



KEY CONCEPTS

- Employability skills
- Job-specific skills
- Transferable skills



CLASSROOM MATERIALS

- Handout 5.1
- Handout 6.1
- Handout 6.2
- Handout 6.3
- Handout 7.1

For Additional Activity 5:

- Handout 6.4



CAREER COACH WEBSITE LINKS

- Browse by Career Profiles

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Learn about the concepts of job, employability, and transferable skills
- Inventory skills developed as a result of personal education, work experience, and life experience
- Evaluate how past accomplishments have developed job-specific, employability, and transferable skills

LESSON SET-UP

Note: If students do not have Internet or computer access in the classroom, students may view career skills information on their own by visiting the *Career Coach* website or the O*Net website (below)

For this lesson you will need:

ACTIVITY 1

- Students to take **Handout 5.1** out of their portfolios
- Enough copies of **Handouts 6.1** and **6.2** for each student in the class

ACTIVITY 4

- Enough copies of **Handout 6.3** for each student in the class

WRAP-UP

- Enough copies of **Handout 7.1** for each student in the class

ADDITIONAL ACTIVITY 5

- Enough copies of **Handout 6.4** for each student in the class

FYI

For more information on:

- Search for job-specific knowledge, skills, and transferable skills by career title, see <http://www.online.onetcenter.org/>
- Job-specific skills and transferable skills, see <http://www.ctdol.state.ct.us/progsupt/jobsrvce/skills.htm>

Introduction (5 minutes)

1. Review the last lesson, in which students learned about different careers that might suit them.
2. The assignment had students answer two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.
 - *What interesting careers did I come up with?*
 - *Which of these am I most interested in learning more about right now?*
3. Ask students if any of them researched additional careers on their own. Ask for one to two volunteers to share what they found.
4. Introduce the main point of the lesson. Students will:
 - Understand job-specific, employability, and transferable skills
 - See how all three skill types are needed to succeed in the workplace
 - Evaluate how they have already developed many skills
5. Ask students to write two questions in their notebooks. They will answer these at the end of the session.
 - *What are three job-specific, employability, or transferable skills that I already have?*
 - *What are three job-specific, employability, or transferable skills that I should develop?*

Identifying Skills

Background



Explain that skills are what people do well. To succeed in the your career, you need three types of skills:

- Job-specific skills – what you need to know to do a particular job
- Employability skills – personal qualities that make you a valuable worker
- Transferable skills – skills that you can use in a variety of jobs

Tell students that over the next few lessons they will be learning different things about the careers they identified in the last class. Explain that each of these lessons will help them make a smarter decision about which career would be a good fit for them. Tell students that this module will help them identify skills they can work on to prepare for a target career that meets their skills, values, interests, and lifestyle needs.

ACTIVITY 1: Identifying Job-Specific Skills (10 minutes)

PAIR AND SHARE Divide the class into pairs.



Pass out **Handout 6.1**

1. Pass out **Handout 6.1: Career Development Skills** and **Handout 6.2: Skills Worksheet**.
2. Have a student read the definition and examples of job-specific skills from **Handout 6.1**.

ACTIVITY 1: Identifying Job-Specific Skills (cont.)

**Students take out
Handout 5.1**



Pass out Handout 6.2

3. Direct people in the groups to list five jobs that they have done or know about.
4. Ask students to identify job-specific skills related to each job. Then ask pairs to share their ideas with the class.

Examples

A store salesperson can operate a cash register.

A carpenter knows how to read blueprints, uses math to do calculations, and operates power tools.

5. Ask students to take out **Handout 5.1** out of their portfolios. Ask each student to look at the list of interesting careers on **Handout 5.1**, choose one, and write it on **Handout 6.2**. Have them list several job-specific skills that they think they will need to learn to perform that career choice.
6. Ask students to share their top career choice and the related job-specific skills.

ACTIVITY 2: Identifying Employability Skills (10 minutes)

PAIR AND SHARE Keep students in pairs.



Handout 6.1

Handout 6.2

1. Have a student read the definition of *employability skills* on **Handout 6.1**. Go through the list of examples and have students volunteer what they think each one means and why it is important to success in the workplace.
2. Explain that many employers know that they can train people in specific job skills, but they are looking for individuals who have strong employability skills—personal qualities that will help them succeed at the workplace with managers, coworkers, and customers.
3. Ask students to think of the job they currently do or any job they have done in the past. If students have never had a job, direct them to think of other activities that they have done. Direct partners to work together to write examples of employability skills on **Handout 6.2**. To help them, write the following headings on the board.

On the Job

In School

Through Community Activities

Examples

Jobs – having good attendance

School – meeting deadlines

Community activities – cooperation or compromise

ACTIVITY 2: Identifying Employability Skills (cont.)

- After about five minutes, have the class create a list of employability skills. Write the employability skills that they come up with under the headings as shown below. Make sure you have at least four to five topics per heading.

Sample Responses

On the Job	In School	Through Community Activities
Good attendance	Meeting deadlines	Being organized
Being on time	Accuracy	Taking leadership
Flexibility	Listening to directions	Following through
Cooperation	Following feedback	Coming up with new ideas
Positive attitude	Working on teams	Solving problems

ACTIVITY 3: Identifying Transferable Skills (10 minutes)

PAIR AND SHARE Keep students in pairs.



Handout 6.1

Handout 6.2

- Have a student read the definition and examples of *transferable skills* on **Handout 6.1**.
- Ask pairs to imagine that they organized a spaghetti dinner as a fundraiser for a school or a community group.
- Ask pairs to come up with a list of transferable skills that can be learned through organizing a spaghetti dinner and transferred to the workplace.

Examples

Budgeting skills were used to price the food so that costs were covered and money was raised.

Writing skills were used to develop a flyer and advertise the fundraiser.

People or sales skills were used to persuade people to attend.

- Compile a list of transferable skills based on the fundraiser and write it on the board. As students come up with skills, comment on different kinds of ways these are used in the world of work.
- Ask students to think about transferable skills that could be useful in the top career choice they picked for **Handout 6.2**. Ask them to write their ideas on **Handout 6.2**.

Identifying Personal Skills**Background**

Explain that the main reason for talking about skills is for students to think about the skills that they have already developed in their lives.

Tell them that although they may not have the skills they need for their target careers right now, reaching their target career takes years for most people and there are many skills that can be developed over time. In Module 9, they will discuss how to develop more skills that they need to develop their careers.

ACTIVITY 4: Identify and Inventory Your Skills (10 minutes)

WORKSHEET Review the idea that skills are learned through many life activities and experiences such as education, vocational training, volunteer work, and church and community activities.



Pass out **Handout 6.3**

Students take out
Handout 5.1



1. Have students use **Handout 6.3: My Personal Skills Inventory** to take inventory of their skills by making three lists.

- Job-specific skills that they have developed through work, school, and community service.
- Employability skills that they have developed through work, school, and community service.
- Transferable skills that they have developed through work, school, and community service.

2. **COMPUTER OPTION** - Ask students to take out **Handout 5.1**. Ask them to make a star next to the two careers they think best fit the job-specific, employability, and transferable skills they have already developed.

NON-COMPUTER OPTION - Encourage students to visit the *Career Coach* website or <http://www.online.onetcenter.org/> to find out which job-specific and transferable skills are required by their interesting careers. For homework, ask them to make a star next to the two careers they think best fit the job-specific, employability, and transferable skills they have already developed. Instruct students to write one or two skills they will need for each of these careers in the margins of **Handout 5.1**.

3. Tell students to put **Handouts 5.1** and **6.3** in their portfolios. They will be using them again.

Wrap-Up and Assignments (5 minutes)

Pass out **Handout 7.1**



1. Review the main goal of this lesson. The purpose of this lesson was for students to understand how job-specific, employability, and transferable skills are needed to succeed in the workplace. Through this lesson, they evaluated how they have already developed many of these skills through work, school, and daily life.
2. Pass out copies of **Handout 7.1: Personal Budget Worksheet**. Tell students that the next class will cover comparing careers based on their lifestyle needs. Let them know that they will need to come prepared to create a budget based on their current expenses. Tell students to look over **Handout 7.1** and bring the information they need to class or fill it out at home.
3. **NON-COMPUTER OPTION** - Remind students to visit the *Career Coach* website or the O*Net website to find out which of their interesting careers match the job-specific, employability, and transferable skills they have already developed. Ask them to star the two careers that best match their skills and be prepared to share them in class.

Wrap-Up and Assignments (cont.)

4. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *What are three job-specific, employability, or transferable skills that I already have?*
 - *What are three job-specific, employability, or transferable skills that I should develop?*

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 5: The Story of an Accomplishment

PAIR AND SHARE Divide students into groups of two. Direct students to tell one another the story of a past accomplishment. This accomplishment can be from any life experience i.e., work, family, athletics, or special interest activities, as long as the experience gave them a sense of fulfillment or satisfaction. Stress that these achievements need not be newsworthy or earth shattering, but certainly important to them as individuals.

Examples

Repaired a leaky kitchen faucet

Earned a GED

Learned to use a new computer program

Saved money to buy a car



Handout 6.4

1. Direct students to describe the accomplishment to their partner giving details on how they got involved in the activity and what role they played in accomplishing the goal.
2. Pass out Handout **6.4: The Story of an Accomplishment**. After describing their accomplishments, have students write their accomplishment and list what skills they developed or enhanced as a result of finishing the task and reaching their goal.
3. If time permits, have each pair of students share the story of their accomplishments and the skills they developed with the rest of the class.



Handout 6.1: Career Development Skills

Job-specific skills are the knowledge and skills needed for a particular job. They can be developed through education, in job training programs, or on the job.

Examples:

- Paralegal – conducting legal research and preparing motions for filing
- Auto mechanic – rebuilding a transmission and running computer diagnostics
- Nurse – administering medication and creating medical charts
- Computer technician – completing operations analysis and hardware repair

Employability skills are personality traits and habits that help people adapt and succeed in the workplace. Employability skills describe your work style and can make you a valuable employee.

Examples:

Cooperation	Flexibility
Reliability	Follow-through
Accuracy	Punctuality
Positive attitude	

Transferable skills can be used in a variety of jobs or occupations. Because transferable skills are in demand across the job market, developing transferable skills is an excellent way to get a new job and to establish future job security.

Someone who has transferable skills can apply their skills to a new position with minimal training from the employer.

Examples:

Writing	Organization
Coordinating projects	People skills
Mechanical ability	Sales skills
Research	Working with numbers
Creativity	Public speaking
Math skills	Negotiation
Critical thinking	

Handout 6.2: Skills Worksheet

Job-specific skills: knowledge and skills needed for a particular job

Write your top career choice: _____

Write knowledge or skills needed for that career

_____	_____
_____	_____
_____	_____

Employability skills: personality traits and habits that make you a valuable worker

Write employability skills below that can be developed on the job, at school, or in community activities.

_____	_____
_____	_____
_____	_____

Transferable skills: skills that can be used in a variety of jobs or occupations.

Write transferable skills that could be helpful in this career.

_____	_____
_____	_____
_____	_____



Handout 6.3: My Personal Skills Inventory

Job-specific skills: knowledge and skills needed for a particular occupation or job

What job-related skills have I developed through work, school, and community service?

Employability skills: personality traits and habits that describe your work style and make you a valuable employee

What personality traits and characteristics have I developed through work, school, and community service?

Transferable skills: can be used in a variety of jobs or occupations

What transferable skills have I developed through work, school, and community service?
