Education for Employment II

9079 18 weeks (Preparation)*

9080 36 weeks (Preparation)*

*Career and technical education courses designed specifically and approved for students who are disadvantaged shall be limited to an average of 15 students per instructor per class period with no class being more than 18. This applies to the Preparation versions of this course (9079, 9080).

9087 36 weeks (Development)**

9086 18 weeks (Development)**

**Career and technical education courses designed specifically and approved for students with disabilities shall be limited to an average of 10 students per instructor per class period with no class being more than 12 or up to an average of 12 students per class period with no class being more than 15 where an instructional aide is provided. This applies to the Development versions of this course (9087, 9086).
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Acknowledgments

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Course Description

Suggested Grade Level: 10 or 11 or 12

This course continues to teach students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught to apply ethical behaviors and career-research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills. This course offers practical learning opportunities for students to enter the work force with acquired workplace readiness skills and knowledge and to create economic opportunity.

Note for Preparation courses (9079, 9080): The class size shall be limited to an average of 15 students per instructor per class period with no class being more than 18.

Note for Development courses (9086, 9087): The class size shall be limited to an average of 10 students per instructor per class period with no class being more than 12 or up to an average of 12 students per class period with no class being more than 15 where an instructional aide is provided.

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.

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<td>Analyze the importance of social skills in the workplace.</td>
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<td>Analyze individual career skills that are based on personal interests.</td>
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<td>Research examples of dishonesty and corruption in the workplace.</td>
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<td>Demonstrate interpersonal-relationship skills.</td>
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<td>Compare behavior expectations among home, school, and work environments.</td>
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<td>Assess methods for retraining, cross-training, and continuing education throughout professional life.</td>
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<td>Identify strategies for job retention, job change, and/or career advancement.</td>
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<td>Identify elements of job transition.</td>
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<td>Determine advancement opportunities in the workplace.</td>
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<td>Describe the attributes necessary to take a leadership role.</td>
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<td>Demonstrate resource management.</td>
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<td>Identify diversity issues to build cultural awareness.</td>
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<td>Describe the way employment may impact personal benefits or entitlements.</td>
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<td>Describe accommodation options in the workplace for those with disabilities.</td>
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<td>Assess the necessity and benefits of customer service in a specific occupation.</td>
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<td>Demonstrate customer-service behaviors and attitudes.</td>
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<td>Demonstrate respect for the customer’s issues and needs.</td>
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<td>Determine customer needs.</td>
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<td>Manage customer conflicts.</td>
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<td>Solve a workplace problem, using the problem-solving steps.</td>
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<td>Demonstrate problem-solving behaviors and attitudes.</td>
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<td>Manage customer contact.</td>
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<td>Demonstrate strategies for continuing customer relations and loyalty.</td>
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<td>Provide directions.</td>
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<td>Assess a completed work task to ensure directions were followed.</td>
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<td>Communicate verbally and nonverbally in a professional setting.</td>
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<td>Improve professional written communication (e.g., e-mail, electronic files, memos, letters).</td>
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<td>Identify workplace errors.</td>
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<td>Troubleshoot workplace problems, issues, or conflicts to find a solution.</td>
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<td>Alert personnel about status of workplace problems, issues, or conflicts, as appropriate.</td>
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<td>Solve workplace problems, following employer procedures.</td>
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<td>Respond to praise or criticism.</td>
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<td>Provide constructive praise and criticism.</td>
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<td>Contribute ideas and solutions to improve a workplace process, service, or product.</td>
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<td>Assess the effectiveness of public speaking skills for large and small groups.</td>
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<td>Demonstrate professional communication etiquette in the workplace.</td>
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<td>Identify general safety and health rules/procedures.</td>
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<td>Follow workplace emergency procedures.</td>
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<td>Identify potential hazards to self and others in the work area.</td>
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<td>Demonstrate use of equipment and technology specific to work environment.</td>
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<td>Adhere to workplace culture regarding green technologies and sustainability practices (e.g., recycling, use of electricity).</td>
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<td>Process digital and paper documents.</td>
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<td>Demonstrate use of digital communication devices in a professional setting.</td>
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<td>Identify privacy policies and issues related to employees using or misusing online communication media.</td>
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<td>Describe essential personal finance procedures, including online options.</td>
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<td>Evaluate available transportation options.</td>
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<td>Demonstrate conflict resolution in the workplace.</td>
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Legend: + Essential  ○ Non-essential  − Omitted
Applying Self-Awareness and Self-Advocacy Skills

Task Number 39

Analyze individual personality traits, strengths, areas for improvement, preferences, and learning style based on employment needs and qualifications.

Definition

Analysis of personality traits might include the “big five” factors:

- Openness (inventive and curious vs. consistent and cautious)
- Conscientiousness (efficient and organized vs. easygoing and careless)
- Extraversion (outgoing and energetic vs. shy and reserved)
- Agreeableness (friendly and compassionate vs. competitive and outspoken)
- Neuroticism (sensitive and nervous vs. secure and confident)

Analysis of strengths and weaknesses should include workplace readiness skills that the individual has mastered or has difficulty mastering.

Analysis of learning style should include determining the method and materials that best allow an individual to process information and, thereby, receive an education. Key styles may include visual, auditory, or tactile/kinesthetic learning.

Process/Skill Questions

- What resources are available to determine personality traits and temperament?
- What is the importance of identifying individual assets?
- What role do values play in the workplace?
- Why is it important to consider your traits, strengths, and weaknesses when exploring a career field?
- Why should you evaluate your personal assets as the first step in career exploration?
- Why is it important to know your preferred learning style?
- How does the way you feel about yourself affect how others see you?
- What is the difference between your personality and your self-concept?
- In what ways can your personality be important to your career?
- What strategies can you use to develop positive personality traits?

Task Number 40
Assess the value of individual interests and aptitudes.

Definition

Assessment should include individual inventories that identify individual interests, aptitudes, abilities, and goals.

Process/Skill Questions

- Why is it important to identify individual interests, aptitudes, and goals?
- What resources are available to help a person identify individual interests, aptitudes, and goals?
- Why is it important to have both long-term and short-term goals?
- Why should you consider your interests when searching for a career?
- What are some ways that people can discover their aptitudes?
- What is the difference between an ability and an aptitude?
- How can aptitudes lead to job success?
- How is an ability different from an aptitude or skill?
- What is the correlation between an ability and a skill?
- What technical skills could be used to create a report of individual interests and aptitudes?
- How could you utilize the compiled inventory of individual interests, aptitudes, and goals?
- What skills are required to read/report aptitude data?

Task Number 41

Analyze the importance of social skills in the workplace.

Definition

Analysis should include the following in relation to the workplace:

- Self-awareness—be aware of what you are feeling to guide what you should or should not do or say.
- Self-regulation—control your emotional state, and express your feelings appropriately.
- Self-motivation—be optimistic, confident, and persevering.
- Empathy—try to understand others’ viewpoints to improve communication and to solve problems together.
- Social skills—show a sincere concern for others through your words and actions. Let them know you appreciate their efforts.

Process/Skill Questions

- What emotional skills are appropriate/inappropriate in the workplace?
- What is employee confidentiality?
- What social skills are needed for success in the workplace?
- What are values?
- How does the way you see yourself affect how others may perceive you?
- How can your values affect your behavior?
- What social and emotional behaviors would not be appropriate in the workplace?
Task Number 42

Analyze individual career skills that are based on personal interests.

Definition

Analysis should include aligning activities enjoyed during personal time to workplace readiness or occupational skills.

Process/Skill Questions

- How do employers equate work ethic with potential job performance?
- What workplace readiness skills can be learned from any team sport experience?
- What experience can volunteering provide young learners?
- How can an interest or hobby turn into a career?

Task Number 43

Assess occupations for which the individual is currently qualified.

Definition

Assessment should include

- personality inventory results
- job search results
- analysis of job requirements
- selection of jobs for which the individual is qualified.

Process/Skill Questions

- Why are presentation skills a factor in maintaining employability?
- Why is it beneficial to periodically conduct a personality and skills inventory assessment?
- Where can you locate and complete personality and skills inventories?
- What is the difference between thinking skills and people skills?
- Why does an employer want their employees to have people skills?
- Why are self-esteem, self-management, and responsibility important qualities for every employee?
- What are examples of basic skills?
- Why is certification important to an employer?

Task Number 44

Create a plan that encompasses short-term goals to accomplish a long-term personal goal.
**Definition**

Plan should include

- short-term goals—typically a goal one can accomplish over a brief period of time or that requires few additional skills
- long-term goal—typically a goal one can accomplish only through acquiring additional knowledge and skills, thorough preparation, and/or one that requires incremental achievements over a long period of time to accomplish.

**Process/Skill Questions**

- How do you create a plan that includes short- and long-term goals?
- How can creating a plan for short-term goals help you achieve a long-term goal?
- What are some examples of long-term educational and training goals?
- Why is it important to create goals that are measureable?
- How do you know when a goal is achieved?
- How can you set goals that are practical?
- How can professional goals help affect the outcome of a personal goal?
- How can setting educational and training goals help create a plan to accomplish personal and professional goals?
- Why and how do you create a plan to accomplish goals?
- How are goals related to succeeding in your career?
- What are some barriers to accomplishing goals, and how can you overcome them?
- What are the characteristics of effective goals?

**Task Number 45**

**Assess the effectiveness of a variety of self-advocacy strategies.**

**Definition**

Assessment should be made for the following outcomes:

- Self-concept has improved.
- Self-esteem has improved.
- The individual has provided and received fair treatment.
- The individual has taken action.

**Process/Skill Questions**

- Why is it important to self-advocate?
- What are the effects of having low self-esteem?
- What are the benefits of being an advocate for others?
- What are some examples of external support services?
- What are ways you represent yourself on a daily basis?
- What ways can you use social media as a self-advocacy tool?
- Why is it important to follow protocol in the workplace?
• What personal rights are important when determining self-advocacy characteristics?
• How could you show leadership in the community utilizing self-awareness and self-advocacy skills?

**Defining the Concept of Work**

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**Task Number 46**

**Assess options in career and technical education programs.**

**Definition**

Assessment should be based upon

- the main program areas within Virginia Career and Technical Education (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
- CTSO involvement, credentialing, cooperative education, and other work-based learning options
- graduation and postsecondary opportunities, based on CTE program completion
- 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 community?
- What is a verified credit? What is a student-selected verified credit?
- What CTSOs are specific to your CTE career path of choice?
- What criteria would you use to evaluate your current CTE competencies?
- What rating scale is used to assess the competencies of a student taking a CTE course?

**Task Number 47**

**Adhere to workplace responsibilities.**

**Definition**

Adherence should include

- determining employer’s expectations, company policy, and workplace procedures
- working within company guidelines
- reviewing professional performance periodically with a supervisor
- being accountable for one’s actions.
Process/Skill Questions

- Why is it important to adhere to workplace responsibilities set in place by employers?
- How, as an employee, do you identify/locate your employer’s specific expectations?
- Why is it important to have performance reviewed by both the employer and employee?
- What are the basic rights of employees in the workplace?
- What does accountability mean in the context of the workplace?

Task Number 48

Analyze the value of employment.

Definition

Analysis should include the extent to which employment benefits

- self—earn money, learn skills, take leadership roles, earn additional rewards and honors, support a team, take part in the way the business benefits the community
- employer—employees with a high morale make the business more profitable and allow it to grow
- community—employees earn pay that is spent in the community and contribute to other community investment opportunities
- country—available employment creates a good economy, good citizens, and increases the tax base
- professional relationships—professional connections allow future professional ventures to be formulated/established
- friends and peers – employment can lead to long-term relationships with coworkers.

Process/Skill Questions

- How can employment affect the country?
- What are some benefits of being employed?
- Why is it important to document all of your employment experiences?
- How can employment gain affect one’s self-esteem?
- How can employment experiences lead to building a professional network?

Task Number 49

Distinguish between legal rights and responsibilities of employers and employees.

Definition

Distinction should include differentiating between

- employer responsibilities:
  - Keeping records about wages/salaries, injuries, and illnesses
  - Complying with anti-discrimination requirements
Complying with OSHA standards, providing for a safe and healthy working environment
- Resolving workplace conflict
- Providing accommodations for employees

- employee responsibilities:
  - Abiding by all employer policies
  - Identifying workplace culture
  - Identify resources for employees (human resources, workers’ unions)
  - Abiding by all laws
  - Resolving workplace conflict
  - Requesting accommodations

Process/Skill Questions

- How do employers ensure the safety of employees in the working environment?
- How does OSHA help ensure a safe working environment?
- Why is it in an organization's best interest to keep itself in compliance with federal and state workplace laws? How are these laws enforced?
- What level of the government creates worker compensation laws?
- How can worker unions protect employee rights?

Selecting Career Opportunities

Task Number 50

Assess academic and career portfolio.

Definition

Assessment should include the choices available for job training and education within a specified region and career choice (e.g., trade schools, apprenticeships, internships, on-the-job training, community college, university, military), and the resources and costs associated with each option.

Process/Skill Questions

- Is there a difference between education and training? Are both always necessary? Explain.
- Who is responsible for an individual’s education and training?
- How can educational needs be determined for a specific career?
- What community resources are available to assist with career transitions?
- What are some examples of volunteer opportunities that can help one build their résumé? Why are volunteer opportunities important to an individual? To the résumé?

Task Number 51
Assess education and training opportunities for a selected occupation.

Definition

Assessment should include

- basic educational expectations
- required industry credentials (licenses and certifications)
- specialized training
- postsecondary alternatives (e.g., community college, four-year university, private/business college, apprenticeship, military)
- professional or field experience required
- assisted employment and training
- qualifications that might make a candidate more attractive, such as volunteering, group memberships, and other activities.

Process/Skill Questions

- What ways can personal training and qualifications be expressed to prospective employers?
- What is the relationship between education achieved and occupational advancement?
- What does it mean to be a lifelong learner?
- How, as an employee, do you identify/locate your employer’s specific expectations?
- Is there a substitute for formal training?
- Is education an investment? Explain.

Task Number 52

Research local, regional, state, and national employment opportunities.

Definition

Research should be based on individual interests, values, and aptitudes and should result in identifying a specific job title within a Career Cluster and pathway and a career outlook for that job (e.g., job growth, earning potential). Research should also project earnings for specified occupations, including the average annual or hourly earnings (wages, salary, and tangible and intangible benefits), given a specific job and region.

Process/Skill Questions

- What jobs exist today that did not exist 20 years ago?
- What are the most common factors that influence job choice?
- Why should personal interests influence career choice?
- What occupations are currently in demand?
- How does geography affect employment?

Demonstrating Job Acquisition Skills
Task Number 53

Assess business image, mission statement, products and services, and the individual's role within the company.

Definition

Assessment should be made based on researching an organization’s mission and vision statements, community involvement, interactions with the community, and by identifying product lines or services and facilities locations, using resources such as the Internet, current employees, the Better Business Bureau, and the Chamber of Commerce.

Process/Skill Questions

- Why is it important to know as much as possible about the organization, what it does within the industry, and how the industry is doing within the economy?
- What information can the Better Business Bureau and Chamber of Commerce provide?
- How can the Internet provide current information about a company?
- What is the value in looking at the projections and the strengths of the product lines and services?
- Why should one consider the community aspect of a business when making employment decisions?
- What kind of information can the mission and vision statements give you about the organization?

Task Number 54

Assess the benefits of networking for personal support and career success.

Definition

Assessment should include the extent to which

- networking allows an individual to share resources, ideas, experiences, and opportunities with the group.
- networking allows an individual to be connected to and supported by a variety of participants.
- networking enables strength in numbers (i.e., a group can act as a unit to achieve goals).
- social networking can be positive or negative.

Process/Skill Questions

- Why is it important to create connections with others?
- What are some methods you can use to expand or deepen your network?
- Why is it important to keep accurate records of your network contacts and efforts?
- Why is etiquette important during the networking process?
- Why is in-person networking important?
• What things should you consider to prepare for face-to-face networking?
• How can you network online?
• What are the benefits of participating in social media? What are the potential negative impacts?

Task Number 55

Update résumé and personal records in a data file (e.g., cover letter, portfolio) for a specific job posting.

Definition

Update should include occupational/technical skills, school activities, contact information, grade-point average, work and volunteer experiences, awards and recognition, job objectives, employment references, and hobbies and special interests.

Update should also reflect

- the job description, as advertised
- the jobs task(s) and skills, as advertised
- the required education/training, or equivalent experience, as advertised
- the personality and key words of the employer.

Process/Skill Questions

- Why is personal data needed for employment?
- What personal information do employers require prior to employment?
- Why is it helpful for employers to know the educational histories of applicants?
- Why is it important for individuals to always have access to their own data files?
- What is the benefit of keeping an employment portfolio?
- What is the appropriate length for a résumé? How does this change as you gain experience?
- Why is it important to customize a résumé for specific positions?
- What are the benefits of a web-based résumé?
- Describe the importance of using keywords in a résumé.

Task Number 56

Demonstrate the procedure for obtaining professional, personal, and academic references.

Definition

Demonstration should include

- creating a list of appropriate people to ask for a letter of reference or verbal reference
- requesting permission from the listed persons
- sending each reference a copy of your resume and a letter reminding them of your accomplishments
• allowing enough time before the reference is needed.

Process/Skill Questions

• Who should you ask to write a letter of reference? What are the factors to consider?
• How should you ask someone to write a letter of reference?
• What key information should you provide to those who will be writing your letters of reference?
• What are some precautions to consider before including friends and family as part of your professional network?
• Who would make a good personal reference, given your career of choice?
• What makes teachers, counselors, and coaches good references?
• What volunteer experience contacts can be used as references?
• What people, who are not related, know you well enough to answer employers’ questions?

Task Number 57

Submit a letter of resignation.

Definition

Submission should include

• the effective date of resignation
• an explanation for resignation
• a brief mention of the positive aspects of working for current employer
• a request for a letter of recommendation at a future date
• appropriate notice.

Process/Skill Questions

• Why is it important to submit a letter of resignation?
• How much notice should you give your employer before your last day of work?
• What additional information should be included in the letter of resignation?
• What should not be included in a letter of resignation?
• Why is it important to evaluate the pros and cons of resignation prior to sending a letter of resignation?
• What is the appropriate length for a letter of resignation?

Task Number 58

Complete an online or hard-copy job application form.

Definition

Completion of both online and hard-copy job applications should include

• personal data sheet
• education
• military service
• relevant training certifications and/or credentials
• employment record
• volunteer/service, work-based experience
• references
• résumés and attachments.

Process/Skill Questions

• How are job searches conducted via the Internet?
• Why do employers need a formal application?
• Why is a résumé important to the employment success?
• What information should you have available when completing an application?
• Why is it important to complete all the requested information on an application?
• Why is volunteer experience valuable?
• Why is the format often as important as the content of a résumé?

Task Number 59

Follow up the application process.

Definition

Follow-up should include

• sending a follow-up letter/email
• phoning the employer
• following up with a note of thanks and an expectation and availability for an interview
• a concise reiteration of interest
• a positive tone.

If the employer has not received the application, verify the mailing address and offer to resubmit.

Process/Skill Questions

• Why is it important to follow up after submitting a job application?
• What steps should be taken to follow up on an application?
• How long should you wait to follow up on an application? Why?
• What can you do to ensure you know exactly when to follow up?
• When following up, how many times is too many?
• When is the best time of day/week to follow up with an employer?
• How can one ensure the mailing address is correct?

Task Number 60

Prepare for a job interview and follow-up communications.
Definition

Preparation should be made for

- job interview (e.g., in-person, phone, virtual)—wearing appropriate attire, demonstrating good hygiene, etiquette, body language, oral communications skills, conducting research about the business, and participating in mock interviews
- follow-up communications—a letter should always be sent at the conclusion of an interview and should include the applicant's interest in the job, a note of gratitude, and a restatement of qualifications.

Process/Skill Questions

- Why is job interview preparation so important?
- What is a first impression? Why is it so important?
- Why are hygiene and personal grooming important factors in the success of a job interview?
- What types of questions should you anticipate during an interview?
- What types of information should be volunteered during a job interview?
- What steps should you take before having a phone interview?
- How can interview practice help secure a position?
- When does an interview begin and end?
- How should you handle questions that are not relevant or legal to ask by an employer?
- What is the primary purpose for sending a follow-up letter after an interview?
- What are some ways you can evaluate an interview?
- Why is it important to evaluate an interview after it has taken place?
- What is a safe choice for interview attire?
- Why should the person being interviewed also ask questions?

Task Number 61

Assess the personal and professional ability to meet employment requirements and job-orientation expectations.

Definition

Assessment should be based on ability to complete

- specific job-hiring procedures
- tax forms
- company policy documents
- required training/certifications.

Additional employment requirements might include

- physical tests
- mathematical tests
- problem-solving tests
- computer-proficiency tests
- technical-skills tests
• aptitude tests
• psychological tests
• personality tests
• honesty/ethics tests
• medical tests
• drug tests
• clerical tests.

Process/Skill Questions

• What are the legal issues related to employment tests?
• How is it possible to prepare for employment tests?
• Why do employers increasingly require applicants to pass employment tests?
• What personal items are required of you to comply with employment regulations?
• Why is it important for an employer to train new hires?
• What does an employee orientation typically entail?
• What is a background check?
• Why might employers conduct a credit check before extending a job offer?

Task Number 62

Demonstrate professional attire, body language, and hygiene standards.

Definition

Demonstration should include

• wearing pressed, clean, well-maintained clothing that fits and is not revealing
• wearing modest or no jewelry
• maintaining nail, teeth, and hair care
• bathing regularly
• wearing deodorant, but no perfume or cologne
• maintaining professional body language.

Process/Skill Questions

• Why is it important not to wear perfume or cologne at work?
• Why is professional dress important in a job?
• What is a dress code, and what does it normally include?
• What is business casual attire?
• How can body language be used to express confidence and professionalism?
• Why is your appearance important in the job setting?
• How might the job determine attire?
Task Number 63

Describe how body art (i.e., piercing and tattooing) can limit occupational opportunities.

Definition

Description should include the way that employers may

- refuse (and have the right to refuse) employment to those with visible body art
- terminate the employment of those with visible body art.

Process/Skill Questions

- How will knowing the company dress code enhance one’s success in the workplace?
- How does understanding company policy for dress code protect your rights as an employee?
- How does dress code affect corporate culture?
- How can one express themselves through body art, piercings, etc., without impacting their professional life?
- Why may an employer refuse to hire someone with visible body art?
- Why might an employer terminate the employment of those with visible body art?
- How can body art limit occupational opportunities?

Applying Ethics

Task Number 64

Research sexual intimidation/harassment and bullying incidents in the workplace.

Definition

Research should include incidents of

- sexual harassment—a form of sex discrimination; unwelcome verbal, visual, or physical conduct of a sexual nature that is severe or pervasive and affects working conditions or creates a hostile work environment
- workplace bullying—repeated, harmful mistreatment (e.g., threatening, humiliating, intimidating) by one or more coworkers that interferes with job performance.
Process/Skill Questions

- What components constitute sexual harassment and workplace bullying?
- Why would the problem-solving model be effective in determining whether a sexual harassment or bullying incident should be reported?
- Why is it more important to focus on the problem rather than the personalities of the individuals in a workplace dispute or conflict?
- What should you do if you believe you are being harassed at work?
- What procedure should one follow to address incidents of bullying and harassment in the workplace?

Task Number 65

Demonstrate methods for reporting workplace harassment.

Definition

Demonstration should include

- discussing issues with the manager or supervisor, if possible
- following the employer's policy for reporting the incidence to begin an investigation (e.g., file a grievance)
- expecting adequate remedial action.

If harassment or retribution occurs beyond these initial steps, private legal action might be sought.

Process/Skill Questions

- What are some examples of workplace harassment issues?
- What is the supervising manager’s role in facilitating a resolution to workplace harassment?
- What should the employee do if the supervising manager is the offender?
- What should an employee do if an employer does not address his or her incident report?

Task Number 66

Analyze the relationship between self-respect and respect for others.

Definition

Analysis should include how

- respect for others often stems from self-respect
- employers hire and promote ethical individuals, not just because these individuals promote the employer’s business efforts and goals but because employees represent the image of the employer, who demands professional respect.

Process/Skill Questions
• How do unethical employees hurt a business’s ability to maximize profits?
• Why is it so important for businesses to maintain ethical standards?
• What is the relationship between personal responsibility and self-management?
• Why are accepting praise and providing constructive criticism important skills for personal and interpersonal growth?
• How might an individual broaden his/her perspectives by communicating with others in a diverse workplace?

Task Number 67

Research examples of how employee behavior outside of the workplace has negatively affected employment.

Definition

Research might include examples of individuals who have been fired due to

- social networking site infractions
- social life infractions
- crimes.

Process/Skill Questions

- What does it mean for an employee to be ethical?
- How might your employer influence the way you communicate on social networking sites?
- How might legal problems affect your employment?
- How can positive contributions to your community affect your employment?

Task Number 68

Demonstrate respect for personal boundaries of coworkers and customers.

Definition

Demonstration should include respecting the boundaries of various individuals by treating everyone as equals and maintaining the same standards of fairness.

Process/Skill Questions

- Prejudice is described as “an unjustifiable negative attitude toward a person or group.” What causes prejudice in the workplace?
- What are the implications of prejudice for coworkers, customers, and the company?
- As an employee, how should one handle unethical practices as a victim or as an observer?
Research examples of dishonesty and corruption in the workplace.

Definition

Research should include incidents of current and prosecuted crimes.

Process/Skill Questions

- Why is honesty so important in the workplace?
- What can happen if your employer catches you in a lie?
- Why are ethics important in the workplace?
- What are some company programs that promote positive ethical behaviors among its employees?
- As an employee, how should one handle unethical practices that are observed in the workplace?

Task Number 70

Demonstrate interpersonal-relationship skills.

Definition

Demonstration should include

- communication skills
- the ability to determine a mutual interest through social interaction
- empathy
- kindness and amicability.

Process/Skill Questions

- How might positive interpersonal-relationship skills and teamwork benefit both team members and companies?
- What are some qualities of a person who displays exemplary interpersonal skills in the workplace?
- What type of body language can be used to demonstrate that one is a caring and respectful coworker?

Adapting to the Workplace

Task Number 71

Compare behavior expectations among home, school, and work environments.

Definition
Comparison should include a list of behaviors at the following places:

- Home—respect and obey caregivers, care for siblings, act with moral integrity
- School—respect and obey teachers and administrators, complete assignments on time, be attentive and participate in class, be friendly with students, act with moral integrity
- Work—complete assigned tasks, exceed work performance expectations, respect and assist customers, work cooperatively and collaboratively with coworkers, adhere to ethical standards

**Process/Skill Questions**

- Is a person born with a set of ethics, or are they acquired through life experiences? Explain.
- How can acting with moral integrity affect your personal relationships?
- Why should one be respectful in the home, school, and work environments?
- What type of ethical standards do most employers expect from their employees? Why?
- Do ethical practices change based on the particular environment (home, school, or work)? Why?
- How can professional life affect one's home life?
- How could role definitions reduce conflict in the home? In the workplace?
- Why is it important to have a balance between one's professional and personal life?

**Task Number 72**

**Assess methods for retraining, cross-training, and continuing education throughout professional life.**

**Definition**

Assessment should result in selecting the best options for

- retraining—strengthening skills and reinforcing previously acquired knowledge within current job responsibilities
- cross-training—acquiring skills and knowledge beyond current job responsibilities
- continuing education—the desire, or necessity, to continually seek professional growth opportunities throughout the professional life, from enrolling in formal education programs to keeping up with trade literature and industry news to attain a broader understanding of a chosen industry.

**Process/Skill Questions**

- What are some methods of retraining available to most employees?
- What can be done to minimize retraining needs among employees?
- What leadership skills are needed to communicate necessary retraining requirements to an employee?
- How could work benefits play a role in an employee pursuing continued education opportunities?
- How could a company benefit from cross-training its employees?
- What are some advantages to seeking additional education and training opportunities as an employee?
- Why might you suddenly need to enhance your skill set on the job?
- How can an employer determine whether an employee needs retraining?

**Task Number 73**
Identify strategies for job retention, job change, and/or career advancement.

Definition

Identification of strategies should include

- analyzing the rationale for seeking a job change
- searching for jobs on personal time, using personal resources
- weighing positive and negative potential of a job change
- giving proper notification (two weeks) to present employer.

Process/Skill Questions

- What might prompt someone to change jobs?
- How would a worker inform an employer of a job change?
- Why is it not a good idea to “burn bridges”?
- Why is it easier to get a job when you have job?

Task Number 74

Identify elements of job transition.

Definition

Identification of strategies should include

- analyzing the rationale for seeking a job change
- searching for jobs on personal time, using personal resources
- weighing positive and negative potential of a job change
- giving proper notification (two weeks) to present employer.

Process/Skill Questions

- How can job transition benefit both the employee and employer?
- How can spending habits change as a result of job transition?
- Why is it necessary to manage stress and make personal adjustments when making a job transition?

Task Number 75

Determine advancement opportunities in the workplace.

Definition
Determination should be based on

- deciding what job advancement means to the individual (e.g., increased salary, increased opportunity, increased knowledge and skills, honors and awards)
- becoming familiar with available incentive programs
- networking
- exceeding performance expectations in current position and keeping excellent records of accomplishments
- advancement available through additional training/education.

Process/Skill Questions

- Why do businesses offer their employees opportunities for advancement?
- How might an employee expand his or her skills beyond the job requirements?
- How does an employee assess the opportunities available to him or her?
- What impact would advanced training have on advancement opportunities in the workplace and beyond?

Task Number 76

Describe the attributes necessary to take a leadership role.

Definition

Demonstration should include

- volunteering or being elected to lead a team through a project
- advocating on behalf of others
- helping others succeed
- maintaining a record of noteworthy accomplishments and awards or honors
- modeling characteristics of effective conflict management
- focuses on innovation and interpersonal relationships
- modeling ethical characteristics.

Process/Skill Questions

- How do volunteers help society?
- What are some ways individuals can demonstrate leadership in school? In the community?
- What leadership roles can students take on by participating in CTSOs?
- Why is it everyone’s responsibility to volunteer time and service?
- How would you compare and contrast managers and leaders?
- What does it mean to lead by example?

Task Number 77

Demonstrate resource management.

Definition
Demonstration should include

- identifying types of resources
- acquiring resources and applying them efficiently
- prioritizing goals
- managing financial resources—determining how money will be spent to get the work done and accounting for these expenditures
- managing material resources—obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work
- managing personnel resources—motivating, developing, and directing people as they work, identifying the best people for the job
- managing time—personal time and the time of others.

Process/Skill Questions

- What types of resources will you need to manage on the job of your choice?
- Why is time considered such a valuable resource?
- What is the chief goal of resource management?
- How could a histogram assist in managing material resources?
- Why is it important to allocate resources when managing personnel?
- What are examples of digital tools that could assist in budgeting time?

Task Number 78

Identify diversity issues to build cultural awareness.

Definition

Identification should include issues related to

- race
- gender
- gender identification
- age
- disabilities
- religion
- job title
- physical appearance
- sexual orientation
- nationality
- multiculturalism
- competency
- training
- experience
- personal habits.
Process/Skill Questions

- Why is it important to maintain professional relationships with your coworkers?
- What is racism? Why is racism always born out of fear and ignorance?
- What is an equal opportunity employer (EOE), and why does this designation exist?
- What are the consequences that could come from a lack of diversity and cultural awareness?

Task Number 79

Describe the way employment may impact personal benefits or entitlements.

Definition

Description should include the way employment can affect

- health care benefits
- Social Security benefits
- work incentives.

Process/Skill Questions

- What are the employment benefits and how do they contribute to employment decisions?
- Who protects and enforces the rights of working individuals with disabilities?
- By law, what benefits must employers provide to employees?
- What are common job benefits that employers can offer to attract potential employees?
- What are the risks of unemployment to an individual’s healthcare and Social Security benefits?

Task Number 80

Describe accommodation options in the workplace for those with disabilities.

Definition

Description should include

- providing flexible schedules, part-time work
- allowing for decreased travel, working from home
- modifying workstations, equipment, and building access
- ADA requirements.

Process/Skill Questions

- What is the Americans with Disabilities Act (ADA) and what does it do?
- What is Rosa's Law and how might it affect workers with disabilities?
• Where can employers and employees find more guidelines about how and when to provide accommodations for individuals with disabilities?
• What types of accommodations does your school supply and how can it improve?
• What ideas justify the rights of individuals to impose accommodations be made in employment for those that are disabled?

Applying Customer-Service Skills

Task Number 81

Assess the necessity and benefits of customer service in a specific occupation.

Definition

Assessment should be based on the effects of customer service, including the following:

• Customers were helped and were able to locate goods, services, or information
• Customer complaints about service were reduced or eliminated
• Customers complimented service received.

Process/Skill Questions

• How can positive customer service skills affect a business’s bottom line?
• How should an employee respond to a difficult customer who has many complaints?
• How can providing exceptional customer service eventually grow the number of customers and returning customers?
• How does each employee in a business have a role in providing exceptional customer service?
• What strategies can be used to improve customer service in a business?

Task Number 82

Demonstrate customer-service behaviors and attitudes.

Definition

Demonstration should include

• professional communication skills
• human-relations skills (e.g., being amicable and enthusiastic to help)
• business etiquette
• problem-solving skills.  
  o Define the problem  
  o Brainstorm a solution.  
  o Evaluate solution suggestions.  
  o Choose a creative compromise.  
  o Resolve through mediation/arbitration.  
• respect for customer.

Process/Skill Questions

• Why is customer service so important?  
• What is the impact of telephone etiquette on customer service?  
• How can excellent customer service result in employee promotions?  
• What is the correlation between customer-service skills and company profit?  
• How can a company determine customer satisfaction?

Task Number 83

Demonstrate respect for the customer’s issues and needs.

Definition

Demonstration should include

• respecting the customer’s comfort during the transaction  
• being understanding or empathetic to customer needs and sense of fairness  
• maintaining composure, regardless of the customer's temperament  
• providing customers with options and additional information about products or services.

Process/Skill Questions

• How do you demonstrate respect toward a customer?  
• If two different customers are competing for your attention at the same time, what should you do?  
• How can an unprofessional demeanor or appearance discourage customers?

Task Number 84

Determine customer needs.

Definition

Determination should be based on

• the way the customer communicates (both verbal and nonverbal)  
• questions posed by the customer  
• the customer's behaviors.
Process/Skill Questions

- What should you ask a customer before offering any solutions?
- Why is it important to serve the customer to the best of your ability, even if you or your employer cannot offer a solution?
- What can body language tell you about a customer's needs or desire to be helped?
- How can you help a customer communicate his needs more effectively?
- How might the employee benefit from his ability to properly identify customer needs?

Task Number 85

Manage customer conflicts.

Definition

Managing customer conflicts should include

- stopping other work tasks
- listening intently, asking the customer to clarify, if necessary
- considering options
- being as agreeable as possible and attempting to resolve the customer's issue, just as he or she requests
- helping the customer to compromise, if compromise is necessary.

Process/Skill Questions

- What is mediation? What is arbitration?
- What is the difference between criticism and critiquing?
- How does constructive criticism provide feedback for personal growth?
- Why is it so important to quickly and professionally resolve even minor conflicts?
- Why is it important to understand company policy when handing customer complaints?
- Why is it important to listen to the customer?
- What is meant by the statement “the customer is always right”?

Task Number 86

Solve a workplace problem, using the problem-solving steps.

Definition

The solution to a problem should include

- defining the problem
- suggesting solutions
- requesting feedback
- evaluating solutions
- thinking creatively
- testing the solution to the problem.
Process/Skill Questions

- How do communication skills play a role in problem solving?
- Why is it important to use a process when solving a problem?
- What are the consequences of not evaluating all solutions?

Task Number 87

Demonstrate problem-solving behaviors and attitudes.

Definition

Demonstration should include

- maintaining an objective point-of-view
- showing a willingness to compromise and work together toward a resolution
- being resilient, persistent, and diligent.

Process/Skill Questions

- How does being objective help when solving a problem?
- What are the benefits of compromising to solve a problem?
- What are the consequences of not resolving a problem in the workplace?
- How do you ensure objectivity when utilizing the problem-solving process?

Task Number 88

Manage customer contact.

Definition

Managing contact should include

- acknowledging the customer promptly, either in-person or through business communication technology
- projecting a professional and friendly image
- soliciting professional and courteous assistance throughout the customer interaction.

Process/Skill Questions

- What is a good way of introducing yourself to a customer?
- Why is it important to approach customers, rather than waiting for them to approach you?
- Why does your employer want you to initiate customer contact?
- Why is the initial customer contact the most important from the customer’s point of view?
Task Number 89

Demonstrate strategies for continuing customer relations and loyalty.

Definition

Demonstration should include

- providing the best service possible to all customers
- informing customers about service policies (e.g., returns, warranties, guarantees, service plans)
- remembering returning customers.

Process/Skill Questions

- What communications media will be available for you to communicate with customers?
- How can customer satisfaction attract new customers?
- How do advertisements help companies build customer relations?

Communicating on the Job

Task Number 90

Provide directions.

Definition

Directions should include communication that is

- verbal or written
- logical
- clear
- ordered
- explicit
- simple
- framed to encourage feedback.

Process/Skill Questions

- What are the advantages of providing good directions?
- What are the elements of giving good directions?
- What are the consequences of giving poor directions?
- How do poor reading skills hinder one’s ability to provide directions? Poor listening skills? Poor organizational skills?
Task Number 91

Assess a completed work task to ensure directions were followed.

Definition

Assessment should include evaluation of the following:

- Task objectives
- Timelines and deadlines
- Task conditions and requirements
- Process steps and requirements.

Process/Skill Questions

- What are the consequences of not following directions?
- How are coworkers affected by someone who does not follow directions?
- What are the consequences of not knowing the relationship between ultimate/stated goal and the steps required to reach that goal?

Task Number 92

Communicate verbally and nonverbally in a professional setting.

Definition

Communication should include

- identifying the audience/speaker
- keeping the message simple and clear
- asking questions for clarification
- speaking clearly/listening intently
- interpreting eye contact cues, facial expressions, hand gestures, and posture messages
- selecting appropriate location, visuals, and/or equipment/technology.

Process/Skill Questions

- How does body language speak louder than words?
- What are examples of effective nonverbal messages?
- How can communication differ among different audiences and cultures?
- What are the differences between verbal and nonverbal messages?
- What are examples of effective nonverbal messages?
- How is communication changing in the digital world of email, texting, and social media?
- Why should you ask for clarification if you are uncertain about what is being communicated?
- What are ways in which we communicate?

Task Number 93
Improve professional written communication (e.g., e-mail, electronic files, memos, letters).

Definition

Improvements should be made to

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

Process/Skill Questions

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

Task Number 94

Identify workplace errors.

Definition

Identification should include determining when tasks have not been

- addressed
- completed
- completed correctly.

Process/Skill Questions

- Why is it important to let a supervisor know when an accident has occurred?
- Why should you perform your job correctly, even when you are not supervised?
- What should you do if you have a better way of completing the job than what your manager requires?
- What should you do if you find yourself falling behind on the job?

Task Number 95

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

Definition
Troubleshooting should include

- determining the errors or conflicts
- attempting to correct or resolve the issues or conflicts (may require more than one attempt or method)
- finding a solution that works and is agreed upon
- creating an action plan.

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 are the differences between compromise and cooperation? Collaboration and consensus building?
- What specific attitudes should the individual/mediator practice using when conducting a conflict-resolution session between two parties?

Task Number 96

Alert personnel about status of workplace problems, issues, or conflicts, as appropriate.

Definition

Alerting others should include

- determining the issue or conflict, even when the cause may be unknown
- differentiating between issues that might cause immediate danger or health risk to those that might be lower priority
- determining personnel to inform
- using the appropriate method or medium for alerting others (in compliance with workplace policies and procedures).

Process/Skill Questions

- For what types of workplace problems, issues, or conflicts should you alert personnel? Why?
- If a fire occurred at your workplace, what should you do?
- What should you do if you overhear a coworker threatening violence? What is the appropriate method for documenting this type of incident?

Task Number 97

Solve workplace problems, following employer procedures.

Definition

Solutions should include

- adhering to pertinent employer policies and procedures
• reading, comprehending, and applying policy to a situation
• working with appropriate personnel
• agreeing upon the solution with others
• executing a plan of action in agreement with appropriate, designated personnel.

Process/Skill Questions

• Where might you find employer procedures for handling any number of workplace problems?
• If you encounter trouble with a coworker, what are the primary resources available for addressing that problem?
• How do you come to a formal agreement with others about a solution to a problem? Why is it helpful to do so?

Task Number 98

Respond to praise or criticism.

Definition

Response should include

• accepting praise with humility and professionalism; not taking criticism personally
• operating with complete understanding and clarification of criticism
• initiating a positive change.

Process/Skill Questions

• How can criticism be used to improve job performance?
• How can praise affect worker attitudes on the job?
• What is the difference between constructive and destructive criticism?
• How can constructive praise be used to improve workplace morale?

Task Number 99

Provide constructive praise and criticism.

Definition

Indication should include addressing

• specific accomplishments and strengths
• encouragement of a positive change and a sense of teamwork
• 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.

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?
• Why should constructive praise be used in conjunction with constructive criticism?
• 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?
• What are some follow-up strategies?

Task Number 100

Contribute ideas and solutions to improve a workplace process, service, or product.

Definition

Contribution should include

• articulating or clarifying the solution or improvement
• determining the personnel to inform
• determining the times to contribute and not contribute
• selecting the best method or medium to use.

Process/Skill Questions

• What are proven methods for generating good ideas to improve workplace processes or products?
• What should you do if your ideas are not accepted?
• How do you improve your research skills?
• Why should the ability to research be important to you, even if it is not a requirement or expectation of your job?
• Why is flexibility important when working with others to solve problems?

Task Number 101

Assess the effectiveness of public speaking skills for large and small groups.

Definition

Assessment should be based on

• review of audience evaluation, survey, or verbal response
• reaction from or participation by 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?
• Why is choosing and narrowing a topic appropriate for your audience and occasion important?
• How does a speaker communicate the thesis/specific purpose in a manner appropriate for the audience and occasion?
• What types of supporting material are appropriate to use during a public speaking engagement?
• How can identifying the audience aid in the preparation process?
• What resources are available to help you develop public speaking skills?

Task Number 102

Demonstrate professional communication etiquette in the workplace.

Definition

Demonstration should include

• messages that are clearly understood and provided professionally
• communication that helps solve problems and meets needs efficiently
• adherence to employer standards and policies, including when communicating via digital media
• encouraged participation and inclusion of all stakeholders.

Process/Skill Questions

• Why is it important to proofread and make your work emails as professionally written as possible?
• What types of workplace issues are better handled in person? By phone? By email?
• What factors contribute to unprofessional business communications?
• What are the potential consequences of limited participation?

Working Safely with Technology

Task Number 103

Identify general safety and health rules/procedures.

Definition

Identification of safety and health procedures should include the following regulations set by the Occupational Safety and Health Administration (OSHA):

• performing a job safely
• operating, maintaining, and troubleshooting tools and equipment safely
• reporting unsafe conditions or practices immediately
Process/Skill Questions

- What steps should be taken when reporting a problem to OSHA?
- Who is responsible for job safety?
- What are the consequences of a lack of safety and health training?
- Why does the government oversee safety regulations?
- What is the economic impact of government regulations?
- What steps are appropriate before reporting problems to OSHA?
- What sources of training are available in the areas of general health and safety in the workplace?

Task Number 104

Follow workplace emergency procedures.

Definition

Established procedures should be followed in these emergency situations:

- Building evacuation
- Fire
- Natural phenomena (i.e., hurricane, flood, tornado)
- Equipment or chemical accidents

Process/Skill Questions

- What course of action should be taken to ensure that workplace emergency procedures are followed?
- What are the consequences of failing to follow proper emergency procedures?
- What are examples of workplace emergencies?
- What methods of policies should be used to ensure that all employees are aware of emergency procedures?
- How should new employees be informed of emergency procedures?

Task Number 105

Identify potential hazards to self and others in the work area.

Definition

Identification of hazards should include

- volatile substances
- improper chemical storage
- improper operating procedures
- inappropriate work attire
- damaged tools or malfunctioning equipment (or choosing the wrong tool for the job)
- erratic employee behavior
- facilities problems
damaged electrical cables, or water/electricity hazards
poor laddering techniques
improper lifting techniques.

Process/Skill Questions

• How are hazards identified?
• What are some examples of workplace hazards?
• What consequences may result in failure to properly identify workplace hazards?
• What are Safety Data Sheets (SDS)?
• What methods can be used to store and communicate SDS information?

Task Number 106

Demonstrate use of equipment and technology specific to work environment.

Definition

Demonstration might include proficiency with

• machines (e.g., copier)
• computers
• digital devices
• tools
• equipment (e.g., scaffolding)
• office supplies (e.g., electric stapler)
• software programs.

Process/Skill Questions

• Where are the major components of the equipment you will use, and why is this important to know?
• Where can you find instructions for proper use, maintenance, and troubleshooting procedures of equipment or tools?
• What are the safety-related concerns when using this equipment?
• What certifications are required when using some types of equipment?
• What types of equipment have an age requirement for certification for operation?

Task Number 107

Adhere to workplace culture regarding green technologies and sustainability practices (e.g., recycling, use of electricity).

Definition
Adherence should include current practices to limit usage of resources and increase reusability (i.e., recycling) and efficient use of energy and materials in the following areas:

- Appliances and equipment
- Lighting
- Air conditioning and heating
- Water
- Office products
- Transportation, driving to and from the workplace.

**Process/Skill Questions**

- Why is it important for employees to follow the policies and practices established by their employers surrounding green technologies and sustainability efforts?
- Why do organizations create green technologies and sustainability practices?
- How do green technologies benefit the company? The employees? The community?
- What important facts would you include in a workplace communications campaign designed to increase recycling and decrease energy use?
- What are some fluids and materials that have protocols for disposal or recycling?
- What federal entities regulate and/or assist in the use of our resources?

**Task Number 108**

**Process digital and paper documents.**

**Definition**

Procedures should include

- scanning or producing/handling electronic files
- converting documents or files to a specific file type
- archiving/storing files, according to employer policies
- backing up a filing system, according to employer policies.

**Process/Skill Questions**

- When using the appropriate equipment, what steps are involved in processing digital and paper documents, according to established company practices?
- Why do organizations prepare standard operating procedures for their technology practices?
- What would happen if procedures were not followed, and how could this negatively impact the business operations of an organization?
- What methods are used to store electronic documents and information?
- What methods are commonly used to back-up stored documents?
- What laws and regulations must be considered when copying information and materials?

**Task Number 109**
Demonstrate use of digital communication devices in a professional setting.

Definition

Demonstration should include working with some of the following devices:

- Computers
- Cellphones
- Smartphones
- Headsets
- Projectors
- Portable digital assistants (PDAs)
- Portable (e.g., laptop, tablet) computers

Process/Skill Questions

- What are some privacy issues that might be involved with using workplace communication devices?
- How should you handle calls or texts on a personal device while at work?
- What are some security issues that might be involved with using workplace communication devices?
- What are the dangers of making a personal phone call in a public space?
- How might personal and professional use of digital equipment overlap?
- What are some of the dangers of storing data and information on cellphones, smartphones, or any portable devices?
- When is it inappropriate to use portable devices?

Task Number 110

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

Definition

Research might include incidents of privacy violations and use of

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

Process/Skill Questions

- What are some privacy issues that might be involved with using workplace communication devices?
- What are some security issues that might be involved with using workplace communication devices?
- How might personal and professional use of digital equipment overlap?
- What laws regulate the transmission of patient health information?
• What method(s) can be used to communicate information in a secure manner?
• Why does deleting information online not necessarily permanently delete it everywhere?
• What expectations might your employer have regarding your conduct even in your private life?
• What practices help to protect your online privacy?
• What are the hazards of using the same password for all of your applications?
• Why should you keep a personal email account separate from a work email account?

Demonstrating Life Skills

Task Number 111

Describe essential personal finance procedures, including online options.

Definition

Description should include

• banking (e.g., online, ATM, in-person, direct deposit)
• budgeting
• paying bills (e.g., writing checks, electronic payment)
• pay records
• online transactions and applications
• managing credit
• receiving and paying loans
• establishing utilities
• establishing insurance
• investing/saving.

Process/Skill Questions

• What are the benefits of creating a personal financial plan?
• What information do you need to know in order to prepare a realistic budget?
• What types of investments are considered low-risk or conservative? High-risk or aggressive?

Task Number 112

Evaluate available transportation options.

Definition

Evaluation should include
identifying public and private transportation options in a select region
assessing the costs (e.g., time, money, safety) associated with each option
selecting the best option for individual transportation needs
reading maps.

**Process/Skill Questions**

- What are the effects of mass transportation on the environment?
- What are the advantages of hybrid motor vehicles?
- What are the related expenses of owning an automobile?

**Task Number 113**

**Demonstrate conflict resolution in the workplace.**

**Definition**

Demonstration should include

- collaborating
- competing
- avoiding
- harmonizing
- compromising.

**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?
- How can conflict lead to a more productive compromise?
- What specific attitudes should an individual/mediator practice using when conducting a conflict-resolution session between two parties?
- Why is it so important to quickly and professionally resolve even minor conflicts?
- How can effective conflict resolution contribute to a positive work environment?

**SOL Correlation by Task**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English</th>
<th>History and Social Science</th>
</tr>
</thead>
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<tr>
<td>39</td>
<td>Analyze individual personality traits, strengths, areas for improvement, preferences, and learning style based on employment needs and qualifications.</td>
<td>10.5, 11.5, 12.5</td>
<td>GOVT.1, GOVT.16</td>
</tr>
<tr>
<td>40</td>
<td>Assess the value of individual interests and aptitudes.</td>
<td>10.5, 11.5, 12.5</td>
<td>GOVT.16</td>
</tr>
<tr>
<td>41</td>
<td>Analyze the importance of social skills in the workplace.</td>
<td>10.5, 11.5, 12.5</td>
<td></td>
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<tr>
<td></td>
<td>Task</td>
<td>Required Courses</td>
<td>Level</td>
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</tr>
<tr>
<td>42</td>
<td>Analyze individual career skills that are based on personal interests.</td>
<td>History and Social Science: GOVT.16</td>
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<td></td>
<td></td>
<td></td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>43</td>
<td>Assess occupations for which the individual is currently qualified.</td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
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<td></td>
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<td>English: 10.5, 11.5, 12.5</td>
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<tr>
<td>44</td>
<td>Create a plan that encompasses short-term goals to accomplish a long-term personal goal.</td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
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<td></td>
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<td>English: 10.6, 11.6, 12.6</td>
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<tr>
<td>45</td>
<td>Assess the effectiveness of a variety of self-advocacy strategies.</td>
<td>History and Social Science: GOVT.1</td>
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<td>English: 10.5, 11.5, 12.5</td>
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<td>46</td>
<td>Assess options in career and technical education programs.</td>
<td>History and Social Science: VUS.14</td>
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<td></td>
<td>English: 10.5, 10.8, 11.5, 11.8, 12.5</td>
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<tr>
<td>47</td>
<td>Adhere to workplace responsibilities.</td>
<td>History and Social Science: GOVT.16</td>
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<td></td>
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<td></td>
<td>English: 10.5, 11.5, 12.5</td>
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<tr>
<td>48</td>
<td>Analyze the value of employment.</td>
<td>History and Social Science: GOVT.16</td>
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<td></td>
<td></td>
<td></td>
<td>English: 10.8, 11.8, 12.8</td>
</tr>
<tr>
<td>49</td>
<td>Distinguish between legal rights and responsibilities of employers and employees.</td>
<td>History and Social Science: GOVT.16</td>
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<td></td>
<td></td>
<td></td>
<td>English: 10.5, 10.8, 11.5, 11.8, 12.5</td>
</tr>
<tr>
<td>50</td>
<td>Assess academic and career portfolio.</td>
<td>History and Social Science: GOVT.16</td>
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<td></td>
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<td></td>
<td>English: 10.5, 10.8, 11.5, 11.8, 12.5</td>
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<tr>
<td>51</td>
<td>Assess education and training opportunities for a selected occupation.</td>
<td>History and Social Science: GOVT.16</td>
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<td></td>
<td>English: 10.5, 10.8, 11.5, 11.8, 12.5</td>
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<tr>
<td>52</td>
<td>Research local, regional, state, and national employment opportunities.</td>
<td>History and Social Science: GOVT.16</td>
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<td></td>
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<td>English: 10.8, 11.8, 12.8</td>
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<tr>
<td>53</td>
<td>Assess business image, mission statement, products and services, and the individual's role within the company.</td>
<td>History and Social Science: GOVT.16</td>
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<td></td>
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<td>English: 10.8, 11.8, 12.8</td>
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<tr>
<td>54</td>
<td>Assess the benefits of networking for personal support and career success.</td>
<td>History and Social Science: GOVT.16</td>
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<td>English: 10.8, 11.8, 12.8</td>
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</tbody>
</table>
| **55** | Update résumé and personal records in a data file (e.g., cover letter, portfolio) for a specific job posting. | English: 10.5, 10.6, 11.5, 11.6, 12.5, 12.6  
History and Social Science: VUS.14 |
| **56** | Demonstrate the procedure for obtaining professional, personal, and academic references. | English: 10.1, 11.1, 12.1 |
| **57** | Submit a letter of resignation. | English: 10.6, 11.6, 12.6 |
| **58** | Complete an online or hard-copy job application form. | English: 10.6, 10.7, 11.6, 11.7, 12.6, 12.7  
History and Social Science: GOVT.16 |
| **59** | Follow up the application process. | English: 10.5, 10.6, 11.5, 11.6, 12.5, 12.6  
History and Social Science: VUS.14 |
| **60** | Prepare for a job interview and follow-up communications. | English: 10.1, 10.6, 11.1, 11.6, 12.1, 12.6 |
| **61** | Assess the personal and professional ability to meet employment requirements and job-orientation expectations. | English: 10.5, 11.5, 12.5  
History and Social Science: GOVT.16 |
| **62** | Demonstrate professional attire, body language, and hygiene standards. |   |
| **63** | Describe how body art (i.e., piercing and tattooing) can limit occupational opportunities. |   |
| **64** | Research sexual intimidation/harassment and bullying incidents in the workplace. | English: 10.8, 11.8, 12.8  
History and Social Science: GOVT.16 |
| **65** | Demonstrate methods for reporting workplace harassment. | English: 10.1, 10.5, 11.1, 11.5, 12.1, 12.5  
History and Social Science: GOVT.16 |
| **66** | Analyze the relationship between self-respect and respect for others. | English: 10.5, 11.5, 12.5  
History and Social Science: GOVT.16 |
| **67** | Research examples of how employee behavior outside of the workplace has negatively affected employment. | English: 10.8, 11.8, 12.8  
History and Social Science: GOVT.16 |
<p>| <strong>68</strong> | Demonstrate respect for personal boundaries of coworkers and customers. | History and Social Science: GOVT.16 |
| <strong>69</strong> | Research examples of dishonesty and corruption in the workplace. | English: 10.8, 11.8, 12.8 |</p>
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<tr>
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</thead>
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<td>Demonstrate interpersonal-relationship skills.</td>
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<td>71</td>
<td>Compare behavior expectations among home, school, and work environments.</td>
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<td>72</td>
<td>Assess methods for retraining, cross-training, and continuing education throughout professional life.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<td>73</td>
<td>Identify strategies for job retention, job change, and/or career advancement.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<tr>
<td>74</td>
<td>Identify elements of job transition.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<td>75</td>
<td>Determine advancement opportunities in the workplace.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<td>76</td>
<td>Describe the attributes necessary to take a leadership role.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<td>77</td>
<td>Demonstrate resource management.</td>
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<td>78</td>
<td>Identify diversity issues to build cultural awareness.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<td>79</td>
<td>Describe the way employment may impact personal benefits or entitlements.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<tr>
<td>80</td>
<td>Describe accommodation options in the workplace for those with disabilities.</td>
<td>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td>81</td>
<td>Assess the necessity and benefits of customer service in a specific occupation.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<tr>
<td>82</td>
<td>Demonstrate customer-service behaviors and attitudes.</td>
<td>English: 10.1, 11.1, 12.1</td>
</tr>
<tr>
<td>83</td>
<td>Demonstrate respect for the customer’s issues and needs.</td>
<td>English: 10.1, 11.1, 12.1</td>
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<td>84</td>
<td>Determine customer needs.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td></td>
<td>Task Description</td>
<td>English: 10.5, 11.5, 12.5</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>85</td>
<td>Manage customer conflicts.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>86</td>
<td>Solve a workplace problem, using the problem-solving steps.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>87</td>
<td>Demonstrate problem-solving behaviors and attitudes.</td>
<td>English: 10.1, 11.1, 12.1</td>
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<td>88</td>
<td>Manage customer contact.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<td>89</td>
<td>Demonstrate strategies for continuing customer relations and loyalty.</td>
<td>English: 10.1, 11.1, 12.1</td>
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<td>90</td>
<td>Provide directions.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<tr>
<td>91</td>
<td>Assess a completed work task to ensure directions were followed.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<tr>
<td>92</td>
<td>Communicate verbally and nonverbally in a professional setting.</td>
<td>English: 10.1, 11.1, 12.1</td>
</tr>
<tr>
<td>93</td>
<td>Improve professional written communication (e.g., e-mail, electronic files, memos, letters).</td>
<td>English: 10.6, 10.7, 11.6, 11.7, 12.6, 12.7</td>
</tr>
<tr>
<td>94</td>
<td>Identify workplace errors.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>95</td>
<td>Troubleshoot workplace problems, issues, or conflicts to find a solution.</td>
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</tr>
<tr>
<td>96</td>
<td>Alert personnel about status of workplace problems, issues, or conflicts, as appropriate.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<tr>
<td>97</td>
<td>Solve workplace problems, following employer procedures.</td>
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<tr>
<td>98</td>
<td>Respond to praise or criticism.</td>
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<tr>
<td>99</td>
<td>Provide constructive praise and criticism.</td>
<td>English: 10.1, 11.1, 12.1</td>
</tr>
<tr>
<td>100</td>
<td>Contribute ideas and solutions to improve a workplace process, service, or product.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>101</td>
<td>Assess the effectiveness of public speaking skills for large and small groups.</td>
<td>English: 10.1, 11.1, 12.1</td>
</tr>
<tr>
<td>102</td>
<td>Demonstrate professional communication etiquette in the workplace.</td>
<td>English: 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</td>
</tr>
<tr>
<td>103</td>
<td>Identify general safety and health rules/procedures.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>No.</td>
<td>Task</td>
<td>Subject(s)</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>104</td>
<td>Follow workplace emergency procedures.</td>
<td>History and Social Science: GOVT.9, GOVT.16</td>
</tr>
<tr>
<td>105</td>
<td>Identify potential hazards to self and others in the work area.</td>
<td>History and Social Science: GOVT.9, GOVT.16</td>
</tr>
<tr>
<td>106</td>
<td>Demonstrate use of equipment and technology specific to work environment.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>107</td>
<td>Adhere to workplace culture regarding green technologies and sustainability practices (e.g., recycling, use of electricity).</td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
</tr>
<tr>
<td>108</td>
<td>Process digital and paper documents.</td>
<td>History and Social Science: VUS.14</td>
</tr>
<tr>
<td>109</td>
<td>Demonstrate use of digital communication devices in a professional setting.</td>
<td>History and Social Science: VUS.14</td>
</tr>
<tr>
<td>110</td>
<td>Identify privacy policies and issues related to employees using or misusing online communication media.</td>
<td>History and Social Science: GOVT.1, GOVT.16, VUS.14</td>
</tr>
<tr>
<td>111</td>
<td>Describe essential personal finance procedures, including online options.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>112</td>
<td>Evaluate available transportation options.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>113</td>
<td>Demonstrate conflict resolution in the workplace.</td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
</tr>
</tbody>
</table>

Collaborative Lesson Ideas

**A Newsletter for Transition and Employment Information**

**Business, Education for Employment, Special Education**

**Objective**

Develop a professional newsletter that highlights transition and employment opportunities for students with disabilities.
Real-world application

Students create, produce, and distribute a newsletter to increase school system and community awareness of opportunities for students with disabilities. The newsletter focuses on student and business involvement in the Transition program and presents strategies and information submitted by students, staff, community agencies, and business partners.

This lesson plan came from

Virginia Beach City Public Schools
Special Education Annex
   Deborah Bozard, Supported Employment teacher
   Sally Holloman, Transition Services teacher
Green Run High School,
   Nancy Dowding, Business teacher
   Kerri Sabo, Education for Employment teacher

Appendix: Credentials

Industry Credentials: Only apply to 36-week courses

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