General Employability Skills

PEIMS Code: N1270153
Abbreviation: GEMPLS
Grade Level(s): 9-12
Award of Credit: 1.0

State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.

This course is designed to guide students in obtaining the knowledge and the needed employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. Students will learn and apply basic knowledge of what is expected in the workplace.

Essential Knowledge and Skills:

(a) Introduction

(b) It is crucial for students to acquire general employability skills as a part of their educational foundation before they can be successful in career development and CTE courses that have been designed to prepare high school students for the workplace. This course is designed to educate students on the skills that are considered essential in any employment situation, including personal appearance, job-related social skills, working as a member of a team, organization, and work ethic. Students learn and apply basic knowledge of what is expected in the workplace to prepare for future career success.

(c) Knowledge and skills

(1) The student demonstrates general employability skills by maintaining basic requirements of personal health, hygiene, and grooming. The student is expected to:

(A) evaluate the importance of grooming, hygiene, and appearance in personal and professional settings;

(B) select and maintain clothing to maximize appearance for a variety of possible employment experiences; and

(C) evaluate the effects of a balanced diet on health, appearance, and effective job performance.

(2) The student demonstrates social interaction skills necessary for personal and career success. The student is expected to:

(A) demonstrate conventional social behaviors when interacting with peers and adults in work-based scenarios by:

(i) using appropriate greetings;

(ii) saying please and thank you;

(iii) giving and receiving compliments;

(iv) giving and receiving apologies;

(v) accepting consequences for actions and learning from mistakes;

(vi) differentiating between interactions at work and outside of work;

(vii) accepting feedback concerning various job behaviors; and

(B) practice social skills in work-based scenarios by:

(i) working effectively under different styles of supervision;

(ii) working cooperatively as a member of a team;

(iii) working effectively with people who have different personalities;

(iv) helping others when asked or without being asked; and

(v) demonstrating appropriate interactions with authority figures.

(3) The student demonstrates personal characteristics that will result in success in the workplace. The student is expected to:

(A) apply effective management skills, such as time management and organization, to facilitate task completion;

(B) use specific verbal and written language to communicate needs and ideas;

(C) apply problem-solving strategies for effective decision making;

(D) practice strategies for negotiation and conflict resolution;

(E) demonstrate effective communication skills including verbal, non-verbal, written, and electronic;

(F) set long-term goals and short-term objectives for personal growth; and

(G) apply stress management techniques.

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

(A) evaluate interests, abilities, values, and work environment preferences related to career choices;

(B) identify expectations of employers such as having a positive attitude, self-reliance, staying on task, being punctual, and displaying initiative;

(C) set long-term goals, short-term objectives, and develop action plans related to professional growth;

(D) exhibit general employability skills such as regular attendance, team member contributions, and timely task completion;

(E) practice the development of positive interpersonal skills in the workplace through role-play; and

(F) demonstrate appropriate self-advocacy skills.

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

(A) identify at least two Career Clusters that correlate to the results of career interest and aptitude assessments;

(B) conduct in-depth studies of one or more Career Clusters of interest to determine career opportunities in that cluster;

(C) analyze employability skills found in employment advertisements and databases such as Help Wanted Online in the individual career areas of interest;

(D) present an analysis of employability skill findings related to personal career interests;

(E) research and present on current topics in employability skills using human resources publications and other sources of scholarly and professional material;

(F) identify academic and technical high school courses related to career choices of interest to the student;

(G) compare the educational requirements for careers of personal interest; and

(H) create and present an individualized plan of study for at least one career, including the results of personal, financial, and career planning resources, such as Reality Check.

(6) The student explores topics related to job searches and interviews. The student is expected to:

(A) experiment with the various modes by which a thorough job search can be conducted;

(B) identify the different types of employment interviews that are possible;

(C) practice possible answers to anticipated questions asked at interviews;

(D) demonstrate understanding of the components of interviews including before, during, and after the interview, such as preparation/research, initial interview questions, employers' expectations, and listening and responding; and

(E) engage in successful interview strategies through various activities, such as role playing, practice interviews, demonstrations, and evaluations of sample interview case studies.

(7) The student demonstrates an understanding of the transition to new employment. The student is expected to:

(A) describe the purpose and importance of new employee orientation;

(B) describe how group initiation may occur in the workplace;

(C) discuss employee benefits, such as pay and health insurance;

(D) explain the purpose of a new employee introductory period;

(E) describe the need to understand jargon, language, and vocabulary particular to a position;

(F) research the kinds of policies and procedures typically found in a workplace;

(G) interpret organizational charts;

(H) compare various work styles and settings such as working alone versus working collaboratively; working indoors versus working outdoors; or being a team lead versus a team member;

(I) define and explain the various emotions that may accompany new or initial employment, such as feeling overwhelmed, lonely, anxious, dependent, excited, and/or motivated; and

(J) research and present on various topics related to work/life balance.

Recommended Resources and Materials:

Teaching Social Skills to Youth: A Step-by-Step Guide to 182 Basic to Complex Skills Plus Helpful Teaching Techniques, 2nd Edition.

This guide features step-by-step component behaviors for 182 social skills – from basic to complex. Each skill has been task analyzed into its essential behavioral elements. Most of the steps in these skills will require additional discussion led by the teacher.

Dowd, T., & Tierney, J. (2005). *Teaching social skills to youth: A step-by-step guide to 182 basic to complex skills plus helpful teaching techniques*, (2nd Edition). Boys Town, Nebraska: Boys Town Press.

Top Ten Tips for Work Readiness

This resource for teaching soft, employability skills provides 210, 10-15 minute, easy-to-read lessons that cover attributes and skills identified by employers as essential for career success. The content is organized into five categories of work readiness: Work Habits, Workplace Effectiveness, Business Skills, Communicating Effectively and The Job Search. Both the online version and CD version contain an assessment and activity after every lesson. The online version contains two videos and motivational trophies for students, plus The Teacher's Desktop that enables the teacher to set required and optional lessons, establish a minimum score that is reported to students and teachers via the class roster, and create a pre- and post-test from provided questions. The online version is updated with new features annually.

Career Solutions Publishing (2014) Job Ready Career Skills (4th edition online, 2nd edition CD). Berwyn, PA: Career Solutions Publishing.

Life Skills Health – Pearson/AGS Globe

This textbook addresses the health issues and related decisions encountered by teenagers. Short, concise lessons hold students' interest. This resource allows students who read below grade level access to grade-level information by providing simple sentence structure and assistance with difficult vocabulary.

Pearson Education, (2007). *Life skills health, (Chapter 6).* Shoreview, MN: Pearson Education, Inc. publishing as Pearson AGS Globe.

Job-Related Social Skills

The purpose of this curriculum is to teach social skills that will increase the opportunity for job success by providing instruction for 18 job-related social skills. The skill sequence is ordered from simple to complex, and the resource provides systematic instruction and repeated practice and feedback to the learner. Job Related Social Skills contains scripted lessons for the facilitation of group or individual lessons.

Lund, K. A. and Montague, M. (2009). *Job-related social skills: a curriculum for adolescents with special needs.* Reston, VA: Exceptional Innovations, Inc.

The Transitions Curriculum

This curriculum is written in three volumes: Personal Management, Career Management, and Life Management. It was created for at risk students, and contains approximately

300 lessons with topics that will motivate students. The resource also has a number of hands-on activities. Each volume comes with a CD that contains a complete set of student handouts.

Fulton, L. and Silva, R. (2013). *The transitions curriculum,* (3rd Edition). Santa Barbara, CA*:* James Stanfield Co.

Social Skills Lessons and Activities for Grades 7-12

This curriculum is designed to teach crucial social skills by presenting them in a structured format and reinforcing them through role-play (rehearsal), practice, and independent use. Fifty-one lessons are included, addressing a variety of social skills, based on the belief that learning should be sequential and linked to community goals.

Began, R. W. (Ed.) (1996). *Social skills & activities for grades 7-12: A ready-to-use curriculum based on real-life situations to help you build children's self-esteem, self-control, respect for the rights of others, and a sense of responsibility for one's own actions.* San Francisco, CA: Jossey-Bass Publishers.

"Texas Reality Check." Texas Reality Check | Home. N.p., n.d. Web. 03 Jan. 2017.

"The Conference Board Help Wanted OnLine®." The Conference Board Help Wanted OnLine®. N.p., n.d. Web. 03 Jan. 2017.

Recommended Course Activities:

Activities – Sample lesson topics for each of the following skills:

1. General employability prerequisite skills
   - Appropriate hygiene and grooming
   - Appropriate clothing selection for the job
2. Social interaction skills
   - With peers
   - With adults
3. Skills for personal success
   - Personal management skills
   - Problem-solving skills
   - Conflict resolution and negotiation
   - Effective communication
   - Stress management
   - Setting goals and objectives
4. Employability skills
   - Self-reliance
   - Flexibility
   - Honesty
   - Dependability
   - Punctuality
   - Attendance
   - Safety
   - Teamwork

- Leadership
- Continued learning
- Task completion

Sample activities:

1. Organizational skills and practices
2. Choosing appropriate clothing for work and interviews

Suggested methods for evaluating student outcomes:

- Teacher observations and data collection to determine knowledge and skills acquisition through summative and formative evaluations, such as classroom discussions, presentations, quizzes, and exams
- Lesson evaluations - student demonstrates and practices:
  - appropriate social interaction skills;
  - work-related social skills;
  - personal skills for success in the workplace; and
  - employability skills in a variety of job settings.

Teacher qualifications:

An assignment for General Employability Skills, Grades 9-12, is allowed with any vocational or career and technical education (CTE) classroom teaching certificate or one of the following certificates:

- Teacher of Students with Visual Impairments, Grades EC-12
- Special Education, Grades EC-12.

Additional information: