



PREPARATION FOR WORK

WORKPLACE KNOWLEDGE AND SKILLS >

Session plan



Prince's Trust

**START
SOMETHING**

AT A GLANCE

This session explores the skills and knowledge that are valued in the workplace, taking a particular look at interpersonal skills and expected workplace behaviours. Learners are also given the opportunity to research career options that might be suitable for them, based on their own interests and skills.



CURRICULUM LINKS

- ✓ Gatsby Benchmarks 2 and 3 (England)
- ✓ Career Education Standards 2-5 (Scotland)
- ✓ Learning for life and work; Employability (Northern Ireland)
- ✓ Employability (Wales)



LLN OPPORTUNITIES

- ✓ Reading about and researching career paths
- ✓ Reading and discussing case studies



MATERIALS

- ✓ Workplace knowledge and skills presentation
- ✓ Scenarios worksheet
- ✓ Careers research worksheet (optional)
- ✓ Guide worksheet (optional)
- ✓ Computer with internet access (preferable)



QUALIFICATION OPPORTUNITIES

- ✓ Preparing for the World of Work - LO: Understand the knowledge, skills and attributes that are valued in the workplace

LEARNING OUTCOMES

- ✓ Understand behaviours and interpersonal skills that are expected and valued in the workplace
- ✓ Identify career options relevant to skills and interests
- ✓ Describe the skills required in different workplaces

ACTIVITIES

ACTIVITY	TIME	PAGE
Introduction	10-15 minutes	03
Interpersonal skills and behaviours	15-20 minutes	05
My career path	20-25 minutes	07
A guide for my future self	30-40 minutes	09
Wrap up	5 minutes	10



INTRODUCTION



TIME REQUIRED

10-15 minutes



MATERIALS

- ✓ Whiteboard/flipchart
- ✓ Workplace knowledge and skills presentation

ACTIVITY STEPS

1. Introduce the session by telling learners that you will be exploring the skills, behaviour and knowledge that employers/workplaces appreciate and value.
2. Show learners the case study on slide 2 of the 'Workplace knowledge and skills' presentation. Divide the group into pairs or small groups and ask them to select what they think is the best response to Ismail's problem.

Emphasise that it is important they communicate clearly with one another and allow everyone the chance to share their ideas.

3. After the pairs/small groups have discussed their ideas for 3-5 minutes, encourage them to share their thoughts with the wider group. Here is a suggestion of one thing Ismail could do to improve his situation:

Ismail could talk to his manager at the pizza restaurant about having set hours that don't vary. This would mean he could manage his schedule better, ensuring he has allocated time for work, studying and rugby.

OPTIONAL EXTENSION

You might want to discuss with your group why it is important that Ismail talks to his manager - why is it a good thing for him and his manager?

Suggested answer: Ismail won't get too stressed or tired and start missing shifts and/or perform badly at work.

4. Tell the learners that in that activity, they not only used their teamwork skills, but also their communication and interpersonal skills. Ask if any of them know what 'interpersonal skills' means and what some examples may be. You could record their ideas on a whiteboard/flipchart.

Share the definition and examples on the next page (also on slide 3 of the 'Workplace knowledge and skills' presentation). You could compare the learners' own definitions and examples to the one here.



Interpersonal skills are the skills that allow you to communicate or interact well with other people.

Examples include:

- Self-confidence
- Verbal communication
- Non-verbal communication
- Positive attitude
- Listening skills
- Respectfulness
- Teamwork



INTERPERSONAL SKILLS AND BEHAVIOURS



TIME REQUIRED

15-20 minutes



MATERIALS

- ✓ Workplace knowledge and skills presentation
- ✓ Scenarios worksheet
- ✓ Whiteboard/flipchart

ACTIVITY STEPS

1. Explain to learners that the interpersonal skills you've just discussed are highly valued by employers. Ask them to consider and share why they think this might be.

In many jobs you often have to:

- Work in a team
- Speak in public – in meetings, presentations, etc.
- Listen carefully to instructions for tasks

2. Tell the learners that interpersonal skills are just one type of skill that is valued in the workplace but there are many others.

Explain that skills could be general or specific, for example general digital skills of knowing how to use basic programmes and the internet is now essential for many jobs, however, more specific jobs need specialist skills. For example, an IT technician needs specific digital skills that mean they can fix computers.

3. Explain that it is not just skills that are valued by employers, certain behaviours are expected in the workplace. For example, people are expected to turn up on time for work.
4. Tell the learners they will be coming up with more examples of skills and behaviours that are valued in the workplace.

Split learners into small groups and allocate each group either 'Skills' or 'Behaviours'. Tell them they need to discuss and/or note down examples of skills or behaviours they think would be valued in the workplace.

5. After 2-3 minutes, encourage the groups to share their ideas. You might want to record their answers on a whiteboard/flipchart.

Suggested answers for skills:

- Teamwork
- Communication
- Organisation
- Creativity
- Leadership
- Digital

Also accept any specific skills if they can say what job they would be relevant to.



Suggested answers for behaviours:

- Attendance
- Respect/politeness
- Punctuality
- Focus/productivity
- Positivity
- Patience

6. Remind learners that different types of jobs will value different skills and behaviours more than others. For example, a school hiring a teacher will value public speaking skills, whereas a tech company hiring a website designer will value digital skills.

With that in mind, hand out the 'Scenarios worksheet' to your learners. Encourage them to read through one or more of the scenarios and match 2-3 skills and behaviours from the list that they think is most applicable to that particular job/scenario. If you'd rather do this as a whole group, the scenarios are also on the 'Workplace knowledge and skills presentation'.

7. After sufficient time has been given, facilitate a group discussion in which learners feedback and explain their choices. There aren't necessarily right or wrong answers for this as many of the skills and behaviours are applicable, but listed below are the most relevant skills and behaviours.

Suggested answers:

- Scenario 1 (Jennifer): Patience, focus, digital skills, interpersonal skills
- Scenario 2 (Tammy): Punctuality, attendance, reliability, interpersonal skills
- Scenario 3 (Montel): Creativity, innovation, interpersonal skills, leadership



MY CAREER PATH >

If learners are working towards the qualification, this activity could help them evidence their understanding of the two of the assessment criteria listed below.



TIME REQUIRED

20-25 minutes



MATERIALS

- ✓ Internet access (preferable)
- ✓ Careers research worksheet (optional)



QUALIFICATION OPPORTUNITIES

- ✓ Examples of career options relevant to own skills and interests
- ✓ The skills required in two different workplaces

ACTIVITY STEPS >

1. Ask the learners, from all of the skills and behaviours discussed in the session so far, which do they think are the 2-3 most important and why?
2. Encourage the learners to share if any of the skills they identified are linked to interests of theirs. For example, does the learner that identified digital skills have an interest in gaming?
3. Tell the learners that knowing what interests them and what skills they value can help them identify a future career path.

If you feel comfortable doing so, you could talk about how your interests and/or skills led you to your job, or you could share one or more of the stories below.

These are stories from young people who have received support from The Prince's Trust. After sharing one or more of the stories, discuss how the person(s)'s interests and/or skills led them to their role.

- Zosima Fulwell, chef and business owner: <https://www.princes-trust.org.uk/about-the-trust/success-stories/zosima-fulwell>
- Amardeep B, IT worker: <https://www.princes-trust.org.uk/about-the-trust/success-stories/success-story-amardeep-get-into-technology>
- Nicola, accessories maker and small business owner: <https://www.princes-trust.org.uk/about-the-trust/success-stories/nicola-successstory>



4. Explain to the learners that they will now be doing some research to find out what careers are relevant to their interests and skills.

If you have access to the internet, encourage learners to visit the websites below to discover careers that might interest them. You may also want to add some local careers advice websites. If you don't have access to the internet, before the session, visit the websites yourself and print any webpages that you think would be most relevant to the interests and skills of your group.

Depending on how useful you think it will be for your group, they could fill in the 'Careers research worksheet' whilst completing this task. This may be helpful for those learners that are working towards the qualification to evidence their understanding of the assessment criteria listed on the page above.

NOTE TO ADVISER:

If learners are working towards Entry Level 3/SCQF Level 3, they only need to give one example of a career option (they do not need to complete the boxes on the worksheet listed as 'optional').

If learners are working towards Level 2/SCQF Level 5, they need to describe the skills required in two different workplaces (two of the careers they identified in their research).

CAREERS WEBSITES

- National Careers Service: <https://nationalcareers.service.gov.uk/>
- Apprenticeships: <https://www.apprenticeships.gov.uk/>
- Youth Employment UK: <https://www.youthemployment.org.uk/careers-hub/>
- The Prince's Trust: <https://www.princes-trust.org.uk/help-for-young-people/tools-resources/finding-job>
- NHS: <https://www.stepintothenhhs.nhs.uk/careers/take-the-test>
- icould quiz: <https://icould.com/buzz-quiz/>

5. Facilitate a group discussion in which learners share what careers they identified as being good matches for them and their skills and interests.



A GUIDE FOR MY FUTURE SELF >

If your learners are working towards the qualification, this activity could help evidence their understanding of the remainder of the assessment criteria for this topic.



TIME REQUIRED

30-40 minutes



MATERIALS

- ✓ Guide worksheet (optional)
- ✓ Paper and pens (optional)
- ✓ Computers (optional)
- ✓ Video or audio recording equipment (optional)



QUALIFICATION OPPORTUNITIES

- ✓ Interpersonal skills which are valued in the workplace
- ✓ Behaviours that are expected in the workplace

ACTIVITY STEPS >

1. Learners will now apply everything they have learned in this session to give advice to their future self!
2. Explain to the learners that their future self (them in 5-10 years' time) is about to start their first job in the career path they identified in the last activity.

They need to send a message to, or create a guide for, their future self, offering them advice and guidance. Their guidance needs to include:

- A reminder of 2-3 interpersonal skills which are valued in the workplace
- A reminder of 2-3 behaviours that are expected in the workplace

Learners can use the 'Guide worksheet' provided, or they can be more creative, and write a letter/email or record a message to their future self with their advice and tips.



WRAP UP >

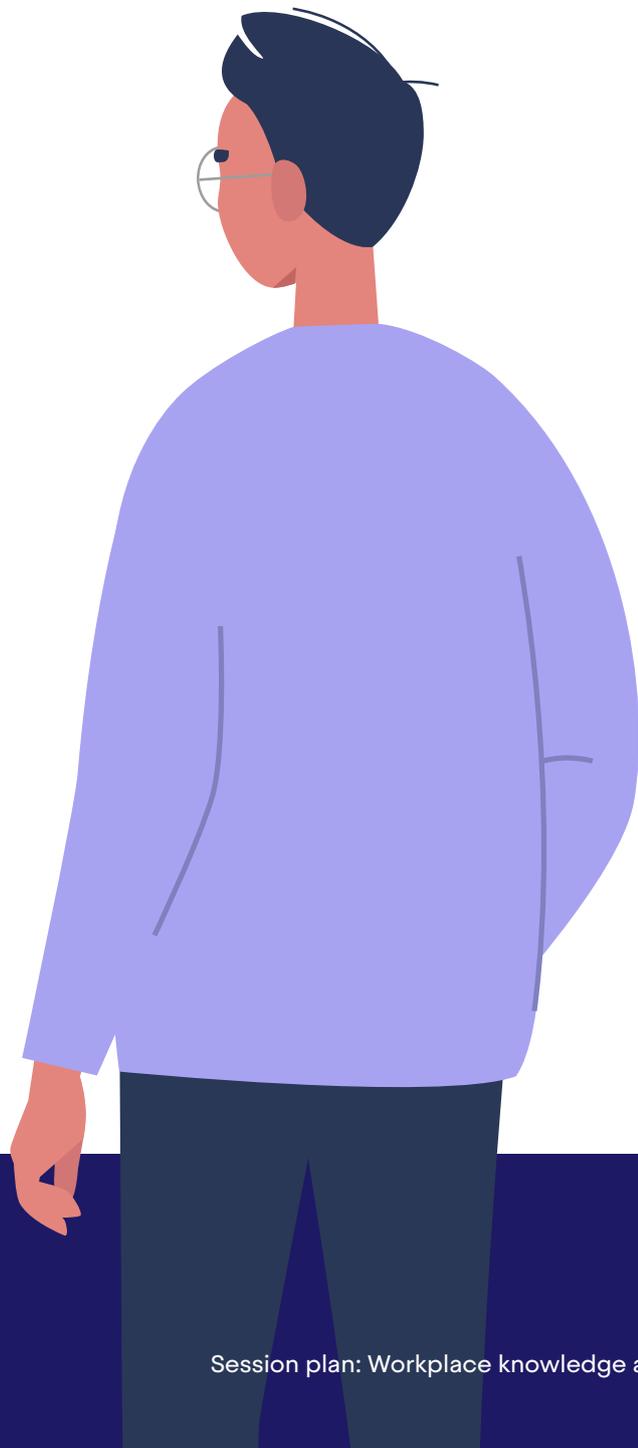


TIME REQUIRED

5 minutes

ACTIVITY STEPS >

1. Ask the learners what they have learned during this session. Did they discover any careers that they didn't know about before?
2. If you think it is relevant to your group, you could take a look at the Career Planning and Experiencing the World of Work units which would continue to build learners' understanding of the world of work and their potential future career.



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