

**Building Bridges to Careers Community Meeting  
September 12, 2019**

**Comments are listed under each question.**

**1. How does a person know or show that they possess the six competencies?**

Communications - intentional in classroom

Soft skills - critical (measurable - starting early)

Credentialed of kind to get skills verification

Attendance is graded - teamwork initiative

Angela Duckworth - GRIT

Parental education

Awareness! Need to know these are valued

Are we defined by our GRIT?

Monthly Educations: Awareness - vested interest as why

Cultural change

Model person to train

Adult expectations

Follow through

Allowed to fail/succeed. It can be fixed.

- What checks and balances do you have to see if you are on track
- Honesty. Most really want the truth
- Quality feedback
- Coaching along the way to self evaluate

Honest evaluators with worker willingness to improve weaknesses

Creack problem solving opportunities for students to demonstrate their abilities.

- Focus on group or team opportunities where students can fulfill different roles and demonstrate ability to work together as a group with diverse background/knowledge

Know how to win & lose - be able to take reasonable, calculated risks

Demonstrate during internships and other "on the job" opportunities (e.g. clinical rotations, shadowing, etc.)

Assessment individually generally

- Our ranking residential: empathetic, communications, adaptable, problem solvers, responsible, critical thinking

Behavioral based interviewing

- Commercial: problem solver, critical thinker, adaptable, communication, responsible, empathy

Generally must assess individually

Problem solver

- Force - verbal / face to face communication
- Group presentations

Teach perseverance and failure is ok  
Calculated risk is ok - failure is ok if you carefully considered fundamentals  
Coachability - problems with feedback  
Personality, attitude, trainable/coachability to reach the six criteria  
Even if show in interview / may not appear on the job  
Mock interviews with questions on those six competencies  
Students take interviewing as “boasting”. What should I say? How do I articulate in an interview setting?  
How can I build confidence? Self esteem?  
Design portfolios / expand vocabulary  
Guided discussions  
Formal communication practice  
How do I fail? How do I handle feedback? Criticism? How do I recover?  
How they act interview - communication  
Resumes, cover letters, grammar, spelling  
Following directions - willing to take direction  
Responsibility  
Confidence  
Articulation  
Dress for success  
Relate to adults, speaking respectfully  
Common courtesy

**2. What opportunities can be used for young people to build these competencies in school and in the community? (Are there some that already exist that just need to be connected to the Portrait? Do we need to create opportunities for the competencies that are harder to identify?)**

Build competencies - BB2C a key asset - inclusion comprehensive  
Job shadowing 10th grade - what does this look like today? How do we widen net of competency showcases for kids today?  
Working alongside vs. observing from behind  
Part time jobs  
Internships  
Job shadowing  
Service organizations  
Someone besides school - activities  
Performances in front of others - athletics, recitals, etc.  
There are many ways to find a high quality of life that is not college - apprenticeships, tech schools  
Retraining after “life happens” and the courage to go forward  
Attendance is important

Parental involvement in developing these competencies - don't do it for them. Help them think for themselves and learn from failure. Be able to admit failure and see it as an opportunity  
Community institutions like Little League - go back to winning and losing - it teaches a lot.

Practice the skills	Job shadowing
Actual social interaction	Internships
Problem solving	Real world applications
Brain storming	Exploratory
Push through the "stall point"	Problem based learning

Start career research opportunities earlier.

Take things out of education students need for life skills, assume they're taught at home

How do we train the parents?

Redefining the definition of CTE / AgEd

Coaches can use this to give feedback using the competencies

Can't teach - need to let it "accidentally" happen

Hold them accountable, delayed gratification

Capstone / internship required for students

Repetitive work, starting at the bottom - okay

"Late work" - failure

More businesses in class - teaching that content, problem-based learning, here's why it matters

Volunteer

Real community service

Job shadowing, internships

Mock interviews

Problem based learning

Hands on learning

Move beyond classroom

Technology can be an impairment

Challenge students

Start early with young kids

Extracurricular activities are important (sense of community / sense of belonging): speech class, problem based learning, athletics, band, choir, FFA, 4-H, Scouting, mock trial, MUN, Science Olympiad, HPAC

### **3. What are some next steps that any organization can take to move from Portrait to practice? (What does this practice look like? How would it be communicated?)**

Implement problem based learning. Require speech class. Require "Service" - volunteering  
Mock interviews - go out in community. Start career research earlier. Interview questions and writing prompts.

Use this vocabulary with a purpose in schools.

As a department - what does this relate/mean in social studies, math

Pair standards with vocab/competencies

Problem based learning

Businesses involved

Require Capstone and internship

How overcome student behaviour/trauma

Parents reinforce (Resilience - not using bad homelife as an excuse)

More businesses

What is the trend, what is the skill now

People losing - doesn't reflect lack of empathy

Whole circle = work keys, Kolb's model, reflection

Internships: give real time feedback on the Portrait skills - feedback from businesses to schools on what we are seeing. Schools incorporate more opportunities to learn the Portrait skills.

Parents have to understand the Portrait and change their mindset of their role and what their kids need to possess to be more employable.

Have 45-60 age group mentor the younger ones

Be willing to accept unskilled workers who are willing to learn (to work alongside you)

Students must be partnered with those outside traditional education

Networking

Organizations demonstrate examples of the characteristics in their workplace and give students chance to show how they do these types of things in their own life.

