

## Western Technical College

10104128 Professionalism and Success

# Course Design

### Course Information

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| --- | --- | --- |
|  | Description | Students will learn a wide-range of strategies to enhance their professional success in careers in customer service and sales including: self -assessment, time management, multi-tasking, professional communication skills, stress management, career development, problem solving and business etiquette. Special attention will be paid to developing skills that will help students navigate the realities of the rapidly changing 21st Century workplace. |
|  | Career Cluster | Marketing |
|  | Instructional Level | Associate Degree Courses |
|  | Total Credits | 3.00 |
|  | Total Hours | 54.00 |

Types of Instruction

|  |  |
| --- | --- |
| Instruction Type | Credits/Hours |
| Lecture | 3 CR / 54 HR |

Textbooks

|  |
| --- |
| *Professionalism: Skills for the Workplace*. 4th Edition. Copyright 2016. Anderson, Lydia E. and Sandra B. Bolt. Publisher: Pearson. **ISBN-13**:978-0-321-95944-7. Required |

### Meta Data Tags:

Goal setting, time management, interviewing, motivation, workplace etiquette, stress management, teamwork, workplace relationships

### Core Abilities

|  |  |
| --- | --- |
| 1. | Apply mathematical concepts. |
| 2. | Demonstrate ability to think critically. |
| 3. | Demonstrate ability to value self and work ethically with others in a diverse population. |
| 4. | Make decisions that incorporate the importance of sustainability. |
| 5. | Transfer social and natural science theories into practical applications. |
| 6. | Use effective communication skills. |
| 7. | Use technology effectively. |

### Program Outcomes

|  |  |
| --- | --- |
| 1. | Model professionalism in the workplace |
| 2. | Demonstrate effective workplace communications |
| 3. | Incorporate Customer Service Principles into Client or Customer Interaction |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Practice goal setting |
|  | Assessment Strategies |
|  | 1.1. | Written Product |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 1.1. | learner writes a SMART goal for money management. |
|  | 1.2. | learner differentiates between short and long term goals. |
|  | 1.3. | learner reflects on their experience with goal setting. |
|  | 1.4. | learner identifies an issue in personal finance that could benefit from goal setting. |
|  | 1.5. | learner reflects on the role of motivation in goal setting. |
|  | 1.6. | written product follows an effective organizational plan |
|  | 1.7. | written product follows prescribed format, meeting criteria for all components |
|  | 1.8. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 1.a. | Define a short term goal. |
|  | 1.b. | Define a long term goal. |
|  | 1.c. | Describe the components of a goal. |
|  | 1.d. | Recognize the difference between a SMART goal and a vague goal. |
| 2. | Ascertain your motivational factors |
|  | Assessment Strategies |
|  | 2.1. | Reflection |
|  | Criteria |
|  | Performance will be satisfactory when: |
|  | 2.1. | learner acquires information from survey of significant others. |
|  | 2.2. | learner recognizes the up and down sides to various motivational factors. |
|  | 2.3. | learner observes motivations in others and self. |
|  | 2.4. | reflection includes strategies for continued improvement |
|  | 2.5. | written product follows an effective organizational plan |
|  | 2.6. | written product shows evidence of logical critical thinking |
|  | 2.7. | written product fulfills a clear purpose |
|  | 2.8. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 2.a. | Describe various types of motivation. |
|  | 2.b. | Recognize the role of personal values in motivation. |
|  | 2.c. | Describe the link between motivation and success. |
| 3. | Use a money management plan |
|  | Assessment Strategies |
|  | 3.1. | Written Product |
|  | Criteria |
|  | 3.1. | reflection describes learning goals |
|  | 3.2. | reflection presents a realistic picture of the learner's skill prior to the learning experience |
|  | 3.3. | reflection accurately describes the learner's new skill level |
|  | 3.4. | reflection compares learning achievement with goals |
|  | 3.5. | reflection identifies how the learner will use the new or enhanced skills |
|  | 3.6. | reflection includes strategies for continued improvement |
|  | 3.7. | reflection presents insight about the learning experience and personal learning styles |
|  | Learning Objectives |
|  | 3.a. | Explore tools for money management. |
|  | 3.b. | Describe the importance of managing money. |
|  | 3.c. | Explore uses of debt. |
|  | 3.d. | Outline the components of a monthly budget. |
| 4. | Examine practices in workplace relationships including the role of responsibility and accountability |
|  | Assessment Strategies |
|  | 4.1. | Presentation |
|  | Criteria |
|  | 4.1. | learner describes professional accountability |
|  | 4.2. | learner outlines the role of responsibility in the workplace |
|  | 4.3. | delivery holds audience attention; you are energetic and enthusiastic |
|  | 4.4. | learner's voice inflection, volume, and rate are appropriate for the content |
|  | 4.5. | learner's nonverbal communication is consistent with your verbal message |
|  | 4.6. | learner presents information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding |
|  | 4.7. | main points are clear and concise |
|  | 4.8. | each main point is proven using a variety of supporting material |
|  | Learning Objectives |
|  | 4.a. | Describe the role of professional communication in workplace relationships. |
|  | 4.b. | Describe the role of conflict in the workplace. |
|  | 4.c. | Outline the root causes of conflict. |
|  | 4.d. | Discuss the role of responsibility in the workplace. |
|  | 4.e. | Share examples of being accountable to responsibilities. |
| 5. | Use a time management tool |
|  | Assessment Strategies |
|  | 5.1. | Reflection |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 5.1. | learner downloads and uses a calendar application. |
|  | 5.2. | learner keeps a time log of activities and responsibilities. |
|  | 5.3. | learner reflects in a journal regarding current uses of time how those uses align with values. |
|  | 5.4. | reflection identifies how the learner will use the new or enhanced skills |
|  | 5.5. | reflection includes strategies for continued improvement |
|  | Learning Objectives |
|  | 5.a. | Outline the benefits of time management |
|  | 5.b. | Describe the importance of staying organized at work and at school |
|  | 5.c. | Describe the role of unmanaged time and money in creating stress |
|  | 5.d. | Detail best practices for time management |
|  | 5.e. | Review paper tools for time management |
|  | 5.f. | Review digital tools for money management |
| 6. | Apply stress management techniques |
|  | Assessment Strategies |
|  | 6.1. | Written Product |
|  | Criteria |
|  | 6.1. | learner monitors and records a list of personal stressors |
|  | 6.2. | learner reflects in a journal on how stress management techniques could be applied to their situation |
|  | 6.3. | learner practices stress management techniques and records the results |
|  | 6.4. | learner identifies a stress management technique that aligns with their stressors |
|  | 6.5. | written product follows an effective organizational plan |
|  | 6.6. | written product follows prescribed format, meeting criteria for all components |
|  | 6.7. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 6.a. | Describe the physiological basis for stress |
|  | 6.b. | Identify the role of change and transition in stress |
|  | 6.c. | Describe the stress spiral |
|  | 6.d. | Elaborate on the ways in which sleep, diet, and exercise impact stress |
|  | 6.e. | Describe the role of stress triggers, experience and expectation impact stress levels |
|  | 6.f. | Associate behavior patterns and stress |
|  | 6.g. | Classify best practices in stress management |
| 7. | Investigate career development pathways |
|  | Assessment Strategies |
|  | 7.1. | Written Product |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 7.1. | learner researches current job openings that fit within the various pathway steps |
|  | 7.2. | learner maps job openings to pathway steps |
|  | 7.3. | written product follows an effective organizational plan |
|  | 7.4. | written product follows prescribed format, meeting criteria for all components |
|  | 7.5. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | 7.6. | learner describes best practices for interviewing  |
|  | Learning Objectives |
|  | 7.a. | Identify the ways career pathways align with educational plans |
|  | 7.b. | Study the wage and employment projections for various jobs within the career pathway |
|  | 7.c. | Describe employability skills |
|  | 7.d. | Describe how skills and requirements vary by industry |
|  | 7.e. | Review job postings in career pathway |
| 8. | Practice problem solving with both creative and analytic thinking |
|  | Assessment Strategies |
|  | 8.1. | Scenario Response |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 8.1. | response includes a definition of the problem |
|  | 8.2. | response includes an analysis of the problem |
|  | 8.3. | response includes a description of viable solutions |
|  | 8.4. | response includes an explanation of why the solution is the best |
|  | 8.5. | response evidences correct grammar, punctuation, and spelling |
|  | 8.6. | response is well organized |
|  | Learning Objectives |
|  | 8.a. | Describe the characteristics of creative thinking |
|  | 8.b. | Discuss situations were creative thinking can be employed |
|  | 8.c. | Recognize the importance of curiosity and background knowledge in the creative thinking process |
|  | 8.d. | Describe the importance of problem solving in the modern workplace |
|  | 8.e. | Recognize the role of individual bias and assumptions in the problem solving process |
|  | 8.f. | Discuss situations were analytic thinking can be employed |
| 9. | Practice business etiquette |
|  | Assessment Strategies |
|  | 9.1. | Presentation |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 9.1. | presentation is well organized |
|  | 9.2. | presentation response is supported by relevant evidence |
|  | 9.3. | presentation response includes an explanation of business etiquette |
|  | 9.4. | presentation response demonstrates a thorough understanding of relevant aspects of the scenario |
|  | 9.5. | you present information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding |
|  | 9.6. | delivery holds audience attention; you are energetic and enthusiastic |
|  | 9.7. | your voice inflection, volume, and rate are appropriate for the content |
|  | 9.8. | your nonverbal communication is consistent with your verbal message |
|  | 9.9. | you maintain eye contact with audience |
|  | 9.10. | main points are clear and concise |
|  | 9.11. | each main point is proven using a variety of supporting material |
|  | 9.12. | conclusion includes a summary of the main points  |
|  | Learning Objectives |
|  | 9.a. | Understand the role of appropriate dress in the workplace |
|  | 9.b. | Recognize appropriate hygiene practices |
|  | 9.c. | Identify the role of first impressions in a business environment |
|  | 9.d. | Understand the importance of deference and respect |
|  | 9.e. | Characterize appropriate e-mail, phone and office etiquette |
|  | 9.f. | Describe the role of maturity and emotional intelligence in the workplace |
|  | 9.g. | Identify best practices for social networking |
| 10. | Identify the realities of the rapidly changing 21st Century workplace |
|  | Assessment Strategies |
|  | 10.1. | Written Product |
|  | 10.2. | Presentation |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 10.1. | learner defines skills needed in the 21st century workplace |
|  | 10.2. | learner identifies workplace trends |
|  | 10.3. | delivery holds audience attention; you are energetic and enthusiastic |
|  | 10.4. | learner's voice inflection, volume, and rate are appropriate for the content |
|  | 10.5. | learner's nonverbal communication is consistent with your verbal message |
|  | 10.6. | learner presents information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding |
|  | 10.7. | main points are clear and concise |
|  | 10.8. | each main point is proven using a variety of supporting material |
|  | 10.9. | written product follows an effective organizational plan |
|  | 10.10. | written product follows prescribed format, meeting criteria for all components |
|  | 10.11. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 10.a. | Identify labor market trends including length of employment, benefits, and mobility |
|  | 10.b. | Describe the changing role of education in the workforce |
|  | 10.c. | Outline challenges for workplace success |
|  | 10.d. | Understand the role of flexibility in the modern workforce |

### Course Learning Plans and Performance Assessment Tasks

Learning Plan 1 Professionalism and Success

Overview/Purpose

Setting goals is an essential skill for career and college success. Effective goal setting requires planning, thought, and practice. This lesson will outline the key components of effective goal setting and will explore goal setting tools.

Target Competencies

|  |  |
| --- | --- |
| 1. | Practice goal setting |
|  | Assessment Strategies |
|  | 1.1. | Written Product |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 1.1. | learner writes a SMART goal for money management. |
|  | 1.2. | learner differentiates between short and long term goals. |
|  | 1.3. | learner reflects on their experience with goal setting. |
|  | 1.4. | learner identifies an issue in personal finance that could benefit from goal setting. |
|  | 1.5. | learner reflects on the role of motivation in goal setting. |
|  | 1.6. | written product follows an effective organizational plan |
|  | 1.7. | written product follows prescribed format, meeting criteria for all components |
|  | 1.8. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 1.a. | Define a short term goal. |
|  | 1.b. | Define a long term goal. |
|  | 1.c. | Describe the components of a goal. |
|  | 1.d. | Recognize the difference between a SMART goal and a vague goal. |
| 2. | Use a time management tool |
|  | Assessment Strategies |
|  | 2.1. | Reflection |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 2.1. | learner downloads and uses a calendar application. |
|  | 2.2. | learner keeps a time log of activities and responsibilities. |
|  | 2.3. | learner reflects in a journal regarding current uses of time how those uses align with values. |
|  | 2.4. | reflection identifies how the learner will use the new or enhanced skills |
|  | 2.5. | reflection includes strategies for continued improvement |
|  | Learning Objectives |
|  | 2.a. | Outline the benefits of time management |
|  | 2.b. | Describe the importance of staying organized at work and at school |
|  | 2.c. | Describe the role of unmanaged time and money in creating stress |
|  | 2.d. | Detail best practices for time management |
|  | 2.e. | Review paper tools for time management |
|  | 2.f. | Review digital tools for money management |

### Learning Activities

|  |  |
| --- | --- |
| 1. | **Discuss** the draft SMART goal you prepared. What were the goals strengths/ weaknesses. Share what your team learned with the larger group. |
| 2. | **Discuss** the importance of goal setting and describe the SMART criteria. |
| 3. | **Find** a calendaring tool and explore the tool's capabilities. |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | WRITE a practice SMART goal. Describe the ways in which the goal meets the SMART criteria. Refer to SMART Goal Rubric. |
|  | Learning Materials |
|  | SMART Goal Written Activity | [SMARTGoalRubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=63defd16-3be4-4a39-b7ca-e883cc5e84eb) |
| 2. | SUBMIT responses on discussion board. Share the calendaring tool you selected in a discussion post. What worked well? What struggles did you encounter?  Use discussion board rubric as your guide. |
|  | Learning Materials |
|  | Discussion Forum Grading Rubric | [GradingRubricDiscussionForums.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=eacf5617-7a8c-48f5-9191-1c9a499e942d) |
| 3. | COMPLETE PAT Time Management |
| 4. | START PAT- Goal Setting |

Time Management

Directions

For one week, log all activities including sleeping, working, commuting, studying, and recreation in a calendar application. Write a 200-400 word reflection on how you are spending your time. Think about how the way you spend your time aligns with your values and commitments. Reflect on areas of improvement to better align your time with your goals.

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Use a time management tool |

### Scoring

Rating Scale

|  |  |
| --- | --- |
| Value | Description |
| 5 | Consistently Exceeds Expectations. Displays at all times, without exception, a consistently high level of skill. All assignments/tasks are completed beyond the level of expectation. Initiative and self-direction are characteristic. |
| 4 | Often Exceeds Expectations. Displays a high level skill, exceeding requirements in some areas, but not consistently or not without exception. |
| 3 | Meets Expectations. Displays and maintains an effective and consistent level of skill. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly.  |
| 2 | Some Improvement Needed. Displays inconsistency in performance and frequently falls below acceptable levels. Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences.  |
| 1 | Major Improvement Needed. Output is consistently low, regularly fails to meet criterion, and error rate is high requiring repetition.  |
| 0 | No evidence of meeting requirement.  |

Scoring Standard

A minimum of 3 must be earned on all criteria to demonstrate competence.

### Scoring Guide

|  |  |  |
| --- | --- | --- |
|  | Criteria | Ratings |
| 1. | learner downloads and uses a calendar application. | 5 4 3 2 1 |
| 2. | learner keeps a time log of activities and responsibilities. | 5 4 3 2 1 |
| 3. | learner reflects in a journal regarding current uses of time how those uses align with values. | 5 4 3 2 1 |
| 4. | reflection identifies how the learner will use the new or enhanced skills | 5 4 3 2 1 |
| 5. | reflection includes strategies for continued improvement | 5 4 3 2 1 |

Goal Setting

Directions

Use the goal setting worksheet, monthly budget form, and spending log to compose two short term and one long term financial goals. After composing the goals, reflect on how the goals meet the SMART criteria, how you plan to meet the goal, and how the goals reflect your motivation and values. Describe possible pitfall or challenges to meeting the goals. The total written product should be between 3-5 pages, double spaced, 12 pt font.

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Practice goal setting |
| 2. | Ascertain your motivational factors |
| 3. | Use a time management tool |

### Scoring

Rating Scale

|  |  |
| --- | --- |
| Value | Description |
| 5 | Masterful |
| 4 | Skilled |
| 3 | Able |
| 2 | Developing |
| 1 | Novice |
| 0 | Unskilled |

Scoring Standard

You must earn a minimum rating of "3" on each criterion to successfully complete this assessment.

### Scoring Guide

|  |  |  |
| --- | --- | --- |
|  | Criteria | Ratings |
| 1. | learner writes a SMART goal for money management. | 5 4 3 2 1 0 |
| 2. | learner differentiates between short and long term goals. | 5 4 3 2 1 0 |
| 3. | learner reflects on their experience with goal setting. | 5 4 3 2 1 0 |
| 4. | learner identifies an issue in personal finance that could benefit from goal setting. | 5 4 3 2 1 0 |
| 5. | learner reflects on the role of motivation in goal setting. | 5 4 3 2 1 0 |
| 6. | learner recognizes the up and down sides to various motivational factors. | Observed Not Observed |
| 7. | learner observes motivations in others and self. | Observed Not Observed |

Learning Plan 2 Personal Financial Management

Overview/Purpose

Setting personal financial goals helps students be successful in their careers and in their personal life. Aligning goals to a student's motivation aids in goal achievement.

Target Competencies

|  |  |
| --- | --- |
| 1. | Practice goal setting |
|  | Assessment Strategies |
|  | 1.1. | Written Product |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 1.1. | learner writes a SMART goal for money management. |
|  | 1.2. | learner differentiates between short and long term goals. |
|  | 1.3. | learner reflects on their experience with goal setting. |
|  | 1.4. | learner identifies an issue in personal finance that could benefit from goal setting. |
|  | 1.5. | learner reflects on the role of motivation in goal setting. |
|  | 1.6. | written product follows an effective organizational plan |
|  | 1.7. | written product follows prescribed format, meeting criteria for all components |
|  | 1.8. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 1.a. | Define a short term goal. |
|  | 1.b. | Define a long term goal. |
|  | 1.c. | Describe the components of a goal. |
|  | 1.d. | Recognize the difference between a SMART goal and a vague goal. |
| 2. | Ascertain your motivational factors |
|  | Assessment Strategies |
|  | 2.1. | Reflection |
|  | Criteria |
|  | Performance will be satisfactory when: |
|  | 2.1. | learner acquires information from survey of significant others. |
|  | 2.2. | learner recognizes the up and down sides to various motivational factors. |
|  | 2.3. | learner observes motivations in others and self. |
|  | 2.4. | reflection includes strategies for continued improvement |
|  | 2.5. | written product follows an effective organizational plan |
|  | 2.6. | written product shows evidence of logical critical thinking |
|  | 2.7. | written product fulfills a clear purpose |
|  | 2.8. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 2.a. | Describe various types of motivation. |
|  | 2.b. | Recognize the role of personal values in motivation. |
|  | 2.c. | Describe the link between motivation and success. |
| 3. | Use a money management plan |
|  | Assessment Strategies |
|  | 3.1. | Written Product |
|  | Criteria |
|  | 3.1. | reflection describes learning goals |
|  | 3.2. | reflection presents a realistic picture of the learner's skill prior to the learning experience |
|  | 3.3. | reflection accurately describes the learner's new skill level |
|  | 3.4. | reflection compares learning achievement with goals |
|  | 3.5. | reflection identifies how the learner will use the new or enhanced skills |
|  | 3.6. | reflection includes strategies for continued improvement |
|  | 3.7. | reflection presents insight about the learning experience and personal learning styles |
|  | Learning Objectives |
|  | 3.a. | Explore tools for money management. |
|  | 3.b. | Describe the importance of managing money. |
|  | 3.c. | Explore uses of debt. |
|  | 3.d. | Outline the components of a monthly budget. |

### Learning Activities

|  |  |
| --- | --- |
| 1. | **Complete** a monthly budget form outline income and expenses. |
| 2. | **Discuss** the basics of personal financial management including checking accounts, savings accounts, credit and investments. |
| 3. | **Discuss** the ways your values and motivations align with your budget. |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | SUBMIT PAT- Goal Setting |
| 2. | SUBMIT journal entry. Reflect on your monthly budget. Is there anything surprising? Outline areas of control. Refer to journal rubric. |
|  | Learning Materials |
|  | Journal Rubric | [Journal Rubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=21704185-b2af-4f2c-bbad-424de7a872a7) |
| 3. | PARTICIPATE discussion board. Answer the following questions regarding financial management. 1. What are some the reasons students get into debt problems? 2. What are some to signs that you may have a debt problem? 3. What are some things you have learned that you could share with other students that might help them manage their finances. Use discussion board rubric as guide. |
|  | Learning Materials |
|  | Discussion Board Rubric | [GradingRubricDiscussionForums.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=6f29bbe9-25db-4b25-bd64-a3638c001b24) |

Learning Plan 3 Motivation and Leadership

Overview/Purpose

Each person brings a unique mix of values, experiences and perspectives. People work and are motivated towards excellence for an array of reasons both internal and external. This lesson will explore motivation triggers/

Target Competencies

|  |  |
| --- | --- |
| 1. | Ascertain your motivational factors |
|  | Assessment Strategies |
|  | 1.1. | Reflection |
|  | Criteria |
|  | Performance will be satisfactory when: |
|  | 1.1. | learner acquires information from survey of significant others. |
|  | 1.2. | learner recognizes the up and down sides to various motivational factors. |
|  | 1.3. | learner observes motivations in others and self. |
|  | 1.4. | reflection includes strategies for continued improvement |
|  | 1.5. | written product follows an effective organizational plan |
|  | 1.6. | written product shows evidence of logical critical thinking |
|  | 1.7. | written product fulfills a clear purpose |
|  | 1.8. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 1.a. | Describe various types of motivation. |
|  | 1.b. | Recognize the role of personal values in motivation. |
|  | 1.c. | Describe the link between motivation and success. |
| 2. | Examine practices in workplace relationships including the role of responsibility and accountability |
|  | Assessment Strategies |
|  | 2.1. | Presentation |
|  | Criteria |
|  | 2.1. | learner describes professional accountability |
|  | 2.2. | learner outlines the role of responsibility in the workplace |
|  | 2.3. | delivery holds audience attention; you are energetic and enthusiastic |
|  | 2.4. | learner's voice inflection, volume, and rate are appropriate for the content |
|  | 2.5. | learner's nonverbal communication is consistent with your verbal message |
|  | 2.6. | learner presents information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding |
|  | 2.7. | main points are clear and concise |
|  | 2.8. | each main point is proven using a variety of supporting material |
|  | Learning Objectives |
|  | 2.a. | Describe the role of professional communication in workplace relationships. |
|  | 2.b. | Describe the role of conflict in the workplace. |
|  | 2.c. | Outline the root causes of conflict. |
|  | 2.d. | Discuss the role of responsibility in the workplace. |
|  | 2.e. | Share examples of being accountable to responsibilities. |

### Learning Activities

|  |  |
| --- | --- |
| 1. | **USE** an instructor created survey of friends or family related to personal motivational factors. |
| 2. | DISCUSS the role of motivation in decision making and success. |
| 3. | LISTEN to instructor's lecture on the role of motivation and decision making |
| 4. | **PREPARE** map. In small group participate in mapping activity responding to instructor created scenario regarding motivation. |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | COMPLETE PAT Motivation |

Motivation

Directions

Write a 200-400 word reflection on your motivational factors. Use your survey results and class discussions as resources to help you understand the factors that motivate your decision making. Include the possible positive and negative sides of your motivational factors. What might you change and why? How can understanding your motivational factors help you be successful?

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Ascertain your motivational factors |

### Scoring

Rating Scale

|  |  |
| --- | --- |
| Value | Description |
| 5 | Consistently Exceeds Expectations. Displays at all times, without exception, a consistently high level of skill. All assignments/tasks are completed beyond the level of expectation. Initiative and self-direction are characteristic. |
| 4 | Often Exceeds Expectations. Displays a high level skill, exceeding requirements in some areas, but not consistently or not without exception. |
| 3 | Meets Expectations. Displays and maintains an effective and consistent level of skill. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly.  |
| 2 | Some Improvement Needed. Displays inconsistency in performance and frequently falls below acceptable levels. Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences.  |
| 1 | Major Improvement Needed. Output is consistently low, regularly fails to meet criterion, and error rate is high requiring repetition.  |
| 0 | No evidence of meeting requirement.  |
| Met | Criteria met |
| Not Met | Criteria partially or not met |

Scoring Standard

A minimum of 3 must be earned on all criteria and you must meet all met/not met criteria to demonstrate competence.

### Scoring Guide

|  |  |  |
| --- | --- | --- |
|  | Criteria | Ratings |
| 1. | learner acquires information from survey of significant others. | 5 4 3 2 1 |
| 2. | learner recognizes the up and down sides to various motivational factors. | 5 4 3 2 1 |
| 3. | learner observes motivations in others and self. | 5 4 3 2 1 |
| 4. | reflection includes strategies for continued improvement | Met Not Met |
| 5. | written product shows evidence of logical critical thinking | Met Not Met |
| 6. | written product follows an effective organizational plan | Met Not Met |
| 7. | written product fulfills a clear purpose | Met Not Met |
| 8. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage | Met Not Met |
| 9. | written product follows written assignment guidelines | Met Not Met |

Learning Plan 4 Problem Solving and Decision Making

Overview/Purpose

Creative and analytic problem solving skills are essential skills for success in education and in employment. This lesson will provide a framework for understanding creative and analytic thinking and will provide opportunities to practice using the skills in decision making.

Target Competencies

|  |  |
| --- | --- |
| 1. | Ascertain your motivational factors |
|  | Assessment Strategies |
|  | 1.1. | Reflection |
|  | Criteria |
|  | Performance will be satisfactory when: |
|  | 1.1. | learner acquires information from survey of significant others. |
|  | 1.2. | learner recognizes the up and down sides to various motivational factors. |
|  | 1.3. | learner observes motivations in others and self. |
|  | 1.4. | reflection includes strategies for continued improvement |
|  | 1.5. | written product follows an effective organizational plan |
|  | 1.6. | written product shows evidence of logical critical thinking |
|  | 1.7. | written product fulfills a clear purpose |
|  | 1.8. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 1.a. | Describe various types of motivation. |
|  | 1.b. | Recognize the role of personal values in motivation. |
|  | 1.c. | Describe the link between motivation and success. |
| 2. | Examine practices in workplace relationships including the role of responsibility and accountability |
|  | Assessment Strategies |
|  | 2.1. | Presentation |
|  | Criteria |
|  | 2.1. | learner describes professional accountability |
|  | 2.2. | learner outlines the role of responsibility in the workplace |
|  | 2.3. | delivery holds audience attention; you are energetic and enthusiastic |
|  | 2.4. | learner's voice inflection, volume, and rate are appropriate for the content |
|  | 2.5. | learner's nonverbal communication is consistent with your verbal message |
|  | 2.6. | learner presents information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding |
|  | 2.7. | main points are clear and concise |
|  | 2.8. | each main point is proven using a variety of supporting material |
|  | Learning Objectives |
|  | 2.a. | Describe the role of professional communication in workplace relationships. |
|  | 2.b. | Describe the role of conflict in the workplace. |
|  | 2.c. | Outline the root causes of conflict. |
|  | 2.d. | Discuss the role of responsibility in the workplace. |
|  | 2.e. | Share examples of being accountable to responsibilities. |
| 3. | Practice problem solving with both creative and analytic thinking |
|  | Assessment Strategies |
|  | 3.1. | Scenario Response |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 3.1. | response includes a definition of the problem |
|  | 3.2. | response includes an analysis of the problem |
|  | 3.3. | response includes a description of viable solutions |
|  | 3.4. | response includes an explanation of why the solution is the best |
|  | 3.5. | response evidences correct grammar, punctuation, and spelling |
|  | 3.6. | response is well organized |
|  | Learning Objectives |
|  | 3.a. | Describe the characteristics of creative thinking |
|  | 3.b. | Discuss situations were creative thinking can be employed |
|  | 3.c. | Recognize the importance of curiosity and background knowledge in the creative thinking process |
|  | 3.d. | Describe the importance of problem solving in the modern workplace |
|  | 3.e. | Recognize the role of individual bias and assumptions in the problem solving process |
|  | 3.f. | Discuss situations were analytic thinking can be employed |

### Learning Activities

|  |  |
| --- | --- |
| 1. | **Find** an opinion piece from a newspaper or online source. Bring the article to class. Swap opinion pieces. What is the author's opinion? Outline the author's evidence. Outline the author's assumptions. |
| 2. | **Discuss**the role of bias, assumptions, facts, and sources in the critical thinking process. |
| 3. | **Read** an instructor selected business case study. Divide the class in to two groups each selecting an opposing decision. Each group must defend their business decision. |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | SUBMIT Journal Response  - Analyze an article selected by the instructor, do you agree or disagree with the author. Support your perspective with evidence. Refer to journal rubric. |
|  | Learning Materials |
|  | Journal Rubric | [Journal Rubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=3c914cd1-d25d-4d39-8400-9ad58fe391aa) |
| 2. | COMPLETE PAT Conflict Response |

Conflict Response

Directions

After reviewing a sample workplace conflict, define the conflict, outline the important components of the conflict, and determine the best course of action. Make sure that you are able to defend your decision.

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Practice problem solving with both creative and analytic thinking |
| 2. | Practice business etiquette |

### Scoring

Rating Scale

|  |  |
| --- | --- |
| Value | Description |
| 5 | Consistently Exceeds Expectations. Displays at all times, without exception, a consistently high level of skill. All assignments/tasks are completed beyond the level of expectation. Initiative and self-direction are characteristic. |
| 4 | Often Exceeds Expectations. Displays a high level skill, exceeding requirements in some areas, but not consistently or not without exception. |
| 3 | Meets Expectations. Displays and maintains an effective and consistent level of skill. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly.  |
| 2 | Some Improvement Needed. Displays inconsistency in performance and frequently falls below acceptable levels. Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences.  |
| 1 | Major Improvement Needed. Output is consistently low, regularly fails to meet criterion, and error rate is high requiring repetition.  |
| 0 | No evidence of meeting requirement.  |

Scoring Standard

A minimum of 3 must be earned on all criteria to demonstrate competence.

### Scoring Guide

|  |  |  |
| --- | --- | --- |
|  | Criteria | Ratings |
| 1. | response includes a definition of the problem | 5 4 3 2 1 |
| 2. | response includes an analysis of the problem | 5 4 3 2 1 |
| 3. | response includes a description of viable solutions | 5 4 3 2 1 |
| 4. | response includes an explanation of why the solution is the best | 5 4 3 2 1 |
| 5. | response is well organized | 5 4 3 2 1 |
| 6. | response follows written assignment guidelines. | 5 4 3 2 1 0 |

Learning Plan 5 Business Etiquette and Dress

Overview/Purpose

Students learn the essential skills professionals need to understand when presenting themselves in a business setting, including at the office, professional meetings, and networking sessions.

Target Competencies

|  |  |
| --- | --- |
| 1. | Practice business etiquette |
|  | Assessment Strategies |
|  | 1.1. | Presentation |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 1.1. | presentation is well organized |
|  | 1.2. | presentation response is supported by relevant evidence |
|  | 1.3. | presentation response includes an explanation of business etiquette |
|  | 1.4. | presentation response demonstrates a thorough understanding of relevant aspects of the scenario |
|  | 1.5. | you present information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding |
|  | 1.6. | delivery holds audience attention; you are energetic and enthusiastic |
|  | 1.7. | your voice inflection, volume, and rate are appropriate for the content |
|  | 1.8. | your nonverbal communication is consistent with your verbal message |
|  | 1.9. | you maintain eye contact with audience |
|  | 1.10. | main points are clear and concise |
|  | 1.11. | each main point is proven using a variety of supporting material |
|  | 1.12. | conclusion includes a summary of the main points  |
|  | Learning Objectives |
|  | 1.a. | Understand the role of appropriate dress in the workplace |
|  | 1.b. | Recognize appropriate hygiene practices |
|  | 1.c. | Identify the role of first impressions in a business environment |
|  | 1.d. | Understand the importance of deference and respect |
|  | 1.e. | Characterize appropriate e-mail, phone and office etiquette |
|  | 1.f. | Describe the role of maturity and emotional intelligence in the workplace |
|  | 1.g. | Identify best practices for social networking |

### Learning Activities

|  |  |
| --- | --- |
| 1. | **Listen**to an instructor created presentation on the role of appropriate attire for business settings. |
| 2. | **Discuss** two examples (picture, online, advertisement, magazine cut out etc.) of professional dress to class. In pairs discuss why or why not the person is professionally dressed. Share feedback with class. |
| 3. | **Listen** to an instructor created presentation on business etiquette in a variety of settings including meals, meetings, and travel. |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | SUBMIT Journal: Respond to a business etiquette scenario presented by the instructor. Use journal rubric as guide. |
|  | Learning Materials |
|  | Journal Rubric | [Journal Rubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=9cb874f8-aadb-4ae7-bcda-9389b6f30290) |
| 2. | PREPARE  thank you note. Use rubric as guide. |
|  | Learning Materials |
|  | Thank You Note Rubric | [ThankYouNoteRubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=6d404c28-697b-4964-8bf2-e78b55ecbb38) |
| 3. | SUBMIT PAT - Workplace Conduct Presentation |

Learning Plan 6 Workplace Ethics, Politics, and Diversity

Overview/Purpose

Students explore best practices in workplace accountability, including the role of personal responsibility, ethics, and diversity. In the process, students will practice business etiquette and explore techniques for navigating workplace politics.

Target Competencies

|  |  |
| --- | --- |
| 1. | Examine practices in workplace relationships including the role of responsibility and accountability |
|  | Assessment Strategies |
|  | 1.1. | Presentation |
|  | Criteria |
|  | 1.1. | learner describes professional accountability |
|  | 1.2. | learner outlines the role of responsibility in the workplace |
|  | 1.3. | delivery holds audience attention; you are energetic and enthusiastic |
|  | 1.4. | learner's voice inflection, volume, and rate are appropriate for the content |
|  | 1.5. | learner's nonverbal communication is consistent with your verbal message |
|  | 1.6. | learner presents information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding |
|  | 1.7. | main points are clear and concise |
|  | 1.8. | each main point is proven using a variety of supporting material |
|  | Learning Objectives |
|  | 1.a. | Describe the role of professional communication in workplace relationships. |
|  | 1.b. | Describe the role of conflict in the workplace. |
|  | 1.c. | Outline the root causes of conflict. |
|  | 1.d. | Discuss the role of responsibility in the workplace. |
|  | 1.e. | Share examples of being accountable to responsibilities. |
| 2. | Practice business etiquette |
|  | Assessment Strategies |
|  | 2.1. | Presentation |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 2.1. | presentation is well organized |
|  | 2.2. | presentation response is supported by relevant evidence |
|  | 2.3. | presentation response includes an explanation of business etiquette |
|  | 2.4. | presentation response demonstrates a thorough understanding of relevant aspects of the scenario |
|  | 2.5. | you present information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding |
|  | 2.6. | delivery holds audience attention; you are energetic and enthusiastic |
|  | 2.7. | your voice inflection, volume, and rate are appropriate for the content |
|  | 2.8. | your nonverbal communication is consistent with your verbal message |
|  | 2.9. | you maintain eye contact with audience |
|  | 2.10. | main points are clear and concise |
|  | 2.11. | each main point is proven using a variety of supporting material |
|  | 2.12. | conclusion includes a summary of the main points  |
|  | Learning Objectives |
|  | 2.a. | Understand the role of appropriate dress in the workplace |
|  | 2.b. | Recognize appropriate hygiene practices |
|  | 2.c. | Identify the role of first impressions in a business environment |
|  | 2.d. | Understand the importance of deference and respect |
|  | 2.e. | Characterize appropriate e-mail, phone and office etiquette |
|  | 2.f. | Describe the role of maturity and emotional intelligence in the workplace |
|  | 2.g. | Identify best practices for social networking |
| 3. | Identify the realities of the rapidly changing 21st Century workplace |
|  | Assessment Strategies |
|  | 3.1. | Written Product |
|  | 3.2. | Presentation |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 3.1. | learner defines skills needed in the 21st century workplace |
|  | 3.2. | learner identifies workplace trends |
|  | 3.3. | delivery holds audience attention; you are energetic and enthusiastic |
|  | 3.4. | learner's voice inflection, volume, and rate are appropriate for the content |
|  | 3.5. | learner's nonverbal communication is consistent with your verbal message |
|  | 3.6. | learner presents information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding |
|  | 3.7. | main points are clear and concise |
|  | 3.8. | each main point is proven using a variety of supporting material |
|  | 3.9. | written product follows an effective organizational plan |
|  | 3.10. | written product follows prescribed format, meeting criteria for all components |
|  | 3.11. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 3.a. | Identify labor market trends including length of employment, benefits, and mobility |
|  | 3.b. | Describe the changing role of education in the workforce |
|  | 3.c. | Outline challenges for workplace success |
|  | 3.d. | Understand the role of flexibility in the modern workforce |

### Learning Activities

|  |  |
| --- | --- |
| 1. | **Listen** to instructor created presentation on workplace ethics, politics, and diversity. |
| 2. | **Role play** stressful work situations in small groups. Reflect on the experience with the larger group. |
| 3. | **Discuss** an instructor provided ethics case study. |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | SUBMIT Written Assignment.Use an online search engine to search for "corporate ethics-related scandals" in the last decade. Write a one paragraph summary of the article Write one paragraph summarizing you personal feelings about the article. Cite the article. Refer to attached written product rubric. |
|  | Learning Materials |
|  | Written Product Rubric | [WrittenProductRubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=3a95e8ae-799a-427b-99b7-b834f27bdfa1) |
| 2. | PRESENT PAT Workplace Conduct Presentation |

Workplace Conduct Presentation

Directions

Prepare a 4-6 slide, 10-12 minute Power Point Presentation in response to a workplace conduct scenario. Briefly describe your scenario. Reflect on an appropriate response drawing on the course readings and discussions regarding workplace conduct. Outline the possible positive and negative repercussions of your response.

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Examine practices in workplace relationships including the role of responsibility and accountability |
| 2. | Practice business etiquette |

### Scoring

Rating Scale

|  |  |
| --- | --- |
| Value | Description |
| Met | Fully or adequately met expectations |
| Not Met | Partially met or failed to meet expectations |

Scoring Standard

Must meet 9 of the 12 criteria to demonstrate competency.

### Scoring Guide

|  |  |  |
| --- | --- | --- |
|  | Criteria | Ratings |
| 1. | delivery holds audience attention; you are energetic and enthusiastic | Met Not Met |
| 2. | learner's voice inflection, volume, and rate are appropriate for the content | Met Not Met |
| 3. | learner's nonverbal communication is consistent with your verbal message | Met Not Met |
| 4. | learner presents information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding | Met Not Met |
| 5. | main points are clear and concise | Met Not Met |
| 6. | each main point is proven using a variety of supporting material | Met Not Met |
| 7. | learner describes professional accountability | Met Not Met |
| 8. | learner outlines the role of responsibility in the workplace | Met Not Met |
| 9. | presentation is well organized | Met Not Met |
| 10. | presentation response is supported by relevant evidence | Met Not Met |
| 11. | presentation response includes an explanation of business etiquette | Met Not Met |
| 12. | presentation response demonstrates a thorough understanding of relevant aspects of the scenario | Met Not Met |

Learning Plan 7 Stress Management

Overview/Purpose

Stress management techniques can help students cope with the inevitable stress of life, school, work and career.

Target Competencies

|  |  |
| --- | --- |
| 1. | Apply stress management techniques |
|  | Assessment Strategies |
|  | 1.1. | Written Product |
|  | Criteria |
|  | 1.1. | learner monitors and records a list of personal stressors |
|  | 1.2. | learner reflects in a journal on how stress management techniques could be applied to their situation |
|  | 1.3. | learner practices stress management techniques and records the results |
|  | 1.4. | learner identifies a stress management technique that aligns with their stressors |
|  | 1.5. | written product follows an effective organizational plan |
|  | 1.6. | written product follows prescribed format, meeting criteria for all components |
|  | 1.7. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 1.a. | Describe the physiological basis for stress |
|  | 1.b. | Identify the role of change and transition in stress |
|  | 1.c. | Describe the stress spiral |
|  | 1.d. | Elaborate on the ways in which sleep, diet, and exercise impact stress |
|  | 1.e. | Describe the role of stress triggers, experience and expectation impact stress levels |
|  | 1.f. | Associate behavior patterns and stress |
|  | 1.g. | Classify best practices in stress management |

### Learning Activities

|  |  |
| --- | --- |
| 1. | **Discuss** in small groups a time that you handled stress well. Instructor leads exercise through the physiological and emotional components of positive stress management. |
| 2. | **Listen** to an instructor presentation on stress recognition, the stress cycle and stress managment techniques. |
| 3. | **Role play** stressful work situations in small groups. Reflect on the experience with the larger group. |
| 4. | **Complete** a stress assessment. |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | SUBMIT Journal: Reflect on behaviors in your life that lead to stress. Choose two that you could modify. How would the modified behavior help alleviate stress? Use journal rubric as guide. |
|  | Learning Materials |
|  | Journal Rubric | [Journal Rubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=a5e39a8c-2bb4-40e7-b2e6-baf17817e671) |
| 2. | PARTICIPATE in Discussion Board: Find one video clip of someone in a stressful work situation. Describe the clip. How could the person have responded better? In what ways did the person respond well? Refer to the discussion board rubric. |
|  | Learning Materials |
|  | Discussion Board Rubric | [GradingRubricDiscussionForums.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=07218d46-243b-4765-9c89-e04afd75063a) |
| 3. | SUBMIT PAT Stress Management |

Stress Managment

Directions

Keep a log of stressful activities for 3-5 days. Reflect on situations that were associated with stress. Practice 2-3 stress management techniques. Write a 250-500 page paper reflecting on your experience. Think of the following questions when crafting your paper: What worked? What didn't? What other techniques would you be interested in trying?.

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Apply stress management techniques |

### Scoring

Rating Scale

|  |  |
| --- | --- |
| Value | Description |
| 5 | Consistently Exceeds Expectations. Displays at all times, without exception, a consistently high level of skill. All assignments/tasks are completed beyond the level of expectation. Initiative and self-direction are characteristic. |
| 4 | Often Exceeds Expectations. Displays a high level skill, exceeding requirements in some areas, but not consistently or not without exception. |
| 3 | Meets Expectations. Displays and maintains an effective and consistent level of skill. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly.  |
| 2 | Some Improvement Needed. Displays inconsistency in performance and frequently falls below acceptable levels. Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences.  |
| 1 | Major Improvement Needed. Output is consistently low, regularly fails to meet criterion, and error rate is high requiring repetition.  |
| 0 | No evidence of meeting requirement.  |
| Met | Criteria met |
| Not Met | Criteria partially or not met |

Scoring Standard

A minimum of 3 must be earned on all criteria and must meet all met/not met criteria to demonstrate competence.

### Scoring Guide

|  |  |  |
| --- | --- | --- |
|  | Criteria | Ratings |
| 1. | learner monitors and records a list of personal stressors | 5 4 3 2 1 0 |
| 2. | learner reflects in a journal on how stress management techniques could be applied to their situation | 5 4 3 2 1 0 |
| 3. | learner practices stress management techniques and records the results | 5 4 3 2 1 0 |
| 4. | learner identifies a stress management technique that aligns with their stressors | 5 4 3 2 1 0 |
| 5. | written product follows an effective organizational plan | Met Not Met |
| 6. | written product follows prescribed format, meeting criteria for all components | Met Not Met |
| 7. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage | Met Not Met |

Learning Plan 8 Career Pathways

Overview/Purpose

The world of work is changing rapidly. Employers expect that employees will continue to develop their skills and will be life-long learners. Students will explore career development pathways including educational and professional opportunities.

Target Competencies

|  |  |
| --- | --- |
| 1. | Investigate career development pathways |
|  | Assessment Strategies |
|  | 1.1. | Written Product |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 1.1. | learner researches current job openings that fit within the various pathway steps |
|  | 1.2. | learner maps job openings to pathway steps |
|  | 1.3. | written product follows an effective organizational plan |
|  | 1.4. | written product follows prescribed format, meeting criteria for all components |
|  | 1.5. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | 1.6. | learner describes best practices for interviewing  |
|  | Learning Objectives |
|  | 1.a. | Identify the ways career pathways align with educational plans |
|  | 1.b. | Study the wage and employment projections for various jobs within the career pathway |
|  | 1.c. | Describe employability skills |
|  | 1.d. | Describe how skills and requirements vary by industry |
|  | 1.e. | Review job postings in career pathway |
| 2. | Identify the realities of the rapidly changing 21st Century workplace |
|  | Assessment Strategies |
|  | 2.1. | Written Product |
|  | 2.2. | Presentation |
|  | Criteria |
|  | Performance will meet expectations when: |
|  | 2.1. | learner defines skills needed in the 21st century workplace |
|  | 2.2. | learner identifies workplace trends |
|  | 2.3. | delivery holds audience attention; you are energetic and enthusiastic |
|  | 2.4. | learner's voice inflection, volume, and rate are appropriate for the content |
|  | 2.5. | learner's nonverbal communication is consistent with your verbal message |
|  | 2.6. | learner presents information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding |
|  | 2.7. | main points are clear and concise |
|  | 2.8. | each main point is proven using a variety of supporting material |
|  | 2.9. | written product follows an effective organizational plan |
|  | 2.10. | written product follows prescribed format, meeting criteria for all components |
|  | 2.11. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage |
|  | Learning Objectives |
|  | 2.a. | Identify labor market trends including length of employment, benefits, and mobility |
|  | 2.b. | Describe the changing role of education in the workforce |
|  | 2.c. | Outline challenges for workplace success |
|  | 2.d. | Understand the role of flexibility in the modern workforce |

Professional Leader Presentation

Directions

Create and present a 5-7 slide, 7-10 minute presentation on a professional leader of your choice. Answer the following questions in the context of the course readings and materials: What made the leader accountable? How did they demonstrate professionalism? How did they demonstrate their leadership style? In what ways could they have improved?

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Examine practices in workplace relationships including the role of responsibility and accountability |
| 2. | Identify the realities of the rapidly changing 21st Century workplace |

### Scoring

Rating Scale

|  |  |
| --- | --- |
| Value | Description |
| 5 | Consistently Exceeds Expectations. Displays at all times, without exception, a consistently high level of skill. All assignments/tasks are completed beyond the level of expectation. Initiative and self-direction are characteristic. |
| 4 | Often Exceeds Expectations. Displays a high level skill, exceeding requirements in some areas, but not consistently or not without exception. |
| 3 | Meets Expectations. Displays and maintains an effective and consistent level of skill. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly.  |
| 2 | Some Improvement Needed. Displays inconsistency in performance and frequently falls below acceptable levels. Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences.  |
| 1 | Major Improvement Needed. Output is consistently low, regularly fails to meet criterion, and error rate is high requiring repetition.  |
| 0 | No evidence of meeting requirement.  |
| Met | Criteria met |
| Not Met | Criteria partially or not met |

Scoring Standard

A minimum of 3 must be earned on all criteria and you must meet all met/not met criteria to demonstrate competence.

### Scoring Guide

|  |  |  |
| --- | --- | --- |
|  | Criteria | Ratings |
| 1. | delivery holds audience attention; you are energetic and enthusiastic | Met Not Met |
| 2. | learner's voice inflection, volume, and rate are appropriate for the content | Met Not Met |
| 3. | learner's nonverbal communication is consistent with your verbal message | Met Not Met |
| 4. | learner presents information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding | Met Not Met |
| 5. | main points are clear and concise | Met Not Met |
| 6. | each main point is proven using a variety of supporting material | Met Not Met |
| 7. | learner defines skills needed in the 21st century workplace | 5 4 3 2 1 0 |
| 8. | learner identifies workplace trends | 5 4 3 2 1 0 |
| 9. | written product follows an effective organizational plan | 5 4 3 2 1 0 |
| 10. | written product follows prescribed format, meeting criteria for all components | 5 4 3 2 1 0 |
| 11. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage | 5 4 3 2 1 0 |

Preparing for an Interview

Directions

Research a current job opening in an area within the career pathway. Submit the job description with your assignment. Write a 2-3 page summary of how you would prepare for an interview at the company. Include details of where you would place the job on the pathway. Summarize your educational and career experiences that would align with the job.

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Investigate career development pathways |
| 2. | Identify the realities of the rapidly changing 21st Century workplace |

### Scoring

Rating Scale

|  |  |
| --- | --- |
| Value | Description |
| 5 | Consistently Exceeds Expectations. Displays at all times, without exception, a consistently high level of skill. All assignments/tasks are completed beyond the level of expectation. Initiative and self-direction are characteristic. |
| 4 | Often Exceeds Expectations. Displays a high level skill, exceeding requirements in some areas, but not consistently or not without exception. |
| 3 | Meets Expectations. Displays and maintains an effective and consistent level of skill. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly.  |
| 2 | Some Improvement Needed. Displays inconsistency in performance and frequently falls below acceptable levels. Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences.  |
| 1 | Major Improvement Needed. Output is consistently low, regularly fails to meet criterion, and error rate is high requiring repetition.  |
| 0 | No evidence of meeting requirement.  |
| Met | Criteria met |
| Not Met | Criteria partially or not met |

Scoring Standard

A minimum of 3 must be earned on all criteria and must meet all met/not met criteria to demonstrate competence.

### Scoring Guide

|  |  |  |
| --- | --- | --- |
|  | Criteria | Ratings |
| 1. | learner researches current job openings that fit within the various pathway steps | 5 4 3 2 1 0 |
| 2. | learner maps job openings to pathway steps | 5 4 3 2 1 0 |
| 3. | learner describes best practices for interviewing  | 5 4 3 2 1 0 |
| 4. | written product follows an effective organizational plan | Met Not Met |
| 5. | written product follows prescribed format, meeting criteria for all components | Met Not Met |
| 6. | written product exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage | Met Not Met |
| 7. | learner follows written assignment guidelines | Met Not Met |