Supervised Business Experience Handbook

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SBE OVERVIEW

The Supervised Business Experience (SBE) program is a workplace learning experience, which is an extension of the business education classroom. SBE training is designed for, and only for, students currently enrolled in an approved business course.

The SBE program provides on-the-job work experience that gives students the opportunity to master academic and workplace skills. Students can make connections with real world expectations in terms of accuracy of work, production, staying on task, responsibility for work--all components which are emphasized in the business classroom setting. The work experience reinforces the importance of interpersonal skills, decision making, problem solving, critical thinking, and teamwork skills, which give students a forum to develop positive workplace experiences as they enter the workforce or prepare for continued education. The SBE program facilitates the transition from the classroom to the workplace. This program also gives students the opportunity to develop skills and attitudes not usually taught in other courses and to obtain refresher training in skills. **The instruction received in the classroom and experience gained on the job complement one another. This complementary component is why it is important that the teacher providing the in-class instruction is the teacher supervising the student.**

SBE objectives:
1. complete sufficient training and experience to secure full-time employment in a business occupation upon graduation from high school or to continue education in a related career
2. develop good attendance and punctuality habits necessary for successful employment
3. develop the ability to deal effectively with other workers and to accept supervision
4. develop personal traits and attitudes necessary for success in a career in business

A model SBE program can be defined as one that exhibits strengths in the following areas:
1. An advisory committee that supports the business education program
2. Curriculum that is competency-based
3. Instructional resources that provide up-to-date technology for the classroom
4. The student organization, FBLA, enhances business leadership skills
5. Transition opportunities to prepare students for the workplace/further education
6. Program evaluation which consists of a written program evaluation plan that identifies strengths and concerns as well as a plan for improvement
7. Professional development activities for students
8. Meets all teacher, student, documentation, operations, and worksites/employers expectations outlined in this handbook

SBE BENEFITS
Students
1. Use academic skills as they learn career-oriented technical skills
2. Positive interaction with professionals
3. Better opportunities for more challenging and meaningful work
4. Satisfaction with school
5. Positive attitude toward work
6. Marketable job skills

Community
1. Trained labor for the workforce
2. Reduction of unemployment
3. Student respect for work
4. Tax revenues on student earnings

Schools
1. Student motivation to perform well
2. School retention
3. Students more likely to pursue postsecondary education
4. Heightened visibility in the community
5. Greater student commitment to school due to the relevance between school and work
6. State and federal career education funds provide support

Employer
1. Lower employee turnover rate and training costs
2. Public relations benefits in the community
3. Screening, selection and recruitment services
4. The opportunity to assist in shaping school curriculum

PROGRAM PROMOTION
A well-organized public relations program is vital to the success of a Supervised Business Experience program. Positive public relations influences the amount of support a program receives from the community.

Outside the School - Local Business Community
1. Include business people in classes as speakers, advisory committee members, judges for events, and interviewers
2. Take students on field trips and tours of businesses
3. Seek a business partnership through the local Chamber of Commerce or participate in an adopt-a-school program
4. Invite business people to school to observe special programs or activities; conduct tours through the school
5. Send out an SBE program information summary to new employers in the area or to established employers with whom new contact is made
6. Communicate with employers about special assignments students must complete, i.e. complete a job description manual (request information such as company policies, history/origin, management chart, etc.)
7. Participate in business/education programs such as Business & Industry Education Day or similar activities

Outside the School - Civic Organizations
1. Serve as a speaker or panel member at a local civic meeting
2. Give a presentation at a civic meeting about SBE students on the job, include statements of students about the value of the program
3. Participate in parent/teacher meetings such as "open house" at the school or other such activities
4. Present information at career fairs about the SBE program and its benefits
5. Invite groups such as Toastmasters Club to present programs; for example, youth leadership program

Outside the School - Parents
1. Invite parents to attend an orientation to the SBE program
2. Plan and invite parents to a morning coffee, brunch, or other such activity to share information about the program
3. Include at least one parent on the program advisory committee
4. Invite parents on field trips and to FBLA meetings to assist as chaperones
5. Give a presentation about SBE to parents at parent/teacher meetings or other such meetings
6. Invite parents to the employer appreciation function

Outside the School - Media
1. Promote National Career and Technical Education Month through local newspapers, radio, television coverage, social media
2. Send out news releases relating to SBE activities
3. Inquire about a supplement to the local newspaper which focuses on Supervised Business Experience
4. Communicate with the local Chamber of Commerce about student contributions to the community

Within the School - Administration
1. Take the principal on visits to worksites
2. Ask the principal to visit and talk with the SBE students on an informal basis: students can tell where they work and give brief descriptions of their jobs
3. Send the principal and administration a list of students from the SBE class who were competitive event winners in FBLA contests
4. Include administrative personnel in any type of recognition activities
5. Distribute lists of participating employers and students for the semester/year

Within the School - Students
1. Select an SBE student of the month/year and recognize that individual
2. Use displays in prominent areas of school with pictures and information about SBE students
3. Include a former SBE student on the advisory committee
4. Arrange for students to talk with other business classes about SBE training and to help with recruiting
5. Encourage SBE students to assist the teacher/coordinator in locating job openings

SBE PROGRAM POLICIES

1. One-half unit of credit per semester may be awarded for an average of 10-19 hours weekly of **off-campus** experience or one unit of credit per semester for 20 or more hours weekly of off-campus experience. No more than two units of credit may be awarded during any school year for the off-campus experience.

2. Must follow policies as stated in DESE Off Campus Credit Granting Policies found in Appendix G of the graduation handbook found at: https://dese.mo.gov/content/graduation-handbook

3. Policies for Cooperative Vocational Education Letter found at: https://dese.mo.gov/sites/default/files/bmit-policies-for-credit-supervised-employment-2018.pdf

4. There must be a written *Instructional Management Plan* (IMP) which sets forth specific learner objectives, an evaluation plan for student performance, and a *Training Agreement* signed by all parties involved.

5. Occupational specific skills as well as soft skills must be evaluated while the student is on the job.

6. The work experience must adhere to the Fair Labor Standards Act (Fact Sheet #71 http://www.dol.gov/whd/regs/compliance/whdfs71.pdf).

7. The program must be under the supervision of a teacher certificated in business education and who has completed coursework in Coordination of Cooperative Education.

8. The teacher/coordinator providing the related instruction should be the individual supervising the students.

9. The teacher/coordinator's schedule must include 225 minutes per week for each 12-15 participating students for supervision of on-the-job training.

10. The teacher/coordinator employment contracts should include an additional week beyond regular teacher contracts for each 12 to 15 students to provide counseling, placement, scheduling, and work experience development.

11. Classroom instruction and experience gained on the job must complement one another and the worksite learning experience should be an extension of the business course in which the student is enrolled.

12. The student may or may not receive pay.

13. The student must be enrolled in a DESE-approved business program in a business course which is concurrent with the off-campus experience. The related instruction may be less frequent than daily, but must comply with the approved program standards.

14. The student must be at least 16 years of age and a junior or senior in high school (according to local policy).

15. The student should have a 2.0 cumulative grade point average (on a 4.0 scale) or have teacher/coordinator approval prior to being accepted in the program.

16. The student must have written consent from a parent/guardian.

17. The student must have satisfactory school attendance and disciplinary records throughout his/her high school history.

18. The student must be scheduled for at least an average of 10 hours of work per week, at minimum.

SBE TEACHER/COORDINATOR

1. Certification:
   a. The SBE teacher/coordinator must hold a teaching certificate issued by the Missouri Department of Elementary and Secondary Education, which is appropriate for his/her teaching assignment. The teacher/coordinator must have a business education certificate and must have completed the Coordination of Cooperative Education course. Questions regarding business education teacher certification should be emailed to certification@dese.mo.gov or you may call 573-751-0051.
      i. *Graduation Handbook*: The program must be under the supervision of a teacher who is certificated in the career education program area and who has completed a course in Coordination of Cooperative Education.

2. The teacher/coordinator's schedule must include 225 minutes per week for each 12-15 participating students for supervision of on-the-job training.

3. The teacher/coordinator should visit the student a minimum of one time per quarter. Should problems arise, more frequent visits may be required. The purpose of the visit is to observe the student at work and to confer with the supervisor regarding the student's training progress. Other topics that might be discussed are: attendance and punctuality of the student; knowledge of job and performance of duties; productivity; acceptance of supervision; work habits; student's ability to fit into the established routine of the worksite.

4. The same individual should provide the in-class related instruction (the approved business course) and coordinate the students' work experiences.

5. Evaluation of students on the job must include occupational specific skills as well as soft skills (see the *On-The-Job Training Report on* page 31 for examples).

6. In addition, the teacher/coordinator must coordinate each student's *Instructional Management Plan* with the classroom curriculum, monitor student progress at the worksite, counsel students, and maintain adequate records.

7. Teacher/Coordinator Recommendations
   a. The recommended contract length for a SBE teacher/coordinator is be ten months. It is recommended that they have an extended employment contract for work experience development and site visits, training plan negotiation, and placement of students in work experiences.
   b. A workspace with a telephone during supervisory hours should be provided for SBE the teacher/coordinator.
   c. The teacher/coordinator should be reimbursed by the local school district for travel associated with administration/supervision of the program.

SBE STUDENT MUST:

1. Be enrolled simultaneously in a related career education business course and the supervised business experience course.

2. Be at least 16 years of age and a junior or senior in high school (according to local policy).

3. Have a 2.0 cumulative grade point average (on a 4.0 scale) or have teacher/coordinator approval prior to being accepted in the program.

4. Have written consent from parent/guardian.

5. Have satisfactory school attendance and disciplinary records throughout his/her high school history.

6. Be scheduled for an average of 10 hours of work per week for the entire semester for ½ credit or an average of 20 hours per week for the entire semester for 1 credit.

7. Be released from school one class period per day when working an average of 10-19 hours per week.
    a. If the student chooses to go to school all day without any work release time, that is up to the school to allow or not allow. The school cannot make the student attend school all day.

8. Be released from school two class periods per day when working an average of 20 or more hours per week.
    a. If the student chooses to go to school all day without any work release time, that is up to the school to allow or not allow. The school cannot make the student attend school all day.

SBE DOCUMENTATION

1. *Instructional Management Plan* (IMP) (**REQUIRED**) page 27
    The IMP is an individualized program of instruction designed to correlate the classroom instruction with the on-site work experiences for the student. It serves as the master plan to guide the teacher/coordinator, student, and work experience supervisor. The IMP is developed from the competency-based curriculum in the career education business course and the student's career objective with input provided by the work experience supervisor. It should serve as a guide for classroom instruction and worksite experiences so that the student can expand his/her insight into the occupational area and develop appropriate job skills. An IMP must be on file for each student. The IMP ideally includes six to nine planned worksite experiences each semester.

    The *Instructional Management Plan* should contain at least the following information:
    a. Name of student
    b. Name and address of worksite
    c. Supervisor's name and telephone number and/or e-mail
    d. Starting date and ending date of work experience
    e. Skills/knowledge to be developed in related career education course
    f. Training to be attained on the job

2. *Training Agreement* (**REQUIRED**) page 24
    A *Training Agreement* identifies the responsibilities of each party involved in the SBE program. It serves as a demonstration of commitment but is not considered a contract or legal document. All parties should honor the provisions included in the agreement; however, changes can be made if mutually agreed to by all parties. The teacher/coordinator should explain the *Training Agreement* and obtain signatures of parties immediately upon placing a student at a work experience. All parties should receive a signed copy of the *Training Agreement*. A *Training Agreement* between the school and the work experience sponsor must be on file. This agreement assures that students are employed and, if compensated, are done so in conformity with federal, state, and local laws and without regard to race, color, national origin, sex, or history.

    A *Training Agreement* should include the name of student and school, name and address of the worksite and the supervisor's name, title of the supervisor, telephone number, and/or e-mail address. It should also contain guidelines that the student, parents/guardians, employer, and the teacher/coordinator agree to follow during the time the student participates in the program.

    Other considerations for the *Training Agreement* include:
    a. Its purpose
    b. Career goal of the student
    c. Duration of the training period
    d. Work schedule/hours of work for the student and rate of pay
    e. School credit to be earned by the student
    f. Non-discrimination disclaimer clause

3. *Wage and Hour Report* (**REQUIRED**) page 30
    If the student is compensated, it is required that a record of gross earnings and hours worked be kept on file in the teacher/coordinator's office as suggested in the sample *Wage and Hour Report*.

4. *On-the-Job Training Report* (**REQUIRED**) page 31
    Completed by the employer. It evaluates student performance. It should be completed once every grading period, i.e. once per quarter.

5. End of year evaluation of program (**REQUIRED**) page 32

    The SBE program must be evaluated yearly to determine the program's effectiveness and identify changes needed to improve the program. Visit https://mofbla.wufoo.com/forms/z6r7mlz1b77c4q/ to complete the required SBE evaluation. Page 10 of this handbook lists the evaluation questions.

    Your approved business program must be evaluated using the Common Criteria and Quality Indicators (CCQI) as prescribed by DESE. The CCQI rubric is found at http://dese.mo.gov/sites/default/files/cte_common_program_criteria_and_quality_indicators_december2014.pdf. CCQI Criteria 3, Indicator 8 addresses cooperative education specifically.

6. Program follow-up (**REQUIRED**) page 33
    Appropriate follow-up for each graduate.

7. Application for SBE (optional) page 19
    Completed by students who wish to join the SBE program.

8. *Private Transportation Consent Form* (optional) page 22
    Releases the district from liability. This form is a sample and should be reviewed by your school administration and legal counsel.

9. *Faculty Recommendation Form* (optional) page 20
    Completed by faculty members for students who have applied for the SBE program.

10. *Work Experience Checklist* (optional) page 23
    Used by the teacher/coordinator to record/report the appropriateness of a worksite.

11. *Student Expectations* (optional) page 21
    Distributed to students the first day of school.

The teacher/coordinator should retain student records for no less than five years.

SBE WORKSITES

The teacher/coordinator should consider the following criteria when approving work experiences for students in the Supervised Business Experience program.

1. The training experience should:
    a. relate to the student's interests, aptitudes, and career objectives.
    b. relate to the business course in which the student is enrolled.
    c. be appropriate to the student's present basic skill level.
    d. be viewed as training for a student worker rather than as a part-time job for a student.
    e. provide appropriate compensation for beginning workers with similar experience, if it is a paid position.
    f. comply with the *Training Agreement.*
    g. provide up-to-date facilities and equipment.

2. The student should be assigned to a specific supervisor and that person should be:
    a. interested in the training program and willing to assist with it.
    b. familiar with the goals and objectives of the SBE program.
    c. competent in the skills and technical knowledge required of the student on the job.
    d. able to demonstrate those business traits and attitudes considered essential to success in the business world.

3. The employer should cooperate by:
    a. allowing the teacher/coordinator to visit and observe the student at work.
    b. making periodic appraisals of the student's work performance at least once per grading period.
    c. providing time for conferences with the teacher/coordinator to plan, evaluate, and discuss the student's experience, progress, or problems.
    d. agreeing to promote school attendance and cooperate with the teacher/coordinator in maintaining the standards and rules of the SBE program.
    e. agreeing to enter into a *Training Agreement* designed for the student (See Section I).

4. When a student is experiencing difficulty or conflict on the job, conferences should be held with all parties concerned to determine the source of the problem and identify possible solutions. A decision should be made only after a thorough evaluation. It may be necessary that the student be placed under probation, removed from the worksite, or removed from the program. In most cases, however, closer supervision of the student may be all that is necessary.

BUSINESS PROGRAM ADVISORY COMMITTEE

The common standards for Career Education in Missouri require an advisory committee. The committee must include parents/guardians, students, administration and community/business/industry representatives with a relevant background. Members are volunteers who share an expert working knowledge of the job tasks and competency requirements for specific occupations. You should also consider including a former SBE student on the advisory committee.

The purpose of the committee is to improve the quality and impact of instruction in programs that prepare workers for specific occupations. Members provide advice for competency-based curriculum, input on labor market trends, recommendations for possible work experiences, and information about career opportunities.

The committee activities are limited to suggestions, recommendations, and assistance. Advisory committees have no administrative or faculty control of programs.

If the program does not have an advisory committee, permission to organize one should be obtained. The teacher/coordinator and other members of the business education faculty should compile a list of possible candidates to serve on the committee. It would be helpful to have a guidance counselor, principal of the high school, other business teachers, and district supervisory personnel on the committee. The committee should include representatives from business/industry, CTE students, and other diversities within the community. State guidelines do not specify the number of people who should serve on the committee. The local district determines the makeup of the advisory committee.

The teacher/coordinator should correspond with potential members explaining the purpose and function of the advisory committee members. Once members have been selected, a letter is sent by the teacher/coordinator to announce that the formal appointment has been made.

There is no specific requirement for the number of meetings to be held each year. However, before each meeting, the teacher/coordinator should check with the committee chairperson to ensure all members have been notified of the meeting date and that an agenda has been sent to every member. Meeting minutes should be taken and kept on file in the teacher/coordinator's (or principal's) office. Members should receive a copy of the minutes.

INSTRUCTIONAL RESOURCES FOR THE BUSINESS CLASSROOM

Instructional resources should include up-to-date resources and equipment. Technology is an integral part of the instructional program and students should have access to current instructional resources in the related course. The teacher/coordinator should implement instructional strategies to accommodate learning styles of all students in the SBE program.

LEADERSHIP DEVELOPMENT WITH FUTURE BUSINESS LEADERS OF AMERICA

Future Business Leaders of America (FBLA) is a Career and Technical Student Organization (CTSO). Through participation in FBLA, business students learn to engage in individual and group business enterprises, develop leadership skills, work with other student organizations, and compete with other students. The purpose of FBLA is to provide, as an integral part of the instructional program, additional opportunities for business education students to develop career competencies and to promote civic and personal responsibilities.

Many FBLA activities are designed to help business students develop the knowledge and attitudes necessary to succeed as employees and as consumers. Therefore, FBLA activities can be effective teaching opportunities and reinforcement experiences for SBE students. These activities are valuable in developing positive work attitudes, assisting students in learning about employment opportunities, developing job application and interviewing skills, helping students learn about the free enterprise system, and fostering positive attitudes about civic and social responsibilities.

SBE students are strongly encouraged to join and participate in FBLA activities. FBLA is regarded as the professional organization for business students. Through participation in FBLA, SBE students have an opportunity to develop leadership competencies. For additional information, visit www.missourifbla.org.

PROGRAM EVALUATION

Wufoo
The purpose of program evaluation is to determine the program's effectiveness and identify changes needed to improve the program. This evaluation will provide information for program revision and improvement. The evaluation plan must be completed annually.

The program evaluation found at https://mofbla.wufoo.com/forms/z6r7mlz1b77c4q/ collects the following information.

Choose Agree or Disagree. Space will be provided to address each "Disagree" response.
S1   Students are enrolled in a related course that is concurrent with the off-campus experience.
S2   The related instruction occurs weekly for the duration of the semester.
S3   All worksites are off-campus.
S4   A written instructional plan that sets forth specific learner objectives exists for each student.
S5   An evaluation plan for student performance exists for each student.
S6   Each student has a Training Agreement signed by all parties involved.
S7   Students may or may not receive pay.
       Please reference question number (S1-S7) and explain reason for choosing disagree.
C1   Students earn credit for the related instruction each semester.
C2   One-half unit of credit per semester is awarded for 10-19 hours weekly.
C3   One unit of credit per semester is awarded for 20 or more hours weekly.
C4   No more than two units of credit is awarded during any school year.
       Please reference question number (C1-C4) and explain reason for choosing disagree.
T1   The teacher/coordinator provides both in-class related instruction and only supervises the students in his/her classes.
T2   The teacher/coordinator's schedule includes 225 minutes per week for each 12-15 participating students for supervision of on-the-job training.
T3   The teacher employment contract includes an additional week beyond regular teacher contracts for each 12 to 15 students to provide counseling, placement, scheduling, and worksite development.
T4   Worksites are appropriate for the occupational area for which the program is designed.
       Please reference question number (T1-T4) and explain reason for choosing disagree.
       How is your supervision time calculated?
       Do you have a maximum number of students that your administration allows you to supervise? If so, how many and why?
       Add any additional information or questions you have pertaining to your program.

Advisory Committee
Other data sources could include advisory committee input and recommendations and business/industry information on labor market demand and employment needs. An excellent resource for information about labor market demands and employment needs is Missouri Economic Research and Information Center (MERIC).

After analysis of the data, the teacher/coordinator should develop a written report. The report should include a description of the program, documentation of its current effectiveness, and recommendations for program improvement. The evaluation report should be shared with advisory committee members, school administrators, and other interested parties.

MSIP
The Missouri School Improvement Program (MSIP) includes standards and performance measures specifically for education programs. The MSIP process is designed to assist school districts to improve the educational opportunities for all students and to assess how well each district is meeting the standards established by the

State Board of Education. Each career education program should conduct its own annual program improvement review, based on the MSIP standards, prior to the district's MSIP review. This will allow the teacher/coordinator to determine how well the program is meeting the established standards and will ensure that the business education program is an integral part of the MSIP review process and the district's school improvement plan.

TL3.B. The school system provides access to career-connected experiences that include solving authentic problems, working in professional environments, and engaging in curriculum developed with industry professionals.

TL3.F. The school system uses a system of data collection and evaluation to provide the necessary information for program review and development.

Evidence files should include documentation to meet MSIP Standard 7.3.4 "The district implements an accountability system to assess student progress and program effectiveness."

LEGAL ISSUES, EARNINGS, AND TAX FOR PAID EXPERIENCES
The SBE program must comply with all local, federal, and state labor laws, which pertain to employment of students. In addition, the teacher/coordinator should be knowledgeable of wage and tax laws, which affect students and their earnings.

EMPLOYER RECOGNITION – (optional)
The employer recognition activity is a suggested component of the Supervised Business Experience program and can be the most important social event of the SBE program year. The activity provides an opportunity for students, the school, and the community to acknowledge and honor employers for their cooperation in hiring and training students while thanking them for their participation in the SBE program.

Although the focus of the event is on the employer, this activity should be treated as a learning experience as well as an opportunity for students to develop group spirit and pride. Individually and as a group, students have an opportunity to practice planning, social, and leadership skills.

The event also provides an opportunity for the teacher/coordinator to publicly acknowledge students for their accomplishments, to recognize student leadership, to recognize outstanding contributions, and to promote good public relations between the school, the administration, and the community.

The type of activity to be considered will depend on several factors including student and administration preference, money and facilities available, and whether participation will include other Career & Technical Education programs.

The type of activity (breakfast, open house, or banquet) should be decided upon well in advance so that the necessary fundraising activities can be planned and carried out.

Appreciation activities can include:
1. Framed certificates or other appropriate awards for all employers.
2. Recognition of community support: for example, the number of years employers have participated in the SBE program.
3. Special recognition awards to selected employers and students.

Students should be involved in planning as well as all other phases of the activity. It is recommended that every SBE student choose or be appointed to a committee for the activity.

The employer appreciation activity is an excellent opportunity to promote positive public relations for the SBE program. Additional members to invite:

1. Members of school board
2. Local government (mayor) and/or civic leaders
3. School district administrative personnel
4. Members of advisory committee
5. Career/technical school director
6. Local supervisor of business education
7. Principal of school
8. Guidance counselors
9. Parents of SBE students

It is important to stress the significance and purpose of the employer appreciation activity to students. Not only is it a social learning experience for them, but it is also beneficial in terms of professional growth. This is an opportunity for the teacher/coordinator to emphasize some very important aspects of working and succeeding in the real world.

SAMPLE SBE SCOPE AND SEQUENCE

Spring-August
- ☐ Provide potential students with information about the SBE program including benefits to students, school, community, and employer and review requirements for students to participate in SBE.
- ☐ Develop an application for students and any other necessary documentation for the SBE program.
- ☐ Discuss with student career interests and try to find suitable entry-level employment based on student career interest.
- ☐ Explore and establish worksites – gather applications for students and develop a list of businesses hiring.
- ☐ Assist students in completing job applications and preparing for job interviews.
- ☐ Meet with each student's employer to discuss the program and complete the paperwork.

First Week of School
- ☐ Have students complete an application.
- ☐ Verify current employment prior to approving any open work blocks (verify number of hours to be worked by student which helps with planning for student's schedule and credits earned).
- ☐ Meet with each student's employer to discuss the program and complete the paperwork.
- ☐ Students who have secured a job should meet with the teacher/coordinator to develop an IMP that should serve as a guide to classroom instruction and worksite experiences.
- ☐ Interview students for the program (see checklist to ensure all indicators are met).
- ☐ Hold individual interviews with students applying for the program and recommendations from other teachers.
- ☐ Meet with each student's employer to discuss the program and complete the paperwork.
- ☐ Provide an orientation to review:
    a. policies.
    b. program requirements and responsibilities of students.
    c. student agreement and *Instructional Management Plan.*
    d. work experience checklist can aid in the selection of appropriate work experiences.
    e. forms to be used.
    f. policy and procedure for classroom and on-the-job evaluation.

First Quarter
- ☐ Arrange for visits to meet with employers/supervisors
- ☐ Visit each student's worksite
- ☐ Students complete 'time cards' and employers complete 'work evaluations' for first quarter grading period

Throughout the School Year
- ☐ Visit each student on the job once per quarter
- ☐ Work in conjunction with the student's employer to complete the IMP
- ☐ Provide potential employers with information about the SBE program including benefits to students, school, community, and employer.
- ☐ Recruit students for the program
- ☐ Recruit businesses for possible worksites
- ☐ Assign one worksite activity every two weeks (suggestion)
- ☐ Collect the *On-the-job Training Report* from the employer (should be completed once per grading period)
- ☐ Emphasize work habits in the classroom and on the worksite
- ☐ Establish classroom rules and the care of room and equipment

☐ Reiterate attendance expectations and absence call-in policy (school attendance policy and how that affects work credit)

☐ An ongoing process should include the promotion of SBE to students, parents, school, and community to continually encourage positive public relations about the SBE program.

☐ Following receipt of the evaluation from the employer, the teacher/coordinator should review the completed form with the student pointing out strengths and weaknesses and making suggestions for improvement.

☐ Maintain a database of possible worksites.

☐ When teacher/coordinators visit worksites, they should understand they are representing their school and follow these suggested guidelines:

   a. Dress professionally
   b. Do not shop or use the supervision time to run personal errands
   c. Call ahead when possible to set up appointments with worksite supervisors to honor their time
   d. Avoid food service (SME) worksites during high peek business hours, such as lunch time
   e. Ultimate goal of a visit should be to observe student working at the worksite, talk to their supervisor, and follow up with student after the visit in class the next day
   f. Create an 'exiting the building' protocol with your school to validate your supervision time. Take your contact information of worksites with you, call the school/counselor while on worksite visits to share credit/work information as you receive it from the supervisor.
   g. If applicable, keep mileage as you visit worksites (some school districts require this).

Supervised Business Experience
Sample Forms

SUPERVISED BUSINESS EXPERIENCE APPLICATION

NAME		ADDRESS	

CITY/STATE/ZIP		PHONE

DATE OF BIRTH	# OF TIMES YOU HAVE BEEN TARDY (TO DATE)	# OF TIMES YOU HAVE BEEN ABSENT (TO DATE)

PARENT/GUARDIAN THAT CAN BE CONTACTED DURING THE DAY	PARENT/GUARDIAN CELL #	PARENT/GUARDIAN WORK #
PARENT/GUARDIAN THAT CAN BE CONTACTED DURING THE DAY	PARENT/GUARDIAN CELL #	PARENT/GUARDIAN WORK #

WHAT ARE YOUR PLANS AFTER HIGH SCHOOL?	WHAT KIND OF WORK WOULD YOU BE HAPPY DOING?
CURRENT SCHOOL ACTIVITIES	WHAT ACTIVITIES MAY AFFECT YOUR AVAILABILITY FOR SBE?

CURRENT SCHOOL SCHEDULE	PERIOD	TEACHER

CURRENT EMPLOYER (IF APPLICABLE)	ADDRESS OF WORKSITE (IF APPLICABLE)	
WORK PERFORMED		

PREVIOUS EMPLOYER (IF APPLICABLE)	SUPERVISOR NAME	DATES EMPLOYED TO
WORK PERFORMED		

PREVIOUS EMPLOYER (IF APPLICABLE)	SUPERVISOR NAME	DATES EMPLOYED TO
WORK PERFORMED		

TEACHER/COORDINATOR SECTION

COUNSELOR NAME	STUDENT GPA
NOTES	
SBE APPROVED (TEACHER/COORDINATOR SIGNATURE)	

FACULTY RECOMMENDATION FOR
SUPERVISED BUSINESS EXPERIENCE (SBE) APPLICANTS

NOTE: This is a confidential statement of information.

TO: _____ ,teacher of _____

FROM: _____ , SBE Teacher/Coordinator

RE: _____ , Student

DATE: _____

The above student has applied for SBE and your evaluation of his/her personal qualities will be helpful in determining if he/she is a suitable candidate for the program. Please evaluate his/her traits listed below by circling the most appropriate number. All requested information will remain strictly confidential.

PLEASE RESPOND BY PLACING A CHECKMARK UNDER THE MOST APPROPRIATE COLUMN.					
Excellent	Good	Fair	Poor	Unsatisfactory	**Traits for Evaluation**
					Responds positively to constructive criticism
					Consistently completes assignments on time
					Attends class regularly
					Works cooperatively with others
					Is neat and well-groomed
					Uses class time wisely
					Accepts reprimand without becoming defensive
					Exhibits self-control
					Avoids use of vulgar and profane language
					Uses acceptable conversational grammar
					Takes initiative to complete work without constant reminders
					Makes an effort to find his/her own mistakes
					Overall student evaluation

Additional comments may be written on the back.

_____   _____

Teacher Signature   Date

SUPERVISED BUSINESS EXPERIENCE
Student Expectations

Welcome to SBE

You need to understand that the following is required and expected of you to participate in this program:

1. You must have the job that you will use for work program by **DATE**. If you do not have a job, you will have until **DATE** to secure a job. By securing a job I mean that you must have worked at least one day prior to or on **DATE**. If you do not have a job by **DATE**, you will no longer be able to participate in SBE. You will then be placed in a full day of classes and be responsible for making up all the work you have missed since the first day.

2. You must display respectable work ethic on the job and in the classroom. This means we will not tolerate disrespect or misbehavior in the classroom. It is not tolerated in the work place and will not be tolerated in the classroom.

3. You may not have more than **X** absences during any one semester. On your **X** absence, you will be given an **F** for the grade in your work program, removed from the program, and placed into a full day schedule.

4. You may not go to work if you do not go to school on any given day.

5. Remember to be selective about choosing your job. Some jobs are seasonal and may not be able to supply you with the hours you need.

6. You will be signing a *Training Agreement* between your employer, parents/guardians, myself, the principal, and the superintendent of our school. You will be held responsible for following the requirements of this *Training Agreement*.

7. You will be expected to complete the curriculum as stated for the **COURSE NAME**. Your grade for this class will be based on your work in this class and **not** on your job performance. Your grade for **COURSE**/Cooperative Work Experience will be based on your job performance at work and your *Individual Management Plan* (IMP). However, if the hours below are not achieved you will not receive the credit.

8. Work an average of 10 hours per week each semester to receive ½ credit per semester. If you average 20 hours per week during the semester, you will receive 1 credit. In addition to the credit you receive for work, you will receive ½ credit per semester for the **COURSE NAME**.

You may contact me at **PHONE NUMBER** or email me at **EMAIL ADDRESS**.

SUPERVISED BUSINESS EXPERIENCE
Private Transportation Consent Form

The undersigned student has been accepted to participate in the Supervised Business Experience Program. The student is required to provide his or her own transportation to and from the student's worksite. The district requires that the student and his/her parent/guardian sign the *Private Transportation Release Consent Form* that appears below:

Name of Activity: <u>Supervised Business Experience</u>

Location of Activity: <u>School to worksite location</u>

Date(s) of Activity: <u>**20XX-20XX** school year</u>

RETURN THIS FORM TO THE SCHOOL BY (Date):**MM/DD/YYYY**

NOTE: Failure to comply with these requirements may result in discipline, dismissal from the program, and/or loss of credit.

My child, **CHILD'S NAME**, has my permission to travel from school property (or any other location, i.e. home) to the worksite by private transportation, either as the driver or as a passenger in a private automobile driven by another student. I understand and acknowledge that the district will have no financial or legal responsibility for injuries arising out of such travel.

By signing this form, I hereby release the district, as well as its directors, officers, administrators, employees, and other agents from all liability for any and all injuries arising from my child's travel to the worksite via private transportation. I further agree to indemnify and hold harmless the district, as well as its directors, officers, administrators, employees, and other agents against any claims asserted by my child as a result of his or her travel to the worksite via private transportation.

Parent/Guardian Signature: _____ Date:_____

TO BE SIGNED BY STUDENTS AT LEAST 16 YEARS OF AGE OR OLDER IF EITHER DRIVING OR RIDING IN A PRIVATE VEHICLE TO A SCHOOL-SPOPNSORED EVENT.

I acknowledge that the district will have no financial or legal responsibility for injuries arising out of my travel from school (or other location) to the worksite. I further acknowledge that I have a responsibility to travel directly from school (or other location) to the worksite and that failure to report to this site on time may result in discipline, up to and including possible dismissal from this program. I further acknowledge that inappropriate conduct during travel to the worksite may result in such discipline, as well as additional discipline under Board of Education policy, as such policy applies to out-of-school misconduct.

Student Signature: _____ Date:_____

*this is an optional form-please discuss with your administration

SUPERVISED BUSINESS EXPERIENCE WORKSITE CHECKLIST

The following criteria should be used as to determine the appropriateness of a potential work experience for students in SBE.

PROSPECTIVE EMPLOYER	
STUDENT NAME	
	Has a good reputation of ethical business practices
	Agrees to accept and assign students to jobs without discrimination on the basis of race, color, national origin, sex, or handicap
	Adheres to all applicable federal and state regulations regarding employment of students
	Agrees that the student will be assigned to a specific supervisor and will be given a variety of job training experiences
	Agrees to work with the teacher/coordinator in promoting school attendance and in promoting the standards and rules of the SBE program
	Agrees to allow the teacher/coordinator to visit and observe the student trainee, as well as to provide time for conferences to plan, evaluate, and discuss the student's experience, progress, or problems
	Agrees to employ the student a minimum of 10 hours per week
	Agrees to pay the prevailing hourly wage, if applicable, for the particular job to be performed
	Has up-to-date facilities and equipment
	Agrees to enter into a training agreement designed for the student

SUPERVISED BUSINESS EXPERIENCE TRAINING AGREEMENT

STUDENT NAME	SCHOOL
WORKSITE NAME	WORKSITE ADDRESS
SUPERVISOR NAME	SUPERVISOR TITLE
SUPERVISOR PHONE	SUPERVISOR EMAIL

The Student Agrees:
1. To be at least 16 years of age
2. To be employed in an approved work location by the end of the 10th day of school in order to remain in the program. The student understands that the teacher/coordinator will assist in placement by providing advice, suggestions, and possible job leads, but the primary responsibility for securing, accepting, and continuing employment throughout the school year belongs to the student/employee.
3. To provide his/her own transportation to and from work.
4. Good attendance is required to maintain any job. The student may lose work program credit if attendance rate is under **NUMBER**% at the end of the semester (this allows for approximately **NUMBER** days missed in a semester). This policy applies to all absences, excused and unexcused (not college visits or fieldtrips approved by the school). If credit is lost, the student will be placed in regular classes, study hall, or In-School Alternative Program to fill the remainder of the school day.
5. To attend school and work regularly and not to work without going to school, nor go to school without going to work, unless previously discussed with the teacher/coordinator. Failure to adhere to this part of the agreement may result in receiving appropriate academic and/or disciplinary action.
6. To comply with the policies of the work program employer as well as SBE policies. This includes notifying the employer, according to company policy, if unavoidably detained, ill, or unable to report for work as scheduled. The student will also notify the teacher/coordinator in the event of an absence from school. This is to be done prior to **TIME** a.m. on the day of the absence.
7. To discuss unpleasant job situations with the teacher/coordinator and with the job supervisor—not with other students, coworkers, etc.
8. To represent the school and employer by showing honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn. If dismissed from employment due to negligence or misconduct, the student may be dropped from the program and will not receive school credit for the work program. It is also understood that if the student is terminated, he/she will be placed in regular classes, study hall, or In-School Alternative Program to fill the remainder of the school day.
9. To work a minimum of 10 hours per week for ½ unit of credit per semester, or 20 hours per week for 1 credit per semester.
10. The student is expected to keep the same job throughout the entire school year. A job change without prior approval of the teacher/coordinator will result in loss of credit for the work program during the current semester. If a job change is approved, student must provide two-week's notice when terminating a job, unless the employer gives special permission to do otherwise. The student will then have two weeks to obtain a new job or will be dropped from SBE and changed to another course. The teacher/coordinator reserves the right to change the student's job if necessary.
11. To be employed and work at least once every 2 weeks during the entire semester (even after reaching the required minimum hours per semester) to receive credit for the work program.
12. To refrain from socializing with friends and family and from telephoning/emailing/texting while on the job.
13. To be evaluated by the teacher/coordinator and the employer at different intervals consisting of at least once each quarter throughout the year.

14. To submit to the teacher/coordinator, at minimum, a bi-monthly work record showing total hours worked with copies of check stubs attached. Failure to submit accurate documentation will result in loss of credit.
15. To complete promptly all necessary reports and paperwork.

The Parent/Guardian of the Student Agrees:
1. To encourage the student to carry out effectively his/her duties and responsibilities.
2. To assume responsibility for the student's conduct and safety from the time the student leaves school, reports to work, leaves the job, and arrives home.
3. To make inquiries concerning the student's training, wages or working conditions through the teacher/coordinator rather than directly to the employer.
4. That the student must attend school regularly and not to work without going to school, nor go to school without going to work, unless previously discussed with the teacher/coordinator. Failure to adhere to this part of the agreement may result in the student receiving appropriate academic and/or disciplinary action. If a student will be absent from school or work, the teacher/coordinator and employer should be notified as soon as possible.
5. To offer assistance to the coordinator, serve as a resource person, or help in other ways that would benefit the student and school.

The employer/supervisor agrees to do the following to the best of his/her ability:

Please Initial _____	To provide a variety of work experiences for the student that will contribute to the attainment of the student's career objectives.
Please Initial _____	To schedule the student a minimum of 10 or 20 hours per week throughout the entire current school year as agreed upon at the time of employment.
Please Initial _____	To adhere to policies and practices which prohibit discrimination on the basis of race, color, national origin, sex, or handicap.
Please Initial _____	To provide on-the-job instructional materials and occupational guidance for the student.
Please Initial _____	To assist in the evaluation of the student approximately four times during the current school year, usually once per quarter.
Please Initial _____	To comply with all federal and state regulations including child labor laws and minimum wage regulations, if the student is being paid.
Please Initial _____	To ensure that background checks have been completed on all employees so that no person working with the student has been accused or convicted of a felony.
Please Initial _____	To ensure that safety instruction and/or training will be provided.
Please Initial _____	To ensure that any work performed in occupations declared hazardous shall be under the direct and close supervision of a qualified and experienced person.
Please Initial _____	To adhere to income tax and Social Security withholding regulations, if the student is being paid.
Please Initial _____	To consult with the teacher/coordinator concerning the student and to discuss with the any difficulties that may arise.
Please Initial _____	To inform the teacher/coordinator before or immediately following the dismissal of the student.

The Teacher/Coordinator Agrees:

1. To provide the necessary related classroom instruction.
2. To visit, telephone, e-mail, or conference as needed with the student, employer, and parents/guardians.
3. To assist with training problems of the student.
4. To assist the employer in the evaluation of the student.
5. To keep accurate records pertinent to the student and the school.
6. To relate any job leads appropriate to the skill level of the student seeking employment.

I HAVE READ THE ABOVE AGREEMENT AND AGREE TO CARRY OUT THE RESPONSIBILITIES DELEGATED. I UNDERSTAND THAT THIS DOCUMENT IS A MEMORANDUM OF TRAINING, NOT A LEGAL CONTRACT.

EMPLOYER SIGNATAURE_____DATE _____

TEACHER/COORDINATOR SIGNATURE_____DATE _____

STUDENT SIGNATURE_____DATE _____

PARENT/GUARDIAN SIGNATURE_____DATE _____

SUPERVISED BUSINESS EXPERIENCE
INSTRUCTIONAL MANAGEMENT PLAN

STUDENT NAME	TEACHER/COORDINATOR	
STUDENT EMAIL		
WORKSITE	WORKSITE ADDRESS	
NAME OF SUPERVISOR	SUPERVISOR TITLE	SUPERVISOR WORK PHONE #
SUPERVISOR EMAIL	STUDENT JOB TITLE	
STARTING DATE	ENDING DATE	

Class Competencies (Objectives):	Planned worksite experiences:

SUPERVISED BUSINESS EXPERIENCE
INSTRUCTIONAL MANAGEMENT PLAN

The following EXAMPLE is designed for a student enrolled in Introduction to Business. Review objectives at
https://dese.mo.gov/sites/default/files/bmit-objectives-introtobusiness.pdf.

STUDENT NAME		TEACHER/COORDINATOR	
STUDENT EMAIL			
WORKSITE		WORKSITE ADDRESS	
NAME OF SUPERVISOR		SUPERVISOR TITLE	SUPERVISOR WORK PHONE #
SUPERVISOR EMAIL		STUDENT JOB TITLE	
STARTING DATE		ENDING DATE	

Class Competencies (Objectives):	Planned worksite experiences:
Identify appropriate workplace behaviors	Identify positive work attitudes and behaviors.
Distinguish between goods and services	What goods and services does your worksite provide?
Identify the impact of the global economy on consumers	Explain the impact on your worksite if the there was a downturn in the economy. Be specific.
Identify why employment is important	Explain the benefits of being employed.
Develop short-term and long-term career goals	What goals do you have currently at this worksite? What are your long term goals?
Identify the characteristics of a successful entrepreneur	What characteristics make a successful entrepreneur? Give an example of how your supervisor has personified this characteristic.
Describe the stages of the buying process	Using the stages of the buying process explain it in terms of someone walking into your worksite to purchase a product or service
Explain the concept of marketing strategies	What marketing strategies exist for your worksite? If none, create one of your own.

Policies and Procedures – IMP Activity

Every business has policies and procedures which need to be followed. In the following pages, briefly describe the policy or procedure that your employer expects all of the employees to follow.

- Procedures for clocking in and out
- Policies regarding leaving premises during business hours
- Breaks (time and length)
- Lunch breaks (time and length)
- Policies regarding eating and drinking while working
- Dress code
- Pay days
- Payroll deductions (what is taken out and how often)
    - Required____
    - Optional____
- Overtime policy
- Holiday pay: Which holidays are paid and who qualifies to receive paid time off?
- What type of insurance coverage is provided for part-time employees? full-time employees?
- Policies regarding cashing your payroll check
- Policies regarding personal telephone calls during work hours (Example cell phone use or text messaging)
- Weekly schedules
    - Who schedules you?
    - When is it posted?
    - When do requests for time off have to be made?
    - How can changes be made after the schedule is posted?
- Policies regarding sick days and sick leave pay
- Safety Rules
    - How do you report an accident involving an employee?
    - How do you report an accident involving a customer?
- Shoplifting Policies
    - How do you report theft from a customer?
    - How do you report theft from an employee?
- How do you report a fire or other emergency?
- How are meetings called?
- When are regular meetings held?
- Bulletin Board
    - Where is the workplace bulletin board located?
    - What type of information is posted there?
- Procedures for employee reviews and periodic evaluations
- Warning Notices
    - For what reasons may an employee be terminated?
    - What procedures does the place of employment go through in terminating for poor job performance?
- Policies for employee grievances
- Policy for employee purchases
    - Is there a discount?
    - How should a purchase be made?
- General housekeeping rules
- Do you understand that this is the job you will be at for the rest of the school year?
    - Yes _____ No _____

SUPERVISED BUSINESS EXPERIENCE
WAGE AND HOUR REPORT
(Name of School)

Name of Student _____

Worksite Location _____

Week Ending	Days Absent		Hours	Rate of Pay	Gross Earnings	Cumulative Net Earnings
	School	Work				

SUPERVISED BUSINESS EXPERIENCE ON-THE-JOB TRAINING REPORT

STUDENT NAME												

BUSINESS						DEPARTMENT						

CHECK THE BOX TO INDICATE THE STUDENT PERFORMANCE OF EACH CRITERIA.

	EXCELLENT	GOOD	FAIR	POOR	UNSATISFACTORY		EXCELLENT	GOOD	FAIR	POOR	UNSATISFACTORY	N/A
PERSONAL TRAITS						**SKILL PERFORMANCE**						
Grooming						Computer						
Suitability of dress						Machine transcription						
Confidentiality						Keyboarding						
Speech						Email						
Interest in work						Word processing						
Cooperation						Spreadsheets						
Initiative						Databases						
Penmanship						Desktop publishing						
Reliability						Copy/Fax machine						
Tact						File/Retrieve information						
Adaptability						Scan text/graphics						
Courtesy						Electronic presentations						
Attitude						Electronic forms						
ABILITY TO:						**BUSINESS TECHNIQUES**						
Get along with others						Use of telephone						
Use good judgment						Process mail						
Organize work						Meet/Greet people						
Follow directions						Grammar/Punctuation						
Understand instructions						Organize electronic files						
Accept criticism						Editing/Composing						
Attend to details						Problem solving						
Keep to the job						Decision making						

TIMES LATE THIS GRADE PERIOD	TIMES ABSENT THIS GRADE PERIOD

COMMENTS THAT WOULD ASSIST THE TEACHER/COORDINATOR IN STUDENT TRAINING:

SIGNATURE OF RATING SUPERVISOR	DATE

SUPERVISED BUSINESS EXPERIENCE
STUDENT EVALUATION OF THE SBE PROGRAM

Date of Evaluation_____

Excellent	Good	Fair	Poor	Unsatisfactory	Criteria for Student Evaluation
					The extent to which you have benefited from the classroom instruction you receive in SBE
					The extent to which you have benefited from the work experience you received through your participation in SBE
					The extent to which the classroom instruction related directly to your work experience duties
					The extent to which your classroom and work experience will help you as you seek full-time employment
					The extent to which you feel more self-confident as a result of your experience in SBE
					The extent to which your SBE experience has enhanced the development of positive personal traits and attitudes necessary for office and business success
					The extent to which your SBE experience has enhanced your ability to deal effectively with others and to accept supervision

PLEASE RESPOND BY PLACING A CHECKMARK UNDER THE MOST APPROPRIATE COLUMN.

Would you recommend the inclusion or exclusion of any specific content into or from the classroom instruction phase of SBE? If yes, please list.

Do you have suggestions to improve the order of the units presented in the classroom instruction phase? If yes, please state your suggestions.

SUPERVISED BUSINESS EXPERIENCE
FOLLOW-UP SURVEY OF CAREER ED GRADUATES

NAME	ADDRESS
CITY/STATE/ZIP	

TYPE OF CAREER EDUCATION INSTRUCTION YOU RECEIVED AT YOUR HIGH SCHOOL OR CAREER/TECHNICAL CENTER: (I.E., BUSINESS TECHNOLOGY)

PRESENT EMPLOYMENT STATUS
☐ Employed full-time in field (or related field) of study ☐ Unemployed
☐ Employed part-time in field (or related field) of study   ☐ Seeking employment   ☐ Not seeking employment
☐ Other unrelated full-time employment (see below*) ☐ Unavailable
   ☐ Attending school   ☐ Not seeking employment

* Which of the following addresses why you took a job outside the field of study?
  ☐ Could not find job in area of study   ☐ Type of work desirable
  ☐ Inconvenient location of available jobs in area of study   ☐ Better salary
  ☐ Lacked skills required in area of study   ☐ Other

DID YOU RECEIVE JOB PLACE ASSISTANCE FROM YOUR HIGH SCHOOL OR CAREER/TECH CENTER? ☐ YES ☐ NO

PRESENT JOB TITLE	HOW LONG HAVE YOU BEEN EMPLOYED AT PRESENT JOB?
MOST DIFFICULT DUTIES	**MOST COMMONLY USED SOFTWARE**

WHAT UNITS OF STUDY IN YOUR BUSINESS EDUCATION CLASSES WERE MOST HELPFUL? WHY?

WHAT UNITS OF STUDY IN YOUR BUSINESS EDUCATION CLASSES WERE LEAST HELPFUL? WHY?

DID THE BUSINESS COURSES/PROGRAM PREPARE YOU IN THE FOLLOWING AREAS TO MEET YOUR EMPLOYER'S REQUIREMENTS?
Place a checkmark (✓) by the correct response (N/A = Not applicable to job)

	Yes	No	N/A		Yes	No	N/A
Cable Wiring/Installing				Keyboarding*			
Calculators				Loading Software			
Chart and Graph Preparation				Machine Transcription*			
Composition (letters, etc.)				Network Management			
Computations/Verifications				Presentational Software			
Computer Programming				Problem-solving			
Configuration Routers				Processing Mail			
Copy/Fax Machine				Proofreading			
Database Software				Records/Reports Compilation			
Decision-making				Spreadsheet Software			
Desktop Publishing				Stress Management			
Editing/Revising				Tasks Prioritization			
Electronic File Management				Telephone			
Electronic Forms				Text/Graphics Scanning			
Electronic Mail				Time Management			
Filing (Manual)				Website Development			
Grammar and Punctuation				Word Processing			
Human Relations				Work Habits			

* Did your employer have a requirement related to this skill? ☐ YES ☐ NO If so, please specify.

RECOMMENDATIONS TO IMPROVE EFFECTIVENESS OF CAREER EDUCATION AT YOUR HIGH SCHOOL, CAREER/TECH CENTER?

Building Blocks for Competency Models
Foundational Competencies

Management Competencies	Occupation-Specific Requirements
Staffing Informing Delegating Networking Monitoring Work Entrepreneurship Supporting Others Motivating & Inspiring Developing & Mentoring Strategic Planning/Action Preparing & Evaluating Budgets Clarifying Roles & Objectives Managing Conflict & Team Building Developing an Organizational Vision Monitoring & Controlling Resources	

Tier 5 - Industry-Sector Technical Competencies

Competencies to be specified by industry representatives

Tier 4 - Industry-Wide Technical Competencies

Competencies to be specified by industry sector representatives

Tier 3 - Workplace Competencies

Teamwork	Customer Focus	Planning & Organizing	Creative Thinking	Problem Solving & Decision Making	Working with Tools & Technology	Scheduling & Coordinating	Checking, Examining & Recording	Business Fundamentals	Sustainable Practices	Health & Safety

Tier 2 - Academic Competencies

Reading	Writing	Mathematics	Science & Technology	Communication	Critical & Analytical Thinking	Basic Computer Skills

Tier 1 - Personal Effectiveness Competencies

Interpersonal Skills	Integrity	Professionalism	Initiative	Dependability & Reliability	Adaptability & Flexibility	Lifelong Learning

The Building Blocks Model is depicted in a pyramid graphic with nine tiers. This shape illustrates how occupational and industry competencies build on a foundation of personal effectiveness, academic, and workplace competencies. Each tier is comprised of blocks representing the skills, knowledge, and abilities essential for successful performance. At the base of the model, the competencies apply to a large number of industries. As a user moves up the model, the competencies become industry and occupation specific. However, the graphic is not intended to represent a sequence of competency attainment or suggest that certain competencies are of greater value than others. The graphic is accompanied by a table which contains definitions and associated key behaviors for each competency block.

Tiers 1 through 3 contain Foundation Competencies, which form the foundation needed to be ready to enter the workplace.

Tier 1 – Personal Effectiveness Competencies are shown as hovering below the pyramid because they represent personal attributes or "soft skills" that may present some challenges to teach or assess. Essential for all life roles, personal effectiveness competencies generally are learned in the home or community and reinforced at school and in the workplace.

Tier 2 – Academic Competencies are critical competencies primarily learned in a school setting. They include cognitive functions and thinking styles that are likely to apply to most industries and occupations.

Tier 3 – Workplace Competencies represent motives and traits, as well as interpersonal and self-management styles. They generally are applicable to a large number of occupations and industries.

Tiers 4 and 5 – **Industry Competencies**, show competencies that are specific to the industry or industry sector. These cross-cutting industry-wide competencies demonstrate the viability of career lattices that allow workers to move easily across industry sub-sectors.

Tier 4 – Industry-Wide Technical Competencies represent the knowledge and skills that are common across sectors within a broader industry. These technical competencies build on, but are more specific than, competencies represented on lower tiers.

Tier 5 – Industry-Sector Technical Competencies represent a sub-set of industry technical competencies that are specific to an industry sector.

Tiers 6 through 9 represent the specialization that occurs within specific occupations within an industry. Information on occupational competencies is available through O*NET OnLine (https://www.onetonline.org/).

The U.S. Department of Labor's Employment and Training Administration (ETA) is committed to promoting reasonable testing and job accommodations for candidates with documented disabilities or health-related needs, as recognized under the Americans with Disabilities Act (ADA) Amendments Act of 2008. For organizations that conduct any testing or assessments based on identification of competencies we recommend that they treat every request for accommodations on a case-by-case basis and that they have established policies and procedures giving people with disabilities or health-related needs equitable access to jobs in the industries represented here. Using appropriate accommodations or adaptive devices will ensure that individuals with disabilities can meet the objective of specific competencies. For more information on job accommodations, please visit the Job Accommodation Network: http://www.askjan.org. For additional guidance on testing and assessment administration and accommodations, please see Testing and Assessment: A Guide to Good Practices for Workforce Investment Professionals https://www.onetcenter.org/dl_files/proTestAsse.pdf.

Tier 1: Personal Effectiveness Competencies

1.1 Interpersonal Skills: Displaying the skills to work effectively with others from diverse backgrounds.

1.1.1　Demonstrating sensitivity/empathy
1.1.1.1　Show sincere interest in others and their concerns.
1.1.1.2　Demonstrate sensitivity to the needs and feelings of others.
1.1.1.3　Look for ways to help people and deliver assistance.

1.1.2　Demonstrating insight into behavior
1.1.2.1　Recognize and accurately interpret the communications of others as expressed through various formats (e.g., writing, speech, American Sign Language, computers, etc.).
1.1.2.2　Recognize when relationships with others are strained.
1.1.2.3　Show understanding of others' behaviors and motives by demonstrating appropriate responses.
1.1.2.4　Demonstrate flexibility for change based on the ideas and actions of others.

1.1.3　Maintaining open relationships
1.1.3.1　Maintain open lines of communication with others.
1.1.3.2　Encourage others to share problems and successes.
1.1.3.3　Establish a high degree of trust and credibility with others.

1.1.4　Respecting diversity
1.1.4.1　Interact respectfully and cooperatively with others who are of a different race, culture, or age, or have different abilities, gender, or sexual orientation.
1.1.4.2　Demonstrate sensitivity, flexibility, and open-mindedness when dealing with different values, beliefs, perspectives, customs, or opinions.
1.1.4.3　Value an environment that supports and accommodates a diversity of people and ideas.

1.2 Integrity: Displaying strong moral principles and work ethic.

1.2.1　Behaving ethically
1.2.1.1　Abide by a strict code of ethics and behavior, even in the face of opposition.
1.2.1.2　Encourage others to behave ethically.
1.2.1.3　Understand that behaving ethically goes beyond what the law requires.
1.2.1.4　Use company time and property responsibly.
1.2.1.5　Perform work-related duties according to laws, regulations, contract provisions, and company policies.

1.2.2　Acting fairly
1.2.2.1　Treat others with honesty, fairness, and respect.
1.2.2.2　Make decisions that are objective and reflect the just treatment of others.

1.2.3　Taking responsibility
1.2.3.1　Take responsibility for accomplishing work goals within accepted timeframes.
1.2.3.2　Accept responsibility for one's decisions and actions and for those of one's group, team, or department.

1.3 Professionalism: Maintaining a professional presence.

1.3.1　Demonstrating self-control
1.3.1.1　Maintain composure and keep emotions in check.
1.3.1.2　Deal calmly and effectively with stressful or difficult situations.
1.3.1.3　Accept criticism tactfully and attempt to learn from it.

1.3.2　Professional appearance
1.3.2.1　Maintain a professional demeanor.
1.3.2.2　Dress appropriately for occupational and worksite requirements.
1.3.2.3　Maintain appropriate personal hygiene.

1.3.3　Social responsibility

1.3.3.1 Refrain from lifestyle choices which negatively impact the workplace and individual performance.

1.3.3.2 Remain free from substance abuse.

1.3.4 Maintaining a positive attitude

1.3.4.1 Project a professional image of oneself and the organization.

1.3.4.2 Demonstrate a positive attitude towards work.

1.3.4.3 Take pride in one's work and the work of the organization.

1.4 Initiative: Demonstrating a commitment to effective job performance by taking action on one's own and following through to get the job done.

1.4.1 Persisting

1.4.1.1 Pursue work with drive and a strong accomplishment orientation.

1.4.1.2 Persist to accomplish a task despite difficult conditions, tight deadlines, or obstacles and setbacks.

1.4.2 Taking initiative

1.4.2.1 Go beyond the routine demands of the job to increase its variety and scope.

1.4.2.2 Provide suggestions and/or take actions that result in improved work processes, communications, or task performance.

1.4.2.3 Take initiative to seek out new work challenges, influence events, or originate action.

1.4.3 Setting challenging goals

1.4.3.1 Establish and maintain personally challenging but realistic work goals.

1.4.3.2 Exert effort toward task mastery.

1.4.3.3 Bring issues to closure by pushing forward until a resolution is achieved.

1.4.4 Working independently

1.4.4.1 Develop own ways of working effectively and efficiently.

1.4.4.2 Perform effectively even with minimal direction, support, or approval.

1.4.4.3 Take responsibility for completing one's own work assignments.

1.4.5 Achievement motivation

1.4.5.1 Strive to exceed standards and expectations.

1.4.5.2 Exhibit confidence in capabilities and an expectation to succeed in future activities.

1.5 Dependability and Reliability: Displaying responsible behaviors at work.

1.5.1 Fulfilling obligations

1.5.1.1 Behave consistently and predictably.

1.5.1.2 Is reliable, responsible, and dependable in fulfilling obligations.

1.5.1.3 Diligently follow through on commitments and consistently complete assignments by deadlines.

1.5.2 Attendance and punctuality

1.5.2.1 Come to work on time and as scheduled.

1.5.2.2 Arrive on time for meetings or appointments.

1.5.2.3 Dial in to phone calls and web conferences on time.

1.5.3 Attending to details

1.5.3.1 Diligently check work to ensure that all essential details have been considered.

1.5.3.2 Notice errors or inconsistencies and take prompt, thorough action to correct them.

1.5.4 Following directions

1.5.4.1 Follow directions as communicated in a variety of ways such as writing, speech, American Sign Language, computers, or other formats.

1.5.4.2 Comply with organizational rules, policies, and procedures.

1.5.4.3 Ask appropriate questions to clarify any instructional ambiguities.

1.6 Adaptability and Flexibility: Displaying the capability to adapt to new, different, or changing requirements.

1.6.1   Entertaining new ideas
    1.6.1.1   Is open to considering new ways of doing things.
    1.6.1.2   Actively seek out and carefully consider the merits of new approaches to work.
    1.6.1.3   Embrace new approaches when appropriate and discard approaches that are no longer working.

1.6.2   Dealing with change
    1.6.2.1   Take proper and effective action when necessary without having all the necessary facts in hand.
    1.6.2.2   Easily adapt plans, goals, actions, or priorities in response to unpredictable or unexpected events, pressures, situations, and job demands.
    1.6.2.3   Effortlessly shift gears and change direction when working on multiple projects or issues.

1.7 Lifelong Learning: Demonstrating a commitment to self-development and improvement of knowledge and skills.

1.7.1   Demonstrating an interest in learning
    1.7.1.1   Take actions showing an interest in personal and professional lifelong learning and development.
    1.7.1.2   Seek feedback from multiple sources about how to improve and develop.
    1.7.1.3   Modify behavior based on feedback or self-analysis of past mistakes.
    1.7.1.4   Learn and accept help from supervisors and co-workers.

1.7.2   Participating in learning activities
    1.7.2.1   Identify when it is necessary to acquire new knowledge and skills.
    1.7.2.2   Take steps to develop and maintain knowledge, skills, and expertise necessary to perform one's role successfully by participating in relevant training and professional development programs.
    1.7.2.3   Actively pursue opportunities to broaden knowledge and skills through seminars, conferences, professional groups, reading publications, job shadowing, and/or continuing education.

1.7.3   Using change as a learning opportunity
    1.7.3.1   Anticipate changes in work demands and search for and participate in assignments or training that address these changing demands.
    1.7.3.2   Treat unexpected circumstances as opportunities to learn.

1.7.4   Identifying career interests
    1.7.4.1   Take charge of personal career development by identifying occupational interests, strengths, options, and opportunities.
    1.7.4.2   Make insightful career planning decisions that integrate others' feedback.

1.7.5   Integrating and applying learning
    1.7.5.1   Integrate newly learned knowledge and skills with existing knowledge and skills.
    1.7.5.2   Use newly learned knowledge and skills to complete tasks, particularly in new or unfamiliar situations.

Tier 2: Academic Competencies

2.1 Reading: Understanding written sentences, paragraphs, and figures in work-related documents on paper, on computers, or adaptive devices.

2.1.1   Comprehension
    2.1.1.1   Locate and understand written information in prose and in documents such as manuals, reports, memos, letters, forms, graphs, charts, tables, calendars, schedules, signs, notices, applications, contracts, regulations, and directions.

2.1.1.2   Understand the purpose of written materials.
2.1.1.3   Comprehend the author's meaning and identify the main ideas expressed in the written material.

2.1.2   Attention to detail
2.1.2.1   Note details and facts.
2.1.2.2   Detect inconsistencies.
2.1.2.3   Identify implied meaning and details.
2.1.2.4   Recognize missing information.

2.1.3   Information analysis
2.1.3.1   Critically evaluate and analyze information in written materials.
2.1.3.2   Review written information for completeness and relevance.
2.1.3.3   Distinguish fact from opinion.
2.1.3.4   Identify trends.
2.1.3.5   Synthesize information from multiple written materials.

2.1.4   Information integration
2.1.4.1   Integrate what is learned from written materials with prior knowledge.
2.1.4.2   Use what is learned from written material to follow instructions and complete tasks.
2.1.4.3   Apply what is learned from written material to new situations.

2.2 Writing: Using standard business English to compile information and prepare written documents on paper, on computers, or adaptive devices.

2.2.1   Organization and development
2.2.1.1   Create documents such as letters, directions, manuals, reports, graphs, spreadsheets, and flow charts.
2.2.1.2   Communicate thoughts, ideas, information, messages, and other written information, which may contain technical material, in a logical, organized, and coherent manner.
2.2.1.3   Present well-developed ideas supported by information and examples.
2.2.1.4   Proofread finished documents for errors.
2.2.1.5   Tailor content to appropriate audience and purpose.
2.2.1.6   Distribute written materials appropriately for intended audiences and purposes.

2.2.2   Mechanics
2.2.2.1   Use standard syntax and sentence structure.
2.2.2.2   Use correct spelling, punctuation, and capitalization.
2.2.2.3   Use correct grammar (e.g., correct tense, subject-verb agreement, no missing words).
2.2.2.4   Write legibly when using handwriting to communicate.

2.2.3   Tone
2.2.3.1   Use language appropriate for the target audience.
2.2.3.2   Use a tone and word choice appropriate for the industry and organization (e.g., writing is professional and courteous).
2.2.3.3   Show insight, perception, and depth in writing.

2.3 Mathematics: Using mathematics to solve problems.

2.3.1   Computation
2.3.1.1   Add, subtract, multiply, and divide with whole numbers, fractions, decimals, and percents.
2.3.1.2   Calculate averages, ratios, proportions, and rates.
2.3.1.3   Convert decimals to fractions and fractions to decimals.
2.3.1.4   Convert fractions to percents and percents to fractions.
2.3.1.5   Convert decimals to percents and percents to decimals.
2.3.1.6   Understand relationships between numbers and identify and understand patterns.

2.3.2   Measurement and estimation
  2.3.2.1   Take measurements of time, temperature, distances, length, width, height, perimeter, area, volume, weight, velocity, and speed.
  2.3.2.2   Use and report measurements correctly.
  2.3.2.3   Correctly convert from one measurement to another (e.g., from English to metric or International System of Units (SI), or Fahrenheit to Celsius).
2.3.3   Application
  2.3.3.1   Use appropriate mathematical formulas and techniques to solve problems.
  2.3.3.2   Translate practical problems into useful mathematical expressions.

2.4 Science and Technology: Using scientific rules and methods to express ideas and solve problems on paper, on computers, or on adaptive devices.

2.4.1   Comprehension
  2.4.1.1   Understand basic scientific principles and uses appropriate technology.
  2.4.1.2   Understand the scientific method (i.e., identify problems, collect information, form opinions, and draw conclusions).
  2.4.1.3   Understand overall intent and proper procedures for set-up and operation of equipment.
2.4.2   Application
  2.4.2.1   Apply basic scientific principles and technology to complete tasks.

2.5 Communication: Listening, speaking, and signaling so others can understand using a variety of methods, including hearing, speech, American Sign Language, instant messaging, text-to-speech devices, etc.

2.5.1   Communicating
  2.5.1.1   Express relevant information appropriately to individuals or groups taking into account the audience and the nature of the information (e.g., technical or controversial).
  2.5.1.2   Convey information clearly, correctly, and succinctly.
  2.5.1.3   Use common English conventions including proper grammar, tone, and pace.
  2.5.1.4   Effectively establish interpersonal contact with one or more individuals using eye contact, body language and non-verbal expression as appropriate to the person's culture.
  2.5.1.5   Ask questions or report problems or concerns to people in authority when information or procedures are unclear or need improvement, or when feeling unsafe or threatened in the workplace.
2.5.2   Receiving information
  2.5.2.1   Attend to, understand, interpret, and respond to messages received in a variety of ways, including hearing, American Sign Language, instant messaging, text-to-speech devices, and other methods.
  2.5.2.2   Comprehend complex instructions.
  2.5.2.3   Identify feelings and concerns communicated in various formats, such as writing, speech, American Sign Language, computers, etc. and responds appropriately.
  2.5.2.4   Consider others' viewpoints and alter opinion when it is appropriate to do so.
  2.5.2.5   Apply active interpersonal communication skills using reflection, restatement, questioning, and clarification.
  2.5.2.6   Effectively answer questions of others or communicate an inability to do so and suggest other sources of answers.
2.5.3   Observing carefully
  2.5.3.1   Notice nonverbal cues and respond appropriately.
  2.5.3.2   Attend to visual sources of information (e.g., video).
  2.5.3.3   Ascertain relevant visual information and use appropriately.

2.5.4 Persuasion/Influence

2.5.4.1 Influence others.

2.5.4.2 Persuasively present thoughts and ideas.

2.5.4.3 Gain commitment and ensure support for proposed ideas.

2.6 Critical and Analytical Thinking: Using logical thought processes to analyze information and draw conclusions.

2.6.1 Reasoning

2.6.1.1 Possess sufficient inductive and deductive reasoning ability to perform job successfully.

2.6.1.2 Critically review, analyze, synthesize, compare, and interpret information.

2.6.1.3 Draw conclusions from relevant and/or missing information.

2.6.1.4 Understand the principles underlying the relationship among facts and apply this understanding when solving problems.

2.6.1.5 Use logic and reasoning to identify strengths and weaknesses of alternative solutions or approaches to a problem.

2.6.2 Mental agility

2.6.2.1 Identify connections between issues.

2.6.2.2 Quickly understand, orient to, and integrate new information.

2.7 Basic Computer Skills: Using information technology and related applications, including adaptive devices and software, to convey and retrieve information.

2.7.1 Computer basics

2.7.1.1 Understand the basic functions and terminology related to computer hardware, software, information systems, and communication devices.

2.7.1.2 Use basic computer software, hardware, and communication devices to perform tasks.

2.7.2 Using software

2.7.2.1 Use word processing software to compose, organize, edit, and print documents and other business communications.

2.7.2.2 Use spreadsheet software to enter, manipulate, edit, and format text and numerical data.

2.7.2.3 Use presentation software to create, manipulate, edit, and present digital representations of information to an audience.

2.7.2.4 Use database software to manage data.

2.7.2.5 Create and maintain a well-organized electronic file storage system.

2.7.3 Using the Internet and email

2.7.3.1 Use the Internet to search for online information and interact with Web sites.

2.7.3.2 Use the Internet and web-based tools to manage basic workplace tasks (e.g., calendar management, contacts management, and timekeeping).

2.7.3.3 Use electronic mail to communicate in the workplace.

2.7.3.4 Understand the different types of social media and their appropriate workplace and non-workplace uses, and the impact that various social media activities can have on one's personal and professional life.

2.7.3.5 Employ collaborative/groupware applications to facilitate group work.

2.7.4 Ensuring computer security

2.7.4.1 Understand and comply with the organization's privacy policy and information security guidelines.

2.7.4.2 Defend against potential abuses of private information.

2.7.4.3 Recognize and respond appropriately to suspicious vulnerabilities and threats.

2.7.4.4 Use the most recent security software, web browser, and operating system to protect against online threats.

2.7.4.5 Utilize strong passwords, passphrases, and basic encryption.

2.7.4.6 Recognize secure Web addresses.

Tier 3: Workplace Competencies

3.1 Teamwork: Working cooperatively with others to complete work assignments.

3.1.1   Identifying team membership and role
3.1.1.1   Serve as a leader or a follower, depending on what is needed to achieve the team's goals and objectives.
3.1.1.2   Identify and draw upon team members' strengths and weaknesses to achieve results.
3.1.1.3   Instruct others in learning new skills and learn from other team members.
3.1.1.4   Assist others who have less experience or have heavy workloads.
3.1.1.5   Encourage others to express their ideas and opinions.

3.1.2   Establishing productive relationships
3.1.2.1   Develop constructive and cooperative working relationships with others.
3.1.2.2   Exhibit tact and diplomacy and strive to build consensus.
3.1.2.3   Deliver constructive criticism and voice objections to others' ideas and opinions in a supportive, non-accusatory manner.
3.1.2.4   Respond appropriately to positive and negative feedback.
3.1.2.5   Effectively communicate with all members of the group or team to achieve team goals and objectives.

3.1.3   Meeting team objectives
3.1.3.1   Work as part of a team, contributing to the group's effort to achieve goals.
3.1.3.2   Identify and commit to the goals, norms, values, and customs of the team.
3.1.3.3   Choose behaviors and actions that best support the team and accomplishment of work tasks.
3.1.3.4   Use a group approach to identify problems and develop solutions based on group consensus.

3.1.4   Resolving conflicts
3.1.4.1   Bring others together to reconcile differences.
3.1.4.2   Handle conflicts maturely by exercising "give and take" to achieve positive results for all parties.
3.1.4.3   Reach formal or informal agreements that promote mutual goals and interests, and obtain commitment to those agreements from individuals or groups.

3.2 Customer Focus: Efficiently and effectively addressing the needs of clients/customers.

3.2.1   Understanding customer needs
3.2.1.1   Identify internal and external customers.
3.2.1.2   Attend to what customers are saying and ask questions to identify customer needs, interests, and goals.
3.2.1.3   Anticipate the future needs of the customer.

3.2.2   Providing personalized service
3.2.2.1   Provide prompt, efficient, and personalized assistance to meet the requirements, requests, and concerns of customers.
3.2.2.2   Provide thorough, accurate information to answer customers' questions and inform them of commitment times or performance guarantees.
3.2.2.3   Address customer comments, questions, concerns, and objections with direct, accurate, and timely responses.
3.2.2.4   Identify and propose appropriate solutions and/or services.
3.2.2.5   Establish boundaries as appropriate for unreasonable customer demands.

3.2.3   Acting professionally
3.2.3.1   Is pleasant, courteous, and professional when dealing with internal or external customers.
3.2.3.2   Develop constructive and cooperative working relationships with customers.

3.2.3.3   Is calm and empathetic when dealing with hostile customers.

3.2.4   Keeping customers informed

3.2.4.1   Follow up with customers during projects and following project completion.

3.2.4.2   Keep customers up to date about decisions that affect them.

3.2.4.3   Seek the comments, criticisms, and involvement of customers.

3.2.4.4   Adjust services based on customer feedback.

3.3 Planning and Organizing: Planning and prioritizing work to manage time effectively and accomplish assigned tasks.

3.3.1   Planning

3.3.1.1   Approach work in a methodical manner.

3.3.1.2   Plan and schedule tasks so that work is completed on time.

3.3.1.3   Keep track of details to ensure work is performed accurately and completely.

3.3.1.4   Anticipate obstacles to project completion and develop contingency plans to address them.

3.3.1.5   Find new ways of organizing work area or planning work to accomplish work more efficiently.

3.3.2   Prioritizing

3.3.2.1   Prioritize multiple competing tasks.

3.3.2.2   Perform tasks correctly, quickly, and efficiently according to their relative urgency and importance.

3.3.3   Managing projects

3.3.3.1   Estimate personnel and other resources needed for project completion (e.g., financial material or equipment).

3.3.3.2   Manage activities to meet plans, allocating time and resources effectively.

3.3.3.3   Keep track of and document plans, assignments, changes, and deliverables.

3.3.3.4   Plan for dependencies of one task on another.

3.3.3.5   Coordinate efforts with all affected parties, keeping them informed of progress and all relevant changes to project timelines.

3.3.3.6   Take necessary corrective action when projects go off track.

3.3.3.7   Assure job accommodations are made for personnel who need or request them.

3.4 Creative Thinking: Generating innovative and creative solutions.

3.4.1   Employing unique analyses

3.4.1.1   Use original analyses and generate new, innovative ideas in complex areas.

3.4.1.2   Develop innovative methods of obtaining or using resources when insufficient resources are available.

3.4.2   Generating innovative solutions

3.4.2.1   Integrate seemingly unrelated information to develop creative processes or solutions.

3.4.2.2   Reframe problems in a different light to find fresh approaches.

3.4.2.3   Entertain wide-ranging possibilities and perspectives to develop new solutions.

3.4.2.4   Find new ways to add value to the efforts of a team and organization.

3.4.3   Seeing the big picture

3.4.3.1   Understand the pieces of a system as a whole and appreciate the consequences of actions on other parts of the system.

3.4.3.2   Monitor patterns and trends to see a bigger picture.

3.4.3.3   Modify or design systems to improve performance.

3.5 Problem Solving and Decision-Making: Generating, evaluating, and implementing solutions to problems.

3.5.1   Identifying the problem
    3.5.1.1   Anticipate or recognize the existence of a problem.
    3.5.1.2   Identify the true nature of the problem and define critical issues.
    3.5.1.3   Evaluate the importance and criticality of the problem.
    3.5.1.4   Use all available reference systems to locate and obtain information relevant to understanding the problem.
    3.5.1.5   Recall previously learned information that is relevant to the problem.

3.5.2   Locating, gathering, and organizing relevant information
    3.5.2.1   Effectively use both internal resources (e.g., internal computer networks, company filing systems) and external resources (e.g., internet search engines) to locate and gather information relevant to solving the problem.
    3.5.2.2   Examine information obtained for relevance and completeness.
    3.5.2.3   Recognize important gaps in existing information and take steps to eliminate those gaps.
    3.5.2.4   Organize/reorganize information as appropriate to gain a better understanding of the problem.

3.5.3   Generating alternatives
    3.5.3.1   Integrate previously learned and externally obtained information to generate a variety of high-quality alternative approaches to the problem.
    3.5.3.2   Skillfully use logic and analysis to identify the strengths and weaknesses, the costs and benefits, and the short- and long-term consequences of different solutions or approaches.

3.5.4   Choosing a solution
    3.5.4.1   Decisively choose the best solution after evaluating the relative merits of each possible option.
    3.5.4.2   Make difficult decisions even in highly ambiguous or ill-defined situations.

3.5.5   Implementing the solution
    3.5.5.1   Commit to a solution in a timely manner.
    3.5.5.2   Develop a realistic approach for implementing the chosen solution.
    3.5.5.3   Document the problem and corrective actions taken and their outcomes and communicate these to the appropriate parties.
    3.5.5.4   Observe and evaluate the outcomes of implementing the solution to assess the need for alternative approaches and to identify lessons learned.

3.6 Working with Tools and Technology: Selecting, using, and maintaining tools and technology, including adaptive tools and technology, to facilitate work activity (with accommodation when necessary).

3.6.1   Using tools
    3.6.1.1   Operate tools, technology, and equipment in accordance with established operating procedures and safety standards.
    3.6.1.2   Demonstrate appropriate use of tools and technology to complete work functions.

3.6.2   Selecting tools
    3.6.2.1   Select and apply appropriate tools or technological solutions to the problem at hand.

3.6.3   Keeping current on tools and technology
    3.6.3.1   Demonstrate an interest in learning about new and emerging tools and technologies.
    3.6.3.2   Adapt quickly to changes in process or technology.
    3.6.3.3   Seek out opportunities to improve knowledge of tools and technologies that may assist in streamlining work and improving productivity.

3.6.4   Troubleshooting and maintenance
    3.6.4.1   Learn how to maintain and troubleshoot tools and technologies.

3.6.4.2   Perform routine maintenance on tools, technology, and equipment.

3.6.4.3   Determine causes of errors and take the appropriate corrective action.

3.6.4.4   Develop alternatives to complete a task if desired tool or technology is not available.

3.7 Scheduling and Coordinating: Making arrangements that fulfill all requirements as efficiently and economically as possible.

3.7.1   Arranging and informing

3.7.1.1   Make arrangements (e.g. for meetings or travel) that fulfill all requirements as efficiently and economically as possible.

3.7.1.2   Inform others of arrangements, giving them complete, accurate, and timely information.

3.7.1.3   Ensure that others receive needed materials in time.

3.7.1.4   Handle all aspects of arrangements thoroughly and completely.

3.7.1.5   Respond to the schedules of others affected by arrangements, resolve schedule conflicts or travel issues, and take corrective action.

3.7.2   Coordinating in distributed environments

3.7.2.1   Coordinate schedules of colleagues, co-workers, and clients in regional locations. (i.e., across time zones) to ensure that inconvenience is minimized and productivity is enhanced.

3.7.2.2   Leverage technology (e.g., internet, teleconference) to facilitate information sharing in distributed work environments.

3.7.2.3   Take advantage of team member availability throughout business hours in multiple time zones to enhance productivity.

3.7.3   Shiftwork

3.7.3.1   Effectively coordinate the transition of staff at the beginning and end of each work shift.

3.7.3.2   Disseminate crucial information in an organized manner to rapidly bring staff up to speed at the start of their shifts.

3.7.3.3   Ensure that staff is updated on work completed on past shifts and work that still needs to be completed.

3.8 Checking, Examining, and Recording: Entering, transcribing, recording, storing, or maintaining information in written or electronic/digital format, including adaptive devices and software.

3.8.1   Detecting errors

3.8.1.1   Detect and correct errors or inconsistencies, even under time pressure.

3.8.1.2   Identify vague or ambiguous documentation.

3.8.1.3   Route errors to appropriate person to correct documentation.

3.8.2   Completing forms

3.8.2.1   Select and complete appropriate forms quickly and completely.

3.8.2.2   Forward or process forms in a timely and accurate manner.

3.8.2.3   Attend to and follow through on important items requiring action.

3.8.2.4   Expedite forms, orders, or advances that require immediate attention.

3.8.3   Obtaining information

3.8.3.1   Obtain appropriate information, signatures, and approvals promptly.

3.8.3.2   Verify that all information is present and accurate before forwarding materials.

3.8.3.3   Compile, categorize, and verify information or data.

3.8.3.4   Apply systematic techniques for observing and gathering data.

3.8.4   Maintaining logs, records, and files

3.8.4.1   Organize records and files to maintain data.

3.8.4.2   Keep logs, records, and files that are up-to-date and readily accessible (e.g., driver logs, flight records, repair records).

3.8.4.3   Update logs, records, and files, noting important changes.

3.8.4.4   File data and documentation in accordance with organization's requirements.

3.9 Business Fundamentals: Using information on basic business principles, trends, and economics.

3.9.1   Situational awareness
3.9.1.1   Understand the mission, structure, and functions of the organization.
3.9.1.2   Recognize one's role in the functioning of the organization and understand the potential impact one's own performance can have on the success of the organization.
3.9.1.3   Grasp the potential impact of the company's well-being on employees.

3.9.2   Business ethics
3.9.2.1   Demonstrate respect for coworkers, colleagues, and customers.
3.9.2.2   Act in the best interest of the company, the community, and the environment.
3.9.2.3   Comply with applicable laws and rules governing work and report loss, waste, or theft of company property to appropriate personnel.

3.9.3   Market knowledge
3.9.3.1   Understand market trends in the industry and the company's position in the market.
3.9.3.2   Know who the company's primary competitors are and stay current on organizational strategies to maintain competitiveness.
3.9.3.3   Uphold the organization through building and maintaining customer relations.
3.9.3.4   Recognize major challenges faced by the organization and industry, and identify key strategies to address challenges.

3.10 Sustainable Practices: Meeting the needs of the present without compromising the ability of future generations to meet their own needs.

3.10.1   Minimizing environmental impact
3.10.1.1   Use equipment, processes, and systems that minimize environmental impact.
3.10.1.2   Seek to upgrade processes beyond pollution control to pollution prevention.
3.10.1.3   Utilize advances in science and technology to upgrade levels of efficiency and environmental protection.
3.10.1.4   Strive to minimize waste through reuse and recycling, improve efficiency, and reduce resource use.

3.10.2   Complying with standards, laws, and regulations
3.10.2.1   Comply with federal, state, and local laws, regulations, and policies related to environmental impact.
3.10.2.2   Use sustainable business practices consistent with ISO 14001 International Environmental Management Guidance.

3.11 Health and Safety: Supporting a safe and healthy workplace.

3.11.1   Maintaining a healthy and safe environment
3.11.1.1   Take actions to ensure the safety of self and others, in accordance with established personal and jobsite safety practices.
3.11.1.2   Anticipate and prevent work-related injuries and illnesses.
3.11.1.3   Comply with federal, state, and local regulations, and company health and safety policies.
3.11.1.4   Recognize common hazards and unsafe conditions that occur at work, their risks, and appropriate controls to address them.
3.11.1.5   Follow organizational procedures and protocols for workplace emergencies, including safe evacuation and emergency response.
3.11.1.6   Maintain a sanitary and clutter-free work environment.
3.11.1.7   Administer first aid or CPR, if trained, and summon assistance as needed.
3.11.1.8   Properly handle and dispose of hazardous materials.

3.11.2   Safeguarding one's person
3.11.2.1   Engage in safety training.
3.11.2.2   Use equipment and tools safely.
3.11.2.3   Use appropriate personal protective equipment.

3.11.2.4   Recognize how workplace risks can affect one's life and one's family.

3.11.2.5   Understand the legal rights of workers regarding workplace safety and protection from hazards.

3.11.2.6   Report injuries, incidents, and workplace hazards to a supervisor as soon as safely possible.

3.11.2.7   Contribute to discussions of safety concerns in the workplace, making suggestions as appropriate.