

INSTRUCTOR'S GUIDE FOR *SKILLS IDENTIFICATION*

OVERVIEW

The video, *Skills Identification*, addresses the subjects of identifying and presenting best skills to a potential employer. The video presentation is brief, concise, and effective. Time is allowed during the body of the video for viewers to complete several skill-gathering exercises.

A narrator is used to bridge the interviews, information, and exercises in an interesting manner throughout the presentation.

PRESENTATION SUGGESTIONS

Begin the class by asking for students to offer their personal definitions of the word “skill.” Write these definitions on the board/overhead. Discuss some of the things the students view as skills that they think potential employers look for in a new employee. Write these on the board/overhead as well. Leave them up during the **Anticipation Quiz** and the viewing of the video.

Complete the **Anticipation Quiz** before viewing the video *Skills Identification*. Have the students set aside the completed quizzes while viewing the video.

At the conclusion of the video, ask the students to take out their **Anticipation Quizzes** and review the responses. Allow time for students to add or delete information to make each of their responses correct. Discuss the responses. Follow the discussion with one or both of the follow-up **Activities**.

Complete the **Quick Quiz** in class and correct the quizzes together as a group. Assign the **Homework Option** if desired.

ANTICIPATION QUIZ

Note: These questions are to be completed prior to viewing the video. They may be read aloud or copied and distributed as a written exercise.

Directions: Answer the questions as completely as possible.

1. Explain why you believe this statement is either true or false for you: "I have many skills employers look for during an interview."
2. Describe the ways you usually manage your time.
3. List five things you believe you are responsible for at this time.
4. List four things you enjoy doing; then, if you could have a job that included one or all four, what would you be doing?

ACTIVITIES

Activity # 1

Title: Trait Tree

Format: individual

Time: 10–15 minutes

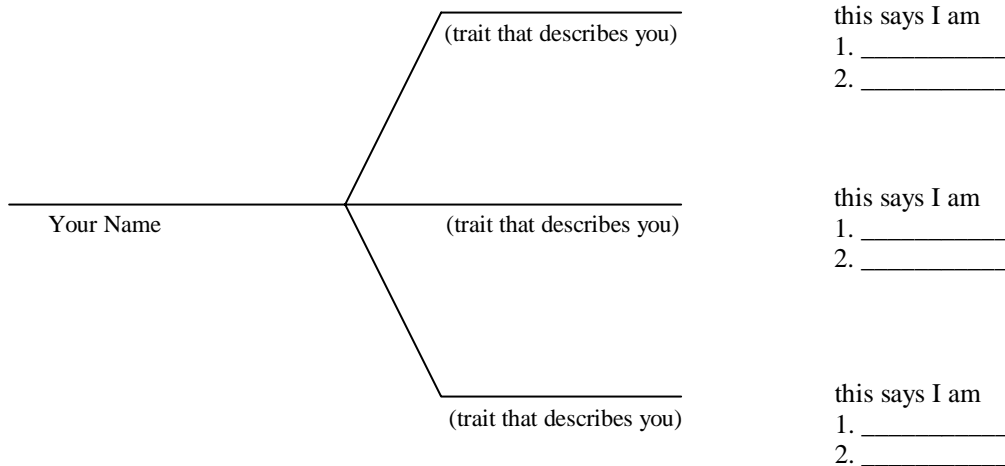
Materials: white paper, pen, Diagram A

Procedure:

1. Show Diagram A on the board/overhead and allow students to copy it, or copy the diagram on a copier and distribute one to each student.
2. Have the students complete the blank spaces to reflect the way they see themselves currently.
3. Ask for volunteers to share their diagrams quickly with the entire class.

Diagram A

Trait Tree



Activity # 2

Title: Break It Down!

Format: Small group

Time: 15–20 minutes

Materials: paper, pen, chart paper, markers

Procedure:

1. Divide the class into groups of four or five students each.
2. Distribute a sheet of chart paper and a set of markers to each group.
3. Explain to the groups that they will decide together on one multi-task skill such as cooking, riding a bike, etc.
4. Each group will be responsible for using the chart paper to create a chart of some sort to show the multi-task skill broken down into smaller skills. Remind the class of the driving example from the video.
5. Guide the students to use the skill categories mentioned in the video—adaptive, transferable, or job-related—as each corresponds to the smaller skills.
6. Allow time for each group to present their skill chart orally in class.

QUICK QUIZ

Note: This may be read out loud, allowing time for responses, or copied and distributed as a written exercise.

Directions: Identify each skill as A-Adaptive, T-Transferable, or J-Job Related.

1. Sensitivity ____
2. Money management ____
3. Problem solving ____
4. Tuning a piano ____
5. Enthusiasm ____
6. Communication ____
7. Diagnosis of an illness ____
8. Programming a computer ____
9. Being on time ____
10. Ability to plan ahead ____
11. Teamwork ____
12. Following instructions ____
13. Building an engine ____
14. Ability to stay calm ____
15. Handling several things at once ____
16. Good attendance ____
17. Good writing skills ____
18. Using your hands ____
19. Patience ____
20. Using the Internet ____

ANSWER KEY

1. A
2. T
3. T
4. J
5. A
6. T
7. J
8. J
9. A
10. T
11. T
12. T
13. J
14. T
15. T
16. A
17. T
18. T
19. A
20. T

HOMWORK OPTION

Find classified advertisements in a recent newspaper. Choose three ads that interest you. Then, using a three-column format, list the adaptive, transferable, and job-related skills that the employers require for each job.