

## **Workplace Skills Standards Rationale**

Most students will spend more than a third of their lives in a diverse and constantly changing workplace. Regardless of personal, career, or educational plans, students must demonstrate proficiency both in academics and the following workplace standards.

The Workplace Skills Standards are designed to be integrated into the traditional curriculum taught in schools at all levels and are most effectively learned in the context of an integrated effort involving parents, educators, business partners and members of the community. Student acquisition of critical workplace skills, with an emphasis on application, is a developmental process which encompasses an individual's entire lifetime. The demonstration of these skills is essential for individuals and contributes to the foundation of an educated citizenry.

***Table 1. Workplace Skills Standards***

***STANDARD 1***

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

***STANDARD 2***

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

***STANDARD 3***

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

***STANDARD 4***

Students work individually and collaboratively within team settings to accomplish objectives.

***STANDARD 5***

Students demonstrate a set of marketable skills which enhance career options.

***STANDARD 6***

Students illustrate how social, organizational and technological systems function.

***STANDARD 7***

Students demonstrate technological literacy for productivity in the workplace.

***STANDARD 8***

Students apply principles of resource management and develop skills that promote personal and professional well-being.

# WORKPLACE SKILLS STANDARDS

## BY LEVEL: ESSENTIALS (Grades 4-8)

### *STANDARD 1*

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

- **1WP-E1. Deliver a speech clearly, with expression and in an organized fashion, making eye contact with audience, and convey the message through nonverbal as well as verbal communications**

PO 1. Prepare a coherent speech with an introduction, body, and conclusion

PO 2. Present verbal and nonverbal forms of communication in presenting the speech

PO 3. Select a variety of forms of print and non-print material to convey the message

- **1WP-E2. Describe communications practices used with sensory-impaired individuals**

PO 1. Describe more than one way to communicate with a visually-impaired individual

PO 2. Describe more than one way to communicate with a hearing-impaired individual

- **1WP-E3. Demonstrate correct grammar and punctuation in writing**

PO 1. Spell correctly

PO 2. Punctuate correctly (e.g., sentence endings, commas, semicolons, colons)

PO 3. Apply rules of capitalization correctly (e.g., sentence beginnings, titles, abbreviations, proper nouns)

PO 4. Apply standard grammar and usage (e.g., subject/verb agreement, simple and compound sentence, appropriate verb tenses, plurals)

PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)

- **1WP-E4. Respond to oral and written presentations by formulating relevant feedback, expressing opinions, discerning the main idea and distinguishing fact from opinion**

PO 1. Summarize main ideas of an oral or written presentation

PO 2. Differentiate between facts and opinions in a presentation (*Grades 6-8*)\*

PO 3. Formulate related questions in a presentation

PO 4. Express opinions relating to the main idea in a presentation

*\*All POs considered grades 4-8 unless otherwise noted*

- **1WP-E5. Interpret, clarify, and evaluate a presenter’s point of view**

PO 1. Explain the presenter’s point of view (*Grades 4-5*)

PO 2. Compare the presenter’s point of view with personal point of view (*Grades 6-8*)

- **1WP-E6. Speak in a content area (e.g., science, social studies, literature), using vocabulary of the subject accurately; locate and interpret information in documents such as manuals, graphs, and schedules**

PO 1. Deliver a factual presentation using appropriate terminology

PO 2. Use a variety of formats such as data, graphs and technical manuals to support a presentation

- **1WP-E7. Identify the relevant details and facts of written materials**

PO 1. Identify the purpose of written material and response expected from reader

PO 2. Identify relevant facts contained in selected written material

- **1WP-E8. Write formal communications that have a definite audience and clear purpose; contain no gaps, omissions or assumptions which impede comprehension; and follow the proper form whether it be a personal or business letter, message, memo, manual directions or applications**

PO 1. Write a formal communication in an appropriate format for a specific audience and purpose

PO 2. Organize ideas in a meaningful sequence using transitional words or phrases

PO 3. Write ideas that are clear and directly related to the topic

## ***STANDARD 2***

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

*Note: The Essentials Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards document.*

- **2WP-E1. Apply math standards 1-6 to a variety of workplace scenarios**

### **STANDARD 3**

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

- **3WP-E1. Utilize information acquired from several sources and transfer information learned in one situation to another**
  - PO 1. Research a designated topic using a wide array of information sources
  - PO 2. Analyze the information obtained from the research
  - PO 3. Classify the information obtained from the research
  - PO 4. Compare the information to a new situation
  
- **3WP-E2. Devise and implement a plan of action by specifying goals and constraints**
  - PO 1. Define goals and objectives
  - PO 2. Develop appropriate time line
  - PO 3. Identify constraints to achieving goals
  - PO 4. Identify resources needed to accomplish goals
  - PO 5. Develop criteria to evaluate plan of action
  
- **3WP-E3. Generate alternatives, consider risks, evaluate and choose solutions**
  - PO 1. Select from possible solutions in a designated scenario
  - PO 2. Evaluate possible solutions in a designated scenario
  - PO 3. Identify risks in a designated scenario
  - PO 4. Assess risks and risk factors in a designated scenario
  
- **3WP-E4. Monitor progress and make adjustment to meet stated objectives**
  - PO 1. Identify activities for given objectives
  - PO 2. Designate assessment tasks to measure progress towards objectives
  - PO 3. Evaluate progress towards objective
  - PO 4. Revise activities when necessary to achieve objective
  
- **3WP-E5. Reflect on the action taken to determine what has been gained, lost or achieved**
  - PO 1. Evaluate what has been gained, lost or achieved
  
- **3WP-E6. Identify a need for data, obtain it and develop a validation instrument for determining its accuracy**
  - PO 1. Compare the results with the criteria for accuracy
  - PO 2. Collect data to analyze workplace problems

## ***STANDARD 4***

Students work individually and collaboratively within team settings to accomplish objectives.

- **4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns**

- PO 1. Identify characteristics of mutual trust
- PO 2. Identify characteristics of mutual respect
- PO 3. Describe ways to build mutual trust and respect
- PO 4. Design action plan for negotiating concerns

- **4WP-E2. Analyze the difference between individual and group decisions and accomplishments**

- PO 1. Identify the characteristics of individual decisions and accomplishments
- PO 2. Identify the characteristics of group decisions and accomplishments
- PO 3. Compare the characteristics of individual and group decisions and accomplishments

- **4WP-E3. Exert a high level of effort and perseverance toward goal attainment, as a team member**

- PO 1. Identify the team goal
- PO 2. Identify the team member roles and responsibilities
- PO 3. Develop tool to measure effort and perseverance of individual team members

- **4WP-E4. Assume leadership roles in team settings**

- PO 1. Define leadership skills
- PO 2. Examine self roles/skills in a group setting
- PO 3. Demonstrate leadership roles/skills in a group
- PO 4. Develop a tool to evaluate the roles/skills of self and group

## ***STANDARD 5***

Students will demonstrate a set of marketable skills that enhance career options.

- **5WP-E1. Evaluate areas of interest and/or potential career choices**

- PO 1. Identify areas of interest (such as personal, career)
- PO 2. Evaluate individual skills
- PO 3. Evaluate a variety of potential career choices

- **5WP-E2. Demonstrate work ethics and behaviors for success as defined by school and community**

PO 1. Identify characteristics of work ethics and behavior as defined by school and community

PO 2. Demonstrate identified work ethics and behaviors in your school and community

- **5WP-E3. Demonstrate the connection between academic skills and career pathways by identifying required education and training to achieve career choice(s)**

PO 1. Identify academic preparation necessary for a variety of careers

- **5WP-E4. Identify careers which capitalize on individual strengths and interests**

PO 1. Identify areas of interest (such as personal, career)

PO 2. Evaluate individual skills

PO 3. Evaluate a variety of potential career choices

- **5WP-E5. Apply the basic academic skills to develop a resume, job application and interviewing techniques**

PO 1. Develop a résumé

PO 2. Complete a job application

PO 3. Participate in the interview process

## **STANDARD 6**

Students illustrate how social organizational and technological systems function.

*Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation.*

*Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).*

- **6WP-E1. Identify the factors impacting the level of effectiveness of systems**

PO 1. Define a system

PO 2. Identify numerous systems that impact students' daily lives

PO 3. Compare how systems vary in effectiveness

PO 4. Identify how factors influence the effectiveness of a system

## ***STANDARD 7***

Students demonstrate technological literacy for productivity in the workplace.

- **7WP-E1. Demonstrate basic computer operation skills in a variety of applications to organize information**

PO 1. Use technology to retrieve, organize and manipulate electronic information using media such as CD-ROM, videodisks and telecommunication systems

- **7WP-E2. Use technology to organize information resources such as library and interlibrary catalog databases**

PO 1. Use organizational features of electronic information (e.g., microfiche headings and numbering; headings for accessing nested information in hypertext media, electronic media, library, interlibrary catalog databases)

## ***STANDARD 8***

Students apply principles of resource management and develop skills that promote personal and professional well-being.

- **8WP-E1. Set and prioritize a set of balanced goals related to school, home, education, and career planning and allocate sufficient time, materials and resources to each task**

PO 1. Define a personal/professional goal

PO 2. Create personal/academic goals

PO 3. Develop a community service goal

PO 4. Develop a time management program

- **8WP-E2. Describe the importance of balancing home, school and community activities to reduce stress**

PO 1. Define personal stress factors

PO 2. Identify how home, school, community activities can affect stress



