Workforce Ready Pathway
Advanced Career Competencies
Course Number 32.43200

Course Description

In this course students will use various opportunities and settings to demonstrate knowledge and application of employability skills acquired in prior courses. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, leadership skills, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches.

In this course students will have heavy exposure to workplace and community experiences, complete and present career portfolios, complete a community/school service project, hone leadership skills, and earn business and industry recognized credentials.

<u>These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students.</u> Through participation in this career pathway, students will learn about the world of work by achieving academic challenges, participating in project-based learning activities, workplace enrichment experiences, and participation in a Career and Technical Student Organization (CTSO) that provides inner-personal and group-related leadership skills.

Requisite Exposure: Teacher will need to allow or provide for guest speakers to visit classrooms to provide workforce simulations, information, and case studies.

Teacher will also need to allow or provide for business and industry/community access through visits, tours, shadowing, internships, work-based learning, registered apprenticeships, and/or related opportunities such that students experience work-related settings.

Course Standard 1

SP-ACC-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.

Course Standard 2

SP-ACC-2
Define and demonstrate specific skills, techniques, and practices associated with work, employment, and careers.
2.1 Conduct an in-depth study of local/regional economy/employment trends/job force needs/ population trends/education stats/ average wages/ poverty rates/community government.
2.2 Investigate local or regional community agencies and civic groups to determine purpose and attend or host a meeting of a community/civic group.
2.3 Develop and execute a community service (or school) project or an entrepreneurial project.
2.4 Demonstrate appropriate customer service skills in conducting community service/school/entrepreneurial project and reflect on the outcome.
2.5 Demonstrate appropriate soft skills in group work/work environment and receive periodic evaluation.

Course Standard 3

SP-ACC-3
Understand and apply basic critical thinking skills in relation to employment and workforce problem solving strategies.
3.1 Utilize research and problem-solving strategies to identify and develop solutions to environmental, social, or economic dilemmas in the community/nation/world.
3.2 Explain the impact of potential solutions to employment and workplace practices in local, regional, and state similar-type industries.
3.3 Demonstrate and practice ways to communicate that focus on facts and not opinions.

Course Standard 4

SP-ACC-4
Compare and contrast various types of communication used in work situations and between workers.
4.1 Plan and conduct a meeting to include utilization of various methods of communication, development of an agenda, assignment of active meeting roles, and development of minutes/follow-up activities following the meeting.
4.2 Create scenarios and model appropriate workplace ethics related to confidentiality and laws such as HIPPA, FERPA, etc.
4.3 Participate in a job performance review by employer/administrator/other.
4.4 Teach another student or group a workplace skill.

Course Standard 5

SP-ACC-5
Explain the process, requirements and purpose for providing appropriate customer service techniques in various work settings.
5.1 Identify and explain examples of appropriate customer service techniques utilized in various everyday situations/settings
5.2 Demonstrate and explain how appropriate and inappropriate customer service techniques may potentially impact the worker, store location, and/or company.
5.3 Develop and share ways to display appropriate customer service techniques when necessary.

Course Standard 6

SP-ACC-6
Utilize and practice self-determination and self-advocacy skills as they relate to employment, work-related situations, and building personal development qualities.

6.1 Demonstrate how and when to utilize the Individual Graduation Plan (IGP), Transition Plan, and/or ASPIRE model for communicating educational, employment, and personal needs, plans, and accommodations.

6.2 Develop a list of documents which contain personally identifiable information, determine how to safeguard the documents, and discuss circumstances in which those documents should be shared with others.

6.3 Secure a job interview, (or informational interview), in a career interest area and record the following pre-interview preparation and post-interview follow-up:
- Company research,
- Plan appropriate dress,
- Prepare interview documents/portfolio,
- Prepare questions to ask in the interview and plans to "drive" the conversation,
- Prepare thank you note after the interview,
- Conduct follow-up as needed.

6.4 Present career portfolio to appropriate school, community, and workplace personnel.

6.5 Earn employment or industry credentialing necessary for post-school/ employment success.

6.6 Outline and implement a procedure and steps to mentor peers that need assistance with self-advocacy skills related to employment, personal development, and/or decision making.

Course Standard 7

SP-ACC-7
Compare and contrast skills and techniques to apply personal and workplace safety.

7.1 Locate the MSDS (Material Safety Data Sheet) for a common chemical used in the school or work environment and instruct classmates/others on necessary PPE (Personal Protective Equipment) needed when using the chemical/how to clean up a spill/etc.

7.2 Demonstrate ability to correctly report an accident and fill out an accident report.

7.3 Develop, implement, and track positive self and family care habits:
- Develop, implement, and track a daily personal hygiene self-check plan.
- Develop, implement, and track a healthy eating plan.
- Develop, implement, and track a healthy sleep plan.
- Develop, implement, and track a personal physical fitness/endurance plan.
- Identify and implement basic ergonomic practices.

Course Standard 8

SP-ACC-8
Obtain, evaluate, and communicate ways to model proper technology applications.

8.1 Utilize various forms of technology to develop and teach a classroom/school/company policy.

8.2 Develop a job description highlighting optimal roles and responsibilities for the career researched in Course 1 or 2, Standard 2.2.

8.3 Identify personal skill sets, including employment and technical abilities, to include in resume.

8.4 Explain need for work references and develop list of possible school, community, or industry individuals that can be personal professional references to provide recommendation letters.

8.5 Utilize various technology software applications (word processing, spread sheets, presentation software, etc.) to finalize comprehensive individual career portfolio.
This portfolio will be used to: highlight student strengths and abilities, showcase student accomplishments, tool for future planning, set path for appropriate and effective coursework planning at high school/post-secondary levels, and increase student self-esteem/self-determination. Students will be able to use the Career Portfolio for interviews, internships, scholarships, etc. The portfolio will contain the following information and artifacts:

A. Cover Page
B. Table of Contents
C. Career Development
- Career Summary and Goal
- Career Research Project
- Copy of career aptitude/interest inventory
- Resume
- 3 Professional References
- Letters of Recommendation
- Cover Letter
- Job Interview Follow-up Thank You Letter
- Employee Performance Review
- Copies of any Credentials of Value
D. Employability Skills
- Attendance/Punctuality
- Teamwork
- Dependability/Initiative
- Critical Thinking/Problem Solving
- Communication Skills—Written and Verbal
- Interpersonal Skills
E. Education Skills
- Report Card/Transcript
- Test Scores
- Writing Samples
- Photos of Class Projects
F. Job-Related Skills
- Individual skills related to Paid or Unpaid Job Experience
- Individual skills related to Career Pathway
- Individual skills related to Home
- Individual skills related to School
- Individual skills related to Community
G. Community Service
- Document community service activities/projects
H. Leadership Experience
- Document leadership experience gained through CTSO involvement, school/community projects, etc.
I. Activities/Awards
- Honors
- Sports
- Clubs
- Church
- Community

Course Standard 9

SP-ACC-9
Explain and implement personal finance skills for the workplace.
- 9.1 Investigate the purpose, legal requirements, and various types of insurance available and determine appropriate level of coverage and related costs for individual and family plans.
  - a. Automobile
  - b. Property
  - c. Life
  - d. Health
  - e. Rental
- 9.2 Develop consumer knowledge for purchasing/leasing an automobile.
- 9.3 Develop consumer knowledge of various housing options and costs.
- 9.4 Develop consumer knowledge for savings and retirement planning for individual and family.
- 9.5 Develop knowledge of philanthropy and analyze rationale for philanthropic giving.

Course Standard 10

SP-ACC-10
Explore how related Career Technical Student Organizations (CTSO) are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive leadership events.
- 10.1 Obtain membership in a CTSO related to career interest.
- 10.2 Seek active participation in CTSO activities at local, regional, and/or state level.