

Employer Skill Set Requirements for Your Science and Health Career Skill Set Articulation Exercise with Interviewer-Option 3

Did you know that employers expect you to know and be able to articulate your professional-grade skill sets in a job interview?

Do you know what your skill sets currently are, how they relate to your career goals, and what skills employers are really looking for?

Do you know how well you can articulate your professional skill sets to an employer?

You might be very surprised at the findings.

This exercise will help you determine how much you know about your professional skill sets, how well you can communicate them to others, and/or what you need to recognize now about preparing for an improved future employer interview.

SCIENCE AND HEALTH SKILL SET ARTICULATION AND EVALUATION EXERCISE

MSU College of Natural Science

16 Essential Science and Health Skill Sets

Directions:

1. Please select and rate ONLY the following skill sets below that you believe you have mastered well enough to discuss with and articulate to prospective employers. Please skip those skill sets that you know you need to develop better prior to an interview or job application.
2. After self-scoring your selected skill sets below, conduct a mock interview with a friend or a career advisor (via MSU Career Services) using the PARK acronym (described below) for guidance when giving your responses. The interviewer should record your responses under each of the skill sets you selected. (For a shorter exercise the interviewer may instead use the Critique Form found at the end of this exercise). In addition, an optional “**Behavioral Mock Interview**” form can also be used by the interviewer (found at the end of this exercise) if you would like the interviewer to also evaluate your **physical behaviors displayed** during this exercise as well.
3. Following the exercise, have the interviewer share with you their recorded feedback for each skill you described below from the exercise (or by using the Interviewer Critique Form). Also discuss how well you did on articulating each letter of the PARK acronym for each of the skills you identified in your response.
4. Please note: the interviewer is not to judge or assess your skill level but should focus instead on the effectiveness of your responses and whether they addressed each aspect of the PARK acronym. Please focus only on the examples given to support each skill set. Finally, discuss both those skill set areas that the student did well in articulating and communicating as well as those areas needing improvement prior to an actual interview.

“PARK” Explained:

- P Problem Identify a problem or situation to the interviewer in which your skill was needed.
- A Action Discuss and report what action you took that demonstrated your skill in addressing this situation effectively.
- R Response Summarize the results of how you effectively used your skill in this situation to resolve or appropriately address the problem.
- K Knowledge Comment on what you learned from this experience as it relates to helping you to use this skill in the future.

Question and Answer Example

Contributing to a Team: Give an example of how you “Contributed to a team”.

Answer:

P: During my last semester in college, I worked as part of a research team in the History department. The professor leading the project was writing a book on the development of language in Europe in the Middle Ages.

A: We were each assigned different sectors to focus on, and I suggested that we meet independently before our weekly meeting with the professor to discuss our progress, and help each other out if we were having any difficulties.

R: The professor really appreciated the way we worked together and it helped to streamline his research as well. He was ready to start on his final copy months ahead of schedule because of the work we helped him with.

K: I learned that by working as a team, our collaborative efforts were much more effective and efficient to our project. Further, I found it helpful to gain many different, diverse opinions on how to go about starting my sector.

My Professional Skill Set Inventory

Acquiring Knowledge. Absorbing concepts and facts in formal and informal situations. Accessing sources of information and testing their validity. Connecting related ideas. Balancing broad-based learning with a capacity for specialization in a given subject. Maintaining an active, inquisitive mind.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Contributing to a Team. Recognizing and validating the perspectives of team members. Identifying individual strengths (yours and others) and harnessing them for the group. Building consensus. Knowing when to lead, when to follow. Appreciating group dynamics.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

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K

Developing Professional/Technical Skills. Mastering tools or techniques that improve workflow. Knowing the potential and the limits of a technology or method, as well as its best application. Acquiring formal training when appropriate; respecting formal standards. Continually upgrading skills and keeping abreast of new technologies or methods.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Embracing Change. Accepting the inevitability of change; recognizing its cyclical and sometimes persistent nature. Seeing change as opportunity. Understanding how people respond to change; helping others move forward.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Performing with Integrity. Acting consistently. Keeping one's word. Following through. Operating from a code of ethics. Making principled decisions. Treating others fairly. Behaving in a "transparent" manner. Accepting responsibilities and admitting mistakes.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Balancing Work/Life. Giving time to each of the important dimensions of life: work, family, personal interests, community, spiritual. Remaining flexible when one or more dimensions need extra attention. Paying attention to personal needs and showing sensitivity to the balance needs of others. Realizing the interconnected nature of all dimensions.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Managing Time and Priorities. Breaking large assignments into manageable tasks; organizing action steps in a logical sequence. Separating essential from non-essential, urgent from trivial, with regard to stakeholder interests. Developing plans; imposing structure when necessary. Staying on task; restricting distractions. Adjusting to continual changes.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Solving Problems. Defining contexts. Gathering information from reliable sources. Viewing from multiple perspectives. Developing and testing hypotheses. Approaching with a win-win orientation. Collaborating. Envisioning resolution.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Thinking Critically. Sifting through mounds of data to identify pertinent elements; sorting data by relevance. Applying qualitative or quantitative measures to detect trends. Making sense of disparate or conflicting information. Recognizing assumptions inherent in analysis.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Working in a Diverse Environment. Valuing others. Embracing difference; regarding group diversity as a strength. Understanding one's own identity development. Admitting and eradicating personal biases. Demonstrating commitment to diversity through supportive actions.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Communicating Effectively. Tailoring messages to a specific audience. Interpreting messages accurately. Writing concisely. Speaking clearly. Presenting professionally and in a manner that captivates the audience. Listening well. Understanding how to craft a persuasive argument.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Navigating across Boundaries. Comprehending the relationship between the parts and the whole. Recognizing common interests. Respecting norms and values of other domains. Acknowledging "turf" but not being deterred by it. Adjusting quickly to new environments.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Self-Motivation. Showing initiative to undertake a task or activity without another's directive or supervision. Motivated to do or achieve something because of one's own enthusiasm or interest, without needing pressure from others.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Enthusiasm/Commitment. A strong internal feeling, motivation or desire, which often results in goal and action specific behavior. Absorbing or controlling possession of the mind by any interest or pursuit; lively interest.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Empathy. The fact or power of sharing the feelings of another, compassion, or commiseration. An ability to recognize and describe another individual's perspective accurately. Demonstrating the ability to actively listen and understand the experience of another.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Curiosity. The desire to learn or know about anything or something in particular; inquisitiveness.

Participant: Please rate your current skill level in this area: (Poor) 1 2 3 4 5 (Excellent)

Support your rating by describing an example to your interviewer using the PARK Acronym.

Interviewer: Please record the participant's response while isolating and noting those components which fit into each "PARK" component.

P

A

R

K

Well, how did you do?

Was this survey helpful to you for learning more about your own current skill set levels and/or learning how to articulate your skill sets more effectively to others? Yes No

Comments:

Please keep in mind that MSU Career Services offers many career resources to help you identify and discuss your skill sets effectively. We can also help you identify those skill sets, which are required for your areas of career interest. Just go to www.careernetwork.msu.edu for access to many career related tools, resources and career advising options. Take a few minutes to invest in your career! And GO GREEN!

CRITIQUE FORM and Grading Sheet (to be completed by interviewer)

Date: _____ Skill identified by student: _____

INEFFECTIVE			EFFECTIVE			HIGHLY EFFECTIVE		
1	2	3	4	5	6	7	8	9
↑ Described very little of this skill and just made very general statements.			↑ Understood the skill area and was specific about skill level.			↑ Description of skill was strong and directly relevant to the position.		
↑ Gave an example that was not relevant to this skill. Minimal details.			↑ Cited an example that required a fair amount of effort and detail.			↑ Example given of skill was strong and clearly described.		
Showed no connection to stated skill.			↑ Example used was relevant to skill			↑ Example was highly relevant to skill		
↑ Showed no evidence of learning or appropriate application of skill.			↑ Able to identify learning and appropriate application of skill.			↑ Excellent description of learning achieved and relevance to skill cited		

Interviewer-please answer yes or no and comment as needed:

Student was able Identify a specific problem or situation in which his/her skill was effectively needed Yes No

Student was able to discuss and report what he/she did in this example to demonstrate his/her Skill in addressing this situation Yes No

Student was able to identify the results of how he/she effectively used his/her skill in this situation to effectively resolve or appropriately address the problem Yes No

Student was able to comment on what he/she learned from this experience as it relates to Applying this skill directly to a job situation in the future. Yes No

Candidate Assessment

What was good about my answer?

How might I be able to improve what I say about this skill set?

Interviewer Assessment

What was good about the candidate's answer?

How might the candidate be able to improve it?

(Optional) Behavioral Mock Interview-Behaviors Observed
(To be completed by interviewer and discussed with student)

Student: _____ **Date:** _____

BODY LANGUAGE/INTERVIEW BEHAVIOR	YES	NO
Did the candidate arrive on time or early?		
Did the candidate offer a firm handshake during the introduction and before leaving the interview?		
Sat up straight in chair with good posture.		
Maintained appropriate eye contact during interview.		
Did not fidget or fiddle with pens, papers, jewelry, etc.		
Projected general confidence in abilities.		
Exhibited a positive attitude and showed enthusiasm during the interview.		
<i>General Comments:</i>		
VOICE/COMMUNICATION	YES	NO
Did the candidate speak loudly and clearly versus mumbling?		
Did the candidate avoid saying "um", "like", and/or "yeah" too many times or repetitively?		
The candidate was able to clearly convey his/her thoughts and ideas.		
The candidate fully answered the questions-listened to the questions carefully and answered the whole question without being distracted or needing to have the question repeated.		
<i>General Comments:</i>		
GENERAL KNOWLEDGE/PREPARATION	YES	NO
Overall, did the candidate appear to be prepared for the mock interview?		
Did the candidate show knowledge of job/company by asking informed questions at the end of the interview?		
<i>General Comments:</i>		
OPTIONAL-Appropriate ATTIRE	YES	NO
Clothing fits well, not too tight or baggy.		
Hair is clean and well-groomed. Neat appearance.		
Accessories, if worn, are unobtrusive- no giant "bling", etc.		
<i>General Comments:</i>		

SCORE-TOTAL YES RESPONSES = /16