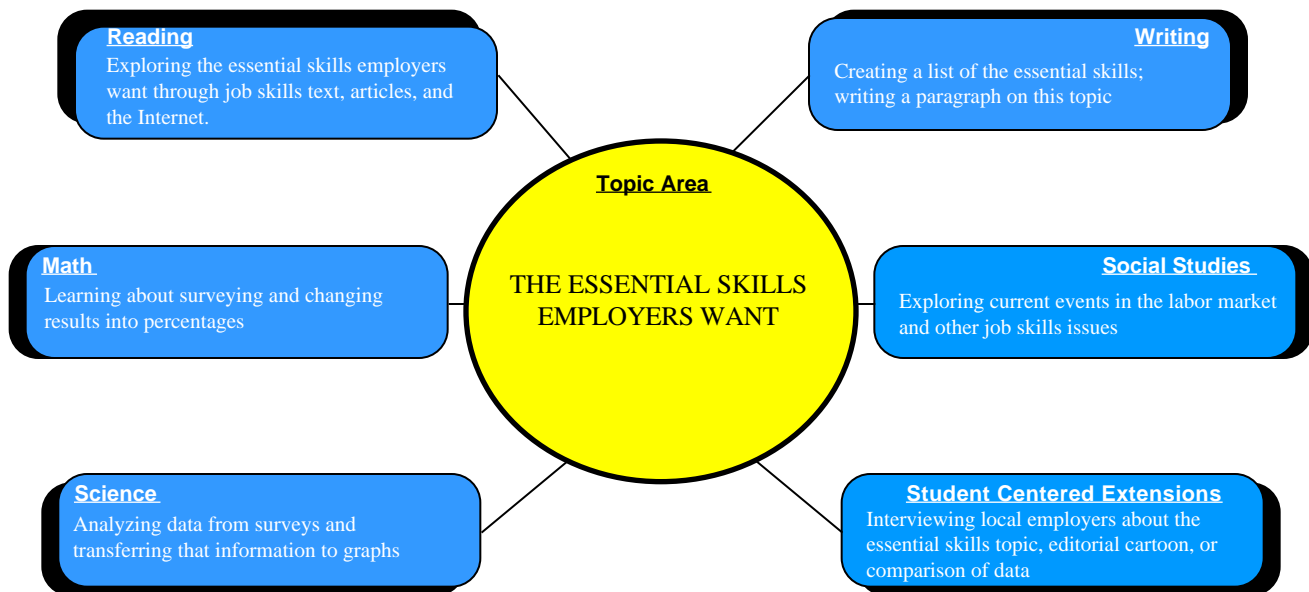


Integrated Lesson

Theme: THE WORLD WE WORK IN

Introductory Statement: This lesson will expose students to the essential skills employers want. The students will also analyze the essential skills.



SPECIFIC LESSON OBJECTIVES

As a result of this lesson . . .

Students will become familiar with the essential skills employers want.

Students will be able to explain why these skills are important in an employee.

BACKGROUND INFORMATION

Before this lesson, the teacher needs to be familiar with the essential skills employers want. The list put together by the Fortune 500 Companies is a good starting point (this list follows).

Before this lesson, students should have some knowledge of graphs, changing numbers to percents, paragraph writing, and how to work in groups.

Before this lesson, students should have a basic understanding of computers and the Internet.

MATERIALS/RESOURCES/TOOLS

Job skills text and workbook, newspapers, magazines, butcher paper, and marker

Optional resources: Internet access, guest speakers from the work world

PROCEDURES

Start the class out with an introduction to the topic with an explanation that they are taking on the role of the employer. Their charge is to identify the essential skills they would be looking for in an employee. Divide the group into smaller groups. These groups are to brainstorm and come up with ten skills they find vitally important when hiring a new employee. This list should be written on large paper. After an adequate amount of time, the small groups should be brought back together. Each group should have a spokesperson to share their list with the larger group.

From the lists created in the small groups, the large group will develop a class master list of the top ten essential skills. This will have to be discussed in the group. It will mean cutting out some skills, combining skills, and renaming some. This master list will then be used for a couple of individual assignments.

Assignment One: Rank the skills from the master list in order from most important to least important when looking to hire a new employee and explain in paragraph form why the skills were ranked in the order they were

Assignment Two: Pick three skills from the master list that you feel you possess. Discuss these skills, why you think you possess them, and how you could use this information to assist you in finding employment.

Wrap it up by having each student pick a skill, define its importance on paper, and share that information with the class group.

This lesson can be extended in the following ways according to class education and social needs:

Students survey others (e.g., area employers, student outside their GED classroom) on the topic of essential skills employers want. The information gathered from the survey can then be turned into percentages and graphed or charted. The data can be compared by female to male responses or even by age ranges. Teachers can provide a survey or students can develop one in groups.

Visit the following websites to see a list of the skills Fortune 500 Companies want in an employee (also shown in a handout, but students can interact with the list online). This information can be compared to the Skills Employers Seek on the North Dakota State University website.

Fortune 500 Company site—arp.sprnet.org/admin/supt/want.htm

North Dakota State University site—www.ndsu.nodak.edu/ndsu/psychology/advising/employment/skills.html

Discuss what was discovered at this website in comparison to what was discussed in your class group. This can be done either on paper or into the tape recorder.

Have students develop a comic strip showing an employee demonstrating the essential skills employers want from the class master list. An editorial cartoon could also be done that focused on the importance of what is deemed as the top skill employers want when hiring an employee.

This extension can take two different paths:

Path 1: Have two to three local employers come into the classroom to discuss skills they look for when hiring an employee. Have them look over the master list created by the class and elaborate on the importance of those characteristics in an employee. Put any additional skill mentioned on a new sheet.

Path 2: Have students interview a local area employer either in person or on the phone to determine the skills the employer looks for when hiring an employee. This information can be brought into the classroom and discussed.

ASSESSMENT

Completion of the assignments according to the classroom teachers' criteria and also through the wrap up.

Develop an informal assessment tool to hand out daily. This form, called "Goods, Bads, and Comments," asks student to write what they liked about the day's lesson, what they didn't like or understand, and any comments. Encourage students to be honest and to be ready to address any questions the next time the class meets.

Journal writing can be used for students to reflect on the lesson.

Checklists could be used to determine project/assignment completion. The assessment depends on the preference of the educator.

Fortune 500 Companies List of Essential Skills Employers Want

The skills are listed in no particular order.

- Interpersonal Skills
- Leadership
- Writing
- Teamwork
- Oral Communication
- Reading
- Computation
- Problem Solving
- Listening
- Creative Thinking