

## Employability Skills Review

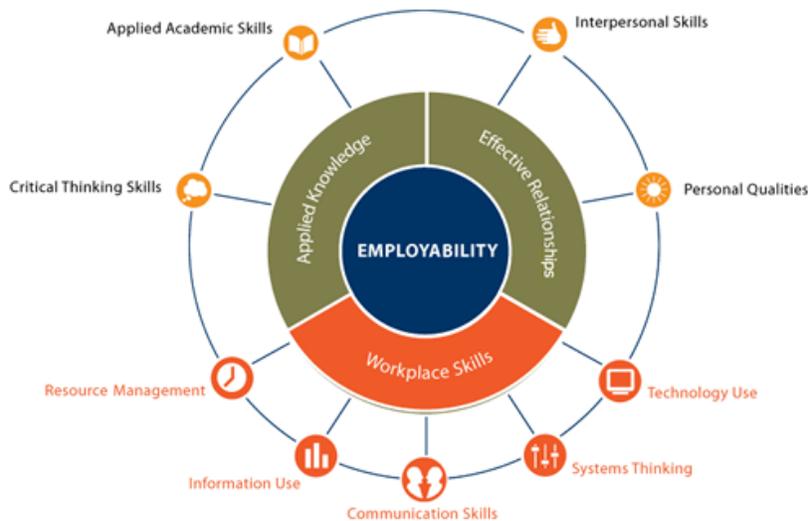
This review is a summary of employability skills frameworks set forth by the following institutions:

- **Perkins Collaborative Resource Network** (US DOE - Office of Career, Technical and Adult Education; **see attachment 1**)
- **Indiana Department of Education** (employability standards commissioned by 2018 Indiana Career Explorer Program Bill; **see attachment 2**)
- **2018 CareerSource Florida/FL DEO Skills Gap and Job Vacancy Survey**
- **Indeed**

The majority of the sources explored above define employability skills as “**generalizable**”, “**transferrable**” from one job to another, “**life-ready**”, and generally capture an individual’s ability to build effective relationships, apply knowledge, and make the best use of available resources. The table below summarizes the core skills that are present in most or all of the frameworks put forth by the above sources:

<b>Communication</b>	Can communicate effectively verbally, in writing, and displays active listening and comprehension
<b>Teamwork/Interpersonal</b>	Individual can resolve conflict, work in a group, determine and understand individual roles, and respect individual differences
<b>Problem Solving</b>	Can think critically, applies knowledge and available resources to determine solutions, effectively negotiates pros and cons
<b>Leadership</b>	Can motivate others, set a good example, see the broader objectives, and recognizes strengths and weaknesses
<b>Initiative/Independence</b>	Is self-motivated, needs minimal supervision, generates ideas and solves problems
<b>Organization/Management</b>	Can manage time, money, resources, and people effectively and can asses and track multiple priorities.
<b>Technology/Information Processing</b>	Can make use of technological tools for collecting, synthesizing, and displaying information

The skill framework set out by the Perkins Collaborative Resource Network is the most exhaustive of the sources explored for this review and is summarized in the infographic below. The full framework is available as **attachment 1**.



**References:**

**Perkins Collaborative Resource Network:** <https://cte.ed.gov/initiatives/employability-skills-framework>

**Indiana Department of Education:** <https://www.in.gov/dwd/career-training-adult-ed/employability-skills/>

**2018 CareerSource Florida/FL DEO Skills Gap and Job Vacancy Survey:**  
[http://lmsresources.labormarketinfo.com/skills\\_gap/skills\\_gap\\_report.pdf](http://lmsresources.labormarketinfo.com/skills_gap/skills_gap_report.pdf)

**Indeed:** <https://www.indeed.com/career-advice/finding-a-job/employability-skills>

Attachment 1: Perkins Collaborative Resource Network Employability Skills Framework

Perkins Collaborative Resource Network Employability Skills Framework	
<p><b>Applied Academic Skills</b> Applied academic skills are evident daily in homework assignments, classwork, and Q&amp;A exchanges during lessons.</p>	<p><b>Reading skills</b> Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.</p>
	<p><b>Writing skills</b> Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.</p>
	<p><b>Math strategies/procedures</b> Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data.</p>
	<p><b>Scientific principles/procedures</b> Students follow procedures, experiment, infer, hypothesize (even as simple as "what if we do it this way"),and construct processes to complete a task (can occur outside of math/science classes).</p>
<p><b>Critical Thinking Skills</b> Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.</p>	<p><b>Thinks creatively</b> Students create innovative and novel ideas/solutions and display divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.</p>
	<p><b>Thinks critically</b> Students display analytical and strategic thinking. This can be seen in debating an issue, converting understanding, assessing a problem, and questioning (playing devil's advocate).</p>
	<p><b>Makes sound decisions</b> Students differentiate between multiple approaches and assess options (could be linked to thinking critically).</p>
	<p><b>Solves problems</b> Students assess problems involving the use of available resources (personnel and materials) and review multiple strategies for resolving problems (could be linked to thinking creatively).</p>
	<p><b>Reasons</b> Students negotiate pros/cons of ideas, approaches, and solutions and analyze options using "if-then" rationale.</p>
	<p><b>Plans/organizes</b> Students plan steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.</p>
<p><b>Interpersonal Skills</b> Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.</p>	<p><b>Understands teamwork and works with others</b> Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.</p>
	<p><b>Responds to customer needs</b> Students help fellow students understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers).</p>
	<p><b>Exercises leadership</b> Students participate as team leaders or effective team members in project assignments and organize work to meet project goals and team roles.</p>
	<p><b>Negotiates to resolve conflict</b> Students keep team members on track, suggest alternatives, and discuss options (can be as much about agreement as conflict).</p>

	<p><b>Respects individual differences</b> Students listen to and consider all team members' ideas, respond supportively to ideas given in class or in teams, and work well with all teammates.</p>
<p><b>Personal Qualities</b> Personal qualities are routinely displayed in students' everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves.</p>	<p><b>Demonstrates responsibility and self-discipline</b> Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, and working well in groups.</p>
	<p><b>Adapts and shows flexibility</b> Students adapt easily to different modes of instruction and different types of assignments.</p>
	<p><b>Works independently</b> Students commit to time-on-task during class and begin work without fanfare.</p>
	<p><b>Demonstrates a willingness to learn</b> Students are cooperative and noticeably engaged.</p>
	<p><b>Demonstrates integrity</b> Students treat work assignments with respect in that work is either original or credited correctly.</p>
	<p><b>Demonstrates professionalism</b> Students treat others and work assignments with respect. All ideas are considered and work is either original or credited correctly.</p>
	<p><b>Takes initiative</b> Students commit to time-on-task during class and begin work without fanfare. This is also evident during teamwork.</p>
	<p><b>Displays a positive attitude and sense of self-worth</b> Students contribute positively to the class.</p>
	<p><b>Takes responsibility for professional growth</b> Students are active listeners, seeking clarification and understanding when needed.</p>
<p><b>Resource Management</b> Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time.</p>	<p><b>Manages time</b> Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments.</p>
	<p><b>Manages money</b> Students manage money in group projects requiring allocation of limited finances and resources (i.e. designing/marketing a toy, flipping a house, or planning a trip).</p>
	<p><b>Manages resources</b> Students manage resources in projects requiring allocation of limited finances, resources (materials), and personnel.</p>
	<p><b>Manages personnel</b> Students gain experience managing personnel (i.e. each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.</p>
<p><b>Information Use</b> Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a term paper or preparing an oral presentation.</p>	<p><b>Locates</b> Students use analytical strategies to determine the best medium for finding necessary information.</p>
	<p><b>Organizes</b> Students use any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.</p>
	<p><b>Uses</b> Students use classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.</p>
<p><b>Analyzes</b> Students assess information to determine which is relevant (does not have to be a mathematical analysis).</p>	

	<p><b>Communicates</b> Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.</p>
<p><b>Communication Skills</b> Routinely displayed in students' everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves.</p>	<p><b>Communicates verbally</b> Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.</p>
	<p><b>Listens actively</b> Students are noticeably engaged through notetaking, questioning, and responding.</p>
	<p><b>Comprehends written material</b> Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.</p>
	<p><b>Conveys information in writing</b> Students rely on writing skills to organize lab reports, posters, presentation materials and to take notes and reply to essay questions.</p>
	<p><b>Observes carefully</b> Students interpret verbal and nonverbal communication efforts of others.</p>
<p><b>Systems Thinking</b> A team working in sync to accomplish an assignment can be thought of as a system.</p>	<p><b>Understands and uses systems</b> Students understand their roles and assignments when collaborating as a team (system) and contribute to the organizational structure and function of the team.</p>
	<p><b>Monitors systems</b> Students devise methods to assess team (system) progress.</p>
	<p><b>Improves systems</b> Students negotiate mid-course corrections, adaptations to team (system) tasks if necessary.</p>
<p><b>Technology Use</b> In the classroom and workplace, technology skills typically refer to the use of digital electronics.</p>	<p><b>Understands and uses technology</b> Students often rely on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.</p>

# Do *you* Have The Skills Indiana's Employers Are Searching For?

INDIANA EMPLOYERS WANT HIGHLY-SKILLED EMPLOYEES. DEVELOPING THESE **18 Employability Skills** CAN HELP YOU LAND YOUR DREAM JOB!

## MINDSETS

### Lifelong Learning

DEMONSTRATE WILLINGNESS TO WORK AND LEARN, AND CONTINUALLY APPLY NEW KNOWLEDGE.



Possess **belief** in own ability to succeed and assert self when necessary.



### SELF-CONFIDENCE

## LEARNING STRATEGIES

### Effective COMMUNICATION

Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.

### DECISION-MAKING

Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.



### INITIATIVE

Apply self-motivation and self-direction to work and learning.



### Attention to DETAIL

Achieve thoroughness and accuracy when accomplishing a task.



### PROBLEM SOLVING

Apply critical and creative thinking skills to resolve problems.



### APTITUDE & Awareness

Identify and communicate individual interests and skills that align coursework and experiences to potential career paths and to in-demand occupations.



## WORK ETHIC

### Self-Discipline

Demonstrate **self-control** and behave in accordance to rules with minimal direction.



Successfully carry out expectations with minimal supervision.



### INDEPENDENCE

### PERSEVERANCE

DEMONSTRATE ENDURANCE AND CAPACITY TO COMPLETE TASKS.



### TIME MANAGEMENT & ORGANIZATION

Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.

Manage transitions and adjust to changing situations and responsibilities.



### INTEGRITY

ACT IN A TRUSTWORTHY AND HONEST MANNER.



### ADAPTABILITY



### PROFESSIONALISM

Demonstrate skills and behaviors appropriate for school and work.

## SOCIAL & EMOTIONAL SKILLS

### Connection

Demonstrate the ability to network with others through social awareness and cultural sensitivity.



### REGULATION

Recognize and manage one's emotions.



### Collaboration

Work well with others in a team.



APPLIED KNOWLEDGE	
<b>Applied Academic Skills</b> Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.	Reading skills
	Writing skills
	Logic
	Math strategies/procedures
	Scientific principles/procedures
<b>Critical Thinking Skills</b> Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	Thinks creatively
	Thinks critically
	Makes sound decisions
	Research
	Solves problems
	Reasons
	Plans/organizes
EFFECTIVE RELATIONSHIPS	
<b>Interpersonal Skills</b> Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.	Understands teamwork and works with others
	Responds to customer needs
	Exercises leadership
	Negotiates to resolve conflict
	Respects individual differences
<b>Personal Qualities</b> Personal qualities are routinely displayed in students' everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves.	Demonstrates responsibility and self-discipline
	Adapts and shows flexibility
	Learning/Coachability
	Attention to Detail
	Works independently
	Ability to regulate emotions
Demonstrates a willingness to learn	
Demonstrates integrity	

	<b>Demonstrates professionalism</b>
	<b>Takes initiative</b>
	<b>Dependability</b>
	<b>Displays a positive attitude and sense of self-worth</b>
	<b>Takes responsibility for professional growth</b>
<b>WORKPLACE SKILLS</b>	
<b>Resource Management</b> Resource management is often a component of project-based learning and collaborative group work but can also apply to how	<b>Manages time</b>
	<b>Manages money</b>
	<b>Manages resources</b>
	<b>Manages personnel</b>
<b>Information Use</b> Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as	<b>Locates</b>
	<b>Organizes</b>
	<b>Uses</b>
	<b>Analyzes</b>
	<b>Communicates</b>
<b>Communication Skills</b> Routinely displayed in students' everyday actions in the classroom — how they participate in lessons, contribute to the learning	<b>Communicates verbally</b>
	<b>Customer Service</b>
	<b>Listens actively</b>
	<b>Comprehends written material</b>
	<b>Conveys information in writing</b>
	<b>Observes carefully</b>
<b>Systems Thinking</b> A team working in sync to accomplish an assignment can be thought of as a	<b>Understands and uses systems</b>
	<b>Tool Use/Selection</b>
	<b>Monitors systems</b>
	<b>Improves systems</b>
<b>Technology Use</b> In the classroom and workplace, technology skills typically refer to the use of digital electronics.	<b>Understands and uses technology</b>