

WHAT SKILLS DO YOU HAVE?



**COMPETENCY
CATEGORY:**

Life Survival Skills

**COMPETENCY
NUMBER:**

G.39

COMPETENCY:

Identify how best to achieve marketable occupational skills for an entry-level job.

OBJECTIVE:

Upon completion of this module, students will be able to identify how best to achieve marketable occupational skills for an entry-level job.



Copyright © 1999
by
JOBS FOR AMERICA'S GRADUATES, INC.

All rights reserved under International and Pan-American Copyrights Conventions. No portion of this publication may be reproduced in any form without permission in writing FROM JOBS FOR AMERICA'S GRADUATES, INC. except by a local or state affiliate of the JAG National Network.

JAG



Published by JOBS FOR AMERICA'S GRADUATES, INC.
1729 King St., Suite 100
Alexandria, VA 22314
Tel. 703.684.9479 • Fax. 703.684.9489

Printed in the United States of America

Copies of this publication are available by contacting JOBS FOR AMERICA'S GRADUATES
or the JAG Field Services Office, 6021 Morriss Rd., Suite 111, Flower Mound, TX 75028.
Tel. 972.691.4486 • Fax. 972.874.0063 • www.jag.org

INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity G.39-1 <ul style="list-style-type: none"> • Computers with Internet access • Guest speaker from school and community • Poster board and art supplies • Letterhead and business site envelopes 			13
Learning Activity G.39-2 <ul style="list-style-type: none"> • Work Sheet—"My Portfolio" 			15 16
Learning Activity G.39-3 <ul style="list-style-type: none"> • Work Sheet—"Journal Writing" 			17 18
Learning Activity G.38-4 <ul style="list-style-type: none"> • Types of Support Linkages • Community Resources • Service Action Activity Plan 			19 20 21 22
Reading Activity G.39 <ul style="list-style-type: none"> • Work Sheet—"Learning the Job?" • Reading Recall 			24 25 27
Math Activity G.39 <ul style="list-style-type: none"> • Work Sheet—"Time Is On Your Side" 			28 29
Pre-Assessment/Post-Assessment			31
Answer Key—Pre-Assessment/Post-Assessment			32
Answer Key—Reading Activity			33
Answer Key—Math Activity			34

Introduction

- State module topic and review module objective.
- Role-play the following situation.

Student #1 – “Man, I am getting so frustrated! Every good job I look at – says ‘Experience Necessary.’ How am I ever going to get any experience if I can’t get a job!”

Specialist: “That’s a good question, and it also is the focus of this module – ‘What skills do you have?’ This module presents some ideas about how you can gain some occupational skills.

Administer Pre-Assessment

OUTLINE

- A. What are occupational skills?
1. Occupational skills are normally divided into two major categories:
 - a. Employability skills (generalizable skills) – these are “skills” that are applicable to almost all employment situations.

Examples: Dressing appropriately, time management, following directions, human relations, verbal communications, written communications, team leadership, commitment, decision-making, positive attitude, responsibility, critical thinking, etc, etc, etc.
 - b. Job specific skills – these are skills that are specific to a particular job.
- B. How can you identify what occupational skills are needed?
1. Occupational skills must be learned, just like any other skills.

2. The problem is identifying what entry-level skills you should have.
3. Many entry-level job seekers have learned employability skills.
4. And many enter the job market with enthusiasm, a willingness to learn, and a desire to succeed.
5. But, if you can enter the job market with some specific occupational skills you will find employment more quickly, receive a higher starting salary, and receive more opportunities for advancement than the job applicant without these skills.
6. So how do you find out what entry level occupational skills are needed for a specific job?
7. There are a variety of sources:
 - a. The Internet – search the Internet for a listing of the entry-level occupational skills for the job you are seeking.

Example: Fire Fighter (Driving skills):

1. Drives apparatus to and from, and positions apparatus at, emergency scene.
2. Drives apparatus safely to designated place.
3. Selects most direct and expeditious route to alarm site.
4. Maneuvers and positions apparatus at incident scene.
5. Obtains knowledge of most direct and expeditious routes and studies them prior to incident response.
6. Obtains knowledge of traffic laws and street conditions in order to operate the apparatus safely and expeditiously.

7. Plan route and position based on anticipated actions (e.g., arrival routes) of other companies when driving to multiple alarm calls.
- b. Dictionary of Occupational Titles (DOT) – contains a complete list of the occupational skills necessary for a specific job.

Example:

332.271-010 COSMETOLOGIST

alternate titles: beautician; beauty culturist; beauty operator; cosmetician.

Provides beauty services for customers: Analyzes hair to ascertain condition of hair. Applies bleach, dye, or tint, using applicator or brush, to color customer's hair, first applying solution to portion of customer's skin to determine if customer is allergic to solution. Shampoos hair and scalp with water, liquid soap, dry powder, or egg, and rinses hair with vinegar, water, lemon, or prepared rinses. Massages scalp and gives other hair and scalp-conditioning treatments for hygienic or remedial purposes. Styles hair by blowing, cutting, trimming, and tapering, using clippers, scissors, razors, and blow-wave gun. Suggest coiffure according to physical features of patron and current styles, or determines coiffure from instructions of patron. Applies water or waving solutions to hair and winds hair around rollers, or pin curls with finger-waves. Sets hair by blow-dry or natural-set, or presses hair with straightening comb. Suggest cosmetics for conditions, such as dry or oily skin. Applies lotions and creams to customer's face and neck to soften and lubricate tissues. Performs other beauty services, such as massaging face or neck, shaping and coloring eyebrows, or eyelashes, removing unwanted hair, applying solutions that straighten hair or retain curls or waves in hair, and waving or curling hair. Cleans, shapes and polishes fingernails and toenails.

C. National Skill Standards

1. A skill standard is a description of work to a specified level of performance.
2. The National Skills Standards Board, created in 1994, was designed to build a voluntary national system of skill standards, to enhance the ability of the United States to compete effectively in a global economy.
3. The standards are based on high performance work and are portable across industry sectors.
4. These sectors are:
 - a. Agriculture, Forestry, and Fishing
 - b. Business and Administrative Services
 - c. Construction
 - d. Education and Training
5. National Skills Standards for retail – providing personalized customer service:

Example:

Element 1.1 Initiate Customer Contact

1.1.1 Determine customer's needs by listening and asking questions

1.1.2 Make shopping experience enjoyable for customer

1.1.3 Give customer appropriate greeting

1.1.4 Direct customer to additional services such as delivery, alterations, gift wrap

1.1.5 Refer customer to another department/store

COMPLETE LEARNING ACTIVITY G.39-1 “IDENTIFYING ENTRY LEVEL OCCUPATIONAL SKILLS”

C. How do you “learn” these marketable occupational skills?

1. Since you have few, if any, marketable occupational skills you might consider volunteering for a job you are interested in.
2. Volunteering may present some insurance concerns on the part of the employer but perhaps something can be worked out so that you could “volunteer” to learn some occupational skills. These are generally unpaid opportunities.

Example:

Hospitals and other health-related organizations often utilize volunteer workers who, in turn learn more about various occupations.

3. Job shadowing is another way you can learn occupational skills. Job shadowing, as the term implies, has the participant “shadow” the paid employee. These are usually unpaid opportunities.
4. A variation of the job shadow approach is a “rotation” program where participants “rotate” through various work stations or areas to learn occupational skills.

Example:

Health science related fields at a hospital (nursing, lab technician, emergency care, pediatrics, etc.) make an excellent situation for learning occupational skills. These can be paid or unpaid opportunities.

5. Internships make for an ideal learning opportunity. “Interns” learn job skills while attending school.

Example:

Engineering technology students might “intern” one semester at an oil refinery as part of their program of study.

6. Internships are often linked to post-secondary (Junior/Community College or four year University education programs). These are most often paid opportunities.
7. At the secondary (high school) and post-secondary level students can learn occupational skills by means of cooperative education.
8. Cooperative education (co-op) programs assist participants with placement in local business and industry so that entry-level employees can learn occupational skills.
9. Secondary level co-op programs usually have a “related” class which focuses on generalizable skills as well as some occupational skills. These programs usually carry high school “credits” and are paid opportunities.
10. Post-secondary co-op programs do not usually have a related class and may or may not carry “credit.” These are usually paid opportunities.
11. Post-secondary programs (technical schools, proprietary schools, and community colleges) offer a wide spectrum of courses by which participants can learn occupational skills. These are programs where a tuition is paid as opposed to earning a wage. (See Module G.38 – Evaluate A Career Plan to Determine Appropriate Post-Secondary Educational Options for more information.)
12. Certificate programs are available at many post-secondary schools to learn occupational skills. Certificate programs are usually short term in duration and focus on a small aspect of a particular occupation.

13. Employee training programs and apprenticeship programs are two other ways of gaining occupational skills. (See Module G.38 Evaluate A Career Plan to Determine Appropriate Post-Secondary Educational Options for more information.)
14. If all other opportunities fail to work out as a means of learning occupational skills, you can always turn to self-study.
15. Through self-study you can learn some of the occupational skills necessary for entry into a field of your choice.

For example: Let's say you are interested in a job as a secretary. You could always use one of the earlier mentioned techniques to determine the necessary entry level skills and through self-study you could learn how to perform many of the tasks. Such as filing, data entry, key boarding, etc.

D. Keeping track of what you have learned.

1. Having a good record of what you have learned with samples of your work is an excellent way to track and document the occupational skills you have learned.
2. Education-based programs – co-op, rotation, internship, courses, certificates, etc. will be tracked accurately by the school's records departments.
3. But specifically who you worked with, job responsibilities, and products you developed will not be recorded. Your job is to keep a portfolio of your experiences.
4. Let's look at a sample portfolio:

Example:

PORTFOLIO

Name _____

Date	Description of Activity/Task	Level of Proficiency

5. A portfolio contains a “record” of what you have accomplished. This includes:
 - a. Date
 - b. Description of activity or task
 - c. Level of proficiency – this is how well or what “skill” level was accomplished

6. Let’s look at a partially completed proficiency for the position of Administrative Assistant.

Date	Description of Activity/Task	Level of Proficiency
1/16	Filed financial records for trainees	Very good – Mr. Smith, Supervisor
1/20	Word processed 52 business letters following oral guidelines provided by Sandra Sullivan	Very good – Ms. Sullivan and Ms. Williamson, Supervisor
1/30	Reviewed Windows 98 specifications regarding the importing of graphics using Harvard Graphics Software	Fair – Having some difficulty with more complex operations

COMPLETE LEARNING ACTIVITY G.39-2
“MY PORTFOLIO”

COMPLETE LEARNING ACTIVITY G.39-3
“JOURNAL WRITING”

COMPLETE LEARNING ACTIVITY G.39-4
“SERVICE LEARNING”

COMPLETE READING ACTIVITY G.39
“LEARNING THE JOB?”

COMPLETE MATH ACTIVITY G.39
“TIME IS ON YOUR SIDE”

Administer Post-Assessment

LEARNING ACTIVITY G.39-1
“IDENTIFYING ENTRY LEVEL OCCUPATIONAL SKILLS”

OBJECTIVE: To identify entry level occupational skills

RESOURCES:

- Computers with Internet access
- Guest speakers from school and community
- Poster board and art supplies
- Letterhead and business size envelopes

SUGGESTED TIME: About 5 hours/student

DIRECTIONS:

Note to Specialist: You will need to work with each student to help them identify someone in the school or community to develop a listing of entry level occupational skills.

1. Have each student identify an entry level position that they would like to have.
2. Have students “research” a listing of entry level skills for that position, i.e. Internet, National Skill Standards Board, etc.
3. Assist students in identifying someone who has held or who has hired students for the entry level position selected.
4. Have students invite this individual to be a guest speaker in the class. The focus of the discussion should be on the occupational (not generalizable) skills necessary for employment.
5. Have each speaker trace the steps in their career development beyond the entry level position.
6. Have each speaker stress how they gain additional skills for advancement.
7. Invite speakers from related areas on consecutive days so that comparisons can be made.

8. Have each student develop a poster display of the entry level occupational skills the speaker and the student have identified and trace the advancement or promotion steps.
9. Display posters about the room/school.
10. Have students send personal thank you letters to the guest speakers.

LEARNING ACTIVITY G.39-2
“MY PORTFOLIO”

OBJECTIVE: To develop a sample portfolio

RESOURCES: Work Sheet—Learning Activity G.39-2

SUGGESTED TIME: 8 hours over a 6-9 week evaluation period

DIRECTIONS:

1. Have students complete a sample portfolio for the job that they currently have. If students do not have employment at the current time, have them complete the portfolio for their classes they are taking this grading period.
2. Periodically check the portfolio for accuracy.

LEARNING ACTIVITY G.39-2
“MY PORTFOLIO”
WORK SHEET

My Portfolio

Job: _____

Date	Description of Activities/Duties	Level of Proficiency

LEARNING ACTIVITY G.39-3
"JOURNAL WRITING"

OBJECTIVE: Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY 39-3
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY G.39-4
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity G.39-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students ("See Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Action Activity Plan."

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of vocational rehabilitation
		Job training partnership program

(Source: Handbook for Vocational Support Service Teams in Maryland)

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

(Source: Sarkees-Wircenski, M. & Scott, J. *Vocational Special Needs*)

SERVICE ACTIVITY ACTION PLAN

ACTIVITY/IDEA FOR IMPLEMENTATION	
STEPS FOR IMPLEMENTATION	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY G.39
“LEARNING THE JOB?”

OBJECTIVE: To read for comprehension and recall

RESOURCES: Reading Activity G.39

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of Reading Activity G.39.
2. Direct the students to read the activity.
3. Have students answer the recall questions and share their answers with the class.
4. Discuss the Reading Activity with the class.

“LEARNING THE JOB?”

“Look at that rat! He finished his work for today and now he’s asking Mr. Adams if he can help Scotty with his job,” Paul said.

Tony stood up to stretch. “Don’t get down on Glen, Paul. He’s just trying to learn more about the entry level team leader’s job.”

“Aw, c’mon, Tony! He’s buttering up Adams so that he looks better than the rest of us.”

“Paul, you’re crazy. I’m just about finished myself,” Tony told him. “And when I’m done, I’m going to help Scotty also. Come on, Adams is going to get cranky if we don’t finish this order.”

Just then Glen came through the door carrying huge stacks of team reports. Mr. Adams looked up. “Oh, thanks, Glen. I was going to ask someone to do that.”

“See what I mean?” Paul whispered to Tony. “Well, I can earn brownie points, too!”

Midway through the afternoon Glen came over to where Tony and Paul were working. “Whew!” he said, wiping his brow. “This order is really wearing me out!”

“No kidding?” Paul sneered. “You sure can’t tell by the way you’re working. It looks like you could do the work of all three of us. Even then, you’d still have time to shine Mr. Adams’ shoes!” Paul turned and walked away.

Glen looked at Tony. “What’s eating him?” he asked.

Tony laughed. “Aw, he thinks you’re trying to get in good with Mr. Adams.”

Glen shrugged. “Well, I’d like a promotion to team leader as much as the next guy. But I was just trying to do my job.”

“Oh no!” Tony said. “Look at Paul. He’s trying to take Mr. Adams some coffee. He thinks the best way to a job as team leader is to play up to Adams.”

Just then they heard Mr. Adams' voice above the noise of the presses. "No, I don't want a doughnut! And I don't want any coffee either. Now if you're not finished with today's work, will you get back out there and go to work!"

Paul came over all red in the face. "I don't get it!" he said. "How come it works for Glen but not for me?"

"Think about it, Paul," Tony said as he went back to work.

READING RECALL

PART I

Directions: How well did you read? Complete the following sentences.

1. Paul was angry because he thought
 - a. _____ Glen was trying to get a promotion.
 - b. _____ Glen wasn't doing his share.
 - c. _____ Mr. Adams didn't like him.

2. Mr. Adams told Paul to
 - a. _____ get him some coffee.
 - b. _____ get back to work.
 - c. _____ help Glen carry papers.

PART II

Directions: Below are some statements about the story "Learning the Job?" Put *P* on the line if the sentence is about *Paul*. Put *G* on the line if the sentence is about *neither Glen nor Paul*.

1. _____ He always had his work done ahead of everyone else.
2. _____ He thought Glen was trying to impress the boss.
3. _____ He told Paul to get back to work.
4. _____ He tried to get coffee and doughnuts for the boss.
5. _____ He carried team reports without being asked.

MATH ACTIVITY G.39
“TIME IS ON YOUR SIDE”

OBJECTIVE: To practice using time

RESOURCES: Work Sheet—Math Activity G.39

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet to each student.
2. Have students complete the questions on the work sheet.
3. Review the answers with your students.

MATH ACTIVITY G.39
“TIME IS ON YOUR SIDE”
WORK SHEET

DIRECTIONS: This activity will give you practice with using time.

1. Paul is very anxious to learn about becoming a team leader. He tries to make a good impression by being on time and working hard. He keeps careful track of his hours shown on his time card.

Paul’s time card has pairs of times on it. They look like this:

8:01
→ 3 hours 29 minutes
11:30

The top number represents when Paul started to work, the bottom number when he left for lunch or to go home. Figure out how many hours and minutes Paul worked for each of the following sets of time card numbers:

a. 8:05 a.m.
11:30 a.m.

b. 12:00 p.m.
5:25 p.m.

c. 1:00
6:45 p.m.

d. 7:55 a.m.
11:40 a.m.

e. 12:51 p.m.
5:15 p.m.

f. 1:06 p.m.
6:58 p.m.

2. When the company figures wages, it can be very difficult to keep track of single minutes. They round off times to the nearest 5 minutes. Round off the following times to the nearest 5-minute intervals. Example: 10:32 - 10:30, 10:33 – 10:35.

a. 12:38

b. 1:22

c. 4:11

3. Paul is paid \$6.50 per hour. Here is his time card for 1 day. Rounding off the times as you did in question 2, find out how much Paul was paid on this day.

8:03	12:06
11:31	5:28

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What are occupational skills?

2. How can you identify what occupational skills are needed?

3. How can you learn marketable occupational skills?

4. How can you keep track of the occupational skills you learned?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What are occupational skills?
 - Employable skills
 - Job specific skills

2. How can you identify what occupational skills are needed?
 - Internet search
 - Dictionary of Occupational Titles (DOT)
 - National Skills Standards

3. How can you learn marketable occupational skills?
 - Volunteering
 - Job shadowing
 - Rotation programs
 - Internships
 - Co-op education
 - Post-secondary education
 - Employee training
 - Apprenticeship training
 - Certificate programs
 - Self-study

4. How can you keep track of the occupational skills you learned?
 - Portfolio

ANSWER KEY
READING RECALL

PART I

1. Paul was angry because he thought
 - a. x Glen was trying to get a promotion.
 - b. Glen wasn't doing his share.
 - c. Mr. Adams didn't like him.

2. Mr. Adams told Paul to
 - a. get him some coffee.
 - b. x get back to work.
 - c. help Glen carry papers.

PART II

1. G He always had his work done ahead of everyone else.
2. P He thought Glen was trying to impress the boss.
3. N He told Paul to get back to work.
4. P He tried to get coffee and doughnuts for the boss.
5. G He carried team reports without being asked.

ANSWER KEY
MATH ACTIVITY

- 1
- a. 3 hrs, 25 minutes
 - b. 5 hrs, 25 minutes
 - c. 5 hrs, 45 minutes
 - d. 3 hrs, 45 minutes
 - e. 4 hrs, 24 minutes
 - f. 5 hrs, 52 minutes

- 2
- a. 12:40
 - b. 1:20
 - c. 4:10

- 3.
- 8:03 rounded to 8:05
 - 11:31 rounded to 11:30
 - 12:06 rounded to 12:05
 - 5:28 rounded to 5:30
 - \$57.42