

Victorian Careers Curriculum Framework

**Lesson Plan: Employability skills**

**Australian Blueprint of Career Development competencies**

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| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA A: PERSONAL MANAGEMENT | | |
| 3. Change and grow throughout life | 3.2 Learn to respond to change and growth (I) | 3.2.8 Demonstrate effective communication skills in stressful situations (assertiveness, conflict resolution, problem-solving, etc.)  3.2.13 Engage in further work, family and leisure activities  that contribute to your own mental, emotional, physical and economic wellbeing |
| AREA B: LEARNING AND WORK EXPLORATION | | |
| 4. Participate in lifelong learning supportive of career goals | 4.2 Link lifelong learning to personal career aspirations, both present and future | 4.2.4 Understand how personal skills and attitudes influence career successes  4.2.6 Explore the importance of a variety of skill types in the workplace  4.2.8 Explore the skills, knowledge and attitudes best suited to adapt to changing work role requirements  4.2.14 Compare the role of a student with that of a worker |
| 6. Understand the relationship between work, society and  the economy | 6.2 Understand how work contributes to the community | 6.2.4 Explore the economic contributions workers make to a community |

Teachers’ notes: Employability skills

**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 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**

Suggested level: Years 9 and 10

To assist students to understand the term ‘employability skills’ 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; and

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**

**•** Update dictionary of terms in portfolios.

• Students may place the completed lists in their personal portfolios.

• Students individually or in small groups list the skills they have developed through sport, hobbies or work experience and how they can be used in the workplace.

• Students individually or in small groups describe how they used their skills during work experience.

• Teacher facilitates a whole-class discussion on some of these skills and the ones from the ‘Checklist’, providing examples of how they would be used in the workplace.

• Students may deliver a presentation to the class on a preferred field of work and explain the employability skills and educational requirements for the occupation/job.

• Invite a guest speaker from the local Chamber of Commerce and Industry or Rotary Club to speak about the importance of employability skills in the workplace from an employer’s perspective.

• Invite a parent who has gained skills in the family or community context to talk about how he or she has transferred these skills to the workplace.

**Number of student worksheets for this Lesson Plan – 1**

* Checklist

**Suggested resources**

**•** Copies of Checklist worksheet

• Blackboard/whiteboard

• myfuture website at [www.myfuture.edu.au](http://www.myfuture.edu.au/)

• Job Guide – in print (Section 2) or online at [www.jobguide.deewr.gov.au](http://jobguide.deewr.gov.au/)

• Employability Skills for the Future website at [www.deewr.gov.au/schooling/ CareersandTransitions/EmployabilitySkills/Pages/Overview.aspx](http://www.deewr.gov.au/schooling/CareersandTransitions/EmployabilitySkills/Pages/Overview.aspx)

**Teacher reference: 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 to be the attributes that make 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 table on pages 18 and 19. This activity links to the Identifying step in [www.myfuture.edu.au](http://myfuture.edu.au/)

**Employability skills framework**

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| Personal attributes that contribute to overall employability | | Loyalty Personal presentation A balanced attitude to work and home life  Commitment Common sense An ability to deal with pressure  Honesty and integrity Positive self-esteem Motivation Enthusiasm A sense of humour Adaptability Reliability | | |
| 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 |

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| Teamwork  …that contributes to productive working relationships and outcomes | 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 | Technology  ...that contributes to effective execution of tasks | 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 |
| Problem-solving  …that contributes to productive outcomes | 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 range of areas  Testing assumptions taking the context of data and circumstances into account  Resolving customer concerns in relation to complex projects issues | Learning  …that contributes to ongoing improvement  and expansion  in employee and company operations and outcomes | 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 |
| Self-management  …that contributes to employee satisfaction and growth | 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 | Initiative and enterprise  …that contribute to innovative outcomes | 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 |

Extract from Employability Skills for the Future, 2002

Student Worksheet 1: Employability skills

**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.

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| Communication | |
| Enjoy doing | Good at |
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| Teamwork | |
| Enjoy doing | Good at |
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| Problem-solving | |
| Enjoy doing | Good at |
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| Initiative and enterprise | |
| Enjoy doing | Good at |
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| Planning and organising | |
| Enjoy doing | Good at |
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| Self-management | |
| Enjoy doing | Good at |
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| Learning | |
| Enjoy doing | Good at |
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| Technology |  |
| Enjoy doing | Good at |
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2. Using the lists above, record five employability skills that you have identified as being important in your current activities.

It may be important for you to explain to an employer when you are seeking work that you have gained these skills, and you may wish to mention the context where you have demonstrated these skills.

1.

2.

3.

4.

5.