

VELS	Year	Blueprint	MIPs and MIPs Best Practice Framework
Level 6 – Physical, Personal and Social Learning – Personal Learning Strand – Dimension: Manage Personal Learning The Humanities - Economics Dimension: Economic knowledge and understanding	9, 10	Phase 2 (B) Learning and Work Exploration 4.2 Link lifelong learning to personal career aspirations.	MIPs Aim: Develop Skills to manage their pathways throughout their working lives MIPs Aim: Develop their knowledge, understanding and experience of opportunities in education, training and employment Best Practice Framework 3: Pathways and Planning Process

EMPLOYABILITY SKILLS

Teachers' notes

Outcome

Identify current generic skills that are transferable to the workplace.

Rationale

Students have an array of skills that they may not be aware of that are useful in the workplace. They need to recognise the skills that they already possess and how these can be transferred to the workplace. Students need to understand the term 'employability skills' in relation to the world of work and to realise that certain skills are common to many types of work.

Task description

To assist students to understand the term 'employability skills' in relation to the world of work and to realise that certain skills are common to many types of work.

1. Teacher introduces the terms 'employability skills', 'generic skills' and 'key competencies'.
2. In pairs, students identify at least three scenarios in which employability skills may be used, e.g. home, school and workplace.
3. Students individually or in small groups list:
 - a. the skills they have learned outside the classroom that can be used at school or in the workplace
 - b. the skills they have developed (or are developing) at school in the classroom or in co-curricular activities such as sport, music and the arts, and how they can be used at work.
4. In pairs or small groups, students discuss and answer the 'Checklist' Question 1.
5. Students individually answer Question 2 on the 'Checklist'.
6. Teacher constructs an employability skills list on board, using students' answers to Question 2.
7. In pairs, students list three types of work that they may be considering in the future and the skills necessary, identifying skills common to all three.

They should also check whether they have these skills by comparing them with their own lists.

Extension activities and Local Standards

- Students should place their list in their resumes.
- An employer/LLEN Project Officer/ LCP Project Officer could be invited to talk the class regarding the need for these generic skills also combined with a session about how to find and maintain work – 'the hidden job market'

Employability Skills Framework

There is broad agreement that all young people need a set of skills and attributes that will prepare them for both employment and further learning. In 2002, the Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) produced the Report *Employability Skills for the Future* on behalf of DEST and ANTA. The Report aimed to improve the understanding of what employers consider makes a good employee as well as to stimulate further work in employability skill development in Australian education and training.

The key skills identified in conjunction with the personal attributes to make up the Employability Skills Framework are shown in the Employability skills table.

Employability skills framework

Personal Attributes that contribute to overall employability		<ul style="list-style-type: none"> • Loyalty • Commitment • Honesty and integrity • Enthusiasm • Reliability 	<ul style="list-style-type: none"> • Personal Presentation • Common sense • Positive self esteem • A sense of humour 	<ul style="list-style-type: none"> • A balanced attitude to work and home life • An ability to deal with pressure • Motivation • Adaptability
Skill	Element – (facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job)	Skill	Element – (facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job)	
Communication ...that contributes to productive and harmonious relations across employees and customers	Listening and understanding Speaking clearly and directly Writing to the needs of the audience Negotiating responsively Reading independently Empathising Speaking and writing in languages other than English Using numeracy Understanding the needs of internal and external customers Persuading effectively Establishing and using networks Being assertive Sharing information	Planning and organising ...that contributes to long and short term strategic planning	Managing time and priorities– setting time lines, co-ordinating tasks for self and with others Being resourceful Taking initiative and making decisions Adapting resource allocations to cope with contingencies Establishing clear project goals and deliverables Allocating people and other resources to tasks Planning the use of resources including time management Participates in continuous improvement and planning processes Developing a vision and a proactive plan to accompany it Predicting - weighing up risk, evaluate alternatives and apply evaluation criteria Collecting, analysing and organising information Understanding basic business systems and their relationships	

<p>Team work ...that contributes to productive working relationships and outcomes</p>	<p>Working across different ages and irrespective of gender, race, religion or political persuasion Working as an individual and as a member of a team Knowing how to define a role as part of the team Applying team work to a range of situations e.g. futures planning, crisis problem solving Identifying the strengths of the team members Coaching and mentoring skills including giving feedback</p>	<p>Technology ...that contributes to effective execution of tasks</p>	<p>Having a range of basic IT skills Applying IT as a management tool Using IT to organise data Being willing to learn new IT skills Having the OHS knowledge to apply technology Having the physical capacity to apply technology e.g. manual dexterity</p>
<p>Problem solving ..that contributes to productive outcomes</p>	<p>Developing creative, innovative solutions Developing practical solutions Showing independence and initiative in identifying problems and solving them Solving problems in teams Applying a range of strategies to problem solving Using mathematics including budgeting and financial management to solve problems Applying problem solving strategies across a range of areas Testing assumptions taking the context of data and circumstances into account. Resolving customer concerns in relation to complex projects issues</p>	<p>Learning ..that contributes to ongoing improvement and expansion in employee and company operations and outcomes</p>	<p>Managing own learning Contributing to the learning community at the workplace Using a range of mediums to learn – mentoring, peer support and networking, IT, courses Applying learning to ‘technical’ issues (e.g. learning about products) and ‘people’ issues (e.g. interpersonal and cultural aspects of work) Having enthusiasm for ongoing learning Being willing to learn in any setting – on and off the job Being open to new ideas and techniques Being prepared to invest time and effort in learning new skills Acknowledging the need to learn in order to accommodate change</p>
<p>Self Management ..that contributes to employee satisfaction and growth</p>	<p>Having a personal vision and goals Evaluating and monitoring own performance Having knowledge and confidence in own ideas and visions Articulating own ideas and visions Taking responsibility</p>	<p>Initiative and enterprise ..that contribute to innovative outcomes</p>	<p>Adapting to new situations Developing a strategic, creative, long term vision Being creative Identifying opportunities not obvious to others Translating ideas into action Generating a range of options Initiating innovative solutions</p>

Extract from Employability Skills for the Future, 2002

Employability Skills Worksheet: Checklist

Employability skills are those generic skills that employers expect employees to have, along with job-specific technical skills. These skills are also prerequisites for self-employment. These skills are developed during your schooling years and they are further developed when you leave school.

1. Work through this list of employability skills and identify the skills that you 'enjoy doing' or are 'good at'.
 Think of examples from your own life. If necessary, get someone who knows you well to prompt you.
 Most of your examples may relate to home.

Communication	
Enjoy doing	Good at

Teamwork	
Enjoy doing	Good at

Problem solving	
Enjoy doing	Good at

Initiative and enterprise	
Enjoy doing	Good at

Planning and organising	
Enjoy doing	Good at

Self-management	
Enjoy doing	Good at

Learning	
Enjoy doing	Good at

Technology	
Enjoy doing	Good at

- Using the lists above, record six employability skills that you have identified as being important in your current activities.

- Often, when applying for jobs, we need to show evidence of how we acquired a certain skill. Choose two of your employability skills above and write a paragraph about how you can demonstrate you have acquired that skill. You may like to start your paragraph as follows:

I am really good at..... I can demonstrate this by..... Or
 During my work/school/family life, I have displayed An example of this is when.....