Easy Ways to Integrate Workplace Readiness in ESL Classes 2015 Tri-TESOL Conference Des Moines, Washington

Presenter:

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Objectives

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

- Describe current research on skills required in the workplace
- Identify workplace readiness skills and strategies
- Identify activities for implementing workforce readiness skills in their ESL classes

Agenda

- Research and Background
- Applied Skills
- Reflection and commitment

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. 2-4

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.

Foundational Skill: English, academic competency and work readiness skills

"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

Think, Pair, Share

What are some work readiness skills?

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

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: SCANS report; 21st Century Skills

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.

Peggy Klaus The Hard Truth about Soft Skills

SCANS - Secretary of Labor's Commission on Achieving Necessary Skills

Competencies

- Resources
- Interpersonal skills
- Information
- Systems
- Technology

Foundational Skills

- Basic skills
- Thinking skills
- Personal qualities

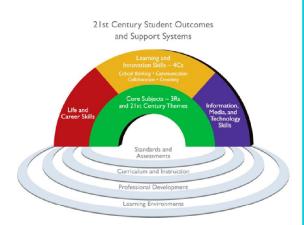
21st Century Skills: 3Rs and 7Cs

3Rs: Reading, Writing, Arithmetic

7Cs:

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

Bernard Trilling and Charles Fadel 21st Century Skills



Are They Really Ready to Work?

- Employersøperspectives on the basic knowledge and applied skills of the 21st century workforce
- Consortium (4 corporations) asked over 400 employers,öWhat skills are necessary for success in the workplace of the 21st century?ö

Essential Applied Skills Cited by Employers

- Professionalism/work ethic
- Oral and written communications
- Teamwork/collaboration
- Critical thinking/problem solving
- Ethics/social responsibility

Source: Are They Really Ready to Work?

What Employers are Looking Forí

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

What Employers are Looking Forí

Larry Sealy of GM

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

Wayne Lavaliere, Continental Maritime

- Punctual
- Attitude

Examples of Professionalism/Work Ethic

- Timeliness
- Dress
- Career growth
- Courtesy
- Teamwork
- Commitment
- Responsibility
- Integrity

Are They Really Ready to Work?

Professionalism/Work Ethic

of these applied skills should be addressed as part of Employment 101øfor work-bound students at every educational level.ö

Are They Really Ready to Work, p. 58

Professionalism/Work Ethic

What can we do in our classes to promote professionalism and work ethic?

Professionalism/Work Ethic

- Timeliness
- Dress
- Career growth
- Courtesy
- Teamwork
- Commitment
- Responsibility
- Integrity

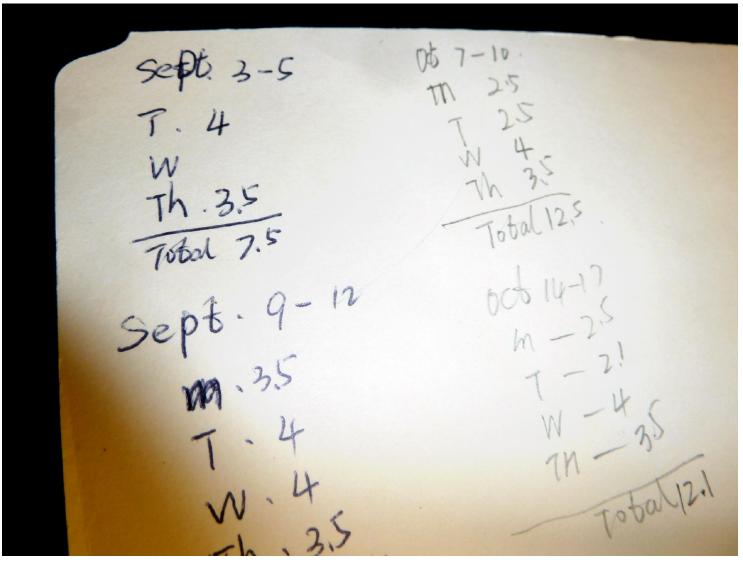
Courtesy: Simple Phrases for Leaving

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

Refer to p. 5 in handout for more functional phrases



Responsibility: Keeping track of hours



Essential Skills Required by Employers

- Professionalism/work ethic
- Oral and written communication
- Teamwork/collaboration
- Critical thinking/problem solving
- Ethics/social responsibility

Oral and Written Communication

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

Lesson **C** What are you doing right now?

Conversation cards

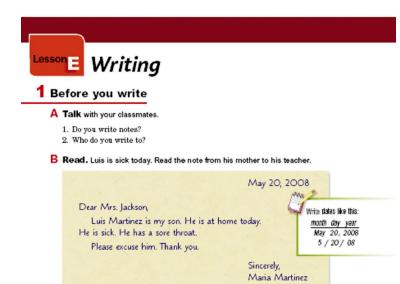
A Everyone takes a card.

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.

åt					
What are you	What are you	What do you do	What do you drink		
wearing today?	doing right now?	every Sunday?	every morning?		
What do you usually	What do you do	What do you usually	What am I		
eat for dinner?	every afternoon?	wear to class?	wearing today?		
What is the teacher	What time do you	What do you usually	What do you do		
doing right now?	usually go to bed?	do after class?	every day?		
What do you usually	What do you usually	What do you usually	What is the teacher		
do every night?	watch on TV?	do on Friday?	wearing today?		

Written Communication: Self-peer review



Read the note again. Circle the information.

- 1. the date
- 2. the teacher's name
- 3. the name of the sick child
- 4. what's wrong
- 5. the signature

Write. Answer the questions.

- 1. What is the date?
- 2. What is the teacher's name?
- 3. Who is sick? _
- 4. What's the matter with him? _
- 5. Who is the note from?__

C Write about Rosa. She is sick, too. Complete the note.

May 20, 200 Mr. O'Hara, Rosa Martinez is my She is at today. She is sick. She has a Please excuse her. Thank you. Sincerely,	ghter D	Dear home	May 20, 2008	stomachache
Mr. O'Hara, Rosa Martinez is my She is at today. She is sick. She has a Please excuse her. Thank you.			Ma	v 20 2008
Rosa Martinez is my She is at today. She is sick. She has a Please excuse her. Thank you.			22149	
at today. She is sick. She has a Please excuse her. Thank you.		Mr. O'Hara		
at today. She is sick. She has a Please excuse her. Thank you.	Rosa Mar	rtinez is my		She is
			She is sick. She h.	as
		4.		
Sincarely	Please exc	use her. Thank	you.	
			Since	erely
Maria Martine				**

2 Write

Write. Imagine your son or daughter is sick today. Complete the note to the teacher.

Dear	,	
	is my	
	is at home today	is sick.
	has a fever.	
Please excuse _	. Thank you.	
	5	incerely,

3 After you write

- A Read your note to a partner.
- B Check your partner's note.
 - · Who is sick? What's the matter?
 - · Is the date correct?

Essential Applied Skills Cited by Employers

- Professionalism/work ethic
- Oral and written communications
- Teamwork/collaboration
- Critical thinking/problem solving
- Ethics/social responsibility

Are They Really Ready to Work?

What Employers are Looking Forí

Cindy Radamaker, Loews Coronado Bay Resort

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

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."



Job Ad

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.

Teamwork & Collaboration

What can we do in our classes to promote teamwork and collaboration?

Teamwork & Collaboration: 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?

Essential Skills Required by Employers

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Examples of Critical Thinking Skills

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

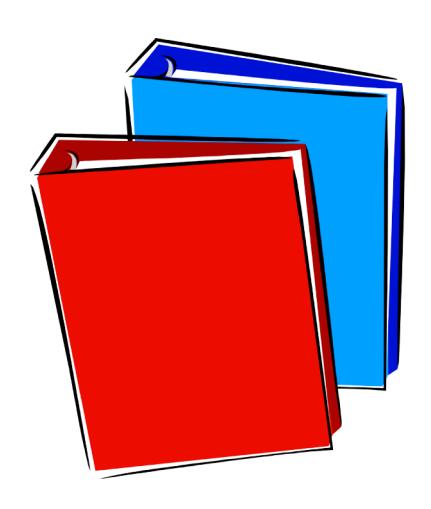
Parrish/Johnson

Problem Solving and Critical Thinking

What can we do in our classes to promote problem solving and critical thinking?

Organize materials
Interpret charts
Problem solving template

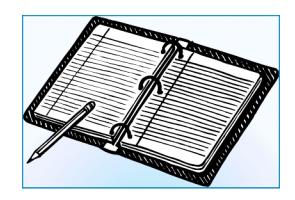
Critical Thinking: Organizing Materials



Management/Organization Strategy: Student Binder Checklist

	Student's Name
	Date
Cl 1- "W " - 1:6	41
	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.				



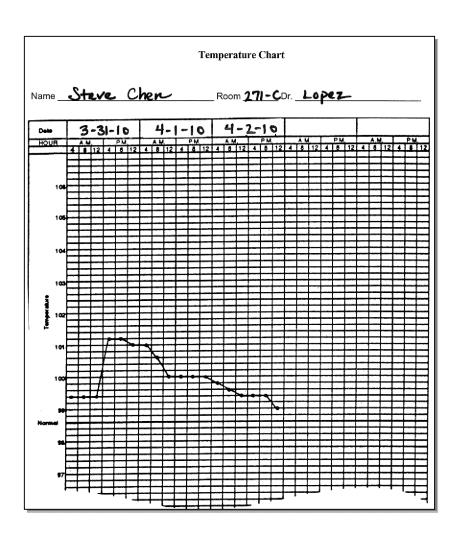
Number of YES checks:

Evaluator's Name

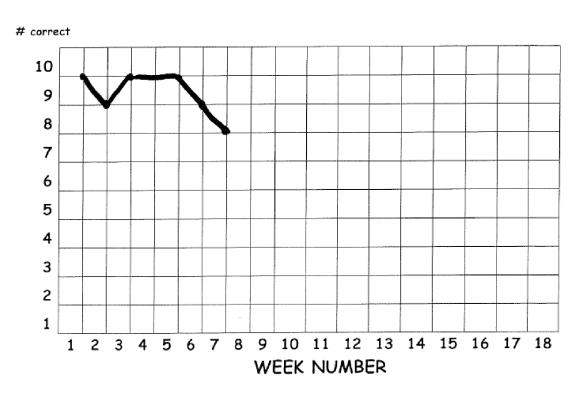
D. Price/S. Gaer

p. 6 in handout

Critical thinking: Interpreting (an authentic work document)



Making a Progress Graph Weekly Spelling/Grammar/Vocabulary Tests



p.7 in handout

Critical thinking: Interpreting Information from a chart (taken from an authentic work document)

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

Pair Discussion

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

Essential Skills Required by Employers

- Professionalism/work ethic
- Oral and written communications
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- Ethics/social responsibility

Problem-Solving: Discuss real problems



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: 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.		

What will he/she do?
Why?

p. 8 in handout

Reflection: What did you do in class

today?

Did you . . .

- 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?

p. 9 in handout

- feel good about yourself?
- And of course, speak, write, and understand English.

Reflection: Can youi .?

- describe current research on skills required in the workplace?
- identify workplace readiness skills and strategies?
- identify activities for implementing workforce readiness skills in your class?

My Commitment

I will implement the following two new strategies to integrate workplaces readiness into my classroom during 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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