4: The young person is to imagine that the CV will ONLY contain two sections:

1. A personal statement about why they are interested in the job.

2. A Skills Summary section giving some details about the three skills they have identified.

Step 5: Work together within the Padlet and write a few sentences about why they are interested in the job, including something about the three skills they have which make them a good candidate for the job (review and go over it until the young person is completely happy with it).

Step 6: Explore the wider elements of a CV by looking at templates. Explore the world of LinkedIn and whether the young person sees it as a place that would benefit them. If so, make time for setting up a profile. Explore how job agencies operate and how the young person can access that world if they think it will benefit them.

Step 7: Practice conversations and interview style one-to-ones relating to the content that has been created by the young person and the areas of work they would like to pursue. Emphasise the importance of building confidence in the profile that they create as a candidate.

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- **Skills Summary: www.skillssummary.ie**

- **Padlet: https://padlet.com/**
  'Exploring Padlet' video: https://www.youth.ie/programmes/projects-initiatives/skills-summary/skills-summary-resources/

- **Google Docs: https://www.google.com/docs/about/**

- **LinkedIn: https://www.linkedin.com/**

- **SpunOut.ie**
  Offers useful information for young people about applying for jobs, interviews, schemes, skills and much more: https://spunout.ie/employment