Workforce Ready Pathway
Career Competencies
Course Number 32.43100

Course Description
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 apprenticeships, and/or related opportunities such that students experience work-related settings.

Course Standard 1

SP-CC-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.

<table>
<thead>
<tr>
<th>Person-to-Person Etiquette</th>
<th>Telephone and Email Etiquette</th>
<th>Cell Phone and Internet Etiquette</th>
<th>Communicating At Work</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with Your Boss</td>
<td>Telephone Conversations</td>
<td>Using Blogs</td>
<td>Improving Communication Skills</td>
<td>Reasons, Benefits, and Barriers</td>
</tr>
<tr>
<td>Interacting with Subordinates</td>
<td>Barriers to Phone conversations</td>
<td>Using Social Media</td>
<td>Effective Oral Communication</td>
<td>Listening Strategies</td>
</tr>
<tr>
<td>Interacting with Co-workers</td>
<td>Making and Returning Calls</td>
<td></td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
</tr>
<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td></td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
</tr>
<tr>
<td></td>
<td>Handling Conference Calls</td>
<td></td>
<td>Effective Word Use</td>
<td>Show You Are Listening</td>
</tr>
<tr>
<td></td>
<td>Handling Unsolicited Calls</td>
<td></td>
<td>Giving and Receiving Feedback</td>
<td>Asking Questions</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Obtaining Feedback</td>
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<td></td>
<td>Getting Others to Listen</td>
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</tr>
</tbody>
</table>
1.2 **Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.**

<table>
<thead>
<tr>
<th>Teamwork and Problem Solving</th>
<th>Meeting Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Creatively</td>
<td>Preparation and Participation in Meetings</td>
</tr>
<tr>
<td>Taking Risks</td>
<td>Conducting Two-Person or Large Group Meetings</td>
</tr>
<tr>
<td>Building Team Communication</td>
<td>Inviting and Introducing Speakers</td>
</tr>
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<td></td>
<td>Facilitating Discussions and Closing</td>
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<td></td>
<td>Preparing Visual Aids</td>
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<td></td>
<td>Virtual Meetings</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Customer Service</th>
<th>The Application Process</th>
<th>Interviewing Skills</th>
<th>Finding the Right Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Job Skills</td>
<td>Gaining Trust and Interacting with Customers</td>
<td>Providing Information, Accuracy and Double Checking</td>
<td>Preparing for an Interview</td>
<td>Locating Jobs and Networking</td>
</tr>
<tr>
<td>Becoming a Problem Solver</td>
<td>Learning and Giving Customers What They Want</td>
<td>Online Application Process</td>
<td>Questions to Ask in an Interview</td>
<td>Job Shopping Online</td>
</tr>
<tr>
<td>Identifying a Problem</td>
<td>Keeping Customers Coming Back</td>
<td>Following Up After Submitting an Application</td>
<td>Things to Include in a Career Portfolio</td>
<td>Job Search Websites</td>
</tr>
<tr>
<td>Becoming a Critical Thinker</td>
<td>Seeing the Customer’s Point</td>
<td>Effective Résumés:</td>
<td>Traits Employers are Seeking</td>
<td>Participation in Job Fairs</td>
</tr>
<tr>
<td>Managing</td>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td>Considerations Before Taking a Job</td>
<td>Searching the Classified Ads</td>
</tr>
<tr>
<td></td>
<td>Handling Customer Complaints</td>
<td>When a Résumé Should be Used</td>
<td></td>
<td>Using Employment Agencies</td>
</tr>
<tr>
<td></td>
<td>Strategies for Customer Service</td>
<td></td>
<td></td>
<td>Landing an Internship</td>
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<td>Staying Motivated to Search</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Workplace Ethics</th>
<th>Personal Characteristics</th>
<th>Employer Expectations</th>
<th>Business Etiquette</th>
<th>Communicating at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work Ethic</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
</tbody>
</table>
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.

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

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

<table>
<thead>
<tr>
<th>On-the-Job Etiquette</th>
<th>Person-to-Person Etiquette</th>
<th>Communication Etiquette</th>
<th>Presenting Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Professional Manners</td>
<td>Meeting Business Acquaintances</td>
<td>Creating a Good Impression</td>
<td>Looking Professional</td>
</tr>
<tr>
<td>Introducing People</td>
<td>Meeting People for the First Time</td>
<td>Keeping Phone Calls Professional</td>
<td>Dressing for Success</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td>Showing Politeness</td>
<td>Proper Use of Work Email</td>
<td>Showing a Professional Attitude</td>
</tr>
<tr>
<td>Business Meal Functions</td>
<td>Proper Use of Cell Phone</td>
<td>Proper Use in Texting</td>
<td>Using Good Posture</td>
</tr>
<tr>
<td>Behavior at Work Parties</td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
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</tr>
<tr>
<td>Behavior at Conventions</td>
<td></td>
<td>Accepting Criticism</td>
<td></td>
</tr>
<tr>
<td>International Etiquette</td>
<td></td>
<td>Demonstrating Leadership</td>
<td></td>
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<tr>
<td>Cross-Cultural Etiquette</td>
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<tr>
<td>Working in a Cubicle</td>
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</tbody>
</table>

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:
Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.
Course Standard 2

SP-CC-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 work and home life on finding and keeping a job, and investigate ways to achieve a healthy balance of work and home life.
2.7 Explain how an active local workforce impacts or affects the economy, employment rate, governmental services, and related activities in good and bad economic situations.
2.8 Identify and define key indicators for a sustainable and growing local economy.
2.9 Obtain and interpret the components needed to become a good citizens and active participants in a community with civic engagement, active work involvement, and community support (volunteerism).
2.10 Evaluate the importance of maintaining healthy relationships on finding and keeping a job.

Course Standard 3

SP-CC-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.
3.6 Explain how workers can be objective in work situations and provide objective feedback to colleagues.
3.7 Demonstrate ways for individuals to accept feedback from colleagues.
3.8 Explain ways to communicate feedback that focuses on facts and not opinions.
3.9 Demonstrate empathy for others and respect for the rights of others in work and related settings.

Course Standard 4

SP-CC-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.
4.5 Apply confidentiality laws, such as HIPPA, FERPA, etc., to ethical workplace behavior.
4.6 Simulate how providing feedback (e.g., giving and receiving feedback, learning to listen, show you are listening, asking for feedback, getting others to listen to your feedback, open and honest feedback) can improve or damage an identified situation in various work settings.
4.7 Demonstrate appropriate ways to ask questions, share, and disclose information related to employment needs.
4.8 Identify and demonstrate appropriate conversation topics for the workplace and related possible settings (e.g., co-workers, supervisors, management, customers, and difficult customers).

Course Standard 5

SP-CC-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.
5.6 Make observations and categorize ways to achieve successful communications with difficult people.
5.7 Simulate professionalism in meeting customer needs in casual and professional work settings.
5.8 Identify requirements and process to develop and sustain business and professional relationships with colleagues and customers.
5.9 Identify and simulate answers, communications, and professional ways to interact with customers and make good choices in decision making encounters.
5.10 Simulate and summarize steps to provide good customer service with a professional personal image, presentation of workers, and working with global customers.

Course Standard 6

SP-CC-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.
   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 Research related federal, state, and local laws (e.g, Fair Labor Standards Act (FLSA), Equal Pay Act (EPA), Title VII of the Civil Rights of 1964, Americans with Disabilities Act (ADA), Sexual Harassment), self-advocacy rights, and possible related work policies regarding equal rights under the law.
6.5 Simulate personal appeal rights and responsibilities as they relate to federal, state, and local laws and policies regarding equal rights under the law.
Course Standard 7

SP-CC-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.

7.4 Identify and categorize the purpose for sharing work responsibilities and compromising for the overall good of building teamwork skills.

7.5 Simulate ways to listen to other individuals, disagree respectfully, and regulate emotions in a disappointing setting.

Course Standard 8

SP-CC-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.

8.5 Summarize and use common OSHA (Occupational Safety and Health Administration) terminology as it relates to workplace safety.

8.6 Communicate with supervisory personnel in areas of evaluation for safety practices on a job site.

Course Standard 9

SP-CC-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.

9.6 Understand and apply social media etiquette with focus on target audience and purpose of message.

9.7 Research and apply information that identifies cyberbullying and appropriate responses.

9.8 Research and identify technological gains and the impact technology has on chosen career areas.

Course Standard 10

SP-CC-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.
10.4 Illustrate the relationship of reading, writing, speaking, and listening to real-world situations and professions.
10.5 Demonstrate a variety of reading and writing assignments that support the achievement of academic standards necessary for further learning within workplace settings.

**Course Standard 11**

**SP-CC-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 the 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.
11.5 Compare and contrast how listening skills, communication skills, constructive feedback and supervisor relations may impact workplace environments.
11.6 Explain how effective communication skills, stress management, and managing expectations may influence teamwork and related roles in meeting customer service requirements.

**Course Standard 12**

**SP-CC-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.
12.5 Discuss how earning and spending money impacts financial decisions, (e.g., savings, retirement).
12.6 Summarize the pros and cons of debit cards, pay cards regarding personal income safety.
12.7 Identify items that impact the personal budget (e.g., overtime, hours worked, calling out, non-paid leave, increase in monthly bills).

**Course Standard 13**

**SP-CC-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).
13.4 Explain and demonstrate the steps involved in successful peer mediation.
13.5 Classify ways and simulate approaches to dealing with conflicts occurring in the workplace through scenarios.
Course Standard 14

SP-CC-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.