

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 activitiesthat 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 successes4.2.6 Explore the importance of a variety of skill types in the workplace4.2.8 Explore the skills, knowledge and attitudes best suited to adapt to changing work role requirements4.2.14 Compare the role of a student with that of a worker |
| 6. Understand the relationship between work, society andthe 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 lifeCommitment Common sense An ability to deal with pressureHonesty 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 productiveand harmonious relations across employees and customers | Listening and understandingSpeaking clearly and directlyWriting to the needs of the audienceNegotiating responsively Reading independently EmpathisingSpeaking and writing in languages other than EnglishUsing numeracyUnderstanding the needs of internal and external customersPersuading effectively Establishing and using networks Being assertiveSharing 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 othersBeing resourcefulTaking initiative and making decisionsAdapting resource allocations to cope with contingenciesEstablishing clear project goals and deliverablesAllocating people and other resources to tasksPlanning 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 applyevaluation criteriaCollecting, analysing and organising informationUnderstanding 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 persuasionWorking 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. futuresplanning, crisis problem-solving Identifying the strengths of the team membersCoaching 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 dataBeing willing to learn new IT skillsHaving the OHS knowledge to apply technologyHaving the physical capacity to apply technology e.g. manual dexterity |
| Problem-solving…that contributes to productive outcomes | Developing creative, innovative solutionsDeveloping practical solutionsShowing independence and initiative in identifying problems and solving themSolving problems in teamsApplying a range of strategies to problem-solvingUsing mathematics including budgeting and financial management to solve problemsApplying problem-solving strategies across range of areasTesting assumptions taking the context of data and circumstances into accountResolving customer concerns in relation to complex projects issues | Learning…that contributes to ongoing improvementand expansionin employee and company operations and outcomes | Managing own learningContributing to the learning community at the workplaceUsing a range of mediums to learn – mentoring, peer support and networking, IT, coursesApplying learning to ‘technical’ issues (e.g. learning about products) and ‘people’ issues (e.g. interpersonal and cultural aspects of work)Having enthusiasm for ongoing learningBeing willing to learn in any setting – on and off the jobBeing open to new ideas and techniquesBeing prepared to invest time and effort in learning new skillsAcknowledging the need to learn in order to accommodate change |
| Self-management…that contributes to employee satisfaction and growth | Having a personal vision and goalsEvaluating and monitoring own performanceHaving knowledge and confidence in own ideas and visionsArticulating own ideas and visionsTaking responsibility | Initiative and enterprise…that contribute to innovative outcomes | Adapting to new situationsDeveloping a strategic, creative, long-term visionBeing creativeIdentifying opportunities not obvious to othersTranslating 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.

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