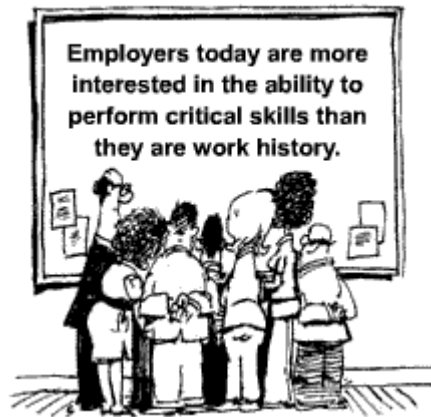


“USING TRANSFERABLE SKILLS: The Often Untapped Tool for Desperate Job-Seekers ”



**Presented to
RAISING THE BAR 2009 CONFERENCE
November 6, 2009**



Lengel Vocational Services

USING TRANSFERABLE SKILLS

PROGRAM OVERVIEW

The local plant just closed and the One-Stop is facing a crowd of customers who don't believe they will ever find another good local job without long-term retraining. They want help – but more importantly, they want hope!

This workshop explores a quiet but powerful technique for transferable skills analysis and helps explain how (in a world of quality control and continuous improvement) transferable skills can be the key to a successful job search strategy that leads to another great job.

If you work with dislocated customers, you need to be able to help them develop an awareness of their abilities and re-adjustment of their job search efforts.

During this active learning program, you will be introduced to the basics of transferable work skills and how they impact job search practices for your customers.

TRAINING OBJECTIVES:

Participants in this program will have the following opportunities:

- To understand the basics of Transferable Skills Analysis and its application.
- To understand that employers today place a greater value on critical job skills than they do on work history.
- To be able to identify and use key labor market information (LMI) resources.
- To be able to identify high demand skill sets in the local labor market.
- To be able to use job matching skills to help customers locate “hidden” jobs in the local labor market.
- To be able to assist in strong resume development as a job search tool.

KNOWING HOW EMPLOYERS THINK: IT'S ALL ABOUT THE "KSA"

We are all aware that the work place is constantly changing, but sometimes we miss the implications that these changes can have on our customers and clients.

In recent years, most businesses have been impacted by total quality management, customer service initiatives, and continuous improvement processes. In all of these, there is a common thread. This common thread is a focus on "process" rather than function. Most work today has become "process oriented" rather than "job oriented." What this should mean to us, as workforce development professionals, is that local area employers are becoming more concerned about skill sets and the ability to perform critical tasks than they are work history. We help our customers get a foot in the door with employers by focusing on valued skill sets and selling transferable work skills.

MEETING THE NEEDS OF A DEMAND-DRIVEN SYSTEM

Most employment and training organizations have internalized the culture and climate of a demand-driven environment, but in truth, they have only a limited perspective of how to arrive and remain there. To many workforce organizations, "demand-driven" is all about basic skills – reading and math, in particular – and hard skills. The missing link (and it is a big one) is the four key skills that are identified below:

- Managing Self.
- Communicating.
- Managing People and Tasks.
- Mobilizing Innovation and Change.

(From *The Bases of Competence: Skills for Lifelong Learning and Employability* by Frederick Evers, James Rush, and Iris Berdrow.)

Frankly, if a workforce organization turns out a group of people who can make a widget but cannot manage themselves, deal with change, or communicate and get along with other people, those people will not stay on the job long. And that workforce organization will not be meeting the real demands of the local area employers either.

The great thing is most of our dislocated workers have developed these skills over the course of their work lives. And when jobs leave the area, the individuals with these skills still remain and can be a tremendous resource to local area employers.

FINDING SOME ONLINE RESOURCES:

We have included below some links to websites that will offer some different examples of transferable skills. Help yourself!

http://careerplanning.about.com/library/nskills_wksht.htm

<http://newton.ex.ac.uk/handbook/TransferableSkills.html>

<http://www.placementmanual.com/career/career-11.html>

<http://careerplanning.about.com/od/careerchoicechan/a/transferable.htm>

http://www.quintcareers.com/transferable_skills.html

<http://www.lifeworktransitions.com/exercises/part3ch2/functrans.html>

THE KEY TOOLS

DISCUSSION. Below are tools for using transferable work skills as a job search strategy. They are not the only tools possible, but they are the basic, most common ones. In small groups, briefly discuss each tool. Make sure that each person in the group knows what the tool is. If one or more people in your group has never used a tool, take a few minutes to describe and explain the tool to that person. Some space has been provided for you to take notes as you discuss the tools.

- Dictionary of Occupational Titles (D.O.T.).

- O-Net Online.

- Sizzle Sheet (copy attached)

- Labor Market Information (LMI is a big topic – focus your discussion on newspapers, jobs online, and other personal resources).

SIZZLE SHEET

DIRECTIONS: Use this form to organize your skills and to identify related occupations for job search.

SKILLS. (From Self-Assessment and/or Job Descriptions)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

RELATED OCCUPATIONS. Identify by internet or local area exploration.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

A SAMPLE PROCESS

Below is a summary of the process to follow when using transferable skills as a search strategy. It is a straightforward, basic way to help your customer define their skills.

STEP 1. DOCUMENTATION – using interviews and case records, carefully document all meaningful work history of the customer, including any serious hobbies.

STEP 2. TITLES – using the D.O.T. (if available), identify one or more standard job titles that describe key jobs performed previously by the customer.

STEP 3. CROSSWALK – using O-Net Online, “crosswalk” from the D.O.T., searching *Tasks* and *Skills*.

STEP 4. RELATED OCCUPATIONS – using O-Net Online, identify Related Occupations.

STEP 5. DOCUMENTATION – using the Sizzle Sheet (or some other more preferred instrument), document key skills (can use tasks also).

STEP 6. LMI – using common local labor market information, like classified ads in the local newspaper or an online jobs database, begin to search for “hidden jobs.” Consider skills that O-Net documents and focus on Related Occupations.

STEP 7. DOCUMENTATION – using the Sizzle Sheet (or some other more preferred instrument), document the job openings in the local labor market.

ONCE YOU KNOW YOUR SKILLS, THEN WHAT:

The first step is helping your customer think in terms of “Job Skills” rather than “Job Titles”. But what’s next?

Once skills are identified, our goal should be to help our customer present those skills in such a way as to open doors to interviews and new employment. In other words, let’s get a resume done.

Many of our dislocated workers have never had a resume and just the word itself (kind of a weird one!!) is scary! Most of our career centers provide assistance in writing resumes, but how do we do it? Do we use a basic computer template that is formatted in a chronological format? Think about it! If that’s the format being used, how do we effectively present transferable skills to those hiring in the labor market? The answer: We DON’T!

Any format can be used but you want to focus on skills. For our purposes the “Skills Résumé” organizes experience according to specific skills or functions. It normally uses a “Qualifications Summary” section that allows us to stress the specific skills an individual has and an employer is seeking. This format works well if you are changing careers or entering a field for the first time because it highlights transferable skills and abilities and downplays job titles and unrelated work experience.

TIPS TO MAKING A RESUME AN EFFECTIVE JOB SEARCH TOOL:

- Use a format that stresses skills.
- Use an electronic format if the resume is being emailed.
- Do not ignore work history; just stress job skills
- Expect that the resume will be scanned and programmed to “key word search”; be sure the skills being stressed in job orders/ads be included in the resume
- Focus on the top 1/3 of the resume format since that is often all that is targeted for the keyword search.
- Avoid generic or “empty” career objective statements (i.e., “A good job with a growing company”.)
- Have multiples: One does not fit all!

DOT Job Description: Case Study for Larry the Loom Fixer

CODE: 683.260-018

TITLE(s): LOOM FIXER (narrow fabrics; nonmet. min.; textile) alternate titles: fixer; loom repairer

Sets up, adjusts, and repairs looms to weave cloth of specified quality and design, using knowledge of loom function and weaving, diagrams, and manuals: Inspects loom or woven cloth to determine adjustments or repairs needed. Repairs or replaces defective parts, such as harness straps and shuttles, and adjusts tension and timing of parts, using hand tools. Levels and aligns parts, such as shuttle boxes, race plates, and reeds, to prevent excessive wear, using straightedge, level, and square. May change setup of loom to weave different pattern or different type yarn [LOOM CHANGER (textile) 683.360-010]. May be designated according to type of loom serviced as Dobby-Loom Fixer (textile); Jacquard-Loom Fixer (textile); Narrow-Fabric-Loom Fixer (narrow fabrics); Rapier-Insertion Loom Fixer (textile); Water-Jet Loom Fixer (textile).

GOE: 06.01.02 STRENGTH: M GED: R4 M3 L3 SVP: 7 DLU: 80

ONET CROSSWALK: [92702 Textile Machine Setters and Set-Up Operators](#)

INFORMATION SHEET: Case Study for Larry the Loom Fixer

O-NET ONLINE TASK ANALYSIS FOR ONE RELATED OCCUPATION

Selects, measures, assembles, and sets machine tools, such as drill bits and milling or cutting tools, using precision gauges and instruments.

Mounts, installs, aligns, and secures tools, attachments, fixtures, and workpiece on machine, using hand tools and precision measuring instruments.

Loads control media, such as tape, card, or disk, in machine controller or enters commands to retrieve programmed instructions.

Determines specifications or procedures for tooling set-up, machine operation, workpiece dimensions, or numerical control sequences, using blueprints, instructions, and machine knowledge.

Positions and secures workpiece on machine bed, indexing table, fixture, or dispensing or holding device.

Lays out and marks areas of part to be shot-peened, and fills hopper with shot.

Calculates and sets machine controls to position tools, synchronize tape and tool, or regulate cutting depth, speed, feed, or coolant flow.

Starts automatic operation of numerical control machine to machine parts or test setup, workpiece dimensions, or programming.

Monitors machine operation and control panel displays to detect malfunctions and compare readings to specifications.

Stops machine to remove finished workpiece or change tooling, setup, or workpiece placement, according to required machining sequence.

Enters commands or manually adjusts machine controls to correct malfunctions or tolerances.

Lifts workpiece to machine manually, with hoist or crane, or with tweezers.

Measures dimensions of finished workpiece to ensure conformance to specifications, using precision measuring instruments, templates, and fixtures.

Operates lathe, drill-press, jig-boring machine, or other machines manually or semi-automatically.

Examines electronic components for defects and completeness of laser-beam trimming, using microscope.

Maintains machines and removes and replaces broken or worn machine tools, using hand tools.

Confers with supervisor or programmer to resolve machine malfunctions and production errors and obtains approval to continue production.

Cleans machine, tooling, and parts, using solvent or solution and rag.

INFORMATION SHEET: O-Net Online “Cheat Sheet”

Follow the steps below to effectively use O-Net Online for this process.

1. *Go to O-Net Online at <http://online.onetcenter.org/>*
2. *Click on DETAILS on the menu at the left side of the page.*
3. *Enter the job title in the TITLE OR KEYWORD block.*
4. *Click on FIND OCCUPATIONS.*
5. *Select the job that best describes what you are searching for and click on it.*
6. *Click on SKILLS.*
7. *Print the list.*
8. *Click on PREVIOUS SCREEN at the top of the page. It will return you to where you were when you searched for SKILLS.*
9. *Click on TASKS.*
10. *Print the list.*
11. *Note that there will be a long list of both skills and tasks. They are not all important. Look for those with a 75 or higher rating when collecting the documentation.*
12. *Attach these printed screens (SKILLS and TASKS) to the client’s assessment sheet or include it in the case file for the client. It is an important part of the documentation.*



Beth Lengel, M.Ed., CWDP

YOUR FACILITATOR. Beth Lengel, CWDP, has more than thirty-five (35+) years of directly related experience in workforce development. She started her career in North Carolina, working as a vocational evaluator with the Department of Vocational Rehabilitation. She served on the faculty at Auburn University, operating the assessment lab, and later worked with the state of South Carolina, as the statewide coordinator for evaluation and assessment services. Since 1989, she has been a chief partner in Lengel Vocational Services, providing workforce development services, training, and consultation for local areas in JTPA, WtW, and WIA. She serves the Director of Services for Lengel Vocational Services. Beth and her husband Frank are national instructors for the Career Development Facilitator curriculum developed by the National Career Development Association (NCDA) as well as popular national conference and retreat presenters. Beth is also an Adjunct Instructor with the College of Charleston and Midlands Technical College, both in South Carolina.

When Beth is not at work with the Lengel organizations, she serves as Site Coordinator for Christian Women's Job Corps (CWJC) of the Midlands. The organization was cited in President Bush's book *A Charge to Keep* as a sterling example of what is possible with faith-based partnerships. Beth also has served on the Governor's Advisory Committee for Faith-Based and Community-Based Partnerships in South Carolina.

LENGEL VOCATIONAL SERVICES has been in workforce development since 1989. Our customers and clients include both workforce development organizations and large, international corporations. The Lengel team pioneered secret shopping for America's one-stops and has just developed the Business and Employer Services Professional (BESP) certification program.

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