Workforce Ready Pathway
Introduction to Career Competencies
Course Number 32.43000

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 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.

<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>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
<td></td>
</tr>
<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
<td></td>
</tr>
<tr>
<td>Handling Conference Calls</td>
<td>Effective Word Use</td>
<td>Show You Are Listening</td>
<td></td>
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</tr>
<tr>
<td>Handling Unsolicited Calls</td>
<td>Giving and Receiving Feedback</td>
<td>Asking Questions</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Getting Others to Listen</td>
<td></td>
</tr>
</tbody>
</table>
### Nonverbal Communication
- Communicating Nonverbally
- Reading Body Language and mixed Messages
- Matching Verbal and Nonverbal communication
- Improving Nonverbal Indicators
- Nonverbal Feedback
- Showing Confidence Nonverbally
- Showing Assertiveness

### Written Communication
- Writing Documents
- Constructive Criticism in Writing
- Small Group Communication
- Large Group Communication

### Speaking
- Using Language Carefully
- One-on-One Conversations
- Things to Include in a Résumé
- Involving the Audience
- Answering Questions
- Visual and Media Aids
- Errors in Presentation

### Applications and Effective Résumés
- Completing a Job Application
- Writing a Cover Letter
- Selling Yourself in a Résumé
- Describing Your Job Strengths
- Organizing Your Résumé
- Writing an Electronic Résumé
- Dressing Up Your Résumé

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#### 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>
<tr>
<td></td>
<td>Facilitating Discussions and Closing</td>
</tr>
<tr>
<td></td>
<td>Preparing Visual Aids</td>
</tr>
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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><strong>Expected Work Traits</strong></th>
<th><strong>Teamwork</strong></th>
<th><strong>Time Management</strong></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>
<td></td>
<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><strong>On-the-Job Etiquette</strong></th>
<th><strong>Person-to-Person Etiquette</strong></th>
<th><strong>Communication Etiquette</strong></th>
<th><strong>Presenting Yourself</strong></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></td>
<td>Proper Use of Cell Phone</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>
</tr>
<tr>
<td>Cross-Cultural Etiquette</td>
<td></td>
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<tr>
<td>Working in a Cubicle</td>
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</tbody>
</table>

**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.