SOFT-SKILLS & MY STUDENTS

Wait? You mean I’m a Job-Coach too!
THE “6” BIG ONES

• Communication
• Enthusiasm & Attitude
• Teamwork
• Networking
• Problem Solving & Critical Thinking
• Professionalism
Communication skills are ranked FIRST among a job candidate’s “must have” skills and qualities, according to a 2010 survey conducted by the National Association of Colleges and Employers.
EFFECTIVE COMMUNICATION

Listening
Speaking
Writing
Interpreting
ACTIVE LISTENING

5 Steps of Active Listening

S O L E R

S – Squarely face the person
O – Open your posture
L – Lean towards the sender
E – Eye contact remained
R – Relax while attending

Active Listening means:

- Removing all distractions
- Feeding back that you have understood
- Listening to speaker’s signs & sounds
SPEAKING

Impressions We Make With Voice
   Pitch
   Volume
   Tone
   Rate
   Enunciation
SPEAKING

Impressions We Make With Words
- Pronunciation
- Grammar
- Vocabulary
- The “In” Words
- Slang and Swearing
10 Tips for Business Writing

1. Know your audience
2. Know your message
3. Think like a reporter
4. Banish buzzwords & clichés
5. Junk the jargon
6. Keep it tight
7. Make it plain and simple
8. Keep icons on your phones
9. Get active
10. Proofread
✓ Look at the person.
✓ Pay attention to his or her body language.
✓ Avoid distractions.
✓ Nod and smile to acknowledge points.
✓ Occasionally think back about what the person has said.
✓ Allow the person to speak, without thinking about what you'll say next.
✓ Don't interrupt.
COMMUNICATION IN CLASSROOM

- Communicate Respectfully
- Repeat Message in Different Ways
- Check for Understanding
- Non-verbal Communication
COMMUNICATE RESPECTFULLY

- Tone - honest, tactful, appropriate, noninflammatory
- Make eye contact with students when speaking or listening.
- Speak in turn as teacher and students.
- Model for students.
REPEAT MESSAGE DIFFERENTLY

- Restate information using differently words.
- Use visual tools to help.
- Handouts and charts.
- Have students practice with information.
- Repeat at least 2xs &
- Reinforce your message.
CHECK FOR UNDERSTANDING

- “Do you understand?”
  Too Easy!

- Have students summarize and respond to questions that require them to THINK?

- Have students repeat the main point or outcome.
Careful use of non-verbal cues.
Rolling eyes?
Disapproving stare?
Bright smile?

Gestures and animation give weight to what you are saying.
#2 ENTHUSIASM & ATTITUDE

Attitudes to Get You Ahead in the Workplace

1. Enthusiastic
2. Efficient
3. Excellence
4. Early
5. Easy
OVERCOMING NEGATIVITY WITH ENTHUSIASM

1. Turn barriers into opportunities
2. Replace negative self-talk with positive self-talk
3. Build relationships based on trust
4. Win people to your way of thinking
5. Disagree agreeably
POSITIVE ATTITUDE AT WORK

1. Report problems quickly and professionally.
2. Treat your coworkers with respect.
3. Get enough sleep.
4. Identify negative thoughts.
5. Work on your overall stress level.
7. Set goals.
8. Alter your responsibilities.
10. Remember that a job is just a job.
INSPIRING ENTHUSIASM AND MOTIVATION IN THE CLASSROOM
SYLLABUS

- Specific the learning outcomes for students
- Explain your class format
- Spell out expected behavior

"Why do I even write a syllabus?!"
CLASSROOM ATMOSPHERE

- Convey your passion.
- Create a welcoming environment.
- Foster a sense of belonging and respect.
- Encourage high performance.
- Promote active engagement.
CLASSROOM INTERACTIONS

- Have interactive classroom with students and teacher.
- Call on students constantly to provide feedback.
- Encourage shy students.
- Listen actively.
- Encourage networking and peer review.
- Ask for feedback for students.
Three Critical Factors when building a relationship with your team:

1. Develop your individual strengths.
2. Establish good relationships with others.
3. Pursue worthwhile and meaningful goals.

“Individual talents get magnified many times over through the collective lens of an effective team.”

Dalal Haldeman
10 QUALITIES OF A GOOD TEAM MEMBER

1. Reliable
2. Communicates constructively
3. Listens actively
4. Active participant in group
5. Shares openly and willingly
6. Cooperates and pitches in
7. Flexible
8. Commitment to team
9. Problem solver
10. Respectful and supportive
BUILDING A TEAM

Build a Team
27 ways to build a team

RECOGNIZE
Recognize the need for a team. Read, research, study, and make sure you believe a team is necessary.

Demonstrate
Demonstrate the need for a team. Play a game or present a problem that demonstrates that a team is better than an individual.

Show
Show the outcomes of a team work product and an individual work product. Was their more synergy with the team?
**Sell**
Sell the need for a team.

**Assess**
Take a pre-assessment to determine the skills and knowledge of the potential team members.

**Create**
Create teams with diverse skills and knowledge.

**Bond**
Begin the bonding process by giving the teams a challenge. Each team will compete against the other teams. Set a time frame.

**Facilitate**
Move around to the teams and facilitate the discussion. Ask how they will begin the challenge. Ask if they need any resources.

**Supply**
Supply the teams with markers, poster paper, and access to content to research how to accomplish the challenge.

**Watch**
As you move around to the teams watch for people without a voice. Encourage the team to listen to everyone.

**Ask**
Ask if there are roles that each team member needs.

**Present**
Ask each team to present. The most comfortable team member can present.
Debrief

Spend time as an entire group and as a team debriefing. Ask them to discuss how they worked as a team and what they could do better.

Take enough breaks for the teams to be refreshed between activities.

Break

Discover

Spend time discovering who everyone in the group is. Play gamestorming get-to-know-you games.

Ask each team to set rules (or a code of conduct) that govern how they deal with each other and the other teams.

Rules

Encourage the team to discuss how each member will be given a voice.

Speak-up

Play

Play a fun game. Have team verses team participate for a prize.
Point:
Point out good team characteristics.

Mix:
Mix up the teams at the completion of projects or lessons. Let the team members try new teams.

Work:
Work through team conflict. Ask other teams to intervene and give advice.

Grade:
Be careful to let the individual be graded on their own work and not that of others.

Escape:
Offer all team members a safe escape if they are uncomfortable.

Reporting:
Have teams create a chain of command for reporting concerns with a team member or the project.
Encourage the team to grow into a deeper understanding of others' point of view. Teach them how to ask each other questions to go deeper.

Reward good team work.

Have a reason for the team. If you plan to talk at them, there is no point in the team. Create something for the team to do. Let them solve the problem.

Grow REWARD Reason

By: Mia MacMeekin

TOGETHER WE ARE BETTER

Teamwork
1. You know more people than you think.
2. Reach out to your network.
3. Improve your communication skills.
4. Focus on building relationships.
5. Evaluate the quality of your network.
6. Take advantage of strong and weak ties.
7. Take time to maintain your network.
NETWORKING TIPS FOR JOB SEARCH

1. Get people to vouch for you.
2. Ask for feedback from your interviews.
3. Be direct and proactive.
4. Be a self-advocate.
5. Show your interest by updating your network often.
6. Contribute to your network.
WRONG USE OF SOCIAL MEDIA

1. Facebook Rants
2. Out of work conduct hurts company
3. Damaging work relationships through social media
4. Damaging employer’s interests
5. Incompatible with employee’s duties
Encourage students to share work socially.
Use a hashtag to facilitate guest speaker discussions.
Require students to keep a blog.
Require original expert sources.
Use Google Hangouts.
Create a social classroom on Edmodo.
Hold a class in Second Life.
#5 PROBLEM SOLVING & CRITICAL THINKING

Employers say they need a workforce fully equipped with skills beyond the basics of reading, writing, and arithmetic to grow their businesses. These skills include critical thinking and problem solving, according to a 2010 Critical Skills Survey by the American Management Association and others.
CRITICAL THINKING

1. Use data and information to drive decisions.
2. Do your homework and share it.
3. Examine conclusions with others.
4. Know SMEs (subject matter experts) who can help you.
5. Get past “face value” to the actual problem.
6. Build your skills.
7. Prioritize “Think Time”.

JUST GO TO www.criticalthinking.com AND CLICK ON “ANSWERS”!
ENCOURAGE STUDENTS TO...

- **ASK Questions and LOOK for Answers**
  - What questions could someone have about this?
  - What information answers these questions/concerns?

- **APPLY What They Learn to SOLVE Problems**
  - Based on the material, how would you ...?
  - Now that you know ____, how do you solve ____?

- **LISTEN to Each Other and DEBATE Ideas**
  - How does John’s comment relate to the text?
  - What can you add to his perspective?
AVOID LOW-LEVEL QUESTIONS

- Address Details (facts, figures, etc.)
- Useful for Short-Term Memory Only
- Based on Memorization, Not Understanding
- Examples…
  - What are Word’s default margins settings?
  - What does B2B stand for?
  - Define an asset.
  - What is a trademark?
ASK HIGH ORDER QUESTIONS

- Ask How or Why Something Happens
- Requires Application of Details to Larger Context
- Go “Beyond Facts” to Constructing a Rationale
- Requires Critical Thinking

Examples...

- How would you change the margins to accommodate a short letter?
- How do B2B marketing strategies apply to EDI technologies?
- Explain how assets depreciate. How does this impact a balance sheet?
- What are the consequences of improperly using a trademark?
#6 PROFESSIONALISM

1. Character
2. Attitude
3. Excellence
4. Competency
5. Conduct
1. Taking responsibility
2. Maintaining accountability
3. Arriving on time
4. Admitting and correcting mistakes
5. Being fair and truthful
6. Following through on commitments
7. Looked up to for one’s personal integrity
TOP 5 TIPS FOR CLASSROOM

- Setting the example.
- Keeping tabs on student time on task and extra curricular activities in classroom.
- Laying down guidelines for unacceptable behavior.
- Actively teaching moral values.
- Start as early as possible.
ATTITUDE

• Exhibiting willingness to take on projects
• Having good humor; able to laugh at self
• Demonstrating helpfulness
• Showing respect
• Always having the best interest of others at heart
• Never greedy or arrogant
• Does not misrepresent, discriminate, or harass others
POSITIVE CLASSROOM ATTITUDE

- Have students recognize they have a choice in their attitudes.
- Teach students to take responsibility.
- Have students assess their attitudes toward failure.
- Teach student to choose words carefully.
- Have students assess their absorption of media.
- Have students assess their approach to life’s challenges.
- Have students think beyond themselves.
- Help students reflect and remember positive aspects of their lives.
1. Striving to be the best
2. Not perfect, as no one is perfect, but excels
3. Exceeds others’ expectations
4. Commits to life-long learning
EXCELLENCE IN CLASSROOM

- Interest and explanation.
- Concern and respect for teachers and students.
- Appropriate assessment and feedback for teachers and students.
- Clear goals and intellectual challenges.
- Independence, control, and active engagement.
- Learning from peers, students, and teachers.
COMPETENCY

• Encompasses self-awareness, self-confidence, and social skills
• Controls one’s self
• Displays leadership skills, decision-making abilities
• Displays team work skills
• Able to inform others of needed information
• Always up to the requirements of one’s profession.
• Seeks out resources when necessary to stay competent.
RESILIENCE & COMPETENCY

Physical health supports resilience, including getting enough sleep, eating well, exercising, and enjoying good health.

Social and emotional competencies that promote resilience include stress management; a sense of control over one’s life; positive relationship to self including self-efficacy, self-regulation, and self-esteem; hopefulness and goal-setting with the motivation and perseverance needed to reach those goals; and social competence.

Cognitive competencies that help include insightfulness and general skills such as problem-solving, information processing, and intellectual ability.
CONDUCT

• Conducts oneself in a way that reflects well on his/her profession.
• Maintains confidentiality
• Never abuses (verbally or otherwise) his/her clients or co-workers
• Dresses professionally (appropriate to one’s work environment)
• Upholds the ethics of his/her profession
• Should be above suspicion or reproach
TEACHERS, STUDENTS, & CONDUCT

- Love your students.
- Assume the best in your students.
- Praise what and when you can.
- Do Sweat the Small Stuff.
- Identify yourself.
- Forge a class identity.
- Have a plan.
REMEMBER THE SIX

• Communication
• Enthusiasm & Attitude
• Teamwork
• Networking
• Problem Solving & Critical Thinking
• Professionalism
QUESTIONS & ANSWERS

For more information:
Sarah B. Odom, PhD
sbodom@gmail.com
251-654-3815
www.vannray.com