

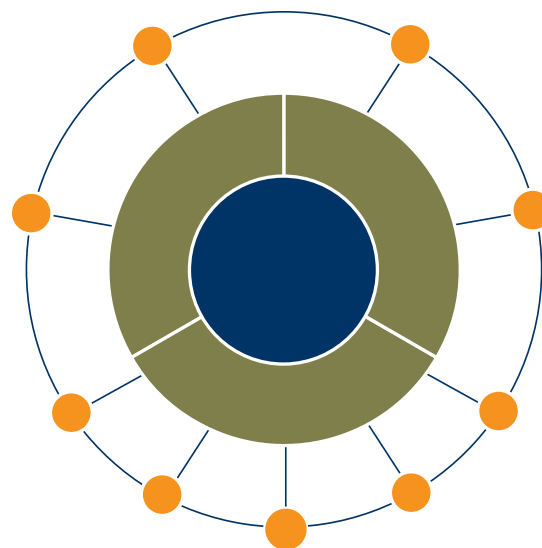
## EMPLOYABILITY SKILLS FRAMEWORK

# Source Matrix

September 2020

Employability skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors. These skills, which may be taught through the education and workforce development systems, fall into three broad categories: Applied Knowledge, Effective Relationships, and Workplace Skills.

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# Introduction

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## **ABOUT THIS TOOL**




The Employability Skills Framework's Source Matrix was adapted using content on the Employability Skills Framework website, developed for the Office of Career, Technical, and Adult Education, U.S. Department of Education. The Source Matrix shows how the Employability Skills Framework aligns with a sample of employability standards and assessments and related frameworks compiled in 2012 and updated in 2020. It also includes an annotated bibliography to learn more about the sources included in the matrix.

**Please note:** The content of the sources referenced may change over time to address skills that are not reflected in the matrix.

## **WHO USES THIS TOOL?**









The Employability Skills Framework's Source Matrix helps education and training stakeholders understand connections between different employability skill initiatives or resources and provides the evidence base used to develop the framework.

# SOURCE MATRIX

| SOURCES  | APPLIED KNOWLEDGE   |  | EFFECTIVE RELATIONSHIPS   |  | WORKPLACE SKILLS  |   |  |  |  |
|--|---|--|---|--|---|---|--|--|--|
|  |  APPLIED ACADEMIC SKILLS |  CRITICAL THINKING SKILLS |  INTER PERSONAL SKILLS |  PERSONAL QUALITIES |  RESOURCE MANAGEMENT |  INFORMATION USE |  COMMUNICATION SKILLS |  SYSTEMS THINKING |  TECHNOLOGY USE |
| Assessment and Teaching of 21st Century Skills, Cisco, Intel and Microsoft *                               |   | ●  | ●   | ●  | ●   |   |  |  | ●  |
| Career Ready Practices, Advance CTE *  | ●   | ●  | ●   | ●  | ●   | ●   | ●  | ●  | ●  |
| Citizenship Foundation Skills and Knowledge Clusters, U.S. Citizenship and Immigration Services *          | ●   | ●  | ●   | ●  |   | ●   | ●  |  | ●  |
| Common Employability Skills, National Network of Business and Industry Associations                        | ●   | ●  | ●   | ●  | ●   |   | ●  | ●  | ●  |
| Comparative Analysis of Soft Skills: What is Important for New Graduates? U.S. Department of Agriculture * |   | ●  | ●   | ●  | ●   |   | ●  | ●  | ●  |
| Employability Assessment Rubric, Chicago Public Schools *  |   | ●  | ●   | ●  |   | ●   | ●  |  | ●  |
| Employability Skills, Indiana Workforce Development  |   | ●  | ●   | ●  | ●   |   | ●  |  |  |
| Employability Skills 2000+, Conference Board of Canada *   | ●   | ●  | ●   | ●  |   | ●   | ●  |  |  |
| Employability Skills Blueprint, NOCTI *  | ●   | ●  | ●   | ●  | ●   | ●   | ●  | ●  | ●  |










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| Employability Skills Toolkit, NC*Net   |   | ●  | ●  | ●  |   | ●   | ●  |  |  |
| Employability Standards, Kentucky Skills U   |   |  | ●  | ●  | ●   | ●   | ●  | ●  | ●  |
| Equipped for the Future, Center for Literacy Studies, University of Tennessee *                | ●   | ●  | ●  | ●  |   | ●   | ●  |  | ●  |
| Industry Competency Models, Employment and Training Administration, U.S. Department of Labor * | ●   | ●  | ●  | ●  | ●   | ●   | ●  | ●  | ●  |
| Key Soft Skills that Foster Youth Workforce Success, Child Trends for USAID                    |   | ●  | ●  | ●  |   |   | ●  |  |  |
| National Career Readiness Certificate, ACT *   | ●   | ●  | ●  | ●  |   | ●   |  |  |  |
| National Work Readiness Credential *   |   | ●  | ●  | ●  |   |   | ●  | ●  | ●  |
| O*NET Content Model, Employment and Training Administration, U.S. Department of Labor *        | ●   | ●  | ●  | ●  | ●   |   | ●  | ●  | ●  |
| Partnership for 21st Century Learning, Batelle for Kids *                                      | ●   | ●  | ●  | ●  |   | ●   | ●  | ●  | ●  |

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| Professional Skills, Arizona Department of Education *                                   |   | ●  | ●   | ●  |   |   | ●  |  | ●  |
| Secretary's Commission on Achieving Necessary Skills (SCANS), U.S. Department of Labor * | ●   | ●  | ●   | ●  | ●   | ●   | ●  | ●  | ●  |
| Skill Building Blocks, MHA Labs  |   | ●  | ●   | ●  | ●   |   | ●  |  |  |
| Skills for Success, Maryland State Department of Education *                             |   | ●  | ●   | ●  | ●   |   | ●  |  | ●  |
| SkillsUSA Framework, SkillsUSA *   |   | ●  | ●   | ●  |   | ●   | ●  |  | ●  |
| Social Emotional Learning Framework, Collaborative for Academic, Social...               |   | ●  | ●   | ●  |   |   | ●  | ●  |  |
| Soft Skills to Pay the Bills, Office of Disability Employment Policy                     |   | ●  | ●   | ●  |   |   | ●  |  |  |
| Transitions Integration Framework, ATLAS, at Hamline University                          | ●   | ●  |   | ●  |   |   | ●  | ●  |  |
| Workforce Preparation Activities, Workforce Investment and Opportunity Act of 2014       | ●   | ●  | ●   | ●  | ●   | ●   |  | ●  | ●  |
| Workforce Skills Certification System, CASAS and Learning Resources *                    | ●   | ●  | ●   | ●  |   |   |  |  |  |

\* Indicates source used in 2012 inventory.

### **Assessment and Teaching of 21st Century Skills (ATC21S), Cisco, Intel, and Microsoft**

<http://www.atc21s.org/>

From 2009-2012, the ATC21S project convened researchers, employers, government, and other stakeholders to define 21st century skills and consider approaches for measuring them. Project findings are documented in white papers and an assessment framework. ATC21S defined four categories of skills: ways of thinking, ways of working, tools for working, and ways of living in the world.

### **Common Employability Skills, National Network of Business and Industry Associations**

[http://www.nationalnetwork.org/wp-content/uploads/2015/03/Common\\_Employability\\_Skills-03-30-15.pdf](http://www.nationalnetwork.org/wp-content/uploads/2015/03/Common_Employability_Skills-03-30-15.pdf)

In 2015, the National Network, which is funded by national foundations, convened business and industry groups from across workforce sectors to identify a set of common employability skills. These skills are grouped into four categories: personal skills, people skills, applied knowledge, and workplace skills.

### **Career Ready Practices, Common Career Technical Core (CCTC), Advance CTE**

<https://cte.careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf>

CCTC includes a set of standards for each of the 16 Career Clusters and outlines common national benchmarks for the skills and knowledge necessary to complete career and technical education programs of study. A component of CCTC, the Career Ready Practices outline 12 general workforce readiness skills common to all career areas, to be taught in conjunction with technical skills.

### **Comparative Analysis of Soft Skills: What Is Important for New Graduates?, U.S. Department of Agriculture**

[https://www.aplu.org/members/commissions/food-environment-and-renewable-resources/CFERR\\_Library/comparative-analysis-of-soft-skills-what-is-important-for-new-graduates/file](https://www.aplu.org/members/commissions/food-environment-and-renewable-resources/CFERR_Library/comparative-analysis-of-soft-skills-what-is-important-for-new-graduates/file)

This report summarizes the results of a survey conducted by researchers at Michigan State University to identify the soft skills needed for success in careers related to agriculture and natural resources. Students, faculty, and alumni at 31 universities and 282 employers nationwide were surveyed.

### **Citizenship Foundation Skills and Knowledge Clusters, U.S. Citizenship and Immigration Services**

<https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/M-794.pdf>

The Citizenship Foundation Skills and Knowledge Clusters highlights the knowledge and skills needed to prepare for the naturalization process, including a knowledge and understanding of the English language and the ability to locate information and resources.

### **Employability Assessment Rubric, Chicago Public Schools**

<https://chooseyourfuture.cps.edu/sites/default/files/reports/cte-employability-assessment-directions.pdf>

In collaboration with the Chicago Workforce Investment Council, the Chicago Public Schools developed a rubric to assess employability skills and determine students' readiness for work. The rubric focuses on a core set of skills that can be observed and measured.

**Employability Skills, Indiana Department of Workforce Development**

<https://www.in.gov/dwd/employabilityskills.htm>

Indiana's Employability Skills Benchmarks were identified by state employers across industry sectors. They include skills in four categories: mindsets, learning strategies, social and emotional skills, and work ethic.

**Employability Skills Toolkit, NC-Net**

<https://www.nc-net.info/employability.php>

Designed by the Center for Occupational Research and Development for North Carolina Community Colleges, this tool kit features eight modules aligned to priority employability skills that were identified by over 200 faculty members during a curriculum review process. Modules include an overview of each skill, instructional activities, handouts, assessment tools, and links to videos and other resources.

**Employability Skills 2000+, Conference Board of Canada**

<https://www.conferenceboard.ca/edu/employability-skills.aspx?AspxAutoDetectCookieSupport=1>

Employability Skills 2000+ was developed by members of The Conference Board of Canada's Employability Skills Forum and the Business and Education Forum on Science, Technology, and Mathematics to define the critical skills required for employment in Canada.

**Employability Standards, Kentucky Skills U**

<https://kyskillsu.ky.gov/Educators/Pages/employability-standards.aspx>

Kentucky developed state employability standards for adult learners based on input from employers, instructors, and national organizations. The standards detail 10 skills for success in the workplace and are accompanied by an implementation guide for adult education instructors.

**Employability Skills Blueprint, NOCTI**

[https://www.nocti.org/PDFs/blueprint/1440\\_01%20Employability%20Skills%20Blueprint.pdf](https://www.nocti.org/PDFs/blueprint/1440_01%20Employability%20Skills%20Blueprint.pdf)

NOCTI provides occupational competency assessment products and services to secondary and postsecondary educational institutions. It offers assessments for measuring 21st-century skills for the workplace and workplace readiness in addition to technical assessments aligned with the Career Clusters.

**Equipped for the Future (EFF), Center for Literacy Studies, University of Tennessee**

<https://eff.clee.utk.edu/fundamentals/default.htm>

With support from the National Institute for Literacy, the Center for Literacy Studies at the University of Tennessee created EFF in 1995 to develop a framework and content standards for adult education. The EFF Content Standards define the knowledge and skills that adults need to perform three roles: citizen/community member, parent/family member, and worker.

**Industry Competency Models, Employment and Training Administration, U.S. Department of Labor**

<https://www.careeronestop.org/competencymodel/competency-models/building-blocks-model.aspx>

Developed in collaboration with business leaders and educators, the industry competency models depict the employability and technical skills required to obtain jobs in various industries. The models are based on a framework—the building blocks—which are then tailored for specific industries.

**National Work Readiness Credential (NWRC), National Work Readiness Council**

<http://www.workreadiness.com/images/WRCprofile.pdf>

NWRC certifies individuals' readiness for entry-level employment, based on skills defined by the Equipped for the Future Content Standards and validated by employers. It is administered as a web-based test, with multiple-choice questions, and provides a single summary score that measures performance across nine skill areas.

**Key “Soft Skills” that Foster Youth Workforce Success, Child Trends for USAID**

<https://www.childtrends.org/wp-content/uploads/2015/06/2015-24WFCSOftSkills1.pdf>

In 2015, Child Trends conducted a review of international literature and gathered stakeholder input to identify five soft skills that are key for embedding in youth workforce development programs. These skills are social skills, communication skills, higher-order thinking, self-control, and a positive self-concept.

**O\*NET, Employment and Training Administration, U.S. Department of Labor**

<https://www.onetcenter.org/content.html>

The O\*NET database catalogs occupational information, including requirements and worker attributes, for 970 occupations. Occupational data were collected from a random sample of businesses in specific industries and a random sample of workers in certain occupations within the selected businesses. These data support the online O\*NET database, which allows users to learn about occupations and access career exploration tools.

**National Career Readiness Certificate (NCRC), ACT**

<http://www.act.org/content/act/en/products-and-services/workkeys-for-educators/ncrc.html>

Based on ACT's WorkKeys assessments, NCRC is an industry-recognized, portable work readiness credential measuring skills in three areas: applied mathematics, locating information, and reading for information. The certificate is designed to verify that individuals have the cognitive skills necessary to succeed in employment or training programs.

**Partnership for 21st Century Learning (P21), Battelle for Kids**

<https://www.battelleforkids.org/networks/p21>

The P21 Network provides tools and resources for developing standards, curriculum and instruction, and assessments related to 21st-century skills. The Framework for Learning in the 21st Century includes core subjects and 21st-century themes; learning and innovation skills; information, media, and technology skills; information, communications, and technology literacy; and life and career skills.



**Professional Skills, Arizona Department of Education**

<https://www.azed.gov/cte/profskills/>

The Arizona Skills Standards Commission and its partners conducted 11 statewide forums with more than 100 employers in the state to gather feedback on the employability skills considered most important for the workplace. The commission's report documents nine workplace skill standards that emerged from the forums as well as information collected from employers during the process.

**Skills for Success, Maryland Department of Education**

[http://www.marylandpublicschools.org/programs/Documents/CTE/cte\\_sfs.pdf](http://www.marylandpublicschools.org/programs/Documents/CTE/cte_sfs.pdf)

Maryland's standards include a set of foundational, adaptive skills that are common across all academic disciplines and defined as necessary to succeed in the workplace. They include effective learning skills, clear and creative thinking, communication, technological literacy, and effective collaboration with others.

**Secretary's Commission on Achieving Necessary Skills (SCANS), U.S. Department of Labor**

<https://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf>

In 1990, the U.S. Secretary of Labor appointed a commission to identify the skills needed for success in "high performance" workplaces and to design strategies for teaching and assessing these skills. The commission included representatives from business, labor, and educational organizations.

**SkillsUSA Framework, Skills USA**

<https://www.skillsusa.org/about/skillsusa-framework/>

SkillsUSA, a partnership of students, teachers, and industry members, developed the Work Force Ready System to provide technical assessments that measure student readiness for employment in specific industries as well as a general assessment of employability skills (the Skills Connect Employability Skills Assessment).

**Skill Building Blocks, MHA Labs**

<http://mhalabs.org/skill-building-blocks/>

The Building Blocks describe the skills needed to prepare youth and young adults for college, career, and life based on a review of research on 21st-century skills and input from subject matter experts. They include 35 skills organized into six categories: personal mindset, planning for success, social awareness, verbal communication, collaboration, and problem solving.

**Social Emotional Learning Framework, Collaborative for Academic, Social, and Emotional Learning (CASEL)**

<https://casel.org/what-is-sel/>

Social and emotional learning encompasses five core competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—that guide how individuals interact in classrooms, at work, and in other settings.

### **Soft Skills to Pay the Bills, Office of Disability Employment Policy, U.S. Department of Labor**

<https://www.dol.gov/odep/topics/youth/softskills/>

Created for youth development programs, this curriculum focuses on six soft skills to support youths' transitions to the workforce, including youth with disabilities. Modules include communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

### **Workforce Preparation Activities, Workforce Investment and Opportunity Act of 2014 (WIOA)**

[https://wdr.doleta.gov/directives/attach/TEGL/TEGL\\_19-16\\_Attachment\\_III.pdf](https://wdr.doleta.gov/directives/attach/TEGL/TEGL_19-16_Attachment_III.pdf)

As defined in federal WIOA legislation, Workforce Preparation Activities comprise skills and competencies to prepare adults for further education and employment, including basic academic skills, critical thinking skills, digital literacy skills, and self-management skills. Key competencies include utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of

### **Transitions Integration Framework (TIF), ATLAS - Adult Basic Education Teaching and Learning Advancement System at Hamline University**

<https://lincs.ed.gov/professional-development/resource-collections/profile-763>

TIF is one of three components of Minnesota's content standards for adult education. It offers six transitions skills—effective communication, learning strategies, critical thinking, self-management, developing a future pathway, and navigating systems—for preparing adult learners for the next steps of their career pathways.

### **Workforce Skills Certification System (WSCS), CASAS and Learning Resources, Inc.**

<https://www.casas.org/product-overviews/assessments/WSCS>

WSCS certifies individuals' abilities to perform entry-level jobs based on assessments of their academic and soft skills. It offers both a workforce skills certificate, which certifies work readiness, and a workforce skills profile, which documents the skills and abilities of job candidates. Skills are aligned with SCANS and O\*NET skills, with academic skills assessed by CASAS and soft skills assessed by Learning Resources, Inc.