

**Instructor's Guide**  
**for**  
**GETTING THE JOB YOU REALLY WANT VIDEO SERIES**

## **Getting to Know Your Skills**

### **Overview**

This program deals with various skills that people bring to jobs. Most people are not good at expressing their skills, and three out of four employers who interview job candidates say the candidates don't present their skills well. That's why students need to develop a language to express their skills. It's also important for students to find work where they can use their best skills so that they feel motivated and interested.

The video covers three types of skills: adaptive skills, transferable skills, and job-related skills. *Adaptive skills* (also called personality traits) are skills that help a person adapt to situations and be successful. Being on time, showing enthusiasm, and getting along with others are examples of adaptive skills. *Transferable skills* are skills a person can take from one task or job to another. Being organized or writing well are examples of skills that can be used in many different jobs. *Job-related skills* are skills specific to performing a job, such as familiarity with a software program or being able to fly a plane.

The video stresses the need for students to assess their own skill sets and to learn how to incorporate those skills into their job search.

### **Presentation Suggestions**

Start by listing these words on the board or overhead:

- Patience
- Communication
- Teamwork
- Ability to organize
- Ability to coordinate
- Solving problems
- Planning
- Negotiating
- Fixing things
- Managing finances
- Supervising
- Teaching
- Learning quickly

Ask students to identify two skills they use in dealing with their friends or family. Now ask them to identify two skills they have used on the job. Discuss whether the skills they use in their family might also be useful on the job. Could they express these skills to an

employer? Can they think of other skills that they use every day that they could transfer to a job?

When you feel the students have begun to identify some skills they did not recognize before now, give them the **Anticipation Quiz** to complete prior to viewing the video. If you wish, allow the students to state their answers and discuss them.

Show the video. Encourage students to make changes to the answers they put down for the Anticipation Quiz while watching the video. At the conclusion of the video, ask students to discuss any changes they made to their answers on the Anticipation Quiz.

Follow up the discussion with the **Activities**. Use the **Discussion Questions** to request oral or written responses from students, or assign the questions as homework essays. Give the **Quick Quiz** at the conclusion of class and correct the quizzes as a group. Finally, you can assign the **Homework Option**, if desired.

## Anticipation Quiz

**Directions:** Answer these questions as completely as possible. You may revise your answers as you watch the video.

1. What is a transferable skill?
2. What are some skills that are valued across all jobs?
3. How can you let employers know what skills you have?
4. Outside of work, where can you learn job-related skills?

## Answer Key

1. A skill you can use in many jobs.
2. Answers will vary, but may include dependability, reliability, honesty, enthusiasm, loyalty, and resourcefulness.
3. Include them in resumes and cover letters, emphasize them in interviews, tell stories that show your skills at work.
4. Apprenticeships, college courses, training programs.

## Activities

**Activity #1:** Adaptive Skills Exploration

**Format:** Small group

**Time:** 20–30 minutes

**Materials:** Chart paper, marker pens

**Procedure:**

1. Organize the class into groups of four or five and provide each group with some sheets of chart paper and marker pens.
2. Put the following list of skills on the board or overhead:

Expressive	Take pride in work
Motivated	Methodical
Humble	Friendly
Cheerful	Team player
Independent	Solve problems
Open-minded	Persistent
Optimistic	Ambitious
Versatile	

3. Tell students that they are applying for a job as an auto mechanic. Ask them to list the skills from this list that would help them deal with the work an auto mechanic does every day on a piece of chart paper.
4. Now ask them to repeat this exercise with the job of a manager in an accounting firm. Then again with a job as a computer programmer who works from home. Have them list those skills on chart paper as well.
5. Have groups compare their lists. Are there skills that help people in all three jobs be successful? If two people had the same job skills but one identified these adaptive skills in an interview, would he or she have an edge over the other person? Why?

**Activity #2: Transferable Skills Study****Format:** Individual**Time:** 20–25 minutes**Materials:** Paper, pen**Procedure:**

1. Have students list on a piece of paper the various jobs they've held. (If they have little work history, have them list jobs they performed in their family such as mowing the lawn or at school such as working on the yearbook). Ask that they list at least three jobs and leave space under each.
2. Under each job, ask them to list what skills they used in the job that they consider to be transferable skills.
3. Tell students that they will be applying for a job as a retail clerk in a shoe store and they have no retail experience. Ask them to write a script of what they might say in a phone interview to answer the question "What skills can you bring to this job?" drawing on the transferable skills they just listed. Alternatively, you can

make a list of three or four jobs and have students choose one they would like to interview for.

4. When all students have finished, call on two or three to share their scripts. As a class, discuss how they can tie their skills language to the specific requirements of a position.

## Discussion Questions

1. Which are more important to employers: adaptive, transferable, or job-related skills? In what kinds of jobs or industries are job-related skills more important? In today's economy, what are some skills that are in high demand?
2. Job-related and transferable skills can be learned at work or through education and training. How can adaptive skills be improved?
3. Imagine you owned your own business. What three skills would you require of anyone who came to work for you, regardless of the position they were applying for? Why?

## Quick Quiz

**Note:** You may read these questions out loud, allowing time for students to respond, or copy and hand this out as a written exercise. If you read the quiz, consider writing the responses on the board or overhead.

**Directions:** For each skill that is listed, indicate whether it is an adaptive, transferable, or job-related skill.

- |                     |                          |
|---------------------|--------------------------|
| 1. Punctuality      | 7. Operating a forklift  |
| 2. Using a computer | 8. Trustworthiness       |
| 3. Analyzing data   | 9. Counseling others     |
| 4. Honesty          | 10. Taking an X-ray      |
| 5. Flying a plane   | 11. Delegating authority |
| 6. Enthusiasm       | 12. Tuning an engine     |

## Answer Key

- |                 |                  |
|-----------------|------------------|
| 1. adaptive     | 7. job-related   |
| 2. transferable | 8. adaptive      |
| 3. transferable | 9. transferable  |
| 4. adaptive     | 10. job-related  |
| 5. job-related  | 11. transferable |
| 6. adaptive     | 12. job-related  |

## Homework Option

Have students contact somebody who works in a job they are interested in or who hires people in those jobs and ask them to describe the skills used in that job every day. Then have students write a brief description of the interview and list the skills that the person mentioned, categorizing them as job-related, adaptive, or transferable.