# 5. Work capabilities

## Australian blueprint for career development

| Career Management Competency | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

## Learning intention

Students will develop an awareness of work capabilities and their importance and reflect on their own work capabilities in relation to strengths and skills.

## Success criteria

Students can:
- identify and describe work capabilities
- explain the importance of work capabilities.

## Resources

- Whiteboard
- Work capabilities guidance document
- Work capabilities shuffle (Resource 1)
- Worksheet – Work capabilities

## Classroom organisation

- Whole class
- Groups
- Individual

## Preparation

- Access the work capabilities guidance document to support understanding.
- Print the shuffle activity, one for each group of 2-3 students (Resource 1).
- Cut each sheet into sections for rematching in Activity 2.
- Print the Work capabilities worksheet for each student.

# Activity 1

- Write the following words on the board as 3 columns: Positive Attitude, Resilience and Don't.
- Brainstorm personal qualities reflecting positive attitudes and resilience, and things not to do in the workplace. Some suggested examples are in the table.
  - You may need to discuss the meaning of resilience and positive attitude to clarify student understanding of these terms.
  - It could be helpful to start students off with an example from each column first.
- Students write down a few examples from each column in their worksheet.

| Positive Attitude | Resilience | Don't |
|---|---|---|
| No unnecessary complaints | Persevere when it gets tough | Ask to go home early |
| Arrive on time or early | Practice difficult skills | Avoid jobs you don't really want to do |
| Start jobs quickly | Only take sick days when sick | Think "5 minutes late is not late" |
| Stay on task right up to finish time | Finish what you start | Get distracted and check your phone |
| Don't ask to leave early | If you mess up move on. Everyone makes mistakes | Slow down at the end of the day |
| Enthusiasm for all tasks | Accept criticism without getting discouraged | Avoid things you are not good at |
| Find something useful to do in quiet periods | Attend all days even if you decide it is not the job for you | Keep problems to yourself because you don't want to look weak |

# Activity 2

- With terms in mind from Activity 1, introduce students to the concept of work capabilities.
- Students transfer the definition to their worksheet.
  "Work capabilities are the skills, knowledge and understandings students need to be ready for future learning, work and life. They are the transferable skills that enable young people to successfully engage with, navigate and advance in life and work."
- Distribute the Work capabilities card shuffle cards.
- Students work together in groups of 2-3 to match the work capabilities to their correct definitions. This will give students a chance to work together and for you to see how much students already know about what the terms mean.
- Write the following headings on the board to form 3 columns: cognitive and metacognitive, personal and social, transitional.
- Once students have finished matching the cards, discuss the correct answers. Discuss the definition and clarify any terms that may have caused confusion.
- As each term and definition is addressed, have students categorise the work capability under one of the 3 headings. Have students transfer these to their worksheets.
- Correct answers are provided.

| Cognitive and metacognitive | Personal and social | Transitional |
| --- | --- | --- |
| Creativity | Cultural responsiveness | Adaptability and resilience |
| Critical thinking | Ethical integrity | Initiative |
| Foundational literacies (Literacy, numeracy, digital literacy) | Interpersonal skills and communication | Planning and organisation |
| Problem solving | Teamwork and collaboration | |

- Direct students to their worksheets to identify which work capabilities they feel are their strengths, and which they would like to focus on developing further. They should do this as a ranking ladder (from greatest strength, to least).
- Students reflect on a time where they have benefited from a work capability using an example.

## Reflection

- Students share their strengths with others in the class to appreciate the range of skills they have. They should discuss why work capabilities are important in the workforce and the benefits of a team with different strengths.

## Resource 1: Work capabilities card shuffle

| | |
|---|---|
| **Adaptability and resilience** | Being able to handle change and tough situations at work. It's about staying strong and doing well even when things get stressful. Workers might need to learn new things and adjust to changes in the workplace. |
| **Creativity** | Coming up with new ideas and ways of doing things. In the future, workers will need to think differently, solve problems in unique ways, and bring innovation to their jobs. |
| **Critical thinking** | Thinking carefully to make smart decisions. Critical thinkers can look at ideas or problems, figure out the facts, use reason, and connect their thoughts logically. It's about being informed and making good choices. |
| **Cultural responsiveness** | Being able to understand and communicate well with people from different cultures. It involves respecting and learning about different cultures, reflecting on oneself, and improving how we connect with others from diverse backgrounds. |
| **Ethical integrity** | Doing the right thing at work. It's about being honest, dependable, and respectful. As technology advances, workers will need to think about what's right and make ethical decisions as responsible citizens. |
| **Foundational literacies** | The basic skills needed for work - reading, math, and using technology. As workplaces change with more technology, workers will need strong foundational skills to learn and grow in their jobs. |
| **Initiative** | Taking action without being told. It's about solving problems, learning on your own, and doing tasks even when not asked. Workers who show initiative are valuable. |
| **Interpersonal skills and communication** | Being good at talking and working with others. This helps build good relationships and prevents problems at work. Communicating well improves how everyone works together. |
| **Planning and organisation** | Managing your time and workload. It's about setting goals, organizing tasks, and completing work on time. Workers who plan well and contribute to long-term plans are valued. |
| **Problem solving** | Figuring out solutions to tough problems at work. It involves looking at the situation, considering options, and finding effective solutions to complex challenges. |
| **Teamwork and collaboration** | Working well with others. It's about cooperating with people, even those with different opinions, to get things done efficiently and achieve common goals. |

# Worksheet: Work capabilities

1. After coming up with ideas as a class on what the following words look like in the workplace, add a few of correct answers to the table below:

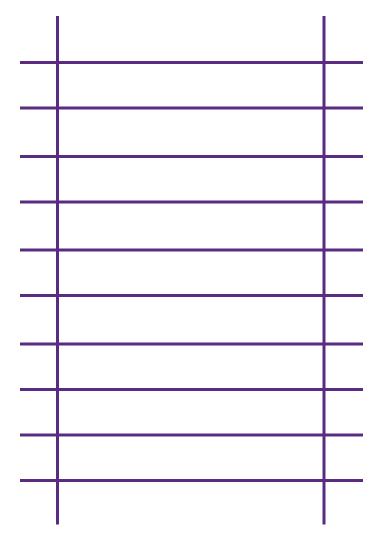| Positive attitude | Resilience | Don't |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

2. Define work capabilities:

_____

_____

_____

_____

3. After matching the work capabilities to the correct definition, write the terms under the correct category heading:

| Cognitive and metacognitive | Personal and social | Transitional |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

4. Reflect on the work capabilities you have learned about. Rank these in the ladder below in order of which is your greatest strength (the top), to the skills you feel you would like to work on and improve to assist you in the workplace (the bottom).

5. Identify an example of when you have used your 'top' skill. This could be at school, home, in the community or in the workplace and explain how it helped you.

_____

_____

_____

_____

_____

_____