



LIFESKILLS

## DIGITAL SKILLS IN THE WORKPLACE >

Session plan

# AT A GLANCE >

This session takes a look at what core digital skills are needed for many careers and how these skills can be developed. Learners will explore case studies and consider what digital skills they may need for a career path that interests them. This session has been made in partnership with Tesco.



## CURRICULUM LINKS

- ✓ PSHE and citizenship: Work and career; Gatsby benchmark 4



## LLN OPPORTUNITIES

- ✓ Read and analyse job adverts
- ✓ Write and speak about digital skills and careers



## MATERIALS

- ✓ Digital skills in the workplace PowerPoint presentation
- ✓ Job adverts resource
- ✓ Virtual college worksheet (optional)
- ✓ Profiles resource
- ✓ My digital self template
- ✓ Digital confidence worksheet (optional)
- ✓ Computers with internet access

# LEARNING OUTCOMES >

- ✓ Identify what digital skills are needed for different workplaces
- ✓ Understand the importance of digital skills for the workplace
- ✓ Know how to develop digital skills

# ACTIVITIES >

ACTIVITY	TIME	PAGE
<u>Introduction</u>	5-10 minutes	<u>03</u>
<u>Digital skills for work</u>	15 minutes	<u>04</u>
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# INTRODUCTION



## TIME REQUIRED

5-10 minutes



## MATERIALS

- ✓ Digital skills in the workplace PowerPoint presentation

# ACTIVITY STEPS

1. Introduce the topic by asking learners what they think of when they hear 'digital skills'?
2. Explain that if you have digital skills you have the ability to use digital devices, communication applications and networks to access and manage information. In other words, it means being confident in:
  - Using laptops, mobiles, computers and tablets
  - Communicating by email and other platforms
  - Knowing how to use the internet safely
  - Knowing how to use different software packages to help you handle and store information, e.g. Microsoft Office or Adobe
  - Collaborating online. Remote working is becoming more popular and platforms like Microsoft Teams mean colleagues can co-create and collaborate in real-time online. This means sharing screens in video calls and co-creating and reviewing documents/pieces of work remotely
3. Complete the quiz on slide 2 of the supporting presentation as a group or split the learners into pairs.

Answers:

1. 27%
2. 21%
3. 41% - this is compared with the national average of 27% (answer 1)

This quiz was based on a 2020 report conducted by Lloyds Bank UK Consumer Digital Index: <https://www.lloydsbank.com/banking-with-us/whats-happening/consumer-digital-index/essential-digital-skills.html>

4. Encourage a group discussion based on what they have learnt from the quiz. Are they surprised by any of the facts? Why/why not?

# DIGITAL SKILLS FOR WORK >



## TIME REQUIRED

15 minutes



## MATERIALS

- ✓ Digital skills in the workplace PowerPoint presentation
- ✓ Job adverts resource

## ACTIVITY STEPS >

1. Give the group a couple of minutes to look at the adverts on the Job adverts resource. They should consider and discuss what these adverts have in common.

There are a few skills that appear in all adverts but focus on digital skills: They all ask for a level of digital skills and knowledge. 'Digital' is changing the world of work and the way we work, and this brings both challenges and benefits to organisations and to young people looking for jobs.

2. Show the learners the facts on slide 3 of the supporting presentation that highlight further why having digital skills is important to get a job and have a stable and well-paid career. Do they find any particularly interesting or surprising?

These statistics are taken from a report made in partnership with the Department for Digital, Culture, Media & Sport: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/807830/No\\_Longer\\_Optional\\_Employer\\_Demand\\_for\\_Digital\\_Skills.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807830/No_Longer_Optional_Employer_Demand_for_Digital_Skills.pdf)

3. Ask the group to name some challenges young people encounter if they do not have basic digital skills? Similarly, what benefits become available/open to young people who feel confident with digital skills? Make a note on the whiteboard/flipchart.

Suggested benefits:

- Access to more jobs across sectors/industries
- Confidently navigate and take advantage of all areas of the internet (shopping, discounts and deals, money management, health and wellness, education etc.)
- Engage with employers confidently
- Take advantage of technology enabling them to be creative/innovative
- 'Future-proofing' themselves and their career – digital skills and technology will not disappear but will become necessary in the future
- Take advantage of networking opportunities, e.g. LinkedIn



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SOMETHING

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### Suggested challenges:

- They need a level of digital literacy to apply for jobs and to gain the experience in the workplace
- The recruitment process for most employers involves online applications. Not being digitally literate would exclude/restrict what they could apply for
- They need to invest in hardware to do anything online (laptop/computer/tablet/mobile device), including to apply confidently for job roles. This is expensive and the young person and their family may not have the funds to buy a device
- Finding free access to a computer is limited, although some libraries and job centres still provide this via a booking system. Internet cafes are more widespread, but costs will be incurred by the hour



# DEVELOPING DIGITAL SKILLS >



## TIME REQUIRED

10 minutes



## MATERIALS

- ✓ Digital skills in the workplace PowerPoint presentation
- ✓ Virtual college worksheet (optional)

# ACTIVITY STEPS >

1. Explain that it is clear that in today's world, digital skills are essential. Ask the learners how they think people can develop their digital skills. Explain that one of the best ways to start is self-learning. Show them slide 4 of the supporting presentation that lists some websites that are free to use to develop digital skills.
2. Show the learners slides 5-8 which show the ways Tesco help their employees develop digital skills.
3. Tell the learners that you have already discussed why improving digital skills would be beneficial for individuals, as they are needed for everyday life and the job market. But why would employers spend time and money on their employees improving their digital skills? Encourage the learners to discuss their ideas in pairs and then feed back to the group. Slide 9 has some suggested answers.
4. Tell the group that whilst developing digital skills is important, the development of soft skills is just as, or even more important. Ask if anyone knows what soft skills are.

Suggested answer:

Soft skills, also known as common skills or core skills, such as creativity and professionalism, are skills that are desirable in all professions.

Encourage pairs to come up with at least 3 more soft skills. Compare their responses to the comprehensive list of desirable soft skills on slide 10.

5. Explain to the learners that soft skills are important because they create the foundation for being able to learn more technical skills, including digital skills, such as using particular software/programmes.

For example, creativity or creative thinking will help when designing things at work using creative digital programmes like Photoshop, Illustrator or PowerPoint.

## OPTIONAL EXTENSION

The article below displays typical examples of the challenges that many organisations went through during the pandemic. Some who were lucky enough to have a digital presence survived whilst those with no online presence found it very difficult and may have folded.

Virtual College saw an increase in their learner numbers completing training, re-enforcing the message that keeping your skills up-to-date and current is vitally important for the workplace.

Ask the learners to read the following article <https://learningnews.com/news/virtual-college/2021/why-businesses-turned-to-digital-learning-to-get-them-through-pandemic-year>

Encourage them to summarise the key points and use the Virtual college worksheet to pull out the information.

They can also look at Virtual College's website for more information: <https://www.virtual-college.co.uk/about/expertise>



# A DAY IN THE LIFE... >



## TIME REQUIRED

20-25 minutes



## MATERIALS

- ✓ Profiles resource
- ✓ Digital skills in the workplace PowerPoint presentation

# ACTIVITY STEPS >

1. Tell the learners that we automatically connect digital skills to jobs in the technology sector. However, the truth is that in today's world, most jobs need at least basic digital skills. For example, if you think of a Tesco customer assistant, you may think their skills are mainly soft skills, such as communication and teamwork.

However, all customer assistants need a basic knowledge of digital skills. Can the learners think of the different digital skills customer assistants may need? Encourage them to share their ideas. You could then explain that:

- The cashiers need to know how to use the till; the correct buttons to use and what to do with different forms of payment.
- The customer assistant needs to check the stock on the handheld PDA (personal digital assistant, a handheld device with a microchip used for storing and organising information), as well as using the mobile app to locate where products are located on the shop floor.
- The customer service representatives for online orders need to know how to communicate professionally with customers via email and online chat and look up and amend orders on the online system.

2. Divide the learners into pairs or small groups. Give each group one of the profiles from the Profiles resource, ensuring that different groups have different profiles. Ask them to consider and discuss the questions on slide 11 (also listed below).

3. Invite the groups to discuss the person whose profile they read with the rest of the learners. Discuss the questions on slide 11:
  - Does the person work in a typical digital job? What do they do?
  - What digital skills do they need for their job? Why?
  - What programmes/software do they need to use for their job?
  - How does the person maintain and develop their digital skills?

4. As the groups looked at different profiles, it would be beneficial to have a discussion where the different people and jobs are compared. You could discuss:
- Are there any digital skills or programmes that seem relevant or needed in all the jobs?
  - Are there any jobs where more specialist digital skills are needed?
  - Do the different people maintain and develop their digital skills in similar ways?
  - Do the different people have similar explanations for why digital skills are important?

### OPTIONAL EXTENSION

You may want to develop this conversation further. Below are some extra discussion points you and your learners could take a look at:

- Many entry level jobs require digital skills. For example, in call centres, many different roles have specific communication systems that are very complex (like KANA) and they are far more advanced than simply using Outlook for emails. Similarly, using an office-based telephone network is a large level up from just using your mobile phone.
- The general perception is that some digital skills are only relevant for office jobs. This is not true - digital skills are for all jobs, e.g. in the art world, you cannot be a designer, an artist, run a gallery, be a photographer or stylist, without a sound understanding of digital.
- Technology/digital careers can often be seen as a male-oriented career. However, this is not the case, Tesco supports the “Tech She Can” initiative. This initiative drives the application of females and, in particular young females, into the technology sector. Visit this website to read more: <https://www.pwc.co.uk/who-we-are/women-in-technology/tech-she-can-charter.html>



# MY DIGITAL SELF >



## TIME REQUIRED

Dependent



## MATERIALS

- ✓ My digital self template
- ✓ Computers with internet access

# ACTIVITY STEPS >

1. Ask the learners if any of the jobs they read about in the last activity sound like something they would be interested in doing in the future. Encourage them to explain why or why not.

2. Tell the learners that they will be researching a potential future career path. If possible, encourage the learners to use the internet to look up and select a job they find interesting. They may already have a sector, industry or job in mind or need to start from scratch.

Ask them to make a note of the digital skills, both basic and specialist they would need to do this job. The websites below may be useful as a starting point, but encourage them to be as ambitious as they want - is there a well known figure they would aspire to be like, e.g. Elon Musk? Get them to research them and the digital skills they have/use.

## USEFUL WEBSITES

- <https://targetjobs.co.uk/careers-advice/job-descriptions>
- <https://www.myworldofwork.co.uk/my-career-options/job-categories>
- <https://www.thebalancecareers.com/different-types-of-jobs-a-z-list-2059643>
- <https://www.reed.co.uk/>
- <https://uk.indeed.com/>
- <https://linkedin.com/jobs>

3. Hand out the My digital self template to each learner. Explain that they will be recording:

- Their current interests and digital skills (including what devices they use, social media platforms etc.)
- The job/career they're interested in

- 2 examples of workplace tasks for that career and the digital skills that are needed for them
- Programmes/software they would need to use in that career
- Their digital skills that would need development for this career
- How they will develop these digital skills
- Why it is important to keep digital skills and knowledge up to date

### ADVISER TIP

The My digital self template is optional for the learners to use. If the learners can think of more creative ways to present the information listed above, then encourage them to do so (especially if it would help them practise their digital skills). It could be in the form of a presentation, comic strip/graphic novel, interactive CV, journal, social media profile, etc.

#### 4. Encourage the learners to share their profiles with the rest of the group:

- Are the learners identifying similar basic digital skills they need to develop?
- Did anyone mention any useful methods to develop/learn digital skills that others could also use?
- Are there any careers that people would like to find out more about?
- Did any of the learners present the information in a particularly creative way? Can others take inspiration from them?

# WRAP UP >



## TIME REQUIRED

5-10 minutes



## MATERIALS

- ✓ Digital skills in the workplace PowerPoint presentation
- ✓ Digital confidence worksheet (optional)

# ACTIVITY STEPS >

1. Ask the learners to think about the level of their basic digital skills and show them slide 12 of the supporting presentation. On a scale of 1-5 where 1 is not at all confident and 5 is really confident, ask them to consider each question (use the worksheet if doing the optional extension below):
  - How confident do you feel with using a laptop or a mobile phone or any other device?
  - How confident do you feel about staying safe online?
  - How confident do you feel performing basic tasks like:
    - » Using a document tool e.g. Word to help you write a CV?
    - » Saving your document?
    - » Setting up an email account?
    - » Using the internet to do some research?
    - » Using the internet to buy something?

## OPTIONAL EXTENSION

You could ask your learners to set themselves goals based on the skills they feel least confident in. They could then revisit their worksheet and you could discuss if their confidence has improved, their goal has been reached and what they did to reach it etc.

2. Encourage the learners to share if there are any particular basic digital skills listed above or specialist digital skills they have learnt about in this topic that they want to focus on improving. Ask them how they are going to do this. Remind them of the different methods of improving and learning digital skills discussed.