

Webinar:

Implementing the new Middle School Employability Skills Program in Your CTE Courses



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

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Co-presented by

Denise DuBois

Senior FCS Product Manager



Todd Hunter

STEM and Career Exploration Product Manager

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Attendees will:

- The Need for Employability Skills Instruction
- The Realityworks Middle School Employability Skills Program Deep Dive
- Free Activities From the Middle School Employability Skills Program
- FREE Resources From Realityworks
- Q&A



The Need for Employability Skills Instruction

What Are Employability Skills?



Importance of Employability Skills in Middle School

Career Exploration in Middle School: Setting Students on the Path to Success
EXECUTIVE SUMMARY



Research has identified middle school as a time when students can benefit the most from career exploration, a process of learning about oneself and the world of work, identifying potential careers and developing a strategy for realizing education and career goals. Career exploration engages middle school students at a time when they are at a higher risk for disengaging from learning due to challenges they face in forming identity, coping with puberty and navigating new environments. It also capitalizes on their developing abilities to think abstractly and plan for the future and their preferences for teamwork; active learning through authentic, real-life scenarios; and personally relevant experiences. These preferences make middle school a natural time for students to learn about careers and develop skills such as problem solving, critical thinking and teamwork through career exploration experiences.

While career exploration has proven benefits for middle-grades students, challenges exist to providing exploration experiences in middle school, including lack of funding, a focus on core academic courses and overburdened school counselors. Educators, administrators and counselors have developed a variety of flexible practices to overcome these barriers.

“Research has identified middle school as a time when students can benefit the most from career exploration.”

A key way career exploration is provided to middle school students is through exploratory and introductory CTE courses. These courses engage students in identifying careers of interest and developing employability skills that will serve them in further education and the workplace. They can be organized in various ways, from yearlong classes that address all 16 Career Clusters® to semester-length courses in one broad career area. However, these courses all provide opportunities to learn about careers and education pathways and to build skills in problem solving, communication and career decision-making.

Middle school students can also craft personalized education and career plans, in collaboration with parents, counselors and teachers, to help guide decisions about future course-taking and potential careers. These plans include opportunities for self and career exploration, work-based learning and the development of employability skills. Scalable technology like Career Cruising can support and enhance this planning, while keeping students' options open.

Middle-grades students have further opportunities to explore careers through career and technical student organizations (CTSOs) and work-based learning. An intracurricular element of many CTE programs, CTSOs help students develop leadership skills and connect with business leaders through service activities and industry-based competitions. Middle school students can also interact with employers through workplace tours, guest speakers, job shadowing and other work-based learning activities.

“A key way career exploration is provided to middle school students is through exploratory and introductory CTE courses.”

ACTE
Association for Career and Technical Education

Career Cruising

To help teachers, counselors and administrators implement and improve these practices at the program, school and district levels, ACTE recommends the following:

1. Incorporate career-related project-based learning in the classroom.
2. Design projects and activities to develop employability skills.
3. Be flexible when offering exploratory and introductory CTE courses.
4. Facilitate academic and career planning with scalable online planning tools.
5. Enable short-term interactions with business, military and community leaders.
6. Provide opportunities for CTSO participation, including financial support when needed.

While these recommendations focus on strategies at the local level, states have a major role to play in ensuring access to career exploration in the middle grades, as evidenced by recent state legislation. Policymakers at all levels should work to ensure their states recognize the critical importance of middle-grades career exploration and embrace supportive policies.

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5. Enable short-term interactions with business, military and community leaders.
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[Career-Exploration-in-Middle-School-Exec-Summary.pdf \(acteonline.org\)](#)

The Need for Soft Skills

“57% of business leaders say soft skills are more important than hard skills.”

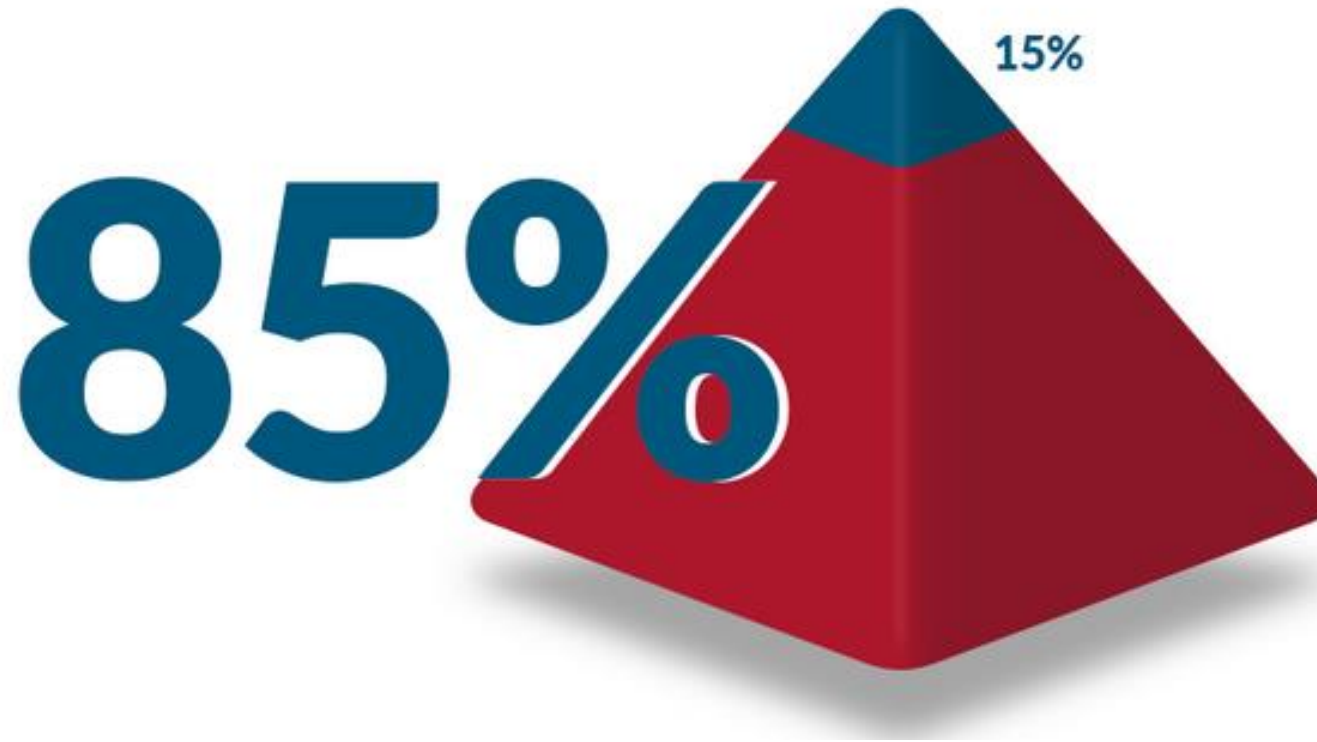
2018 LinkedIn Survey

<https://www.eab.com/daily-briefing/2018/01/29/the-24-most-in-demand-skills-of-2018-according-to-linkedin>



Soft Skills Job Success

Research conducted by Harvard University,
the Carnegie Foundation and Stanford Research Center, has all concluded that
85% of job success comes from having well-developed soft skills and people skills,
and only 15% of job success comes from technical skills and knowledge (hard skills).



<https://www.nationalsoftskills.org/research-publications/>

The background image shows a trade show booth with an orange overlay. In the upper section, a sign for 'Hall J' is visible, along with 'FACS' and 'Realityworks' branding. A woman is seen in a booth. The lower section shows a busy booth with people, a laptop, and various materials.

Middle School Employability Skills Program Deep Dive

Middle School Employability Skills Program

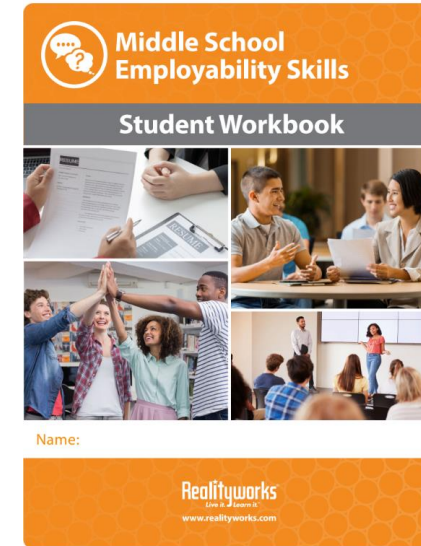
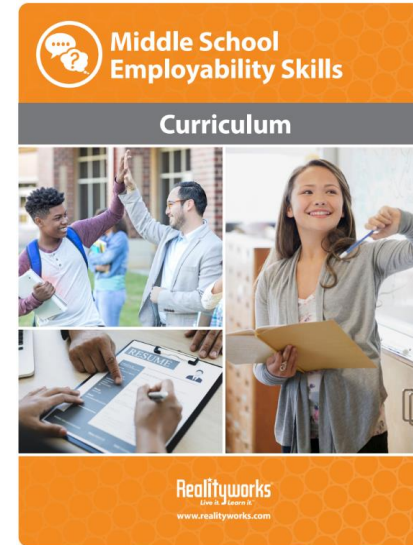
Program includes:

- 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 Program

Curriculum 20-30 hours 20 lessons

- 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

Middle School Employability Skills Program

SKU:11237101

Price: \$599

Middle School Employability Skills Program Student

Workbooks (20)

SKU:11260234

Price: \$199

Features



This is an engaging, easy-to-implement program. It uses hands-on activities as well as real-world applications to teach students 20 soft skills.



The soft skills in the program were chosen by teachers as highly desired.



Workbooks provide plenty of activities to apply what they have learned.



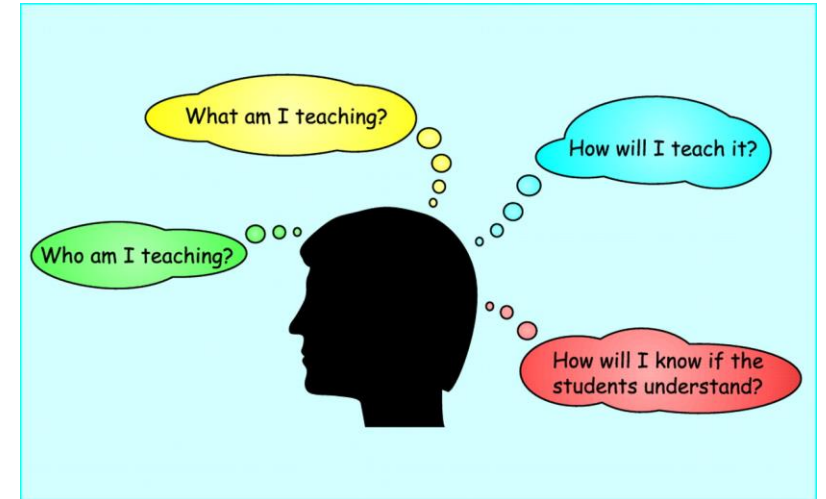
Scenario cards build in the power of scenario-based learning for problem solving and critical thinking.

Use the program to:

- Supplement existing employability skills
- Teach a complete unit on skills
- Generate real-life discussions
- Prompt reflection activities
- Generate ice-breaker activities

Anatomy of a Lesson

- Introductory Scenario
- Presentation
 - Definition
 - Why It is Essential in the Workplace
 - Videos
 - How to Develop the Skill
- Application of the Employability Skill – 2 to 4 activities (Workbook)
- Review Scenario (Scenario Card)
- Quiz



Lesson 1- Communication

Communication

Communication

Nonverbal Communication Brainstorming Activity

Brainstorm and list all the different nonverbal ways you communicate thoughts and feelings (Example: crossed arms). As you list each one, also identify one way you think this nonverbal communication could be interpreted (Example: crossed arms could look disagreeable or not approachable).

1	Nonverbal Communication	Potential Interpretation
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Middle School Employability Skills Curriculum

Name: _____ Class: _____

Communication Quiz

Instructions: Select the best answer to the following multiple-choice questions.

- What is visual communication?
 - Communication in written form
 - Communication used with visual aids
 - Communication using body language
 - Communication using verbal cues
- What two communication skills are used when actively listening to someone speak?
 - Patient education and compassion skills
 - Presentation and patient education skills
 - Written and nonverbal communication
 - Verbal and nonverbal communication
- What is another term for active listening?
 - Mindful listening
 - Engaged listening
 - Critical listening
 - Intrigued listening
- What type of communication is achieved through facial expressions and body language?
 - Visual
 - Verbal
 - Written
 - Nonverbal
- How can you be respectful when verbally communicating with others?
 - Do not speak unless spoken to
 - Do not interrupt
 - Do not maintain eye contact
 - Do not smile

Middle School Employability Skills Student Workbook | Re

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Lesson 2- Problem Solving

Problem Solving

Six Steps to Problem Solving Group Project Scenario

Think about the Six Steps Problem Solving Process you learned in the lecture. Using the steps, solve this: You have a large group project due next week, but one of your teammates is not contributing. How will you handle this problem? Hint: Come up with several solutions, either alone or with a classmate, and write them down so you can present them to the class.

Go through the first four steps and select the one you feel would be the best solution.

The problem is:	
Analyze the problem:	Develop solutions (list them below):
Analyze and select 1 solution.	
The solution I picked is:	
I chose this because:	



Lesson 3 Interpersonal Skills

Interpersonal Skills

Journaling to Develop Emotional Intelligence

Journaling is a great way to process your feelings and emotions and develop your emotional intelligence. Take at least 15 minutes in a day and write down whatever comes to mind. Try to focus on your feelings, the exact moment, and why you are feeling that way.

If you feel journaling was productive, try incorporating it into your routine to strengthen your emotional intelligence and empathy.



Interpersonal Skills Self-Assessment

Answer each statement honestly, thinking about your likely behavior.

Statement	Often	Sometimes	Rarely	Never
I am a good active listener.				
I ask many open-ended questions.				
I care about others.				
I enjoy collaborating to complete a task.				
I can adapt and conform to new situations.				
I communicate clearly with others.				
I resolve conflicts with others easily.				
I think "outside the box" when solving problems.				
I approach conflicts with tact.				
I accept the perspective of others.				
I understand how others feel.				
I provide positive encouragement to motivate others.				
I have a positive approach to change.				
It is important to help other people.				
I have a good sense of humor.				
I enjoy teaching others.				
I like to be in charge and take responsibility.				
I am able to meditate situations to come to a common resolution.				
I believe in investing time in others, sharing what I know.				
I do what it takes to get something done.				
I enjoy negotiating with others to reach the best result.				
I am active in social networking platforms.				
I am able to sit back and be patient.				
People listen to me and I am able to sway them to accept my point of view.				
I am enthusiastic and positive.				
I am able to break large problems down into small, achievable steps.				
I respect people in positions of authority.				
I am accountable and responsible for my actions.				
I show sensitivity for other people's feelings.				
I enjoy contributing and working as part of a team.				



Lesson 4- Responsibility

Time Management

Some people are considered irresponsible because they do not manage their time well. If you are considered irresponsible by employers, you will have trouble keeping a job. To become effective at time management and show you are a responsible person, you must prioritize tasks in your day.



Using the space below, write down everything you need to accomplish in one day. Put a time on each task and readjust if you have something come up that needs to be done. When you practice managing your time and complete everything that is required of you each day, you will naturally become better at managing your time.

[illegible]

Lesson 5- Teamwork



Teamwork

Fist to Five

You will work as a team to have everyone brainstorm solutions to a problem, then go through them one by one, holding up a fist or a number of fingers up to five. A fist means you're not on board and five fingers up means you think it's a great idea. Then, have everyone state their case as to why they chose the fingers they did.

In the end, the team must choose a solution to the problem that everyone agrees on with five fingers. The first step is to read the problem scenario below and write a solution to the problem in the space provided. This is the solution you will share with your group.

Problem Scenario: Imagine you have a disagreement with your teacher about a grade or an assignment. You believe you deserve a higher grade, but your teacher disagrees.

Solution:



Lesson 6- Work Ethic

Work Ethic

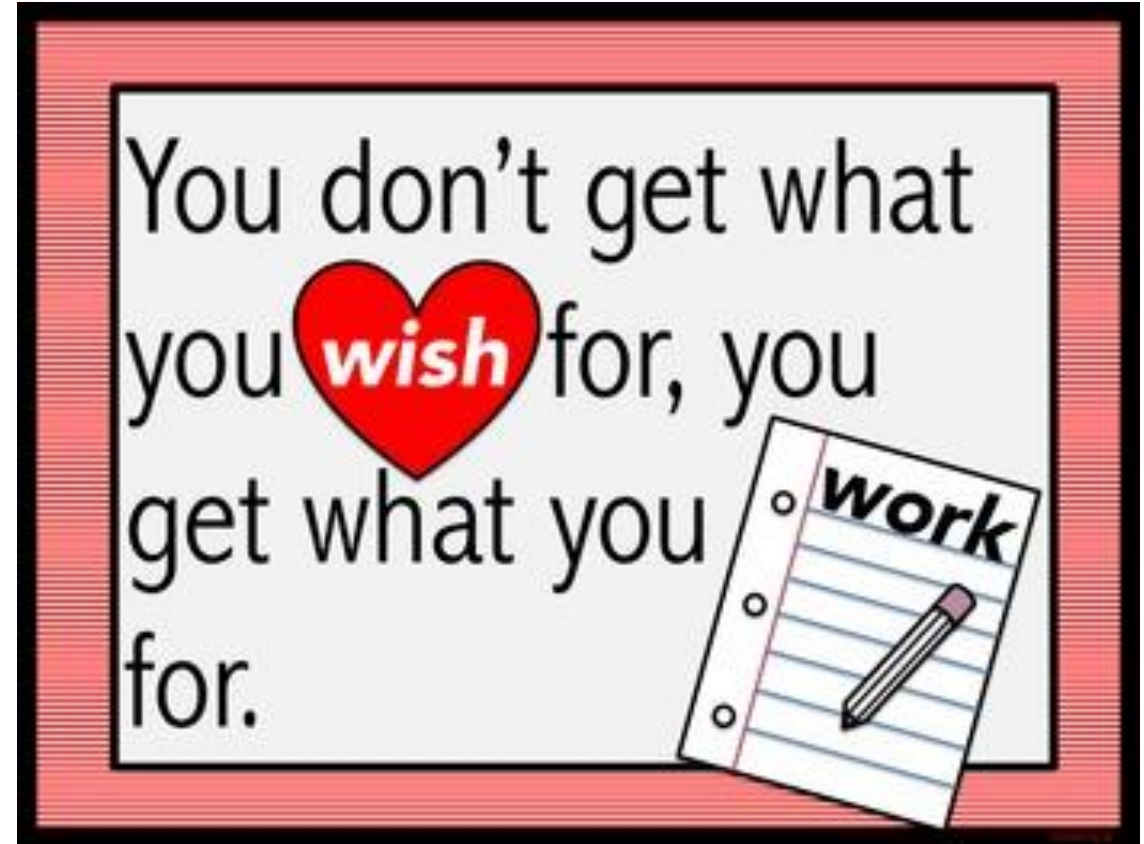
Work Ethic Strengths and Weaknesses

Read through the following list of characteristics that describe good work ethic. Circle the top 10 that you believe are your strengths. Underline five characteristics that you believe may be weaknesses. Write a journal entry in which you set goals to work towards improving your work ethic areas of weakness.

positive attitude
adaptable/flexible
lifelong learner
optimistic
cooperative
emotionally mature
hardworking

dependable
honest
self-confident
loyal
productive
trustworthy
efficient

responsible
self-motivated
enthusiastic
respectful
team player
punctual
good listener



Lesson 7- Listening

Listening

Active Listening Practice

There are several strategies you can use to practice your active listening skills, such as:

- **Parroting:** Repeating the message
- **Paraphrasing:** Rephrasing the message in your own words
- **Reflecting Feelings/Validating:** Showing understanding and valuing the other person's opinion, even if you don't agree
- **Empathizing:** Expressing care and sensitivity to the message sender's feelings, opinions, and experience

For each of the following statements, use the active listening strategies shown to rephrase the statement.

Example: You need to be home right after school. I don't want you going to the mall after school. I've heard that kids have been hanging out there and doing drugs. I'm concerned about your safety and that you might get into a situation in which you can get into trouble.

Parroting: So you'd like me to be home after school because you've heard that kids are going to the mall after school and getting into trouble.

Paraphrasing: So, you know that my friends and I like to go to the mall after school sometimes, and you've heard about kids doing drugs there, so you'd like me to stop going there after school. Is that right?

Reflecting Feelings/Validating: I understand that you feel concerned about my safety and that I could get into trouble just by being around there after school, given what goes on there.

Empathizing: I imagine you feel worried when I'm at the mall after school.

Statement 1: As assistant manager, I'm not sure it's a good idea to hire my friend, Paige, as a server. Even though I really like Paige, I don't feel OK about hiring her just because I know her. I know she is not a very hard worker. Sometimes she calls into work sick even when she is not.

- **Parroting:**
- **Paraphrasing:**
- **Reflecting Feelings/Validating:**
- **Empathizing:**

Statement 2: I don't know about my co-worker, Mia. One minute she's so nice and helps me, and the next minute she is screaming at me for something.

- **Parroting:**
- **Paraphrasing:**
- **Reflecting Feelings/Validating:**
- **Empathizing:**



Lesson 8- Respect



Respect

Respect Self-Assessment

Complete this self-assessment and decide for yourself if you need to improve in any way.

- ☐ Yes ☐ No I treat others like they matter.
- ☐ Yes ☐ No I do not interrupt or barge in on others.
- ☐ Yes ☐ No I respect others with more experience.
- ☐ Yes ☐ No I do not make fun of others.
- ☐ Yes ☐ No I ask permission to use other people's things.
- ☐ Yes ☐ No I treat others the way I'd like to be treated.
- ☐ Yes ☐ No I am considerate of others.
- ☐ Yes ☐ No I treat others fairly.
- ☐ Yes ☐ No I am courteous to other people.
- ☐ Yes ☐ No I will listen to people I have personal differences with.
- ☐ Yes ☐ No I work to solve problems without violence.
- ☐ Yes ☐ No I do not embarrass or intentionally ridicule others.
- ☐ Yes ☐ No I can accept direction graciously from a manager.
- ☐ Yes ☐ No I do not take credit for other people's work/ideas.

RESPECT

Lesson 9- Critical Thinking

Critical Thinking

Critical Thinking Design Challenge

You will work in small group of three or four to use 15 pipe cleaners to build the tallest, free-standing tower within time constraints using the efforts of all team members. To get started, use the space below to begin planning your structure. Remember, every building begins with a foundation and you should consider what shape it could be.

Critical Thinking

Critical Thinking Scenario

Billy is a skilled cabinet maker who works for a small cabinet-making shop. One morning, Billy receives an urgent call from Tony, a customer who recently had a kitchen remodel done by the shop.

Tony reports that one of the cabinet doors has come off its hinges, and they need it fixed as soon as possible. Billy knows that the customer is upset and that the shop's reputation is at stake.

Billy starts working on the problem immediately, but he soon realizes, after talking with Tony a little longer, that the door's hinges are damaged and need to be replaced. The shop's inventory is low and doesn't have the exact hinges in stock.

Billy is torn between waiting for the shop owner to order the hinges or trying to find a suitable replacement on his own. He decides to take matters into his own hands and goes to a hardware store to find a replacement.

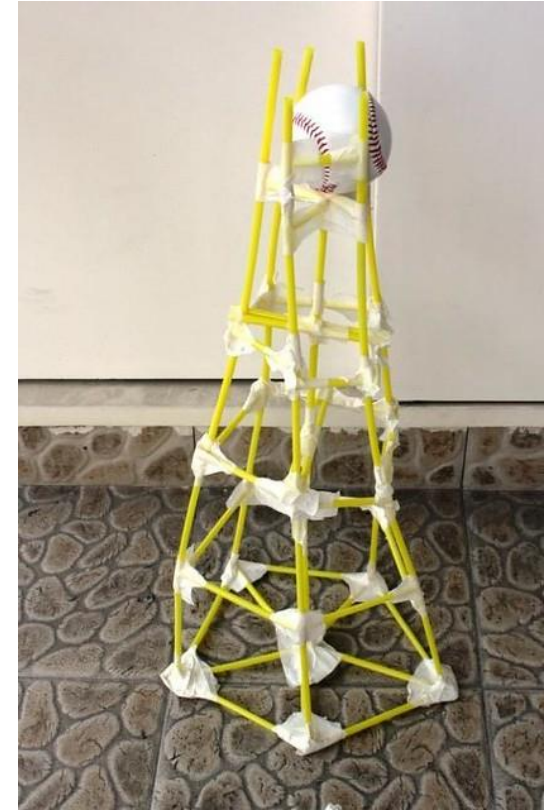
Billy finds a similar hinge and drives to Tony's cabinets. With his expertise, Billy is able to install the new hinge and fix the cabinet door within an hour. He also checks the other cabinets in the kitchen to ensure they are secure.

Points of view to consider:

- Billy, a skilled cabinet maker
- Tony, a customer

Key questions:

- What critical thinking skills did Billy use in this scenario?
- Do you agree with the actions Billy took in this scenario?
- Would you have done anything different if you were Billy?
- If you were the owner of the company, would you be happy with Billy's critical thinking skills?



Lesson 10- Time Management

Time Management

Prioritization Techniques: Pros and Cons

You learned about three different techniques to focus on the most important tasks and goals, while not getting bogged down by less important or urgent tasks. In the space provided, identify the pros and cons of each technique. In the end, choose the one you like best and say why.

	The Eisenhower Matrix	ABC Method	Pareto Principle or 80/20 Rule
Brief description of the technique			
Pros			
Cons			
Mark an "X" for your favorite			

Why did you choose this method as your favorite?



Lesson 11- Professionalism



Professionalism

Professionalism on a Resume

On the sample resume below, underline all the places Jason highlights her professionalism.

Jason Marquez

Eau Claire, WI 54701 | (555) 555-5555 | jason@employability.com

Professional Summary

Accomplished and strategic accountant with a decade of experience driving financial success in diverse industries. Proven track record in implementing cost-effective solutions, optimizing financial processes, and ensuring regulatory compliance. Adept at collaborating with cross-functional teams to achieve organizational goals. Demonstrated expertise in financial planning, analysis, and risk management.

Work Experience

Senior Accountant 12/2023 to Current

International Financial Solutions - Minneapolis, MN

- Lead the preparation for annual audits, resulting in no significant audit findings in the last two years
- Streamline accounts payable and accounts receivable process, reducing errors by 20%
- Advise management on cost-saving opportunities that lead to annual savings of over \$300,000

Accountant 06/2016 to 11/2023

SAM Global - Minneapolis, MN

- Improved financial reporting efficiency by implementing automation tools, reducing the monthly reporting cycle by 15%, and ensuring timely dissemination of financial information of stakeholders
- Assisted in tax planning, prepared detailed financial statements, and presented finding to clients for informed decision-making.
- Established and maintained strong relationships with clients, earning a 95% client retention rate

Junior Accountant 08/2013 to 01/2015

KCJ Plc - Minneapolis, MN

- Assisted with general ledger maintenance, reconciled accounts, and ensured financial records were accurate and up to date
- Improved financial reporting processes, resulting in a 25% reduction in month-end closing time
- Conducted regular financial data analysis to identify discrepancies.

Skills

- Financial analysis
- Budgeting
- Tax compliance
- Financial reporting
- QuickBooks, SAP
- Microsoft Excel
- Teamwork
- Critical thinking

Education

Master of Science: Finance

UW-Madison - Madison, WI

Bachelor of Science: Accounting

UW-Madison - Madison, WI

Certifications and Licenses

- Certified Public Accountant (CPA) - (Updated 2023)
- Certified Financial Analyst (CFA) - (Updated 2023)

Lesson 12- Decision Making/ Goal Setting

Decision-Making and Goal Setting

WOOP Goal Method

Write down a goal using the WOOP goal method.

Step	Description	Wish/Goal
Wish	Identify your wish or goal	
Outcome	Visualize the outcome	
Obstacle	Identify obstacles	
Plan	To overcome obstacles	



Lesson 13- Honesty and Integrity

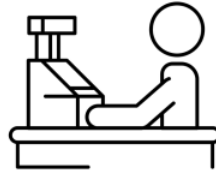
Honesty and Integrity

Honesty Role-Play

Pair up with two classmates, family members, or friends. Role-play this scenario that involves honesty and integrity in the workplace. Two people play employees at a fast-food restaurant and the third person is the manager.

Scenario: You and your partner are coworkers and best friends who work at the same fast-food restaurant after school and on weekends. One day, as you are bagging up the food for a customer, you notice your best friend, who is working the cash register, quickly look around before putting what appears to be money in her apron.

Act out the scenario exactly how you would in that situation, involving the manager if necessary. This will help you understand how difficult it is to be honest while handling challenging situations with honesty and integrity.



Reflection Questions:

- What was the most difficult part of this scenario and why?
- Would you confront your friend? Why or why not?
- Would you get a manager involved?
- If you say nothing, are you also responsible?



Lesson 14- Team Building

Team Building

60-Second Pitch

In a small group of at least three other classmates, work together to develop a 60-second sales pitch of any item you want to sell. It could be something as inexpensive as a pen or pencil, or pricier like a laptop or cell phone. This will help you work as a team, understand the team's strengths and weaknesses, and use those strengths to make the team stronger.

After coming up with your sales pitch, try "selling" the object to another small group.

Reflection Questions

Item you chose to pitch:

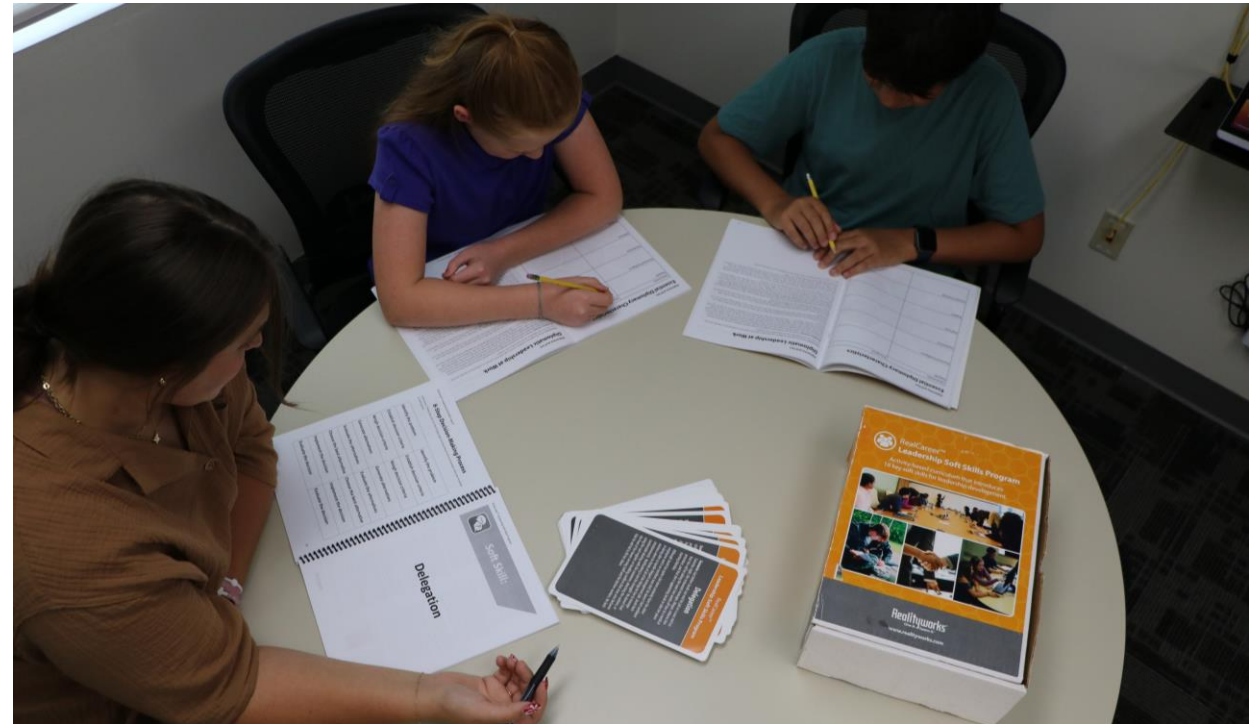
Summary of your sales pitch:

What was the reaction to your sales pitch by the group you tried to sell it to?

How did your group work together as a team? Share examples of good teamwork.

Were there any challenges working as a team? If so, what challenges did you face?

How could you have overcome these challenges?



Lesson 15- Conflict Resolution

Conflict Resolution

Using the 5 Steps of Conflict Resolution

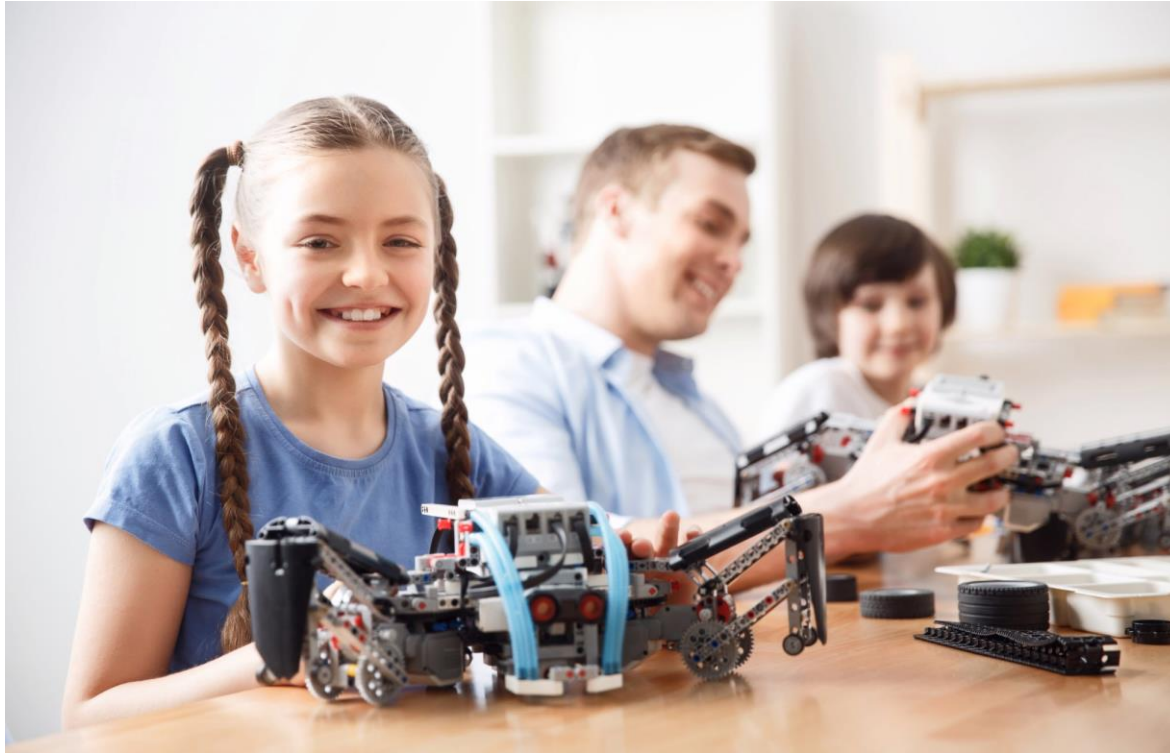
You learned the five steps of conflict resolution in this lesson. Putting this process to work, resolve the conflict in this customer service scenario.

Scenario: A customer, Crista, is upset about a tablet they purchased not working. They are frustrated with the customer service representative, Jessa, who is trying to follow company policies while resolving the complaint.

Address the conflict	
Determine the problem	
Talk to the involved party	
Identify a solution	
Follow up	

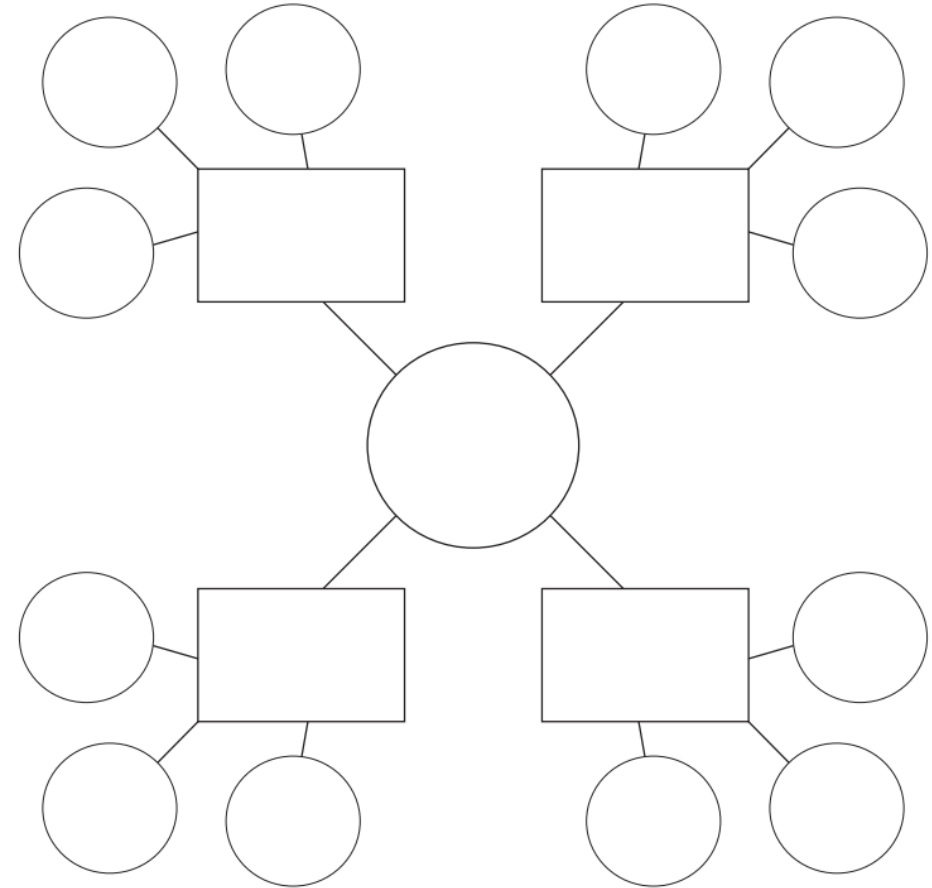


Lesson 16- Creativity



Creativity Mind Map

A mind map is a way of organizing the ideas into categories. Structure the information from your brainstorm activity into a mind map.



Lesson 17- Motivation

Motivation

Types of Motivation: What Speaks to You?



Look at this list of the different types of motivation and find one that fits you the best.

Yes	No	Type of Motivation	Description
		Extrinsic	Driven by external rewards or pressures
		Intrinsic	Comes from within oneself
		Incentive	Focused on achieving a particular goal or reward
		Achievement	Driven by a desire to succeed and improve oneself
		Adventure	Driven by a desire for excitement and challenge
		Affiliation	Stems from a need for social connection

The type of motivation that fits me best is: _____

Write a short journal entry about why you are motivated and inspired by that type of motivation. This will help you discover why you might feel unmotivated in certain situations and change your way of thinking about motivation.



Lesson 18- Flexibility

Flexibility

Flexibility in the Workplace

Read each of the following scenarios that require flexibility in the workplace. Then, write down how you would respond to each situation, showing that you have the skills needed to be flexible and adaptable.

Scenario 1: You work as an emergency medical technician (EMT) and are looking forward to ending your shift in an hour. It is your best friend's birthday, and you plan to take them out to dinner at their favorite restaurant. Your supervisor approaches you right before the end of your shift and tells you that your relief called in sick, and they need you to work another 12-hour shift.

Scenario 2: You and your team are working on a social media campaign for a new, important client. The deadline was originally one week, but you just received an email stating that you now have three days to complete the project, or your company will lose the client.

Scenario 3: Your supervisor approaches you at work and says they are having staffing issues for the night shift. She says they will need to move you to the night shift starting immediately. The only problem is you take a night class three nights per week, which will interfere with your schedule.



Lesson 19- Self Confidence

Self-Confidence

Self-Confidence Self-Assessment

There are many characteristics of a confident person. Do a self-assessment rating each of the following traits (1 for low on the scale of possessing this trait and 5 as the highest).

Rating (1 to 5)	Characteristic
1 2 3 4 5	A strong belief in themselves and their abilities
1 2 3 4 5	Willingness to take risks to achieve their goals
1 2 3 4 5	Positive attitude towards themselves and life in general
1 2 3 4 5	Ability to handle criticism and failure
1 2 3 4 5	Empathy towards others
1 2 3 4 5	Good listening skills
1 2 3 4 5	Strong sense of self-awareness
1 2 3 4 5	Comfortable in their own skin

Look at each of these characteristics, highlighting the characteristics that you rated the lowest. Then, write down small goals for each of the lowest rated traits to improve your self-confidence.

Trait	Small Goal For Improvement
-------	----------------------------



Lesson 20- Stress Management

Stress Management

Stress Management Triggers

This activity will help you identify triggers for stress. Write down situations, people, or things that cause you stress. When handling these predictable stressful situations, you can either change the situation or how you respond by practicing the four A's of stress management, which are:

- 1. **Avoid:** Avoid unnecessary stress by identifying triggers and finding ways to eliminate or reduce them.
- 2. **Alter:** Alter the situation by changing the way you communicate or interact with others, or by changing your environment.
- 3. **Adapt:** Adapt to the stressor by reframing your perspective and accepting the things you cannot change.
- 4. **Accept:** Accept the things you cannot change and focus on what you can control, such as your reaction to the stressor.

Once you have determined how you will manage your triggers, you should find these situations, people, or things less stressful.

Trigger	How you will change the situation or how you respond				Explain how you will do this
	Avoid	Alter	Adapt	Accept	



Scenario Cards



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?

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Teach Mini- Units on Related Skills

Getting the Job

Communication
Self-Confidence
Professionalism
Flexibility
Interpersonal Skills

Keeping the Job

Responsibility
Work Ethic
Respect
Time Management
Honesty and Integrity
Motivation

No “I” in Team

Teamwork
Team Building
Listening
Respect
Conflict Resolution
Flexibility

Thinking Outside of the Box

Creativity
Problem Solving
Listening
Critical Thinking

Free Activities From the Program- #1

Communication

Nonverbal Communication Brainstorming Activity

Brainstorm and list all the different nonverbal ways you communicate thoughts and feelings (Example: crossed arms). As you list each one, also identify one way you think this nonverbal communication could be interpreted (Example: crossed arms could look disagreeable or not approachable).

<u>Nonverbal Communication</u>	<u>Potential Interpretation</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

- Introduce types of communication
- Share this short video
- <https://youtu.be/0clo0PkBs2c?si=tiRuYApOtsaPvFvr>



Free Activities From the Program- #2

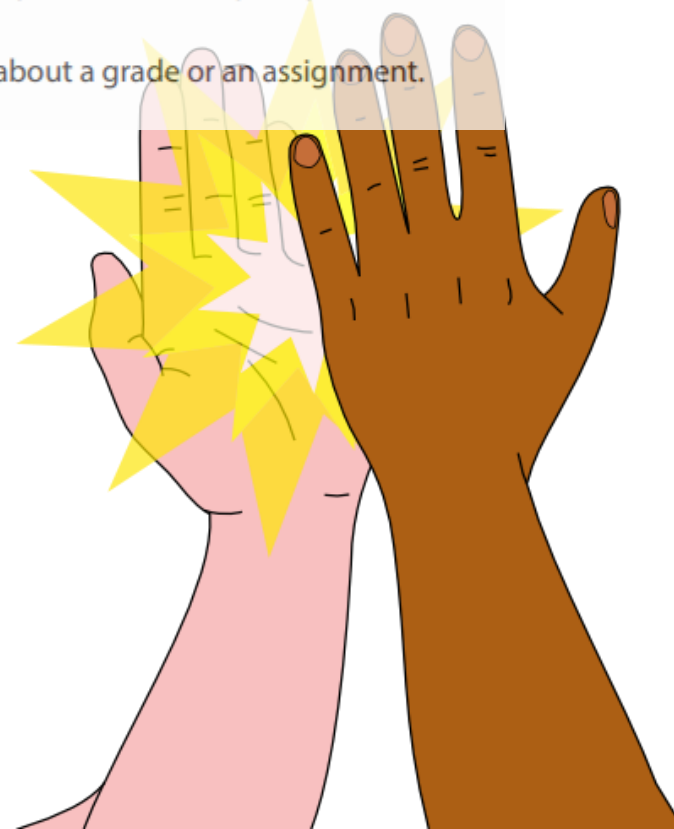
Teamwork

Fist to Five

You will work as a team to have everyone brainstorm solutions to a problem, then go through them one by one, holding up a fist or a number of fingers up to five. A fist means you're not on board and five fingers up means you think it's a great idea. Then, have everyone state their case as to why they chose the fingers they did.

In the end, the team must choose a solution to the problem that everyone agrees on with five fingers. The first step is to read the problem scenario below and write a solution to the problem in the space provided. This is the solution you will share with your group.

Problem Scenario: Imagine you have a disagreement with your teacher about a grade or an assignment. You believe you deserve a higher grade, but your teacher disagrees.



Free Activities From the Program - #3

- Conflict Resolution: How to Settle Your Differences Fairly (4:35)
- https://www.youtube.com/watch?v=jg_Q34kGsKg
- Conflict Resolution 101 (1:27)
- <https://www.youtube.com/watch?v=zHXYWMnm7Yg>

Conflict Resolution

Conflict Role-Play

For this activity, you will need a partner to role-play this scenario with. One of you will act as an employee who is consistently 15 minutes late to work. The other person will play the manager, who has already asked the employee three times this week to be on time.

The manager needs to address the issue of the tardiness, and you both must find a solution to this problem together. After you come to a resolution, give each other feedback on how you felt resolving this conflict went.

Debrief Questions

Which role did you play?

What solution did you arrive at?

What feedback did you give to your partner on how you felt resolving the conflict went?

What feedback did you receive from your partner on the conflict resolution process?



Now what?

- **Soft Skills Implementation [Guide](#)**
- **Soft Skills Training Tools [Brochure](#)**
- **Soft Skills [Webinars](#)**
- Best Practices for Teaching Soft Skills
- Teaching Soft Skills Through Scenario Based Learning
- Using Real World Scenarios for Teaching Soft Skills
- **Online Soft Skills [Lessons](#)**



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Questions?

