

Webinar:

How to Integrate Employability Skills Into Your CTE Program



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100% EMPLOYEE-OWNED





Realityworks®

Live it. Learn it.™

Hands-On Training Tools + Comprehensive Curriculum + Dedicated Support

Who is Realityworks?



We partner with educators, administrators and industry leaders to ensure our offerings meet their needs and make lessons truly meaningful.

Realityworks
Live it. Learn it.
100% EMPLOYEE-OWNED



Presented by

Denise DuBois

Senior FCS Product Manager

Realityworks[®]
Live it. Learn it.[™]

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Attendees will:

- See the components of three programs and how they work together to create a comprehensive employability skills training experience
- Discover how these ready-to-use programs use the learn-apply-assess method throughout each lesson
- Get ideas for integrating soft skills into any CTE program
- Preview our brand-new middle school employability skills program, coming soon
- Take away free resources
- Q&A



Realityworks Employability Skills Programs



Employability Skills Program

Program contents:

- 19-lesson teacher guide
- Set of 20 student workbooks
- Set of 21 Career-Ready Workplace Scenario Cards with 19 different scenarios
- 33 presentation slides

[RealCareer™ Employability Skills Program - Realityworks](#)



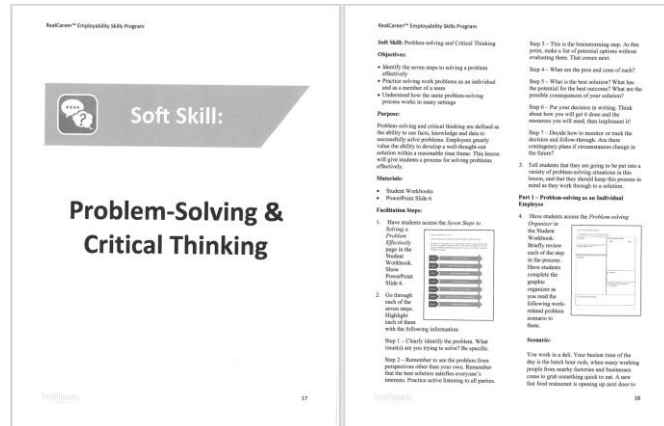
Employability Skills Curriculum

(19-30 hours teaching time)

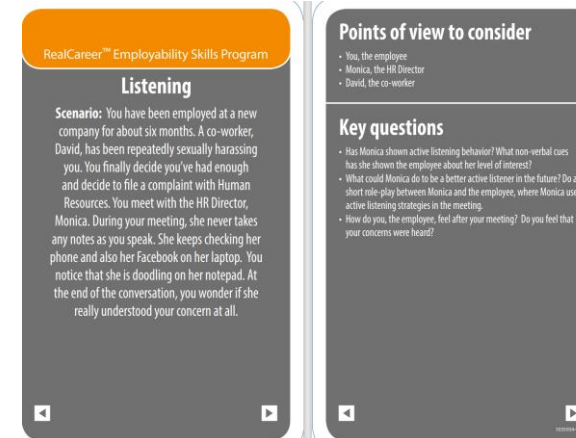
- Communication
- Teamwork
- Problem Solving & Critical Thinking
- Using Technology
- Time Management
- Interviews
- Motivation
- Work Ethic
- Listening
- Respect
- Responsibility
- Flexibility
- Interpersonal Skills
- Negotiation
- Networking
- Patience
- Presentation Skills
- Self-Confidence
- Stress Management

Employability Skills Program Information

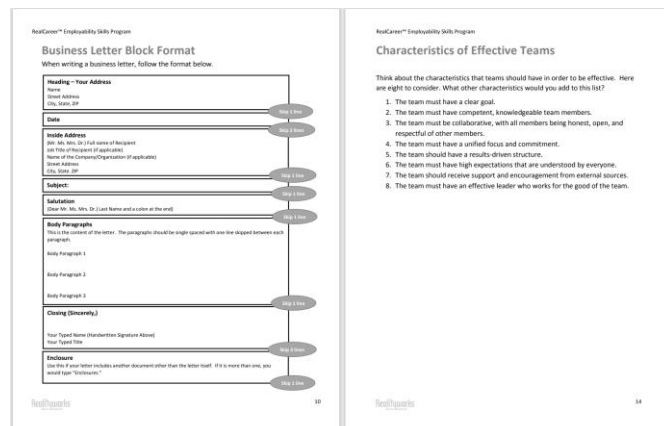
Curriculum sample



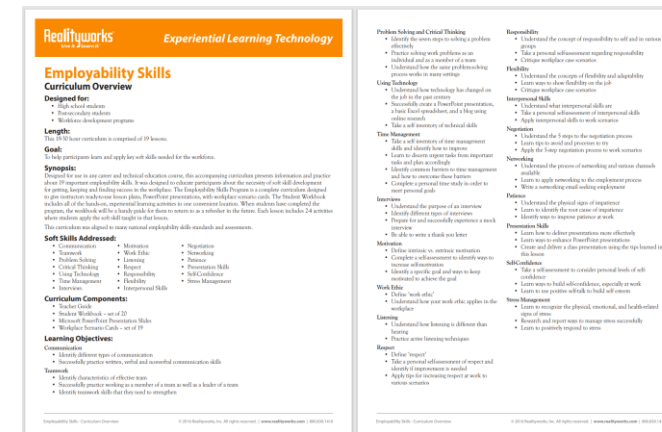
Scenario card sample



Workbook sample

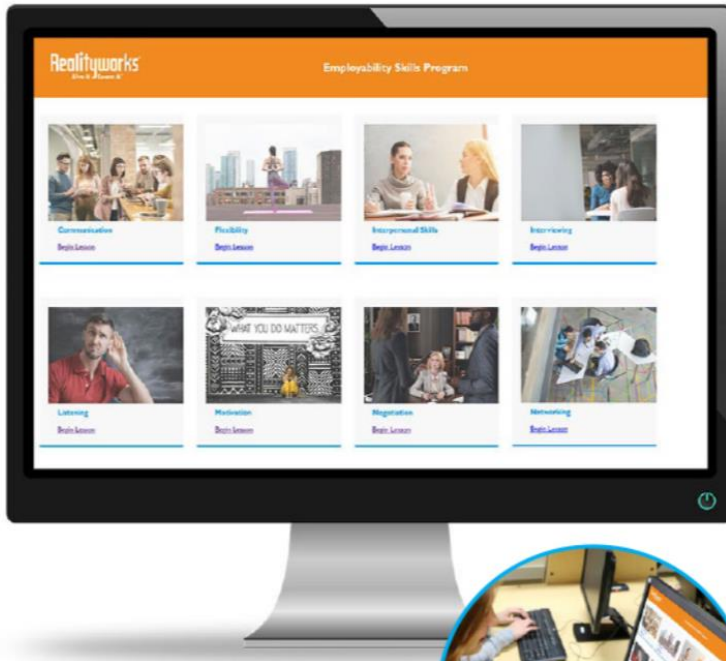


Curriculum Overview



Online Employability Skills Program

Web-based program



Available access options:

- Teacher license for one classroom
- Site license for multiple classrooms at one school
- District license for multiple classrooms at multiple schools

Lessons:

1. Communication
2. Teamwork
3. Problem Solving & Critical Thinking
4. Using Technology
5. Time Management
6. Interviews
7. Motivation
8. Work Ethic
9. Listening
10. Respect
11. Responsibility
12. Flexibility
13. Interpersonal Skills
14. Negotiation
15. Networking
16. Patience
17. Presentation Skills
18. Self-Confidence
19. Stress Management

Online Employability Skills Program - Realityworks

Online Employability Skills Program

Additional features and functions:

- Self-paced learning and guided lessons
- Practical application of soft skills in various scenarios and activities
- Completed exercises can be submitted to instructors for accountability and grading



Leadership Soft Skills Program

Program contents:

- 18-lesson teacher guide
- Set of 20 student workbooks
- Set of 20 Career-Ready Workplace Scenario Cards with 18 different scenarios
- 88 presentation slides

[Leadership Soft Skills Program - Realityworks](#)



Leadership Soft Skills Curriculum

(18-26 hours teaching time)

- Trust
- Professionalism
- Coaching and Mentoring
- Conflicts Resolution
- Decision Making and Goal Setting
- Delegation
- Honesty and Integrity
- Diplomacy and Tact
- Determination
- Empathy
- Servant Leadership
- Team Building
- Visionary Leadership
- Optimism
- Public Speaking
- Observation
- Creativity
- People Skills

Leadership Soft Skills Program Information

Curriculum sample

Soft Skill:

Coaching & Mentoring

Soft Skill: Coaching and Mentoring

Objectives:

- Identify coaching skills that effective leaders have.
- Practice using the Situation, Behavior, Impact (SBI) method to provide feedback as a coach.
- Understand how coaching differs from mentoring.
- Identify the four phases of a mentoring relationship, along with characteristics of each.

Prerequisites:

Coaching and mentoring are core competencies that great leaders possess. This lesson will help students explore the similarities and differences between each of these skills. Students will learn when to use each one and how to develop these attributes in themselves.

Materials:

- Internet access for TEDx Talks.
- Leadership Soft Skills Student Workbook.

Facilitation Steps:

Activity 1: Defining and Developing Coaching Skills

20 minutes

1. In a leader, there is a difference between telling people what to do and working with employees to get things done.
2. The critical distinction is between a manager and a leader. A manager is a coach, while a leader is a mentor.
3. Coaching is a leadership skill, which involves an ongoing relationship between a coach and a mentee.
4. Coaching is a leadership skill, which involves an ongoing relationship between a coach and a mentee.
5. Coaching is a leadership skill, which involves an ongoing relationship between a coach and a mentee.
6. Coaching is a leadership skill, which involves an ongoing relationship between a coach and a mentee.
7. Coaching is a leadership skill, which involves an ongoing relationship between a coach and a mentee.
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20. Coaching is a leadership skill, which involves an ongoing relationship between a coach and a mentee.

Scenario card sample

RealCareer™
Leadership Soft Skills Program

Trust

Scenario: Tiffany was recently hired at a new engineering firm and arrived at her first day of employment, positive and ready for orientation. Within the first hour, however, she was very surprised. She found that she was not ready for the fast-paced, high level environment of her new position. By mid-afternoon, Tiffany thought perhaps she had made a mistake in taking the job at all. She felt like they made a mistake in hiring her, and perhaps won't be able to meet her department's needs.

On her way to the break room to get a cup of coffee, her coworker, Jack, asked Tiffany to sit down and take a quick break with him. Tiffany was glad Jack was friendly and let herself relax for the first time in the day. During their brief break, Jack mentioned the engineering director, Jay Johnson, and how Jay recently got a warning from the vice-president. Next, Jack mentioned Jane, the IT manager, and how Tiffany should be careful not to trust her. Lastly, Jack then talked about Vincent, the accountant. He said Vincent was in Alcoholics Anonymous (AA) and was still having a problem with his alcoholism.

Jack asked if Tiffany would like to go for a happy hour after work. He said, "You'll see. In a few days you'll figure out who is screwed up and who isn't; you'll get the feel of the place. It will be fine." Tiffany is hesitant to go to happy hour with Jack, as she is unsure if she can trust him not to gossip about her!

Points of view to consider

- Tiffany
- Jack
- Jay Johnson, engineering director
- Jane, IT manager
- Vincent, accountant

Key questions

- How can Tiffany figure out who she can trust in her new workplace?
- Should she go to happy hour with Jack? Why or why not?
- How would you advise Tiffany to proceed in the next few weeks and months at work?
- What can Tiffany do to make sure that she is someone her colleagues can trust?

Workbook sample

Coaching & Mentoring

Coaching vs. Mentoring

Introduction: The left column describes one aspect of coaching. In the right hand column, identify how mentoring is different than coaching relating to each aspect of coaching.

Coaching	Mentoring
Coaching is short-term.	
Coaching usually involves a smaller number of sessions.	
Coaching often refers to on-site support and resources.	
Coaching focuses on the task at hand.	
Coaching does not require design.	
Coaching is performance driven.	
The immediate message of the employee being coached is an essential part of the coaching process.	
Coaching is more easily evaluated as a success or a failure.	
Coaching often involves performance management systems, such as performance reviews and other deliverables.	
The designed coach will provide feedback to the employee's direct manager.	
Coaching is paid for this service.	
Each coach operates independently.	
The person being coached does not need training on understanding the coaching relationship.	

Coaching & Mentoring

Coaching vs. Mentoring

Coaching	Mentoring
Coaching focuses on business issues.	
Coaching usually involves a smaller number of sessions.	
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Realityworks
Experiential Learning Technology

Leadership Soft Skills Curriculum Overview

Designed for:

- High school students
- Business students
- Business development programs

Length:

This 80-hour curriculum is comprised of 18 lessons.

Synopsis:

Designed for use in any career and technical education system, this accompanying curriculum presents information and practice about 18 essential leadership skills. It was designed to ensure participants have the necessary soft skill development for getting, keeping and leading success in the workplace. The Leadership Soft Skills Program is a complete curriculum designed to give participants a solid foundation in leadership skills. The curriculum includes 18 lessons, each with a corresponding worksheet. The curriculum includes all of the leadership, interpersonal learning activities in one convenient location. When students have completed the program, the worksheet will be a handy guide for them to return to as a reference in the future. Each lesson includes 14 activities. This curriculum was designed to meet national soft skill standards and outcomes.

Soft Skills Addressed:

- Trust
- Coaching and Mentoring
- Conflict Resolution
- Decision Making and Goal Setting
- Communication Skills
- Resilience
- Team Building
- Public Speaking
- Change Management
- Stress Management
- Time Management
- Financial Literacy
- Self-Management
- Self-Motivation
- Self-Direction
- Self-Regulation
- Self-Reflection
- Self-Improvement
- Self-Management
- Self-Motivation
- Self-Direction
- Self-Regulation
- Self-Reflection
- Self-Improvement

Curriculum Components:

- Coaching Skills
- Student Workbook - set of 18
- Instructional Guide - set of 18
- Worksheet Answer Key - set of 18

Learning Objectives:

Trust

- Identify the definition of trust.
- Explain the importance of trust in the workplace.
- Identify the factors that influence trust.
- Explain the importance of trust in the workplace.
- Identify the factors that influence trust.

Coaching and Mentoring

- Identify the definition of coaching.
- Explain the importance of coaching in the workplace.
- Identify the factors that influence coaching.
- Explain the importance of coaching in the workplace.
- Identify the factors that influence coaching.

Conflict Resolution

- Identify the definition of conflict resolution.
- Explain the importance of conflict resolution in the workplace.
- Identify the factors that influence conflict resolution.
- Explain the importance of conflict resolution in the workplace.
- Identify the factors that influence conflict resolution.

Decision Making and Goal Setting

- Identify the definition of decision making and goal setting.
- Explain the importance of decision making and goal setting in the workplace.
- Identify the factors that influence decision making and goal setting.
- Explain the importance of decision making and goal setting in the workplace.
- Identify the factors that influence decision making and goal setting.

Communication Skills

- Identify the definition of communication skills.
- Explain the importance of communication skills in the workplace.
- Identify the factors that influence communication skills.
- Explain the importance of communication skills in the workplace.
- Identify the factors that influence communication skills.

Resilience

- Identify the definition of resilience.
- Explain the importance of resilience in the workplace.
- Identify the factors that influence resilience.
- Explain the importance of resilience in the workplace.
- Identify the factors that influence resilience.

Stress Management

- Identify the definition of stress management.
- Explain the importance of stress management in the workplace.
- Identify the factors that influence stress management.
- Explain the importance of stress management in the workplace.
- Identify the factors that influence stress management.

Time Management

- Identify the definition of time management.
- Explain the importance of time management in the workplace.
- Identify the factors that influence time management.
- Explain the importance of time management in the workplace.
- Identify the factors that influence time management.

Financial Literacy

- Identify the definition of financial literacy.
- Explain the importance of financial literacy in the workplace.
- Identify the factors that influence financial literacy.
- Explain the importance of financial literacy in the workplace.
- Identify the factors that influence financial literacy.

Self-Management

- Identify the definition of self-management.
- Explain the importance of self-management in the workplace.
- Identify the factors that influence self-management.
- Explain the importance of self-management in the workplace.
- Identify the factors that influence self-management.

Self-Motivation

- Identify the definition of self-motivation.
- Explain the importance of self-motivation in the workplace.
- Identify the factors that influence self-motivation.
- Explain the importance of self-motivation in the workplace.
- Identify the factors that influence self-motivation.

Self-Direction

- Identify the definition of self-direction.
- Explain the importance of self-direction in the workplace.
- Identify the factors that influence self-direction.
- Explain the importance of self-direction in the workplace.
- Identify the factors that influence self-direction.

Self-Regulation

- Identify the definition of self-regulation.
- Explain the importance of self-regulation in the workplace.
- Identify the factors that influence self-regulation.
- Explain the importance of self-regulation in the workplace.
- Identify the factors that influence self-regulation.

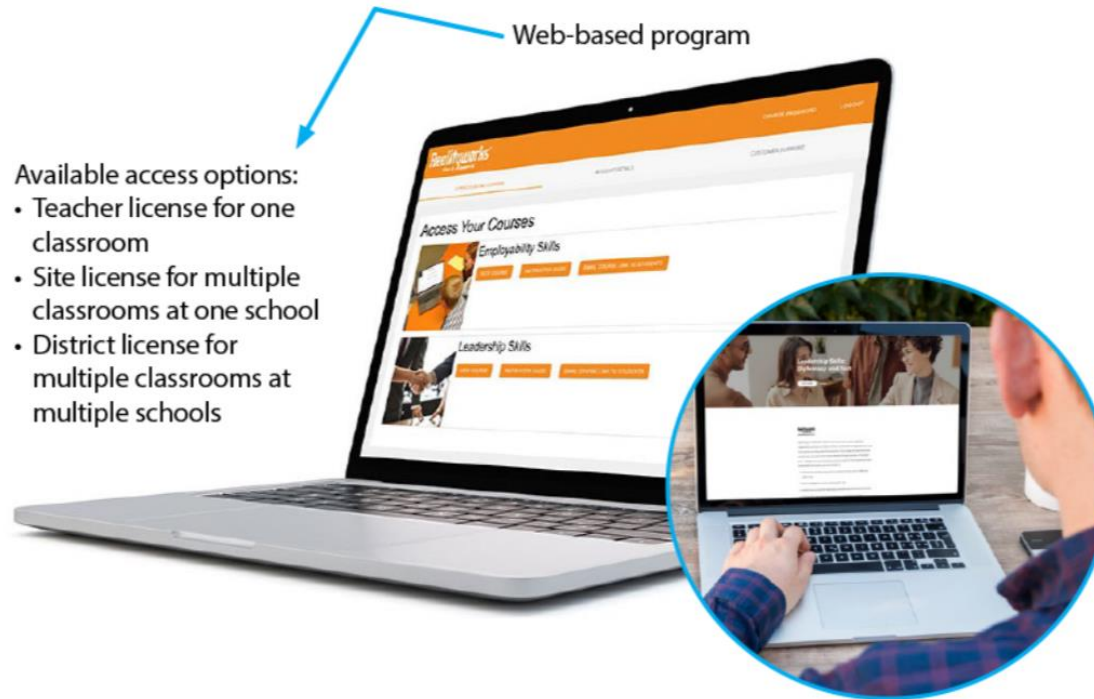
Self-Reflection

- Identify the definition of self-reflection.
- Explain the importance of self-reflection in the workplace.
- Identify the factors that influence self-reflection.
- Explain the importance of self-reflection in the workplace.
- Identify the factors that influence self-reflection.

Self-Improvement

- Identify the definition of self-improvement.
- Explain the importance of self-improvement in the workplace.
- Identify the factors that influence self-improvement.
- Explain the importance of self-improvement in the workplace.
- Identify the factors that influence self-improvement.

Online Leadership Soft Skills Program



[Online Leadership Skills Program - Realityworks](#)

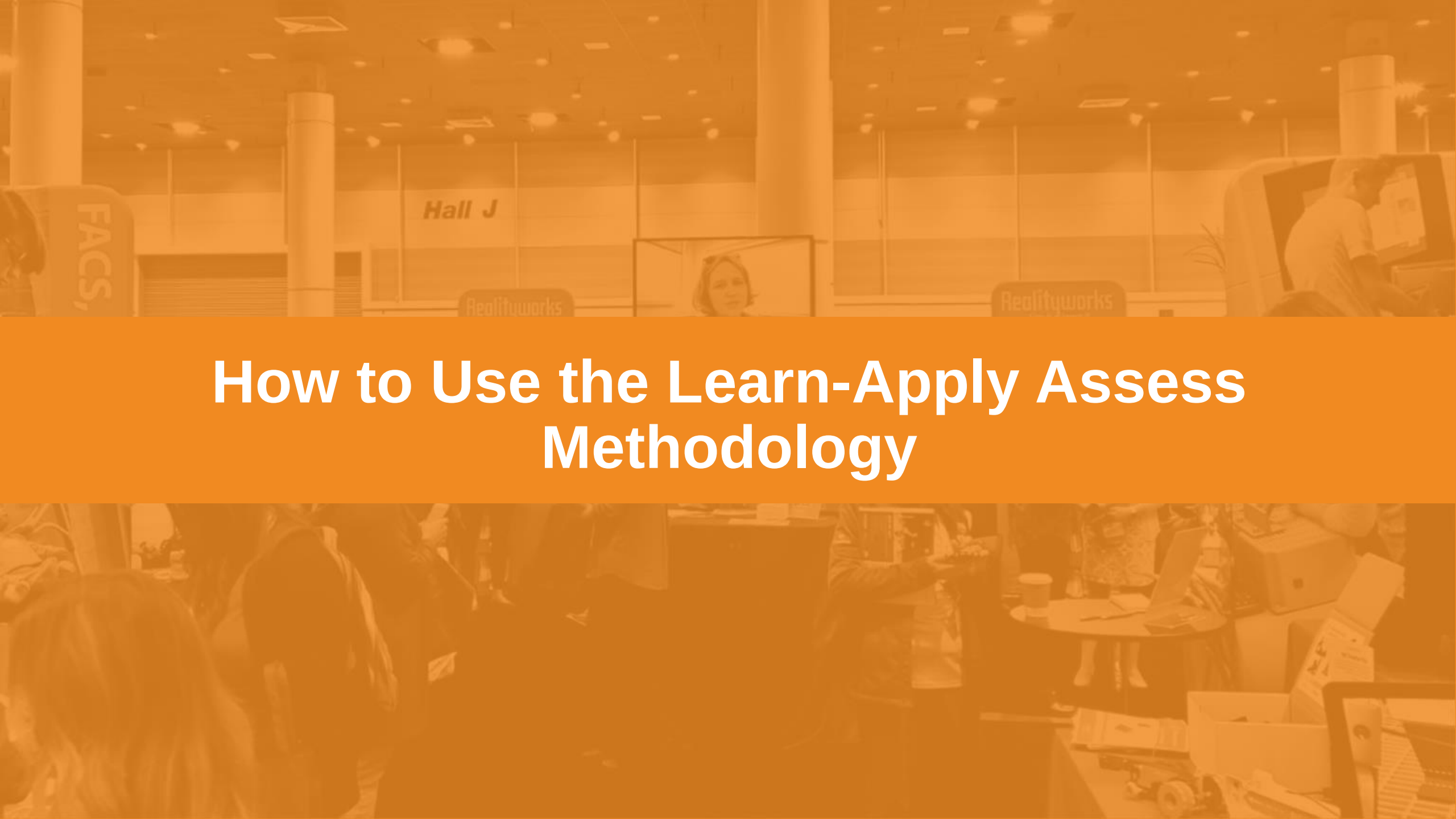
Lessons:

- | | |
|-------------------------------------|--------------------------|
| 1. Trust | 9. Determination |
| 2. Professionalism | 10. Empathy |
| 3. Coaching and Mentoring | 11. Servant Leadership |
| 4. Conflicts Resolution | 12. Team Building |
| 5. Decision Making and Goal Setting | 13. Visionary Leadership |
| 6. Delegation | 14. Optimism |
| 7. Honesty and Integrity | 15. Public Speaking |
| 8. Diplomacy and Tact | 16. Observation |
| | 17. Creativity |
| | 18. People Skills |

Online Leadership Skills Program

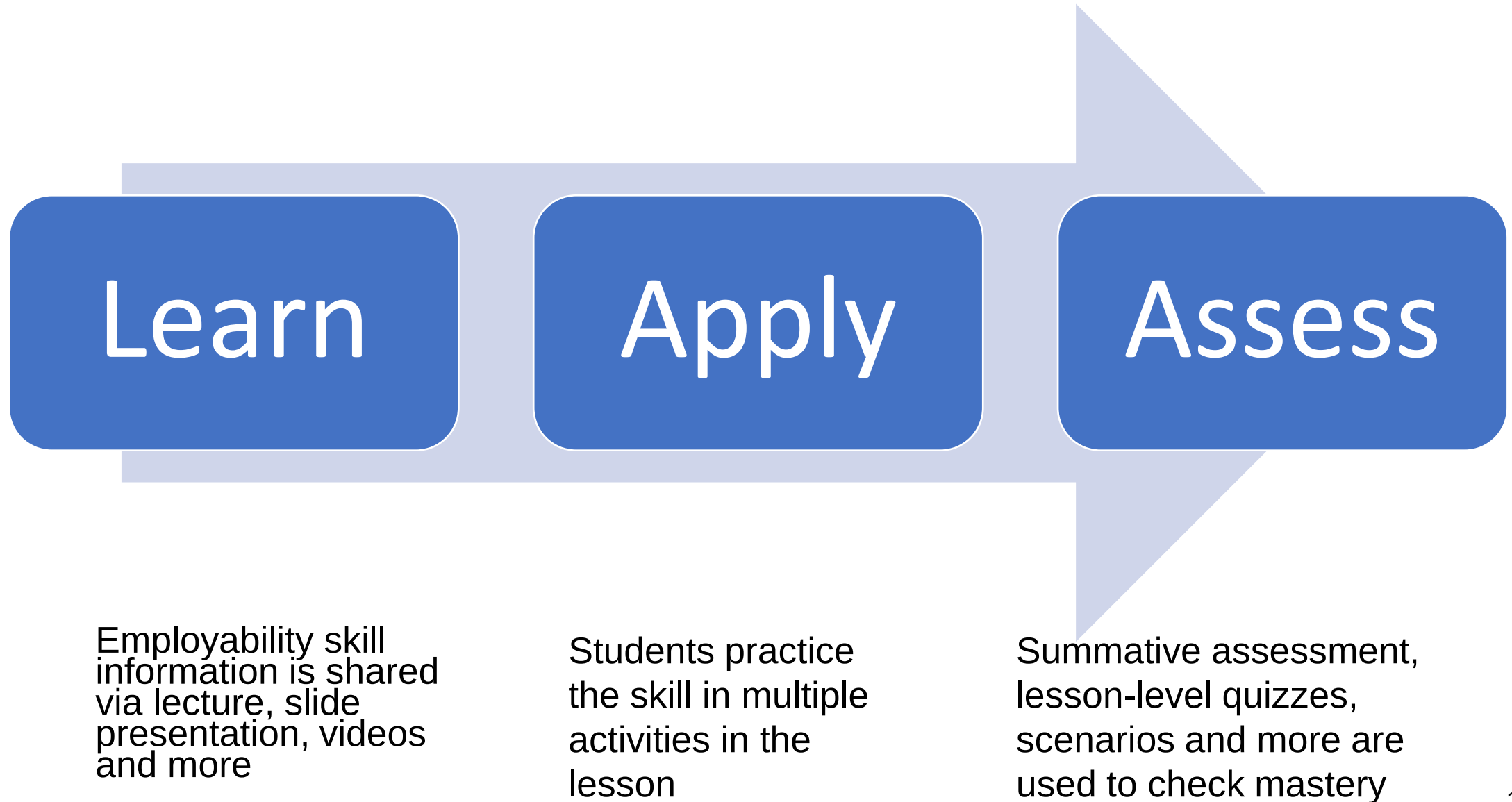
Additional features and functions:

- Self-paced learning and guided lessons
- Practical application of soft skills in various scenarios and activities
- Completed exercises can be submitted to instructors for accountability and grading

The background image shows a trade show floor with various booths and people. A large orange overlay covers the entire image, with the title text centered in white. In the background, signs for 'FACS', 'Hall J', and 'Realityworks' are visible. People are seen interacting at booths, and there are various items like boxes and laptops on display.

How to Use the Learn-Apply Assess Methodology

Lesson Format



Sample Lesson

Soft Skill: Coaching and Mentoring

Objectives:

- Identify coaching skills that effective leaders have
- Practice using the Situation, Behavior, Impact (SBI) Feedback Model to provide feedback as a coach
- Understand how coaching differs from mentoring
- Identify the four phases of a mentoring relationship, along with characteristics of each

Purpose:

Coaching and mentoring are core competencies that good leaders possess. This lesson will help students explore the similarities and differences between each of these skills. Students will learn when to use each one and how to develop these attributes in themselves.

Materials:

- Internet access for TEDx Talks
- Leadership Soft Skills slide presentation 23-35
- Leadership Soft Skills Student Workbook

Facilitation Steps:

Activity 1: Defining and Developing Coaching Skills

30 minutes

- As a leader, there is a difference between telling people what to do and working with employees on professional development. A core competency for an effective leader is coaching skill, which focuses on developing employees. Have students access the *Coaching as a Leader* page in their workbook. Introduce the concept of coaching by sharing the following Tedx Talk with students:



Learn

Millennial Leadership: Stop Complaining, Start Coaching by Danita Bye (15:32)

<https://www.youtube.com/watch?v=5WwL5q7mMRA>. There are other TEDx Talks that focus on coaching. Here are a few others to consider:

Leading & Coaching, Mark Smith (18:53)

<https://www.youtube.com/watch?v=VradB8HkaiC>

The Six Question Process: Coaching for Leaders (6:10)

<https://www.youtube.com/watch?v=FYhws73vm0c>

- Share slides 23-25: Top 10 Coaching Skills Every Leader Should Possess. Have students take notes in their workbook on these skills.

Here are ten suggested coaching skills for leaders to master. You already heard some from the TEDx Talks.

- Recognize strengths: Embrace and capitalize on the strength of each team member

Involved detachment: Be fully involved emotionally while remaining non-judgmental and objective.

- Own the results: Be accountable when things go well and when they do not so that you can improve and grow.

- Show empathy: Connect with others by walking in their shoes, without an agenda or judgment.

- Know how to partner: Pull with and for team members. Don't direct, but ensure that individuals are heard, valued, and validated.

- Remain curious: This is the difference between knowing and discovering. Encourage consideration and inclusivity.

- Ability to pick up on and give subtle communication: Listen for what is said and what is NOT said.

- Develop a process that you can replicate: Find a coaching methodology that works and refine it so that it is efficient and replicable.

- Ask open-ended questions: Create openings for new action. Don't just problem-solve! Set visions for others to reach for and to achieve greater for themselves.

- Part of being a coach is giving feedback. One commonly used feedback model is the SBI model. Share slide 26: SBI Feedback Model.

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This model is a tool that helps you deliver more effective feedback as a coach.

S is for Situation. Point to and identify a specific situation. Define the where and when to give the feedback content.

B is for Behavior. Describe the specific behavior. Communicate only about the behaviors that you have directly observed. Do not make assumptions or subjective judgments about these behaviors.

I is for Impact. Share how the behavior during the situation had an impact. This is most effective when using "I" statements.

- Share the sample scenario found on slide 27: Sample Scenario.

You are the manager at a local fast food restaurant. On Monday, you observed your cashier, Michael, being rude to a customer. The customer said that they received the wrong drink. Michael said he gave them just what they ordered and that he was right. He said he would not give them a new drink unless they paid for it. The customer walked away very angry and left the building.

Ask students:

- How could you use the SBI method to give feedback to Michael?
- What is one way you could phrase each part?

See examples below:

Situation: On Monday morning, at 9:00 a.m.

Behavior: I observed you refusing to serve a customer a new drink and say to the customer that you were right in a loud tone of voice.

Impact: I am worried that this may affect the reputation of our restaurant and our sales.

Have students read through the scenario in the workbook and complete the SBI feedback for the scenario.

Activity 2: The Difference Between Coaching and Mentoring

20 minutes

- There is a difference between coaching and mentoring in the workplace. Understanding the differences can help leaders determine which approach is best suited for the organization's needs.

RealCareer™ Leadership Soft Skills Program

Activity 3: The Mentoring Relationship

15 minutes

- As we learned in the prior activity, mentoring is long-term and relationship-oriented. Mentoring relationships typically go through four phases or stages. Share slides 31-35: The Four Phases of a Mentoring Relationship. Have students turn to the *Four Phases of a Mentoring Relationship* pages in their workbook. They should complete the notes pages as you share the information on the slides for each of the four phases.

Instructor notes:

Phase: Forming

Characteristics: first impressions, getting to know each other, finding the positive in the relationship, bonding

Communication: Ask open-ended questions, active listening, open body language, use prompts, silence is okay, use language you are comfortable with, exhibit empathy

Phase: Challenging

Characteristics: Mentee challenges and tests, mentor may feel burned out, communication may break down, first impressions are re-evaluated, difficult emotions surface

Communication: show respect, be consistent in communication, share personal experiences and feelings, make sensitive issue at the beginning of your interactions, use problem-solving techniques in open-ended questions, separate behaviors from who the mentee is

Phase: Growing

Characteristics: Real mentoring begins, realistic expectations about each other, strong bond develops, reflection, preparing for closure

specific needs. Share slide 28: Coaching/Mentoring, to help define each term.

- Have students turn to the Coaching vs. Mentoring page in the Student Workbook. They should complete this as you share the following information focusing on the differences between coaching and mentoring.

Instructor Notes:

Coaching	Mentoring
Short-term	Long-term
Task-oriented	Relationship-oriented
Does not require design	Program design needed to create effective programs, helps determine the program's strategic purpose
Performance driven	Development driven, purpose is to develop the individual for the future
The immediate manager of the employee being coached is an essential partner	Manager involved indirectly, but is a partner in the process
More easily evaluated as a return on investment	More difficult to measure return on investment, some goals are personal and cannot be measured
Each coach operates independently	Mentor receives no compensation, services provided out of generosity of spirit
	Mentors operate with assistance from the program manager, program manager

Apply

Coaching & Mentoring

Mentoring Self-Assessment

Instructions: Answer the following questions as you assess the qualities that you may or may not possess as a potential mentor.

- What are four or five qualities that you have that will help you be an effective mentor?

- What are four or five tendencies that you have that could potentially make it difficult for you to be a mentor?

- Do you think you would make a better coach or a mentor? Why or why not?

Sample Online Lesson

Assess

Lesson 3 of 3

Knowledge Check

Lesson 1 of 3

Seven Steps for Effective Problem-Solving



Problem-solving with a standardized, disciplined, and methodical approach is by far the best way of understanding root causes, exploring influences, and implementing solutions that not only work but also stay effective over time. The best solution to a problem is not always the most obvious, and only after careful thought and assessment can the most suitable and feasible solution or solutions be implemented.

Learn

Step 1

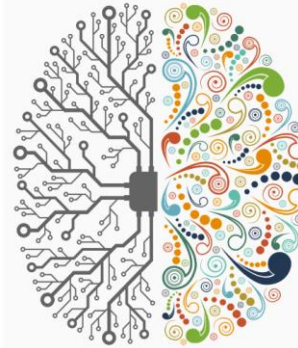
Identify the problem.

Identifying the right problem to solve can be by far the most crucial element in the process. It can't be stressed enough that for this step to work to its full potential, it is important to remember to focus on the problem and not just its symptoms or possible solutions. When attempting to identify the problem, ask yourself: What issue(s) are you trying to solve? Be specific.

1 2 3 4 5 6 7 ✓

Exercise: Critical Thinking Skills

Identify five ways to improve your critical thinking. Once complete, click the Print/PDF link to save your answer. In the print window, change the printer destination to "Save As PDF."



- 1 enter your text
- 2 enter your text
- 3 enter your text
- 4 enter your text
- 5 enter your text

Apply

Put the seven steps to solving a problem effectively in the right order.

≡ Understand everyone's interests.	Step 1
≡ Evaluate and monitor.	Step 2
≡ Select an option or options.	Step 3
≡ Document the decision and implement.	Step 4
≡ Identify the problem.	Step 5
≡ Evaluate the options.	Step 6
≡ List the possible solutions.	Step 7

SUBMIT

The background image shows a trade show or exhibition hall. In the upper portion, a sign for 'Hall J' is visible. To the left, a sign partially reads 'FACS'. In the center and right, there are 'Realityworks' signs. A person is visible in the background on the right, looking at a large screen. The lower portion of the image shows a busy trade show floor with people, tables, and various equipment, all overlaid with a semi-transparent orange filter.

Ideas for Integrating Soft Skills into any CTE Program

Create Short Mini-Units on Related Topics

Let's Get a Job!

- Communication
- Interview
- Networking
- Negotiation
- Self-Confidence



Create Short Mini-Units on Related Topics

Being an Inspiring Leader Bootcamp

- Trust
- Visionary Leadership
- Honesty and Integrity
- Creativity
- Optimism



Use the Scenario Cards



A SPECIAL Way to Instill Confidence

- Smile
- Posture
- Eye contact
- Confidence
- Introduce yourself
- Ask a question
- Learn and listen



Teaching Trust Through Confidentiality Scenarios

Sample Scenario:

Your friend, who is also your partner and co-owner of the restaurant, decides to go solo and open his own restaurant. It will directly compete against you. You've been through a lot together and have plenty of information that could negatively influence his reputation. Do you leak this information?



Using Conflict Approach Styles to Resolve Conflicts

1. **Competing**
2. **Collaborating**
3. **Compromising**
4. **Avoiding**
5. **Accommodating**

You are the head chef in a local cafe. Anna and Jose both work in the kitchen. Jose was hired a few months ago and Anna has worked there for nine years.

Jose, while a competent worker, tends to procrastinate. Anna works more steadily and keeps on top of her tasks. Anna complains to you that she feels she has to worry now about Jose's work, along with her own. Anna and Jose rely on each other for certain tasks to be completed. Anna is uncomfortable with waiting until the last minute. Because of the conflict, Jose is missing more work and you suspect it's because he wants to avoid Anna and her anger. How do you resolve this conflict? Which conflict approach style would you choose and why?

Instill Professionalism In Your Classroom

- ✓ Arrive on time
- ✓ Come prepared
- ✓ Use proper spelling and punctuation
- ✓ Dress for success



Set Expectations and Lead By Example

What are attributes of a professional?



Coaching as a Leader

Leading and Coaching TedX Talk

<https://www.youtube.com/watch?v=VradB8Hka1c>

1. Recognize strengths.
2. Stay objective.
3. Own the results.
4. Show empathy.
5. Know how to partner.
6. Remain curious.
7. Pick up and give subtle communication.
8. Develop a process you can replicate.
9. Ask open-ended questions.
10. Create a strategic vision for transformation.



Setting SMART Goals

Scenario: Maria is a recent college graduate. She has a degree in interior design. It has always been a dream of hers to start her own business using her own designs for things like office spaces. She likes the idea of having her own business so she can work when she wants and travel. She loves to travel with her family and she uses some of the pictures from her trips in her room designs. She would really like to be able to quit her part-time job in a couple of years to run her own business full time.



Ice Breakers

ICE BREAKERS

YOUR STUDENTS WILL

LOVE



- Collaborative work helps build communication skills
- Open-ended questions help build problem-solving skills
- Reflection activities help build critical thinking skills
- Oral speaking assignments help build self-confidence
- Prioritizing can help students develop time-management skills

Honesty and Integrity Quote

"Honesty and integrity are absolutely essential for success in life – all areas of life. The really good news is that anyone can develop both honesty and integrity."

Honesty Quotes

**Honesty is a very expensive gift.
Don't expect it from cheap people**



Visualization Exercise

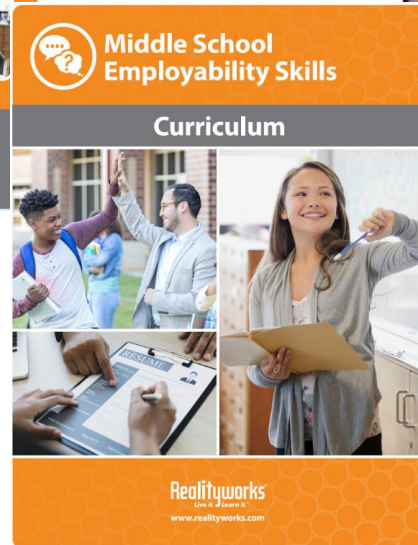
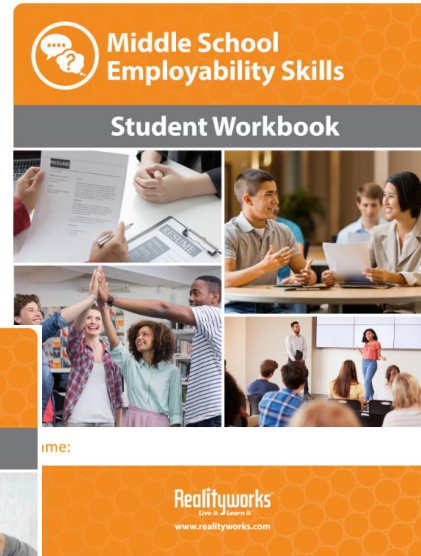
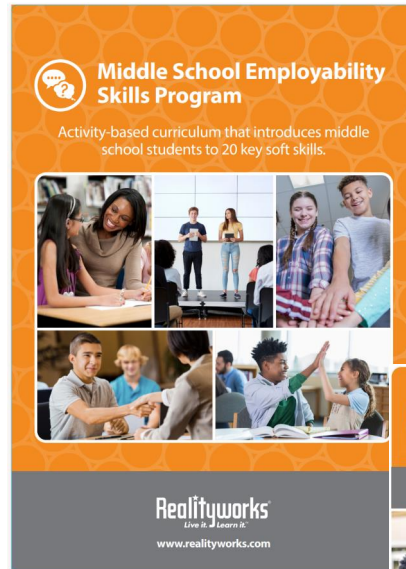
- Think of a career
- See the environment
- Imagine the path
- Identify the steps



The background image shows a trade show floor with various booths and people. An orange overlay covers the entire image. In the upper part, a sign for 'Hall J' is visible. Below it, there are signs for 'FACS,' and 'Realityworks'. A person is seen working at a computer in the background. In the lower part, there are more people and booths, including one with a laptop and a printer.

Breaking News! Our New Middle School Employability Skills Program

Middle School Employability Skills Program



Program includes:

- Spiral-bound Curriculum
- 20 Student Workbooks
- Middle School Employability Skills Scenario Cards

Access additional resources:

www.realityworks.com/middleschoolemployability-downloads

- Presentation slides
- Student completion certificate

Middle School Employability Skills Curriculum

(20-30 hours teaching time)

- Communication
- Problem Solving
- Interpersonal Skills
- Responsibility
- Teamwork
- Work Ethic
- Listening
- Respect
- Critical Thinking
- Time Management
- Professionalism
- Decision Making and Goal Setting
- Honesty and Integrity
- Team Building
- Conflicts Resolution
- Creativity
- Motivation
- Flexibility
- Self-Confidence
- Stress Management

Features of the Program

- Engaging, easy-to-implement program
- Integrates hands-on activities as well as real-world applications to teach students 20 soft skills
- Employability skills in the program were chosen by teachers as highly desired.
- Workbooks provide a wealth of activities to apply what they have learned
- Scenario cards build in the power of scenario-based learning for problem solving and critical thinking

Alignment to the Employability Skills Framework

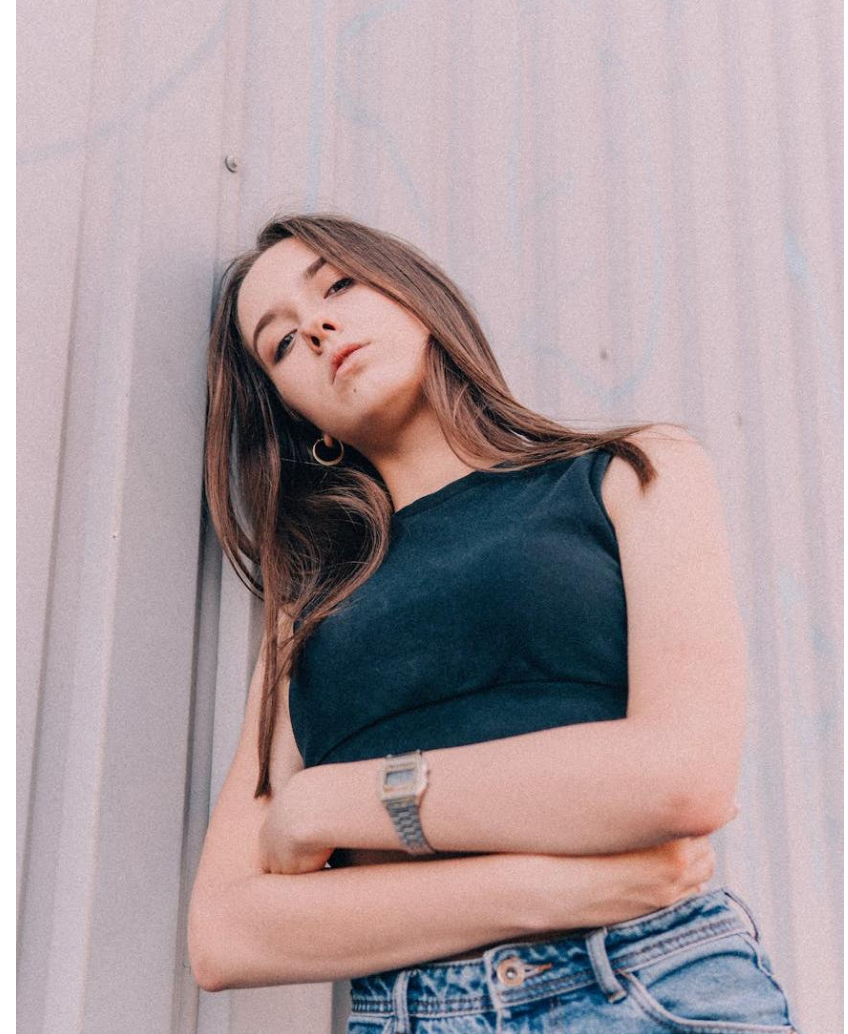
Employability Skills Framework	Middle School Employability Skills Program Lesson Topics																			
	Communication	Problem Solving	Interpersonal Skills	Responsibility	Teamwork	Work Ethic	Listening	Respect	Critical Thinking	Time Management	Professionalism	Decision Making / Goal Setting	Honesty and Integrity	Team Building	Conflict Resolution	Creativity	Motivation	Flexibility	Self-Confidence	Stress Management
APPLIED KNOWLEDGE																				
Critical Thinking Skills		X							X			X				X				
Applied Academic Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
EFFECTIVE RELATIONSHIPS																				
Interpersonal Skills	X		X		X		X	X						X	X					
Personal Qualities				X		X		X		X	X	X	X				X	X	X	
WORKPLACE SKILLS																				
Resource Management				X						X	X									
Information Use	X								X								X			
Communication Skills	X		X				X				X									
Systems Thinking		X							X	X										
Technology Use											X							X	X	

Developed by: Office of Career, Technical and Adult Education, U.S. Department of Education

Free Activities From the Program

Employability Skill - Communication: Nonverbal Communication Brainstorm Activity

- Consider the many nonverbal ways in which people communicate.
- Students will brainstorm and list all the different nonverbal ways they communicate thoughts and feelings, like crossed arms.
- When you have a master list, have them identify one way they think this nonverbal communication could be interpreted. For example, crossed arms could look disagreeable or not approachable.
- Assign small groups and have each pair choose one of the nonverbal communication gestures. They should create a brief role play where they act a scene out using the gesture and then role play again without that gesture and have the class compare and contrast the impact.

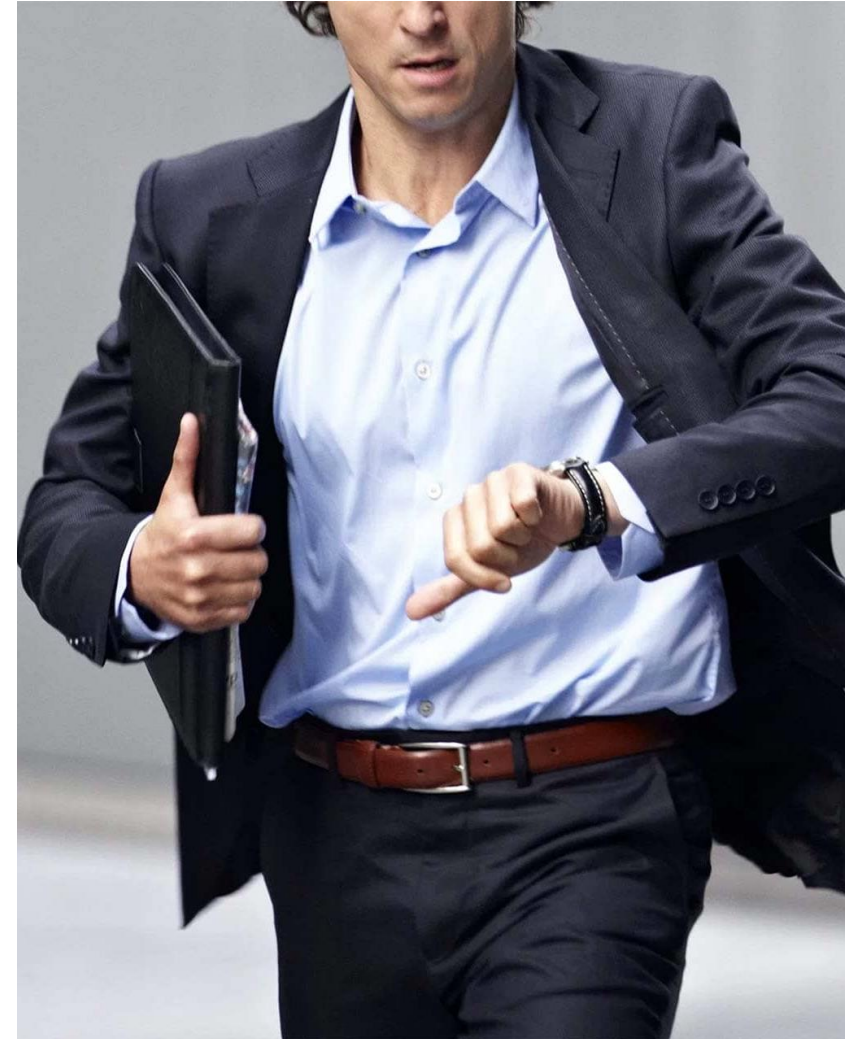


Free Activities From the Program

Employability Skill – Problem Solving:

Developing Multiple Solutions Activity

- Watch this 6 Steps to Problem-Solving Video (4:28)
<https://www.youtube.com/watch?v=Bt7i0UyLjmg>
- Share this scenario: You just got your first part-time job at a local fast-food restaurant, and you are excited to start tomorrow. The problem is that you just found out your parents will not be able to take you. If you call and say you cannot make it on your first day, you might lose your job.
- Using the 6 steps to problem-solving, have students describe five or more ways they would solve this problem so they can make it to work on time.



Free Activities From the Program

Employability Skill – Interpersonal Skills:

Think Pair Share Scenario Card Activity

- Share the following scenario card with students.
- Have students pair up.
- Answer the key discussion questions.
- Come together and share answers as a whole class.

Middle School Employability Skills

Interpersonal Skills

Scenario: Jose and Sasha are employees at a game development company. They have been working together on finalizing a new game app for the past week, and the deadline is fast approaching. However, Jose and Sasha have faced some challenges working together due to differences in opinion and communication style. One day, while working on the app, Jose made some changes to the game without letting Sasha know.

When Sasha saw the changes, she was upset and felt that Jose had gone behind her back. She confronted him about it, and they ended up having an argument. They decided to sit down and have a conversation about their communication styles and how they could work together more effectively.

Jose apologized for making changes without consulting Sasha, and they both agreed to communicate better and seek each other's input before making decisions. In the end, they were able to complete the project on time and with high quality.

Jose and Sasha were satisfied with the outcome and felt that they had improved their interpersonal skills by learning to work together and communicate effectively.

Points of View to Consider

- Jose, an employee
- Sasha, an employee

Key Questions

- What challenges might Jose and Sasha face due to their differences in opinion and communication styles?
- Do you think Sasha had a right to be upset when she saw the changes Jose made without consulting her? Why or why not?
- What interpersonal skills were used in this scenario?
- What can be done to make a project run smoothly if team members have a difference of opinion?

How to Purchase the Program....

Middle School Employability Skills Program

SKU:11237101

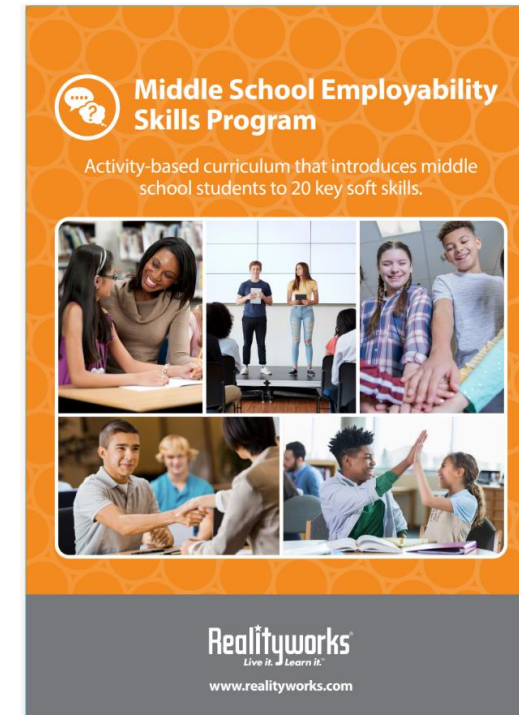
Price: \$599

Middle School Employability Skills Program Student Workbooks (Set of 20)

SKU:11260234

Price: \$199

<https://www.realityworks.com/product-category/soft-skills-training>



Now what?

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Let's connect!

We can help you start or refresh your own program!

Scan to:

- Connect with your local Realityworks account manager
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- Ask questions and more

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Questions?

