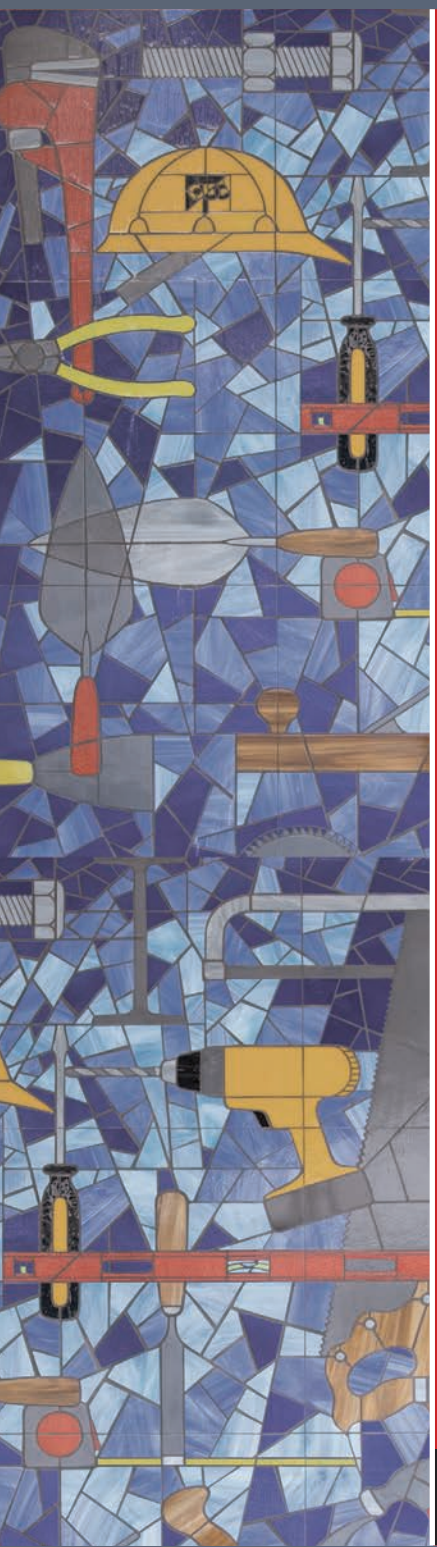
00108-15

Basic Employability Skills



Core Curriculum

Lesson Plans for Instructors

Module Eight

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Lesson Plans for Module 00108-15
Basic Employability Skills

Module Eight (00108-15) provides trainees with guidance related to finding and securing a position in the construction trades. In addition, guidance in the areas of problem-solving and effective interaction with others is offered to help ensure their success in the construction trades.

Objectives

Learning Objective 1

- Describe the opportunities in the construction business and how to enter the construction workforce.
  a. Describe the construction business and the opportunities offered by the trades.
  b. Explain how workers can enter the construction workforce.

Learning Objective 2

- Explain the importance of critical thinking and how to solve problems.
  a. Describe critical thinking and barriers to solving problems.
  b. Describe how to solve problems using critical thinking.
  c. Describe problems related to planning and scheduling.

Learning Objective 3

- Explain the importance of social skills and identify ways good social skills are applied in the construction trade.
  a. Identify good personal and social skills.
  b. Explain how to resolve conflicts with co-workers and supervisors.
  c. Explain how to give and receive constructive criticism.
  d. Identify and describe various social issues of concern in the workplace.
  e. Describe how to work in a team environment and how to be an effective leader.

Performance Tasks

This is a knowledge-based module; there are no Performance Tasks.

Teaching Time: 7.5 hours

(Three 2.5-Hour Classroom Sessions)

Session time may be adjusted to accommodate your class size, schedule, and teaching style.

Prerequisites

Core Curriculum Modules 00101-15; 00102-15; 00103-15; 00104-15; 00105-15; and 00107-15.

Before You Begin

As you prepare for each session, allow sufficient time to review the course objectives, content, visual aids (including the PowerPoint® presentation), and these lesson plans, and to gather the required equipment and materials. Consider time required for demonstrations, laboratories, field trips, and testing.

Using your access code, download the written examinations and performance profile sheets from **www.nccerirc.com**. The passing score for submission into NCCER's Registry is 70% or above for the written examination; performance testing is graded pass or fail.

Safety Considerations

There are no safety considerations related to this module.

Classroom Equipment and Materials

Whiteboard/chalkboard

Markers/chalk

Pencils and paper

Core Curriculum PowerPoint® Presentation

DVD player

LCD projector and screen

Computer

Internet access during class (*optional*)

Copies of the Module Examination

Equipment and Materials for Laboratories and Performance Testing

Minor Decisions: Major Impact. How to Deal with Real Issues in Project Management, DVD. NCCER. 2009. Upper Saddle River, NJ: Pearson Education, Inc.

Additional Resources

This module presents thorough resources for task training. The following resource material is suggested for further study.

Knock 'em Dead Resumes: A Killer Resume Gets More Job Interviews! Martin Yate. 2014. Avon, MA: Adams Media.

Knock 'em Dead: The Ultimate Job Search, Martin Yate. 2014. Avon, MA: Adams Media.

The Re-Discovery of Common Sense – A Guide to the Lost Art of Critical Thinking, Chuck Clayton. 2007. Lincoln, NE: iUniverse, Inc.

Bullying and Harassment in the Workplace: Developments in Theory, Research, and Practice, Stale Einarsen; Helge Hoel. 2010. Boca Raton, FL: CRC Press.

The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Stephen R. Covey. 2013. New York, NY: Simon and Shuster.

There are a number of on-line resources available for trainees who would like more information on employability skills and relationships within the workplace. A search for additional information may be assigned as homework to interested trainees.

Instructors should view any videos that may be identified in the lesson plan before using them to ensure their suitability. The videos can provide teachable moments in both proper and improper work processes and behaviors. Be prepared to stop the videos at appropriate times to point out and discuss both proper and improper conduct and techniques.

Instructors are also encouraged to locate additional audiovisual aids available on the internet, make personal videos, and take still pictures related to the subject matter and add them to the PowerPoint® presentations throughout the program.

Session Outline for 00108-15

Basic Employability Skills

The Lesson Plan for this module is divided into three 2.5-hour sessions.
This time includes 10 minutes for administrative tasks and a 10-minute break per session.

Session One

Session One discusses opportunities in the construction business and how to enter the construction workforce.

1. Show the Session One PowerPoint® presentation.
2. Use the Kickoff Activity to familiarize trainees with the topics of this module.
3. Describe the construction business and the opportunities offered by the trades.
4. Explain how workers can enter the construction workforce.
5. Describe critical thinking in problem solving and barriers to solving problems.
6. Describe how to solve problems using critical thinking.

Session Two

Session Two discusses the importance of critical thinking and how to solve problems.

1. Show the Session Two PowerPoint® presentation.
2. Describe problems related to planning and scheduling.
3. Identify good personal, social, and self-presentation skills.
4. Explain how to resolve conflicts with both co-workers and supervisors.

Session Three

Session Three discusses the importance of social skills and identifies ways good social skills are applied in the construction trade.

1. Show the Session Three PowerPoint® presentation.
2. Explain how to accept and provide constructive criticism.
3. Identify and describe various social issues in the workplace, such drug and alcohol abuse.
4. Describe how to work in a team environment and how to be an effective leader.
5. Go over the Module Review and Trade Terms Quiz in class prior to the exam and answer any questions that the trainees may have. Have trainees complete the written examination.
6. Record the testing results on the Registration of Training Modules Form, and submit the report to your Training Program Sponsor.

Materials Checklist for Module 00108-15, Basic Employability Skills

Equipment and Materials					
Personal protective equipment:		*Minor Decisions: Major Impact. How to Deal with Real Issues in Project Management*, DVD. NCCER. 2009. Upper Saddle River, NJ: Pearson Education, Inc.			
None					
Whiteboard/chalkboard					
Markers/chalk					
Pencils and paper					
Core Curriculum PowerPoint® Presentation Slides					
DVD player					
Computer					
Copies of the Module Examination					

To the extent possible, and as required for performance testing, provide a selection of the tools listed for each session; alternatively, photos may be used to teach tool identification.

Construction Opportunities and Problem Solving

Safety Considerations

The following safety consideration should be emphasized when introducing trainees to the construction environment:

Remind trainees that some forms of PPE may be required any time they are in the shop or on a job site.

Safety Equipment

The use of specific safety equipment is not anticipated during this session.

Classroom and/or Lab Equipment

None required for this session.

Resources

No specific resources are required for this session.

Kickoff Activity

Identify which trainees are presently employed. Have each one talk about their path to finding and securing the job. For those that are not presently employed, have them talk about their job-seeking efforts to date and their experience with the process.

Session Objectives

When trainees have completed this session, they should be able to do the following:

1. Describe the opportunities in the construction business and how to enter the construction workforce.
   a. Describe the construction business and the opportunities offered by the trades.
   b. Explain how workers can enter the construction workforce.
2. Explain the importance of critical thinking and how to solve problems.
   a. Describe critical thinking and barriers to solving problems.
   b. Describe how to solve problems using critical thinking.

Session Performance Requirements

Trainees will not complete a Performance Task during this session.

Instructional Outline

Research has shown that varying instructional methods periodically throughout class sessions helps to engage and hold trainees' attention. The *Core Curriculum* PowerPoint® presentation that you received with this lesson plan is keyed to the sections of the Trainee Guide indicated below and has been designed for use with this lesson plan.

Construction Opportunities and Problem Solving

Classroom: Sections 1.0.0–1.2.0

Discuss the many opportunities available in the construction industry.

Review the bulleted list of workers to demonstrate the many skill sets required to complete a construction project. Describe a company's mission statement.

Review the list of guidelines for resume writing. Explain the importance of matching personal skills when searching for a job. Review the questions and discuss why it is important to be sure a position will be a good fit. Talk about why companies use organizational charts.

Classroom: Sections 2.0.0–2.1.1

Explain how problem solving is crucial to the timely completion of projects.

Review the bulleted list and explain to trainees how to draw a sound conclusion to solve a problem.

Identify problem-solving barriers and discuss how each can affect the outcome.

Classroom: Sections 2.2.0–2.2.5

Introduce the process of solving problems through critical thinking. Review the five-step problem-solving process in detail. Present the example problem of the welding electrode shortage.

Review problem definition. Explain how alternatives are developed. Talk about the selection of the most practical solution. Discuss the implementation of solutions. Point out that the results must be examined to determine if the problem has been effectively solved.

Wrap Up

Prepare a hypothetical problem that is realistic for your job site or organization. If possible, make the problem relevant to the craft that the trainees plan to study. It is suggested that trainees work in small groups for this project. Present each group with the problem. Have them develop lists of alternatives, and then identify their final choice for a solution. Each group will then present their chosen solution. Ask the rest of the class to discuss whether the solution is practical or not.

Homework

Assign the reading of Sections 2.3.0 through 3.3.0. Have trainees complete the 1.0.0 and 2.0.0 Section Reviews.

Safety Considerations

The following safety consideration should be emphasized when introducing trainees to the construction environment:

Remind trainees that some forms of PPE may be required any time they are in the shop or on a job site.

Safety Equipment

The use of specific safety equipment is not anticipated during this session.

Classroom and/or Lab Equipment

Minor Decisions: Major Impact. How to Deal with Real Issues in Project Management, DVD. NCCER. 2009. Upper Saddle River, NJ: Pearson Education, Inc.

Resources

No specific resources are required for this session.

Session Objectives

When trainees have completed this session, they should be able to do the following:

2. Explain the importance of critical thinking and how to solve problems.
   c. Describe problems related to planning and scheduling.
3. Explain the importance of social skills and identify ways good social skills are applied in the construction trade.
   a. Identify good personal and social skills.
   b. Explain how to resolve conflicts with co-workers and supervisors.
   c. Explain how to give and receive constructive criticism.

Session Performance Requirements

Trainees will not complete a Performance Task during this session.

Instructional Outline

Research has shown that varying instructional methods periodically throughout class sessions helps to engage and hold trainees' attention. The *Core Curriculum* PowerPoint® presentation that you received with this lesson plan is keyed to the sections of the Trainee Guide indicated below and has been designed for use with this lesson plan.

Review

Review the answers to the 1.0.0 and 2.0.0 Section Reviews.

Classroom: Section 2.3.0

Explain the importance of doing tasks sequentially during construction. Discuss the roles and responsibilities of those involved in the planning and construction phases. Review the list of potential problem areas.

Classroom: Sections 2.3.1–2.3.2

Describe the potential problems associated with material storage and delivery. Explain that change requests due to material problems may take time to resolve.

Discuss the potential problems associated with equipment on the job. Talk about how these problems can affect job progress.

Classroom: Sections 2.3.3–2.3.5

Talk about the problems associated with a lack of proper tools.

Explain that labor is typically the most expensive part of a project. Point out the potential problems caused by absenteeism and other personnel issues.

Discuss approaches to handling delays related to factors such as material and labor shortages.

Classroom: Sections 3.0.0–3.1.0

Define *relationships*. Discuss the value of strong workplace relationships.

Explain the importance of making a good first impression through self-presentation. Offer ways to ensure a good first impression is made.

Classroom: Section 3.1.1

Talk about what being a dependable employee is and how it is of value to the employer. Discuss personal habits and characteristics such as organizational skills, honesty, and professionalism and how these personal habits affect employment and the workplace. Stress the importance of good grooming habits and maintaining personal appearance.

Classroom: Sections 3.1.2–3.1.3

Describe work ethics and initiative. Talk about how these characteristics invite respect. Caution trainees about when to take the initiative and when to ask for guidance.

Explain how absenteeism and tardiness can affect the budget. Review the bulleted list to discuss how to improve and maintain punctuality and attendance.

Classroom: Section 3.2.0–3.2.1

Identify how conflicts often begin. Describe how to tactfully approach a conflict. Review the bulleted list of ways to diffuse the situation. Ask the trainees how they have handled past conflicts. Explain at what point a supervisor needs to be involved.

Stress the importance of resolving workplace conflicts. Explain the importance of listening. Review the bulleted list of self-questions to help identify the real issue and what problem needs to be solved. Discuss what it means to compromise.

Classroom: Section 3.2.2

Explain how to react to a conflict with a supervisor. Discuss why there is a difference in the approach to conflicts with supervision. Describe the resolution process.

Classroom: Section 3.3.0

Explain that an employee becomes more valuable to the company as he or she learns. Discuss the role constructive criticism has in learning. Explain how to tactfully provide constructive criticism. Emphasize that when someone is providing constructive criticism, they are doing it to educate. Emphasize that careful thought is required when both receiving and providing criticism.

Classroom: Section 3.3.1

Discuss how important the approach is when offering constructive criticism. Explain that alternative methods should be included. Explain that offering some praise as well as criticism is important, as praise is motivating. Describe the importance of offering continual praise whenever possible.

Classroom: Section 3.3.2

Explain how trainees can benefit from constructive criticism. Advise them to take responsibility for their actions and avoid being defensive. Explain that this is a time to demonstrate good work ethics and strong character. Discuss the importance of being respectful when responding to or disagreeing with criticism offered.

Classroom: Section 3.3.3

Define *destructive criticism*. Explain that destructive criticism may not be heard as intended. Explain that workers can set good examples for others in their response to destructive criticism.

Wrap Up

Show the series of events from the DVD entitled "*Minor Decisions: Major Impact. How to Deal with Real Issues in Project Management*." At the end of each short segment (a total of six segments), be prepared to discuss the events observed with the trainees to get their impression of the situation and how it was handled. Although the DVD focuses on project management issues, the events are typical of those occurring on job sites at all levels.

Homework

Assign the reading of Sections 3.4.0 through 3.5.1. Have trainees complete the 3.0.0 Section Review. Have them review the complete module to prepare for the upcoming exam. It is further suggested that trainees be assigned the Module Review and Trade Terms Quiz as homework.

This session includes a brief review of the module and administering the module examination.

Safety Equipment

The following safety consideration should be emphasized when introducing trainees to the construction environment:

Remind trainees that some forms of PPE are required any time they are in the shop or on a job site.

Classroom and/or Lab Equipment

Copies of the Module Examination

Have the Module Review and Trade Terms Quiz answer keys available for review prior to administering the module exam.

Resources

No specific resources are required for this session.

Session Objective

When trainees have completed this session, they should be able to do the following:

3. Explain the importance of social skills and identify ways good social skills are applied in the construction trade.
   a. Identify and describe various social issues of concern in the workplace.
   b. Describe how to work in a team environment and how to be an effective leader.

Session Performance Requirements

Trainees will not complete a Performance Task during this session.

Instructional Outline

Research has shown that varying instructional methods periodically throughout class sessions helps to engage and hold trainees' attention. The *Core Curriculum* PowerPoint® presentation that you received with this lesson plan is keyed to the sections of the Trainee Guide indicated below and has been designed for use with this lesson plan.

Review

Review the answers to the 3.0.0 Section Review.

Classroom: Sections 3.4.0–3.4.1

Point out that the construction workplace is a cross-section of society. Identify the types of social problems that may be encountered in the workplace.

Discuss the various forms of harassment and bullying, and how to identify different forms. Explain why bullies often act as they do. Explain that bullying happens to adults as well as children. Stress the importance of clearly and accurately documenting events.

Classroom: Section 3.4.2

Explain that although alcohol is legal, as is marijuana in some areas, there is no room for either in the workplace. Discuss workplace drug use and drug testing. Identify commonly abused drugs. Emphasize the warning found in this section. Describe the various types of drugs and their effects. Warn about the consequences of inappropriate drug and alcohol use. Discuss assistance available for those needing help.

Classroom: Section 3.5.0

Define *teamwork* and explain that teams generally have a common goal. Discuss what it means to be a good team member. Talk about how goal-oriented members help a team accomplish their tasks. Review the bulleted list of actions that lead to being a good team member. Point out the value of mutual respect among team members. Explain that the work of individual teams is crucial to the success of the entire project. Emphasize the importance of training. Explain that craft instructors are valued team members willing to share their experience and knowledge.

Classroom: Section 3.5.1

Discuss how leadership skills contribute to career advancement. Note that even apprentices can demonstrate good leadership skills. Review the bulleted list of leadership characteristics. Ask trainees if they think they have any of these characteristics. Use the bulleted list to discuss the functions of a leader. Define the leadership styles, and give examples of situations where each would be appropriate. Discuss the impact of motivating and inspiring others. Use the bulleted list to describe ways to motivate a team.

Review

Ask the trainees if they wish to review any particular information from the module. Have the them complete the Module Review and Trade Terms Quiz. Alternatively, if the Module Review and Trade Terms Quiz were assigned as homework, have them retrieve their answers. Review the answers to the Module Review and Trade Terms Quiz prior to administering the module exam. Ask again if the trainees need clarification on any particular topics.

Examination

Administer the Module Exam. As they begin, remind trainees that they must answer at least 70 percent of the questions correctly to pass the module exam.

Wrap Up

Ask the trainees if there were any trouble areas on the exam and to identify a favorite and least favorite part of this module. As an alternate or if time allows, briefly introduce the next topic in your planned teaching sequence.

Homework

Assign the reading of the next module in the teaching sequence.

Instructor

Record the testing results on the Registration of Training Modules Form, and submit the report to your Training Program Sponsor.

Answer Keys

SECTION REVIEW ANSWER KEY

SECTION 1.0.0

Answer		Section Reference	Objective
1.	c	1.1.0	1a
2.	b	1.2.0	1b

SECTION 2.0.0

Answer		Section Reference	Objective
1.	a	2.1.0	2a
2.	d	2.2.0	2b
3.	a	2.3.1	2c

SECTION 3.0.0

Answer		Section Reference	Objective
1.	d	3.1.2	3a
2.	a	3.2.1	3b
3.	b	3.3.1	3c
4.	c	3.4.1	3d
5.	b	3.5.1	3e

ANSWERS TO REVIEW QUESTIONS

Answer		Section Reference
1.	d	1.2.0
2.	a	1.2.0
3.	b	2.1.1
4.	c	2.2.0
5.	d	2.3.4
6.	c	3.0.0
7.	a	3.1.2
8.	b	3.2.0
9.	d	3.3.1
10.	d	3.4.1
11.	c	3.4.2
12.	c	3.4.2
13.	a	3.5.0
14.	a	3.5.1
15.	c	3.5.1

ANSWERS TO TRADE TERMS QUIZ

1. Mission statement
2. Reference
3. Cannabinoids
4. Self-presentation
5. Work ethic
6. Professionalism
7. Confidentiality
8. Initiative
9. Tactful
10. Tardiness
11. Compromise
12. Constructive criticism
13. Zero tolerance
14. Bullying
15. Leadership
16. Harassment
17. Sexual harassment
18. Amphetamine
19. Barbiturate
20. Hallucinogen
21. Methamphetamine
22. Opiates
23. Absenteeism
24. Synthetic drugs

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Instructors – If you have an idea for improving this textbook, or have found that additional materials were necessary to teach this module effectively, please let us know so that we may present your suggestions to the Authoring Team.

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❑ Trainee Guide ❑ Lesson Plans ❑ Exam ❑ PowerPoints Other _____

Craft / Level: Copyright Date:

Module ID Number / Title:

Section Number(s):

Description:

Recommended Correction:

Your Name:

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