

**Foundation**

Induction and

Professional Skills

Course Workbook – V2.1

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# Introduction

## New starter information

### Welcome

**FDM Academy** is the UK's largest IT graduate employer, responsible for launching the careers of IT enthusiasts worldwide. Our award-winning Academy Programme is designed to equip you with the right combination of skills and experience, eradicating the catch 22 scenario once and for all.

At FDM you will develop your IT skills, enhance your commercial awareness and spend two years working for our clients, some of the most prestigious companies in the world. You will specialise in **Java** or **.Net Development**, **Testing**, **Project Management Office, Financial Data Analysis** or **Production Support**, prior to being placed with one of our many Clients.

The **Professional Skills** week introduces you to the skills you need to be successful throughout your time in the academy and to be able to approach all tasks with a professional attitude as you progress into the corporate world.

You will find further learning resources on the LMS, which you will be given access to later today.

### Academy Information

#### Office locations

FDM Group Ltd FDM Group Ltd FDM Group Ltd  
3rd Floor, Cottons Centre 5th floor 1 West Regent Street  
Cottons Lane 1 Whitehall Riverside Glasgow  
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#### Academy training hours

You must arrive by 8.45am.

To sign in and gain entry to the building use your pass (issued later today) to activate the security barriers in front of the lifts in Reception. Keep your ID card with you at all times.

Note: Should you arrive after 8.45am, you will be required to complete a late form. If you arrive after 9.00am, you may be asked to return home.

#### Remote Login details *(see Appendix II - Remote Logon Requirements and Troubleshooting)*

|  |  |
| --- | --- |
| **LMS remote access:** | https://hosted.fdmgroup.com |
| **Webmail address:** | webmail.fdmgroup.com/exchange |
| **Webmail login format:** | fdmgroup.local\<your username> |
| **Webmail password:** | Same as Windows/Network password |

## Course Agenda (may be subject to change)

|  |  |
| --- | --- |
| **Monday** | **Morning session:**   * + Welcome, Housekeeping and Introductions   + HR Administration   + Academy/Sales Tour   + Log-ons and Building Pass Photographs   + Professional Expectations – Academy Manager   **Afternoon session:**   * + Cyber Security/GDPR   + Academy Hub   + CV Workshop |
| **Tuesday** | **Morning Session:**   * + Prioritising and Planning   + Behaviours in the Workplace   + Role of the Consultant   **Afternoon Session:**   * + Resilience   + Presentation Skills (Part 1): Structure |
| **Wednesday** | **Morning Session:**   * + Presentation Skills (Part 2): preparation and challenges   + Presentation Prep Time   **Afternoon:**   * + CV Review   + Interview Techniques   + Elevator Pitches |
| **Thursday** | **Morning Session:**   * + Assessment   + Written Communications   **Afternoon Session:**   * + Face to Face Communication   + Communication Styles and Approaches |
| **Friday** | **Morning Session**   * + Assessment   + Written Communication Preparation   **Afternoon Session**   * + Teamwork   + Professional Skillss end of week wrap up |
|  | **The above timetable may be subject to change.** |

# Communication Skills

## Behavioural Styles

We all have our own preferred Behavioral, or Social Styles. These define the preferred ways in which we communicate, as well as our attitudes and approaches to general personal interaction.

These styles’ derived in part from David Kolb’s work on the Learning Cycle – how we each go through a defined process, or phases, of learning new knowledge or skills. We each have preferences as to which phase of the cycle we prefer during a learning experience, and a method of analysing these preferred styles was formulated by Honey and Mumford in the 1980’s to assist in the development of accelerated learning – instructional design techniques to enable faster absorption and understanding of new knowledge and skills.

It was found that these preferred styles also revealed other common behavioral traits, and were subsequently expanded upon by organisational psychologists. TRACOM and INSIGHTS are two such organisational psychology companies who have researched these in-depth, and now provide models and profiling tools which can be used by both individuals and organisations to aid communication. It should be noted that these tools are not *personality* profiling tools such as the Myers-Briggs Type Indicator (MBTI) and DISC tests, and as such should be considered as being non-invasive – not everyone wants people digging around in their mind!

Our level of personal effectiveness can be significantly impacted by increased self-awareness of our own social style and of that of others, by enhancing our ability to adapt, and by improving our ability to connect with others in both our work and personal life. To connect effectively with others requires that we firstly understand how we perceive the world, and then how others see it.

Our paradigms, correct or incorrect, are the sources of our attitudes and behaviors, which underpin our beliefs and values, and ultimately affect our relationship with others. As Henry Ford once said, “Whether you believe you can, or whether you believe you can’t, you are probably right”.

Being able to recognise the behavioral traits exhibited by each of the different styles’ goes a long way in helping us to adapt our own style of communication to that of the other person, and can be of great benefit to us during initial social interaction, establishing greater rapport and relationship-building.

**Communication Styles Questionnaire**

The following questionnaire is designed to establish your **communication style**. From this, you will then be able to recognise your own preferred style, and that of others, thereby increasing your understanding of how to better communicate with others, and how your own behavioural traits are perceived.

**Note:** There is **no time limit** on this questionnaire, but it normally takes around 25-30 minutes.

The accuracy of the results depends on how honest you can be. There are no right or wrong answers.

## Exercise 3 – Communication styles questionnaire

Exercise 3

|  |  |
| --- | --- |
| **Instructions** | |
| If you **agree more than you disagree** with a statement put a **tick** by it.  If you **disagree more than agree** with the statement put a **cross** by it.  Be sure to mark all statements with either a tick or a cross, **do not leave any blank**. | |
| **Questions** |  |
| 1. I have strong beliefs about what is right and wrong, good and bad. | n |
| 1. I often act without considering the possible consequences. | n |
| 1. I tend to solve problems using a step by step approach. | y |
| 1. I believe that formal procedures and policies restrict people. | n |
| 1. I have a reputation for saying what I think, simply and directly. | n |
| 1. I often find that actions based on feelings are as sound as those based on careful thought and analysis. | n |
| 1. I like the sort of work where I have time for thorough preparation and implementation. | y |
| 1. I regularly question people about their basic assumptions. | n |
| 1. What matters most is whether something works in practice. | n |
| 1. I actively seek out new experiences. | n |
| 1. When I hear about a new idea or approach I immediately start working out how to apply it in practice. | y |
| 1. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine etc. | n |
| 1. I take pride in doing a thorough job. | n |
| 1. I get on best with logical, analytical people and less will with spontaneous, irrational people. | y |
| 1. I take care over the interpretation of data available to me and avoid jumping to conclusions. | n |
| 1. I like to reach a decision carefully after weighing up many alternatives. | y |
| 1. I am attracted more to novel, unusual ideas than to practical ones. | n |
| 1. I don't like disorganised things and prefer to fit things in to a coherent pattern. | y |
| 1. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done. | y |
| 1. I like to relate my actions to a general principle. | y |
| 1. In discussions, I like to get straight to the point. | y |
| 1. I tend to have distant, rather formal relationships with people at work. | y |
| 1. I thrive on the challenge of tackling something new and different. | n |
| 1. I enjoy fun loving, spontaneous people. | y |
| 1. I find it difficult to produce ideas on impulse. | y |
| 1. I pay meticulous attention to detail before coming to a conclusion. | n |

**Exercise 3 – Communication styles questionnaire (continued)**

|  |  |
| --- | --- |
| 1. I believe in coming to the point immediately. | y |
| 1. I am careful not to jump to conclusions too quickly. | y |
| 1. I prefer to have as many sources of information as possible – the more data to think over the better. | y |
| 1. Flippant people who don't take things seriously enough usually irritate me. | y |
| 1. I listen to other peoples' point of view before putting my own forward. | y |
| 1. I tend to be open about how I am feeling. | y |
| 1. In discussions, I enjoy watching the manoeuvring of other participants. | y |
| 1. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance. | n |
| 1. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning. | N |
| 1. It worries me if I have to rush out a piece of work to meet a tight deadline. | N |
| 1. I tend to judge peoples' ideas on their practical merits. | y |
| 1. Quiet, thoughtful people tend to make me feel uneasy. | n |
| 1. I often get irritated with people who want to rush things. | n |
| 1. It is more important to enjoy the present moment than to think about the past or future. | y |
| 1. I think decisions based on thorough analysis of all the information, are sounder than those based on intuition. | y |
| 1. I tend to be a perfectionist. | n |
| 1. In discussions, I usually produce lots of spontaneous ideas. | n |
| 1. In meetings, I put forward practical, realistic ideas. | y |
| 1. More often than not, rules are there to be broken. | y |
| 1. I prefer to stand back from a situation and consider all the perspectives. | y |
| 1. I can often see inconsistencies and weaknesses in other peoples' arguments. | n |
| 1. On balance, I talk more than I listen. | n |
| 1. I can often see better, more practical ways to get things done. | n |
| 1. I think written reports should be short and to the point. | y |
| 1. I think that rational, logical thinking should win the day. | y |
| 1. I tend to discuss specific things with people rather than engaging in social discussion. | y |
| 1. I like people who approach things realistically rather than theoretically. | y |
| 1. In discussions, I get impatient with irrelevancies and digressions. | n |
| 1. If I have a report to write, I tend to produce lots of drafts before settling on the final version. | y |
| 1. I am keen to try things out to see if they work in practice. | y |
| 1. I am keen to reach answers via a logical option. | y |

**Exercise 3 – Communication styles questionnaire (continued)**

|  |  |
| --- | --- |
| 1. I enjoy being the one who talks a lot. | n |
| 1. In discussions, I often find that I am the realist, keeping people to the point and avoiding wild speculation. | n |
| 1. I like to ponder many alternatives before making up my mind. | y |
| 1. In discussions with people, I often find I am the most dispassionate and objective. | y |
| 1. In discussions I am more likely to adopt a low profile than to take the lead and do most of the talking. | y |
| 1. I like to be able to relate to current actions to a long term, bigger picture. | y |
| 1. When things go wrong, I am happy to shrug it off and put it down to experience. | y |
| 1. I tend to reject wild spontaneous ideas as being impractical. | y |
| 1. It's best to think carefully before taking action. | y |
| 1. On balance I do the listening rather than the talking. | y |
| 1. I tend to be tough on people who find it difficult to adopt a logical approach. | n |
| 1. Most times I believe that the end justifies the means. | y |
| 1. I don't mind hurting peoples' feelings so long as the job gets done. | n |
| 1. I find the formality of having specific objectives and plans stifling. | y |
| 1. I'm usually one of the people who puts life into a party. | n |
| 1. I do whatever is expedient to get the job done. | y |
| 1. I quickly get bored with methodical, detailed work. | n |
| 1. I am keen on exploring the basic assumptions, principles and theories underpinning things and events. | y |
| 1. I'm always interested to find out what makes people think. | y |
| 1. I like meetings to be run on methodical lines, sticking to a laid down agenda etc. | y |
| 1. I steer clear of subjective or ambiguous topics. | n |
| 1. I enjoy the drama and excitement of a crisis situation. | n |
| 1. People often find me insensitive to their feelings. | n |

**Exercise 3 – Communication Styles questionnaire– Scoring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructions** | | | |
| Work through your completed questionnaire and circle the numbers on the list below that you ticked. **Do not circle** the numbers that you **crossed** on the questionnaire.   * You score **one point** for each item that you **ticked** * There is **no point** for any item that you **crossed** * Simply indicate on the list below **which items were ticked**   When you have worked through all the answers, add the number of circles in the column marked 'Activist' and enter the number in the total at the bottom.  Repeat this process for the rest of the columns until you have 4 totals. | | | |
| **Activist** | **Reflector** | **Theorist** | **Pragmatist** |
| 2 | 7 | 1 | 5 |
| 4 | 13 | 3 | 9 |
| 6 | 15 | 8 | 11 |
| 10 | 16 | 12 | 19 |
| 17 | 25 | 14 | 21 |
| 23 | 28 | 18 | 27 |
| 24 | 29 | 20 | 35 |
| 32 | 31 | 22 | 37 |
| 34 | 33 | 26 | 44 |
| 38 | 36 | 30 | 49 |
| 40 | 39 | 42 | 50 |
| 43 | 41 | 47 | 53 |
| 45 | 46 | 51 | 54 |
| 48 | 52 | 57 | 56 |
| 58 | 55 | 61 | 59 |
| 64 | 60 | 63 | 65 |
| 71 | 62 | 68 | 69 |
| 72 | 66 | 75 | 70 |
| 74 | 67 | 77 | 73 |
| 79 | 76 | 78 | 80 |
| **TOTAL** | **TOTAL** | **TOTAL** | **TOTAL** |
| 6 | 16s | 12 | 12 |

**Exercise 3 – Communication Styles questionnaire– Preferred style**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructions** | | | | |
| **Circle your scores** on this chart, to identify your **preferred style**. | | | | |
| **Activist** | **Reflector** | **Theorist** | **Pragmatist** |  |
| 20 | 20 | 20 | 20 | **Very strong preference** |
| 19 | 19 | 19 | 19 |
| 18 | 18 | 18 | 18 |
| 17 | - | 17 | 17 |
| 16 | - | 16 | - |
| 15 | - | - | - |
| 14 | - | - | - |
| 13 | - | - | - |
| 12 | 17 | 15 | 16 | **Strong preference** |
| 11 | 16 | 14 | 15 |
| - | 15 | - | - |
| 10 | 14 | 13 | 14 | **Moderate preference** |
| 9 | 13 | 12 | 13 |
| 8 | 12 | 11 | 12 |
| 7 | - | - | - |
| 6 | 11 | 10 | 11 | **Low preference** |
| 5 | 10 | 9 | 10 |
| 4 | 9 | 8 | 9 |
| 3 | 8 | 7 | 8 | **Very low preference** |
| 2 | 7 | 6 | 7 |
| 1 | 6 | 5 | 6 |
| - | 5 | 4 | 5 |
| - | 4 | 3 | 4 |
| - | 3 | 2 | 3 |
| - | 2 | 1 | 2 |
| - | 1 | - | 1 |

## Preferred Styles Profile

This isn't an exact science, but is useful as a tool for self-discovery and for communication with others. It's based on **Insights** and **TRACOM** profiling and, like learning styles, understands that everyone has a preference for how they take in information. In addition, this also gives a little information / insight into people's personalities.

Insights works in **colours** so assume that:

|  |  |
| --- | --- |
| **Learning Style** | **Colour** |
| Activist | **Yellow** |
| Pragmatist | **Red** |
| Theorist | **Blue** |
| Reflector | **Green** |

Here is a little information about each colour:

#### Sunshine Yellow

People in this group are strongly extraverted, radiant and friendly. They are usually positive and concerned with good human relations. They enjoy the company of others and believe that life should be fun. They approach others in a persuasive, democratic manner, radiating a desire for sociability.

#### Fiery Red

People in this group are extraverted and have high energy. They are positive, reality oriented and assertive. They will approach others in a direct, authoritative manner, radiating desire for power and control.

#### Cool Blue

People in this group tend to be introverted and have a desire to know and understand the world around them. They think before they act and maintain a detached, objective standpoint. They value independence and intellect. They prefer written communication in order to maintain clarity and precision, radiating a desire for understanding.

#### Earth Green

People in this group focus on values, depth and harmony in relationships. They want others to be able to rely on them. They will defend what they value with quiet determination and persistence. They prefer democratic relations that value the individual and are personal in style, radiating a desire for understanding.

You can find more information on the various styles, including Do’s and Don’ts during personal interaction, in the guide **Behavioural Styles** in the Communications folder on the LMS.

### How people are on a good day…

### How people are on a bad day…

## Style Profile Indicators

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Red** | **Yellow** | **Green** | **Blue** |
| **Personality Preference:** | * Direct * Non-emotive | * Direct * Emotive | * Indirect * Emotive | * Indirect * Non-emotive |
| **Appears:** | * Business like * Functional | * Fashionable * Stylish | * Casual * Confirming | * Formal * Conservative |
| **Work preferences:** | * Busy * Formal * Efficient * Structured | * Stimulating * Personal * Cluttered * Friendly | * Personal * Relaxed * Friendly * Informal | * Structured * Organised * Functional * Formal |
| **Style:** | * Fast * Decisive | * Fast * Spontaneous | * Slow * Easy | * Slow * Systematic |
| **Focus:** | * The task * The results | * Interacting * Relationships | * Maintaining relationships | * The task * The process |
| **Fears:** | * Loss of control | * Loss of prestige | * Confrontation | * Embarrassment |
| **Under tension will:** | * Dictate * Assert | * Attack * Be sarcastic | * Submit * Acquiesce | * Withdraw * Avoid |
| **Likes:** | * Productivity | * Recognition | * Attention | * Accuracy |
| **Is concerned with:** | * What it does * By when * What costs | * How it affects their status * Who else uses it | * How it affects personal circumstances | * How they justify purchase logically * How it works |
| **Seeks Security in:** | * Control | * Flexibility | * Close relationships | * Preparation |
| **Wants to maintain:** | * Success | * Status | * Relationships | * Credibility |
| **Help to support their:** | * Objectives | * Relationship | * Warmth | * Analysis |
| **Seeks to achieve acceptance through:** | * Leadership * Competition | * Playfulness * Stimulating the environment | * Conforming * Loyalty | * Correctness * Thoroughness |
| **Likes you to be:** | * Brief | * Outgoing | * Pleasant | * Precise |
| **Wants to be:** | * In control | * Admired | * Pleasant | * Precise |
| **Is irritated by:** | * Inefficiency * Indecision | * Boredom * Routine | * Insensitivity | * Surprises |
| **Measures personal worth by:** | * Results * Track record * Measurable progress | * Recognition * Applause * Compliments | * Compatibility with others * Depth of one to one relationship | * Precision * Accuracy * Activity |
| **Decisions are:** | * Quick and decisive | * Spontaneous | * Considered | * Paced and deliberate |

**Exercise 4**

## Exercise 4 – Working with others

|  |
| --- |
| **Question** |
| List 5 characteristics which identify each different learning style, then discuss the best way to effectively **communicate** with each style? |
| **Answer** |
| 1. Communicating with **Reds (Pragmatists / Drivers)**: |
| 1. Communicating with **Blues (Theorists / Analysts)**: |
| 1. Communicating with **Greens (Reflectors / Amiables)**: |
| 1. Communicating with **Yellows (Activists / Expressives)**: |

## Language patterns and diagnostics

Recognising others’ social styles goes a long way to helping build rapport more quickly and among other indicators, identifies *how* people use speech in communication – succinct and to-the-point, story-telling, logical-dispassionate etc.

However, it does not focus on identifying patterns in *what* people say – not the core or technical content of the message, but the unique patterns of language by which they encode their verbal or written response.

These unique language patterns are unconscious representations of our five senses: sight, sound, touch, smell and taste, and are referred to as being our *Representational Systems.* In workplace interpersonal relationships we primarily utilise the first three – visual, auditory and kinaesthetic. How we look creates that first impression – the sharp business dress promoting the professional image; how our voice comes across greeting and general conversation – the sound of confidence and self-assurance; and our kinaesthetic sense – what we feel about the person we meet, and what we think (rightly or wrongly) they are feeling about us.

Similar to our behavioural styles, we each have preferences for the representational systems, too. This preference for one or more of the systems can often be identified through our *Language Patterns*, i.e. *visually* oriented people will use phrases with visual references in, such as, “I see what you mean”, *auditory* oriented people, “I *hear* you”, and *kinaesthetic* people, “I’m getting the *feeling* that...”. Most people have an overlap of around 40% of two system preferences, and yet others may have an across-the-board scoring, making it a little difficult to identify their preferences through language patterns alone! Everybody’s different...

Identifying language patterns means you are able to ‘mirror’ those of the other person; using the same language in interaction with them goes further helps in building rapport.

Use the Indicator guidance table to help you identify other representational system preferences.

## Confidence and Assertiveness

The following tables describe verbal and non-verbal indicators of assertive, passive and aggressive behaviour. Complete the exercise on the following page and identify your own behaviours – can you alter some? These tables will also help you in identifying behaviours in others.

### Non-verbal Behaviours

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Passive** | **Assertive** | **Aggressive** |
| **Voice** | * Sometimes wobbly * Tone may be singsong or whining * Over soft or over warm * Often dull and in monotone * Quiet, drops away at end | * Steady and firm * Tone is middle range, rich and warm * Sincere and clear * Not over loud or quiet | * Very firm * Tone is sarcastic sometimes cold * Hard and sharp * Strident, maybe shouting, rises at end |
| **Speech pattern** | * Hesitant and filled with pauses * Sometimes jerks from fast to slow * Frequent throat clearing | * Fluent, few awkward hesitancies * Emphasises key words * Steady, even pace | * Fluent, few awkward hesitancies * Often abrupt, clipped * Emphasises blaming words * Often fast |
| **Facial expression** | * 'Ghost' smiles when expressing anger or being criticised * Eyebrows raised in anticipation e.g. of rebuke * Quick changing features | * Smiles when pleased * Frowns when angry * Otherwise 'open' * Features steady, not wobbling * Jaw relaxed | * Smile may become 'wry' * Scowls when angry * Eyebrows raised in amazement/disbelief * Jaw set firm * Chin thrust forward |
| **Eye contact** | * Evasive * Looking down | * Firm but not a 'stare down' | * Tries to stare down and dominate |

### Verbal Behaviours

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Passive** | **Assertive** | **Aggressive** |
| **Verbal Content** | * Long, rambling statements * Fill-in words: 'maybe' * Frequent justifications * Apologies and permission seekers * 'I should' or 'I ought' * Few 'I' statements * Phrases that dismiss own needs: 'not that important really' * Self-put-downs – "I'm hopeless" | * Statements that are brief, clear and to the point * 'I' statements * Distinctions between fact and opinion * Suggestions not weighted with 'advice' * No 'shoulds' or 'oughts' * Constructive criticism without blame or assumptions * Questions to find out the thoughts, opinions', wants of others * Ways for getting round problems | * Excess of 'I' statements * Boastfulness 'My' * Opinions expressed as facts * Threatening questions * Requests as instructions or threats * Heavily weighted advice in the form of 'should' and 'ought' * Blame put on others * Assumptions * Sarcasm and other put-downs |

**Exercise 5 – How assertive are you?**

**Exercise 5**

|  |  |  |
| --- | --- | --- |
| **Instructions** | | |
| This questionnaire has been designed to assess your assertiveness.  Score yourself on each statement using the scale that best describes your **usual behaviour**:  Scale: **4** for **Agree strongly**  **3** for **Agree**  **2** for **Disagree**  **1** for **Disagree strongly** | | |
| **Question** | | **Score** |
| I feel very comfortable when confronting someone about a problem. | |  |
| I remain calm and confident when faced with sarcasm, ridicule, or poorly handled criticism. | |  |
| It's easy for me to lose my temper. | |  |
| I address problems directly without blame or judgement. | |  |
| I feel it is all right to ask for what I want or to explain how I feel. | |  |
| I'm comfortable with the amount of eye contact I make with others, and believe they feel comfortable with it too. | |  |
| I don't get upset or intimidated by ridicule or sarcasm. | |  |
| It's more important that I get what I want rather than that people like me. | |  |
| I prefer to tell people what I want, rather than leaving them to work it out. | |  |
| I feel confident in my ability to positively handle most work situations involving confrontation with other people. | |  |
| I'll use the volume of my voice or through eye contact or sarcasm to get what I want from other people. | |  |
| I'll use sarcasm or little 'jokes' to make my point. | |  |
| Patience with other people is not one of my strong points. | |  |
| Being liked by people is very important to me, even if that means 'buying' their co-operation at times. | |  |
| I don't mind conflict and I don't let it get in the way of what I need to do. | |  |
| I use other ways to make my feelings known such as impatient or 'cutting' by-the-way remarks. | |  |
| I may not be very direct with people but they can tell what I think of them just by looking at me. | |  |
| I find it easy to poke or wag my index finger at other people. | |  |
| Impatience with other people shows in my body language rather than in my telling the person about it directly. | |  |
| If asked to do something I don't want to do, I'll speak my mind rather than deliberately doing the task poorly. | |  |
| **YOUR SCORE** |  |  |
| **60 – 80** | Confident and assertive in approach to situations | |
| **40 – 60** | Although you can be assertive you would benefit from further training and development | |
| **20 – 40** | You are unable to be consistent in your assertive behavior and should work to improve | |
|  | | |
| **ASSERTIVENESS SCORE**  Add your scores for Questions 1,2,4,5,6,7,9,10,15,20 SCORE\_\_\_\_\_\_\_\_\_\_\_\_ | | |

**Interpreting your scores**

|  |  |
| --- | --- |
| SCORE |  |
| 30-40 | Assertive |
| 20-29 | Quite Assertive |
| Under 20 | Low Assertive |

**Notes**

|  |
| --- |
|  |
|  |
|  |
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|  |
|  |
|  |
|  |
|  |
|  |

# Presentation Skills

Delivering a presentation or speaking to an audience can be daunting, and whilst presenting can only be improved by practice, there are a few simple techniques that can be easily mastered which will ensure greater success, and lessen the nerves!

## Key points

**Structure**

* + Keep to the ‘Rule of 3s’:
    - the presentation should have a clear beginning, middle and end
    - use only three colours
  + Keep the presentation to three key-points
  + Don’t go deeper than three levels of information
  + Use the 10-80-10 principle for design:
    - 10% - opening / introduction and goals
    - 80% - main body of presentation
    - 10% - summary / close

**Voice**

* + **Power** – volume and strength of voice – increase by 25% above conversational
  + **Pace** – the speed of your voice and delivery – decrease by 25% of conversational
  + **Pitch** – the tone of your voice – remember to ‘Hmm...’!
  + **Pause** – pauses create impact and allow a few seconds to reflect

*You can practice your pace and pronunciation by speaking along with a news anchor when you're watching television.*

**Eyes**

* + Maintain eye contact with your audience – remember ‘zig-zag’

**Personal Presentation**

* + Dress for credibility – look the part
  + Check in the mirror before standing in front of your audience!

**Passion**

* + Inject enthusiasm and a positive attitude – use tonal variance
  + Use body language:
    - hand / arm gestures
    - move around (not too much – don’t ‘dance’)
    - one hand in a pocket is acceptable, but not both
    - smile!

### Basic guidelines about presentation materials

You might be handing out supplemental materials, for example, articles, reports, etc. along with making your presentation.

You might also be handing out copies of your presentation, for example, handing out copies of your slides that you will be referencing during your presentation.

1. If you plan to project your slides from a computer onto a projection screen, then be sure to check out the computer system before people come into the meeting room, if at all possible.
2. When building your presentation slides, use the following as a guide:
   * Maximum 5 bullet points per slide
   * Each bullet should just contain just a few words or, a very short sentence
   * Heading font sizes: 32-36pt. Main body:18-24pt. Calibri or Arial
   * Images to match the content – preferably photographs (professional)
   * Keep animation to a minimum
3. If you provide supplemental information during your presentation, then your audience will very likely read that information during your presentation, rather than listening to you. Therefore, hand out this information after you have completed your presentation – or hand it out at the beginning of your presentation and ask them not to read it until you have completed your presentation.
4. If you hand out copies of your slides, be sure that the text on the slides is large enough that your audience can read the text on the table in front of them without having to hold the handouts up to their faces. Be sure to leave space on the handouts for the audience to make notes on them (use the three-slides-per page option when printing PowerPoint handouts).
5. A good presentation has five key elements:
   * Start with **impact**
   * Emphasise **unusually**
   * Repeat **regularly**
   * Appeal to all **learning styles**
   * End with **impact**

Make sure you start-off with some form of ‘hook’ – a startling statistic, breaking news, some form of emotional trigger, or a humorous line (be careful here – jokes often fall flat, and can damage credibility). Next, make sure that you emphasise key-points in a way that the audience will remember them – associate with an image or other metaphor, for instance. Also, ensure that you repeat key-points regularly throughout the presentation – at least three times if you want people to remember them.

Remember the four learning styles – your audience will comprise elements of these, so make sure you appeal to all of them through a varied, or blended, delivery approach, e.g. use of colours, images, videos and handouts as well as text and spoken word.

Lastly, end the same way in which you started – with impact! Make a powerful close, again by perhaps referring back to the opening ‘hook’, or some other reference that will make the audience remember you and your presentation.

*An audience may not always remember the presentation, but they will always remember how you made them feel.*

# Interviews and CVs

Ahead of the interview focus on the following six areas:

1. **Research the job**
   * Research the company-use the internet/talk to colleagues
   * Be able to discuss the organisations products and services
   * Are there any headlines or current events to be aware of?
   * Consider who their major competitors are
   * Read and understand the job description
   * Make sure you know the role you are applying for
2. **Research the interview**
   * Is this the first, second or final stage?
   * Is the interview face to face or over the telephone?
   * Where is the interview taking place?
   * Who is interviewing you, what is their role?
3. **Think about yourself**
   * Prepare examples that demonstrate your skills
   * Be specific
   * Be ready to discuss:

**STAR (situation/task/action/result)**

* + Make sure you can give examples that support what is on your CV

1. **Think about the employer**
   * How you will help them achieve their goals?
   * What will your contribution be?
   * How will you make a difference?
   * What do you bring to the company as a contractor working for FDM?
2. **Communication skills** 
   * Be clear and concise when answering questions
   * Give succinct and focused answers
   * Use appropriate volume and tone
   * Show energy, enthusiasm and passion
   * Avoid vagaries and jargon
   * Positive body language
   * Active listening
   * Establish good eye contact
   * Create a suitable professional impression in the way you dress
3. **Prepare questions for the interviewer**
   * Show interest in the company
   * Ask professional questions e.g.
     + Can you tell me more about my responsibilities?
     + What are the short and long term aims of the organisation?
     + What you are looking for me to achieve in the first six months?

## Popular interview questions and answers

The next few pages are examples of popular questions that are asked by our clients with some suggestions on how to prepare your answers.

### Skills and experience

#### Tell me about yourself

Highlight two or three key strengths and achievements that will match the criteria in the role you are applying for. Keep this brief and show energy and enthusiasm when talking about yourself. Remember the interviewer does not want your life history.

#### Take me through your CV

Include your academic achievements and any job experience especially if you gained experience in capabilities that are a requirement of the role you are applying for. This is an opportunity to showcase your talents and start to build a relationship with the interviewer(s).

#### What relevant skills and experience can you bring to this role?

Choose the most relevant skills and experiences that you have so that you can explain how your skills will benefit the organisation. Focus on the role you are being interviewed for and so not start to talk about other areas of interest i.e. of you are applying for a testing role do not deviate into any other area that may be of more interest.

#### What do you think are your key strengths?

List a couple supported by good examples that would be relevant to the position.

#### What are your weaknesses/development areas?

Be honest but remember to demonstrate what steps you have taken to improve. Do not discuss a weakness that will compromise the role you are applying for.

#### Which part of your training at FDM have you enjoyed the most? What was the worst part?

Important to demonstrate in your answer how you have been motivated during the training to enable you to successfully pass the course. The interviewer is looking for drive and ambition.

#### What would you expect a typical day working on this project to look like?

Do your research into the role so that you can give well a thought out answer that replays what is being asked for in the job description.

#### Tell me about a complex piece of work you had to complete against tight time pressures?

Give an example and take the interviewer through the steps that you had to take to achieve the result e.g. planning, prioritising etc.

#### How do you keep up-to-date with developments in your business area?

Lists could include the internet, news media etc. The interviewer will want you to demonstrate that you are someone with a keen interest in your chosen field.

#### How do you deal with project risk?

Choose an example where you have experience of dealing with risk what approach you took to overcome the risks and issues.

### Motivation and team fit

#### How do you manage your time effectively?

Give an example that demonstrates your awareness of the importance of good time management e.g. planning, diary management.

#### When have you had to take responsibility for delivering a major task?

Talk through the example and state clearly what actions you undertook to achieve the desired result. Try and mention any of the skills and capabilities mentioned in the job description

#### What motivates you?

Show that you have thought about this and link your responses to the type of work that you are involved with.

#### How would you build rapport with a new team?

The interviewer will want to see how well you can adapt to working within a new team. Show that you have been in a team situation previously and give examples of how you built relationships with both peers and managers.

#### Can you think of a time when you worked in a team to deliver a common goal?

Describe your role and what actions you took to achieve the result. What worked well what didn’t work so well? Talk about team goals and objectives.

#### Tell me when you had to rely on others to achieve a result.

Talk through the situation explain your actions and describe why you had to rely on others e.g. lack of skills, experience etc.

#### How do you deal with conflict?

Give an example of an occasion when conflict occurred and state the actions you too to manage the situation. The interviewer will be looking to see that you are able to manage a challenging situation and if necessary took action to diffuse the situation.

### Communication and decision making

#### Describe a situation when you communicated effectively, what did you do?

Think about your communication skills e.g. listening, questioning, body language and be able to describe your style.

#### Tell me about a time when you had to adapt your thoughts and ideas to influence others.

Interviewers need to know that you can effectively get others to change their minds and that you possess the skills to influence positively. Think back to university or work experience and come up with an example.

#### Tell me about a situation that created pressure, how did you deal with it?

Stress in the workplace is something an employer will want to avoid. Showing that you can manage pressure will be an important factor in their decision making. Prepare to discuss a situation that had a positive outcome. Dealing with pressure is a way of life in today’s business world, you need to show the interviewer that you are aware that pressure exists and what strategies you have for dealing with it on a day to day basis.

#### Tell me about a difficult decision you have made in the last 12 months/without all the facts.

You need to show that you are capable of making difficult decisions and importantly that you have the aptitude to make judgements so choose an example that allows you to demonstrate this.

#### Give me an example of when you have encountered a problem and how you overcame it.

The interviewer will want to hear that you are able to work through problems to get to a solution, give a good example that breaks down the stages of the problem and demonstrates your ability to work out solutions.

#### How do you get your point across?

Give examples of how you use your interpersonal skills to get people to take on your points of view. Listening, influencing, engaging, persistence are all examples of how you get your points across. Back your answer with a good example.

#### How do you deal with conflicting priorities?

Prioritising is a skill demanded in everyday working life. Making task lists, setting key milestones, reassessing deadlines are activities that show you have a structured, logical approach.

### Business knowledge and customer focus

#### Tell me what you know about our company.

Research prior to the interview and be ready to give a brief outline of the company, its products and services offering, size, etc. Show that you have looked into the business and if appropriate ask some questions yourself to show interest.

#### What challenges do we face?

You need to show the interviewer that you can have a well-constructed conversation about the economic challenges that might be influencing the company. Use the internet, read the newspapers and keep up-to-date with external factors that could impact a company.

#### Why do you want to work for us?

Structure your answer to demonstrate that you have a good appreciation of what the company does and what the role specifically is asking for. Bring your career objectives into the conversation so that the interviewer can see that you have a personal commitment to the role.

#### What can you contribute?

The interviewer will be looking for you to be a trusted and trusted member of their organisation so display your skills and experience in positive good light providing evidence that you are the right person for the job.

#### How much do you know about this role and why do you want it?

It is important to understand the role you are applying for as this is crucial to your preparation and to show that you are fully aware of the responsibilities you will be undertaking. Make sure you have been properly briefed before the interview and where possible have a copy of the role description so that you can talk knowledgably about the position.

**Exercise 6**

## Exercise 6 – Practice interview questions

|  |  |
| --- | --- |
| **Task** | |
| **Use this exercise to prepare your answers to some key interview questions.** | |
| **Skills and experience** | **Response** |
| 1. Tell me about yourself. |  |
| 1. Take me through your CV. |  |
| 1. What relevant skills and experience can you bring to this role? |  |
| 1. What do you think are your key strengths? |  |
| 1. What are your weaknesses/development areas? |  |
| 1. Which part of your training at FDM have you enjoyed the most? What was the worst part? |  |
| 1. What would you expect a typical day working on this project to look like? |  |
| 1. Tell me about a complex piece of work you had to complete against tight time pressures. |  |
| 1. How do you keep up-to-date with developments in your business area? |  |
| 1. How do you deal with project risk? |  |

**Exercise 6 – Practice interview questions (continued)**

|  |  |
| --- | --- |
| **Team fit/ Motivation for the role** | **Response** |
| 1. How do you manage your time effectively? |  |
| 1. When have you had to take responsibility for delivering a major task? |  |
| 1. What motivates you? |  |
| 1. How would you build rapport with a new team? |  |
| 1. Can you think of a time when you worked in a team to deliver a common goal? |  |
| 1. Tell me when you had to rely on others to achieve a result. |  |
| 1. How do you deal with conflict? |  |

**Exercise 6 – Practice interview questions (continued)**

|  |  |
| --- | --- |
| **Communication/Decision making** | **Response** |
| 1. Describe a situation when you communicated effectively, what did you do? |  |
| 1. Tell me about a time when you had to adapt your thoughts and ideas to effectively influence others. |  |
| 1. Describe a time when you had to deliver a presentation or written report that you were pleased with. |  |
| 1. Tell me about a situation that created pressure, how did you deal with it. |  |
| 1. Tell me about a difficult decision you have made in the last 12 months. |  |
| 1. Tell me about a decision you had to make without all the facts. |  |
| 1. Give me an example of when you have encountered a problem and how you overcame it. |  |
| 1. How do you deal with conflicting priorities? |  |

**Exercise 6 – Practice interview questions (continued)**

|  |  |
| --- | --- |
| **Business knowledge/ Customer focus** | **Response** |
| 1. Tell me what you know about our company |  |
| 1. What challenges do we face? |  |
| 1. Who do you consider to be your key customers in this role? |  |
| 1. Why do you want to work for us? |  |
| 1. What can you contribute? |  |
| 1. How much do you know about the role and why do you want it? |  |
| 1. What skills /qualities do you consider important for effectively facing customers/stakeholders? |  |
| 1. What are your short-to-medium term career goals? |  |
| 1. Why should I choose you? |  |

## Your CV

Your CV means 'the course of your life'. It is a record of information about you.

There are a number of styles of CVs but the one which is recognised as being most effective is the achievement CV. This is the style we recommend.

The overall structure follows the principle of a sales brochure, providing information in simple positive statements for the readers' convenience.

Where possible, you are encouraged to quantify your achievements in terms of value, size or percentage. This gives more credibility and punch.

**The benefits of this style are numerous:**

* A career statement
* Reverse chronological order
* Achievements are stated
* Salary information is omitted
* Earlier non relevant experience is hidden
* A mediocre education is hidden
* Personal details appear last
* It has been proved that more interviews are achieved using this style of CV

**Achievements should be stated as follows**

* Developed a series of...
* Introduced a new system to...
* Organised several...
* Reduced overheads of...

**Exercise 7**

## Exercise 7 – CV writing

|  |
| --- |
| **Task 1 – Personal Profile** |
| **Complete the following sections to help you prepare the personal profile element of your CV.** |
| **Your profile should tell the reader:** |
| 1. **Who you are** |
| 1. **What you do** |
| 1. **What you want** |
| **Key Transferrable Skills** |
| Every task that you accomplish needs skills to enable you to complete it – simply answering the telephone will use your listening, understanding, evaluating and decision making skills.  Identify some skills you have enjoyed using in previous roles – include skills and experience gained, not only in your working roles, but also any skills from hobbies, interests gained and social and family activities. |
|  |

# Appendices

|  |  |
| --- | --- |
| **Appendix I** | **Board of Directors** |
| **Appendix II** | **Remote log in requirements and troubleshooting** |
| **Appendix III** | **Global Standard for Technology** |
| **Appendix IV** | **Email Written Assessment** |
| **Appendix V** | **Presentation Assessment** |

## Appendix I – FDM Board of Directors

## Appendix II – Remote Login requirements and troubleshooting

Remote access to LMS and email is available from Windows and Mac platforms.

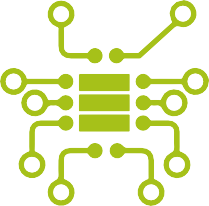
For details on how to configure your computer please refer to the **Remote Access Guide** in the Induction Course Documentation on LMS.

When attempting to log in remotely on a Microsoft System please ensure you do the following:

* Use Internet Explorer **32 BIT version**
* Accept the Unified Access Gateway (UAG) components when prompted
* Add hosted.fdmgroup.com to your trusted sites
* Email [Support@accora.com](mailto:Support@accora.com) should any issues arise after doing the above

## Appendix III: Global Standard for Technology

1. If you are leaving your desk unattended for any amount of time you must always lock your pc/screen
2. Protect your password
   1. Never share passwords
   2. Change passwords regularly using a secure password approach (includes a mix of numbers, lower and upper case letters and symbols)
   3. Always protect and encrypt passwords when storing them in applications such as excel/word.
3. Email attachments or internal restricted information must not be sent outside of the corporate network. This includes the sending of such emails to personal or FDM Group email accounts.
4. FDM or corporate email addresses must not be used as verification accounts for external sites unless work related and with IT approval
5. Always remember that electronic communications are recorded and monitored
6. External hardware (including USB stick, modems CD ROM) and Bring Your Own Device (BYOD) must not be connected to an FDM or client network or power supply unless authorised to do so
7. Do not download external documents or applications without IT approval
8. Employees must not to have remote access to FDM or Client equipment unless authorised to do so



1. Shareware and open software should not be used or installed without IT approval
2. Development or project staff must not have access to the production environment
3. The production environment must be protected & no staff should have standing/permanent access
4. Production data must not be used in development or testing unless masked or anonymized
5. Privileged access must be controlled and logged. When possible work on the “least privileged” principal
6. Where access is permitted, all social media must be used in accordance with the policies of FDM and our respective clients
7. Never share your account with others.

## Appendix IV: Email Written Communication Assessment

|  |
| --- |
| Overview |
| This task focuses on ensuring your email writing and communication skills achieve the expected level of effective communication as required by FDM and our clients.  The way you communicate your thoughts, opinions, updates and recommendations, has a huge impact on the receiver of your message. Your tone and approach of your email needs to be pitched at the right level in order for the person/people you are communicating with are able understand what you are saying without ambiguity, confusion and unnecessary duress. |
| **Your Task** |
| You will receive a brief from your trainer on the day of managing this task. |

## Appendix V: Presentation Skills Brief

|  |
| --- |
| Presentation Skills The Brief |
| You are required to deliver a 5-minute presentation on a topic of your choice. The topic should have a link to the IT industry or have a software/technical angle. Examples can include: Self drive cars, gaming apps, cyber security, artificial intelligence. You will be delivering your presentation to your colleagues, a trainer and possibly other FDM staff. It will be timed. It is expected that you will have designed some accompanying visuals on either flip chart or PowerPoint **(your trainer will guide you as to what the local requirement will be)**  The Presentation is designed to ensure that you can deliver a 5-minute presentation in a style which engages the audience and which demonstrates your knowledge and enthusiasm for the topic. There are four main objectives for the presentation and various areas which we will be marking as detailed below.  **Structuring the presentation**  Is there a clear introduction and a roadmap which is then followed? Is there a clear conclusion?  **Engages with the Audience**  Is there a WIIFM and are techniques used to engage with the audience and build rapport? Is your subject explained in simple terms avoiding jargon?  **Confidence in putting the message across**  Is there good body language and use of the four P's.? Is the style professional and clear? Can you field questions and show that you are prepared?  **Meets the Brief**  Can you follow this brief and deliver on time? Have you provided visuals that appeal?  **Notes:**   * You will need to achieve a pass mark of 75% * The timing does not include the questions section * Marks will be deducted if you do not manage to keep as close to the time as possible (10% leeway) * Your knowledge and enthusiasm will come across so pick a topic that interests you * Remember less is more; if your topic is complex consider delivering a section |