Spotlight Jobseekers' Workbook

Welcome to this Spotlight Jobseekers' Workbook, designed to help you build a **profile** of **skills that you might overlook when preparing your resumé or taking part in a job interview.**

Some skills can be overlooked, because they are hard to put into words. One way to identify them is by describing activities in which they are used.

You may carry out these activities at home or in doing voluntary community work, or you may have undertaken them in present or previous jobs.

In the checklists that follow, please **tick any activity** that is important in your present life or work, or that was an important aspect of a previous job.

You may wish to use these activities in your resumé.

For example. 'My ability to be aware of contexts and situations allows me to solve problems by sifting key issues from a mass of detail.'

Spotlight Jobseekers' Workbook – International Version

Page 1

Skills of shaping awareness

Please tick the boxes identifying activities that are or have been important in your life or work experience.

Start at the left hand side, moving down the three activities in the group, and then do the same for each group, moving towards the right hand side of the page.

A1. Sensing contexts or situations

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Build up understanding of worksite, resources, contacts, roles and rules. ☐	Adapt and apply knowledge and skills gained outside this workplace. ☐	Piece together information and perspectives from various sources to solve a problem. ☐	Use ways of exchanging rapid updates with colleagues. ☐	Use your understanding of the organisation's priorities to influence decisions. ☐
Build up a general understanding of terms and technology used by specialists. ☐	Adapt to the styles of different work groups ☐	Use your knowledge of the work and its contexts to anticipate and avoid problems. ☐	Share problem-solving ideas with colleagues. ☐	Develop a system where you can exchange information on new developments inside and outside the organisation. ☐
Learn about the wider work contexts by observation, questions, reading and reflection. ☐	Automatically pick up and adapt to changes in the work flow, demands etc. ☐	Solve problems by sifting key issues from masses of detail. ☐	Share information about new developments relevant to your work. ☐	Bring together people with knowledge and experience to help find ways of addressing issues for the organisation. ☐

A Spotlight Online Tool 2011, adapted by C. Briar and A. Junor from *Spotlight: A Skills Recognition Tool,* © DOL NZ, http://www.business.unsw.edu.au/irrc, with the support of the Judith Miller Research Fund.

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Skills of shaping awareness

Please tick the boxes for work activities you have undertaken. Tick all applicable boxes in each group that describe skills that you have used in your experience.

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A2. Monitoring and guiding reactions

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn to recognise and set aside your own pre-judgments of people or situations. ▢	Recognise provocations and avoid responding to them. ▢	Filter information to make it clear and relevant to a range of people. ▢	Be aware of the work group's emotional under-currents, strengths and needs. ▢	Know when to persevere and when to let go of a system change you are seeking to introduce. ▢
Develop insights into the reasons for difficult behaviour. ▢	Remind others how to behave in challenging situations. ▢	Filter information according to how it will be received by those receiving it. ▢	Work with colleagues to identify and deal with causes of difficulties. ▢	Develop methods for monitoring others' perceptions of an initiative, to clear up misinterpretations. ▢
Learn to control your reactions to difficult or disturbing work situations. ▢	Automatically check your own and co-workers' reactions to difficult situations. ▢	Cope with large tasks by breaking them into small steps. ▢	Prepare for a key event by checking through all the steps and gaining reliable feedback. ▢	Foresee potential difficulties with a policy proposal and find ways of addressing them in advance. ▢

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A3. Judging impacts

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn to predict how your responses to a situation will affect the reactions of other people.	Observe when someone is beginning to be uncomfortable with what you are saying or doing.	Assess how unwelcome news will be received, picking the right moment and monitoring the response.	Regularly summarise your understanding of what is going on in order to check that others agree.	Set up processes for robust evaluation of the impact of the organisation's work, using a range of methods.
Learn to screen worrying or unsettling work processes from others.	Automatically minimise others' fear or shame.	If aspects of your job are stressful to clients, carry out your work whilst chatting to relax them.	Help create a supportive context for giving and receiving feedback.	Perceive flow-on impacts of decisions on other parts of the family, group, community or organisation.
Learn to read a situation and consider consequences before responding.	Automatically act to reduce the stress of others.	When coming up with a solution to a problem, test your ideas by listening, observing and reflecting.	Work with others to constructively challenge practices that compromise the safety or dignity of others.	Create a system for identifying and addressing unintended outcomes of your organisation's work.

Skills of interacting and relating

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B1. Negotiating boundaries

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn to establish the boundaries of your role when responding to requests from family, clients or colleagues.	Communicate clear and consistent limits in a way that gains acceptance.	Find a pleasant way to refuse requests that would deflect from meeting deadlines.	Share knowledge and experience with people who do not accept your authority.	Carry a proposal forward by networking with key stakeholders.
Learn to allow upset people to calm down before trying to help.	Cultivate useful working relations with people who will help get things done.	Confront problems quickly and directly (for example, 'You aren't going to want to hear this, but …').	Give others space to learn and make mistakes.	Gain support for a change proposal by testing the idea with key people.
Learn to gain understanding and consent by explaining each step of a process.	Provide support unobtrusively to enhance others' independence.	Maintain good-will, whilst not giving way on bottom line solutions.	Constructively give and receive feedback in unequal power situations.	Provide a sense of direction that energises others.

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B2. Communicating verbally and non-verbally

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn to interpret tone of voice and body language.	Interpret the needs and intentions of people who have restricted verbal language.	Adapt how much you say to the varying attention spans of different listeners.	Solve technical problems for non-experts by using familiar examples and language.	Crystallise the views of a diverse audience.
Learn to use conversation or tone of voice to put people at ease, keep their spirits up or allow closure.	Use listening skills, allowing people to talk through their concerns.	Pitch your use of language and terminology according to your listeners' levels of understanding.	Coin catchphrases that will serve as a shared guide to action.	Use understanding of community issues to acceptance by a range of audiences.
Learn to set out concepts clearly and logically using written and spoken language and other media.	Use reassuring and respectful touch (when appropriate), to convey or gain information.	Overcome communication problems by translating, eg, between children and experts.	Help your work group to build the right kind of environment for clients and co-workers.	Help build a consistent, aesthetic and ethical communication style for the organisation.

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B3. Connecting across cultures

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn the rules for interacting appropriately in intercultural situations. ☐	See your own behaviour from the perspective of another culture. ☐	Solve conflicts or misunderstandings by seeing them from the perspectives of people from other cultural backgrounds. ☐	Listen attentively to key in to the sub-text and dynamics of gatherings based on another language or culture. ☐	Work with people from diverse backgrounds to help overcome systemic barriers. ☐
Learn to interact easily and respectfully with people from diverse cultures. ☐	Identify the correct contact people for the communities and cultures you serve. ☐	Work effectively with people who have different approaches to time. ☐	Incorporate elements of the languages of client groups into your work practices. ☐	Work at a systems level to foster partnership in promoting the interests of people disadvantaged by mainstream practices. ☐
Learn protocols for respectful use of traditional knowledge. ☐	Speak and act in a way that fits with the values of other cultures ☐	Help negotiate solutions to problems caused by disability or cultural misunderstandings. ☐	Informally interpret or mediate between colleagues and members of cultural communities. ☐	Develop the expertise (eg through cultural immersion) to build appropriate programs for all users. ☐

Skills of coordinating

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C1. Sequencing and combining activities

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Develop a list of contacts, definitions, reminders and shortcuts to help streamline work. ☐	Notice what needs to be done and automatically do it, so that no-one notices until you are absent. ☐	Assess urgency and importance of simultaneous calls on attention, any of which could become a crisis. ☐	Exchange tricks of the trade and ideas for shortcuts with colleagues. ☐	Embed useful elements of your own systems and codes in the organisation's programmes. ☐
Learn to incorporate new tools and techniques into work processes. ☐	Respond to a range of demands by slotting each request into the day. ☐	As new demands arise during the day, frequently re-prioritise tasks to keep within deadlines. ☐	Plan team briefings by using a clear, logical and streamlined sequence. ☐	Maintain a range of initiatives, switching attention among them. ☐
Learn to sort your own tasks according to importance and urgency. ☐	If interrupted, carry the idea and get back quickly the same point. ☐	Think quickly on your feet when faced with unexpected developments in the course of an activity. ☐	Develop codes for recording key details of events as they happen to allow effective follow-up. ☐	Map long-term goals, to help align them with organisational realities. ☐

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C2. Interweaving your activities smoothly with those of others

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn to keep notes of loose ends that need to be followed up with other people. ☐	Use knowledge of systems operate to ensure that issues are followed through to closure. ☐	Monitor each step of a group work process so that everything is at hand for individuals with varying work styles. ☐	Develop shared information exchange systems, such as mental maps, flow-charts, coding systems, templates or automated spreadsheets. ☐	Create systems for sharing innovations or solutions to intractable problems. ☐
Learn the best timing and approach in interrupting others and when not to interrupt. ☐	Automatically check to prevent duplicating the work of others. ☐	Carry out all steps to ensure legal and safe procedures in a rapidly changing situation. ☐	Calmly and effectively mobilise support networks for quick response to a crisis. ☐	Develop networks or procedures for accessing, tracking, sharing and building on solutions. ☐
Learn to record information accurately and to convey it to relevant people in a timely way. ☐	Use general familiarity with the work process to stand in for others at short notice. ☐	Reorganise the weekly plan with others as new demands crop up, adapting your intentions and timing. ☐	Organise your long-term work cycle to be available to others at key times. ☐	Develop a system for maintaining long-term key records. ☐

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C3. Maintaining and/or restoring workflow

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn to patch up minor misunderstandings before they escalate.	Fix up things that have not been followed through, without undermining others.	Identify minor issues that have the potential to grow into bigger problems and act to prevent this.	Cooperate to find a way around or through obstacles.	Research underlying causes of bottlenecks and negotiate solutions.
Learn to rebalance and refocus quickly after something goes wrong.	Ensure co-workers are notified if equipment faulty and arrange for it to be fixed.	Develop your own tracking system to make sure procedures have been followed.	Find ways to optimise resources.	Ensure backup systems are in place. In case of system breakdown.
Learn the steps to follow in dealing calmly with an emergency.	Plan to ensure that all needs of a dependent client will be met between meetings.	Make safe decisions in situations where information is ambiguous, rapidly changing or unavailable.	Develop and share techniques for solving problems under high pressure.	Work to maintain continuity and stability as well as responsiveness to change.

Congratulations! You have finished the Workbook and are ready to use the results...