



## **Skills/Discussion, Journaling and Role Play**

By the end of this lesson, students should have the ability to:

1. Recognize the essential skills/soft skills that are top priority to employers in a variety of industries.
2. Understand the value that those skills bring to an individual's performance, effective team functioning, and overall business success.
3. Recognize areas of the classroom and in other areas of their lives where they either demonstrate or do not demonstrate essential skills. If they lack skills in specific areas, identify how they can develop those skills. Create an individual action plan with accountability/milestones.

As a class, review the Employability Skills Slides shared on the website which feature data about employability skills. Read the employability skills information relevant to each target and support industry. Engage different students to read the various employability skills points on each slide.

*For discussion related to each industry slide:*

1. What are the top employability skills regardless of industry?
2. Are you seeing common themes? If so, what are they and why do you think this is the case?
3. Can you think of examples in your own life where either demonstrating or not demonstrating these skills have led to positive or negative outcomes? How can you improve these skills?

*Journaling activity:*

- Think about the employability skills you would like to improve. What are they? Why would being more skilled in this area help you in school? Personally?
- What kind of timeline do you have for improvement? A week? A month or longer?
- What specific steps can you take to improve? Who will hold you accountable?

*There is also a video version of this slideshow which has built in stopping points for discussion as it relates to each target and support industry. [This video](https://youtu.be/jNZ5fZSCvOg) is on the Earn Up You Tube channel. Link to this specific video: <https://youtu.be/jNZ5fZSCvOg>*

### *Role play:*

#### Ground rules:

- All non-participants remain silent during the role play.
- The students involved in acting their respective parts must not use disrespectful language or exhibit inappropriate behaviors. (This may involve a more detailed conversation about office etiquette and what would make someone uncomfortable or violate HR policies).

#### Players:

- One student or the instructor serves as a supervisor of a work team. (Employer)
- One student is the direct report of this supervisor and has not met his/her 90 days. (Employee)
- These students can change with the various scenarios to foster additional student participation.

### *Scenario 1: Attendance and Dependability*

The individual has been late to work twice and has also missed an assignment deadline. How should the employer approach the situation and how should the employee respond?

Allow the instructor/students to interact for 2 minutes. Stop and redirect if needed. After the interaction, ask the role-playing students why they chose a specific approach. Ask the student observers what they noticed and/or what they may choose to do differently and why.

- Ask the class why attendance and dependability are important.
- Ask the class what can be done to improve this skill?
- Ask the class what they have learned about themselves through this exercise?
- Follow up with additional conversation and/or another journaling assignment to reflect on the role play exercise.

### *Scenario 2: Communication*

The individual was asked to complete a portion of a project. Other parts of the project depended on this person completing the assigned task. The individual finished the portion but did not communicate either in writing or verbally to the other members of the team. As

a result, the other team members did not begin working on the project and the project was completed late. How should the employer approach the situation and how should the employee respond?

Allow the instructor/students to interact for 2 minutes. Stop and redirect if needed. After the interaction, ask the role-playing students why they chose a specific approach. Ask the student observers what they noticed and/or what they may choose to do differently and why.

- Ask the class why communication is important.
- Ask the class what can be done to improve this skill?
- Ask the class what they have learned about themselves through this exercise?
- Follow up with additional conversation and/or another journaling assignment to reflect on the role play exercise.

### *Scenario 3: Teamwork*

The company owner announces a surprise, last minute visit and will arrive at the workplace in 30 minutes. The team scrambles to tidy up the office and put together a quick presentation on current progress toward their goals. Everybody is working to complete these tasks with the exception of one person. After the owner leaves, the supervisor pulls this employee aside. How should the employer approach the situation and how should the employee respond?

Allow the instructor/students to interact for 2 minutes. Stop and redirect if needed. After the interaction, ask the role-playing students why they chose a specific approach. Ask the student observers what they noticed and/or what they may choose to do differently and why.

- Ask the class why teamwork is important.
- Ask the class what can be done to improve this skill?
- Ask the class what they have learned about themselves through this exercise?
- Follow up with additional conversation and/or another journaling assignment to reflect on the role play exercise.

### *Scenario 4: Customer Service*

A customer calls an employee and is very unhappy with the services the company provided. The employee is rude to the customer and hangs up the phone. The supervisor reviews the recording of the call and is very displeased. How should the employer approach the situation and how should the employee respond?

Allow the instructor/students to interact for 2 minutes. Stop and redirect if needed. After the interaction, ask the role-playing students why they chose a specific approach. Ask the student observers what they noticed and/or what they may choose to do differently and why.

- Ask the class why customer service is important.
- Ask the class what can be done to improve this skill?
- Ask the class what they have learned about themselves through this exercise?
- Follow up with additional conversation and/or another journaling assignment to reflect on the role play exercise.