

# Education for Employment I

**9077 18 weeks (Preparation)**

**9078 36 weeks (Preparation)**

**9084 18 weeks (Development)**

**9085 36 weeks (Development)**

## Table of Contents

Acknowledgments.....	1
Course Description.....	2
Task Essentials Table.....	3
Curriculum Framework.....	6
SOL Correlation by Task.....	48
Collaborative Lesson Ideas.....	54
Appendix: Credentials.....	54

## Acknowledgments

The components of this instructional framework were developed by the following business panel team members:

Carolyn Cage, Senior Coordinator of Learning Support: Special Education Services, Norfolk Public Schools  
Taniesha Jones, Academic/Workplace Liaison, Sentara Norfolk General Hospital  
Matt Luther, Transition Counselor, Division of Rehabilitative Services  
Robin Metcalf, President, The Choice Group  
Marianne Moore, Secondary Transition Specialist, Virginia Department of Education  
Beth Perkins, Instructional Manager, Wilson Workforce and Rehabilitation Center  
Debra Ruh, Chief Executive Officer, Ruh Global Communications  
Jean Stevenson, Director of Transition Services, Department for Aging and Rehabilitative Services  
Steve Sweeney, Vocational Teacher and Operations Supervisor, Wilson Workforce and Rehabilitation Center  
Joseph Wharff, School Counseling Specialist, Virginia Department of Education

The following teachers served on the curriculum development team:

Christine Bates, Sussex Central High School, Sussex County Schools  
Robert Gangwer, Chesterfield Career and Technical Center at Courthouse, Chesterfield County Public Schools  
Nicole Glover, Vernon Johns Jr. High School, Petersburg City Public Schools  
Sherry Hildebrandt, Bethel High School, Hampton City Schools  
Faith Hottle, Pupil Personnel Services, Rockingham County Public Schools  
Rita White, Administrative Office, Hampton City Schools  
Charlene Williams, George Wythe High School, Richmond City Public Schools

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

Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science Coalition  
Anne F. Markwith, New Teacher Mentor, Gloucester County Public Schools  
Cathy Nichols-Cocke, PhD, Fairfax High School, Fairfax County Public Schools  
Caroline C. Wheeler, M.T., Secondary English

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

Robin A. Jedlicka, Writer/Editor  
Kevin P. Reilly, Administrative Coordinator

Sharon W. Acuff, Specialist for Marketing  
Office of Career, Technical, and Adult Education  
Virginia Department of Education

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

---

Copyright © 2017

## Course Description

**Suggested Grade Level:** 9 or 10 or 11

This course teaches 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 ethical behaviors and career-research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills. This course offers students integrated labor market needs through an applied employment education format.

**Note for Preparation courses (9077, 9078):** *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 (9084, 9085):** *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.

9077	9078	9085	9084	Tasks/Competencies
○	⊕	⊕	○	Describe individual personality traits, strengths, weaknesses, and learning style.
○	⊕	⊕	○	Describe the value of individual interests, aptitudes, abilities, and goals.
⊕	⊕	⊕	⊕	Describe the value of social-emotional skills in the workplace.
⊕	⊕	⊕	⊕	Correlate personal interests to career skills.
⊕	⊕	⊕	⊕	Analyze current skills that qualify an individual for employment.
⊕	⊕	⊕	⊕	Distinguish between short- and long-term goals.
⊕	⊕	⊕	⊕	Describe a personal goal and a professional goal.
⊕	⊕	⊕	⊕	Describe self-advocacy strategies.
⊕	⊕	⊕	⊕	Distinguish among <i>work</i> , <i>job</i> , <i>occupation</i> , <i>career</i> , and <i>profession</i> .
⊕	⊕	⊕	⊕	Determine the knowledge, skills, and abilities needed in today's workplace.
⊕	⊕	⊕	⊕	Research options in career and technical education programs.
⊕	⊕	⊕	⊕	Identify the value of employment.
⊕	⊕	⊕	⊕	Select an occupation for further investigation.
⊕	⊕	⊕	⊕	Analyze the nature of work for a selected occupation.
⊕	⊕	⊕	⊕	Analyze the working conditions for a selected occupation.
⊕	⊕	⊕	⊕	Analyze the employment outlook for a selected occupation.
⊕	⊕	⊕	⊕	Analyze the training and qualifications required for a selected occupation.
○	⊕	⊕	○	Examine the job outlook for a selected occupation.
⊕	⊕	⊕	⊕	Analyze the potential earnings for a selected occupation.
○	⊕	⊕	○	Describe the purpose of the Career Clusters, pathways, and occupations.

<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Evaluate an Academic and Career Plan.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Review the individual's electronic portfolio.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Locate job opportunities through job search, job leads, and networking.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe the benefits of personal contact when searching for a job.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Describe the benefits of networking for personal support and success.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Create a résumé and personal records in a data file (e.g., cover letter, portfolio), using digital media.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe the procedure for obtaining professional, personal, and academic references.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Compose a letter of resignation.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Complete an online digital or hard-copy job application form.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Follow up the application process.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Prepare for a job interview and follow-up communications.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Participate in a (mock) job interview.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Accept or decline an employment offer.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify employment requirements and job-orientation expectations.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe professional attire, body language, and hygiene expectations.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe sexual harassment and bullying incidents in the workplace.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe methods for reporting workplace harassment.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify the value of self-respect and maintaining respect for others.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe how employee behavior outside the workplace can negatively impact employment.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe personal boundaries of coworkers and customers.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe the importance of honesty and integrity in the workplace.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Describe the value of interpersonal-relationship skills.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe behavior expectations at home, school, and work environments.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe retraining, cross-training, and continuing education opportunities throughout the professional life.

<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe the necessity and benefits of customer service.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Describe customer-service behaviors and attitudes.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	List steps for solving a customer conflict.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Describe basic customer needs.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Analyze types of customer conflicts.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe problem-solving behaviors and attitudes.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe the value of respecting the customer's issues and needs.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe reasons for initiating customer contact.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe methods for building continuing customer relations and loyalty.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Identify the essentials for providing directions.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Follow directions to complete work tasks.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe effective verbal and nonverbal communication skills.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Demonstrate (make or receive) a business-related telephone call.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Compose professional written communication (e.g., email, electronic files, memos, letters).
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe the importance of active listening skills.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe the importance of inviting and responding to constructive feedback.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Identify methods for providing constructive praise and criticism.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Demonstrate public speaking skills (e.g., large group, small group).
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe the need for maintaining professional communication etiquette.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe skills needed for working with equipment and technology specific to work environment.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Identify workplace awareness regarding sustainability practices (e.g., recycling, use of electricity).
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Inform personnel as safety issues arise.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe the way documents are processed and stored in digital form.
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Demonstrate digital communication etiquette in professional settings.

<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Describe the privacy issues related to online communication media.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify general safety and health rules/procedures.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify safety guidelines for equipment used in the workplace.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Follow workplace emergency procedures.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Maintain clean and safe work area.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify potential hazards to self and others in the work area.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Set priorities for living independently.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Select opportunities for school and community involvement and leadership (e.g., volunteering).
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify available transportation options.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Determine the costs of living independently.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify stress-management and coping techniques.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify conflict resolution methods.

Legend:  Essential  Non-essential  Omitted

## Curriculum Framework

### Acquiring Self-Awareness and Self-Advocacy Skills

#### Task Number 39

#### Describe individual personality traits, strengths, weaknesses, and learning style.

##### Definition

Description should include testing for personality style using a personality test to match personality traits to various occupations.

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

Description of learning styles should include determining the methods 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?
- What communication skills are needed to convey a developed sense of self-advocacy?

## **Task Number 40**

### **Describe the value of individual interests, aptitudes, abilities, and goals.**

#### **Definition**

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

### **Process/Skill Questions**

- Why is it important to identify individual interests, aptitudes, abilities, and goals?
- What resources are available to help a person identify individual interests, aptitudes, abilities, 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 inventories that identify 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**

## **Describe the value of social-emotional skills in the workplace.**

### **Definition**

Description 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**

### **Correlate personal interests to career skills.**

#### **Definition**

Correlation should include aligning activities enjoyed during personal time with 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 can volunteerism provide young learners?
- How can an interest or hobby turn into a career?

## **Task Number 43**

### **Analyze current skills that qualify an individual for employment.**



## **Definition**

Analysis should include an individual's mastery of the Workplace Readiness Skills for the Commonwealth and additional occupational skills.

## **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**

### **Distinguish between short- and long-term goals.**

#### **Definition**

Distinction should include

- short-term goal—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 measurable?
- How do you know when a goal is achieved?
- How can you set goals that are practical?

---

## **Task Number 45**

### **Describe a personal goal and a professional goal.**

#### **Definition**

Description should include

- the acquisition of an object, standard of living, or social status
- the experience of an event or destination
- a career goal (e.g., job title, responsibility, income, expertise).

### **Process/Skill Questions**

- What is an example of a desirable professional goal?
- What is an example of a desirable personal goal?
- How might a personal goal assist one in achieving a professional goal?
- 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?
- How and why do you create a plan to accomplish goals?
- How can professional goals help affect the outcome of a personal goal?

## **Task Number 46**

### **Describe self-advocacy strategies.**

#### **Definition**

Description should include

- listing strategies to improve self-concept
- listing strategies to improve self-esteem
- demonstrating fair treatment to others
- expecting fair treatment for self
- taking action, as appropriate.

### **Process/Skill Questions**

- Why is it important to advocate for oneself?
- What are the effects of having low self-esteem?
- What are the benefits of being an advocate for others?
- What is the importance of knowing 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?

---

# **Exploring the Concept of Work**

---

---

## Task Number 47

### **Distinguish among *work*, *job*, *occupation*, *career*, and *profession*.**

#### **Definition**

Distinction should be made among

- *work*—the physical or mental effort spent to overcome obstacles or to achieve a desired objective
- *job*—a specific situation in which a person performs particular tasks, duties, or responsibilities for compensation and can be accomplished, quantified, measured, and rated
- *occupation*—employment that requires related skills and experiences
- *career*—a chosen profession or occupation pursued by a person throughout a long period of time composed of jobs held, titles earned, and work accomplished.
- *profession*—paid occupation, often includes long-term training or education

#### **Process/Skill Questions**

- What is the difference between work and a job?
- How is a career different from a job?
- Why is it important to enjoy your career?
- How can work and job experiences assist an individual in choosing a desired career path?
- How can a career investigations course assist a student in choosing a potential career path?
- What programs do related CTSOs offer students in pursuit of career connections to a chosen field?
- How do you prepare for a chosen career path?
- Why is career planning important when pursuing a chosen career?
- How can work provide personal satisfaction?
- How can the work you do and the income you earn affect your lifestyle?
- How can a career influence lifestyle?
- What is the difference between an occupation and a career?

## Task Number 48

### **Determine the knowledge, skills, and abilities needed in today's workplace.**

#### **Definition**

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

#### **Process/Skill Questions**

- What resources can be used to determine an individual's current workplace readiness skill set?
- Why is it important to be a lifelong learner in the workplace?
- How might one display lifelong learning accomplishments in the workplace?
- How would you rate the importance of technology in today's workplace? Support your answer.
- What are ways to acquire the appropriate workplace readiness skills, based on a selected career path?
- Which of your skills would be most valuable in today's workplace?
- Identify which workplace readiness skills can be developed from any team experience such as sports, clubs, and projects.
- Imagine yourself in the career of your choice. In what ways could your knowledge and skills be helpful to your manager?
- What strategies would promote success in the workplace?

## **Task Number 49**

### **Research options in career and technical education programs.**

#### **Definition**

Research should result in

- delineating the main program areas within Virginia Career and Technical Education (Agricultural Education, Business and Information Technology, Career Connections, 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? In your area?
- What is a verified credit? What is a student-selected verified credit?
- How can CTSOs assist an individual to achieve success in CTE programs?
- What CTSOs are specific to your CTE career path of choice?
- What rating scale is used to assess the competencies of a student taking a CTE course?

## **Task Number 50**

### **Identify the value of employment.**

#### **Definition**

Identification should include the value to

- 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 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.

### **Process/Skill Questions**

- How can employment affect the employer? The community?
  - What are some benefits to being employed?
  - Why is it important to document all of your employment experiences?
  - What questions would you ask in an interview with a potential employer?
  - How could an individual organize their employment experiences to present to a potential employer?
  - How can employment gain affect one’s self-esteem?
  - How can employment experiences lead to building a professional network?
- 

## **Exploring Career Opportunities**

---

---

### **Task Number 51**

#### **Select an occupation for further investigation.**

##### **Definition**

Selection should be based on individual interests, values, and aptitudes and should result in identifying a specific job title within a career cluster and pathway.

##### **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?
- How do lifestyle expectations relate to career choices?
- What are nontraditional jobs?
- Why is it important to understand life goals when choosing career goals?
- What factors, apart from our own beliefs, influence career choices?
- Which career pathway or occupation interests you the most?
- How can taking the time to carefully analyze the information you gather about career pathways and occupations benefit you in the long run?
- What have you learned about yourself to make you believe that this career choice is suitable for you?
- What are things you should consider when deciding whether a job is right for you?

## **Task Number 52**

### **Analyze the nature of work for a selected occupation.**

#### **Definition**

Analysis should include a job description with daily duties and tasks, responsibilities, skills that are important to the job, and the keys to success in a selected occupation.

#### **Process/Skill Questions**

- What kind of information is included in a job description, and why is it included?
  - Why is it important to have accurate job descriptions?
  - Why is it important to gain transferable skills?
  - What does a job title reveal about the job?
  - What is the value of the job description?
- 

## **Task Number 53**

### **Analyze the working conditions for a selected occupation.**

#### **Definition**

Analysis of working conditions should include the physical demands, working hours, unpleasant or dangerous aspects of the job, and employer expectations for a selected occupation.

#### **Process/Skill Questions**

- How important are working conditions in your choice of a career?
- What is the relationship between physical ability and working conditions?
- How can an applicant determine job-related working conditions prior to employment?
- Who is responsible for overseeing safe working conditions?
- How might working conditions affect family life?
- What resources will you use to gather and report information about working conditions?
- When would you discuss working conditions during an interview?
- Would you negotiate the working conditions? Explain.

## **Task Number 54**

### **Analyze the employment outlook for a selected occupation.**

#### **Definition**

Analysis should include

- the employment outlook for a selected occupation
- the present and projected numbers of jobs available
- salary range and other industry trends in selected regions within a selected duration of time (e.g., the occupational outlook in Virginia over the next 10 years).

### **Process/Skill Questions**

- How does geography affect employment?
- What occupations are currently in demand?
- What is the projected outlook for employment in the next 10 years?
- What are some jobs that were available 50 years ago but no longer exist today?
- Why is it important to research career outlook?
- What is job obsolescence?
- How can job obsolescence be avoided?
- What is the correlation between job obsolescence and continuous training?
- What is the influence of technology on the workforce?

## **Task Number 55**

### **Analyze the training and qualifications required for a selected occupation.**

#### **Definition**

Analysis 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
- 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”?
- Is there a substitute for formal training? Explain.
- Is education an investment? Why, or why not?

## **Task Number 56**

## **Examine the job outlook for a selected occupation.**

### **Definition**

Examination should identify the duties and responsibilities assigned to a particular job title and forecast how it may change over a duration of time, including the required preparation, experience, and education necessary to perform the job in the present and the future (i.e. education, certifications, on-the-job training, apprenticeships, and licenses).

### **Process/Skill Questions**

- What impact will technology have on future occupations?
- How does geography affect employment?
- What does job obsolescence mean?
- How can job obsolescence be avoided?
- What is the correlation between job obsolescence and continuous training?
- What occupations are currently in demand?
- Why is it important to research career outlook?
- What are some jobs that were available 50 years ago but no longer exist today?

## **Task Number 57**

### **Analyze the potential earnings for a selected occupation.**

#### **Definition**

Analysis should 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 is the correlation between education and potential earnings?
- How do company benefits relate to wages and salaries?
- Why do some careers pay on a commission basis?
- How can geography impact potential earnings?
- What is a reasonable entry-level wage expectation in comparison to a career maximum?

## **Task Number 58**

### **Describe the purpose of the Career Clusters, pathways, and occupations.**

#### **Definition**

Description should include that occupations are grouped within Career Clusters and pathways by their knowledge and skill requirements in order to provide career options to those planning their professional futures.



## **Process/Skill Questions**

- What is the benefit of having an alternate career path, and how does this relate to the Career Clusters system?
- How many careers does the average person have today as compared to 100 years ago? Why?
- Which Career Cluster best fits your personality? Why?
- Why would an understanding of one's pathway help a student to ensure they secure all of the resources and opportunities available to gain a head start in their career choice and life?
- How do Career Clusters help you prepare for employment?
- What are career pathways?

## **Task Number 59**

### **Evaluate an Academic and Career Plan.**

#### **Definition**

Evaluation should include long- and short-term SMART goals and matched expectations.

#### **Process/Skill Questions**

- Are you physically, emotionally, and intellectually capable of following the plan?
- Do the expectations realistically match the projected outcomes of the plan?
- How can a good plan avoid roadblocks?
- Can you change your plan? If so, how?
- Has your Academic and Career Plan changed over the years? Explain why or why not.
- What are your expectations in a career? Are your expectations realistic?
- What is the value of establishing an Academic and Career Plan?
- What are the advantages of having a career plan?
- Why should you collaborate with your school counselor as you evaluate your Academic and Career Plan?
- How is a career plan related to your future work-related goals?

## **Task Number 60**

### **Review the individual's electronic portfolio.**

#### **Definition**

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

#### **Process/Skill Questions**

- How can continuous training benefit a worker throughout a career?
- Is there a difference between education and training? Are both always necessary? Explain.

- Who is responsible for an individual’s education and training?
- How can educational needs be determined for a specific career?
- 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?
- What is the relationship between school performance and job success? Do you think that employers/colleges pay attention to school records other than grades? Why, or why not?
- What criteria do employers use to evaluate employment documents?
- How do employers use an applicant’s employment documents to predict his/her success?

## Exploring Job Acquisition Skills

---



---

### Task Number 61

#### Locate job opportunities through job search, job leads, and networking.

##### Definition

Job search should include using

- the Internet (e.g., social media, job search engines)
- print media
- employment agencies
- schools
- family and friends
- professional associations, networks
- state and city agencies
- local business contacts and job fairs.

##### Process/Skill Questions

- Why is it important for the job seeker to be aware of his or her skills, values, interests, aptitudes, strengths, and weaknesses prior to beginning the job search?
- How is networking important to the job search?
- Why is it important to use different methods or processes to find a job?
- What businesses are available for job shadowing in the local community?
- What are the private employment agencies in the local community?
- What are the public employment services?
- How can someone in your social network lead to a professional network connection?
- Why is etiquette important during the networking process?
- What are some behaviors that are not acceptable when networking?

### Task Number 62

## **Describe the benefits of personal contact when searching for a job.**

### **Definition**

Description should include that in-person contact provides opportunities to

- make a good first impression
- demonstrate personality and interest in the position
- supplement remote communication (e.g., online, telephone) and put a face behind the résumé
- ask questions about the position.

### **Process/Skill Questions**

- What are some good tips to know for in-person contact?
- What are some actions you should take to prepare for face-to-face networking?
- Why is the first impression so important?

## **Task Number 63**

### **Describe the benefits of networking for personal support and success.**

#### **Definition**

Description should include the following benefits of creating connections with others (e.g., friends, family, educators, employers, coworkers, community resources) who share experience, characteristics, skills, or interests:

- 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, in that a group can act as a unit to achieve goals.

#### **Process/Skill Questions**

- Who would be included in your personal network to help with your future career decisions?
- How can a strong network help you be successful both personally and professionally?
- How can you strengthen your network?
- 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?

## **Task Number 64**

### **Create a résumé and personal records in a data file (e.g., cover letter, portfolio), using digital media.**

## Definition

Creation of a résumé and personal records should provide work history, education, and list of credentials earned.

## Process/Skill Questions

- Why is personal data needed for employment?
- What personal information do employers require prior to employment?
- Why should an applicant possess state identification prior to employment?
- Why is it important to memorize your Social Security number?
- What resources are available to help you compile résumé information?
- What is the purpose of a résumé?
- Why is it important to customize a résumé for specific positions?
- What are the benefits of a web-based résumé? Explain.
- Why is it important to use keywords in a résumé?
- Why is it important for employers to know the educational histories of applicants?

## Task Number 65

### **Describe the procedure for obtaining professional, personal, and academic references.**

#### Definition

Description 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 résumé 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?
- Why is it important to have a list of professional references and to keep it updated?
- Why is it important to get permission from a reference before giving out their contact information?
- 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?
- What communication skills are needed to properly request a letter of reference?
- Why would an employer request a reference letter for a potential candidate of employment?

## **Task Number 66**

### **Compose a letter of resignation.**

#### **Definition**

Composition 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.

#### **Process/Skill Questions**

- What is the purpose of a resignation letter?
- How much notice should you give before your final day of work with an employer?
- What reasons might you have for submitting a letter of resignation?
- What type of information about work experience should be covered in a resignation letter?
- What should not be included in a letter of resignation?
- What positive information should be shared in the resignation letter?
- To whom should a resignation letter be addressed?
- Why is it important to evaluate the pros and cons of resignation prior to sending a letter of resignation?

## **Task Number 67**

### **Complete an online digital or hard-copy job application form.**

#### **Definition**

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

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

For an online application, the individual should also be aware of site navigation features including

- logon/logoff or registration procedures
- view or print the application
- save the application
- submit the application.

## **Process/Skill Questions**

- What are the differences in the online digital and hard-copy job application processes?
- How are job searches conducted via the Internet?
- Why do employers need a formal application?
- Why is a résumé important to the employment process?
- What are the main features of standard applications?
- Why is it important to complete all requested information on an application?
- What information should you have available when completing an application?
- Why is volunteer experience valuable?

## **Task Number 68**

### **Follow up the application process.**

#### **Definition**

Follow-up should include

- waiting a week after submitting an application to send a follow-up letter
- waiting 10 days after submitting an application to phone the employer
- following up with a note of thanks and an expectation and availability for an interview.

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 one wait to follow up after submitting an application? Why?
- How can one ensure that the mailing address is correct?
- How does one complete an address change with the post office?

## **Task Number 69**

### **Prepare for a job interview and follow-up communications.**

#### **Definition**

Preparation should be made for

- job interview—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?
- Why are hygiene and personal grooming an important factor in the success of a job interview?
- What types of questions should you anticipate during an interview?
- What steps should you take before having a phone interview?
- What is the value of a handwritten note of follow-up after an interview?
- What is a first impression? Why is it so important?
- What are some ways you can evaluate an interview?
- Why is it important to evaluate an interview after it has taken place?

## **Task Number 70**

### **Participate in a (mock) job interview.**

#### **Definition**

Participation should include

- arriving on time (at least 15 minutes before the interview)
- greeting interviewers, shaking hands, and maintaining eye contact throughout
- dressing appropriately (apparel should resemble what other employees wear daily)
- providing professional documents (résumé, work portfolio, letters of recommendation)
- asking key questions (e.g., job responsibilities, company goals)
- shaking hands at the close of the interview.

#### **Process/Skill Questions**

- What types of information should be volunteered during a job interview?
- How can interview practice help secure a position?
- When does an interview begin and end?
- How can a portfolio be helpful in an interview?
- Why is a personal interview important to both the employer and the employee?
- What can be done to offset natural nervousness at an interview?
- Why should the person being interviewed also ask questions?
- What does it mean to “sell” yourself during the interview?
- What is a safe choice for interview attire?
- How should you handle questions that are not relevant or legal to ask by an employer?

## **Task Number 71**

### **Accept or decline an employment offer.**

#### **Definition**

Accepting a job offer should include a brief, formal letter of acceptance that expresses gratitude for the employer's decision and reiterates interest in the position. The letter should also

- accept the terms of employment

- provide a starting date, if known
- thank those who made the hiring decision.

Declining a job offer should include a brief, formal letter that expresses gratitude to the employer for taking the time to interview and for their thoughtful consideration. The letter should also

- provide a reason for declining (optional)
- remain positive, with the understanding that the employer has become a valuable connection
- thank those who made the hiring decision.

## **Process/Skill Questions**

- When should you consider negotiating a job offer?
- Could negotiating a job offer pose a risk? Explain.
- What is a background check?
- Why might employers conduct a credit check before extending a job offer?
- Why is it important to remain grateful and gracious when declining a job offer?
- What comments are inappropriate when declining a job offer?
- What are acceptable reasons for not accepting a job offer?
- What are the factors that would influence your decision to accept or decline a job after applying for it?
- What questions should you ask before you make a final decision to accept or decline a job offer?

## **Task Number 72**

### **Identify employment requirements and job-orientation expectations.**

#### **Definition**

Identification should include

- specific job hiring procedures
- tax forms and ability to complete them
- company policy documents
- required training/certifications/credentials.

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 does an employee orientation typically entail?
- Why is it important for an employer to train new hires?
- What is a background check?
- Why might employers conduct a credit check before extending a job offer?

## **Task Number 73**

### **Describe professional attire, body language, and hygiene expectations.**

#### **Definition**

Description 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?
- How do you determine appropriate dress for an interview?
- What is appropriate jewelry for an interview?
- How can body language be used to express confidence and professionalism?
- Why may an employer refuse to hire someone with visible body art?
- Why might an employer terminate employment of those with visible body art?
- How can body art limit occupational opportunities?
- Why is your appearance important in the job setting?
- What is a dress code, and what does it normally include?
- What is business casual attire?
- How might the job determine attire?

## **Developing Ethics**

---

---

## Task Number 74

### Describe sexual harassment and bullying incidents in the workplace.

#### Definition

Description should include

- 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. (this can also occur in person, in writing, or electronically through email, social media, etc.)
- workplace bullying—repeated, harmful mistreatment (e.g., threatening, humiliating, intimidating) by one or more coworkers that interferes with job performance. (this can also occur in person, in writing, or electronically through email, social media, etc.)

#### Process/Skill Questions

- What procedure should one follow to address incidents of bullying and harassment in the workplace?
- Who should be notified when sexual harassment is evident in the workplace?
- What is the legal definition of *sexual harassment*? Why does it require a legal definition?
- What should you do if you believe you are being harassed at work?

## Task Number 75

### Describe methods for reporting workplace harassment.

#### Definition

Description should include

- discussing issues with the manager or supervisor, if possible
- following employer policy for reporting the incident 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 076**

### **Identify the value of self-respect and maintaining respect for others.**

#### **Definition**

Identification should include concepts that

- 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 requires and relies on 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 do unethical businesses risk most?
- 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 77**

### **Describe how employee behavior outside the workplace can negatively impact employment.**

#### **Definition**

Description should include the following:

- An individual represents his or her employer, whether he or she is on the job or not.
- An individual must maintain ethical and professional standards at all times, even when participating on social networking sites, because others will connect individual behaviors to the standards of his or her employer.
- An individual who fails to meet ethical standards at any time is subject to termination
- 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 78

### Describe personal boundaries of coworkers and customers.

#### Definition

Description should include the following:

- Coworkers have diverse backgrounds and cultures, and, therefore, different expectations regarding personal interactions (e.g., communication styles, personal space).
- Each employee must decide for himself or herself how much personal information can or should be shared with coworkers.
- When in doubt, it is best to adhere to formal, professional standards.
- Determine the appropriate way to respond both verbally and nonverbally.

Respecting the boundaries of coworkers and customers is an essential component to appropriate workplace behavior.

#### Process/Skill Questions

- Prejudice is described as “an unjustifiable negative attitude towards 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?

## Task Number 79

### Describe the importance of honesty and integrity in the workplace.

#### Definition

Description should include the following:

- Honesty is valued in every communication and transaction between customers and coworkers; it is a fundamental need between people in the workplace because it creates an atmosphere of trust and confidence.
- Integrity stems from workers being honest with themselves, completing tasks, honoring debts, exceeding expectations, keeping promises, which, if accomplished consistently, builds a good reputation.

#### Process/Skill Questions

- What can happen if your employer catches you in a lie?
- What is integrity? How is integrity different than honesty?
- How might a credit report be viewed as a type of *integrity* report?
- Why is honesty so important in the workplace?
- Why are ethics important in the workplace?
- As an employee, how should one handle unethical practices that are observed in the workplace?

## **Task Number 80**

### **Describe the value of interpersonal-relationship skills.**

#### **Definition**

Description should include the following:

- Interpersonal relationships can be beneficial for coworkers or between coworkers and clients/customers who wish to engage in them, but it is important to separate these relationships from professional relationships.
- Communication skills, empathy, amicability, and the ability to determine a mutual interest through social interaction is required to build interpersonal relationships.

#### **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 81**

### **Describe behavior expectations at home, school, and work environments.**

#### **Definition**

Description 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, adhere to ethical standards and work policies.

#### **Process/Skill Questions**

- How can acting with moral integrity affect your personal relationships? Your professional 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?

- Why are role definitions important?
- 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?
- Do ethical practices change based on the particular environment (home, school, or work)? Why?

## **Task Number 82**

### **Describe retraining, cross-training, and continuing education opportunities throughout the professional life.**

#### **Definition**

Description should include

- retraining—strengthening skills within current job responsibilities and reinforcing previously acquired knowledge
- 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?
- Why might you need to suddenly enhance your skill set on the job?
- What are some advantages to seeking additional education and training opportunities as an employee?
- How can an employer determine whether an employee needs retraining?
- Why might it be beneficial for an employer to form a flexible workforce?
- What can be done to minimize retraining needs among employees?
- Why is cross-training important to you and your employer?

## **Acquiring Customer-Service Skills**

---



---

## **Task Number 83**

### **Describe the necessity and benefits of customer service.**

#### **Definition**

Description should include the following:

- Necessity—Customer service brings business transactions to a profitable conclusion.
- Benefits—Good customer service can lead to return business and spread a positive reputation.

## **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 84**

### **Describe customer-service behaviors and attitudes.**

#### **Definition**

Description should include

- professional communication skills
- human-relations skills (e.g., being amicable and enthusiastic to help)
- business etiquette
- problem-solving skills.

#### **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 does each employee in a business have a role in providing exceptional customer service?
- How can a company determine customer satisfaction?

## **Task Number 85**

### **List steps for solving a customer conflict.**

#### **Definition**

The steps should include the following:

1. Define the problem.
2. Brainstorm a solution.
3. Evaluate solution suggestions.
4. Choose a creative compromise.
5. Resolve through mediation/arbitration.

#### **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 handling customer complaints?
- Why is it important to listen to the customer?
- What is meant by the statement “the customer is always right”?
- What strategies can be used to improve customer service in a business?

## **Task Number 86**

### **Describe basic customer needs.**

#### **Definition**

Description should include

- comfort
- control
- empathy/understanding
- fairness
- options
- information.

#### **Process/Skill Questions**

- How do customers generally expect to be treated?
- How can you help a customer communicate his needs more effectively?
- How might the employee benefit from his ability to properly identify customer needs?
- What factors affect how a person makes a decision?

## **Task Number 87**

### **Analyze types of customer conflicts.**

#### **Definition**

Analysis should include conflicts caused by

- personality differences
- miscommunication or difficulty communicating
- product or service problems.

#### **Process/Skill Questions**

- What factors contribute to customer conflicts with a business?
- How do you maintain a professional demeanor when a customer acts irrationally?



- What are some professional techniques you might use to defuse angry customers?

## **Task Number 88**

### **Describe problem-solving behaviors and attitudes.**

#### **Definition**

Description should include

- resilience
- persistence
- diligence.

#### **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?
- How can persistence be important during the problem-solving process?

## **Task Number 89**

### **Describe the value of respecting the customer's issues and needs.**

#### **Definition**

Description should include the following:

- Customers expect to be treated with respect. This is the first step in understanding their issues and meeting their needs.
- Customers who feel respected are more likely to return and encourage the business of others.

#### **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 90**

### **Describe reasons for initiating customer contact.**

#### **Definition**

Description should include

- to engage the customer in meeting their needs
- to represent the employer
- to make the customer comfortable
- to inform the customer
- to provide the customer with alternatives, options, or solutions
- to complete the transaction to the customer's satisfaction.

### **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 91**

### **Describe methods for building continuing customer relations and loyalty.**

#### **Definition**

Description of methods should include

- by telephone—to quickly engage or follow up with customers when meetings are not possible or necessary
- through social media—to market events and products and to provide contact information
- in-person—to interact and add the personal touch to solving customer needs
- through written (paper) communication—to add assurance and formality to business transactions.

### **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 92**

## **Identify the essentials for providing directions.**

### **Definition**

Identification 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 can poor reading skills hinder one's ability to provide directions? Poor listening skills? Poor organizational skills?

## **Task Number 93**

### **Follow directions to complete work tasks.**

#### **Definition**

Following directions should include

- listening actively
- reading directions completely
- applying communication strategies (e.g., repeating instructions, note taking, using an assistive device)
- asking questions for clarification
- following steps in order
- completing the task.

#### **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?
- How do literal and figurative directions differ?
- How might figurative directions cause challenges for those with processing disorders?

## **Task Number 94**

# **Describe effective verbal and nonverbal communication skills.**

## **Definition**

Description should include

- identifying the audience/speaker
- keeping 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?
- How is communication changing in the digital world of email, texting, and social media?
- Why should you ask for clarification if you are uncertain of what is being communicated?
- What are ways in which we communicate?

## **Task Number 95**

### **Demonstrate (make or receive) a business-related telephone call.**

## **Definition**

Demonstration should include

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

## **Process/Skill Questions**

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

## **Task Number 96**

## **Compose professional written communication (e.g., email, electronic files, memos, letters).**

### **Definition**

Composition should include

- applying correct spelling and punctuation, grammar, and a professional tone and format
- proofreading to ensure correct information is effectively conveyed.

### **Process/Skill Questions**

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

## **Task Number 97**

### **Describe the importance of active listening skills.**

#### **Definition**

Description should include

- methods of active listening
- how the methods help listeners to be fully engaged to understand messages
- strategies for clearly communicating with coworkers or customers, following directions, and solving problems.

#### **Process/Skill Questions**

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

## **Task Number 98**

### **Describe the importance of inviting and responding to constructive feedback.**

#### **Definition**

Description should include

- inviting constructive feedback helps professionals improve and achieve success
- knowing the difference between professional and personal feedback
- initiating a positive change
- utilizing feedback to make improvements
- learning from others' perspectives.

### **Process/Skill Questions**

- What is the definition of *constructive criticism*?
- 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 outside feedback provide a fresh perspective?
- What are some reliable sources to utilize for feedback?
- How can interpretation of messages lead to misunderstandings?
- How does constructive criticism provide feedback for personal growth?

## **Task Number 99**

### **Identify methods for providing constructive praise and criticism.**

#### **Definition**

Constructive praise should include addressing

- specific accomplishments and strengths
- encouragement of a positive change and a sense of teamwork
- positive workplace morale.

Constructive criticism should include addressing

- a mutual stake in the work at hand (the product or process being criticized)
- the negative only in specific terms, not generalized
- a specific direction or action for improvement
- the positive change to be made.

### **Process/Skill Questions**

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

## **Task Number 100**

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

#### **Definition**

Demonstration should include

- preparing the presentation
- structuring the presentation (e.g., introducing the main point and subsequent points in order, concluding)
- achieving clarity
- reinforcing the message
- accepting constructive criticism
- targeting the audience (for relevance)
- being concise
- maintaining a professional demeanor.

#### **Process/Skill Questions**

- What are some workplace situations that might call for public speaking?
- What are the most important factors to know before preparing a presentation?
- What resources are available to help you develop public speaking skills?
- How can identifying the audience aid in the preparation process?
- What constitutes a professional demeanor?
- What are the benefits of being direct and to the point?
- Why is choosing and narrowing a topic appropriate for your audience and occasion important?
- What types of supporting material are appropriate to use during a public speaking engagement?

## **Task Number 101**

### **Describe the need for maintaining professional communication etiquette.**

#### **Definition**

Description should include the following:

- Communication is difficult enough without adding miscues that often occur with unprofessional behavior
- Professional communication skills can help solve problems and meet needs efficiently, encouraging workplace leadership, returning business, and individual success.

#### **Process/Skill Questions**

- What are some examples of unprofessional communications?
- How does professional communication benefit a business?
- Why should you try to keep records of important professional communication?

# Working Safely with Technology

---

---

## Task Number 102

**Describe skills needed for working with equipment and technology specific to work environment.**

### Definition

Description might include the skills required for working with

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

### Process/Skill Questions

- What is *technology*?
- What technology might you use on the job that you hope to get?
- How can you obtain additional training on technology?
- What technology could assist you in finding operating instructions for equipment you need to operate?
- 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?

## Task Number 103

**Identify workplace awareness regarding sustainability practices (e.g., recycling, use of electricity).**

### Definition

Identification 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 are the benefits to a business that practices conservation?
- What is meant by the term carbon footprint?
- What are some of the ways solar energy is currently being used?
- What are some potential uses of solar energy?

## **Task Number 104**

### **Inform personnel as safety issues arise.**

#### **Definition**

Informing personnel should include

- identifying the chain of command and seriousness of the issue
- following employer policies
- ensuring the individual's supervisor or manager is notified in person or by additional means, using discretion.

### **Process/Skill Questions**

- Who should you contact when reporting the potential threat of an incident? How should you report it?
- What types of safety issues might you encounter at your potential job?
- How should you handle an immediate safety incident, such as a fire?
- What organizations may assist in providing health and safety protection and procedures?

## **Task Number 105**

### **Describe the way documents are processed and stored in digital form.**

#### **Definition**

Description should include the following:

- Documents are scanned into or produced/handled as electronic files.
- Files are commonly converted to a specific file type and archived/stored according to employer policies.
- Storage systems follow standard backup procedures.

## Process/Skill Questions

- Why are documents converted to digital format? What are the benefits?
- What are some examples of digital documents you use?
- Why does a company need to keep accurate digital records, and how is this information stored?
- What should be done to keep stored digital documents secure?
- What are some of the methods to store documents digitally?

## Task Number 106

### Demonstrate digital communication etiquette in professional settings.

#### Definition

Demonstration should include etiquette required when working with

- computers
- cellphones
- speaker phones
- press-and-talk devices (e.g., walkie-talkie)
- headsets
- audio/visual equipment
- portable computers (e.g., laptop, tablet)
- assistive technology.

Etiquette should include determining appropriate

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

## Process/Skill Questions

- How should you handle calls or texts on a personal device while at work?
- What should you do to personal or work devices while attending meetings?
- What are the benefits and drawbacks of regularly using portable digital communication devices?
- How should you handle phone calls while working face-to-face with a customer?
- What are the dangers of making a personal phone call in a public space?
- How can written correspondence be interpreted differently by recipients?
- When would face-to-face communication be more appropriate than digital communication?
- When is it inappropriate to use portable devices?
- What are some privacy issues that might be involved with using workplace communication devices?

## Task Number 107

# **Describe the privacy issues related to online communication media.**

## **Definition**

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

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

## **Process/Skill Questions**

- Why should you protect your privacy?
- 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 method(s) can be used to communicate information in a secure manner?
- 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?
- What methods can you use to keep communications private?
- Why does deleting information online not necessarily permanently delete it everywhere?
- Why should you keep a personal email account separate from a work email account?

# **Task Number 108**

## **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

Identification should also include locating Safety Data Sheets (SDS), fire extinguishers and alarm pulls, and first-aid supplies and equipment (e.g. first-aid kit, eyewash station, decontamination shower).

### **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 businesses may not be subject to OSHA regulations?
- What punishment may employers face when they violate labor laws and employ minors in certain restricted occupations?
- When should workers report an injury received while working?

## **Task Number 109**

### **Identify safety guidelines for equipment used in the workplace.**

#### **Definition**

Identification should include locating and following manufacturers' guidelines set by the equipment manufacturers for proper and safe use of their products.

#### **Process/Skill Questions**

- Why is it so important to follow safety guidelines?
- Why are there age minimums for certain job responsibilities?
- Who is liable for failure to comply with safety guidelines?
- What are the consequences for failing to comply with safety guidelines?
- Where can guidelines and instructions be found for equipment if printed copies are not available?
- What are some examples of personal protective equipment (PPE) that you may need while using/operating equipment?

## **Task Number 110**

### **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 is an AED?

## **Task Number 111**

# Maintain clean and safe work area.

## Definition

Maintenance should include keeping the work area free of debris, maintaining equipment, storing materials after use, and practicing consistent, if not daily, organization.

## Process/Skill Questions

- Why is it necessary to maintain a clean and safe work area?
  - How does a clean and safe work area affect productivity?
  - How does a clean and safe work area impact company image?
  - What are common causes of injuries resulting from an unclean work area?
- 

# Task Number 112

## 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 can you do to be informed and prepared to handle exposure to various chemicals and substances in the workplace?
- What procedure(s) should be followed when a piece of equipment is broken or not functioning correctly?
- What are Safety Data Sheets (SDS)?
- What is the difference between SDS and Material Safety Data Sheets (MSDS)?
- What methods can be used to store and communicate SDS information?

# Acquiring Life Skills

---

---

## Task Number 113

### Set priorities for living independently.

#### Definition

Priorities should include strategies related to physical, intellectual, and social or emotional wellness and should incorporate

- housing
- diet
- transportation
- clothing
- 
- finances
- health care
- time management
- work/life balance
- goal setting
- personal and professional relationships
- recreation (e.g. appropriate use of time off).

#### Process/Skill Questions

- Why is it important to follow the food pyramid guide for healthy eating?
- How are people affected physically and intellectually by poor eating habits?
- What is the correlation between a healthy body and a healthy mind?
- Why is making a budget important?
- What steps can you take to help you manage money?

## Task Number 114

### Select opportunities for school and community involvement and leadership (e.g., volunteering).

#### Definition

Selection should be based on required time commitment, interests, abilities, and community need.

#### Process/Skill Questions

- Why is it important to be involved in the Parent-Teacher Student Association (PTSA)?
- How do volunteers help society?
- How is a neighborhood watch helpful and effective in the community?
- Why is it everyone's responsibility to volunteer time and service?
- What is a career and technical student organization (CTSO)?
- How is involvement in a CTSO beneficial to your personal growth?
- What does it mean to lead by example?

## **Task Number 115**

### **Identify available transportation options.**

#### **Definition**

Identification should include public and private transportation options available in a select region and the costs (time, money, safety) associated with each option.

#### **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 116**

### **Determine the costs of living independently.**

#### **Definition**

Determination of cost-of-living trends should compare

- past, present, and future housing costs (renting and owning)
- transportation costs (public and private)
- typical cost of products (gas, food, entertainment, childcare, health insurance)
- utilities (water, sewer, electric, gas)
- taxes (federal and state)
- salaries for specified occupations.

#### **Process/Skill Questions**

- What is the relationship between the cost of goods and the standard of living?
- What is the relationship between personal income and the standard of living?
- What is the relationship between education and the standard of living?
- How does one's credit score affect the interest rates on major purchases (house, car)?
- What impact does one's credit score have on car insurance premiums and potential employment opportunities?

## Task Number 117

### Identify stress-management and coping techniques.

#### Definition

Identification should include

- addressing directly the issues that cause stress (e.g., do not procrastinate or avoid looming issues)
- improving time management skills (e.g., having realistic goals, setting priorities)
- maintaining a healthy perspective (e.g., through humor, through coworker interaction, by exercising)
- work/life balance.

#### Process/Skill Questions

- What are some methods, appropriate to the workplace, that might help you deal with immediate stress?
- What might you do in your private time to deal with work-related stress?
- How should you handle personality conflicts with coworkers?
- Is there a difference between good stress and bad stress? Why, or why not?

## Task Number 118

### Identify conflict resolution methods.

#### Definition

Identification should include

- collaborating
- competing
- avoiding
- harmonizing
- compromising

#### 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?
- How can effective conflict resolution contribute to a positive work environment?

## SOL Correlation by Task

39	Describe individual personality traits, strengths, weaknesses, and learning style.	English: 9.5, 10.5, 11.5
----	--	--------------------------



		History and Social Science: CE.4, CE.14
40	Describe the value of individual interests, aptitudes, abilities, and goals.	English: 9.5, 10.5, 11.5 History and Social Science: CE.4, CE.14
41	Describe the value of social-emotional skills in the workplace.	English: 9.5, 10.5, 11.5 History and Social Science: CE.4, CE.14
42	Correlate personal interests to career skills.	English: 9.5, 10.5, 11.5 History and Social Science: CE.14
43	Analyze current skills that qualify an individual for employment.	English: 9.5, 10.5, 11.5 History and Social Science: CE.14
44	Distinguish between short- and long-term goals.	
45	Describe a personal goal and a professional goal.	English: 9.5, 10.5, 11.5
46	Describe self-advocacy strategies.	English: 9.5, 10.5, 11.5 History and Social Science: CE.3, GOVT.16
47	Distinguish among <i>work, job, occupation, career, and profession</i> .	English: 9.5, 10.5, 11.5 History and Social Science: CE.14
48	Determine the knowledge, skills, and abilities needed in today's workplace.	English: 9.5, 10.5, 11.5 History and Social Science: CE.14
49	Research options in career and technical education programs.	English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8 History and Social Science: CE.14, VUS.14
50	Identify the value of employment.	English: 9.5, 10.5, 11.5 History and Social Science: CE.4, CE.14
51	Select an occupation for further investigation.	History and Social Science: CE.14
52	Analyze the nature of work for a selected occupation.	English: 9.5, 10.5, 11.5 History and Social Science: CE.14
53	Analyze the working conditions for a selected occupation.	English: 9.5, 10.5, 11.5 History and Social Science: CE.14
54	Analyze the employment outlook for a selected occupation.	English: 9.5, 10.5, 11.5 History and Social Science: CE.14
55	Analyze the training and qualifications required for a selected occupation.	English: 9.5, 10.5, 11.5

		History and Social Science: CE.4, CE.14, GOVT.16
56	Examine the job outlook for a selected occupation.	English: 9.5, 10.5, 11.5 History and Social Science: CE.14
57	Analyze the potential earnings for a selected occupation.	English: 9.5, 10.5, 11.5 History and Social Science: CE.14
58	Describe the purpose of the Career Clusters, pathways, and occupations.	English: 9.5, 10.5, 11.5 History and Social Science: CE.14
59	Evaluate an Academic and Career Plan.	English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6
60	Review the individual's electronic portfolio.	English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8 History and Social Science: CE.14
61	Locate job opportunities through job search, job leads, and networking.	English: 9.8, 10.8, 11.8 History and Social Science: CE.14, VUS.14
62	Describe the benefits of personal contact when searching for a job.	English: 9.5, 10.5, 11.5 History and Social Science: CE.1, CE.14, VUS.14
63	Describe the benefits of networking for personal support and success.	English: 9.5, 10.5, 11.5
64	Create a résumé and personal records in a data file (e.g., cover letter, portfolio), using digital media.	English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7 History and Social Science: CE.1, CE.14
65	Describe the procedure for obtaining professional, personal, and academic references.	English: 9.5, 9.6, 9.7, 10.5, 10.6, 10.7, 11.6, 11.7 History and Social Science: VUS.14
66	Compose a letter of resignation.	English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7
67	Complete an online digital or hard-copy job application form.	English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7 History and Social Science: VUS.14
68	Follow up the application process.	English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7 History and Social Science: VUS.14
69	Prepare for a job interview and follow-up communications.	English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7
70	Participate in a (mock) job interview.	English: 9.1, 10.1, 11.1
71	Accept or decline an employment offer.	English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7 History and Social Science: CE.1, CE.14
72	Identify employment requirements and job-orientation expectations.	English: 9.5, 10.5, 11.5 History and Social Science: VUS.14

73	Describe professional attire, body language, and hygiene expectations.	English: 9.5, 10.5, 11.5
74	Describe sexual harassment and bullying incidents in the workplace.	English: 9.5, 10.5, 11.5 History and Social Science: CE.3, CE.4, CE.13, CE.14
75	Describe methods for reporting workplace harassment.	English: 9.5, 10.5, 11.5 History and Social Science: CE.13
76	Identify the value of self-respect and maintaining respect for others.	English: 9.5, 10.5, 11.5 History and Social Science: CE.3, CE.4, CE.14, GOVT.16
77	Describe how employee behavior outside the workplace can negatively impact employment.	English: 9.5, 10.5, 11.5 History and Social Science: CE.4, CE.14, GOVT.16, VUS.14
78	Describe personal boundaries of coworkers and customers.	English: 9.5, 10.5, 11.5 History and Social Science: CE.4, CE.14
79	Describe the importance of honesty and integrity in the workplace.	English: 9.5, 10.5, 11.5 History and Social Science: CE.3, CE.4, CE.14, GOVT.16
80	Describe the value of interpersonal-relationship skills.	English: 9.5, 10.5, 11.5 History and Social Science: CE.4, CE.14
81	Describe behavior expectations at home, school, and work environments.	English: 9.5, 10.5, 11.5 History and Social Science: CE.4, CE.14, GOVT.16
82	Describe retraining, cross-training, and continuing education opportunities throughout the professional life.	English: 9.5, 10.5, 11.5 History and Social Science: CE.14
83	Describe the necessity and benefits of customer service.	English: 9.5, 10.5, 11.5
84	Describe customer-service behaviors and attitudes.	English: 9.5, 10.5, 11.5 History and Social Science: CE.4, CE.14
85	List steps for solving a customer conflict.	English: 9.5, 9.6, 9.7, 10.5, 10.6, 10.7, 11.5, 11.6, 11.7 History and Social Science: CE.1, CE.4, GOVT.1, VUS.1
86	Describe basic customer needs.	English: 9.5, 10.5, 11.5 History and Social Science: CE.4

87	Analyze types of customer conflicts.	English: 9.5, 10.5, 11.5
88	Describe problem-solving behaviors and attitudes.	English: 9.5, 10.5, 11.5  History and Social Science: CE.4, CE.14
89	Describe the value of respecting the customer's issues and needs.	English: 9.5, 10.5, 11.5  History and Social Science: CE.4, CE.14, GOVT.16
90	Describe reasons for initiating customer contact.	English: 9.5, 10.5, 11.5  History and Social Science: CE.1, CE.14, GOVT.16
91	Describe methods for building continuing customer relations and loyalty.	English: 9.5, 10.5, 11.5  History and Social Science: CE.4, CE.14, VUS.14
92	Identify the essentials for providing directions.	English: 9.5, 10.5, 11.5
93	Follow directions to complete work tasks.	English: 9.5, 10.5, 11.5
94	Describe effective verbal and nonverbal communication skills.	English: 9.5, 10.5, 11.5  History and Social Science: CE.14
95	Demonstrate (make or receive) a business-related telephone call.	English: 9.1, 10.1, 11.1
96	Compose professional written communication (e.g., email, electronic files, memos, letters).	English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7
97	Describe the importance of active listening skills.	English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5  History and Social Science: CE.14, GOVT.16
98	Describe the importance of inviting and responding to constructive feedback.	English: 9.5, 10.5, 11.5  History and Social Science: CE.14, GOVT.16
99	Identify methods for providing constructive praise and criticism.	English: 9.5, 10.5, 11.5
100	Demonstrate public speaking skills (e.g., large group, small group).	English: 9.1, 10.1, 11.1  History and Social Science: CE.14, GOVT.16
101	Describe the need for maintaining professional communication etiquette.	English: 9.5, 10.5, 11.5  History and Social Science: CE.4, CE.14
102	Describe skills needed for working with equipment and technology specific to work environment.	English: 9.5, 10.5, 11.5  History and Social Science: VUS.14
103	Identify workplace awareness regarding sustainability practices (e.g., recycling, use of electricity).	English: 9.5, 10.5, 11.5

		History and Social Science: GOVT.15, GOVT.16, VUS.14
104	Inform personnel as safety issues arise.	English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5  History and Social Science: GOVT.1, GOVT.9, GOVT.15, GOVT.16
105	Describe the way documents are processed and stored in digital form.	English: 9.5, 10.5, 11.5  History and Social Science: VUS.14
106	Demonstrate digital communication etiquette in professional settings.	English: 9.1, 10.1, 11.1  History and Social Science: CE.4, GOVT.11, VUS.14
107	Describe the privacy issues related to online communication media.	English: 9.5, 10.5, 11.5  History and Social Science: CE.4, GOVT.11, VUS.14
108	Identify general safety and health rules/procedures.	English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8  History and Social Science: GOVT.9, GOVT.16
109	Identify safety guidelines for equipment used in the workplace.	English: 9.5, 10.5, 11.5  History and Social Science: GOVT.9, GOVT.15, GOVT.16
110	Follow workplace emergency procedures.	History and Social Science: GOVT.1, GOVT.9, GOVT.15, GOVT.16
111	Maintain clean and safe work area.	
112	Identify potential hazards to self and others in the work area.	English: 9.5, 10.5, 11.5
113	Set priorities for living independently.	History and Social Science: CE.4, CE.14, GOVT.16
114	Select opportunities for school and community involvement and leadership (e.g., volunteering).	History and Social Science: CE.4, CE.14, GOVT.16
115	Identify available transportation options.	English: 9.5, 10.5, 11.5  History and Social Science: CE.14
116	Determine the costs of living independently.	English: 9.5, 10.5, 11.5  History and Social Science: CE.1, CE.11, CE.14
117	Identify stress-management and coping techniques.	English: 9.5, 10.5, 11.5  History and Social Science: CE.1, CE.11, CE.14
118	Identify conflict resolution methods.	English: 9.5, 10.5, 11.5  History and Social Science: CE.4, GOVT.16

# Collaborative Lesson Ideas

## Building a Career Wardrobe

### Subjects

- Business, English, Marketing, Technology Education

### Objectives

- Identify appropriate dress for a variety of employment-related occasions.
- Develop strategies for effective self-presentation.

### Activities

- Students conduct research on career fashion to produce an insert with articles and photographs for the school newspaper.
- Students design the insert to contain articles about appropriate dress, interview skills, business correspondence, and effective self-presentation in preparation for a career fair attended by students and employers.

### This lesson plan came from

Virginia Beach City Public Schools  
Tallwood High School

- Pam Acklin, English teacher
- Susan Motley, English teacher
- Rona Berk, Marketing teacher
- David Swanger, Technology Education teacher
- Joy Kelly, Marketing teacher
- Josephine Turner, Business 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