



Infusing Workplace Preparation Skills in Beginning-Advanced ESL Classes

Presenter:

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Objectives

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

- **Describe the 3rd goal in the 60x30 TX Higher Education Strategic Plan and give examples of instructional strategies that address that goal**
- **Incorporate five activities to infuse marketable workplace preparation skills in classes**



Agenda

- Background information on Goal 3 of the 60x30TX Strategic Plan
- Ways to Infuse Workplace Preparation Skills in our Classes
- Review, Reflection and Commitment

60x30 TX Higher Education Strategic Plan

- Goal 1: 60x30
- Goal 2: Completion
- **Goal 3: Marketable Skills**
- Goal 4: Student Debt

Goal 3: Marketable Skills

“The process of identifying and updating marketable skills, sometimes referred to as transferable skills, was a major topic of the second Marketable Skills Conference hosted by the CB [Coordinating Board] in Houston this year.”

Goal 3: Marketable Skills at a Glance

- Includes **interpersonal**, cognitive, and applied skill **areas** that are **valued by employers**, and are primary or complementary to a major
- **Help students identify their marketable skills and communicate them to employers**

60x30TX

Marketable skills must be explicit

The Higher Education Strategic Planning Committee helped develop the marketable skills goal **to make the skills students learn in their programs more explicit.**

Marketable skills embedded in academic programs

The marketable skills goal emphasizes the value of higher education in the workforce. Students need to be aware of the **marketable skills embedded in their academic programs**, and institutions must make certain that students graduate with marketable skills.

Think, Pair, Share

What are some marketable (transferable) skills TX plan is referring to?

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

Example: *Follow directions*

Work with two or three people. Pick a reporter. Think of as many as you can in 2 minutes. Reporter writes & reports back.



Soft Skills [also called transferable or soft skills and in TX plan, marketable]

Interpersonal and Communication Skills

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

Sources: SCANS report; 21st Century Skills

Courtesy: Simple Phrases for Leaving

- *It was nice talking to you.*
- *Thanks for your time.*
- *Thanks for your help.*
- *See you later.*

p. 7 in handout



Soft Skills and Hard Skills

To succeed at work, you need to know your job inside-out, and to be able to perform it well. However, hard skills are only part of the equation. The ability to master a variety of soft skills will help you stand out at work and lead to recognition, rewards, and promotions.

Investopedia: Overlooked Skills

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

p. 2 in handout

Quote from vocational training instructor to ESL instructors:

Welding: “Ricardo is a great welder, but he’s got a bad attitude. Teach him not to be grouchy. Teach reading and math—we’ll take care of welding. Teach how to act at an interview.”



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

Job Ad

Looking at the Help Wanted Ads

HELP WANTED ADVERTISEMENT

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.

Soft Skills and Hard Skills

While technical skills are important, soft skills which are often influenced more by personality than education or training, are still a priority in the workforce.

These are the skills looked for most often among prospective hires:

- **Communication**
- **Organization**
- **Teamwork**
- **Punctuality**
- **Critical thinking**

Investopedia: Most Valuable Skills

Large study shows that employers want employees who can:

Very Important Skills for Recent College Graduates We Are Hiring*



Marketable Skill: Communication

What can we do in our classes to promote oral communication?



Oral Communication: Clarification Strategies

- Use everyday classroom situations.
- Practice often. Make it a habit.
- Repeat back/paraphrase/summarize.

“Students, turn to page 14. What did I just say?”

“Go to the cabinet and get the highlighters and hand them out to your classmates. What are you supposed to do?”

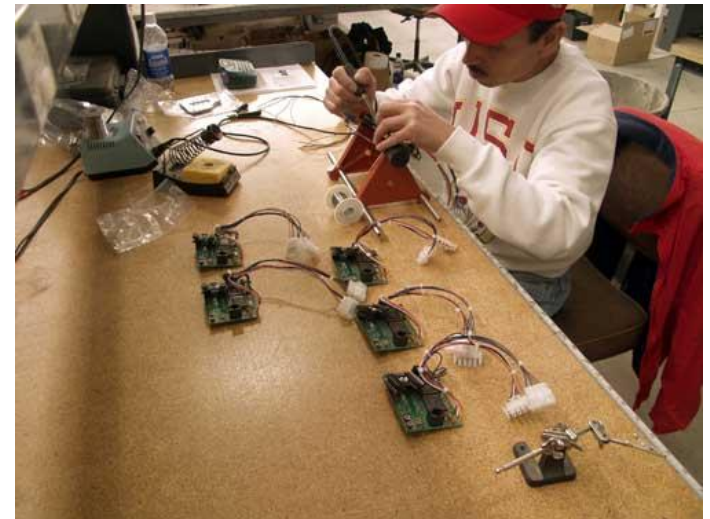
“Ask your partner what he/she did over the weekend. Tell the class (paraphrase).”

Quote from vocational training instructors to ESL instructors:

Electronics Assembly:

“Teach clarification skills.

Teach them to ask questions if they don't understand.”



Lesson **C** *I work on Saturdays and Sundays.*

Conversation cards

- A** Everyone takes a card.
- B** Find a classmate. Ask your question. Your classmate answers. Change cards.
- C** Find another classmate. Ask your new question. Your classmate answers. Change cards again.

If you do not work, think of your jobs at home.

Do you like to work alone or with people?	Do you like to work the day shift or the night shift?	What are two things you do not like to do at work?	What are two things you like to do at work?
Do you like to have a manager or do you like to be your own manager?	What are two jobs you want to have?	What are two jobs you do not want to have?	Do you like to go out for lunch or bring lunch from home?
Do you write letters, e-mails, or reports at work?	Do you answer calls or take messages at work?	Do you take a car, a bus, or a train to work?	Do you make copies or deliver mail at work?
What is your work schedule?	Do you work the day shift or the night shift?	Who are your co-workers?	Do you speak English or your native language at work?

Lesson **B****Where did you go last night?**

N

Student interview

A Talk to your classmates about jobs they had before. Write their names in the chart.

A Elena, did you prepare food at work?

B Yes, I prepared food at work from 2010 to 2012.

Find a student who . . .	Names
1. prepared food at work	<u>Elena</u>
2. made things at work	_____
3. delivered things at work	_____
4. cleaned things at work	_____

B Write sentences about your classmates.

1. Elena prepared food at work from 2010 to 2012.

2. _____

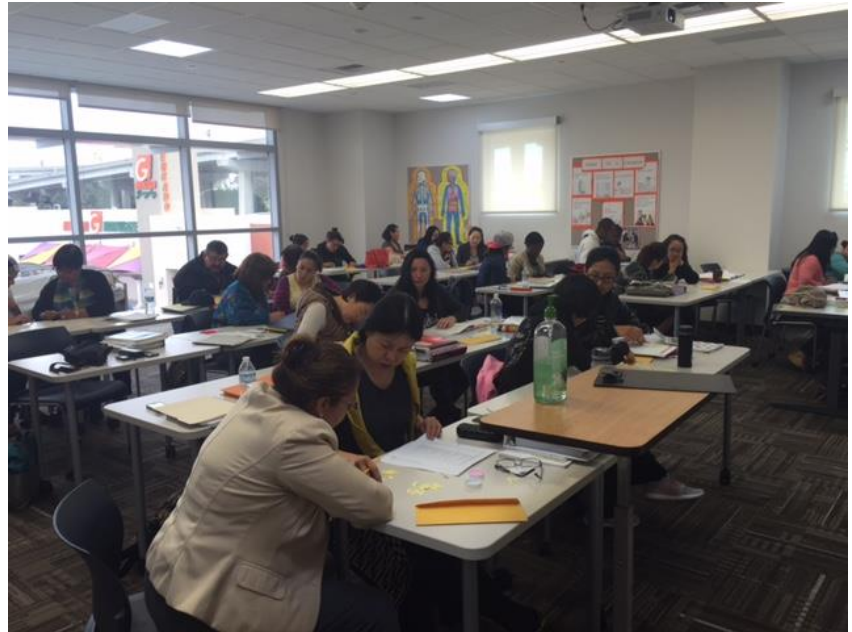
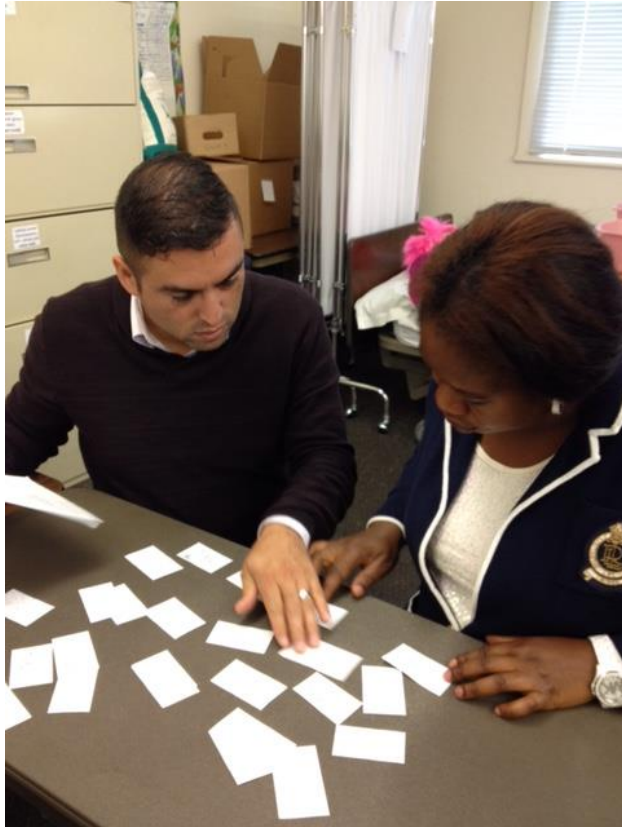
3. _____

4. _____

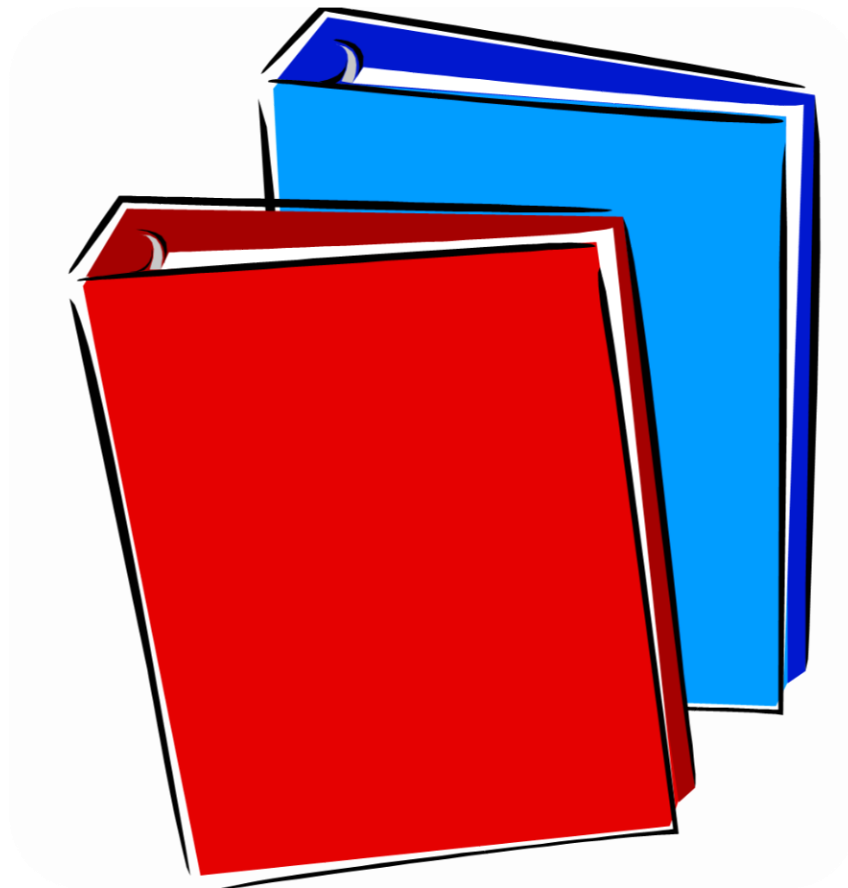
p. 8 in handout

Ventures 2, Lesson B
online resource

Marketable Skill: Organization



Organizing Materials



Management/Organization Strategy: Student Binder Checklist

Student's Name _____

Date _____

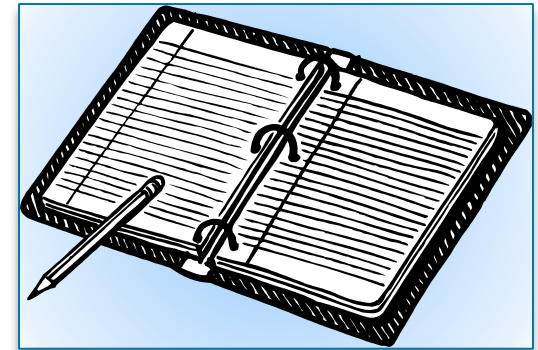
Check "Yes" ✓ if the answer is correct.

Check "No" ✓ if the answer is not correct.

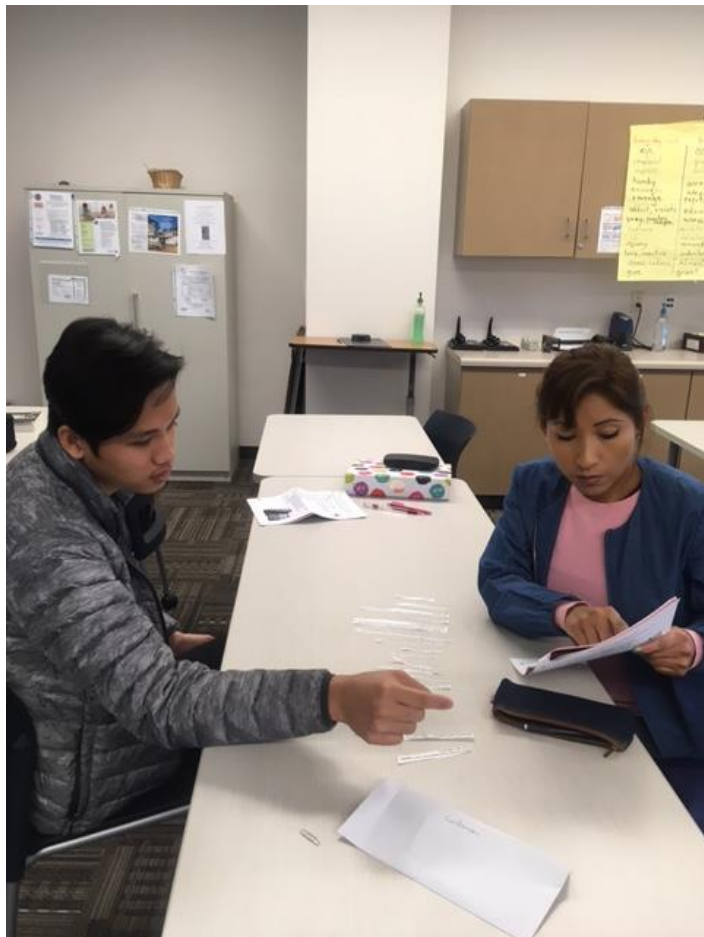
	My Answers		Evaluator's Answers	
	YES	NO	YES	NO
1. My name and class name are on the binder.				
2. I have lined paper in the binder.				
3. I have five dividers.				
4. I have all my papers in the correct divider sections.				
5. I have only papers from this class in the binder.				
6. I can find my papers easily.				

Number of YES checks: _____

Evaluator's Name _____



Marketable Skill: Teamwork



Lesson **F** *Another view*

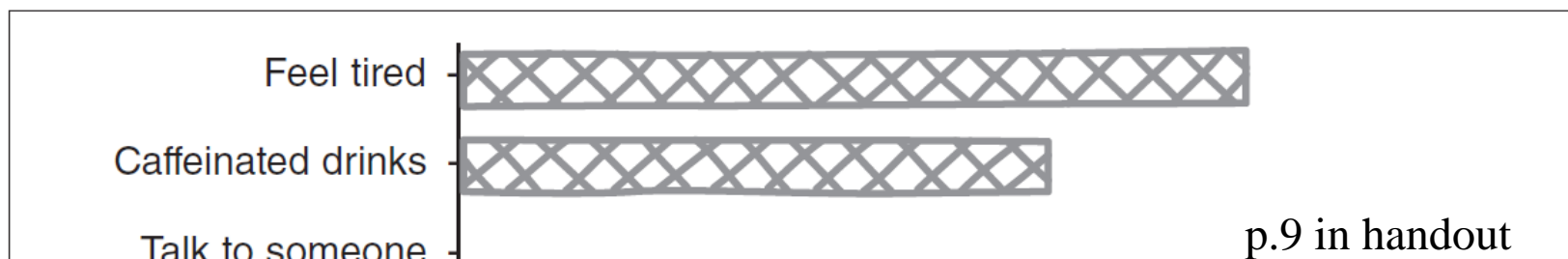
Collaborative Activity (online)
Book 4, Lesson F

Student interview

A Work in a group. Ask questions. Write the number of students on the chart.

Do you . . .	Number of students	
	Yes	No
1. feel tired often?	4	2
2. drink more than three caffeinated drinks a day?	3	3
3. talk to someone when you have a personal problem?		
4. feel angry or worried often?		
5. have a balanced diet?		

B Work with your group. Look at Exercise A. Complete the bar graph. Draw a bar to show the number of yes answers for each question.



Trainers

TRAINERS

Duties:

- Help new students. Help students who are late or have been absent. Show them the agenda or the page in the book the class is using.
- Show the new students around the school. Show them the restroom, cafeteria, bookstore and other important places.
- Help the teacher.
- Help anyone who doesn't know how to use the equipment.

LANGUAGE YOU NEED TO DO THESE JOBS:

- Hi. Welcome to the class. My name is _____
- The agenda is on the board. We are doing _____ now.
- Can I show you some things around the school?
- Do you need some help?



Transferable Work Skills: Classroom Jobs

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?

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 Discussion

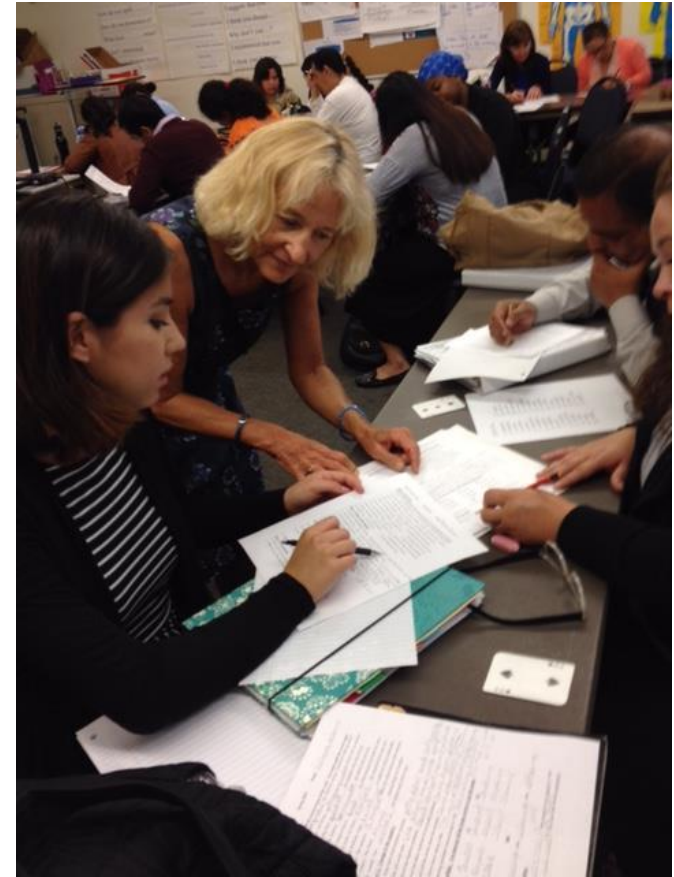


How could you use:

- Conversation cards (mixer)
- Binder checklist (organizational strategy)
- Class jobs

with your students to infuse transferable workplace preparation skills?

Marketable Skill: Critical Thinking

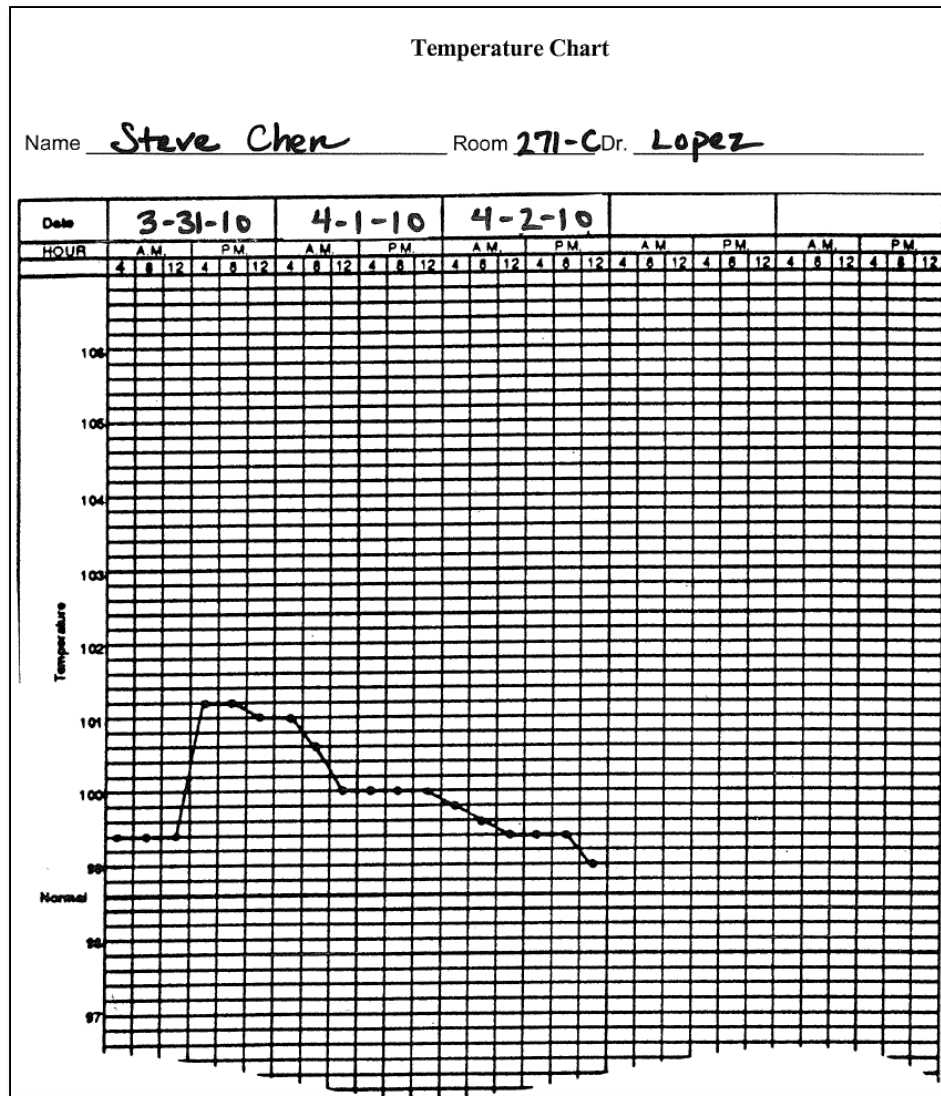


Marketable Skills: Critical Thinking Skills

- **Organizing**
- Categorizing
- Predicting
- **Interpreting**
- **Analyzing & evaluating**
- Summarizing
- **Decision making**



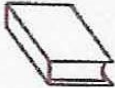




Parrish/Johnson

Critical thinking: Interpreting (an authentic work document)



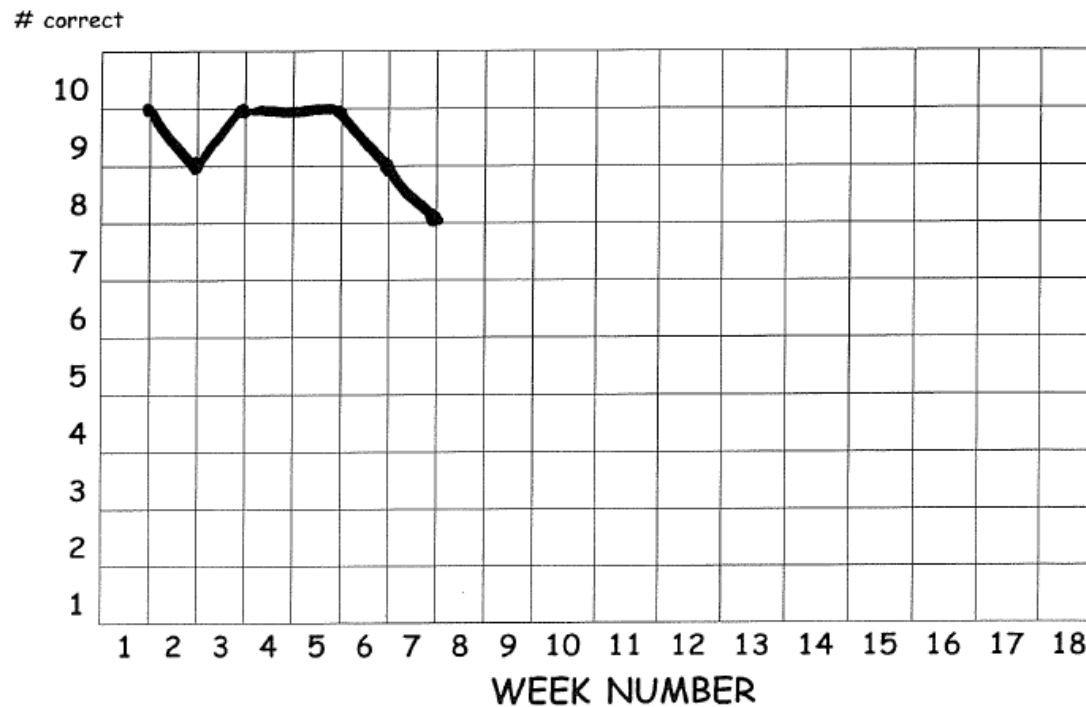
Critical thinking: Reading a chart

CLASSROOM INVENTORY LIST

ITEM		NUMBER	LOCATION
calculators		15	in the drawer
laptops		1	on the desk
books		15	under the table
erasers		20	in the box
pencils		20	on the table
pens		20	on the table
notebooks		25	under the table

Making a Progress Graph

Weekly Spelling/Grammar/Vocabulary Tests



p.5 in handout

Critical thinking:**Interpreting Information from a chart (from an authentic work document: Hotel maintenance worker's weekly job duties)**

DUTIES	M	T	W	Th	F	Sa	S	Notes
Help housekeepers move carts up & down stairs	X	X	X	X	X	X	X	
Clean the entire pool area	X		X		X	X	X	
Clean the entire front lobby area & driveway	X	X	X	X	X	X	X	
Do a walk-thru of entire building and groups (am & pm)	X	X	X	X	X	X	X	
Clean all parking lots	X		X		X	X		
Clean entire lower level	X	X	X	X	X	X	X	



Alignment Goal 3:

Embed marketable skills in lessons and be explicit

“Ask students to bring in authentic documents from their jobs, such as work schedules, memos, cleaning checklists, etc., and use them in class in scaffolded lessons.”



Alignment Goal 3:

Embed marketable skills in lessons and be explicit

“Take the time to teach students organizational, self-monitoring/evaluation, and management skills by encouraging use of binders and portfolios, student and teacher-generated rules, quality checklists, rubrics and progress charts, and cooperative group roles.”

Examples of Critical Thinking Skills

- **Organizing**
- Categorizing
- **Predicting**
- Interpreting
- **Analyzing & evaluating**
- Summarizing
- **Decision making**

Parrish/Johnson

Problem-Solving: Discuss real problems





Ventures 4



Problem Solving: Template

Problem Solving Template

What is the problem?

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

A

What can he/she do?

1. _____
2. _____
3. _____

B

What will happen?

Good



1. _____
2. _____
3. _____

Bad



1. _____
2. _____
3. _____

What will he/she do?

Why?

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_____.*



Adapted from Ronna Magy

Problem solving at all levels

Level 1

B Solve the problem. Which solution is best? Circle your opinion.

Carla is filling out a job application. She had two jobs before, but she can't remember the dates. What should she do?

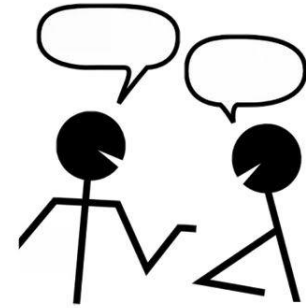
1. Leave it blank.
2. Take the application home.
3. Call her old employer.
4. Other: _____

Level 3

B Solve the problem.

Alex has been working in a fast food restaurant for over a year. He works as a busser, cashier, and cook. He would like to be a restaurant manager some day, but that requires a high school diploma or equivalent. He dropped out of high school after two years. What should he do?

Pair Reflection



How could you adapt these strategies to fit your class:

- **Progress graph**
- **Problem solving**
- **Useful phrases**

Reflection: what did you do in class today?

Did you . . .

p.10 in handout

- work in teams?
- teach other students?
- make decisions?
- find solutions to problems?
- organize your papers?
- volunteer to ask or answer questions?
- check your work and correct your errors?
- use every minute of your time in class?
- feel good about yourself?
- And of course, speak, write, and understand English.

Reflection: Can you....?

- **provide basic information on 60x30TX Goal 3 and how it relates to instruction in Adult Education?**
- **identify activities for infusing workforce preparation skills in classes?**

My Commitment

I will implement the following two things I learned in this workshop in the next month.

1. _____
2. _____



Additional Information

Handout and PowerPoint presentations can be accessed at:

www.quia.com/pages/donna/workshops

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