



General Employability Skills

PEIMS Code: N1270153

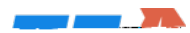
Abbreviation: GEMPLS

Grade Level(s): 9-12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance C EMC ET /2c()Tj 0.21554k 1(ET /2c()Tj6 TJ 0 -1.326

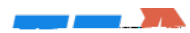


General Employability Skills

- (1) The student demonstrates general employability skills by maintaining basic requirements of personal health, hygiene, and grooming. The student is expected to:
 - (A) evaluate the importance of grooming, hygiene, and appearance in personal and professional settings;
 - (B) select and maintain clothing to maximize appearance for a variety of possible employment experiences; and
 - (C) evaluate the effects of a balanced diet on health, appearance, and effective job performance.

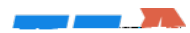
- (2) The student demonstrates social interaction skills necessary for personal and career success. The student is expected to:
 - (A) demonstrate conventional social behaviors when interacting with peers and adults in work-based scenarios by:
 - (i) using appropriate greetings;
 - (ii) saying please and thank you;
 - (iii) giving and receiving compliments;
 - (iv) giving and receiving apologies;
 - (v) accepting consequences for actions and learning from mistakes;
 - (vi) differentiating between interactions at work and outside of work;
 - (vii) accepting feedback concerning various job behaviors; and
 - (B) practice social skills in work-based scenarios by:
 - (i) working effectively under different styles of supervision;
 - (ii) working cooperatively as a member of a team;
 - (iii) working effectively with people who have different personalities;
 - (iv) helping others when asked or without being asked; and
 - (v) demonstrating appropriate interactions with authority figures.

- (3) The student demonstrates personal characteristics that will result in success in the workplace. The student is expected to:
 - (A) apply effective management skills, such as time management and organization, to facilitate task completion;
 - (B) use specific verbal and written language to communicate needs and ideas;
 - (C)



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- (D) practice strategies for negotiation and conflict resolution;
 - (E) demonstrate effective communication skills including verbal, non-verbal, written, and electronic;
 - (F) set long-term goals and short-term objectives for personal growth; and
 - (G) apply stress management techniques.
- (4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:
- (A) evaluate interests, abilities, values, and work environment preferences related to career choices;
 - (B) identify expectations of employers such as having a positive attitude, self-reliance, staying on task, being punctual, and displaying initiative;
 - (C) set long-term goals, short-term objectives, and develop action plans related to professional growth;
 - (D) exhibit general employability skills such as regular attendance, team member contributions, and timely task completion;
 - (E) practice the development of positive interpersonal skills in the workplace through role-play; and
 - (F) demonstrate appropriate self-advocacy skills.
- (5) The student explores the Career Clusters as defined by the U.S. Department of Education.



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- (H) create and present an individualized plan of study for at least one career, including the results of personal, financial, and career planning resources, such as Reality Check.
- (6) The student explores topics related to job searches and interviews. The student is expected to:
- (A) experiment with the various modes by which a thorough job search can be conducted;
 - (B) identify the different types of employment interviews that are possible;
 - (C) practice possible answers to anticipated questions asked at interviews;
 - (D) demonstrate understanding of the components of interviews including before, during, and after the interview, such as preparation/research, initial interview questions, employers' expectations, and listening and responding; and
 - (E) engage in successful interview strategies through various activities, such as role playing, practice interviews, demonstrations, and evaluations of sample interview case studies.
- (7) The student demonstrates an understanding of the transition to new employment. The student is expected to:
- (A) describe the purpose and importance of new employee orientation;
 - (B) describe how group initiation may occur in the workplace;
 - (C) discuss employee benefits, such as pay and health insurance;
 - (D) explain the purpose of a new employee introductory period;
 - (E) describe the need to understand jargon, language, and vocabulary particular to a position;
 - (F) research the kinds of policies and procedures typically found in a workplace;
 - (G) interpret organizational charts;
 - (H) compare various work styles and settings such as working alone versus working collaboratively; working indoors versus working outdoors; or being a team lead versus a team member;
 - (I) define and explain the various emotions that may accompany new or initial employment, such as feeling overwhelmed, lonely, anxious, dependent, excited, and/or motivated; and
 - (J) research and present on various topics related to work/life balance.

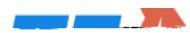


Recommended Resources and Materials:

Teaching Social Skills to Youth: A Step-by-Step Guide to 182 Basic to Complex Skills Plus Helpful Teaching Techniques, 2nd Edition.

This guide features step-by-step component behaviors for 182 social skills – from basic to complex. Each skill has been task analyzed into its essential behavioral elements. Most of the steps in these skills will require additional discussion led by the teacher.

Dowd, T., & Tierney, J. (2005). *Teaching social skills to youth: A step-by-step guide to 182 basic to complex skills plus helpful teaching techniques*, (2nd Edition). Boys Town, Nebraska:



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- Leadership
- Continued learning
- Task completion

Sample activities:

1. Organizational skills and practices
2. Choosing appropriate clothing for work and interviews

Suggested methods for evaluating student outcomes:

- Teacher observations and data collection to determine knowledge and skills acquisition through summative and formative evaluations, such as classroom discussions, presentations, quizzes, and exams
- Lesson evaluations - student demonstrates and practices:
 - appropriate social interaction skills;
 - work-related social skills;
 - personal skills for success in the workplace; and
 - employability skills in a variety of job settings.

Teacher qualifications: