

WHAT ARE THE SKILLS *needed for the changing world of work?*

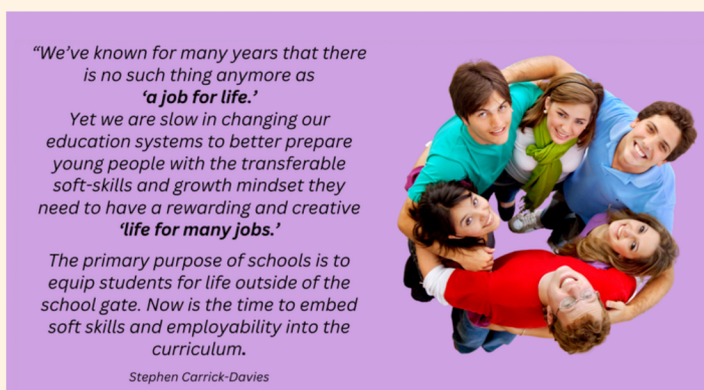
For Teachers



Introduction

This guide is part of the full Soft Skills Booklet which teachers can download and use in schools from <https://www.face.work/resources>

To help you support students grow their soft skills we have produced a range of resources which you can access from the teachers resources section of our Face.work website, see <https://www.face.work/teachers-resources>



Check out this short film in which the author outlines the soft skills workbook. see <https://www.face.work/resources>



Soft skills for the changing
world of work

TEACHERS' RESOURCES

For Teachers

Many schools find it is challenging to carve out valuable curriculum time to engage with young learners in subjects which aren't going to be formally tested and accredited. But preparing young people for the world outside the classroom is crucial and schools are so much more than test centres. As William Cameron said, **"Not everything that counts can be counted, and not everything that can be counted, counts."**

So Facework has produced a range of resources for teachers, including this booklet, which will help you bring this important subject of soft-skills to life. Here are 7 further ideas for schools.

REAL WORLD LEARNING ACTIVITY

Running a real-world learning activity gives students in teams the opportunity to showcase their soft skills in either the school or local businesses. Examples could include:

- A car boot sale in the playground with students organising stalls.
- A pizza night with a local pizza chef training students and setting up a pop-up cafe.
- Linking students with businesses on a real world assignment see

HARNESS THE POWER OF PARENTS

Engaging parents in employment skills training, for example students doing an assignment in which they asked a previous generation what they saw as the most important soft-skill when they were growing up and what students need now.

COMPETITION FOR STUDENTS

Encourage students to create posters or short videos on advice about growing their soft skills in an age in which AI. These can then be uploaded to the Facework site.
www.face.work/soft-skill-stories

CLASSROOM ACTIVITY

Use the Facework interactive powerpoint to run a session with students introducing soft skills.
(see next page)

WHOLE SCHOOL EVENT

Hold a soft-skills celebration day with a range of activities, including assembly, soft-skills survey in which students vote for the most relevant soft skill needed in both the school and in their future careers. A different way of assessment.

ENGAGE LOCAL EMPLOYERS

Invite employers to come into the school for employers' speed talking event where the pupils ask questions as to how the employers learnt their soft skills and grew their careers.
See <https://worktree.org/>

CHARACTER STRENGTH EXPLORATION

Introducing wider soft skills and character strength exercises such as The Jubilee Centre for Character Education,
www.jubileecentre.ac.uk, or
www.viacharacter.org/resources/videos

Check out these links to inspirational work being done to bring project-based learning inside schools, and real world learning outside school to life.

Most Likely to Succeed <https://teddintersmith.com/>

Project based learning www.hightechhigh.org/

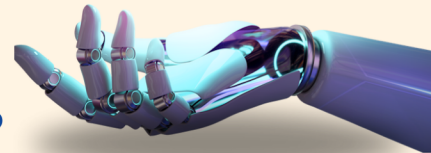
Real world Learning www.school21.org.uk/real-world-learning

Alternative assessment - www.rethinkingassessment.com



Students in India at Facework session

WHAT ARE THE SKILLS *needed for the changing world of work?*



Introduction

When most people think of the skills needed in the workplace they tend to list technical skills, the skills you usually gain through a qualification or apprenticeship. These skills are straight-forward to teach and assess and are essential when you work in specific workplaces using machines and computers, working with your hands, driving vehicles, applying technical skills in a job etc.

But in our changing world of work, technical knowledge alone is not enough to grow your career. Employers say they need staff who have an abundance of what are variously called **People Skills**, **Life Skills**, **21st Century Skills** and **Soft Skills**

However, in an age of Artificial Intelligence, Chat GPT and machine learning, perhaps a better phrase for these skills is simply **Human Skills!** That's because the jobs of the future will be those that differentiate us from machines; the non-technical skills of creativity, teamwork, service, curiosity, social intelligence, co-operation and applying knowledge to new areas and new challenges.

The good news is this book will show you how to grow these **Super-power skills**, improve your employment choices and discover your true gifts. This takes time and practice but if you commit to the hard work, you will grow your soft skills!

HARD SKILLS

Hard skills are the **technical skills** required for a job. You usually have a qualification to prove you have gained them.



You master these skills after years of study or an apprenticeship.

They include skills such as being good with:

- Machines/computers
- Foreign languages
- Using your hands
- Making things



SOFT SKILLS

Soft skills are the skills you acquire through experience. They are harder to quantify and measure.



They are required in most jobs and you usually show you possess them, by demonstrating them.

They include things like:

- Good communication skills
- Being a good team player
- Being able to take initiative
- Showing empathy



Hard skills may get
you the job . . .

but soft skills
will super-charge
your career!



HOW AND WHERE DO WE LEARN THESE SKILLS ?

For Teachers



Most schools don't include soft skills or employability training in their curriculum because there is an emphasis on prioritising the hard skills and subjects which can be measured in an exam. But there are wonderful ways schools can introduce these skills and we hope this workbook will be helpful for teachers in preparing students as they leave school.

All of us can find it hard to remember something we were taught in school many years ago. That's because, it is often the interactive and practical activities that help us retain information, especially when teaching others, something we term 'Teach once; learn twice.'

So in this resource there's an emphasis on:

- Learning in the real world
- Learning through doing
- Learning by teaching others

Sometimes we don't recognise exactly where or how we have learnt a new skill; maybe it was through a Youtube video, maybe playing sport.

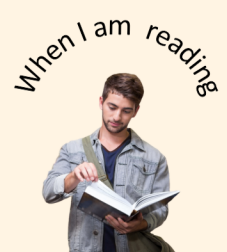
Once you discover where and how you learn best, and recognise that so much of soft-skill learning takes place outside of a formal classroom, you can help super-charge your learning, get feedback and measure your growth in confidence and ability.

What is your preferred learning style? ☒

- ☐ **Visual** - Retaining information through images, colour, diagrams.
- ☐ **Kinesthetic** - Learning through an activity.
- ☐ **Aural** - Retaining information through hearing, including music.
- ☐ **Social** - Learning together and participating in study activities.
- ☐ **Solitary** - Learning in quiet and reflective activities.
- ☐ **Verbal** - Using the spoken word, rhymes, acronyms.
- ☐ **Logical** - Enjoying activities which use logic and structure.



There are some who argue that this is a simplistic approach and in reality most people have a combination of preferred learning styles and it can take time to discover yours. But it can still be useful to think about which environments in the **real world** you find yourself learning best in and acquiring new soft skills. For example:



ARE THESE SKILLS TAUGHT OR CAUGHT ?

For Teachers



In many ways, we shouldn't call these skills 'SOFT' skills because they are anything but! Perhaps **BRAVE** skills would be better, because they could be the hardest thing you learn as you develop your career. For example, soft skills include really challenging things like:

- Collaborating with others and solving problems
- Showing great flexibility and resilience in your work
- Influencing others and taking on leadership
- Keeping your mental health in balance
- Getting good at managing risks and thinking critically

It may be easier for some people to master these skills because of a range of factors including personality, upbringing and neurodiversity. However, the benefits of mastering these skills are enormous, not just for individuals but in organisations where old structures of 'top-down control' are being replaced by more collaborative cultures and openness to new ways of working.

We believe that these skills can be taught and the practical resources in this booklet can be used in the classroom, family home and workplace. Indeed these skills are mastered in the real world, where you make mistakes, get feedback and can see the progress you are making.

Neurodiversity

Neurodivergent students are people with great strengths, some may have exceptional memorisation skills or hyper-focus abilities. Of course everyone has an individual experience of neurodivergence but neurodivergent students can benefit from additional support to develop successful strategies for entering employment.

We are aware that some neurodivergent students face challenges with social interactions, starting or finishing tasks, following instructions and being confident in new environments and with new activities. Transitioning to work can therefore be very stressful.

In producing this resource we have presented a selection of activities including checklists, discussion topics and reflection opportunities, as well as links to videos which we hope neurodiverse students will find helpful.

Employers are increasingly recognising that teams are made stronger through a diversity of learners and leaders, and we hope this resource will help neurodiverse learners access these opportunities. See www.neurodiversityhub.org for resources for both learners, teachers and employers.



"Our young people are often given the impression that they have a world of choice. This can lead to feelings of being overwhelmed and anxious about weighing up decisions and risk in a world which is rapidly changing. For young people impacted by neurodiversity and inclusion issues the challenges are multiplied. We can start to appreciate how difficult it is for learning and support providers to practically help young people choose what to do after they leave school, often in the absence of external careers resources.

It is great to see this ground-breaking resource produced by practitioners working directly with young people in and out of schools and in a community workspace. The fact that they have co-created this workbook reflects a more holistic view of supporting young people where they are at. Whether you are a young person, a parent, teacher or ally working with 'pushed-out learners', this book will help you."

Kath Dunn, Careers Navigator and Education Consultant.

TEACHERS' RESOURCES

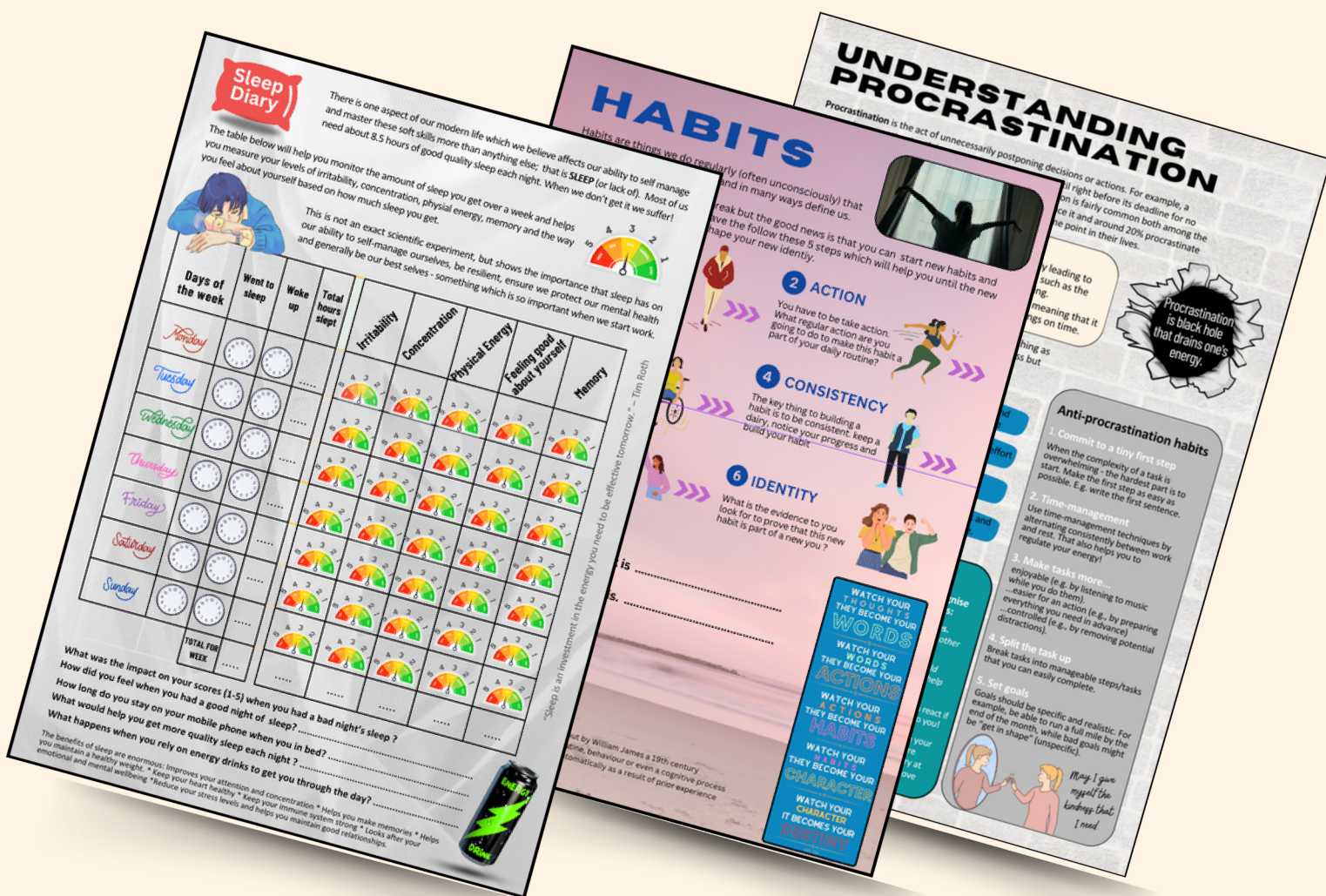
Working with 'Pushed-out learners'*

For Teachers

The Facework project began in 2016 with funding from Nominet Trust which supported Stephen in co-designing employment training resources for young people in Alternative Education settings. Working with The Inclusion Trust, 30 students and staff from 6 Pupil Referral Units helped to codify which soft skills for work they already possessed, what they needed, and what was the best way to engage them in mastering these skills.

The project sought to create genuinely differentiated and personalised curricula that was co-designed with learners, which linked the acquisition of competencies and skills to their existing world, interests and dreams. Many of these "pushed-out learners" struggled to grow their academic skills and so the question of whether the current accreditation system is a good proxy for employability is particularly relevant.

"My dad says he will train me to be a plasterer and pay me £50 quid a day to be his apprentice, but instead I have to be in this hell hole!"



Some of these resources, including this sleep diary (above) are available at www.face.work/teacher-resources

"Having been involved in behaviour management and school leadership for over 40 years, in both mainstream and Alternative Provision, I have always championed this topic of life skills and preparing young people for the world of work. However, more than ever our education system and exam regime is in danger of prioritising IQ at the expense of EQ, with the result that many students are ill-prepared for today's uncertain world when they step outside of the school gate.

But that's where this Facework resource could help fill some of the gaps. It's ideal for staff to use in discussions with students and introduces the importance of these skills, not in some theoretical way, but through practical exercises which help students see what they already have and how they can grow these skills required for the world of work and life in general.

It's great for tutor time, PSHE, mentoring etc and will be particularly useful in supporting staff who work directly with those young people who find mainstream school a challenge. I would also recommend it to youth workers, career practitioners, employers and even parents who want to inspire young people to grow and flourish. The free video/material downloads make this a very cost-effective resource and makes it stand out from the rest."

John Bradshaw OBE

Mainstream and Alternative Provision Principal (Retired).

*The term 'pushed out' has been adopted from the work of Professor Eve Tuck (Associate Professor of Educational Foundations at the State University of New York). We use the fuller term 'pushed out learner' to emphasise that whilst these students may have been pushed out (or have pushed themselves out) of education, often through traumatic experiences, or undiagnosed special needs, they are still active learners and have a right to educational opportunities.

TEACHERS' RESOURCES

Why not start by downloading Facework's free interactive powerpoint presentation which you can use to engage students on the importance of these soft-skills.
Download at www.face.work/teacher-resources



For Teachers

"They don't teach you this stuff in school"
or do they?

FW
FACE.
WORK

THIS PRESENTATION

- WHAT ARE 'SOFT-SKILLS'?
- WHY ARE THEY \$ IMPORTANT IN THE WORKPLACE ?
- WHERE DO WE LEARN THESE SKILLS ?
- CAN YOU GROW THESE SKILLS ?
- WHAT ARE YOUR BEST SOFT-SKILLS?

"NOT EVERYTHING THAT COUNTS CAN BE COUNTED, AND NOT EVERYTHING THAT CAN BE COUNTED COUNTS."

WILLIAM BRUCE CAMERON

ARE THESE SKILLS TAUGHT OR CAUGHT ?

VOTE

ARE EXTROVERTS BETTER AT SOFT SKILLS?

.....

WHAT SUPER-POWERS DO INTROVERTS HAVE ?

.....

In pairs answer the question:

What makes someone employable ? (one sentence)

.....

WHAT IS THE OPPOSITE OF A SOFT SKILL?

HARD SKILLS

Hard skills are the technical skills required for a job. You usually have a qualification to prove you have gained them.

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They include things like:

- Good communication skills
- Being a good team player
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- Showing empathy

HOW DID THEY GET GOOD AT THESE SKILLS?

When did you realise you were good at this skill?
What advice would you give to your peers about mastering these skills?
What is the best thing about having this skill?
How did you get good at this skill?
Do you think this skill could help you get your ideal job?

"At the heart of all careers work is an awareness of who we are, our values and our worth. This wonderful workbook is designed to support young people to know and strengthen the soft skills they'll need to adapt and thrive in the future world of work (and life in general!). Written for young people, the workbook is warm, positive and engaging in tone, wise and current in its tips and insights, and encouraging of deep and thoughtful reflection. It is also an invaluable gift for career professionals, aiding the design of inspirational learning programmes and providing activities to use in career conversations."

Liane Hambly, Author Creative Career Coaching.

PRACTICAL ACTIVITIES

Share your knowledge

POSTERS. A great way to learn is by sharing your knowledge. Why not design a poster or set of postcards for your classroom or workplace.

You can use free design programs like www.canva.com (which we used to create this book) and research some great inspiration quotes or use these images designed by a Facework student at www.face.work/resources

THE ILLITERATE OF THE 21ST CENTURY WILL NOT BE THOSE WHO CANNOT READ AND WRITE, BUT THOSE WHO CANNOT LEARN, UNLEARN AND RELEARN." -ALVIN TOFFLER

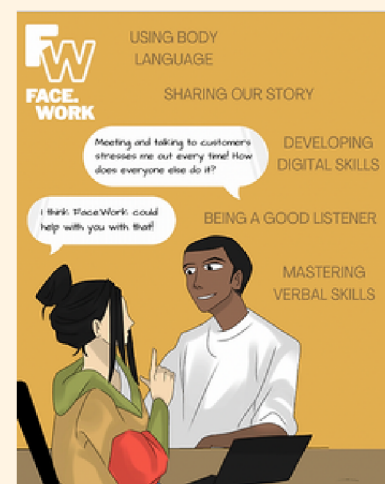
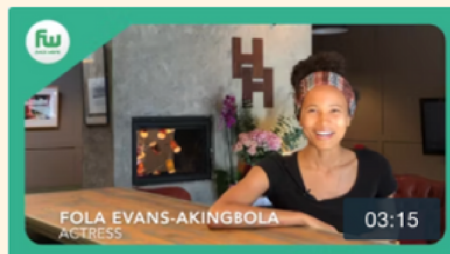
"TELL ME AND I FORGET, TEACH ME AND I MAY REMEMBER, INVOLVE ME AND I LEARN."
- BENJAMIN FRANKLIN

"MILLIONS SAW THE APPLE FALL, BUT NEWTON ASKED WHY".
-BERNARD BARUCH

"SMOOTH SEAS DO NOT MAKE SKILLFUL SAILORS."
- AFRICAN PROVERB

"I AM ALWAYS DOING THAT WHICH I CANNOT DO, IN ORDER THAT I MAY LEARN HOW TO DO IT."
— PABLO PICASSO

Video: Another great way is to make a short 2 minute video and share your advice to your peers about soft-skills. Send the videos to info@face.work if you would like your video to be shared at www.face.work/resources



About Facework

Facework is a social enterprise that equips people to face the changing world of work through skills training and by developing affordable workspaces where communities can learn, share and work together.

Facework is primarily interested in developing young people's capacities, character strengths, practical soft-skills, behaviours and mindsets, and we have begun to establish partnerships with others in different parts of the world including India and with over 200 Ukrainian refugees in London and Lviv .

If organisations in other parts of the world would like to work with us to translate this resource into different languages and invite us to share our model of student-co-designed soft-skills resources in your communities, please contact info@face.work



Facework team 2023



This booklet has been translated into Ukrainian and Moroccan vernacular Arabic, also known as Darija (الدارجة or الدارجة),



Training Ukraine refugees in Facework methodology in one of Facework's community workspaces, in South London.

ACKNOWLEDGEMENTS

This booklet is the culmination of six years work by Stephen Carrick-Davies who has worked with young people around the world to produce this practical activity workbook. As such, this is very much a co-designed curriculum with many people contributing to ideas and activities. To those who have a part of this process we say a very big **"Thank You"**

The photos used are mostly of Facework activities in India, Ukraine and London and have been taken with full written consent of participants. Other photos are library photos from Canva which was used to design this booklet.

We are especially indebted to Tom Bulman who came up with the STEPS structure and has generously allowed us to use this framework for our curriculum. We are also grateful to The Inclusion Trust and Nominet Trust (now called Social Tech) which sponsored the initial research with excluded young learners.

SOFT SKILLS

For the changing world of work



What people are saying about this book.

"This new publication on soft skills is a terrific resource co-developed with young people, for young people. It is content-rich, highly practical, and innovative. The focus on starting with an individual's preferred learning style is spot on and the activities that follow systematically build out from this. I love the emphasis on skills being viewed as 'superpowers' and encouraging young people to think about powerful questioning. There's something for everyone in this valuable resource. Stephen and the team at Facework go from strength to strength - thank you for all your hard work!"

Deirdre Hughes OBE

Hon Associate Professor, University of Warwick, Institute for Employment Research (IER)

"At its core, this guide is about human relationships. At work or in life, it doesn't matter. The Harvard longitudinal study showed the key to a healthy and happy life wasn't your job, your house or your qualifications. The key is your relationships, yet very little in our education systems, designed to teach so-called "hard skills," reflects that.

Robots and AI trained in these skills are being developed to consistently perform most office and factory jobs based on rules or measurement. This is a good thing because we can automate the work and humanise the jobs. It's these jobs of the future that machines can't do. It turns out it's the so-called "soft skills"; how we relate to and communicate with each other, that are the hardest to learn. This is because these skills are uniquely ours, they are what makes us human and individually unique. They build our character and project our personality. Our value is in our differences and this guide provides valuable insights and self-directed learning for how we can relate to one another and get ahead together."

Graham Brown Martin,

Author, public speaker and innovation coach

"This latest Facework resource is special. It's not just the relevance of its content, as we grapple with the automation and emotional challenges of our fast-changing world of work, but the brilliant clarity and brightness of its design. Simple, beautiful, powerful."

Tom Bulman, Worktree

"This is a brilliant and powerful tool for young people and those around them to use. It gets to the very heart of some of the more expansive skills that we know young people need and breaks those down in a manageable, usable and accessible way. What I particularly like, is the focus on empowering young people to reflect on their learning themselves, and be part of their own learning journey.

Debates about what young people need in the system rage on. It is a complex and multidimensional topic. What Stephen and the team have done here is cut through that by making a practical, accessible and impactful tool that can get into action right now".

Liz Robinson, CEO Big Education

This book is available as a PDF and E-book for £9.90 for single use or £35.00 for multiple use.

Download or order at www.face.work/resources

Profits from the sale of this book support Facework's refugee employability programme



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