

# One to One Skills

Activities to develop interviewing skills for guidance work

*Dedicated to our Dads;  
Harry Hartley & Geoff Shaw.*

**Acknowledgements:**

We would like to say a big thank you to all those tutors, teachers and careers staff who allowed us to put them through these activities, all those years ago, and fine tune them until we got them right! First with the staff in the schools where we worked as a careers adviser and then with staff all over Staffordshire and neighbouring counties through the auspices of programmes like TVEI and Training Credits. From all that work this book emerged and became the first product of Highflyers Publishing. Such was its success that it spurred us on to establish this small publishing house where, ten years later, we are still going strong. So it is fair to say that this book changed our lives and for that we are extremely grateful. Thank you.

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# Introduction

The producers of One to One Skills for Tutors:

When we wrote this pack, almost 10 years ago, little did we realise that we would still be selling it ten years later. However, we are and the reason for that is that the need for individuals to have access to someone who can help them to reflect on their situation, the progress they have made, the problems they are having, the future plans they are uncertain about, etc, is still there. Over the years, Government initiatives in education and training have repeatedly stated the need for learners and career changers to have access to impartial advice and guidance, preferably provided by properly trained staff.

Indeed, a whole range of activities have developed which require staff to deal with students or clients on an individual basis. Some examples are completing individual learning plans, negotiating targets and action planning, conducting initial assessments, clarifying progression paths and career planning. Many staff find themselves trying to grapple with these responsibilities with very little training in the basic one to one skills needed to be able to do this work effectively. As a result, the demand for this kind of training, and these materials, has remained fairly constant.

## How to use this pack

This trainers pack gathers together a range of exercises that have been tried and tested over a period of some ten years and found to be the best for this sort of training. Some of the exercises are original and some have evolved from sources which are now lost in the mists of time, but all of them work. They can be used with anyone who has to engage in basic interviewing as part of their job.

For the absolute beginner in one to one skills training we have included some sample programmes for training events, giving combinations of exercises which work well in different time allocations. For the more experienced trainer, we hope that this

pack will give you maybe one or two new ideas. To get the most out of this pack we suggest that you:

- spend time really getting to know the exercises (study the Users Guide to the layout, read the trainer guides, perhaps prepare some shorthand trainer notes for yourself, think about how to introduce the worksheets).
- choose the exercises you want to use carefully (some are easier to run than others) - see the sample programmes for suggested combinations.
- think about using some visual support (videos of interviews to illustrate certain skills).
- make sure that the exercises fit the context within which you are providing the training (in some instances different versions of the worksheets have been provided to reflect the differing work contexts of participants)

But, please note: This pack represents a McDonald's version of a Cordon Bleu meal. As demand for this sort of training rises so the time in which to do it seems to diminish. Just doing the exercises in here will not turn people into highly skilled interviewers overnight but by giving them a taster hopefully they will get hungry for a bigger helping and seek out more in-depth training.

We hope these training resources works for you. Good luck.

Jackie and Mike.



*Jackie Hartley has been a Careers Adviser for over 20 years during which time she has worked with all types and ages of clients. She became actively involved in one to one skills training through her roles as TVEI Careers Adviser, Careers Company Training Officer, Training Credits Guidance Development Manager and national courses tutor for the ICG. She now co owns and works for Highflyers Publishing alongside working part time as an adviser in a Midlands University Careers Service.*



*Mike Shaw was a Careers Adviser for many years in a variety of roles including TVEI Careers Adviser and Careers Company Information Officer. As a result of his growing interest in producing careers materials he left careers work to set up and jointly run Highflyers Publishing, which he now manages full time.*

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# User's guide to the layout

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## Purpose

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*This box gives the purpose of the exercise and can, if you wish, be used to produce aims and objectives for each exercise. You need to check in the Method box when each purpose should be introduced as not all of them are stated at the beginning of the exercise.*

## Method

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*A step by step guide, showing you how to run the exercise. It is essential that you read the Tips and Warning alongside these instructions, in order to fully appreciate how this activity works. Where there are supporting materials it is a good idea to also look at these alongside the instructions.*

## Time

.....

*This is a suggestion only. I find you can rush or stretch out the exercises if you wish. In all cases though, the suggestion is near to the minimum time required. Time is also affected by the size of the group. However, don't always assume that a smaller group takes less time because sometimes smaller groups get into deeper discussions during feedback.*

## Warning!

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*Things that don't always happen but it's best to be prepared for in case they do.*

## Supporting Material

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*Lists the handouts, worksheets and flipcharts you need - and where they can be found in the manual. Some exercises have more than one version of the support materials (check the top right hand corner of the supporting materials for details). It is important to choose the version that is most appropriate for your course participants.*

## Tips

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*Things that I have found help to keep things moving smoothly. You might find it useful to have these to hand when you are actually running the exercise. If you refer to them you may find the training easier to deliver.*

### **How to use this trainer guide:**

- ▶ *Read through all the boxes*
- ▶ *Find the supporting materials*
- ▶ *Check this exercise is appropriate for the time allocation you are working to (see sample programmes p.54 - 56)*
- ▶ *Get to know the exercise - you may want to make some shorthand trainer notes of your own.*

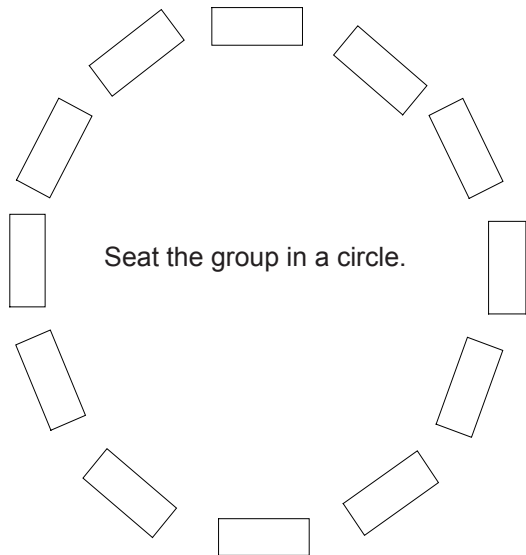
# Personal introductions

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## Purpose

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1. To act as an icebreaker and introduce participants to the group as a whole.
2. To encourage participants to share information about themselves.



## Method

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1. Seat the group in a circle.
2. Ask them to think of an adjective which rhymes with or starts with the same letter as their first name and then link this to their name. For example, Wacky Jackie, Manic Mike. The adjective must relate to the way that they feel at that moment in time or to the kind of person they are.
3. Go round the group asking each participant to state their adjective and name and say why they chose this particular adjective to describe themselves.
4. Thank them for sharing this bit of information about themselves.

## Time

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Approximately 1 minute per introduction.

## Supporting Material

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None

## Warning!

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If you are doing this with participants who know each other they sometimes volunteer adjectives for each other. Sometimes the participant being helped doesn't like the adjective chosen by their colleagues and can get a bit defensive. You should intervene quickly and rule this out if you see this happening.

## Tips

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It's a good idea not to do this exercise right at the beginning of the programme, but after participants have done the 'Setting the context for the Helping Interview' exercise so that they have had time to settle down and relax.

You go first to demonstrate what is required.

Try to keep things relaxed and fairly light hearted.

If a participant cannot think of an adjective which starts with the same letter or rhymes with their first name let them choose any adjective.

This is only one ice-breaker, there are lots of others you could use but this one is quite good because it is slightly revealing about participants.

## **How to use this trainer guide:**

- ▶ *Read through all the boxes*
- ▶ *Find the supporting materials*
- ▶ *Check this exercise is appropriate for the time allocation you are working to (see sample programmes p.54 - 56)*
- ▶ *Get to know the exercise - you may want to make some shorthand trainer notes of your own.*