



Recognising skills for success in the workplace

Age range: 16-19

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What the experts say

“I don’t worry too much if I try something and get it wrong. We all get things wrong and, who knows, I might just hit on a really original idea in the process.”

Jo Weston, Footwear Designer

“We can’t all follow our passions in our work but if we work with passion then we’re much more likely to have a career that leads to personal fulfilment.”

Karen Allen, Career Coach

“What’s the greatest quality in a worker? For me it’s perseverance. It shows you care about the job, about the team, about the organisation and about yourself.”

Peter Portnoi, HR Consultant

“It’s natural to feel apprehensive about something new – new job, new team, new task – but if you can see it as an opportunity then you’re half way to success.”

David Turnbull, Location Sound Recordist

“In any job you get knock-backs. Just like you do in life. What’s important is how you respond. Do you stay down or do you get back up?”

Steve Boniface,
PR and Social Media Manager

Evidence of strengths

Skill:

I manage my time well

Evidence:

I balance my studies and work deadlines with a part-time job, helping at home and still manage a social life.

Skill:

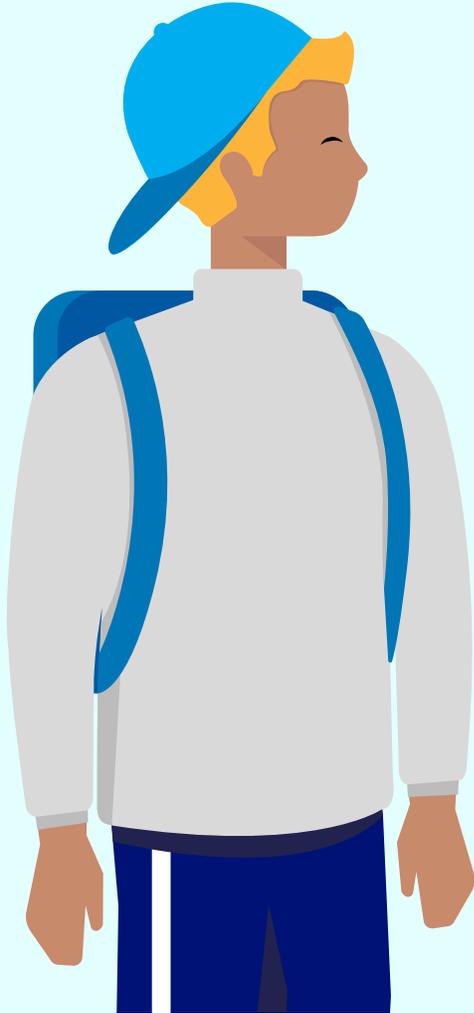
I'm very confident at speaking to new people

Evidence:

My part-time job is in retail so I've got lots of experience in talking to customers. I'm a student representative and often talk to groups of visitors.

How can we develop the skills?

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- Through others (role models)
- Through previous experience (learning from experience and self-evaluation)
- Through feedback (evaluating feedback from others)
- Through trying new things (challenging yourself)
- Through staying positive (being resilient to knock-backs and learning from them)
- Through adopting a team spirit (thinking of others' perspectives and feelings as well as your own)

Evidence of strengths

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Skill:

Planning

Evidence:

For the next task think about the stages before I begin. Use planning techniques (such as spider diagram, notes, bullet points) and gather resources and information needed before diving in.

Skill:

Listening

Evidence:

Allow other people to finish what they're saying before I interrupt. Listen for key words that tell me how the other person is feeling. Pay attention to my body language. Focus on the information I need to respond to.