

OCCUPATIONAL PREPARATION II

This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

Strands: Self-Determination, Personal Management, Interpersonal Relationship Skills, Career Development, Job Seeking Skills, and Job Performance

COMPETENCY GOAL 1: The learner will develop self-determination skills for participating in transition planning and making a successful adjustment to adult life.

Objectives:

- 1.01 Identifies and demonstrates an understanding of various styles of communication and their utilization:
 - Passive
 - Aggressive
 - Assertive
 - Formal
 - Informal
 - Nonverbal (e.g. body language)
- 1.02 Develops a basic understanding of laws related to disability rights:
 - Americans with Disabilities Act (ADA)
 - Equal Employment and Opportunity Commission (EEOC)
 - Fair Labor Standards Act (FLSA)
 - Sections 501/502/504 of the Vocational Rehabilitation Act of 1973
 - Individuals with Disabilities Education Act (IDEA)
 - Vocational Rehabilitation's Individualized Plan of Employment (IPE)
 - Carl Perkins Act
 - Person-centered planning
 - Family Rights Privacy Act
 - Adult status at age 18
 - OSHA
- 1.03 Identifies the steps involved in career planning
- 1.04 States how the content of the Occupational Course of Study relates to future careers and adjustment to adult life.
- 1.05 Identifies areas of personal improvement and demonstrates the ability to formulate a plan of action
- 1.06 Identifies basic concepts associated with labor unions and professional organizations and the advantages/disadvantages of membership.

COMPETENCY GOAL 2: The learner will actively participate in career development activities (e.g. awareness, exploration, and planning) to determine a career goal.

Objectives:

- 2.01 Examines various career pathways and identifies potential careers of interest
- 2.02 Demonstrates the ability to locate information about careers of interest
- 2.03 Investigates information related to their list of potential future careers.
- 2.04 Participates successfully in multiple school-based activities to complete the 300-hour requirement for the Occupational Course of Study by graduation:
 - School factories
 - School-based enterprises
 - Hands-on vocational training in Career-Technical Education courses
 - Job fairs
 - Vocational Rehabilitation work adjustment training
 - Vocational assessment activities
 - Job Clubs

- 2.05 Participates successfully in paid and non-paid work-based (i.e. community-based) activities to complete the 240-hour requirement for the Occupational Course of Study by graduation:
- Community-based training (e.g. enclaves, mobile work crews)
 - Situational assessment
 - Internships
 - Job Shadowing
 - Apprenticeships
 - Co-op programs
 - Part-time employment
 - Legitimate volunteer experiences
 - Community service

COMPETENCY GOAL 3: The learner will develop the job seeking skills necessary to secure employment in chosen career pathway.

Objectives:

- 3.01 Describes successful interviewing strategies:
- Purpose of interview
 - Information on potential employer
 - Proper attire
 - Proper behavior
 - Necessary papers/personal information (e.g. work permit, social security number, driver's license/ID)
 - Appropriate response to questions
 - Appropriate questions to ask interviewer
 - Follow-up to interview
- 3.02 Describes steps for obtaining pertinent employment related information:
- Social security number
 - Work permit
 - Identification card
 - References
 - Certification of specialized training
 - High school transcript
- 3.03 Identifies the steps involved in conducting a job search in areas of career interest.
- 3.04 Describes the content and outline of a job placement portfolio and discusses strategies for the collection of this information:
- Biographical information
 - School and work attendance records
 - Vocational evaluation and assessment results
 - Record of school-based and work-based learning activities
 - Course of study and grades
 - Extra-curricular activities
 - Community service activities
 - Awards, honors, and special recognition
 - Long-range goals
 - Adult service agency involvement
 - References
- 3.05 Participates in establishing the process for the development of a Job Placement Portfolio prior to graduation.

COMPETENCY GOAL 4: The learner will develop the work behaviors, habits, and skills in the area of personal management needed to obtain, maintain, and advance in chosen career pathway.

Objectives:

- 4.01 Identifies transportation and mobility resources and strategies for utilization:
- Public transportation
 - Graphic transportation and mobility organizers (e.g. directions, maps, transportation schedules, building schematics)
 - Friends, relatives, and coworkers
 - Safety
 - Etiquette
 - Choice issues (e.g. convenience, cost, reliability, and accessibility)
 - Accommodations
 - Budgeting
 - Learner's permit and driver's license
 - Issues related to owning a car
- 4.02 Identifies the importance of various personal management work behaviors, habits, and skills for job success and strategies for their successful implementation:
- Physical navigation of employment sites (e.g. entrance, exit, stairs, elevator, hallways, escalators)
 - Acceptance of feedback from a supervisor
 - Requests for assistance
 - Resolution of conflicts
 - Demonstration of respect
 - Acceptance of new tasks
 - Delayed gratification
 - Avoidance of maladaptive behaviors (e.g. physical aggression, excessive teasing, verbal aggression, non-compliance, inappropriate verbalizations, inappropriate displays of affection, stealing, sexual misconduct, harassment)
 - Good attendance
 - Punctuality
 - Breaktime behavior
 - Completion of work within designated time schedule
 - Initiative
 - Flexibility
 - Adaptation to change

COMPETENCY GOAL 5: The learner will develop the work behaviors, habits, and skills in the area of job performance needed to obtain, maintain, and advance in career pathway.

Objectives:

- 5.01 States the reasons for maintaining high standards for quality and quantity of work and recognizes strategies for obtaining these standards:
- Time on task
 - Self-evaluation of work
 - Performance of repetitive tasks
 - Competitive standards
 - Work evaluations by supervisor
- 5.02 Identifies the physical demands of the job performance skills and the level of environmental tolerance needed for chosen career path:
- Endurance
 - Stamina
 - Use of upper extremities
 - Fine motor skills
 - Gross motor skills
 - Sensory discrimination
 - Temperature/weather conditions
 - Noise level
 - Alertness
 - Materials
 - Environmental conditions and hazards

- 5.03 Explains job performance issues related to a variety of occupations and their importance as they relate to job success:
- Use of a timeclock and/or timesheet
 - Acquisition of materials/equipment needed for job assignments
 - Organization of work materials
 - Work area arrival and departure
 - Problem-solving

COMPETENCY GOAL 6: The learner will develop the interpersonal relationship skills needed for success in the workplace.

Objectives:

- 6.01 Identifies potential conflict situations on the job and strategies for handling and preventing workplace conflict:
- Peer pressure from coworkers
 - Coworker verbalization of beliefs and values contrary to one's own beliefs and value system
 - Exposure to unkind, unethical, and dangerous practices
 - Instigation of an argument by a coworker and customer
 - Personality conflicts
 - Negative interactions (e.g. teasing, namecalling, put-downs, verbal aggression, and physical aggression)
- 6.02 Develops an awareness of and sensitivity to different cultures, lifestyles, attitudes, and beliefs.
- 6.03 Determines appropriate attitudinal and behavioral strategies for interacting with a supervisor:
- Evaluative conference
 - Compliance with instructions and directions
 - Orientation
 - Problem reporting
 - Requests for assistance
- 6.04 Identifies appropriate natural supports on specific jobs and strategies for developing these supports.
- 6.05 Outlines strategies for basic customer service skills:
- Performance consistent with a company's customer service policy (e.g. mission statement, vision)
 - Helpful and friendly interactions
 - Resolution of customer complaints
 - Provision of information (e.g. verbal, phone, and email)
 - Obtaining supervisor's assistance in crisis situations with customers