Employability Skills: Core Units of Competency

Employability Skills Set	GENPCD101B	GENOHS101B	GENPAS101B	GENSWL101B
COMMUNICATION				
Listening and understanding	□ attending to person speaking and using active listening and questioning techniques to clarify and confirm correct understanding of concepts and factual information needed to be considered and incorporated in career and learning development plan □ using congruent verbal and non-verbal cues to indicate active listening and understanding □ listening to advice and feedback with an open mind	□ attending to supervisor when speaking and using active listening and questioning techniques to clarify and confirm: – OHS requirements for hazard recognition and reporting – safe work procedures to follow for specific job role/tasks □ using congruent verbal and non-verbal cues to indicate active listening and understanding of safe work procedures to follow in face-to-face interaction with supervisor □ listening to advice and feedback from supervisor with an open mind	□ attending to person speaking and using active listening and questioning techniques to: – facilitate effective two-way communication in workplace interactions – clarify and confirm information being presented such as procedures to follow, work instructions □ using congruent verbal and non-verbal cues to indicate active listening and understanding in face-to-face interactions	□ attending to person speaking and using active listening and questioning techniques to: – clarify and confirm with others (management, co-workers, customers/clients) understanding of request or requirements/instructions for undertaking a tasks – facilitate effective two-way communication in workplace interactions □ using congruent verbal and non-verbal cues to indicate active listening and understanding in face-to-face interactions □ listening to the advice and feedback from management and experienced co-workers with an open mind
Speaking clearly and directly	□ organising and communicating ideas, information and opinions clearly and concisely using appropriate language, volume, tone and pace when consulting with relevant persons in the development of career and learning development plan	□ organising and communicating ideas and information clearly and concisely, using appropriate language, volume, tone and pace, when reporting potential hazards to supervisor or other designated person	■ organising and communicating ideas and information clearly and concisely using appropriate language, volume, tone and pace in workplace interactions	□ organising and communicating ideas and information clearly and concisely, using appropriate language, volume, tone and pace, in workplace interactions with management, co-workers, customers or clients
Writing to the needs of the audience		□ preparing documentation (written OHS reports if applicable) in the specified format organizing, communicating ideas and information in appropriate language and style, and ensuring content includes all necessary information		
Negotiating responsively				□ negotiating timelines with supervisor or relevant co-workers if unable to complete a task on time
Reading independently	□ locating, understanding and using information about industry areas, career planning and further education and training options and applying to career planning process	□ locating, understanding and using information about OHS (relevant government legislation and industry codes of practice) to identify fundamental OHS principles and procedures that apply to workplaces □ referring to workplace OHS documents to identify specific: – OHS requirements relevant to job role/task to be undertaken – relevant safe work practices in any written work instructions	□ locating, understanding and using information about workplace standards to develop basic knowledge and understanding of employer expectations for personal presentation, behaviour and effective communication/interaction with all people in the workplace	□ locating, understanding and using information (if applicable or if required) about workplace policies, procedures and practices, to meet job/role expectations
Empathising		□ using non-discriminatory language in all interactions with management, co-workers, customers or clients demonstrating respect for and understanding of individual differences (cultural, ethnic, religious, gender, impairments, etc.)	□ using non-discriminatory language in all interactions with management, co-workers, customers or clients demonstrating respect for and understanding of individual differences (cultural, ethnic, religious, gender, impairments, etc.)	□ using non-discriminatory language in all interactions with management, co-workers, customers or clients demonstrating respect for and understanding of individual differences (cultural, ethnic, religious, gender, impairments, etc.)
Using numeracy effectively	□ using timeframes of courses of study and/or training when developing career and learning development plan □ monitoring progress against timelines/milestones			□ recording times of attendance (eg. time sheet) □ monitoring timelines when undertaking tasks
Understanding the needs of internal and external customers		□ clarifying, confirming and following all OHS workplace procedures and work instructions to contribute to the organisation's (ie. employer) responsibility to meet OHS legislative requirements	□ clarifying, confirming and following workplace standards for communication to contribute to harmonious and professional interactions with management, co-workers, customers or clients □ clarifying, confirming and following work instructions or requests to contribute to efficiency/productivity of workplace activities	□ clarifying, confirming and following workplace policies and procedures, work instructions, including requests, to contribute to efficiency/productivity of workplace activities undertaken individually or as a member of a team
Persuading effectively				
Establishing and using networks				
Being assertive	□ having the confidence to ask directly and openly in an appropriate manner for clarification if meaning of information is not understood and ensuring that own understanding is correct	□ having the confidence to ask directly and openly in an appropriate manner for clarification if meaning of information is not understood and ensuring that own understanding is correct	□ having the confidence to ask directly and openly in an appropriate manner for clarification if meaning of information is not understood and ensuring that own understanding is correct	□ having the confidence to ask management, co-workers, customers/clients directly and openly in an appropriate manner for clarification if meaning of information is not understood and ensuring that own understanding is correct
Sharing information	□ reporting on and/or discussing issues associated with personal profile, employment interests/preferences, career options, education and training options/pathways, career and learning development plan with relevant persons	□ reporting on and/or discussing OHS issues with designated personnel □ participating in team meetings and sharing information (if applicable)	□ reporting on and/or discussing workplace standards of dress, personal and professional behaviour and communication with supervisor and co-workers □ participating in group/team meetings and sharing information (if applicable)	□ reporting on and/or discussing ideas and information about team or individual tasks with supervisor and relevant co-workers □ participating in group/team meetings and sharing information
Speaking and writing in languages other than English				

Employability Skills Set	GENPCD101B	GENOHS101B	GENPAS101B	GENSWL101B
TEAMWORK				
Working with people of different ages, gender, race, religion or political persuasion		▫ contributing to and maintaining a healthy and safe working environment by working harmoniously and communicating/interacting with all people in the workplace in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others	▫ working harmoniously and communicating/interacting with all people in the workplace in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others	▫ working harmoniously, communicating and interacting with all people in the workplace in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others
Working as an individual and as a member of a team		▫ taking responsibility for own safety by following prescribed OHS policies and procedures, workplace practices and work instructions ▫ contributing to a safe and healthy workplace environment by following all workplace health and safety procedures and instructions to protect the health and safety of others ▫ seeking help and advice when needed and offering assistance to support other team members when required	▫ taking responsibility for own work, working conscientiously and completing work on time and to quality standards ▫ working cooperatively and productively with others through maintaining standards of professional behaviour expected in the workplace and through positive interactions with management, co-workers, customers and clients ▫ seeking help and advice when needed and offering assistance to support other team members when required	▫ taking responsibility for own work, following instructions and working conscientiously to complete work on time and to workplace standards ▫ working cooperatively and productively with others to complete a collaborative task ▫ seeking help and advice from others when needed and offering assistance to other team members when required
Knowing how to define role as part of a team		▫ understanding the nature and purpose of the overall activity and the roles and responsibilities of team members ▫ understanding the interdependence of performing tasks safely and competently to avoid placing others at risk ▫ identifying, clarifying and confirming own responsibilities/tasks as part of the team		▫ understanding the nature and purpose of the overall team activity and the roles and responsibilities of team members ▫ understanding the interrelated and interdependent nature of the variety of tasks which make up the team activity ▫ identifying, clarifying and confirming own responsibilities/tasks as part of the team
Applying teamwork skills to a range of situations, eg. futures planning, crisis problem solving				
Identifying the strengths of team members				
Coaching and mentoring skills including giving feedback				

Employability Skills Set	GENPCD101B	GENOHS101B	GENPAS101B	GENSWL101B
PROBLEM SOLVING				
Developing creative, innovative solutions				
Developing practical solutions	▫ identifying perceived difficulties or constraints to achieving goals/objectives and suggesting possible strategies to resolve issues/dilemmas			
Showing independence and initiative in identifying problems and solving them		▫ identifying and reporting hazardous workplace situations promptly and taking the required action (within scope of responsibilities and competence) to minimise the risk to self and others ▫ recognising potential hazardous situations without prompting, determining and initiating appropriate course of action, within the scope of responsibilities, to avoid a critical incident from occurring		▫ identifying any difficulties or constraints that hinder the completion of a task as instructed ▫ seeking advice from supervisor or co-workers to rectify the problem; or ▫ determining and taking appropriate action to take to rectify the problem (within scope of responsibilities and while under direct supervision)
Solving problems in teams				▫ working cooperatively with supervisor and relevant co-workers to assess situations, identify problems, explore possible solutions, evaluate solutions, decide on solution, implement solution
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 and data and circumstances into account				
Resolving customer concerns in relation to complex project issues				

Employability Skills Set	GENPCD101B	GENOHS101B	GENPAS101B	GENSWL101B
INITIATIVE AND ENTERPRISE				
Adapting to new situations				▫ considering other ideas and being open to make changes ▫ using feedback from supervisor, and relevant co-workers to make improvements to work performance ▫ being flexible by working on a variety of tasks or working individually, in pairs, or in a team
Developing a strategic, creative, long-term vision	▫ identifying career/occupational/employment interests and preferences ▫ defining career and learning development pathways aligned with interests and preferences ▫ developing career and learning development pathways to identify further/future education, training and professional development needs			
Being creative				
Identifying opportunities not obvious to others				
Translating ideas into action	▫ completing career and learning development plan outlining specific education, training and professional development to be undertaken to progress/attain preferred career/occupational/employment aspirations			
Generating a range of options				
Initiating innovative solutions				

Employability Skills Set	GENPCD101B	GENOHS101B	GENPAS101B	GENSWL101B
PLANNING AND ORGANISING				
Managing time and priorities – setting timelines, coordinating tasks for self and with others	▫ identifying a logical sequence of appropriate education and training (course work and work experience) and related timeframes to meet employment requirements for preferred occupation	▫ identifying with supervisor safety procedures/practices to follow for undertaking task, appropriate sequence of steps to follow, timeline(s) to meet, and resources required ▫ gathering required resources, including personal protective equipment/clothing, to undertake task ▫ following supervisor's instructions to ensure own safety and that of others ▫ monitoring own work performance in conjunction with supervisor to ensure: – work is undertaken in accordance with workplace health and safety procedures/instructions – task is completed on time and to specified requirements	▫ identifying with supervisor and/or other team members the sequence of steps to follow, resources required, standards to meet (including time and quality) to undertake task ▫ gathering required resources to undertake task ▫ following instructions to perform task in a logical and efficient sequence to avoid having to repeat the task ▫ monitoring own work performance to ensure task is completed to required standards	▫ identifying, in conjunction with supervisor and/or relevant co-workers, a logical sequence of steps to follow to complete a task, timeline(s) to meet, and resources required ▫ gathering required resources to undertake task ▫ following instructions to satisfactorily perform task to avoid having to repeat the task ▫ monitoring own work performance, in conjunction with supervisor and/or relevant co-workers, to ensure task is completed on time and to specified requirements
Being resourceful	▫ identifying and accessing relevant people (eg. people from industry/community, career advisory services, education and training institutions) to obtain information, discuss options, and provide advice	▫ organising and using resources (eg. materials, equipment, tools, machinery, including time), in accordance with workplace health and safety policies, procedures, practices and supervisor's instructions to: – ensure own safety and that of others – eliminate damaging materials, equipment, tools or machinery – minimise waste and avoid repetition or delay to produce cost-effective product or service	▫ using workplace resources, including time, efficiently to eliminate waste and avoid repetition or delay thereby contributing to the development and/or delivery of a cost-effective product or service	▫ using workplace resources, including time, efficiently to eliminate waste and avoid repetition or delay
Taking initiative and making decisions	▫ making decisions about career/occupational options and directions to follow	▫ recognising hazardous situations and taking the necessary action, within the scope of responsibilities and under direct supervision, to eliminate or minimise the potential risk posed to own health and safety and that of others		
Adapting resource allocations to cope with contingencies				
Establishing clear project goals and deliverables	▫ identifying, clarifying and confirming activities/tasks requirements (eg. step 1: develop a personal profile by determining current knowledge, skills and personal attributes, etc.) and deliverables (eg. career and learning development plan) ▫ defining career/occupational, education and training options in conjunction with relevant persons	▫ identifying, clarifying and confirming with supervisor own task requirements and deliverables in terms of workplace safety standards and timeline to be met	▫ identifying, clarifying and confirming with supervisor and/or other team members own task requirements and deliverables in terms of workplace/quality standards to be met	▫ identifying, clarifying and confirming, with supervisor and/or relevant co-workers, own task requirements and deliverables in terms of workplace/quality standards and timeline to be met
Allocating people and other resources to tasks				
Planning the use of resources including time management		▫ identifying materials, equipment, or tools required for a task including appropriate personal protective equipment/clothing and time allocation for the task, in conjunction with supervisor ▫ identifying, clarifying and confirming, with supervisor, safe methods of using (ways to use and/or how to use) workplace materials, equipment or tools and time (eg. not rushing a task) to ensure own safety and that of others and to eliminate damaging materials, equipment or tools	▫ identifying, clarifying and confirming with supervisor and/or other team members methods to use (ie. ways to use and/or how to use) workplace resources, including time, effectively and efficiently to eliminate waste and avoid repetition, delay or damaging resources thereby contributing to the development and/or delivery of a cost-effective product or service	▫ identifying, clarifying and confirming , with supervisor and/or relevant co-workers, methods to use (ways to use and/or how to use) workplace resources, including time, effectively and efficiently to eliminate waste and avoid repetition, delay or damaging resources
Participating in continuous improvement and planning processes	▫ using advice and feedback from relevant persons to improve knowledge and skills in career planning and refining/modifying career and learning development plan to match changing interests or circumstances	▫ participating in workplace health and safety induction program ▫ participating in hazard inspection of own area ▫ using feedback from supervisor to improve own work performance in accordance with workplace health and safety procedures and practices	▫ participating in workplace induction program (including workplace health and safety) ▫ using feedback from supervisor and other team members to improve personal presentation (if required), professional behaviour (eg. work ethic) and communication protocols, courtesies and techniques against workplace standards ▫ participating in team meetings (if applicable)	▫ participating in workplace induction program (including workplace health and safety) ▫ using feedback from supervisor and/or relevant co-workers to improve work performance against workplace standards ▫ participating in team meetings (if applicable)
Developing a vision and proactive plan to accompany it	▫ identifying employment interests and preferences and the necessary education/training/personal development requirements to obtain employment in preferred career/occupational area(s) and developing a career and learning development to follow to realise career/employment aspirations			
Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria	▫ anticipating potential barriers and changing circumstances which may occur and which may impact on the realisation of career aspirations (eg. interests may change, or geographic location of educational/training institution, limited financial support can be offered by family to undertake identified education/training required) and considering possible solutions/strategies to overcome barriers and changing circumstances (eg. living away from home and working part-time to support self/pay for education/training, access student support schemes such as HECS, scholarships) ▫ taking into account potential barriers and changing circumstances (eg. changes in labour market/employment opportunities/education and training requirements, personal preferences and interests changing after work experience) when developing career and learning development plan	▫ identifying potential hazardous situations, defining possible consequences of not taking appropriate action, and determining most appropriate action to take in accordance with workplace health and safety policies and procedures, within the scope of responsibilities and while under direct supervision		

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PLANNING AND ORGANISING (cont.)				
Collecting, analysing and organising information	▫ gathering information about career opportunity(ies) in industry area(s) of interest ▫ comparing information against own employment preferences and aspirations, current skills and knowledge to determine appeal/suitability in relation to self ▫ analysing information about preferred occupational choice(s) to identify necessary education, training and personal development requirements ▫ locating and gathering information about education, training and personal skills development requirements/options ▫ organising information to provide the required content in the career and learning development plan	▫ locating and using information to learn about employee responsibilities and employer expectations relating to OHS in preparation for entering the workplace ▫ locating, understanding and complying with workplace documentation about workplace health and safety standards identified by supervisor as being pertinent to job role/tasks to be performed	▫ locating and using information to learn about employer expectations relating to standards of personal presentation in the workplace, personal and professional behaviour on-the-job, communicating effectively with all people in the workplace in preparation for entering the workplace ▫ locating and using workplace documents (if available) to identify required standard of dress code (including the use of personal protective equipment/clothing), ways to perform a task to meet professional standards, communication protocols to follow and communication techniques to facilitate effective two-way communication when working with others ▫ using information to comply with the dress code (if applicable), perform tasks to workplace standards, communicate professionally and effectively with others	▫ locating and using information in workplace documents to meet routine workplace requirements (if applicable) ▫ identifying in conjunction with supervisor and/or relevant co-workers pertinent information about task requirements (taking notes when oral instructions are given) ▫ using information to organise and perform task
Understanding basic business systems and their relationship		▫ developing an understanding of: – employee/employer OHS rights and responsibilities in a workplace – the important role of workplace health and safety standards, in general, and in a specific industry/workplace environment./job role, in particular – workplace health and safety systems (policies, procedures, practices) used in the workplace to control risks	▫ learning about a specific organisation: its mission, goals and products/services ▫ understanding industry/workplace standards for personal presentation, working and communicating in a professional manner and using standards for benchmarking own performance and improvement ▫ identifying and using communication structures (eg. chain of command) in an organisation	▫ learning about a specific organisation: its mission, goals and products/services ▫ understanding and carrying out own role and responsibilities in developing a quality product or delivering a quality service to contribute to the overall/on-going success (ie. profitability) of the organisation ▫ understanding industry/workplace standards and using standards for benchmarking own performance and improvement ▫ identifying and using communication structures (eg. chain of command) in the organisation

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SELF-MANAGEMENT				
Having a personal vision and goals	▫ defining career goals and objectives to learn knowledge and skills to progress career aspirations and gain employment in preferred industry area/occupatuion			
Evaluating and monitoring own performance	▫ developing personal profile to determine employment preferences and using profile to determine further education, training and personal development in occupational area(s) of interest ▫ reviewing career and learning development plan following work experience	▫ reviewing and reflecting on own performance, in conjunction with supervisor, identifying strengths and areas for improvement to ensure own safety and that of others ▫ incorporating both positive and negative feedback to improve safe work practices	▫ reviewing and reflecting on own performance, in conjunction with supervisor, identifying strengths and areas for improvement ▫ incorporating both positive and negative feedback to improve work practices against workplace standards for personal presentation, personal and professional behaviour and communication	▫ reviewing and reflecting on own performance, in conjunction with supervisor and/or relevant co-workers, identifying strengths and areas for improvement ▫ incorporating both positive and negative feedback to improve work practices against workplace standards
Having knowledge and confidence in own ideas and vision	▫ developing knowledge of and confidence in: – defining career options that reflect personal career/occupational/employment interests, preferences and aspirations – identifying education/training/personal development needs to support these aspirations	▫ developing confidence in own ability to perform work tasks safely and competently	▫ developing confidence in own ability to comply with dress code, undertake work in a professional manner and communicate in an appropriate manner with all people in the workplace	▫ developing confidence in own ability to be an effective employee by meeting employer expectations/workplace standards relating to: – workplace health and safety – working hours arrangements – personal presentation – completion of allocated tasks – interacting effectively and working cooperatively and productively with management, co-workers, customers or clients
Articulating own ideas and vision	▫ expressing clearly and concisely, both orally and in writing, personal career/occupational aspirations and the necessary education, training and personal development needs required to progress aspirations and gain employment in preferred field	▫ expressing clearly and concisely instructions for working safely to demonstrate understanding to supervisor	▫ expressing information and ideas clearly and confidently in interactions with management, co-workers, customers and clients ▫ expressing clearly and concisely instructions or requests to demonstrate understanding of requirements to management, co-workers, customers or clients	▫ expressing information and ideas clearly and confidently in interactions with management, co-workers, customers or clients ▫ expressing clearly and concisely instructions or requests as received from management, co-workers, customers or clients to ensure understanding is correct
Taking responsibility	▫ acknowledging and accepting own responsibility in the career planning process ▫ demonstrating responsibility by: – undertaking the necessary steps to effectively plan career and learning pathways – asking for advice, help or assistance when required to ensure plan contains all information required – completing personal career and learning development plan	▫ acknowledging and accepting own responsibility in contributing to a safe and healthy work environment ▫ demonstrating responsibility by: – clarifying and confirming workplace health and safety requirements pertinent to job role/tasks – complying with workplace health and safety requirements pertinent to job role/tasks – asking for advice, help or assistance when required to ensure tasks are performed according to workplace health and safety standards	▫ acknowledging and accepting own responsibility in meeting workplace standards of personal presentation, behaviour and interacting effectively with others ▫ demonstrating responsibility by: – willingness to conform to dress code and maintain personal care and good grooming standards – acting responsibly in the workplace at all times by complying with workplace standards of punctuality and attendance, working safely, and completing allocated tasks to required workplace standards – engendering positive interpersonal relations through using appropriate social skills (eg. good manners), communication protocols that exemplify non-discriminatory attitude and behaviour; and basic communication techniques that facilitate effective two-way conversations and understanding	▫ acknowledging and accepting own responsibility: – in complying with all workplace health and safety instructions, working hours arrangements, workplace standards of personal presentation – in completing tasks without undue delay and to the required standards – in engendering positive working relationships with management, co-workers, customers or clients by: · communicating and behaving in a non-discriminatory manner, using communication protocols, courtesies and skills · working productively and cooperatively with relevant people

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LEARNING				
Managing own learning	□ defining understanding of activities to be carried out □ identifying and collecting pertinent career development and planning information/resources □ organising information/resources to complete activities	□ combining initial off-the-job learning with learning from one's own experience on-the-job – defining learning task (eg. identify employee responsibilities): researching information sources on OHS legislation/guidelines and industry codes of practice; identifying information required – using information to acquire basic knowledge and understanding of OHS policies and procedures – applying knowledge and understanding in the workplace – evaluating own performance, in conjunction with supervisor, to identify strengths and areas requiring improvement – using feedback and advice to improve own performance to meet workplace health and safety standards	□ combining initial off-the-job learning with learning from one's own experience on-the-job off-the-job – defining learning task (ie. identify workplace standards of personal presentation, behaviour and communication): researching information sources on workplace standards; identifying information required – using information to acquire basic knowledge and understanding of workplace presentation, behaviour and communication standards on-the-job – applying knowledge and understanding in the workplace – evaluating own performance, in conjunction with supervisor, to identify strengths and areas requiring improvement – using feedback and advice to improve own performance to meet workplace standards	□ combining initial off-the-job learning with on-the-job experience to develop essential knowledge and skills that employers require in the workplace in relation to: – working in a responsible manner – completing tasks according to given instructions – using effective interpersonal and communication skills to establish and maintain positive working relationships with all people in the workplace
Contributing to the learning community at the workplace		□ participating in and sharing information relating in team meetings relating to workplace health and safety □ helping others to undertake, when required, tasks to meet workplace health and safety standards	□ participating in and sharing information relating in team meetings (if applicable) □ helping others to undertake tasks, when required	□ participating in and sharing information in team meetings □ helping others to undertake tasks when required
Using a range of mediums to learn – mentoring, peer support, networking, IT, courses	□ seeking input into the development of the career and learning development plan from relevant persons (eg. teachers, career advisory personnel, industry personnel, community and sporting mentors) □ using IT to obtain information on career development and planning to inform processes of developing career and learning pathways	□ observing and learning from supervisor (and experienced co-workers) on-the-job about workplace health and safety policies, procedures and practices □ learning off-the-job from teacher/tutor and peers engaged in part-time employment about fundamental OHS policies, procedures and practices □ using IT to: – develop basic knowledge and understanding of fundamental OHS policies and procedures and their application in the workplace – complete appropriate level of *Safety Sense* course (www.whs.qld.gov.au/safetysense/index.htm)	□ observing and learning from supervisor (and experienced co-workers) on-the-job about workplace standards for personal presentation, behaviour and communication □ learning off-the-job from teacher/tutor and peers engaged in part-time employment about presenting a positive image in the workplace through personal presentation, behaviour and communication □ using IT to develop knowledge and understanding of workplace standards of personal presentation, behaviour and communication and their application in the workplace	□ observing and learning from supervisor and experienced co-workers on-the-job about employee responsibilities in: – working in a safe and competent manner at all times – complying with working hours arrangements and attendance requirements – conforming to dress code and maintaining personal care and good grooming standards – completing tasks according to given instructions without undue delay and to workplace standards – communicating in an effective, professional and courteous manner in all interactions with people in the workplace – working collaboratively and industriously with supervisor, team members and co-workers on allocated individual or team tasks
Applying learning to 'technical' issues (eg. leaning about products) and 'people' issues (eg. interpersonal and cultural aspects of work)		□ applying basic knowledge and skills about workplace health and safety learned off-the-job (in the classroom and in initial workplace induction/safety training program) and on-the job (from supervisor) to comply with workplace health and safety standards especially when using materials, equipment (including personal protective equipment/clothing), tools and/or machinery □ communicating appropriately and working effectively and safely with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities	□ applying basic knowledge and skills about workplace standards of personal presentation, behaviour and communication learned off-the-job (in the classroom and in initial workplace induction program) and on-the-job (from supervisor and experienced co-workers) to: – maintain presentation standards that are appropriate for the organisation's cultural context – demonstrate high standards of personal and professional behaviour that facilitate positive working relationships with management, co-workers, customers or clients – facilitate effective communication/interaction with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities	□ learning about the organisation's products and/or services and required workplace standards including workplace health and safety standards) to ensure effective contribution to the development of a quality product and/or delivery of a quality service that meets employer and/or customer/client expectations or needs □ learning to work to specific workplace schedules and routine procedures □ learning to develop positive working relationships by using courteous and non-discriminatory communication/behaviour and working collaboratively and industriously to complete tasks to meet workplace standards
Having enthusiasm for ongoing learning	□ seeing the values and benefits (the 'why') of establishing a purpose/focus for further education and training through linking to preferred career/employment options using this focus to maintain motivation to acquire the knowledge and skills required to gain employment in preferred industry area/occupation	□ seeing values and benefits (the 'why') of developing knowledge and skills to follow fundamental OHS policies and procedures □ building upon this understanding by using on-the-job experience to learn new or specific applications of knowledge, skills, workplace procedures and practices to comply with/meet workplace health and safety standards □ using satisfaction gained through seeing improvement in level of ability to meet/comply with workplace health and safety standards as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation	□ seeing values and benefits (the 'why') of developing knowledge and skills in presenting a positive image in the workplace through personal presentation, professional behaviour, and effective two-way communication which is also non-discriminatory □ building upon this understanding by using on-the-job experience to learn new or specific applications of personal presentation, behaviour and communication to meet workplace standards □ using satisfaction gained through – presenting a positive image of self through mode of dress, grooming, deportment and personal hygiene in creating a professional image – seeing improvement in level of ability to work and communicate in a professional manner as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation	□ seeing values and benefits of using on-the-job experience to learn new or specific knowledge, skills, workplace procedures and practices to progress employment readiness □ using satisfaction gained through seeing improvement in own level of ability to be an efficient and effective employee as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation □ progressing with (or modifying) identified education and training pathway (ie. career and learning development plan) to acquire the required knowledge and skills to gain employment in preferred industry area/occupation and using this focus as motivation for further learning
Being willing to learn in any setting – on or off the job	□ recognising the importance of acquiring and using basic knowledge and skills to: – identify career/occupational and employment preferences – develop career and learning development pathways to direct immediate/on-going education and training □ recognising the need to engage in career planning/learning development throughout one's career	□ recognising the importance of acquiring basic knowledge and skills, appropriate behaviour and attitude to follow fundamental OHS principles and procedures prior to entering the workplace □ utilising on-the-job experience to learn new or specific applications of knowledge, skills, workplace procedures and practices to comply with workplace health and safety standards □ following supervisor's instructions consistently and seeking help, guidance and/or advice to ensure own safety and that of others	□ recognising the importance of acquiring basic knowledge, skills, appropriate behaviour and attitude to meet standards of personal presentation, personal and professional behaviour, and communication required in a workplace □ meeting and maintaining personal presentation standards (ie. dress code) of the workplace □ utilising on-the-job experience to: – learn professional behaviours and attitudes that underpin a good work ethic – refine personal behaviours (eg. being on-time), if applicable, to ensure appropriate professional standards of behaviour are met – learn new or specific applications of workplace communication standards to facilitate effective two-way communication with management, co-workers, customers or clients	□ utilising on-the-job experience to: – define and comply with organisation-specific policies and procedures relating to workplace health and safety, routine work practices (eg. starting time), dress code and communication protocols (eg. following 'chain of command') – learn new or specific application of knowledge, skills, behaviours and attitudes to complete allocated tasks to workplace standards – learn to get along with others in the workplace through effective interaction/communication and developing positive working relationships based on cooperation and productive work habits

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LEARNING (cont.)				
Being open to new ideas and techniques	▫ being willing to listen to and consider ideas, information and advice provided by relevant persons (eg. industry/community and career advisory personnel) when determining career and learning pathways ▫ being receptive to learning about and applying appropriate methods for planning and developing career and learning pathways	▫ being receptive to learning new or different ways to work safely (including use of materials, equipment, tools, machinery) when on-the-job or adapting knowledge and skills learned off-the-job to comply with a specific organisation's workplace heath and safety standards relevant to work experience role and functions	▫ being willing to accept and comply with organisation-specific dress standards ▫ being receptive to learning new or different ways to behave in a professional manner and communicate effectively on-the-job	▫ being receptive to learning and applying organisation-specific policies, procedures and practices relating to workplace health and safety, working hours arrangements, personal presentation ▫ being willing to learn new or different methods for undertaking individual or team tasks to meet workplace standards ▫ being receptive to learning and applying new or different ways to communicate effectively in the workplace
Being prepared to invest time and effort in learning new skills	▫ understanding the nexus between education/training (putting in the effort to learn new knowledge and skills) and gaining/maintaining employment in preferred industry/occupational area	▫ putting in the effort to become an effective employee through learning OHS knowledge and skills both off- and on-the-job	▫ putting in the effort to become an effective employee by learning both on- and off-the-job the most effective way to present a positive image in the workplace through personal presentation, professional standards of behaviour and using communication protocols, courtesies and techniques to interact positively with all people	▫ observing and listening to supervisor and experienced co-workers to learn effective ways of working safely, completing allocated tasks to workplace standards, interact and work cooperatively and productively ▫ learning from experience/mistakes, accepting and using feedback to improve effectiveness and efficiency of work performance and interpersonal skills
Acknowledging the need to learn in order to accommodate change	▫ understanding that there is continual change in industry which requires the need to engage in on-going learning to acquire essential knowledge and skills to become 'employment ready' and then to remain employed (ie. learning new or upgrading knowledge and skills) ▫ understanding that career interests may change requiring the need to acquire different or new knowledge and skills to gain employment in preferred industry/occupational area ▫ recognising that career ambitions may change requiring the need to acquire different, new or advanced knowledge and skills to progress	▫ understanding that the way jobs are performed is constantly changing as new technologies are introduced in the workplace which requires employees to engage in on-going learning to acquire latest knowledge and skills in workplace health and safety to remain proficient in the workplace	▫ understanding that there is continual change in industry resulting in continual changes in employment patterns/job market which requires individuals to engage in on-going personal and professional development to ensure they meet the high standards of personal presentation and professional behaviour (including performing work proficiently) and effective interpersonal and communication skills required of effective employees in any workplace	▫ being willing to learn new knowledge and skills on-the-job or adapt/modify knowledge and skills learned off-the-job to: – meet the specific requirements/standards of a workplace/organisation – improve productivity ▫ learning from those in the workplace that there is the need to engage in-ongoing learning to continue to develop knowledge and skills to gain employment and then to remain employed (ie. being prepared to learn new knowledge and skills throughout working life)

Employability Skills Set	GENPCD101B	GENOHS101B	GENPAS101B	GENSWL101B
TECHNOLOGY				
Having a range of basic IT skills	▫ using IT to locate and obtain information pertaining to career development and planning ▫ using IT to prepare career and learning development plan	▫ using IT to: – locate and obtain information pertaining to OHS – complete appropriate level of *Safety Sense* course (www.whs.qld.gov.au/safetysense/index.htm)	▫ using IT to locate and obtain information pertaining to workplace standards of personal presentation, professional behaviour and communication skills	▫ using IT to undertake tasks or elements of tasks (if applicable to work experience role and responsibilities)
Applying IT as a management tool				
Using IT to organise data				
Being willing to learn new IT skills			▫ learning new computer-related skills to perform tasks or elements of tasks if applicable to work experience role and responsibilities	▫ learning new computer-related skills to perform tasks or elements of tasks (if applicable to work experience role and responsibilities)
Having the OHS knowledge to apply technology		▫ using equipment, tools, machinery, etc. in accordance with prescribed OHS requirements to ensure own safety and that of others ▫ keeping work area tidy to avoid hazardous situations	▫ using equipment, tools, machinery, etc, safely and competently in accordance with prescribed workplace health and safety procedures and practices ▫ keeping work area tidy to avoid hazardous situations	▫ using equipment, tools, machinery, etc, safely and competently in accordance with prescribed workplace health and safety procedures and practices ▫ keeping work area tidy to avoid hazardous situations
Having the physical capacity to apply technology, eg. manual dexterity				

PERSONAL ATTRIBUTES	GENPCD101B	GENOHS101B	GENPAS101B	GENSWL101B
Loyalty		▫ safeguarding the reputation or good name of an organisation by complying consistently with all workplace health and safety policies, procedures, practices and instructions to ensure own safety and that of others ▫ maintaining confidentiality of operations (eg. methods of production, machinery used, etc.) if this information would place the organisation at a competitive disadvantage	▫ safeguarding the reputation or good name of an organisation by acting professionally in all interactions (eg. not 'bad mouthing' your place of work especially to clients or customers, maintaining confidentiality about client details)	▫ safeguarding the reputation or good name of an organisation by acting professionally in all interactions (eg. not 'bad mouthing' the place of work especially to clients or customers, maintaining confidentiality about client details)
Commitment	▫ furthering education, training and personal development to progress towards preferred career goals/employment aspirations	▫ willingness to learn appropriate knowledge and skills to meet workplace health and safety standards ▫ fulfilling responsibilities as an employee by following all workplace health and safety instructions (including the use of personal protect equipment/clothing)	▫ willingness to learn appropriate knowledge and skills to meet workplace standards of personal presentation, professional behaviour and communication ▫ fulfilling responsibilities as an employee by dressing appropriately for job role/function, behaving at all times in a professional manner, and communicating effectively and positively with all people in the workplace	▫ fulfilling responsibilities as an employee by: – being punctual for work, maintaining regular attendance, working the correct number of hours – dressing appropriately for job role/function – working safely at all times – interacting and communicating will all people according to communication protocols and in a courteous, helpful and non-discriminatory manner – working harmoniously and industriously with relevant people to complete individual or team tasks to workplace standards
Honesty and integrity		▫ honoring one's responsibility to comply at all times with all workplace health and safety policies, procedures and practices to ensure self and others are not put at risk	▫ honoring one's responsibility to: – dress appropriately for job role/function – behave in a professional manner at all times – bring high standards of personal values/behaviour to the workplace (eg. telling the truth, not stealing from employer) – use communication protocols, courtesies and effective communication techniques to interact positively with management, co-workers, customers or clients	▫ honoring one's responsibility to: – meet routine employment obligations (eg. being punctual in arriving for work, dressing appropriately) – interact and communicate with all people in a courteous, helpful and non-discriminatory manner – cooperate and work industriously with others by following through on work instructions (including workplace health and safety instructions) to complete allocated individual or team tasks to workplace standards
Enthusiasm	▫ being energetic, positive and self-motivated to learn about and gain practical experience in identifying/determining personal profile (including career/occupational/employment preferences), career and learning pathways	▫ being energetic, positive and self-motivated to learn about and gain practical experience in working responsibly to OHS standards to ensure own safety and that of others	▫ being energetic, positive and self-motivated to learn about and gain practical experience in meeting personal presentation standards, behaving professionally and communicating effectively in the workplace	▫ being energetic, positive and self-motivated towards work, in general, and job role/tasks undertaken in the workplace, in particular
Reliability	▫ building a reputation for being dependable by completing career and learning development plan as required	▫ building a reputation for being dependable by consistently following/complying with all workplace health and safety policies, procedures, practices and specific work instructions to ensure own safety and that of others	▫ building a reputation for being dependable by: – always maintaining personal presentation standards – consistently behaving professionally (eg. regular attendance, punctuality, consistently complying with workplace procedures and accurately following work instructions particularly those that relate to safe work practices, and following through on work instructions to complete the task on time and to quality standards) – always communicating effectively and interacting positively with management, co-workers, customers or clients	▫ building a reputation for being dependable by: – being punctual in observing working schedules and meeting attendance requirements (eg. keeping record of attendance and notifying appropriate person if unable to attend) – complying with work instructions particularly those that relate to safe work practices – following through on work instructions – working cooperatively and conscientiously to complete allocated tasks in a timely manner and to the required standards – communicating effectively and interacting positively with management, co-workers, customers or clients
Personal presentation		▫ using personal protective clothing and equipment correctly and at the right times (if applicable)	▫ presenting a confident personal and professional image: – through dressing appropriately for the workplace and maintaining high standards of personal hygiene and grooming – by using appropriate social skills and common courtesies in everyday interactions – using communication protocols, courtesies and verbal and non-verbal communication skills to facilitate effective two-way communication	▫ presenting a confident personal and professional image: – through appropriate dress standards – by using appropriate social skills – using communication protocols, courtesies and verbal and non-verbal communication skills to facilitate effective two-way communication and support positive working relationships
Common sense		▫ avoiding risk-taking behaviour which could jeopardise own safety and that of others ▫ asking for help, guidance or advice when unsure of correct OHS procedure to follow	▫ avoiding risk-taking behaviour which could jeopardise own safety and that of others ▫ using common sense when deciding what to wear to work if there is no 'uniform' dress code ▫ ensuring understanding of allocated task by clarifying and confirming requirements before beginning and then following the instructions ▫ asking for help and guidance when unsure of what method to use or unable to complete a task	▫ avoiding risk-taking behaviour which could jeopardise own safety and that of others ▫ using common sense when deciding what to wear to work if there is no 'uniform' dress code ▫ ensuring understanding of allocated task by clarifying and confirming requirements before beginning and then following the instructions ▫ asking for help and guidance when unsure of what method to use or unable to complete a task
Positive self esteem	▫ possessing confidence in own abilities/capabilities to progress successfully towards preferred career/employment goals	▫ having confidence in own ability to learn, grow and achieve ▫ accepting and acting on advice and feedback from supervisor to improve safe work practices	▫ having confidence in own ability to learn, grow and achieve ▫ reflecting positive self-worth through: – maintaining appropriate dress standards – maintaining high standards of personal and professional behaviour – communicating with others in a courteous, helpful and non-discriminatory manner ▫ accepting and acting on feedback and advice to: – ensure compliance with dress standard/code – improve work performance and communication/interaction skills	▫ having confidence in own ability to learn, grow and achieve ▫ reflecting positive self-worth through: – maintaining appropriate dress standards – working in a safe and competent manner to ensure own safety and that of others – meeting routine employment responsibilities (eg. being punctual, keeping record of hours of work) – taking pride in producing quality work or providing a quality service – interacting, communicating and working with others in a courteous, helpful and non-discriminatory manner ▫ accepting and acting on feedback and advice to improve performance efficiency and effectiveness
A sense of humour		▫ taking one's task seriously, but not taking oneself too seriously ▫ ability to maintain sense of humour in adversity	▫ taking one's task seriously, but not taking oneself too seriously ▫ ability to maintain sense of humour in adversity	▫ taking one's task seriously, but not taking oneself too seriously ▫ ability to maintain sense of humour in adversity
A balanced attitude to work and home life				
An ability to deal with pressure		▫ responding to or reporting hazardous situation, emergencies, fire, and/or accidents promptly and to designated person ▫ asking for help or guidance immediately	▫ asking for help or guidance immediately	▫ asking for help or guidance immediately

PERSONAL ATTRIBUTES (cont.)

PERSONAL ATTRIBUTES	GENPCD101B	GENOHS101B	GENPAS101B	GENSWL101B

Motivation	▫ seeing values and benefits of education/training through establishing link between education/training and employability in area/occupation of interest
	▫ achieving milestones
		▫ being willing to learn new knowledge and skills to perform work in a safe and competent manner
		▫ following instructions and seeking assistance when necessary to complete tasks in a safe and competent manner
		▫ utilising feedback and advice to improve work performance in accordance with workplace health and safety procedures
			▫ being willing to learn new knowledge and skills to meet workplace standards for personal presentation, professional behaviour and communication
			▫ utilising feedback and advice to ensure compliance with dress code and improve work performance and communication skills
				▫ complying with an organisation's policies, procedures and practices relating to workplace health and safety, working hours arrangements. personal presentation, and communication protocols
				▫ being willing to learn new knowledge and skills to:
				  – complete tasks to workplace standards
				  – foster positive working relationships through effective interaction and co-operative and productive work practices
				▫ utilising feedback and advice to improve work performance

Adaptability	▫ reviewing and modifying career and learning development plan should career aspirations change following work experience or changed circumstances	▫ displaying flexibility through willingness to work independently or as part of a team	▫ displaying flexibility through willingness to work individually or as part of team ▫ modifying dress, behaviours (and attitudes), work ethic and communication style to meet standards of dress, professional and personal behaviour and interpersonal skills expected of responsible employees	▫ displaying flexibility through willingness to work individually, in pairs, or as part of a team ▫ modifying dress, behaviours, attitudes, work ethic and communication style to meet standards of dress, professional and personal behaviour and interpersonal expected of responsible employees

Employability Skills: Elective Units of Competency

Employability Skills Set	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENTEC101B
COMMUNICATION						
Listening and understanding	▫ attending to person speaking and using active listening and questioning techniques to clarify and confirm correct understanding of the details of the message (if orally communicated) ▫ using congruent verbal and non-verbal cues to indicate active listening and understanding of message details and instructions for conveying message ▫ listening to advice and feedback, with an open mind, about how to receive and convey messages more efficiently and effectively	▫ attending to person speaking and using active listening and questioning techniques to: – facilitate effective two-way communication with other team members, industry/community mentors and teacher/tutors – clarify and confirm own responsibilities and tasks to be undertaken ▫ using congruent verbal and non-verbal cues to indicate active listening and understanding in face-to-face interactions ▫ listening to the ideas of industry/community mentors, teachers/tutors, team members and peers in networks with an open mind	attending to person speaking and using active listening and questioning techniques to clarify and confirm correct understanding of the information requirements needed to perform the task (if instructions are orally communicated) ▫ using congruent verbal and non-verbal cues to indicate active listening and understanding of the details of the instructions being given ▫ listening to advice and feedback, with an open mind, about how to locate and select required information more efficiently and effectively	▫ attending to person speaking and using active listening and questioning techniques to clarify and confirm correct understanding of concepts, processes and factual information to develop basic knowledge and understanding of employer and employee rights and responsibilities in the workplace ▫ using congruent verbal and non-verbal cues to indicate active listening and understanding ▫ listening to advice about employer and employee rights and responsibilities in the workplace with an open mind	▫ attending to person speaking and using active listening and questioning techniques to clarify and confirm information and/or directions for undertaking job search and application processes ▫ using congruent verbal and non-verbal cues to indicate active listening and understanding, in general, and in the interview, in particular ▫ demonstrating ability to listen and understand through providing appropriate responses, in general, and to interview questions, in particular ▫ listening to advice and feedback from pertinent persons about the standard/quality of job application and interview with an open mind	attending to person speaking and using active listening and questioning techniques to clarify and confirm correct understanding of: task to be undertaken correct procedures for booking, borrowing, return and storage of equipment safe operating instructions for the use of the equipment ▫ using congruent verbal and non-verbal cues to indicate active listening and understanding of instructions for the use of the equipment ▫ listening to advice and feedback with an open mind about how to use equipment more efficiently and effectively
Speaking clearly and directly	▫ communicating the details of the message clearly and concisely, using appropriate language, volume, tone and pace	▫ organising and communicating ideas and information clearly and concisely using appropriate language, volume, tone and pace, in interactions with others and when presenting the final report	▫ organising and communicating ideas and information clearly and concisely, using appropriate language, volume, tone and pace	▫ organising and communicating ideas, information and opinions clearly and concisely using appropriate language, volume, tone and pace when demonstrating basic understanding of employer and employee rights and responsibilities in the workplace	▫ organising and communicating ideas and information clearly and concisely using appropriate language, volume, tone and pace when: – obtaining additional information from organisations on employment opportunities or to prepare for an interview – responding to interview questions	▪ organising and communicating ideas and information clearly and concisely using appropriate language, volume, tone and pace
Writing to the needs of the audience		▫ preparing project documentation (proposal, action plan, final report and presentation) in the specified format, organising and communicating ideas and information in appropriate language and style, and ensuring content includes all necessary information ▫ checking, editing and revising documents for accuracy of information, grammar, spelling and punctuation, and making necessary changes			▫ preparing documentation (written application) in the specified format, organising and communicating ideas and information in appropriate language and style, and ensuring content includes all necessary information ▫ checking, editing and revising application for accuracy of information, grammar, spelling and punctuation, and making necessary changes before forwarding final version to employer	
Negotiating responsively		▫ negotiating timelines, roles and responsibilities with other team members				
Reading independently		▫ locating, understanding and using information about enterprise education and applying to the project process	▫ locating, understanding and using information to complete given task	▫ locating, understanding and using information about industrial and workplace relations to develop basic knowledge and understanding about: employer and employee rights and responsibilities in general types of paid employment pay slips anti-discrimination and workplace harassment legislation role of unions of employees	▫ locating, understanding and using written information on employment opportunities to identify relevant details of advertised positions	▫ locating, understanding and using written information, if applicable, to ensure selection and operation of equipment complies with workplace procedures and OHS guidelines
Empathising	▫ using non-discriminatory language in all interactions with management, co-workers, customers or clients demonstrating respect for and understanding of individual differences (cultural, ethnic, religious, gender, impairments, etc.)	▫ using non-discriminatory language in all interactions with team members and others (eg. industry/community mentors, customers or clients of the product, service or activity) demonstrating respect for and understanding of individual differences (cultural, ethnic, religious, gender, impairments, etc.)			▫ using non-discriminatory language during the interview demonstrating respect for and understanding of individual differences (cultural, ethnic, religious, gender, impairments, etc.)	▫ using non-discriminatory language in all interactions with management, co-workers, customers or clients demonstrating respect for and understanding of individual differences (cultural, ethnic, religious, gender, impairments, etc.)
Using numeracy effectively	recording time of incoming message conveying message within a given timeframe	▫ estimating time and quantities of material resources required ▫ costing resources ▫ applying knowledge of basic financial management processes to prepare and manage project budget (develop budget, record transactions, maintain records)	▫ using designated time allocations for measuring progress to ensure task is completed on time ▫ using reference coordinates (eg. in a street directory) to locate relevant information, if applicable to the task		▫ using due date for submitting application to estimate time allocations to undertake activities/tasks to prepare application ▫ working to scheduled timeframes and completing and submitting application by due date ▫ calculating traveling time to arrive at interview on time (if applicable)	

Employability Skills Set	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENTEC101B
COMMUNICATION (cont.)						
Understanding the needs of internal and external customers	▫ clarifying, confirming and following workplace procedures and work instructions to receive and convey messages to supervisor's and customer/client's satisfaction	▫ basing the project on identified 'client/customer' (eg. school, community, or industry) needs for a product, service or activity ▫ producing the product, service or activity to meet the needs of 'client/customer' ▫ clarifying and confirming requirements of own activity/task with other team members and completing task to contribute to the team's success in producing the required product, service or activity to 'client/customer's' satisfaction	▫ clarifying, confirming and following instructions to locate, select and apply the required information to complete the given task satisfactorily	▫ developing an understanding of employer expectations of employees in terms of: – understanding and complying with employee obligations and responsibilities in the workplace – contributing to effective workplace relations with internal and external customers or clients through complying with non-discriminatory and workplace harassment policies, procedures and practices	▫ clarifying and confirming the information required by the employer in the job application ▫ providing the required information in the application in the specified format	▫ clarifying, confirming and following workplace policies, procedures, practices and instructions for using equipment in a safe and proficient manner to complete a given task to the required standards
Persuading effectively						
Establishing and using networks						
Being assertive	▫ having the confidence to ask directly and openly in an appropriate manner for clarification if meaning of message is not understood and ensuring that own understanding is correct	▫ having the confidence to ask directly and openly in an appropriate manner for clarification if meaning of information is not understood and ensuring that own understanding is correct	▫ having the confidence to ask directly and openly in an appropriate manner for clarification if instructions are not understood and ensuring that own understanding is correct	▫ having the confidence to: ○ ask directly and openly in an appropriate manner for clarification if meaning of information is not understood and ensuring that own understanding is correct ○ deal with discrimination or harassment in the workplace, should it occur, in accordance with workplace policies, procedures and practices	▫ having the confidence to ask directly and openly in an appropriate manner for clarification if meaning of information is not understood and ensuring that own understanding is correct	▫ having the confidence to ask directly and openly in an appropriate manner for clarification if instructions or meaning of information (eg. manufacturer's guidelines) is not understood and ensuring that own understanding is correct
Sharing information		▫ reporting on and/or discussing ideas and information with others about – the project overall – responsibilities and tasks to ensure successful outcomes for all phases of the team enterprise from conceptualisation to evaluation and presentation of final report ▫ participating in team meetings and de-briefings and sharing information, knowledge and experiences				
Speaking and writing in languages other than English						

Employability Skills Set	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENTEC101B
TEAMWORK						
Working with people of different ages, gender, race, religion or political persuasion	▫ working harmoniously and communicating/interacting with all people associated with the project in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others	▫ working harmoniously and communicating/interacting with all people associated with the project in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others	▫ working harmoniously and communicating/interacting with all people associated with the project in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others	▫ developing knowledge and understanding of anti-discrimination and workplace harassment legislation, policies and practices in the workplace to inform the required behaviour and attitudes expected of employees to work harmoniously and communicate/interact with all people in the workplace in a non-discriminatory and non-harassment manner showing respect for individual differences and the ideas, opinions, values and beliefs of others		▫ working harmoniously and communicating/interacting with all people in the workplace in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others
Working as an individual and as a member of a team	▫ taking responsibility for own work, following instructions and working conscientiously to receive and convey messages accurately and promptly ▫ working cooperatively and productively with others to complete the given task ▫ seeking help and advice from others when needed and offering assistance to others when required	▫ taking responsibility for own work, working conscientiously and completing work on time and to quality standards ▫ working cooperatively and productively with other team members throughout all phases and activities of the project ▫ seeking help and advice when needed and offering assistance to support other team members when required	▫ taking responsibility for own work, following instructions and working conscientiously to locate, select and apply required information to complete a given task within an appropriate timeframe and to the required standard ▫ working cooperatively and productively with others to complete the given task ▫ seeking help and advice from others when needed and offering assistance to others when required			▫ taking responsibility for own work, following instructions and working conscientiously to select and operate equipment safely and proficiently to complete a given task within an appropriate timeframe and to the required standard ▫ working cooperatively and productively with others to complete the given task ▫ seeking help and advice from others when needed and offering assistance to others when required
Knowing how to define role as part of a team		▫ understanding the nature and purpose of the overall project and participating in the identification of roles and responsibilities (activities/tasks) of the team as a whole ▫ understanding the interrelated and interdependent nature of: – the roles and responsibilities (activities/tasks) of the team as a whole required to successfully complete each stage of the project – own role and responsibility in contributing to the successful completion of each stage of the project ▫ identifying, clarifying and confirming understanding of own role/responsibilities (details of activity/task including timelines, resources required, etc.) to ensure effective contribution is made to the team's successful completion of each stage of the project				
Applying teamwork skills to a range of situations, eg. futures planning, crisis problem solving						
Identifying the strengths of team members		▫ allocating roles and responsibilities (activities/tasks) based on knowledge of known individual team members' abilities and capacity to complete task requirements (personal profiling undertaken in GENPCD101B will assist in this task) ▫ gaining further insights into individual strengths through monitoring the progress of the project, review and debriefing processes				
Coaching and mentoring skills including giving feedback						

Employability Skills Set	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENTEC101B
PROBLEM SOLVING						
Developing creative, innovative solutions		▫ generating, identifying and assessing opportunities with others to provide a new product, service or activity ▫ identifying ways to improve existing products, services or activities ▫ considering ways of applying new ideas and technologies using idea generation techniques (eg. lateral thinking, brainstorming, 'what-iffing')				
Developing practical solutions		▫ identifying perceived difficulties or constraints to achieving team project goals and objectives and suggesting possible strategies to resolve issues/dilemmas		▫ developing the ability to identify possible discrimination and/or harassment incidents that may occur in the workplace ▫ developing the required knowledge and understanding of workplace processes and procedures to follow in the event of discrimination and/or harassment occurring		
Showing independence and initiative in identifying problems and solving them	▫ identifying any difficulties or constraints regarding the receipt and conveyance of messages that hinder the completion of the task as instructed: – faults with any equipment being used – not able to locate the person to whom the message must be delivered promptly ▪ seeking advice from supervisor or co-workers to rectify the problem	▫ identifying any difficulties or constraints that hinder the completion of a team or own activity/task and – seeking advice from other team members, industry/community personnel, or teacher/tutor; and/or – determining appropriate action to take to rectify the problem to continue with the activity/task	▫ identifying any difficulties or constraints regarding locating, selecting and applying required information that hinder the completion of a task as instructed: – a necessary information source cannot be located – unsure how to apply the information obtained to complete the task ▫ seeking advice from supervisor or co-workers to rectify the problem			▫ identifying any difficulties or constraints regarding the use of equipment that hinder the completion of a task as instructed: – unavailability of equipment to complete the task within the given timeframe – faults with the equipment ▫ seeking advice from supervisor or co-workers to rectify the problem
Solving problems in teams		▫ working cooperatively with others to assess situations, identify problems, explore possible solutions, evaluate solutions, decide on solution, implement solution ▫ using a consensus approach to decision making and supporting the team's decision				
Applying a range of strategies to problem solving						
Using mathematics including budgeting and financial management to solve problems		▫ estimating project costs (including quantities/cost of resources) as part of determining if the project is feasible ▫ working within the approved budget by re-allocating funds should a 'short-fall' arise due to an emergent issue (eg. shortage of a particular resource)				
Applying problem solving strategies across a range of areas						
Testing assumptions taking the context and data and circumstances into account						
Resolving customer concerns in relation to complex project issues						

Employability Skills Set	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENTEC101B
INITIATIVE AND ENTERPRISE						
Adapting to new situations	▫ considering other ideas and being open to make changes ▫ using feedback from supervisor and relevant co-workers to make improvements in receiving and conveying messages to meet workplace standards ▫ being flexible by working individually, in pairs, or in a team	▫ considering other ideas and being open to make changes to the original idea ▫ modifying ideas to make improvements or develop idea(s) based on feedback received from industry/community mentors, other team members, teachers/tutors ▫ being flexible by working on a variety of tasks or working individually, in pairs, or as a team	▫ considering other ideas and being open to make changes ▫ using feedback from supervisor and relevant co-workers to make improvements to locating, selecting and applying information to complete a given task to meet workplace standards ▫ being flexible by working individually, in pairs, or in a team	▫ considering new perspectives about employee rights and responsibilities in the workplace and understanding the required behaviours and attitudes that employers expect employees to bring to the workplace and their job		▫ considering other ideas and being open to make changes ▫ using feedback from supervisor and relevant co-workers to make improvements to selecting and operating equipment to complete a given task to meet workplace standards ▫ being flexible by working individually, in pairs, or in a team
Developing a strategic, creative, long-term vision						
Being creative		▫ using creative thinking techniques (eg. brainstorming, what-iffing) to generate possibilities/ideas for a new or refined product, service or activity				
Identifying opportunities not obvious to others		▫ generating new ideas or solutions or uses for old ideas (eg. product/service/activity) and improving (eg. by value adding)				
Translating ideas into action		▫ planning and organising steps to be undertaken to develop the idea ▫ developing project proposal and action plan				
Generating a range of options						
Initiating innovative solutions		▫ implementing the project and monitoring and reviewing team and own performance ▫ making any adjustments required to team or own activities/tasks/timelines to achieve project goals if required				

Employability Skills Set	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENTEC101B
PLANNING AND ORGANISING						
Managing time and priorities – setting timelines, coordinating tasks for self and with others	▫ identifying with supervisor a logical sequence of action to take to receive and convey messages as required within the appropriate timeframe ▫ following instructions to satisfactorily receive and convey messages to avoid having to repeat the task ▫ monitoring own performance, in conjunction with supervisor, to ensure messages are received and conveyed as required and within the appropriate timeframe	▫ identifying and planning/organising a logical sequence of team and own activities/tasks and the resources and timelines required to meet identified project goals and achieve a successful outcome ▫ organising own task in terms of overall requirements, steps to take, resources needed and timeline for completion ▫ gathering required resources to undertake task ▫ following instructions to perform task efficiently to avoid having to repeat the task ▫ monitoring own performance to ensure task is completed on time and to specified requirements	▫ identifying with supervisor a logical sequence of action to take to locate and select relevant information within the appropriate timeframe ▫ following instructions to satisfactorily locate and select relevant information to avoid having to repeat the task ▫ monitoring own performance, in conjunction with supervisor, to ensure information is located and selected as required and within the appropriate timeframe		▫ identifying with relevant persons a logical sequence of tasks, timelines to meet, and resources needed to apply for a job ▫ gathering required information/resources to undertake the task ▫ undertaking and completing job application process within set timelines	▫ identifying with supervisor a logical sequence of action to take to use appropriate equipment to undertake a given task within the appropriate timeframe: – locating equipment – booking or borrowing equipment – using equipment safely and proficiently – returning and storing equipment upon completion of the task ▫ following instructions for use of equipment safely and proficiently to complete the given task in order to avoid having to repeat the task ▫ monitoring own performance, in conjunction with supervisor, to ensure correct procedures are used for selecting and operating equipment
Being resourceful		▫ organising and using project material resources, including time, efficiently to minimise waste, avoid repetition and/or delay to produce cost-effective product, service or activity	▫ locating relevant information source(s) ▫ using the source(s) to gather the required information ▫ organising the information to complete the task		▫ demonstrating, via the use of contextual information in written application and interview, the undertaking of research on the organisation in order to develop knowledge and understanding of the industry area, its products/service, job role of advertised position, etc.	▫ following workplace procedures for booking equipment to ensure equipment is available at/for time needed ▫ operating equipment safely and proficiently to eliminate waste (eg. crooked photocopying), avoid repetition and/or delay (eg. using equipment inappropriately so that it ceases to operate) thereby contributing to the development and/or delivery of a cost-effective product or service
Taking initiative and making decisions		▫ responding to emergent problems or constraints, considering alternatives and making decision as to how to modify activity/task or method of operation to ensure activity/task proceeds			▫ making decisions about suitability of advertised positions by evaluating details of position against personal profile and employment/career/occupational interests and preferences	▫ recognising any problems, faults or failures when using equipment ▫ taking immediate action as instructed (eg. turning off, stopping work) ▫ reporting problem, fault or failure to designated person promptly
Adapting resource allocations to cope with contingencies						
Establishing clear project goals and deliverables	▫ identifying, clarifying and confirming with supervisor own task requirements and deliverables in terms of receiving and conveying messages to meet the required outcomes within an appropriate timeframe	▫ defining project goals and outcomes in project proposal and action plan ▫ clarifying and confirming with industry/community mentors and/or teachers/tutors that overall team project goals and objectives as outlined in the project's proposal and action plan will deliver the required product, service or activity to meet 'client/customers' needs/satisfaction ▫ identifying, clarifying and confirming with other team members individual activities/tasks requirements and deliverables in terms of quality standards and timeline to be met	▫ identifying, clarifying and confirming with supervisor own task requirements and deliverables in terms of locating, selecting and applying information to complete a given task to meet the required outcomes within an appropriate timeframe		▫ identifying, clarifying and confirming activities/tasks requirements (eg. step 1: identify appropriate employment opportunities by searching databases, etc. for vacant positions, etc.) and deliverables (eg. written job application)	▫ identifying, clarifying and confirming with supervisor own task requirements and deliverables in terms of selecting and operating equipment to complete a given task to meet the required outcomes within an appropriate timeframe
Allocating people and other resources to tasks		▫ identifying most suitable team members to undertake roles and responsibilities and allocating members to specific activity/task ▫ allocating resources to specific activity/task/individual				
Planning the use of resources including time management		▫ identifying (with industry/community mentors, teachers/tutors, other team members) resource requirements (materials, equipment, tools, time) for specific project activities/tasks ▫ identifying, clarifying and confirming identifying (with industry/community mentors, teachers/tutors, other team members) methods for using (way to use and/or how to use) resources, including time, effectively and efficiently to eliminate waste, avoid repetition, delay or damaging resources in order to develop and/or deliver a cost-effective product or service	▫ identifying, clarifying and confirming with supervisor: – information to be obtained and information sources to access to undertake the given task – how to use or apply the information obtained to complete the given task – an appropriate timeframe for completing the given task		▫ identifying resource requirements to complete job search activity (eg. information sources to access to identify employment opportunities, copy of advertised position, resume) ▫ working backwards from due date for submitting application to estimate and calculate time allocations to undertake activities/tasks to prepare application in order that it is completed and submitted on time	▫ identifying, clarifying and confirming with supervisor: – equipment to be selected to cry out a given task be carried out – how to use the equipment safely and proficiently to complete the given task – an appropriate timeframe for completing the given task

Employability Skills Set	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENPTEC101B
PLANNING AND ORGANISING (cont.)						
Participating in continuous improvement and planning processes	▫ using feedback from supervisor to improve own work performance	▫ using advice and feedback (from industry/community mentor, teacher/tutor, other team members) to improve: – team and own performance – the standard/quality of the product, service or activity being produced – own knowledge and skills about: · being enterprising · planning, organising and undertaking tasks · working effectively as a member of a team	▫ using feedback from supervisor to improve own work performance		▫ using advice and feedback about the standard/quality of the application and interview from relevant persons to improve knowledge and skills in job search and interview processes	▫ using feedback from supervisor to improve own work performance
Developing a vision and proactive plan to accompany it		▫ identifying a project and developing the proposal and action plan to undertake the team enterprise				
Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria						
Collecting, analysing and organising information		▫ locating and gathering information on enterprise education ▫ using the information to expand or confirm ideas in identifying an appropriate idea for a project ▫ collecting, analysing and organising evaluative data on project (including external stakeholders in industry/community/school) to prepare and present final report on the team enterprise	▫ locating relevant information source(s) ▫ using the source(s) to gather the required information ▫ organising the information to complete the task	▫ locating and using information from a variety of sources to learn about employee rights and responsibilities, as well as employer rights and obligations, in preparation for entering the workplace	▫ locating and gathering necessary information about employment opportunity(ies) in area(s) of interest ▫ comparing information against own employment preferences and aspirations, current skills, qualifications and experience, etc. to determine suitability of position ▫ identifying and obtaining information requirements for the written application ▫ organising information to provide the required content in the specified format in the written application	
Understanding basic business systems and their relationship		▫ developing an understanding of basic business functions particularly if the project is a simulated enterprise, such as Australian Business Week Enterprise Education, Australian Network of Practice Firms, Young Achievement Australia		▫ developing an understanding of employee/employer rights and responsibilities in a workplace, in general, and particularly in relation to: – meeting employer expectations for everyday work practices (eg. being punctual, attending work unless genuinely ill, putting in a fair day's work, obeying lawful instructions) – employee and employer obligations under Workers' Compensation insurance – anti-discrimination and workplace harassment legislative requirements in terms of employee and employer obligations to ensure a workplace is free from discrimination and harassment		

Employability Skills Set	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENTEC101B
SELF-MANAGEMENT						
Having a personal vision and goals						
Evaluating and monitoring own performance	▫ reviewing and reflecting on own performance, in conjunction with supervisor, identifying strengths and areas for improvement ▫ incorporating both positive and negative feedback to improve own performance against workplace standards	▫ reviewing and reflecting on own performance identifying strengths and areas for improvement ▫ incorporating both positive and negative feedback from industry/community mentors, teachers/tutors and other team members to improve own performance	▫ reviewing and reflecting on own performance, in conjunction with supervisor, identifying strengths and areas for improvement ▫ incorporating both positive and negative feedback to improve performance against workplace standards		▫ using both positive and negative feedback about the standard/quality of the job application and performance in the interview to identify strengths and areas of improvement in the application and interview process	▫ reviewing and reflecting on own performance, in conjunction with supervisor, identifying strengths and areas for improvement ▫ incorporating both positive and negative feedback to improve performance against workplace standards
Having knowledge and confidence in own ideas and vision	▫ developing confidence in own ability to receive and convey messages as required	▫ developing confidence in own ability to be enterprising, work in a team, plan and organise tasks, evaluate own performance, and organise and communicate ideas and information in an appropriate format to meet audience requirements	▫ developing confidence in own ability to locate, select and apply information to complete a given task to the required standard	▫ developing confidence in own ability to be an effective employee by meeting employer expectations/workplace standards in relation to: – employee obligations and responsibilities in the workplace – the need to comply with established industrial relations and workplace health and safety legislative requirements and practices (eg. anti-discrimination and harassment in the workplace) – the need to contribute to positive workplace relations (eg. treating all people in the workplace in a non-discriminatory manner)	▫ developing confidence in own ability to determine suitability of employment opportunities against personal employment preferences and aspirations in industry/occupational area(s) of interest, write and submit an application, and participate in an interview	▫ developing confidence in own ability to select and use safely and proficiently appropriate equipment to complete a given task to the required standards
Articulating own ideas and vision		▫ expressing clearly and concisely, in writing, the information required in project documentation (proposal, action plan, formal report and project presentation) ▫ expressing oneself clearly, concisely and confidently when discussing pertinent aspects of the project with industry/community mentors, teachers/tutors and other team members				▫ expressing information and ideas clearly and confidently in interactions with management, co-workers, customers and clients ▫ expressing clearly and concisely instructions or requests to demonstrate understanding of requirements to management, co-workers, customers or clients
Taking responsibility	▫ acknowledging and accepting own responsibility in receiving and conveying messages as instructed	▫ acknowledging and accepting responsibility for: – contributing to the overall success of the team project – completing own activity/task to required standards and within given timeframe	▪ acknowledging and accepting own responsibility in locating, selecting and applying relevant information to complete a given task as instructed ▪ completing the task to the best of one's ability	▫ acknowledging and accepting own responsibilities and obligations in contributing to positive workplace relations	▫ acknowledging and accepting own responsibility for selecting and using appropriate equipment safely and proficiently to complete a given task as instructed	▫ acknowledging and accepting own responsibility in meeting workplace standards of personal presentation, behaviour and interacting effectively with others ▫ demonstrating responsibility by: – willingness to conform to dress code and maintain personal care and good grooming standards – acting responsibly in the workplace at all times by complying with workplace standards of punctuality and attendance, working safely, and completing allocated tasks to required workplace standards – engendering positive interpersonal relations through using appropriate social skills (eg. good manners), communication protocols that exemplify non-discriminatory attitude and behaviour; and basic communication techniques that facilitate effective two-way conversations and understanding

Employability Skills Set	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENTEC101B
LEARNING						
Managing own learning	□ learning the knowledge and skills required to follow correct procedures to respond appropriately to and ensure understanding of key information to be communicated to the appropriate person or location accurately and promptly	□ using team project to develop knowledge and skills that are applicable/required in the workplace: – working cooperatively and productively with others – planning, organising and completing team or own activity/task to meet specified requirements – exercising personal initiative and applying enterprising attributes within defined project parameters – evaluating own performance (with industry/community mentors, teachers/tutors and other team members) to identify strengths and areas for improvement – using feedback and advice from others to improve own performance	□ learning the knowledge and skills required to follow the correct procedures to locate, select and apply relevant information to complete a given task satisfactorily	□ defining understanding of activities to be carried out □ identifying and collecting pertinent information/resources about employer and employee rights and responsibilities in the workplace □ organising information/resources to complete activities	□ using the job application and interview processes to develop knowledge and skills in job search and interview skills to enhance employment prospects – defining understanding of activities to be carried out; initiating access to and identification and collection of pertinent employment information and resources; organising information to complete and forward job application and prepare for interview process – evaluating own performance in conjunction with employer/organisation regarding the standard/quality of job application and interview to identify strengths and areas requiring improvement – using feedback and advice to improve standard/quality of job application and interview to meet standards expected by employers/organisations	□ learning the knowledge and skills required to follow correct procedures for borrowing and returning equipment and to use appropriate equipment safely and proficiently to complete a given task to the required standards
Contributing to the learning community at the workplace		□ participating in and sharing information in team meetings □ helping others to undertake tasks when required				
Using a range of mediums to learn – mentoring, peer support, networking, IT, courses	□ observing and learning from supervisor and experienced co-workers to ensure correct procedures are followed to receive and convey messages	□ learning from industry/ community mentors, teachers/tutors and other team members basic knowledge and skills to identify, plan and organise, implement and report on a team enterprise □ using networking opportunities to learn from mentors and peers in simulated enterprises, such as Australian Business Week Enterprise Education, Australian Network of Practice Firms, Young Achievement Australia □ using IT to: – obtain information about enterprise education to apply to a team enterprise – conduct team enterprise (eg. Australian Network of Practice Firms) – network with mentors and peers	□ observing and learning from supervisor and experienced co-workers to ensure correct procedures are followed to locate, select and apply relevant information to complete a given task	□ using IT to develop basic knowledge and understanding of employer and employee rights and responsibilities in the workplace □ learning off-the-job from guest speaker(s), teacher/tutor and peers engaged in part-time employment about employer and employee rights and responsibilities in the workplace	□ learning from employers/organistions, teachers/tutors/career advisory personnel and peers basic knowledge and skills to identify employment opportunities, the standard/quality expected in a written job application and interview situation □ using IT to obtain and use information on employment opportunities, job application and interview processes	□ observing and learning from supervisor and experienced co-workers to ensure correct procedures are followed to: – locate equipment – book or borrow equipment – use equipment safely and proficiently – return and store equipment upon completion of the task
Applying learning to 'technical' issues (eg. leaning about products) and 'people' issues (eg. interpersonal and cultural aspects of work)	□ learning to use relevant equipment to receive and convey messages □ learning to develop positive working relationships with others by: – using courteous and non-discriminatory communication techniques when receiving and conveying a message – following instructions and accepting advice to complete a given task to the best of one's ability	□ learning essential knowledge and skills about how to develop positive working relationships with all people involved in a team by: – communicating in a professional and courteous manner in all interactions to facilitate positive working relationships with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities – working cooperatively and productively) with others	□ learning how to: – locate and use specific information to complete a given task to the required standards expected in the workplace – develop positive working relationships with others by following instructions and accepting advice to complete a given task to the best of one's ability	□ learning essential pre-employment knowledge and skills about workplace harassment non-discriminatory behaviour and attitudes expected of employees in the workplace		□ learning how to: – use appropriate equipment to complete a given task to the required standards expected in the workplace – develop positive working relationships with others by following instructions and accepting advice to complete a given task to the best of one's ability
Having enthusiasm for ongoing learning	□ seeing the values and benefits (the 'why') of developing knowledge and skills to receive and convey messages according to workplace standards □ using satisfaction gained through seeing improvement in level of ability to meet/comply with workplace standards as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation	□ seeing values and benefits (the 'why') of developing knowledge and skills in enterprising behaviours (and attitudes), teamwork, planning, organising, implementing, evaluating and reporting on a team enterprise as part of preparing self for the workplace	□ seeing values and benefits (the 'why') of developing knowledge and skills to locate, select and apply relevant information to complete a given task to workplace standards □ using satisfaction gained through seeing improvement in level of ability to meet/comply with workplace standards as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation	□ seeing values and benefits (the 'why') of developing basic knowledge and skills about employer and employee rights and responsibilities in the workplace in preparation for meeting employer expectations in relation to: – employee obligations and responsibilities in the workplace – complying with established industrial relations and workplace health and safety legislative requirements – contributing to positive workplace relations	□ seeing values and benefits (the 'why') of acquiring job search and interview skills to enhance employment prospects □ learning and applying the knowledge and skills	□ seeing values and benefits (the 'why') of developing knowledge and skills to select and operate equipment safely and proficiently to complete a given task to workplace standards □ using satisfaction gained through seeing improvement in level of ability to meet/comply with workplace standards as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation
Being willing to learn in any setting – on or off the job	□ recognising the importance of acquiring and using basic knowledge and skills to receive and convey messages to meet workplace standards □ utilising on-the-job experience to learn new or specific applications of knowledge, skills, workplace procedures and practices to comply with workplace standards for receiving and conveying messages □ following supervisor's instructions consistently and seeking help, guidance and/or advice to improve performance	□ recognising the importance of acquiring knowledge and skills in enterprising behaviours (and attitudes), teamwork, planning, organising, implementing, evaluating and reporting on a team enterprise as part of preparing self for the workplace □ using team enterprise to develop knowledge, skills, behaviours and attitudes that have transferability/applicability in a workplace environment	□ recognising the importance of acquiring basic knowledge and skills to locate, select and apply relevant information to a given task to meet workplace standards □ utilising on-the-job experience to learn new or specific applications of knowledge, skills, workplace procedures and practices to comply with workplace standards for locating, selecting and applying information □ following supervisor's instructions consistently and seeking help, guidance and/or advice to improve performance	□ recognising the importance of acquiring basic knowledge and skills, appropriate behaviour and attitude to contribute to positive workplace relations prior to entering the workplace	□ recognising the importance of acquiring and using basic job application and interview knowledge and skills to gain employment □ learning new or specific applications of job search and interview techniques based on feedback to enhance capability of successfully applying and interviewing for positions in preferred industry/occupational areas	□ recognising the importance of acquiring basic knowledge and skills to select and operate equipment safely and proficiently to complete a given task to meet workplace standards □ utilising on-the-job experience to learn new or specific applications of knowledge, skills, workplace procedures and practices to comply with workplace standards for selecting and operating equipment safely and proficiently □ following supervisor's instructions consistently and seeking help, guidance and/or advice to improve performance

Employability Skills Set	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENTEC101B
LEARNING (cont.)						
Being open to new ideas and techniques	▫ being receptive to learning new or different ways to receive and convey messages (including use of appropriate equipment) when on-the-job or adapting knowledge and skills learned off-the-job to comply with a specific organisation's workplace standards for receiving and conveying messages relevant to work experience role and functions.	▫ being willing to listen to and consider ideas presented by industry/community mentor, teacher/tutor, peers in networks and other team members ▫ being receptive to learning about and applying appropriate methods for planning, organising, implementing, evaluating and reporting on team enterprise	▫ being receptive to learning new or different ways to locate, select and apply information to a given task when on-the-job or adapting knowledge and skills learned off-the-job to comply with a specific organisation's workplace standards for locating, selecting and applying information relevant to work experience role and functions	▫ being willing to listen to and consider ideas, information and advice provided by relevant persons (eg. guest employer and union speakers) to inform own development of the required knowledge, skills, behaviour and attitude expected of employees in the workplace to contribute to positive workplace relations	▫ being willing to listen and consider ideas, information and advice provided by relevant persons (eg. employer/organisation) about new or different ways to search and apply for a job and interviewing effectively	▫ being receptive to learning new or different ways to select and operate equipment safely and proficiently when on-the-job or adapting knowledge and skills learned off-the-job to comply with a specific organisation's workplace standards for selecting and operating equipment safely and proficiently relevant to work experience role and functions
Being prepared to invest time and effort in learning new skills	▫ putting in the effort to become an effective employee through learning knowledge and skills to receive and convey messages to workplace standards	▫ putting in the effort to learn knowledge and skills in enterprising behaviours (and attitudes), teamwork, planning, organising, implementing, evaluating and reporting on a team enterprise as part of preparing self for the workplace	▫ putting in the effort to become an effective employee through learning knowledge and skills to locate, select and apply information to complete a given task to workplace standards	▫ putting in the effort to learn basic knowledge about workplace relations as part of preparing self to become an effective employee in the workplace	▫ putting in the effort to learn essential and effective job search and interview skills to gain employment	▫ putting in the effort to become an effective employee through learning knowledge and skills to select and operate equipment safely and proficiently to complete a given task to workplace standards
Acknowledging the need to learn in order to accommodate change	▫ understanding that the way jobs are performed is constantly changing as new technologies are introduced in the workplace which requires employees to engage in on-going learning to acquire latest knowledge and skills to receive and convey messages in order to remain proficient in the workplace	▫ understanding that there is the need to engage in on-going learning to acquire essential personal (eg. being enterprising, getting along with others) and workplace knowledge and skills (eg. planning, organising and completing tasks, working cooperatively and productively with other team members) to become 'employment ready' and to remain employed (ie. learning new or upgrading skills and knowledge)	▫ understanding that the way jobs are performed is constantly changing as new technologies are introduced in the workplace which requires employees to engage in on-going learning to acquire latest knowledge and skills in locating, selecting and applying information in order to remain proficient in the workplace	▫ understanding that there is continual change in industry requiring changes in industrial and workplace relations, therefore, the need for on-going learning to acquire latest knowledge and skills associated with changing employment patterns and working conditions	▫ understanding that the continual change in industry means that one job with the one employer for life is no longer the norm requiring the need for individuals to initially acquire and then keep up-dated effective job search and interview skills	▫ understanding that the way jobs are performed is constantly changing as new technologies are introduced in the workplace which requires employees to engage in on-going learning to acquire latest knowledge and skills in operating equipment safely and proficiently in order to remain abreast of required knowledge and skills required in the workplace

Employability Skills Set	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENTEC101B
TECHNOLOGY						
Having a range of basic IT skills	▫ using IT to receive and convey messages by email (if applicable)	▫ using IT to: – locate and obtain information pertaining to enterprise education and enterprise projects – prepare project proposal, action plan, financial records, final report and presentation – conduct team enterprise (eg. Australian Network of Practice Firms) – network with mentors and peers	▫ using IT to locate and select information if applicable to the task	▫ using IT to locate and obtain information pertaining to employer and employee rights and responsibilities in the workplace	▫ using IT to: – locate and obtain information about employment opportunities, preparing an application, and interview skills – prepare written job application (including resume)	
Applying IT as a management tool		▫ using a project management software program to facilitate project planning, monitoring and reporting ▫ establishing and maintaining financial records				
Using IT to organise data		▫ producing project proposal, action plan, financial records, final report and presentation				
Being willing to learn new IT skills						
Having the OHS knowledge to apply technology	▫ using equipment in accordance with prescribed OHS requirements ▫ keeping work area tidy to avoid hazardous situations	▫ using equipment, tools, machinery, etc, safely and competently in accordance with prescribed workplace health and safety procedures and practices ▫ keeping work area tidy to avoid hazardous situations	▫ using equipment, if applicable, in accordance with prescribed OHS requirements ▫ keeping work area tidy to avoid hazardous situations			▫ using equipment in accordance with prescribed OHS and manufacturer's guidelines ▫ keeping work area tidy to avoid hazardous situations
Having the physical capacity to apply technology, eg. manual dexterity						

PERSONAL ATTRIBUTES	GENCOM101B	GENENP101B	GENINF101B	GENRRW101C	GENJSI101B	GENTEC101B
Loyalty		▫ demonstrating loyalty by 'staying with' the project until it is completed and showing trust in and respect for other team members				▫
Commitment	▫ willingness to learn appropriate knowledge and skills to receive and convey messages in an appropriate manner and timeframe	▫ fulfilling responsibilities as a team member by: – contributing to all phases of the project – persevering with individual and team activities/tasks until completed to achieve a successful outcome	▫ willingness to learn appropriate knowledge and skills to locate, select and apply relevant information to complete a given task in an appropriate manner and timeframe	▫ willingness to learn appropriate knowledge and skills to meet employer expectations relating to: – employee obligations and responsibilities – industrial relations and workplace health and safety legislative requirements	▫ fulfilling responsibilities to: – complete and submit application by the due date – be on-time for interview	▫ willingness to learn appropriate knowledge and skills to use equipment safely and proficiently to complete a given task within an appropriate timeframe and to workplace standards
Honesty and integrity		▫ honoring one's responsibility to make a positive contribution to the team enterprise by participating to the best of one's ability in all phases of the project to achieve a successful outcome			▫ honoring one's responsibility to include only accurate information about one's skills, experience, qualifications, etc. in the job application and interview process	
Enthusiasm	▫ being energetic, positive and self-motivated to learn about and gain practical experience in receiving and messages to meet workplace standards	▫ being energetic, positive and self-motivated to learn about and gain practical experience in skills valued highly in the workplace: being enterprising, working effectively in a team, planning and organising tasks, etc.	▫ being energetic, positive and self-motivated to learn about and gain practical experience in locating, selecting and applying relevant information to complete a given task to meet workplace standards	▫ being energetic, positive and self-motivated to learn about essential employee obligations and responsibilities	▫ being energetic, positive and self-motivated to learn about and gain experience in the essential skills for job searching and interviewing needed to gain initial and on-going employment throughout one's career	▫ being energetic, positive and self-motivated to learn about and gain practical experience in using equipment safely and proficiently to complete a given task to meet workplace standards
Reliability	▫ building a reputation for being dependable by receiving and conveying messages accurately, clearly and concisely without undue delay	▫ building a reputation for being dependable by: – being punctual in attending team meetings, starting work on individual or team activities/tasks – completing individual tasks to the best of one's ability – working cooperatively with others to complete project activities/tasks to achieve a successful outcome	▫ building a reputation for being dependable by: ▪ following instructions ▪ completing the given task to the best of one's ability		▫ building a reputation for being dependable by: – submitting written application (including all required information presented in the specified format) by the due date – arriving on-time for the interview	▫ building a reputation for being dependable by following instruction for: using equipment safely and proficiently booking, borrowing, returning and storing equipment completing a task to meet the required outcomes
Personal presentation		▫ presenting a confident personal image through high standards of personal hygiene, dress, grooming and deportment and using effective communication skills in face-to-face interactions/meetings with industry/community mentors and when presenting the project final report to a live audience			presenting a confident personal image in the interview by: – dressing appropriately – expressing oneself clearly and concisely	
Common sense	▫ asking for help and guidance when unsure of the correct procedure to follow to receive and convey messages	▫ avoiding risk-taking behaviour which could jeopardise own safety and that of others ▫ ensuring understanding of allocated task by clarifying and confirming requirements before beginning and then following through on the instructions ▫ asking for help and guidance when unsure of what method to use or unable to complete a task	▫ asking for help and guidance when unsure of correct procedure to follow to locate, select and apply information to achieve the required outcomes for a given task			▫ asking for help and guidance when unsure of correct procedure to follow to select and operate equipment safely and proficiently to achieve the required outcomes for a given task
Positive self esteem	▫ having confidence in own ability to learn, grow and achieve ▫ accepting and acting on advice and feedback from supervisor to improve receiving and conveying messages	▫ having confidence in own ability to learn, grow and achieve ▫ reflecting positive self-worth through: – being willing to express own ideas and opinions and share information with industry/community mentors and team members – taking pride in work being done to make a positive contribution to the team enterprise ▫ accepting and acting on feedback and advice from others in order to improve enterprising capabilities, teamwork skills, planning and organisation skills, etc.	▫ having confidence in own ability to learn, grow and achieve ▫ accepting and acting on advice and feedback from supervisor to improve locating, selecting and applying information to achieve a required outcome for a given task	▫ having confidence in own ability to learn, grow and achieve ▫ having confidence in own ability to meet employer expectations in contributing to positive workplace relations through acquiring basic knowledge about how industrial relations and workplace health and safety legislative requirements apply to the workplace	▫ having confidence in own ability to learn, grow and achieve ▫ reflecting positive self-worth by: – submitting a quality application – dressing appropriately for the interview – using appropriate interpersonal and communication skills (verbal and non-verbal) during the interview – accepting and acting on feedback and advice to improve job search and interview skills	▫ having confidence in own ability to learn, grow and achieve ▫ accepting and acting on feedback and advice to improve knowledge and skills to select and operate equipment safely and proficiently to complete a given task to the standards required
A sense of humour	▫ taking one's task seriously, but not taking oneself too seriously ▫ ability to maintain sense of humour in adversity	▫ taking one's task seriously, but not taking oneself too seriously ▫ ability to maintain sense of humour in adversity	▫ taking one's task seriously, but not taking oneself too seriously ▫ ability to maintain sense of humour in adversity			▫ taking one's task seriously, but not taking oneself too seriously ▫ ability to maintain sense of humour in adversity
A balanced attitude to work and home life						
An ability to deal with pressure	▫ asking for help or guidance immediately difficulties arise	▫ asking for help or guidance immediately difficulties arise	▫ asking for help or guidance immediately difficulties arise		▫ asking for help or guidance immediately difficulties arise	▫ asking for help or guidance immediately difficulties arise
Motivation	▫ being willing to learn new knowledge and skills to meet workplace standards for receiving and conveying messages ▫ utilising feedback and advice to ensure messages are received and conveyed as required	▫ being willing to learn new knowledge and skills required to participate in a team enterprise ▫ utilising feedback and advice to improve team enterprise and own performance	▫ being willing to learn new knowledge and skills to meet workplace standards for locating, selecting and applying relevant information to complete a given task ▫ utilising feedback and advice to ensure information is located, selected and applied as required	▫ being willing to learn new knowledge and skills to inform responsible behaviours and attitudes expected of employees in the workplace	▪ being willing to learn new knowledge and skills to identify suitable employment opportunities, prepare job applications that meet employer/organisation standards, and participate effectively in an interview ▫ utilising feedback and advice to improve job search and interview skills	▫ being willing to learn new knowledge and skills to meet workplace standards for using equipment safely and proficiently to complete a given task satisfactorily ▫ utilising feedback and advice to ensure equipment is used safely and proficient to achieve the required outcomes of a given task
Adaptability	▫ displaying flexibility through willingness to learn new knowledge and skills to receive and convey messages	▫ displaying flexibility through willingness to: work independently or as part of team undertake new or different roles and responsibilities (activities/tasks)	▫ displaying flexibility through willingness to learn new knowledge and skills to locate, select and apply information to complete a given task working independently or as part of a team			▫ displaying flexibility through willingness to learn new knowledge and skills to select and operate equipment safely and proficiently to complete a given task working independently or as part of a team