CTE Soft Skills
Group Presentation Activity

Directions to the Instructor:

- Assign students to workgroups to research, prepare and present on specific topics that are listed in the *Soft Skills Master List*.
- Give preference to topics that are less able to be assessed with the *Soft Skills Assessment Rubric* (e.g., Effective Electronic Communication in the Workplace, Leadership Skills, Understanding Personality Types and Traits,)
- Key components for each presentation:
  - The group will determine a team leader. All communication with the instructor must go through the team leader only.
  - The presentation should be divided by the group so that each member will present a portion. Members should be able to present any portion.
  - The student are to dress appropriately (defined by teacher) for presentation.
  - The teacher will assign the part that each member presents the day of the presentation.
  - During the time allotted for groups to work, the instructor should announce changes to the assignment (e.g., scope, time allotted, order of presentation, available resources).
- Students and the instructor use the *Soft Skills Assessment Rubric* to assess individual students and/or group performance. Soft skills that are not applicable can be marked not applicable (NA).
- Each student will compose and send a reflective email to the instructor on their experience as part of the group. The instructor should provide further clarification on what to include in the reflection.

Resources:

- *Soft Skills Assessment Rubric*
  
  *Note: The rubric contains pertinent items from all four categories on the Soft Skills Master List. Note: The rubric may be used periodically as a formative evaluation for students (e.g., quarterly, each semester) and as a summative evaluation at the end of a course.*
CTE Soft Skills
Job Interview Activity

Special Note: This lesson plan provides a general overview of Job Interview and related activities and is intentionally designed to allow for a varied resources and levels of complexity. It is meant to be a tool for instructors to build upon based on their specific CTE program and circumstances (e.g. instructional time frame, resources, etc...).

It is recommended the experience be as real-life as possible. For example:

- Have students dress professionally for the job interview;
- Invite business/industry representatives to conduct the mock job interviews and provide input for evaluating student performance.
- Video student interviews and have students review their interview.

Directions to the Instructor:

- Assign students to prepare for and participate in a job interview.
- Key components of the assignment:
  - Research real-life, program-related job opportunities;
  - Complete a job application;
  - Prepare and submit a cover letter and resume.
  - Schedule and attend interview.
- Use the Soft Skills Assessment Rubric to assess individual students and/or group performance. Soft skills that are not applicable can be left blank or marked “not applicable” (NA).
- Have student complete a self-assessment using the Soft Skills Assessment Rubric and compose a written, reflective evaluation.
- The instructor should provide further clarification on what to include in the reflection.

Resources:

- Soft Skills Assessment Rubric
  Note: The rubric contains pertinent items from all four categories on the Soft Skills Master List.
  Note: The rubric may be used periodically as a formative evaluation for students (e.g., quarterly, each semester) and as a summative evaluation at the end of a course.