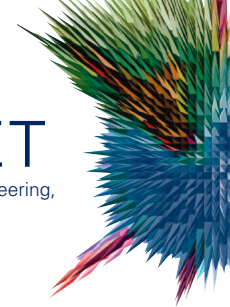




# EMPLOYABILITY SKILLS



Employability Skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability.

Employability depends on your knowledge, skills and attitudes, how you use those assets, and how you present them to employers.

The table below has been compiled by a range of UK-based companies (see company details at the end of this guide), and it lists the Top 10 Employability Skills which they look for in potential employees – that means you! We asked the companies to define exactly what these skills mean, and how you could show evidence of these skills in an interview or application for a job.

SKILLS THAT EMPLOYERS WANT	WHAT THAT MEANS	YOUNG PEOPLE'S EVIDENCE IN LESSONS	YOUNG PEOPLE'S EVIDENCE OUTSIDE LESSONS
<b>1</b> <b>Communication and interpersonal skills</b>	The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information / instructions.	I presented the findings of a Science coursework project as a report and PowerPoint presentation to the rest of my Science class.	I am part of a debating club / society that helps my communication and interpersonal skills greatly.
<b>2</b> <b>Problem solving skills</b>	The ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task.	I was set a project within Design & Technology to build a component, but it stopped working. My approach was to start at the beginning of the circuit and work through all the connections until I found the part that was not working.	As part of my Duke of Edinburgh Award I had to evaluate the information on a map and the weather forecast to decide which was the best route to a set checkpoint.
<b>3</b> <b>Using your initiative and being self-motivated</b>	Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.	For our coursework on electrical circuits I was the only one in class who chose to research how they are used in companies to get a real-life perspective.	At a temping job over the summer, the manager was not around to see me on my first morning, so I introduced myself to the other team members and offered my services until my manager arrived.
<b>4</b> <b>Working under pressure and to deadlines</b>	Handling stress that comes with deadlines and ensuring that you meet them.	I planned out my exam revision timetable so that I gave myself enough time for each subject.	On a bridge building project in my STEM Club, we ran out of an essential piece of kit 5 minutes before the deadline, but quickly modified the bridge using what was left and finished on time.

SKILLS THAT EMPLOYERS WANT	WHAT THAT MEANS	YOUNG PEOPLE'S EVIDENCE IN LESSONS	YOUNG PEOPLE'S EVIDENCE OUTSIDE LESSONS
<b>5</b> <b>Organisational skills</b>	Being organised and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.	I handed my GCSE Science coursework in 3 days before the deadline as I had planned my time well and finished it to the best of my ability.	I was part of the School Leavers' Ball organising committee and devised a project plan so that we could keep on track with planning.
<b>6</b> <b>Team working</b>	Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.	In a group project I worked with a team of people with different designated roles. The first job we did was to identify how each of us will have a valuable input to the task in hand.	I am part of our after school STEM Club that meets every week. We often do activities as teams and I really enjoy it.
<b>7</b> <b>Ability to learn and adapt</b>	To be enthusiastic about your work, and to identify ways to learn from your mistakes for the benefit of both you and your employer.	I always read the comments that my Teacher puts onto my coursework as I know that they will help me to improve my marks and learning. I try to use that advice in my next pieces of coursework.	In our STEM Club we had to make rockets fly as high as possible. I couldn't make mine go any higher so asked for help to improve the shape – it went 20 cm higher on the next attempt.
<b>8</b> <b>Numeracy</b>	The ability to use data and mathematics to support evidence or demonstrate a point.	In my Science coursework I used a range of graphs and tables to prove the hypothesis being tested.	Our STEM Ambassador guided us through an activity to build a road to help communities in Nigeria. We calculated the road cost per mile and if it didn't reach the next town we had to redesign it to fit the budget.
<b>9</b> <b>Valuing diversity and difference</b>	Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.	Working with people who may be able to offer different skills or knowledge, and who offer a different perspective to your own for projects / coursework.	Getting involved in activities, which involve people that are different from you in terms of age, gender, nationality, race, disability etc.
<b>10</b> <b>Negotiation skills</b>	To take on board other people's feelings and express your own requirements in an unemotional clear fashion to achieve a win-win outcome.	I reached an agreement with a classmate about who would take which role in a class project.	I had to present a new invention to a panel of STEM Ambassadors in a Dragon's Den day, and negotiate how much of the company they would own.

STEMNET gratefully acknowledges the contribution of our industry partners:

