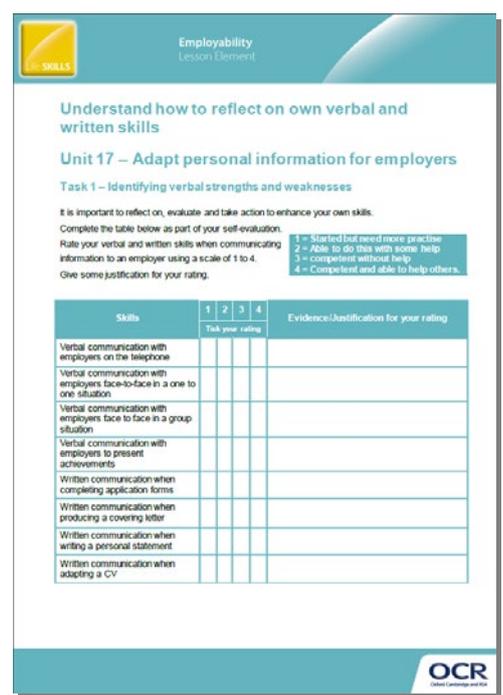


Understand how to reflect on own verbal and written skills

Unit 17 – Adapt personal information for employers

Instructions and answers for teachers

These instructions should accompany the OCR Lesson Element ‘**Understand how to reflect on own verbal and written skills**’, which support OCR Awards and Certificates in Employability Skills Unit 17 – Adapt personal information for employers.



Employability Lesson Element

Understand how to reflect on own verbal and written skills

Unit 17 – Adapt personal information for employers

Task 1 – Identifying verbal strengths and weaknesses

It is important to reflect on, evaluate and take action to enhance your own skills.

Complete the table below as part of your self-evaluation.

Rate your verbal and written skills when communicating information to an employer using a scale of 1 to 4.

Give some justification for your rating.

1 = Started but need more practice
2 = Able to do this with some help
3 = Competent without help
4 = Competent and able to help others.

Skills	Task your rating				Evidence/Justification for your rating
	1	2	3	4	
Verbal communication with employers on the telephone					
Verbal communication with employers face-to-face in a one to one situation					
Verbal communication with employers face to face in a group situation					
Verbal communication with employers to present achievements					
Written communication when completing application forms					
Written communication when producing a covering letter					
Written communication when writing a personal statement					
Written communication when adapting a CV					

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Associated files

Lesson Element Activity – ‘Understand how to reflect on own verbal and written skills’

Expected duration

- Task 1 – 45 minutes
- Task 2 – 30 minutes
- Task 3 – 45 minutes

Task 1 – Identifying verbal strengths and weaknesses

Learners could gather information from others before completing their self-evaluation to assist in the justification of their rating.

Task 2 – Identifying written strengths and weaknesses

Learners could share their self-evaluation forms and ask for ideas on how to develop those areas they have rated 1 or 2 before choosing two areas to focus on in an action plan.

Task 3 – Making an action plan

Discuss with learners before they start their Action Plan what are meant by SMART targets.

S	SPECIFIC	Are they clearly identifiable or are they vague?
M	MEASURABLE	What are your success criteria? If your goals are not measurable, how will you know when you've achieved them?
A	ACHIEVABLE	Do you have the necessary resources to achieve them?
R	REALISTIC	Are they "do-able"? Are they achievable given the limited time and resources you have?
T	TIME-BOUND	Have you set a deadline? Can you say what needs to be done, by whom, and by what time?

Below is an example of the type of Action Plan they may prepare:

ACTION PLAN					
Objective	How?/Tasks	Resources/ help needed	Potential barriers to success	Evidence of Success	Completion/ Review date
Improve my verbal communication skills when giving a presentation	Write a presentation of achievements	Time and support to write it	Not giving myself enough time Not asking for help	I have written a clear presentation	? date
	Practise in front of colleagues and ask for feedback	Other learners at college to listen and give feedback	Not giving myself enough time to practise it	Presented to colleagues and feedback collected	? date
Improve my written communication skills when adapting my CV	Adapt my CV to meet the requirements of a job I am interested in	A copy of my CV saved on computer	Forgetting to save the most recent copy	An updated CV that emphasises the skills needed for a new job application	? date
	Review my adapted CV for suitability	Time to review my CV carefully either on screen or as a hard copy	Lack of attention to detail so something is missed	Hard copy of an error free CV that is ready to be sent to a potential employer	? date



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