



INDUSTRY SKILLS GUIDE

Health Care

The goal of this guide is to provide a shared understanding of the industry skills that teachers and employers prioritize for demonstrating work readiness. Specifically, this will assist teachers in ensuring that they are helping to prepare their students to develop skills that reflect the needs of industry. This guide will also help guide teachers who are new to the district about what our community partners have identified as necessary for our students to graduate career ready. The descriptions are based on competencies compiled by the National Association of colleges and Employers (NACE).

WORK READINESS SKILLS

Communication:

Students articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Idea:

Teacher Action:

- Public speaking, with prompts, specific topics, etc.
- Have students practice in front of class

Industry Support:

- Informational interviews

Evidence Student Has Mastered Skill:

- Presentation orally
- Present results of interview

Teamwork/Collaboration:

Students build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

Idea:

Teacher Action:

- Class work as partners to present a topic

Industry Support:

- Hands-on experiments as a pair or group
- Rotate partners collaboratively

Evidence Student Has Mastered Skill:

- Reach out to professions to get ideas
- Assess on project—rubric to grade them on their work

Professionalism/Work Ethic:

Students demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Idea:

Teacher Action:

- Practice language, behavior, problem solving, interpersonal conflict resolution
- Re-do assignments to correct mistakes and develop ideas

Industry Support:

- Recruiter/ HR give presentation about workforce skills/ personal accountability
- Mock interview with feedback

Evidence Student Has Mastered Skill:

- Dress for success day
- Work on project that assesses their skills over time. Rubric needed

Idea:

Teacher Action:

- Teacher invite speaker
- Jan/ Feb/ March: prep students before starting summer jobs and internships

Industry Support:

- Speakers from industry (HR managers, consultants, etc.) talk about what they look for in employees
- Society of HR Management (SHRM) website

Evidence Student Has Mastered Skill:

- Students are able to identify at least 3 behaviors that demonstrate professionalism
- Applying these behaviors in the classroom environment so that they are practicing them. Then teachers, classmates, and colleagues give feedback (30-60-90 day evaluation)

Critical Thinking/Problem Solving:

Students exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Idea:

Teacher Action:

- Empower students to create and innovate their own ideas (i.e. projects → groups have students come up with their own ideas)

Industry Support:

- Provide “real-life” problems that students can work on (i.e. Kaiser → how do we improve noise issues in the in-patient area)

Evidence Student Has Mastered Skill

- Present projects and ideas to peers

Idea:

Teacher Action:

- What employer needs, checking at door
- Lab test—remote place
- Understand: regulatory policies, research, slides, recommendations, etc.

Industry Support:

- Marketing based on needs, budget, local resources, regulatory operating decisions, degree of risk, etc.

Evidence Student Has Mastered Skill:

- Evidence
- Slides/ presentation peer analysis

Information Technology Application:

Students select and use appropriate technology to accomplish a given task. The individual is also able to apply computing skills to solve problems.

Idea:

Teacher Action:

- Lab → minor regulation of data privacy of results on minors. What happens when data is breached
- Ex. Vaccinations, age constraints, MMR, biochem

Industry Support:

- Using computational software

Evidence Student Has Mastered Skill:

- Contradictions of evidence, debates, loss of autonomy, protecting minors, lifelong repercussions

Leadership:

Students leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Idea:**Teacher Action:**

- Students self-assess for strength and growth in leadership skills—rubric with roles and skills provided
- Students take on rolls that will strengthen their weakest points in a team project (e.g. lack of organization → project manager)
- What project? They have to teach a concept in a class in a innovative way. Everyone has a different role (project leader, presentation, research, organize the information, workout how to present the info., timeline

Industry Support:

- Depends on topic the students are teaching. They could get in touch with experts/ professions related to the topic

Evidence Student Has Mastered Skill:

- Teams give presentation
- Students do pre/post assessment on skill sets and present how they have grown throughout the process

Career Management:

Students identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Idea:

Teacher Action:

- Have students research a specific career, skills required, pay and connect with someone in the profession you are interested in
- Students could make a career plan (i.e. what qualifications needed from the job descriptions and the list of skills required, degrees, certificates)
- Mock job interviews using the job descriptions students write
- Create a cover letter and resume that aligns with their plans

Industry Support:

- Integrate this into the curriculum (e.g. if you are working on animal dissections in class, then focusing on careers around veterinary care, surgery, etc.–should be inline with the topic context)
- Industry can give examples of job descriptions
- Job shadowing opportunities
- Visitors from the industry come into class to talk about how they moved through different careers and what worked/didn't work/what they had to learn

Evidence Student Has Mastered Skill:

- Students have a plan written up (5-10 year plan)

Idea:

Teacher Action:

- Resume building assignment
- Practice interview skills with peers
- Give an idea of skills needs for students to create a portfolio and resume (career tool)

Industry Support:

- Mock interview from someone in the field
- Resume
- Questions

Evidence Student Has Mastered Skill:

- Career journal: document required skills, daily schedule, affinity for a number of jobs
- Resume that is tailored to real job affiliation