

Health, Education and Work Connectedness Paradigm

Introduction

We see education and healing as being on the same continuum for facilitating personal empowerment. We also see work as an essential builder of our identity, purpose and self esteem.

Bringing them together is part of a holistic model for personal change which is essential for creating a connected, balanced and enjoyable life.

This can be done in a number of ways and from our point of view, the more practical the program, the more likely it is to be successful.

Choices for Change (7 Cs) Program

Our preferred model is called **Choices for Change**. It received a Queensland Reconciliation Award in 2015. The Program had a solid psychological and pedagogical framework which underpins all aspects of the program. It is called the 7 Cs Program with each C representing an underlying pillar for success:

- Culture
- Confidence
- Comprehension
- Communication
- Consistency
- Continuity
- Competence

CHOICES FOR CHANGE			
Domain	Description	Examples of Activities	Comments
Referral			
	Aboriginal, Torres Strait Islander and Australian South Sea Islander students from 16-60+	Students <ul style="list-style-type: none"> • self refer • referred by family and friends (mainly) • referred by agencies 	
Intake	Three steps		Ongoing management
	1. Lit/Numeracy assessment	Compulsory for funding: <ul style="list-style-type: none"> • Average level primary school Grade 5 	As required
	2. Psychological assessment	<ul style="list-style-type: none"> • Individual counselling - opportunistic/formal/ongoing 	As required
	3. Personal Circumstances assessment and management	<ul style="list-style-type: none"> • Centrelink and income sort out • Enrolment sort out • Health check/medication management sort out • Social issues sort out e.g. transport/getting learners; Referee reports for housing, employment, program entries • Legal sort out-community service/probation and parole/Court reports/Child safety • Advocacy as required 	As required

Choice of Program			
	<ul style="list-style-type: none"> • Hospitality • Business • Tourism • Retail • Counselling • Mentoring • Cultural storytelling 	<ul style="list-style-type: none"> • High on social skills • High on work environment skills and micro business development • High on cultural and communication skills • High on customer service skills • High on healing in health and community settings • High on identity and getting counselling and personal support skills back into communities of origin • High on storytelling for personal identity and tourism • High emphasis on positive as opposed to negative discourses 	Students can do two courses
Style of Implementation			
	Live-in training for 8x5 day blocks spread over 6 months. Students return to place of origin in between blocks	Providing exposure to a range of choices to : <ul style="list-style-type: none"> • maximize their capacity to work and employability • be away from community and competing demands • welcoming children to allow mothers/families to study • learning appropriate behaviour for as a live-in guest as well as a live-in worker 	Ongoing program of changing the way we think, being aware of how we are coming across to others, connectedness
Key Drivers for Change*		Some Examples	
Culture	<i>Providing assistance to each student to clarify their own cultural identity</i> <i>Teaching how to balance one's own cultural obligations and ways with other cultural environments.</i> <i>Teaching how to fit into different cultural environments</i>	<ul style="list-style-type: none"> • Use First Nations staff, mentors, trainers wherever possible • Mixing with different mobs across the state and team building • Provide a culturally safe environment to facilitate pride and learning • Taking responsibility and ownership for the way the place was run and its public image 	Pushing strengths
Confidence	<ul style="list-style-type: none"> • <i>Teaching how to be confident and remain committed to successfully obtain employment.</i> 	<ul style="list-style-type: none"> • Everyone had some paid employment through their courses • Everyone had an opportunity to be a paid supervisor or supervisor assistant for 6 hours 	Strong emphasis on unconditional loving and respecting every individual
Comprehension	<ul style="list-style-type: none"> • <i>Providing a catch up with literacy and numeracy and general knowledge</i> 	Teaching fractions, proportions: <ul style="list-style-type: none"> • reading recipes in cooking classes • mixing chemicals in cleaning and gardening groups 	Strong focus on work related literacy
Communication	<ul style="list-style-type: none"> • <i>.understanding what is being asked and expressing what you want to say so it is understood</i> 	Teaching: <ul style="list-style-type: none"> • common industry used words • Reading out loud • Shuffling shame 	Minimising shame, maximising having a go in a

		<ul style="list-style-type: none"> • Rapping 	supportive environment
Consistency	<ul style="list-style-type: none"> • <i>Teaching how to fit into a normal working environment.</i> 	<ul style="list-style-type: none"> • 7.00 am get up • Breakfast 7.30 • Tool box 8.30 • Work groups till 10.30 • Lunch 12.30 • Study groups until 4.00 • Recreation and relax 	Managing aberrant behaviours such as drugs, alcohol, lateral violence, absenteeism
Continuity	<ul style="list-style-type: none"> • <i>Teaching how to develop one's own personal development (continuous improvement) program.</i> 	<ul style="list-style-type: none"> • Home based Personal Development Plan • Career counselling • 'Changing the way you think' mentoring 	Transferring learning into the home environment
Competence	<ul style="list-style-type: none"> • <i>Providing skill sets to a level of competency which makes them <u>competitive</u> in the labour market</i> <i>Providing access to real work conditions</i> 	<p>Every practical aspect of the live-in training facility run by students with help from staff:</p> <ul style="list-style-type: none"> • Cooking • Meals service • Room service • Customer service • Cleaning • Laundry • Yard • Some building maintenance 	Striving to meet industry standards; strong emphasis on repetition

**Culture* refers to an understanding of three cultural domains, the culture of origin of the person, the prevailing mainstream culture and the work culture.

Confidence was selected on the basis that a person who is confident is more likely to engage in a proactive, productive way than someone who is not.

Comprehension refers to the capacity to understand what is needed quickly, it looks at capacity to understand, analyse and draw appropriate conclusions based on the information presented.

Communication refers to the ability to comprehend information in a range of forms and communicate back to others in a range of forms.

Consistency refers to the skill sets and circumstances required to have someone be able to perform at acceptable levels all the time in a workforce environment.

Continuity refers to a process of personal and permanent continuous improvement.

Competence refers to the skills and abilities acquired and is divided into two categories, foundation skills which cross all industries and technical competence which pertains to particular industries and positions

Summary

Turning models into practice takes time, trial and error and a constant state of review and continuous improvement.

Learnings from this model include:

- The importance of assessing the impact of strategies using the right measures
- The importance of actively working on raising expectations of what can be achieved
- The importance of selecting projects which will have a significant and measurable outcome
- The importance of working with and through families
- The importance of fostering client ownership of all aspects of the program
- The importance of taking every opportunity to empower our young and expecting respectful responses

- The importance of knowing who are our clients (our students, families, communities and Traditional Owners, government bodies, funding bodies) and being clear on what they want, need, expect and deliver

Connectedness (7 Cs) Program

The National Strategic Framework for Aboriginal and Torres Strait Islander People’s Mental Health and Social and Emotional Wellbeing also has 7 Cs.

These refer to seven types of connection which facilitate a well balanced, fully functional human being who can, amongst other things, have a successful working life. These are:

- Connection to Body
- Connection to Mind and Emotions
- Connection to Family and Kinship
- Connection to Community
- Connection to Culture
- Connection to Country
- Connection to Spirit, Spirituality and Ancestors

These are key areas for sustained well-being and can be linked with programs coming from the education and work domains.

CORE AREAS FOR CONNECTEDNESS					
Domain	Description	Examples of risk factors	Examples of protective factors	Additional including other domains	Options other
Connection to Body	<i>Physical health – feeling strong and healthy and able to physically participate as fully as possible in life</i>	Chronic and communicable diseases • Poor diet • Smoking	Access to good healthy food • Exercise • Access to culturally safe, culturally competent and effective health services and professionals	• Cooking and nutrition • Gardening • Gathering/hunting • Targeted breathing • Cultural exercising • Timely screening	
Connection to Mind and Emotions	<i>Mental health - ability to manage thoughts and feelings.</i>	Developmental/ cognitive impairments and disability • Racism • Mental illness • Unemployment • Trauma including childhood trauma	Education • Agency: assertiveness, confidence and control over life • Strong identity	• Simple counselling models • Strength and Body based therapies • CBT • Traditional healing frameworks	
Connection to Family and Kinship	<i>Connections to family and kinship systems are central to the functioning of Aboriginal and Torres Strait Islander societies.</i>	• Absence of family members • Family violence • Child neglect and abuse • Children in out-of-home care	Loving, stable accepting and supportive family • Adequate income • Culturally appropriate family focused programs and services	• Holistic assessments of family dynamics, physical environments, social determinants	
Connection to Community	<i>Community can take many forms. A connection to community provides</i>	Family feuding • Lateral violence • Lack of local services • Isolation • Disengagement from community	Support networks • Community controlled services • Self-governance	• Deadly activities-jams, musical expressions • Art/craft expressions	

	<i>opportunities for individuals and families to connect with each other, support each other and work together.</i>	<ul style="list-style-type: none"> • Lack of opportunities for employment in community settings 		<ul style="list-style-type: none"> • Yellow road cultural home designs • Themed camping • Alternative housing-tiny houses, container housing
Connection to Culture	<i>A connection to a culture provides a sense of continuity with the past and helps underpin a strong identity</i>	<p>Elders passing on without full opportunities to transmit culture</p> <ul style="list-style-type: none"> • Services that are not culturally safe • Languages under threat 	<ul style="list-style-type: none"> • Contemporary expressions of culture • Attending national and local cultural events • Cultural institutions • Cultural education • Cultural involvement and participation 	<ul style="list-style-type: none"> • Capturing, organising, storing, presenting stories • Offering an array of presentation modalities • Rhythmic Language acquisition programs
Connection to Country	<i>Connection to country helps underpin identity and a sense of belonging</i>	<ul style="list-style-type: none"> • Restrictions on access to country 	Time spent on country	<ul style="list-style-type: none"> • Bush meditation • Mindfulness • Appreciation walking
Connection to Spirit, Spirituality and Ancestors	<i>Spirituality provides a sense of purpose and meaning.</i>	No connection to the spiritual dimension of life	<p>Opportunities to attend cultural events and ceremonies</p> <ul style="list-style-type: none"> • Contemporary expressions of spirituality 	<ul style="list-style-type: none"> • Inner journey camps • Contemplation and deep listening practices • The arts • storytelling

CHOICES FOR CHANGE PROGRAM

The pillars are:

**CULTURE CONFIDENCE COMPREHENSION COMMUNICATION CONSISTENCY CONTINUITY
COMPETENCE**

In essence, courses which combine the following elements based on the 7 Cs are the most desired:

- *Providing a catch up with literacy and numeracy and general knowledge*
- *Providing skill sets to a level of competency which makes them competitive in the labour market*
- *Teaching how to be confident and remain committed to successfully obtain employment.*
- *Teaching how to fit into a normal working environment.*
- *Teaching how to develop one's own personal development (continuous improvement) program.*
- *Providing exposure to a range of choices to maximize their employability.*
- *Providing access to real work conditions.*

Work Connection Health and the Work Readiness Paradigm

Work readiness is a multifactorial concept which requires skill and knowledge acquisition across a number of domains. This relates to the Aboriginal healthy living concept of Social and Emotional Wellbeing which is also multifactorial in its scope.

The Work Readiness Conceptual Framework (WRCF) and the Social and Emotional Wellbeing Model of Connectedness when combined, form a holistic approach to work preparedness called Work Connection.

The WRCF comprises seven work capacities which define work readiness:

- Culture
- Confidence
- Comprehension
- Communication
- Consistency
- Continuity
- Competence

The National Strategic Framework for Aboriginal and Torres Strait Islander People’s Mental Health and Social and Emotional Wellbeing refers to seven types of connection which facilitate a well balanced, fully functional human being who can, amongst other things, have a successful working life. These are:

- Connection to Body
- Connection to Mind and Emotions
- Connection to Family and Kinship
- Connection to Community
- Connection to Culture
- Connection to Country
- Connection to Spirit, Spirituality and Ancestors

Connection to Body

Connection to Mind and Emotions -refers to mental health and the ability to manage thoughts and feelings

Connection to Family and Kinship – refers to connection to family and kinship systems which are central to the functioning of Aboriginal and Torres Strait Islander societies

Connection to Community – refers to opportunities for individuals and families to connect with each other and support each other and work together

Connection to Culture – refers to the provision of a sense of continuity with the past and the facilitation of a strong sense of identity

Connection to Country- refers to a sense of identity and a sense of belonging

Connection to Spirit, Spirituality and Ancestors – refers to a sense of purpose and meaning.

Within these factors are seven overlapping domains of and

Developing a clear perspective on what work readiness means from an educational and healthy living perspective is important because the key factors which contribute to work readiness can then be taught.

Culture	an understanding of three cultural domains, the culture of origin of the person, the prevailing mainstream culture and the work culture	Connection to Body		
Confidence	that a person who is confident is more likely to engage in a proactive, productive way than someone who is not.	Connection to Mind and Emotions	ability to manage thoughts and feelings	
Comprehension	understand what is needed quickly, it looks at capacity to understand, analyse and draw appropriate conclusions based on the information presented	Connection to Family and Kinship	central to the functioning us as a society	
Communication	comprehend information in a range of forms and communicate back to others in a range of forms.	Connection to Community	support each other and work together	

Consistency	able to perform at acceptable levels all the time in a workforce environment.	Connection to Culture	of a strong sense of identity	
Continuity	personal and permanent continuous improvement	Connection to Country	sense of belonging	
Competence	foundation skills which cross all industries and technical competence which pertains to particular industries and positions	Connection to Spirit, Spirituality and Ancestors	sense of purpose and meaning	

Work Readiness

This model views work in two ways:

Employed:

- Working for someone else i.e. an employee
- Working for someone else for no money i.e. a volunteer

Self Employed

- Working for yourself i.e. as a business for profit
- Working for oneself for no money i.e. a subsistence or self sufficiency worker

All aspects of work require a successful utilisation of the two (work and health) systems of seven Cs.

What does it look like when a person is deemed to be work ready or successfully employable by others?

From an employee and volunteer perspective, work readiness means they have the *capacity* to gain and maintain paid or unpaid employment. This includes having a desire to work, being available for work, knowing how to apply for work and knowing how to work. It also means knowing how to present a convincing picture of their capacity to provide value for money for the employer for the particular work available and knowing how to maintain productive employment.

From the employer's perspective, being work ready means having someone who wants to work, knows how to work, who is available to work and who has the *capacity* to successfully complete the available work to the standard that the employer desires.

What is desirable for all parties is a strong match between the skills, attributes and attitudes of employees and the needs of the employer.

What does it look like when a person is deemed to be business ready or successfully self-employable by others?

For self employment for profit and self sufficiency, the needs are focussed on self motivation, clear purpose, technical skills, confidence, capacity to seek and get effective supports, ability to work without supervision, persistence and resilience and determination to be successful.

What is the problem?

This is currently not happening for many businesses. Many potential employees and many existing employees are not demonstrating the appropriate *capacities* needed to make them attractive and useful to employers. Similarly, for people who are self-employed, the failure rate is very high within the first five years, again demonstrating the appropriate *capacities* are not there when they are needed.

Definitions of Work Readiness or Work Capacity

Considerable attention has been given to identifying the key qualities and circumstances that maximise work readiness or work capacity. A range of tools are available for use to determine when a person is work ready. These have been developed from an educational perspective and are primarily focussed on school leavers and university graduates. They are usually linked to specific jobs, careers and career paths. This is reflected in the definition of work readiness by ACT :

“A “work ready” individual possesses the foundational skills needed to be minimally qualified for a specific occupation as determined through a job analysis or occupational profile.’ (*ACT Work Readiness Standards and Benchmarks, in www.act.org/research/policymakers/pdf/Work-Readiness-Standards-and-Benchmarks.pdf*)

ACT propose readiness skills which include foundational cognitive skills such as locating and reading for information, applied mathematics and problem solving, and foundational non-cognitive skills (soft skills) such as adaptability, integrity, cooperation, work place discipline and personal characteristics which improve employability.

Other work readiness definitions have been identified such as the *ConnectEd* framework with four critical components of readiness:

- Knowledge: The basic understanding of the content, discipline, context or idea.
- Skills: The ability to acquire knowledge and to use it in multiple ways.
- Productive Dispositions and Behaviors: The ability to understand one’s own role in acquiring and using knowledge and skills. and
- Educational, Career and Civic Engagement: applying and using knowledge, skills and dispositions for engaging in life.

One model of Social and Emotional Wellbeing identifies three key factors which need to be satisfied to create and maintain a well balanced, fully functional human being. These are political determinants, social determinants, historical determinants.

Work readiness is a multifactorial concept which requires skill and knowledge acquisition across a number of domains. This relates to the Aboriginal concept of Social and emotional Wellbeing which is also multifactorial in its scope. Developing a clear perspective on what work readiness means from an educational perspective is important because the key factors which contribute to work readiness can then be taught. However, potential work candidates and employers also need to have a clear understanding of what work readiness means to be able to align expectations and maximise successful employment interactions.

Work Readiness from an Employers Perspective

Many employers continue to express frustration about the quality of the work candidates being presented. From an Australian employer’s perspective, the greatest perceived work readiness issues for employers as identified by One Generation “are more about a lack of soft skills rather than specific training or qualifications. These include:

- A lack of understanding of the expectations of the workplace, and understanding of workplace cultures
- Being unprepared for the interview stage and application processes and procedures
- Many candidates lacking confidence and communication skills especially as a result of Aboriginal cultural shyness

One Generation ‘Walk in my Shoes’ 2011

From a work candidate’s perspective, the biggest barriers to successful employment have been identified as lack of ‘personal confidence and a lack of support getting into a job and then staying in the job’. (*Dreamtime Learning (2012)*)

Currently, definitions of work readiness are fluid and evolving. What they are essentially describing are a series of capacities to be successful in the work environment. Educational and training programs focussing on work readiness are really capacity building programs. The starting point for capacity

building programs varies according to whether the person is a school leaver, post school leaver, university graduate, returning to worker or existing worker. However, the same capacities are required.

Definitions of work readiness should emphasise capacity building as the key focus of work readiness and the core concept in work preparation and skill enhancement programs.

Assessments of work readiness

Ways of assessing work readiness skills also vary across different educational levels and different cultures. Common methods of assessing work readiness skills include formal assessments, self-assessments and observation. All have their contribution to make. How they can be best used and/or combined for people seeking employment across all work aspirant domains is important. It is also important to find a balance between onerous assessment and sufficient meaningful information to be able to predict work readiness.

Delivering work readiness programs

The way programs which teach work readiness are delivered needs to be considered in the development of work readiness assessment tools. Research in Australia suggests that flexibility is important in training delivery.

Any training programs that offer “a mix of in-class and practical hands-on lessons and provide engaging and knowledgeable trainers, have been shown to be effective. Similarly, training programs that are delivered through a flexible approach and take into consideration the personal circumstances and cultural needs of participants will be more empowering and strengthen the confidence of participants”.
Quote from “What works in Aboriginal pre-employment programs” Aboriginal Development Workforce Centre, Department of Training and Workplace Development, Government of Western Australia

Variable training environments may require more than one type of assessment tool to capture work readiness progress.

Work experience and work readiness

Research on the value of getting work experience to enhance work readiness suggests that having work candidates engage with work places before they seek employment is important. The Advisory, Conciliation and Arbitration Service (ACAS) in Great Britain commissioned a review of the research literature relating to young people entering work. The review was undertaken in mid-2012, in the context of high and growing youth unemployment in Great Britain. The review was undertaken and the paper drafted by Dr Sarah Oxenbridge and Justine Evesson of Employment Research Australia.

The review found that workplace engagement prior to transitioning to post study employment offered a range of benefits for young people. They recommended that the soft skills required by employers can be best developed ‘on the job’, and that employers increasingly seek employees with some form of prior work experience.

The review stated that workplace engagement prior to post-study employment enables young people to:

- develop employability skills and confidence;
- identify with the benefits associated with employment;
- avoid the ‘culture shock’ that occurs when beginning work;
- improve their post-study job prospects via network and Curriculum Vitae-building opportunities; and
- help them refine decisions regarding career options and pathways.

The Review also reported that Australian studies found structured engagements (school-based apprenticeships and work placements) were valued more by young people for enhancing employability than part-time work or short work experience placements. This compared with UK studies of young people, the majority of whom felt that work experience is the most valuable means of building employability skills prior to starting work.

Research from both Britain and Australia suggest that young people's engagement with workplaces before transitioning to post education employment is important and may take the form of part-time work combined with study, work experience, employer involvement in the education system, vocational and educational training (VET) programmes, and via labour market intermediaries.

Work Readiness and Indigenous Australians

Research suggests that a holistic approach to work readiness for Indigenous Australians be taken. Osborne et al (2103) reported from a health and well-being perspective that workable approaches to work readiness for Indigenous Australians should consider:

- holistic approaches which take into account the full cultural, social, emotional and economic context of their lives,
- active involvement of Indigenous communities in every stage of program development and delivery
- acknowledging the interrelatedness of key social and economic determinants across multiple life domains for Indigenous Australians
- valuing Indigenous knowledge and cultural beliefs and practices which are important for promoting positive cultural identity and social and emotional wellbeing
- clear leadership and governance for programs, initiatives and interventions.
- employing Indigenous staff and involving them fully in program design, delivery and evaluation, and providing adequate training, where necessary, to build capacity of Indigenous staff
- developing committed, skilled staff (Indigenous and non-Indigenous) and providing diversity and cultural awareness training
- adopting a strengths-based perspective which builds and develops the existing strengths, skills and capacities of Indigenous people
- clear plans for research and evaluation to identify successful aspects of programs

From an individual Indigenous work candidate perspective, One Generation suggested work readiness can be enhanced by:

- motivating candidates with a clear line of sight to a real employment opportunity
- Focusing on work-readiness preparation as part of their induction and pre-employment training
- Implementing cross-cultural awareness training for both candidates and nonindigenous colleagues
- Ensuring the availability of ongoing workplace mentoring and (when possible) external support

Generation One – Walk in my Shoes 2011

Summary

In summary, there is a need to develop a conceptual framework which captures the diversity of factors which influence employability in the tourism industry. The Framework needs to be easily understood so that employers can respond with some informed understanding of what factors need to be put into place to have successful employee engagements.

Project Methodology

The new WRF builds on the previous approaches to developing instruments which have demonstrated some degree of construct validity for employee engagement. It also considers identified gaps in previous instruments and employment processes particularly in the areas of:

- post school leavers
- mature aged workers
- return to workers
- under-performing existing employees
- ways of delivering work readiness training
- work experience opportunities and
- cultural perspectives.

It also gives consideration to the perspectives of the three key stakeholders of work readiness in the development of a new instrument:

- the employer
- the employee and
- the employee development organisation.

A range of work readiness definitions and measurement instruments were examined from the literature and the key factors identified by them were analysed, collated and the most consistent factors identified by all studies were selected for inclusion in this work readiness framework.

The frameworks and instruments previously developed were primarily for school leavers or university graduates. For people wanting to attain employment at the VET level, the few instruments available such as the Tasmanian Qualifications Authority Work Readiness Program were examined in detail.

The process then turned to distilling these factors into a smaller group of 'super factors' which captured their essential qualities. These super factors were then labelled into concept forms called capacities which are designed to be easily memorable and easily understood by key stakeholders. These capacities are the key elements of the WRCF.

Work Readiness Conceptual Framework (WRCF)

The seven work readiness capacities are:

- Culture
- Confidence
- Comprehension
- Communication
- Consistency
- Continuity
- Competence

Culture refers to an understanding of three cultural domains, the culture of origin of the person, the prevailing mainstream culture and the work culture.

Confidence was selected on the basis that a person who is confident is more likely to engage in a proactive, productive way than someone who is not.

Comprehension refers to the capacity to understand what is needed quickly, it looks at capacity to understand, analyse and draw appropriate conclusions based on the information presented.

Communication refers to the ability to comprehend information in a range of forms and communicate back to others in a range of forms.

Consistency refers to the skill sets and circumstances required to have someone be able to perform at acceptable levels all the time in a workforce environment.

Continuity refers to a process of personal and permanent continuous improvement.

Competence refers to the skills and abilities acquired and is divided into two categories, foundation skills which cross all industries and technical competence which pertains to particular industries and positions

Factors from other work readiness approaches have been categorised as follows:

Capacity (Factor)	Other Studies
Culture	Team work, culture, organisational skills
Confidence	Interpersonal, initiative, independence, motivation, creativity, adaptability
Comprehension	Problem solving, understanding, knowledge, critical thinking, numeracy, reading
Communication	Written, oral, communication, reading, listening, talking
Consistency	Living circumstances, attendance, timeliness
Continuity	Personal growth, quality, ethics
Competence	Business skills, information technology, leadership, planning

A research pilot process of reviewing the categories was conducted using a small group of businesses comprising the tourism, training, business, arts, mature aged, indigenous and retail sectors.

This review aimed to get a more accurate fit for the words that describe different factors that comprise work readiness. This was a two-step process. The first step was to confirm the allocation of factors to the seven capacities identified. The second was to select the key words which best described the factors within each capacity. For example, is resilience adequately covered by the concept of adaptability?

The final compilation of factors which make up the seven capacities of the WRCF are presented below:

Culture	
Culture	Workplace culture policy and safety, Diversity, Intercultural skills, Appreciates diversity
Organisational skills	Exhibit interest in making the organization more effective and productive, Having the occupational health and safety knowledge to apply technology, Identify ways in which the individual employee represents the organization, Job history, Job skills, Multi-tasks, Procedure/rule following, Response to supervision, Organisational ability, Organisational awareness
Teamwork	Agreeableness, which reflects altruism, integrity, trust and cooperation, Knowing how to define a role as part of a team, Let others know what is needed to get the job done, Team member, Working with others, Working with people of different ages, gender, race, religion, or political persuasion, Teamwork – two people. Teamwork/collaboration
Confidence	
Motivation	Achieving at work, Enthusiasm, Willingness to learn, Positive attitude

Creativity	creative, Curious, Developing practical solutions, Entrepreneurial spirit, innovative
Adaptability	Being open to new ideas and techniques, Copes with uncertainty , Maintain work standards in the midst of change Openness, which reflects imagination, intellect and adventurousness, Flexibility, Adaptability, Adapting to new situations
Initiative	Ambition/initiative, Being resourceful, Conduct research, Generating a range of options, Look for ways to help others, Make suggestions for improvement, Proactivity, Resourceful , Taking responsibility, Find tasks to perform on one's own, Taking initiative, Taking initiative and making decisions, Initiative and enterprise, Look for ways to help others, decision making
Independence	Self-awareness, Self-confidence, Self-control, Self-direction, Self-esteem , Self-knowledge, Self-management , Work without constant supervision, Working as an individual and as a member of team, Independence and initiative Stress tolerance, Resilience
Interpersonal	Emotional intelligence, Engages networks, Extraversion, which reflects assertiveness, gregariousness, positivity and excitement-seeking, Hygiene, Legal barriers – probation, Maintain health and wellness, Maturity, Neuroticism, which reflects anxiety, anger, worry and depression; Personal attributes, Social development and interaction, Interpersonal orientation, Interpersonal sensitivity, Interpersonal skills, Interpersonal/social, Self-presentation, Self-promotion, Workplace appearance, Appearance, Exhibit a neat appearance, Exhibit elements of etiquette required in professional settings
Comprehension	
Understanding	Common sense, Learning, learning continuously , Understanding the big picture, Understands concepts
Numeracy	Digital literacy, Quantitative reasoning, Using numeracy effectively, math skills. Mathematics
Information management	Analysing data, Collecting, analysing and organising information, Information retrieval, Information retrieval and handling
Critical thinking	Establishing clear project goals and deliverables, Evaluating and monitoring own performance. Recognize others for their contributions, Thinking and reasoning, Applies knowledge, Applying learning to 'technical issues' (e.g. Learning about products) and 'people issues' (eg. Interpersonal and cultural aspects of work), Reasoning, problem solving, and decision making; Critical analysis, Critical thinking problem solving
Problem solving	Enjoys a challenge, Solving problems in teams, Translating ideas into action, Reasoning, problem solving and decision making, Problem solving approach, Problem solving/critical thinking, Developing practical solutions
Knowledge	Academic, Government/economics,, History/geography, Humanities/arts ,Political awareness, Science, Global awareness
Communication	
Communication	Feedback, Sharing information, Use effective communication skills, Communication and presentation
Written communication	Communication skills – written, Writing, Writing in English (grammar, spelling, etc.), writing to the needs of the audience, verbal and nonverbal skills
Oral communication	Speaking and listening, Foreign languages, Language skills, Verbal communication, Verbal communication ,active listening, Speaking and listening, Speaking clearly and directly, Communication skills-verbal, Oral communication, Oral presentations, Oration/speaking

Listening	Active listening, Questions and listens, Listening and understanding, Listens effectively
Speaking and	English language (spoken), Explain the importance of satisfactory attendance to the overall operation of the business, Explain the importance of teamwork to the overall operation of the business, Explaining
Reading	Reading comprehension (in English), Reading effectiveness, Reading independently, Reading skills
Consistency	
Living circumstances	Childcare issues, Children issues\baby sitting, Current alcohol and drugs , Current health, Current housing, Current mental health, Current transport, domestic violence , Pregnancy, driving license status
Attendance	Attend team meetings, focus on the topic/purpose, offer facts and ideas, and help others to contribute Attendance and self-presentation
Timeliness	Limit tardiness, early departures, and absences to legitimate and essential occasions, Managing time and priorities – setting timelines, co-ordinating tasks for self and with others, Punctual, Time management
Continuity	
Personal growth – <i>translate continuity</i>	Acknowledging the need to learn in order to accommodate change, Being prepared to invest time and effort in learning new skills, Being willing to learn in any setting – on and off the job, Career development, Career management, Having a personal vision and goals, Having enthusiasm for ongoing learning, Managing own learning, Reflectiveness, Using a range of mediums to learn –mentoring, peer support and networking, it, courses’; Lifelong learning/self-direction, Personal growth/development, Personality factors -, Personal attributes, Personal qualities, Personal skills, Enjoys a challenge, Agreeableness, which reflects altruism, integrity, trust and cooperation , Openness, which reflects imagination, intellect and adventurousness
Quality	Attention to quality, Quality of work
Ethics	Call in to notify the supervisor of unanticipated absences, Commitment, Conscientiousness, which reflects competence, orderliness, deliberation, and achievement-striving; Negotiate anticipated absences according to company policy, Accountability/integrity, Professionalism/work ethic, Social responsibility, Attitude, Attitudes to work, Work ethic, Work ethic/character, Ethical judgement, Ethical understanding, Ethics/social responsibility
Competence	
Planning	Planning and organising, Planning and problem solving, Planning the use of resources including time management, Articulating own ideas and vision, Conduct research, Generating a range of options, Make suggestions for improvement
Leadership	Articulating own ideas and vision, Negotiating and persuading Supervision, Leadership and teamwork, let others know what is needed to get the job done
Information technology	Having a range of basic it skills, Industry technical skills, Technical focus, Technology, Using it to organise data, Computer literacy, information technology application
Business skills	Applied skills, Core skills, Future skills, Basic skills, Business awareness, Customer focus, Previous work experince, Skills and competencies , Volunteer activities, Work status – rasons for not working, Work/life balance , Working safely

Conclusion

This project sought to develop a simple conceptual framework on work readiness suitable to the tourism industry. The key stakeholders who need to be able to understand the key elements which contribute to work readiness are tourism employers, workers and organisations which refer potential employees to tourism employers.

The seven capacities identified have a wide range of factors matched to them which have come from previous studies, instruments and feedback through the pilot project.

The next phase will develop the Work Readiness Assessment Tool (WRAT). This will have a number of steps:

- Give weightings to the seven capacities for their contribution to work readiness in the tourism industry. This will require eliciting a broader response from the tourism industry on the factors identified in the WRCF and asking them to rank the importance of the factors based on their own industry experience. This could be captured via a Feedback Form distributed throughout the twelve Regional tourism organisations and and small focus groups.
- Formulate questions which accurately reflect the factors selected and then weighting them.
- Determine the most appropriate forms of assessment to use e.g. open ended questions, self-assessed multiple choice questions, comprehension assessments, Observation Checklists and match the questions to the assessment types
- The final step will consist of piloting the draft assessments before the presentation of the final WRAT suite of assessment tools.

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