

Employability Skills
Youth Employability Skills; *Want a Great Career? Alaskan Employers Expect*

SEL Standards Matrix

Goal	SEL#	Standard	Directly addresses	Indirectly addresses	Addresses through the SEL indicators	How this standard is addressed within the YES list. How this standard is addressed within the <i>Want a Great Career? Alaskan Employers Expect</i> :
SELF-AWARENESS	1A	Student demonstrates awareness of their emotions.	X		Acknowledge an emotion and determine the appropriate time and place to safely digest it	<i>Does not let personal problems interfere with getting the work done, either by being distracted at work or by failing to come to work or be on time.</i>
	1B	Student demonstrates awareness of their personal traits.	X		Explore possible career and volunteer opportunities based on their identified interests and strengths. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.	Self-assessment of interests, abilities, and strengths. <i>Has high self-esteem and does what is asked; accepts criticism and uses it to improve.</i>
	1C	Student demonstrates awareness of their external supports.		X	Identify organizations in their community that provide opportunities to develop their interests or talents. Access safety networks for self and others.	Making use of labor market information Job search Resume, including the ability to transmit electronically Identify required job-specific training and experience Awareness of employee and employer rights and responsibilities, such as OSHA, FMLA, ADA, EEO, etc.
	1D	Student has a sense of personal responsibility.	X	X	Demonstrate an ability to take responsibility for their choices. Take the role of a personally responsible citizen, promoting the betterment of the community.	Arrives at work site and performs scheduled activities on time. Is prepared for the workday as scheduled by supervisor. Is dependable and follows through in work assignments. Prioritizes work tasks and responsibilities to meet required deadlines. <i>Is a self-starter, is committed to and accountable for work assigned; does not just do the bare minimum to get the job done.</i> <i>Is willing to do the job over until he/she gets it done right.</i>

					<p><i>Takes responsibility for his/her own actions.</i></p> <p><i>Works diligently to complete tasks.</i></p> <p><i>Can be depended upon to be at work except for very good reasons, ready to begin work on time.</i></p> <p><i>Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work well done; holds high standards.</i></p>	
SELF-MANAGEMENT	2A	Student demonstrates ability to manage their emotions constructively.	X		<p>Demonstrate control of their behavior so as not to behave impulsively.</p> <p>Evaluate the role attitude plays in success (i.e. pessimism vs. optimism)</p> <p>Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being.</p>	<p><i>Deals with job pressures in a positive way.</i></p> <p><i>Does not let personal problems interfere with getting the work done, either by being distracted at work or by failing to come to work or be on time.</i></p> <p><i>Views the good in situations and works constructively to solve problems.</i></p>
	2B	Student demonstrates honesty & integrity.	X		<p>Analyze whether they are behaving in an honest manner and adjust accordingly.</p> <p>Show authenticity in their behaviors.</p> <p>Act with a correlation between their words and their actions.</p>	<p>Demonstrates Personal Character (honesty, tact, ethics, and integrity) that contributes to a positive and productive work environment.</p> <p><i>Doesn't break rules but will help change rules if they should be changed.</i></p> <p><i>Bases actions on a personally held set of values; can be trusted to follow the rules even when supervisors are not present; keeps hi/her word.</i></p>
	2C	Student uses effective decision-making skills.	X		<p>Consider ethical, safety, and societal factors when making their decisions.</p> <p>Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices.</p>	<p>Identifies the problem, reviews options and their implication in solving the problem, takes best action to solve problem. Understands cause and effect and relationship within a system.</p> <p><i>Can identify source of problem; demonstrates good common sense; is creative and innovative.</i></p>

	2D	Student demonstrates ability to set and achieve goals.	X	X	Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.	Utilizes logic, research, innovation, future visioning , and creativity. Identifying goals, training and education needs, and opportunities for improvement. <i>Sets personal goals.</i> <i>Able to see long term results of efforts on the job and put in time and effort before expecting a promotion.</i>
SOCIAL AWARENESS	3A	Student demonstrates awareness of other people's emotions and perspectives.		X	Identify verbal, physical, and situational cues that indicate how others may feel. Use conversational skills to understand the perspective of others. Express empathy towards others. Value and learn from the perspectives of others.	Understands customer's expectations.
	3B	Student demonstrates consideration for others and a desire to positively contribute to their community.	X		Work cooperatively with others to implement a strategy to address a need in the broader community. Participate in activities that show they are agents for positive change within their community/world.	Shows courtesy and respect towards others. <i>Shows common courtesy.</i> <i>Always shows courtesy and respect towards others.</i>
	3C	Student demonstrates an awareness of cultural issues and a respect for human dignity and differences.	X		Demonstrate respect for individuals from different social and cultural groups. Show sensitivity to the cultural setting they are in and a willingness to adapt as necessary.	Shows courtesy and respect towards others. <i>Appreciates multicultural diversity.</i>
	3D	Student can read social cues.	X	X	Read social cues and recognize the impact of their reactions to those cues.	Demonstrates Personal Character (honesty, tact , ethics, and integrity) that contributes to a positive and productive work environment.

					Recognize and respond to social cues in a manner that contributes to their life-long success.	<i>Has good manners</i>
SOCIAL MANAGEMENT	4A	Student uses positive communication and social skills to interact effectively with others.	X	X	<p>Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward.</p> <p>Offer and accept constructive criticism in order to make improvements.</p> <p>Use assertive communication to get their needs met without negatively impacting others.</p> <p>Empower, encourage, and affirm themselves and others through their interactions.</p>	<p>Demonstrates Personal Character (honesty, tact, ethics, and integrity) that contributes to a positive and productive work environment.</p> <p>Demonstrates communication skills necessary to accomplish work (reading, writing, oral communication and listening skills.)</p> <p>Is a good team member who relates well to all kinds of people inside and outside the organization.</p> <p><i>Expresses ideas clearly and concisely to individuals and in groups; has good customer communication skills.</i></p> <p><i>Able to comprehend what is said and take action.</i></p> <p><i>Able to work as a productive team member.</i></p> <p><i>Shares information, works well and credits other workers.</i></p>
	4B	Student develops constructive relationships.	X		<p>Practice strategies for maintaining positive relationships.</p> <p>Understand the value of mentors.</p> <p>Independently seek out relationships that support their development through life.</p>	<p>Builds constructive and effective relationships.</p> <p><i>Able to work as a productive team member.</i></p> <p><i>Puts the team above personal interests.</i></p>
	4C	Student demonstrates the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.			X	<p>Analyze how listening and talking accurately help in preventing and resolving conflicts.</p> <p>Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively.</p>