

Workforce Ready Pathway Introduction to Career Competencies Course Number 32.4xxxx

Course Description

~~* This and the two sequenced courses are intended to be taught to students meeting Special Populations definitions as detailed in Perkins V “Strengthening Career and Technical Education for the 21st Century Act.” Special Populations students include the following subgroups: students with disabilities; students from economically disadvantaged families, including low-income youth and adults; students preparing for non-traditional fields; single parents, including pregnant women; out-of-workforce individuals; English learners; homeless students described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); students who are in, or who have aged out of, the foster care system; and students with a parent who is a member of the armed forces and is on active duty. Additionally, the Workforce Ready pathway will benefit students who are at risk of not graduating from high school and those students who may not be able to complete pathways of their talents and interests.~~

In this course students acquire employability skills that ease their transition to the workforce. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students. Through participation in this career pathway, students will learn about the world of work by achieving academic challenges, participating in project-based learning activities, workplace enrichment experiences, and participation in a Career and Technical Student Organization (CTSO) that provides inner-personal and group-related leadership skills. *Requisite Exposure: Teacher will need to allow or provide for guest speakers to visit classrooms to provide workforce simulations, information, and case studies. Teacher will also need to allow or provide for business and industry/community access through visits, tours, shadowing, internships, work-based learning, registered apprenticeship, and/or related opportunities such that students experience work-related settings.*

Course Standard 1

SP-ICC-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers

Georgia Department of Education

Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs

Georgia Department of Education

Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture

Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Course Standard 2

SP-ICC-2

Define and demonstrate specific skills, techniques, and practices associated with work, employment, and careers.

- 2.1 Define and demonstrate how employment, work, and a career may impact individuals and a community.
- 2.2 Distinguish relevant information regarding completed career interest and career aptitude inventory results to explore potential career areas, and research a potential career matching individual interests and aptitudes.
- 2.3 Identify and obtain required documents needed to gain employment.
- 2.4 Investigate various modes of transportation to the workplace and predict the effects of unreliable transportation on workplace success.
- 2.5 Brainstorm and create components of an individual career portfolio to present to future employers during an interview of skills and concepts mastered, tasks completed, and related work experiences.
- 2.6 Examine the importance of balancing of work and home life on finding and keeping a job and investigate ways to achieve a healthy balance of work and home life.

Course Standard 3

SP-ICC-3

Understand and apply basic critical thinking skills in relation to employment and workforce problem solving strategies.

- 3.1 Make observations about the necessary parts or components involved in everyday problem solving.
- 3.2 Identify every day work issues and ways that critical thinking impacts individuals or work teams.
- 3.3 Demonstrate ways to apply objective feedback and critical thinking skills to work situations.
- 3.4 Summarize various problem-solving strategies that can be used in work situations.
- 3.5 Identify self-management skills needed to manage and balance a work and daily schedule.

Course Standard 4

SP-ICC-4

Compare and contrast various types of communication used in work situations and between workers.

- 4.1 Define person-to-person communications (e.g., communicating with boss, coworkers, customers) that can be used in work situations.
- 4.2 Demonstrate how non-verbal communication (e.g., body language, interpreting body language, matching body language to spoken language) can impact work situations.
- 4.3 Explain how various communication strategies can be shared using electronic formats (e.g., email, cell phones, social media) and the etiquette necessary to use in work settings:
 - a. Professionalism
 - b. Appropriate follow-up
 - c. Timing for follow-up
 - d. Privacy
 - e. Password security
 - f. Document retention.
- 4.4 Compare and contrast types of confidential workplace information and how to maintain confidentiality.

Course Standard 5

SP-ICC-5

Explain the process, requirements and purpose for providing appropriate customer service techniques in various work settings.

- 5.1 Demonstrate the skills and components needed to exhibit a positive work ethic in various settings.
- 5.2 Define fundamental skills of basic customer service techniques needed in work settings.
- 5.3 Summarize effective communication used in customer service work settings.
- 5.4 Discuss how interpersonal communication techniques can change customer service approaches in various work settings.
- 5.5 Explain the concept of confidentiality and identify appropriate situations to disclose personal or confidential information.

Course Standard 6

SP-ICC-6

Utilize and practice self-determination and self-advocacy skills as they relate to employment, work-related situations, and building personal development qualities.

- 6.1 Define and explain self-determination and self-advocacy qualities as related to individual rights, needs, and communicating for understanding.
- 6.2 Explain results of personal inventories that highlight individual strengths, weaknesses, and abilities to classify relevant employment qualities and traits.
 - a. Understand more about disability as it relates to employment qualities and identify appropriate time to discuss accommodations and accessibility with potential employers.
 - b. Understand more about academic and work strengths and weaknesses.
 - c. Understand learning styles and identify how individuals learn best.
- 6.3 Develop strategies for creating personal self-esteem and boosting confidence and self-esteem in others within work and related community settings.
- 6.4 Participate in a mock interview(s) to develop experience and confidence in interviewing skills.

Course Standard 7

SP-ICC-7

Compare and contrast skills and techniques needed to simulate teamwork practices in various settings.

- 7.1 Identify what conflict resolution is and summarize ways to recognize, work around, and address conflict using appropriate means.
- 7.2 Identify how individual and group dynamics impact teamwork practices in work and interpersonal settings.
- 7.3 Simulate appropriate and respectful ways to communicate in a work setting, group project, and a professional teamwork experience such that:
 - a. all team members skills, strengths, and contributions are valued, and
 - b. all team members time, opinions, and personal space are respected.

Course Standard 8

SP-ICC-8

Compare and contrast skills and techniques to apply personal and workplace safety.

- 8.1 Identify and explain the purpose of having physical endurance for work in a safe environment.
- 8.2 Demonstrate and explain best practices for basic safety procedures.
- 8.3 Categorize and identify essential techniques for using basic tools to implement and perform a job.
- 8.4 Differentiate the effects of drug and alcohol usage on finding and keeping a job and on workplace safety.

Course Standard 9

SP-ICC-9

Obtain, evaluate, and communicate ways to model proper technology applications.

- 9.1 Summarize and use technology to critically think about the best technology tool for job tasks in multiple workplace settings.
- 9.2 Collaborate to involve team members by using technology (e.g., video conferencing, asynchronous communication).
- 9.3 Distinguish between personal and professional use of social media outlets.
- 9.4 Explain essential techniques to maintain internet safety in work and related settings.
- 9.5 Demonstrate an ability to accomplish professional tasks within a mobile device environment.

Course Standard 10

SP-ICC-10

Explain and show relationships of workplace comprehension for reading and listening.

- 10.1 Promote reading, writing, listening/speaking, and critical thinking through the use of authentic materials such as blueprints, employee handbooks, technical manuals, computer programs, profit & loss statements, lab reports, and floor plans.
- 10.2 Develop the ability to concentrate, understand, respond, and remember what is being said since today's workplace requires students to both speak and listen actively.
- 10.3 Classify and define how reading skills of summarizing, paraphrasing, categorizing, inferring, predicting, and recognizing academic vocabulary can be found in all careers.

Course Standard 11

SP-ICC-11

Demonstrate soft skill applications focusing on dependability in the workplace.

- 11.1 Explain and demonstrate the need for basic personal hygiene practices required for workplace success.
- 11.2 Identify skills describing personal initiative and demonstrate necessary practices for the workplace.
- 11.3 Discuss the need for and implications of time management within a workplace setting.
- 11.4 Show the relationship of attendance and punctuality regarding a positive work evaluation.

Course Standard 12

SP-ICC-12

Explain and implement personal finance skills for the workplace.

- 12.1 Examine and calculate debits and credits of personal finances.
- 12.2 Acquire personal budgeting and financial management skills, knowledge and recognize the value of personal fiscal responsibility.
 - a. Examine the correlation of salary, education, and lifestyle.
 - b. Identify the need for and create a personal budget.
 - c. Demonstrate the ability to make purchases based on a given budget.
- 12.3 Understand related information regarding wages and work-related pay checks.
 - a. Interpret how job benefits, weekly pay/ salary, taxes, and insurance are calculated for the workplace.
 - b. Determine the difference between net and gross work wages.
 - c. Calculate personal wages earned for hours worked and documented.
 - d. Interpret how Internal Revenue Service (IRS) W-2 and W-4 forms impact personal income and taxes.
- 12.4 Develop basic skills needed for maintaining and balancing a personal checking account.

Course Standard 13

SP-ICC-13

Explain and implement conflict resolution strategies to use in the workplace.

- 13.1 Discuss and create an understanding of conflict resolution strategies.
- 13.2 Categorize the principles of conflict resolution for the workplace.
- 13.3 Simulate and summarize ways to manage conflict (e.g. effective communication, managing conflict, problem solving, empathy, mediation process, conflict styles).

Course Standard 14

SP-ICC-14

Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events.

- 14.1 Research the history of the state recognized CTSO (Career Technical Student Organization) that is applicable to the students' needs, interests, and leadership development.
- 14.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristic of the state recognized CTSO.
- 14.3 Explain how participation in the state recognized CTSO can promote lifelong responsibility for community service and professional growth and development.
- 14.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, region, state, and national level that align with the competencies, skills and knowledge of this course.
- 14.5 Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions.
- 14.6 Explore the impact and opportunities a state recognized CTSO can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.