

Skills Summary

Guide for Youth Work Organisations



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.

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First published in 2019 by:

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An Roinn Leanaí
agus Gnóthar Óige
Department of Children
and Youth Affairs



Contents

Introduction	4
<hr/>	----
Who is this Guide for?	5
<hr/>	----
Skills Summary – The tool	6
<hr/>	----
The Skills Summary model in action!	8
<hr/>	----
The Skills coming alive in a Youth Work context	9
<hr/>	----
How to use Skills Summary	10
<hr/>	----
Examples of how to use the tool	11
<hr/>	----
Activities to help connect with Skills Summary	12
<hr/>	----
Useful Links	21
<hr/>	----

Introduction

Thinking outside the box. Navigating change. Working well with others.... These are the top 3 most in-demand skills for companies today. In fact 92% of talent professionals and hiring managers say that “soft skills” are just as important – or more important – than hard skills.

The Accenture report ‘New Skills Now’ published in 2017 tells us that ‘65% of children starting school now will hold jobs that don’t exist yet’.* It also references the importance of cultivating a ‘growth mindset’ which is about developing skills to stay relevant, continuously learn and grow, and adapt to change.

What does this mean for the youth sector?

It means that something like the Skills Summary tool becomes a hugely positive opportunity to support young people we are working with. If Skills Summary is about tracking and developing core, transferable, life skills beyond formal qualifications, then what happens outside of classrooms and lecture halls becomes potentially very important. The youth work spaces where young people gather take on another level of significance without changing the model or structures of provision but rather by simply including the Skills Summary tool as the gathering point for all of the recognition that comes with the learning and development that happens in those spaces. Skills Summary becomes a new asset for those young people who are often left behind in the marketplace where the letters before or after your name are perceived to be the only currency in the hierarchy of opportunities.

In the whole landscape of working with young people regardless of the context, approach or specific purpose, we are all in the business of supporting their growth and development as they explore their place and purpose in the world.

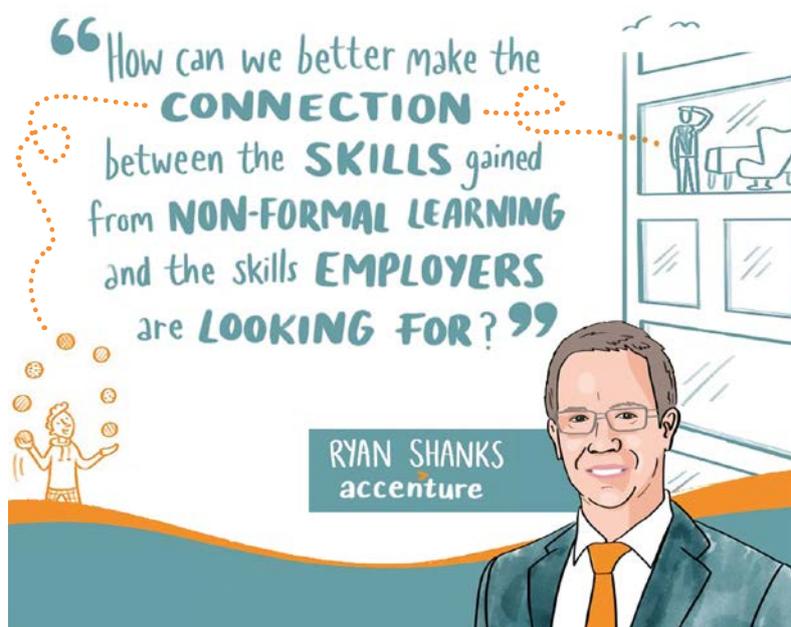
Skills Summary is an invitation for those who work with young people to take on a role to encourage, facilitate, empower and enable them to make the most of the opportunity to recognise the skills they have, identify the skills they would like to develop and capture the journey in a way that builds confidence, increases employability and supports flourishing!

This guide is aimed at youth workers or anyone who works with young people in a role that is beyond formal education delivery within a classroom.**

The purpose of the guide is to equip those significant adults in the lives of young people to build their own understanding of Skills Summary and thereby provide a basis for introducing this tool to young people who might benefit from it and furthermore to potentially take on a supplementary role and support the young people to integrate Skills Summary into a practice within their engagement that helps them to harvest the learning that is happening and translate that into these 12 transferable skills.

* New Skills Now. Inclusion in the digital economy: https://www.accenture.com/_acnmedia/PDF-63/Accenture-New-Skills-Now-Inclusion-in-the-digital.pdf

** 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.



Who is this Guide for?

- ✓ Do you have a role with young people aged 16 to 25yrs where you are supporting their development?
- ✓ Are you working with young people for whom formal qualifications are not the primary tool for entry to the workplace?
- ✓ Do you believe that the learning acquired by young people within activities and environments outside of the formal education system helps them to grow, develop, become more employable?
- ✓ Do you already see the development of “essential skills” within the environment you work in with young people?
- ✓ Do you think that young people might benefit from a tool that supports them to capture their learning and development?
- ✓ Do you think that young people might benefit from a tool that supports them to plan for future learning and development and to use a new language to present their skills in different contexts?

This guide is for those who have the privilege of witnessing the flourishing of young people in realtime but still often worry that those young people get left behind in the competitive world of employment and further opportunities. This guide is for those who are willing to take on a Skills Summary role with the young people they work with:

Promoter – “Hey have you heard about Skills Summary? Well worth taking a look at it, here’s the link...”

Facilitator – “I am going to show you this tool I have been introduced to, I think you might like it and when you see how it works I reckon you’ll be interested in using it.”

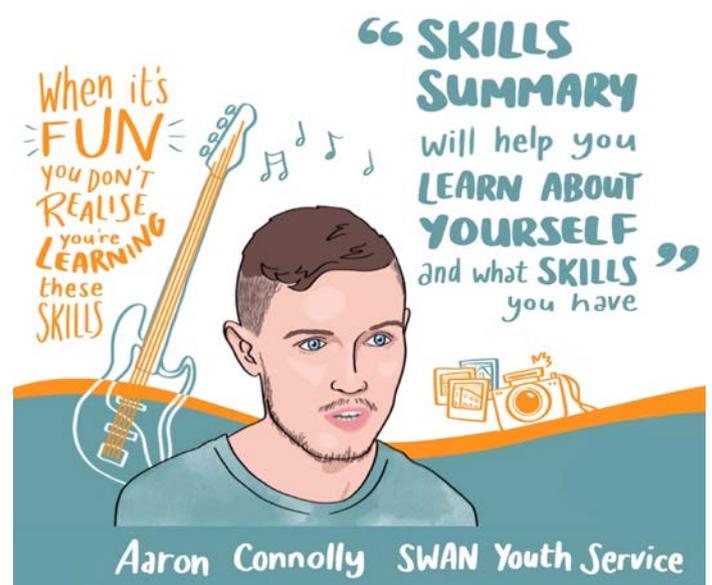
Mentor – “We are going to use Skills Summary as a tool to build a profile of your skills right now and also to make a plan for how you can develop more skills and higher levels.”

Encourager – “How are you getting on with Skills Summary? Let me know if you need a hand with any of it and I’ll sit down with you.”

Enabler – “This Skills Summary tool would be great for you. Let’s fix a time to sit down and go through the whole thing so that you know how it works and then you can fly ahead yourself and make the most of it.”

Endorser – “I am more than happy to give you an endorsement for the ‘Organisation Skills’ section, I have seen how brilliant you’ve been over the past year organising...”

Cheerleader – “Wow, you really are flying with Skills Summary over the last six months, this ‘Skills Summary’ PDF looks fantastic! Keep it up!”



Skills Summary – The tool

Why Skills Summary?

The 12 skills of Skills Summary are important in their own individual right, in combinations and as a whole. We believe that these skills will make a difference in the lives of young people who understand them, recognise them within themselves and make plans to develop them over time and on their own terms.

We believe that youth workers can play a vital role in supporting young people to connect with Skills Summary. Youth workers can inspire young people to get the most out of it as a tool and recognise how it will benefit their confidence, their employability, their growth and their own development.

Why the Youth Sector?

Skills Summary is specifically tailored for the youth sector and explicitly recognises that the development of the 12 core skills can happen in a wide variety of environments outside of the formal education system.

The significance of “good adults” in the lives of young people has been evidenced in recent years through research particularly in the mental health field.

Adults who take a role in supporting the development of young people are in a unique position to design programmes, implement interventions, coordinate learning journeys and initiate reflective practices that empower young people to be the architects of their own destiny.

Part of the potential of Skills Summary rests in the significant adults who can infuse it with life and nurture its usefulness while maintaining a healthy respect for the agency of the young person who is exploring it.

What is Skills Summary? – The model

An easy and dynamic way to track and develop core, transferable life skills. More than just a measurement tool Skills Summary supports the development of young people’s learning outside of the formal education system.

It also introduces a language for young people who are acquiring core skills outside of the classroom. A language that helps them to recognise and validate the skills they already have while also inviting them to set goals and increase their skill levels or pursue new skills. This new awareness of core skills combined with a confidence in the use of this new language will be an asset to young people in the pursuit of employment or other opportunities.



Core Competencies

Identify your key strength by answering 12 short questions in each of our 12 categories



Skills Summary

Review your progress and record your experience on your personalised Profile Page



Endorsements

Request endorsements from your peers or mentors to support your CV preparation

Skills Summary – The tool



Online tool: Designed for young people aged 16 - 25yrs. Easy to access and to work with anytime, anywhere.



Measures skills: Skills that young people gain through youth work and volunteering are often recognised and celebrated within youth work, but Skills Summary opens the door for those skills to transfer out into the wider world of employment in a coherent way.



Builds confidence: Young people using Skills Summary will start to build their own confidence by recognising tangible skills that they have acquired and furthermore using that confidence to set goals for developing new skills.



Tailored to the individual: Skills Summary is not a once off exam results exercise. There is absolutely no need nor benefit to using it as a comparative tool among young people. Skills Summary is about a young person and their journey at their pace on their terms.



Future Employers: Skills Summary helps young people to communicate the value of these skills to future employers. Articulating their own sense of the skills that they have and being in a position to illustrate how those skills were developed gives young people an edge when it comes to presenting themselves to prospective employers.



CV and job interview: Skills Summary supports the building of a genuine level of scaffolding for the preparation of a CV or a job interview. The language, the understanding and the stories of how the skills were acquired become an asset when a young person is trying to present a unique and dynamic picture of themselves to employers.



Recognition: Skills Summary is a recognised measurement tool under the Youth Employability Initiative. This provides a sense of validity which carries its own value across the different sectors where young people are pursuing opportunities.

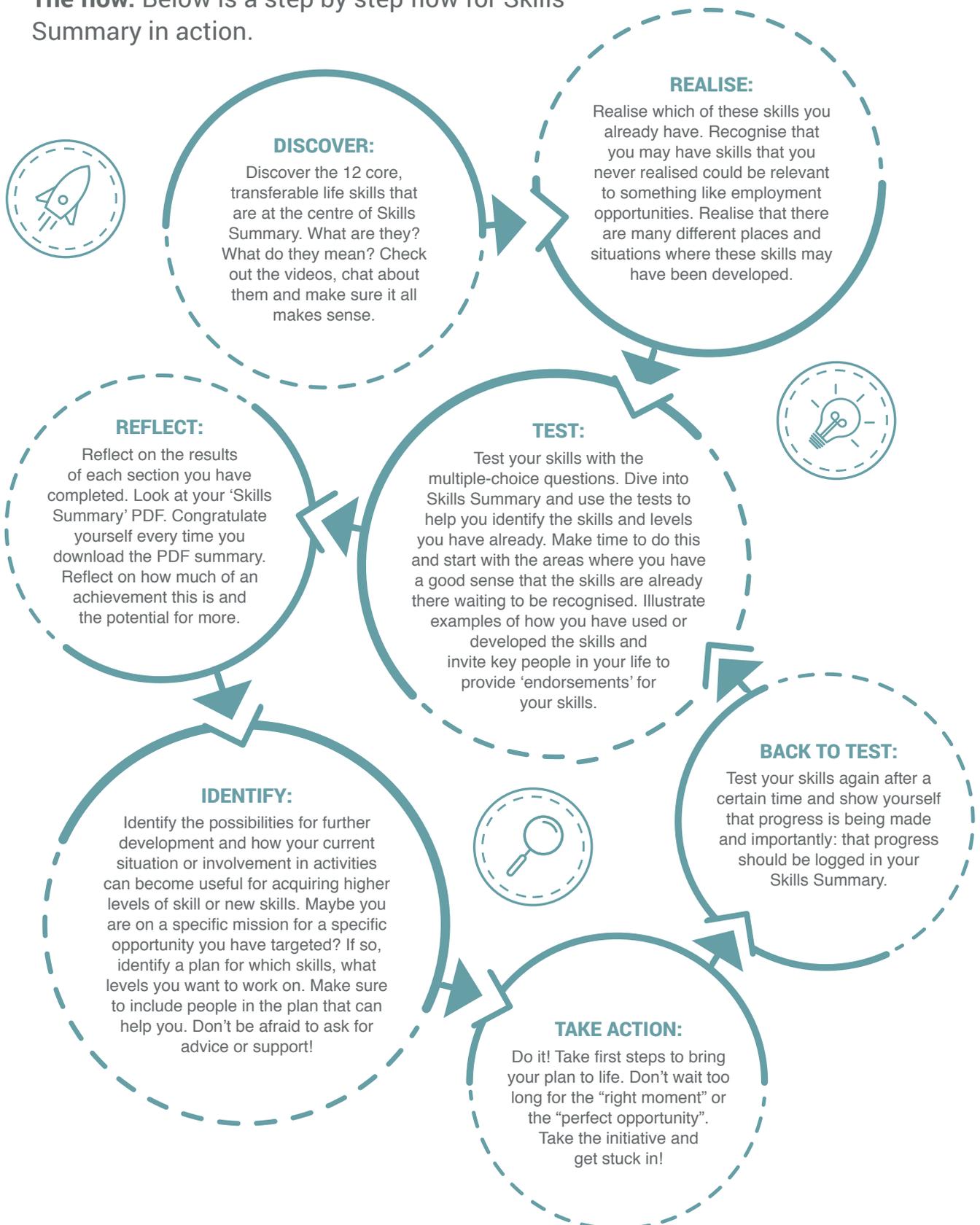


“**SKILLS SUMMARY** ENABLED A YOUNG PERSON IN SWAN YOUTH SERVICE TO NOT ONLY NAME HIS STRENGTHS BUT SEE THAT HE WOULD BENEFIT FROM WORKING ON HIS ABILITY TO MAKE DECISIONS. IT MADE HIM MORE CONSCIOUS OF AN AREA HE WAS STRUGGLING WITH AND COULD NOW FOCUS HIS ATTENTION ON.”

Youth Worker, Swan Youth Service

The Skills Summary model in action!

The flow: Below is a step by step flow for Skills Summary in action.



The Skills coming alive in a Youth Work context

Communication Skills



Think about all of the times when young people in our spaces are challenging themselves, putting themselves out there, sharing their talents, working together. Giving presentations, performances, debating or writing articles, poems, raps, songs, spoken word. Think about how they welcome new people, share new cultures, organise themselves in sports or adventure activities.

Leadership Skills



We see these skills developing a lot in our sector. Adapting to change is a major feature of the lives of young people these days whether in education, at home, among friends, in clubs. We often try to facilitate and encourage leadership opportunities and we see young people more and more involved in innovation activities like mini companies, charity actions, creative media and much more.

Productivity Skills



Think about the times we invite young people to make decisions and how they manage that whether it's about how to spend funding, where to go for a day trip or how to rearrange a room. When we see them tackle problems at an individual or group level, breaking it down, thinking about the pros and cons, considering the consequences. So often we see young people who cannot wait to take on organisational roles, cake sales, weekend residentials, parents' evenings, showcase events etc.

Personal Skills



We are often placing a higher value on recognising and developing the skills among young people to 'bounce back', to live an authentic life and be your true self. We see them showing up despite challenges in their lives, we see them trying again when things don't work out. We admire how they carry themselves in new environments on youth exchanges or representing the group at an event or hosting a visit from a politician or funder. At the same time, we encourage and support the search for balance while making the most of digital and IT developments in our lives.

“In School, it's just **WORK WORK, WORK** and you don't get a chance to **DEVELOP** certain **SKILLS** LIKE teamwork.”

COMMUNICATION TEAMWORK RESILIENCE ADAPTABILITY YOUTH THEATRE

SHANNON CASH
Griese Youth Theatre

How to use Skills Summary

How does it work?

In the most basic sense Skills Summary is an easy to use online tool which requires a simple login. When a young person creates an account they can then explore, test and develop up to 12 core, transferable life skills by:

- watching one-minute, accessible videos and examples
- taking simple multiple-choice questions and identifying key strengths
- recording clear examples of evidence that they have the skills
- keeping an overview of levels and progress
- getting endorsements from youth workers or significant adults

All they need is a device that can access the internet and a decent memory for your login and password!

How to use Skills Summary

One of the key strengths of the Skills Summary tool is the potential to use it in a wide variety of contexts. During the development of the tool there was a constant mindful recognition that in order to maximise it's potential for all young people who might discover or be introduced to it, Skills Summary must find a comfortable relevance in any context where learning, development, exploration or growth might occur. Developers were also acutely aware that a final version of the tool should sit comfortably in its relevance to a young person in their own right or a young person working with a significant adult in a setting where Skills Summary might be applicable as something with added value within the context of the working relationship.

A companion on the journey

We like to think that Skills Summary can be a companion to a young person on their journey through a time in their lives when there is so much learning, exploring, developing and indeed failure, mistakes and mishaps. The 12 core skills feature so often during this time but are often not captured or recognised for their value nor are they validated in terms of their relevance to the world of work or training.

If you think about the variety of contexts where young people have learning experiences and consider the times where we are part of those experiences as youth workers and then think about the 12 skills, we can absolutely begin to recognise where the skills are being revealed. The natural next step from this becomes the plan to develop the skill levels further or exploring the growth of new skills.

The videos and examples on the website give us a wealth of stimulation across the multitude of environments where young people are developing. In any setting the one-minute video becomes an introduction to a conversation about that particular skill. A conversation that could include a new layer of understanding about the skill, an immediate recognition by the young person or youth worker about the evidence of the skill, an interesting introduction to a new appreciation for a particular skill.

The value of the youth worker in this context cannot be underestimated. Taking a role to build a bridge of understanding and awareness between a concept and how it relates to the lived experience of a young person can be an empowering gift. Supporting young people to acquire this new language which will be activated in the modern world of employment and opportunity is worthy of inclusion in any non-formal context.



For the features of the tool in detail see our Skills Summary Manual:
<https://www.youth.ie/skills-summary-manual/>

Examples of how to use the tool

In different youth work settings

We believe that Skills Summary could be introduced comfortably within a group setting with a view to stimulating and inspiring young people to consider how they might see the benefits of signing up and exploring it's potential. We feel that a youth work or non-formal learning setting is ideal for young people to identify opportunities to develop new skills or increase skill levels.

In 1 to 1 settings

We are confident that in a 1 to 1 setting using an iPad, laptop, computer or even a phone a young person could be introduced to Skills Summary and supported to explore its potential. We also feel that the tool could form the basis of a thread within the support work of a 1 to 1 context. A ten-minute check-in about Skills Summary progress could be included in each session. Similarly, support could be provided to map out the plan for further skills development or moving up the levels.

In workshops

Skills Summary is conducive to a workshop environment. Depending on duration an input on Skills Summary could be at the level of 'introduction and awareness raising' or a full workshop with an experiential element included. The benefit of it being delivered in a facilitated session could support the removal of any potential pre-conceived barriers to participating in Skills Summary while also creating a possibility to share top tips for getting the most out of Skills Summary.

Short-term and long-term

Skills Summary can be integrated into a working environment that might have a specific timeframe whether it be short term or long term. After initial contact and the first round of testing for levels a young person could be supported to develop a plan for further development that is incorporated into the contact timeframe for the piece of work.

With peer-learning

There is an exciting potential for Skills Summary to be utilised within a peer-learning context where a group of young people might undertake the journey together. Signing up together, watching the videos together, testing and reflecting together and providing support, encouragement and inspiration along the way. Groups of young people could plan together in terms of pursuing new skills development or moving up the levels on existing skills.

For implementation into existing skill development related programmes and initiatives

The dynamic nature of Skills Summary means that it can comfortably be integrated into any working environment whereby skills enhancement, employability or competence development is a feature. The layout of the sections and the individual skill areas make it easy to identify possible crossover with similar or related programmes.

Activities to help connect with Skills Summary

The following are a range of activities that we hope will assist youth workers to build a connection between young people and the Skills Summary tool. As you will see, some will help you to introduce the model, others to see its potential and furthermore some ideas about how to build a Skills Summary plan and routine. Feel free to use them, adapt them or reinvent them accordingly!

Activity 1 – The mirror, the mentor and me!



Aims: An activity to support a young person to get a sense of the purpose of Skills Summary. This activity will help to identify where they have developed skills already in their lives.



Materials: Skills cards

Step 1:

Map out or print out the 'Skills Cards' template.

Step 2:

Make sure you understand what each skill means and relates to. Watch the videos on www.skillssummary.ie. Google it if you have to or ask a wise and knowledgeable youth worker!

Step 3:

The mirror – what skills do you see in yourself?
For each skill ask yourself: "Do I have this skill?
How do I know?"

Take notes in each box. If you feel like you have the skill but are not quite sure how you know, that is fine, write that in the notes.

Step 4:

The Mentor – Ask a "Mentor" or someone you trust to have a look at your grid and add to it using the same questions: "Do I have this skill? How do you know?"

If you can sit down with them and do this it will be very productive but if that is not feasible this can be done by sending a screen shot and opening up the conversation.

If you have more than one "Mentor" figure available ask them to contribute to the grid also.

Step 5:

Invite the mentor to write an "Endorsement" for you if they have a good example of how they have seen a particular skill develop in you.

Step 6:

Go to www.skillssummary.ie and make the most of this brilliant tool for young people!

Activity 1 – Skill Cards

Communication Skills	Interpersonal Skills	Teamwork
Decision Making	Problem Solving	Organisation Skills
Adaptability	Leadership	Entrepreneurship
Drive & Resilience	Ethics & Integrity	IT Skills

Activity 2 – First impressions



Aims: A short activity that illustrates the importance of making a good first impression. The activity helps to develop some tips and techniques for making an impact whether it be at an interview, a meeting or an informal conversation about an opportunity.



Materials: ‘Talk About’ cards

The reality is that all jobs and opportunities are not about sitting in a room with a panel of interviewers. Sometimes it's about meeting a manager or a foreman or someone who will make a judgement in the short time you have to present yourself in a non-formal environment.

Step 1:

Print and cut out ‘Talk About’ cards.

Step 2:

Get the group to stand in a circle and distribute the cards, one each.

Step 3:

Invite the group to form up in pairs (or threes depending on group size).

Step 4:

When ready to go each person must take turns asking the question on their card of the other person. When it's an individual's turn to ask they must first shake hands, introduce themselves and then ask the question as if it were important.

Step 5:

Ask participants to exchange questions with the other person and then go and form another group and do the same again.

Your flow and timeframe will determine how many times you ask participants to exchange cards and mix again.

Step 6:

Reform the circle and ask participants what it was like, what they noticed and how they think it relates to employability or other opportunities that require you to make a good impression.

Whereas every question does not relate specifically to Skills Summary, it is a great introduction to the idea that recognising your own skills and being able to talk about yourself are an asset but also it is worth practising!



Skills Summary in Action:

- 1) Warm-up game where the young people had to come up with a trait or skill that an employer looks for in an employee – e.g. reliability, team work, punctuality...
- 2) Elevator Pitch: turn to your partner and sell yourself in 30 seconds – people feed back to the group what they said

This activity was used as the basis of writing the biography

Youth Information Team Leader
Crosscare, Dun Laoghaire

Activity 2 – ‘Talk About’ Cards

Talk about a nice present that you have given or received	Talk about how someone could make people feel good
Talk about how young people can develop their self esteem	Talk about some of the things young people do in their spare time
Talk about the benefits of young people being involved in a youth project	Talk about the negative labels used to describe young people nowadays
Talk about something you feel ‘proud’ of	Talk about the role of family in supporting a young person to achieve their dreams
Talk about some of the challenges young people face in the modern world	Talk about how memorable moments in life can be valuable for young people
Talk about some of the things that might be important to young people in 2019	Talk about the variety of influences on young people these days
Talk about how a book or movie has influenced you	Talk about something exciting you have experienced
Talk about a place that makes you feel good	Talk about something in life you would like to do
Talk about a time when you broke the rules	Talk about a person that makes you feel good
Talk about a unique eating experience you have had in your life	Talk about someone in history that you admire
Talk about a BIG event in your life	Talk about something that you are looking forward to this year
Talk about a major change that happened in your life	Talk about your favourite place to relax

Activity 3 – Skills Summary Mindmap



Aims: A workshop for groups to help build a collective understanding of Skills Summary.



Materials: Device (phone, tablet, laptop etc.), internet connection, A4 paper and coloured markers, flipchart and markers

Step 1:

Form small groups of between 3 and 5 young people. Make sure each group has someone with a phone that can connect to the internet. (If you have computers, laptops, tablets etc. all the better.)

Step 2:

Tell each group to use the nominated device to log on to www.skillssummary.ie.

Step 3:

Give each group 12 pieces of A4 paper and some markers. Tell the group to write each skill in the middle of the page and draw a circle around it, one page per skill.

Step 4:

Each group are invited to find a space in the room where they can watch the one-minute video for each skill. After they watch the video, they must 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 groups by encouraging them to finish the sentence: “someone with good ... skills would, can, is... etc. (e.g., “someone with good

communication skills would listen to others”) This is like a brainstorm so does not need much time. (Try to get each group to write as clearly as possible.)

Step 5:

Group the pages together for each skill. Now give each group a set and invite them to use a flipchart page to create an overall mind map using all of the words or expressions generated during the activity. Encourage the group to be creative and colourful but clear with their mind map. Groups continue to make a large mind map for each set until all 12 are done.

Step 6:

You will have 12 Flipcharts, each one with a colourful mind map of a particular skill. Invite each participant to take a photo of each mindmap and create an album on their phone for Skills Summary. This can be a reference point for their own Skills Summary.

Step 7:

Encourage each participant to log on and sign up to Skills Summary where their own skills will come to life and help them to grow and develop.



Skills Summary in Action:

“Those young with less IT literacy found it frightening and we are taking our time to help them fulfil competence areas: Our intro to Skills Summary is a slow burner but one that we expect will collect momentum within a few weeks as it’s in a work plan for our Youth Employability project.

1. We sat side by side and spoke to the description on the competence areas to make the language more relevant to the young people.
2. We discussed examples of how the young people could relate to the descriptor, for example: In

Communication Skills there is a question that threw one participant ‘With little guidance, I can perform an analysis of issues and record my findings’ – so we took a step back and looked at could he identify problems that occur for him before tackling this section. He is now working on practical solutions through a programme and we intend to use this section of Skills Summary to help him evaluate his own competence.”

Service Manager
Youth Work Ireland Midlands

Activity 4 – Action Plan for Skills Summary



Aims: To create an action plan routine for Skills Summary



Materials: Printout of 'Action Plan', printout of '12 Skills' graphic, phone with 'Notes' or notebook

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.

Step 1:

Complete the log in and exploration of Skills Summary as a tool. Watch some videos etc.

Step 2:

Do a printout of the '12 Skills' graphic. Put it somewhere that is obvious so that you see it every day and it becomes familiar. The idea is to have the 12 skills in your mind so that you can access any one of them at any time.

Step 3:

Set up a 'Notes' folder on your phone. This should be a place where you can take a note or do a voice recording to log a Skills Summary moment! By doing this in the moment you have something to come back to when you are sitting down to do the Skills Summary. E.g. you could be at the youth project and something happens that sparks a thought in your head: "this is relevant to Skills Summary!" You could take a note in that moment so that you don't forget by the time you get home or the next time you sit down to log in. Similarly, you could check in at the end of the day and reflect on any Skills Summary moments worth noting.

Step 4:

Map out the next month, week by week and include the plans for the following tasks. Each week a target or a number of targets are set out.

These targets can relate to:

- Log in to Skills Summary.
- Complete another test.
- Write a new example.
- Ask for an endorsement.
- Link in with your youth worker to work on testing and examples.
- Reflect on this week's activities and see where it can fit with Skills Summary.
- Explore and plan for level up possibilities. (Link with a youth worker for this.)
- Explore and plan for new skills development. (Identify who can support this.)
- Check in with my 'Notes' on my phone.
- Get my 'Skills Summary' PDF printed.

Step 5:

At the end of the four weeks sit down and see how much progress you have made. Make a new plan for the next four weeks or the next three months or whatever works for you.

Activity 4 – Action Plan

Week 4				
Week 3				
Week 2				
Week 1				



Skills Summary



Activity 5 – Skills Summary in your CV



Aims: To discover how Skills Summary can be integrated into a CV



Materials: A4 paper, pens

A CV 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 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?

Step 1:

Give each participant an A4 piece of paper and a pen.

Step 2:

Ask each participant 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 each participant to choose their own Top 3.

Step 4:

Each participant must imagine that the CV will ONLY contain 2 Sections.

1. A personal statement about why they are interested in the job.
2. A Skills Summary section giving some details about the 3 Skills they have identified.

Give them time to write their name at the top of the page and to write a couple of sentences about why they are interested in the job and something about the 3 skills they have which make them a good candidate for the job. (Try to write clearly.)

Step 5:

Tell the participants that remembering what they wrote will be important! Give some time for them to read over their work.

Step 6:

Now place the participants in pairs or small groups.

Each participant will take turns handing their CV to another person in their pair.

Person A gives the CV to person B.

Person B has a quick look at the CV and then proceeds to ask person A some questions.

- Q.1 Tell me why you are interested in this job?
- Q.2 I see you have identified (...) as a skill that you have, tell me more about this?
- Q.3 What is this Skills Summary you mention on your CV, that sounds interesting?

Step 7:

Give the group some time to mix and practice with different people.

Step 8:

When finished gather the group and invite them to share their reflections on the activity.

A final message might be: No matter how much is on your CV, the personal statement and Skills Summary section give you some quality content to focus on as you present yourself for selection.



Skills Summary in Action:

“We had our group preparing their CVs and getting them prepared for their mock interviews. I was discussing with them what skills some employers may be looking for. They were all saying that they felt they didn’t have any skills that an employer would find valuable. I then got them to sign up and start to do some of the modules. After an hour on Skills Summary, they were shocked to see that

they actually do have skills that are valuable. They printed off their ‘Skills Summary’ PDF and brought it into the mock interview with them to show the interview panel the next day. The interviewers were telling me after that they found the Skills Summary PDF very impressive and was a good conversation starter with the interviewees.”

Job Club Assistant

South Dublin County Partnership Job Club

Useful Links

Skills Summary resources:

Visit our Skills Summary Resource Page for helpful resources and inspiration on how to include Skills Summary in your youth work practice:

- Skills Summary Manual – overview of the basic features of the tool
- Working with Skills Summary remotely - 5 activities for working with young people online
- How to measure the impact of youth work with Skills Summary
- Skills Summary Offline Version
- Videos about how Skills Summary works and helps
- and more...

www.youth.ie/skills-summary/resources

NYCI resources:

- Capturing Magic. A toolkit for evaluating outcomes in youth arts projects: <https://www.youth.ie/articles/capturing-magic-a-tool-for-evaluating-outcomes-in-youth-arts-projects-2/>
- Digital Youth Work Guidelines: <https://www.youth.ie/documents/digital-youth-work-guidelines/>
- Read more about how to enhance youth work with including STEM in the final report of the STEM in Youth Work Maker Project: <https://www.youth.ie/documents/stem-in-youth-work-maker-project-final-report/>

Resources from our partners:

- Accenture: New Skills Now: https://www.accenture.com/_acnmedia/PDF-63/Accenture-New-Skills-Now-Inclusion-in-the-digital.pdf
- SpunOut.ie offers useful information for young people about applying for jobs, interviews, schemes, skills and much more: <https://spunout.ie/employment>
- SpunOut.ie provides helpful information for young people about education: <https://spunout.ie/education>
- Volunteer Ireland offers a range of resource to help people who are looking to volunteer or just looking for information about volunteering: <https://www.volunteer.ie/resources/>
- youthworkandyou.org provides a broad collection of online youth work resources: <https://www.youthworkandyou.org/sources-and-resources/>



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