

Career Essentials Group Work: Showcasing Skills with STAR session



The session will begin at 1pm



Please make sure you have downloaded the materials for the session. Scroll down to the additional handout under ‘Career Essentials Group Work: Showcasing Skills with STAR session’:

<https://www.ucl.ac.uk/careers/resources/slides/career-essentials>

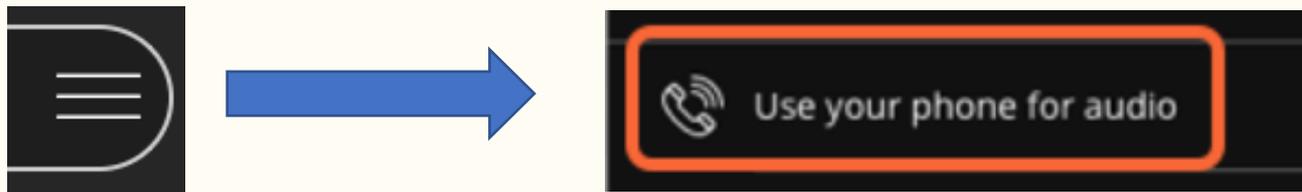
Career Essentials Group Work: Showcasing Skills with STAR session

Logistics

- Please let me know in the chat box if you can't hear me.
- You may get an individual message from a member of Careers staff asking your full name for the register.
- Please be aware that moderators can see **all** chat messages.

Can't hear me?

1. Check your sound settings on your device
2. Try leaving the session and re-joining
3. Use the menu tool (top left) and select “use your phone for audio”



Career Essentials Programme

- 13 title talks
- **Small Group Work sessions (CVs, cover letters, STAR)**
- 3 title workshops covering LinkedIn, Mock Assessment Centres and MBTI Personality Profiling.
- 6 module e-learning course

<https://www.ucl.ac.uk/careers/resources/elearning>

Slides, recordings and eLearning

<https://www.ucl.ac.uk/careers/resources/slides/career-essentials>

Search 'UCL Career Essentials'

The screenshot shows the UCL Career Essentials website. At the top, there is a navigation bar with 'UCL CAREERS' and the UCL logo. Below this is a secondary navigation bar with 'FIND your FUTURE'. The main content area is titled 'Career Essentials' and includes a sub-header 'UCL Home / UCL Careers / Resources / Events recordings / Career Essentials'. The main text states: 'For each Career Essentials session in the programme, we aim to provide a mix of Lecturecast recordings, pdf files of the slides and / or any additional resources / handouts that were given out.' It also mentions that in addition to these resources, users would be recommended to check the events programme for forthcoming Career Essentials talks. There are three prominent blue buttons: 'Career Essentials Online: Find out more', 'myUCLCareers: View events listing', and 'myUCLCareers: Register for event updates'. Below these are sections for 'Recent events and archived resources' and 'Understanding the graduate job and postgraduate study market', each with links to lecturecasts, presentation slides, and additional handouts.

This screenshot shows the 'Welcome to Careers Essentials Online' page. It features a header with 'UCL CAREERS' and the UCL logo, and a navigation bar with 'FIND your FUTURE'. The main image shows a woman in a grey sweater talking to a man in a red and white striped shirt. Below the image, there is a text block: 'This video-based, interactive course has been designed to provide insight and practical tools for students at any stage of their careers-thinking. Work through modules on improving your CV or interview technique, learn how to source jobs and work experience or start by exploring what job options might suit you.' A contact email 'd.j.carter@ucl.ac.uk' is provided for course access issues. A yellow banner says 'Hover over the titles in the grid below to find out more about what we cover in each section.' Below this is a grid of course modules, each with a 'Hidden from students' button. The visible modules are: 'Announcements', 'Internships and Vacancies' (with a note to login to the UCL Careers jobs page), 'LinkedIn Workshop 18 March 2020' (on Wednesday, 18 March 2020 PM - 4:30 PM), 'Your future and how to work towards it', 'Understanding the graduate job market', 'Sourcing jobs and work experience', 'Effective CV, cover letters and applications', 'Interview success', and 'Planning for success - managing your job hunt'.

What we'll cover in this session

1. How to recognise competency questions on an application form (or at an interview).
2. How to feel confident in identifying examples from your experience to showcase your competencies.
3. How to articulate your skills using the STAR technique.
4. How to evaluate the effectiveness of a STAR answer from the recruiter perspective.

How this session will work

1. Start with some group teaching and activities. You may raise your hand and use your audio to speak or just type in the chat box.
2. Move to breakout rooms where your audio will remain connected. You will share your STAR answers (upload PDF format or read aloud) and discuss them in smaller groups.
3. Return to main room for closing discussions.

Competencies & Skills (1)

Can you name some common competencies & skills that recruiters look for in an application form or CV?

Competencies & Skills (2)

- Communication
- Time-management
- Organisation
- Teamwork
- Leadership
- Problem-solving
- Decision-making
- Initiative
- Innovation
- Commercial Awareness
- Analytical
- Etc.....

Competencies & Skills (3)

Communication Skills: communicating ideas or information clearly and accurately; and using an appropriate style for the given audience/situation.

- Examples:
 - Giving a presentation
 - Pitching ideas for a creative project
 - Writing a recommendation report
 - Working with a group of noisy schoolchildren
 - Speaking to an upset customer

Competencies & Skills (4)

- Use the Job Description (what the role entails);
- Plus the Person Specification (what the recruiter is looking for);
- And consider the Essential and Desirable criteria.

FIND *your* FUTURE

Person Specification Criteria	Essential or Desirable	Assessment method (Application/Interview)
Qualifications, experience and knowledge		
Educated to A-level or equivalent	E	A
Experience of PA role or secretarial role which comprises a significant amount of organisation and scheduling	E	A/I
Experience of proactively organising others	E	A/I
Experience of working in a clinical research department	D	A/I
Skills and abilities		
IT proficiency at advanced user level (Spreadsheet, Word Processing, Database, Email, Web based applications)	E	A/I
Excellent oral and written communication skills including strong spelling, grammar and editing skills	E	A/I
Meticulous attention to detail and accuracy in all activities undertaken	E	A/I
Strong problem solving abilities	E	A/I
Ability to work under pressure to tight deadlines whilst maintaining high standards	E	A/I
Ability to manage a large and varied workload	E	A/I
Excellent copy typing and dictation transcribing skills	E	A/I
Personal attributes		
Good inter-personal skills with an ability to work co-operatively in a multidisciplinary setting	E	A/I
Exceptionally well organised	E	A/I
Resourceful and able to act on own initiative	E	A/I
Interest and commitment to supporting high quality research	E	A/I

Recognising Competency Questions

- **Understanding** - what are the essential elements of good time-management?
- **Experience** – tell me about your experience of managing your time?
- **Scenario** – what would you do if you had to manage conflicting deadlines?
- **Self-description** – how would you describe your style of time-management?
- **Behavioural** – describe a situation in which you demonstrated excellent time-management.

Using your Experiences

- Work experience
- Volunteering
- University or School Projects/Activities
- Societies
- Extra-Curricular Activities

Strength-based Questions



- What you ‘enjoy’ doing, rather than what you ‘can’ do.
- Demonstrating your ‘fit’ for the role.

Strength-based Questions

- When were you most engaged at school?
- What motivates you?
- What is your biggest weakness?
- What do you value most in an employer?
- What do you like to do in your spare time?
- What would be the main challenge if you got this job?

Using STAR

- Situation
 - Task
 - Action
 - Result
-
- And maybe Reflection too?



Can you demonstrate a time when you had to demonstrate excellent leadership?

Situation & Task

Whilst studying for my degree at University **(S)**, my study group were struggling to reach a decision on how to complete our class coursework **(T)**.

Actions.....

- *What you did?* I took responsibility over the situation, and organised a class meeting after our weekly seminar.
- *How you did it?* I produced a timetable for the meeting to ensure all relevant points were discussed, ensured everyone had the chance to speak and raise their views, and then organised for a vote at the end of the meeting so that a decision on how to proceed was reached quickly and fairly.
- *Why you did it?* I decided to manage the issue in this way to ensure that our coursework deadlines were not missed, and to avoid unnecessary conflict.

Result

- As a result, our coursework was submitted on time, class morale was boosted and we received an excellent grade **(R)**.

What could you have done better? **(Reflection)*

Try it yourself: 5 minutes

- Using the STAR structure, please type a short answer to one of the competency questions in your materials pack.
- Save your answer as a PDF document, ready for sharing with your team in the breakout rooms.

1. What are the essential elements of good teamwork?
2. Tell me about your experience of collaborating with a range of different people.
3. What would you do if you had to tackle a new project without help or supervision?
4. How would you describe your ability to respond to change?
5. Describe a situation in which you demonstrated excellent attention to detail.
6. What are the essential elements of good communication?
7. Tell me about your experience of coming up with new or original ideas?
8. What would you do if you had to manage conflicting deadlines?
9. How would you describe your style when leading a project or group?
10. Describe a time when you thought outside the box?

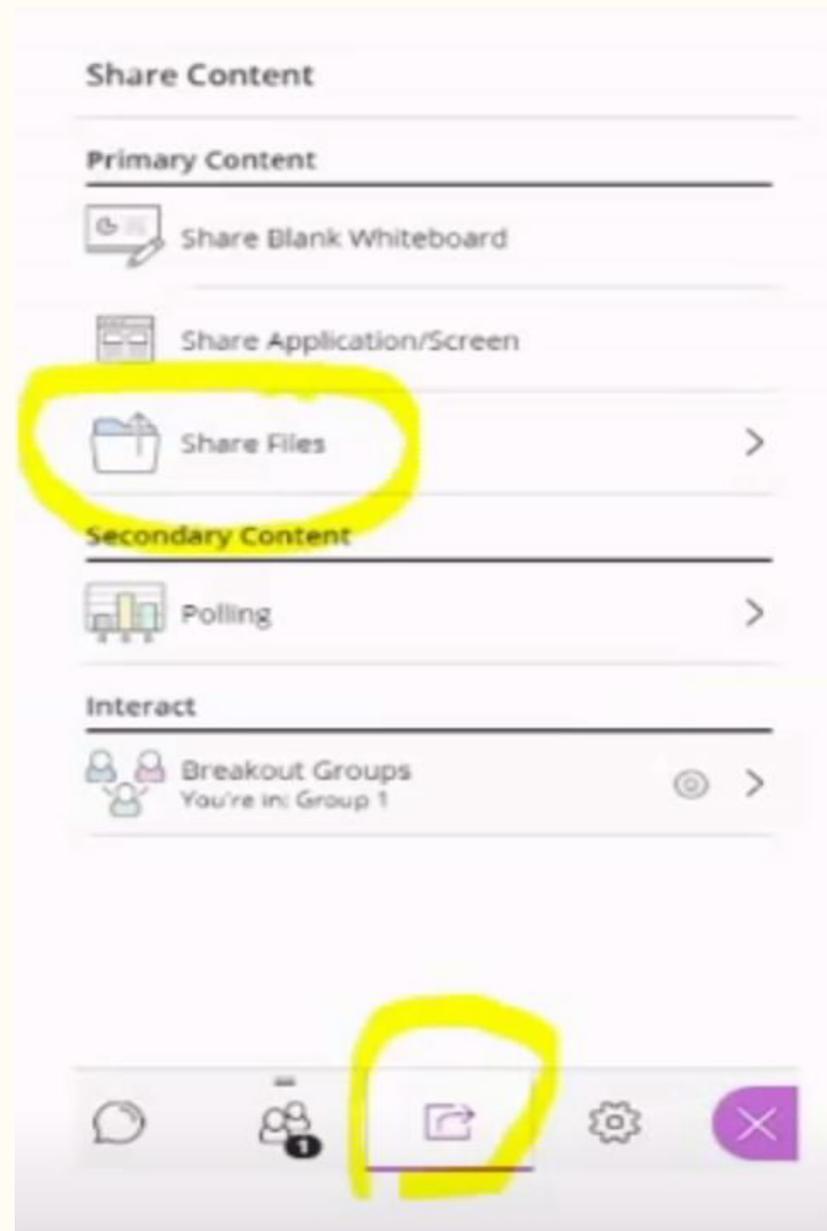
Reviewing Each Other's STAR answers (1)

- I will move you to breakout rooms in small groups.
- Your audio will be connected in the breakout rooms.
- Share your STAR answer (PDF doc) in the breakout space. Make sure you all have a chance to gain feedback (at least 5 minutes on each answer).
- A facilitator will visit each group to answer questions.
- I will then bring you back to the main room when you will have the chance to feedback to the whole group.

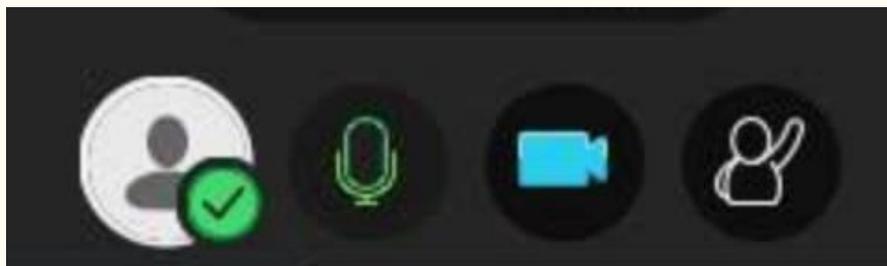
Reviewing Each Other's STAR answers (2)

- Take time to read through the STAR answers.
- Each reviewer should consider if the answer is highlighting the relevant skill or competency well. How could they be highlighted even more effectively?
- The reviewer should also note any other good points or areas for improvement in the answer—for example, has the STAR structure been used effectively.

Sharing your STAR answer (PDF)



We are back in the main room now for our summary and your audio is connected. Feel free to raise your hand if you would like to speak, or write your comments in the chat box.



Summary (1)

What were the main issues that you discussed in your breakout groups?

Summary (2)

Can you share one key takeaway from the session today?

FIND *your* FUTURE

UCL Careers



Short Guidance



Applications Advice



Mock Interviews



UCL Careers & Employer Presentations



CAREER ESSENTIALS
online

Careers Essentials Talks & e-learning course



Careers Fairs & Sector Themed Weeks

UCL Careers YouTube - CareersLab



How To Write Amazing Applications | CareersLab



8 Steps To A Spectacular CV | CareersLab



<https://www.youtube.com/c/UCLCareersTV/videos>



Additional resources

[Guidance for International CVs](https://online.goinglobal.com/)

<https://online.goinglobal.com/>

UCL GOINGLOBAL



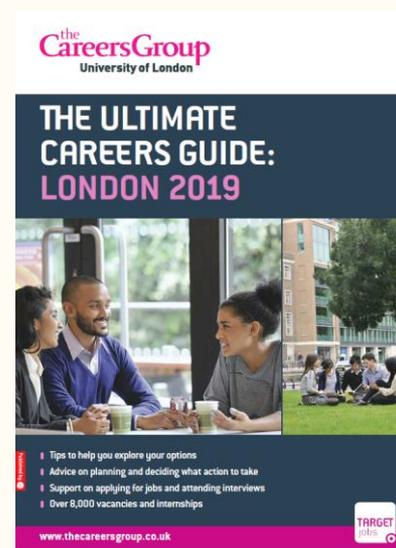
The screenshot shows the GoInGlobal website interface. At the top, there is a navigation bar with links for Training, Marketing, Translate, and Personal Account Login. The main header features the GoInGlobal logo with the tagline "Jobs here, there, everywhere." and the UCL logo. Below the header is a navigation menu with links for Home, Career Guides, Jobs, Internships, and Employer Directory.

The main content area is divided into several sections:

- For Students:** A blue box with the text "Global career intelligence" and "Let your career ambitions cross borders with expert advice on how to find a job or internship in your dream location or close to home." It includes a collage of images showing diverse students and global locations.
- Don't have a GoInGlobal Account?:** A dark grey box with a "Create Account" button and a list of features: Customized Homepage, New Job Alerts, and Bookmark Content.
- Career Guides:** A section with a globe icon and text: "Utilize our comprehensive career and employment resources tool kit filled with everything you need to find jobs and internships at home and abroad." It lists: Country Career Guides, Global City Career Guides, and U.S. City Career Guides.
- Job Search:** A section with a magnifying glass icon and text: "We update our job postings daily and give you the ability to search 16 million+ worldwide opportunities in the local language, as well as English."
- Internship Search:** A section with a globe icon and text: "View thousands of internship listings here, there, everywhere... Updated daily."
- Employer Directory Search:** A section with a person icon and text: "Explore more than 450,000 corporate profiles to target key employers throughout 196 countries."
- GoInGlobal on the Go:** A section with a person icon and text: "Access via phone or tablet".
- Using GoInGlobal:** A section with a list of resources: Intro Video, Training (Webinars, Tutorials), User Guide, FAQ, and Staff Tools.
- Search Content:** A search bar with the placeholder text "Keywords" and a search icon.

Additional Resources

- Helpsheets
- Ultimate Careers Guide
- [Electronic](#) & paper copies



How to write a CV

A CV should not be a list of everything you have ever done, but a marketing document that should promote your skills and experience. In a 20 second scan the recruiter should be able to see evidence of your ability to do the job.

Steps to a great CV

1. Start with the job specification

The starting point for CV writing should always be the skills and experience the recruiter is seeking. You will find this on the list of job requirements in the job advert, job description or person specification. Your task is to clearly evidence each of these requirements on your CV using examples to convince the reader of your ability to do the job. If you are applying for similar roles and there is no job description, search for similar roles to find out the relevant transferable skills.

2. Active language

Use action-verbs in your CV and covering letter to convey achievement and impact. Consider starting sentences with a verb rather than using pronouns (such as "I") too much. Avoid passive forms such as "I had to" "I was involved in" "I was required to".

Examples of active verbs

achieved analysed coordinated
 created demonstrated designed
 developed evaluated improved
 increased initiated led managed
 negotiated planned persuaded
 prioritised researched supervised

3. Brainstorm your skills

Think of examples of the skills you have gained and how you acquired them. Draw examples from your work, internships, volunteering, study, and interests. Match your skills to the job you are applying for to create a CV that clearly demonstrates you possess the skills they require.

4. Attention to detail

One spelling or grammar error can be all it takes for a CV to be rejected, as many employers regard it as an indication of carelessness and poor motivation for the job. Triple check all spelling and grammar, and ask someone else to proofread the final draft. Reading it out loud to yourself is a useful technique that can help you identify any errors.

Guidelines on CV length

There is no one rule about CV length, but in general two pages is the norm for a 3rd graduate CV. Exceptions are in investment banking where a one page CV is generally preferred (see the second example in this guide) and academics. CVs tend to be longer (see the 5th CV for PhDs for guidelines). Always follow the recruiter's instructions on length.

<https://www.ucl.ac.uk/careers/applying/applications>

UCL Careers 1 to 1 Support

- Applications advice (20 minutes).
- Short guidance (20 minutes).
- Practice Interview (60 minutes, on condition of real employer interview).
- Teams or in person meetings available this term!
- Book online in advance using [myUCLCareers](#).



Find us: In person or virtually

4th Floor, Student Central Building, Malet Street

Mon- Fri: 10:00-16:00

careers@ucl.ac.uk

020 7866 3600

www.ucl.ac.uk/careers



Follow us



UCL Careers



UCL Careers



UCL Careers



[Blogs.ucl.ac.uk/ucl-careers](https://blogs.ucl.ac.uk/ucl-careers)



[@UCL Careers](https://twitter.com/UCL_Careers)

Careers Coronavirus FAQs
ucl.ac.uk/careers

Thank you for taking part!



Please fill in your brief feedback form for this session.