Key Strategies for Implementing Soft Skills

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Copy of Slides

https://tinyurl.com/jones-ACTEA-soft
Life/Career Abilities Overview

Research
Research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center, has all concluded that **85% of job success comes from having well-developed soft skills and people skills**, and only **15% of job success comes from technical skills and knowledge (hard skills)**.
18 Months After Hire

- Retained
- Discharged

46%

Reason for Discharge

- Attitude: 89%
- Skill

*Forbes Magazine, January, 2012*
Examined social competence of kindergartners and key young adult success 19 years later

• An increase of a single point in social competency score showed a child would be 54% more likely to earn a high school diploma, twice as likely to graduate with a college degree, and 46% more likely to have a stable, full-time job at age 25.

• Social competence not fixed. Measures are helpful but multiple measures should be used.
Some question the work habits of today’s student?
“Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers.”

Socrates
The results of a 25 year study at the University of Minnesota found that the best indicator of future interpersonal and professional success was doing regular chores growing up.
Percentage of teens with summer jobs plummets

Labor force participation rate for 16-19 year olds in July

Source: Bureau of Labor Statistics data provided by Challenger, Gray & Christmas
16- to 19-Year-Olds Not in the Labor Force

Source: Challenger, Gray & Christmas, Inc., with unpublished non-seasonally adjusted data provided by the U.S. Bureau of Labor Statistics
Life/Career Abilities Overview

Leadership Skills
- resilient
- shared
- adapt
- communicate clearly
- community
- ready for change
- shift
- connected
- connect across boundaries
- authenticity
- support innovation
- collective
- handle uncertainty
- deal with complexity
- distributed
- handle complex issues
- meaningful purpose
- shift
- connect
- value-based
- learning
- stay grounded
- experiment
- understand cultural contexts
- conversation
- empathy
- collaborate
- execute
Domains of Student Learning

- Who you are
- What you know
- What you can do

- Life/Career
- Academic
- Performance
Three Key Strategies

1. **Define** - Begin with the End in Mind

2. **Measure** - Measure What Matters

3. **Develop** - Nurture Growth
Three White Papers

- **Define** - Life/Career Abilities Framework: Begin with the End in Mind
- **Measure** - Data Practices for Developing Life/Career Abilities
- **Develop** - Life/Career Abilities: Nurturing Growth

http://nyctecenter.org/resources/print
Life/Career Abilities Overview

Defining Life/Career Abilities
Why Life/Career Abilities Framework?

• More comprehensive resource than those currently available
• Develop a common language between CTE and academic teachers
• More detail to enable teachers to translate abilities into daily work
• Flexibility for schools/teachers to define appropriate measures
Sources - Other Standards and Research

- SPN Model Schools work
- US Dept of Ed OCTEA Employability Profile
- ASCA Student Mindsets and Behaviors
- Common Career Technical Core - Career Ready Practices
- Deeper Learning School Consortia
- NY SED CDOS Credential
- Research on non-cognitive skills
- CASEL Social Emotional Learning
Differentiating Life/Career

Values

Beliefs

Behaviors
Recommendation #1

Develop school wide Guiding Principles; model and frequently advocate in school conversations
We believe that success is not accidental. It is important for us as a school to teach our students values that will help them navigate the challenges of everyday life, whether in school or at home. These values will ultimately help them in their future endeavors.

Barry Tech ...4 Articles of Success

1. DEPENDABLE CHARACTERISTICS:
   - Be reliable.
   - Be trustworthy.
   - Be dedicated to your work.

2. RESPONSIBLE WORK HABITS:
   - Be on time (Be punctual).
   - Be positive in your approach to work.
   - Be productive.

3. RESPONSIBLE BEHAVIORS:
   - Be respectful.
   - Be present in school.
   - Be accountable for your behavior and actions.

4. RESPONSIBLE DECISION-MAKING:
   - Be ethical and act with integrity.
   - Be a knowledgeable professional.
   - Be realistic in setting goals, but strive for excellence.
Guiding Principles

- Citizenship
- Compassion
- Courage
- Empathy
- Honesty
- Loyalty
- Respect
- Service
Learning Mindsets

- **Balance:** “I will develop myself mentally, emotionally, and physically.”
- **Belonging:** “I am comfortable as a member of this learning community.”
- **Commitment:** “I will apply my talents and skills to achieve the best result.”
- **Efficacy:** “I can succeed.”
- **Growth:** “I can improve my abilities through effort.”
- **Hope:** “I choose to be optimistic about future events.”
- **Relevance:** “This work has value and purpose for me.”
Recommendation #2
Use Learning Mindsets with individual students to encourage reflection and coach toward positive mindsets.
<table>
<thead>
<tr>
<th>Life/Career Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Responsibility</strong> - Own it!</td>
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<tr>
<td><strong>Social Facility</strong> - Meet and Greet!</td>
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<tr>
<td><strong>Self-control</strong> - Take Care of Yourself!</td>
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<tr>
<td><strong>Self-direction</strong> - You Matter!</td>
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<td><strong>Engagement</strong> - Get Involved!</td>
</tr>
<tr>
<td><strong>Self-reflection</strong> - Think About It!</td>
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<tr>
<td><strong>Perseverance</strong> - Don’t Give Up!</td>
</tr>
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<td><strong>Productivity</strong> - Do a Good Job!</td>
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<tr>
<td><strong>Observation</strong> - Pay Attention!</td>
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<td><strong>Information Skills</strong> - Google It!</td>
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<td><strong>Problem Solving</strong> - Figure It Out!</td>
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<td><strong>Communication</strong> - Talk It Over!</td>
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<td><strong>Collaboration</strong> - Team and Trust!</td>
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<tr>
<td><strong>Creativity</strong> - Think Differently!</td>
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<td><strong>Leadership</strong> - Step Forward!</td>
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<td><strong>Career Smarts</strong> - Focus on the Future!</td>
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<td><strong>Big Picture Awareness</strong> - Make Meaning!</td>
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Recommendation #3

Define appropriate competencies, measure student progress, give feedback and nurture growth.
Life/Career Abilities Overview

Measuring Life/Career Competencies
Options for Measurement

- Employability Profiles
- Rubrics in Student Projects
- Work-based Learning Documentation
- Student Awards
- Report Cards
- Student Progress Reflection
Employability Profile Content

- Work Habits
- Technical Skills
- Basic Foundation Skills
- Work-based Learning Hours
- Credentials Held
Rating

- Exceeds Expectations
- Meets Proficiency
- Developing
- Unsatisfactory
Life/Career Rubrics

• 17 Competencies are further defined into 100 performance measures
• Each performance measure has a four level rubrics for rating student performance
Sample Life/Career Rubric

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Collaboration</strong></td>
<td>Practices teamwork, supports others, learns from others, assumes/fulfills role responsibly, negotiates to resolve conflicts</td>
<td>Consistently listens to others and their ideas; helps the team reach its full potential.</td>
<td>Listens to others’ points of view and makes a definite effort to understand their ideas.</td>
<td>Sometimes listens to others, but often assumes others’ ideas will not work. Tries to work well with the team.</td>
</tr>
</tbody>
</table>
The Life/Career Competencies Framework has been developed to assist teachers in giving students feedback on the development of behaviors that contribute to career readiness. The Framework is the synthesis of several research efforts including work with Model Schools. The Framework includes 17 broad competencies. Each competency is defined by 3-9 specific performance measures. These measures are further defined in a four level rubric of student proficiency. Teachers can select from these performance measures to adapt them as appropriate in rubrics for student projects, creating employability profiles, evaluating work-based learning and giving students feedback during instruction.

Directions: Scroll through performance measures to select those you wish to use in your application. Select items on the left to store in a temporary file of your selected performance measures. Use the buttons below to review and edit your selected performance measures.
Life/Career Abilities Overview
Five Elements of Nurturing

• Build Relationships
• Set Expectations
• Provide Experiences
• Model Behaviors
• Give Feedback
Drive by Dan Pink

The surprising truth about what motivates us
Soft Skills by Drive

• **Purpose** - Set Clear Expectations
• **Autonomy** - Give Students Choices
• **Mastery** - Track Progress Over Time
6 Principles of Persuasion in his classic book *Influence*, Dr. Robert Cialdini
6 Principles of Persuasion
Soft Skills Persuasion

• **Reciprocity** - Teachers Model the Behaviors You Expect
• **Scarcity** - Be Selective in Exceeds Rating
• **Authority** - Link to School/Industry
• **Consistency** - Use Throughout Program and School
• **Liking** - Develop Personal Relationships
• **Consensus** - Show Numbers of Students Who Meet Standards
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- creative
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