



## Skills for Success

### Introduction

A key 2018<sup>1</sup> study found that almost 60% of adults lack the core transferable skills that employers say are needed to thrive in the workplace. Yet skills such as communication and resilience can be developed from an early age.

To help local schools tackle this challenge, the volunteer Enterprise Advisors at the Heart of the South West Careers Hub have identified 10 Skills for Success. Developing these skills can help students to progress at home, at school and ultimately at work.

This resource pack will help your students to:

- Identify the key transferable skills
- Assess how well they perform these skills
- Plan to develop these skills further

### Resource Overview

These resources can be used from year 7 upwards to help young people identify strengths and areas for development.

For younger students you might wish to emphasis the benefit of these skills in daily life. With year 10 and 11 students you might wish to place a greater focus on employability.

The resources include:

- 1 a series of videos each highlighting a specific skill that is valued in the workplace
- 2) discussion questions exploring these skills
- 3) a skills investigation - to identify skill requirements in recruitment information
- 4) a self-assessment and action planning tool.

### Using the Skills for Success resource pack

We have designed these resources flexibly so that you can tailor them to fit with your school's programme, whether delivered remotely or on-site. Here are some ideas for you to consider:

#### *Tutor Time bite-size (approx. 20 mins)*

Select one of the skills. Play the relevant video and discuss the suggested questions with the students. You could repeat this session for other skills on other occasions.

#### *Group Careers or PSHE lesson (50 mins – 1 hr)*

Each of the activities below could be used in a single session. You could also use several activities during a series of sessions, or throughout a dedicated enrichment / PSHE day.

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<sup>1</sup> Barclays LifeSkills: How Employable is the UK? Meeting the future skills challenge. October 2018.

## Using the Skills for Success resource pack cont.

### Guided discussion

Select two skills and play the relevant videos. Discuss the suggested questions with the students as above.

### Skills investigation

Use the skills investigation to help students identify skills requirements within recruitment materials. This would be useful preparation for careers interventions including job application and interview skills sessions. If delivering this session remotely it would be helpful to use a platform with a break-out room facility to enable students to work in small groups.

### Employer encounter

Students who are familiar with the resources and skills may gain further insight from a live employer encounter. This is suitable for delivery on site or via an online platform. Suggestions for delivering this include:

**Interview the employer** - students select one or more skills and ask the employer why this is important in their workplace and how it is seen in action.

**Student interview practice** - if you have a mock interview event scheduled you could use these skills as the basis for a common set of interview questions across diverse employment sectors. This would emphasise the importance of transferable skills. Online interviews are likely to remain a key recruitment practice for some time, so this is a highly valuable intervention.

### Student Self-Assessment

Once students have viewed several videos, they should be ready to complete one or more student self-assessment and action planning sheets. These require the students to reflect on situations, skills and strengths.

Many students will benefit from external prompts to consider these things, so you might consider how to involve tutors, parents or volunteers, such as Enterprise Advisors with this.

### *Personal Guidance*

Students who have completed the self-assessment and action planning task could bring this to their personal guidance session to support discussion around their next steps.

### *Independent work*

You could provide links to the videos and resources on your homework platform, within parent communications or via your school website.



## Skills for Success Videos – teacher led group discussion

This session can be delivered on-site or via a group video call platform.

### Aim of session

This discussion should help your students to:

- understand each skill and recognise these skills in themselves and others
- recognise the importance of developing these skills
- feel comfortable using the language of skills

### Suggested discussion questions

- *Is there any language used in those videos you are not familiar with?*

Ask the students to identify a list of unfamiliar words.  
Explore the meaning of those words with the students.  
Find examples in a school or home context to bring those words to life.

- *Why do you think these skills are important?*

Ask the students to identify the positive things mentioned in the videos.  
Explore why they are important to the speakers.

- *Which jobs can you think of that need these skills?*

Ask the students to identify a diverse range of jobs that require these skills currently.  
Highlight that possessing these skills increases the career options available.  
Note that whilst technical skills continually change, these core skills will remain essential.

- *Where can you see this skill in action today?*

Ask the students to identify settings where they might see these skills in action – and who is using them and how. You could use a grid like this and add more examples:

Skill	Setting	Used by	Used to
Flexibility	School	Teachers & students	Move to online learning
Teamwork	Sports / dance or other interest group	Group members	Agree activities, roles and plans
Professionalism	Dentists / doctors surgery	Staff members	Reassure patients and families

- *Where might you use these skills in or out of school now?*

Invite examples from young peoples' everyday experiences such as in the classroom, during break-time, or out of school activities. Ask students to think how using these skills can benefit them in these situations. Examples might include

- To achieve a goal – such as getting a part-time job or completing an assignment
- Have better relationships with friends and family
- to find solutions to problems at school or home



## The Skills Investigation

This activity works best when students have viewed two or more Skills for Success videos. The activity can be undertaken independently or as teacher-led group work. If delivering this remotely it would be helpful to use a platform that enables small-group work.

### Aim of session

This activity should help your students to:

- understand skills requirements as expressed in recruitment and careers information;
- understand that transferable skills are important in many jobs but may be described differently;
- feel comfortable with including skills in personal statements, applications and CVs.

### Resources

You will need access to recruitment materials for three different jobs, ideally from different sectors.

For an introduction to job descriptions and to view examples across many industries visit [www.betterteam.com/job-descriptions](http://www.betterteam.com/job-descriptions) This is an American website, so some terms and spellings may be different to the UK.

These websites provide a good mix of live vacancies students can explore:

**Find an Apprenticeship**  
[www.reed.co.uk](http://www.reed.co.uk)\*

**NHS Jobs (South West)**  
[www.indeed.co.uk](http://www.indeed.co.uk)\*

[www.charityjob.co.uk](http://www.charityjob.co.uk)  
[www.glassdoor.co.uk](http://www.glassdoor.co.uk)\*

\*You will need to register or create an account to search jobs on these websites

Working in small groups invite the young people to read recruitment materials from 3 employers and to identify any skills that occur in more than one job. You could use the grid below for this.

List the skills required in the cells below and tick the jobs they occur in	Write the names of the jobs chosen jobs in the cells below:		
	JOB 1	JOB 2	JOB 3

### Group discussion

- Ask each group to share 3 of the skills they identified.
- Did other groups also find these skills? You could compile a top 5 list.
- Were there any jobs which seem quite different yet require similar skills?

### Take away points

Students should remember that many jobs require similar transferable skills – but employers may describe these differently because each workplace is unique.

The good news is that students can develop these skills in their everyday life and apply them to lots of different jobs.



## Skills for Success – Self-Assessment & Action Planning

This is a reflection and planning activity for individual students. It will have most impact when students have viewed some of the Skills for Success videos and completed the previous tasks.

### Aim of session

This activity will help learners to:

- identify the transferable skills that they can demonstrate now
- identify those transferable skills which they need to develop further
- identify at least one practical action to develop these skills

### Resources and guidance

Students can use the self-assessment and planning forms provided to reflect on their current transferable skills and identify actions to develop these further.

Students may need support to undertake this effectively – for instance, to reflect on previous experiences and their responses to these, or to identify opportunities to develop.

If you are delivering this activity within curriculum time you may wish to ask your Enterprise Adviser or members of your employer network to assist individual students.

If you are offering this activity as optional enrichment then you may wish to encourage parents or carers to offer this input.

### The activity

Each self-assessment form addresses one or two of the Skills for Success. Each form includes example situations to prompt the students to think about the skill(s) in question.

The adult supporting the student can encourage them to think about:

- how they have responded in a similar situation
- whether their response used the skill in question
- how they might develop this skill for use in the future

### Learning check

At the end of session each student should be able to explain how they:

- use at least one 'Skill for Success' in their daily life now;
- intend to improve at least one skill in the future