

WORKFORCE / WORKPLACE READINESS

Student: _____ ID # _____ Entry Date: _____
 Institution: _____ Date Achieved: _____
 Site: _____ Instructor(s): _____

PLEASE CHECK CORRESPONDING BOX AS EACH STANDARD IS ACHIEVED.

STANDARD 1

The student identifies ways to plan for employment.

Date: _____ Instructor: _____

Benchmarks:

- 1.1 Identifying reasons people work;
- 1.2 Describing the relationship between jobs, careers, family life, and leisure activities;
- 1.3 Conducting a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market;
- 1.4 Developing a career plan for future career options to include job preferences, training requirements, and tasks/responsibilities;
- 1.5 Understanding the knowledge and skills required for a variety of careers of interest to the student;
- 1.6 Comparing occupations based on entry-level requirements and benefits associated with employment.

STANDARD 2

The student identifies ways to search for a job.

Date: _____ Instructor: _____

Benchmarks:

- 2.1 Locating, selecting, and processing classified ads;
- 2.2 Identifying and locating government and private employment agencies and/or computer-assisted job search programs;
- 2.3 Identifying and locating personal resource materials (for example: birth certificate, diplomas, training certificates, driver's license, social security card);
- 2.4 Understanding the importance of personal/professional networking to obtain job search information;
- 2.5 Developing a portfolio;
- 2.6 Developing a job card file to record specific job leads, requirements, employer names, interview information, and personal notes;
- 2.7 Practicing telephone etiquette when calling an employer for job information.

STANDARD 3

The student understands how to apply for a job and/or applies for a job.

Date: _____ Instructor: _____

Benchmarks:

- 3.1 Describing and giving examples of effective interviewing situations, including prepared questions to ask the interviewer;
- 3.2 Identifying appropriate behavior and attitudes in interview situations;
- 3.3 Demonstrating competence in job interview techniques to include grooming, dress, and verbal/nonverbal communication;
- 3.4 Developing a personal fact sheet to include, but not be limited to, personal references, work history, educational information, and other pertinent data;
- 3.5 Interpreting and completing job applications;
- 3.6 Composing a resume with a cover letter;
- 3.7 Writing a follow-up letter after the interview.

STANDARD 4

The student demonstrates understanding of wages, benefits, taxes, and concepts of employee organizations or identifies resources to assist in this interpretation.

Date: _____ Instructor: _____

Benchmarks:

- 4.1 Interpreting wages, deductions, benefits, and taxes;
- 4.2 Interpreting timekeeping forms, such as timecards/timesheets;
- 4.3 Interpreting pay schedules;
- 4.4 Identifying fringe benefits (for example: employee assistance programs, employee benefit packages, medical insurance, retirement plans, etc.);
- 4.5 Understanding importance of contract and union agreements;
- 4.6 Demonstrating knowledge of employee handbooks, personnel policies, and worker's compensation.

Continued on back

STANDARD 5

- The student understands the importance of safety standards and procedures in the workplace.

Date: _____ Instructor: _____

Benchmarks:

- 5.1 Identifying safety signs found in places of employment training and in public buildings;
- 5.2 Identifying safe work procedures;
- 5.3 Wearing safe work attire;
- 5.4 Understanding the importance of reporting training and job-related hazards, accidents, injuries, and/or damages to the appropriate person(s);
- 5.5 Demonstrating acceptable employee health habits.

STANDARD 6

- The student demonstrates understanding of concepts and materials related to job training, performance, retention, promotion, and changes.

Date: _____ Instructor: _____

Benchmarks:

- 6.1 Discussing realistic career goals;
- 6.2 Identifying positive and negative feelings that affect success at work and elsewhere;
- 6.3 Identifying factors the employer considers when promoting/retaining employees;
- 6.4 Interpreting general work-related vocabulary;
- 6.5 Demonstrating the ability to apply or transfer skills learned in one job situation to another;
- 6.6 Interpreting job-related signs, charts, diagrams, forms, and procedures;
- 6.7 Identifying appropriate computer skills that affect job retention and advancement;
- 6.8 Recognizing job responsibilities;
- 6.9 Interpreting and writing work-related correspondence including notes, memos, and letters;
- 6.10 Reacting appropriately to constructive criticism;
- 6.11 Demonstrating a knowledge of how and when to make job changes or to resign from a job;
- 6.12 Analyzing and solving workplace problems;
- 6.13 Identifying and maintaining appropriate attire and hygiene standards for employment situations;
- 6.14 Listing probable stress factors of various jobs.

STANDARD 7

- The student is made aware of and/or utilizes common workplace technology.

Date: _____ Instructor: _____

Benchmarks:

- 7.1 Identifying common tools, equipment, machines, and materials required for one's job;
- 7.2 Demonstrating simple keyboarding skills;
- 7.3 Demonstrating ability to use a filing system;
- 7.4 Identifying common business machines (for example: fax machine, copy machine, computer);
- 7.5 Demonstrating basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts;
- 7.6 Leaving messages on answering machines;
- 7.7 Demonstrating appropriate use of the telephone in a workplace setting;
- 7.8 Demonstrating awareness of the importance of word processing and computer skills in the workplace.

STANDARD 8

- The student demonstrates ability to effectively utilize common interaction techniques in employment situations.

Date: _____ Instructor: _____

Benchmarks:

- 8.1 Demonstrating ability to work cooperatively with others as a member of a team, to contribute to team efforts, to maximize the strengths of team members, to promote effective group interaction, and to take personal responsibility for accomplishing goals;
- 8.2 Demonstrating effective communication skills in working with customers and clients;
- 8.3 Demonstrating initiative and resourcefulness in meeting the needs and solving the problems of customers;
- 8.4 Demonstrating effective body language and its influence on the observer;
- 8.5 Identifying sexual harassment issues in the workplace;
- 8.6 Identifying and using effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups;
- 8.7 Identifying techniques for handling stress and time management problems on the job.

STANDARD 9

THIS STANDARD IS OPTIONAL AS COMPUTER TECHNOLOGY IS NOT PROVIDED FOR EVERY STUDENT. IT IS STRONGLY RECOMMENDED THAT STUDENTS WITH ACCESS TO COMPUTER TECHNOLOGY COMPLETE STANDARD 9. Please Note: THE TEACHER'S RESOURCE GUIDE OFFERS LESSON PLANS ENABLING INSTRUCTORS TO INTRODUCE STUDENTS TO TECHNOLOGY WITHOUT A COMPUTER IN THE CLASSROOM.

- The student utilizes the computer to enhance personal, academic, vocational, and social communication.

Date: _____ Instructor: _____

Benchmarks:

- 9.1 Identifying basic terminology associated with computers;
- 9.2 Identifying the parts of a computer;
- 9.3 Identifying hardware;
- 9.4 Identifying software;
- 9.5 Demonstrating appropriate use and care of computer hardware and software;
- 9.6 Demonstrating the steps necessary to "boot up" a computer system (for example: DOS, Windows, Macintosh);
- 9.7 Utilizing computer directories to locate files;
- 9.8 Identifying the basic components of a computer system;
- 9.9 Understanding utilization possibilities;
- 9.10 Understanding advantages and disadvantages of computers.

LITERACY COMPLETION POINT A