

Employability Skills

Media Type: Microsoft® PowerPoint® Presentation

Duration: 78 slides

Goal: To examine the necessary skills required to be successful in the workplace.

Description: This presentation is designed to help students understand what it means to be an effective and successful employee. Professionalism, effective communication, ethical behavior, academic preparation, critical thinking, problem solving, teamwork, leadership, time management, knowledge of technology and stress management skills are detailed in this presentation as well as examples of each. This lesson also highlights the importance of professionalism and having a positive work ethic in the business world.

Objectives:

1. To define employability.
2. To learn the parts of employability.
3. To learn employability skills.



College & Career Readiness Anchor Standards for Writing

Writing Standards		
Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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College & Career Readiness Anchor Standards for Writing

Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
	9-10.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
	9-10.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge & Ideas	9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Hand out or have students access the *Action Plan*. The *Action Plan* provides a list of tasks for students to perform to complete the lesson.

Class 1: Distribute the *Vocabulary Handout* and *The Intangibles Student Handout* for students to use as reference materials. Hand out the *KWL Activity* and have students complete the “What I Know” section as well as questions in the “What I Want to Know” section. Show slides 1 to 12 of the *Employability Skills* presentation. Hand out the *Maintaining Employment Activity* and allow students to work.



Slides
1-12

Class 2: Show slides 13 to 22 of the *Employability Skills* presentation. Lead the class discussion so students can share their findings from the *Maintaining Employment Activity*. Distribute the *Interacting with Managers Project* and allow groups to work.



Slides
13-22

Class 3: Show slides 23 to 36 of the *Employability Skills* presentation. Distribute the *Continuing Education Activity*, *Problem Solving Activity* and *Critical & Creative Activity* and allow students to work. Students should finish as homework.



Slides
23-36

Class 4: Show slides 37 to 50 of the *Employability Skills* presentation. Distribute the *Positive Power Activity* and allow students to work. Hand out the *What Does Responsibility Look Like Activity* for homework.



Slides
37-50

Class 5: Students should share their *Interacting with Managers Projects* with the class.

Class 6: Distribute and allow students to complete the *Knots Activity*. Hand out the *Climbing the Ladder Project* and allow students to work.

Class 7: Show slides 51 to 65 of the *Employability Skills* presentation. Distribute the *Work-Life Balance Activity* and *The Physical Health Connection Activity* as homework. Pass out the *Managing Stress Project* and allow time for students to work.



Slides
51-65

Class 8: Distribute the *Interview Project* and *Personal Skills Project* and allow students to work.

Class 9: Show slides 66 to 78 of the *Employability Skills* presentation. Distribute *The Big 3 Activity* and the *Terminating Employment Activity* and allow students to work. Hand out the *Work Habits: Good vs. Bad Activity* for homework.



Slides
66-78

Class 10: Students should complete the “What I Learned” section of the *KWL Activity*. Lead the class discussions so students can share their findings from the *KWL Activity* and the *Problem Solving Activity* with the class.

Class 11: Distribute the *Employability Skills Assessment* and allow time for students to complete it. Students should share their *Positive Power Activities* with the class. Lead the class discussion so students can share their *What Does Responsible Look Like Activity* with the class.

Class 12: Lead the class discussion so students can share their findings from the *Work-Life Balance Activity* and *Terminating Employment Activity* with the class.

Class 13: Lead the class discussion so students can share their *The Big 3 Activity* with the class. Distribute the *Skills Flashcards Activity* and allow time for students to complete it.

Class 14: Students should share their *Climbing the Ladder Projects* with the class.

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Class 15: Distribute the *Professional Qualities Activity* and allow students to work. Students should turn in all completed work.



DECA

- Team Decision Making

FBLA

- Business Procedures



Employability Skills

- <http://www.skillsyouneed.com>

Employee Motivation Skills

- <http://www.employee-motivation-skills.com>



KWL

Directions:

Have students fill in the "What I Know" section of the KWL before beginning the presentation, as well as the questions in the "What I Want to Know" section. Students will refer back to this page as the presentation is shown and complete the "What I Learned" section. Conduct a short class discussion to answer any unanswered questions students might have.

Maintaining Employment

Directions:

Divide the class into groups of two. Using the Internet, library or any other available resources, groups will research effective methods used to maintain employment as well as the obligations required for maintaining employment and create detailed notes which includes at least one scenario for each method found. Remind students to attach a citation sheet listing all sources used to their notes. Lead a class discussion so students can share their findings with the class.

Continuing Education

Directions:

Using all available resources, students will research and select a career they are interested in learning more about and conduct additional research and gather the following information: name of career, what preparation requirements are necessary (education, specialized training, certifications, licensure, etc.), what continuing education opportunities are available in the career field to ensure advancement and lifelong learning and what is the importance of extended learning experiences and preparation in the career field. Using the information, students will create a checklist which will help them prepare for the career they selected. Students should attach a citation sheet listing all sources used and turn in their checklist.

Problem Solving

Directions:

Students will read the provided common workplace scenarios and brainstorm a list possible solutions while using critical thinking skills to resolve the conflicts. Lead a class discussion so students can share their findings with the class.

Critical & Creative Activity

Directions:

Students will read the provided scenarios and list the steps necessary to solve the problem using both critical and creative leadership skills.



Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50195, Roger Carmona, General Manager, Kremer Pigments, Inc.
- iCEV50539, Kristi Greer, Office Manger, Global Genetics & Biologicals
- iCEV50697 James Henderson, Owner/Presidents, Prime-Dirt

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Positive Power

Directions:

Divide the class into groups of two. Using the information gathered from the production, groups will brainstorm and develop a script for a two minute skit which will show an employee demonstrating productive work habits and a positive attitude in the workplace. Then groups will develop another script for a two minute skit which shows an employee demonstrating unproductive work habits and a negative attitude in the workplace. You should review and approve scripts before students begin practicing their skits. Groups should share their skits with the class and be prepared to answer questions. Once all groups have completed their skits, students should write a paragraph which details their opinions about the importance of productive work habits and displaying a positive attitude in the workplace.

What Does Responsibility Look Like

Directions:

Using the information from the presentation, students will brainstorm and create a list of at least five behaviors they believe would be considered responsible in the workplace as well as creating a list of at least five behaviors they feel would be considered irresponsible in the workplace. For each behavior listed, students should provide a detailed example/scenario to detail what makes the behavior either responsible or irresponsible. Lead a class discussion so students can share their list with the class.

Knots

Directions:

Students will be required to work together to untangle the knot they will create. Students should use all their communication skills to navigate their way without letting go of anyone's hands. See the Activity sheet for further details. The group who accomplishes the task in the least amount of time is the winner.

Work-Life Balance

Directions:

Using the Internet, library or any other available resources, students will research and develop a list of at least 15 tips an employee can use to improve their family life as well as their workplace productivity. Students should provide examples, strategies or ideas which will help employees implement the tips. Remind students to attach a citation sheet listing all sources used to their lists. Lead a class discussion so students can share their tips with the class. Once all tips have been presented, students should write one or two paragraphs describing the importance of work-life balance and the effects of family life on workplace productivity to turn in.

The Physical Health Connection

Directions:

Using the table provided, students will list and describe the relationship of good physical health to job success, personal achievement and the ability to manage stress.

The Big 3

Directions:

Using the information from the presentation, students will develop three scenarios for each of the following personality behaviors: being dependable, demonstrating punctuality and exhibiting initiative. Scenarios should be realistic, detailed and based in the workplace. Students must also explain the importance of each behavior and its effects on the workplace for each scenario created. Once students have completed their scenarios, have students share them with the class.

Terminating Employment

Directions:

Divide the class into groups of two. Using the Internet, library or any other available resources, groups should research effective methods used to terminate employment as well as the obligations required for terminating employment and create detailed notes which includes at least one scenario for each method found. Remind students to attach a citation sheet listing all sources used to their notes. Lead a class discussion so students can share their findings with the class.

Work Habits: Good vs. Bad

Directions:

Using the table provided, students will exhibit and describe good, productive work habits versus unproductive, bad work habits.

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Skills Flashcards

Directions:

Using their *Student Notes*, students should create a set of flashcards which can be used as a reference material (one for each skill). Each flashcard must contain the following information: name of the skill, definition of the skill, why the skill is important and at least one specific example of the skill. After completing the flashcards, have students quiz another student in the class.

Professional Qualities

Directions:

Students will develop and present a skit utilizing the professional qualities detailed in the presentation.



Interacting with Managers Project

Directions:

Divide the class into groups of three or four. Groups will discuss the following scenario: Imagine a friend comes to you with a problem and asks for your help. Your friend is an employee at a mid-sized company who needs to learn how to be a better team member and how to work closely with his/her manager. In the past the two employees have had differing opinions on how things should be handled and have had several heated confrontations in front of the other team members. In an effort to show he/she can be a positive team member, he/she has asked the group to help them create a list detailing the interpersonal skills which should be developed to effectively work with the manager. Using all available resources, groups should create a list of at least 10 skills which would help their friend in this situation. Once the list is created, groups should develop a short skit which will show their friend how to effectively use the interpersonal skills when working with his/her manager. Remind groups to attach a citation sheet listing all sources used to their skit script. Groups should share their skits with the class.

Climbing the Ladder

Directions:

Students should select a career field which interests them and imagine they have recently been hired to manage the human resources department in a growing company. Students have been asked to develop a set of guidelines for current employee advancement within the company. Using the Internet, library or any other available resources, students should research and gather the following information based on the career field they chose: how should employees be evaluated for advancement, which employment advancement options would be the most beneficial for the career field selected, list of at least 10 work behaviors which enhance job advancement and list of at least 10 qualities which enhance job advancement. Using the information, students will create a HR handbook which can be supplied to supervisors and managers to help in determining employee advancement. Handbooks should include: name of company, type of company, number of employees, organizational chart showing the various positions within the company (managers, supervisors, vacant positions, etc.), what products/services are provided and general policies regarding advancement within the company (behaviors, qualities, determining factors, etc.). Handbooks should be creative, organized, easy to understand and contain all required information. Students should attach a citation sheet to their handbook listing all sources used. Students should share their handbooks with the class. Lead a class discussion so students can consider the similarities and differences of the required behaviors and qualities among the various career fields.

Managing Stress

Directions:

Students will create a Microsoft® PowerPoint® presentation detailing common techniques which are used to manage stress. See the *Project* for more information.

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Projects

Interview

Directions:

For this project students will interview someone in a management position, working in a career in which they are interested, to learn what professionalism and having a positive work ethic means to him/her. Using the presentation, Internet or any other available resources, students should research and develop at least 10 to 15 questions to ask during the interview. Remind students their questions should be open-ended to allow for expansion of each question. Once the interview is completed, students will write a one to two page essay detailing their findings as well as if they agree or disagree with the viewpoints provided. Students should turn in all interview notes with the essay.

Personal Skills

Directions:

Using their Student Notes, students should review the employability skills, also known as transferrable skills, mentioned in the presentation. On a sheet of paper instruct students to list the characteristics they feel they currently possess as well as the skills they would like to master in the future. Students should write a two-page paper detailing their findings. The paper should answer the following questions: how do each of the skills listed relate to school success; how do those skills impact future success in the workplace; how do they use these skills at home; how do they use these skill in any extracurricular activities or clubs they are involved in; what are their strategies for acquiring the skills they would like to master. Remind students to attach a citation sheet for all additional sources used.