

Unit Title: Soft Skills to Get a Job

Grade Level: 11-12

Subject Area: Career Internship

Duration/Length/Number of class periods:

Description: No matter what career a student chooses to pursue, there are soft skills that all employers deem as essential in their employees. This unit will help students to identify those soft skills, why they are important, how to communicate those soft skills to prospective employers and what they can do to improve upon necessary soft skills.

Established Goals (National, State, Local):

National Business Ed Standards:

Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses.

Relate the importance of workplace expectations to career development.

Develop strategies to make an effective transition from school to career.

What Enduring Understandings are desired? Soft skills are critical to attain and communicate in order to get an interview and a job in any career area.

What Essential Questions will be considered?

1. How do employers decide who to interview?
2. What can you do to increase your chances of getting an interview?
3. What information should you put in a resume and on a cover letter to get an interview?
4. What soft skills do employers look for in new hires?
5. Does the job you are applying for affect the soft skills needed to get hired?
6. How can you improve on desired soft skills to ensure getting hired and being a desired employee?

Students will know / be able to:

Identify soft skills necessary to obtain an interview and be hired for a job in a chosen career.

Understand employer expectations for a typical employee in a chosen career.

Understand the expectations of college and the workforce to achieve career goals and have set a realistic plan to achieve my goal.

Understand what will need to be done to achieve career goals and what additional learning will need to take place.

Description	Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.							
	For ma tive	Su m ma tive	Intro duct ory Activ ity	Lear ning Activ ity	Stud ent Tech nolo gy Use d	Teach er Tech nolog y Used	ISTE Stand ards	
Nearpod whiteboard question, “You are hiring, what characteristics are you looking for in potential new hires?”			x		x	x	1D, 7A	
Hard Skills vs. Soft Skills Hard Skills vs. Soft Skills: What's the Difference? (thebalancecareers.com) –in Nearpod w/game/quiz at end to check for understanding	x			x	x	x	1C	
WorkForce Panel on Skills needed in the workforce (medical, finance, and technology, manufacturing)				x				
Nearpod whiteboard on take-aways from panel; discuss those takeaways, how they relate to necessary soft skills	x				x	x	1D, 7A	
Research using various websites and sources (MCIS, ELM, Google) for ideas on doing a resume and cover letter				x			3C	
Develop personal resume and cover letter for an entry level job in career focus area making sure to include soft skills as well as other suggested information from the workforce panel and your own research. Rubrics in Schoology assignment link.		x					4B, 6D	
Develop a personal plan on how to improve upon soft skills for the future to increase success and employability. Rubric in Schoology.		x					6D	

Materials, tools and resources: Nearpod, workforce panel of community business representatives, MCIS, Elm, Google, Word, Schoology (assignments and resource links as well as rubrics for grading are posted on Schoology).

Unit Plan Author: Brenda Kellen, Marshall High School

Day-to-day lesson plan (90 minute block schedule)?

Day1: Nearpod on soft skills

Day 2: Workforce Panel

Day 3: Research resumes and cover letters

Day 4-5: Develop personal resume and cover letter

Day 6: Developing a personal plan to improve soft skills