BEING WORK READY

A GUIDE TO WHAT EMPLOYERS WANT
Values and behaviours can have different meanings to different people. The values and behaviours business are looking for in potential employees have been defined for a work setting. The level of skill needed, particularly around literacy and numeracy, will vary according to the level of the job. However, businesses will bring to an organisation regardless of their age, previous work experience, or the job they are applying for. At the same time, employers also understand that an employee will bring to an organisation. The values and behaviours an individual will bring to an organisation will vary according to the level of the job. However, businesses have a minimum expectation of the values and behaviours an individual will bring to an organisation. The level of skill needed, particularly around literacy and numeracy, will vary according to the level of the job. However, businesses have a minimum expectation of the values and behaviours an individual will bring to an organisation regardless of their age, previous work experience, or the job they are applying for. At the same time, employers also understand that an employee will learn on-the-job and build behaviours and skills over time with the help of training and development and support from their supervisors.

## WORK READINESS

Is a mixture of three factors: Values, Behaviours, Skills.

**VALUES**

1.

**BEHAVIOURS**

2.

**SKILLS**

3.

### WHAT WORK READINESS MEANS TO BUSINESS

Today, many employers are looking for potential employees to have more than a qualification. Many want them to have specific attributes beyond what is required for a job. The guide defines what those attributes are. Before they will consider them suitable for a job, they need a better understanding of their work expectations.

### HOW SHOULD IT BE USED?

The guide can be used in a variety of ways. It can be used by:

- Teachers and careers counselors to help ensure they are teaching about work readiness
- Career counselors, teachers and families to start a conversation about work readiness
- People who are returning to work after an extended period of leave and would like to refresh their understanding of workplace expectations
- Students who are looking to get a better understanding of employer expectations and the types of values, behaviours and skills an employer wants to see demonstrated in a job application, during an interview and on the job
- Individuals to help them assess whether they are work ready

**WHO SHOULD USE THIS GUIDE AND HOW SHOULD IT BE USED?**
### Minimum Expectation Business Has of an Individual's Work Readiness When They Apply for a Job or Will Expect an Individual to Develop and Demonstrate Soon When They Started the Job.

#### Skills

- **Technical Skills**
  - Engineered to open and close the job
  - Problem-solving abilities
  - Attention to detail
  - Communication skills
  - Numeracy
  - Literacy

- **Digital Literacy**
  - Literate in reading, writing and algebra

- **Critical Thinking**
  - Ability to analyze and evaluate information

- **Problem Solving**
  - Ability to solve complex problems

- **Data Analysis**
  - Ability to collect and review data

- **Technical Skills**
  - Specific to the job and gained through formal education

#### Values

- **Accountability**
  - Accepts responsibility for actions and their impact on the business and others

- **Continuous Improvement**
  - Ability to self-reflect and improve

- **Work Ethic**
  - Diligent and committed to the business

- **Resilience**
  - Bounces back when things don’t go as planned

- **Self-awareness**
  - Understands own strengths, talents and passions

- **Collaboration**
  - Works cooperatively with others

- **Customer Focus**
  - Understands who the customer is and actively works to improve their experience

- **Globally Aware**
  - Understands and works with other nationalities and cultures

- **Adaptable**
  - Open to new ideas and concepts

- **Authentic**
  - True to own values and personality

- **Business-Minded**
  - Recognizes the importance of the business and its success

- **Flexible**
  - Works well in unexpected situations

- **Strategic Decision-Making**
  - ability to make informed decisions and take calculated risks

- **Creativity**
  - Ability to apply creative ideas and solutions

- **Problem Solving**
  - Ability to find solutions to simple through to complex issues

- **Numeracy**
  - Ability to reason and apply numerical concepts

- **Technical Skills**
  - Specific to the job and gained through formal education

- **Data Analysis**
  - Ability to collect and review data

- **Digital Literacy**
  - Ability to use digital tools and technology

- **Business Literacy**
  - Ability to apply knowledge to manage situations and achieve good outcomes

- **Problem Solving**
  - Ability to solve complex problems

- **Customer Focus**
  - Understands who the customer is and actively works to improve their experience

- **Globally Aware**
  - Understanding of global interactions and working with people from different nationalities and cultures

- **Adaptable**
  - Open to new ideas and concepts

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## WHO IS RESPONSIBLE FOR ENSURING PEOPLE ARE WORK READY?

Developing work readiness is a joint responsibility between the individual applying for work, their family, the education system, business and government. It is important, however, to have a common understanding and agreement about what role each group plays in developing work readiness. Ultimately, graduates have to take responsibility for ensuring they have the required values and that they have (or will soon) develop the behaviours and skills needed to be work ready.

It is acknowledged some individuals have families that will not teach or role model work values and behaviours. For this reason, it is crucial the other groups fulfil their responsibilities to ensure all young people have opportunities to be exposed to the required values and behaviours.

This table summarises the views of business about who is responsible for ensuring people are work ready and what the different responsibilities of each group are.

<table>
<thead>
<tr>
<th>Values</th>
<th>Behaviours</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Provide a habitable work environment.</td>
<td>Meet the education system.</td>
</tr>
<tr>
<td>Providers</td>
<td>Work for your career.</td>
<td>Focus on the education system’s core.</td>
</tr>
<tr>
<td>Higher education providers</td>
<td>Develop an understanding of the work environment.</td>
<td>Train new employees in the work environment.</td>
</tr>
<tr>
<td>Vocational education and training (VET) providers</td>
<td>Teach students the standards of professional associations.</td>
<td>Select the education system’s core.</td>
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</tr>
<tr>
<td>Work readiness applies to people starting a career, including young people transitioning from education into work; workers moving between organisations or industries; and people returning to work after extended time off.</td>
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You can download an electronic version of this guide at www.beingworkready.com.au

About this publication
The Business Council of Australia brings together the chief executives of Australia’s largest companies to promote economic growth for the benefit of the nation.

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