



# Growth mindset toolkit

Age range: 11-14, 14-16 and 16-19



Enter





# Section 1: Introduction

Economic, societal and technological forces are changing the world of work, and as a result, skills like resilience, problem solving, creativity and leadership are becoming increasingly valuable to employers. So young people will need to demonstrate these as they transition from education to the workforce, but they'll also need a positive mindset to enable them to continually adapt and develop skills throughout their working life.

The Careers Strategy aims to ensure that young people get the support they need to develop their ambitions. The Careers Strategy provides guidance for schools on developing a stable and structured careers provision using the Gatsby Benchmarks as a framework.

LifeSkills has collaborated with the Skills Builder Partnership to give educators an easy to use structure for their careers provision.



# Skills Builder Framework

The **Skills Builder Framework**, developed by Enabling Enterprise, provides a shared language and common expectations for eight essential skills: Listening; Speaking; Problem Solving; Creativity; Staying Positive; Aiming High; Leadership; Teamwork.

The framework defines each of the eight essential skills and breaks them down into teachable learning chunks, which can be mastered one step at a time. Print off the framework to have this to hand when assessing students' skill levels in Section 2, to help with your organisation's career strategy.



## Skills Builder FRAMEWORK

1

Skill definition

2

The thematic progression in skill development

3



The steps roughly link to year groups – so Step 2 is a good target for Year 8 (12-13 year-olds)

4

This descriptor can be shared with the children and young people to understand their own skills

5

This is a more detailed explanation of what this skill step looks like

| 3  | Step    | Learner Descriptor   | 4  | Teacher Explanation   | 5  |
|--|---------|--|--|---|--|
|  |         |  |  |   |  |
| <div>  <p><b>Listening</b></p> <p>receiving, retaining and processing of information or ideas.</p> <p>The first few steps are about listening and responding to one person at a time.</p> <p>Learners then move on to develop their listening in different contexts and use information or ideas they have heard in their own responses.</p> <p>The next stage is focused on the analysis of why a speaker is engaging, being able to explain why they have made particular language or presentational choices.</p> <p>From Step 11, learners are encouraged to engage critically with the content of what a speaker has said.</p> <p>At the top end, learners are able to critically evaluate the success of a speaker across different contexts.</p> <p><small>These materials cannot be used for commercial purposes without written permission of the copyright holder. They may not be modified in any manner without prior permission.</small></p> <p>11 / Skills Builder Framework<br/>skillsbuilder.org</p> </div> | Step 0  | I can listen to others for a short time.   | <div>  </div> | Learners listen with enjoyment and respond appropriately to stories.  | <div>  </div> |
|  | Step 1  | I can listen to adults, follow instructions and tell you what I heard.                   |  | Learners can listen to an adult, such as a teacher or teaching assistant, and recall and follow simple instructions.  |  |
|  | Step 2  | I can listen to others and ask questions about what I heard.                             |  | Learners are able to listen to others and ask relevant questions based on what they heard.  |  |
|  | Step 3  | I can follow a conversation and tell somebody else what it was about.                    |  | Learners are able to listen to multiple speakers, retain the information and give a basic account.  |  |
|  | Step 4  | I can explain that there are different purposes to speech and how to identify them.      |  | Learners are aware that there are different reasons why people communicate (e.g. to ask a question, give instructions, provide information or persuade) and identify some simple language features of each one. |  |
|  | Step 5  | I can listen to extended talk and identify the key information I need.                   |  | Learners can listen to and respond to extended talk, identifying the key information they need and retain it.   |  |
|  | Step 6  | I can take part and respond in a group discussion.                                       |  | Learners are able to follow and take part in a group discussion and express opinions when called upon.  |  |
|  | Step 7  | I can analyse how a speaker uses language and gesture to engage the audience.            |  | Learners can analyse how a speaker engages an audience through language and gesture.  |  |
|  | Step 8  | I can analyse how a speaker adapts language for different purposes.                      |  | Learners can analyse how and why a speaker adapts their language to suit different purposes such as to persuade, entertain and instruct.  |  |
|  | Step 9  | I can analyse the tone, emphasis and status of the speaker and their effect.             |  | Learners can recognise the tone, emphasis and status of a speaker and consider their effect.  |  |
|  | Step 10 | I can ask probing and relevant questions to check and build my understanding.            |  | Learners are able to follow a speaker and create their own meaningful, probing questions to check and deepen their own understanding.   |  |
|  | Step 11 | I can identify and analyse different points of views of speakers.                        |  | Learners can identify and analyse different points of views they hear in a discussion and explain how they are different.   |  |
|  | Step 12 | I can identify underlying themes, implications and issues when listening.                |  | Learners can identify themes, implications and issues in what is being said.  |  |
|  | Step 13 | I can analyse bias when listening, through a speaker's language, omissions or ambiguity. |  | Learners can analyse bias through language, omission and ambiguity.   |  |
|  | Step 14 | I can explain a speaker's techniques and approaches in different contexts.               |  | Learners understand a speaker's intentions and techniques and how they use a range of different approaches in different contexts.   |  |
|  | Step 15 | I can evaluate how a speaker can become an outstanding speaker.                          |  | Learners can evaluate a speaker's use of language, gesture, tone, emphasis, bias and the plausibility and validity of their point of view to make suggestions for improvement.                                  |  |

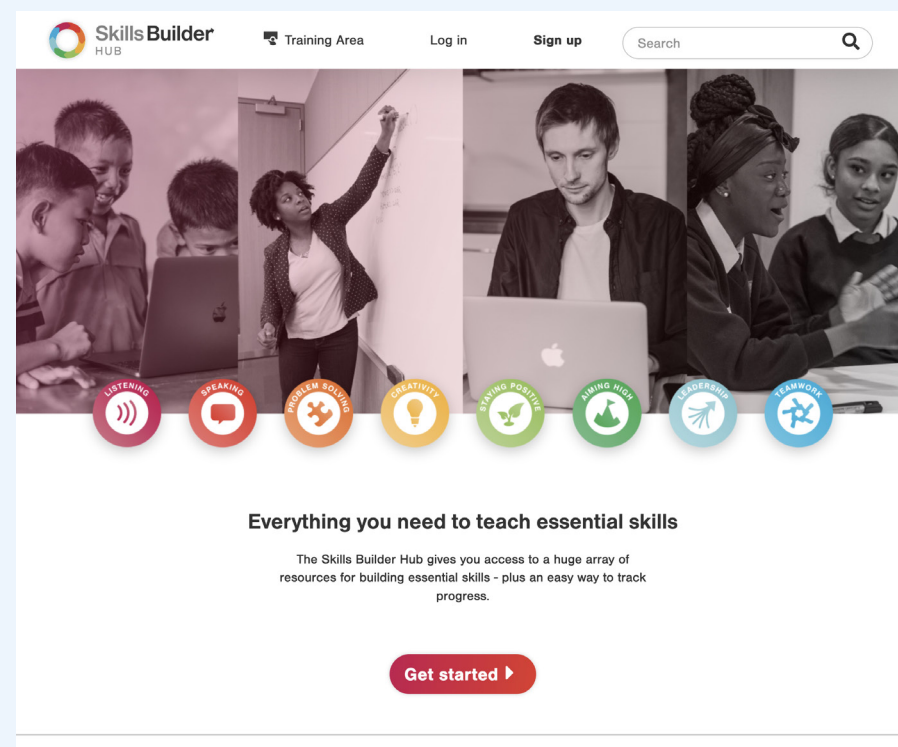
# Skills Builder Hub

The Skills Builder Hub resources ([register for free](#)) support explicit teaching of the eight essential skills. They include short, structured activities to build skills straight away, toolkits and handbooks to deepen understanding of building essential skills, learning resources including posters to support progress and group tracking to recommend content and guide teaching.

LifeSkills resources can be used to support a young person's progression through each of the essential skills, providing a relatable, real-world employability context. Alongside the Skills Builder Hub, these resources provide ways of teaching the essential skills in school and college, helping young people understand how they can effectively transfer into the workplace.









Beyond teaching the skills, it is vital that young people are given the opportunity to reflect and assess their strengths, act on feedback, improve in increments, set their future goals and plan how to achieve them. This develops the skills to unlock learning across subjects and contexts too.

The foundation of Skills Builder is that these skills are essential, everyone can learn them and that a common use of language is the most effective approach. The Framework breaks each skill down into tangible, measurable steps which can be used to determine what success looks like. It shows how young people can effectively apply this set of skills to support them to grow and adapt to changing demands for skills, driving lifelong learning.





## How LifeSkills core transferable skills content supports the Skills Builder Framework

| LifeSkills     | Listening and speaking (communication)  | Problem solving  | Creativity  | Staying positive   | Aiming high   | Leadership  | Teamwork  |
|----------------|---|--|---|--|---|---|---|
| Skills Builder |   |  |  |       |          |  |  |
| Description    | <p>The receiving, retaining and processing of information or ideas.</p> <p>The ability to communicate effectively with different people in different settings.</p>  | <p>The ability to find a solution to a situation or challenge.</p>                 | <p>The use of imagination and the generation of new ideas.</p>                      | <p>The ability to use tactics and strategies to overcome setbacks and achieve goals.</p> | <p>The ability to set clear tangible goals and devise a robust route to achieving them.</p> | <p>Supporting, encouraging and motivating others to achieve a shared goal.</p>      | <p>Working cooperatively with others towards achieving a shared goal.</p>           |

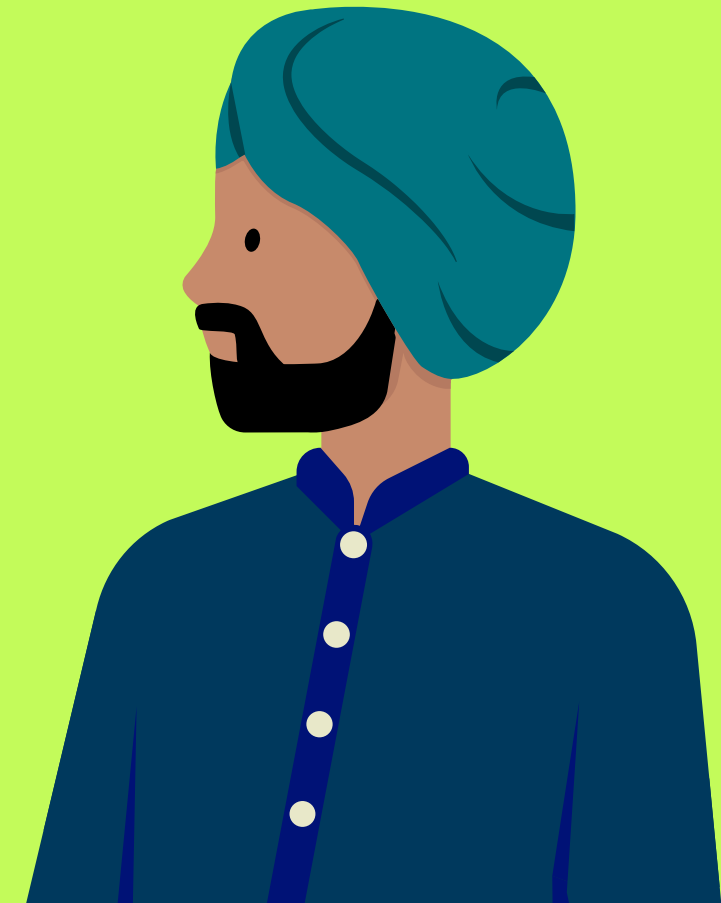
LifeSkills research shows 60% of employers feel adaptability has become more important over the last ten years and is likely to become 'extremely important' in the next ten. The core transferable skills suite also includes an [Adaptability lesson](#) to help develop this skill further.

# Effective skill development requires a positive mindset

Being able to effectively develop and demonstrate core transferable skills is dependent on young people also having the behaviours and attitudes that allow them to take risks, be willing to make mistakes and learn from them, recognise the value of hard work and effort, and understand that there is always room for improvement through practice. Whether performing well in an interview, dealing with job rejection or working towards a promotion, young people need a positive or growth mindset combined with essential skills which will enable them to adapt to the changing world of work.

## A growth mindset is one in which young people:

- Welcome mistakes and learn from them
- Have 'grit', determination and perseverance – even in the face of adversity
- Have 'emotional intelligence' – they can reflect on their feelings and have strategies to control their emotional responses to challenging situations





## Section 2: Introduction

In this section, you will find a suggested journey through the LifeSkills programme which supports the development and mastery of essential skills.


The selected lessons and tools provide an opportunity for young people to explore the essential skills and understand how to apply them in an employability context. The suite of [core transferable skills lessons](#) is a great place to start with students to help them gain a detailed understanding of the skills that are increasingly important to employers.




# Introduction

On the [Skills Builder Hub](#) you can find a student Self-Assessment Tool, which will help learners to reflect on their own skill strengths and areas for development.

Explore the Tools and Resources on the Skills Builder Hub, print your own copies and encourage students to complete as they work through the content in this section. Repeat the activity annually to see what progress has been made and reflect on this with students.





Staying Positive self-assessment

This is an opportunity for you to reflect on your **Staying Positive** skills. Take 10 minutes to:

- Fill out your personal details.
- Read each step and the prompt questions, and then answer each question 'never', 'sometimes', or 'always'.

Name  Age  Date

School / organisation name

STEP 5

I keep trying when something goes wrong and help cheer other people up.

Never ☐

Sometimes ☒

Always ☐

- Can you give examples of different strategies for cheering other people up?
- Can you explain why it's important to keep trying when something goes wrong?
- Can you give examples of doing this?

I find it hard to cheer people up when they are down but I always get on myself

STEP 6

I keep trying and encourage others to keep trying, even when things are difficult.

Never ☐

Sometimes ☒

Always ☐

- What are some ways you can encourage others to keep going when something is difficult?
- Can you explain why it's important to encourage others to keep trying when something goes wrong?
- Can you give examples of doing this?

I know you can tell people to try but if they don't listen, I'm not sure what to do

STEP 7

I can look on the bright side in difficult situations and focus on that.

Never ☐

Sometimes ☐

Always ☒

- What does it mean to look on the bright side?
- Can you explain why it's important to be able to find positives in difficult situations?
- Can you give examples of doing this?

I always focus on the positives like when I was late on the first day - I made a friend!

STEP 8


I can explain the positive side of a difficult situation to others.


Never ☒

Sometimes ☐

Always ☐

- Can you give examples of language you might use to explain the positive side of a difficult situation to others?
- Can you explain why it's important to explain the positives to others in difficult situations?
- Can you give examples of doing this?





Teamwork self-assessment

This is an opportunity for you to reflect on your **Teamwork** skills. Take 10 minutes to:

- Fill out your personal details.
- Read each step and the prompt questions, and then answer each question 'never', 'sometimes', or 'always'.

Name  Age  Date

School / organisation name

STEP 9

I can spot when I might be getting into an argument and take steps to avoid it.

Never ☐

Sometimes ☐

Always ☒

- Can you explain what an argument is and the impact that might have on a team?
- Can you give some examples of how you can avoid unhelpful arguments with other team members?
- Can you give examples of doing this?

I know when my siblings are frustrating me, so I take 5 minutes to myself

STEP 10

I can spot when others might be getting into an argument and make suggestions to avoid it.

Never ☐

Sometimes ☐

Always ☒

- Can you give examples of when arguments might be more likely to occur in a team?
- Can you give some ways of stopping other people getting into an argument?
- Can you give examples of doing this?

In football, I've helped my team mates avoid arguments by explaining the situation

STEP 11

I can contribute to team meetings in a measured, valuable and concise way.

Never ☒

Sometimes ☐

Always ☐

- Can you define what we mean by "measured", "valuable" and "concise" contributions?
- Can you explain why this is important in team meetings?
- Can you give examples of doing this?

I try to be measured and valuable, but I usually say too much and take too long

STEP 12

I can reflect on the team's progress and make suggestions for improvements.

Never ☐

Sometimes ☒



Always ☐

- Can you explain what has made your team successful in a task?
- Can you give some suggestions to make the team even better in a task?
- Can you give examples of doing this?

For the talent show, I've suggested splitting up who organises the different nights



# Listening

| Core transferable skill   | Demonstrating the skill to an employer  |
|---|---|
| <div data-bbox="282 604 461 776">  </div> <div data-bbox="178 858 563 1008"> <p><b>Listening</b><br/>The receiving, retaining and processing of information or ideas.</p> </div> | <p>All workplaces are different, and young people will need to interpret workplace culture by listening and responding to non-verbal cues. The <a href="#">Listening and speaking lesson 11-19</a> gives students the opportunity to practise listening methods such as active listening and how to put these into practice.</p> <p>Watch this short <a href="#">listening film 11-19</a> with students as an example of how listening skills developed at school can be essential in the workplace.</p> <div data-bbox="662 851 1485 1190">  </div> |

# Listening: case study



*"I work at a small television production company as a Producer's Assistant and Script Editor. To successfully balance getting the coffee order right, doing a financial forecast, having a meeting with a screenwriter, and booking a location for a production (all in the same morning), the most important skill I need is to listen carefully.*


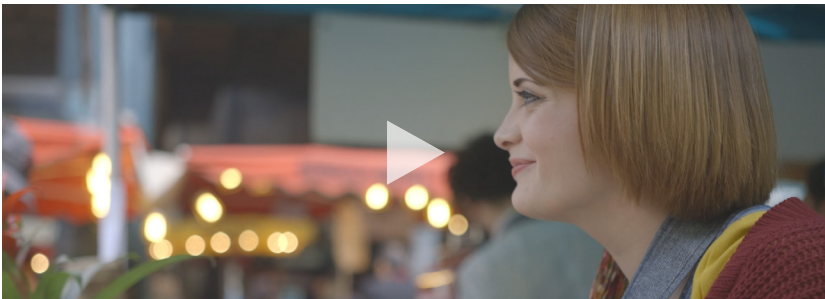

*As an Assistant, I have to absorb everything going on around me, in order to be my boss' right-hand-person. I need to juggle lots of different tasks and know what they need before they do. You can only do this by listening, making notes, asking questions and learning through trial and error.*

*As a Script Editor, I help writers to improve their scripts and hopefully get them made into TV programmes. Understanding and listening to stories – from the news, to something someone tells you, or a podcast – is crucial to being a good storyteller and writing a TV script. Without properly listening to the story a screenwriter wants to tell and really understanding it, you'll never do it justice on screen."*

**Emily P**



# Speaking

| Core transferable skill   | Demonstrating the skill to an employer   |  |
|---|--|--|
|  <p><b>Speaking</b></p> <p>The ability to communicate effectively with different people in different settings.</p> | <p>However strong a CV, delivering information effectively during an interview or in a new job can make an employer sit up and listen. This depends on developing good communication and interpersonal skills. Use the <a href="#">Listening and speaking lesson 11-19</a> to get students exploring what good communication is and how it can impact or impede teamwork.</p> <p>The <a href="#">Interview skills 14-16</a> and <a href="#">Interview success 16-19</a> lessons also provide the opportunity for students to practise answering questions in an interview scenario and understand how to adapt their style to different contexts. For added interactivity, try the <a href="#">Virtual Interview Practice tool</a>.</p> <div data-bbox="662 879 1482 1175">  </div> <p>Watch <a href="#">Sophie takes the communication challenge 11-19</a> and see how she deals with a range of particularly difficult customers.</p> |  |
|   |  | <div data-bbox="1567 879 2392 1175">  </div> <p>Or see <a href="#">Samuel demonstrate how positive body language can help you appear more confident 11-19</a>.</p> |

# Speaking: case study



*"After graduation, I started working at a large food and drinks company. A big part of my role involved giving presentations on brands and my sales outcomes. It wasn't easy though, when I first began I was really nervous and would feel tongue tied. However, with practice and mentoring I gradually gained confidence.*

*I truly believe presenting is a huge learning curve. I still have to throw myself into it and learn as I go.*

*When I started my own cold brew coffee brand, it became an integral part of my job. From presenting to potential investors in order to gain funding, to presenting my brand to buyers and potential customers.*


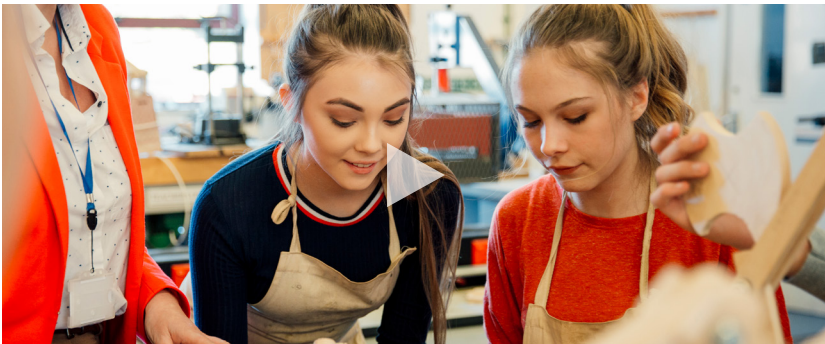

*My key tips around presenting are that trial and error is key – you can only get better from doing it. It is also important to adapt your presenting style depending on your audience, for example if you are an outgoing person yet you're presenting to someone who is more quiet, then adapt the information and how you present to match that of the person you are presenting to.*

*Never be afraid to put yourself out there, even if you fail, you will always learn."*

**Emily F**



# Problem solving

| Core transferable skill  | Demonstrating the skill to an employer  |   |
|--|---|---|
| <div data-bbox="285 596 458 771">  </div> <div data-bbox="150 876 588 991"> <p><b>Problem solving</b></p> <p>The ability to find a solution to a complex situation or challenge.</p> </div> | <p>Employers value people who can identify and solve problems. Use the <a href="#">Problem solving lesson 11-19</a> to find out how a step-by-step approach can help students develop positive habits and feel empowered to solve problems large or small whilst on their employability journey.</p> <p>The <a href="#">Putting enterprise skills into action lesson 11-19</a> inspires students to be enterprising.</p> <div data-bbox="662 805 1482 1145">  </div> <p>The <a href="#">6 stages of problem solving 11-19</a> animation demonstrates how problems can be easier to solve if we break them down into manageable chunks.</p> | <div data-bbox="1567 805 2392 1145">  </div> <p>Watch the <a href="#">problem solving film 11-19</a> to see this skill in use in a real life context.</p> |

# Problem solving: case study

Listen to the audio version [here](#)



*"I am currently working at Leeds City Council, after completing a graduate placement here. During the placement, I was able to work across several departments including Children's Services, Public Health and Communities and learn about the different types of work that go on day to day. My favourite project area was probably working with Children's, working on exciting initiatives including launching an app.*



*I think the biggest challenge for me during the placement was working for different teams, which meant reporting to different managers and having different responsibilities. To keep on top of my workload, it was really important for me to prioritise, break down the tasks and set realistic deadlines for each one.*

*An example of this was during my work with the Migration team (who are responsible for supporting new arrivals and working with migrant communities in Leeds). I was really interested in their work, but felt that I had a lot less time to give to the project I was working on for another team. To solve this problem, I looked at the tasks involved in both projects and saw that the work I'd been asked to do for the Migration team supported the goals of my other project. I explained this to my managers who were then able to combine some parts of both projects, which resulted in me feeling less pressured and meant that I could keep working on both projects.*

*Overall, my key learning points for someone looking to build their problem-solving skills is to keep calm, work out what the problem is, break it down into smaller parts and come up with creative solutions."*

**Sadiya**

# Creativity

| Core transferable skill  | Demonstrating the skill to an employer  |
|--|---|
| <div data-bbox="282 601 461 776" data-label="Image">  </div> <div data-bbox="206 855 532 1006" data-label="Text"> <p><b>Creativity</b><br/>The use of imagination and the generation of new ideas.</p> </div> | <p>The ability to see things creatively and create something new is highly valued by employers. The <a href="#">Creativity lesson 11-19</a> introduces creative thinking methods to students with the opportunity to practice finding creative solutions to problems.</p> <p>Teach the <a href="#">Innovation and idea generation lesson 11-16</a> to help students develop their understanding of creativity and put this into action.</p> <div data-bbox="659 805 1480 1145" data-label="Image">  </div> <p>For more ideas on Creativity, read about <a href="#">how Alfred was proactive and creative to secure a role</a>.</p> |



# Creativity: case study





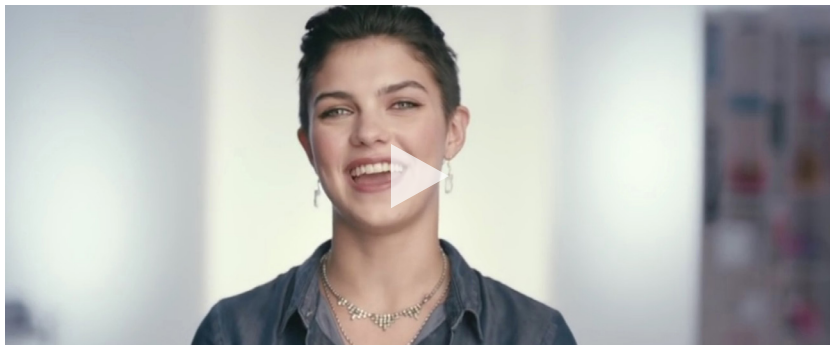
*"I always knew I wanted to work in advertising, but it's known to be an incredibly competitive industry. To build my network, improve my portfolio and get more creative ideas, I attended industry events, including one at McCann Bristol. Here I learnt how their colleagues in New York created the Fearless Girl statue that stands against the bull on Wall Street. It was a brilliant idea, which sparked one in me to do my own stunt to try and get my dream job at McCann."*

*To communicate to the company how much I wanted to work there, I emailed the directors to say that I would be arriving outside their offices dressed in gold to emulate the Fearless Girl statue. As soon as I arrived, faces appeared at the windows. Shortly after, the Managing Director and Creative Director came out, and offered me a placement on the spot. After a month, my placement was extended for another, and at the end of that I was offered a full-time role."*

*It takes bravery to use creativity to stand out from the crowd. Push yourself outside your comfort zone. Find the place where your creativity can grow and make a place for yourself there. McCann Bristol weren't hiring when I turned up outside their doors as the Fearless Girl. They didn't need me to work for them, I just made sure they couldn't refuse me. I pushed myself to take the risk and it really paid off."*

**Jade**

# Staying positive

| Core transferable skill   | Demonstrating the skill to an employer  |
|---|---|
| <div data-bbox="282 596 458 771">  </div> <div data-bbox="173 856 563 1011"> <p><b>Staying positive</b><br/>The ability to use tactics and strategies to overcome setbacks and achieve goals.</p> </div> | <p>Help students develop positive tactics for overcoming fears and turning challenges into opportunities with the <a href="#">Staying positive lesson 11-19</a>. Throughout their employment journey, they will face setbacks and challenging scenarios and the ability to reflect and move forward will be key to success.</p> <p>One of the biggest challenges young people might face is getting their first job. Resilience to accept knockbacks, and proactivity to seek out the next opportunity, can really make the difference. Show these two films to discuss top tips for developing <a href="#">Networking skills 14-19</a> and how to use <a href="#">Social media profiles to get employer-ready 14-19</a>.</p> <div data-bbox="659 899 1482 1240">  </div> <div data-bbox="1567 899 2392 1240">  </div> |

# Staying positive: case study

Listen to the audio version [here](#)



*"Whilst at sixth form I was unsure regarding next steps, I didn't want to go to university, but this was the only path promoted by my institution. I was aware that there were apprenticeships out there, but I didn't have any information on where to search for them and how to apply.*



*However, I did know it was important to stay positive throughout my search for my next step. This prompted me to research and find out more about apprenticeships and what was available. Eventually I found a programme online which helped students find apprenticeships with the support of a mentor. I had regular sessions with a mentor who introduced me to Barclays LifeSkills. I used some of the free resources such as the CV lessons and interview skills with my mentor to build my confidence and help achieve my goal of gaining an apprenticeship.*

*I was successful securing an apprenticeship at a printing organisation and have worked there for just over two years. This year I won the 2018 Advanced Level 3 Apprentice of the Year. The experience has taught me the importance of staying positive, using different tactics and the right mindset to find your path."*

**Kimberly**



# Aiming high

| Core transferable skill  | Demonstrating the skill to an employer   |
|--|--|
| <div data-bbox="282 602 461 776">  </div> <div data-bbox="137 858 603 1011"> <p><b>Aiming high</b><br/>The ability to set clear, tangible goals and devise a robust route to achieving them.</p> </div> | <p>The <a href="#">Aiming high lesson 11-19</a> will provide students with a chance to explore how to recognise and respond to different opportunities around them and what actions they can take to achieve their goals.</p> <p>Entering the world of work can seem daunting and young people may not know where to start. Use the <a href="#">Career journey lesson 11-16</a> to introduce students to the idea that goal setting and effective planning can help them achieve their long-term career ambitions.</p> <p>Encourage students to plan and manage their finances with our <a href="#">Money skills lessons 11-19</a>.</p> <div data-bbox="662 929 1485 1269">  </div> |

# Aiming high: case study



*"When I was young, there was a legal case that affected my family. This made me want to study law so that I was in a position to understand it more, and inspired me to become a lawyer. I achieved the required grades to go to university, however, I wanted to get a taste of the working world while studying and get my foot in the door at a law firm. This was because I noticed that experience was something a lot of people struggled to get once leaving university, which help me decide that an apprenticeship was the right way for me to get into my dream career.*



*My main goal during my apprenticeship was to develop the skills and experience to become a lawyer and build my reputation in the Law profession. To achieve this big goal, I set myself smaller goals throughout my apprenticeship to keep me moving towards it. This could be as small as learning how to draft a new document, assist a Solicitor I hadn't worked with before or to build up my hours to bill clients. I didn't reach every deadline or goal I set myself – for example sometimes it took me longer that expected to understand how to complete certain tasks. Initially this was disheartening but by continuing to put the effort in these tasks began to make sense and became easier to understand. The personal goals and deadlines that I set were to make sure I was pushing myself.*

*I completed my apprenticeship at an international law firm in two years and continued working there for a while afterwards. I have now made a slight career change as I received the opportunity to become a Barrister's Clerk.*

*My main advice for anyone aiming high is to think about the thing you hope to achieve and break this down into small steps. By completing these one by one, you can build skills and confidence to help you to achieve your vision."*

**Ben**

# Leadership

| Core transferable skill   | Demonstrating the skill to an employer  |
|---|---|
| <div data-bbox="282 602 461 776">  </div> <div data-bbox="196 858 542 1011"> <p><b>Leadership</b><br/>Supporting, encouraging and motivating others to achieve a shared goal.</p> </div> | <p>Effective leadership takes practice, and young people may not recognise all the opportunities they have in and out of school to develop these skills. Inspiring them to get involved in sports teams, youth groups and community activities will provide them with a wealth of experience. The <a href="#">Leadership lesson 11-19</a> identifies different leadership qualities, helps students identify their own leadership styles and the importance of teamwork in relation to leadership.</p> <p>The <a href="#">Social action toolkit 14-19</a> is a great starting point, providing insights, tips and stories to get your students demonstrating the potential benefits to their community and future employers.</p> <div data-bbox="662 882 1485 1223">  </div> <p>Or check out our <a href="#">blog 11-19</a> explaining why young people are redefining leadership.</p> |



# Leadership: case study






*"The first time I saw leadership for myself was when playing competitive basketball at school. I noticed that to encourage excellence, my coach would spend significant time with each player one-to-one to work on our individual strengths and weaknesses. As a player, this really motivated me because I saw that my coach was willing to go above and beyond to ensure my success.*

*My first proper job was as a charity ambassador, going door-to-door signing people up to charity subscriptions. I looked after a team of up to 20 people. It was a great opportunity to learn how to develop relationships with others to drive them to perform at their best and most importantly achieve their own personal goals. Leadership in that role involved setting the pace day-to-day for everyone else by ensuring that I was hitting my own targets and staying motivated.*

*I applied these same leadership principles I learnt through sports when building my own team. I would spend time with each person and try to join them in activities that I knew they liked which would give me an opportunity to get to know them and what they hoped to achieve. I saw my team grow quickly when I made this connection, and we were able to hit our goals both together and as individuals."*

**Julian**

# Teamwork

| Core transferable skill   | Demonstrating the skill to an employer   |  |
|---|--|--|
|  <p><b>Teamwork</b><br/>Working cooperatively with others towards achieving a shared goal.</p> | <p>Teamwork is vital for most jobs and young people can develop this skill in and out of education. Throughout the resources featured in this toolkit, the teamwork icon signposts elements of each lesson that call for teamwork skills.</p>   |    |
|   | <p>Use the <a href="#">Virtual Interview Practice tool</a> <b>14-19</b> to help students recognise how to use examples to demonstrate their teamwork skills to a potential employer. Here students will be presented with a range of common interview questions and have the opportunity to record audio of their own answers, with pointers on what to include, which skills to reference, and how to use the STAR model to structure their response.</p> | <p>To get students thinking about other ways they can demonstrate their teamwork skills in action, try out the <a href="#">Assessment Centre Days: what to expect tool</a> <b>16-19</b> to see this skill in use in a real life context.</p> |

# Teamwork: case study



*"I'm Jon and I'm an engineering apprentice at Sony. When I started I found the role quite daunting as it was my first job out of school and I felt quite young compared to everyone else. Before this, my only experience of working in a team was at school with teachers or students. However, through my apprenticeship I've had some exciting opportunities, which have strengthened my teamwork skills by allowing me to work with people of all different experiences and skillsets."*

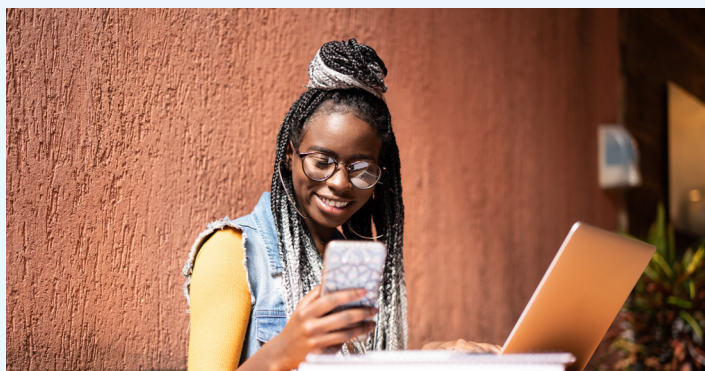
*One example of where I've really benefitted in my role was when I was responsible for installing, commissioning and training for the new production lines. As part of this, I worked in a team with both internal and external people to help train other colleagues on how to use the production lines. This was really beneficial for all of us, as not only did I gain knowledge from the people I had trained who were more experienced, I also provided them with knowledge on how to use the new production lines."*

*My key piece of advice for someone wanting to build teamwork skills is to communicate with the rest of your team and understand their strengths and weaknesses. This will enable the team to divide roles accordingly to help achieve the shared goal you are working towards."*

**Jonathan**



# How LifeSkills can support your careers provision



## Jobs of the future

Understand more about how the world of work is changing with our [‘Guide to jobs of the future’](#).



## LifeSkills Award

If your institution goes above and beyond to help young people prepare for the future workplace the LifeSkills School Award is open to you. Get recognition for your whole school approach to careers and support your careers strategy.

There's information about how to apply on the [LifeSkills site](#) – have a look today to see how soon you could be achieving your award.



## LifeSkills for SEND students

LifeSkills has adapted a core set of existing lesson plans for young people with Special Educational Needs and Disabilities (SEND).

Further details can be found in our guide – available on any [SEND lesson page](#).

## Section 3: Introduction

The short practical activities in this section will help students to understand what a growth mindset is and how this can help them successfully navigate their studies and the changing world of work.

Through a combination of self-reflection activities and case studies, they will learn about different attitudes to learning and be equipped with simple strategies to manage failure and power up their journey to employment.



# Setting the scene for educators

The CBI conduct regular research on employers and skills in the UK, and continually highlight the importance of young people's attitude to work in determining their future employment success. Most recently, eight in ten employers (82%\*) ranked attitudes and aptitude for work as a top-three factor when recruiting young people.

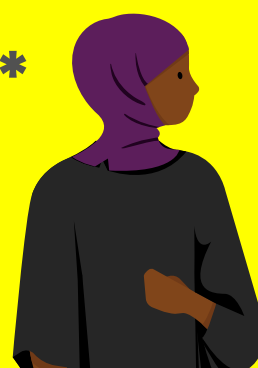
**When asked about important types of skills for development in young people over next 3-5 years:**



**58%\***  
of employers said  
leadership skills



**32%\***  
said problem  
solving skills



**20%\***  
said communication  
skills

**A growth mindset is a way of seeing the world that is:**

- Solution-focused
- Open to continued learning and development
- A manifestation of resilience, creativity, proactivity and problem-solving skills in practice

This research shows that equipping young people with employability skills alone is not enough. In an increasingly competitive and changing world, young people also need to apply the right mindset to enable them to think creatively, build resilience, and be able to adapt quickly in order to demonstrate the desired attitude to be successful in the future world of work.

\*CBI/Birkbeck Education and Skills Survey 2021



# Activity one: What is my attitude to work?

10 mins

To help students understand why developing a growth mindset is valuable, ask them to reflect on where they are now. Print a copy of the next page for each student and ask them to respond to the statements. Explain any statements that they do not understand.

Without asking students to share their responses, explain that if they answered mostly 'yes', then they are well on their way to developing a positive mindset which can help them adapt and develop skills throughout their working life.

If they answered mostly 'no' or 'sometimes', then they may want to think about some ways that they could develop their mindset. Explain that having a growth mindset means that students can increase their learning and achievement both inside and outside of school or college.



# Activity one: What is my attitude to work?

5-10 mins

Think about you how you feel towards school, college, or work and rate yourself against the statements below. Think about an example to support each of your answers.

|   | Yes | No | Sometimes | Examples |
|---|-----|----|-----------|----------|
| Stay motivated throughout difficult tasks |     |    |           |          |
| Am engaged with work and maintain focus   |     |    |           |          |
| Apply myself to new tasks and challenges  |     |    |           |          |
| Have a positive approach to learning      |     |    |           |          |
| See others' success as inspirational      |     |    |           |          |
| Keep going in the face of a challenge     |     |    |           |          |
| Take responsibility for my own mistakes   |     |    |           |          |
| Learn from my own mistakes                |     |    |           |          |
| See critical feedback as constructive     |     |    |           |          |
| Am excited by opportunities to learn      |     |    |           |          |

# Activity two: Transform your mindset

15 mins

| People who have yet to develop a growth mindset  | People with a growth mindset   |
|--|--|
| <ul style="list-style-type: none"> <li>• Avoid challenges</li> <li>• Give up at the first sign of difficulty</li> <li>• Regard effort as pointless and avoid hard work</li> <li>• Ignore or avoid criticism</li> <li>• Feel threatened by others' successes</li> </ul> | <ul style="list-style-type: none"> <li>• Embrace new challenges</li> <li>• Are resilient and resourceful in the face of difficulty</li> <li>• View knockbacks as part of the journey and not as the end of it</li> </ul> |

Show students the next page and ask them to transform the statements that demonstrate a 'fixed' mindset into a growth mindset.



# Activity two: Transform your mindset

| Fixed mindset                         | Growth mindset |
|---------------------------------------|----------------|
| • I can't do this                     |                |
| • I give up                           |                |
| • My work isn't good enough           |                |
| • This is too hard                    |                |
| • My friend is better at this than me |                |
| • I'm not good at this                |                |
| • I'm brilliant at this               |                |
| • My work is fine as it is            |                |
| • This isn't my strength              |                |
| • I don't understand it               |                |
| • He's smarter than me                |                |
| • She finds it easier than I do       |                |

# Activity three: Student profiles

30 mins

Print out or display the young person profiles for your age group on the next pages. In groups, ask students to review each of the profiles and recommend a positive way that the individual could think about their situation, along with an action that demonstrates how they can move forward. Ask students to volunteer to explain their recommendations to the whole group.

As a follow up, ask students to consider which of the essential skills each person could develop further to move forward (listening, speaking, problem solving, creativity, staying positive, aiming high, leadership, adaptability, teamwork).

Older students (16-19) could go on to create a detailed plan to help the person practice and develop their skills. E.g. Matt could stay positive by taking on board the feedback he received and by using it to inform the next piece of work he is given. He could also develop his listening skills by taking notes about future tasks and asking questions to ensure that he fully understands the work he has been given.



## Activity three: Student profiles

**Katie**



*"I really like acting and I'd like to get the lead in a local play. I know there will be lots of competition, and some of my friends are auditioning too who are all more talented than me. I'd like to go for it, but I might embarrass myself."*

**Fahim**



*"I'm fifteen years old and I'm struggling with maths. It's just too hard. I've got an exam coming up in a few weeks and I'm not sure how I'm going to get the minimum grade for the college I want to go to. I feel like giving up and just studying somewhere else."*

**Sam**



*"I've been doing a part time job for three months now, and my manager says I'm doing fine. I'm carrying out my responsibilities without much effort, but she says there are other things I could start doing. As my work is fine as it is, I don't really see the point."*



## Activity three: Student profiles

**Beth**



*"I've been working at my company as a Catering Assistant for 12 months and everything was going really well. I get on with the customers and my bosses seemed to like me. I thought the promotion I applied for was a sure thing, but it's been given to someone who started after me. I like it here, but I think it's time to move on as I'm obviously not valued."*

**Matt**



*"I've just joined a start-up in my first proper role. My manager asked me to help him research and write a report for a new project. I didn't completely understand what he wanted, and I didn't want to ask too many questions, so I did it how I thought best. I've just received his feedback and basically the whole piece of work needs to be redone. I thought it was my dream job, but now I'm having doubts about whether I'm cut out for it."*

**Kayla**



*"I'm working in retail at the moment and I'd really like to get on the management training scheme at another company. I know the scheme would be great for me and I think I could do the work. The only thing is, the application process is really hard – you need to go to an assessment centre and give a presentation – I'm really shy and there's bound to be better people than me. Maybe I should just stay where I am."*



# Activity four: Growth mindset diary

20 mins

The best way for students to build their growth mindset is to practise it through their everyday learning. Use this toolkit of questions to support this. Suggest that students pick a particular event or moment and ask themselves the questions to reflect on their attitude and recognise where they could improve. Completing this on a regular basis will show them their progress over time, and help them see how reflecting on experiences can help them define their next steps.

## Growth mindset diary

Date:

Write a reflection on something you've learnt:

1. Did I work as hard as I could?
2. Did I set and maintain high standards for myself?
3. Did I spend enough time to do quality work?
4. Did I manage distractions to complete work on time?
5. Did I make good use of all available resources?
6. Did I ask questions if I needed help?
7. Did I review my work at regular intervals to avoid errors?
8. Is my work something I am proud of?

# Activity four: Growth mindset diary

## Growth mindset diary – reflecting on challenges

Date:

Write a reflection on something you've learnt:

1. What did I do today that made me think hard?
2. What happened today that made me keep going in the face of setbacks?
3. What did I learn today?
4. How will I apply that learning tomorrow and the next day?
5. What mistake did I make today? What did it teach me?
6. What did I try hard at today?
7. What will I do to challenge myself tomorrow?
8. What will I do to improve my work tomorrow?

# Activity four: Growth mindset diary

## Growth mindset diary – recap

Date:

Write a reflection on something you've learnt:

1. What have I discovered about myself as a person?
2. What have I learnt or experienced that will help me with my career goals?
3. What experiences have I had that will help me to demonstrate resilience to an employer?
4. What skills or strategies have I learned that will help me in a future career?
5. How can I demonstrate to an employer that I have a growth mindset?

You can also find an action planning activity to help students use a positive mindset to approach an event or new experience in the [Goal setting lesson](#).



# Activity one: Icebreaker

5 mins

To start your students thinking about their journey to employment and the positive mindset they can develop, ask them to order the factors that employers consider when recruiting school and college leavers.

- Academic ability
- Attitude to work
- Aptitude – employability skills and potential

It was revealed that while academic ability is really important, employers consider the most important factor to be young people's attitude and aptitude to work (82%). This is followed by their general academic ability (40%).

Source: CBI/Birkbeck Education and Skills Survey 2021



# Activity two: Learning from failure

30-60 mins

There are many examples of celebrated inventors, writers and famous people who failed many times before they became successful. Ask students to research 'famous failures':

**What personality traits do these people have in common?**

**What can students learn from these examples?**

Share [Alfred's story](#) showing how his creative and proactive approach to job hunting secured him his dream job, after months of rejection from employers.

## Extension

Ask students to research the 'fail fast' approach used in Silicon Valley, where companies get software out quickly to expose bugs and deficiencies. What can they learn from that approach and how can it influence the way they approach challenges in the workplace? Which of the essential skills would they need to be confident trying this approach? (e.g staying positive, problem solving, listening, creativity)





# Activity three: Growth mindset case studies

30 mins

This activity helps students see why employers value young people who can demonstrate a growth mindset.

Read out each of the case studies in [section 2](#) of the toolkit. Discuss how the skills helped each individual to get a job or in the workplace. Next, ask students to give examples of how the individuals demonstrated a growth mindset. E.g. Emily F was able to gain confidence in presenting through practice and mentoring. Julian was self-motivated and helped others to achieve success.

Individuals who demonstrate these skills and attitudes to learning at work or in setting up their own business are more likely to succeed in what they want to do because they:

- Are motivated to learn
- Improve based on feedback
- Adapt their skills, behaviours and attitudes
- Are inspired by colleagues' achievements
- Are willing to share their knowledge and help others

The assessment activities in this toolkit can help you to identify and understand any gaps in students' learning. Use this evidence to tailor your support across the school and through your careers strategy, in line with Gatsby Benchmarks 3 and 4.



# Further information

For more information and free resources to support young people to develop the skills and mindset needed and support your organisation's careers strategy, visit [barclayslifeskills.com](https://barclayslifeskills.com) and [skillsbuilder.org/hub](https://skillsbuilder.org/hub)

