# BRIDGING DOCUMENT - CORE SKILLS FOR WORK



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

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

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

## 2002 EMPLOYABILITY SKILLS FRAMEWORK

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

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

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

The following skills were included in the framework:

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

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

## CORE SKILLS FOR WORK DEVELOPMENTAL FRAMEWORK

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

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

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

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

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

### CLUSTER 1 - NAVIGATE THE WORLD OF WORK

1. Manage career and work life
2. Work with roles, rights and protocols

### CLUSTER 2 - INTERACT WITH OTHERS

1. Communicate for work
2. Connect and work with others
3. Recognise and utilise diverse perspectives

### CLUSTER 3 - GET THE WORK DONE

1. Plan and organise
2. Make decisions
3. Identify and solve problems
4. Create and innovate
5. Work in a digital world

## LINKAGES BETWEEN FRAMEWORKS

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

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

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

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

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

The following tables explore how the skills and personal attributes contained in the *Employability Skills*

*Framework*[[2]](#footnote-2) translate across to the skills in the CSfW[[3]](#footnote-3).

| ACCI/BCA Employability Skills | | Core Skills for Work Developmental Framework | |
| --- | --- | --- | --- |
| Employability Skill | Facet | Skill Area | Focus Area |
| Communication | Listening and understanding | Communicate for work[[4]](#footnote-4) | Speak and listen |
| Speaking clearly/directly | Communicate for Work | Speak and listen  Get the message across |
| Reading and interpreting documentation | Communicate for work | Respond to communication systems, practices and protocols  Understand, interpret and act |
| Writing to audience needs | Communicate for work | Respond to communication systems, practices and protocols  Get the message across |
| Interpreting the needs of internal/external customers | Communicate for work  Connect and work with others | Understand, interpret and act  Build rapport |
| Using numeracy effectively | [Covered by Australian Core Skills Framework (ACSF)] | |
| Establishing/ using networks | Connect and work with others | Build rapport  Cooperate and collaborate |
| Sharing information | Communicate for work  Work in a digital world | Get the message across  Access, organise and present information |
| Negotiating responsively | Communicate for work  Connect and work with others  Recognise and utilise diverse perspectives | Speak and listen  Understand, interpret and act  Get the message across  Understand self  Build rapport  Cooperate and collaborate  Manage conflict |
| Persuading effectively | Communicate for work  Connect and work with others | Speak and listen  Understand, interpret and act  Get the message across  Build rapport  Cooperate and collaborate |
| Being assertive | Connect and work with others  Communicate for work  Recognise and utilise diverse perspectives | Understand self  Get the message across  Manage conflict |
| Empathising | Connect and work with others  Recognise and utilise diverse perspectives | Understand self  Build rapport  Recognise different perspectives  Respond to and utilise diverse perspectives |
| Teamwork | Working as an individual and a team member | Connect and work with others  Plan and organise | Understand self  Build rapport  Cooperate and collaborate  Plan and organise workload and commitments  Plan and implement tasks |
| Working with different ages, genders, race, religion, political persuasion | Recognise and utilise diverse perspectives | Recognise different perspectives  Respond to and utilise diverse perspectives |
| Knowing how to define a role as part of a team | Work with roles, rights and protocols  Connect and work with others | Work with roles and responsibilities  Cooperate and collaborate |
| Applying teamwork skills to a range of situations | Connect and work with others  Plan and organise  Make decisions | Build rapport  Cooperate and collaborate  Plan and organise workload and commitments  Establish decision making scope |
| Identifying the strengths of team members | Connect and work with others | Cooperate and collaborate |
|  | Coaching, mentoring and giving feedback | Connect and work with others | Cooperate and collaborate |
| Problem Solving | Developing practical solutions | Identify and solve problems  Create and innovate | Apply problem-solving processes  Select ideas for implementation |
| Developing creative, innovative solutions | Create and innovate | Recognise opportunities to develop and apply new ideas  Generate ideas  Select ideas for implementation |
| Showing independence and initiative in identifying problems and solving them | Identify and solve problems | Identify problems  Apply problem-solving processes |
| Solving problems in teams | Connect and work with others  Identify and solve problems  Recognise and utilise diverse perspectives | Cooperate and collaborate  Apply problem-solving processes  Manage conflict |
| Applying a range of strategies in problem solving | Identify and solve problems | Identify problems  Apply problem-solving processes  Review outcomes |
| Using mathematics to solve problems | [Covered by the ACSF] | |
| Problem Solving *(continued)* | Testing assumptions taking context of data/ circumstances into account | Make decisions  Identify and solve problems | Apply decision making processes  Review impact  Apply problem-solving processes  Review outcomes |
| Resolving customer concerns in relation to complex project issues | Identify and solve problems | Identify problems  Apply problem-solving processes  Review outcomes |
| Initiative and Enterprise | Adapting to new situations | Work with roles, rights and protocols  Create and innovate | Work with roles and responsibilities  Recognise and respond to protocols  Recognise opportunities to develop and apply new ideas |
| Being creative | Create and innovate | Generate ideas |
| Identifying opportunities not obvious to others | Create and innovate | Recognise opportunities to develop and apply new ideas |
| Generating a range of options | Create and innovate | Generate ideas |
| Translating ideas into action | Create and innovate | Select ideas for implementation |
| Initiating innovative solutions | Create and innovate | Recognise opportunities to develop and apply new ideas |
| Developing a strategic, creative, long-term vision | Create and innovate  Plan and organise | Recognise opportunities to develop and apply new ideas  Generate ideas  Select ideas for implementation  Plan and implement tasks |
| Planning and Organising | Collecting, analysing and organising information | Plan and organise  Work in a digital world | Plan and implement tasks  Access, organise and present information |
| Using basic business systems for planning and organising | Plan and organise  Work in a digital world | Plan and implement tasks  Access, organise and present information |
| Being resourceful | Plan and organise | Plan and organise workload and commitments |
| Taking initiative and making decisions | Make decisions | Establish decision making scope  Apply decision making processes |
| Participating in continuous improvement and planning processes | Create and innovate | Recognise opportunities to develop and apply new ideas  Generate ideas  Select ideas for implementation |
| Establishing clear project goals and deliverables | Plan and organise | Plan and implement tasks |
| Planning the use of resources | Plan and organise | Plan and implement tasks |
| Allocating people and other resources to tasks | Plan and organise | Plan and implement tasks |
| Planning and organising *(continued)* | Managing time and priorities | Plan and organise | Plan and organise workload and commitments |
| Adapting resources allocation to cope with contingencies | Identify and solve problems  Plan and organise | Apply problem-solving processes  Plan and implement tasks |
| Self-Management | Having a personal vision and goals | Manage career and work life | Identify work options  Develop relevant skills and knowledge |
| Having knowledge & confidence in own ideas and vision | Connect and work with others  Create and innovate | Understand self  Recognise opportunities to develop and apply new ideas  Generate ideas |
| Articulating own ideas and vision | Communicate for work  Connect and work with others  Recognise and utilise diverse perspectives | Get the message across  Build rapport  Recognise different perspectives |
| Evaluating and monitoring performance | Plan and organise  Identify and solve problems  Make decisions  Connect and work with others  Manage career and work life | Plan and organise workload and commitments  Plan and implement tasks  Review outcomes  Review impact  Understand self  Develop relevant skills and knowledge |
| Taking responsibility | Make decisions  Work with roles, rights and protocols  Plan and organise | Establish decision making scope  Work with roles and responsibilities  Operate within legal rights and responsibilities  Plan and organise workload and commitments |
| Technology | Using communications equipment | Work in a digital world  Communicate for work | Use digitally based technologies and systems  Respond to communication systems, practices and protocols |
| Using basic IT skills | Work in a digital world | Use digitally based technologies and systems |
| Using IT to organise data | Work in a digital world | Use digitally based technologies and systems  Access, organise and present information |
| Adapting to new IT skill requirements | Work in a digital world | Use digitally based technologies and systems |
| Technology *(continued)* | Applying OHS knowledge when using technology | Work in a digital world | Use digitally based technologies and systems  Manage risk |
| Applying IT as a management tool | Work in a digital world | Use digitally based technologies and systems  Connect with others  Manage risk |
| Learning[[5]](#footnote-5) | Being open to new ideas and techniques | Manage career and work life  Create and innovate | Develop relevant skills and knowledge  Recognise opportunities to develop and apply new ideas |
| Being willing to learn in any setting – on or off the job | Manage career and work life | Identify work options  Develop relevant skills and knowledge |
| Having enthusiasm for ongoing learning | Covered by Influencing Factors – Degree of motivation | |
| Recognising the need to learn to accommodate change | Manage career and work life  Create and innovate | Identify work options  Develop relevant skills and knowledge  Recognise opportunities to develop and apply new ideas |
| Investing time and effort in learning new skills | Manage career and work life | Identify work options  Develop relevant skills and knowledge |
| Managing own learning | Manage career and work life | Identify work options  Develop relevant skills and knowledge |
| Contributing to the learning community at the workplace | Manage career and work life  Connect and work with others | Identify work options  Develop relevant skills and knowledge  Cooperate and collaborate |
| Using a range of learning approaches | [Covered by the ACSF] | |
| Applying learning to technical issues and people issues | Manage career and work life  Make decisions  Identify and solve problems  Create and innovate | Identify work options  Gain work  Develop relevant skills and knowledge  Establish decision making scope  Apply decision making processes  Apply problem-solving processes  Recognise opportunities to develop and apply new ideas |

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

1. NCVER At a glance series. Employability Skills <http://www.ncver.edu.au/publications/2404.html>. [↑](#footnote-ref-1)
2. The 2002 Employability Skills Framework is available at [http://www.deewr.gov.au/Schooling/CareersandTransitions/EmployabilitySkills/Documents/ EmpSkillsForTheFuture.pdf](http://www.deewr.gov.au/Schooling/CareersandTransitions/EmployabilitySkills/Documents/%20EmpSkillsForTheFuture.pdf). [↑](#footnote-ref-2)
3. The CSfW is available at <http://www.innovation.gov.au/csfw>. [↑](#footnote-ref-3)
4. Communicate for work is also underpinned by the literacy skills of reading, writing and oral communication, which are contained in the Australian Core Skills Framework (ACSF) [↑](#footnote-ref-4)
5. Performance in the Skill Areas related to Learning is underpinned by learning skills contained within the ACSF [↑](#footnote-ref-5)