

## Soft Skills Essay Response Assignment

At your workstation please answer each of the following questions in paragraph form using your analysis and reflective skills while demonstrating your effective grammar, punctuation, capitalization and communication skills.

1. Tell me what SOFT SKILLS are and how can we measure them? Give at least 4 specific examples.
2. When the literature addresses SELF MANAGEMENT SKILLS it explains that those skills are for you personally. Tell me how you personally can internalize and apply those skills to yourself. Site at least one specific example in detail.
3. Discuss the purpose of sharing about PEOPLE SKILLS and how you will use that information to proceed in your life. Site at least two examples of how you are going to challenge yourself with these options.
4. What specifically is the purpose of “TRIBAL” and how can you apply that to your life.
5. After reading the article “Soft Skills: Preparing Kids for Life After School” by Jaime Green, in one paragraph reflect or summarize why I asked you to read it.
6. What are TRANSFERABLE SKILLS from the article entitled “The soft skills college students need to succeed now and in the future” by Drew Appleby, PhD?
7. Why did I ask you to read and digest this information?

## What are Soft Skills?

For a skill to be considered a soft skill, it needs to have three characteristics.

1. Rules for mastering this skill is not black and white – Unlike hard skills, like math, where the rule for doing it perfectly is always the same, how effective you are at a soft skill changes depends on your emotional state, external circumstance, and the type of people you interact with.
2. This skill is portable and valuable to any job/career – Because soft skills are about your inner strength and interpersonal effectiveness, as long as you work with people, these skills are valuable to your career.
3. Mastering this skill is an ongoing journey – You can reach a level of competency in it but you can always encounter new situations or people that will test your soft skills and push you to learn more.

Other experts agree. Some define soft skills as those that are “difficult to measure” and others define soft skills as “skills which characterize relationships with other people, or which are about how you approach life

and work.” There is however, one common set of skills missing in most soft skills definition. Most focus soft skills on people skills – how effective we are in working with others. However, what you must also master to accelerate success are self-management skills. These are skills that help you manage your relationship with yourself – your inner dialogue.

Based on 20 years of working experience, I define 28 soft skills that every professional should develop – 10 Self-Management skills and 18 People Skills. No matter what type of work you do, you will find value, advancement, and fulfillment in developing these 28 soft skills in your career.

Lei Han, Stanford engineer, Wharton MBA

### Soft Skills List

Strong communication	Leadership
Adaptability	Problem-solver
Listening	Team-oriented
Team player	Strong work ethic
Decision maker	Strategic thinker
Skilled Collaborator	Time management
Self-motivated	Multitasker
Conflict resolution	Responsible
Flexible	Organized
Work well under pressure	Competitive
Entrepreneurial	Integrity
Hands-on	Innovation
Consistent	Creative
Energetic	Enthusiastic
Driven	Attention to detail
<a href="https://www.jobscan.co/blog/soft-skills-vs-hard-skills/">https://www.jobscan.co/blog/soft-skills-vs-hard-skills/</a>	

### Soft Skills List – Self Management Skills

Self-Management Skills address how you perceive yourself and others, manage your personal habits and emotions and react to adverse situations. Only when you build inner excellence can you have a strong mental and emotional foundation to succeed in your career.

1. **Growth mindset** – Looking at any situation, especially difficult situations, as an opportunity for you to learn, grow, and change for the better. Focusing your attention on improving yourself instead of changing others or blaming anyone.
2. **Self-awareness** – Knowing and understanding what drives, angers, motivates, embarrasses, frustrates, and inspires you. Being able to observe yourself objectively in a difficult situation and understand how your perceptions of yourself, others, and the situation are driving your actions.
3. **Emotion regulation** – Being able to manage your emotions, especially negative ones, at work (e.g. anger, frustration, embarrassment) so you can think clearly and objectively, and act accordingly.
4. **Self-confidence** – Believing in yourself and your ability to accomplish anything. Knowing that all you need is within you now. “Those who believe in themselves have access to unlimited power” – wisdom from Kung Fu Panda
5. **Stress management**– Being able to stay healthy, calm, and balanced in any challenging situations. Knowing how to reduce your stress level will increase your productivity, prepare you for new challenges and supports your physical and emotional health, all of which you need for a fulfilling, successful career.
6. **Resilience** – Being able to bounce back after a disappointment or set back, big or small, and continue to move onward and upward.
7. **Skills to forgive and forget**– Being able to forgive yourself for making a mistake, forgive others that wronged you, and move on without “mental or emotional baggage.” Freeing your mind from the past so you can focus 100% of your mental energy on your near and long-term career goals.
8. **Persistence and perseverance** – Being able to maintain the same energy and dedication in your effort to learn, do, and achieve in your career despite difficulties, failures, and oppositions.
9. **Patience** – Being able to step back in a seemingly rushed or crisis situation, so you can think clearly and take action that fulfills your long-term goals.
10. **Perceptiveness** – Giving attention to the unspoken cues and developing cognitive or emotional empathy of other people’s situation and perspective. Often times, we are too busy thinking about ourselves and what we are saying, we leave little room to watch and understand others’ action and intentions. If you misinterpret other’s intention or don’t try to put yourself in their shoes, you can easily encounter difficulties dealing with people and not even know why.

### Soft Skills List – People Skills

People Skills address how to best interact and work with others, so you can build meaningful work relationships, influence others perception of you and your work, and motivate their actions. I have split them into two sections – Conventional and Tribal

**Conventional** – List of people skills you can find in most job descriptions and you will be assessed on some or all of these in your performance reviews depending on your level.

1. **Communication skills** – Being able to actively listen to others and articulate your ideas in writing and verbally to any audience in a way where you are heard and you achieve the goals you intended with that communication. This also include languages skills if the spoken language at work is your second language.
2. **Teamwork skills** – Being able to work effectively with anyone with different skill sets, personalities, work styles, or motivation level to achieve a better team result.
3. **Interpersonal relationship skills** – Effective at building trust, finding common ground, having emotional empathy, and ultimately building good relationships with people at work and in your network. Also referred as social skills, this skill is closely related to Communication Skills. It doesn't matter how smart you are, you must have social graces in order to get far in your career. As Maya Angelou said *"I have learned people will forget what you said. People will forget what you did, but people will never forget how you make them feel."*
4. **Presentation skills** – Effectively presenting your work results and ideas formally to an audience that captivates their attention, engage their input, and motivates them to act in accordance to your desired

outcome. While presentation skills is a form of communication skills, I decided to list it separately given the ability to present plays a huge role in any business profession especially as you move up in your career.

5. **Meeting management skills** – Leading a meeting to efficiently and effectively reach productive results. At least 50% of meetings today are a waste of time.
6. **Facilitating skills** – Being able to coordinate and solicit well represented opinions and feedback from a group with diverse perspectives to reach a common, best solution.
7. **Selling skills** – Building buy-in to an idea, a decision, an action, a product, or a service. This is not just for people in sales.
8. **Management skills** – Creating and motivating a high performing team with people of varied skills, personalities, motivations, and work styles.
9. **Leadership skills** – Defining and communicating vision and ideas that inspires others to follow with commitment and dedication.
10. **Mentoring /coaching skills** – **Providing** constructive wisdom, guidance, and/or feedback that can help others further their career development.

**"Tribal"** – List of people skills that you will not find in any job descriptions. They are also essential to your career success. I call it tribal because they are more "insider knowledge" that you gain from work experience or from mentors. Some people can go through their entire career and not be aware of some of these skills.

1. **Managing upwards** – Proactively managing your relationship with your boss, his expectations of your work, and his perception of your performance. Whether you are challenged, given opportunities, or recognized at work heavily depends on your ability to communicate, manage expectations, and build a good relationship with your boss.
2. **Self-promotion skills** – Proactively and subtly promoting your skills and work results to people of power or influence in your organization and network. It is not enough that your boss knows you do great work. You need to subtly build your reputation with all key people that can influence your performance review. This is because hard work alone does not guarantee success.
3. **Skills in dealing with difficult personalities** – Being able to still achieve the work result needed while working with someone whom you find difficult.
4. **Skills in dealing with difficult/unexpected situations** – Being able to stay calm and still are effective when faced with an unexpected or difficult situation. This includes being able to think on your feet and articulate thoughts in an organized manner

even when you are not prepared for the discussion or situation you are in.

5. **Savvy in handling office politics** – Being able to understand and proactively deal with the unspoken nuances of office and people dynamics so you can protect yourself from unfairness as well as further your career. Office politics is a fact of life. If you don't choose to play, it can play you.
6. **Influence / persuasion skills** – Being able to influence perspectives or decision making but still have the people you influence think they made up their own minds.
7. **Negotiation skills** – Being able to understand the other side's motivations and leverage and reach a win-win resolution that you find favorably, satisfies both sides, and maintains relationships for future interactions.
8. **Networking skills** – Being able to be interesting and interested in business conversations that motivates people to want to be in your network. The bigger and stronger the network you have, the more easily you can get things done (e.g., find a job, get advice, find business partners, find customers, etc...)

Don't worry if you don't have all of them today. Most of us don't. The important thing is to understand why these soft skills are important and then ask yourself – which one do you want to develop next?

# Soft Skills: Preparing Kids for Life After School

## Colleges and employers emphasize the importance of core skills.

**By: Jaime Greene** *Jaime Greene is middle school instructional coach for Hamblen County Schools in Morristown, Tennessee. [greenelj@hcboe.net](mailto:greenelj@hcboe.net)*

Standards writers, curriculum designers, and classroom teachers have spent the past several years clamoring to find ways to revitalize curriculum and instruction and increase rigor in ways that prepare students for life after school.

We all agree that students need an education that prepares them for college and career. We know the statistics about students who go to college unprepared for the rigors of college coursework, relegated to taking courses for no credit, decreasing the likelihood that they will graduate.

But preparation for college and career success requires much more than exposure to a robust curriculum. While a solid knowledge base in classic literature or advanced levels of math certainly won't hurt a young person on the precipice of adulthood, the voices of workforce leaders describe a skills gap of a different nature, a gap in competencies rather than content.

Today's employers perceive a lack of *soft skills* among recent graduates. Soft skills, sometimes called key skills, core skills, key competencies, or employability skills, are those desirable qualities that apply across a variety of jobs and life situations—traits such as integrity, communication, courtesy, responsibility, professionalism, flexibility, and teamwork.

While these soft skills are cited as integral to workplace success—according to CareerBuilder, 77% of employers say that soft skills are just as important as hard skills—college professors identify the same characteristics as important to college success. Young people who transition successfully from high school to college show an ability to manage their time, meet deadlines, get along with classmates and roommates, and deal with setbacks.

People develop soft skills through socialization, learning the values, attitudes, and actions through interactions with others. Because socialization and relationship-building are a critical part of young adolescents' lives, middle school is a perfect place to incorporate soft skill development into the school day. By adding this important element to instructional plans and classroom expectations, educators help prepare students for success after graduation.

### Where to Begin

Many free soft skills instructional programs offer high-interest, middle grades-appropriate activities that allow students to reflect on and think about their own development of soft skills. However, the most effective way to develop students' soft skills is to incorporate development into various aspects of the curriculum. Here are some strategies.

**Integrity.** Foster integrity by incorporating group work into classroom activities. Each member of the group should be responsible for a specific job or outcome. At the end of the group work assignment, ask students to reflect on how they contributed to the work and why they deserve a share of the final grade.

**Communication.** Develop students' communication skills in writing for authentic audiences, participating in group discussions, and presenting to the group. They should be able to demonstrate academically productive speech as they move through a class discussion ([http://wordgen.serpmedia.org/academic\\_vocabulary-and-apt.html](http://wordgen.serpmedia.org/academic_vocabulary-and-apt.html)).

**Courtesy.** Require students to be respectful and courteous to each other in class and when collaborating with others online. Accountable talk is one strategy that promotes respectful and courteous communication.

**Responsibility.** Don't rely on giving zeros for late or missing work as a means to promote responsibility.

Students who fail to turn in work should be required to explain why the work was not completed and what they will do to remedy the situation in the future. Don't propose an extension—if they want to turn the work in late, they must request the extension.

**Professionalism.** Promote professionalism through class expectations, such as being on time and coming prepared, being respectful of others, completing assignments, and adapting writing to the needs of others.

**Flexibility.** Give students long-term, problem-based projects that must be completed within parameters and interim deadlines as they see fit. These activities will encourage them to be organized and focused, to problem-solve and self-monitor.

**Teamwork.** Encourage teamwork and collaboration through group work and by assigning diverse students to work together. Emphasize communication, trust, integrity, responsibility, and collaboration.

Outside the classroom, teachers can promote soft skills development by providing opportunities for students to visit job sites or participate in job shadowing activities. However, the easiest and most authentic way to instill soft skills is to model them. When students regularly see adults, who demonstrate these skills—by teaming, being respectful toward students and other teachers, communicating clearly, and being on time and prepared, they not only understand the value of soft skills, they know how they apply to real-life situations.

### A Brighter Future

President Obama has clearly stated the important link between education and the economy. If educators are to play their part in strengthening that link, they must focus on helping students develop the soft skills that contribute to both college and workplace success.

## The soft skills college students need to succeed now and in the future

Transferable skills for success in college and the workplace. By Drew C. Appleby, PhD

I learned a great deal from my students during four decades as a college professor. When I began teaching, I mistakenly assumed that academic performance was simply a result of intellectual ability. But as my career progressed, I became increasingly aware that other factors also influence student success as I noticed that some of my brightest students failed to thrive academically and that many of my less-intellectually-gifted students often exceeded my expectations. I eventually realized that what are now called “soft skills” in the workplace (Doyle, 2017; Han, n.d.) can play an equally important role in the classroom.

Soft skills are defined in many ways and are called by many other names including transferable skills and 21st century skills (Abbot, 2014). Robles (2012, p. 457) captured their essence quite well when he described them as “character traits, attitudes, and behaviors—rather than technical aptitudes or knowledge.” These are the attributes that help workers adapt to new jobs, overcome obstacles, develop productive relationships with their co-workers and supervisors, and thrive in the workplace. As I became increasingly aware of the different levels of these skills among my students—and how these different levels impacted their academic performance—I decided to identify and describe these soft skills in my syllabi so my students could use this knowledge to help them make changes in their behaviors and attitudes that would increase their academic performance. After all, preparation for success in the world of work is one of the most important goals of a college education, so it made sense for me to help my students become aware that the soft skills that can help them to succeed in the college classroom will also be those they will need to enter and thrive in the workplace after they graduate. This is exactly why soft skills are also known as transferable skills, and why I believe they are essential characteristics of students who use their educations to become life-long learners after they graduate (Appleby, 2001).

The nine following sections, each headed with a particular soft skill, contain descriptions of two types of college students. The first are those who utilize this skill to succeed in the college classroom, who I identify as successful students or SSs. The second are those who fail to demonstrate this skill and often fail to succeed in the college classroom, who I identify as unsuccessful students or USs. I derived these descriptions from my observations of how these two types of students did or did not demonstrate these soft skills in my classes.

### Motivation and Commitment

SSs are motivated to learn, which they communicate with their positive attitude and hard work in their classes. They have the determination and self-discipline necessary for success, and they show initiative by often going beyond the requirements of their classes by doing things they have not been specifically instructed to do (e.g. seeking out readings that have not been assigned or exceeding the number of required references when writing papers). USs are not visibly committed to their classes and their behavior reflects a weak work ethic. They seldom participate in class and their body language communicates obvious boredom and disinterest (e.g., they sit in the back of the classroom, slouch in their seats, talk to their classmates during lecture, and occasionally sleep during class). For them, education appears to be a spectator sport in which they have decided to play a passive, detached and indifferent role.

### Enthusiasm

SSs are interested in the subject matter of their classes and appear to understand that what they are learning now will be of value to them in the future (i.e., the workplace or graduate school). They make their enthusiasm for their education obvious by asking questions, making thoughtful comments and pursuing information outside the classroom that helps them to better understand what their instructors are teaching them.

USs enroll in their classes because they are required to do so, not because they are interested in acquiring the knowledge, skills and characteristics (KSCs) their classes are designed to provide. The obvious boredom they exhibit while they are in class clearly communicates

their teachers and fellow students that they would rather be somewhere else doing something different.

### Ambition

SSs have aligned ambitions. They are motivated to obtain professional careers, they are aware of the KSCs required for these careers, and they have realistic ideas about how to use their educations to acquire these KSCs. They understand that the most important outcome of their education is not the diploma they will receive when they graduate, but the positive ways in which they can use their education to change themselves in ways that will help them to succeed in the future. Students with aligned ambitions make careful decisions about which classes to take, which organizations to join, and how to spend their time. They also utilize their school's support services (e.g., academic advising, mentoring and the career center) to increase the wisdom of these decisions.

USs are often as ambitious as SSs (i.e., they also want to become doctors, lawyers, and business managers), but they possess misaligned ambitions. They find it difficult to fulfill their dreams because they are unaware of the steps that will help them achieve their ambitions, which are often not realistically connected to specific educational and/or career paths. Regardless of how hard they try, they find themselves running in place, unsure of why they are in their current location and even more unsure of how to reach their professional destinations. They are drifting dreamers who have limited knowledge about their proposed occupations, the requirements of their schools, and the educational opportunities that can prepare them for their occupations. The most unfortunate USs are those who are either unable or unwilling to articulate their career goals and appear to be using their college education as a

way to postpone their transition into adulthood for as long as possible.

### **Goals**

The primary goal of SSs is to earn an "education" by acquiring and strengthening the KSCs that are the designated student learning outcomes of their classes. They perceive their tuition to be a wise investment in their future personal and professional lives, and they do their best to get the most for their investment.

The primary goal of USs is to buy a "credentialed" as quickly as possible by passing their classes to get them out of the way—and have them recorded on their transcripts—rather than using them to develop the KSCs they will need to succeed in the future. They perceive their tuition as the cost they must pay to buy the number of credit hours they need to purchase the credential that will verify they have graduated (i.e., their diploma).

### **Talents**

SSs have something special. It may be exceptional creativity, leadership, organizational skills, commitment or motivation. These gifts are evident to their teachers and to their fellow students as well. The most important aspect of these talents is that SSs actually put them to use in a productive way in their classes.

USs vary enormously in talent. Some have high intellectual ability, but display poor self-management, low motivation or a negative attitude. Others are handicapped by below-average academic skills (e.g., poor or under-developed reading, writing, speaking, listening, note-taking, time-management and study skills).

### **Attendance**

SSs have perfect to almost perfect attendance. Their faithful attendance gives the distinct impression that their primary purpose for enrolling in classes is to learn and that they are interested in the material they are learning. USs often miss or are late for class and put other priorities (e.g., sleep) above their classes. In other cases, their health, fatigue, low motivation, social life and/or lack of time management skills prevent them from attending their classes regularly.

### **Preparation**

SSs are prepared. Their assignments are complete, accurate and carefully written. They complete their

assigned readings, and their attention to detail in the work they submit is a clear indicator of the value they place on their educational activities.

The work of USs is often carelessly-prepared, incomplete, inaccurate, inconsistent, late or not submitted at all. Their obvious lack of planning and preparation clearly communicates that their education is a low priority for them.

### **Interpersonal Skills**

SSs add to the positive atmosphere of the classroom by acting in a friendly, optimistic, cooperative, tactful and outgoing manner. They appear to enjoy working with others on group projects and often volunteer for positions of leadership. These qualities are noticed and appreciated by both their teachers and their peers.

USs diminish the quality of the "community" of the classroom by appearing to be either unwilling or unable to operate effectively within a social environment. Their behavior can be interpreted as reserved, aloof, or detached at best and uncooperative, hostile, or combative at worse. They avoid "group work" whenever possible and, when they cannot avoid it, their behavior can sometimes be detrimental to the morale and goals of the group.

### **Thinking Skills**

SSs are able to connect their past learning experiences with the present, and then use these experiences to help them understand new material that will help them to solve challenging problems. They are willing to learn how to think critically (i.e., to comprehend, apply, analyze, synthesize, and evaluate information), and they value these skills because they understand how they will be able to use them to succeed in their future educational and occupational environments.

When USs study, they concentrate more on facts and definitions than comprehending concepts and theories. Their idea of studying is to memorize information and then hope their teachers will ask them to simply regurgitate it on tests. When they are asked to comprehend, apply, analyze, synthesize or evaluate information, they are often unable or unwilling to do so.

## **How Will Your Ability or Inability to Demonstrate These Soft Skills Affect You in the Future?**

Now that you are aware of how the characteristics, attitudes and behaviors I have described above can affect your success in the college classroom, I also want you to ponder the very real effects of the presence or absence of these soft skills on your life after you complete your formal education. Unless you are independently wealthy or your parents have invited you to return home after college and resume your life as their dependent child, you will eventually be faced with having to convince at least one potential employer that you will be a more successful employee than any of the other people who have applied for the same job you have. There are several ways for you to do this. One is to list and describe these skills in your cover letter and résumé. The second is to identify and describe how you used your undergraduate education to acquire and strengthen these skills during your interviews. The third is to follow up on the message at the bottom of your résumé—References Available Upon Request—by asking at least one of your college instructors to provide examples of how you demonstrated these skills in her or his class. When you contemplate the crucial importance of these three components of the hiring process and understand the significance of the following quotation from SkyWater Search Partners, a Minneapolis-based executive recruiting firm, you will begin to clearly understand that the soft skills you develop in the classroom today are the keys to your success in the workplace tomorrow.

"As employers seek to improve the cultural fit and success of their new hires, we are seeing a shift away from an emphasis on hard skills in favor of a closer focus on soft skills. Hard skills are the technical, specific abilities which can be taught. Soft skills, on the other hand, are generally more subjective and elusive, referring to personal and interpersonal qualities and

characteristics. The advantage with soft skills is that they give employers a deeper insight into their potential hires" (Rudolph, 2017, para. 2).

### The Bottom Line...

The bottom-line, take-home message from this article is really quite simple. If you plan to enter the workforce after you graduate, you will need to be hired. If you want to be hired, you must help potential employers form the impression that you are someone who will be a motivated, enthusiastic, committed, goal-oriented and talented employee who will come to work on time each day prepared to use your both your strong interpersonal and critical-thinking skills to perform your job in a competent, productive, and positive manner. The best way to make this happen is to take full advantage of the remainder of your college education to practice and strengthen your soft skills so you can (1) include them in your cover letters and resume, (2) identify and describe them in a clear and confident manner during your interviews, and (3) ensure that your college professors can and will verify that you possess these skills in their letters of reference.

Life consists of choices. You are in control of the development of your soft skills because they result from your conscious decisions to behave or not to behave in certain ways. Please make wise behavioral choices **now** that will help you to succeed in the **future**.

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### About the author

Drew Appleby, PhD, received his BA from Simpson College in 1969 and his PhD from Iowa State University in 1972. During his four-decade career, he chaired the Marian University psychology department, was the director of undergraduate studies in the Indiana University-Purdue University (IUPUI) psychology department, and served as the associate dean of the IUPUI Honors College. He used the results of his research on teaching, learning, advising and mentoring to create strategies that enable college students to adapt to their educational environment, acquire academic competence, set realistic goals and achieve their career aspirations. He published over 200 books and articles (including "The Savvy Psychology Major"); made over 600 conference and other professional presentations (including 25 invited keynote addresses); received 44 institutional, regional and national awards for teaching, advising, mentoring and service; and was honored for his contributions to the science and profession of psychology by being named a Fellow of the American Psychological Association, the Midwestern Psychological Association, and as the 30th distinguished member of Psi Chi. His work with IUPUI's varsity athletes led him to be named "My Favorite Professor" by 71 student-athletes, over 300 of his students have earned graduate degrees in a wide variety of academic and professional fields, and he was designated as a mentor by 777 IUPUI psychology majors, 222 of whom indicated he was their most influential mentor by selecting the following sentence to describe his impact: "This professor influenced the whole course of my life and his effect on me has been invaluable." Appleby retired from IUPUI with the rank of Professor Emeritus in 2011.

## Soft Skills

### TIPS AND RESOURCES TO PREPARE FOR COLLEGE, EMPLOYMENT, A RESUME AND YOUR LIFE

#### What Are Soft Skills?

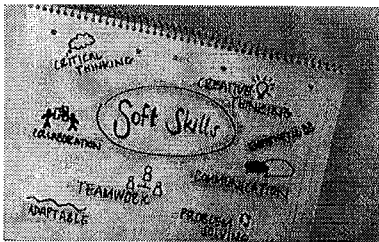
Soft skills are what you need to get a job and help you to be a good employee. Some of the most common soft skills that employers are looking for include:

- Having a positive attitude
- Having integrity
- Being able to communicate (talk) with others; this also includes being a good listener
- Getting along with others
- Being able to manage your time
- Being able to solve problems
- Being respectful toward others
- Being a team player
- Being confident
- Having good grooming and hygiene
- Being flexible

#### For a skill to be considered a soft skill, it needs to have three characteristics.

- ✓ Rules for mastering this skill is not black and white – Unlike hard skills, like math, where the rule for doing it perfectly is always the same, how effective you are at a soft skill changes depends on your emotional state, external circumstance, and the type of people you interact with.
- ✓ This skill is portable and valuable to any job/career – Because soft skills are about your inner strength and interpersonal effectiveness, as long as you work with people, these skills are valuable to your career.
- ✓ Mastering this skill is an ongoing journey – You can reach a level of competency in it, but you can always encounter new situations or people that will test your soft skills and push you to learn more.

#### Why Do I Need Soft Skills?



Employers want employees who are able to work well with others. Employers feel that having good soft skills are just as important as having the skills to do the job.

#### How Do I Get Soft Skills?

- Join a club
- Volunteer
- Become involved in sports
- Take classes
- Talking with your friends and family
- Do role-playing to practice skills
- Take on leadership roles in class, groups, clubs
- Work part-time while in school
- Finish school work completely and on time

Contact your school counselor for more information.

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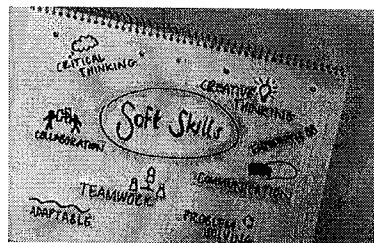
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Employers want employees who are able to work well with others. Employers feel that having good soft skills are just as important as having the skills to do the job.

#### How Do I Get Soft Skills?

- Join a club
- Volunteer
- Become involved in sports
- Take classes
- Talking with your friends and family
- Do role-playing to practice skills
- Take on leadership roles in class, groups, clubs
- Work part-time while in school
- Finish school work completely and on time

Contact your school counselor for more information.