

GETTING READY FOR PACK

Level 2 Skills for Business

We are delighted you have chosen to study Level 2 Skills for Business at Haywards Heath College

WHAT YOU WILL STUDY

Unit/Topic	Level 2 Diploma in Skills for Business NCFE Unit 2 Deliver customer service in a business environment Unit 3 Produce documents in a business environment Unit 5 Work with others in a business environment Unit 6 Communicate in a business environment Unit 7 Contribute to running a project Unit 10 Respond to change in a business environment
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WHAT YOU NEED

Kit List	NA
Course Supplement	NA
Equipment	NA
Essential Textbooks	NA

ENRICHMENT

	Future Fair, Work experience week
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SUMMER WORKING TASK INFORMATION
Completion Date: First Lesson Week Commencing 8/9/25
<p>This pack will help you make the best possible start to studying this subject. The tasks in this pack should take you about 4-6 hours to complete.</p> <ul style="list-style-type: none"> should be handed into your teacher when teaching starts from 8th September 2025 with your name on it for assessment. are also available on the internet – follow the links in the document. <p>The tasks are designed to get a bit more difficult as you work through them as they are preparing you for studying at a higher level and to become an effective independent learner. You should try to get as far as you can working on your own but if you do need help, please email us at info@haywardsheath.ac.uk telling us which Getting Ready For pack you are working on and what help you need. Help is available throughout the summer holidays.</p>

SUMMER WORKING TASK	
Positive Mindset	
Task 1 Understand how mindset can improve employability.	Task 1. Write down traits that are seen in positive individuals with words that correspond to the letters on the left side. A T T I T U D E
Task 2 Answer these questions	<ol style="list-style-type: none"> Write down the name of someone you think typically has a good attitude. Why do they or what about them makes you think that? Write down the name of someone you think typically has a negative attitude. How do you know they have a bad attitude? Do you think you can have a bad attitude one day and a good one the next? Why or why not? What influences that? Do you have to have a bad attitude if things aren't going your way, or do you think it's possible to have a good attitude even when bad stuff is happening? Tell me why.

	<p>5. Are there things in your life you'd like to change to help you have a more positive attitude?</p> <p>6. If negative stuff is happening to you, are there things you can do to keep your outlook positive? Name a few of them.</p>
Task 3 Answer these questions	<ul style="list-style-type: none"> • Where do you want to be in 5 years time? • What kind of job do you imagine doing? • What skills does that job require? • What will you need to do in your studies to achieve that goal?
Task 4 Write two stories	<p>You will write two stories with the same starting point. For each story, there will be a main character facing a difficult situation. In your first story, the main character will have a negative mindset. You will have to describe his/her way of thinking and how the situation evolves. In your second story, you will write about the same character, facing the same situation. But this time, he/she will have a positive mindset. You will describe how the situation turns out thanks to this different mindset.</p> <p>Story 1:</p> <p>Story 2:</p>
Task 5 Your SMART Goals	<p>Write at least 3 goals for you. One must be related with your education (College). For the two others, it can be about something outside of college.</p> <ul style="list-style-type: none"> - Goal 1 <ul style="list-style-type: none"> ○ Title: ○ How will I get to it: ○ When do I plan to achieve that goal: - Goal 2 <ul style="list-style-type: none"> ○ Title: ○ How will I get to it: ○ When do I plan to achieve that goal: - Goal 3 <ul style="list-style-type: none"> ○ Title: ○ How will I get to it: ○ When do I plan to achieve that goal:
Task 6 Creating an action plan	<ol style="list-style-type: none"> 1. Read the following cases. 2. For each case, give their qualifications and job experience. 3. For each case, say what job they could have with their skills, and what skills they need to do the job they want. <p>Zackery:</p> <p>Zackery has done acting training and wanted to become a Drama teacher. He started training as a teacher but had to leave the course due to a short-</p>

term health problem. He has a BA in Drama but since he left his teacher-training course he hasn't been able to find any acting jobs. He has been working in an M&S petrol station for the last 18 months, but he would ultimately like to become a psychologist or a counsellor, but he doesn't know what qualifications would be needed for this type of career. Being an actor, and having experience working with customers, Zackery is confident that his communication skills are good. But he would like to have a career that he really enjoys as commitment to the job is something that he finds difficult.

Zackery's qualifications:

Zackery's job experience:

What job could he have with his skills:

What skills does he need to do the job he wants?

Jessie:

Jessie started an engineering degree in 2018 but found the qualification very difficult and left the course. She has a CamTech Level 3 diploma in Engineering and two A-levels in Physics and Maths. Prior to joining university she had done some voluntary and paid work as a camera assistant working with local theatres. She has also worked part time in a book shop. Unfortunately, due to all the theatres closing, she hasn't done camera work in a long time and feels a lack of confidence. But she still enjoys working with cameras and theatres. She would like to become more flexible with her time as her only commitment now is part time work in the book shop. She would like to get a career going and know it will be important to improve her social confidence and her communication skills, but she doesn't know how to.

Jessie's qualifications:

Jessie's job experience:

What job could she have with her skills:

What skills does she need to do the job she wants?

Adam:

Adam left school earlier this year with five GCSEs graded 3-5 and wanted to become a carpenter through an apprenticeship with a local carpentry

firm. Unfortunately, the Covid-19 lockdown meant his apprenticeship was cancelled and the carpentry firm has now gone bust. He would still like to become a carpenter, or something similar, but he doesn't know of any other companies in the area. He is also unaware of any schools or colleges that might offer a useful course. He feels he is very shy and he hasn't worked as part of a team since leaving school. But he knows that he would need to build his teamwork skills if he is going to do an apprenticeship. He has created a CV and is trying to get a part time job locally. But he knows he lacks the enthusiasm and the motivation to get a job with a company that he's not so interested in.

Adam's qualifications:

Adam's job experience:

What job could he have with his skills:

What skills does he need to do the job he wants?

Bethany:

Bethany is a creative person who has a passion for illustration and graphic design. She lives in the countryside and can't drive yet so travelling is very difficult for her. She is also part way through a blacksmithing apprenticeship specialising in the Maintenance and Reproduction of Japanese Medieval Armour. She sometimes gets paid commissions from collectors or museums for this work but seeing as all of the museums have been closed she hasn't received any blacksmithing work in over 6 months. She would like to work on her punctuality and communications skills, but living in a rural area means finding a part-time job is very difficult. She does have seven GCSEs graded B to D, a Level 3 BTech in Creative Arts and a Foundation Degree in Fine Art. She would ultimately like a creative career.

Bethany's qualifications:

Bethany's job experience:

What job could she have with her skills:

What skills does she need to do the job she wants?