

VALA VISTA ANNUAL CONFERENCE

TALENTS FOR TOUGHER TIMES

26 August 2009

**Applied learning and
employability: developing
transferable skills**

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vocational cognitive structures

CONCEPTUAL
KNOWLEDGE

PROCEDURAL
KNOWLEDGE

DISPOSITIONAL KNOWLEDGE

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graph TD; CK[CONCEPTUAL KNOWLEDGE] <--> PK[PROCEDURAL KNOWLEDGE]; DK[DISPOSITIONAL KNOWLEDGE] --> CK; DK --> PK;
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The diagram illustrates the relationships between three types of vocational cognitive structures. It features a light blue oval on a dark blue background. Inside the oval, 'CONCEPTUAL KNOWLEDGE' is on the left and 'PROCEDURAL KNOWLEDGE' is on the right. A horizontal red double-headed arrow connects them. Below the oval, 'DISPOSITIONAL KNOWLEDGE' is written, with a vertical red arrow pointing upwards to the center of the horizontal arrow.

dispositions

'capacities, tendencies' (Ryle 1949, p. 119)

'Dispositions concern not only what one can do, one's abilities, but what one is disposed to do' (Ritchhart 2001, p.3)

'behavioural tendencies' (Perkins, Jay & Tishman 1993, p. 2)

Values Interests Attitudes

employability skills

- communication skills
 - teamwork skills
 - problem-solving skills
- initiative and enterprise skills
- planning and organising skills
 - self-management skills
 - learning skills
 - technology skills

personal attributes

- honesty
- commitment
 - loyalty
- enthusiasm
- reliability
- balanced attitude to work and home
 - motivation
- personal presentation
 - common sense
 - positive self-esteem
 - sense of humour
- ability to deal with pressure
 - adaptability

moves towards maturation

- individual autonomy
 - increased activity
- more objective decision making
- a willingness to take responsibly for actions
 - increased diversity of interests
 - moves towards altruism
 - self-acceptance
- value principles, concerns for others
 - originality
 - tolerance of ambiguity
 - rationality

transferable employability skills

EMPLOYABILITY SKILLS & ATTRIBUTES

MATURATIONAL DIMENSIONS

DISPOSITIONAL DEVELOPMENT

- **differing terminologies**
 - **conceptual similarities**

**LIFETIME GOAL-GETTING
AND GOAL-GETTING**

SMARTER goal-setting and goal-getting

Specific

Measurable

Achievable

Realistic

Time-lined

Energetically Actioned

Reviewed/Rewarded

Nine interrelated life segments for lifetime goal-setting and goal-getting

Income

Career, employment, business

Further education, training, personal
development

Relationships with family and friends

Recreation, holidays and travel

Health and exercise

Spirituality

Retirement

Welfare of others, voluntary work, charity

Lifetime goal-setting and goal-getting

The major achievement of setting goals is not what you get; but rather, who you become as you work to achieve your goals

The major reason for setting goals is to become the person capable of achieving them

Learning is the key to goal-achievement

Lifetime Goal-setting and Goal-getting

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