

## Evidencing your Student Ambassador skills and competencies

### Developing Skills and Competencies

One of the aims of the Student Ambassador scheme is to develop students' employability skills, helping you to become 'job-ready'. This document will help you to identify and evidence the skills you develop through Ambassador work, and give you a head start on completing job applications.

It may help you to look at the Loughborough University Careers and Employability website for the skills and competencies that employers are looking for: (see: [Skills Employers Seek](#))

Depending on their level of experience, Student Ambassadors may be able to evidence the following skills and competencies (taken from the [Student Ambassador Job Description](#), August 2017):

People Skills	General Employment skills	Self-reliance / Positive attitude
Interpersonal skills	Time management	Professional attitude
Verbal communication	Presentation skills	Reliable and committed
Versatile team worker	Customer awareness / service	Resilient and adaptable
Motivational / inspirational	Problem-solving / creativity	Self-motivation
Leadership skills (delegation, decision-making, negotiation)	Organisation and planning	Reflective and articulate
Engaging young people	Active participants	Innovative and enterprising
		Caring, ethical and with integrity

Many of these are in common with the [Loughborough Graduate Attributes](#) (see <http://www.lboro.ac.uk/services/careers/students-and-graduates/employability/> for further elucidation, and below).

The [STARR technique](#) is a useful tool to answer competency based questions such as the following examples:

- Tell us about a time you have successfully worked as part of a team.
- Provide an example of where you have analysed a large amount of complex data, how did you achieve this.
- Describe a time when you have demonstrated your time management skills.
- We are looking for problem-solvers. How do you solve problems?

This is useful when completing a job application, or preparing for an interview. If you follow the steps below whilst considering your Student Ambassador (or any other) work experience, you will be able to produce comprehensive and concise answers. Follow the S, T, A, R stages below, initially. The second 'R' is useful for some situations or you could leave it out and end with 'R' for Result.

## STAR approach to competency-based questions

**Situation:** when / where – set the scene

**Task:** the goal, aim or challenge

**Action:** what you did / your role – this is the most important aspect and could account for 60% of your answer

**Result:** the outcome

**Reflection:** what did I learn

Underneath each of the skills / abilities in the first column are a number of action words which can be included in your explanation.

Note!

Most people find this very difficult to do, but it is well worth the effort for the time it will save you when applying for jobs.

Skill	Evaluate your level of skill	YOUR PERSONAL EXAMPLES using S T A R
with action words  <b>EXAMPLE:</b> <b>Problem-solving</b> Clarifying a problem, analysing the facts, identifying the key issues and resolving them to reach a practical outcome.  Clarifying, Identifying, Analysing, Acting, Resolving, Initiative	5 = excellent 1 = needs considerable improvement  4	Situation Task Action Result  S: on a school visit, bus driver unsure where to park, this was delaying the start of the event T: As part of my role as an Ambassador, I had been asked to meet the school and bring pupils in quickly A: I took the initiative and got on the coach to help direct the coach driver directly; I also talked to the pupils about what they could see from the coach R: they were parked quickly, resolving the problem and the pupils were happy and engaged in spite of the delay, so I added value
<b>Interpersonal skills</b> Having the ability to interact with a range of people, being perceptive to their needs and managing the situation accordingly.  Listening, Questioning, Body Language, Polite, Social awareness, Empathy, Relate		S:  T:  A:  R:
<b>Verbal communication</b> The ability to communicate in person, on the telephone and to be understood.		S:  T:

Clarity, Avoiding Jargon, Responsive, Articulate, Present, Discuss, Summarise	A: R:
<b>Team work</b> The ability to work with others in an organised manner in order to achieve a goal, recognising the different team roles.	S: T: A:
Respond, Prioritise, Goal, Coordinate, Contribute, Encourage, Participate, Respect, Dependable, Co-operate	R:
<b>Motivational / inspirational</b> Able to inspire interest, enthusiasm and commitment through positive attitude and personal examples.	S: T: A:
Encourage, Persuade, Inspire, Enthuse, Guide, Coach, Dynamic	R:
<b>Leadership</b> Taking the initiative, organising, supervising and motivating a team to achieve a goal, responding to changing circumstances in a positive way.	S: T: A:
Mentor, Organise, Direct, Instruct, Inspire, Delegate, Negotiate, Decision	R:
<b>Engaging young people</b> Making a meaningful and empathetic connection with young people that shows understanding of their life stage.	S: T: A:
Empathetic, Charismatic, Appropriate, Inspiring	R:
<b>Time management</b> The ability to be punctual and fulfil commitments made, balancing social,	S: T:

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academic and working life.

Effective, Punctual, Reliable

A:

R:

**Adaptable / flexible**

The ability to respond to change positively and to adapt as necessary.

S:

T:

Responsive, Positive, 'Can Do' Attitude, Receptive, Creative

A:

R:

**Presentation skills**

The ability to choose an appropriate method to give information or facts, and present yourself in a positive manner, linked very closely to self-awareness and oral communication.

S:

T:

A:

R:

Introduce, Motivate, Connect, Move, Challenge, Inspire, Entertain, Promote

**Customer awareness / service**

Having an interest in and being aware of the needs of the customer or stake holder.

S:

T:

A:

Advise, Inform, Be Empathetic, Listen, Engage, Assist

R:

**Problem-solving**

The ability to find an appropriate solution to a problem using whatever information, experience and resources are available.

S:

T:

A:

Solution, Clarify, Identify, Analyse, Act, Resolve

R:

**Organisation and planning**

Managing time effectively, planning and prioritising tasks, maximising efficiency.

S:

T:

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Planning, Prioritising, Effective, Schedule, Systematic	A: R:
<b>A Professional attitude</b> Having a commitment towards work, being adaptable when situations change, being motivated to take on new challenges.	S: T: A:
Positive, Adaptable, Motivated, Involved, Proactive	R:
<b>Commitment / reliability</b> Being dedicated, reliable, trustworthy, and conscientious in delivery, and able to self manage different demands.	S: T: A:
Dedicated, Reliable, Dependable, Conscientious	R:
<b>Self-motivation</b> The ability to self-start and to act on initiative to find a new way of doing something, not waiting to see if the problem is solved by someone else.	S: T: A:
Initiate, 'Can Do' Attitude, Create, Launch, Improve	R:
<b>Reflective practice</b> Critically studying one's own working practices in order to evaluate and improve them.	S: T: A:
Critical, Evaluate, Consider, Examine, Prioritise, Question	R:
<b>Enterprising</b> Having the personal skills to succeed and proactively create the conditions for success.	S: T:

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Resilient, Proactive, Positive,  
resourceful, confident, purposeful

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A:

R:

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## The Loughborough Graduate Attributes <http://www.lboro.ac.uk/services/careers/students-and-graduates/employability/>

Loughborough students and graduates tend to be highly employable and sought after by employers. Our students have a reputation for having a wide range of positive attributes which employers are looking for. Working with students and employers we have defined these 'Loughborough attributes' and identified lots of ways in which students can develop and enhance these skills and behaviours, and their future employability.

Some of the phrases we use to describe Loughborough students and graduates are:

LOUGHBOROUGH ATTRIBUTES		
Active, collegial and inclusive	Professional, creative and enterprising	Resilient, reflective and inquisitive
Versatile teamworker Collegial and collaborative	Innovative and enterprising Research-minded and inquiring	Resilient and adaptable Determined and motivated
Caring, ethical and with integrity Globally minded, thriving in diversity	Reliable and committed Getting things done, and done well	Reflective and articulate Critical and analytical thinkers
Active participant Positively engaged	Competitive, high achiever Reaching potential, demonstrating leadership	Agile lifelong learner Rounded and grounded
Passionate, principled and proud		

### Further help:

When you come to apply for jobs, do your research to find out which skills and competencies they are looking for. Make sure you can give examples for each of their essential skills. You can find further help on the Careers and Employability Centre website:

[Application forms](#)

[CVs](#)

[Interviews](#)

[Assessment Centres](#)

When you get offered a job interview, don't forget that you can book a mock interview or a practice interview with a Careers Consultant in the Careers and Employability Centre by phoning: 01509 222 765. This can take place in person or via skype or telephone if you are not on campus.

Google for more action words, eg:

[www.themuse.com/advice/185-powerful-verbs-that-will-make-your-resume-awesome](http://www.themuse.com/advice/185-powerful-verbs-that-will-make-your-resume-awesome)

[http://careernetwork.msu.edu/resources-tools/resumes/action-verbs.html#problem\\_solving](http://careernetwork.msu.edu/resources-tools/resumes/action-verbs.html#problem_solving)