

FLORIDA'S CAREER READINESS SKILL GUIDE

For Secondary and Postsecondary Career and Technical Education
Programs
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FLORIDA DEPARTMENT OF
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Document Overview

This document provides a comprehensive overview of essential career readiness skills. These skills serve a critical role in preparing students for successful transitions into the workforce and in driving Florida's economic productivity. This resource delineates the core categories of career readiness: career exploration and planning, which empowers students to make informed decisions about their future; job attainment, focusing on the skills required to secure employment; and employability skills, the foundational competencies needed to thrive in any professional setting. By understanding these distinct yet interconnected categories, educators can effectively integrate career readiness into their curricula, ensuring students are well-prepared to meet the demands of the 21st-century workplace and achieve long-term career success.

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Career Readiness Skill Categories

Skills to Choose a Career

Skills to Obtain a Job

Skills to Succeed at a Job

Career Exploration & Planning Skills

The skills to understand career and postsecondary options, make directional decisions and create a plan to achieve career and postsecondary goals.

This includes:

- Career exploration skills
- Postsecondary exploration skills
- Personalized career and academic planning skills

Job Attainment Skills

The skills to get hired.

This includes:

- Job search skills
- Job fit persuasion skills
- Networking skills

Employability Skills

The durable, transferable skills relevant to all occupations.

This includes:

- Applied academic skills
- Critical thinking skills
- Interpersonal skills
- Personal qualities
- Resource management
- Information use
- Communication skills
- Systems thinking
- Technology use

Technical Skills

The skills specific to a particular occupation.



Project-Based Learning for Multi-Skill Development

Project-based learning (PBL) offers a powerful approach to simultaneously cultivate both technical and employability skills, addressing the common concern that these crucial areas compete for limited instructional time. By engaging students in real-world projects, educators can create learning experiences that naturally develop multiple domains of skills at once. Instead of treating these skills as separate entities, PBL fosters an environment where they reinforce and complement each other.

The utility of PBL lies in its flexibility across diverse career and technical education (CTE) program areas. In a culinary arts setting, students might collaborate on developing a new restaurant concept, requiring them to research market trends (employability: research, analysis), create a menu (technical: culinary skills, nutrition), manage a budget (employability: financial literacy) and present their concept to a panel of "investors" (employability: presentation skills, communication). Similarly, in a digital media program, students could produce a short film, demanding technical expertise in videography and editing, while also developing project management, collaboration and creative problem-solving skills. An automotive technology project involving the restoration of a classic car integrates technical knowledge of engine mechanics and bodywork with teamwork, critical thinking and attention to detail.

By embedding employability skills within the context of technical projects, students gain a deeper understanding of their relevance and practical application. They learn that technical proficiency alone is insufficient for success in the workplace; the ability to communicate effectively, work collaboratively and adapt to changing circumstances is equally vital. PBL provides a dynamic and engaging methodology for students to develop these skills organically, ensuring they are well-prepared for the demands of their chosen career paths. This approach not only maximizes instructional time but also creates a more holistic and impactful learning experience, bridging the gap between classroom learning and real-world application.

Florida's Career Readiness Skills for CTE Programs

Employability Skills

01.00 Apply academic skills to workplace scenarios.

- 01.01 Use reading skills.
- 01.02 Use writing skills.
- 01.03 Use mathematical strategies and procedures.
- 01.04 Use scientific principles and procedures.

02.00 Design a solution to an industry problem.

- 02.01 Use critical thinking.
- 02.02 Use creativity.
- 02.03 Make sound decisions.
- 02.04 Solve problems.
- 02.05 Reason.
- 02.06 Plan and organize.

03.00 Manage resources within an industry project.

- 03.01 Manage time.
- 03.02 Manage money or resources.



- 03.03 Manage materials.
- 03.04 Manage personnel.

04.00 Oversee the subcomponents, operations and output of a technical or organizational system.

- 04.01 Manage systems.
- 04.02 Monitor systems.
- 04.03 Improve systems.

05.00 Use information for decision making.

- 05.01 Locate information.
- 05.02 Organize information.
- 05.03 Use information.
- 05.04 Analyze information.
- 05.05 Communicate information.

06.00 Apply relevant technology to workplace scenarios to aid productivity.

- 06.01 Use technology.

07.00 Interpret and express interpersonal communication.

- 07.01 Communicate verbally.
- 07.02 Listen actively.
- 07.03 Comprehend written material.
- 07.04 Convey information in writing.
- 07.05 Communicate nonverbally.
- 07.06 Interpret nonverbal communication.

08.00 Interact with others to accomplish workplace goals.

- 08.01 Collaborate with others in a team.
- 08.02 Respond to customer needs.
- 08.03 Exercise leadership.
- 08.04 Negotiate to resolve conflict.
- 08.05 Respect others.

09.00 Manage personal behavior to maximize productivity and professional growth.

- 09.01 Demonstrate responsibility and self-discipline.
- 09.02 Adapt and show flexibility.
- 09.03 Work independently.
- 09.04 Demonstrate a willingness to learn.
- 09.05 Demonstrate integrity.
- 09.06 Demonstrate professionalism.
- 09.07 Take initiative.
- 09.08 Display positive attitude.
- 09.09 Take responsibility for professional growth.

Career Exploration & Planning (High School Only)

10.00 Explain career opportunities aligned with the regional economy and personal aspirations.

- 10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.



10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.

11.00 Explain postsecondary pathways aligned with his or her career aspirations.

11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).

11.01 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.

11.02 Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.

11.03 Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.

11.04 Explain training options aligned with his or her career aspirations based on online research, virtual or in-person tours, a college fair, and/or interviewing a current student, alumni or staff member.

12.00 Develop a personalized career and academic plan.

12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.

12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.

12.03 Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.

12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.

12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.

Job Attainment

13.00 Find, assess and apply to job opportunities.

13.01 Identify online job posts relevant to his or her career aspirations.

13.02 Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.

13.03 Define what information, documentation and writing prompts are required for the positions.

14.00 Communicate personal competence, character and fit for a job opportunity.

14.01 Develop a resume.

14.02 Write a cover letter.

14.03 Curate a professional portfolio that includes work products.

14.04 Prepare for and experience a mock job interview.

15.00 Cultivate and leverage relationships to professionally advance.

15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.

15.02 Develop a plan to cultivate a professional digital footprint.

15.03 Develop a networking plan for a specific industry of interest.



Relevance, Reinforcement and Assessment of Florida's Career Readiness Skills for CTE Programs

Employability Skills

Standard

01.00 Apply academic skills to workplace scenarios.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Applied academic skills enable employees to put skills based on academic disciplines and learning—such as reading, writing, mathematical strategies and procedures, and scientific principles and procedures— to practical use in the workplace.	01.01 Use reading skills. 01.02 Use writing skills. 01.03 Use mathematical strategies and procedures. 01.04 Use scientific principles and procedures.	Applied Academics Applied academic skills are evident daily in homework assignments, classwork, Q&A exchanges and scenario-based activities during lessons. Reading Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets and seeking clarification about what they have read. Writing Students rely on writing skills to construct lab reports, posters, presentation materials, take notes and compose responses to essay questions. Math Strategies/Procedures Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data. Scientific Principles/Procedures Students follow procedures, experiment, infer, hypothesize (even as simple as "what if we do it this way") and construct processes to complete a task (can occur outside of math/science classes).

**Standard**

02.00 Design a solution to an industry problem.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Critical thinking skills enable employees to analyze, reason, solve problems, plan, organize and make sound decisions in their work.	02.01 Use critical thinking. 02.02 Use creativity. 02.03 Make sound decisions. 02.04 Solve problems. 02.05 Reason. 02.06 Plan and organize.	Critical Thinking Critical thinking skills are evident in homework, group work, project-based tasks, case studies and presentations. <hr/> Creativity Students create innovative and novel ideas/solutions. This can be seen in oral presentations and creative writing assignments, open-ended tasks and project design. Critical Thinking Students display analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem and questioning (playing devil's advocate). Sound Decision Making Students differentiate between multiple approaches and assess options (could be linked to thinking critically). Takes appropriate risks. Problem Solving Students assess problems involving the use of available resources (personnel and materials) and review multiple strategies for resolving problems (could be linked to thinking creatively). Reasoning Students negotiate pros/cons of ideas, approaches and solutions and analyze options using "if-then" rationale. Planning/Organization Students plan steps, procedures and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.

**Standard**

03.00 Manage resources within an industry project.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Resource management skills enable employees to successfully perform work tasks by managing time and other resources.	03.01 Manage time. 03.02 Manage money or resources. 03.03 Manage materials. 03.04 Manage personnel.	Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time. Time Management Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments. Money and Resource Management Students manage money or resources in group projects requiring allocation of limited finances and resources (i.e. designing/marketing a toy, flipping a house or planning a trip). Resource Management Students manage resources in projects requiring allocation of limited finances, resources (materials) and personnel. Personnel Management Students gain experience managing personnel (i.e. each other) in group projects requiring allocation of limited finances, resources (materials) and role assignments. They also manage their own behavior and participation.

**Standard**

04.00 Oversee the subcomponents, operations and output of a technical or organizational system.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Systems thinking skills enable employees to successfully perform work tasks by understanding relationships among the components of a system.	04.01 Manage systems. 04.02 Monitor systems. 04.03 Improve systems.	Systems Thinking A team working in sync to accomplish an assignment can be thought of as a system. System Management Students understand their roles and assignments when collaborating as a team (system) and contribute to the organizational structure and function of the team. System Monitoring Students devise methods to assess team (system) progress. System Improvement Students negotiate mid-course corrections, adaptations to team (system) tasks if necessary.

Standard

05.00 Use information for decision making.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Information use skills enable employees to successfully perform work tasks by understanding, evaluating and using a variety of information.	05.01 Locate information. 05.02 Organize information. 05.03 Use information. 05.04 Analyze information. 05.05 Communicate information.	Information Use Students can locate, organize, analyze, convey and use information for decision making purposes within a class project scenario. Information Location Students use analytical strategies to determine the best medium for finding necessary information. Information Organization Students use any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data. Information Application Students use classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.

**Standard**

05.00 Use information for decision making.

Real World Value**Benchmarks****Classroom Reinforcement & Assessment****Information Analysis**

Students assess information to determine which is relevant (does not have to be a mathematical analysis).

Information Communication

Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.

Standard

06.00 Apply relevant technology to workplace scenarios to aid productivity.

Real World Value**Benchmarks****Classroom Reinforcement & Assessment**

Technology use skills
enable employees to successfully perform work tasks by applying industry technology appropriately and effectively.

06.01 Use technology.

Technology Use

In the classroom and workplace, technology skills typically refer to the use of digital electronics and industry equipment and materials.

Applying Technology

Students often rely on various digital and industry technologies for calculating, collecting and displaying data, conducting research, creating presentations, writing reports and completing the tasks of a given career field.

**Standard**

07.00 Interpret and express interpersonal communication.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Communication skills enable employees to successfully perform work tasks by communicating effectively with others in multiple formats.	07.01 Communicate verbally. 07.02 Listen actively. 07.03 Comprehend written material. 07.04 Convey information in writing. 07.05 Communicate nonverbally. 07.06 Interpret nonverbal communication.	Communication Routinely displayed in students' everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their fellow students and govern themselves. <hr/> Verbal Communication Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation. Active Listening Students are noticeably engaged through notetaking, questioning and responding. Written Material Comprehension Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets and asking questions about what they have read. Written Communication Students rely on writing skills to organize lab reports, posters, presentation materials and to take notes and reply to essay questions. Nonverbal Communication Students are able to interpret and convey nonverbal communication.

**Standard**

08.00 Interact with others to accomplish workplace goals.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Interpersonal skills include the ability to collaborate as a member of a team or work independently, as appropriate, communicate effectively, maintain a positive attitude and contribute to the overarching goals of the workplace.	08.01 Collaborate with others in a team.	Teamwork Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.
	08.02 Respond to customer needs.	
	08.03 Exercise leadership.	Collaboration Students participate in and contribute fairly to group or partner work.
	08.04 Negotiate to resolve conflict.	Customer Service Students help fellow students understand tasks, find resources and fulfill assigned roles (think of fellow students as customers).
	08.05 Respect others.	Leadership Students participate as team leaders or effective team members in project assignments and organize work to meet project goals and team roles. Conflict Resolution and Negotiation Students keep team members on track, suggest alternatives and discuss options (can be as much about agreement as conflict). Respect for Others Students listen to and consider all team members' ideas, respond supportively to ideas given in class or in teams and work well with all teammates.

**Standard**

09.00 Manage personal behavior to maximize productivity and professional growth.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Personal qualities that contribute to effective relationships include responsibility, self-discipline, flexibility, integrity and initiative. Other essential qualities are a sense of professionalism and self-worth; willingness to learn; and acceptance of responsibility for one's own personal growth.	09.01 Demonstrate responsibility and self-discipline. 09.02 Adapt and show flexibility. 09.03 Work independently. 09.04 Demonstrate a willingness to learn. 09.05 Demonstrate integrity. 09.06 Demonstrate professionalism. 09.07 Take initiative. 09.08 Display positive attitude. 09.09 Take responsibility for professional growth.	Personal Qualities Personal qualities are routinely displayed in students' everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students and govern themselves. Responsibility and Self-Discipline Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, abiding by classroom rules and working well in groups. Flexibility Students adapt to different modes of instruction and different types of assignments. Self-Direction Students are self-directed and readily beginning their work. Willingness to Learn Students are cooperative and noticeably engaged. Integrity Student work is either original or properly cites sources. Professionalism Students are punctual, prepared and adhere to classroom or project protocol. Initiative Students take ownership of their learning and transition between tasks on his or her own. This is also evident during teamwork. Positive Attitude Students contribute positively to the class, showing gratitude for others' contributions and interest in classwork. Ownership of Professional Growth Students are active listeners, seeking clarification and understanding when needed.



Career Exploration & Planning

Standard

10.00 Explain career opportunities aligned with the regional economy and personal aspirations.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Career exploration facilitates a student better understanding both career options as well as himself or herself so they can make fully informed decisions about their future career.	10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill. 10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.	Career Exploration A deep understanding of career options and personal fit to career options is built on data, information and experiences. Data allows students to understand what occupations are growing, have many job openings available and supply a living wage. Information brings to life the nature of the occupations – the required qualifications, the nature of the work and how they impact society. Career experiences let students try the tasks of the field, meet individuals in that industry and better imagine themselves in those careers. Labor Market Data Students have reviewed labor market data, such as the local Regional Demand Occupation List from FloridaCommerce and can identify occupations that are designated as high-demand, high-growth, high-wage and/or high-skill. ‘High-demand’ occupations are more likely to have job openings. ‘High-growth’ fields are more likely to persist as the economy changes. ‘High-wage’ fields are more likely to be able to offer living wages. ‘High-skill’ occupations require credentialing, which means a student can be more competitive in the job market if they earn a related credential. Career Assessment Having a student take one or more career assessments can both illuminate for the student aspects of themselves that they were not fully aware of as well as occupations previously unknown to them. A quality career assessment should direct the student to learn more about specific, relevant careers. Experiential Learning Students learn most deeply and durably through experiences. These experiences can be first-hand where the student is engaging in the tasks of a given career field through on-campus project-based learning or work-based learning at a worksite. The experience can also use second-hand learning where the student is learning from those that are in a particular career field, which can include on-campus virtual presentations/interviews/mentoring or off-campus job shadowing, worksite tours, career fairs, etc.

**Standard**

11.00 Explain postsecondary pathways aligned with his or her career aspirations.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
<p>Postsecondary exploration is the process of understanding postsecondary pathways, such as the “4 Es” – education, enlistment, entrepreneurship and employment – as well as the postsecondary training providers and credential types available.</p>	<p>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</p> <p>11.01 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</p> <p>11.02 Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses, and associate or baccalaureate degrees.</p> <p>11.03 Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</p> <p>11.04 Explain training options aligned with his or her career aspirations based on online research, virtual or in-person tours, a college fair, and/or interviewing a current student, alumni or staff member.</p>	<p>Postsecondary Exploration</p> <p>A student who has mastery of postsecondary exploration skills has processed and synthesized information, data and experiences in a way that prepares them for fully informed decision making.</p> <hr/> <p>Pathways</p> <p>Students can explain the pros and cons that lead them to choosing one of the “Four Es” for after high school. Apprenticeship is a form of both education and employment at once. Enlistment can include postsecondary credentialing before , after and during service.</p> <p>Training Providers</p> <p>Students can explain the public and private institutions that provide credentials of value. Students can describe the similarities and differences between the institutions, including credential types, cost, length of training and industry recognition of the credentials.</p> <p>Credentialing & Stacking</p> <p>Students can explain the different types of credentials available and how they can stack (have credit articulated into the program). The most well-known form of stacking is the “2+2” associate to bachelor’s articulation, but many other statewide articulation agreements can be found on the FDOE’s Statewide Articulation Agreement website.</p> <p>Training Data</p> <p>Postsecondary training data is available through an online career planning system or available through national sites.</p> <p>Experiential Learning</p> <p>Students benefit greatly from having experiences that bring the people, places and training programs to life. Even if travel is not possible, a wealth of virtual campus tours and online video content exists to better connect students to accounts of the training opportunity.</p>

**Standard**

12.00 Develop a personalized career and academic plan.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Personalized career and academic planning skills allow a student to assess options and create a specific and stepwise process to achieve the desired postsecondary goals.	<p>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</p> <p>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</p> <p>12.03 Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</p> <p>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</p> <p>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</p>	<p>Personalized Career and Academic Planning Personalized career and academic planning skills fall within three main categories: decision making skills, process management skills and budgeting.</p> <p>Decision Making Techniques Students can create a decision matrix table with options as rows and criteria (e.g., cost, duration, interest, future earnings) as columns. Rate each option on a scale (e.g., 1-5) for each criterion, then calculate a total score. This technique can be turned into a pros-cons analysis by having two composite scores – one for advantages (pros) and one for disadvantages (cons). The ‘cons’ can be a negative score and the ‘pros’ a positive score – adding these together gives a composite pros/cons score for each option.</p> <p>Graduation Self-Assessment Using a form or an online course planning system, have students determine how many credits they have currently and will need to achieve within each graduation requirement category. The students can also review opportunities to gain early college credit (e.g., dual enrollment, early-college credit courses, articulation agreements) and develop career skills (e.g., work-based learning, industry certification, Career and Technical Student Organizations, clubs, etc.).</p> <p>Admissions Students will research the program and institution of interest’s admission requirements and create a list of tasks and due dates.</p> <p>Financial Aid Students should start by completing the Free Application for Federal Student Aid (FAFSA) and Florida Financial Aid Application (FFAA) and then conduct research to identify additional financial aid opportunities.</p> <p>Postsecondary Budgeting Students can use a career planning system or other online source to determine training costs, estimated financial aid and to calculate expenses per year and as a total.</p>



Job Attainment

Standard

13.00 Find, assess and apply to job opportunities.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Job search skills aid students in identifying, assessing and applying to job openings.	<p>13.01 Identify online job posts relevant to his or her career aspirations.</p> <p>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</p> <p>13.03 Define what information, documentation and writing prompts are required for the positions.</p>	<p>Job Searching The student can review real-world job posts related to their career field of interest. The goal is to build an understanding of how to find and evaluate job opportunities as well as effectively prepare to apply.</p> <hr/> <p>Online Job Post Identification EmployFlorida is Florida's official job post site. It aggregates job posts from numerous other job posting sites. Students can complete an internet scavenger hunt of relevant job posts or brainstorm keywords to search for jobs of interest.</p> <p>Comparing Job Opportunities Have students compare job opportunities using a technique like a decision matrix that has job opportunities as rows and various criteria as columns (e.g., work conditions, compensation, qualifications and online reviews of the employer).</p> <p>Application Requirements Beyond the resume and cover letter (which are covered below), have students identify the types of information, documentation and writing prompts they may be required to submit a given application.</p>

**Standard**

14.00 Communicate personal competence, character and fit for a job opportunity.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Job fit persuasion skills allow individuals to accurately and persuasively communicate their qualifications for an open job position.	14.01 Develop a resume. 14.02 Write a cover letter. 14.03 Curate a professional portfolio that includes work products. 14.04 Prepare for and experience a mock job interview.	Job Fit Persuasion The goal is to simulate the job application process as closely as possible so students can develop skills related to applying for future job opportunities. They should aim to be maximally persuasive as well as honest. Resume Have students write a resume and include sections such as: contact information, objective/summary, education, work experience, skills, credentials, references and academic accomplishments. Cover Letter Have students write a five-paragraph persuasive essay explaining why their background and abilities would fit with the job opportunity of interest. The essay can address a part-time or summer job opportunity the student would like to apply for or a hypothetical job position that the student would like to apply for in the future. The cover letter should make specific references to and/or draw upon keywords or concepts listed within an actual job post. Professional Portfolio Have students aggregate academic and technical work products that showcase their ability, creativity and work ethic. The work products should be organized into relevant categories and may be displayed online in folders or a student-developed website. Mock Job Interview This topic can be subdivided into three main areas: interview preparation, mock interviewing and debriefing afterwards. Students can research common interview questions, prepare interview response strategies related to common questions and/or specifics of a particular job opportunity or employer, and create a plan for interview etiquette and non-verbal communication. Students can also view videos online of interview responses and appraise the quality of the responses. Mock interviews can be conducted by industry partners, online mock interview AI platforms, with the instructor or between pairs/groups of students. Afterwards, constructive feedback can be provided to encourage the students as well as sharpen their responses for the future.



Standard

15.00 Cultivate and leverage relationships to professionally advance.

Real World Value	Benchmarks	Classroom Reinforcement & Assessment
Networking skills allow students to build industry relationships and develop a professional persona that can open doors to occupational opportunities.	15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement. 15.02 Develop a plan to cultivate a professional digital footprint. 15.03 Develop a networking plan for a specific industry of interest.	Networking Students can build and leverage relationships that can increase their likelihood of knowing about job opportunities, provide social proof of ability and, ultimately, be hired. References and Endorsements Students can create a list of individuals who could be used as references and develop a plan to ask the individual(s) in a clear, concise and opportunity-specific manner. The specific ask can be tailored to an actual part-time/summer job, college application or be generalized. Online Professionalism Students can assess their current digital footprint visible to employers as well as identify platforms and methods that could be used to present their competence and character. Networking Plan Have students identify professional networking sites, events and listservs. This can include having students develop an “elevator pitch” that concisely explains their qualifications and interest in job opportunities.

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