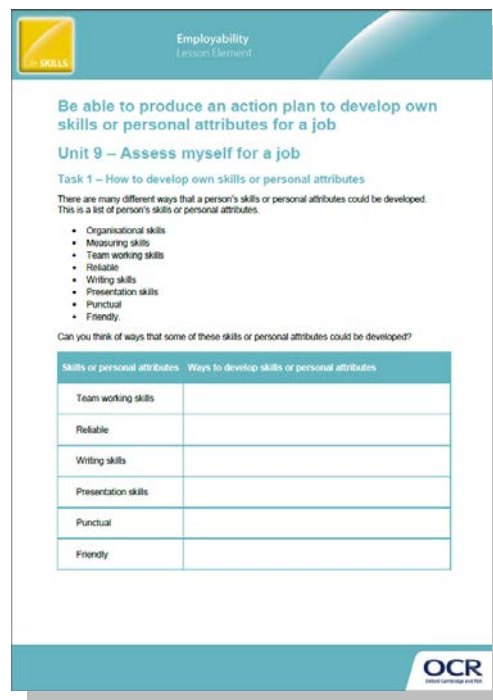


Be able to produce an action plan to develop own skills or personal attributes for a job

Unit 9 – Assess myself for a job

Instructions and answers for teachers

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



The screenshot shows a document page with the following content:

Employability Lesson Element

Be able to produce an action plan to develop own skills or personal attributes for a job

Unit 9 – Assess myself for a job

Task 1 – How to develop own skills or personal attributes

There are many different ways that a person's skills or personal attributes could be developed. This is a list of person's skills or personal attributes.

- Organisational skills
- Measuring skills
- Team working skills
- Reliable
- Writing skills
- Presentation skills
- Punctual
- Friendly

Can you think of ways that some of these skills or personal attributes could be developed?

Skills or personal attributes	Ways to develop skills or personal attributes
Team working skills	
Reliable	
Writing skills	
Presentation skills	
Punctual	
Friendly	

OCR
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Associated materials

Lesson Element Activity – 'Be able to produce an action plan to develop own skills or personal attributes for a job'

Expected duration

Task 1 – 35 minutes

Task 2 – 30 minutes

Task 3 – 40 minutes



Task 1 – How to develop own skills or personal attributes

Teachers could explain that there are different ways that a person's skills or personal attributes could be developed.

Write the following list of skills and personal attributes on the whiteboard.

- Organisational skills
- Measuring skills
- Team working skills
- Reliable
- Writing skills
- Presentation skills
- Punctual
- Friendly.

Ask the learners to suggest different ways that these skills or personal attributes could be developed.

Learners' suggestions could include; a maths course, an English course, voluntary work, playing in team sports activities etc.

Ask the learners to work in pairs to match the 'skills and personal attributes' cards to the 'ways of developing skills and personal attributes' cards.



Skills and personal attributes cards (to be enlarged and cut out)

Punctual	Reliable	Friendly	Team player
Organisational skills	Speaking skills	Determined	Listening skills
Hard working	Problem solving skills	Number skills	Physically fit
ICT skills	Confident	Managing money	Leadership

Ways of developing skills and personal attributes cards (to be enlarged and cut out)

Always try to be on time, plan your journey	Try to never let others down	Be more involved in social activities	Join a sports team
Plan what is needed for study/work the day before	Take up opportunities to talk in front of groups of people	Set goals and be positive about achieving them	Take time to pay attention to what others are saying
Plan to balance work and free time appropriately	Find solutions when difficult situations arise	Join a maths class	Join a gym and take more regular exercise
Enrol on a course about technology	Don't be afraid of unfamiliar situations – trust yourself to cope!	Assess your income and expenditure and control your spending	Volunteer to organise people/activities

Then ask the learners to consider their own skills or personal attributes that need development and to identify the best method of developing them.



Task 2 – Preparing an action plan

Explain to the learners that it is important to have a personal action plan so that people can ensure that their skills or personal attributes are developed effectively.

Ask about what might be required in an action plan i.e. Date of plan, ways of developing skills or personal attributes, review date/s and target date/s.

Write the following explanations of ‘target date’ and ‘review date’ on the whiteboard:

A target date is the date the goal will be achieved by. For example, I will start a maths course by the end of September 2015.

A review date is the date that progress will be checked by. For example, I will check that I have enrolled on the Maths course by the end of May 2015.

Tell the learners that target dates and review dates are needed to ensure goals are met.

Ask the learners to complete the “Preparing to write my own action plan’ activity in the learner resources.

Ask the learners to work in pairs to discuss their preparation notes and to obtain peer feedback to help them develop their ideas further.



Task 3 – Writing own action plan

Explain to the learners that they are going to be completing action plans for themselves. Show the learners the following exemplar action plan to develop a person's skills or personal attributes.

Discuss the action plan and ask the learners to identify the different parts (eg. skills or personal attributes that need to be developed, review date/s etc.). Ask the learners to work in pairs to think of other ways that the skills or personal attributes in the action plan could be developed.

This action plan is provided in the learner resources.

Name: Haroon Khan Date: 1st January 2015			
Skill or personal attribute to be developed	Ways of developing skill or personal attribute	Review date (month/year)	Target date (month/year)
1. Organisational skills	I will organise my course files better and use dividers to help me find relevant information.	By end of June 2015	By end of July 2015
	I will prepare what I need for my course a day in advance.	By end of June 2015	By end of July 2015
2. Leadership skills	I will volunteer to lead a work project and manage the team involved.	By end of July 2015	By end of August 2015
3. Communication skills	I will enrol on an English course and achieve my L2 qualification.	By end of July 2015	By end of October 2015
4. Team working skills	I will join the basketball team.	By end of June 2015	By end of July 2015



Employability Lesson Element

Explain to the learners that they are going to complete their own personal action plan using the template provided in the learner resources.

Ask the learners for volunteers willing to talk about their completed action plans with the rest of the class.



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