

CFM CAREER MANAGEMENT: WORKPLACE READINESS

Demonstrating Transferable Skills in CTE Workplace Scenarios

Detailed practice, calculation, decision-making, and assessment

GRADES 9-12	TIME 2 x 42 min	GROUPING I / pairs / whole	PRODUCT Portfolio
YOUR CHALLENGE Practice communication, teamwork, problem solving, time management, adaptability, and technology use through CTE workplace cases.			

New York CFM Connections: Workplace Regulations, Safety, and Transferable Skills

Transferable skills are useful across career clusters. Employers and educators need observable evidence—not labels such as “hardworking.” Students can show a skill by describing the situation, action, result, and lesson learned.

Term	Student-friendly meaning
Transferable skill	A skill useful across jobs and career pathways.
Collaboration	Working with others toward a shared result.
Initiative	Taking an appropriate useful action without unnecessary prompting.
Adaptability	Adjusting effectively when conditions change.
Professionalism	Reliable, respectful behavior that meets workplace expectations.
Evidence	Specific facts showing what a person did and what happened.
CLASSROOM USE All people, employers, figures, brackets, and documents in this packet are fictional. Never place a real Social Security number, employer ID, bank number, or tax document in classroom work.	

Part 1 - Match Actions to Transferable Skills

Classify each action and explain the evidence.

Workplace action	Primary skill	Evidence	Possible second skill
Clarifies a customer request before starting			
Reorders tasks after a deadline changes			
Checks spreadsheet formulas before sharing			
Invites a quiet teammate to contribute			
Reports a mistake and proposes a correction			
Learns a new scheduling tool			

More than one skill may apply, but justify the primary choice.

Part 2 - Plan a Team Response

A four-person CTE team must complete a client display by Friday. One file is missing, two members disagree about design, and a printer is unavailable.

Need	Assigned action	Owner	Deadline/check
Clarify client requirement			
Recover/recreate file			
Resolve design disagreement			
Find printing alternative			
Quality check			
Client update			

Use roles, deadlines, and a respectful decision process.

Part 3 - Rewrite Unprofessional Messages

Improve three fictional messages to a supervisor, teammate, and customer.

Audience	Problem in original	Professional rewrite	Why improved
Supervisor			
Teammate			
Customer			

Use a clear subject/purpose, needed facts, respectful tone, action, and deadline.

Part 4 - Build STAR Evidence

Choose one fictional scenario and write Situation, Task, Action, Result, and Reflection.

STAR element	Student response
Situation	
Task	
Action	
Result	
Reflection/next step	

The action must show what the student did; the result must be realistic and measurable when possible.

Part 5 - Create a Transferable-Skills Portfolio Entry

Prepare an entry usable in a resume, interview, or career portfolio.

Portfolio element	My evidence
Skill claimed	
Scenario	
Action verb	
Specific action	
Result	
Artifact that could support claim	
Privacy check	
Interview-ready statement	

Write a 150–200 word reflection connecting the skill to two CTE career pathways.