Goodheart-Willcox Publisher Correlation of *Professional Communication* ©2017 to the Precision Exams 21st Century Success Skills (300) Career Skills Exam™ and Certification	
STANDARD	**CORRELATING PAGES**
Standard (1) Students will understand and demonstrate the personal traits that encourage productivity, quality work, self-initiative, and employability. Applies personal traits to all situations. Understand that these traits must be practiced and developed.	
1.1 Presents a positive attitude about work, learning, challenges, and about other people.	Page 17 Attitude
1.2 Is self-motivated and self-disciplined, and can work and think independently.	Page 32 Interpersonal Skills; Page 419-421 Conducting a Self-Assessment
1.3 Deals honestly and with integrity in all situations.	Page 10 Ethics; Page 49 Digital Citizenship; Page 56-57 Ethical Communication
1.4 Is helpful and finds ways to provide value.	Page 32 Interpersonal Skills
1.5 Is dependable in all situations, including regular and on-time attendance, and completing assigned tasks on-time.	Page 32 Interpersonal Skills; Page 34 Time-Management Skills; Page 148 Business Protocol
1.6 Shows respect for others and others' time and possessions (including your coworkers and employer, and personal time vs. work time).	Page 27-29 Communicating in a Diverse Workplace; Page 32 Interpersonal Skills; Page 50-55 Intellectual Property ; Page 172 Ethics
1.7 Demonstrates eagerness for self-improvement and continues to be a self-directed learner professionally and personally.	Page 32 Interpersonal Skills; Page 419-421 Conducting a Self-Assessment; Page 429 Continuing Education
1.8 Is adaptable and flexible to change and setbacks.	Page 32 Interpersonal Skills
1.9 Is teachable and accepts feedback.	Page 10 Feedback; Page 18 Sending Barriers; Page 18 Receiving Barriers
1.10 Takes responsibility for own actions.	Page 31 Leadership; Page 227 Ethics
1.11 Works hard at any given task – has good work ethic.	Page 34 Time-Management Skills; Page 172 Ethics
1.12 Resourcefully produces results regardless of challenges or tedious tasks.	Page 32 Interpersonal Skills; Page 415 Employability Skills (term)
1.13 Dresses and acts appropriately for the situation.	Page 343-346 Preparing to Speak ; Page 346-347 Control Your Body Language ; Page 457 Dressing for the Interview
Standard (2) Students will understand and demonstrate how to search for and locate information for any given subject. Understand that research is an integral part of everyday life and work, and that effective research skills enhance work and personal life.	
2.1 Developing and Asking the Right Questions	
2.1.1 Ask relevant and pertinent (i.e. "right") questions to focus research efforts given a specific situation	Page 268-272 Where Is the Information?
2.1.2 Properly use interrogative questions to research the needed information (who, what, where, why, when, which, how).	Page 147-148 Prewriting (journalistic approach); Page 147 (Figure 6-2 Prewriting)
2.1.3 Understand how and when to use the following questioning strategies: yes and No questions, probing questions, leading questions and rhetorical questions.	Page 268-272 Where Is the Information? (Primary Research)
2.2 Information Literacy – Gathering and Discerning Relevant Information	
2.2.1 Locate and gather relevant information in printed and digital formats from various sources, including:	Page 268-272 Where Is the Information? (Secondary Research)
• Different browsers and search engine results	Page 271-272 Secondary Research; Pg. 422 Internet Research
• Libraries, colleges and universities	Page 271-272 Secondary Research
• Community and industry groups, associations,	Page 271-272 Secondary Research

	publications, and businesses	
	• Subject matter experts	Page 271-272 Secondary Research
	2.2.2. Differentiate between primary, secondary and tertiary sources, and understand the basic pros and cons of each source type.	Page 268- 272 Where is the Information? (Primary Research, Secondary Research)
	2.2.3. Understand the difference between quantitative and qualitative information.	Page 268 Where is the Information? (key terms: Qualitative data, Quantitative data)
	2.2.4. Discern between relevant and credible sources versus irrelevant and questionable sources.	Page 271-172 Secondary Research (Analyzing the Data)
	• Understand how and why (for what purposes) different information (messages, content, media, advertising, research, etc.) is developed and presented.	Page 272 Why Are You Writing? ; Page 208-210 Writing Messages to Persuade
	• Recognize bias or spin within the messages presented.	Page 173 Apply Sensitive Language (key term: bias); Page 268-270 Primary Research; Page 271-272 Secondary Research (Analyzing the Data); Page 281 Bias' Page 383-384 Show You Are Listening
	• Recognize when information becomes propaganda and how it might influence beliefs and behaviors.	Page 208-210 Writing Messages to Persuade (key term: propaganda)
2.3 Proper Use of Gathered Information		
	2.3.1. Understand the ethical and legal issues surrounding the access and use of information, including:	Page 50-54 Intellectual Property; Page 54-55 Electronic User's Bill of Rights
	• Basic copyright and fair use laws.	Page 50-54 Intellectual Property
	• Difference between paraphrasing and plagiarism.	Page 50-51 Intellectual Property
	• Provide proper citation for sources.	Page 272 Crediting Sources; Page 282 Citations
Standard (3) Students will understand how to critically think and objectively analyze and reason through information using primary and secondary sources, empirical data, experience and common sense.		
3.1 Organize Information For Useful Analysis		
	3.1.1. Quickly assimilate needed and relevant data from irrelevant information.	Page 32 Interpersonal Skills (critical thinking skills) Page 271-272 Secondary Research (Analyzing the Data)
	3.1.2. Use technology as a tool to help organize and evaluate information.	Page 294-301 Using Visuals to Communicate; Page 302-308 Desktop Publishing Basics; Page 356-359 Digital Media Basics
	3.1.3. Conceptualize and reorganize gathered information into useful forms.	Page 272-274 How Should the Information Be Organized? ; Page 294-301 Using Visuals to Communicate; Page 302-308 Desktop Publishing Basics; Page 356-359 Digital Media Basics
	3.1.4. Narrow the gathered research by categorizing it into appropriate sub-groups.	Page 272-274 How Should the Information Be Organized?
3.2 Apply Critical Thinking Skills to Objectively Evaluate and Analyze Information		
	3.2.1. Understand how bias and ego can affect objective reasoning.	Page 173 Apply Sensitive Language (key term: bias) Page 281 Bias
	3.2.2. Distinguish between fact and opinion, truth and error.	Page 268-270 Primary Research; Page 271-272 Secondary Research (Collecting the Data) Page 329 Body (Facts)
	3.2.3. Recognize past and current trends, patterns, or cycles in research.	Page 268-270 Primary Research; Page 271-272 Secondary Research (Collecting the Data)
	3.2.4. Understand and apply different reasoning methods appropriate to the situation to logically analyze and test assumptions.	Page 268-270 Primary Research; Page 271-272 Secondary Research (Collecting the Data)
	• Understand and apply cause and effect reasoning (or "if, then" logic) to study possible conclusions in various situations.	Page 248 Conclusion; Page 281 Conclusions; Page 299 Charts (Flowcharts); Page 330 Conclusion
	• Understand and apply the concept of "opportunity costs" to various situations.	Page 415 Figure 18-1 Employability Skills

	• Understand and apply the "pros versus cons" methodology to reasoning in various situations.	Page 196 Figure 8-2
	• Understand and apply inductive reasoning (or generalizing") to various situations (Inductive reasoning takes specific observable instances and creates a general rule/law from those specific instances).	Page 181 Apply Logic; Page 205 Be Reasonable; Page 208-210 Writing Messages to Persuade (key term: propaganda); Page 379 Listen for Specific Information; Page 380 Listen to Persuasive Talk; Page 382 Evaluate the Message
	• Understand and apply deductive reasoning (or "deduction") to various situations (Deductive reasoning takes a generally known rule/law and applies that rule to specific observable instances).	Page 181 Apply Logic; Page 205 Be Reasonable; Page 208-210 Writing Messages to Persuade (key term: propaganda); Page 379 Listen for Specific Information; Page 380 Listen to Persuasive Talk; Page 382 Evaluate the Message
3.3 Applied Reading and Interpretation Skills		
	3.3.1. With minimal instruction, read, monitor, interpret, and understand information presented in various formats or tools (i.e. news articles, journal articles, charts, graphs, tables, flow charts, gauges, dials, signs, controls, etc., that may be found in a various work situations).	Page 295-300, Visual Communication; Page 340 Visuals; Page 392 Chapter 17 Reading with a Purpose
3.4 Use Systems Thinking to Analyze Information		
	3.4.1. Learn and analyze how individual parts, persons, and actions contribute to, interact with, and affect each other to produce overall outcomes, products, and environments in complex systems.	Page 27 Communicating in a Diverse Workplace; Page 31 Leadership; Page 32-33 Interpersonal Skills
Standard (4) Students will understand how to effectively relate, apply, and adapt information and experiences to any personal, workplace, or educational situation.		
4.1 Relate Information for Problem Solving		
	4.1.1. Clearly conceptualize, document, and communicate a problem or question to be solved.	Page 13 Verbal Communication; Page 37-39 Group Conflict
	4.1.2. Understand the true purpose and intent of solving the problem or question.	Page 10 Translation; Page 37-39 Group Conflict
	4.1.3. Consider the opinions of other people, times and places, different from one's own.	Page 27 Communicating in a Diverse Workplace; Page 31 Leadership; Page 32-33 Interpersonal Skills
	4.1.4. Relate potential solutions to different people and situations to try and understand potential effects.	Page 27 Communicating in a Diverse Workplace; Page 31 Leadership; Page 32-33 Interpersonal Skills Page 37-39 Group Conflict
	4.1.5. Relate, infer, and apply the gathered research to the specific situation, problem or question.	Page 37-39 Group Conflict ; page 176 Adjust to the Needs of the Audience; Page 397 Use Prior Knowledge
4.2 Use Creative Thinking to Solve Problems		
	4.2.1. Develop new ideas that contribute to a given situation using various techniques, including brainstorming and "thinking outside the box".	Page 35 Group Process (brainstorming)
	4.2.2. Seek to understand the situation from another stakeholder's point-of-view (i.e. a customer, colleague, etc.)	Page 156-158 Revising
	4.2.3. Ask questions which challenge prevailing assumptions, including one's own assumptions and ideas.	Page 39 Figure 2-5 Conflict Resolving Model; Page 56 Ethical Communication; Page 58 Social Responsibility
	4.2.4. Identify and ask clarifying questions that may lead to better solutions (ex. Who will do x? What will happen if x? Where will x be located? Why will x work? When could x be done? Which x works best? How will x happen?)	Page 39 Figure 2-5 Conflict Resolving Model; Page 56 Ethical Communication; Page 58 Social Responsibility
4.3 Apply Fundamental Work and Personal Mathematics		
	4.3.1. Apply basic work and personal mathematics including addition, subtraction, and basic algebra to a given situation.	Page 295-299 Tables, Figure, Charts
4.4 Make Effective Judgments and Decisions		
	4.4.1. Evaluate the gathered and analyzed information, evidence, and alternative points of view.	Page 271 Analyzing the Data

	4.4.2. Apply decision-making processes appropriate to the situation and required policies.	Page 32-33 Interpersonal Skills (key term: critical-thinking skills); Page 271 Analyzing the Data
	4.4.3. Make a decision based on achieving the desired/proper outcome.	Page 32-33 Interpersonal Skills (key term: critical-thinking skills); Page 271 Analyzing the Data; Page 281 Conclusions and Recommendations
	4.4.4. Understand that every decision and action has consequences (intended or unintended).	Page 32-33 Interpersonal Skills (key term: critical-thinking skills); Page 271 Analyzing the Data
Standard (5) Students will understand and demonstrate how to produce results by doing, recording, communicating, acting and leading from information studied and learned, and do so in verbal and written communications, and in both group and individual situations.		
5.1 Effectively Communicate With Others		
	5.1.1 Understand the intended/target audience, including an understanding of background, culture, environments, and demographics.	Page 148-149 Who Is the Audience?
	5.1.2 Understand and demonstrate positive and negative verbal and non-verbal communication.	Page 13 Verbal Communication; Page 14-17 Non-Verbal Communication
	5.1.3 Clearly and concisely communicate verbally and non-verbally in the following situations: formal/structured and impromptu speech, debate, collaborative discussion, and interview.	Page 317 term impromptu speaking; Page 318 Making Introductions; Page 319 Introducing Yourself, Introducing Others, Introducing Speakers; Pg 320 Handling Phone Calls; Pg 349 Deliver and Evaluate the Presentation; Pg. 454 Job Interview
	5.1.4 Clearly and concisely communicate in writing (using proper grammar, spelling, capitalization, word choice, etc.) using the following: resume, general letter, set of instructions, basic presentation, email, persuasive letter, business report.	Chapter 4 Grammar Skills; Chapter 5 Grammar Mechanics; Chapter 9 Formatting Professional Messages (letters, memos, e-mail); Chapter 10 Writing for Specialized Purposes (Technical Reports, Social Media); Chapter 11 Writing Reports; Page 443-447 Writing a Résumé
	5.1.5 Apply the four basic parts of writing to any written communication. The four basic parts are:	
	• Basic information (title, author, contact information)	Page 275-276 Title Page; Page 276 Figure 11-4
	• Introduction (quick statement of purpose and intent to entice attention)	Page 277 Introduction ; Page 280 Figure 11-7; Page 285 Introduction; Page 328 Introduction
	• Body (presentation of details related to one's intent)	Page 277 Body ; Page 285 Body; Page 329 Body
	• Conclusion (focused summary of most important parts of content, including one's findings, recommendation, and/or call to action)	Page 281 Conclusions and Recommendations; Page 285 Conclusion Page 331 Conclusion
	5.1.6. Regarding standard work-related productivity software, demonstrate competency in the basic use of, understanding the purpose for, and determining the best software for a particular job. Focus should be given on:	
	• Word processor software	Page 357-378 Software
	• Spreadsheets software	Page 34 Time Management Skills (project management applications)
	• Presentation software	Page 338-341 Effective Presentations Page 342 Developing Presentation Notes
	• Browser software	Page 59 Ethical Internet Use Page 422 Internet Research
5.2 Effectively Interact and Collaborate with Others – peers, colleagues/coworkers, employer, customers		
	5.2.1. Work effectively and respectfully with diverse teams:	
	• Value the individual contributions of each group member and be open to new and diverse perspectives.	Page 27-28 Diversity Page 28 Communicating in a Diverse Workplace
	• Show sensitivity to cultural differences.	Page 27-28 Diversity Page 28 Communicating in a Diverse Workplace
	• Actively participate and contribute in group discussions and assignments.	Page 30-38 Teams in the Workplace

	• Proactively accept and complete assigned tasks.	Page 30-38 Teams in the Workplace
	• Understand the importance of having a positive attitude while working in group situations.	Page 30-38 Teams in the Workplace
	• Respectfully accept and incorporate input and feedback from others about one's own work.	Page 10 Feedback Page 18 Sending Barriers Page 18 Receiving Barriers
	5.2.2. Understand the role of active listening in effective interpersonal communication and demonstrate active listening skills.	Page 375 Case Study; Page 378 Active Listening; Page 379-381 Listen with Purpose; Page 382-383 Become an Active Listener; Page 383-388 Show You Are Listening
	5.2.3. Demonstrate how to appropriately deal with difficult individuals (client/customer, coworker, boss, peer) by doing the following:	
	• Show empathy and understanding.	Page 28 Listen Carefully; Page 204 Be Courteous; Page 205 Be Reasonable; Page 173 Apply Sensitive Language
	• Do not minimize the individual's problem/concern.	Page 28 Listen Carefully; Page 204 Be Courteous; Page 205 Be Reasonable; Page 173 Apply Sensitive Language
	• Ensure understanding by clarifying the individual's statements using appropriate questioning and listening techniques (ask open ended questions to narrow the scope of the problem, restate what is said to verify understanding).	Page 28 Listen Carefully; Page 204 Be Courteous; Page 205 Be Reasonable; Page 173 Apply Sensitive Language
	• Avoid arguing with the individual while interacting with them.	Page 28 Listen Carefully; Page 204 Be Courteous; Page 205 Be Reasonable; Page 173 Apply Sensitive Language
	• Provide possible solutions, either in part or complete.	Page 37-39 Group Conflict Resolving Model
	• Provide ways for follow-up or next steps.	Page 37-39 Group Conflict Resolving Model
5.3 Effectively Manage Projects		
	5.3.1. Set and meet S.M.A.R.T. goals, even in the face of obstacles and competing pressures.	Page 421-422 Setting SMART Goals
	• Specific – focused on a specific thing	Page 422 Specific
	• Measurable – can be quantified in some way	Page 422 Measurable
	• Achievable – can be realistically accomplished with the means and time available	Page 422 Attainable
	• Relevant – it will make a difference and applies appropriately to the desired outcome	Page 422 Realistic
	• Timely – timeframe when results should be achieved	Page 422 Timely
	5.3.2. Plan and prioritize tasks and work-flow to achieve desired outcomes.	Page 34 Time Management Skills
	5.3.3. Understand how to multi-task (managing multiple projects during the same period of time).	Page 34 Time Management Skills
5.4 Effectively Guide and Lead Others		
	5.4.1. Expect and encourage positive personal traits and quality results from one's self and from others.	Page 31-32 Leadership Page 32-33 Characteristics of Effective Team Members
	5.4.2. Be positive about others abilities and efforts.	Page 31-32 Leadership
	5.4.3. Listen to others' ideas and leverage the strengths of others to accomplish a common goal.	Page 34-35 Group Dynamics
	5.4.4. Demonstrate integrity and ethical behavior in using influence and power.	Page 31-32 Leadership
	5.4.5. Proactively seek the next task to be done, and appropriately work to accomplish that task.	Page 34 Time-Management Skills
	5.4.6. Effectively lead a meeting.	Page 37 Team Meetings; Page 37 Figure 2-4

	• Provide a meeting agenda to participants	Page 37 Team Meetings; Page 37 Figure 2-4
	• Start and stop on-time	Page 37 Team Meetings;;Page 37 Figure 2-4
	• Provide clear purpose for meeting	Page 37 Team Meetings ; Page 37 Figure 2-4
	• Allot sufficient time to discuss desired topics	Page 37 Team Meetings ; Page 37 Figure 2-4
	• Make specific assignments to specific individuals/groups	Page 37 Team Meetings; Page 37 Figure 2-4
	• Record decisions and assignments for follow-up	Page 37 Team Meetings; Page 37 Figure 2-4