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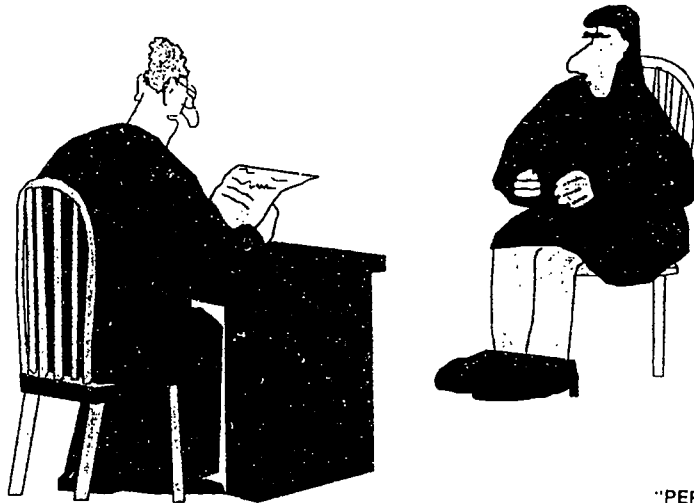
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ABSTRACT

This paper describes how the Albuquerque Technical-Vocational Institute's Trades and Services Occupations Department developed and integrated into the curriculum a course on employment skills to help their graduates to secure and retain employment. The project included building consensus among the staff and department heads that the course was needed, developing a curriculum, and assigning teachers from many curriculum areas. This report includes the following course materials: a course outline, a job portfolio, a list of job skills, an ethics quiz, a list of employer expectations, and a list of interviewing questions. (KC)

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# *A Critical Link In School-To-Work: Teaching Employment Skills*



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## VICA I77-- Employment Skills

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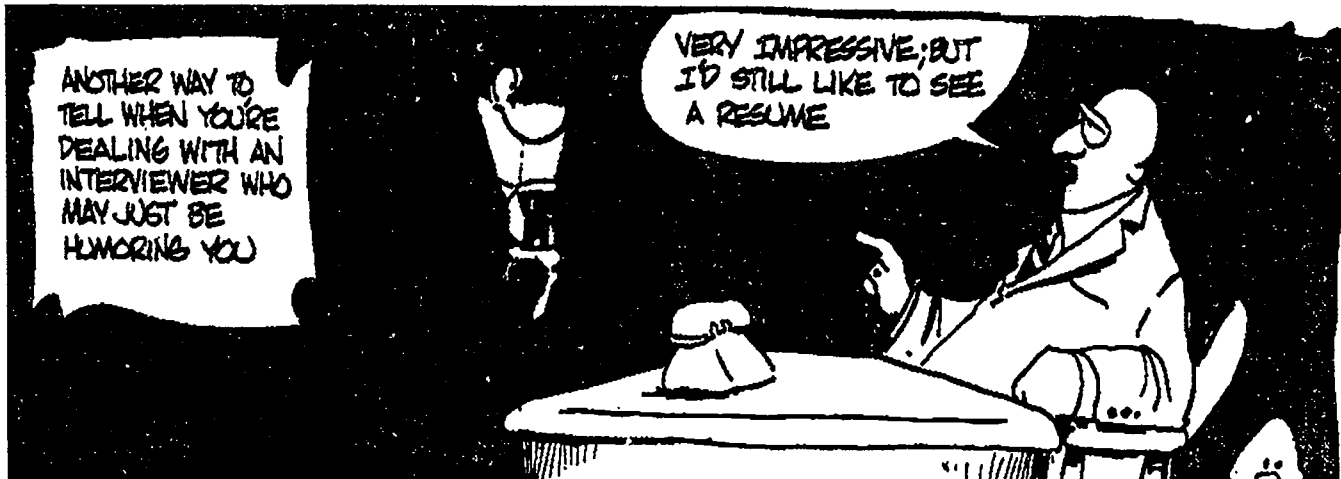
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# VICA 177--Employment Skills

## Why?

Key individuals from the business community that employ our graduates brought it to our attention that graduates resumes all look the same and that interviewing skills were lacking.



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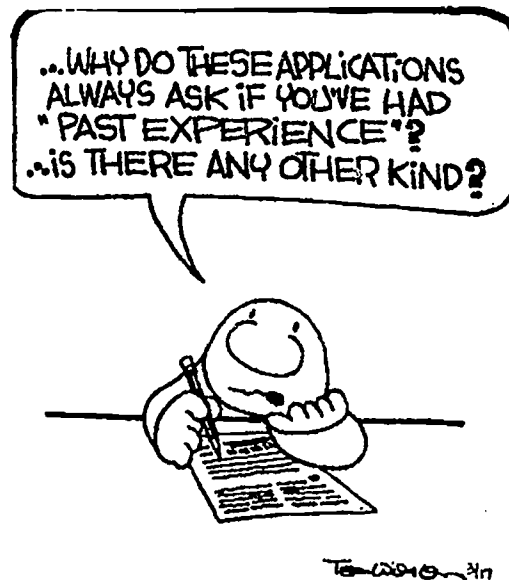
## Rationale:

Students graduating from the Albuquerque Technical-Vocational Institute's Trades and Service Occupations Department shall be prepared to enter an occupation. Because sufficient student development is necessary in order to achieve this goal, an articulated comprehensive educational program that includes employability skills is necessary. This course helps our students develop the personal and professional skills necessary to get a job and also keep it, advance in it, and possibly transfer from it.

A consensus exists among educators, researchers, business representatives and political leaders that T-VI's Trades and Service Occupations Department will have a major role in the state's future economic strength and overall quality of life. During the next few years, there will be new jobs created in New Mexico. These jobs will call for persons who can read, write, compute, communicate, and have the personal management and teamwork skills to function in the workplace. In addition, the New Mexico State Department of Education has identified Employability Skills for lifelong learning which integrate academic and vocational education. These include: goal setting and personal motivation, proper attitudes towards work and work habits; listening and oral communication; problem solving; teamwork; adaptability/flexibility; interpersonal relations; comprehension/understanding; and writing.

How do we improve the ability of our graduates to:

- Locate Jobs ?
- Make Application ?
- Successfully Interview ?
- Maintain Their Employment ?



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### First Attempt:

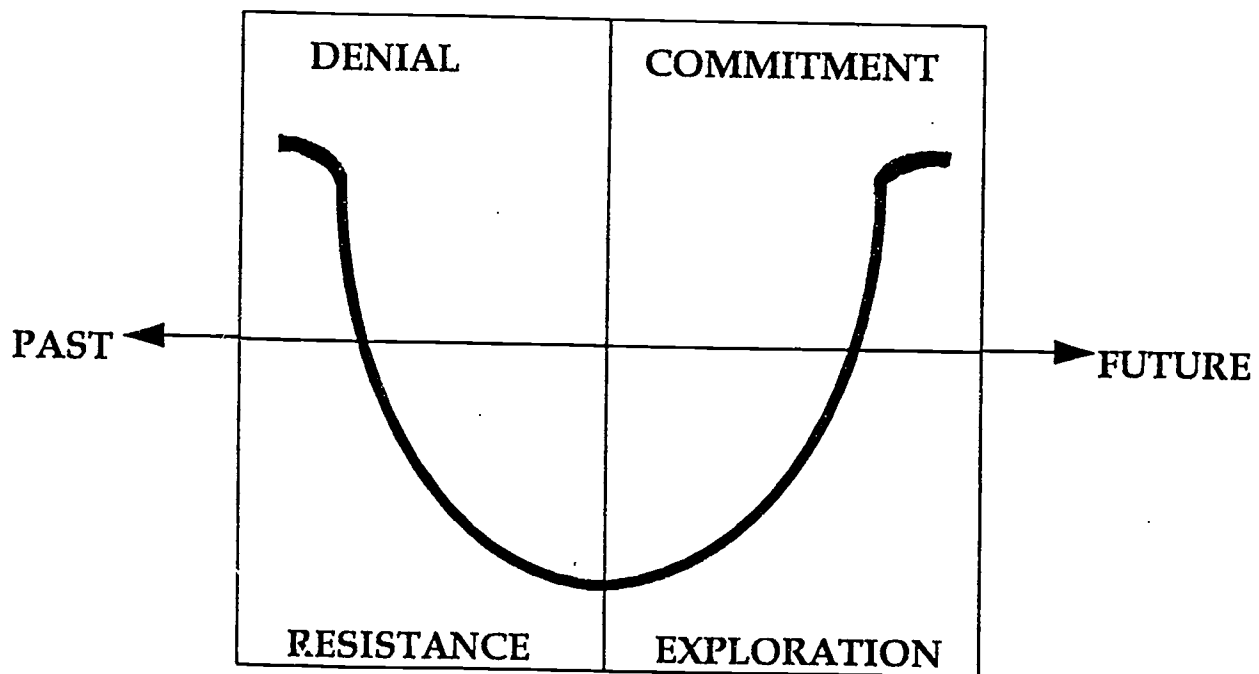
Institute a unit of instruction within each program to provide students with employment skills information as part of their regular technical work.

Our faculty was asked to teach students job seeking and job retention skills at the appropriate level of their technical program. While this effort did have a measure of success, the strategy did not totally solve the problem.

### Second Attempt:

A one credit hour course dedicated to teaching job seeking and job retention skills.

# The Personal Change Process



## Denial

Apathy  
Numbness

## Resistance

Anger  
Frustration  
Self-Doubt  
Depression

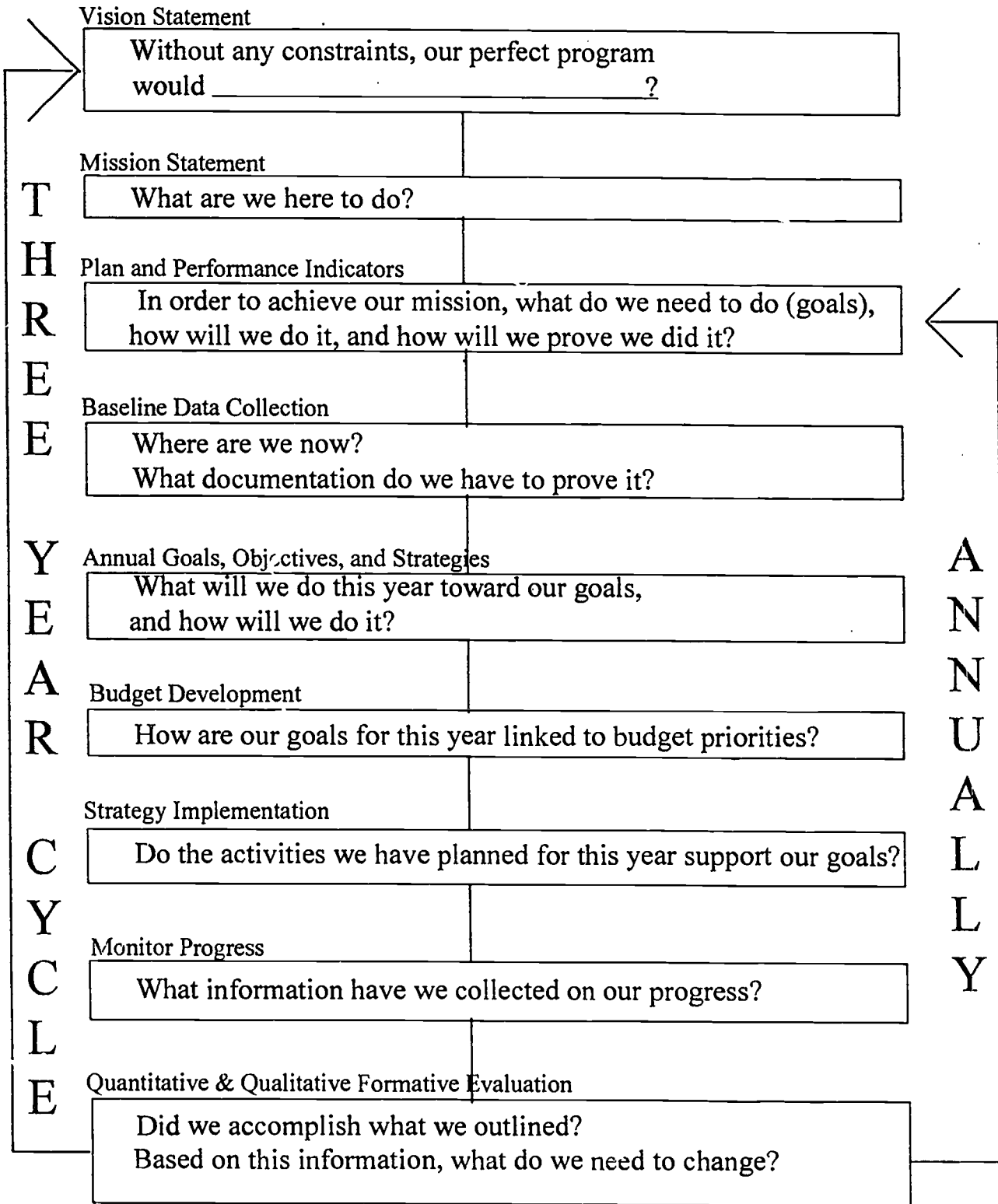
## Exploration

Energy  
Confusion  
New ideas  
Lack of focus  
Fear

## Commitment

Teamwork  
Cooperation  
Future focus

# PLANNING PROCESS



## Strategic Plan:

### *Mission/Purpose*

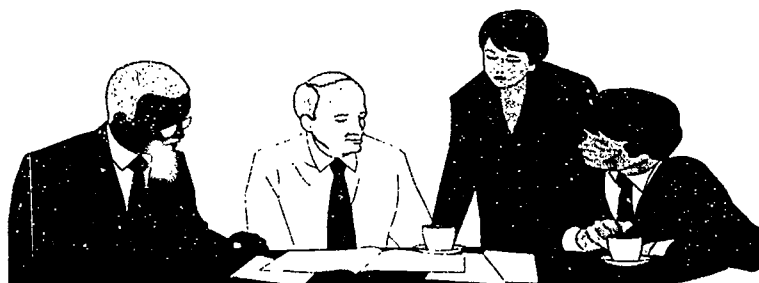
Using a team approach, develop and implement a course that will satisfy the needs of business and industry. Create a relationship between T-VI, the student, and industry in the development of a student's knowledge, skills and attitudes towards pre-employment professionalism as well as in the creation of student citizens as future employees and leaders.

### *Values/Beliefs*

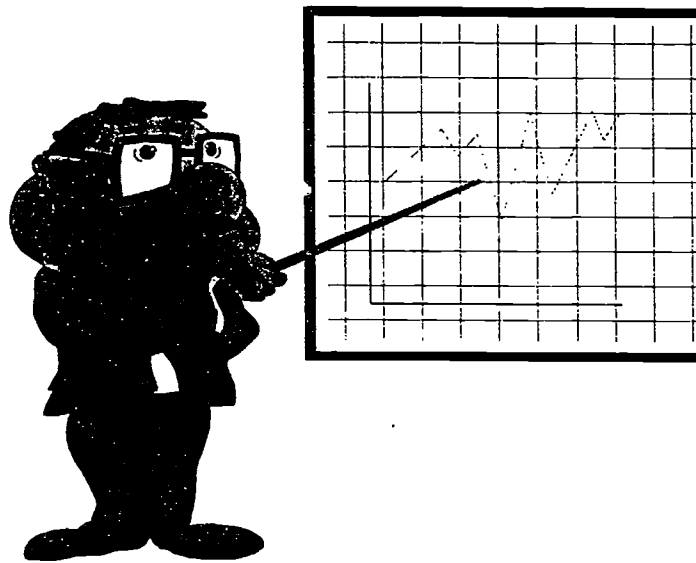
Using resource people from business and industry, T-VI faculty and students, a team was formed to develop the course. As employers expectations change due to technology advances and the changing nature of the work environment, the make-up of the team changes. What remains constant is the T-VI Trades and Service Occupations Department commitment to the student's preparation for the workplace.

### Resistance Dimensions

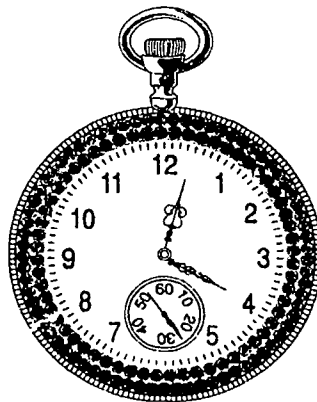
Because the course represents significant change resistance from faculty and students was anticipated. It was important to understand concerns and address the issues to ensure success of the change initiative (new course).



- The purpose of the course was made clear.
- The need for the course and rationale was discussed with those who did not agree that the course was needed. Knowing it is human nature for people to support what they help create, key opposition were provided with an opportunity to have input to the planning.
- Steps were taken to ensure good communication to reduce resistance and build support for change. The what, why, who, where, when, and how aspects of the project along with vision, symbols, policies, procedures, training, role model, etc. were communicated.



- The cost and the value of the change was analyzed and appropriate resources were committed.
- Adequate organizational support and commitment was made to the project. Example: Department administrators help teach the course.



- Appropriate time was committed to plan and implement the change (not too quick or too slow).
- Individuals that perceived yet another useless and ill planned change were provided with examples of other departments or schools that experienced success with a similar course.
- This change involved learning and learning involves mistakes. People were given the freedom to make mistakes while learning to reduce the fear of failure.



# GOAL

## *Goal*

To develop a course using a team approach to build consensus and support in addition to ensuring that students demonstrate or learn quality job seeking and retention skills.

## *Strategies*

- Identify a team of stake holders to develop the course and continuously improve it
- Bench mark with existing courses
- Conduct a curriculum search (Review of the literature)
- Develop course outline and syllabus
- Identify instructors
- Schedule classes
- Assess outcomes (Evaluate results)
- Improve Course/System



# Teaching Employment Skills

## VICA 177--EMPLOYMENT SKILLS

### Employers Want

People who read, speak, spell, and write.  
People who do and do it right.

People who think and do well in math.  
People who lead or follow the path.

People who work hard and come every day.  
People who work when the supervisor is not looking their way.

People who listen and know how to share.  
People who learn and know how to care.

People who bend and play with the team.  
This type of worker is everyone's dream.

### WHAT ARE EMPLOYABILITY SKILLS?

EMPLOYABILITY SKILLS are the basic skills needed to get and keep a job. EMPLOYABILITY SKILLS are needed in both entry-level (beginning) jobs and technical and professional jobs (those that require training and education beyond high school). EMPLOYABILITY SKILLS are grouped into three categories: ACADEMIC, PERSONAL MANAGEMENT, AND TEAMWORK SKILLS.

### ACADEMIC SKILLS

ACADEMIC SKILLS are those which provide the abilities necessary for a person to get, keep, and progress on a job and provide basic educational foundations such as communications, comprehension, critical thinking, quantitative, and technology skills.

### ACADEMIC SKILLS

- Read and understand written materials
- Understand charts and graphs
- Understand basic mathematics
- Use mathematics to solve problems
- Use research and library skills
- Use specialized knowledge to get a job done

- Use tools and equipment
- Speak in the language in which business is conducted
- Write in the language in which business is conducted
- Use the scientific method to solve problems.

## PERSONAL MANAGEMENT SKILLS

PERSONAL MANAGEMENT SKILLS are those attitudes, behaviors, and decision making processes related to responsibility and dependability, including setting goals and working to achieve them, developing and demonstrating values and ethics related to work, exercising self discipline and a sense of responsibility.

### PERSONAL MANAGEMENT SKILLS

- Attend work daily and on time
- Meet work deadlines
- Develop career plans
- Know personal strengths and weaknesses
- Demonstrate self-control
- Pay attention to details
- Follow written instructions and directions
- Work without supervision
- Learn new skills
- Identify and suggest new ways to get the job done

## TEAMWORK SKILLS

TEAMWORK SKILLS are those needed to work with others on a job and contribute to a group or organization's growth and development.

### TEAMWORK SKILLS

- Actively participate in a group
- Know the group's rules and values
- Listen to other group members
- Be sensitive to the group member's ideas and views
- Be willing to compromise, if necessary to accomplish the goal
- Be a leader or follower to best accomplish the goal
- Work in changing settings with people of differing backgrounds

## TRADES & SERVICE OCCUPATIONS COURSE OUTLINE

Prepared by: VICA 177 Team  
Date: December 1994

COURSE: VICA 177--Employment Skills/1 Credit Hour

MAJOR: All

LENGTH: 15 hours per term

TEXTBOOK REQUIRED: None.

### OBJECTIVES:

The student will demonstrate the ability to locate job openings, make formal application, and effectively interview for a job. The student will demonstrate this knowledge by completing assignments to the instructor's satisfaction and scoring a minimum of 71 percent on the final exam.

The students will demonstrate the ability to perform the following tasks:

1. List and explain critical elements/attitudes required for successful long-term employment in their chosen occupation.
2. List job-relevant skills and personality characteristics related to employability in their chosen field.
3. List the individuals, elements, agencies, or other resources that make up your search network for announced and unannounced jobs in their chosen field.
4. List a minimum of three ways to find a job.
5. List three methods of applying for a job.
6. List and explain crucial steps in making application, preparing written documents and interviewing for a job.
7. Demonstrate the ability to complete three different model job application forms.
8. Explain telephone techniques used in the job search and application process.
9. Develop an employment portfolio which includes but is not limited to the following.
  - a. letter of application/introduction
  - b. brief resume
  - c. detailed resume
  - d. follow-up letter
10. List personal characteristics an employer looks for associated with the job application and interview process.
11. List ten do's and five don'ts associated with the job interview process.
12. List the key elements of job retention skills.
13. List those characteristics found in a good employer.

cont'd--OBJECTIVES:

14. Demonstrate the ability to effectively interview for a job.
15. Explain appropriate dress, communication skills, human relations, problem solving, time management, and self-image characteristics that are desirable when seeking and maintaining employment.
16. Explain why it is important to accept constructive criticism.
17. Register and complete all requirements at T-VI Student Job Placement Office to be officially signed up and eligible for services.
18. Complete all required documents associated with graduation including:
  - a. completers survey
  - b. graduation application
  - c. graduation follow-up

COURSE OUTLINE:

1. Personal Characteristics/Self Assessment, 2 hours
  - a. work ethics
  - b. attitudes
  - c. substance abuse
  - d. drivers record
  - e. communication skills
  - f. attendance/dependability
  - g. employer expectations
  - h. goal setting
  - i. career planning
  - j. appropriate dress
  - k. human relations
  - l. problem solving
  - m. time management
  - n. self-image
  - o. social relations
  - p. personal development
  - q. team work
  - r. constructive criticism
  - s. standards
  - t. cooperation
  - u. cultural and social norms
  
2. Job Search Network, 2 hours
  - a. placement services
  - b. advertisements
  - c. employment security division
  - d. small business assistance centers

cont'd--COURSE OUTLINE:

- e. employer contacts
  - f. job information sources
  - g. finding job openings
  - h. non-traditional employment
  - i. networking
3. Job Descriptions/Job Announcements 1 hour
- a. job announcement (analyze)
  - b. job description (analyze)
4. Job Application Procedures 2 hours
- a. methods of job application
  - b. application letters
  - c. telephone techniques
  - e. application forms
  - f. follow-up letter
  - g. employment tests
  - h. drug screening
  - i. researching the company/job
5. Employment Portfolio 3 hours
- a. cover letters (model)
  - b. letter of application/interest (model)
  - c. brief resume/VITA
  - d. detailed resume
  - e. follow-up letter (model)
  - f. research company/job form (model)
  - g. follow-up form/information (model)
6. Job Interview Techniques 3 hours.
- a. personal characteristics
  - b. question and answer techniques
  - c. appropriate dress
  - d. communication skills
  - e. time management
  - f. attributes
  - g. conduct
  - h. follow-up
  - i. interviewing techniques
  - j. attitudes
  - k. interview preparation
  - l. video-taping
  - m. professional image

cont'd--COURSE OUTLINE:

7. Job Retention Skills, 1 hour
  - a. human relations
  - b. attendance
  - c. ethics
  - d. problem solving
  - e. time management
  - f. team work
  - g. self image
  
8. Final Testing and Paperwork 1 hour
  - a. complete required forms
  - b. final exam
  - c. evaluate instructor and course

STANDARDS OF PROGRESS:

Equivalencies for this course will be considered on a case-by-case basis.

Equivalency requests must be accompanied with a complete portfolio and all required documentation as defined in the course objectives.

An average of 71 percent is required for prerequisites, tests, transfer credits, and all occupational classes.

Complete Assignments	50%
Final	50%

GRADING SCALE:

- A = 91-100
- B = 81-90
- C = 71-80
- D = 61-70
- F = 0-60
- I = Incomplete
- W = Withdrew
- AU = Audit

OTHER ACTIVITIES:

Field trips, guest speakers, lecture, class discussion, handouts, films, role-playing, and mock interviews.

# Credit Equivalency for VICA 177: Employment Skills, 1 cr

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Major: \_\_\_\_\_ SS#: \_\_\_\_\_

Approval

Job Portfolio: \_\_\_\_\_

Employment Application  
Letter of Introduction/Cover Letter  
Resume  
Follow-up Letter  
School transcripts, employee letters, certificates, references, etc.

Register w/Student Job Placement \_\_\_\_\_

Job Interview \_\_\_\_\_

Completers Survey \_\_\_\_\_

Final \_\_\_\_\_

---

*Equivalent courses:*

- BA 256: Job Search Skills, 2 cr
  - CM 276: Construction Careers Seminar, 1 cr
  - CJ 276: Public Safety Careers Seminar, 1 cr
  - EPT 276: Public Safety Careers Seminar, 1 cr
  - FS 276: Public Safety Careers Seminar, 1 cr
  - ENG 119, 3 cr and COMM 232, 3 cr
  - ENG 119, 3 cr and COMM 240, 3 cr
- 

Final Grade: \_\_\_\_\_ Instructor's Signature: \_\_\_\_\_



Name \_\_\_\_\_

Major \_\_\_\_\_

## VICA 177--Employment Skills

Instructor: Carol Bell/T-143  
224-3769

Homework due: \_\_\_\_\_

### What the Dickens Do Employers Want?

#### Employers value people who:

Get to work every day	Get along well with co-workers
Arrive on time	Are honest
Get things done	Work hard
Follow instructions from supervisor	

#### I. **Job Skills** - These are the technical skills you need for a specific job.

List **4** of the **technical job skills** you think are the most important in your major.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### II. **Adaptive Skills** - These are often defined as personality or personal characteristics. They help a person to adapt to, or, get along in a new situation.

Ambition	Highly motivated	Patience	Intelligence
Assertiveness	Creativity	Learns quickly	Leadership
Flexibility	Self-motivation	Maturity	Persistence
Dependability	Good sense of direction	Results oriented	Sincerity
Problem Solving	Completes assignments	Friendliness	Takes responsibility
Asks Questions	Pride in doing a good job	Physical strength	Enthusiasm
Willingness to learn new things			

List **5** **adaptive skills** you think are the most important to an employer.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

III. **Transferable Skills** These are skills you can use in many different jobs. You can transfer them from one job to a very different one.

**Key Skills**

Instructing others  
 Managing money, budgets  
 Managing people  
 Meeting deadlines  
 Meeting the public  
 Negotiating  
 Organizing/managing projects  
 Public speaking  
 Written communication skills

**Using My Hands/Dealing with Things**

Assemble things  
 Build things  
 Construct/repair buildings  
 Drive, operate vehicles  
 Good with hands  
 Observe/inspect  
 Operating tools, machines  
 Repair things  
 Use complex equipment

**Dealing with Data**

Analyze data  
 Audit records  
 Budgeting  
 Calculate/compute  
 Check for accuracy  
 Classify things  
 Compare  
 Compile  
 Count  
 Detail-oriented  
 Evaluate  
 Investigate  
 Keep financial records  
 Locate answers, information  
 Manage money

**Dealing with Data (con't)**

Observe/inspect  
 Record facts  
 Research  
 Synthesize  
 Take inventory

**Working with People**

Administer  
 Care for  
 Confront others  
 Counsel people  
 Demonstrate  
 Diplomatic  
 Help others  
 Insight  
 Instruct  
 Interview people  
 Kind  
 Listen  
 Mentoring  
 Negotiate  
 Outgoing  
 Patient  
 Persuade  
 Pleasant  
 Sensitive  
 Sociable  
 Supervise  
 Tactful  
 Teaching  
 Tolerate  
 Tough  
 Trusting  
 Understanding

**Using Words, Ideas**

Articulate  
 Communicate verbally  
 Correspond with others

**Using Words, Ideas (con't)**

Create new ideas  
 Design  
 Edit  
 Ingenious  
 Inventive  
 Library research  
 Logical  
 Public speaking  
 Remembering information  
 Write clearly

**Leadership**

Arrange social function  
 Competitive  
 Decisive  
 Delegate  
 Direct others  
 Explain things to others  
 Influence others  
 Initiate new tasks  
 Make decisions  
 Manage or direct others  
 Mediate problems  
 Motivate people  
 Negotiate agreements  
 Planning  
 Results oriented  
 Risk taker  
 Run meetings  
 Self-confident  
 Self-motivated  
 Solve problems

**Creative/Artistic**

Artistic  
 Drawing, art  
 Expressive  
 Perform, act  
 Present artistic ideas  
 Dance, body movement

Select the top **four transferrable skills** you want to use in your next job and list them.

1. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

4. \_\_\_\_\_

Name: \_\_\_\_\_

Major: \_\_\_\_\_

## VICA 177 - Employment Skills

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### Workplace Ethics

**Ethics** - A principle of right or good conduct.

- The rules or standards governing the conduct of the members of a profession.
- Any set of moral principles or values.
- The moral quality of a course of action.

#### *What are my responsibilities to my fellow employees and the company?*

To: Comply with company policy, company mission/vision, company strategic planning goals and company personal policies.

#### *What types of employment skills do you think you would need in each situation?*

1. You take an extra 20 minutes on your lunch hour to buy a birthday gift for your mother. You are supposed to report extra time taken and have your pay docked, but nobody sees you return.
2. A friend asks you to cover for him while he sneaks off the job site to see his girlfriend in the hospital.
3. You see a co-worker smoking marijuana in their car in the company parking lot at lunch. Your company has a strict anti-drug policy, and workers have been asked to report incidents.
4. A woman at work shows you a few pens she has taken from the company supply closet. She makes the comment, "They can afford these--I can't."
5. You hear rumors that your best friend is going to be laid off.
6. Your officemate calls in sick and then comes to work bragging about her shopping spree.
7. A co-worker often leaves out a step or two in his packing procedure at work.
8. A man at work is a very hard worker and often stays late to help others. However, his hair and clothes are often dirty.

Name: \_\_\_\_\_

Major: \_\_\_\_\_

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### Analyzing Job Descriptions/Job Announcements

☞ What is the title of the position?

or

☞ What is the type of position?

☞ What is the type of work?

☞ What are the qualifications for the job?

or

☞ What work experience is required?

☞ What is the work schedule?

☞ What is the salary?

☞ What are the benefits?

☞ Who is the prospective employer?

☞ How do you apply?

☞ If an Employment Agency is involved: Who pays the fee for finding the job?

Name: \_\_\_\_\_

Major: \_\_\_\_\_

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### ***EMPLOYER EXPECTATIONS***

#### **Expectation #1      Do You Look Like the Right Person?**

*Appearance: First impressions do count!*

- Personal appearance
- Manner
- Paper work

#### **Expectation #2      Can You Be Counted On?**

*Dependability*

**Adaptive Skills**

- Can be trusted
- Gets things done on time
- Gets along well with others
- Is productive

#### **Expectation #3      Can You Do the Job?**

*Skills, Experience, Training*

**Technical Skills**

- Education and training
- Experience
- Interests and hobbies
- Life experience
- Achievements
- Ability

Name: \_\_\_\_\_

Major: \_\_\_\_\_

## VICA 177 - Employment Skills

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### *Effective Interviewing Skills*

1. Relax. Tell me about yourself. . .
  
2. Why do you want to work as a . . . . . ?
  
3. How did you learn about this job opening?
  
4. Tell me about your past experiences which would help make you qualified for this job.
  
5. Why do you want to work for this company?
  
6. What is your record of days absent from work or school.
  
7. Are you willing to go where the company sends you?
  
8. What would you like to be doing five years from now?
  
9. What are your strongest points?

10. What are your weakest points?
11. Why should I hire you?
12. Have you ever been fired?
13. Explain your ability to get along with supervisors and co-workers.
14. Explain your role as a group/team member.
15. You won't be managing people for a while, but if you were, how would your subordinates describe you?
16. When you decided to go to school what were the factors that led you to select T-VI?
17. What courses did you like the most?
18. What courses did you like the least?
19. Do you have any questions for me?

Name: \_\_\_\_\_

Major: \_\_\_\_\_

## VICA 177 - Employment Skills

Instructor: Carol A. Bell/ T-143

224-3769

### *Effective Interviewing Skills*

#### **1. Relax. Tell me about yourself. . .**

The Skills Employers Want

- Learning to Learn
- Basic Academic Skills
- Listening and Oral Communications
- Creative Thinking and Problem Solving
- Self-Esteem and Goal Setting
- Personal and Career Development
- Interpersonal/Negotiation and Teamwork
- Organizational Effectiveness and Leadership

#### **2. Why do you want to work as a . . . . . ?**

Career Development Skills and Organizational Fit

#### **3. How did you learn about this job opening?**

Networking Skills

#### **4. Tell me about your past experiences which would help make you qualified for this job.**

Creative Thinking and Problem Solving Skills

#### **5. Why do you want to work for this company?**

Know Something About The Company

#### **6. What is your record of days absent from work or school.**

Employer Expectation #2

Can You Be Counted On?

#### **7. Are you willing to go where the company sends you?**

- Personal and Career Development Skills
- Listening Skills

#### **8. What would you like to be doing five years from now?**

Self-Esteem and Goal Setting Skills



**9. What are your strongest points?**

- Oral Communication Skills
- Organizational Effectiveness and Leadership

**10. What are your weakest points?**

- Oral Communication Skills
- Problem Solving Skills

**11. Why should I hire you?**

- Employer Expectation #3
- Can You Do the Job?
- Oral Communication Skills

**12. Have you ever been fired?**

- Employer Expectation #2
- Can You Be Counted On?
- Oral Communication Skills
- Creative Thinking and Problem Solving Skills

**13. Explain your ability to get along with supervisors and co-workers.**

- Interpersonal/Negotiation and Teamwork
- Creative Thinking and Problem Solving Skills

**14. Explain your role as a group/team member.**

- Interpersonal/Negotiation and Teamwork
- Oral Communication Skills

**15. You won't be managing people for a while, but if you were, how would your subordinates describe you?**

- The Skills Employers Want

**16. When you decided to go to school what were the factors that led you to select T-VI?**

- Oral Communication Skills
- Learning to Learn

**17. What courses did you like the most?**

- Employer Expectation #3
- Can You Do the Job?

**18. What courses did you like the least?**

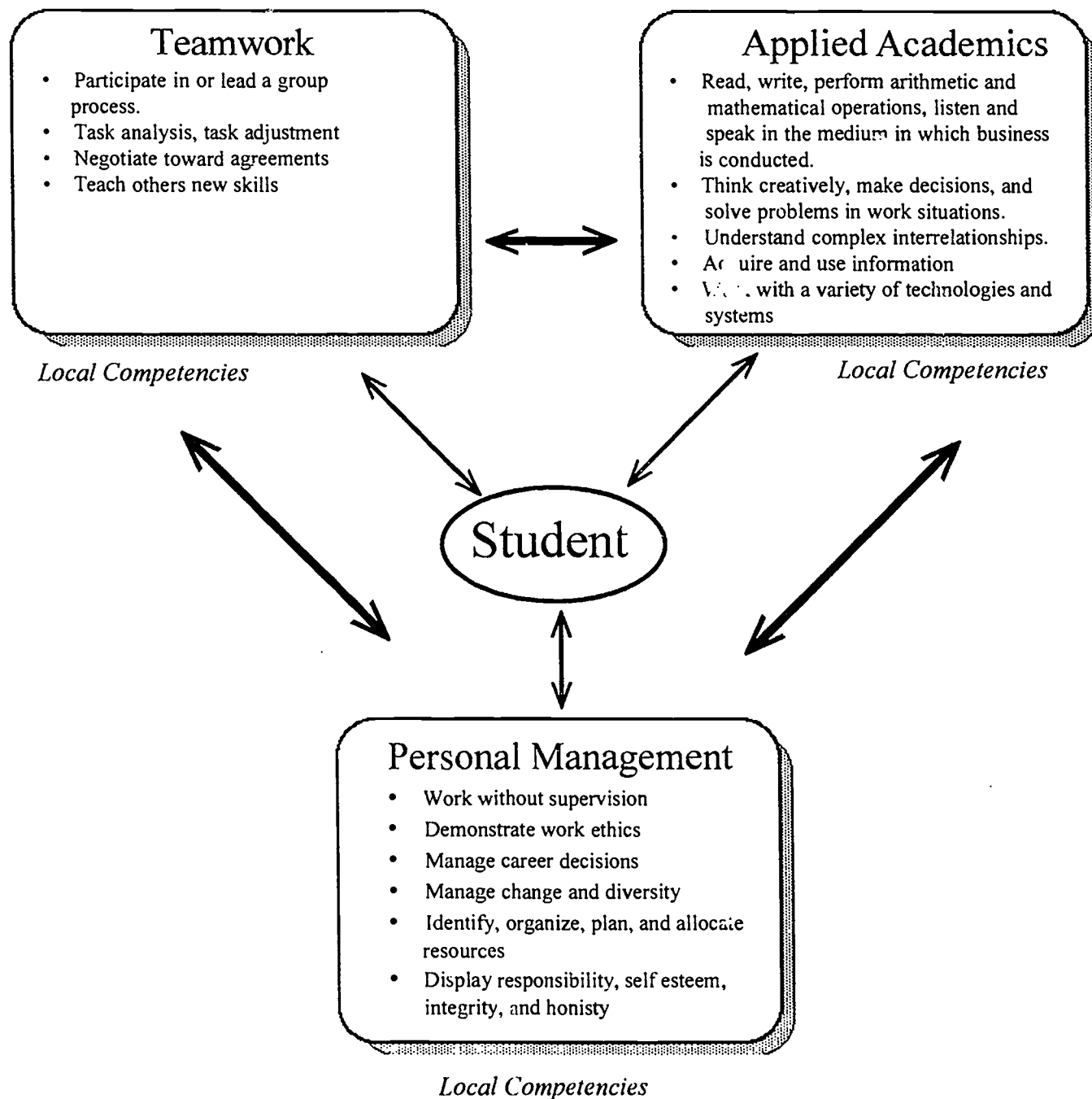
- Employer Expectation #3
- Can You Do the Job?

**19. Do you have any questions for me?**

Business and industry recognizes the necessity for all students to make successful transitions from school to work. Whether students choose to continue their education after school or enter the workforce, employability skills are necessary.

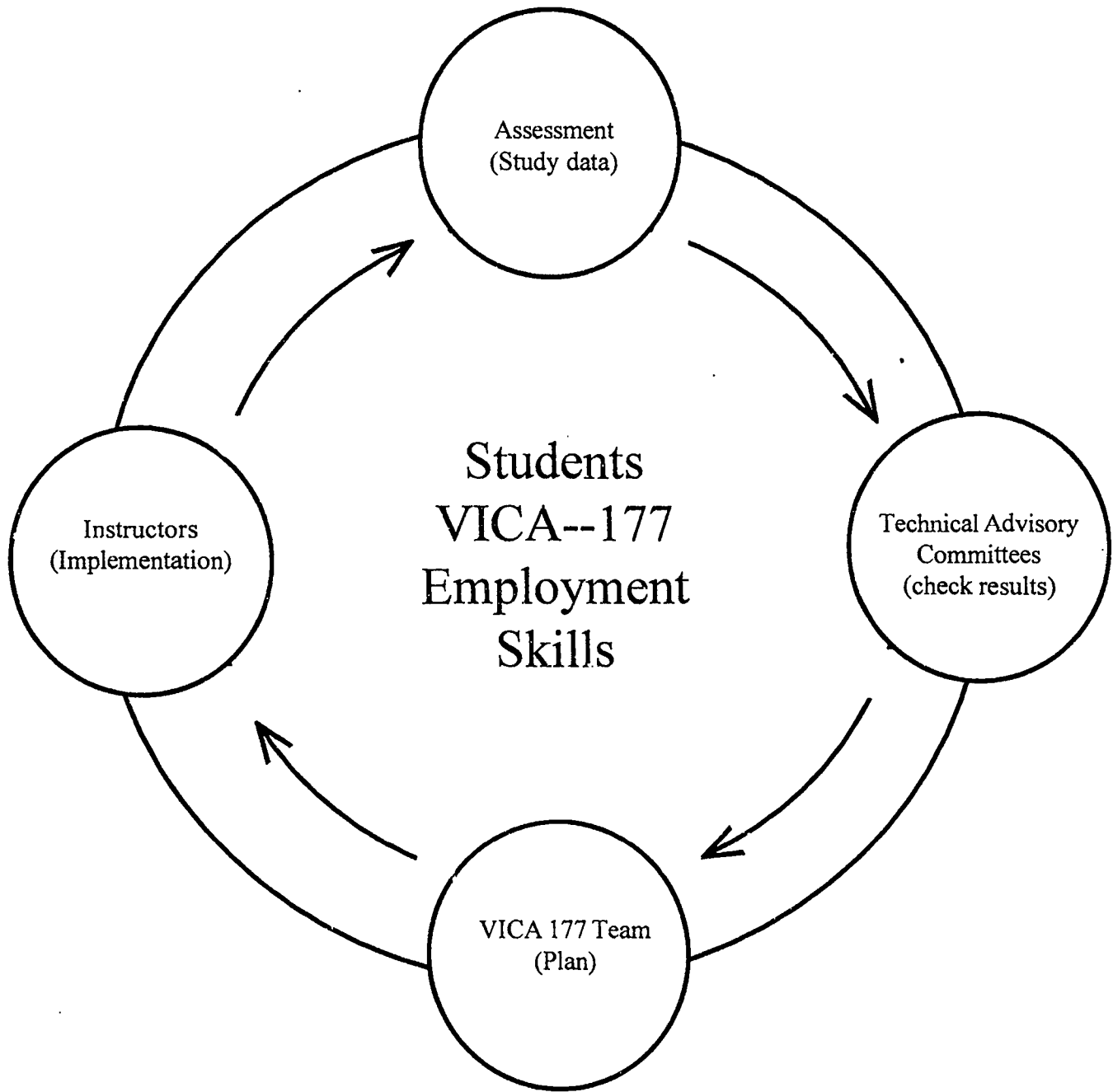
The New Mexico State Board of Education's Employability Model integrates these vital skills into the educational system at all levels and in all content areas.

## Employability Competencies



# Conceptual Model

## Systematic Approach



## FUTURE PLANS

# LRI

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LEARNING RESOURCES, INC.

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AccuVision Workplace Success Skills System

## Can You Assess and Document Job Readiness Skills?

Video Based Assessment

Workplace Success Skills WSS

Validation Reports Via Telecommunication

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A critical skill measured by WSS is 'trainability,' or the extent to which one has 'learned how to learn.' We also provide a text-based, faculty/trainer-led program called Learning to Learn®. It was developed with the American Society for Training and Development (ASTD); it has since been endorsed by the American Association of Community Colleges and the National Alliance of Business. Please indicate if you would like information on either:

## More Future Plans

Calibrate with other major departments at T-VI to deliver un-duplicated Job Skills to students.

Example: Business Occupations Department and Trades and Services Occupations are examining the possibility of combining

BA 256 Job Search Skills  
VICA 177 Employment Skills

TO:

Three separate one credit hour five-week courses.

General  
High Tech  
Public Safety

Promote division wide team to:

Develop/Teach/Improve

Course using quality tools and process improvement.

# VICA 177 Team Meeting

**WHO:** VICA 177-Employment Skills Instructors  
Ernest Arko, Academic Advisor  
Paul Beck, Instructor  
Carol Bell, Instructor  
Bunni Benalli, Counselor Assistant  
Richard Birkey, Assistant to the Dean  
Kayleigh Carabajal, Academic Advisor  
Theresa Chavez, Student  
Jim DeMarcus, Academic Advisor  
Fred Downum, Instructor  
Rudy Garcia, Instructor  
Barry King, Instructor  
Larry Mounger, Academic Advisor  
Walt Niederberger, Academic Advisor  
Joe Rodman, Dean  
Hal Senke, Instructor  
Tom Morris, Instructor  
Richard Warren, Instructor  
Chuck Yonker, Academic Advisor

**WHAT:** Team meeting to review Summer Term classes

**WHERE:** TC-106

**WHEN:** Friday, October 13, 1995  
8:30 am

**WHY:** Discuss issues, discuss future plans and share resources  
(Please bring one copy of any handouts, lessons, or overheads you have developed)

cab

xc: G. Hernandez

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