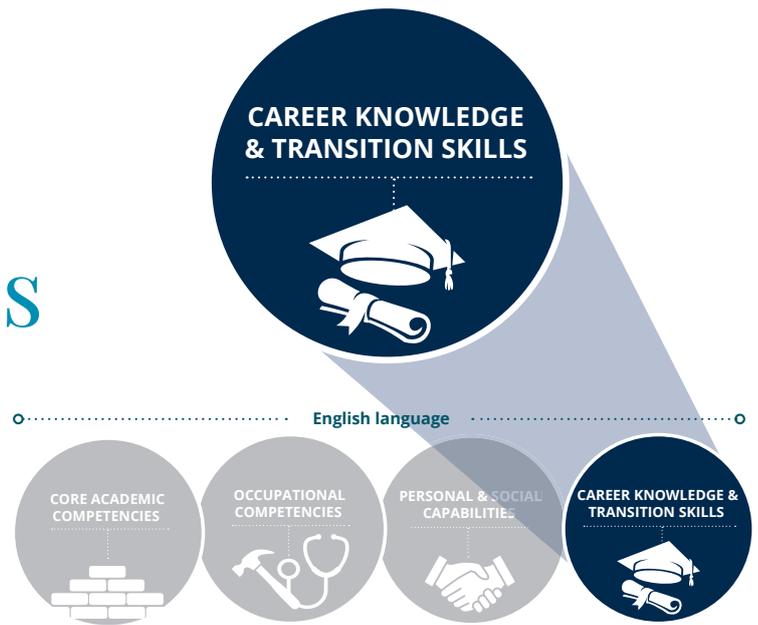


Career Knowledge & Transition Skills

At Pearson we have identified four areas that make up employability, based on formal and informal research with employers, educators, and learners. Individuals need to develop skills in each area, but the stage they are at in their life – whether that’s starting, developing, or changing career – will impact which areas to focus on most. *Career Knowledge and Transition Skills* is one of those areas.



What the skills are	Why they matter
<p>These are the skills learners need to transition and transfer what they do in school, higher education and the experience they have at work to their futures.</p> <p>For example:</p> <ul style="list-style-type: none"> ■ How to showcase certifications, credentials and accomplishments in the best way, (writing a CV and letter of application, interview skills). ■ How to brand yourself. ■ How to develop an employer-friendly presence on social media. 	<p>There are skills involved in actually obtaining a job. Individuals from higher socioeconomic backgrounds will often be taught these skills by parents or other adults in their lives. Individuals from lower socioeconomic backgrounds can be disadvantaged because they often don't have adults who have navigated trying to obtain a professional position, for example, and don't know the unwritten norms for doing so.</p> <p>Teaching these skills matters.</p>
How to teach	Progression
<p>The most common challenge is finding the time and place in the curriculum to teach these skills. Students often prioritize other demands. Some secondary and post-secondary institutions address this by creating stand-alone for-credit courses to teach these skills. Others find room to embed these skills in existing courses.</p> <p>These practical skills are best taught through application. For example:</p> <ul style="list-style-type: none"> ■ Have students create their job search materials and provide feedback. ■ Work with students to identify examples in their lives that can demonstrate relevant experience, for example: working effectively as part of a team, learning from a failure, showing leadership. ■ Engage students in mock interviews where they answer behavioral questions about a time when they had a given experience. 	<ul style="list-style-type: none"> ■ These skills are not relevant at primary ages. ■ At secondary age, students should learn the skills needed to obtain first jobs. This may be filling out applications and interviewing basics (how to dress, how to greet people, etc.). ■ As students exit school, the competencies change to include skills like creating a CV/resume, creating a professional social media presence, and answering more challenging interview questions.

Would you like to talk to us about employability? Email efficacy@pearson.com