

SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES

TITLE: PREPARATION BEFORE PERSPIRATION

SUBJECT: Guidance Activity

GRADE LEVEL(S): 9-12

SC Career Guidance Standard/Competency

- Learning to Work: Standard 1. Students will understand the relationship among personal qualities, education and training, and the world of work.
 - Competency 1.3. Identify the relationship between educational achievement and career planning
 - Competency 1.5. Be aware that work can help one achieve personal success

National Career Development Guidelines Goal/Indicator

- Personal Social Development: GOAL PS1. Develop understanding of yourself to build and maintain a positive self-concept.
 - Indicator PS1.K2. Identify your abilities, strengths, skills, and talents.
 - Indicator PS1.A3. Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- Career Management: GOAL CM4. Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
 - Indicator CM4.K3. Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking skills, problem solving, resource information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

Lesson Objectives

1. Students will identify their skills, abilities, and talents, as well as their positive character traits.
2. Students will make connections between their own traits and employability skills.
3. Students will describe how their knowledge, skills, and abilities, as well as their positive personal qualities can help them attain scholarships.

Assessment

1. Students will identify at least 5 of their academic and/or career technology skills or areas of knowledge.
2. Students will identify at least 10 of their employability skills.
3. Students will complete the *My Top Skills* worksheet.
4. Students will write a brief essay explaining how their knowledge, skills, and abilities, as well as their positive personal qualities will help them attain a scholarship.
5. Optional: Students will record their reactions in their career portfolio.

Preparation

- Prior Learning—Introduction to employability skills (“SCANS”)
- Handouts/Worksheets—*My Top Skills* worksheet, *SCANS Skills and Competencies* hand out
- Resources—<http://wdr.doleta.gov/SCANS/>, Optional: career portfolios
- Time Required—45 minutes plus home assignment

Procedures

Part One

- Brainstorm with students the attributes that a student should have that would lead to receiving a scholarship (i.e., knowledge, skills, and abilities, as well as positive personal qualities). Write the list on the chalk/white board.
- Give students a copy of *SCANS Skills and Competencies* and review it with them.
- Points for discussion:
 - Explain employability skills, or “SCANS” (Secretary's Commission on Achieving Necessary Skills): *In 1990, the Secretary of Labor appointed a commission to determine the skills our young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development.*
 - Discuss with students the similarities between what is needed to be successful in winning a scholarship and what is needed for success in the workplace.
 - Make the point that although each student is unique, each has his/her own special talents.
 - Invite students to think about some of their own knowledge, skills, abilities, as well as their employability skills.

Part Two

- Give students a copy of the *My Top Skills* worksheet and review it with them.
- When students have completed the worksheet, have them share some of their top skills.
- Make the connection again between the students’ skills and competing for scholarships.

Part Three

- Make the connection between having positive personal qualities and characteristics and achieving personal, social, education, and career goals.
- Tell students they are to write an essay, *Why I Am a Good Candidate for Scholarships*, that shows how their knowledge, skills, and abilities, as well as their own positive personal qualities will help them attain that goal. They will write the essay as a homework assignment.
- Optional: Have students record their reactions in the career portfolio.
- Optional: Coordinate with the Language Arts teacher to further develop this activity into an assignment of a research paper, a speech, or a PowerPoint presentation.

My Top Skills

Name: _____

Date: _____

Directions: Part 1—List at least five of your top academic and /or career technology skills or areas of knowledge such as: writing, software applications, health care procedures, Spanish, and more. Give an example of how you demonstrate that skill.

Skill/Knowledge	Example
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- 1.
- 2.
- 3.
- 4.
- 5.

Directions: Part 2—Review the *SCANS Skills and Competencies* list of employability skills. Write below at least 5 of your own employability skills. Remember to choose skills from the different areas (e.g., thinking skills, personal qualities, interpersonal skills, information skills, etc.). Give an example of how you demonstrate each skill.

Employability Skill	Example
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- 1.
- 2.
- 3.
- 4.
- 5.

The SCANS Skills and Competencies

Employability Skills

Fundamental Skills: A Three-Part Foundation

Basic Skills:

Reading - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

Writing - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

Arithmetic/Mathematics - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

Listening - receives, attends to, interprets, and responds to verbal messages and other cues

Speaking - organizes ideas and communicates orally

Thinking Skills:

Creative Thinking - generates new ideas

Decision Making - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

Problem Solving - recognizes problems and devises and implements plan of action

Seeing Things in the Mind's Eye - organizes, and processes symbols, pictures, graphs objects, and other information

Knowing How to Learn - uses efficient learning techniques to acquire and apply new knowledge and skills

Reasoning - discovers a rule or principles underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities:

Responsibility - exerts a high level of effort and perseveres towards goal attainment

Self-Esteem - believes in own self-worth and maintains a positive view of self

Sociability - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

Self-Management - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

Integrity/Honesty - chooses ethical courses of action

Workplace Know-How Competencies

Resources:

Time - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

Money - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

Material and Facilities - acquires, stores, allocates, and uses materials or space efficiently

Human Resources - assesses skills and distributes work accordingly, evaluates performance, and provides feedback

Interpersonal:

Participates as Member of a Team - contributes to group effort

Teaches Others New Skills - helps others to learn

Serves Clients/Customers - works to satisfy customer's expectations

Exercises Leadership - communicates ideas to justify position, persuades and convinces others, and responsibly challenges existing procedures and policies

Negotiates - works toward agreements involving exchange of resources and resolves divergent interests

Works with Diversity - works well with men and women from diverse backgrounds

Information:

Acquires and Evaluates Information - Identifies the need for information, obtains it from existing sources or creates it, and evaluates its relevance and accuracy

Organizes and Maintains Information - organizes, processes, and maintains written and/or other forms of information in a systematic way

Interprets and Communicates Information - analyzes information and communicates it to others using a variety of methods

Uses Computers to Process Information - uses computers to acquire, organize, analyze, and communicate information.

Systems:

Understands Systems - knows how social, organizational, and technological systems work and operates effectively with them

Monitors and Corrects Performance - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions

Improves or Designs Systems - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology:

Selects Technology - chooses procedures, tools or equipment including computers and related technologies

Applies Technology to Task - understands overall intent and proper procedures for setup and operation of equipment

Maintains and Troubleshoots Equipment - prevents, identifies, or solves problems with equipment, including computers and other technologies

