

VROP COURSE OUTLINE

COURSE TITLE: Career and Business Skills

VALLEY ROP #: MSS-4613-CBSkill
CDE #: 1503

CBEDS TITLE: General Office Occupations
CBEDS #: 4613

CTE SECTOR: Marketing, Sales & Service
CTE PATHWAY: Entrepreneurship

JOB TITLES:

Bookkeeping, Accounting, Audit Clerks	43-3031.00	Work Processors & Typists	43-9022.00
Computer Operators	43-9011.00	File Clerk	43-4071.00
Information Clerk	43-4171.00		

COURSE DESCRIPTION:

This year long class consists of four quarters per year and is designed to prepare junior and senior high school students for employment opportunities in today's rapidly changing business environment. This class is devoted to preparing students for the career work force. Students will research and plan career and educational goals. Students will acquire business office skills including computer applications, document processing and business communications. In addition students will develop character self-assessment, teambuilding and problem solving skills that are needed in the workplace.

DATE APPROVED:

REVISED DATE(S): January 9, 2006; March 2009 / Nov 2009

HOURS: 81 hours of classroom instruction per quarter.

CREDITS: 5

PREREQUISITES: None

GRADE LEVEL: 11-12

ARTICULATION(S): None

TEXTBOOKS:

Student Employment Competencies Curriculum
Partners in Education/Youth Programs
Career Awareness, State Center Consortium, 2004
Character Counts, Josephson Institute, 2002
Century 21 Computer Applications & Keyboarding, 7th edition,
South-Western Publishing, 2002.
Communicating in the Workplace, Work Skills Associates,
Teambuilding & Problem Solving in the Workplace, Work Skills
Associates, 1999
Intro to Business, 4th edition, South-Western Publishing, 2000.

RESOURCES: MS Word; MS Excel; Power Point; MS Publisher

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Develop personal characteristics, work attitudes, team building/problem solving, and communication skills essential for success on the job through successful completion of assignments.
- Learn about careers and how to find a job through resume and job interview classroom practice. Students will learn the basic elements of a resume and will produce a professional resume for them to keep.
- Acquire skills and knowledge and information management by storing and protecting records, organizing records, and retrieving them quickly when needed, tracking records to account for their location at all times, and disposing of records no longer needed.
- Utilize time management principles, cost-effective techniques and decision-making skills as demonstrated in their completed projects.
- Learn proper behavior and conduct for business settings.
- Acquire knowledge about becoming financially independent, establishing good credit and financial goals.
- Learn basic concepts and advanced procedures using Microsoft Word (word processing software), Microsoft Excel (spreadsheet software), Power Point (presentation software), and Microsoft Publisher (Desktop Publishing software).
- Learn and practice business communication formats by producing inter-office memorandums, letters, reports and outlines.

INSTRUCTIONAL METHODS:

- Lecture
- Cooperative group learning / Discussion
- Demonstration
- Modeling
- Multi-media aids

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Class participation (attendance, discussions, group participation)
- Class Assignments
- Unit Quizzes
- Presentations
- Portfolio
- Projects

COURSE OUTLINE:

Unit of Instruction	Estimated Hours			
	1 st Q/	2 nd Q/	3 rd Q/	4 th Q
• Character / Values Personal Inventory/Assessment	14	10	10	10
• Business Communications in the Workplace	8	12	12	8
• Team Building in the Workplace	10	10	10	10
• Problem Solving in the Workplace	8	8	9	8
• Business Etiquette	5	5	5	5
• Career Research/Goals/Plan	4	4	5	5
• Career/Job Acquisition Skills	10	10	10	10
• Public Speaking/Presentation Skills	8	8	6	6
• Principles of Financial Independence	6	6	6	6
• Establishing Credit/Checking Programs	4	4	4	4
• Computer Applications	10	10	10	10
• Business Ethics	5	5	5	5
• 5 Year Plan	3	3	3	3

STANDARDS

1. **Career Research Report(s)** – Students will research 4 careers of their choice that they are interested in pursuing and are teacher approved. They are required to report the following information on each career choice:
 - a. Job Description and Working Conditions
 - b. Educational and Experience Requirements
 - c. Annual Earnings (Low, Median, High)
 - d. Job Availability/OutlookFoundation Standards (FS) CR 2.1, 2.2, 2.3, 2.6, CW 1.3, 1.4, 1.6, 2.3, CWO 1.3, 1.4, CPM 3.1, 3.2, T 4.2, 4.4
Pathway Standards (PS) A 7.3, 8.1, 8.2, 8.3
2. **Oral Presentation on Report(s)** – Students will present their report findings of 4 careers to class using the appropriate multimedia applications.
(FS) CW (Application) 2.6, CWO 1.3, 1.4, LS 1.7, 2.4, TKS 10.6
(PS) A 7.1
3. **Communication in the Workplace** – Students will complete a 25 page packet that includes exercises, role plays, and hands-on activities that develop vital communication skills needed in the workplace.
(FS) CW 1.9, 2.5, LS 1.1, 1.3, 2.3, 2.5, RF 7.1, TKS 10.5
(PS) A 1.3, 6.2, 6.3, 7.1, 7.2, 9.1, 9
4. **Team Building and Problem Solving in the Workplace** – Students will complete a 40 page packet that includes exercises, role plays, and hands-on activities that develop vital skills and how to become a valuable contributor in today's competitive workplace.
(FS) M 1.1, 13.0, 15.0, LS 1.1, 1.3, PS-CT 5.1, 5.2, 5.3, 5.4, RF 7.3, LTW 9.1, 9.3, 9.4
(PS) A 3.3, 4.1, 4.2, 6.1, 7.1, 7.2, 9.1, 9.2
5. **Computer Application Skills** – Students will be required to produce documents, spreadsheets, publications and presentations using the following computer application programs:
 - a. MS Word
 - b. MS Excel
 - c. MS PowerPoint
 - d. MS Publisher(FS) M 1.1, 15.0, CR 2.6, 2.7, CW 1.7, 1.8, 1.9, 2.5, 2.6, T 4.2, TKS 10.1, 10.5, 10.6
(PS) A 4.1, 4.2, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 9.1, 9.2
6. **Business Documents** – Students will produce with zero formatting errors the following business documents: Memo, Letter, Report, Outline, Agenda, Meeting Minutes, Calendar, Itinerary/Schedule, Budget, Invoice, Flyer and Newsletter.
(FS) CW 1.9, 2.5, 2.6, CWO 1.3, 1.4, LS 2.5, TKS 10.1
(PS) A 1.3, 6.2, 7.1, 7.2
7. **Personal Finance** – Students will complete a personal finance budget using MS Excel. Students will also complete exercises to interpret compound interest, the cost of credit, and credit history. Students will summarize 10 principles of financial independence.
(FS) 4.2, TKS 10.4
8. **Job Acquisition** – Students will professionally produce the following documents:
 - a. Resume
 - b. Cover Letter
 - c. Job Application
 - d. Job Interview Questions/Answers(FS) CW (WS Application) 2.5, CWO 1.3, 1.4, CPM 3.6
9. **Student's Portfolio** – Students will maintain portfolio that contains all key assignments for each quarter. They will submit a five-year plan that includes their personal, professional, and educational goals and a specific action plan that details how they plan to accomplish the goals they have set.
(FS) CR 2.7, CW 1.9, CWO 1.3, 1.4, CPM 3.3

CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).

- g. Implement action(s).
 - h. Evaluate results of action(s) taken.
- D. COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
- F. EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.

3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
 1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.