

Course Outline

Marketing, Sales, and Service

REVISED: August/2017

Job Title

Maintenance Supervisor

Career Pathway:

Entrepreneurship/Self-Employment

Industry Sector:

Marketing, Sales, and Service

O*NET-SOC CODE:

49-1011.00

CBEDS Title:

Small Business Services

CBEDS No.:

4132

79-75-80

Maintenance Supervisor: Scheduling Practices

Credits: 5

Hours: 60

Course Description:

This competency-based course prepares trainees for entry-level supervision positions as school custodian supervisors. Instruction includes practical training in the management of custodial personnel; in-depth study of time and motion studies; scheduling work loads equitably; scheduling of routine cleaning; scheduling of nonroutine cleaning. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

None.

NOTE: For Perkins purposes this course has been designated as an **concentrator/capstone** course.

It is recommended that students in the Maintenance Supervisor program complete the following courses in the given sequence: Building and Grounds Worker (Fundamentals) (79-75-50), Maintenance Supervisor: Heating and Ventilation (79-75-75), Maintenance Supervisor: Scheduling Practices (79-75-80), and Maintenance Supervisor: Supervisory Practices (79-75-85).

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

LOCATION

INSTRUCTIONAL STRATEGIES

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-13

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Marketing, Sales, and Services Industry Sector Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Marketing, Sales, and Services academic alignment matrix for identification of standards

2.0 Communications

Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Services sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Marketing, Sales, and Services sector workplace environment.

7.0 Responsibility and Flexibility

Initiate and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Marketing, Sales, and Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the DECA career technical student organization

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.

Marketing, Sales, and Services Pathway Standards

C. Entrepreneurship/Self-Employment Pathway

Develop knowledge and skills common to entrepreneurs and entrepreneurship, including the human characteristics vital for entrepreneurial thinking in a twenty-first century global world. Entrepreneurial thinking may be applied to all industry sectors. The performance indicators provide business knowledge and skills required for entrepreneurs, as well as intangible skills and knowledge such as creativity and innovation skills.

Sample occupations associated with this pathway:

- ◆ Business Owner
- ◆ Consultant
- ◆ Insurance Broker
- ◆ Meeting/Event Planner
- ◆ Travel Agent

- C1.0 Define the role the entrepreneur plays in the free-enterprise system.
- C2.0 Analyze the development of successful personal entrepreneurial traits.
- C3.0 Understand the basic aspects of entrepreneurship.
- C4.0 Develop creative and innovative thinking skills that apply to entrepreneurship and the products/services created.
- C5.0 Evaluate leadership styles and management functions for the small business.
- C6.0 Demonstrate an understanding of the elements and purpose of business and strategic planning in entrepreneurship.
- C7.0 Identify strategies for business startup and growth.
- C8.0 Understand financial planning, reports, and projections.
- C9.0 Understand effective marketing of a small business.
- C10.0 Identify and evaluate technology used by entrepreneurs.
- C11.0 Understand the role of human resources in a successful small business.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Maintenance Supervisor: Scheduling Practices Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION</p> <p>Identify the duties of a maintenance supervisor as it relates to scheduling maintenance tasks.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Understand values of a good work schedule. 2. Interpret and briefly explain the components of maintenance labor allotments. 3. Pass a safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 5, 7</p> <p>CTE Anchor: Communications: 2.2, 2.3, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.5, 3.9 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.2 Responsibility and Flexibility: 7.2, 7.4 Ethics and Legal Responsibilities: 8.6 Leadership and Teamwork: 9.1, 9.2 Technical Knowledge and Skills: 10.2, 10.5</p> <p>CTE Pathway: B2.4, B3.3, B3.4, B3.6, B3.7, B4.3, B6.2, B7.1, B7.2, B8.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. SCHEDULING FREQUENCIES OF CLEANING TASKS</p> <p>Identify cleaning tasks to be scheduled and frequency to be performed.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Identify daily tasks. 2. Identify weekly tasks. 3. Identify monthly tasks. 4. Identify semi-annual and annual tasks. 5. Identify cleaning and gardening priorities to consider when adjusting tasks and task frequencies to match available maintenance hours. 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 9, 10</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.3 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.6 Ethics and Legal Responsibilities: 8.2, 8.6 Leadership and Teamwork: 9.1, 9.2 Technical Knowledge and Skills: 10.1, 10.5</p> <p>CTE Pathway: B3.6, B3.7, B4.1, B6.1, B6.4, B7.1, B8.3, B8.5</p>
<p>C. CLEANING STANDARDS</p> <p>Identify basic characteristics of acceptable cleaning standards.</p>	<ol style="list-style-type: none"> 1. Interpret and briefly explain the cleaning standards for all areas; i.e., restrooms, classrooms, hallways, offices, auditorium, gymnasium, facilities, exterior walkways, and grounds, etc. 2. Interpret and briefly explain the proper use of acceptable cleaning time/task standards. 3. Inform CDC guideline for daily disinfecting. 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.3 Career Planning and Management: 3.1 Problem Solving and Critical Thinking: 5.3 Health and Safety: 6.1, 6.3, 6.4 Responsibility and Flexibility: 7.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		Ethics and Legal Responsibilities: 8.2, 8.6 Leadership and Teamwork: 9.3 Technical Knowledge and Skills: 10.2 CTE Pathway: B2.2, B3.3, B3.4, B3.5, B 3.6, B3.7, B4.1, B4.3, B4.6, B6.1, B7.2
D. TIME AND MOTION STUDIES / FULL SURFACE INVENTORY / WORK TIME SURVEY Identify basic characteristics of time and motion efficiencies.	<ol style="list-style-type: none"> 1. Demonstrate ability to organize and prepare a Full Survey Inventory for an elementary and secondary school assignment. 2. Demonstrate proper adjustments to tasks performed to reflect available staffing. 3. Interpret and briefly explain the Custodial Work Time Survey and Full Surface Inventory. 4. Demonstrate proper assignment of duties as it relates to frequency of tasks. 	Career Ready Practice: 1, 2, 4, 5, 7, 8, 9, 10, 11 CTE Anchor: Communications: 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.8 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.3, 7.5 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2 Technical Knowledge and Skills: 10.1, 10.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(12 hours)		CTE Pathway: B2.1, B2.2, B2.4, B3.3, B3.4, B3.5, B3.6, B3.7, B4.1, B6.1, B6.2, B7.1, B7.2, B8.5
E. CUSTODIAL WORK SCHEDULES Write custodial work schedules according to acceptable standards.	<ol style="list-style-type: none"> 1. Demonstrate ability to organize and write custodial work schedules using acceptable techniques and methods for all types for all types of school assignments. 2. Design a work routine for an elementary or secondary school assignment. 3. Prepare a contingent work schedule. 	Career Ready Practice: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11 CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.4, 3.9 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.3 Health and Safety: 6.2, 6.3, 6.6 Responsibility and Flexibility: 7.4, 7.5 Ethics and Legal Responsibilities: 8.2, 8.3, 8.6 Leadership and Teamwork: 9.1, 9.3 Technical Knowledge and Skills: 10.3, 10.5 CTE Pathway: B2.1, B2.4, B3.3, B3.5, B3.6, B7.1, B7.2, B8.5
(12 hours)		Career Ready Practice: 1, 3, 4, 5, 6, 7, 8, 11
F. WORK-TIME SURVEYS AND MAINTENANCE WORK SCHEDULES	<ol style="list-style-type: none"> 1. Interpret and explain the difference between custodial hours allocated and actual hours available for cleaning tasks. 	Career Ready Practice: 1, 3, 4, 5, 6, 7, 8, 11

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Write work routines and custodial schedules for an elementary school with a minimum of twelve (12) daily custodial labor hours assigned according to acceptable procedures.</p> <p>(12 hours)</p>		<p>CTE Anchor: Communications: 2.2, 2.3 Career Planning and Management: 3.2, 3.5, 3.9 Technology: 4.1, 4.3 Problem Solving and Critical Thinking: 5.2 Health and Safety: 6.2 Responsibility and Flexibility: 7.2, 7.4 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B2.1, B2.4, B3.3, B3.6, B4.1, B4.6, B8.3</p>
<p>G. SCHEDULING RECESS, ANNUAL, AND YEAR-ROUND CLEANING</p> <p>Write custodial schedules for recess, annual clean-up periods, and year-round cleaning according to acceptable procedures.</p>	<ol style="list-style-type: none"> 1. Identify total labor hours available for a specific school plant to perform recess, annual, and year-round cleaning tasks. 2. Identify tasks to be performed during recess, annual, and year-round cleaning periods. 3. Use cleaning time standards to determine time for each task. 	<p>Career Ready Practice: 1, 3, 4, 5, 6, 7, 8, 11, 12</p> <p>CTE Anchor: Career Planning and Management: 3.9 Problem Solving and Critical Thinking: 5.2, 5.3 Health and Safety: 6.2, 6.3, 6.4, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.3, 7.4 Leadership and Teamwork: 9.1, 9.3, 9.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		<p>Technical Knowledge and Skills: 10.3, 10.4</p> <p>CTE Pathway: B2.1, B2.4, B3.3, B3.5, B3.6, B7.1, B7.2, B8.5</p>
<p>H. IMPLEMENTATION OF CUSTODIAL WORK</p> <p>Identify supervision skills necessary to implement work schedules successfully.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Demonstrate the understanding of personal fatigue and delay factors, skill level, and the human element involved when equally distributing the workload. 2. Identify emergency situations such as absenteeism, vacations, etc., as they relate to implementing maintenance work schedules. 	<p>Career Ready Practice: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>CTE Anchor: Career Planning and Management: 3.2, 3.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.3, 7.4 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5 Leadership and Teamwork: 9.5, 9.6</p> <p>CTE Pathway: B2.1, B2.2, B2.4, B3.3, B3.4, B3.5, B3.6, B3.7, B7.1, B7.2</p>
<p>I. REVIEW AND EVALUATION</p> <p>Review and be examined on competency areas.</p>	<ol style="list-style-type: none"> 1. Demonstrate ability to prepare a full-time and part-time custodial work time survey and write a maintenance work schedule from a given data including time for set-up and put away, breaks, lunch, etc. 	<p>Career Ready Practice: 1, 3, 4, 5, 6, 7, 8, 9, 11</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		<p>CTE Anchor: Communications: 2.1, 2.2, 2.4 Career Planning and Management: 3.1, 3.9 Technology: 4.3 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.2 Responsibility and Flexibility: 7.2, 7.4, 7.5 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.2</p> <p>CTE Pathway: B2.1, B2.4, B3.3, B3.5, B3.6, B7.1, B7.2, B8.5</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Los Angeles Unified School District, Maintenance Supervisor, The Training Manual for Managers: The Scheduling Practices.

RESOURCES

Employer Advisory Board members

CDE Model Curriculum Standards for Marketing, Sales, and Services
<http://www.cde.ca.gov/ci/ct/sf/documents/mktsaleservices.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lectures
- B. Demonstration/observation
- C. Boiler room practice
- D. Field trips
- E. Individualized instruction

EVALUATION

SECTION A – Orientation– Pass all assignments and exams on orientation with a minimum score of 80% or higher.

SECTION B – Scheduling Frequencies of Cleaning Tasks– Pass all assignments and exams on scheduling frequencies of cleaning tasks with a minimum score of 80% or higher.

SECTION C – Cleaning Standards – Pass all assignments and exams on cleaning standards with a minimum score of 80% or higher.

SECTION D – Time and Motion Studies / Full Surface Inventory / Work-Time Survey – Pass all assignments and exams on time and motion studies / full surface inventory / work-time surveys with a minimum score of 80% or higher.

SECTION E – Custodial Work Schedules – Pass all assignments and exams on custodial work schedules with a minimum score of 80% or higher.

SECTION F – Work-Time Surveys and Maintenance Work Schedules – Pass all assignments and exams on work-time surveys and maintenance work schedules with a minimum score of 80% or higher.

SECTION G – Scheduling Recess, Annual, and Year-Round Cleaning – Pass all assignments and exams on scheduling recess, annual, and year-round cleaning with a minimum score of 80% or higher.

SECTION H – Implementation of Custodial Work – Pass all assignments and exams on implementation of custodial work with a minimum score of 80% or higher.

SECTION I – Review and Evaluation – Pass all assignments and exams on review and evaluation with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

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