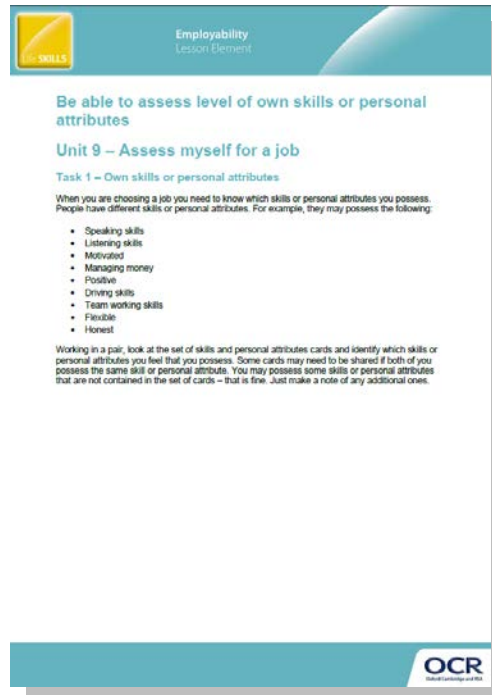# Lesson Element – Be able to assess level of own skills or personal attributes

Unit 9 – Assess myself for a job

Instructions and answers for teachers

These instructions should accompany the OCR Lesson Element 'Be able to assess level of own skills or personal attributes', which supports OCR Awards and Certificates in Employability Skills Unit 9 – Assess myself for a job.

Associated materials
Image of Lesson Element Activity – 'Be able to assess level of own skills or personal attributes'

Expected duration
Task 1 – 35 minutes
Task 2 – 40 minutes
Task 3 – 1 hour

Task 1 – Own skills or personal attributes

Learners need to be introduced to the different skills or personal attributes that people possess.

Write some of your own skills and personal attributes on the whiteboard, for example:

- Speaking skills
- Listening skills
- Enthusiastic
- Positive
- Team working skills
- Flexible
- Honest
- Reliable.

Explain to the learners that each person in the class will have different skills or personal attributes.

Hand out the set of personal skills and attributes cards (printed overleaf) to the learners and ask the learners to work in pairs to identify which skills or personal attributes they feel that they possess.

Explain that some cards may need to be shared if both learners in the pair possess the same skill or personal attribute. Additionally, you should point out that they may possess skills or personal attributes that are not contained in the set of cards. This is fine; they just need to make a separate note of these.

Set of personal skills or attributes cards (can be enlarged and cut out)

Speaking skills	Drawing	Painting	Singing
Caring	Patient	Hard working	Listening skills
Driving skills	Flexible	Reliable	Managing money
Estimating	Organisational skills	Problem-solving skills	Determined
Confident	ICT skills	Playing a sport	Recalling facts
Map reading	Strong minded	Friendly	Playing an instrument
Calm	Leadership skills	Enterprising	Imaginative

Next, tell the learners to write down the skills or personal attributes they believe they possess. They also need to write why they think they possess each of the skills or personal attributes.

Tell the learners to write in compound sentences, using conjunctions such as 'because', 'and', 'as'.

Task 2 – Assessing own skills or personal attributes

Read the real life story below to the learners. Ask them to consider the skills or personal attributes that they think the person might have.

Pascal Bloome – a real life story

I decided to enroll on an apprenticeship course as a way of getting some qualifications while working and earning money.

I joined the Ambulance Service in the summer of 2013 as a Business Administrator.
My job as business administrative apprentice was very demanding and I found it difficult in the beginning. There were times when I almost gave up.

My main roles were to assist the Director's Personal Assistant on managing emails, using diary and telephone systems, processing invoices, and carrying out financial checks on contracts. I also input data onto the electronic staff record database.

In addition, I helped the Director's Personal Assistant with their workload, which involved using spreadsheets and collating information together to produce information packs for meetings and events. When possible I attended training sessions, all of which helped me progress to getting a new job as Help-desk Coordinator.

The thing I have enjoyed most about the job is that it was challenging. Every day was different. Most importantly, my colleagues have been really helpful which has made being at work a delight.

My next main challenge is to start my driving lessons!

Ask the learners what they think Pascal's skills or personal attributes might be and list these on the whiteboard. Possible answers might be:

- Hard-working
- Determined
- Stamina
- Communication skills
- ICT skills
- Organisational skills
- Ambitious
- Flexible
- Team worker
- Driving skills.

Then, ask the learners to look at the list and grade the skills or personal attributes,eg
5 ticks = excellent, 3 ticks = satisfactory, 1 tick = needs improvement.

eg:

Communication skills ✓✓✓✓✓

Driving skills   ✓

Tell the learners that they are now going to grade their own skills or personal attributes using a pre-set grading chart (printed overleaf). Once they have completed the chart, ask the learners to discuss their example charts in a pair, in order to obtain peer feedback.

Example of grading chart, this is provided in the learner resources. Grade your own skills or personal attributes using the chart below. The boxes at the end of the chart have been left blank for you to write in any skills or personal attributes that have not been detailed.

Skill or personal attribute	Grade 1 = needs improvement 3 = satisfactory 5 = excellent (Circle your grade)				
Speaking skills	1	2	3	4	5
Drawing	1	2	3	4	5
Painting	1	2	3	4	5
Singing	1	2	3	4	5
Caring	1	2	3	4	5
Patient	1	2	3	4	5
Hardworking	1	2	3	4	5
Listening skills	1	2	3	4	5
Driving skills	1	2	3	4	5
Flexible	1	2	3	4	5
Reliable	1	2	3	4	5
Managing money	1	2	3	4	5
Estimating	1	2	3	4	5
Organisational skills	1	2	3	4	5
Problem-solving skills	1	2	3	4	5
Determined	1	2	3	4	5
Confident	1	2	3	4	5
ICT skills	1	2	3	4	5
Playing a sport	1	2	3	4	5
Recalling facts	1	2	3	4	5
Map reading skills	1	2	3	4	5
Strong minded	1	2	3	4	5
Friendly	1	2	3	4	5
Playing an instrument	1	2	3	4	5
Calm	1	2	3	4	5
Leadership skills	1	2	3	4	5
Enterprising	1	2	3	4	5
Imaginative	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

When you have completed the chart, discuss the grades with another learner to see if they agree or disagree.

Task 3 – Reasons for grading of skills or personal attributes

Write the following examples for grading decisions on the whiteboard.

- I am excellent at painting because I achieved a good GCSE qualification in Art

- My driving skills need improvement as I failed my first driving test last week.

Ask the learners to work in pairs to think of other examples then to write these on the whiteboard for the class to see.

Tell the learners to look at the grading sheet completed in Task 2 and to provide reasons for their grading decisions.

Provide the learners with ICT equipment so that they can complete a slide presentation that identifies the grades for skills or personal attributes, with reasons for their decisions.

Ask the learners to present the work to the class.