



GET  
PREPARED



by Unilever



SESSION 6  
**ADDED  
VALUE**

# GET PREPARED

This is the last of six sessions in the Get Prepared programme, designed to support young people as they leave school, college or university and approach the world of work and further study. They are designed to be run either as standalone sessions or as a series, depending on the needs to the young people you are working with.



This sixth session is a little different to those that precede it as it is less structured and offers a number of options for you to support the group of young people you are working with. The idea of a sixth session is to allow you to tailor your final piece of support to the group's specific interests and needs, as well as to the time, skills and expertise you can offer the group – or can access from other colleagues. For example, you might offer some more targeted coaching, a CV-writing workshop, a site visit or a panel of colleagues to take questions on the working world. It really is your choice whether you offer this session and the form it takes, but this document is designed to give you some ideas and tips on how to make the most of your time.

## WHAT DO YOU SUGGEST?

Our suggestions for this session, set out over the following pages include:

- Group coaching – a chance to work with the whole group to dive deeper into an issue which has resonated with all (or most) of them.
- 121 career coaching – as time allows, this would involve working with individual students to discuss their specific career paths, CV, applications etc.
- A Unilever site visit – for those unfamiliar with being in a workplace or with limited commercial acumen, this might offer an insight into a working environment.
- A question and answer session with a panel of colleagues – an opportunity to get multiple voices, from many different backgrounds, that have taken varied career paths, to share their experience and insights with a group with wide-ranging interests and questions.
- A networking event – linking to the content covered in sessions 2 and 5, this would involve setting up a brief networking event between colleagues and students to allow them to practise the art of making the right impression in the business world.
- A CV/ cover letter writing workshop – following on from the introduction to this subject in Session 3, this suggestion would allow you to spend time coaching the group (and getting them to coach each other) on their own CVs and cover letters.
- An interview/ assessment centre skills workshop – following on from the introduction to this topic in Session 4, this could be an opportunity to delve more deeply into the types of questions that might be asked and to practise answering these.

# HOW TO USE THIS GUIDE

In this guide you'll find a series of session suggestions. Pick one or more – and feel free to tailor them to your group – to run as part of your Get Prepared programme. Each session suggestion includes:

1. IN A NUTSHELL	What the session is about and what it aims to achieve.
2. WHO IT'S FOR	The kind of audience need that will best be answered by that particular suggestion.
3. TIMING IS EVERYTHING	How long the session could or should last, and when in the full Get Prepared programme we recommend you run it (if you're running this session as part of a set).
4. FLEXING THE SESSION	How to shorten or extend the session as needed to fit into the school, college or university's schedule.
5. SUGGESTIONS ON RUNNING THIS SESSION	Suggestions on how to structure the session, tips on great questions or content to cover, other things you'll need to set up, and ideas on ways to get the group involved and boost their experience.

# 1. GROUP COACHING

## IN A NUTSHELL

You work with a group of young people to explore their issue(s) in taking their next steps into the world of work and get them to share advice with each other.

<p><b>Who will get the most from this?</b></p>	<ul style="list-style-type: none"> <li>• Groups that share a common need/ issue/ decision (or set of needs/ issues).</li> <li>• Groups that are comfortable sharing with one another</li> </ul>	<p><b>When in the Get Prepared programme does this best fit?</b></p>	<ul style="list-style-type: none"> <li>• At any point after the first module, or as a stand-alone session. If using it for general coaching, it may be best positioned at the end of the full programme; if focusing on a specific need, you might want to use this session directly after the relevant module.</li> </ul>
<p><b>What will I need to run the session?</b></p>	<ul style="list-style-type: none"> <li>• Ideally a room with some space and – if possible – no tables so that the group can sit together in a circle rather than in rows or similar. This is likely to encourage greater sharing/ coaching.</li> <li>• Post-it notes, (flipchart) paper and pens</li> </ul>	<p><b>How long should it last?</b></p>	<ul style="list-style-type: none"> <li>• Anything from 30 minutes to 2 hours. Shorter sessions could be added on to a module to provide additional time to discuss the issues brought up by the module. Longer sessions could enable deeper conversations.</li> </ul>

## Suggestions on running the session

Approx TIMES	Suggestions for running the session	Possible materials
<p>0' - 10'</p>	<p><b>Kicking things off</b></p> <ul style="list-style-type: none"> <li>• Start by introducing the purpose of the session and setting the tone/ any ground rules (e.g. sharing openly and honestly, keeping any comments shared inside the room, listening to support each other etc.)</li> <li>• We suggest you use some kind of ice-breaker to get the group contributing. This should be purposeful – for example:</li> <li>• If you haven't decided the coaching topics before the session, get the group to share the biggest issues/ burning questions on their mind and use this to shape an agenda. Either get each person to write their biggest question/concern on a post-it note and get them to create a 'word cloud' with them on a wall, grouping them into themes; or split the group into 3s or 4s and get each group to agree on a shared question and then share this with the whole group. This should get them all thinking, create a sense of safety in contributing, and give you an idea of the agenda.</li> <li>• If you've got a pre-agreed agenda, have a think about using a scaling exercise – ask the group to stand on a scale of 1-10 on how confident they're feeling about that issue at the moment. Get them to share why they chose that number. This should also give you some insights into how to focus the session.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-it notes</li> <li>• Pens</li> </ul>

	<ul style="list-style-type: none"> <li>• Aim to finish this introduction with a few agreed goals or aims for your time together. Explain how they should work together to achieve this – get them to add any suggestions to this.</li> </ul>	
<p>20' upwards</p>	<p><b>On with the session</b></p> <ul style="list-style-type: none"> <li>• The value in coaching will come from a mixture of opportunities to reflect on personal situations and your sharing of expertise and experience that others can learn from. Try to use a mixture of exercises, questions and discussion to create this balance. We've suggested a number of options below – you don't need to use them all nor follow an order – just pick and choose those that work best for your group... or use some ideas of your own.</li> <li>• Moving up the scale – Use the scaling exercise above. Ask people to think about what it would take not to get to '10' but to just one or two points higher. What would being there look like? Get them to work in pairs or small groups to advise each other on what they could do get there (or have a conversation about this in plenary with volunteers).</li> <li>• Different perspectives – When our confidence is low or we're facing a problem we can't get our heads around, it's often useful to think about the situation from someone else's perspective. This can help us to break our default ways of thinking. Get the group to articulate the main challenges they're facing and identify 3 or 4 key ones for the whole group. Split the group into smaller groups to look at one of these key challenges, writing it at the top of a sheet of paper/ flipchart. Shout out a range of different perspectives they could take – your hero (from the foundation exercise in Session 1), a doctor, a Hollywood actor, Father Christmas, a five-year-old child etc. Pick perspectives that work for the audience you have. On their sheets of paper they should brainstorm how these different people might view or solve the situation. This can help to unlock some great ideas; at the end of the session, get each group to share the best idea they came up with.</li> <li>• Blocks and releases – Ask the group: what is standing in your way practically? And what is standing in the way mentally or emotionally? How could you resolve these things? What if you run into challenges (name some if helpful)? For example, you might explore rejections when applying for jobs – how will they handle the setbacks? What can they do to take something positive from rejections? How will they make sure they take the right learning or attitude into the next application?</li> <li>• Consequences – Get everyone in a circle (or for large groups get smaller teams to form circles). Get each person to write down the biggest challenge they think they're facing in getting into the job market at the bottom of a sheet of paper. Get everyone to pass their paper on to the next person in the circle. That person should write their advice on handling the challenge at the top of the piece of paper and then fold it over (like the game 'Consequences'). Then the piece of paper gets passed around again and the next person writes their advice beneath the fold. They then fold the paper over on top of their advice and pass it on again. This continues until each person has their own piece of paper back. The point of the exercise is to get multiple perspectives on a job-search challenge from peers who have probably faced the same issue.</li> </ul>	<ul style="list-style-type: none"> <li>• (Flipchart) pens</li> <li>• (Flipchart) paper</li> </ul>
<p>5'- 10'</p>	<p><b>Final thoughts</b></p> <ul style="list-style-type: none"> <li>• Finish the session by making sure everyone is taking away a clear action of something to do next – you could get some volunteers to share their planned actions or get them to buddy up with a classmate to discuss these. You might also want to return to the scaling exercise from the start (if you used it) and ask people if they think they've moved up the scale at all.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## 2. 121 CAREER COACHING

### IN A NUTSHELL

You work 121 with some or all of the young people who have been part of the programme to give them focused coaching and advice on their own personal situation.

<p><b>Who will get the most from this?</b></p>	<ul style="list-style-type: none"> <li>All participants can benefit from this. It would help if there is something they are particularly looking for advice on e.g. developing a CV, navigating a particular job market.</li> <li>This might be particularly useful for people who don't have other sources of advice and insight to the job market/ professional world in the form of career counsellors or personal contacts.</li> </ul>	<p><b>When in the Get Prepared programme does this best fit?</b></p>	<ul style="list-style-type: none"> <li>At any point after the first module, or as a stand-alone session. If using it for general coaching, it may be best positioned at the end of the full programme; if focusing on a specific need, you might want to use this session directly after the relevant module.</li> </ul>
<p><b>What will I need to run the session?</b></p>	<ul style="list-style-type: none"> <li>Dedicated time and a quiet space where the other person is able to share</li> </ul>	<p><b>How long should it last?</b></p>	<ul style="list-style-type: none"> <li>Between 30 minutes and an hour per person, approximately.</li> </ul>

## Suggestions on running the session

Approx TIMES	Suggestions for running the session	Possible materials
5' - 10'	<p><b>Kicking things off</b></p> <ul style="list-style-type: none"> <li>Settle the other person into the session by outlining the approach and purpose of the session. Think about sharing a little of your own story – some of the challenges you faced when you first started and where you've got to now/ some of the help you can offer – to encourage them to be open and confident they can trust you and the session.</li> <li>Start the session by agreeing with them what you'll aim to achieve in the session. You might ask them: What's been on your mind during the Get Prepared programme? What's your biggest concern about taking your next step? What's the next decision you need to make? Use their answers to agree one or two areas to focus your discussion and some goals for the session.</li> </ul>	
20' upwards	<p><b>On with the session</b></p> <ul style="list-style-type: none"> <li>The value in coaching will come from a mixture of opportunities to reflect on</li> </ul>	<ul style="list-style-type: none"> <li>(Flipchart) pens</li> <li>(Flipchart) paper</li> </ul>

	<p>personal situations and your sharing of expertise and experience that others can learn from. Create this balance around some of the following topics/ ideas:</p> <ul style="list-style-type: none"> <li>○ The starting point – Get the other person to reflect on the current reality in relation to the area they'd like to discuss. You could: <ul style="list-style-type: none"> <li>○ Get them to rate themselves on a 1-10 scale – Ask them what has put them there/ is keeping there?</li> <li>○ Blocks – Ask them what is practically standing in their way? And what about emotionally or mentally (i.e. attitudes and feelings)?</li> <li>○ Strengths and weaknesses – What have they got in their favour/ that helps them address their issue (skills, experience, attributes)? What might be standing in their way? Why would someone hire them rather than their peers? Why wouldn't they?</li> </ul> </li> <li>● Where next? Spend some time generating options, approaches and solutions with them. This might be about: <ul style="list-style-type: none"> <li>○ Sharing your stories – Think about similar situations you've been in and similar decisions you've had to make. How did you handle things? What worked well? What led to success? Did you make any mistakes and how would you do things differently if you had a second chance? Share some of your stories when relevant.</li> <li>○ Practice makes perfect – If you're discussing networking, introductions or interviews, think about practising or role playing some scenarios. Think about a few general questions or conversations that might come up e.g. competency based questions ("Tell me about a time..."), standard questions ("What's your greatest weakness?") and likely conversation topics.</li> <li>○ Fabulous feedback – Provide some feedback on the above practice or review a CV or cover letter and offer some critique. Remember to focus on the strengths and positive points at least as much as the points to develop – reinforce what works for you from a professional perspective. Use the tips from Modules 2, 3 and 4 for this.</li> <li>○ Moving up the scale – If you used the scaling exercise above get them to think about what it would take to move one or two points higher.</li> </ul> </li> </ul>	
5'- 10'	<p><b>Final thoughts</b></p> <ul style="list-style-type: none"> <li>● Finish the session by making sure the other person has a chance to ask any final questions. Check they've got some clear takeaways and/or get them to play back the main advice they've absorbed or actions they plan to take.</li> <li>● Depending on your ongoing relationship with them, you might want to confirm anything you can/will do next to further support them.</li> </ul>	●

### 3. UNILEVER SITE VISIT

#### IN A NUTSHELL

You bring the group of young people to a Unilever site to give them an insight into what it's like to be in a workplace and/or to get to know a few functions.

<p><b>Who will get the most from this?</b></p>	<ul style="list-style-type: none"> <li>All participants can benefit from this. It might be particularly beneficial for those interested in some of the career areas on show at the Unilever site in question.</li> </ul>	<p><b>When in the Get Prepared programme does this best fit?</b></p>	<ul style="list-style-type: none"> <li>Either as an introductory session or as a final session. If running Module 5, you might even consider running that on-site as part of the visit.</li> </ul>
<p><b>What will I need to run the session?</b></p>	<ul style="list-style-type: none"> <li>Agreement/ well-managed logistics for the visit.</li> <li>Various colleagues and meeting room spaces lined up.</li> </ul>	<p><b>How long should it last?</b></p>	<ul style="list-style-type: none"> <li>Anything from an hour to a day.</li> </ul>

### Suggestions on running the session

#### Suggestions for running the session

- Think about how you'll start the visit – you'll need somewhere to welcome them, settle them in and explain what will happen throughout the visit. You might want to take them to the canteen or a meeting room.
- Plan the logistics – make sure reception/ security are expecting the group. Think as well about numbers – is it practical for the whole group to travel around the site together or might you need to break them into sub-groups and enlist a colleague or two to show some of the groups around?
- The grand tour – Pick a few different departments or parts of the business/ site to show them. Take time to describe what the different parts of the business do, linking to the sectors/ subject areas discussed in Session 1 (foundation) if relevant. Pay particular attention to any departments you know might appeal to people in the group based on what you've heard from the during the sessions.
- Making connections – If you're showing them around a site with multiple functions, think about boosting their commercial acumen by helping them to understand how different parts of the process/ production line link together.
- Set up a Q&A session – Involve a few colleagues on a panel who can be asked questions by the group and share multiple perspectives (see more details in the next session suggestion).
- Set up a networking session – This could help the group to practise the skills introduced in Session 2. Invite a few of your colleagues to informally chat to the group so they can practise introducing themselves and asking insightful questions.
- HR corner – If your site visit can incorporate some time with HR colleagues, consider having some time with them to discuss what makes a CV stand out at entry level or how to stand out in assessment centres/ interviews.

## 4. Q&A PANEL

### IN A NUTSHELL

Invite some colleagues to join you to share your varied experiences and answer questions from the group.

<p>Who will get the most from this?</p>	<ul style="list-style-type: none"> <li>All participants can benefit from this. It might be particularly beneficial if you can involve colleagues whose career paths align with the interests of people in the group.</li> </ul>	<p>When in the Get Prepared programme does this best fit?</p>	<ul style="list-style-type: none"> <li>Either as a standalone session or as a final session. If running Module 5, you might even consider running that on-site as part of the visit.</li> </ul>
<p>What will I need to run the session?</p>	<ul style="list-style-type: none"> <li>Various colleagues (we recommend around 3-5 in total) pre-briefed to share stories and advice.</li> <li>A screen/projector or copies of CVs, as below.</li> <li>Paper and pens, as below.</li> </ul>	<p>How long should it last?</p>	<ul style="list-style-type: none"> <li>Around an hour.</li> </ul>

## Suggestions on running the session

### Suggestions for running the session

- Mix it up – Try to get a mix of people on the panel – different grades, career paths taken, roles/ specialisms etc. This will boost the chances of there being someone on the panel each person can relate to and is desperate to learn from.
- Start with stories – You might want to start the session by asking each person to share a story or two about their own career. This might involve:
  - How I got where I am today – Simply asking each person to share how they got to their current position, focusing on the main steps they took.
  - Jumping over hurdles – Getting people to share the biggest hurdles or challenges they've faced in progressing their career and how they overcame them.
  - Top tips – Inviting each person to share their top tip (or top three tips) for entering the job market, brought to life with their own experiences.
- In the interests of sharing – You could ask people on the panel to share the following:
  - My CV – You could ask each person to put their CV up on a screen (or distribute a few copies) and talk through why they've structured it as they have/ how it brings to life their experience.
  - Good question – What are the common or toughest interview questions they've faced and how did they handle them (or what would they recommend)?
- Any questions? After some initial sharing by the panel, invite the group to share questions. If they are not forthcoming (or you suspect they won't be) you could do this in one of the following ways:
  - Split the group into smaller groups or pairs and get them to generate some questions together – this can overcome people's fears that their question is silly.
  - Get people to write questions on pieces of paper or post-it notes and put them in a hat.
  - Ask the group to pre-submit any questions that are on their mind by email before the event.

## 4. NETWORKING EVENT

### IN A NUTSHELL

Invite the group to attend a mini-networking event in which you and a few colleagues represent people they might like to meet/network with (e.g. companies they might like to work with) and give them a chance to practise making a first impression, asking good questions, being open to opportunities/ showing positivity etc.

<p><b>Who will get the most from this?</b></p>	<ul style="list-style-type: none"> <li>All participants can benefit from this, particularly those who are about to approach milkrounds, career events and open days.</li> </ul>	<p><b>When in the Get Prepared programme does this best fit?</b></p>	<ul style="list-style-type: none"> <li>After Session 2 or at the end of the programme. This could also form part of a site visit.</li> </ul>
<p><b>What will I need to run the session?</b></p>	<ul style="list-style-type: none"> <li>A meeting space and a few colleagues to be part of the event.</li> </ul>	<p><b>How long should it last?</b></p>	<ul style="list-style-type: none"> <li>1-2 hours</li> </ul>

## Suggestions on running the session

### Suggestions for running the session

- Mix it up – Try to get a mix of colleagues to attend the event – different grades, career paths taken, roles/ specialisms etc. This will boost the chances of there being someone each person can relate to and is desperate to learn from.
- Setting things up – If the event doesn't immediately follow Session 2 you might want to kick things off with a quick refresher of the skills covered in this session around asking questions and making the right first impression.
- Free for all vs Speed 'dating' – There are a number of different ways you could run the networking part of the event. You could simply invite your colleagues to spread themselves around the room and then get the group to approach them and move around and circulate. Or you could formalise things more by getting the group into smaller sub-groups and getting them to move around the room on the sound of a bell/ whistle/ your command so that people get to spend equal amounts of time with each colleague (in the form of small-group 'speed dating')
- How did we get on? – After the event, encourage both personal reflection and the sharing of feedback. This might take the form of one-to-one sharing, one-to-small-group sharing or simply plenary reflections from you and your colleagues on things that stood out. Ideally this will be strengths-based/ focused on the top tips that can be taken from great behaviours so as to boost, rather than dampen, confidence and enthusiasm for approaching the world of work.

## 5. CV/COVER-LETTER WRITING WORKSHOP

### IN A NUTSHELL

A chance to practically deep-dive into the subject of CV- and/or cover-letter-writing by getting people writing, reviewing and sharing feedback on these.

<p>Who will get the most from this?</p>	<ul style="list-style-type: none"> <li>All participants can benefit from this, particularly those who are about to approach milkrounds, career events and open days.</li> </ul>	<p>When in the Get Prepared programme does this best fit?</p>	<ul style="list-style-type: none"> <li>After Session 3 or at the end of the programme. This could also be a standalone session (perhaps alongside some of the tips included in Session 3).</li> </ul>
<p>What will I need to run the session?</p>	<ul style="list-style-type: none"> <li>Session 3 slides.</li> <li>Example job adverts.</li> <li>Pens and paper</li> </ul>	<p>How long should it last?</p>	<ul style="list-style-type: none"> <li>1-2 hours</li> </ul>

## Suggestions on running the session

### Suggestions for running the session

- A quick refresher – If the workshop doesn't immediately follow Session 3 you might want to start with a quick reminder of the top tips from Session 3 on CV- and cover-letter-writing. Feel free to use the slides from Session 3 if they help.
- For the rest of the session you are then able to choose between 'reviewing/ feedback' and 'writing' approaches or put together an agenda which mixes the two. Some ideas on how to do this are as follows.
- Review time – Before the session ask participants to have a go at drafting a CV and get them to bring this to the workshop. Get them into pairs or trios and ask them to swap CVs, review each other's and provide feedback (based on the tips). You could also circulate around the groups and provide your input. You might also ask: What questions do you think this would leave a reviewer with? What might they ask at interview? What would stand out? If you only had 30 seconds to review this CV what impression would it make – would you remember it a minute later, an hour later, a day later?
- Practice makes perfect – Get the group to practice writing cover letters by bringing along a few real job adverts they can respond to. Print out copies for them to share or put them up on a screen for them to read. Give a choice as to which one they respond to. Ask them to think about what they'd mention in a cover letter and give them 15 minutes to practise drafting these. Then you could either pair them up (as per 'review time' above) to review each other's attempts or – if you think the group will feel comfortable doing this – you could ask for volunteers to read out their drafts for your/group comment. As you review them you might ask:
- Draft, draft and draft again – Why not spend some time getting the group to redraft their cover letters or summary paragraphs of CVs in different styles or from different perspectives? For example, how would you sum it up in a tweet (140 characters)? Or get them to try swapping every word (or adjectives/ verbs at least) for an alternative. The idea of each round of writing is not to create the final product but to unlock some different ways of expressing things that might suit the need perfectly.

## 6. INTERVIEW SKILLS WORKSHOP

### IN A NUTSHELL

A chance to practically deep-dive into the subject of interviewing by using practice questions and getting people to answer them.

Who will get the most from this?	<ul style="list-style-type: none"> <li>All participants can benefit from this though it will be of most immediate value to those about to face college/ university/ job interviews, particularly which might be competency-based.</li> </ul>	When in the Get Prepared programme does this best fit?	<ul style="list-style-type: none"> <li>After Session 4 or at the end of the programme. This could also be a standalone session (perhaps alongside some of the tips included in Session 4).</li> </ul>
What will I need to run the session?	<ul style="list-style-type: none"> <li>Pre-prepared interview questions.</li> <li>Pens and paper.</li> <li>A 'hat' which pieces of paper can be put in/ pulled out of – this could easily be a wastepaper bin or a carrier bag if you don't have a suitable hat.</li> </ul>	How long should it last?	<ul style="list-style-type: none"> <li>Around 1-1½ hours.</li> </ul>

## Suggestions on running the session

Approx TIMES	Suggestions for running the session	Possible materials
5' - 10'	<b>A quick refresher</b> <ul style="list-style-type: none"> <li>If the workshop doesn't immediately follow Session 4 you might want to start with a quick reminder of the top tips from Session 4 on approaching interviews. Feel free to use the slides from Session 4 if they help.</li> </ul>	
5' - 10'	<b>Dress the part</b> <ul style="list-style-type: none"> <li>You might want to ask the group to come dressed and presented ready for an interview so that you can share feedback on professional dress code and any dos and don'ts. Just be mindful that this can be a sensitive area so top tips should be given generally (rather than feedback individually).</li> </ul>	<ul style="list-style-type: none"> <li>(Flipchart) pens</li> <li>(Flipchart) paper</li> </ul>
10'- 20'	<b>Getting off on the right foot</b> <ul style="list-style-type: none"> <li>You could run a short exercise which allows everyone to practise the first 30-60 seconds of an interview. In other words, meeting the interviewer, shaking hands, greeting them, smiling, making eye contact, introducing yourself etc. A quick, high-energy way to do this is to:               <ul style="list-style-type: none"> <li>Label half the group 'A's and half the group 'B's.</li> </ul> </li> </ul>	

- Get everyone up on their feet, moving around the room and finding someone with the other letter to them.
- The 'A' plays an interviewer, the 'B' plays the interviewee. For 30 seconds they act out the beginning of a job interview.
- Then they quickly share some feedback with the interviewee on how they did e.g. how was their handshake? How well did they connect with the interviewer? What impression did they create? (You might want to write these up on a flipchart)
- They then move on, find another partner and repeat up to three times.
- Then swap over the letters (i.e. now 'A's play the interviewee) and repeat the whole process.
- This gives everyone a chance to get lots of feedback and practise this important opening stage of an interview.

### Questions, questions, questions

- You'll want to spend some time helping the group to practise responding to likely/ common interview questions. You could do this in a number of ways:
  - Out of a hat – Get each person to write on a post-it note or piece of paper the question they are most anxious about or don't know how to answer. Get them to fold up their questions and put them into a 'hat'. Then, sitting in a circle, get each person to pull out one of the questions in turn. They then have to try to answer the question as best they can. Share some feedback and then move on to the next person and repeat the process. This is great for giving everybody a turn, being able to share feedback which everyone benefits from, and focusing the session on the most important questions to the group.
  - Goldfish bowl – Similar to the above exercise, in this you pre-prepare the questions. Set up an interview chair in the middle of the circle or at the front of the room. Ask someone to sit in the chair and ask them your first question. Share some feedback and then get someone to swap into the interview chair. Then ask your next question. The idea is that this should feel like one complete interview (rather than separate questions as in the above exercise) but the whole group takes it in turns to play the part of the interviewee.
  - Speed dating – Like the first exercise, get each person to write down a question they expect to be asked on a sheet of paper. Then get the group to 'speed date' – to pair up with someone else for 3 minutes. For the first minute one person asks their question and the other person answers. For the second minute they swap over. For the third minute they share feedback. Then they move on to a new partner/ 'date'.
  - 121 – Of course, as your time allows, feel free to run one-to-one mock interviews with the young people in your group. You might like to offer them up to 30 minutes and ask some of the common interview questions (below).
- Before running any of these exercise, you might want to prepare some standard questions of your own. Feel free to use any entry-level interview templates you use in your area of Unilever or to develop a series of questions along the following lines. It's important that – unless you have a group who want to practise questions they might be asked in a particular field – that you keep these competency based and/or 'general questions'. For example:
  - Tell me about a time you did...
  - What did you learn? What would you do differently if you had a second chance to do this?
  - Describe one of your greatest successes. What did you do that made it so successful?
  - Can you give me an example when you've used [skill]?
  - What are your greatest strengths? What are your greatest weaknesses?
  - Why are you interested in [this career, this company, this role]?
  - What makes you stand out from your peers? Why would I not hire you?
  - Where else have you applied/ what other roles have you applied for?
  - Describe your ideal job/ working environment/ company.

- Paper
- Pens
- A 'hat'

15'- 45'