*Succeed in the workplace*

Resource pack

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# Week 1 Table 1

|  |  |  |
| --- | --- | --- |
| **Factors** | **Value** | **Rating ( 1–4)** |
| Making decisions, and working independently | AUTONOMY |  |
| Change or variety in tasks, people, places | VARIETY |  |
| Scope to learn, study, think, analyse | INTELLECTUAL |  |
| Making friendly contacts with others | SOCIAL |  |
| Large income, expensive possessions | ECONOMIC |  |
| Expressing ethical code or religious beliefs | SPIRITUAL |  |
| Using talents, developing skills | USING ABILITIES |  |
| Being part of an important organisation | COMMITMENT |  |
| Having lots of stimulus, excitement, thrills | EXCITEMENT |  |
| Having influence or power over others | AUTHORITY |  |
| Enjoying or making beautiful designs or things | AESTHETIC |  |
| Getting promotions, career progression | ADVANCEMENT |  |
| Helping or caring for others | ALTRUISM |  |
| Concern for surroundings or location | COMFORT |  |
| Being original, developing new ideas | CREATIVITY |  |
| Activity, keeping moving, handling things | PHYSICAL |  |
| Taking risks; business and trading | COMMERCIAL |  |

# Week 1 Figure 6



# Week 1 Table 3

Beliefs and values

While you will be conscious of many of your beliefs and values, you may be less aware of those which stem from your upbringing and the environment in which you live. Recording and reviewing them may help you to see whether they are changing as a result of your education and work experiences and help you make decisions about your future direction. If you’re not sure about your career direction, this may help you with action planning and decision making.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **In the world** | **In my work (paid, unpaid or voluntary)** | **In my relationships** | **In myself** |
| **What matters to me?** |  |  |  |  |
| **What is most important to me?** |  |  |  |  |

# Week 1 Table 5

Needs, responsibilities and constraints

|  |  |  |
| --- | --- | --- |
| **What are my interests, responsibilities and constraints?** | | **What are the implications and what can I do about them?** |
| **What are my needs?** |  |  |
| **What are my responsibilities?** |  |
| **What constraints are there?** |  |

# Week 2 Table 1

|  |  |
| --- | --- |
| **Roles I most enjoy** | **Roles I think I do well** |
|  |  |

# Week 2 Table 2

My abilities

|  |  |  |
| --- | --- | --- |
| INITIATE | SEEK | COMMUNICATE |
| IMPLEMENT | ORGANISE | HARMONISE |
| MONITOR | SOLVE | CHECK |
| MAINTAIN | DECIDE | CAMPAIGN |
| IMPROVE | LIAISE | PERSUADE |
| CONTROL | COORDINATE | MEASURE |
| ALLOCATE | EXPLORE | SUPERVISE |
| SELECT | INVESTIGATE | CHOOSE |
| DEVELOP | LINK | GUIDE |
| CREATE | SELL | MAKE |
| ENHANCE | PLAN | TRAIN |
| DELEGATE | TEACH | EVALUATE |

# Week 2 Table 3

Abilities

|  |  |  |
| --- | --- | --- |
| **Role** | **Ability used** | **Evidence of ability** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Week 2 Table 4

Work and personal achievements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dates** | **Employer/organisation**  **(include clubs, community groups, etc.)** | **Title** | **Responsibilities, duties and activities** | **Training**  **(include formal training, coaching and workshops)** | **Skills developed** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# Week 2 Table 5

My skills audit

|  |  |
| --- | --- |
| **Skill Area (e.g. Communication)** | **Particular skill I would like to develop (e.g. Engaging an audience, giving a presentation)** |
|  | § |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# Week 2 Skills audit questionnaire

Please complete the full questionnaire. You will get more useful information if you try to use the full range of ratings.

Rate each of the statements in the questionnaire using the following scale. Try to avoid choosing 3 too often if you can:

6 Very high, outstanding performance

5 High level, reliably perform better than average

4 Good level, generally able to do it quite well

3 Reasonable level, just acceptable skills

2 Very basic level, not usually adequate

1 No significant level of skills

|  |  |
| --- | --- |
| **Communication** | **Rating** |
| 1. Listening, taking in what others say and checking your understanding of the information |  |
| 1. Clear verbal expression, ability to convey information without confusion |  |
| 1. Fluent speech, words flowing easily |  |
| 1. Drawing people out, to encourage them to speak |  |
| 1. Commanding an audience, giving a presentation |  |
| 1. Using the telephone effectively: few misunderstandings |  |
| 1. Reading efficiently: readily taking in written information |  |
| 1. Writing effectively, matching style to purpose |  |
| 1. Structuring reports and other written communications logically |  |
| 1. Using a wide vocabulary accurately and appropriately |  |
| 1. Speaking (accent and pronunciation) in a way that’s acceptable in a  wide range of social situations |  |
| 1. Spelling and grammar |  |
| **Total score** |  |

|  |  |
| --- | --- |
| **Dealing with people** | **Rating** |
| 1. Showing sensitivity to the feelings and needs of others;  taking account of this in dealing with them |  |
| 1. Getting on with a variety of people and building up working relationships |  |
| 1. Instructing, teaching or coaching others |  |
| 1. Delegating and managing others |  |
| 1. Leading a work group, chairing a meeting |  |
| 1. Encouraging, motivating, getting the best out of others |  |
| 1. Counselling: helping with personal problems |  |
| 1. Negotiating: mediating, dealing with conflict |  |
| 1. Interviewing, assessing or appraising |  |
| 1. Persuading, encouraging, changing others’ views |  |
| 1. Consulting and building agreements |  |
| 1. Acting assertively (not aggressively) |  |
| **Total score** |  |

|  |  |
| --- | --- |
| **Financial activities** | **Rating** |
| 1. Understanding book-keeping |  |
| 1. Preparing a budget |  |
| 1. Using a spreadsheet |  |
| 1. Understanding VAT and taxation |  |
| 1. Producing a cash-flow forecast |  |
| 1. Producing annual accounts |  |
| 1. Carrying out a cost–benefit analysis |  |
| 1. Interpreting management accounts |  |
| 1. Working knowledge of volume and expenditure-related variances |  |
| 1. Operating PAYE |  |
| 1. Understanding types, uses and sources of loan finance |  |
| 1. Operating costing system |  |
| **Total score** |  |

|  |  |
| --- | --- |
| **Thinking and analysis** | **Rating** |
| 1. Using project management tools, e.g. critical path analysis |  |
| 1. Using statistics |  |
| 1. Logical thinking, working out implications |  |
| 1. Applying critical ability in recognising potential weakness or problems |  |
| 1. Making logical use of facts or information |  |
| 1. Using mental arithmetic, estimating orders or probability |  |
| 1. Flow-charting |  |
| 1. Rational decision-making |  |
| 1. Carrying out analysis and evaluation |  |
| 1. Researching and gathering information |  |
| 1. Carrying out mathematical operations |  |
| 1. Carrying out stock or inventory control |  |
| **Total score** |  |

|  |  |
| --- | --- |
| **Technical/practical** | **Rating** |
| 1. Competence in using tools and technical equipment |  |
| 1. Understanding data-processing equipment |  |
| 1. Applying craft or technical ability |  |
| 1. Aptitude for diagnosing mechanical or electrical faults |  |
| 1. Constructing or assembling materials or equipment |  |
| 1. Understanding current technical developments |  |
| 1. Using laboratory equipment |  |
| 1. Dealing with tangible, practical problems |  |
| 1. Using manual dexterity, hand-eye coordination |  |
| 1. Understanding physical sciences |  |
| 1. Understanding engineering |  |
| 1. Maintaining or repairing complex equipment |  |
| **Total score** |  |

|  |  |  |
| --- | --- | --- |
| **Creative/innovative** | **Rating** | |
| 1. Generating alternative solutions to problems |  | |
| 1. Creating original ideas |  | |
| 1. Improvising or adapting for other purposes |  | |
| 1. Designing new things, systems, layouts, events or courses |  | |
| 1. Being insightful, intuitive or imaginative |  | |
| 1. Developing others’ products or ideas |  | |
| 1. Writing with imagination or creativity |  | |
| 1. Seeing new possibilities or openings |  | |
| 1. Appreciating new or unconventional aspects |  | |
| 1. Visualising: imagining how something will look |  | |
| 1. Working creatively with shapes, colours, sounds and patterns |  | |
| 1. Innovating and improving procedures in your own field |  | |
| **Total score** |  | |
| **Administrative/organisational** | | **Rating** |
| 1. Managing your time | |  |
| 1. Planning systematically | |  |
| 1. Operating procedures precisely | |  |
| 1. Making things run like clockwork | |  |
| 1. Handling in-trays efficiently | |  |
| 1. Meeting deadlines | |  |
| 1. Producing clear operational structures | |  |
| 1. Developing resources to achieve objectives | |  |
| 1. Organising working time | |  |
| 1. Monitoring procedures and progress | |  |
| 1. Making detailed plans of action | |  |
| 1. Having a well-organised work space, filing system or recording procedures | |  |
| **Total score** | |  |

Summary

Now add up all your total scores.

|  |  |
| --- | --- |
| **Skill area** | **Total score** |
| Communication |  |
| Dealing with people |  |
| Financial activities |  |
| Thinking and analysis |  |
| Technical/practical |  |
| Creative/innovative |  |
| Administrative/organisational |  |

*(Career planning and job-seeking workbook, page 19, Open University Careers Service)*

# Week 5 Table 1

Reasons for networking

|  |  |
| --- | --- |
| **Reason** | **Ranking** |
| Getting things done |  |
| Finding creative solutions |  |
| Ensuring I stay current |  |
| Finding work |  |

# Week 6 Skills that employers want and how they can be developed

|  |  |  |
| --- | --- | --- |
| **Type of skill** | **‘Buzz’ words** | **Examples of how the skills can be developed through interests, work  and education** |
| **Self-reliance skills** | Self-awareness – purposeful, focused,  self-belief, realistic, assessing your own performance  Proactivity – resourceful, drive, self-reliant  Willingness to learn – inquisitive, motivated, enthusiastic  Self-promotion – positive, persistent, ambitious, accepting responsibility  Networking – initiator, relationship-builder, resourceful  Problem solving – how you approach problems, finding and implementing solutions  Planning action – decision-maker, planner, able to prioritise, identifying areas for improvement | Educational study – carrying out self-directed projects  Roles within your working situation  Involvement in community groups or charities  Roles within the home – planning, coordinating others |
| **People skills** | Team working – supportive, organised,  coordinator, deliverer, reliability, adaptability  Interpersonal skills – listener, adviser,  cooperative, assertive  Oral communication – communicator, presenter, influencer  Leadership – motivator, energetic, visionary  Customer orientation – friendly, caring, diplomatic, respect  Foreign language – specific language skills | Caring responsibilities  Work responsibilities in a team  Fundraising for charity  Voluntary work  Member of orchestra or drama group  Sport  Guide/Scout leader  Travel |
| **General employment skills** | Problem-solving – practical, logical, results orientated  Flexibility – versatile, willing, multi-skilled  Business acumen – entrepreneurial, competitive, risk taker, customer service  IT/computer literacy – office skills, keyboard skills, software packages  Numeracy – accurate, quick thinker, methodical, dealing with data  Commitment – dedicated, trustworthy, conscientious | Roles within the home – budgeting  Roles within work e.g. use of IT, work experience  Project work through study  Membership of local clubs, committees and societies  Self-employment |
| **Specialist skills** | Specific occupational skills – specialist relevant knowledge, e.g. languages, IT  Technical skills – e.g. journalism, engineering, accounting, sales. | Educational study  European Computer Driving License (ECDL)  Language skills  Web design skills – use of programming or coding languages  Blogging and using other social media tools  First aid at work qualification  Vocational qualification. |

Source: HECSU, AGCAS, UCAS and AGR

# Week 6 Sandra’s CV

**Example Functional CV**

**Sandra Edwards**

5 Any Street

Cambridge XY11 3ZZ

Tel: 01234 123456

Mobile: 01234 123456

Email: Sandra@nomail.com

LinkedIn: www.linkedin.com/in/sandraedwards

**PERSONAL PROFILE**

A Human Resources practitioner with experience in both the public and not-for-profit sector. Have up-to-date knowledge of employment law, especially recruitment and diversity law. Results focused, with a good track record of achieving personal objectives, as demonstrated by my ability to study for professional qualifications alongside full-time work. Strong team worker, flexible and adapt well to changing goals. I am now keen to find a position that offers the opportunity for me to broaden my HR responsibilities.

**SKILLS AND ACHIEVEMENTS**

***People skills***

Good communicator – able to enthuse others to work with me on setting up new recruitment procedures, as demonstrated by effective implementation.

Natural team worker – I have had consistently good feedback about my co-operation and reliability and been invited to work on projects outside my own role.

Networking skills – build relationships with new colleagues, both face-to-face and online, active user of social networks and established LinkedIn group for charity sector recruiters to share expertise.

***Technical skills***

Problem-solving – methodical in analysing data to understand problems and then advise on appropriate action. For example, I reviewed which job advertisement methods were most successful in attracting candidates and now managers are using those more regularly.

IT/computer literacy – competent user of Microsoft Office, Excel and PRINCE 2 tools. Developing experience in use of LinkedIn to recruit new staff.

***Personal and transferable skills***

Planning and organising – good at managing own time, evidenced by the ability to juggle deadlines at work alongside study deadlines and meet both.

Numeracy – able to produce and analyse basic statistical data with high degree of accuracy.

**CAREER HISTORY**

*Human Resources Consultant*  Support for Life Charity 2010 to date

Responsible for recruitment and induction of all permanent and voluntary staff.

Ensuring recruitment procedures conform to legislation.

Creation of statistical reports to help management to see which recruitment processes are the most effective.

Arranging induction courses for all new starters.

Liaising with manager to review how new recruits are settling into their roles.

Advising managers on people-related issues.

*Human Resources Administrator* Support for Life Charity 2007–2010

Advertising all vacancies and responding to applications.

Arranging interviews.

Post-interview administration, including letters of acceptance or rejection, taking up references, arranging medicals, etc.

Dealing with telephone enquiries from managers and job applicants.

*Career break* Raising a family 2003–2007

*Receptionist*  Any Town Local Council 1999–2003

Answering telephone and directing calls to appropriate staff

Dealing with on site visitors and members of the public

Maintaining room bookings system

Acting as First Aid contact for ground floor staff.

**EDUCATION AND TRAINING**

Associate Member of the Chartered Institute of Personnel Development 2011

Foundation Certificate in Personnel Practice – Anytown College University 2013

Courses included: Recruitment and Selection, Training and Development and Employment Law

CIPD Qualification programme – Distance Learning College Currently

2 ‘A’ levels: History (C) French (D) 1996–1998

GCSEs including English and Maths 1994–1996

Attained formal recognition for First Aid training courses successfully completed

Trained in PRINCE 2 project management techniques.

**ADDITIONAL INFORMATION**

Spent a year after ‘A’ levels travelling the world: developed an appreciation of other cultures, an ability to be very flexible in planning next steps and an interest in scuba diving.

Served as a representative on the staff communications committee at Anytown Council for 2 years and contributed to introducing new staff suggestion scheme.

Excellent computer skills, including Microsoft Word, Excel and PowerPoint.

Full driving licence.

*(Adapted from example in OU Careers Service Career Planning and Job Seeking workbook, p.82)*

# Week 6 Derek’s CV

**Derek Curtis**

8, New Street, Any Town, XY10 3XX

Tel: Any number  Email: myemailaddress

**Personal profile**

I am a confident, mature and hard-working person who is reliable and able to work on my own initiative or as part of a team. I am able to get on well with people of all ages and backgrounds, am self-motivated and willing to undertake any training required by the company.

**Qualifications**

2012 – present OU modules: Technologies in practice; Digital audio; Digital film school.

The Open University

2002 – 2004 City and Guilds Craft Level Printing Course (Day Release)

Lincoln College of Further Education

2002 3 GCSE passes (grades A–C) in Maths, Design Technology and Geography

Lincoln Comprehensive School

**Work experience**

2013 – present Part-time Volunteer Retail Assistant for local Charity Shop/part-time student

Main duties

* Receiving stock from members of the public and keeping a record on shop database
* Serving customers
* Handling cash
* Dealing with telephone queries

2012 – 2013 Unemployed

2002 – 2012 Print Assistant Quickprint, Lincoln

Main duties:

• Calibrating Printing Presses

• Setting up jobs for printing

• Operating Printing Presses

• Checking the quality of the printing

**Additional information**

I have a full, clean driving licence. I am a qualified Fork Lift Truck Operator (NTPC Level 2). I was made redundant when my employer went out of business and I have found it difficult to find similar work in the area. I am currently upgrading my digital technology skills while looking for paid work.

**Activities and interests**

Cycling, swimming, DIY and fishing.

**References**

Available on request.

*(Adapted from example in OU Careers Service Career Planning and Job Seeking workbook, p.117)*

# Week 6 CV template

**Your Name**

**Your address**

**Your phone numbers**

**Your email address**

**Personal profile**

**Qualifications (in reserve date order)**

**Dates List of qualifications and where gained.**

**Work experience (in reserve date order)**

**Date Where worked and job title**

Main Duties

**Additional information**

**Activities and interests**

**References**

Available on request

*(Adapted from example in OU Careers Service Career Planning and Job Seeking workbook, p117)*

# Week 7 Table 1

|  |  |  |
| --- | --- | --- |
| **Scale Number** | **Descriptor** |  |
| 1 | I am supremely confident – this is something I am really good at. I do not worry about it all. |  |
| 2 | I think I am pretty good at interviews once I get in the room, but I am usually a bit nervous before them. |  |
| 3 | It depends a bit on the interviewers. I am usually nervous when we start, but if they settle me in, I can give a good account of myself. |  |
| 4 | It’s a bit hit and miss. I have had some interviews where I think I have presented myself pretty well and others where I have barely strung a sensible sentence together. |  |
| 5 | Not great. I get very nervous before it and then when I get in the room, sometimes I let that get the better of me for the first half of the interview. |  |
| 6 | Pretty dire usually. I am fine at writing the application but I do not seem to be able to present my best self in the interview room and the more I think about it before, the more nervous I get. |  |
| 7 | This is the thing I fear most and I am really bad at it. It is a big source of frustration because I know it stops me from getting the jobs I want. |  |
| 8 | I do not know – I have not had enough job interviews to be sure. |  |

# Week 8 Table 1

Activities covered

|  |  |  |
| --- | --- | --- |
| **Week** | **Key topics/activities** | **My note** |
| 1 | ‘Wants’ from work  Workline – influences on you so far  Beliefs and values  Interests and passions  Constraints and limitations |  |
| 2 | Knowledge and skills  Roles in life  Skills acquired in work, learning and life |  |
| 3 | Work you want to do  Market for work and matching it  Finding out about types of work  Working patterns and options |  |
| 4 | Work experience placement  Finding work experience  Benefiting from work experience  Voluntary work and how to find it  Learning review of the course so far |  |
| 5 | Networking  What it is and why to do it  Types of networking  Mapping out your own network  Using networks to obtain work  Social networks and registering online |  |
| 6 | Analysing job advertisements  Matching skills to job advertisements  STAR and RAPPAS techniques  Completing application forms  CVs – and the different types  LinkedIn profile creation |  |
| 7 | Interviews and how to approach them  Types of interviews  Types of interview question  Preparing for interviews  Performing in interviews  Following up from interviews |  |

# Week 8 Table 2

Priority areas

|  |  |  |
| --- | --- | --- |
| **Priority Area** | **Why** | **What do I need to do?** |
|  |  |  |
|  |  |  |
|  |  |  |

# Week 8 Table 3

My wish list

|  |  |
| --- | --- |
| **What would I like to achieve in the long term?** | **What would I like to achieve in the short term?** |
|  |  |
|  |  |
|  |  |

# Week 8 Table 5

My SWOT analysis

Use this grid to organise your thoughts. Explore what you do well, the areas you need to work on, the possibilities that are open to you and the things that might cause difficulties.

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
|  |  |
| **Opportunities** | **Threats** |
|  |  |

# Week 8 Table 7

SMART evidence

|  |  |
| --- | --- |
| **Criterion** | **Evidence** |
| **S**pecific |  |
| **M**easurable |  |
| **A**chievable |  |
| **R**ealistic |  |
| **T**ime-bound |  |

# Week 8 Table 8

My action plan

|  |  |
| --- | --- |
| **My goal**: | |
| **What?** | **How?** |
|  |  |
| **Resources to help** | **When?** |
|  |  |