Skills Builder PARTNERSHIP

Skills-based CV Guide

How to showcase your essential skills

Name:

Drafting a skills-based CV

Introduction

At Skills Builder we believe that it is important for everyone to build the essential skills to succeed. This document is designed to help create an essential skills-based CV that uses the Universal Framework to identify and showcase the skills you have to offer an employer.

The **5-step process** detailed in this document will support you to do the following:

- Identify which essential skills are relevant to your ideal job role or company
- Reflect on which essential skills you have and when you have used them successfully
- Present your essential skills clearly in a skills CV format

What are the essential skills?

The essential skills are key to your success in education, employment and wider life. It is important to start building these as early as you can so that you are equipped for success.

The essential skills can be defined as:

Listening
The receiving, retaining and processing of information or ideas

Speaking
The oral transmission of information or ideas

Problem Solving
The ability to find a solution to a situation or challenge

Creativity
The use of imagination and the generation of new ideas

Staying Positive
The ability to use tactics and strategies to overcome setbacks and achieve goals

Aiming High
The ability to set clear, tangible goals and devise a robust route to achieving them

Leadership
Supporting, encouraging and developing others to achieve a shared goal

Teamwork
Working cooperatively with others towards achieving a shared goal

The Skills Builder Universal Framework

The Skills Builder Universal Framework is an online resource that shows how to build essential skills at every stage of life by breaking each skill down into 16 steps.

You can use the Skills Builder Universal Framework to become familiar with the language of the essential skill steps and see how they can be built over time.

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Step 1 – Researching the job role

The first step towards a successful CV is to research a prospective employer or industry and consider what experience and skills are required for a particular job role or sector.

It is also worth considering an employer's values (for instance, around inclusion and diversity, sustainability or community outreach) to ensure they align with your own.

Step 2 – Connecting the job role to the essential skills

Next, look at the essential skills below. Underneath each skill you will see four skill stages. What is the employer looking for? Which of these skills relate to the job description? Aim to circle the most important 4-6 skill stages.

Don't have a specific job in mind? Circle the skill stages you see as your *strengths* instead.

Skill Stage:				
Getting started	Listening to others	Speaking clearly	Completing tasks	Generating ideas
Intermediate	Demonstrating listening	Speaking engagingly	Exploring problems	Developing ideas
Advanced	Recognising influence	Speaking adaptively	Analysing problems	Innovating effectively
Mastery	Listening critically	Speaking influentially	Implementing strategic plans	Supporting others to innovate

Skill Stage:				
Getting started	Keeping trying	Working effectively	Understanding emotions	Working well with others
Intermediate	Finding opportunities	Setting goals	Managing tasks	Contributing to the group
Advanced	Managing risks and rewards	Creating plans	Supporting others	Improving a team
Mastery	Supporting others to stay positive	Developing strategies	Adaptive leadership	Influencing a team

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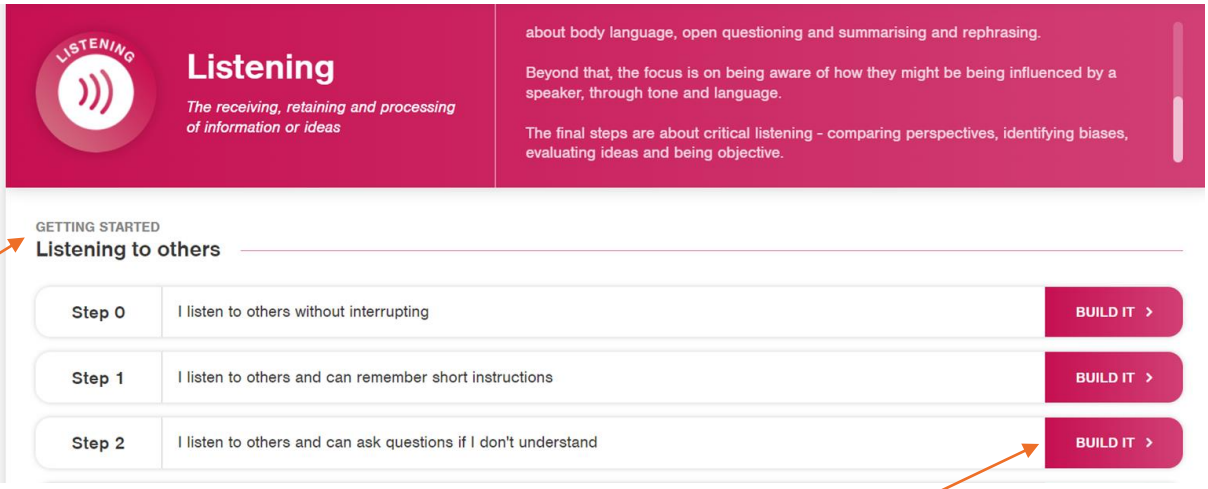
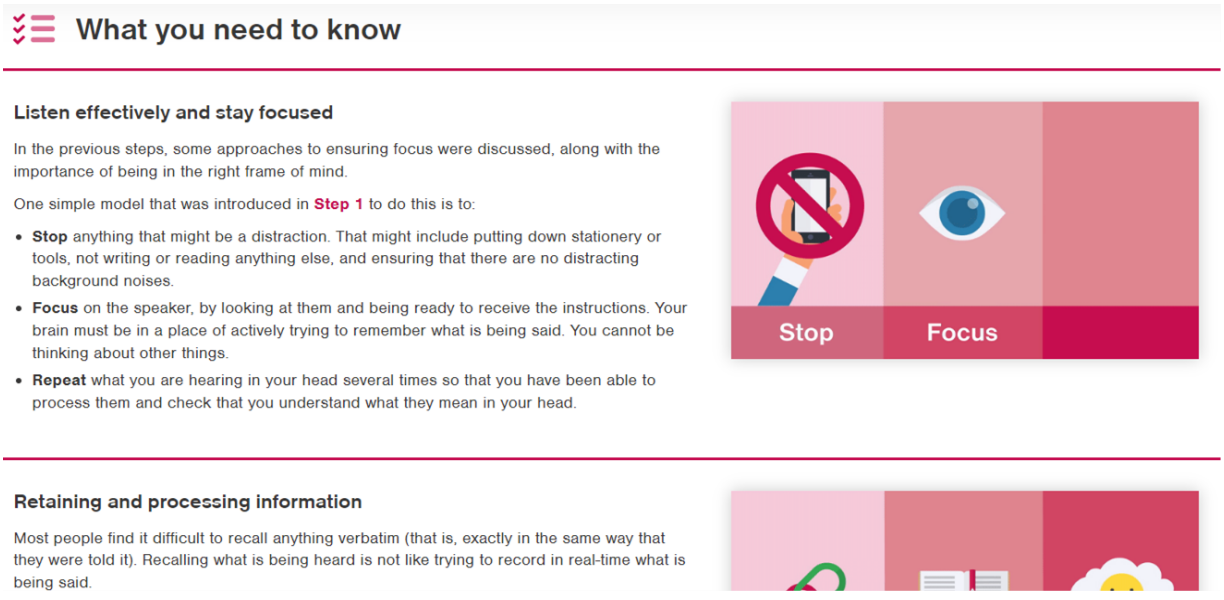
Step 3 – Exploring the Interactive Universal Framework

Now you have identified the relevant skill stages for your job, explore the skill steps within that stage.

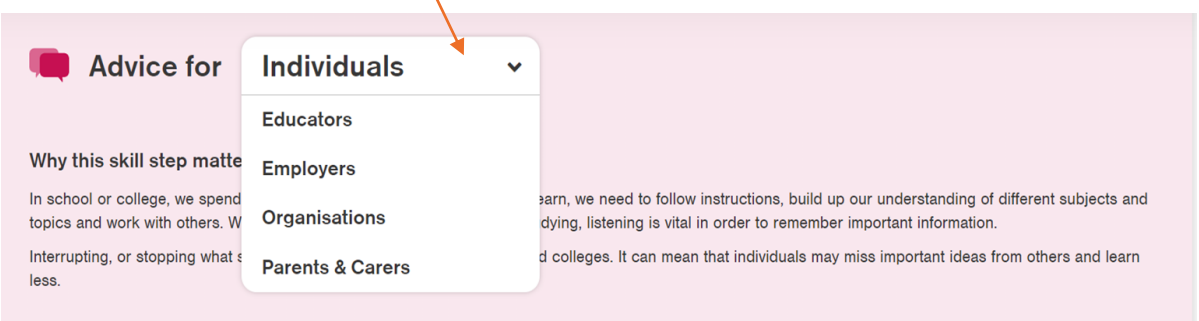
Find the relevant skill stages here



Explore the steps within the stage by clicking on the 'Build it' button. Take some time to explore what you need to know within the skill step. (Example below)



Tailor the advice to 'Individuals: Why the skill step matters in the workplace' or 'Employers: Spotting it in recruitment' by scrolling to the bottom of the 'Build it' page and using the dropdown menu.



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Step 4 – Completing an essential skills reflection grid

Can you detail examples of situations where you have built or applied the 8 essential skills? The examples you use could be from a range of different contexts such as the **workplace**, **education** or **wider life** (for example, volunteering, fundraising or hobbies), unless stated otherwise in the application guidance.

You will use a reflection grid to structure your example. List the essential skill, skill stage, context and skill steps that relate to the situation, then use the **STAR** method to provide further detail.

The example below uses colours to highlight the different **STAR** elements:

Essential skill: Speaking	Stage: Speaking Engagingly	Context: Workplace
Skill step/s that this situation refers to:	Step 7: I use facts and examples to support my points	
Situation where you built or applied this essential skill: *Situation* *Task* *Action* *Result*	*[Situation]* In my current role at X, I'm responsible for increasing engagement with our product. *[Task]* I delivered a presentation to 30 prospective clients during our Spring Conference 2022 to promote our product. *[Action]* I spoke engagingly using facts and examples from my recent research paper exploring the link between our product and improved life satisfaction. *[Result]* 75% of attendees bought our product which increased our team income by 20%.	

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Here are 3 further examples. You may wish to read through these and highlight the **STAR** elements using colours, before starting your own reflection grids on the following pages:

Essential skill: Teamwork	Skill stage: Contributing to a group	Context: Wider life
Skill step/s that this situation refers to:	Step 8: I contribute to group decision making by encouraging others	
Situation where you built or applied this essential skill: *Situation* *Task* *Action* *Result*	I am team captain for my football team, X FC, where I have a responsibility to make tactical decisions. After a run of poor results, I wanted to encourage my teammates to contribute and share their ideas for how we could improve things and establish a greater sense of accountability. I did this by encouraging the team to reflect in small groups, before asking one member of the group to share their thoughts and thanking them for their input. This resulted an improvement in morale and better team performances.	

Essential skill: Staying Positive	Skill stage: Keeping trying	Context: Workplace
Skill step/s that this situation refers to:	Step 3: I keep trying and stay calm when something goes wrong	
Situation where you built or applied this essential skill: *Situation* *Task* *Action* *Result*	During my Year 10 work experience placement at the local newspaper, I was asked to interview a lottery winner. I was due to take notes on a tablet device, but when I got to the event it crashed and stopped working. Even though there were time pressures on me, I had to manage my emotional responses and stay calm to put myself and my interviewee at ease. I focused on my breathing and counted to 10, then considered a solution. I was able capture the information in an alternative way by finding a pen and paper and taking notes by hand, which I then typed up to produce my report.	

Essential skill: Problem Solving	Skill stage: Exploring problems	Context: Education
Skill step/s that this situation refers to:	Step 5: I explore problems by thinking of the pros or cons of possible solutions	
Situation where you built or applied this essential skill: *Situation* *Task* *Action* *Result*	After finishing my GCSEs in Year 11, I struggled to make a decision between studying for A-Levels or a BTEC National Diploma at 6th Form. I made a list of pros and cons for each education route, before evaluating my reflections. I also considered the level of importance of each pro and con. For example, choosing the route that most complemented my learning style was a more important pro than choosing the route I thought my friends would take. As a result, I chose to enrol for a BTEC National Diploma, which resulted in me successfully achieving a distinction.	

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Essential skill:	Skill stage:	Context:
Skill step/s that this situation refers to:		
Situation where you built or applied this essential skill: *Situation* *Task* *Action* *Result*		

Essential skill:	Skill stage:	Context:
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Essential skill:	Skill stage:	Context:
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Essential skill:	Skill stage:	Context:
Skill step/s that this situation refers to:		
Situation where you built or applied this essential skill: *Situation* *Task* *Action* *Result*		

Essential skill:	Skill stage:	Context:
Skill step/s that this situation refers to:		
Situation where you built or applied this essential skill: *Situation* *Task* *Action* *Result*		

Step 5 – Applying examples to a skills-based CV template

Now you have your reflection grid examples, choose 3 or 4 skills that are most relevant to your desired job role or sector to include in your skill-based CV template.

Look at how the reflection grid content has been used in the example CV on page 9, then complete your own CV using this example as a template.

The ordering of the headings in the example CV (i.e. Work Experience and Volunteering, Skills and Achievements, Education and Training) may be adapted. Equally, the length of your CV may also vary, although sticking to a maximum length of two A4 sides is advisable.

Personal Details

Name

Email Address Phone Number

Work Experience and Volunteering

Product Engagement Lead at X

Waiter at X

Volunteer Server at X Food Bank

Skills and Achievements

Teamwork

I am team captain for my football team, X FC, where I have a responsibility to make tactical decisions. After a run of poor results, I wanted to encourage my teammates to contribute and share their ideas for how we could improve things and establish a greater sense of accountability. I did this by encouraging the team to reflect in small groups, before asking one member of the group to share their thoughts and thanking them for their input. This resulted an improvement in morale and better team performances.

Problem Solving

After finishing my GCSE's in Year 11, I struggled to make a decision between studying for A-Levels or a BTEC National Diploma at 6th Form. I made a list of pros and cons for each education route, before evaluated my reflections. I also considered the level of importance of each pro and con. For example, choosing the route that most complemented my learning style was a more important pro than choosing the route I thought my friends would take. As a result, I chose to enrol for a BTEC National Diploma, which resulted in me successfully achieving a distinction.

Staying Positive

During my Year 10 work experience placement at the local newspaper, I was asked to interview a lottery winner. I was due to take notes on a tablet device, but when I got to the event it crashed and stopped working. Even though there were time pressures on me, I had to manage my emotional responses and stay calm to put myself and my interviewee at ease. I focused on my breathing and counted to 10, then considered a solution. I was able capture the information in an alternative way by finding a pen and paper and taking notes by hand, which I then typed up to produce my report.

Education and Training

8 GCSEs (A*- C) and a BTEC National Diploma in X from X School and 6th Form

Level 2 Food Hygiene and Safety for Catering Certificate