WORKFORCE CONNECTION

FACILITATOR GUIDE

Three-Workshop Career Readiness Series

CAREER EXPLORATION • BEST RESUME PRACTICES • RESUME LAB • INTERVIEW BASICS • INTERVIEW LAB

Fresno Regional Workforce Development Board

Designed as a practical delivery guide for facilitators using the workshop presentations, participant tools, templates, and scorecards.

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How to Use This Guide

This guide is designed so a facilitator can pick up the workshop materials, understand the purpose of each section, and deliver the class with consistent pacing, participant engagement, and practical outcomes. It is not a script. Use the suggested language as a launch point and keep the delivery conversational.

FACILITATOR STANDARD

Participants should spend more time doing, discussing, researching, building, and practicing than listening. The presentation is the structure; the facilitator creates the learning experience.

Series at a Glance

Workshop	Primary Mode	Participant Product	Facilitator Role
1.Career Exploration	Research + guided activities	Career shortlist, wage reality check, action plan	Guide research, coach decisions, troubleshoot tools
2.Resume Preparation Day -1 Best Resume Practices	Tips + discussion	Understanding of strong resume practices	Teach, compare examples, prompt discussion
3. Resume Preparation Day 2 Resume Lab	Hands-on computer lab	Near-final resume + tailoring skills	Circulate, coach, troubleshoot, give quick reviews
4. Employment Interview Preparation Day 1 Interview Basics	Instruction + discussion	Interview preparation framework	Facilitate discussion, model behaviors, coach responses
5. Employment Interview Preparation Day 2 Interview Lab	Practice + peer scoring	Mock interview practice + scorecards	Run stations, calibrate scoring, coach feedback

Common Facilitation Practices

- Open every workshop by explaining what participants will leave with—not just what will be covered.
- Use participant materials in real time. Tell participants exactly which workbook page, template, handout, or scorecard to use.
- Give a clear time limit before every activity and a two-minute warning before bringing the room back.
- Circulate during independent work. Look for participants who are stuck, not just participants who raise their hands.
- Ask participants to explain their reasoning. Career readiness improves when they can articulate why a career, resume choice, or interview answer fits.
- Normalize revision. The goal is progress and a usable product, not perfection on the first attempt.
- When AI is used, require participants to verify accuracy and keep only language that truthfully reflects their experience.

Workshop 1 — Career Exploration

FLAGSHIP WORKSHOP • RESEARCH → REFLECT → COMPARE → DECIDE

Career Exploration is the most comprehensive workshop in the series. Participants use CareerOneStop tools, the Participant Research Workbook, the mind-map activity, and supporting financial-literacy tools to move from broad curiosity to a specific next step.

Core Outcomes

- Identify interests, skills, and work values.
- Research multiple career options rather than choosing from assumptions.
- Compare education/certification requirements, job duties, outlook, employers, and work environment.
- Research local wages and compare entry-level earnings with real-life needs.
- Select a top career direction, identify the biggest gap, and commit to one next step within seven days.

Materials & Setup

- Career Exploration Workshop presentation.
- Career Exploration Participant Research Workbook — one per participant.
- Mind Mapping Your Future handout — one per participant.
- Computer or internet-enabled device for each participant or pair.
- CareerOneStop access.
- Debt Reduction Calculator spreadsheet for the bonus financial-literacy section.
- Pens/highlighters; optional scratch paper.

BEFORE PARTICIPANTS ARRIVE

Open CareerOneStop on the facilitator computer. Test internet access. Have the workbook and mind-map handout distributed. If participants will create accounts, allow extra time for email verification and password recovery issues.

Suggested Flow

Segment	Suggested Time	Facilitator Emphasis
Welcome & Setting the Stage	15 min	Create curiosity; establish the purpose of research.
Know Yourself: Interests, Skills & Values	45 min	Complete assessments; record results; interpret patterns.
Mind Mapping Your Future	20 min	Connect career choices to the participant's larger life goals.
Research Career Options	90 min	Research up to three careers using profiles, outlook, jobs, videos, and clusters.
Salaries: Making Sense of the Numbers	20 min	Compare entry/median/top wages and discuss what the numbers mean.
Career Action Plan	15 min	Convert research into a specific next step.
Bonus: Financial Literacy / Master Application	30 min	Connect career earnings to money decisions and future job-search readiness.

Module 1 — Welcome & Setting the Stage

Purpose: shift participants from “What job sounds good?” to “What evidence do I need before I make a career decision?”

Facilitator Moves

1. Welcome participants and frame the class as a research session, not a test. There are no wrong career interests at the beginning.

2. Use the icebreaker: ask participants to name one career they have always been curious about. Emphasize curiosity without commitment.

3. Ask: “What do you want to figure out by the end of today?” Have participants record a goal in the workbook.

4. Review the five-module journey so participants understand that each activity feeds the final action plan.

5. Introduce the CareerOneStop toolkit and show participants where the main tools are located.

6. If using CareerOneStop accounts, guide participants through account creation and verification. Do not let account issues consume the entire class; pair or assist participants who need troubleshooting.

DISCUSSION PROMPTS

What makes a career a good fit? What information would you want before spending time or money on training? What is the risk of choosing a career based only on salary or only on interest?

Watch For

- Participants who already have one career in mind and dismiss alternatives too quickly.
- Participants who say they have “no idea.” Start with interests, skills, and work values rather than forcing a job title.
- Participants who confuse a broad field with a specific occupation. Coach toward exact titles.

Module 2 — Know Yourself: Interests, Skills & Values

Participants complete three assessments: Interest Assessment, Skills Matcher, and Work Values. Their workbook records the top RIASEC interests, career matches, and work-value results.

1. Demonstrate where to find the three assessments before releasing participants to work.

2. Have participants complete the Interest Assessment and record their highest RIASEC results.

3. Ask them to scan career matches before choosing anything. Encourage them to star surprises.

4. Move to Skills Matcher. Have participants record three careers that interest them.

5. Complete Work Values and ask participants to identify what matters most in a job—not what they think they are supposed to value.

6. Bring the room back together and ask participants to look for overlap across interests, skills, and values.

COACHING LANGUAGE

“An assessment is a clue, not a command.” Encourage participants to use results to generate options and questions—not to treat one result as a permanent career assignment.

Mind Mapping Your Future

The mind-map activity broadens career exploration beyond a job title. Participants place themselves or “My Future” in the center and build branches around life areas such as career, family, health, money, education, and fun.

1. Explain that a career decision affects more than work. Schedule, income, training time, commute, family responsibilities, and lifestyle all matter.
2. Model one branch on the screen or whiteboard.
3. Give participants quiet time to complete their own map.
4. Ask for voluntary shares: “Which goal on your map should your career choice help support?”
5. Transition back to career research: “Now we have a picture of the life the career needs to fit into.”

Module 3 — Research Your Career Options

This is the heart of the workshop. The workbook provides space to research three career options, including education/certifications, job outlook, work environment, duties, employers, recurring skills, career videos, and related career clusters.

1. Have each participant select a first career title. Require a specific occupation rather than a broad field.
2. Demonstrate an Occupation Profile: Tasks, Education, Outlook, and Wages.
3. Participants record typical education, licenses/certifications, projected growth/openings, and work environment.
4. Move to the Tasks section. Ask participants to write three duties and then answer: “Would you actually want to do this work most days?”
5. Use Job Finder with a local ZIP code. Participants record employers’/job titles that appear and note what interests them.
6. Ask participants to scan several postings for recurring skills. Those recurring skills become evidence of what employers are asking for now.
7. Use Career Videos / What’s Hot and Career Clusters to expose participants to related occupations they may not have considered.
8. Repeat the process for Career Options #2 and #3 as time allows.

FACILITATOR PRIORITY
Do not turn Module 3 into a race to fill blanks. The value is comparison. Ask participants what changed their mind, what surprised them, and which option looks stronger after seeing actual duties, training requirements, demand, and employers.

Module 4 — Salaries: Making Sense of the Numbers

1. Demonstrate how to locate typical wages for an occupation and location.
2. Explain the workbook's entry (10th percentile), median (50th percentile), and top/experienced (90th percentile) fields in plain language.
3. Have participants record wage data for their researched careers.
4. Use the comparison page to ask whether entry-level pay appears to cover the participant's needs.
5. Discuss what could move earnings over time: certifications, experience, promotion, specialization, or location.
6. Reinforce that salary data is a starting point for decision-making—not a guaranteed offer.

DISCUSSION PROMPT
“If the career interests you, but the starting wage is lower than you need, is the career automatically a bad choice? What would you need to learn next before deciding?”

Module 5 — Building Your Career Action Plan

1. Ask participants to review everything they recorded rather than choosing from memory.

2. Complete the three-part plan: top career of interest, biggest gap right now, and one concrete next step within seven days.

3. Push vague next steps into observable actions. Replace “look into school” with “contact two local training programs by Friday.”

4. Invite participants to share their next step with a partner for accountability.

STRONG CLOSE

End Career Exploration with a decision or next action—not simply with “Any questions?” The participant should be able to say: “Here is the career I am researching, here is what I still need, and here is what I am doing next.”

Bonus — Financial Literacy & Master Application

Connect career decisions to financial stability. The debt calculator can be used to compare avalanche and snowball payoff approaches. The Master Application section is positioned as a reusable source for applications, interviews, job fairs, and resume building.

1. Keep financial sharing optional. Demonstrate the debt calculator with a fictional example rather than asking participants to disclose personal balances.

2. Show how changing an extra monthly payment affects payoff time and interest.

3. Introduce the Master Application as a document participants complete once and update over time.

4. Have participants begin with information they know and mark missing dates, supervisors, certifications, and references to finish later.

Workshop 2— Resume Preparation

Day 1— Best Resume Practices

TIPS + DISCUSSION • SEE IT → QUESTION IT → IMPROVE IT

This workshop should feel like a guided conversation about what makes resumes easier to read and more useful to employers. The deck transitions from what goes wrong to what works, including readability, placement of information, use of tools, and page length.

Facilitator Goal

Participants should leave able to look at a resume and explain why specific choices help or hurt the document. Save the heavy building for Resume Lab.

Materials & Setup

- Best Resume Practices presentation.
- Projector/display.
- Optional printed sample resumes or participant resumes for discussion.
- Whiteboard or flip chart for collecting participant observations.

Recommended Delivery Pattern

1. Show the concept or example.
2. Ask participants what they notice before giving the answer.
3. Name the resume principle.
4. Connect the principle to an employer/recruiter scanning the document quickly.
5. Ask participants how they would improve the example.
6. Transition to the next concept.

KEY FACILITATION RULE
Do not read the slides. Use the slides as visual evidence and ask the room to diagnose what works and what does not.

Discussion Questions to Reuse Throughout

- Where does your eye go first?
- What information is easiest to find?
- What would make you stop reading?
- What looks professional here? What looks distracting?
- If you were hiring for a specific job, what would you want moved higher?
- What could be removed without losing value?
- What does this resume communicate in the first 10 seconds?

Bridge to Resume Lab

Close by telling participants that Best Resume Practices gives them the rules and reasoning; Resume Lab is where they apply those rules to their own document. Ask each participant to identify one change they already know they need to make.

Workshop 2 — Resume Preparation

Day-2 — Resume Lab

BUILD SESSION • FACILITATOR COACHING IS THE MAIN EVENT

The presentation explicitly frames Resume Lab as a build session rather than a lecture. Participants are expected to leave with a polished or near-final resume, practical AI skills, peer feedback, and a short facilitator review.

Materials & Setup

- Resume Lab presentation.
- Computer for each participant.
- Chronological Resume Template.
- Functional Resume Template.
- AI Resume Prompt Guide.
- AI Resume Prompt Cheat Sheet.
- Access to a job posting the participant is targeting.
- Optional access to an AI assistant for drafting and revision.

ROOM SETUP

If possible, seat participants so the facilitator can easily circulate behind screens. Keep a visible timer. Have template files available before class begins so the first 15 minutes are not spent locating documents.

4-Hour Workshop Flow

Segment	Suggested Time	Facilitator Emphasis
Resume Fundamentals	15 min	Set expectations; review anatomy and myths.
Round 1 — Header & Summary	30 min	Build contact section and targeted summary.
Round 2 — Skills & Formatting	30 min	Target skills; clean formatting.
Round 3 — Experience, Work History & Education	60 min	Build accomplishment bullets and complete core sections.
Round 4 — Final Polish	25 min	ATS, keywords, tailoring.
Peer Review Swap	20 min	Structured feedback.
Facilitator Quick Review	15 min	3–5 minute high-impact coaching.
Cover Letter Workshop	50 min	Build/customize a reusable cover-letter approach.

Opening — Set the Lab Mindset

1. Tell participants: today is for building. They should expect to type, revise, ask questions, and make decisions.

2. Review the anatomy of a strong resume: header, summary, skills, experience, and education.

3. Explain that the facilitator will circulate. Participants should keep working when the facilitator is helping someone else.

4. Have each participant choose the chronological or functional template that best fits their situation.

Template Coaching

- Chronological template: best when recent work history tells a clear story; jobs are listed in reverse order with accomplishment-focused bullets.
- Functional template: useful for career changers, people re-entering the workforce, or participants with employment gaps; emphasize relevant strengths while still presenting work history honestly.

Round 1 — Header & Summary

1. Participants enter name, professional phone/email, city/state, and LinkedIn URL if used.

2. Coach the summary toward 2–3 sentences: role/experience, top strengths, and value to the employer.

3. Demonstrate the AI summary prompt if AI is available. Require participants to choose, edit, and personalize the result rather than copying blindly.

4. Circulate and ask: “What role is this summary targeting?” If the answer is unclear, the summary needs more focus.

Round 2 — Skills & Formatting

1. Have participants compare their skills to a target job posting.

2. Prioritize relevant hard/technical skills and exact job-posting language when truthful.

3. Check consistency: font, margins, dates, bullets, spacing, and standard section headings.

4. Use the AI skills prompt to identify matching keywords and possible gaps. Participants may only add skills they genuinely possess.

Round 3 — Experience, Work History & Education

1. Teach the bullet formula: Action Verb + What You Did + Measurable Result.

2. Ask participants to rewrite weak duty statements into accomplishment-focused bullets.

3. If a participant lacks numbers, coach them to recall reasonable evidence: volume, frequency, team size, time saved, accuracy, customer count, production, or scope. Do not invent metrics.

4. Format work history consistently and in the appropriate order.

5. Add education, certifications, licenses, and relevant training.

6. Use AI as a revision partner for phrasing, transferable skills, formatting, and brainstorming—but require truthfulness.

AI GUARDRAIL

The prompt guide specifically warns participants to check AI output and never allow it to invent experience. Treat AI as an editor and brainstorming partner, not as the source of the participant's history.

Round 4 — Final Polish & Tailoring

1. Have participants read a target posting and highlight repeated words, required skills, and key phrases.
2. Update the summary, reorder skills, and bring the most relevant experience bullets forward.
3. Check ATS-friendly structure: standard headings and clean formatting.
4. Run the final polish checklist before peer review.

Peer Review Swap

1. Pair participants and have them exchange resumes.
2. Review four areas: value is clear quickly; bullets are results-focused; skills are relevant; grammar/formatting are consistent.
3. Require feedback to begin with one strength and then one specific improvement.
4. Give participants time to make at least one revision from the feedback.

Facilitator Quick Review

1. Ask each participant to identify the one area they most want reviewed.
2. Keep reviews to approximately 3–5 minutes.
3. Identify the single highest-impact improvement rather than line-editing the entire resume.
4. Give a concrete next action: rewrite summary, strengthen two bullets, fix dates, tailor keywords, or simplify formatting.
5. While participants wait, they continue revising, testing keyword alignment, or completing an ATS check.

Cover Letter Segment

The deck includes a 50-minute cover-letter segment. Keep the focus on a reusable structure: opening hook, value, why this company, and confident close. Participants may use AI to create a first draft, but must personalize company details and ensure the letter sounds like them.

LAB SUCCESS CHECK

Before leaving, participants should save/export their resume and know what still needs work. A near-final resume with a clear revision plan is a successful outcome.

Workshop 3 — Employment Interview Preparation

Day 1 — Interview Basics

DISCUSSION + DEMONSTRATION • PREPARE → PRESENT → COMMUNICATE

Interview Basics covers appearance and hygiene, interview mindset and body language, preparation, and interview communication. The strongest delivery will combine short teaching moments with discussion, modeling, and participant responses.

Materials & Setup

- Interview Skills presentation.
- Whiteboard/flip chart.
- Optional interview portfolio example.
- Optional sample job posting for company/role research.

Opening

1. Review the four talking topics so participants see the full interview process.

2. Frame the workshop around first impressions, preparation, and communication—not memorizing perfect answers.

3. Invite participants to share one thing about interviews that makes people nervous or uncertain.

Appearance & Hygiene

1. Discuss researching the industry before deciding what to wear.

2. Use “dress for the job and one step up” as the starting principle from the deck.

3. Cover hygiene, accessories, hair, tattoos, and conservative choices as situational professional judgment rather than shaming personal style.

4. Ask: “How might expectations change between industries or employers?”

FACILITATOR TONE

Keep this section practical and respectful. The goal is helping participants understand employer expectations and make intentional choices—not judging bodies, culture, or personal identity.

Interview Mindset & Stress

1. Ask what personal circumstances can affect mindset during a career change. The deck names issues such as transportation, finances, childcare, job loss, relationship changes, regret, and lost opportunities.

2. Normalize that outside stress can show up in an interview.

3. Review practical stress-management strategies: recognize triggers, act early, build daily habits, stay connected.

4. Transition: “We may not control every stressor, but we can control how we prepare and how we enter the room.”

Body Language

1. Ask participants to identify positive and negative nonverbal behaviors before revealing the slide content.

2. Model open posture, appropriate eye contact, nodding, smiling, and calm hand placement.

3. Model crossed arms, avoiding eye contact, and nervous fidgeting. Ask the room what message each might unintentionally send.

4. Have participants practice a 20-second introduction while a partner observes only body language.

Being Prepared

1. Review what to bring: portfolio, questions, notepad/pen, and thank-you materials when appropriate.

2. Review portfolio contents: cover letter, resume, work samples, certificates, degrees/diplomas, awards, recommendations, and references as relevant.

3. Teach company research across company, role, and industry.

4. Ask participants to prepare at least three questions before an interview.

Interview Communication

1. Ask: "When does the interview really start?" Use the parking lot and waiting room examples to reinforce that professionalism begins before the formal questions.

2. Discuss the front desk/reception interaction and treating every person professionally.

3. Review first-impression behaviors: greeting, phone away, awareness of surroundings, and use of portfolio.

4. Explain common interview formats: one-on-one, panel, group, and video.

The 10 Core Interview Questions (Adults)

Use the deck's ten questions as guided practice rather than racing through them.

1. Tell me about yourself and walk me through your professional journey.
2. Why are you interested in this position, and what unique value would you bring?
3. What professional skill or area are you continuing to improve?
4. Where do you see your career in three to five years, and how does this role fit?
5. What salary range would you consider fair?
6. What influenced your decision to leave your current or most recent position?
7. Tell me about a workplace challenge or conflict and the outcome.
8. What professional accomplishment are you most proud of, and what impact did it have?
9. What motivates you to do your best work?
10. What questions do you have for us?

The 10 Core Interview Questions (Youth)

Use the deck's ten questions as guided practice rather than racing through them.

1. Tell me about yourself, the experiences that have helped you grow, and why you are interested in this opportunity.
2. Why are you interested in this position, and what strengths would you bring to the team?
3. What is one skill you would like to improve, and what are you doing—or planning to do—to get better at it?
4. What would you like to accomplish during the next three to five years, and how could this position help you move toward those goals?
5. What pay range would you consider fair for this position based on the job responsibilities, the posted pay range, and the skills and strengths you would bring to the role?
6. Tell me about a time a job, class, activity, team, or other commitment ended or changed. How did you handle the transition, and what did you learn from it?

7. Tell me about a challenge or disagreement you experienced at work, school, training, on a team, or in another group. What did you do, and what was the outcome?
8. Tell me about an accomplishment or project you are proud of. What did you do, and why was the result important?
9. What motivates you to do your best, and tell me about a time you stayed committed when something became difficult.
10. What questions do you have for us about the position, training, team, workplace, or what it takes to be successful?

FACILITATOR METHOD
For selected questions: ask for a volunteer answer, ask the group what worked, identify one improvement, then let the participant try again. This prepares participants for the Interview Lab.

Questions Participants Can Ask Employers

- What is the next step?
- If I do not hear back, may I follow up?
- What tips would you give a new hire in this position?
- What are the opportunities for growth in this role?
- Use the deck's relationship-building question about when the interviewer realized they loved what they do when it fits the conversation.

Close

Review follow-up behavior, including thanking staff and following up after the interview. Transition participants toward Interview Lab: Interview Basics teaches the framework; Interview Lab is where they practice under pressure.

Workshop 3 — Employment Interview Preparation

Day 2— Interview Lab

PRACTICE → EVALUATE → IMPROVE

Interview Lab is a practice environment. Participants select a real job, identify their selling points, rotate through three interview stations, score responses, give feedback, and reflect on improvement.

Materials & Setup

- Interview Lab presentation.
- Interview Lab Station Score Cards — Station 1, Station 2, Station 3.
- Phones/computers for participants to locate a real job posting.
- Pens and timers.
- Three station areas if room size allows.

BEFORE CLASS

Print enough station scorecards for each participant to receive feedback. Decide how groups will rotate before class starts. For larger classes, duplicate stations or assign a facilitator/peer lead at each table.

Suggested Flow

Segment	Suggested Time	Facilitator Emphasis
Warm-Up: Strong Answer Qualities	10 min	Clear, confident, specific, relevant.
Choose a Real Job	10–15 min	Anchor practice to an actual posting.
Identify Selling Points	10 min	Match experience to employer needs.
Station Rotations	45–60 min	Practice and score answers.
Interview Scoring Challenge	20–25 min	Calibrate scoring as a group.
Group Debrief	10–15 min	Identify patterns and growth.
Fix This Answer	15–20 min	Diagnose, rewrite, present, rescore.
Final Reflection	10 min	Commit to one improvement.

Warm-Up

1. Review the four qualities in the deck: clear, confident, specific, and relevant.

2. Ask participants what makes a strong interview answer memorable.

3. Ask what common mistakes make answers fall flat.

4. Set the tone: improvement, not perfection.

Choose a Mock Interview Job

1. Participants use a phone/computer to find a real job they would realistically consider.

2. Have them read the posting for required skills, preferred qualifications, responsibilities, keywords, experience, and soft skills.

3. Ask participants to identify the strengths and experiences they can use as selling points.

4. Remind them to connect answers back to the employer's needs.

Scoring System

Every answer is scored from 1–5 in four areas:

Criterion	What to Listen/Look For	Facilitator Coaching Question
Confidence	Eye contact, tone, posture, composure	Did the delivery feel steady and self-assured?
Clarity	Organized, understandable, easy to follow	Could you follow the answer from beginning to end?
Relevance	Directly answers the question and connects to the position	Did the answer actually answer what was asked?
Professionalism	Appropriate language, attitude, and presentation	Would this delivery build employer confidence?

SCORING CALIBRATION

A score is useful only when participants can explain it. Require one piece of evidence with feedback: "I gave clarity a 3 because..." Avoid feedback based only on personality or whether someone "liked" the answer.

Station 1 — Foundation & Fit

Goal: open strong and show fit. Participants give approximately 60–90 second answers and peers score all four criteria.

- Tell me about yourself / professional journey.
- Why this position and what unique value do you bring?
- Where do you see your career in three to five years?
- What motivates your best work?

COACHING FOCUS

Listen for a clear role target, relevant experience, connection to the employer, and an answer that is focused rather than autobiographical.

Station 2 — Experience & Growth

Goal: practice STAR — Situation → Task → Action → Result. Responses may run about two minutes.

- A workplace challenge or conflict and how it was handled.
- A professional accomplishment and its impact.
- A skill or area the participant is continuing to improve.

COACHING FOCUS

If the participant spends too long on Situation, interrupt gently and ask: "What did YOU do?" Then ask for the Result. STAR should make the participant's contribution easy to hear.

Station 3 — Tough Questions & Close

- What influenced your decision to leave your current or most recent position?
- What salary range would you consider fair?
- What questions do you have for us?

COACHING FOCUS

The deck's strategy is to frame answers positively: acknowledge the situation, pivot to learning/growth, and avoid badmouthing a previous employer.

How to Run Rotations (Optional)

1. Divide participants into small groups and assign a starting station.

2. Explain who asks, who answers, and who scores before the timer begins.

3. Keep answers within the suggested time so everyone gets repetitions.

4. After each answer, allow brief feedback: one strength + one specific improvement.

5. Rotate roles so every participant answers, asks, and scores.

6. Give a two-minute warning before station rotation.

7. Circulate and listen for patterns. Save common coaching points for the debrief rather than interrupting every answer.

Interview Scoring Challenge

1. Ask for one volunteer interviewee; the rest of the group becomes the panel.

2. Ask questions in real time.

3. Everyone scores Confidence, Clarity, Relevance, and Professionalism.

4. Compare scores and require participants to explain why they chose them.

5. Identify the strongest part of the answer and one specific improvement.

Fix This Answer Activity

1. Read one weak sample answer aloud.

2. Ask the group to diagnose the problem: vague, off-topic, too short, negative, unsupported, or not connected to the job.

3. Rewrite the answer together.

4. Have someone present the improved version.

5. Score it again using the same 1–5 criteria.

6. Ask: “What specifically improved the score?”

Group Debrief & Final Reflection

1. Ask which station was most challenging and why.

2. Identify what strong answers had in common.

3. Discuss how tone, eye contact, and pace changed the impression of the same content.

4. Have participants identify the type of question they handled best, where they struggled, and one thing they will change next time.

5. Use the REAL feedback model when needed: Respectful, Examples Given, Actionable, Learner-Focused.

FINAL MESSAGE

Interview skill improves through repetitions. Participants do not need a memorized script; they need a bank of truthful examples, a clear understanding of the job, and enough practice to communicate those examples with confidence.

Appendix A — Facilitator Quick-Prep Checklist

☐ Review the presentation before class and identify activity transitions.

☐ Open/test all websites, files, templates, and spreadsheets.

☐ Print or distribute participant materials.

☐ Confirm participant computer/device access where required.

☐ Prepare a visible timer.

☐ Know the desired participant product for the workshop.

☐ Plan how you will group participants for pair/share or station activities.

☐ Identify what can be shortened if time runs behind.

☐ Leave time for a concrete closing action or reflection.

Appendix B — Universal Coaching Questions

- What evidence led you to that choice?
- What did you notice?
- What surprised you?
- What would an employer see first?
- How does this connect to the job you want?
- Can you make that more specific?
- What did YOU do?
- What was the result?
- What is one change that would make the biggest difference?
- What will you do next—and by when?

Appendix C — When Participants Get Stuck

Situation	Facilitator Response
“I don't know what career I want.”	Return to interests, skills, work values, and career clusters. Generate options before demanding a decision.
“I don't have anything to put on a resume.”	Ask about tasks, projects, volunteer work, school, caregiving, informal leadership, training, and transferable skills. Keep claims accurate.
“I don't have numbers for my resume.”	Brainstorm scope and frequency—customers per day, team size, workload, accuracy, time, locations, projects. Do not invent metrics.
“I freeze in interviews.”	Shorten the task. Practice one 30–60 second answer, give one coaching point, and repeat.
“My answer was bad.”	Separate the person from the performance. Identify one thing that worked and one thing to improve, then try again.
“AI wrote something that isn't true.”	Delete or correct it. AI may help with wording, but the participant owns the facts.

Appendix D — Series Continuity

The five workshops are strongest when facilitators intentionally connect them:

1. Career Exploration identifies the career direction and employer needs.
2. Best Resume Practices teaches what an effective resume should communicate.
3. Resume Lab converts the participant's experience into a targeted resume.
4. Interview Basics teaches preparation, presentation, and communication.
5. Interview Lab turns that knowledge into practiced performance with feedback.

THE THROUGH-LINE

Career choice → evidence → resume → interview preparation → practice. Keep reminding participants that each workshop builds the next job-search skill.