

CATESOL Adult Level Workshop
Long Beach, CA April 2011
**Integrating Workplace Skills
in General ESL Classes**

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Continuing Education Program

Agenda

- Introductions, Classroom Jobs, Agenda, Objectives
- Presentation: Research and Background
- What employers are telling us (teacher buy-in)
- What employers are looking for (student buy-in)
- Authentic documents
- Problem solving
- “I” Statements
- Reflection and commitment

Objectives

By the end of this session, participants will be able to

- Identify the characteristics of the labor force relevant to ESL/ABE populations;
- Identify the benefits of integrating workforce skills in ESL classrooms;
- Identify contextualized transferable workforce strategies; and
- Identify ways to connect transferable skills in the ESL classroom to the workplace

Classroom Roles and Duties

Materials Managers, Trainer, and
Cell Phone Monitor

1. What do you think they do?
2. What do you think they need to say?
3. Why do we have them do it?

Refer to handout pgs. 1-3

Classroom Roles and Duties

- **Materials Managers-** They pass out handouts and to their classmates. They say: *Here you are. Did everyone get a handout? Who needs one?*
- **Trainer-** They are in charge of students who come late, or new students. They say, *Hello, my name is _____ We are on p. _____.*
- **Cell Phone Monitor-** This person reminds the class that ringing of cell phones is disruptive to everyone. They say: *Please turn your cell phone to vibrate, or turn off your cell phone.*

Pair Reflection

- How could you adapt these strategies to fit your class?
- What jobs can you see your students doing?

Reflect on these questions. Share with a partner.

Changes in the California Labor Force

- Workforce population changes
- Worker challenges: Language, literacy, workplace readiness
- Decline in skill level of the workforce
- Impact on tax revenues, public and social programs

Source: California Department of Education, Adult Education in California, p.4

Finding #1: Close the Foundational Skills Gap

“To support sustainable economic growth and equitable social conditions, California must directly focus on closing the foundational skills gaps in its current working-age adult population...

The key foundational skills needs are English language, literacy to post secondary readiness, and work readiness skills.”

Source: California Department of Education, Adult Education in California, p.4

Fastest Growing Jobs Between 2008 and 2018

- Health care
- Education
- Sales
- Food service

Source: “Tomorrow’s Jobs”, US Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2010-2011

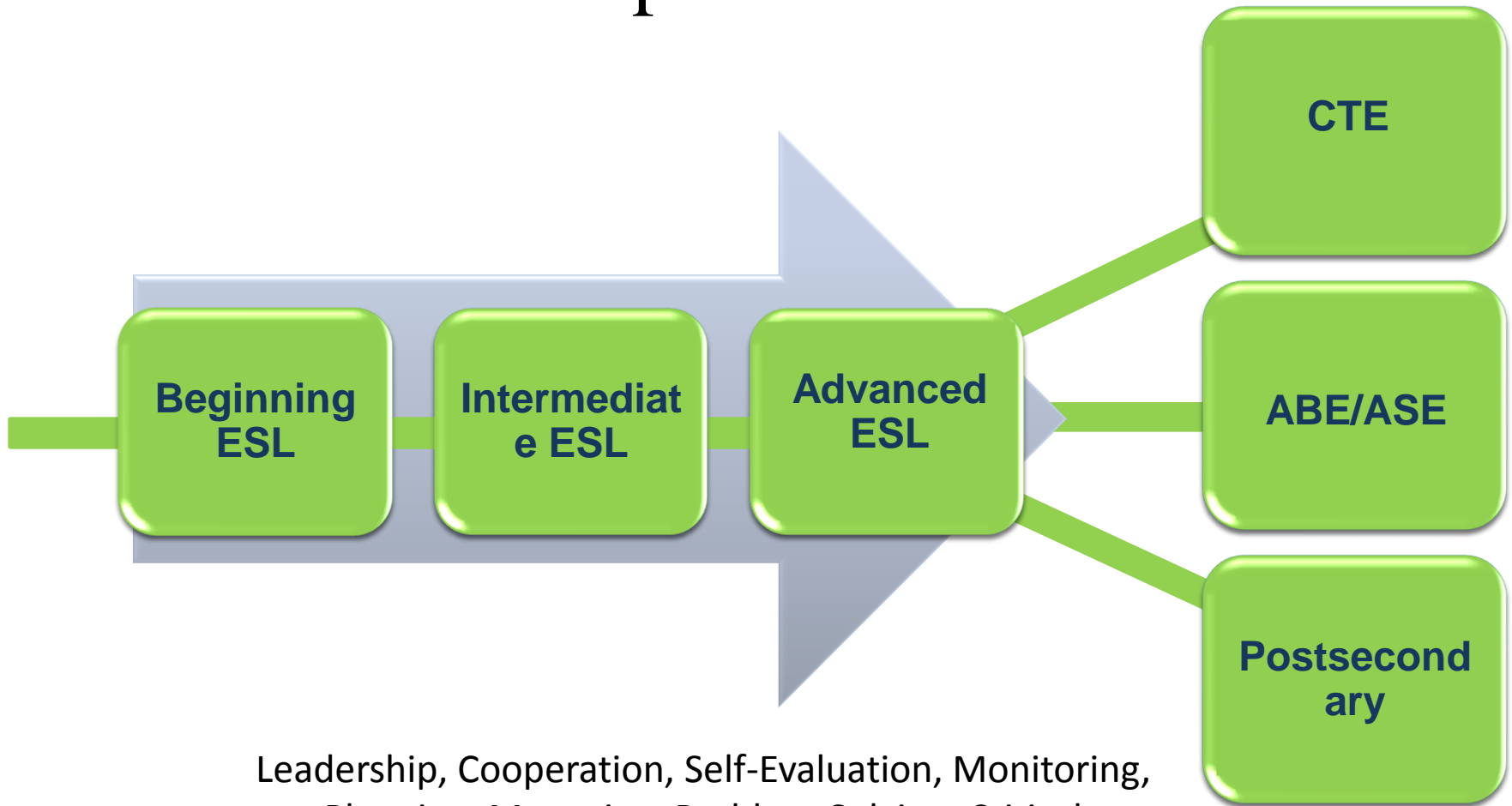
The Need for Adult Education

As of 2009, in California:

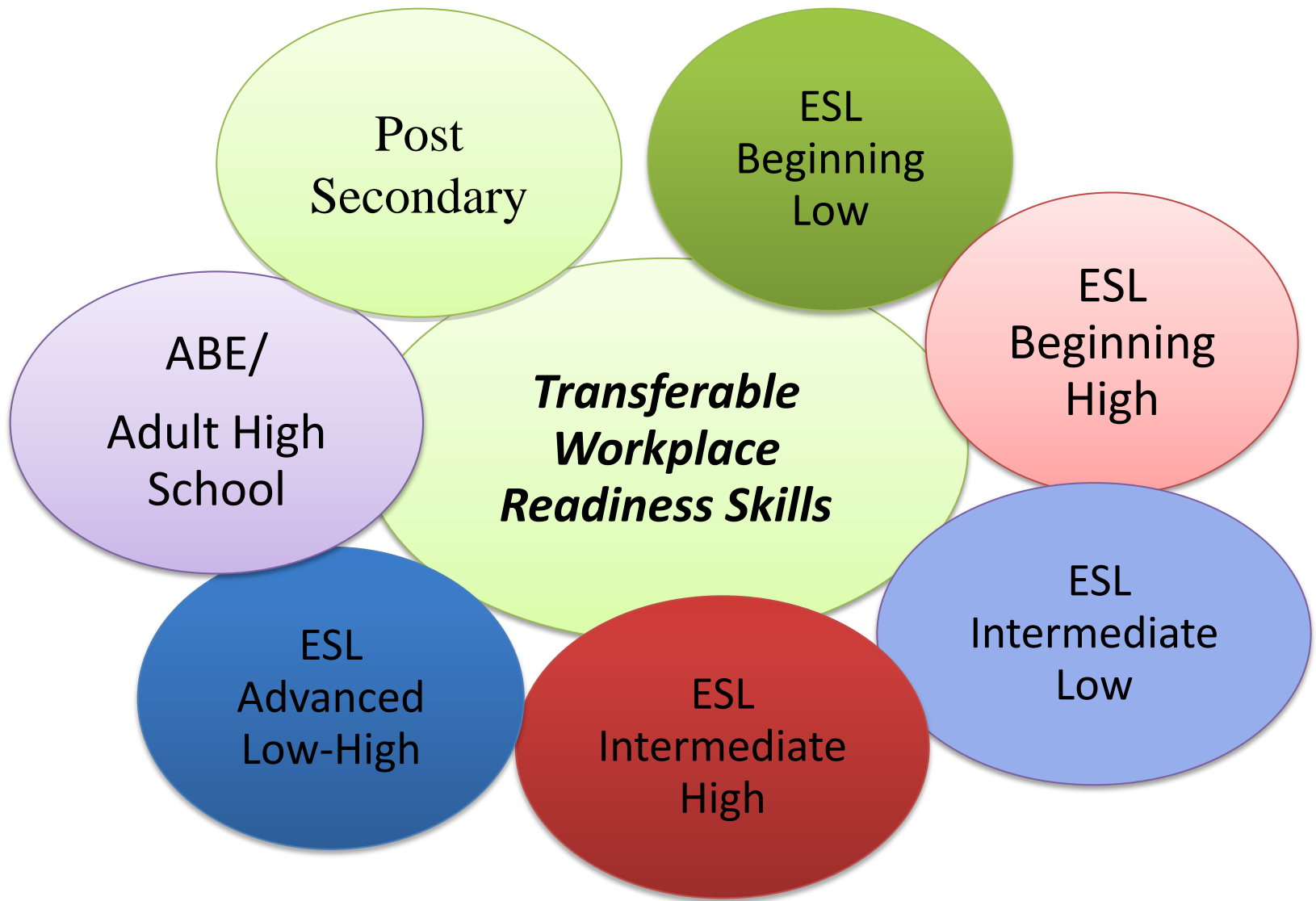
- 5.3 million adults do not have a high school diploma
- 3 million speak English “less than well”
- These two groups will need:
 - Basic skills instruction
 - English Language instruction
 - Other workplace readiness skills

Source: California Department of Education, Adult Education in California, p.6

At What Level Should We Integrate Workplace Skills?



Leadership, Cooperation, Self-Evaluation, Monitoring,
Planning, Managing, Problem-Solving, Critical
Thinking, and others



Brainstorm

What are some things that workers have to do on every job?

Example: *Follow directions*

Soft Skills

Soft Skills: Interpersonal and Communication Skills

- Listen well/understand instructions
- Manage time
- Monitor performance
- Read and comprehend work documents
- Interact with others
- Teach job duties to others
- Work in a team
- Solve problems
- Take initiative and responsibility
- Lead/plan/delegate

Sources: http://www.quintcareers.com/transferable_skills_set.html, SCANS, EFF.

Hard Skills

Hard Skills: Technical Knowledge and Skills

- Make and repair products (fix a car, weld a pipe)
- Operate machines
- Provide required service
- Use appropriate computer hardware and software
- Demonstrate knowledge of safety standards
- Market and sell merchandise
- Implement appropriate office procedures

Source: Coates, 2006

Soft Skills and Hard Skills

“It’s rarely a shortfall in technical expertise that will limit your chances to land a good job or to move up in the workplace. It is rather a shortcoming in social, communication, and self-management behaviors. You can have all the technical expertise in the world, but if you can’t sell your ideas, get along with others or turn your work in on time, you’ll be going nowhere fast.”

Source: N. Barry, Work-Based Learning Connections

Transferable Skills

Transferable skills are portable skills that students take with them to jobs from

- 1) Our classes
- 2) Other jobs
- 3) Volunteer jobs
- 4) Community meetings
- 5) Work they do in the home

What Employers are Looking For...

Santiago Rodriguez of Apple Computers

- Communicate orally & in writing
- Get along with other people
- Be flexible.

Rick Grey, Operations Manager, Dynabil, Inc.

- Leadership skills
- Organizational skills
- Trustworthy

Refer to handout p. 4

What Employers are Looking For...

Larry Sealy of GM

- Basic skills
- Interpersonal skills & ability to work in a group
- Problem solving

Wayne Lavalier, Continental Maritime

- Punctual
- Attitude

What Employers are Looking For...

Cindy Radamaker, Loews Coronado Bay Resort

- Answer the telephone
- Friendly and positive outlook
- Smile and make eye contact
- Listen & directly answer questions

Daniel Ballister, Southwestern Cable

“We received over 300 resumes for one job opening”

- Follow directions
- Honest about your skills

Looking at the Help Wanted Ads

Numbered Heads Team Activity Instructions

1. Sit in a team of 4. Number in your team from 1-4.
2. All team members discuss and answer all the questions.
3. Report Back: The teacher rolls the dice. The student with the number rolled answers the question for their group.

Refer to handout pgs. 5-6

Looking At Job Ads

Numbered Heads Team Activity

HELP WANTED ADVERTISEMENTS

1. RESTAURANT

Front Desk/Host. Our front desk/host position ensures guests' initial impressions with Dave & Busters are positive and welcoming. Acts as ambassador to the building, greeting guests with a positive attitude and enthusiasm while coordinating game rentals, merchandise sales and telephones. Smiles and greets guest upon entering. Apply online.

Refer to handout pgs. 5-6

Looking At Job Ads Report Back

Group Reports

Contextualized Workforce Instruction

What is contextualized workforce instruction?

Contextualized Instruction

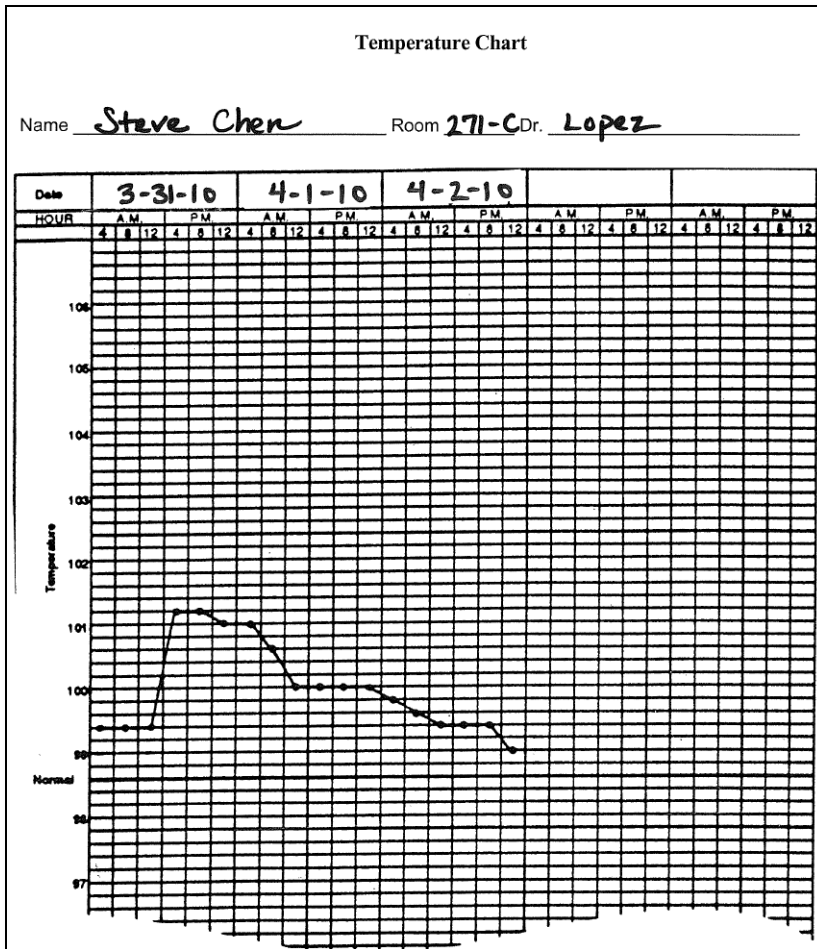
Definition

Developing skills, knowledge, and attitudes drawn from the context in which they will be used, using real-life materials and situations from that context.

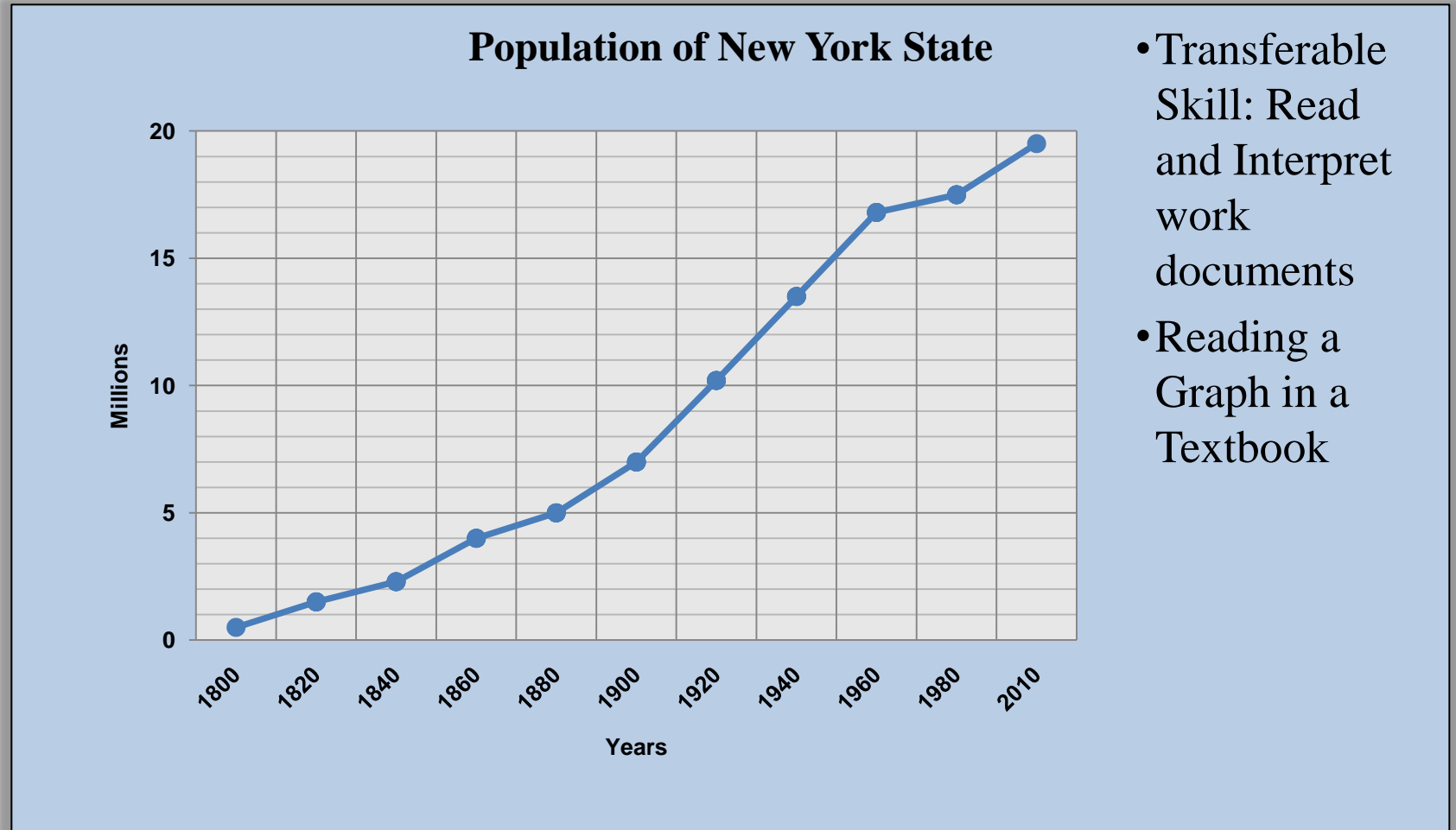
Source: Workforce Education Research Center

Contextualized Workforce Instruction

Read and Interpret
Work Documents:
Monitor Progress



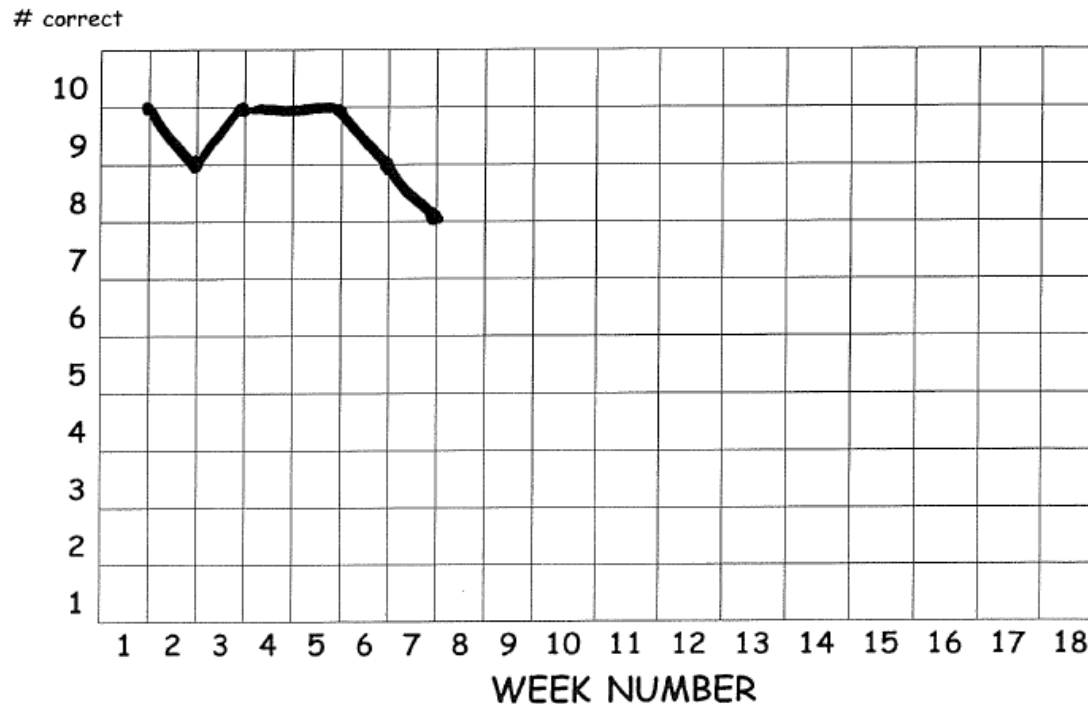
Contextualized Workforce Instruction: Textbook Example



Source: *Basic Study Skills for Academic Success*, Prashker, 1991.

Making a Progress Graph








Student Progress Graph



Refer to handout p.7

Read and Interpret a Textbook Chart

Classroom Inventory List

Item		Number	Location
calculators		15	in the drawer
computers		1	on the desk
books		5	on the cabinet
erasers		20	in the box
pencils		20	on the table
pens		20	on the table
rulers		25	in the cabinet

Transferable Skill:

Interpreting Information from a chart

Source: *Ventures 1*, 2007

Contextualized Workforce

Instruction: Interpreting Information

MAINTENANCE DAILY SCHEDULE

DUTIES	MON	TUES
Help housekeepers move their carts up & down stairs	X	X
Clean the entire pool area	X	X
Clean the entire front lobby area & driveway	X	X
Do a walk-thru of entire building & grounds (am & pm)	X	X
Clean all parking lots	X	X

Refer to handout p. 8

Student Chart

Activity found in many textbooks

What did you do after class last week?

Name	Monday	Tuesday	Wednesday	Thursday	Friday
Maria	Went to the store	Visited friend	Picked up kids	Went to the post office	Visited relatives
Joe	Worked	Helped his daughter with homework	Went to the bank	Worked	Worked

Pair Discussion

How could you use a Progress Graph or a Classroom Charting Activity with your students to teach transferable skills?

Teaching Transferable Skills

Brainstorm

How would you teach students to explain these transferable skills in a job interview when they are asked, “What else can you say about yourself?”

3Rs and 7Cs

- Critical thinking and problem solving
- Communication, information and media literacy
- Collaboration, teamwork and leadership
- Creativity and Innovation
- Computing and ICT Literacy
- Career and learning self –reliance
- Cross-cultural understanding

Bernard Trilling *21st Century Skills*

Problem-Solving and the 7Cs

Problem Solving includes.....

- Collaboration
- Communication
- Critical Thinking
- Cross-Cultural understanding
- Creativity

Bernard Trilling *21st Century Skills*

Problem-Solving Process

- Group leader reads problem
- Member re-states problem
- Leader reads solutions
- Members give opinions
- Consequences
- Consensus
- Group reports



Refer to handout pgs. 9-11

Problem–Solving: Group Roles

- Group Leader
- Restate problem
- Read possible solutions
- Recorder/Reporter



Problem-Solving Useful Phrases

- *I think he/she should do _____ because_____.*
- *The problem is _____, so I think that_____.*
- *What will happen if she does _____?*
- *If she/he does _____, then_____.*

Problem–Solving Step-by-Step

- Group leader reads problem
- Member re-states problem
- Leader reads solutions
- Members give opinions
- Consequences
- Consensus
- Group reports

Problem Solving: Report Back

- What was the problem?
- What solution did your group come to?
- What were the challenges?



Problem Solving: Template

Problem Solving Template

- What is the problem?
- What can he/she do?
- What will happen?
- What will he/she do?

What is the problem?

A

What can he/she do?

1.	_____
2.	_____
3.	_____

B

What will happen?

Good



Bad



1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____

Refer to handout p. 12

What will he/she do?

Why?

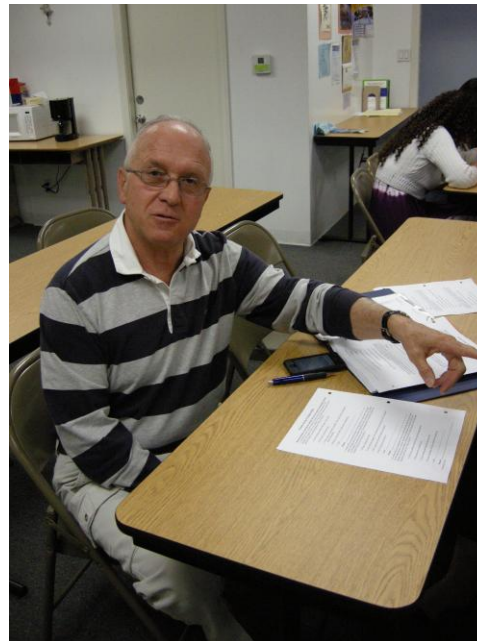
Problem–Solving: Brainstorm

- 1) Which skills did you use in the problem-solving process?
- 2) Which of those skills are transferable from the classroom to the workplace?



Identifying Workplace Readiness Skills

- How can we help students to identify the skills they are using?
- How can we help students to explicitly state what skills they used?



Teaching Self-Inventory & Self-Evaluation

Self Evaluation involves...

- Productivity and Accountability
- Reflecting and Evaluating
- Monitoring and Correcting Performance



Skills to Help You Succeed in the Classroom and at Work

1. Complete Self Inventory-Section A
2. Role-play a Job Interview

A-Tell me about yourself.....

3. Make “I” Statements

B- I introduce myself and talk to my co-workers in English.

Refer to handout pgs. 13-14

Explicit Teaching: Brainstorm

- **How would you teach that these skills/skills statements can be transferred from the classroom to the workplace?**



Transferable Skills: Making “I” Statements

“I” statement examples:

I’m punctual. I can come to class on time.

*I’m organized. I can bring a binder with dividers
and I keep my work in order.*

Refer to handout p. 15

Explicit Teaching: Making “I” Statements

- I work well in a team.
- I cooperate with others.
- I follow instructions.
- I am a team leader.



Reflection: Can you....?

- identify the characteristics of the labor force relevant to ESL/ABE populations?
- identify the benefits of integrating workforce skills in ESL classrooms?
- identify contextualized transferable workforce strategies?
- identify ways to connect transferable skills in the ESL classroom to the workplace?

My Commitment

I will implement the following three new instructional or classroom management strategies into my classroom during the next month.

1. _____
2. _____
3. _____

Additional Information

Handout and PowerPoint presentations
can be accessed at:

www.quia.com/pages/donna/workshops

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