BRIDGING DOCUMENT - CORE SKILLS FOR WORK

The purpose of this document is to provide a detailed understanding of how the Core Skills for Work Developmental Framework (CSfW) aligns with the 2002 Employability Skills Framework. This document does not intend to replace either framework or contain the full description of the skills included in these frameworks.

The Australian Government has funded the development of a new framework – CSfW – that describes the non-technical skills, knowledge and understandings that underpin successful participation in work, otherwise known as generic or employability skills. Work could be paid, unpaid, self-employment or voluntary.

The CSfW adopts a developmental approach to these skills, based on a continuum of increasing expertise from novice to expert and acknowledges that an individual may be operating at different levels for the various skills. The CSfW is designed as a developmental tool to assist trainers and educators in the design, targeting and delivery of training and to assist those who work with job seekers to prepare them for entering employment.

2002 EMPLOYABILITY SKILLS FRAMEWORK

In 2001 the former Australian Government Department of Education Science and Training and the Australian National Training Authority provided funding to the Australian Chamber of Commerce and Industry (ACCI) and Business Council of Australia (BCA) to undertake a research project to gather a detailed understanding of the employability skills needs of industry and to determine if new requirements were required since the Meyer Key Competencies were developed.

The focus of the research was to identify a set of employability skills that employers sought in their employees. Research was undertaken with a sample of small and medium sized enterprises (approximately 40) and large sized enterprises (approximately 13). Following the research employer validation was undertaken with another 150 enterprises and employer groups.

This research project led to the development of the *Employability Skills Framework* which identified those key generic employability skills that employers argued individuals should have along with the job-specific or relevant technical skills. The *Employability Skills Framework* also identified a number of personal attributes that employers valued.

The following skills were included in the framework:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

In 2006, the *Employability Skills Framework* replaced the Meyer Key Competencies in Vocational Education and Training (VET) training packages. While employability skills were listed in all units of competency of VET training packages, there was no operational definition that trainers could use when designing curricula and assessment tools and no consistent standards. Teachers needed more guidance in how to teach employability skills in a structured way[1].

CORE SKILLS FOR WORK DEVELOPMENTAL FRAMEWORK

Throughout 2011 and 2012 the Australian Government, through the Departments of Industry, Innovation, Climate Change, Science, Research and Tertiary Education and Education, Employment and Workplace Relations, has funded the development of CSfW.

While the *Employability Skills Framework* was focused specifically on employees, the CSfW is broader in its application as it also applies to self-employment, volunteer work and training.

The CSfW is specifically targeted at educators, trainers, practitioners and those developing training packages, courseware and curriculum to support the development of these skills in an educational setting.

The CSfW provides a common language for describing and talking about generic skills related to work and to facilitate the development of these non-technical skills required for work in an educational or learning setting. In addition the CSfW uses a developmental approach to describe these skills at five different levels from novice through to expert.

The CSfW breaks these skills into three Skill Clusters and ten Skill Areas being:

CLUSTER 1 - NAVIGATE THE WORLD OF WORK

    a.   Manage career and work life

    b.   Work with roles, rights and protocols

CLUSTER 2 - INTERACT WITH OTHERS

    a.   Communicate for work

    b.   Connect and work with others

    c.   Recognise and utilise diverse perspectives

CLUSTER 3 - GET THE WORK DONE

    a.   Plan and organise

    b.   Make decisions

    c.   Identify and solve problems

    d.   Create and innovate

    e.   Work in a digital world

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[1] NCVER At a glance series. Employability Skills http://www.ncver.edu.au/publications/2404.html.

LINKAGES BETWEEN FRAMEWORKS

The CSfW is not intended to replace the *Employability Skills Framework*. It builds upon the underpinning principle that all working age Australians need a set of personal skills that prepares them for both employment and further learning and that the ongoing employability of individuals is dependent on them having a set of relevant skills, as well as a capacity to learn new things.

Throughout the development of the CSfW, employers continued to reiterate that the employability or generic skills and attributes that their employees need have not substantially changed over the past 20 years or since the *Employability Skills Framework* was developed. However employers have continuing concerns that young people and job seekers more generally are not job ready. Additionally, trainers find it difficult to locate employability skills in training packages in order to teach and assess these skills that employers need.

The *Employability Skills Framework* includes attributes, such as 'loyalty' and 'commonsense'. As these are personal attributes not skills they can be difficult to teach and are affected by influencing factors such as culture and values. The CSfW only includes skills that can be demonstrated, taught and learnt so does not duplicate the listing of attributes. However, many of the positive behaviours associated with the possession of attributes will be influenced by the development of the skills described in the CSfW. For example 'loyal' behaviour may be associated with a better understanding of roles, rights and responsibilities and how to manage career and work life. The CSfW also acknowledges the role of influencing factors such as culture and value-based factors, self belief and resilience and degree of motivation.

The CSfW builds upon the *Employability Skills Framework* by providing an operational definition of the skills employers want and facilitates translation of the skills into a practical education setting and into skills that can be taught, learned, observed and measured.

Further, the CSfW provides the basis for a common understanding of these skills across industries, educational settings, employment services and various forms of employment. It enables practitioners, teachers and training package developers to improve their knowledge and understanding of these skills for the benefit of learners and ultimately for the benefit of employers.

The following tables explore how the skills and personal attributes contained in the *Employability Skills Framework*[2] translate across to the skills in the CSfW[3].

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[2] The 2002 Employability Skills Framework is available at
http://www.deewr.gov.au/Schooling/CareersandTransitions/EmployabilitySkills/Documents/
EmpSkillsForTheFuture.pdf.
[3] The CSfW is available at http://www.innovation.gov.au/csfw.

ACCI/BCA Employability Skills		Core Skills for Work Developmental Framework	
Employability Skill	**Facet**	**Skill Area**	**Focus Area**
Communication	Listening and understanding	Communicate for work[4]	Speak and listen
	Speaking clearly/directly	Communicate for Work	Speak and listen Get the message across
	Reading and interpreting documentation	Communicate for work	Respond to communication systems, practices and protocols Understand, interpret and act
	Writing to audience needs	Communicate for work	Respond to communication systems, practices and protocols Get the message across
	Interpreting the needs of internal/external customers	Communicate for work Connect and work with others	Understand, interpret and act Build rapport
	Using numeracy effectively	[Covered by Australian Core Skills Framework (ACSF)]	
	Establishing/ using networks	Connect and work with others	Build rapport Cooperate and collaborate
	Sharing information	Communicate for work Work in a digital world	Get the message across Access, organise and present information
	Negotiating responsively	Communicate for work Connect and work with others Recognise and utilise diverse perspectives	Speak and listen Understand, interpret and act Get the message across Understand self Build rapport Cooperate and collaborate Manage conflict
	Persuading effectively	Communicate for work Connect and work with others	Speak and listen Understand, interpret and act Get the message across Build rapport Cooperate and collaborate
	Being assertive	Connect and work with others Communicate for work Recognise and utilise diverse perspectives	Understand self Get the message across Manage conflict
	Empathising	Connect and work with others Recognise and utilise diverse perspectives	Understand self Build rapport Recognise different perspectives Respond to and utilise diverse perspectives

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[4] Communicate for work is also underpinned by the literacy skills of reading, writing and oral communication, which are contained in the Australian Core Skills Framework (ACSF)

ACCI/BCA Employability Skills		Core Skills for Work Developmental Framework	
Employability Skill	**Facet**	**Skill Area**	**Focus Area**
Teamwork	Working as an individual and a team member	Connect and work with others	Understand self Build rapport Cooperate and collaborate
		Plan and organise	Plan and organise workload and commitments Plan and implement tasks
	Working with different ages, genders, race, religion, political persuasion	Recognise and utilise diverse perspectives	Recognise different perspectives Respond to and utilise diverse perspectives
	Knowing how to define a role as part of a team	Work with roles, rights and protocols	Work with roles and responsibilities
		Connect and work with others	Cooperate and collaborate
	Applying teamwork skills to a range of situations	Connect and work with others	Build rapport Cooperate and collaborate
		Plan and organise	Plan and organise workload and commitments
		Make decisions	Establish decision making scope
	Identifying the strengths of team members	Connect and work with others	Cooperate and collaborate
	Coaching, mentoring and giving feedback	Connect and work with others	Cooperate and collaborate
Problem Solving	Developing practical solutions	Identify and solve problems	Apply problem-solving processes
		Create and innovate	Select ideas for implementation
	Developing creative, innovative solutions	Create and innovate	Recognise opportunities to develop and apply new ideas Generate ideas Select ideas for implementation
	Showing independence and initiative in identifying problems and solving them	Identify and solve problems	Identify problems Apply problem-solving processes
	Solving problems in teams	Connect and work with others	Cooperate and collaborate
		Identify and solve problems	Apply problem-solving processes
		Recognise and utilise diverse perspectives	Manage conflict
	Applying a range of strategies in problem solving	Identify and solve problems	Identify problems Apply problem-solving processes Review outcomes
	Using mathematics to solve problems	[Covered by the ACSF]	

ACCI/BCA Employability Skills		Core Skills for Work Developmental Framework	
Employability Skill	**Facet**	**Skill Area**	**Focus Area**
Problem Solving *(continued)*	Testing assumptions taking context of data/ circumstances into account	Make decisions Identify and solve problems	Apply decision making processes Review impact Apply problem-solving processes Review outcomes
	Resolving customer concerns in relation to complex project issues	Identify and solve problems	Identify problems Apply problem-solving processes Review outcomes
Initiative and Enterprise	Adapting to new situations	Work with roles, rights and protocols Create and innovate	Work with roles and responsibilities Recognise and respond to protocols Recognise opportunities to develop and apply new ideas
	Being creative	Create and innovate	Generate ideas
	Identifying opportunities not obvious to others	Create and innovate	Recognise opportunities to develop and apply new ideas
	Generating a range of options	Create and innovate	Generate ideas
	Translating ideas into action	Create and innovate	Select ideas for implementation
	Initiating innovative solutions	Create and innovate	Recognise opportunities to develop and apply new ideas
	Developing a strategic, creative, long-term vision	Create and innovate Plan and organise	Recognise opportunities to develop and apply new ideas Generate ideas Select ideas for implementation Plan and implement tasks
Planning and Organising	Collecting, analysing and organising information	Plan and organise Work in a digital world	Plan and implement tasks Access, organise and present information
	Using basic business systems for planning and organising	Plan and organise Work in a digital world	Plan and implement tasks Access, organise and present information
	Being resourceful	Plan and organise	Plan and organise workload and commitments
	Taking initiative and making decisions	Make decisions	Establish decision making scope Apply decision making processes
	Participating in continuous improvement and planning processes	Create and innovate	Recognise opportunities to develop and apply new ideas Generate ideas Select ideas for implementation
	Establishing clear project goals and deliverables	Plan and organise	Plan and implement tasks
	Planning the use of resources	Plan and organise	Plan and implement tasks
	Allocating people and other resources to tasks	Plan and organise	Plan and implement tasks

ACCI/BCA Employability Skills		Core Skills for Work Developmental Framework	
Employability Skill	**Facet**	**Skill Area**	**Focus Area**
Planning and organising *(continued)*	Managing time and priorities	Plan and organise	Plan and organise workload and commitments
	Adapting resources allocation to cope with contingencies	Identify and solve problems	Apply problem-solving processes
		Plan and organise	Plan and implement tasks
Self-Management	Having a personal vision and goals	Manage career and work life	Identify work options Develop relevant skills and knowledge
	Having knowledge & confidence in own ideas and vision	Connect and work with others	Understand self
		Create and innovate	Recognise opportunities to develop and apply new ideas Generate ideas
	Articulating own ideas and vision	Communicate for work Connect and work with others	Get the message across Build rapport
		Recognise and utilise diverse perspectives	Recognise different perspectives
	Evaluating and monitoring performance	Plan and organise	Plan and organise workload and commitments
		Identify and solve problems	Plan and implement tasks Review outcomes
		Make decisions	Review impact
		Connect and work with others	Understand self
		Manage career and work life	Develop relevant skills and knowledge
	Taking responsibility	Make decisions	Establish decision making scope
		Work with roles, rights and protocols	Work with roles and responsibilities Operate within legal rights and responsibilities
		Plan and organise	Plan and organise workload and commitments
Technology	Using communications equipment	Work in a digital world	Use digitally based technologies and systems
		Communicate for work	Respond to communication systems, practices and protocols
	Using basic IT skills	Work in a digital world	Use digitally based technologies and systems
	Using IT to organise data	Work in a digital world	Use digitally based technologies and systems Access, organise and present information

ACCI/BCA Employability Skills		Core Skills for Work Developmental Framework	
Employability Skill	Facet	Skill Area	Focus Area
	Adapting to new IT skill requirements	Work in a digital world	Use digitally based technologies and systems
Technology *(continued)*	Applying OHS knowledge when using technology	Work in a digital world	Use digitally based technologies and systems Manage risk
	Applying IT as a management tool	Work in a digital world	Use digitally based technologies and systems Connect with others Manage risk
Learning[5]	Being open to new ideas and techniques	Manage career and work life Create and innovate	Develop relevant skills and knowledge Recognise opportunities to develop and apply new ideas
	Being willing to learn in any setting – on or off the job	Manage career and work life	Identify work options Develop relevant skills and knowledge
	Having enthusiasm for ongoing learning	Covered by Influencing Factors – Degree of motivation	
	Recognising the need to learn to accommodate change	Manage career and work life Create and innovate	Identify work options Develop relevant skills and knowledge Recognise opportunities to develop and apply new ideas
	Investing time and effort in learning new skills	Manage career and work life	Identify work options Develop relevant skills and knowledge
	Managing own learning	Manage career and work life	Identify work options Develop relevant skills and knowledge
	Contributing to the learning community at the workplace	Manage career and work life Connect and work with others	Identify work options Develop relevant skills and knowledge Cooperate and collaborate
	Using a range of learning approaches	[Covered by the ACSF]	

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[5] Performance in the Skill Areas related to Learning is underpinned by learning skills contained within the ACSF

ACCI/BCA Employability Skills		Core Skills for Work Developmental Framework	
Employability Skill	**Facet**	**Skill Area**	**Focus Area**
	Applying learning to technical issues and people issues	Manage career and work life	Identify work options Gain work Develop relevant skills and knowledge
		Make decisions	Establish decision making scope Apply decision making processes
		Identify and solve problems	Apply problem-solving processes
		Create and innovate	Recognise opportunities to develop and apply new ideas

ACCI/BCA Employability Skills	Core Skills for Work Developmental Framework	
Attributes	**Influencing Factors**	**Skill Area**
Loyalty	The nature and importance of this attribute is determined by *Cultural and value-based factors* May also be an outcome of *Degree of motivation*	May be an influencing factor in *Manage career and work life* May also play a role in *Work with roles rights and responsibilities*
Commitment	The nature and importance of this attribute is determined by *Cultural and value-based factors* May also be an outcome of *Degree of Motivation*	Specific references in *Connect and Work with others (Cooperate and collaborate)* Also underpins *Plan and organise (Plan and organise workload and commitments)*
Honesty and integrity	The nature and importance of this attribute is determined by *Cultural and value-based factors*	May be an influencing factor in *Work with roles, rights and protocols (Operate within legal rights and responsibilities; Recognise and respond to protocols)* May also play a role in *Connect and work with others (Understand self)*
Reliability	The nature and importance of this attribute is determined by *Cultural and value-based factors* May also be an outcome of *Degree of Motivation*	Underpins *Plan and organise (Plan and organise workload and commitments)* Also underpins *Connect and work with others (Cooperate and collaborate)*
Commonsense	The nature and importance of this attribute is determined by *Cultural and value-based factors*	Underpins *Work with roles, rights and protocols* Also underpins *Make decisions* and *Identify and solve problems*
Motivation	Covered by *Degree of motivation* Also influenced by *External factors*	Underpins all Skill Areas
Enthusiasm	Covered by *Degree of motivation* Also influenced by *External factors*	May play a role in any Skill Area
Positive self-esteem	Covered by *Self-belief and resilience*	An outcome of *Connect and Work with others (Understand self)*
Sense of humour	The nature and importance of this attribute is determined by *Cultural and value-based factors* May be an outcome of *Self-belief and resilience*	May be an outcome *Connect and work with others (Understand self)* May play a role in *Communicate for work* and in *Connect and work with others (Build rapport)*
Ability to deal with pressure	May be an outcome of *Self-belief and resilience* Also influenced by *External factors*	An outcome of *Plan and organise* May be an outcome of *Connect and work with others (Understand self)*
Adaptability	May be an outcome of *Self-belief and resilience*	Specific references in: *Make decisions* *Create and innovate* *Identify and solve problems* *Plan and organise*
Personal presentation	The nature and importance of this attribute is determined by *Cultural and value-based factors*	Specific references in: *Manage career and work life (Gain work)* *Work with roles, rights and protocols (Recognise and respond to protocols)*
Balanced attitude to work and home life	The nature and importance of this attribute is determined by *Cultural and value-based factors* Also influenced by *External factors* and *Self-belief and resilience*	An outcome of *Manage career and work life (Identify work options)* Specific references in *Plan and organise (Plan and organise workload and commitments)*