*Succeed in the workplace*

Resource pack

Week 1 Table 1 2

Week 1 Table 2 3

Week 1 Table 3 4

Week 1 Table 4 5

Week 1 Skills audit questionnaire 6

Week 1 Table 5 11

Week 2 Skills that employers want and how they can be developed 12

Week 2 CV template 14

Week 3 Table 1 15

# Week 1 Table 1

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

# Week 1 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 1 Table 3

Abilities

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

# Week 1 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 1 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 1 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 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 2 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 3 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. |  |