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ABSTRACT

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for law enforcement. Each unit (with or without subunits) contains competencies and competency builders that identify the occupational, academic, and employability skills needed to enter this occupational area. Within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in an occupation 3 to 4 years from now. This profile contains 15 units: (1) orientation; (2) legal aspects; (3) communication skills; (4) human relations skills; (5) first aid and emergency care; (6) defensive tactics; (7) driving; (8) patrol; (9) investigation; (10) traffic enforcement; (11) civil emergencies; (12) prisoner booking and handling; (13) private security; (14) specialized units; and (15) employability skills.

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OHIO'S COMPETENCY ANALYSIS PROFILE

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Employer Verification Panel

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Willis F. Amweg, *The Ohio State University Police Department, Columbus, Ohio*

Gary P. Barth, *Columbus Division of Police, Columbus, Ohio*

Merle D. Bush, *Wood County Sheriff Department, Bowling Green, Ohio*

Judith A. Cowell, *Marion Co. Child Support Enforcement Agency, Marion, Ohio*

Robert P. Featheringham, *Consultant, Public Safety Service, Columbus, Ohio*

Deborah M. Furka, *Kent State University Police Department, Kent, Ohio*

Gene Hart, *Hart Investigations, Inc., Mansfield, Ohio*

Rick Imhoff, *Ohio State Highway Patrol, Columbus, Ohio*

Susan Sedlock, *Dublin Division of Police, Dublin, Ohio*

Joan Thompson, *Butler Police Department, Butler, Ohio*

Robert A. Wood, *Department of Public Safety, The Ohio State University, Columbus, Ohio*

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Division of Vocational and
Career Education
Ohio Department of Education

Vocational Instructional Materials Laboratory
Center on Education and Training
for Employment



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What is OCAP?

"A comprehensive and verified employer competency list will be developed and kept current for each program." This is the second objective of Imperative 3 of the *Action Plan for Accelerating the Modernization of Vocational Education: Ohio's Future at Work*. Ohio's Competency Analysis Profile (OCAP) lists are the Division of Vocational and Career Education's response to that objective. OCAP lists evolve from a modified DACUM process involving business, industry, labor, and community agency representatives from throughout Ohio. The OCAP process is directed by the Vocational Instructional Materials Laboratory at The Ohio State University's Center on Education and Training for Employment.

How is OCAP used?

Each OCAP contains units (with and without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter a given occupation or occupational area. Within that outline there are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests (scheduled to begin in FY93). Advancing items (marked with one asterisk) are needed to advance in a given occupation. Futuring items (marked with two asterisks) are needed to enter and remain in a given occupation three to four years from now.

Districts may add as many units, subunits, competencies, and competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees should be actively involved in the identification and verification of additional items. Using OCAP lists, instructors will be able to formulate their courses of study and monitor competency gains via the new competency testing program.

The **Employability Skills** portion of this list was verified by the following employer panel:

Gary J. Corrigan, *Dana Corporation*, Ottawa Lake, Michigan
David Crooks, *Bowling Green State University Union Food Service*, Bowling Green, Ohio
Pat Doerman, *Farrow's Harley-Davidson*, Columbus, Ohio
William Gockenbach, *Kaiser Aluminum*, Heath, Ohio
Patsy Hathaway, *CBS Personnel Services, Inc.*, Dayton, Ohio
Marlyn Harman, *Marlyn Harman & Associates*, Cleveland, Ohio
Thomas R. Hyldahl, *Toledo Edison*, Toledo, Ohio
Carol C. James, *Ohio Contractors Association*, Columbus, Ohio
James Mack, *Chrysler Jeep Assembly*, Toledo, Ohio
Rocky McCoy, *Ironton-Lawrence Co. Community Action Organization*, Ironton, Ohio
James Needs, *Independent Crop Producer*, Upper Sandusky, Ohio
Ronald Simmons, *Former GM Executive*, Warren Ohio

OHIO COMPETENCY ANALYSIS PROFILE

LAW ENFORCEMENT

UNIT 1: Orientation

COMPETENCY 1.0.1: Identify role of peace officer

COMPETENCY BUILDERS:

- 1.0.1.1 Maintain public peace
- 1.0.1.2 Apprehend violators

COMPETENCY 1.0.2: Demonstrate columnar and drill movements

COMPETENCY BUILDERS:

- 1.0.2.1 Demonstrate individual movements
- 1.0.2.2 Demonstrate group formations

UNIT 2: Legal Aspects

COMPETENCY 2.0.1: Demonstrate knowledge of Ohio Revised Code (ORC)

COMPETENCY BUILDERS:

- 2.0.1.1 Identify, interpret, and apply homicide, assault, and menacing section of ORC
- 2.0.1.2 Identify, interpret, and apply kidnapping and extortion section of ORC
- 2.0.1.3 Identify, interpret, and apply sex offense section of ORC
- 2.0.1.4 Identify, interpret, and apply prostitution, pornography, and obscenity section of ORC
- 2.0.1.5 Identify, interpret, and apply arson and related offense section of ORC
- 2.0.1.6 Identify, interpret, and apply robbery, burglary, trespass, and related offense section of ORC
- 2.0.1.7 Identify, interpret, and apply theft, fraud, and related offense section of ORC
- 2.0.1.8 Identify, interpret, and apply gambling and related offense section of ORC
- 2.0.1.9 Identify, interpret, and apply liquor control section of ORC
- 2.0.1.10 Identify, interpret, and apply drug offense section of ORC
- 2.0.1.11 Identify, interpret, and apply offenses-against-the-public-peace section of ORC

* Advancing
** Futuring

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- 2.0.1.12 Identify, interpret, and apply offenses-against-the-family section of ORC
- 2.0.1.13 Identify, interpret, and apply offenses-against-justice and public administration section of ORC
- 2.0.1.14 Identify, interpret, and apply conspiracy, attempt, and complicity section of ORC
- 2.0.1.15 Identify, interpret, and apply weapons offense section of ORC

COMPETENCY 2.0.2: Demonstrate knowledge of Ohio Rules of Evidence

COMPETENCY BUILDERS:

- 2.0.2.1 Identify Ohio Rules of Evidence
- 2.0.2.2 Interpret and apply Ohio Rules of Evidence

COMPETENCY 2.0.3: Demonstrate knowledge of arrest and search-and-seizure laws

COMPETENCY BUILDERS:

- 2.0.3.1 Identify arrest and search-and-seizure laws
- 2.0.3.2 Interpret and apply arrest and search-and-seizure laws

COMPETENCY 2.0.4: Demonstrate knowledge of interviews, interrogations, and confessions

COMPETENCY BUILDERS:

- 2.0.4.1 Define interview, interrogation, and confession
- 2.0.4.2 Define and apply Miranda warning

COMPETENCY 2.0.5: Demonstrate knowledge of civil liability and use of force

COMPETENCY BUILDERS:

- 2.0.5.1 Define civil liability
- 2.0.5.2 Define use of force
- 2.0.5.3 Apply US Code 1983 to peace officer actions

COMPETENCY 2.0.6: Identify rules for criminal and court procedures

COMPETENCY BUILDERS:

- 2.0.6.1 List sources for criminal and court procedures
- 2.0.6.2 Interpret and apply rules for criminal and court procedures

COMPETENCY 2.0.7: Demonstrate knowledge of Ohio Traffic Laws

COMPETENCY BUILDERS:

- 2.0.7.1 Identify major sections of Ohio Traffic Laws in Chapters 4507, 4511, 4513, and 4549 of ORC
- 2.0.7.2 Interpret and apply Ohio Traffic Laws in Chapters 4507, 4511, 4513, and 4549 of ORC

UNIT 3: Communication Skills

COMPETENCY 3.0.1: Use written communication skills

COMPETENCY BUILDERS:

- 3.0.1.1 Identify elements of a report
- 3.0.1.2 Read, interpret, and follow written instructions
- 3.0.1.3 Print legibly
- 3.0.1.4 Use correct grammar and spelling
- 3.0.1.5 Complete daily activity log
- 3.0.1.6 Take field notes
- 3.0.1.7 Organize notes
- 3.0.1.8 Create report based on notes
- 3.0.1.9 Proofread, edit, and correct reports

COMPETENCY 3.0.2: Demonstrate computer skills

COMPETENCY BUILDERS:

- 3.0.2.1 Demonstrate keyboarding skills
- 3.0.2.2 Demonstrate word-processing skills
- 3.0.2.3 Use databases*
- 3.0.2.4 Acquire Law Enforcement Automated Data Systems (LEADS) certification**

COMPETENCY 3.0.3: Use oral communication skills

COMPETENCY BUILDERS:

- 3.0.3.1 Use correct grammar
- 3.0.3.2 Give directions and instructions
- 3.0.3.3 Use active listening skills
- 3.0.3.4 Demonstrate telephone techniques
- 3.0.3.5 Demonstrate radio techniques
- 3.0.3.6 Testify in legal proceedings

* Advancing

** Futuring

UNIT 4: Human Relations Skills

COMPETENCY 4.0.1: Project professional image

COMPETENCY BUILDERS:

- 4.0.1.1 Exhibit professional appearance and demeanor
- 4.0.1.2 Maintain physical fitness
- 4.0.1.3 Maintain uniform
- 4.0.1.4 Exhibit positive attitude

COMPETENCY 4.0.2: Demonstrate positive relations with supervisors

COMPETENCY BUILDERS:

- 4.0.2.1 Identify different management styles*
- 4.0.2.2 Support role and mission of agency
- 4.0.2.3 Follow policies, procedures, directives, and orders

COMPETENCY 4.0.3: Demonstrate positive relations with coworkers

COMPETENCY BUILDERS:

- 4.0.3.1 Recognize and cooperate with different personalities
- 4.0.3.2 Identify benefits of teamwork
- 4.0.3.3 Respect coworkers
- 4.0.3.4 Empathize with coworkers

COMPETENCY 4.0.4: Demonstrate positive relations with citizens

COMPETENCY BUILDERS:

- 4.0.4.1 Provide prompt and courteous service
- 4.0.4.2 Explain laws to citizens
- 4.0.4.3 Resolve inquiries and complaints
- 4.0.4.4 Interact with physically or mentally disabled individuals
- 4.0.4.5 Demonstrate domestic dispute interview techniques
- 4.0.4.6 Employ crisis intervention techniques
- 4.0.4.7 Educate public in crime prevention

COMPETENCY 4.0.5: Demonstrate sensitivity to cultural diversity

COMPETENCY BUILDERS:

- 4.0.5.1 Recognize and cooperate with culturally diverse coworkers
- 4.0.5.2 Recognize and respond to culturally diverse citizens

* Advancing
** Futuring

COMPETENCY 4.0.6: Demonstrate knowledge of child abuse and neglect

COMPETENCY BUILDERS:

- 4.0.6.1 Identify resources for locating or investigating missing children
- 4.0.6.2 Identify elements of juvenile justice system
- 4.0.6.3 Interact with parents and juvenile probation officers

UNIT 5: First Aid and Emergency Care

COMPETENCY 5.0.1: Perform first-aid procedures

COMPETENCY BUILDERS:

- 5.0.1.1 Identify and practice disease prevention techniques
- 5.0.1.2 Demonstrate basic first-aid techniques
- 5.0.1.3 Acquire basic first-aid certification

COMPETENCY 5.0.2: Acquire cardiopulmonary resuscitation (CPR) certification

COMPETENCY BUILDERS:

- 5.0.2.1 Identify and practice disease prevention techniques
- 5.0.2.2 Demonstrate one-person adult CPR
- 5.0.2.3 Demonstrate two-person adult CPR
- 5.0.2.4 Demonstrate infant CPR

UNIT 6: Defensive Tactics

COMPETENCY 6.0.1: Implement self-defense techniques

COMPETENCY BUILDERS:

- 6.0.1.1 Use batons offensively and defensively
- 6.0.1.2 Use chemical mace
- 6.0.1.3 Demonstrate hand grasps
- 6.0.1.4 Demonstrate body-searching techniques
- 6.0.1.5 Demonstrate handcuffing techniques
- 6.0.1.6 Demonstrate unarmed self-defense tactics

COMPETENCY 6.0.2: Use and care for firearms*

COMPETENCY BUILDERS:

- 6.0.2.1 Follow safety procedures for handling and using firearms*
- 6.0.2.2 Inspect firearms*
- 6.0.2.3 Clean and maintain firearms*
- 6.0.2.4 Use firearms*
- 6.0.2.5 Use shotguns*

UNIT 7: Driving*

COMPETENCY 7.0.1: Demonstrate defensive driving*

COMPETENCY BUILDERS:

- 7.0.1.1 Identify liability responsibilities*
- 7.0.1.2 Define and practice defensive driving*

COMPETENCY 7.0.2: Demonstrate pursuit of vehicle*

COMPETENCY BUILDERS:

- 7.0.2.1 Demonstrate use of vehicle equipment*
- 7.0.2.2 Identify laws that pertain to pursuit driving*

UNIT 8: Patrol

COMPETENCY 8.0.1: Patrol on foot

COMPETENCY BUILDERS:

- 8.0.1.1 Use portable radio
- 8.0.1.2 Initiate officer-citizen interaction
- 8.0.1.3 Observe and perceive conditions
- 8.0.1.4 Check and secure buildings
- 8.0.1.5 Search buildings
- 8.0.1.6 Check parked and abandoned vehicles
- 8.0.1.7 Conduct field interviews
- 8.0.1.8 Complete required reports

COMPETENCY 8.0.2: Patrol in vehicle

COMPETENCY BUILDERS:

- 8.0.2.1 Inspect patrol unit and equipment
- 8.0.2.2 Conduct pedestrian and vehicle stops and approaches
- 8.0.2.3 Respond to calls for service
- 8.0.2.4 Respond to crimes in progress
- 8.0.2.5 Conduct field interviews
- 8.0.2.6 Search and/or inventory vehicles

* Advancing
** Futuring

UNIT 9: Investigation

COMPETENCY 9.0.1: Investigate crimes

COMPETENCY BUILDERS:

- 9.0.1.1 Document investigative activities
- 9.0.1.2 Preserve crime scene
- 9.0.1.3 Sketch and photograph crime scene
- 9.0.1.4 Collect physical evidence
- 9.0.1.5 Demonstrate interviewing techniques
- 9.0.1.6 Demonstrate interrogation techniques
- 9.0.1.7 Demonstrate surveillance techniques
- 9.0.1.8 Prepare and execute search warrants
- 9.0.1.9 Prepare and conduct lineups

COMPETENCY 9.0.2: Investigate traffic crashes

COMPETENCY BUILDERS:

- 9.0.2.1 Document investigative activities
- 9.0.2.2 Preserve crash scene
- 9.0.2.3 Sketch and photograph crash scene
- 9.0.2.4 Locate and analyze physical evidence
- 9.0.2.5 Measure skid marks
- 9.0.2.6 Interview victim(s), driver(s), and witness(es)
- 9.0.2.7 Complete traffic crash forms
- 9.0.2.8 Determine speed(s) of vehicle(s)*

UNIT 10: Traffic Enforcement

COMPETENCY 10.0.1: Handle vehicle offenses

COMPETENCY BUILDERS:

- 10.0.1.1 Observe violation
- 10.0.1.2 Identify and discuss vehicle speed monitoring devices
- 10.0.1.3 Initiate officer-violator contact
- 10.0.1.4 Administer basic field sobriety test
- 10.0.1.5 Complete uniform traffic citation

COMPETENCY 10.0.2: Control traffic

COMPETENCY BUILDERS:

- 10.0.2.1 Position patrol unit
- 10.0.2.2 Direct traffic with hand signals
- 10.0.2.3 Control traffic signals
- 10.0.2.4 Use traffic cone patterns
- 10.0.2.5 Use flare patterns
- 10.0.2.6 Use flashlight
- 10.0.2.7 Use whistle

* Advancing

** Futuring

UNIT 11: Civil Emergencies

COMPETENCY 11.0.1: Control crowds

COMPETENCY BUILDERS:

- 11.0.1.1 Identify types of crowds
- 11.0.1.2 Identify strategies for crowd control
- 11.0.1.3 Identify and establish command post
- 11.0.1.4 Identify and demonstrate riot-control formations

COMPETENCY 11.0.2: Use chemical agents

COMPETENCY BUILDERS:

- 11.0.2.1 Identify chemical agents and their effects
- 11.0.2.2 Describe situations that may necessitate use of chemical agents
- 11.0.2.3 Demonstrate use of protective equipment
- 11.0.2.4 Identify decontamination procedures

COMPETENCY 11.0.3: Respond to hazardous materials incident

COMPETENCY BUILDERS:

- 11.0.3.1 Identify hazardous materials according to Occupational Safety and Health Administration (OSHA) Level 1 Awareness
- 11.0.3.2 Initiate proper hazardous materials response

UNIT 12: Prisoner Booking and Handling

COMPETENCY 12.0.1: Transport prisoners

COMPETENCY BUILDERS:

- 12.0.1.1 Search prisoner
- 12.0.1.2 Search vehicle
- 12.0.1.3 Secure prisoner in vehicle

COMPETENCY 12.0.2: Process prisoners

COMPETENCY BUILDERS:

- 12.0.2.1 Practice officer safety
- 12.0.2.2 Maintain security
- 12.0.2.3 Obtain classifiable fingerprints
- 12.0.2.4 Photograph prisoners

* Advancing
** Futuring

UNIT 13: Private Security

COMPETENCY 13.0.1: Provide physical security

COMPETENCY BUILDERS:

- 13.0.1.1 Check physical structures and grounds
- 13.0.1.2 Identify security needs

COMPETENCY 13.0.2: Provide information security

COMPETENCY BUILDERS:

- 13.0.2.1 Secure confidential information (i.e., electronic, physical, and procedural)
- 13.0.2.2 Provide retail security
- 13.0.2.3 Identify agency or client needs and make recommendations
- 13.0.2.4 Identify potential and current losses

COMPETENCY 13.0.3: Investigate internal theft

COMPETENCY BUILDERS:

- 13.0.3.1 Identify potential losses
- 13.0.3.2 Recommend corrective measures

COMPETENCY 13.0.4: Provide personnel security

COMPETENCY BUILDERS:

- 13.0.4.1 Escort very important people (VIPs)
- 13.0.4.2 Plan and execute protection detail

UNIT 14: Specialized Units*

COMPETENCY 14.0.1: Describe special weapons and tactics (SWAT) activities*

COMPETENCY BUILDERS:

- 14.0.1.1 Identify personnel qualifications for unit*
- 14.0.1.2 Identify needed equipment*
- 14.0.1.3 Identify situations requiring response*

COMPETENCY 14.0.2: Perform bomb evaluation and disposal*

COMPETENCY BUILDERS:

- 14.0.2.1 Identify personnel qualifications for unit*
- 14.0.2.2 Identify needed equipment*
- 14.0.2.3 Identify situations requiring response*

- * Advancing
- ** Futuring

COMPETENCY 14.0.3: Describe specialized detail units*

COMPETENCY BUILDERS:

- 14.0.3.1 Identify types of special units (e.g., horse, motorcycle, aircraft, boat, canine, bicycle)*
- 14.0.3.2 Identify personnel qualifications for specific units*
- 14.0.3.3 Identify needed equipment*
- 14.0.3.4 Identify situations requiring response*

UNIT 15: Employability Skills

SUBUNIT 15.1: Career Development

COMPETENCY 15.1.1: Investigate career options

COMPETENCY BUILDERS:

- 15.1.1.1 Determine interests and aptitudes
- 15.1.1.2 Identify career options
- 15.1.1.3 Research occupations matching interests and aptitudes
- 15.1.1.4 Select career(s) that best match(es) interests and aptitudes
- 15.1.1.5 Identify advantages and disadvantages of career options, including nontraditional careers
- 15.1.1.6 Assess differences in wages, annual incomes, and job opportunities based on geographic location
- 15.1.1.7 Develop a career plan

COMPETENCY 15.1.2: Analyze potential barriers to employment

COMPETENCY BUILDERS:

- 15.1.2.1 Identify common barriers to employment
- 15.1.2.2 Develop strategies to overcome employment barriers

UNIT 15: Employability Skills

SUBUNIT 15.2: Decision Making and Problem Solving

COMPETENCY 15.2.1: Apply decision-making techniques in the workplace

COMPETENCY BUILDERS:

- 15.2.1.1 Identify the decision to be made
- 15.2.1.2 Compare alternatives
- 15.2.1.3 Determine consequences of each alternative
- 15.2.1.4 Make decisions based on values and goals
- 15.2.1.5 Evaluate the decision made

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COMPETENCY 15.2.2: Apply problem-solving techniques in the workplace

COMPETENCY BUILDERS:

- 15.2.2.1 Diagnose the problem and its causes
- 15.2.2.2 Identify alternatives and their consequences in relation to the problem
- 15.2.2.3 Examine multicultural and nonsexist dimensions of problem solving
- 15.2.2.4 Utilize resources to explore possible solutions to the problem
- 15.2.2.5 Compare and contrast the advantages and disadvantages of each solution
- 15.2.2.6 Determine appropriate action
- 15.2.2.7 Evaluate results

UNIT 15: Employability Skills

SUBUNIT 15.3: Work Ethic

COMPETENCY 15.3.1: Evaluate the relationship of self-esteem to work ethic

COMPETENCY BUILDERS:

- 15.3.1.1 Identify special characteristics and abilities in self and others
- 15.3.1.2 Identify internal and external factors that affect self-esteem

COMPETENCY 15.3.2: Analyze the relationship of personal values and goals to work ethic both in and out of the workplace

COMPETENCY BUILDERS:

- 15.3.2.1 Distinguish between values and goals
- 15.3.2.2 Determine the importance of values and goals
- 15.3.2.3 Evaluate how values affect goals
- 15.3.2.4 Identify short-term and long-term goals
- 15.3.2.5 Prioritize personal goals
- 15.3.2.6 Describe how personal values are reflected in work ethic
- 15.3.2.7 Describe how interactions in the workplace affect personal work ethic
- 15.3.2.8 Examine how life changes affect personal work ethic

* Advancing
** Futuring

COMPETENCY 15.3.3: Demonstrate work ethic

COMPETENCY BUILDERS:

- 15.3.3.1 Examine factors that influence work ethic
- 15.3.3.2 Exhibit characteristics that reflect an appropriate work ethic

UNIT 15: Employability Skills

SUBUNIT 15.4: Job-Seeking Skills

COMPETENCY 15.4.1: Prepare for employment

COMPETENCY BUILDERS:

- 15.4.1.1 Identify traditional and nontraditional employment sources
- 15.4.1.2 Utilize employment sources
- 15.4.1.3 Research job opportunities, including nontraditional careers
- 15.4.1.4 Interpret equal employment opportunity laws
- 15.4.1.5 Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process
- 15.4.1.6 Prepare for generic employment tests and those specific to an occupation/organization

COMPETENCY 15.4.2: Design a résumé

COMPETENCY BUILDERS:

- 15.4.2.1 Identify personal strengths and weaknesses
- 15.4.2.2 List skills and/or abilities, career objective(s), accomplishments/achievements, educational background, and work experience
- 15.4.2.3 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording
- 15.4.2.4 Complete résumé using various formats
- 15.4.2.5 Secure references

COMPETENCY 15.4.3: Complete and process job application forms

COMPETENCY BUILDERS:

- 15.4.3.1 Explain the importance of an application form
- 15.4.3.2 Identify ways to obtain job application forms
- 15.4.3.3 Describe methods for handling illegal questions on job application forms
- 15.4.3.4 Demonstrate legible written communications skills using correct grammar, spelling, and concise wording
- 15.4.3.5 Return application to proper person, request interview, and follow up

COMPETENCY 15.4.4: Demonstrate interviewing skills

COMPETENCY BUILDERS

- 15.4.4.1 Investigate interview environment and procedures
- 15.4.4.2 Explain the critical importance of personal appearance, hygiene, and demeanor
- 15.4.4.3 Demonstrate question and answer techniques
- 15.4.4.4 Demonstrate methods for handling difficult and/or illegal interview questions

COMPETENCY 15.4.5: Secure employment

COMPETENCY BUILDERS:

- 15.4.5.1 Identify present and future employment opportunities within an occupation/organization
- 15.4.5.2 Research the organization/company
- 15.4.5.3 Use follow-up techniques to enhance employment potential
- 15.4.5.4 Compare and evaluate job offers

UNIT 15: Employability Skills

SUBUNIT 15.5: Job Retention Skills

COMPETENCY 15.5.1: Analyze the organizational structure of the workplace

COMPETENCY BUILDERS:

- 15.5.1.1 Identify and evaluate employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
- 15.5.1.2 Be aware of and obey all company policies and procedures
- 15.5.1.3 Examine the role/relationship between employee and employer
- 15.5.1.4 Recognize opportunities for advancement and reasons for termination

COMPETENCY 15.5.2: Maintain positive relations with others

COMPETENCY BUILDERS:

- 15.5.2.1 Exhibit appropriate work habits and attitude
- 15.5.2.2 Identify behaviors to establish successful working relationships
- 15.5.2.3 Cooperate and compromise through teamwork and group participation
- 15.5.2.4 Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age

- * Advancing
- ** Futuring

UNIT 15: Employability Skills

SUBUNIT 15.6: Job Advancement

COMPETENCY 15.6.1: Analyze opportunities for personal and career growth

COMPETENCY BUILDERS:

- 15.6.1.1 Determine opportunities within an occupation/organization
- 15.6.1.2 Compare and contrast other opportunities
- 15.6.1.3 List benefits of job advancement
- 15.6.1.4 Evaluate factors involved when assuming a new position within or outside an occupation/organization

COMPETENCY 15.6.2: Exhibit characteristics needed for advancement

COMPETENCY BUILDERS:

- 15.6.2.1 Display a positive attitude
- 15.6.2.2 Demonstrate knowledge of a position
- 15.6.2.3 Perform quality work
- 15.6.2.4 Adapt to changing situations and technology
- 15.6.2.5 Demonstrate capability for different positions
- 15.6.2.6 Participate in continuing education/training programs
- 15.6.2.7 Respect, accept, and work with ALL individuals in the workplace

UNIT 15: Employability Skills

SUBUNIT 15.7: Technology in the Workplace

COMPETENCY 15.7.1: Assess the impact of technology in the workplace

COMPETENCY BUILDERS:

- 15.7.1.1 Cite how past business/industry practices have influenced present business/industry processes
- 15.7.1.2 Investigate the use of technology in the workplace
- 15.7.1.3 Analyze how present skills can be applied to learning new technologies

COMPETENCY 15.7.2: Use a variety of technological applications

COMPETENCY BUILDERS:

- 15.7.2.1 Explore basic mathematical, scientific, computer, and technological principles
- 15.7.2.2 Use technology to accomplish assigned tasks
- 15.7.2.3 Create solutions to problems using technical means

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UNIT 15: Employability Skills

SUBUNIT 15.8: Lifelong Learning

COMPETENCY 15.8.1: Apply lifelong learning to individual situations

COMPETENCY BUILDERS:

- 15.8.1.1 Define lifelong learning
- 15.8.1.2 Identify factors that cause the need for lifelong learning

COMPETENCY 15.8.2: Adapt to change

COMPETENCY BUILDERS:

- 15.8.2.1 Analyze the effects of change
- 15.8.2.2 Identify reasons why goals change
- 15.8.2.3 Describe the importance of flexibility when reevaluating goals
- 15.8.2.4 Evaluate the need for continuing education/training

UNIT 15: Employability Skills

SUBUNIT 15.9: Economic Education

COMPETENCY 15.9.1: Analyze global enterprise systems

COMPETENCY BUILDERS:

- 15.9.1.1 Identify characteristics of various enterprise systems
- 15.9.1.2 Examine the relationship between competition, risk, and profit
- 15.9.1.3 Illustrate how supply and demand influence price

COMPETENCY 15.9.2: Evaluate personal money management

COMPETENCY BUILDERS:

- 15.9.2.1 Describe the need for personal management records
- 15.9.2.2 Identify methods of taxation
- 15.9.2.3 Analyze how credit affects financial security
- 15.9.2.4 Compare types and methods of investments
- 15.9.2.5 Prepare a personal budget
- 15.9.2.6 Be an informed and responsible consumer
- 15.9.2.7 Analyze the effects of advertising on the consumer

UNIT 15: Employability Skills

SUBUNIT 15.10: Balancing Work and Family

COMPETENCY 15.10.1: Analyze the effects of family on work

COMPETENCY BUILDERS:

- 15.10.1.1 Recognize how family values, goals, and priorities are reflected in the workplace
- 15.10.1.2 Identify present and future family structures and responsibilities
- 15.10.1.3 Describe personal and family roles
- 15.10.1.4 Analyze concerns of working parent(s)
- 15.10.1.5 Examine how family responsibilities can conflict with work
- 15.10.1.6 Resolve family-related conflicts
- 15.10.1.7 Explain how to use support systems/community resources to help resolve family-related conflicts

COMPETENCY 15.10.2: Analyze the effects of work on family

COMPETENCY BUILDERS:

- 15.10.2.1 Identify responsibilities associated with paid and nonpaid work
- 15.10.2.2 Compare the advantages and disadvantages of multiple incomes
- 15.10.2.3 Examine how work can conflict with family responsibilities
- 15.10.2.4 Describe how work-related stress can affect families
- 15.10.2.5 Identify family support systems and resources

UNIT 15: Employability Skills

SUBUNIT 15.11: Citizenship in the Workplace

COMPETENCY 15.11.1: Exercise the rights and responsibilities of citizenship in the workplace

COMPETENCY BUILDERS:

- 15.11.1.1 Identify the basic rights and responsibilities of citizenship
- 15.11.1.2 Examine the history and contributions of all racial, ethnic, and cultural groups

COMPETENCY 15.11.2: Cooperate with others in the workplace

COMPETENCY BUILDERS:

- 15.11.2.1 Identify situations in which compromise is necessary
- 15.11.2.2 Examine how individuals from various backgrounds contribute to work-related situations
- 15.11.2.3 Demonstrate initiative to facilitate cooperation
- 15.11.2.4 Give and receive constructive criticism to enhance cooperation

UNIT 15: Employability Skills

SUBUNIT 15.12: Leadership

COMPETENCY 15.12.1: Evaluate leadership styles appropriate for the workplace

COMPETENCY BUILDERS:

- 15.12.1.1 Identify characteristics of effective leaders
- 15.12.1.2 Compare leadership styles
- 15.12.1.3 Demonstrate effective delegation skills
- 15.12.1.4 Identify opportunities to lead in the workplace

COMPETENCY 15.12.2: Demonstrate effective teamwork skills

COMPETENCY BUILDERS:

- 15.12.2.1 Identify the responsibilities of a valuable group member
- 15.12.2.2 Exhibit open-mindedness
- 15.12.2.3 Identify methods of involving each member of a team
- 15.12.2.4 Contribute to the efficiency and success of a group
- 15.12.2.5 Determine ways to motivate others

COMPETENCY 15.12.3: Utilize effective communication skills

COMPETENCY BUILDERS:

- 15.12.3.1 Demonstrate the importance of listening
- 15.12.3.2 Demonstrate assertive communication
- 15.12.3.3 Recognize the importance of verbal and nonverbal cues and messages
- 15.12.3.4 Analyze written material
- 15.12.3.5 Prepare written material
- 15.12.3.6 Give and receive feedback
- 15.12.3.7 Articulate thoughts
- 15.12.3.8 Use appropriate language

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UNIT 15: Employability Skills

SUBUNIT 15.13: Entrepreneurship

COMPETENCY 15.13.1: Evaluate the role of small business in the economy

COMPETENCY BUILDERS:

- 15.13.1.1 Identify the benefits of small business to a community
- 15.13.1.2 Analyze opportunities for small business in a community

COMPETENCY 15.13.2: Examine considerations of starting a business

COMPETENCY BUILDERS:

- 15.13.2.1 Research a business idea
- 15.13.2.2 Compare various ways to become a small business owner
- 15.13.2.3 Investigate factors to consider in financing a new business
- 15.13.2.4 Evaluate entrepreneurship as a career option

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The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090