

B.E. Publishing

Correlation to *Business & Professional Communications* to Precision Exams: 21st Century Success Skills (300)

DESCRIPTION

The 21st Century Success Skills standards represent the fundamental, yet critical, personal traits, knowledge, and skills that each person should possess to successfully transition from secondary education into the workforce and post-secondary education. These skills and knowledge can be applied to any industry or subject matter. They are "success" skills and knowledge to be used and further developed throughout one's life.

STANDARDS, OBJECTIVES, AND INDICATORS	CORRELATION
Standard 1: STUDENTS WILL UNDERSTAND AND DEMONSTRATE THE PERSONAL TRAITS THAT ENCOURAGE PRODUCTIVITY, QUALITY WORK, SELF-INITIATIVE, AND EMPLOYABILITY. APPLIES PERSONAL TRAITS TO ALL SITUATIONS. UNDERSTAND THAT THESE TRAITS MUST BE PRACTICED AND DEVELOPED.	
Objective 1: Presents a positive attitude about work, learning, challenges, and about other people.	Pgs. 171-172, Working in Professional Groups
Objective 2: Is self-motivated and self-disciplined, and can work and think independently.	Pgs. 171-172, Working in Professional Groups
Objective 3: Deals honestly and with integrity in all situations	Pgs. 201-202, Key Customer Service Strategies
Objective 4: Is helpful and finds ways to provide value.	Pgs. 146-147, Skills Needed for Employment
Objective 5: Is dependable in all situations, including regular and on-time attendance, and completing assigned tasks on-time.	Pgs. 146-147, Skills Needed for Employment
Objective 6: Shows respect for others and others' time and possessions (including your coworkers and employer, and personal time vs. work time).	Pg. 184, Respect; Pg. 209, Mutual Respect
Objective 7: Demonstrates eagerness for self-improvement and continues to be a self-directed learner professionally and personally.	Pg. 192, Building Confidence
Objective 8: Is adaptable and flexible to change and setbacks.	Pg. 185, Positivity, Commitment to Problem Solving
Objective 9: Is teachable and accepts feedback.	Pg. 65, 1st paragraph; Pg. 126, Evaluating Presentations
Objective 10: Takes responsibility for own actions.	Pg. 186, Leadership Techniques; Pgs. 198-199 Responsibilities of Managers
Objective 11: Works hard at any given task – has good work ethic.	Pgs. 146-147, Skills Needed for Employment
Objective 12: Resourcefully produces results regardless of challenges or tedious tasks.	Pgs. 146-147, Skills Needed for Employment
Objective 13: Dresses and acts appropriately for the situation.	Pg. 123, Body Language Tips; Pgs. 171-172, Working in Professional Groups
Standard 2: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO SEARCH FOR AND LOCATE INFORMATION FOR ANY GIVEN SUBJECT. UNDERSTAND THAT RESEARCH IS AN INTEGRAL PART OF EVERYDAY LIFE AND WORK, AND THAT EFFECTIVE RESEARCH SKILLS ENHANCE WORK AND PERSONAL LIFE.	
Objective 1: Developing and asking the right questions.	
1. Ask relevant and pertinent (i.e. "right") questions to focus research efforts given a specific situation.	Pgs. 61-63, Planning; Pg. 139, Ask Questions
2. Properly use interrogative questions to research the needed information (who, what, where, why, when, which, how).	Pgs. 61-63, Planning; Pg. 139, Ask Questions
3. Understand how and when to use the following questioning strategies: yes and No questions, probing questions, leading questions and rhetorical questions.	Pgs. 61-63, Planning; Pg. 139, Ask Questions

Objective 2: Information Literacy – gathering and discerning relevant information.	
1. Locate and gather relevant information in printed and digital formats from various sources, including: <ul style="list-style-type: none"> • Different browsers and search engine results • Libraries, colleges and universities • Community and industry groups, associations, publications, and businesses • Subject matter experts 	Pgs. 105-17, Researching Informal Professional Presentations
2. Differentiate between primary, secondary and tertiary sources, and understand the basic pros and cons of each source type.	Pgs. Pgs. 61-63, Planning; Pgs. 106-107 Sources
3. Understand the difference between quantitative and qualitative information.	Pg. 45, Interpreting Information
4. Discern between relevant and credible sources versus irrelevant and questionable sources. <ul style="list-style-type: none"> • Understand how and why (for what purposes) different information (messages, content, media, advertising, research, etc.) is developed and presented. • Recognize bias or spin within the messages presented. • Recognize when information becomes propaganda and how it might influence beliefs and behaviors. 	Pgs. Pgs. 61-63, Planning; Pgs. 87-88, Writing and Formatting Formal Reports; Pgs. 106-107 Sources
Objective 3: Proper use of gathered information.	
1. Understand the ethical and legal issues surrounding the access and use of information, including: <ul style="list-style-type: none"> • Basic copyright and fair use laws. • Difference between paraphrasing and plagiarism. • Provide proper citation for sources. 	Pg. 13, Copyright and Fair Use; Pgs. 61-63, Planning; Pg. 64, 2nd paragraph
Standard 3: STUDENTS WILL UNDERSTAND HOW TO CRITICALLY THINK AND OBJECTIVELY ANALYZE AND REASON THROUGH INFORMATION USING PRIMARY AND SECONDARY SOURCES, EMPIRICAL DATA, EXPERIENCE AND COMMON SENSE.	
Objective 1: Organize information for useful analysis.	
1. Quickly assimilate needed and relevant data from irrelevant information.	Pgs. 61-63, Planning; Pgs. 87-88, Writing and Formatting Formal Reports
2. Use technology as a tool to help organize and evaluate information.	Pg. 44, Technology & Communication; Pgs. 124-125, Technology Applications
3. Conceptualize and reorganize gathered information into useful forms.	Pgs. 61-63, Planning; Pgs. 87-88, Writing and Formatting Formal Reports
4. Narrow the gathered research by categorizing it into appropriate sub-groups.	Pgs. 61-63, Planning; Pgs. 87-88, Writing and Formatting Formal Reports
Objective 2: Apply critical thinking skills to objectively evaluate and analyze information.	
1. Understand how bias and ego can affect objective reasoning.	Pgs. 43-44, Point of View
2. Distinguish between fact and opinion, truth and error.	Pgs. 43-44, Point of View; Pg. Pgs. 106-107 Sources
3. Recognize past and current trends, patterns, or cycles in research.	Pg. 47, In-depth Reading
4. Understand and apply different reasoning methods appropriate to the situation to logically analyze and test assumptions. <ul style="list-style-type: none"> • Understand and apply cause and effect reasoning (or “if, then” logic) to study possible conclusions in various situations. • Understand and apply the concept of “opportunity costs” to various situations. • Understand and apply the “pros versus cons” methodology to reasoning in various situations. 	Pg. 45, Interpreting Information; Pg. 47, In-depth Reading; Pgs. 78-79, Writing and Formatting Informal Reports; Pgs. 108-109 Organization Strategies

<ul style="list-style-type: none"> Understand and apply inductive reasoning (or “generalizing”) to various situations (Inductive reasoning takes specific observable instances and creates a general rule/law from those specific instances). Understand and apply deductive reasoning (or “deduction”) to various situations (Deductive reasoning takes a generally known rule/law and applies that rule to specific observable instances). 	
Objective 3: Applied reading and interpretation skills.	
1. With minimal instruction, read, monitor, interpret, and understand information presented in various formats or tools (i.e. news articles, journal articles, charts, graphs, tables, flow charts, gauges, dials, signs, controls, etc., that may be found in various work situations.	Pg. 44, Technology & Communication; Pg. 45, Interpreting Information; Pgs. 46-47, Reading Methods
Standard 4: STUDENTS WILL UNDERSTAND HOW TO EFFECTIVELY RELATE, APPLY, AND ADAPT INFORMATION AND EXPERIENCES TO ANY PERSONAL, WORKPLACE, OR EDUCATIONAL SITUATION.	
Objective 1: Relate information for problem solving.	
1. Clearly conceptualize, document, and communicate a problem or question to be solved.	Pgs. 171-172, Working in Professional Groups; Pg. 173, Group Dynamics; Pg. 174, Group Members; Pg. 175, Group Processes
2. Understand the true purpose and intent of solving the problem or question.	Pgs. 171-172, Working in Professional Groups; Pg. 173, Group Dynamics; Pg. 175, Group Processes
3. Consider the opinions of other people, times and places, different from one’s own.	Pgs. 170-171, Diversity in the Workplace; Pgs. 171-172, Working in Professional Groups; Pg. 173, Group Dynamics; Pg. 175, Group Processes; Pg. 188, Leading Through Conflict
4. Relate potential solutions to different people and situations to try and understand potential effects.	Pgs. 171-172, Working in Professional Groups; Pg. 173, Group Dynamics; Pg. 174, Group Members; Pg. 175, Group Processes
5. Relate, infer, and apply the gathered research to the specific situation, problem or question	Pgs. 171-172, Working in Professional Groups; Pg. 173, Group Dynamics; Pg. 174, Group Members; Pg. 175, Group Processes
Objective 2: Use creative thinking to solve problems.	
1. Develop new ideas that contribute to a given situation using various techniques, including brainstorming and “thinking outside the box”.	Pgs. 171-172, Working in Professional Groups; Pg. 176, Group Processes; Pg. 178, Figure 13.3
2. Seek to understand the situation from another stakeholder’s point-of-view (i.e. a customer, colleague, etc.)	Pgs. 132-133, Active Listening Pgs. 171-172, Working in Professional Groups; Pg. 176, Group Processes; Pg. 178, Figure 13.3
3. Ask questions which challenge prevailing assumptions, including one’s own assumptions and ideas.	Pgs. 171-172, Working in Professional Groups; Pg. 176, Group Processes; Pg. 178, Figure 13.3
4. Identify and ask clarifying questions that may lead to better solutions (ex. Who will do x? What will happen if x? Where will x be located? Why will x work? When could x be done? Which x works best? How will x happen?)	Pgs. 136-137, Listening with a Purpose; Pgs. 171-172, Working in Professional Groups; Pg. 176, Group Processes; Pg. 178, Figure 13.3; Pg. 207, Assessing Leadership Characteristics
Objective 3: Apply fundamental works and personal mathematics.	
1. Apply basic work and personal mathematics including addition, subtraction, and basic algebra to a given situation.	Pg. 45, Interpreting Information

Objective 4: Make effective fundamental work and personal mathematics.	Pg. 44, Technology & Communication; Pg. 45, Interpreting Information; Pg. 173, Group Dynamics; Pg. 175, Group Processes; Pg. 178, Figure 13.3
1. Evaluate the gathered and analyzed information, evidence, and alternative points of view.	Pg. 44, Technology & Communication; Pg. 45, Interpreting Information
2. Apply decision-making processes appropriate to the situation and required policies.	Pgs. 171-172, Working in Professional Groups; Pg. 173, Group Dynamics; Pg. 175, Group Processes; Pg. 178, Figure 13.3
3. Make a decision based on achieving the desired/proper outcome.	Pgs. 171-172, Working in Professional Groups; Pg. 173, Group Dynamics; Pg. 175, Group Processes; Pg. 178, Figure 13.3
4. Understand that every decision and action has consequences (intended or unintended).	Pgs. 171-172, Working in Professional Groups; Pg. 173, Group Dynamics; Pg. 175, Group Processes; Pg. 178, Figure 13.3
Standard 5: STUDENTS WILL UNDERSTAND AND DEMONSTRATE HOW TO PRODUCE RESULTS BY DOING, RECORDING, COMMUNICATING, ACTING AND LEADING FROM INFORMATION STUDIED AND LEARNED, AND DO SO IN VERBAL AND WRITTEN COMMUNICATIONS, AND IN BOTH AND INDIVIDUAL SITUATIONS.	
Objective 1: Effectively communicate with others.	
1. Understand the intended/target audience, including an understanding of background, culture, environments, and demographics.	Pgs. 14-15, Cultural Diversity in the Workplace; Pgs. 87-97, Composing, Editing, and Formatting Formal Written Documents
2. Understand and demonstrate positive and negative verbal and non-verbal communication.	Pgs. 122-123, Conducting Formal Professional Presentations
3. Clearly and concisely communicate verbally and non-verbally in the following situations: formal/structured and impromptu speech, debate, collaborative discussion, and interview.	Pgs. 122-123, Conducting Formal Professional Presentations; Pgs. 152-153, Interviewing for Employment
4. Clearly and concisely communicate in writing (using proper grammar, spelling, capitalization, word choice, etc.) using the following: resume, general letter, set of instructions, basic presentation, email, persuasive letter, business report.	Pgs. 57-59, Foundations of Grammar; Pgs. 87-97, Composing, Editing, and Formatting Formal Written Documents; Pgs. 156-157, Getting Started
5. Apply the four basic parts of writing to any written communication. The four basic parts are: <ul style="list-style-type: none"> • Basic information (title, author, contact information) • Introduction (quick statement of purpose and intent to entice attention) • Body (presentation of details related to one's intent) • Conclusion (focused summary of most important parts of content, including one's findings, recommendation, and/or call to action) 	Pgs. 87-97, Composing, Editing, and Formatting Formal Written Documents
6. Regarding standard work-related productivity software, demonstrate competency in the basic use of, understanding the purpose for, and determining the best software for a particular job. Focus should be given on: <ul style="list-style-type: none"> • Word processor software • Spreadsheets software • Presentation 	Pg. 16, Modern Technology and Terminology in the Workplace; Pgs. 63-64, Composing

Objective 2: Effectively interact and collaborate with others – peers, colleagues/coworkers, employer, customers	Pgs. 132-133, Active Listening; Pgs. 136-137, Listening with a Purpose; Pg. 173, Group Members; Pg. 175, Group Processes; Pg. 178, Figure 13.3; Pg. 190, Social and Ethical Responsibilities of Leaders
<p>1. Work effectively and respectfully with diverse teams:</p> <ul style="list-style-type: none"> • Value the individual contributions of each group member and be open to new and diverse perspectives. • Show sensitivity to cultural differences. • Actively participate and contribute in group discussions and assignments. • Proactively accept and complete assigned tasks. • Understand the importance of having a positive attitude while working in group situations. • Respectfully accept and incorporate input and feedback from others about one's own work. 	Pg. 173, Group Members; Pg. 175, Group Processes; Pg. 178, Figure 13.3; Pg. 190, Social and Ethical Responsibilities of Leaders
2. Understand the role of active listening in effective interpersonal communication and demonstrate active listening skills.	Pgs. 132-133, Active Listening; Pgs. 136-137, Listening with a Purpose
<p>3. Demonstrate how to appropriately deal with difficult individuals (client/customer, coworker, boss, peer) by doing the following:</p> <ul style="list-style-type: none"> • Show empathy and understanding. • Do not minimize the individual's problem/concern. • Ensure understanding by clarifying the individual's statements using appropriate questioning and listening techniques (ask open ended questions to narrow the scope of the problem, restate what is said to verify understanding). • Avoid arguing with the individual while interacting with them. • Provide possible solutions, either in part or complete. • Provide ways for follow-up or next steps. 	Pg. 173, Group Members; Pg. 175, Group Processes; Pg. 178, Figure 13.3; Pg. 190, Social and Ethical Responsibilities of Leaders
Objective 3: Effectively manage projects.	
<p>1. Set and meet S.M.A.R.T. goals, even in the face of obstacles and competing pressures.</p> <ul style="list-style-type: none"> • Specific – focused on a specific thing • Measurable – can be quantified in some way • Achievable – can be realistically accomplished with the means and time available • Relevant – it will make a difference and applies appropriately to the desired outcome • Timely – timeframe when results should be achieved 	Pg. 175, Group Leadership; Pg. 176, Group Processes; Pg. 196, Leadership and Management
2. Plan and prioritize tasks and work-flow to achieve desired outcomes.	Pg. 175, Group Leadership; Pg. 176, Group Processes; Pg. 196, Leadership and Management
3. Understand how to multi-task (managing multiple projects during the same period of time).	Pg. 147, Personal Qualities; Pg. 175, Group Leadership; Pg. 176, Group Processes

Objective 4: Effectively guide and lead others.	
1. Expect and encourage positive personal traits and quality results from one's self and from others.	Pgs. 171-172, Working in Professional Groups; Pgs. 184-185, Leadership in the Workplace; Pg. 188, Leading Through Conflict
2. Be positive about others' abilities and efforts.	Pgs. 171-172, Working in Professional Groups; Pgs. 184-185, Leadership in the Workplace; Pg. 188, Leading Through Conflict
3. Listen to others' ideas and leverage the strengths of others to accomplish a common goal.	Pgs. 171-172, Working in Professional Groups; Pgs. 184-185, Leadership in the Workplace; Pg. 188, Leading Through Conflict
4. Demonstrate integrity and ethical behavior in using influence and power.	Pgs. 171-172, Working in Professional Groups; Pgs. 184-185, Leadership in the Workplace; Pg. 188, Leading Through Conflict
5. Proactively seek the next task to be done, and appropriately work to accomplish that task.	Pgs. 171-172, Working in Professional Groups; Pgs. 184-185, Leadership in the Workplace; Pg. 188, Leading Through Conflict
6. Effectively lead a meeting. <ul style="list-style-type: none"> • Provide a meeting agenda to participants • Start and stop on-time • Provide clear purpose for meeting • Allot sufficient time to discuss desired topics • Make specific assignments to specific individuals/groups • Record decisions and assignments for follow-up 	Pgs. 171-172, Working in Professional Groups; Pgs. 184-185, Leadership in the Workplace; Pg. 188, Leading Through Conflict