



INSTITUTE
OF THE MOTOR
INDUSTRY

IMI CAREERS & RESOURCES
EMPLOYABILITY
SKILLS TOOLKIT

Teachers' pack



Autotech
Apprentice





EMPLOYABILITY SKILLS TOOLKIT - TEACHERS' PACK

The Employability Skills Toolkit has been developed as a direct response to a need identified by the retail automotive industry. The six modules address the softer skills that are required from education leavers when entering the workplace. Each lesson plan consists of four sections: module content, portfolio activity, a series of MOT questions on the content covered, and finally suggestions for additional activity. By working through the toolkit, students will:

- gain an overview of the six modules and their outcomes.
- be able to self-assess and reflect on their skills and knowledge of the world of work.
- understand what employers expect in terms of behaviour and conduct in the workplace.
- understand who customers are and how to build a positive relationship with them.
- build on team work and effective communication.
- receive hints and tips on problem solving, planning and organisation.
- receive guidance on applying for a job or training and how to impress during interviews.

MODULES

MODULE 1: DIAGNOSTICS *p.04*

Skills and knowledge review.

MODULE 2: RULES OF THE ROAD *p.10*

Workplace behaviour and conduct.

MODULE 3: SALES PITCH *p.14*

Customer awareness.

MODULE 4: PIT CREW *p.20*

Team-working and effective communication.

MODULE 5: WORKSHOP MANUAL *p.28*

Problem solving, planning and good organisation.

MODULE 6: THE ROUTE AHEAD *p.34*

Guide to job applications and interview tips.

USEFUL WEBSITE LINKS *p.38*

MODULE 1: DIAGNOSTICS

SKILLS AND KNOWLEDGE REVIEW

MODULE CONTENT

Module 1 provides an introduction to employability skills for students and outlines the key elements of workplace behaviour and skills required by employers when recruiting young people. It asks the students to consider their experiences and understanding of employment, and to compare this to their own knowledge (what they know) and skills (what they can do).

Automotive employers have highlighted five key skill/knowledge areas in which young people frequently fall short of expectations when they are applying for, or are in the early stages of, vocational training or employment. Modules 2 to 6 are each based on one of these five areas, and this module is designed to introduce students to them all.

Module 2: RULES OF THE ROAD

Understanding what employers expect in terms of behaviour and conduct.

Module 3: SALES PITCH

Customer awareness – understanding who your customers are and how to build a positive relationship with them.

Module 4: PITCREW

Team working and effective communications.

Module 5: WORKSHOP MANUAL

Hints and tips on problem solving, planning and good organisation.

Module 6: THE ROUTE AHEAD

A guide to applying for the job or training you want and how to impress during that vital interview.

For many students, some of the issues raised will be new, especially if they have had no or limited work experience to date. Although this module is a 'diagnostic' in that it asks the student to review their current experience and skill level, the content area emphasises that, by completing Modules 2 to 6, they will be able to improve. Students should consider repeating the MOT in Module 1 at the end of the full programme. Not only will the successful completion of all the modules improve their understanding of employer expectations, but it should also allow them to more accurately review their school / work / social experiences to date and be better able to identify and highlight relevant activity when creating a CV and applying for further training and/or employment.

BY THE END OF THE MODULE STUDENTS WILL:

- understand what employers are looking for from young people applying for training or employment.
- have assessed their own level of employability skills.
- produced a plan of activity to improve their employability skills.

Throughout the content area, there are hints and examples to help students better understand the context for the suggested activity and discussions. Also, students are encouraged to discuss their thoughts with friends, relatives, fellow students, and their tutor.

PORTFOLIO ACTIVITY/ MOT

MODULE 1

PORTFOLIO ACTIVITY

The portfolio sections of the other modules use a mixture of case studies and exercises to discuss the various subjects being considered in each and is followed by a short MOT - a list of questions designed to test the students' understanding. As Module 1 is designed to introduce the five key skill/knowledge areas covered by the programme, the portfolio is a simple checklist which the student uses, firstly to identify the skills/experience wanted by employers and secondly, how well their current skills and knowledge meet those requirements.

For each of the modules 2 to 6, students are required to:

- 1 Identify the sort of behaviour, skills and knowledge employers expect, and to create a list for reviewing their own capabilities.
- 2 Review the list to identify which the student believes they are good at or know they're not always good at, and which they have no experience of yet. If they have identified that they already have the required skills or knowledge, the students are asked where and how this can be evidenced.

- 3 Identify potential activity they could do to practise and develop 'missing' skills and knowledge. Each section highlights completion of the relevant module as an action to take to develop current skills and knowledge in addition to other activity.

MOT ANSWERS

This section should be completed by students working on their own. The suggested answers below are not exhaustive and students should be encouraged to think as broadly as possible in terms of possible answers. After the student has completed the MOT, they are encouraged to ask their tutor to check answers to see if they have missed anything. It is likely that, as this is the first module in the programme, their answers may be relatively narrow in focus as their experience to date is limited. The student should be encouraged to attempt the MOT again after working through the whole programme, as their understanding of employability skills, and the review of own related capabilities, will have improved considerably.

MODULE 2: RULES OF THE ROAD

UNDERSTANDING WHAT EMPLOYERS EXPECT IN TERMS OF BEHAVIOUR AND CONDUCT WHEN EMPLOYED

What sort of behaviour will employers expect? Write a list below.

X
OR
✓

Which of these do you think you're good at? Which do you have no experience of yet or know you're not always good at? Put a tick or cross against each.

Where have you developed these skills? How can you demonstrate it to employers? (Part-time job / reference?).

Students should list real examples of what they have done in the past which demonstrates the qualities listed. They should consider part-time employment, school activity, voluntary and social experiences to date.

If you haven't been able to practise these skills yet, what activity could you do to develop them?

** Complete module 2*

** Look for a part-time job which includes x, y, z.*

** Look for a formal work experience opportunity to include x, y, z.*

** Consider other potential opportunities to demonstrate the skills needed – voluntary work, school based activity etc.*

** To discuss their current skills with existing employers, tutors etc and to request activity which could provide additional opportunities / activities.*

MODULE 3: SALES PITCH CUSTOMER AWARENESS

UNDERSTANDING WHO YOUR CUSTOMERS ARE AND HOW TO BUILD A POSITIVE RELATIONSHIP WITH THEM

What sort of knowledge and behaviour will employers expect? Write a list below.

- * Know who your customers are – people wanting to buy something, other companies, management and colleagues.
- * Polite and professional.
- * Good listener.
- * Anticipates customer expectations and requirements.
- * Use appropriate language.
- * Understands customer confidentiality – keeps customer information securely / doesn't talk about customers
- * Always does what he/she has promised
- * Meets customer deadlines
- * Consults manager if not able to provide what the customer wants or needs.

X
OR
✓

Which of these do you think you're good at? Which do you have no experience of yet or know you're not always good at? Put a tick or cross against each.

Where have you developed these skills? How can you demonstrate it to employers? (Part-time job / reference?).

Students should list real examples of what they have done in the past which demonstrates the qualities listed. They should consider part-time employment, school activity, voluntary and social experiences to date.

If you haven't been able to practise these skills yet, what activity could you do to develop them?

- * Complete module 3
- * Look for a part-time job which includes x, y, z.
- * Look for a formal work experience opportunity to include x, y, z.
- * Consider other potential opportunities to demonstrate the skills needed – voluntary work, school based activity etc.
- * To discuss their current skills with existing employers, tutors etc and to request activity which could provide additional opportunities / activities.

MODULE 4: PITCREW

TEAM WORKING AND EFFECTIVE COMMUNICATIONS

What sort of skills and behaviour will employers expect? Write a list below.

- * Good team player.
- * Helps others.
- * Builds trust/respect.
- * Able to communicate clearly and accurately.
- * Confident – will make suggestions and take an active part in discussions.
- * Willing to identify own weaknesses and ask for advice and help when appropriate.
- * Uses appropriate language and style of communication depending upon the circumstances.
- * Will ensure own work is on time and completed to a high quality.

X
OR
✓

Which of these do you think you're good at? Which do you have no experience of yet or know you're not always good at? Put a tick or cross against each.

Where have you developed these skills? How can you demonstrate it to employers? (Part-time job / reference?).

Students should list real examples of what they have done in the past which demonstrates the qualities listed. They should consider part-time employment, school activity, voluntary and social experiences to date.

If you haven't been able to practise these skills yet, what activity could you do to develop them?

- * Complete module 4
- * Look for a part-time job which includes x, y, z.
- * Look for a formal work experience opportunity to include x, y, z.
- * Consider other potential opportunities to demonstrate the skills needed – voluntary work, school based activity etc.
- * To discuss their current skills with existing employers, tutors etc and to request activity which could provide additional opportunities / activities.

MODULE 5: WORKSHOP MANUAL
PROBLEM SOLVING, PLANNING AND GOOD ORGANISATION

What sort of skills will employers expect? Write a list below.

- * Can spot when things are not right.
- * Looks ahead and able to anticipate potential issues and problems.
- * Can come up with good suggestions and ideas.
- * Tidy and organised in own work area.
- * Maintains paper and electronic records accurately.
- * Able to break tasks down into key stages.
- * Can identify resources needed.
- * Meets deadlines.
- * Aware of commercial targets and budgets.
- * Informs managers of any issues which may create a problem.

X
OR
✓

Which of these do you think you're good at? Which do you have no experience of yet or know you're not always good at? Put a tick or cross against each.

Where have you developed these skills? How can you demonstrate it to employers? (Part-time job / reference?).

Students should list real examples of what they have done in the past which demonstrates the qualities listed. They should consider part-time employment, school activity, voluntary and social experiences to date.

If you haven't been able to practise these skills yet, what activity could you do to develop them?

- * Complete module 5
- * Look for a part-time job which includes x, y, z.
- * Look for a formal work experience opportunity to include x, y, z.
- * Consider other potential opportunities to demonstrate the skills needed – voluntary work, school based activity etc.
- * To discuss their current skills with existing employers, tutors etc and to request activity which could provide additional opportunities / activities.

MODULE 6: THE ROUTE AHEAD
A GUIDE TO APPLYING FOR THE JOB OR TRAINING YOU WANT AND HOW TO IMPRESS DURING THAT VITAL INTERVIEW

What sort of knowledge and behaviour will employers expect? Write a list below.

- * Apply in required manner - using application form if provided. - CV clear, tidy, accurate, - spelling and grammar correct. - relevant experience highlighted with examples.
- * Arrive for interview on time and dressed appropriately
- * Know how to behave at an interview – take certificates etc. as required, shake hands, speak clearly and confidently.
- * Anticipate probable questions from the interviewers
- * Have researched the company and prepared a few questions.
- * Always ask about the timing for a decision, potential start date etc.

X
OR
✓

Which of these do you think you're good at? Which do you have no experience of yet or know you're not always good at? Put a tick or cross against each.

Where have you developed these skills? How can you demonstrate it to employers? (Part-time job / reference?).

Students should list real examples of what they have done in the past which demonstrates the qualities listed. They should consider part-time employment, school activity, voluntary and social experiences to date.

If you haven't been able to practise these skills yet, what activity could you do to develop them?

- * Complete module 6
- * To discuss their current CV, letter writing and presentation skills with existing employers, tutors etc and to request activity which could provide additional opportunities / activities. (See section 4, below, for suggested additional activity).

SUGGESTIONS FOR ADDITIONAL ACTIVITY

MODULE 1

A - EMPLOYABILITY SKILLS AWARENESS / CV BUILDING

Young people will usually think of vocational skills and educational qualifications when asked to list what an employer may be looking for. This first module attempts to broaden their thinking to include behaviour and attitude, interpersonal, team working and communication, customer and commercial awareness, problem solving and planning skills – the 'employability' skills sought by employers.

As this first module is designed to introduce employability skills and to start students thinking about what employers expect from young people, it contains several questions about the work-related experience the student may already have. If students have little direct employment experience to date, they should be encouraged to think about other instances from which they could demonstrate positive customer awareness/care, such as voluntary activity, sports or hobbies.

This could be done following a class-based discussion to identify:

- the range of employment undertaken to date by class members.
- employer expectations – what would the students themselves expect from employees?
- examples of positive behaviour, good level of skills or application of knowledge.
- examples of poor behaviour, inadequate level of skills or application of knowledge ... and ramifications.

At the end of each section the students will be encouraged to reflect on what they have just learned and to list any experience or activity which may demonstrate to a prospective employer the level of skill or knowledge that they have achieved to date. At this stage of their education students are unlikely to have created an initial CV but it may be useful to explain the usual layout and contents and for students to start building their own. CVs are looked at in more detail in Module 6: The Road Ahead, which also contains links to examples and guides to CV writing.

B - WORK EXPERIENCE PLANNING

The MOT section will help students identify which employability skills they have yet to have the opportunity to practise or to gain sufficient experience in, to be able to demonstrate their capabilities in readiness for applying for further training or employment. It is important that they build on this initial skills review and use it to investigate new opportunities, such as their formal work experience, part-time work, voluntary work etc. If they are still not clear what career they are interested in pursuing after education, then they should be encouraged to explore the many job roles available within the motor industry and other sector job role information.

Information can be found on the IMI Autocity website at www.theimi.org.uk/worldofwork.

The key message from this section is that they can look ahead and plan how to fill any gaps in knowledge or skills they identify in advance of the key stage of formally applying for further education and employment. The class-based activity suggested in (a) above could be extended to identify the type of activity which could provide opportunities to develop their employability skills. Each student could then review the activities they individually identified in the portfolio MOT to increase their employability skills and create a plan with specific, measurable, achievable, results-based and timed (SMART) objectives. This issue, along with information about the various education and training routes available, how to apply for employment, and interview techniques, are covered in detail in Module 6: The Road Ahead.-



MODULE 2: RULES OF THE ROAD

WORKPLACE BEHAVIOUR AND CONDUCT

MODULE CONTENT

This module aims to ask students to consider how they should behave in a workplace environment, what their employer is likely to expect from them and how they should interact with work colleagues. It aims to help the student think through the issues of employer expectations and the extent to which they may need to change how they conduct themselves whilst at work or in formal training at a place of work. Many young people do not consider that behaviour can, and should, change in different environments e.g. they may frequently answer mobile telephones in the middle of conversations. This is usually viewed as acceptable within their peer group but totally unacceptable in a professional working environment. Students should be encouraged to discuss and identify other probable differences. [See Employability Skills Students' Pack – Content Module 2].

BY THE END OF THE MODULE THEY WILL BE ABLE TO:

- use what they have learned to identify positive examples of conduct from their life to highlight when applying for a job.
- know the basic rules of behaviour in a place of work.
- be able to identify any changes that may be needed to make their behaviour acceptable and how to practise new skills.

The content section asks the student to consider different types and sizes of employer and how these might influence expected behaviour and conduct. There are suggestions for the student to discuss employment with friends, relatives and even their current employer if they have, or have had, a part time job. Links to the careers area of the IMI Autotech website have been included so they can investigate alternative employer types and workplace environments. [See Employability Skills Students' Pack – Portfolio Module 2].



PORTFOLIO ACTIVITY

MODULE 2

The portfolio exercises ask the student to consider behaviour and conduct in more detail. Using case studies and examples, the student is asked to identify specific actions as well as more broadly identify likely employer expectations around:

- the first day at work.
- key information needed by new employees so they know what to do and what not to do.
- ongoing behaviour and conduct – the 'model' employee.

The first part of the portfolio includes exercises for discussion either with their tutor or the class. The MOT section includes specific questions for which the answers are detailed below. There is a list of suggested additional activities following the MOT answers.



MOT QUESTIONS

MODULE 2

These should be completed by students working on their own.

MOT QUESTION 1 - YOUR FIRST DAY AT WORK

Think about the case study above. List five things to consider before setting off for work.

- Punctuality – know where and what time you are expected and allow plenty of time to get there on time.
- Appearance – wear appropriate clothing. Ask if you're not sure what to wear.
- Show initiative – think of key questions and write them down, take a note pad and pen.
- What else do you need? Do you know who you will be meeting? What about lunch - is there a canteen or should you take something to eat?
- Attitude – be confident and enthusiastic.

MOT QUESTION 2 -

Think about the case study above. List five things to consider before setting off for work.

- Health & Safety requirements, environmental requirements.
- Key legal requirements of the work.
- Codes of conduct, work times – start, finish, lunch, breaks, holidays etc.
- How to deal with problems – complaints, personal grievances, work issues.
- Telephones – use of personal phones during work hours, how to answer telephone calls and take messages and orders.
- Company equipment and IT – correct and safe usage, rules on personal use.

MOT QUESTION 3 -

Where are you likely to get this information. List who you would ask and where you could look.

- Induction training.
- Employee guidelines.
- Health and Safety codes and posters.
- Equipment manuals.
- Line manager and college tutors.
- Colleagues.
- Workplace rules.

MOT QUESTION 4 -

Make a list of behaviour and traits likely to be valued by your line manager.

- Enthusiastic and motivated.
- Appearance – clean, smart and appropriate (no rude slogans on tee shirts etc.).
- Good time management – always punctual and doesn't waste time.
- Responsible – taking responsibility for own actions and behaviour at all times.
- Professional – speak clearly and politely to colleagues, customers, members of the public, suppliers etc (no slang, text speak, bad language).
- Trustworthy – honest and truthful, treats personal and commercial information confidentially (does not discuss, text, email etc. work-related matters outside of work).
- Self-reliant – works well alone and shows initiative, takes actions to learn from situations and develops own skills.
- Hard working – positive attitude to work, shows determination and adaptability, works well under pressure, understanding of sound commercial practices.
- Respects others.

The student is encouraged to undertake the MOT on their own following the earlier portfolio exercises which include suggested research and discussion with others. The student should then check their MOT answers with their tutor and reflect on any question which could have been answered better.

SUGGESTIONS FOR ADDITIONAL ACTIVITY

MODULE 2

A - CV CREATION/REVIEW

At the end of the content section, the student is encouraged to think about what they have done in the past and list activities where they have demonstrated the positive behaviour likely to be expected by future employers. The student is asked 'Have you mentioned these in your CV?' Once the student has successfully completed the content and portfolio activity it may be useful for them to then draft a CV or review their existing CV if they have one.

This could be done following a class based discussion to identify:

- the range of employment undertaken to date by class members.
- behaviour standards – implied or specified by instructions.
- employer expectations – what would they expect from employees?
- examples of positive behaviour.
- examples of poor behaviour ... and ramifications.

Each student should identify where they could provide an example of positive behaviour or have been clearly put in a position of trust or responsibility by an employer as a result of good workplace practice. This should be included in their CV. If students have little direct employment experience to date they should be encouraged to think about other instances from which they could demonstrate positive behaviour such as voluntary activity, sports or hobbies.

CV examples can be found at the Employability section at www.theimi.org.uk/workexperience.

B - WORKPLACE PRACTICE

After discussion about how employers expect their staff to behave and conduct themselves, it may be interesting to expand the discussion to explore basic employment law, health and safety requirements and employer responsibilities. This will enable students to ask the right questions, seek out essential information and demonstrate a professional approach to work.

Example questions:

- Q1** List the types of guidance/information likely to be available from an employer.
- Q2** What sort of information should be included in a contract of employment?
- Q3** Who is responsible for health and safety? (Young people often assume they have no responsibility).
- Q4** What should an employee expect from their employer? Are these expectations required by statute or simply best practice?

These questions could be used as a basis for class discussion, small group projects or individual research activities.

MODULE 3: SALES PITCH

CUSTOMER AWARENESS

MODULE CONTENT

This module asks the student to consider customers' expectations and build an understanding of how to provide good customer service. The students are asked to think through their experiences, both as a customer themselves and in any part-time employment, voluntary or social activity.

Many young people have a very narrow interpretation of the customer, often limited to their own direct retail experiences, and are likely to have little awareness of the broader concept of internal and external customers. Similarly, they may not have thought about changing and adapting their behaviour and communications when dealing directly or indirectly with customers. For example, young people may continue to use the everyday form of verbal greeting they use to answer their own personal mobile telephone when taking a business call and, even if a young person is sufficiently customer aware to modify their behaviour whilst talking directly to a client/customer, they will often not use the same modifications when directly or indirectly dealing with other types of customers.

BY THE END OF THE MODULE STUDENTS WILL:

- be able to identify who their customers are in a range of job roles and situations.
- understand and anticipate customers' expectations.
- know how to build a positive and rewarding relationship with customers.

The content section of the module asks the student to consider their experiences to date to identify what sorts of people constitute customers. In particular, they are asked to identify both external customers, such as members of the public or companies and organisations buying from their employer, and internal customers - team members, other departments of a company and the employer or manager.

Next, they are asked to identify what good customer care looks like and to identify behaviour, actions and attitudes which imply or demonstrate good and poor customer care practice.

Throughout the content area, there are hints and examples to help students better understand the context for the suggested activity and discussions. There are suggestions for the student to discuss employment environments and customer awareness with friends, relatives and even their current employer if they have, or have had, a part-time job. Equally, this could work within the classroom. Links to the careers area of the IMI Autocity website have been included so they can investigate alternative employer types and workplace environments.

PORTFOLIO ACTIVITY

MODULE 3

The portfolio exercises ask the student to consider customer awareness and good customer care practices in more detail. Using case studies and examples, the student is asked to identify specific actions as well as more broadly identify likely customer expectations around:

- a job interview for a customer-facing role.
- working in a busy public setting with a mixture of organisational contacts.
- working behind the scenes for a company serving the public.

After a series of exercises in which students are asked to identify the range of customers they are likely to have contact with when in employment and training, they are also asked to consider and list the various communication methods likely to be required. This section is intended to encourage them to understand that customer interaction includes a wide range of activities from direct public / corporate customers wanting to purchase a product or service, to simply being visible to customers during their working/training activity.

The first part of the portfolio includes exercises for discussion either with their tutor or the class. Additionally this section includes web links to appropriate careers information so that the student can research job roles and work environments.



MOT QUESTIONS

MODULE 3

These should be completed by students working on their own.

The 'MOT' section includes specific questions for which the answers are detailed below. The student is encouraged to undertake the MOT on their own following the earlier portfolio exercises, which include suggested research and discussion with others. This section forms a brief review and checklist for the subject which the student should be able to complete fully if the module content and portfolio have already been undertaken.

The student should then check their MOT answers with their tutor and reflect on any questions which could have been better answered.

MOT QUESTION 1 -

List five different 'types' of customers and how they might relate to you as an employee. Any of the following could be included:

- Public / corporate customer - wishing to purchase a product or service. (The student may list various types of public/corporate customer by including such issues as new or repeat customer, age, product/service knowledge level etc. This shows a good level of insight into the wide range of possible public external customers but the student should be encouraged to also consider other customer types listed below).
- Visiting business professionals such as quality assessors, marketing representatives, suppliers representatives etc.
- Line manager / employer.
- Work colleagues – direct team members.
- Work colleagues – wider work colleagues e.g. human resource staff, finance team, workshop staff, canteen staff, sales teams etc.
- Work colleagues - other departments or branches of the business.



MOT QUESTION 2 -

Think of the different customers you've listed in answer to Q1 and list what each will expect of you as an employee demonstrating good customer care.

The following list is not exhaustive. Students should be recognising the need to be professional and efficient as a key requirement but with additional understanding of the broader expectations of customers and the potential impact of both good and bad customer care, on the employing business.

Public / corporate customer - wishing to purchase a product or service

- Smart and welcoming appearance.
- Polite and professional– using appropriate verbal and body language.
- Having appropriate knowledge and skills.
- Good listening skills.
- Attentive – not distracted by others, telephones etc.
- Know when and where to seek assistance if not able to deal with the customer request.
- Maintains calm and unflustered manner if under pressure.

Visiting business professionals such as quality assessors, marketing representatives, suppliers representatives etc.

- Answer - as for public/corporate customer above.

Line manager / employer

- Punctuality.
- Attitude – enthusiastic, positively motivated and shows interest in both own role and the wider business.
- Team player – supportive of colleagues, respects colleagues knowledge, experience and role within the company.
- Recognises the need for rules and guidelines – adheres to them.
- Initiative – 'self starter', looks out for jobs to be done rather than waiting to be told. Can be left to get on with a given task with minimum supervision. Knows when to ask for guidance.

- Honest and trustworthy.
- Smart and appropriate appearance.
- Polite and professional– using appropriate verbal and body language. Maintains appropriate confidentiality about the business and workplace e.g. maintains appropriate discretion when using social networking, personal emails etc.
- Appropriate workplace conduct and behaviour.

Work colleagues - direct team members

- As for line manager/employer above.
- Fully understand own role requirements and those of team members.

Work colleagues - wider work colleagues e.g. human resource staff, finance team, workshop staff, canteen staff, sales teams etc.

- Answer - as for line manager/employer above.

Work colleagues - other departments or branches of the business

- Answer - as for public/corporate customer above.

MOT QUESTION 3 -

What sort of behaviour or activity should you avoid so that you don't create a negative impression?

- Scruffy, dirty or inappropriate appearance.
- Inattentive or allowing distractions when dealing with customers.
- Inappropriate verbal or body language.
- Talking negatively about colleagues in front of customers.
- Inappropriate behaviour or use of language when visible or within hearing of customers being dealt with by colleagues.
- Being overly friendly, patronising or rude.

MOT QUESTION 4 -

How could you make public customers feel welcome and project a professional image of you and the company?

- Positive body language – smiling and immediately attentive.
- Anticipation – ensuring you understand the probable customer requirements and having appropriate information, stock etc available.
- Awareness of any company rules or guidelines for dealing with clients. This includes any company statements of standards or customer 'promises', procedures and complaints procedures.
- If customers are sometimes required to wait – making sure an appropriate area is available with seating, possibly drinks, reading material etc. Keeping such customers up to date with any developments and checking if they require anything.

MOT QUESTION 5 -

Think of the different customers you've listed in answer to Q1 and list five different methods of communication you may have with them. For each communication method list how you could project a good impression of you and your company.

Direct face to face communication

- Public / external customers - as for Q4 above.
- Internal customers – positive attitude, appropriate respect and awareness of respective roles, appropriate verbal and body language. (Module 4 Pit Crew deals with team working and effective team based communication in more detail).

Written

- Neat and tidy, checked for spelling / punctuation errors.
- Complete and accurate.
- Appropriate style and use of language – no slang, 'text speak' or abbreviations.
- On time.

Telephone

- Answered quickly if an incoming call.
- Appropriate initial response and introduction.
- Good listening skills and appropriate questions to ensure understanding of customer requirements and expectations.
- Polite and professional use of language.
- Accurate and honest response – ensure customer fully satisfied and/or understands the response provided.
- Appropriate note taking and follow-up actions.

Corporate Email

- Answer – as for written communication above. Some abbreviation or company accepted abbreviations may be acceptable if correspondent is another department or branch of the business, some contracted or regular suppliers etc.

Social networking

- Adheres to any corporate rules or guidelines if in place.
- Maintains appropriate confidentiality about the business and workplace e.g. maintains appropriate discretion when using social networking, personal emails etc.

SUGGESTIONS FOR ADDITIONAL ACTIVITY

MODULE 3

A - CV BUILDING

At the end of the content section, the student is encouraged to think about what they have done in the past and list those activities where they have demonstrated good customer awareness or care likely to be expected by future employers. The student is asked 'Have you mentioned these in your CV?' Once the student has successfully completed the content and portfolio activity, it may be useful for them to then draft a CV or review their existing CV if they have one.

This could be done following a class-based discussion to identify:

- the range of employment undertaken to date by class members.
- customer care – personal experiences.
- employer expectations – what customer awareness would the students themselves expect from employees?
- examples of positive customer care.
- examples of poor care ... and ramifications.

Each student should identify where they could provide an example of positive customer awareness / care as a result of good workplace practice. This should be included in their CV. If students have little direct employment experience to date they should be encouraged to think about other instances from which they could demonstrate positive customer awareness/care, such as voluntary activity, sports or hobbies.

B - WORKPLACE PRACTICE/ JOB ROLE RESEARCH

After an expansion of any discussion about interactions with customers, it may be useful to encourage exploration of the many job roles available within the motor industry. Students could undertake individual research to identify different jobs (at www.theimi.org.uk/worldofwork) and related customers, and then discuss the differences between them. In particular the students could be asked to identify:

- jobs with high proportion of direct public / external customer contact.
- jobs with mainly indirect public / external customer contact.
- any possible differences in the probable employer expectations of employees in these roles.

These questions could be used as a basis for class discussion, small group projects or individual research activities.

C - ROLE PLAY

Based on the job roles identified, students could role play good/bad customer care based on the range of likely interactions. Such role play could be either all face-to-face interactions or include written work. Students could be asked to identify potential situations.

Example - A customer comes to collect a car following an MOT test at the agreed time but the vehicle is not yet finished.

Example - A client comes to enquire about a range of rental/leasing arrangements. Whilst dealing with the customer, a separate member of staff asks questions/ interrupts/makes inappropriate comments etc.

Example - a regular supplier telephones to try and sell additional stock items. He/she is very persistent and wants your agreement to send some items on a sale or return basis. The purchasing manager is busy meeting with a separate supplier so can't take the call.

D - CLUEDO

The IMI has created a role playing game to give students an idea of what it involves to be a car sales executive, to identify what customers want and to understand the selling cycle. The game is based on a well-known board game and tests their ability to sell the right product to the right person – and it's great fun. www.theimi.org.uk/teachingresources.

MODULE 4:

PIT CREW | TEAM WORKING AND EFFECTIVE COMMUNICATION

MODULE CONTENT

This module aims to help students understand team working and their own role within any teams they may join. It looks at the different methods of communication needed for effective team working and will help them to get the most out of their learning and work-based team relationships. Throughout the content area there are hints and examples to help students better understand the context for the suggested activity and discussions. Also students are encouraged to discuss their thoughts with friends, relatives, fellow students and their tutor.

BY THE END OF THE MODULE, STUDENTS SHOULD BE ABLE TO:

- understand the characteristics of a successful team.
- recognise their own team style and those of others.
- identify and use the most appropriate communication method for effective team working.
- build and develop their communication and team working skills.

Many young people have a very narrow understanding of the term 'team' due to their limited experience to date. Often they will identify only sports teams, dance crews or special interest or hobby clubs as teams, usually linked to competition with other similar teams. They may possibly identify 'gang' related links as an example of team activity.

The module asks the student firstly to consider the characteristics and scope of different teams. This is to encourage a wider definition by highlighting the common activities, intentions, requirements or objectives which form the basis for most work-based teams. Additionally, the membership of teams is discussed to broaden out their

probable initial understanding to include managers, colleagues beyond their immediate school or workplace, full organisations etc. to create a multi-level team understanding.

Following on from this, students are asked to identify the skills and behaviour needed for a team to be successful, breaking these down into two headings; task related and people related. Using the resulting list of skills needed, students are asked to consider their own strengths and weaknesses and the likely role they personally take when working within a group or team environment. This is then compared with the different contributions and roles which could be taken by others within a team. This is further developed to explore the benefits of teams actively seeking to complement each other's strengths and weaknesses to ensure all skills required for a successful team are created or developed. (Team-based behaviour can be further explored – see Section 4: Suggestions for additional activity).

The module then examines communications by asking the student a number of questions:

- What forms of communication are there?
- What needs to be considered for effective communication?
- How should communication change to reflect the recipient or audience, objective and use?

In particular students are asked to consider the style of language to be used for different situations, such as formal or informal and verbal or written. They are given a number of example situations to consider and are finally provided with a check list for them to use when planning or reviewing communication.

PORTFOLIO ACTIVITY

MODULE 4

This module asks students to consider team working and communication in detail, using an extended case study based on possible group project work at college and communication likely to be needed in the workplace from the position of a first year apprentice.

Students are asked to consider the teams, both formal and informal, they would be in and to reflect on their own team skills as well as those skills needed for a team to be successful. Using a series of exercises students are asked to identify:

- how to select potential team members and create a team for a college-based project.
- how to raise uncomfortable issues within team working in a positive and constructive manner.

Additionally, the student is asked to recommend a range of communication methods suitable for:

- engaging with colleagues and managers in a workplace setting as a first year apprentice.

The first part of the portfolio includes a number of exercises which require students to make notes for discussion, either with their tutor or the wider class. Full information is provided in the content area of the module and students should be encouraged to reflect back on this material whilst working through the portfolio exercises but not whilst completing the MOT, as this should serve as an evaluation of their learning.



MOT QUESTIONS

MODULE 4

These should be completed by students working on their own.

The 'MOT' section includes specific questions for which the answers are detailed below. The student is encouraged to undertake the MOT on their own following the earlier portfolio exercises which include suggested research and discussion with others. This section forms a brief review and checklist for the subject which the student should be able to complete fully if the module content and portfolio have already been undertaken.

The student should then check their MOT answers with their tutor and reflect on any question which could have been better answered.

MOT QUESTION 1 -

List five different 'teams' of which you are a member. Include both teams you have voluntarily joined and those which you are required to take part in.

Each student will have a very different list. It could include the following:

- Teams joined voluntarily out of a shared interest or activity e.g. sports team or special interest/hobby club.
- Teams which they are 'required' to join – this could include their school class, small study groups or work-based teams if they have, or had, any part-time employment or voluntary work. It could include sports team as members of these are often selected by a captain or manager.

MOT QUESTION 2 -

Think of the different teams you have listed in Q1. Are any part of larger organisations? Select one of these and list the different teams this makes you part of.

This could include school-based activity, such as acting as a class representative on a larger school council which reports to the school Head or Governors, or a sports team which is part of a larger sports club. Alternatively, a team could be viewed as part of a larger team by expanding membership to include an additional level or organiser e.g. identifying the players within a sports team as one level but including the manager and support crew to recognise a larger team.

MOT QUESTION 3 -

Think about the teams you are in. Why are you a team? List the possible characteristics of a team. Three suggestions are included in the content area as follows but students may identify others equally suitable:

- All team members report to the same manager.
- All team members have the same job.
- Team members have different roles but are jointly responsible for achieving something.

MOT QUESTION 4 -

What are the two areas of skills needed for a team to be successful?

- Task related.
- People related.

MOT QUESTION 5 -

List what task-related issues need to be met for a team to be successful?

- Team members have all the skills needed.
- Team members have all resources needed.
- Full understanding of outcome and timescale.
- Full understanding of quality, legal and ethical standards expected.

MOT QUESTION 6 -

List what people related skills and behaviour will be needed for a team to be successful?

- Motivated and enthusiastic.
- All willing to contribute.
- Well organised.
- Flexible and adaptable.
- Recognise individual strengths.
- Aware of any weaknesses.
- Mutual respect and trust.
- Confident and creative.
- Willing to listen to each other.
- Agreed understanding of decision making process – will abide by any decision of senior team member or agreed group decision.
- Enjoy working together and achieving the required outcomes.

MOT QUESTION 7 -

List eight methods of communication likely to be used at work.

- Direct face to face with one other person.
- Direct face to face in a group setting.
- Telephone.
- Email.
- Electronic – social networking, texting etc.
- Written – reports, notes to managers or colleagues.
- Written – informal notes.
- Written - formal documents which may be recorded and available to others, the public etc.

MOT QUESTION 8 -

List five things to consider before any communication.

Eight points are listed in the content area. Students should ensure their answer includes key issues of formal or informal, verbal or written, clarity of information and the checking of any written communication for accuracy, grammar, spelling and style of language.

The eight points listed in the content are as follows:

- Use the most appropriate method of communication - formal/informal, spoken/written.
- Be clear about what you're going to say – explain yourself accurately and clearly.
- Show respect for the person/group – listen and acknowledge what and how they respond to you.
- Keep calm and reasonable – don't show any frustration or annoyance, keep the discussion professional and avoid an emotional response.
- If complaining or criticizing, be positive. Remember to give credit when due and tell people if you think they have done well or you're grateful for any assistance offered.
- Remember to offer support and assistance.
- Be willing to take on board any feedback, be flexible and willing to move your position if persuaded to change your mind.
- Finally, check any written work again before submitting it or check the other person has understood what you have been saying if face to face.

SUGGESTIONS FOR ADDITIONAL ACTIVITY

MODULE 4

A - CV BUILDING

As with the other modules of the programme, at the end of the content section the student is encouraged to think about what they have done in the past and to check their CV to ensure positive examples are included. In this module they could be encouraged to talk to their friends, family and, if they have had or have a part-time job, their colleagues/ manager, to identify good team working or communication and to list those activities.

This could be done following a class-based discussion to identify:

- the range of employment undertaken to date by class members.
- team working – personal experiences.
- employer expectations – what related skills would they expect from employees?
- examples of positive team working / communication.
- examples of poor team working / communication... and ramifications.

B - WORKPLACE PRACTICE/ JOB ROLE RESEARCH

If students have little direct employment experience, they should be encouraged to think about other instances from which they could demonstrate positive team working / communication such as voluntary activities, sports or hobbies. Additionally they could review possible jobs they may wish to consider from

www.theimi.org.uk/worldofwork and discuss team working / communication likely to be required.

C - TEAM GAMES

There are many team games and activities which could be used as a basis for understanding individual team styles and testing team working skills. A simple one is detailed below. This could be used prior to completion of this module or prior to a discussion on the role individuals usually take in team situations. Discussions after the game should reflect on and assist in identifying individual contributions and strengths. This could also be used to identify options for alternative strategies for both team organisation and decision making which could have led to better results.

PAPER TOWER - TEAM GAME

Objective – each team should use the available resources to build a free standing tower as tall as possible in a given timeframe.

Resources (per team) – six sheets of flipchart paper, unlimited sticky tape and scissors. Additional flip chart sheets can be used but 45cm will be deducted from the final height of the tower for each additional sheet used.

The winning team is the one with the highest standing tower (after any height adjustments).

D - TEAM TYPES

The various roles usually adopted by different individuals can be examined in more detail and may be of particular interest to more mature students who have undertaken extended work experience. In addition to a better understanding of their own strengths and weaknesses, further detailed study should develop an appreciation of others' own team styles and contributions made. Additionally, a better understanding of team interactions and strategies for inclusion, and maximising skills and expertise available within any team, should lead to improved team organisation and decision making skills.

The material below is additional content which could be used alongside or as a separate team-based learning activity.

TEAM WORKING

What's your usual role – team types?

Not everyone is good at everything, especially when it comes to personal skills. Some people are more confident and outspoken than others, some are shy at speaking out in a group, some people always come up with lots of ideas really quickly. This is where team working can really pay off. If your team can work together, helping every team member to contribute and take on those activities they are best at, both task and people related, then the team will be a great one.

To do this effectively, you need to know what your own, and your team mates' skills are when working in a team. Once you remember to think about how everyone has something to offer, then you and your team can work out how to get on with whatever it is you need to do, to discuss and agree the best way forward, and to make sure everything is done, on time, to the best possible standard and get satisfaction from achieving it. This is called your 'team type'.

Understanding your own team type

Back in the 1980's and 1990's there was considerable interest in team working in businesses, and a management academic called Meredith Belbin identified nine different team types of roles an individual usually takes when working in a team. Everyone will have a 'natural' team type which usually reflects such things as:

- what do you enjoy doing in a team?
- what activity do you usually volunteer for?
- what do you want others to do?
- do you always find team discussions too fast or too slow?
- do you like to make sure you have all the information in detail or
- do you want to jump in and get started on the task needed as soon as possible?



The nine team types are listed below.

Read through the different team types and think about which one most closely fits how you behave in a group situation.

PLANT - creative and imaginative, good at solving problems but can ignore details and likely to expect the rest of the team to agree with them immediately.

RESOURCE INVESTIGATOR – enthusiastic and a good communicator. Will look for opportunities and identify who can help with any problem but can be too optimistic and lose interest quickly.

CO-ORDINATOR – confident and good at keeping everyone on track. Likes to make sure that everyone knows what's needed and they understand any decisions made. Can appear to be trying to tell everyone else what to do.

SHAPER – highly motivated and loves working under pressure. Will challenge any ideas and opinions put forward to push on quickly. Can hurt people's feelings or annoy team members by appearing 'pushy'.

MONITOR-EVALUATOR– Likes to identify all the detail, options and suggestions and can be a good judge of the best thing to do. Other team members may think this individual is too 'picky' and critical and not very inspiring.

TEAM WORKER – usually fairly quiet and a good listener. Good at keeping everyone calm and avoiding arguments. May be easily influenced by others and finds it difficult to make a final decision.

IMPLEMENTER – Very good at turning ideas into practical things to do and can be relied upon to get things done. Doesn't always like new ideas and can resist change.

COMPLETER – Likes to make sure every detail is understood and attended to, and will always deliver on time. May feel the need to do everything themselves and worries about everything. Team members may feel they are 'nit-picking' too much.

SPECIALIST – will have a very particular skill or knowledge which the team needs. Usually very focused upon their 'bit' of an issue or activity but can miss the 'big picture' and be less interested in what the final outcome needs to be.



It might be useful to discuss this with other students and friends who are in a team with you at the moment – do they agree with the one you feel fits you the best?

Which one do you best match? Just because you feel you fit one of the team types really well rarely means you don't also demonstrate some of the characteristics of some of the other types.

Understanding your team type can be very useful and can explain why, in certain circumstances, you might have lost interest in a team activity or become frustrated with some other team members. There is a lot of evidence which tells us that a great team will contain a balance of each team type as, collectively, they complement and support each other. The most consistently successful teams mix together characteristics of all nine team types. This doesn't mean you need one team member with each team type but that the overall team members need to include a bit of each.

Managers will often try and match employees to make up a well-balanced team but as an individual you too can develop your team skills by understanding the strengths and weaknesses of your team type. Even if your team has one or two team types missing you can still be a great team. You just need to recognise those strengths which may be missing and make sure you all, as a team, make an extra effort to take on the missing roles e.g. if you don't have a 'Completer' in your team you can always draw up a checklist or go back and double check work done to make sure every last detail has been attended to.

References

Belbin, R.M. Management Teams: Why they succeed or fail? Butterwoth-Heinemann (1981).

Belbin, R.M. Team Roles at Work Butterwoth-Heinemann (1993).





MODULE 5: WORKSHOP MANUAL

PROBLEM SOLVING, ORGANISATION AND PLANNING

MODULE CONTENT

This module aims to help students understand the benefits of good organisation and planning. Additionally it looks at how to approach problem solving in a structured manner and provides a series of simple checklists to assist students to practise these skills. Throughout the content area, there are hints and examples to help students better understand the context for the suggested activity and discussions. Also, at various points in the content section, the students are encouraged to discuss the questions raised and their thoughts with friends, relatives, fellow students and their tutor.

BY THE END OF THE MODULE, STUDENTS SHOULD BE ABLE TO:

- identify and prioritise their activities.
- set targets and plan activities.
- review achievements and revise plans.
- be confident they can sort things out when they hit a problem.

Many young people mentally compartmentalise their lives often into simply social and education and, other than for activities such as playing for a school team, they may rarely see connections between the two. They may 'plan' activities but will focus on the desired outcome or event; what is due, and when it is due. These two factors can often lead to either a clash of activities or being suddenly confronted with a deadline for which there is no time left to do the work well.

Initially using this scenario, the module introduces the issue of 'why plan' and discusses the benefits which being

organised and having a simple plan can bring. Students are asked to identify the two key requirements of any plan; objectives and timing, before looking at each in more detail.

Firstly, the student is introduced to the SMART approach and its use in the development of objectives which are:

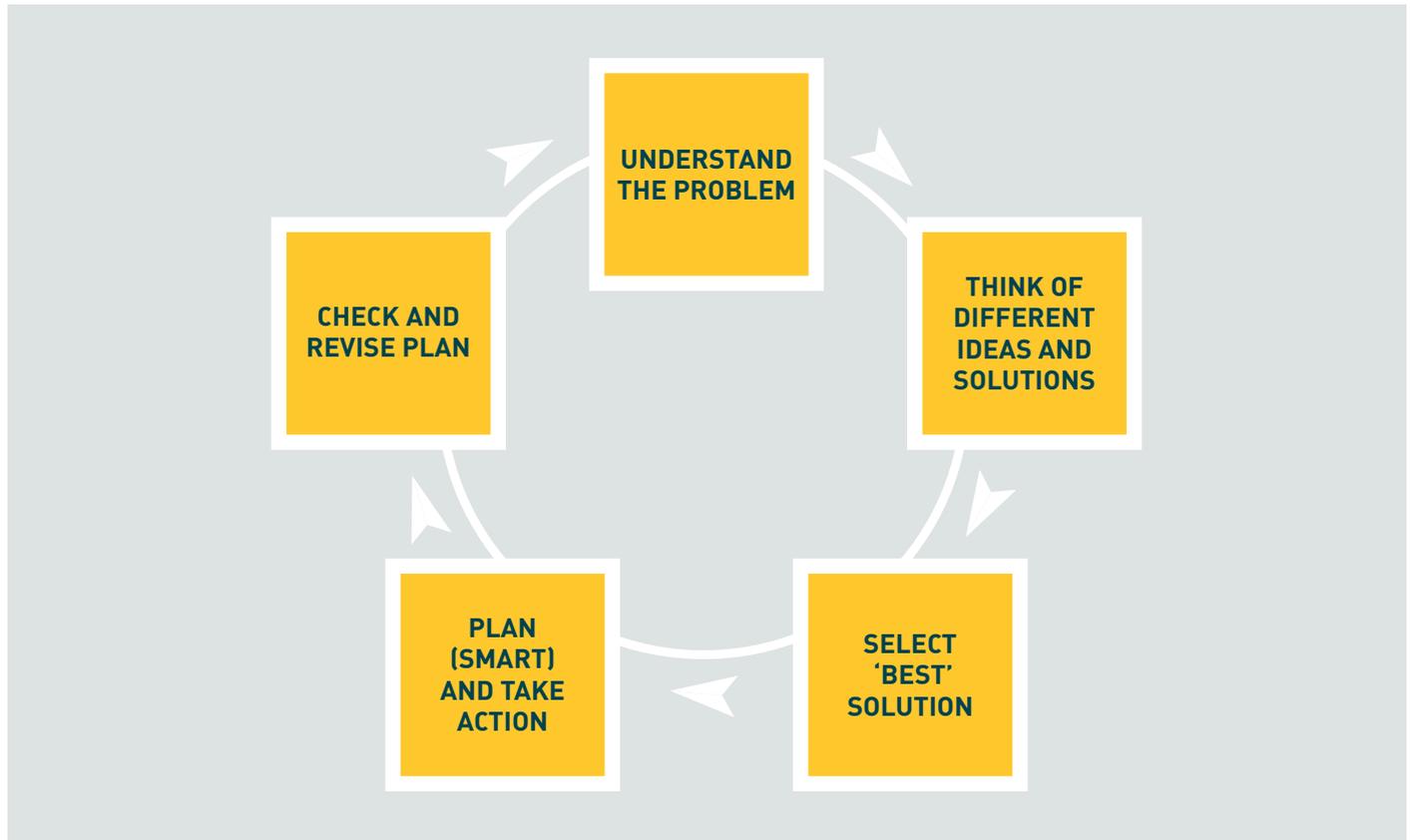
- | | |
|----------|--|
| S | Specific – be precise about what needs to be done. |
| M | Measurable – note how you will know it has been done. |
| A | Achievable – is it really possible? Don't be over ambitious. |
| R | Result based – make sure your objective will give you the result which is needed. |
| T | Timed – set a time or date for completion. |

Following on from this, the module raises the issue of prioritising, overlapping activity, and activity which could be better planned if broken down into smaller units, each then allocated their own SMART objectives. Again, using their learning environment as the context, students are asked to consider 'You can't eat all the elephant in one sitting so break it down into bite-sized chunks'.

Students are asked to consider the format for a plan and advised to create a format which makes sense to them, and also the purpose of any particular plan which is easily checked and revised. (This element could be further developed and various potential formats created and compared - see Section 4: Suggestions for additional activity).

The module then examines the issue of problem solving, not only as a result of plans not going quite to plan but also problems which may be identified or be allocated to an individual or group to solve. Students are introduced to a simple problem solving cycle of five steps.

PROBLEM SOLVING CYCLE



They are asked, either on their own or in groups, to identify a recent problem they have encountered and to use the cycle to review how they dealt with it. Each of the five sections is expanded and a number of questions listed which could assist with the consideration.

Finally a checklist is provided as an aid to future planning and organisation.

- **Objectives** – remember to make them **SMART**. **S**pecific **M**easurable **A**chievable **R**ealistic **T**imed.
- **Priorities** – what must you do versus want to do, order of importance etc.
- **One bit at a time** – break each task down into bite-sized chunks.
- **Review** – regularly and also every time you add a new activity.
- **Problem solving** - use the problem solving cycle to sort out any problems.
- **Celebrate** – every time you meet a deadline or achieve an objective.

At the end of the content section students are advised to think about what they have done in the past and to check their CV to ensure positive examples are included.

PORTFOLIO ACTIVITY

MODULE 5

This module asks students to consider organisation, planning and problem solving in detail using an extended case study based on the integration of college requirements with the probable work-based demands of first year apprenticeship.

Students are given a brief scenario which requires them to put together a draft plan of activities for the year ahead for discussion with their manager. To assist the student, they are led through the process by being asked a number of questions/suggestions:

- Can you remember the two essential things which you will need to put together a useful plan? (Objectives and timings).
- Try writing a list of the various things you think may need to be done over the next year and then add a date to each to show when they must be completed or will take place.
- Put the list into chronological order.
- Decide priorities if any overlap.
- Consider breaking any 'large' activities down into smaller chunks.
- Draft **SMART** objectives for each item.

Throughout the module the students are encouraged to broaden their understanding of the possible demand of the job and links to the IMI careers website are included. Additionally, the student is encouraged to think about what they would like to see in the plan in addition to what they feel must be included as the purpose is for discussion with their manager and approval / permissions could be negotiated.

Finally, the case study is extended to create a problem for the student to consider. The problem is a clash of two activities, both of which are important for different reasons and to different stakeholders. The student is required to identify potential solutions to the problem using the suggested problem solving cycle. This could be done by students individually or with a group discussion to review and expand on potential suggestions.



MOT QUESTIONS

MODULE 5

These should be completed by students working on their own.

The 'MOT' section includes specific questions for which the answers are detailed below. The student is encouraged to undertake the MOT on their own following the earlier portfolio exercises which include suggested research and discussion with others. This section forms a brief review and checklist for the subject which the student should be able to complete fully if the module content and portfolio have already been undertaken.

The student should then check their MOT answers with their tutor and reflect on any questions which could have been better answered.

MOT QUESTION 1 -

What are the two essential elements of a good plan?

- Objectives.
- Timescale.

MOT QUESTION 2 -

What five letter word summarises a good plan?

- **SMART.**

MOT QUESTION 3 -

What do the five letters remind you to check about any plan?

- | | |
|----------|--|
| S | Specific – be precise about what needs to be done. |
| M | Measurable – note how you will know it has been done. |
| A | Achievable – is it really possible? Don't be over ambitious. |
| R | Result based – make sure your objective will give you the result which is needed. |
| T | Timed – set a time or date for completion. |

MOT QUESTION 4 -

What are the five steps in the Problem Solving Cycle?

- Understand the problem.
- Think of different ideas and solutions.
- Select 'best' solution.
- Plan (**SMART**) and take action.
- Check and revise.

MOT QUESTION 5 -

List some of the actions you could take in each step of the Problem Solving Cycle?

Understand the problem

- What is the problem?
- What needs to be achieved?
By when? To what standards?
- How will you know if it's been sorted or the required outcome achieved?
- Do you have all the information?
- What resources (people, material, money etc.) do you have?
- How did you get the problem? (You may need to think about how to avoid getting the same problem again in the future).

Think of different ideas and solutions

- Be positive and enthusiastic.
- Has the problem occurred in the past? How was it solved then?
- Be creative – be creative and play around with ideas no matter how wild and silly they may seem at first.
- Any limitations – what can't you do?
- Make notes and don't lose any ideas.

Select best solution

- Cross out any possible solutions which could create other problems?
- List all other possible solutions in order of:
 - most likely to achieve the best results.
 - will use least resources.
- Remember to think about how to avoid the problem in the future.
- If you're in a group don't be upset if your idea isn't the one picked to take forward.
- Be willing to discuss all options positively – you may need to use your negotiation and influencing skills but remember everyone is different. Everyone is likely to come at the problem differently and everyone's contributions should be welcomed – they may just spot something you haven't thought about.

Plan action and take action

- Create a **SMART** plan.
- Check the plan with anyone who may have an interest, could offer advice or will make the final decision. (At work this could include colleagues, manager, even a customer. You will need to make sure you know who you should talk to about the problem/ solution so always check with your manager).
- If your plan is approved – take action and start working on it.

Check and revise

- Create a **SMART** plan.
- Did you remember to build a number of small 'steps' into your **SMART** plan?
- Check against the plan – is everything going well?
- Will the required outcome be met?
- If no, what action needs to be taken? Go back to the 'Think of different ideas and solutions' part of the cycle.

MOT QUESTION 6 -

What can you remember from the checklist? There are six things to remember, how many can you list?

- **Objectives** – remember to make them **SMART**.
Specific Measurable Achievable
Realistic Timed.
- **Priorities** – what must you do versus want to do, order of importance etc.
- **One bit at a time** – break each task down into bite-sized chunks.
- **Review** – regularly and also every time you add a new activity.
- **Problem solving** - use the problem solving cycle to sort out any problems.
- **Celebrate** – every time you meet a deadline or achieve an objective.

SUGGESTIONS FOR ADDITIONAL ACTIVITY

MODULE 5

A - CV BUILDING

As with the other modules of the programme, at the end of the content section the student is encouraged to think about what they have done in the past and to check their CV to ensure positive examples are included. In this module they could be encouraged to talk to their friends, family and, if they have had or have a part-time job, their colleagues/manager, to identify examples of good planning or problem solving, and to list those activities.

This could be done following a class-based discussion to identify:

- the range of employment undertaken to date by class members.
- planning and organisation issues and problems encountered – personal experiences.
- employer expectations – what related skills would they expect from employees?
- examples of good planning or problem solving.
- examples of poor planning or problem solving... and ramifications.

B - PLANNING PRACTICE

Rather than recommend a specific plan format, students have been encouraged to consider recording any plan they create in a format which makes sense to them and meets the purpose of the plan. Some suggestions such as charts, lists, colour coding, electronic or hand written etc. have been provided.

The students may benefit from the consideration of a number of different plans and could be asked to identify some they may currently use such as a school timetable, science experiment instructions etc. These and any more complicated plans taken from employment-based activity, large scale public projects (often available via the Internet) could be contrasted and compared.

Additionally, the class / student could be set the task of creating simple list-based plans and develop spreadsheet/

chart based planning formats. Any plans created should be considered against the **SMART** approach provided in the module.

- S Specific** – be precise about what needs to be done.
- M Measurable** – note how you will know it has been done.
- A Achievable** – is it really possible? Don't be over ambitious.
- R Result based** – make sure your objective will give you the result which is needed.
- T Timed** – set a time or date for completion.

C - PROBLEM SOLVING PRACTICE

Students are likely to find it useful to practise problem solving in a pressure-free context. A full class or group could be asked to identify a number of 'problems', either theoretical or actual from their own lives or in a potential work-based scenario – information to assist this element could be researched in the World of Work section of the IMI Autocity website at www.theimi.org.uk/worldofwork. The resulting 'problems' should then be allocated to smaller groups and each group requested to analyse the problem using the problem solving cycle.

- Understand the problem.
- Think of different ideas and solutions.
- Select 'best' solution.
- Plan (SMART) and take action.
- Check and revise.

Each group's analysis of the problem, ideas generated, solution selected, and initial plan should then be presented to the full class/group and discussed. The plans created should be considered against the **SMART** criteria.

MODULE 6: THE ROUTE AHEAD

**A GUIDE TO APPLYING FOR THE JOB OR TRAINING YOU WANT
AND HOW TO IMPRESS DURING THAT VITAL INTERVIEW**

MODULE CONTENT

This module aims to introduce students to career planning and job/training application in a simple step by step process. Students are asked to think about how best to structure their plans for the future and where to start the process of gathering information: what questions they need to ask about themselves, what information they need about potential careers and how to plan their career route forwards.

BY THE END OF THE MODULE THEY WILL BE ABLE TO:

- work out what sort of job they will enjoy and be able to build a successful career in.
- find out more about the range of jobs they might be interested in.
- understand the different routes into training and further education.
- complete application forms, write a CV and letter of application with confidence.
- prepare for and perform well at an interview.



PORTFOLIO ACTIVITY

MODULE 6

The portfolio aims to help the student pull together all the work they have done whilst working through the programme and to develop their own career plans in a structured process.

Even for those applicants who are selected for interview, employers frequently express surprise at how little applicants seem to have researched the job, training, company, sector etc. in which they are applying to work. When employers are interviewing a number of young people there is often very little difference between applicants, as they may not have had any, or had very limited, experience beyond school or college up to that point. One area where an applicant can stand out from the others is in how prepared they are for the interview interview and their knowledge of the business to which they have applied. Some concepts, especially the notion of a sector and jobs changing in the future due to technology and market forces, will be new to them. The portfolio includes several points at which the student will need to research jobs and labour market information to aid their decision making.

By working through the portfolio each student will create their own career plan made up of the following documents.

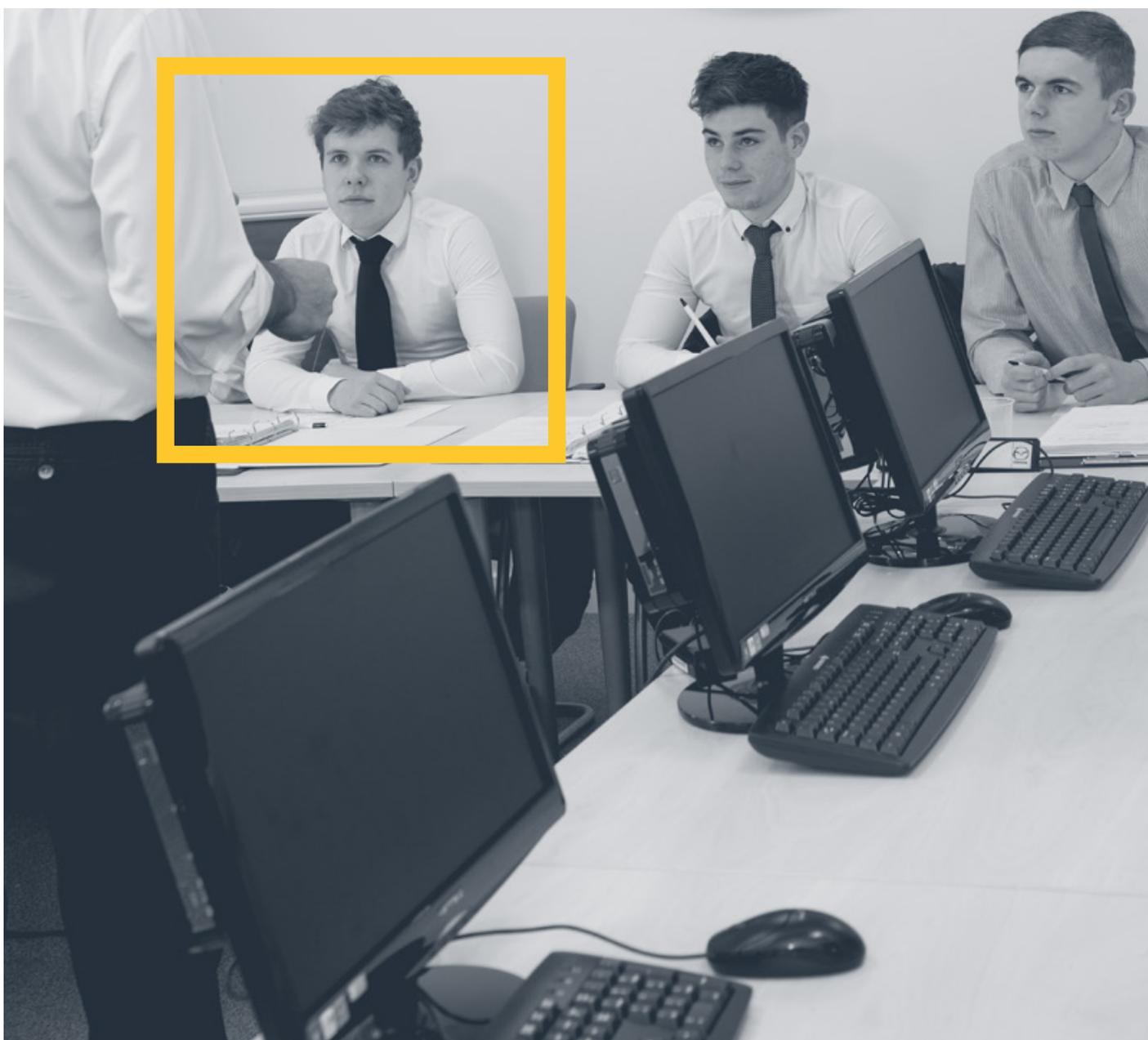
- Career planning – what do I want from my career?
- What sort of job / career am I looking for?
- Which jobs can give me what I'm looking for?
- What do I need to do next?
- CV.
- Example letter of application.
- List of good tips for a successful interview.



MOT QUESTIONS

MODULE 6

Unlike the other modules, there are no questions for the student to answer on completion of the portfolio. Instead the student is encouraged to talk through his/her career ideas with family, teachers and their careers advisor / tutor using the portfolio content as a basis for their planning.



SUGGESTIONS FOR ADDITIONAL ACTIVITY

MODULE 6

A - GROUP DISCUSSIONS

Each of the steps used in career planning could be introduced via group discussions in small groups with feedback or a full class. Alternatively, or in addition, individual students could present their initial responses to each session to a group/class for consideration and comment by peers. This could be especially useful when considering the 'Personal Statement' of the CV content as young people are not always the best judge of their own strengths.

B - ROLE PLAY

Using real work placement opportunities and job adverts, students could act as either applicants or employers to review and short list for interview. Similarly, students could act as interview panels to prepare for interviewers or interviewees and then to practise formal interviewing skills. The key here will be the identification of questions to ask as either interviewer or interviewee.

C - RESEARCH

Students will have undertaken research as they worked through the module and portfolio. The World of Work and Employability Skills web pages on the IMI Autocity site contain information about jobs and labour market information as well as tips and examples of application letters, CVs and interview techniques. Specific research could be set for students as individuals or groups with a requirement to present their findings back to the wider group or class.

www.theimi.org.uk/worldofwork

www.theimi.org.uk/workexperience

D - INDIVIDUAL CAREER PLANNING

The career planning documents drafted by the students as they work through the portfolio could be used as a structure for one-to-one discussions between each student and their careers advisor.

E - GET MORE INVOLVED WITH THE INSTITUTE OF THE MOTOR INDUSTRY

There's lots more information, advice and things to do at www.theimi.org.uk/worldofwork – job descriptions for roles in the automotive sector outlining the job, the qualifications and training required, pay and working environment. It also includes

videos of people talking about their experience about working in that job.

ONLINE COMMUNITY

This is aimed at 13 to 16 year olds and includes:

- Hints and tips for CV, letter writing and interviewing.
- 'Ask the expert' live discussions.
- A video library on different aspects of working in the automotive sector.
- Lists and links to employers and apprenticeship providers.
- Competitions.
- Forums for discussions.
- News and events.

LEARNING RESOURCES

These free resources have been developed by the IMI and include curriculum-linked teacher lesson plans, student work books and activity sheets and extension activities, all with the motor industry as the exciting backdrop.

- Literacy.
- Mathematics.
- ICT.
- Business & Enterprise.

TEACHING RESOURCES

This area has been created specifically for teachers and careers practitioners. It includes free resources available to download, careers information and advice as well as a forum, up to date news and details of events for both teachers and students. Resources include:

- Work Experience Workbook.
- A guide for work experience organisers.
- Labour market information for each UK nation and English region.
- A 'Who am I?' game to help students think about careers based on their interests and skills and the 'Cluedo' game detailed in **Module 3: Sales Pitch**.

WEBSITE	CONTENT	LINK
Autocity	Dedicated website for careers, information and advice on the retail automotive industry	www.theimi.org.uk/autocity
Autocity - World of Work	Information on over 160 job roles in the industry	www.theimi.org.uk/worldofwork
Autocity - My Dream Job	10 question quiz to see matched job roles	www.theimi.org.uk/worldofwork
Autocity - Netiquette	Advice on online applications and netiquette	www.theimi.org.uk/careers
Autocity - CV guide	Guide on writing a successful CV	www.theimi.org.uk/13-16online www.theimi.org.uk/careers
Autocity - covering letter guide	Guide on writing a successful covering letter	www.theimi.org.uk/13-16online www.theimi.org.uk/careers
Autocity - Careers websites and Employer links	Links to careers websites and manufactures careers pages	www.jobs.theimi.org.uk
Autocity - Work Experience Toolkit	Toolkit for students, organisers and employers	www.theimi.org.uk/workexperience www.theimi.org.uk/teachingresources
Autocity - Teaching & Learning Resources	Resources for Careers and Academic Professionals	www.theimi.org.uk/teachingresources
Autocity - Teaching & Learning Resources	Career Labour Market Information	www.theimi.org.uk/teachingresources

GENERAL NOTES:

AUTOTECH APPRENTICE

SPECIALISES IN THE LIGHT VEHICLE MAINTENANCE AND REPAIR SECTOR OF THE AUTOMOTIVE INDUSTRY AND IS COMMITTED TO GETTING THE RIGHT YOUNG PEOPLE INTO THE MOTOR TRADE.

The motor trade is one of the largest industries in the UK today, offering a wide variety of roles and job opportunities, but like many other business sectors, it is struggling with skills shortages. Being aware of this skills gap, Autotech Apprentice works tirelessly with employers and training providers across the UK to help address the shortages by getting the best young talent into the best apprenticeships.

We work with young people to help them develop the skills required to succeed as a Vehicle Technician within a fast paced and ever evolving environment.

Autotech Apprentice makes sure that learners and training providers are well versed in what standards are required for the automotive industry today.

We have apprenticeships available now and want to help you to make sure you are the right candidate for specific roles.

Working with you and your training provider, we will give you the best opportunity of achieving your dream apprenticeship.

For further information, please go to apprentice.autotechrecruit.co.uk





COMMENTS OR QUERIES?

Contact the IMI Careers team at careers@theimi.org.uk or call 01992 511521

Institute of the Motor Industry
Fanshaws,
Brickendon,
Hertford SG13 8PQ

✉ comms@theimi.org.uk
☎ +44 (0) 1992 511 521
📱 @the_IMI
🌐 theimi.org.uk



Established 1920