

Career Investigations

9070 36 weeks

9069 18 weeks

9068 9 weeks

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Acknowledgments

The components of this instructional framework were developed by the following business panelists:

- Rachel Angel, MEd, NCC, Coordinator of Student Support Technologies, Virginia Community College System
- Linda Binion, Supervisor of Counseling Services, Spotsylvania County Public Schools
- Joyce Dugan, Supervisor of School Counseling and Family Life, Chesapeake City Schools
- Andrea M. Dukes, MEd, School Counseling Director, Brookville Middle School, Campbell County Public Schools
- Celeste J. Hall, MEd, Career Coach Specialist, Virginia Community College System
- Sue A. Miles, School Counseling Department Chair, Buckingham County Public Schools
- Hayley Poland, EdS, Director of School Counseling, Roanoke City Public Schools
- Paula Fisher Robinson, Assistant Director of Academic Affairs, Access Policy and Programming, State Council of Higher Education for Virginia
- Darrell Sampson, MA, LPC, NCC, Manager, Student Services Support 7-12, Fairfax County Public Schools

Dr. Michele G. Seibert, Director, School of Education, Virginia Career VIEW
Jason Smith, Assistant Superintendent, Scott County Public Schools
Joseph Wharff, Student Assistant System Coordinator/School Counselor Specialist,
Virginia Department of Education

The following educators served on the curriculum development panel:

Sarah Blake, Educational Specialist, Career and Transition Services, Fairfax County
Public Schools
Jeremiah Doucette, Computer Systems Technology Instructor, Washington County CTE
Center
Katrina Kish, Central Academy Middle School, Botetourt County Public Schools
Mary Mayo, Chesterfield Career and Technical Center, Chesterfield County Public
Schools
Terri Mills, Benton Middle School, Prince William County Public Schools
Sarah Robertson, Dan River Middle School, Pittsylvania County Public Schools
Heather Taylor, Carroll County High School, Carroll County Public Schools

Correlations to the Virginia Standards of Learning were reviewed and updated by:

Norma J. Bonney, Kempsville High School, Virginia Beach City Public Schools
Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science
Coalition
Anne F. Markwith, New Teacher Mentor, Gloucester County Public Schools
Cathy Nichols-Cocke, PhD, Fairfax High School, Fairfax County Public Schools
Caroline C. Wheeler, MT, Secondary English, Richmond

This framework was edited and produced by the CTE Resource Center:

Debi F. Coleman, Writer/Editor
Nathan K. Pope, Writer/Editor
Kevin P. Reilly, Administrative Coordinator

Sharon Acuff, Specialist Marketing and Related Clusters
Office of Career, Technical, and Adult Education
Virginia Department of Education

Dr. Tricia S. Jacobs, CTE Coordinator of Curriculum and Instruction
Office of Career, Technical, and Adult Education
Virginia Department of Education

Course Description

Suggested Grade Level: 8 or 6 or 7

This course allows students to explore career options and begin investigating career opportunities. Students assess their roles in society, identify their roles as workers, analyze their personal assets, complete a basic exploration of career clusters, select career pathways or occupations for further study, and create an Academic and Career Plan based on the their academic and career interests. This course also helps students identify and demonstrate the workplace skills that employers desire in their future employees.

Task Essentials Table

- Tasks/competencies designated by plus icons (+) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (-) are omitted
- Tasks marked with an asterisk (*) are sensitive.

9070	9069	9068	Tasks/Competencies
(+)	(+)	(+)	Describe education and career terms and concepts.
(+)	(+)	(+)	Explore all of the 16 career clusters.
(+)	(+)	(+)	Explore career pathways and occupations of interest.
(+)	(+)	(+)	Investigate a career within a pathway of interest.
(+)	(+)	(○)	Explain the relationship between education/training and careers.
(+)	(+)	(+)	Identify personal assets.
(+)	(+)	(○)	Connect the world of work to your responsibilities as a family member, student, or community member.
(+)	(+)	(○)	Examine the integration of personal assets as they relate to family, school, or community activities.
(+)	(+)	(+)	Relate your skills, interests, talents, and values to a career.
(+)	(○)	(○)	Determine the most critical knowledge, skills, and abilities needed in today's workplace.
(+)	(+)	(+)	Complete a career interest assessment.

+	+	+	Identify short-term and long-term goals.
+	+	+	Research options associated with courses in your school division and regional center related to career interests.
+	+	○	Apply a decision-making process to course options.
+	+	+	Review the student academic and career plan portfolio.
+	+	+	Create or review an academic and career plan.
+	○	○	Describe self-advocacy strategies.
+	○	○	Communicate verbally and nonverbally in a professional manner.
+	○	○	Handle (make or receive) a business-related telephone call.
+	○	○	Compose professional written communication (e.g., email, digital files, memos, and letters).
+	○	○	Describe the importance of active listening skills.
+	+	+	Troubleshoot workplace problems, issues, or conflicts to find a solution.
+	○	○	Describe the importance of inviting and responding to constructive feedback.
+	○	○	Provide constructive praise and criticism.
+	○	○	Respond to praise or criticism.
+	+	○	Demonstrate public speaking skills (e.g., large group, small group).
+	○	○	Demonstrate digital communication etiquette in professional settings.
+	+	+	Describe the privacy issues related to online communication media.
+	+	+	Identify privacy policies and issues related to employees using or misusing online communication media.

Legend: + Essential ○ Non-essential ⊖ Omitted

Curriculum Framework

Exploring Career Plan Options and Possible Destinations

Task Number 31

Describe education and career terms and concepts.

Definition

Description should include

- the similarities and differences in the concepts of work, job, career, and profession
 - work (the physical or mental effort spent to overcome obstacles or to achieve a desired objective)
 - job (a specific situation in which a person performs particular tasks or duties for compensation)
 - occupation (employment that requires related skills and experiences)
 - career (a chosen pursuit, profession, or occupation)
 - profession (paid occupation, often includes long-term training or education)
- definition of terms related to education and career, such as
 - on-the-job training
 - Virginia's Child Labor Laws
 - certificate program
 - associate degree
 - bachelor's degree
 - master's degree
 - doctoral degree
 - work-based learning experiences
 - continuum of job shadowing
 - mentorship
 - service learning
 - internship
 - apprenticeship
 - clinical experience
 - cooperative education
 - credential
 - licensure
 - entry-level job
 - advanced-level job
 - career progression

- job postings/listings
 - job description
 - education/training
 - tasks
 - earnings
 - projections/outlook (as related to a specific occupation).

See [Career and Technical Education Work-Based Learning Guide](#).

Process/Skill Questions

- What is the difference between work and a job?
- How is a career different from a job?
- How can a job lead to a career?
- How can work provide personal satisfaction?
- What are some benefits of choosing a career that you enjoy?
- How can the work you do and the income you earn affect your lifestyle?
- How can your career influence your lifestyle?
- What is the difference between an occupation and a career?

Task Number 32

Explore all of the 16 career clusters.

Definition

Exploration should include

- definition of a career cluster
- description of each career cluster
- analysis of career opportunities (including entrepreneurship) and related issues at the local, state, national, and international levels
- skills needed for each career cluster
- analysis of manual labor/hands-on (blue collar) occupations vs. business/office (white collar) occupations
- whether each cluster is primarily a manual labor/hands-on (blue collar) occupation or a business/office (white collar) occupation
- education needed to work in the career cluster
- places you could work locally or in Virginia in each career cluster
- salary range for each career cluster
- gender gaps in career clusters (STEM, Information Technology).

Process/Skill Questions

- What are the 16 career clusters?
- What are the advantages of using career clusters to explore careers?
- How do career clusters overlap?
- Where are resources available regarding career clusters? ([Virginia Career VIEW](#), [Occupational Outlook Handbook](#), [Career Planning Guide](#))
- How do outlooks and projections differ for Virginia and the nation?
- How are outlooks and projections similar for Virginia and the nation?
- What career clusters are declining in job outlook?
- What career clusters are increasing in job outlook?
- What does it mean if a career is projected to increase or decrease?
- What skills are needed for each career cluster?
- What is the origin of the terms *blue collar* and *white collar*?
- What better terms might describe the employment opportunities of these workers?
- What are the differences between manual labor/hands-on (blue collar) occupations and business/office (white collar) occupations?
- Is it necessary to differentiate between the two types?
- How might one transition from a career considered blue collar to a career considered white collar?
- What careers in each career cluster would be considered primarily manual labor/hands-on (blue collar) occupations?
- What careers in each career cluster would be considered primarily business/office (white collar) occupations?

Suggested Learning Activities

Job Shadowing Interview

http://www.cteresource.org/attachments/ccn/Job_Shadowing.pdf

Local Business Options

http://www.cteresource.org/attachments/ccn/Local_Business_Options.pdf

My Perfect Job

http://www.cteresource.org/attachments/ccn/My_Perfect_Job.pdf

Suggested Learning Activities for Career Pathways

Career Exploration through Career Clusters

[Explore the concept of career clusters.](#)

Career Interview Guide

[Students research a career by using the interview process.](#)

Task Number 33

Explore career pathways and occupations of interest.

Definition

Exploration should focus on descriptions of pathways and occupations suggested by the career assessment and related information such as

- possible high school courses needed
- skills needed
- level of education/training required
- sources of education/training needed
- salary range
- related occupations.

Process/Skill Questions

- What is a career pathway?
- How does a career pathway help meet your goals?
- How can a career pathway help you decide whether you want to switch pathways but stay within the same career cluster?
- What is the relationship between academic interests and career choices, and between personality and career choices? For example, what are some careers open to a person who likes foreign language classes or technology classes, who excels in chemistry or technical design, who is artistically gifted, or who has a natural talent for working with animals?
- What criteria will you use to select a career pathway to study?
- What resources are available for the study of career clusters, pathways, and occupations?
- What are the career pathways for some sample careers? (e.g., veterinarian is found under Agriculture/Animal Systems, not Health Science)
- What career pathway would be of most interest to you?
- What courses can you take in high school to help you meet your goal?
- What education do you need to meet your goal?

Suggested Learning Activities for Career Pathways

Career Exploration through Career Clusters

[Explore the concept of career clusters.](#)

Task Number 34

Investigate a career within a pathway of interest.

Definition

Investigation should include

- selection of a career cluster and a career pathway
- research of a career (including related careers)
- analysis of job requirements
- analysis of employment projections
- report on the career
- salary prospects
- skills needed
- personality traits alignment
- education/training required (including college major, if applicable)
- certifications and licensures needed (if applicable).

Process/Skill Questions

- What are the educational and skill requirements for this career pathway?
- Where could you get this education or training?
- Why do you think this chosen career is a good fit for you?
- What are some related careers?
- Why is it important to consider job prospects when planning your career path?
- What is the state average salary for this career?
- What is the national average salary for this career?
- Where could you work locally in this career?
- Where could you work nationally in this career?
- What certifications or licensures would help you in this career?
- Which colleges offer the major needed for your selected career?

Task Number 35

Explain the relationship between education/training and careers.

Definition

Explanation should point to the benefits of education/training:

- Overall, career education leads to stability, clarity, and focus for individuals as they mature and make their way into the world outside school.
- Career education can lead to self-understanding, thus matching personality, skills, talents, and values to a career.
- A broad general education helps people realize the significance of work, make sound decisions, and prepare for work in a global job market.

- Continuing education enriches lives, helps people adapt to change and evolving careers, and contributes to community improvement.

Explanation should include the specifics of

- how the courses students take directly relate to skills and knowledge that create success in a career
- how education and training correlate to a career (e.g., geometry correlates to a career in design or architecture)
- the importance of course selection, as it specifically correlates to a career
- how education and training correlate to higher pay.

Process/Skill Questions

- In what ways do parents, educators, media, and friends/peers influence your thoughts and feelings about education?
 - What factors influence choices related to a career? Which of these factors has the most influence on your career choices? Why?
 - What steps will you take to make your education work for you in terms of creating the career and life you envision for yourself?
 - What are examples of classes you will take next year or in high school?
 - What is a national board certification test, (e.g., SAT, ACT) and how does that factor into postsecondary plans?
 - What types of jobs in high school could help you in your career of interest?
 - Where can you get advanced training for a job?
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-

Discovering More about Yourself

Task Number 36

Identify personal assets.

Definition

Identification should include

- definition of the term *personal assets* (i.e., a useful and desirable quality one possesses that is related to personal characteristics)

- self-assessment of personal assets (i.e., skills [personal, professional, and technological], interests, strengths, areas for growth, talents, and values).

Process/Skill Questions

- What personal assets do you possess?
- How can you identify personal assets that need to be developed or refined?
- Why should you evaluate your personal assets as a first step in career exploration?
- What is the relationship between personal assets and self-image?
- What personal assets make you more employable over others?
- What three additional assets would you like to have that would help you start a job successfully?

Suggested Learning Activities

Career Interview Guide

http://www.cteresource.org/attachments/ccn/Career_Interview_Guide.pdf

Suggested Learning Activities for Career Pathways

Course Selection and Your Future

[Identify the high school courses that are important in preparation for a particular occupation.](#)

Job Shadowing Interview

[Research an occupation through a job shadowing experience.](#)

Map of My Life

[Construct a personal road map.](#)

My Perfect Occupation

[Design an ideal occupation.](#)

Off the Beaten Path

[Investigate unusual careers.](#)

Task Number 37

Connect the world of work to your responsibilities as a family member, student, or community member.

Definition

Connections may include your thoughts and feelings about

- your responsibilities within your family structure
- your goals and responsibilities as a student

- your goals and responsibilities within the school
- your value as a community member
- your role as a volunteer in school and community.

Process/Skill Questions

- How do responsibilities within your family compare to responsibilities you might have at work?
- How do the expectations your teachers have of you compare to the expectations an employer might have of you?
- Summarize your activities and responsibilities within your school. Which of them would be most valuable to an employer?
- How do you exhibit responsibility as a member of your community?
- Compose a list of places you might be able to volunteer within your school and community. What can you gain through these experiences?

Suggested Learning Activities for Career Pathways

Career Interview Guide

[Students research a career by using the interview process.](#)

Course Selection and Your Future

[Identify the high school courses that are important in preparation for a particular occupation.](#)

Do What You Enjoy

[Explain the relationship between personal interests and career goals.](#)

Job Shadowing Interview

[Research an occupation through a job shadowing experience.](#)

Map of My Life

[Construct a personal road map.](#)

My Perfect Occupation

[Design an ideal occupation.](#)

Volunteer, Service, Community Programs

[Research volunteer, service and community programs and how they may influence or benefit career paths.](#)

Task Number 38

Examine the integration of personal assets as they relate to family, school, or community activities.

Definition

Examination may include examples of how one's personal assets

- contribute to family, school, and community interaction
- are supported by family, school, and community interaction.

Process/Skill Questions

- In what ways does your family rely on you, and how does this relate to your assets?
- How do your assets influence your choice of activities in your family, school, and community?
- What personal assets are the most helpful to you as a student?
- How can you stay connected to your community, and what role do your personal assets play in this?
- How will your personal assets prepare you to live and work in a culturally diverse world?

Task Number 39

Relate your skills, interests, talents, and values to a career.

Definition

Relating should include

- thoughts on what career(s) might be a good match for you based on your goals, skills, interests, talents, and values
- personal reasons for working.

Process/Skill Questions

- How would a career that involves your skills and talents enhance your life?
- What actions can you take to prepare for a career that values your skills and talents?
- If you had to choose between the two, would it be more important to have a career that interests you or one with a high salary? Explain.
- What are some examples of how your values might influence your career choice?
- What disadvantages are there to basing your career choice solely on salary?
- How might one pursue dreams/talents outside their job/career?
- Employers are looking for workers who have initiative. What does initiative mean to you?

Suggested Learning Activities for Career Pathways

Career Day

[Explore a variety of traditional and nontraditional occupations.](#)

Course Selection and Your Future

[Identify the high school courses that are important in preparation for a particular occupation.](#)

Do What You Enjoy

[Explain the relationship between personal interests and career goals.](#)

Making Dreams Come True

[Identify your dream job and options for pursuing it.](#)

My Perfect Occupation

[Design an ideal occupation.](#)

Task Number 40

Determine the most critical knowledge, skills, and abilities needed in today's workplace.

Definition

Determination should include identifying and prioritizing workplace readiness skills, based on a selected career path.

Process/Skill Questions

- Why is it important to be a lifelong learner in the workplace?
- Which of your skills would be most valuable in today's workplace?
- Which workplace skills can be developed from team experiences such as sports, clubs, and projects?
- What skills do you learn in school that will help you be successful in your career?
- How can good work traits contribute to success in the workplace?
- How important is technology in the 21st century workplace?
- Imagine yourself in the career of your choice. In what ways could your knowledge and skills be helpful to your manager?
- What are some strategies for success in the workplace?

Suggested Learning Activities for Career Pathways

Course Selection and Your Future

[Identify the high school courses that are important in preparation for a particular occupation.](#)

Task Number 41

Complete a career interest assessment.

Definition

Completion should include recording the top three results from an online career interest assessment tool, such as [Virginia Education Wizard](#) or [Virginia Career View](#).

Process/Skill Questions

- Based on your assessment, what are your top three career choices?
- What surprised you about your career interest assessment results?
- How will your assessment results help you choose a career?
- How would you describe the career you identify with the most?
- Which subjects might help with your career choice?
- If your career assessment presents you with careers that you don't think you would like, would you be willing to give them a closer look? Explain.
- How might your career interests change over time?

Suggested Learning Activities for Career Pathways

Career Day

[Explore a variety of traditional and nontraditional occupations.](#)

Career Interview Guide

[Students research a career by using the interview process.](#)

Course Selection and Your Future

[Identify the high school courses that are important in preparation for a particular occupation.](#)

Developing an Academic and Career Plan

Task Number 42

Identify short-term and long-term goals.

Definition

Identification should include

- definitions of the terms *short-term* (up to one year) and *long-term* (more than one year)
- creation of personal and academic goals
- creation of an action plan (strategies) for implementing each goal
- an analysis of the components of a good short-term and long-term goal.

Process/Skill Questions

- What are your short-term and long-term goals?
- How are they related to succeeding in your career?
- Why are short-term and long-term goals important for career success?
- What short-term goals do you need to start working on to reach your career goal?
- What are some barriers to accomplishing goals, and how can you overcome them?
- What are the characteristics of effective goals?
- How can ambition and strategy contribute to accomplishing your goals?
- What are the differences between a short-term and a long-term goal?
- How do short-term and long-term goals work in conjunction with each other?

Suggested Learning Activities for Career Pathways

Buying a Car

[Develop a plan for making a major purchase.](#)

Career Day

[Explore a variety of traditional and nontraditional occupations.](#)

Career Interview Guide

[Students research a career by using the interview process.](#)

Do What You Enjoy

[Explain the relationship between personal interests and career goals.](#)

Job Shadowing Interview

[Research an occupation through a job shadowing experience.](#)

Long-Range Goal Planning

[Develop an understanding of why planning is necessary to achieve personal, social, educational, and career goals.](#)

Making Dreams Come True

[Identify your dream job and options for pursuing it.](#)

Map of My Life

[Construct a personal road map.](#)

My Perfect Occupation

[Design an ideal occupation.](#)

Obstacle Course

[Assess obstacles to attainment of personal goals and develop strategies for overcoming them.](#)

The Job Interview

[Demonstrate effective interviewing skills.](#)

Task Number 43

Research options associated with courses in your school division and regional center related to career interests.

Definition

Research should result in

- delineating the main program areas within CTE (Agricultural Education, Business and Information Technology, Career Connections, JROTC, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology Education, Trade and Industrial Education)
- CTE courses within the individual’s area of interest, offered regionally
- all elective options available in the high school
- cooperative education and other work-based learning options
- graduation and postsecondary opportunities, based on CTE coursework success
- career options, based on CTE coursework success.

Process/Skill Questions

- What is VERSO, and how is it used?
- What are the different CTE programs available in your school?
- What are the different CTE programs available in your school division or regional center?
- What are the different elective options available in your school?
- What work-based opportunities are offered at your school?
- What is a verified credit? What is a student-selected verified credit?
- What are the differences and similarities between a standard and an advanced studies diploma?
- What is the [Virginia Career View](#) and how can it be used to help one determine career interests?
- What is certification testing/industry credentialing?

Task Number 44

Apply a decision-making process to course options.

Definition

Application should be based on

- results of a career assessment
- career and educational goals
- consultation with a school counselor about course selection
- identification of a college major and/or the training needed.

Steps should include the following:

- Define what you need or want.
- Evaluate available resources.
- Identify the choices.

- Gather information.
- Evaluate and compare choices.
- Make a decision.
- Make a plan.
- Test the decision.
- Evaluate your outcome.

Process/Skill Questions

- Now that you know more about your personal assets, do you think they will influence your career/life decisions? Explain.
- What are your career and educational priorities when selecting your courses?
- What questions and concerns would you like to address with your school counselor about your course selection?
- How do your personal assets, skills, and interests affect your decision-making process when developing an academic and career plan?
- Why should you identify the amount of college/training needed when making your academic and career plan?

Suggested Learning Activities for Career Pathways

Buying a Car

[Develop a plan for making a major purchase.](#)

Career Day

[Explore a variety of traditional and nontraditional occupations.](#)

Course Selection and Your Future

[Identify the high school courses that are important in preparation for a particular occupation.](#)

Do What You Enjoy

[Explain the relationship between personal interests and career goals.](#)

Job Shadowing Interview

[Research an occupation through a job shadowing experience.](#)

Local Business Options

[Demonstrate how local businesses impact career decision-making.](#)

Map of My Life

[Construct a personal road map.](#)

My Perfect Occupation

[Design an ideal occupation.](#)

Obstacle Course

[Assess obstacles to attainment of personal goals and develop strategies for overcoming them.](#)

Off the Beaten Path

[Investigate unusual careers.](#)

Task Number 45

Review the student academic and career plan portfolio.

Definition

Review should include

- assessing skills, interests, values
- searching for careers
- searching for the best working situation, based on career interests and skills.

Process/Skill Questions

- How can continuous training benefit a worker throughout a career?
 - Is there a difference between education and training? Are both always necessary? Explain.
 - Who is responsible for an individual's education and training?
 - Which path should you take if you are undecided about your career goal?
 - How can educational needs be determined for a specific career?
 - Why should career/life goals be considered?
 - Which path will give the most options toward your chosen career(s)?
-

Task Number 46

Create or review an academic and career plan.

Definition

Creation or review of the plan should reflect a collaborative effort involving, though not limited to, the student, parent/guardian, and school professionals. The plan should consist of an alignment of career assessment results with a program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. Take into consideration

- work experiences (paid and unpaid) related to the career field
- school and community activities
- leadership experiences
- course requirements for graduation based on postsecondary career pathway
- diploma options
- implementation of goals and career choices.

School divisions have the flexibility to create the Academic and Career Plan in a variety of ways. The Virginia Education Wizard offers school divisions an electronic [Academic and Career Plan](#).

Process/Skill Questions

- What are the advantages of having a career plan?
- What programs of study can you take to work toward your career choice?
- What criteria will come into play as you select options for obtaining the education or training required for your selected career?
- What are the advantages of using work experiences, such as volunteer positions, job-shadowing, internships, and other work-based learning experiences to explore careers?
- What resources are available to help you develop a career plan?
- What influence does your value system have on your career/life decisions?
- What are the advantages of considering an alignment of career assessment results with a program of study?
- What are the differences and similarities between a standard diploma and an advanced studies diploma?

Suggested Learning Activities for Career Pathways

Long-Range Goal Planning

[Develop an understanding of why planning is necessary to achieve personal, social, educational, and career goals.](#)

Making Dreams Come True

[Identify your dream job and options for pursuing it.](#)

Map of My Life

[Construct a personal road map.](#)

My Perfect Occupation

[Design an ideal occupation.](#)

Obstacle Course

[Assess obstacles to attainment of personal goals and develop strategies for overcoming them.](#)

Off the Beaten Path

[Investigate unusual careers.](#)

Communicating on the Job

Task Number 47

Describe self-advocacy strategies.

Definition

Description should include

- demonstrating fair treatment to others and self
- expecting fair treatment for others and self
- acknowledging and demonstrating sensitivity to those who are different from self (e.g., age, gender, religion, culture, sexual orientation, socioeconomic status)
- describing the differences and similarities of cyberbullying and bullying.

Process/Skill Questions

- Why is it important to advocate for oneself?
- What are the effects of having low self-esteem?
- What are the benefits of being an advocate for others?
- What is the importance of being aware of where to go for help?
- What resources could you use to find emotional or physical support?
- What are ways you represent yourself on a daily basis?
- What are ways you can use social media as a self-advocacy tool?
- How can you demonstrate sensitivity to those who are different?
- How could using “texting language” (i.e., r, u, ur, not capitalizing, etc.) in a professional manner be detrimental?

Related Standards of Learning

Suggested Learning Activities for Career Pathways

Making Dreams Come True

[Identify your dream job and options for pursuing it.](#)

Task Number 48

Communicate verbally and nonverbally in a professional manner.

Definition

Communication should include

- identifying the components of the communication process
- keeping messages simple and clear
- asking questions for clarification
- speaking clearly
- listening intently
- interpreting eye contact cues, facial expressions, hand gestures, and posture messages.

Process/Skill Questions

- What are examples of body language?
- What are the differences between verbal and nonverbal messages?
- What are examples of effective nonverbal messages?
- How can communication differ among various audiences and cultures?
- Why should you ask for clarification when you are uncertain about what is being communicated?
- What are ways in which we communicate?
- How is communication changing in the digital world of email, texting, and social media?
- What are examples of professional documents you may use in the workplace?

Task Number 49

Handle (make or receive) a business-related telephone call.

Definition

Handling a telephone call requires

- identifying oneself and the employer's name (i.e., place of business)
- stating the purpose of the call and with whom you wish to speak, if making the call
- using standard business telephone etiquette
- using correct grammar
- taking a message.

Process/Skill Questions

- What basic information should you collect and have organized before placing a telephone call?
- What impression might be left by using poor telephone etiquette?
- How does your tone of voice affect the impression you make on others?
- What is the process for taking a phone message?

Task Number 50

Compose professional written communication (e.g., email, digital files, memos, and letters).

Definition

Composition should always be proofread for

- correct spelling, punctuation, and grammar
- professional tone and format
- readability.

Improvements should be made to achieve

- correct spelling, punctuation, and grammar
- a professional tone and format
- editing and readability.

Process/Skill Questions

- How does improper written communication affect the way it is received?
- What are the advantages of proofreading?
- How important is written communication?
- What are types of professional written documents you may come in contact with at work, in school, and at home?

Task Number 51

Describe the importance of active listening skills.

Definition

Description should include

- methods of active listening
- how active listening encourages engagement and comprehension
- methods for clear communication with coworkers or customers to follow directions and solve problems.

Process/Skill Questions

- What is the best way to focus on the speaker?
- Why is eye contact important when communicating?
- What is the best way to provide feedback to the speaker?
- How do active listening skills contribute to job success?

Career Education Competencies

Interpersonal Skills

Task Number 52

Troubleshoot workplace problems, issues, or conflicts to find a solution.

Definition

Troubleshooting should include

- determining the errors or conflicts
- attempting to resolve the issues or conflicts (may require more than one attempt or method; e.g., active listening)
- recognizing others' points of view
- finding a solution that works and is agreed upon
- differentiating between personal conflicts and professional conflicts.

Process/Skill Questions

- Why is active listening, formulating and expressing desired outcomes, identifying underlying interests, and developing and analyzing options so critical to collaborative problem solving?
- What is the difference between compromise and cooperation?
- What is the difference between collaboration and consensus building?
- What specific attitudes should the individual/mediator practice using when conducting a conflict-resolution session between two parties?
- What are resources you may use to help troubleshoot workplace problems, issues, or conflicts?
- Why is it important to identify personal conflicts and separate them from the workplace?

Career Education Competencies

Interpersonal Skills

Task Number 53

Describe the importance of inviting and responding to constructive feedback.

Definition

Description should include

- inviting constructive feedback to encourage improvement and facilitate success
- knowing the difference between professional and personal feedback
- using feedback to make improvements
- initiating a positive change
- learning from others' perspectives.

Process/Skill Questions

- How can feedback be used to improve job performance?
- What is the difference between constructive and destructive feedback?
- How can outside feedback provide a fresh perspective?
- What are some reliable sources to use to obtain good feedback?

Task Number 54

Provide constructive praise and criticism.

Definition

Constructive praise should include addressing

- specific accomplishments and strengths
- encouragement toward positive change
- a sense of teamwork
- positive workplace morale
- a mutual stake in the work at hand (the product or process being criticized)
- the negative only in specific terms, not generalized
- a specific direction or action for improvement
- the positive change to be made.

Process/Skill Questions

- What is the difference between constructive and destructive criticism?
- How does one know when and how to use praise?
- How can self-esteem be affected by criticism and praise?
- How can constructive criticism help make positive impacts in the workplace?
- How can constructive praise be used to improve workplace morale?
- Why should constructive praise be used in conjunction with constructive criticism?

Task Number 55

Respond to praise or criticism.

Definition

Response should include

- accepting praise with humility and professionalism; not taking criticism personally
- initiating a positive change
- clarifying to ensure there are no misunderstandings
- following up to ensure positive outcome.

Process/Skill Questions

- How can criticism be used to improve job performance?
- How can praise affect worker attitudes?
- How can interpretation of messages lead to misunderstandings?
- What are some follow-up strategies in reference to a performance review?

Career Education Competencies

Interpersonal Skills

Self-Understanding

Task Number 56

Demonstrate public speaking skills (e.g., large group, small group).

Definition

Demonstration should include

- preparing a presentation
- rehearsing the presentation
- structuring the presentation (e.g., outlining)
- achieving clarity

- reinforcing the message
- accepting constructive criticism
- targeting the audience (for relevance)
- being concise
- maintaining a professional demeanor
- providing time for questions and/or evaluation sheets from the audience.

Process/Skill Questions

- What are some workplace situations that might call for public speaking?
- What are the most important factors to know before preparing a presentation?
- What resources are available to help you develop public speaking skills?
- How can identifying the audience aid in the preparation process?
- What constitutes a professional demeanor?
- What are the benefits of being direct and to the point?

Task Number 57

Demonstrate digital communication etiquette in professional settings.

Definition

Demonstration should include etiquette required when working with

- computers
- mobile devices
 - smartphones
 - laptops
 - tablets
- press-and-talk devices (e.g., walkie-talkie)
- headsets
- projectors
- assistive technology.

Etiquette should include determining the appropriate

- purpose for using digital devices
- use of device components (e.g., texting, ringers, audio volume, speaker, headphones, video, applications)
- settings and situations when the device's use is acceptable or expected
- opportunities to use digital equipment as opposed to face-to-face communication
- professional written correspondence when using digital devices to communicate for work-related purposes.

Process/Skill Questions

- How should you handle calls or texts on a personal device while at work?
- What should you do to personal or work devices while attending meetings?
- What are the benefits and drawbacks of regularly using portable devices?
- How can written correspondence be interpreted differently than the sender intended?
- When would face-to-face communication be more appropriate than digital communication?

Career Education Competencies

Interpersonal Skills

Task Number 58

Describe the privacy issues related to online communication media.

Definition

Description should include privacy issues surrounding personal or work-related use of

- social networking sites
- email (understanding the difference between personal and work-related use; the need for establishing a professional email address)
- texting/online chats
- virtual meeting applications
- voicemail and the need to establish a professional voicemail greeting
- search engines
- passwords.

Process/Skill Questions

- Why should you protect your privacy?
 - What expectations might your employer have regarding your conduct, even in your private life?
 - What practices help to protect your online privacy?
 - Why does deleting information online not necessarily permanently delete it everywhere?
 - Why should you keep a personal email account separate from a work email account?
-

Task Number 59

Identify privacy policies and issues related to employees using or misusing online communication media.

Definition

Identification might include incidents of privacy violations and use of

- social networking sites
- email (understanding the difference between personal and work-related use; the need for establishing a professional email address)
- voicemail and the need to establish a professional voicemail greeting
- search engines
- database profile.

Process/Skill Questions

- Why do employers often monitor telephone, computer, email, and voicemail communications? What workplace privacy protections do employees have on the job?
- How are workplace privacy policies usually communicated to employees, and why are they legally binding?
- Why are employees' personal social networking sites monitored by employers?
- Why is it important never to share information that you have access to at work (i.e., via database profiles, etc.) with others?
- What would be an example of a professional email address?
- Why should you be careful about what you post on social media?

SOL Correlation by Task

31	Describe education and career terms and concepts.	English: 6.4, 6.6, 6.9, 7.4, 7.6, 7.9, 8.4, 8.6, 8.9
32	Explore all of the 16 career clusters.	English: 6.4, 6.6, 6.9, 7.4, 7.6, 7.9, 8.4, 8.6, 8.9
33	Explore career pathways and occupations of interest.	English: 6.4, 6.6, 6.9, 7.4, 7.6, 7.9, 8.4, 8.6, 8.9
34	Investigate a career within a pathway of interest.	English: 6.6, 6.9, 7.6, 7.9, 8.6, 8.9
35	Explain the relationship between education/training and careers.	English: 6.6, 7.6, 8.6

		History and Social Science: CE.14
36	Identify personal assets.	English: 6.4, 6.6, 7.4, 7.6, 8.4, 8.6 History and Social Science: CE.4, CE.14
37	Connect the world of work to your responsibilities as a family member, student, or community member.	History and Social Science: CE.3, CE.4
38	Examine the integration of personal assets as they relate to family, school, or community activities.	History and Social Science: CE.4, CE.14
39	Relate your skills, interests, talents, and values to a career.	History and Social Science: CE.4
40	Determine the most critical knowledge, skills, and abilities needed in today's workplace.	History and Social Science: CE.4, CE.14
41	Complete a career interest assessment.	English: 6.6, 6.9, 7.6, 7.9, 8.6, 8.9
42	Identify short-term and long-term goals.	English: 6.4, 6.6, 6.7, 7.4, 7.6, 7.7, 8.4, 8.6, 8.7 History and Social Science: CE.4
43	Research options associated with courses in your school division and regional center related to career interests.	English: 6.9, 7.9, 8.9 History and Social Science: CE.14
44	Apply a decision-making process to course options.	English: 6.4, 6.6, 7.4, 7.6, 8.4, 8.6 History and Social Science: CE.4
45	Review the student academic and career plan portfolio.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14
46	Create or review an academic and career plan.	English: 6.6, 6.9, 7.6, 7.9, 8.6, 8.9
47	Describe self-advocacy strategies.	History and Social Science: CE.3
48	Communicate verbally and nonverbally in a professional manner.	English: 6.2, 7.1, 7.2, 8.2
49	Handle (make or receive) a business-related telephone call.	English: 6.1, 7.1, 8.2
50	Compose professional written communication (e.g., email, digital files, memos, and letters).	English: 6.7, 6.8, 7.7, 7.8, 8.7, 8.8

51	Describe the importance of active listening skills.	English: 6.2, 6.6, 7.1, 7.6, 8.2, 8.6 History and Social Science: CE.14
52	Troubleshoot workplace problems, issues, or conflicts to find a solution.	English: 6.2, 6.6, 7.1, 7.6, 8.6
53	Describe the importance of inviting and responding to constructive feedback.	English: 6.6, 7.1, 7.6, 8.2, 8.6 History and Social Science: CE.14
54	Provide constructive praise and criticism.	English: 6.1, 7.1, 8.2
55	Respond to praise or criticism.	
56	Demonstrate public speaking skills (e.g., large group, small group).	English: 6.2, 7.1, 8.2
57	Demonstrate digital communication etiquette in professional settings.	English: 7.3, 8.3 History and Social Science: CE.4
58	Describe the privacy issues related to online communication media.	History and Social Science: CE.4
59	Identify privacy policies and issues related to employees using or misusing online communication media.	English: 6.6, 7.6, 8.6

Appendix: Credentials

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination