

Module: Self Awareness

Topic: Skills for the Workplace

Competency- Students will:

- Identify skills needed for career choices and match skills to personal abilities.
- Apply results of all assessments to personal abilities in order to make realistic career choices.
- Identify strengths and areas in which assistance is needed at school.
- Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- Identify skills that are transferable from one occupation to another.

Length: Two class periods

Objective: Students will understand the importance of skills in school and in the workplace.

Materials: Handout – *Is School a Real Job?*

Description of Activity:

1. Prompt a class discussion on skills and their impact in our daily lives. Discuss the Secretary's Commission on Achieving Necessary Skills (SCANS). (Background - In 1990, United States Secretary of labor Elizabeth Dole appointed the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine the skills young people will need to succeed in the world of work of the 21st century. A year later, the Commission- comprised of education, business and labor leaders- issued its initial report, *What Work Requires of Schools* (SCANS Report), to help teachers understand how curriculum and instruction must change to ensure that students develop the high performance skills needed for success in the high performance workplace. The report outlines the "fundamental skills" and "workplace competencies" (known jointly as SCANS Skills) that will be required of our workforce.)
2. Locate the section in the *Career Cruiser* that discusses skills for the workplace. (www.fldoe.org/workforce/publicat.asp Page 9) Read and discuss the text at the top of the page emphasizing the importance of these skills in school. Ask students to check the correct box beside each skill (either *Can Do* or *Needs Work*).
3. Divide the class into nine groups, assigning one skill section; i.e., *Communication Skills*, *Problem Solving*, etc., to each group. Allow ten minutes for groups to compile a list of ways their group's assigned skill is

used in the workplace. Each group should give an oral report about their skill section to the rest of the class.

4. Students should then make a personal improvement plan that gives two strategies for each skill they need to improve.
5. Discuss with students the concept of transferable skills. Which of these skills would they be able to transfer to different jobs regardless of the career cluster?

Example questions follow:

- Based upon your rating, which two skill areas do you feel are your areas of strength? Why?
 - Which two areas need more development?
 - What actions can you take in order to improve the skill areas that are lacking?
 - What are the skills you think employers are looking for? Why?
6. Give each student a copy of the handout – *Is School a Real Job?* Discuss results. Students should be able to see how skills they develop and use in school are also used in the workplace.

Evaluation:

Students will be able to identify skills that they have and ones that need to be improved. They will also be able to relate skills used in school and in the workplace.

IS SCHOOL A REAL JOB?

Explain how each skill is used at school or home and how it will be used on the job.

SKILL	How This Skill Is Used at School	How This Skill Is Used at Work
Meeting deadlines		
Expressing yourself verbally		
Being dependable		
Remembering		
Expressing yourself in writing		
Listening		
Working independently		
Taking notes		
Writing in an organized manner		
Organizing		
Making decisions		
Solving problems		
Working as part of a team		
Negotiating		
Being motivated		
Leading others		
Arriving on time		