

WORKSHOP 1 ATTRIBUTES IN DEMAND

GOALS

- ▶ Understand the factors that contribute to changes in occupations and skill requirements.
- ▶ Identify key self-management skills.
- ▶ Compare your personal attributes with those sought by employers.



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IT'S A DIFFERENT WORLD

Personal Effectiveness Resources

- Video (23:00)
- CD-ROM Study Guide
- Instructor's Resource CD-ROM
- WebTutor
- ExamView Pro Testing CD-ROM

Whatever Happened to the Milkman?

- Emerging/ changing technology
- Social/cultural changes
- Corporate downsizing
- Factory closings
- Increase in "disposable" goods

Expecting a gold watch at retirement? Your grandfather probably did. When people from your grandparents' generation entered the workforce, they knew they would most likely stay with the same company until they retired. Today's working world, however, is not the same as your grandparents'—or your parents'. Today, you might switch jobs or career fields several times before you are even halfway to retirement. Technological advancements and cultural developments have created vast changes in career options and in the skills companies seek in employees. This workshop focuses on the skills today's job applicants need to succeed.

Whatever Happened to the Milkman?

Once a vital occupation, milkmen were a part of everyday life—delivering fresh bottles of milk to almost every family in suburban 1950s America. An increase in stay-home mothers entering the workforce, coupled with the growth of super-

markets and the ease of purchasing fresh, packaged milk, slowly eliminated the need for milkmen.

 ***Brainstorm several reasons why jobs might become obsolete.***

TOOLS OF THE TRADE

Transferable Skills vs. Specialty Skills

Though specialty skills are essential for expertise in any job, transferable skills can be moved from job field to job field. Transferable skills make employees highly attractive to employers.

EXAMPLES OF TRANSFERABLE SKILLS

- Creative thinking
- Problem solving
- Good communication
- Good interpersonal interaction

EXAMPLES OF SPECIALTY SKILLS

- Desktop publishing
- Computer programming
- Machine repair
- Plumbing

Key Ideas

- ★ **transferable skills**—general skills that can be used in most employment situations; skills workers can take from job to job
- ★ **specialty skills**—skills relating to a specific occupation

Tools of the Trade

This workshop introduces the skills that workers need to be successful in a changing workplace. Review Key Ideas, definitions, and the guidelines presented in Tools of the Trade.

Make sure learners understand the key difference between transferable and specialty skills. Ask learners to brainstorm more examples of the two types of skills. For more information on the SCANS competencies, visit one of the following Web sites:
<http://www.scans.jhu.edu>;
www.dol.gov. A search using the keyword "SCANS" will provide a variety of helpful documents related to teaching the SCANS competencies.

Managing Yourself and Your Career

Today, workers are expected to do their jobs without constant supervision. To be successful at self-management, workers must take responsibility for their performance, manage their time well, and deal with change effectively.

Good self-managers are:

- Self-disciplined
- Self-motivated
- Organized
- Effective communicators



On the Net

Do you like to work with machines, or would you rather analyze data? Do you work better in groups or independently? The following Web sites can help you match your skills and interests with career opportunities.

<http://www.ncsu.edu/careerkey>

<http://career.missouri.edu/holland>

Why Do Jobs Change?

Though important, keeping abreast of technological requirements for your chosen career field is not always sufficient. Your job, career field, or entire industry can change or become obsolete for a number of reasons.

- Emerging or changing technology
- Social and cultural changes
- Corporate downsizing
- Factory closings
- Increase in “disposable” goods
- Better communication and awareness of national and global opportunities
- Increased mobility and the ability to explore more options

There are no secrets to success. It is the result of preparation, hard work, and learning from failure.

—Colin L. Powell,
Secretary of State

Your Career Is in Good Hands with SCANS

In 1992, the U.S. Department of Labor identified **SCANS (Secretary’s Commission on Achieving Necessary Skills)**—common skills necessary for success.

JOB COMPETENCIES EMPLOYERS SEEK

- **Resources.** Making good use of your company’s time, money, materials, and other staff members.
- **Interpersonal.** Working well in teams, leading others, serving clients well, and working well with people from all walks of life.
- **Information.** Obtaining, organizing, understanding, and using data.
- **Systems.** Understanding complex social, organizational, and technological systems; knowing how to design or improve systems; knowing how to monitor and correct system performance.
- **Technology.** Choosing the right tools necessary for task completion; applying technology appropriately to certain tasks; troubleshooting equipment problems.

FOUNDATION SKILLS EMPLOYERS SEEK

- **Basic Skills.** Reading, writing, arithmetic, speaking well, and listening well.
- **Thinking Skills.** Creative thinking, making good decisions, solving problems, and learning.
- **Personal Qualities.** Responsibility, self-esteem, sociability, self-management, integrity, and honesty.



Emerging and Changing Technologies

During the 1830s, Samuel F. B. Morse, a painter from Massachusetts, invented the electric telegraph and later Morse code. A system of dots, dashes, and spaces that represent the letters of the alphabet, numbers, and punctuation marks, Morse code allowed telegraph operators to send messages (telegrams) across wires at great distances. Much like the Internet and phone today, the telegraph was the primary means of communication in the 1800s.

In 1895, Guglielmo Marconi invented radio, and “wireless” telegraphy began. Ships at sea became equipped with transmitters and receivers, and Morse code eventually became the standard for maritime communication. Ships could now send signals to other ships and land stations in times of distress.

One of the most famous Morse code distress calls came from the sinking Titanic in April 1912. The Titanic’s chief telegraph operator, John G. Phillips, sent out the international distress signal “CQD,” which means “all stations, distress,” as well as the newer “SOS” signal.

Today, a new satellite-based system has largely replaced Morse code. In recent years, many countries have sent their last “official” Morse code messages, including the United States in 1999. The International Maritime Organization now requires most passenger and commercial ships to carry specific satellite and radiocommunications equipment that can cover longer distances and communicate with ships anywhere in the world. Called the Global Maritime Distress and Safety system, this new technology has made search and rescue operations, maritime safety information, and general communications more efficient and reliable.



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Introduction to Personal Effectiveness

View and discuss Segment 1: *Introduction to Personal Effectiveness*. Running time: approx. 3:00.



INTRODUCTION TO PERSONAL EFFECTIVENESS

Segment 1

Technology has brought a lot of change to the workplace, including changes in the skills employers seek.

Some attributes employers seek, however, have not changed. In this program, key players from a variety of businesses will present an overview of employee skills and attributes that must change to match shifting industries and technology. In addition, you'll discover desirable employee attributes that remain constant in a changing workplace.



To be successful at self-management, workers must take responsibility for their performance, manage their time well, and deal with change effectively.

Post-Viewing Questions

1. Effective communication, writing, and speaking skills; and good self-management skills.
2. Good self-managers are self-disciplined, able to work without much supervision, self-motivated, and organized.

Post-Viewing Questions

1. What are some personal attributes that facilitate success during times of change?

2. What are the four skills of good self-managers?

ON THE JOB

How Much Life Is Left in This Job?

Mark has been working in the art department of a trade magazine for 21 years. He is in charge of laying out the text and the pictures for each week's issue. Mark does this by measuring how much space each picture and story needs, and then cutting and pasting each item onto the appropriate page.

Mark is very good at his job, and his boss, the magazine editor, knows it. Mark has been a dedicated, loyal employee for over two decades. The magazine editor also knows that most rival publications do all of their layout and design on computers, which saves them time and money, and results in a more professional-looking product. Mark has not kept up with today's technology, and shows no signs of familiarizing himself with future advancements in his field.

Arathi has been handling layout and design by computer for a monthly magazine for two years. Before that, she also did layout and design by cutting and pasting. She has only been in her career field for five years—a quarter of Mark's experience. Arathi, however, has demonstrated her willingness to adapt to the changes in her job field. She is interested in moving up to a weekly publication and has her sights on Mark's magazine. Arathi demonstrates her desktop design skills to Mark's boss, who is duly impressed.



Which is more valuable to an employer: Mark's loyalty, dedication, and experience, or Arathi's willingness to adapt to change in the workplace?

On the Job

How Much Life Is Left in This Job?

Answers may vary, but most learners will find Arathi's adaptability more valuable. Some learners may suggest that Mark's editor should have a candid talk with him or perhaps create a position for him. This issue could prompt a lively class discussion about workplace values (loyalty to employees vs. the company's bottom line). Instructors may wish to assign roles to act out this scenario in various ways.



Technological advancements and cultural developments have created vast changes in career options and in the skills companies seek in employees.

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PRACTICE

Practice

1. Learners may need direction getting to good Web sites. The school guidance counselor may have lists of approved, categorized sites. If not, direct learners to job sites such as www.monster.com, www.headhunter.net, www.flipdog.com, www.jobs.com, or www.ajb.org (America's Job Bank).
2. Instructors may wish to emphasize the loss of jobs particular to their own community, as appropriate. Encourage learners to brainstorm jobs. They may suggest jobs that are being replaced by technology,



1. Using the Internet or other resources, find information about three different career areas that interest you. Take notes about the necessary skills and training for those jobs. Do you have the necessary skills for any of those occupations? If not, are you willing to obtain them? Devise an action plan for taking the necessary steps to enter your chosen career field.



2. With a partner, produce a list of careers that you think might soon be obsolete. Why do you think these jobs are fading? List the reasons. Using the Internet or other resources, research the careers you've chosen to see if your reasoning was accurate. Suggest how workers in declining industries can prepare for career changes before their jobs disappear.

SUMMARY

such as bank tellers, grocery clerks, telephone operators, and others. Two excellent sources for career information are America's Career InfoNet and Occupational Outlook Handbook. Visit them online at <http://www.acinet.org/acinet/> and <http://www.bls.gov/ocohome.htm?H2>.

- Workplace changes can be attributed, but are not limited, to changing technology, corporate downsizing, an increase in “disposable” goods, and increased mobility among workers.
- Transferable skills can be applied to a variety of job settings, while specialty skills generally apply to one particular job or field.
- According to the Secretary's Commission on Achieving Necessary Skills (SCANS), employers look for workers who are adept at using and managing resources, people, information, systems, and technology.
- The foundation skills employers seek in their workers include basic skills, thinking skills, and personal qualities.

“ Success on any major scale requires you to accept responsibility . . . in the final analysis, the one quality that all successful people have . . . is the ability to take on responsibility. ”

—Michael Korda

REVIEW QUESTIONS



1. List some factors that contribute to changes in jobs and industries.

2. What are the four self-management skills necessary for success in an evolving workplace?

3. Describe the three foundation skills employers seek in their employees, according to SCANS.

4. Why do you think it's important to match your strengths to the right job?

Review Questions

1. Emerging/changing technology, social/cultural changes, corporate downsizing, factory closings, an increase in "disposable" goods, better communication/awareness of national and global opportunities, and increased mobility/ability to explore more options.
2. Self-discipline, self-motivation, organizational skills, and communication skills.
3. **Basic Skills:** reading, writing, math, speaking well, and listening well. **Thinking Skills:** creative thinking, making good decisions, solving problems, and learning. **Personal Qualities:** responsibility, self-esteem, sociability, self-management, integrity, and honesty.
4. Answers will vary. Working will be much easier if your strengths and your job requirements match. Some learners may suggest that strengths can be developed on the job, and that jobs can also be matched to goals, interests, and the ability to learn new skills quickly.

PROJECTS

1. Contact a human resources manager in a field that interests you. Arrange a day to shadow one of the employees. Take notes about the skills that employee uses. Do you already possess some of these skills? Would you need to learn some of them? Identify which SCANS competencies and foundation skills you have and how they would help in this particular occupation. Write a short report about whether this is a job opportunity you would like to pursue. Regardless of whether you are still interested in the profession, list the additional steps you would need to take in order to pursue it.
2. Interview someone, such as an older relative, who worked in a job that is either obsolete or on the decline. Identify the reasons why the need for that job declined. Report your findings in the form of a short newspaper article.

Projects

1. Instructors may wish to closely facilitate this project. Begin by lining up potential "shadowees" in advance. If shadowing is impractical, allow learners to conduct interviews with employees.
2. Learners could also write and tape a three-minute radio feature, draw a comic-book type story of the interviewee's life, or an obituary for that job.