Implementing Employability Skills in Your Program Curricula

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Objectives

- Identify and deconstruct the employability skills

- Explore the skills in your current practices

- Discuss strategies for embedding the skills into program instruction and services

What is Employability?

- "...employability skills are general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors"

Brainstorming Employability Skills

❑ On your own, write what you consider the top 5 employability skills

❑ Compare your list with 2 other people

❑After you share with others, remove all duplicates

Categories of Skills

The 9 Employability Skills

- Applied Academic Skills
- Critical Thinking Skills
- Interpersonal Skills
- Personal Qualities
- Resource Management
- Information Use
- Communication Skills
- Systems Thinking
- Technology Use

Applied Knowledge

Applied Academic Skills

- Reading Skills
- Writing Skills
- Mathematical Strategies and Procedures
- Scientific Principles and Procedures

Critical Thinking Skill

- Thinks Creatively
- Thinks Critically
- Makes Sound Decisions
- Solves Problems
- Reasons
- Plans and Organizes

THINK CRITICALLY   THINK LOGICALLY

Skill Category	Skill Aspects
Applied Knowledge	**Reading Skills:** Learners interpret written instructions or project directions and construct responses, interpret technical language, use print and online materials as resources, complete worksheets, and seek clarification about what they have read.
	Writing Skills: Learners rely on writing skills to construct lab reports, posters, and presentation materials; take notes; and compose responses to essay questions.
	Mathematics Strategies and Procedures: Learners use computational skills appropriately and make logical choices when analyzing and differentiation among available procedures. These skills occur in real-world contexts that integrate academic skills in authentic situations in all subjects, including mathematics, science, language arts, and social sciences.
	Scientific Principles and Procedures: Learners follow procedures, experiment, infer, hypothesize (even as simple as "what if we do it this way"), and construct processes to complete a task. This work can occur outside of mathematics and science subjects areas.

Skill Category	Skill Aspects
Critical Thinking Skills	**Thinks Creatively**: Learners create innovative and novel ideas or solutions and display divergent thinking. This thinking can be seen in oral presentations, creative-writing assignments, open-ended tasks, and project design.
	Thinks Critically: Learners display analytical and strategic thinking. This thinking can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (e.g. playing devil's advocate)
	Makes Sound Decisions: Learners differentiate between multiple approaches and assess options.
	Solves Problems: Learners assess problems involving the use of available resources (i.e. personnel and materials) and review multiple strategies for resolving problems.
	Reasons: Learners negotiate pros and cons of ideas, approaches, and solutions, and analyze options using an "if-then" rationale.
	Plans and Organizes: Learners plan steps, procedures, or approaches for addressing tasks. This planning occurs naturally in most assignments ranging from solving one problem to completing long-term projects in mathematics and science classes.

Your practice

- Choose one of two groups

- Identify a successful activity or lesson that you use in your practice

Effective Relationships

Personal Qualities

- Demonstrates Responsibility and Self-Discipline
- Adapts ad Shows Flexibility
  - Works Independently
- Demonstrates a Willingness to Work with Others
  - Demonstrates Integrity
    - Demonstrates Professionalism
    - Takes Initiative
- Displays a Positive Attitude and Sense of Self-Worth
  - Takes Responsibility for Professional Growth

Interpersonal Skills

- Understands Teamwork and Works with Others
- Responds to Customer Needs
  - Exercises Leadership
- Negotiates to Resolve Conflict
  - Respects Individual Differences

Skill Category	Skill Aspects
Personal Qualities	**Demonstrates Responsibility and Self-Discipline**: Learners actively participate in class or group activities, asking questions, volunteering answers/suggestions, completing and submitting assignments and working well in groups.
	Adapts and Shows Flexibility: Learners adapt easily to different modes of instruction and different types of activities and assignments.
	Works Independently: Learners commit to time on task during class and begin working without hesitation.
	Demonstrates a Willingness to Learn: Learners are cooperative and noticeably engaged. They communicate with peers and superiors with respects and confidence, sharing information and feedback clearly and accurately.
	Demonstrates Integrity: Learners treat work assignments and tasks with respect in that their work is either original or credited correctly.
	Demonstrates Professionalism: Learners treat others with respect and consider all ideas.
	Takes Initiative: Learners seek out and take the opportunity to take on a leadership role on tasks and projects.
	Displays a Positive Attitude and Sense of Self-Worth: Learners contribute new ideas or thinking to tasks, projects or discussions.
	Takes Responsibility for Professional Growth: Learners are active listeners, seeking clarification and understanding when needed.

Skill Category	Skill Aspects
Interpersonal Skill	**Understands Teamwork and Works with Others**: Learners participate in cooperative groups or with a partner, contribute fairly to the task, and show respect for others.
	Responds to Customer Needs: Learners help fellow learners understand tasks, find resources, and fulfill assigned roles (e.g. by thinking of fellow learners as customers)
	Exercises Leadership: Learners participate as team leaders or effective group members in project assignments, and organize work and utilize team roles to meet project goals.
	Negotiates to Resolve Conflict: Learners keep group members on track, suggest alternatives, and discuss options. This work can be as much about agreement as conflict.
	Respects Individual Differences: Learners listen to and consider all group members' ideas, respond supportively to ideas given by the group, use proactive approaches to prevent conflict or misunderstanding, and work well with all teammates.

Workplace Skills

Resource Management

- Manages Time
- Manages Money
- Manages Resources
- Manages Personnel

Information Use

- Locates
- Organizes
- Uses
- Analyzes
- Communicates

Skill Category	Skill Aspects
Resource Management	**Manages Time:** Learners demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual assignments and tasks. Time management is apparent in almost all tasks, which are completed on time and with high quality.
	Manages Money: Learners manage money in group projects requiring allocation of limited finances and resources (e.g. materials) and personnel
	Manages Personnel: Learners gain experience managing personnel (i.e. each other) in group projects requiring allocation of limited finances, resources and role assignments. They also manage their own behavior and participation

Skill Category	Skill Aspects
Information Use	**Locates:** Learners use analytical strategies to determine the best medium for finding necessary information.
	Organizes: Learners use any graphic organizer (e.g. outline, concept map, organization charts or tables) to sort information or data.
	Uses: Learners use classification and analytic skills to determine the necessary information to complete a task.
	Analyzes: Learners assess information to determine which is relevant (does not have to be a mathematical analysis)
	Communicates: Learners summarize information to compose written or oral presentations, posters, reports or slides. This work also can be as simple as a learner explaining a problem in front of the group.

Workplace Skills

Technology Use

- Understands and Uses Technology

Systems Thinking

- Understands and Uses Systems
- Monitors Systems
- Improves Systems

Skill Category	Skill Aspects
Technology Use	**Understands and Uses Technology**: Learners often rely on various digital technologies for calculating, collecting, and displaying data; conducting research, creating presentations, and writing reports.

Skill Category	Skill Aspects
Systems Thinking	**Understands and Uses Systems:** Learners understand their roles and assignments when collaborating as a group (e.g. system) and contribute to the organizational structure and function of the team.
	Monitoring Systems: Learners devise methods to assess group (e.g. system) progress.
	Improve System: Learners negotiate midcourse corrections and adaptations to group (e.g. system) tasks if necessary.

Workplace Skills

Communication Skills

- Communicates Verbally
  - Listens Actively
- Comprehends Written Material
- Conveys Information in Writing
  - Observes Carefully

Skill Category	Skill Aspects
Communication Skills	**Communicates Verbally**: Learners provide oral responses. Evidence ranges from impromptu short answers during a lesson or group discussion to completing a formal oral presentation.
	Listens Actively: Learners are noticeably engaged through note taking, questioning, and responding. They respond well to constructive feedback are able to adapt accordingly.
	Comprehends Written Material: Learners use or demonstrate reading skills by following written instructions or project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.
	Conveys Information in Writing: Learners rely on writing skills to organize reports, posters, and presentation materials and to take notes and reply to essay questions.
	Observes Carefully: Learners interpret the verbal and nonverbal communication efforts of others and follow and take directions from instructors or peers.

Identifying the Skills

- Divide into groups of three

- You will be given an activity or task. Identify as many explicit or implicit employability skills that are embedded in the activity or task. Justify your choices by citing specific skill aspects.

Activity #1

Learners are told that they are going to build a mall in an empty lot across from their program. They must survey the local population to assess their needs for stores and shops, which will be housed in the mall. Leaners will work in groups of three to create a proposal for the shops and stores to be included and make suggestions for locations. They are given specific parameters for types of shops and stores (E.G. 2 department stores, 3 restaurants, 1 sneaker store)

Activity #2

Learners are partnered up and are tasked with interviewing their partner's work history, finding out about past jobs and what they learned from them. Before the interviews take place, individually, learners take 15 minutes to write questions that will help their partner to describe their work history. Learners' objective with the questioning is to help their partner think about what they learned that can be useful in future career planning.

Sources: Listening Exchange: My Work History The CUNY Career Exploration Framework-The Healthcare Toolkit

Reflection

- How do you see yourself integrating the Employability Skills into your work after today's session?
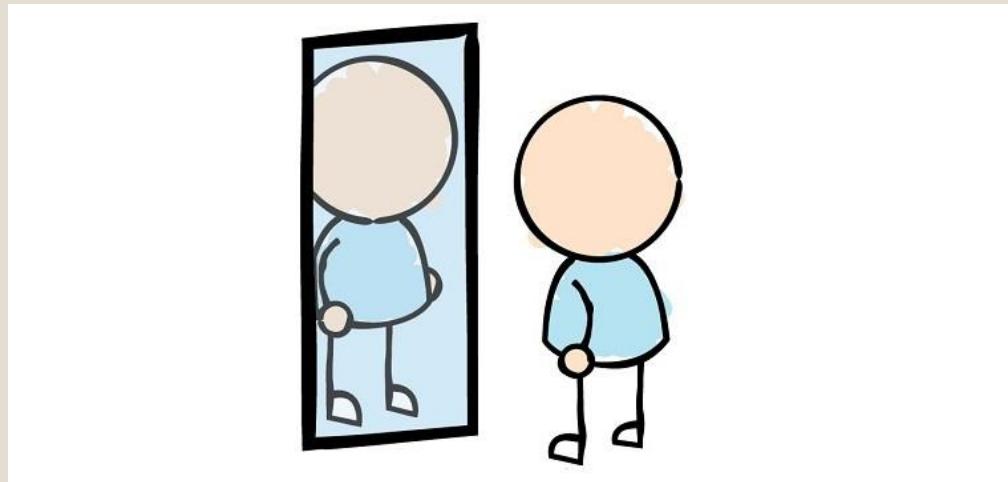
Wrapping up

❑ Please complete the evaluations.

❑ If you would like the presentation or any of the handouts from today's session visit the OSY TA website:

https://goo.gl/My2IVK

(the first is a Lower case L and the second is a capital I)

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