Government and Public Administration Career Cluster
Introduction to Government and Public Administration
Course Number 29.41000

Course Description

This is the foundational course for the Public Management and Administration Pathway and introduces students to the introductory knowledge and technical skills of working in public service and serving the general public in a government or public administration career. Topics will include identifying personal strengths and weaknesses and include oral and written communication skills, critical thinking for problem solving, developing leadership and teamwork skills, employability skills, and technical skills for this career cluster. The pre-requisite for this course is advisor approval.

Course Standard 1

GPA-IGPA-1

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

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.
1.1   **Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities**.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé

Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

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

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

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

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

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

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers

Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

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

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

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

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

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:
Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Georgia Standards of Excellence ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 2

GPA–IGPA-2
Select appropriate communication formats to facilitate the flow of ideas and information among government, public administration, the business community, and the general public.

2.1 Use communication techniques to stimulate the exchange of government and public administration ideas and information.
2.2 Translate government and public administration technical information or issues using language and terms appropriate for the general public.
2.3 Explain, justify, or discuss public issues and develop appropriate communication formats to support public administration, the business community, and the general public.
2.4 Prepare information in an appropriate communication format to be shared with the media.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 3

GPA-IGPA-3
Analyze and summarize the systemic relationships of government and public administration agencies to achieve the strategic objectives of those agencies.

3.1 Examine the interrelated nature of national, state, and local governmental and public administrative systems to serve the public interest.
3.2 Compare and contrast organizational similarities and differences among national, state, and local governmental and public administrative systems/agencies.
3.3 Identify and explore the roles of intergovernmental, quasi-government, and private contractor relationships.
3.4 Develop a strategic plan to educate the general public about governmental and public administrative systems and their functions.

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Course Standard 4

GPA-IGPA-4
Execute work-related tasks and processes using emerging and specialized technologies to achieve common objectives specific to government and public administration.

4.1 Utilize appropriate information technologies to accomplish tasks in government and public administration.
4.2 Integrate appropriate technologies suitable for the application focused on the desired results to communicate with the general public.

Course Standard 5

GPA-IGPA-5
Utilize negotiation skills to achieve the goals of government.
  5.1   Identify national, state, and local professional networks to accomplish the goals of government.
  5.2   Identify common ground topics in relation to current issues among a range of stakeholders and positions taken.
  5.3   Evaluate the diversity of government agencies as related to various situations and current issues.
  5.4   Identify assumptions, purpose, outcomes/solutions, and propaganda techniques from government agencies in relation to current issues.

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Course Standard 6

GPA-IGPA-6
Identify, evaluate, select, and use appropriate technology for specific tasks found in government and public administration agencies.
  6.1   Identify hardware devices, including peripherals, appropriate for specific tasks (i.e. tablets, mobile devices, GPS).
  6.2   Demonstrate understanding the use of content, technical concepts, and vocabulary when analyzing information and following direction.
  6.3   Compose written documents clearly, succinctly, and accurately (i.e. reports, agendas, forms, and memos).

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Course Standard 7

GPA-IGPA-7
Apply democratic principles in the process of government and administrative policymaking to achieve the public will.
  7.1   Employ governmental decision-making processes to achieve desired objectives.
  7.2   Visibly support policies, programs, ideals, and assess the policy-making processes.
  7.3   Work with elected officials, interest groups, and the public to gauge their understanding of policy-making processes.
  7.4   Generate consensus among and within diverse groups when addressing key issues of local, state, or national topics.

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Course Standard 8

GPA-IGPA-8

Maintain safe and healthful working conditions and environment in order to promote well-being in governmental and public administrative workplaces.

8.1 Demonstrate behaviors that comply with the rules and laws designed to promote safety and health in the workplace.
8.2 Assess workplace conditions with regard to safety and health.
8.3 Describe ways to positively impact occupational safety and health in government and public administrative workplaces.
8.4 Identify the responsibilities of employers related to occupational safety and health.
8.5 Identify key rights of employees related to occupational safety and health.

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Course Standard 9

GPA-IGPA-9

Develop an organizational vision and strategic plan to inform stakeholders of the goals of a government or public administration agency.

9.1 Incorporate the vision and strategic plan into the activities of governmental or public administrative agency.
9.2 Evaluate the effects of economic, political, and social trends on agency goals.
9.3 Formulate effective strategies for reaching the goals of the organization.
9.4 Act as a catalyst for innovation in government or public administration.

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Course Standard 10

GPA-IGPA-10

Adopt and apply a standard of practices sufficient to meet legal and ethical requirements and meet the public's expectations for government and public administration.

10.1 Impress confidentiality in accordance with legal requirements relating to privacy.
10.2 Apply established directives to ensure protection of confidential information while carrying out duties as a government or public administrative employee.
10.3 Understand public disclosure as they relate to complying with open records requests.
10.4 Practice the appropriate process for disclosure of records.
10.5 Apply the policies for the retention of records in meeting compliance with governmental regulations.

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