



Workplace Skills

Tomorrow's worker must meet world-class standards, be a creative and responsible problem solver, have skills and attitudes on which employers can build, and fit into a high-performance organization.

The 98 Workplace Skills identified by commerce and industry across the country can help assure our workers are ready to meet the challenge.



*A Consortium for Innovative Career
and Workforce Development Resources*

©2003 VTECS

Introduction

Workplace Skills

In September 1991, Illinois, in conjunction with VTECS established an initial commerce and industry advisory group to identify the workplace skills needed by all employees. Individuals selected to participate represented large and small businesses from rural and urban settings. An extended advisory group of 49 individuals was also selected from the 23 VTECS member states.

Information on workplace skills was collected from all member states then validated by the two advisory groups (listed on pages 9-10). A set of 98 workplace skills determined to be critical for every worker was developed. Essential knowledge, skills, and attitudes associated with each of the 98 skills were identified. These skills were then grouped into 13 duty areas and performance standards were set, instructional activities were designed, and an item bank was developed. The material was field tested in 16 states (see page 11).

Workplace skills are defined as the generic essential employment skills related to seeking, obtaining, keeping and advancing in any job. You may review the complete list of Workplace Skills on page 3. On pages 4-7, all of the Elements for one of the skills is shown. As you examine this example, remember that all these elements were developed for each of the 98 Workplace Skills.

Workplace Skills

Duty/Task List

Page 1 *** V-TECS DIRECT ***
 D U T Y / T A S K L I S T
 Occupation: 601 WORKPLACE SKILLS
 D/T Duty/Task Description

A 000	DEVELOPING AN EMPLOYMENT PLAN
A 001	Match interests to employment area.
A 002	Match aptitudes to employment area.
A 003	Identify short term work goals.
A 004	Match attitudes to job area.
A 005	Match personality type to job area.
A 006	Match physical capabilities to job area.
A 007	Identify career information from counseling sources.
A 008	Demonstrate a drug-free status.
B 000	SEEKING AND APPLYING FOR EMPLOYMENT OPPORTUNITIES
B 001	Locate employment opportunities.
B 002	Identify job requirements.
B 003	Locate resources for finding employment.
B 004	Prepare a resume.
B 005	Prepare for job interview.
B 006	Identify conditions for employment.
B 007	Evaluate job opportunities.
B 008	Identify steps in applying for a job.
B 009	Write job application letter.
B 010	Write interview follow-up letter.
B 011	Complete job application form.
B 012	Identify attire for job interview.
C 000	ACCEPTING EMPLOYMENT
C 001	Apply for social security number.
C 002	Complete state and federal tax forms.
C 003	Accept or reject employment offer.
C 004	Complete Employee's Withholding Allowance Certificate Form W-4.

Page 3 *** V-TECS DIRECT ***
 D U T Y / T A S K L I S T
 Occupation: 601 WORKPLACE SKILLS
 D/T Duty/Task Description

H 000	SOLVING PROBLEMS AND CRITICAL THINKING
H 001	Identify the problem.
H 002	Clarify purposes and goals.
H 003	Identify solutions to a problem and their impact.
H 004	Employ reasoning skills.
H 005	Evaluate options.
H 006	Set priorities.
H 007	Select and implement a solution to a problem.
H 008	Evaluate results of implemented option.
H 009	Organize workloads.
H 010	Access employer and employee responsibility in solving a problem.
I 000	MAINTAINING SAFE AND HEALTHY WORK ENVIRONMENT
I 001	Identify safety and health rules/procedures.
I 002	Demonstrate the knowledge of equipment in the work place.
I 003	Identify conservation and environmental practices and policies.
I 004	Act during emergencies.
I 005	Maintain work area.
I 006	Identify hazardous substances in the work place.
J 000	DEMONSTRATING WORK ETHICS AND BEHAVIOR
J 001	Identify established rules, regulations and policies.
J 002	Practice cost effectiveness.
J 003	Practice time management.
J 004	Assume responsibility for decisions and actions.
J 005	Exhibit pride.
J 006	Display initiative.
J 007	Display assertiveness.
J 008	Demonstrate a willingness to learn.
J 009	Identify the value of maintaining regular attendance.
J 010	Apply ethical reasoning.

Page 2 *** V-TECS DIRECT ***
 D U T Y / T A S K L I S T
 Occupation: 601 WORKPLACE SKILLS
 D/T Duty/Task Description

D 000	COMMUNICATING ON THE JOB
D 001	Communicate orally with others.
D 002	Use telephone etiquette.
D 003	Interpret the use of body language.
D 004	Prepare written communication.
D 005	Follow written directions.
D 006	Ask questions about task.
E 000	INTERPRETING THE ECONOMICS OF WORK
E 001	Identify the role of business in the economic system.
E 002	Describe responsibilities of employee.
E 003	Describe responsibilities of employer or management.
E 004	Investigate opportunities and options for business ownership.
E 005	Assess entrepreneurship skills.
F 000	MAINTAINING PROFESSIONALISM
F 001	Participate in employment orientation.
F 002	Assess business image, products and/or services.
F 003	Identify positive behavior.
F 004	Identify company dress and appearance standards.
F 005	Participate in meetings.
F 006	Identify work-related terminology.
F 007	Identify how to treat people with respect.
G 000	ADAPTING AND COPING CHANGE
G 001	Identify elements of job transition.
G 002	Formulate transition plan.
G 003	Identify implementation procedures for a transition plan.
G 004	Evaluate the transition plan.
G 005	Exhibit ability to handle stress.
G 006	Recognize need to change or quit a job.
G 007	Write a letter of resignation.

Page 4 *** V-TECS DIRECT ***
 D U T Y / T A S K L I S T
 Occupation: 601 WORKPLACE SKILLS
 D/T Duty/Task Description

K 000	DEMONSTRATING TECHNOLOGICAL LITERACY
K 001	Demonstrate basic keyboarding skills.
K 002	Demonstrate basic knowledge of computing.
K 003	Recognize impact of technological change on tasks and people.
L 000	MAINTAINING INTERPERSONAL RELATIONSHIPS
L 001	Value individual diversity.
L 002	Respond to praise or criticism.
L 003	Provide constructive praise or criticism.
L 004	Channel and control emotional reactions.
L 005	Resolve conflicts.
L 006	Display a positive attitude.
L 007	Identify and react to sexual intimidation/ harassment.
M 000	DEMONSTRATING TEAM WORK
M 001	Identify style of leadership used in team work.
M 002	Match team member skills and group activity.
M 003	Work with team members.
M 004	Complete a team task.
M 005	Evaluate outcomes.

Workplace Skills

Elements for

DUTY: H Solving Problems and Critical Thinking

TASK: 006 Set priorities.

Page 5 *** VTECS DIRECT ***
 ELEMENTS LIST

Occupation: 601 WORKPLACE SKILLS
 Duty: H SOLVING PROBLEMS AND CRITICAL THINKING
 Task: 006 Set priorities.

15. Kimbrell, G. and Vineyard, B. "Succeeding in the World of Work - Student Edition." Glencoe Publishing Company, Bloomington, IL 1992.

16. Kimbrell, G. and Vineyard, B. "Activities for succeeding in the world of work." McKnight Publishing Company, Bloomington, IL 1992.

17. The Ohio State University. "MarkED: Human Relations LAPs." IDECC, Inc. Columbus, OH 1980.

18. Performance Activity I - Prioritization Worksheet.

19. Performance Activity II - Work Assignment Worksheet.

20. Performance Evaluation Checklist - Setting Priorities.

INSTRUCTIONAL WORKSHEET:
 PERFORMANCE ACTIVITY I

PERFORMANCE SKILL H006 - Set priorities.

OBJECTIVE:

Given problem situations, students must prioritize the situations and state two reasons why they prioritized that way.

STUDENT INSTRUCTIONS:

Page 7 *** VTECS DIRECT ***
 ELEMENTS LIST

Occupation: 601 WORKPLACE SKILLS
 Duty: H SOLVING PROBLEMS AND CRITICAL THINKING
 Task: 006 Set priorities.

D. _____

E. _____

F. _____

2. Rank the six tasks from most important (#1) to least important (#6) and explain the ranking of each task.

Priority #1: _____

Explain placement: _____

Priority #2: _____

Explain placement: _____

Priority #3: _____

Explain placement: _____

Priority #4: _____

Page 6 *** VTECS DIRECT ***
 ELEMENTS LIST

Occupation: 601 WORKPLACE SKILLS
 Duty: H SOLVING PROBLEMS AND CRITICAL THINKING
 Task: 006 Set priorities.

Read the situation. After each situation give two reasons why the task was given priority.

TIPS:

1. Think about which task must take priority.
2. People prioritize differently.

PERFORMANCE ACTIVITY I

Prioritization Worksheet

SITUATION:

You are working on a production report that is due tomorrow. The phone rings and it is your friend. He is working on his car and needs your help with the repair work as you are the only one who knows how to do this particular repair. You are typing a report for your boss that is due later the next day. A co-worker has come to you for help getting another report out by the end of the day. Your term paper is due next Friday and you have been working on it a little every day but are not close to completing it. Your boss calls and asks you to work late every night this week because Tom, your co-worker, has broken his leg and someone is needed to replace Tom.

1. List six tasks which need to be prioritized in the above situation.
 - A. _____
 - B. _____
 - C. _____

Page 8 *** VTECS DIRECT ***
 ELEMENTS LIST

Occupation: 601 WORKPLACE SKILLS
 Duty: H SOLVING PROBLEMS AND CRITICAL THINKING
 Task: 006 Set priorities.

Explain placement: _____

Priority #5: _____

Explain placement: _____

Priority #6: _____

Explain placement: _____

PERFORMANCE ACTIVITY II

PERFORMANCE SKILL H006 - Set priorities.

OBJECTIVE:

Given a problem situation, students must organize and prioritize the workload to complete work assignments on schedule.

STUDENT INSTRUCTIONS:

Workplace Skills

Elements for

DUTY: H Solving Problems and Critical Thinking

TASK: 006 Set priorities.

Page 9 *** VTECS DIRECT ***
ELEMENTS LIST

Occupation: 601 WORKPLACE SKILLS
Duty: H SOLVING PROBLEMS AND CRITICAL THINKING
Task: 006 Set priorities.

Read the following situation carefully. List all the work items that are to be done. Prioritize this list according to things that "MUST" be done, "SHOULD" be done and things that can "WAIT". Write one paragraph stating why you organized and prioritized the workload the way you did.

TIPS:

1. List the work items to be done.
2. Prioritize the list according to the three categories.
3. Write one paragraph stating why you put the workload into those categories.

PERFORMANCE ACTIVITY II

Work Assignment Worksheet

DIRECTIONS:

Read the situation and identify what tasks must be completed. Prioritize the task by what must get done, should get done and what can wait. Prioritize the tasks from most important to least important.

SITUATION:

It is 11:55 a.m. Your position is office assistant. You have assigned duties that you must perform daily such as delivering the mail, picking the mail up at the end of the day, filing, watering the plants and any necessary typing that is assigned to you by your boss. You also help others doing various tasks when necessary. Your boss has just given you a two page letter to type that must go in the mail tonight. Also two letters which are

Page 11 *** VTECS DIRECT ***
ELEMENTS LIST

Occupation: 601 WORKPLACE SKILLS
Duty: H SOLVING PROBLEMS AND CRITICAL THINKING
Task: 006 Set priorities.

3. _____

C. THINGS THAT CAN WAIT:

1. _____
2. _____
3. _____
4. _____

WHY I PRIORITIZED THE TASKS THE WAY I DID: _____

2. Using the same situation, prioritize the tasks in the order you feel is the most important to the least important to complete. Explain why you prioritized the task the way you did.

3. Why I organized the tasks the way I did:

PERFORMANCE ACTIVITY II ANSWER KEY

Page 10 *** VTECS DIRECT ***
ELEMENTS LIST

Occupation: 601 WORKPLACE SKILLS
Duty: H SOLVING PROBLEMS AND CRITICAL THINKING
Task: 006 Set priorities.

dated to be sent tomorrow.

You still have to get the mail out by 4:30 and your co-worker has given you a stack of papers that must be copied by tomorrow at 4 p.m. Filing is piling up on your desk. You also have to fill the copy machine with paper sometime before it runs out as that is your assigned job. You also need to clean your desk out because it is office policy that all work areas should be neat and clean at all times to present an attractive setting to customers. The plants need watering. There are reference books, on your desk, that need to be returned to the office library; they have been on your desk for two days.

1. Set your priorities; what MUST get done today and what SHOULD be done and what things can WAIT until later. Organize those tasks in order of importance.

A. THINGS THAT MUST GET DONE:

1. _____
2. _____
3. _____

B. THINGS THAT SHOULD BE DONE:

1. _____
2. _____

Page 12 *** VTECS DIRECT ***
ELEMENTS LIST

Occupation: 601 WORKPLACE SKILLS
Duty: H SOLVING PROBLEMS AND CRITICAL THINKING
Task: 006 Set priorities.

1. A. THINGS THAT MUST GET DONE:
 1. Type two page letter for boss
 2. Deliver mail
 3. Gather mail and fill copy machine
- B. THINGS THAT SHOULD GET DONE:
 1. Copy work for co-worker
 2. File papers
 3. Return reference books
- C. THINGS THAT CAN WAIT:
 1. Clean desk
 2. Water plants (this could be placed under "Things that should get done".)

2. Can vary as long as reasoning is given.

INSTRUCTIONAL MATERIALS:

Illinois Workplace Skills Advisory Committee Members

Rick Klinedinst
National Bank of Canton
Canton, Illinois

Betty Wheatley
Decatur, Illinois

Dr. Tom Murray
Northern Illinois University
DeKalb, Illinois

John Roark
Decatur, Illinois

Traci Sayre
St. Johns Hospital
Springfield, Illinois

Paula Garrott, Director
Medical Technology
Sangamon State University
Springfield, Illinois

Ray Bergman
Modine Manufacturing
McHenry, Illinois

Jim Cook
Magic Chef
Herrin, Illinois

Allen Nelson
Furnas Electric
Batavia, Illinois

Jack Sheehan
Jack Sheehan and Associates
Riverside, Illinois

Dr. Harold Reetz, Jr.
Potash and Phosphate Institute
Monticello, Illinois

Maxine Glossey
Caterpillar
Peoria, Illinois

Diane Cain
One McDonald's Plaza
Oakbrook, Illinois

Linda Lafferty
Illinois State Board of Education
Springfield, Illinois

Roger Uhe
Illinois State Board of Education
Springfield, Illinois

Workplace Skills National Advisory Committee Members

Alabama

Mr. James Kendrick, Coordinator
Vocational Curriculum Development Unit
Division of Vocational Ed. Services
Montgomery, AL

Arkansas

Ms. Sherry Cox, Supervisor
Vocational-Technical Ed. Division
Arkansas Department of Education
Little Rock, AR

Dr. John Altland, Manager
Management Training and
Development
Tyson Foods, Inc.
Russelleville, AR

Mr. Carl Hackelton
Human Resource Director
Easco Hand Tools
Springdale, AR

Arizona

Dr. Charles Losh
Deputy Associate Superintendent
Vocational Education
Phoenix, AZ

Georgia

Mr. Bill Faulks, Director of
Employability Skill Development
Dr. Mike Walker
Director of Program Development
Georgia Department of Education
Atlanta, GA

Dr. Paul Delargy
Georgia REAL Enterprise
Athens, GA

Mr. Tom Murphy, Vice President
Murphy and Orr
Forrest Park, GA

Florida

Dr. Paulette Mainwood
Div. of Vocational, Adult &
Community Education
Florida Education Center
Tallahassee, FL

Ms. Caroline Buchanan
Temp-Force
Gainesville, FL

Mr. Mitchell Glaeser
Glaeser Reality
Gainesville, FL

Indiana

Dr. Peggy O'Malley, State Director
Department of Workforce
Development
Indianapolis, IN

Dr. Tommy Walters
Director of Education & Training
GTE Telephone Operations
North Area
Westfield, IN

Mr. John Daffara
Vice President Human Resources
Borg-Warner Automotive -
Muncie Plant
Muncie, IN

Kentucky

Mr. Merle Insko
Division of Adult/Technical Education
Frankfort, KY

Mr. Mark Cain, Personnel Manager
Henry Vogt Machine Company
Louisville, KY

Workplace Skills National Advisory Committee Members (continued)

Maryland

Ms. Doris Sharkey, Specialist
Maryland State Department of Education
Baltimore, MD

Mr. Gary Kleiner
Bethlehem Steel
Baltimore, MD

Ms. Anne Henderson, Branch Manager
Manpower, Inc.
Baltimore, MD

Massachusetts

Dr. James LiaBraaten, Director
Massachusetts Vocational Curriculum
Resource Center
Lexington, MA

Michigan

Ms. Gertrude Bonaparte
Guidance Consultant
Michigan Department of Education
Vocational-Technical Education Services
Lansing, MI

Mr. Peter Casanova
Personnel Supervisor
McDonald's Corporation
Southfield, MI

Mr. Jim Menapace
Manager of Technology
General Motors Corporation
Lansing, MI

Mississippi

Dr. James McCully
Vocational-Technical Education
Mississippi State University
Mississippi State, MS

New Jersey

Dr. Martha Pocsi, Director
Occupational Competencies Project/
NECCC
NJ State Department of Education
Aberdeen, NJ

Mr. Steve Rangeloff, Manager
General Motors Training Center
Moorestown, NJ

New York

Mr. Mark McFarlane
New York State Education Department
Division of Occupational Education
Albany, NY

Mr. R. Quintus Anderson, Chairman
Arrque Companies
Jamestown, NY

Ms. Margarita Mayo
New York Business Council, Inc.
Albany, NY

Mr. Tom Thacher, Manager
International Paper
Tiaconderogia, NY

North Carolina

Ms. Meg Murphy, Consultant
Program Improvement Unit, Special
Programs & Services
Department of Public Instruction
Raleigh, NC

Oklahoma

Mr. John Smith, Testing Specialist
Curriculum & Instructional Materials Center
State Department of Voc. Tech. Education
Stillwater, OK

Oregon

Ms. Claudia Leppert
Oregon Department of Education
Salem, OR

Pennsylvania

Mr. Dave Closky
Curriculum Development Coordinator
Pennsylvania Department of Education
Harrisburg, PA

Mr. Don Harvey, Chief Counsel &
Director of Governmental Affairs
McCrorry's
York, PA

Mr. Myron Crumrine
Manger of Engineering
Bradford, PA

Mr. Joseph Mangar, Manager of Employee
Development & Programs
Fuller Company
Lehigh Valley, PA

South Carolina

Ms. Julie Anderson
State Department of Education
Columbia, SC

South Dakota

Mr. Ed Mueller
South Dakota Department of Education
Pierre, SD

Mr. Jim Glover, Chief Executive Officer
Hubcity, Inc.
Aberdeen, SD

Mr. Ron Williamson
City Bank
Sioux Falls, SD

Mr. Paul Muth, Vice President
Muth Elect.
Mitchell, SD

Tennessee

Dr. Lynn Cohen
Tennessee Department of Education
Nashville, TN

Mr. Randy Harley
American Calendar Comp.
Greenville, TN

Mr. Dan Ledbetter
Manager Composition & Graphics
Federal Express Company
Federal Express Publishing Services
Memphis, TN

Virginia

Ms. Peggy Watson
Virginia Voc. Curriculum & Resource
Center
Glen Allen, VA

Mr. William A. Wagner
Tidewater Equipment Company
Norfolk, VA

Ms. Lynn Wilson
Coordinator for Educational Services
Virginia Power
Richmond, VA

Bureau of Prisons

Mr. William Anthony
Education Administrator
S.E. Region U.S. Bureau of Prisons
Atlanta, GA

National Field Test Sites

Phoenix City Board of Education
Vocational Education
Phoenix City, AL

Arizona Department of Education
Phoenix, AZ

Georgia Department of Education
Atlanta, GA

Vocational Education Innovation and
Performance Management
Illinois Dept. of Adult, Vocational and
Technical Education
Springfield, IL

Division of Assessment
Indiana Department of Education
Indianapolis, IN

Indiana Dept. of Workforce Development
Indianapolis, IN

Workforce Development Cabinet
Division of Instructional Support
Frankfort, KY

Career and Technical Education
Maryland State Department of Education
Baltimore, MD

Vocational Technical Education Service
Lansing, MI

Northeast Curriculum Center
New Jersey Department of Education
Aberdeen, NJ

Oregon Department of Education
Salem, OR

Pennsylvania Department of Education
Bureau of Vocational-Technical Ed.
Harrisburg, PA

Curriculum Development Unit
South Carolina Dept. of Education
Columbia, SC

Curriculum and Instruct. Materials Center
State Department of Voc. Tech
Education
Stillwater, OK

Career Orientation-General Cooperative
Education Workplace Readiness
Arkansas Department of Education
Little Rock, AR

U.S. Bureau of Prisons
Southeast Region
Atlanta, GA

Ordering Information

VTECS DIRECT e-Report for Workplace Skills

The VTECS Workplace Skills Occupational Analysis information may be purchased in the form of a **VTECS DIRECT e-Report**. **VTECS DIRECT e-Reports** are distributed as Adobe® PDF files.

Visit the VTECS web site or contact us for additional information and ordering instructions.



VTECS

1866 Southern Lane
Decatur, Georgia 30033-4097

www.vtecs.org
info@vtecs.org

(800) 248-7701 ext. 543

(404) 679-4501 ext. 543

FAX (404) 679-4556