Georgia CTAE

Workforce Ready (2021)

Adopted 2021

Career Competencies (32.431)

SP-CC-1. Demonstrate employability skills required by business and industry. SP-CC-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. SP-CC-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. SP-CC-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. SP-CC-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. SP-CC-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. SP-CC-1.5
6. Present a professional image through appearance, behavior and language. SP-CC-1.6

SP-CC-2. Define and demonstrate specific skills, techniques, and practices associated with work, employment, and careers. SP-CC-2

1. Define and demonstrate how employment, work, and a career may impact individuals and a community. SP-CC-2.1
2. Distinguish relevant information regarding completed career interest and career aptitude inventory results to explore potential career areas, and research a potential career matching individual interests and aptitudes. SP-CC-2.2
3. Identify and obtain required documents needed to gain employment. SP-CC-2.3
4. Investigate various modes of transportation to the workplace and predict the effects of unreliable transportation on workplace success. SP-CC-2.4
5. Brainstorm and create components of an individual career portfolio to present to future employers during an interview of skills and concepts mastered, tasks completed, and related work experiences. SP-CC-2.5

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6. Examine the importance of balancing work and home life on finding and keeping a job, and investigate ways to achieve a healthy balance of work and home life. SP-CC-2.6
7. Explain how an active local workforce impacts or affects the economy, employment rate, governmental services, and related activities in good and bad economic situations. SP-CC-2.7
8. Identify and define key indicators for a sustainable and growing local economy. SP-CC-2.8
9. Obtain and interpret the components needed to become a good citizens and active participants in a community with civic engagement, active work involvement, and community support (volunteerism). SP-CC-2.9
10. Evaluate the importance of maintaining healthy relationships on finding and keeping a job. SP-CC-2.10

SP-CC-3. Understand and apply basic critical thinking skills in relation to employment and workforce problem solving strategies. SP-CC-3

1. Make observations about the necessary parts or components involved in everyday problem solving. SP-CC-3.1
2. Identify every day work issues and ways that critical thinking impacts individuals or work teams. SP-CC-3.2
3. Demonstrate ways to apply objective feedback and critical thinking skills to work situations. SP-CC-3.3
4. Summarize various problem-solving strategies that can be used in work situations. SP-CC-3.4
5. Identify self-management skills needed to manage and balance a work and daily schedule. SP-CC-3.5
6. Explain how workers can be objective in work situations and provide objective feedback to colleagues. SP-CC-3.6
7. Demonstrate ways for individuals to accept feedback from colleagues. SP-CC-3.7
8. Explain ways to communicate feedback that focuses on facts and not opinions. SP-CC-3.8
9. Demonstrate empathy for others and respect for the rights of others in work and related settings. SP-CC-3.9

SP-CC-4. Compare and contrast various types of communication used in work situations and between workers. SP-CC-4

1. Define person-to-person communications (e.g., communicating with boss, coworkers, customers) that can be used in work situations. SP-CC-4.1
2. Demonstrate how non-verbal communication (e.g., body language, interpreting body language, matching body language to spoken language) can impact work situations. SP-CC-4.2

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3. Explain how various communication strategies can be shared using electronic formats (e.g., email, cell phones, social media) and the etiquette necessary to use in work settings: / a. Professionalism / b. Appropriate follow-up / c. Timing for follow-up / d. Privacy / e. Password security / f. Document retention. SP-CC-4.3
4. Compare and contrast types of confidential workplace information and how to maintain confidentiality. SP-CC-4.4
5. Apply confidentiality laws, such as HIPPA, FERPA, etc., to ethical workplace behavior. SP-CC-4.5
6. Simulate how providing feedback (e.g., giving and receiving feedback, learning to listen, show you are listening, asking for feedback, getting others to listen to your feedback, open and honest feedback) can improve or damage an identified situation in various work settings. SP-CC-4.6
7. Demonstrate appropriate ways to ask questions, share, and disclose information related to employment needs. SP-CC-4.7
8. Identify and demonstrate appropriate conversation topics for the workplace and related possible settings (e.g., co-workers, supervisors, management, customers, and difficult customers). SP-CC-4.8

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SP-CC-5. Explain the process, requirements and purpose for providing appropriate customer service techniques in various work settings. SP-CC-5

1. Demonstrate the skills and components needed to exhibit a positive work ethic in various settings. SP-CC-5.1
2. Define fundamental skills of basic customer service techniques needed in work settings. SP-CC-5.2
3. Summarize effective communication used in customer service work settings. SP-CC-5.3
4. Discuss how interpersonal communication techniques can change customer service approaches in various work settings. SP-CC-5.4
5. Explain the concept of confidentiality and identify appropriate situations to disclose personal or confidential information. SP-CC-5.5
6. Make observations and categorize ways to achieve successful communications with difficult people. SP-CC-5.6
7. Simulate professionalism in meeting customer needs in casual and professional work settings. SP-CC-5.7
8. Identify requirements and process to develop and sustain business and professional relationships with colleagues and customers. SP-CC-5.8
9. Identify and simulate answers, communications, and professional ways to interact with customers and make good choices in decision making encounters. SP-CC-5.9
10. Simulate and summarize steps to provide good customer service with a professional personal image, presentation of workers, and working with global customers. SP-CC-5.10

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

1. Define and explain self-determination and self-advocacy qualities as related to individual rights, needs, and communicating for understanding. SP-CC-6.1
2. Explain results of personal inventories that highlight individual strengths, weaknesses, and abilities to classify relevant employment qualities and traits. SP-CC-6.2
3. Develop strategies for creating personal self-esteem and boosting confidence and self -esteem in others within work and related community settings. SP-CC-6.3
4. Research related federal, state, and local laws (e.g, Fair Labor Standards Act (FLSA), Equal Pay Act (EPA), Title VII of the Civil Rights of 1964, Americans with Disabilities Act (ADA), Sexual Harassment), self-advocacy rights, and possible related work policies regarding equal rights under the law. SP-CC-6.4

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5. Simulate personal appeal rights and responsibilities as they relate to federal, state, and local laws and policies regarding equal rights under the law. SP-CC-6.5

SP-CC-7. Compare and contrast skills and techniques needed to simulate teamwork practices in various settings. SP-CC-7

1. Identify what conflict resolution is and summarize ways to recognize, work around, and address conflict using appropriate means. SP-CC-7.1
2. Identify how individual and group dynamics impact teamwork practices in work and interpersonal settings. SP-CC-7.2
3. Simulate appropriate and respectful ways to communicate in a work setting, group project, and a professional teamwork experience such that: a. all team members skills, strengths, and contributions are valued, and b. all team members time, opinions, and personal space are respected. SP-CC-7.3
4. Identify and categorize the purpose for sharing work responsibilities and compromising for the overall good of building teamwork skills. SP-CC-7.4
5. Simulate ways to listen to other individuals, disagree respectfully, and regulate emotions in a disappointing setting. SP-CC-7.5

SP-CC-8. Compare and contrast skills and techniques to apply personal and workplace safety. SP-CC-8

1. Identify and explain the purpose of having physical endurance for work in a safe environment. SP-CC-8.1
2. Demonstrate and explain best practices for basic safety procedures. SP-CC-8.2
3. Categorize and identify essential techniques for using basic tools to implement and perform a job. SP-CC-8.3
4. Differentiate the effects of drug and alcohol usage on finding and keeping a job and on workplace safety. SP-CC-8.4
5. Summarize and use common OSHA (Occupational Safety and Health Administration) terminology as it relates to workplace safety. SP-CC-8.5
6. Communicate with supervisory personnel in areas of evaluation for safety practices on a job site. SP-CC-8.6

SP-CC-9. Obtain, evaluate, and communicate ways to model proper technology applications. SP-CC-9

1. Summarize and use technology to critically think about the best technology tool for job tasks in multiple workplace settings. SP-CC-9.1
2. Collaborate to involve team members by using technology (e.g., video conferencing, asynchronous communication). SP-CC-9.2
3. Distinguish between personal and professional use of social media outlets. SP-CC-9.3

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4. Explain essential techniques to maintain internet safety in work and related settings. SP-CC-9.4
5. Demonstrate an ability to accomplish professional tasks within a mobile device environment. SP-CC-9.5
6. Understand and apply social media etiquette with focus on target audience and purpose of message. SP-CC-9.6
7. Research and apply information that identifies cyberbullying and appropriate responses. SP-CC-9.7
8. Research and identify technological gains and the impact technology has on chosen career areas. SP-CC-9.8

SP-CC-10. Explain and show relationships of workplace comprehension for reading and listening. SP-CC-10

1. Promote reading, writing, listening/speaking, and critical thinking through the use of authentic materials such as blueprints, employee handbooks, technical manuals, computer programs, profit & loss statements, lab reports, and floor plans. SP-CC-10.1
2. Develop the ability to concentrate, understand, respond, and remember what is being said since today's workplace requires students to both speak and listen actively. SP-CC-10.2
3. Classify and define how reading skills of summarizing, paraphrasing, categorizing, inferring, predicting, and recognizing academic vocabulary can be found in all careers. SP-CC-10.3
4. Illustrate the relationship of reading, writing, speaking, and listening to real-world situations and professions. SP-CC-10.4
5. Demonstrate a variety of reading and writing assignments that support the achievement of academic standards necessary for further learning within workplace settings. SP-CC-10.5

SP-CC-11. Demonstrate soft skill applications focusing on dependability in the workplace. SP-CC-11

1. Explain and demonstrate the need for basic personal hygiene practices required for the workplace success. SP-CC-11.1
2. Identify skills describing personal initiative and demonstrate necessary practices for the workplace. SP-CC-11.2
3. Discuss the need for and implications of time management within a workplace setting. SP-CC-11.3
4. Show the relationship of attendance and punctuality regarding a positive work evaluation. SP-CC-11.4
5. Compare and contrast how listening skills, communication skills, constructive feedback and supervisor relations may impact workplace environments. SP-CC-11.5

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6. Explain how effective communication skills, stress management, and managing expectations may influence teamwork and related roles in meeting customer service requirements. SP-CC-11.6

SP-CC-12. Explain and implement personal finance skills for the workplace. SP-CC-12

1. Examine and calculate debits and credits of personal finances. SP-CC-12.1
2. Acquire personal budgeting and financial management skills, knowledge, and recognize the value of personal fiscal responsibility. SP-CC-12.2
3. Understand related information regarding wages and work-related pay checks. SP-CC-12.3
4. Develop basic skills needed for maintaining and balancing a personal checking account. SP-CC-12.4
5. Discuss how earning and spending money impacts financial decisions, (e.g., savings, retirement). SP-CC-12.5
6. Summarize the pros and cons of debit cards, pay cards regarding personal income safety. SP-CC-12.6
7. Identify items that impact the personal budget (e.g., overtime, hours worked, calling out, non-paid leave, increase in monthly bills). SP-CC-12.7

SP-CC-13. Explain and implement conflict resolution strategies to use in the workplace. SP-CC-13

1. Discuss and create an understanding of conflict resolution strategies. SP-CC-13.1
2. Categorize the principles of conflict resolution for the workplace. SP-CC-13.2
3. Simulate and summarize ways to manage conflict (e.g. effective communication, managing conflict, problem solving, empathy, mediation process, conflict styles). SP-CC-13.3
4. Explain and demonstrate the steps involved in successful peer mediation. SP-CC-13.4
5. Classify ways and simulate approaches to dealing with conflicts occurring in the workplace through scenarios. SP-CC-13.5

SP-CC-14. Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events. SP-CC-14

1. Research the history of the state recognized CTSO (Career Technical Student Organization) that is applicable to the students' needs, interests, and leadership development. SP-CC-14.1
2. Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristic of the state recognized CTSO. SP-CC-14.2

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3. Explain how participation in the state recognized CTSO can promote lifelong responsibility for community service and professional growth and development. SP-CC-14.3
4. Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, region, state, and national level that align with the competencies, skills and knowledge of this course. SP-CC-14.4
5. Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions. SP-CC-14.5
6. Explore the impact and opportunities a state recognized CTSO can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs. SP-CC-14.6

Advanced Career Competencies (32.432)

SP-ACC-1. Demonstrate employability skills required by business and industry. SP-ACC-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. SP-ACC-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. SP-ACC-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. SP-ACC-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. SP-ACC-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. SP-ACC-1.5
6. Present a professional image through appearance, behavior and language. SP-ACC-1.6

SP-ACC-2. Define and demonstrate specific skills, techniques, and practices associated with work, employment, and careers. SP-ACC-2

1. Conduct an in-depth study of local/regional economy/employment trends/job force needs/ population trends/education stats/ average wages/ poverty rates/community government. SP-ACC-2.1
2. Investigate local or regional community agencies and civic groups to determine purpose and attend or host a meeting of a community/civic group. SP-ACC-2.2
3. Develop and execute a community service (or school) project or an entrepreneurial project. SP-ACC-2.3

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4. Demonstrate appropriate customer service skills in conducting community service/school/entrepreneurial project and reflect on the outcome. SP-ACC-2.4
5. Demonstrate appropriate soft skills in group work/work environment and receive periodic evaluation. SP-ACC-2.5

SP-ACC-3. Understand and apply basic critical thinking skills in relation to employment and workforce problem solving strategies. SP-ACC-3

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

SP-ACC-4. Compare and contrast various types of communication used in work situations and between workers. SP-ACC-4

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

SP-ACC-5. Explain the process, requirements and purpose for providing appropriate customer service techniques in various work settings. SP-ACC-5

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

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

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

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2. Develop a list of documents which contain personally identifiable information, determine how to safeguard the documents, and discuss circumstances in which those documents should be shared with others. SP-ACC-6.2
3. Secure a job interview, (or informational interview), in a career interest area and record the following pre-interview preparation and post-interview follow-up: • Company research, • Plan appropriate dress, • Prepare interview documents/portfolio, • Prepare questions to ask in the interview and plans to "drive" the conversation, • Prepare thank you note after the interview, • Conduct follow-up as needed. SP-ACC-6.3
4. Present career portfolio to appropriate school, community, and workplace personnel. SP-ACC-6.4
5. Earn employment or industry credentialing necessary for post-school/ employment success. SP-ACC-6.5
6. Outline and implement a procedure and steps to mentor peers that need assistance with self- advocacy skills related to employment, personal development, and/or decision making. SP-ACC-6.6

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

1. Locate the MSDS (Material Safety Data Sheet) for a common chemical used in the school or work environment and instruct classmates/others on necessary PPE (Personal Protective Equipment) needed when using the chemical/how to clean up a spill/etc. SP-ACC-7.1
2. Demonstrate ability to correctly report an accident and fill out an accident report. SP-ACC-7.2
3. Develop, implement, and track positive self and family care habits: • Develop, implement, and track a daily personal hygiene self-check plan. SP-ACC-7.3

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

1. Utilize various forms of technology to develop and teach a classroom/school/company policy. SP-ACC-8.1
2. Develop a job description highlighting optimal roles and responsibilities for the career researched in Course 1 or 2, Standard 2.2. SP-ACC-8.2
3. Identify personal skill sets, including employment and technical abilities, to include in resume. SP-ACC-8.3
4. Explain need for work references and develop list of possible school, community, or industry individuals that can be personal professional references to provide recommendation letters. SP-ACC-8.4
5. Utilize various technology software applications (word processing, spread sheets, presentation software, etc.) to finalize comprehensive individual career portfolio. SP-ACC-8.5

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SP-ACC-9. **Explain and implement personal finance skills for the workplace.** SP-ACC-9

1. Investigate the purpose, legal requirements, and various types of insurance available and determine appropriate level of coverage and related costs for individual and family plans. SP-ACC-9.1
2. Develop consumer knowledge for purchasing/leasing an automobile. SP-ACC-9.2
3. Develop consumer knowledge of various housing options and costs. SP-ACC-9.3
4. Develop consumer knowledge for savings and retirement planning for individual and family. SP-ACC-9.4
5. Develop knowledge of philanthropy and analyze rationale for philanthropic giving. SP-ACC-9.5

SP-ACC-10. **Explore how related Career Technical Student Organizations (CTSO) are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive leadership events.** SP-ACC-10

1. Obtain membership in a CTSO related to career interest. SP-ACC-10.1
2. Seek active participation in CTSO activities at local, regional, and/or state level. SP-ACC-10.2

Introduction to Career Competencies (32.43)

SP-ICC-1. **Demonstrate employability skills required by business and industry.** SP-ICC-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. SP-ICC-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. SP-ICC-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. SP-ICC-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. SP-ICC-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. SP-ICC-1.5
6. Present a professional image through appearance, behavior and language. SP-ICC-1.6

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ICC-2. **Define and demonstrate specific skills, techniques, and practices associated with work, employment, and careers.** SP-ICC-2

1. Define and demonstrate how employment, work, and a career may impact individuals and a community. SP-ICC-2.1
2. Distinguish relevant information regarding completed career interest and career aptitude inventory results to explore potential career areas, and research a potential career matching individual interests and aptitudes. SP-ICC-2.2
3. Identify and obtain required documents needed to gain employment. SP-ICC-2.3
4. Investigate various modes of transportation to the workplace and predict the effects of unreliable transportation on workplace success. SP-ICC-2.4
5. Brainstorm and create components of an individual career portfolio to present to future employers during an interview of skills and concepts mastered, tasks completed, and related work experiences. SP-ICC-2.5
6. Examine the importance of balancing of work and home life on finding and keeping a job and investigate ways to achieve a healthy balance of work and home life. SP-ICC-2.6

SP-ICC-3. Understand and apply basic critical thinking skills in relation to employment and workforce problem solving strategies. SP-ICC-3

1. Make observations about the necessary parts or components involved in everyday problem solving. SP-ICC-3.1
2. Identify every day work issues and ways that critical thinking impacts individuals or work teams. SP-ICC-3.2
3. Demonstrate ways to apply objective feedback and critical thinking skills to work situations. SP-ICC-3.3
4. Summarize various problem-solving strategies that can be used in work situations. SP-ICC-3.4
5. Identify self-management skills needed to manage and balance a work and daily schedule. SP-ICC-3.5

SP-ICC-4. Compare and contrast various types of communication used in work situations and between workers. SP-ICC-4

1. Define person-to-person communications (e.g., communicating with boss, coworkers, customers) that can be used in work situations. SP-ICC-4.1
2. Demonstrate how non-verbal communication (e.g., body language, interpreting body language, matching body language to spoken language) can impact work situations. SP-ICC-4.2
3. Explain how various communication strategies can be shared using electronic formats (e.g., email, cell phones, social media) and the etiquette necessary to use in work settings: / a. Professionalism / b. Appropriate follow-up / c. Timing for follow-up / d. Privacy / e. Password security / f. Document retention. SP-ICC-4.3

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4. Compare and contrast types of confidential workplace information and how to maintain confidentiality. SP-ICC-4.4

SP-ICC-5. Explain the process, requirements and purpose for providing appropriate customer service techniques in various work settings. SP-ICC-5

1. Demonstrate the skills and components needed to exhibit a positive work ethic in various settings. SP-ICC-5.1
2. Define fundamental skills of basic customer service techniques needed in work settings. SP-ICC-5.2
3. Summarize effective communication used in customer service work settings. SP-ICC-5.3
4. Discuss how interpersonal communication techniques can change customer service approaches in various work settings. SP-ICC-5.4
5. Explain the concept of confidentiality and identify appropriate situations to disclose personal or confidential information. SP-ICC-5.5

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

1. Define and explain self-determination and self-advocacy qualities as related to individual rights, needs, and communicating for understanding. SP-ICC-6.1
2. Explain results of personal inventories that highlight individual strengths, weaknesses, and abilities to classify relevant employment qualities and traits. SP-ICC-6.2
3. Develop strategies for creating personal self-esteem and boosting confidence and self -esteem in others within work and related community settings. SP-ICC-6.3
4. Participate in a mock interview(s) to develop experience and confidence in interviewing skills. SP-ICC-6.4

SP-ICC-7. Compare and contrast skills and techniques needed to simulate teamwork practices in various settings. SP-ICC-7

1. Identify what conflict resolution is and summarize ways to recognize, work around, and address conflict using appropriate means. SP-ICC-7.1
2. Identify how individual and group dynamics impact teamwork practices in work and interpersonal settings. SP-ICC-7.2
3. Simulate appropriate and respectful ways to communicate in a work setting, group project, and a professional teamwork experience such that: / a. all team members skills, strengths, and contributions are valued, and / b. all team members time, opinions, and personal space are respected. SP-ICC-7.3

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SP-ICC-8. **Compare and contrast skills and techniques to apply personal and workplace safety.** SP-ICC-8

1. Identify and explain the purpose of having physical endurance for work in a safe environment. SP-ICC-8.1
2. Demonstrate and explain best practices for basic safety procedures. SP-ICC-8.2
3. Categorize and identify essential techniques for using basic tools to implement and perform a job. SP-ICC-8.3
4. Differentiate the effects of drug and alcohol usage on finding and keeping a job and on workplace safety. SP-ICC-8.4

SP-ICC-9. **Obtain, evaluate, and communicate ways to model proper technology applications.** SP-ICC-9

1. Summarize and use technology to critically think about the best technology tool for job tasks in multiple workplace settings. SP-ICC-9.1
2. Collaborate to involve team members by using technology (e.g., video conferencing, asynchronous communication). SP-ICC-9.2
3. Distinguish between personal and professional use of social media outlets. SP-ICC-9.3
4. Explain essential techniques to maintain internet safety in work and related settings. SP-ICC-9.4
5. Demonstrate an ability to accomplish professional tasks within a mobile device environment. SP-ICC-9.5

SP-ICC-10. **Explain and show relationships of workplace comprehension for reading and listening.** SP-ICC-10

1. Promote reading, writing, listening/speaking, and critical thinking through the use of authentic materials such as blueprints, employee handbooks, technical manuals, computer programs, profit & loss statements, lab reports, and floor plans. SP-ICC-10.1
2. Develop the ability to concentrate, understand, respond, and remember what is being said since today's workplace requires students to both speak and listen actively. SP-ICC-10.2
3. Classify and define how reading skills of summarizing, paraphrasing, categorizing, inferring, predicting, and recognizing academic vocabulary can be found in all careers. SP-ICC-10.3

SP-ICC-11. **Demonstrate soft skill applications focusing on dependability in the workplace.** SP-ICC-11

1. Explain and demonstrate the need for basic personal hygiene practices required for workplace success. SP-ICC-11.1
2. Identify skills describing personal initiative and demonstrate necessary practices for the workplace. SP-ICC-11.2

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3. Discuss the need for and implications of time management within a workplace setting. SP-ICC-11.3
4. Show the relationship of attendance and punctuality regarding a positive work evaluation. SP-ICC-11.4

SP-ICC-12. Explain and implement personal finance skills for the workplace. SP-ICC-12

1. Examine and calculate debits and credits of personal finances. SP-ICC-12.1
2. Acquire personal budgeting and financial management skills, knowledge and recognize the value of personal fiscal responsibility. SP-ICC-12.2
3. Understand related information regarding wages and work-related pay checks. SP-ICC-12.3
4. Develop basic skills needed for maintaining and balancing a personal checking account. SP-ICC-12.4

SP-ICC-13. Explain and implement conflict resolution strategies to use in the workplace. SP-ICC-13

1. Discuss and create an understanding of conflict resolution strategies. SP-ICC-13.1
2. Categorize the principles of conflict resolution for the workplace. SP-ICC-13.2
3. Simulate and summarize ways to manage conflict (e.g. effective communication, managing conflict, problem solving, empathy, mediation process, conflict styles). SP-ICC-13.3

1. **Research the history of the state recognized CTSO (Career Technical Student Organization) that is applicable to the students' needs, interests, and leadership development.** SP-ICC-14.1
2. **Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristic of the state recognized CTSO.** SP-ICC-14.2
3. **Explain how participation in the state recognized CTSO can promote lifelong responsibility for community service and professional growth and development.** SP-ICC-14.3
4. **Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, region, state, and national level that align with the competencies, skills and knowledge of this course.** SP-ICC-14.4
5. **Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions.** SP-ICC-14.5

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6. **Explore the impact and opportunities a state recognized CTSO can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.** SP-ICC-14.6