

All FACS Standard Process Questions

-This document is created for ease of use with all of the National Standards Process Questions listed; and, although a lengthy document, it is one that can easily be opened in one click.

If the individual documents are easier to use, please find them at:

<http://www.nasafacs.org/process-frameworks.html>

-the questions were designed to guide students in thinking, reasoning, and reflecting on content as structured around contextual problems to be solved.

Each content standard competency is formatted with questions in the following areas:

Thinking (incorporates creative and critical thinking)

Communication (speaking, listening, writing, and reading)

Leadership (taking initiative for developing a vision of purpose and goals, then taking action)

Management (range of complexity from problem solving to decision making to technical management.)

PROCESS QUESTIONS 1.1

Thinking

- What factors should be considered when developing policies related to the workplace? family? community?
- How can leadership skills be integrated into the family? career? community? What factors will affect trends in the workplace? community?
- How should we evaluate criteria used for developing a life plan based on how it reflects family, career, learning, leisure, and the community?

Communication

- How can families and individuals address the impact of trends in the workplace?
- What criteria should be used to help decide policies related to critical issues in the family? How can the workplace be respectful of the family, individuals, and community?
- What would be the consequences if a person chose not to design a life plan that reflects family, career, learning, leisure, and community goals?

Leadership

- What leadership techniques do we need to know to develop workplace strategies?
- How can community develop leadership skills? What can we do to develop strategies that address the needs of individuals and families in the workplace?
- How will continuous evaluation and improvement of a life plan support the vision of well-being for individual, family, career, and community?

Management

- How do family, workplace, and community issues impact trends in the family?
- How can a manager evaluate employee reaction to the development of policies related to critical issues in the workplace? What criteria should be used to address the level of impact that a workplace issue has on the family and community?
- How do we decide the best way to develop a life plan that reflects family, career, learning, leisure, and community goals?

PROCESS QUESTIONS 1.2

Thinking

- How do we identify reliable information about employability skills?
- What would be the consequence to the individual of using or not using transferable employability skills?
- How can we develop employability skills that support our vision for the well-being of individual, family, career, and community (synthesize)?

Communication

- What communication skills are needed for a job search? keeping a job?
- What cues should we look for to tell if an employer is pleased with our work?
- What effect does work ethic have on the well-being of an individual? family? community? career?

Leadership

- What skills are needed for employability?
- How can role playing help demonstrate transferable employability skills?
- What might happen if we chose to begin an apprenticeship program at our place of employment?

Management

- How can we develop a plan for acquiring transferable employability skills?
- How can examining different perspectives on employability help form personal criteria for developing employability skills?
- How can implementing transferable employability skills impact individual goals? family goals? community goals? career goals?

PROCESS QUESTIONS 1.3

Thinking

- What activities do families have related to community involvement?
- What environmental factors help determine our community involvement?
- Who benefits from families being involved in the community?

Communication

- What skills are needed when addressing community issues?
- How can we encourage others to become involved in the community?
- What would happen to a community working together to achieve the group's goals if families did not cooperate with each other?

Leadership

- What skills do we need to be able to work with community leaders?
- How might a variety of viewpoints affect the outcome of a community project?
- What would happen if a community worked together to achieve the group's goals?

Management

- What are possible consequences if families did not become involved in the community?
- What criteria should be used to determine community activities to involve families and individuals?
- How does individual and family participation affect the outcome of community activities?

PROCESS QUESTIONS 2.1

Thinking

- What are our concerns regarding food, clothing, shelter, health care, and transportation?
- What criteria can be used to decide the resources needed by a family?
- What choices might we create that would have positive effects on organizing tasks and responsibilities?

Communication

- How can we communicate our needs and wants effectively in making choices individually and in families?
- What insights do we have into implementing decisions in food, clothing, shelter, health care, and transportation as they relate to individuals and family needs and wants?
- In what way does the use of communication contribute to management principles?

Leadership

- What are our goals in food, clothing, shelter, health care and transportation?
- What goals do other family members have related to food, clothing, shelter, health care, and transportation?
- In what ways are our goals similar/ different from those in the family/group?

Management

- What are our goals in relation to managing family needs and wants related to food, clothing, shelter, health care, and transportation?
- What personal factors will offset our goals? What resources need to be considered?
- What are the consequences of resources use by family members for various needs and wants?

PROCESS QUESTIONS 2.2

Thinking

- What effect does the environment have on resources?
- What factors can affect decisions about our actions related to the environment?
- Whose interest will be served if our action supports unplanned environmental protection?

Communication

- How can we effectively communicate individual and family responsibilities in relation to the environment?
- What insights do we have into how environmental trends and issues affect family and future generations?
- In what way does the use of communication contribute to the implementation of government regulations for conserving natural resources?

Leadership

- What leadership techniques do we need to implement behaviors that conserve, reuse, and recycle resources to maintain the environment?
- How is conflict handled in our family/group concerning individual and family responsibilities in relation to the environment?
- Are our goals similar/different from those in our family/group concerning conservation, reuse, and recycling of resources to maintain the environment?

Management

- What are our goals regarding the environment? What resources will be required to implement our goals?
- What criteria should be used to assist us in determining our environmental actions?
- What are the consequences of making environmentally unsound decisions?

PROCESS QUESTIONS 2.3

Thinking

- What are state and federal policies and laws regarding goods and services?
- How do these policies and laws affect the consumer?
- Whose interests are served by the enforcement of state and federal policies and laws?

Communication

- What do we do to understand consumer rights? How can we promote consumer responsibility?
 - What questions do we need to ask to clarify information about consumer rights and responsibilities?
- In what ways do we need to support consumer rights and responsibilities to contribute to building the community?

Leadership

- What are the goals of consumers in regard to state and federal policies and laws?
- How do these policies and laws help to prevent conflict with consumers?
- What should be done to support consumer's rights through enforcement?

Management

- What steps do we need to take to ensure consumers' rights and responsibilities?
- What are the effects of the consumer rights policies and laws on business/ industry?
- What are the consequences (positive and negative) of state and federal laws for the consumer? business and industry?

PROCESS QUESTIONS 2.4

Thinking

- What information do we need to understand decisions related to the impact of technology on individual and family resource management?
- What criteria can we use to help us decide uses of technology for resource management?
- What alternatives might we create that could be used to plan technology? Is the information provided through the use of technology more reliable and relevant?

Communication

- What do we do about understanding the impact of technology on family resources?
- What is communicated in media and technological advancement to assist individuals and families?
- What are the consequences (short- and long-term) of technology on consumer decision-making and financial planning?

Leadership

- What technological advancements do we need to share with others in order to assist in their activities at home, in the workplace, and in the community?
- How do we know if we are sharing ideas about how technological advances impact family life?

Management

- What goals do we have in relation to the use of technology for resource management?
- How might one of our member's goals affect the use of technology in our family?
- What are the possible consequences of using technology to manage resources?

PROCESS QUESTIONS 2.5

Thinking

- What factors should be considered in relation to understanding how the consumer functions as part of the economic system?
- What criteria can be used to help us make consumer decisions?
- What alternatives may be considered in the determination of individual and family consumer actions?

Communication

- How can we effectively communicate personal responsibility for use of resources?
- What insights do we have into laws and regulations that pertain to consumers and providers of services?
- In what ways does the use of communication contribute to practices that allow families to maintain self-efficiency?

Leadership

- What skills do we need to relate to others about the exchange of work or resources for income to buy goods and services and pay taxes?
- What do consumer decisions and actions as leaders mean to the economics system?
- What effect would the consequences of consumer decisions and actions have on individuals and families?

Management

- How can we maintain economic self-sufficiency?
- What do our actions mean about personal responsibility for use of resources?
- What are the consequences (positive and negative) of the interrelationship between the economics system and consumer decisions and actions?

PROCESS QUESTIONS 2.6

Thinking

- What are our financial goals? What financial planning resources will be needed to reach our goals?
- What criteria should be used to decide how to apply financial planning? What value will this plan have for us and for family members?
- What are the consequences (positive and negative) of having a financial plan?

Communication

- What do we do about understanding the need for personal and family financial planning?
- What meaning do we impart to financial planning across the life span?
- How do we eliminate or minimize the roadblocks to financial planning?

Leadership

- What leadership skills do we need to reach our financial goals?
- What goals do our families have toward financial planning?
- Are our financial goals similar/different from those of others in the family? of other families?

Management

- What resources do we have to reach our financial goals? How do we access these resources?
- What resources do others have that might help us? How can we work together to achieve financial goals?
- What are the consequences (positive and negative) of using resources to help us?

PROCESS QUESTIONS 3.1

Thinking

- What careers are involved in the consumer services industry? What information about careers do we need?
- What criteria might be used when exploring consumer service careers?
- Why is it important to research careers in the consumer services industry? What values support a career decision?

Communication

- What communication skills are necessary for a career in this field?
- What questions need to be answered in order to make a wise career selection in consumer affairs occupations?
- What are the consequences of selecting a career in the consumer affairs industry?

Leadership

- What leadership qualities are needed in consumer services occupations?
- How do our leadership skills affect career entrepreneur success or failure?
- What strategies would bring about changes in the perception of consumer affairs occupations?

Management

- What resources and training are required for a career in the consumer services occupations?
- What personal factors affect our career choices and goals in this industry?
- What might be the long-term and short-term career goals if we choose consumer affairs occupations?

PROCESS QUESTIONS 3.2

Thinking

- What contextual factors should be considered when defining the role of an advocacy group?
- What factors will affect the decisions of a consumer advocacy group?
- Whose interests are served by the use of a consumer advocacy group?

Communication

- As a consumer advocate, how can we effectively communicate with those we represent?
- What questions can we ask to clarify the needs of the group we represent as a consumer advocate?
- How do we eliminate the communication roadblocks between an advocate and the policy makers?

Leadership

- What skills would a consumer advocate need to relate to others?
- What actions do we take as leaders to prevent conflict in an advocacy group?
- What should be done to facilitate consumer building between an advocate and the group being represented?

Management

- What steps do we need to take to develop consumer protection laws?
- What criteria should be used to analyze consumer protection laws?
- Considering our criteria, what other ways could we become consumer advocates in the future?

PROCESS QUESTIONS 3.3

Thinking

- What contextual factors should be considered when making consumer decisions?
- What criteria should be used to determine what financial decisions are necessary?
- How will the financial decisions we make affect ourselves, our families, and our communities?

Communication

- What terminology must we learn to be able to communicate about finances?
- What questions do we need to ask to be able to develop a long-term financial plan?
- What are the consequences (positive and negative) in developing a long-term financial plan?

Leadership

- What leadership skills affect the success of a long-term financial plan?
- How could leadership skills affect the success of a long-term financial plan?
- What are the implications of developing a long-term financial plan on self? others? community? Is the financial plan ethically defensible?

Management

- What resources are available to develop a long-term financial plan?
- Why is it important to consider the impact of personal factors on the success of a long-term financial plan?
- What are personal consequences of developing a long-term financial plan?

PROCESS QUESTIONS 3.4

Thinking

- What are some conservation and waste management concerns?
- Why should we be concerned about the impact of conservation and waste management on the home and workplace?
- What is best to do ethically about conservation and waste management?

Communication

- How can we communicate strategies for conservation and waste management?
- In what way does the use of communication contribute to the increased awareness of the need for conservation and waste management practices in the community?
- What questions do we need to ask to clarify the need for conservation and waste management practices?

Leadership

- What are some goals for conservation and waste management?
- What actions can we take as leaders to insure conservation and waste management practices are understood and followed?
- What effect would the consequences (positive and negative) of using a waste management plan have on the next generation?

Management

- What are the steps for developing a conservation and waste management plan?
- What historical circumstances have led to the need for improved conservation and waste management practices?
- What are the consequences (positive and negative) of using a waste management plan for the present generation? future generations?

PROCESS QUESTIONS 3.5

Management

- What are the goals? What resources are available? What skills are needed? What are the steps in conducting these activities?
- What standards are available for conducting these activities?
- What are the consequences of these activities?

PROCESS QUESTIONS 4.1

Thinking

- What career options are available now? In the future?
- What are personal skills, interest and values? What other factors affect career choices? What are ethical implications of career choice?
- Is our information about careers relevant and relative? What are the related alternatives? What career choices should be made based on this information?

Communication

- What communication skills are necessary for a career in a chosen field?
- What questions need to be answered in order to make a wise career decision?
- What are the consequences (positive and negative) of this career choice?

Leadership

- What leadership qualities are needed for success in early childhood, education, and services careers?
- How do leadership skills affect career success or failure?
- What goals are similar and different to others in this field?

Management

- What training and resources are required for a career in early childhood, education, and services?
- What personal factors affect career goals and choices in this field?
- What might be the impact of long-term and short-term career goals on choice? for self? for others?

PROCESS QUESTIONS 4.2

Thinking

- What are developmentally appropriate practices?
- What is the goal of developmentally appropriate practices?
- What criteria should be used to determine which practices should be selected?

Communication

- What do we do about understanding children's differences (learning styles, cultures, etc.) in relation to developmentally appropriate practices?
- What is the meaning of developmentally appropriate practices?
- What are the consequences of using or not using developmentally appropriate practices with children? families? community? society?

Leadership

- What skills are needed to make wise decisions about using developmentally appropriate practices?
- How do we know if these developmentally appropriate practices are effective?
- What should be done to ensure that developmentally appropriate practices are utilized in the best interest of the children involved?

Management

- What assessment methods can be used to assess the development of children?
- What meaning can be gained through the use of these assessment methods?
- What should we do to ensure the well-being of children through assessment?

PROCESS QUESTIONS 4.3

Thinking

- What contextual factors should be considered when developing and implementing curriculum based on children's developmental needs and interests? What learning experiences should we plan to meet children's developmental needs and interests?
- What are the developmental needs and interest of our children?
- What existing beliefs or actions create limits or prevent accomplishing the implementation of this curriculum?

Communication

- What are the family and cultural values of our children's families?
- What can we do to understand the developmental needs and interests of children?
- What should we do to build on families' values?

Leadership

- What skills do we need as leaders to implement integrated curriculum and instruction? What standards should we use to judge our curriculum and instruction?
- What are the consequences of implementing curriculum based on children's developmental needs and interests?
- What should be done to assess the impact of this curriculum on the development of the child? How might this curriculum impact the family and the community?

Management

- What resources are needed to meet children's needs and interests?
- What are curriculum and instruction goals?
- How should we implement the curriculum to ensure needs are met?

PROCESS QUESTIONS 4.4

Thinking

- What are standards for a safe, healthy learning environment?
- What are the consequences of providing! not providing a safe, healthy learning environment?
- What should be done to establish and maintain a safe, healthy learning environment?

Communication

- What criteria should be used to decide how to provide a safe, healthy, learning environment?
- What are the meanings of each standard?
- How can we communicate the standards for a safe, healthy, learning environment to parents and children?

Leadership

- What are the basic health practices and prevention procedures regarding illness and disease?
- What historical circumstances led to the formation of current health practices in this country?

- What will be the outcome if a safe environment is maintained? not maintained?

Management

- What are the steps to implementing safe and healthy practices that comply with state regulations?
- What are the basic criteria for meeting the state standards regarding safe and healthy practices?
- What are the consequences of managing healthy practices and prevention procedures?

PROCESS QUESTIONS 4.5

Thinking

- What are classroom management and child guidance methods? How can we communicate these methods to parents and community?
- What are our goals for classroom management and child guidance methods?
- What is the dominant classroom management method?

Communication

- What communication skills (verbal and nonverbal) are needed for classroom management?
- What are alternative classroom management methods (to dominant method) and their consequences?
- What are the consequences of the dominant classroom management method on different genders, ability levels, cultures, and developmental levels? How can miscommunication interfere with parent and community relationships?

Leadership

- What skills do children need for self-reliance? What skills do we need to relate effectively with families and community?
- How should we relate to children? What are the consequences (positive and negative) of leadership style on relationships with children?
- How might we support rather than dominate children? What might be the effect of this behavior? How can leadership style affect our parent and community relationships?

Management

- Why is it important to demonstrate positive classroom management and guidance?
- What factors need to be considered when selecting classroom management and guidance methods? What resources do we need to maintain positive collaborative relationships with families and the community?

PROCESS QUESTIONS 4.6

Thinking

- What are the federal, state and local standards, policies, regulations, and laws related to working with children?
- What ethical standards support laws and policies related to children? What are the sources of these standards?
- What are the legal and ethical consequences of meeting and failing to meet standards for working with children?

Communication

- What practices ensure confidentiality?
- What steps should be taken to ensure the common interpretation of confidentiality practices?
- What beliefs, actions, or conditions create limits or distort confidentiality practices?

Leadership

- What leadership skills are needed to demonstrate professional practices and standards?
- How might practices help and/or harm children?
- Who would be most adversely affected by a lack of consideration of accepted practices?

Management

- What record keeping and management procedures are required?
- What steps should be taken to develop a plan for keeping and managing records?
- What professional practices should be used in child related programs?

PROCESS QUESTIONS 5.1

Thinking

- What careers are involved in the facilities management and maintenance industry? Why is the facilities management industry important to the community, country, and the world?
- What criteria can be used in a career selection?
- Why is it important to research careers in the facilities management and maintenance areas? What values support a career decision?

Communication

- What communication skills are necessary for a career in this field?
- What questions need to be answered in order to make a wise career selection?
- What are the consequences of selecting a career in the facilities management and maintenance field?

Leadership

- What leadership qualities are needed to be an entrepreneur in the facilities management and maintenance field?
- How do our leadership skills affect career success or failure?
- What are the implications of strong leadership in the field at the local, state, national, and global economics? a weak leadership?

Management

- What resources and training are required for a career in the facilities management and maintenance field?
- What personal factors affect career choices and goals in this industry?
- What might be the impact of long-term and short-term career goals on the individual? on the facilities and maintenance fields?

PROCESS QUESTIONS 5.2

Thinking

- What procedures are needed when implementing housing operations?
- What factors should be considered when determining standards for cleaning?
- What are the consequences for the well-being of individual, families, and society when housekeeping operations do meet customers needs? do not?

Communication

- What do we need to know to understand housekeeping operations?
- How can we ensure the procedures are clearly understood by everyone involved?
- In what ways does the use of communication contribute to efficient housekeeping operations?

Leadership

- What are our goals in operating a housekeeping facility?
- What are the guidelines for meeting the goals of operation?
- What should be done to facilitate planning, organizing, and maintaining an efficient housekeeping operation?

Management

- What procedures need to be implemented to accomplish the task of housekeeping?
- What resources and skills are required to perform the housekeeping task? What standards should be established?
- What are the consequences of not meeting the standards for housekeeping for an institution? a hotel? an office?

PROCESS QUESTIONS 5.3

Thinking

- What regulations and standards need to be met?
- What criteria can be used to decide what regulations and standards apply?
- What might the consequences be for well-being of the individuals, families, and society when sanitation procedures do not provide a clean and safe environment?

Communication

- What organizations are responsible for regulating a clean and safe environment?
- How can we ensure the procedures are clearly understood by everyone involved?
- What are the consequences of communicating sanitation procedures to employees? not communicating?

Leadership

- How can we act as leaders to encourage sanitation procedure compliance?
- What actions should we take to guarantee sanitation procedures are followed according to required guidelines?
- What should be done to evaluate the sanitation procedures in the workplace? What ethical considerations are involved?

Management

- What are the sanitation standards to guide our performances in housekeeping?
- What criteria should be used to reach sanitation standard requirements?
- What are the possible consequences of meeting or not meeting sanitation standards?

PROCESS QUESTIONS 5.4

Thinking

- What factors should be considered when eliminating waste?
- What factors will affect our decisions regarding waste disposal? environmental? social? political? economic?
- What choices should we advocate for individual, industry, and society when evaluating waste management procedures?

Communication

- What are the organization's responsibilities for regulating waste management?
- How can we ensure that procedures are understood by everyone involved?
- What are the consequences of not communicating waste management procedures to employees?

Leadership

- How can we act as leaders to encourage the use of waste management procedures?
- What actions should we take to guarantee waste management procedures are followed according to required guidelines?
- What should be done to facilitate waste management procedures in the workplace? What happens when procedures are efficiently followed?

Management

- What are the hazardous materials and waste management requirements to guide our performance in waste removal?
- What criteria should be used to reach hazardous material and waste management standard requirements?
- What are the possible consequences of meeting or not meeting the sanitation standards?

PROCESS QUESTIONS 5.5

Thinking

- What are the characteristics of a safe and secure work environment?
- What factors will affect our decisions about developing procedures?
- What are the consequences to the individual when safety and security procedures are not followed?

Communication

- How can we communicate safety and security procedures to employees?
- How can we ensure that safety and security procedures are clearly understood by everyone involved?
- How does communication contribute to safety and security of the work?

Leadership

- What safety and security skills do we need to model to others?
- What are the guidelines for meeting the goals of safety and security in the workplace?
- What should be done to inspire a clear vision of the importance of compliance with safety and security procedures?

Management

- What are the safety requirements to guide our activities?
- What criteria should be used to guide our activities?
- What are the long-term consequences for the industry when the guidelines for safety and security are followed?

PROCESS QUESTIONS 5.6

Thinking

- What procedures do we need to know to demonstrate appropriate laundering?
- What are the end results of appropriate laundering processes? What factors will affect our decisions? environment? society?
- What are the consequences of appropriate laundering processes?

Communication

- What do we need to know about laundering processes?
- How can we ensure the procedures are clearly understood by the worker?
- What are the consequences of not clearly understanding the procedures of laundering?

Leadership

- What skills do we need to convey concerning appropriate laundering?
- How can we encourage compliance of appropriate laundering processes?
- What should be done to encourage the implementation of appropriate laundering procedures?

Management

- What steps need to be taken to carry out laundry tasks?
- What criteria are established to assist us in meeting the expectations related to laundry tasks?
- What are the consequences of performing laundry tasks appropriately? performing tasks inappropriately?

PROCESS QUESTIONS 5.7

Thinking

- What skills are needed to manage a facility?
- What factors will affect our decisions about managing a facility? environmental? social? political? economic?
- What might be the consequences to the facility when effective management functions are used? to the customer?

Communication

- What do we need to know about facilities management?
- How can we apply this information to enhance management of the facility?
- In what way does the use of communication contribute to facilities management functions?

Leadership

- What leadership techniques do we need to know to be effective facilities managers?
- What criteria should be used to make management decisions?
- What do our actions as leaders mean to the employees? facility? customer? organization?

Management

- What are the goals? What resources are required? What steps are needed to manage facility maintenance?
- What criteria should be used to determine how to manage the facilities maintenance?
- What are the consequences of implementing or not implementing procedures? Are there alternative actions that could be performed?

PROCESS QUESTIONS 6.1

Thinking

- What is the role of the family in society today? In what ways have roles within the family changed? What factors have caused these changes in the family?
- What factors will affect family systems? social? cultural? political? environmental?
- What alternatives can family members create to have a positive effect upon family and society? What actions can family members take to instill the societal skills of communication, education, and role expectations in family members? What would happen if families did not instill these skills?

Communication

- What is the importance of communication in the family? How has it changed over time?
- What are the consequences of the changes in family communication upon society? What societal forces brought about change in family communication?
- What will be the consequences of improved family communications for individuals? family? community? nation? world? short-term? long-term? positive? negative? What are the consequences (positive and negative) of analyzing the development of families in different cultures?

Leadership

- What leadership techniques are needed to achieve family goals?
- How do we know if family members are listening actively, with understanding, and empathizing with each other? How is conflict handled in the family?
- What should families do to facilitate consensus building to solve problems? What existing beliefs, actions, or conditions create limits for achieving good leadership in the family? What impact could this have on society?

Management

- What steps do we need to take in the family to improve the well-being of individuals and society?
- How do the actions of one family member affect others? How can we manage the family to improve the well-being of individuals and society?
- What are the possible long-term consequences (positive and negative) of these actions?

PROCESS QUESTIONS 6.2

Thinking

- What are the perspectives of our family members?
- What values, beliefs, and goals do others from different perspectives have?
- How can differing perspectives contribute to personal and family relationships?

Communication

- How can we gain an understanding of others' perspectives, needs, and characteristics?
- What new meanings or insights have we become aware of? .
- What are the consequences of empathetic active listening on personal and family relationships?

Leadership

- What are our goals in working with different people?
- How do we know if we are accurately empathizing with others' perspectives?
- What are the consequences of understanding diverse perspectives?

Management

- What resources are available to help us understand diverse perspectives, needs, and characteristics of others?
- How can we use this information to improve relationships?
- What are the short-term and long-term consequences of understanding diverse perspectives on families? society?

PROCESS QUESTIONS 7.1

Thinking

- What information do we need for choosing a career?
- What criteria can be used to help us decide on a career path?
- Is the information we gathered about careers relevant and related to career choices?

Communication

- What communication skills are needed to research potential careers?
- What questions should we ask to determine entrepreneurial opportunities in a career?
- How can we work with others to research possible careers?

Leadership

- What steps do we need to take in order to reach career goals?
- How do we know that we are choosing a career path that will benefit the family?
- What should be done to assess the impact of family and community service occupations on the local, state, national, and global economies?

Management

- What factors can be used when setting career goals?
- What personal factors will influence employment opportunities?
- What criteria should be used to evaluate the best career path?

PROCESS QUESTIONS 7.2

Thinking

- How can we identify reliable information related to human services safety issues?
- What factors should be considered when creating networking opportunities between family and community services?
- What are the consequences of deceptive human service practices on the family? community?

Communication

- How can we express our concerns about ethical practices used in community service programs?
- How can analyzing human service practices change our perspective of our community?
- How can working with others help decrease harmful, deceptive or fraudulent community services?

Leadership

- How can an employer encourage professionalism?
- How might a person's values interfere with making professional or ethical decisions in a service?
- How should we confront a community which acts in an unprofessional or unethical way?

Management

- What resources are needed to analyze harmful and deceptive human service practices?
- If all people chose to act ethically, how would this affect families, community, and the workplace?
- How would role playing help us examine the implications of professional, ethical, legal, and safety practices in human services?

PROCESS QUESTIONS 7.3

Thinking

- What are the goals for working cooperatively in groups?
- What criteria can be used to help decide professional behavior?
- What beliefs, actions or conditions create limits for demonstrating professional behavior in the community? workplace?

Communication

- How can we communicate the importance of professional behavior, skills, and knowledge?
- What would be the consequences for not communicating rules, regulations, and policies in the workplace? community?
- What factors will affect our decisions to act professionally?

Leadership

- What skills are needed to work cooperatively with others?
- How do we know if we are applying reasoning and problem solving to human services?
- What can be done to inspire a clear vision of professionalism?

Management

- What happens if we disregard rules, regulations, and policies in the workplace?
- What criteria would we use to determine a person's level of professionalism?
- What might be the long-term consequences of identifying professional resources to be used in the workplace? families? community?

PROCESS QUESTIONS 7.4

Thinking

- What are disadvantaging conditions?
- Why is it important to know about disadvantaging conditions?
- Whose interests are served by understanding disadvantaging conditions?

Communication

- How can we communicate information about disadvantaging conditions?
- What insights do we have into dealing with disadvantaging conditions?
- In what ways does the use of communication contribute to improvement of life style of those who have disadvantaging conditions?

Leadership

- What skills do we need to relate to others who have disadvantaging conditions?
- How do we know if we are effectively informing others of management and living environment issues of individuals and families that live with disadvantaging conditions?
- What should be done to educate individuals on implementing a crisis intervention plan?

Management

- What resources do we need to reach our goal of people with disadvantaging conditions?
- What resources do we have that might help us determine how to manage the living environment of a person with a disadvantaging condition?
- What are the consequences of using resources to develop a crisis intervention plan?

PROCESS QUESTIONS 7.5

Thinking

- What contextual factors should be considered when determining needs for people with disadvantaging conditions?
- What factors will affect our decisions on evaluating accommodations of those with disadvantaging conditions?
- What choices should we advocate for families with disadvantaging conditions when providing support that validates dignity?

Communication

- How can we communicate ways a family is affected financially, socially, and emotionally when living with a family member who has a disadvantaging condition?
- What questions do we ask in order to evaluate stress management techniques for families?
- What would be the consequences of modeling verbal and nonverbal communication skills when counseling or advising families?

Leadership

- What skills are needed to assist people with disadvantaging conditions?
- How can we develop a strategy to manage conflict between the caregiver and the person with a disadvantaging condition?
- What would happen in a family if the needs for the member with a disadvantaging condition were not met?

Management

- What happens if we disregard the right to privacy of a person with a disadvantaging condition?
- What criteria would we use to determine proper adjustment strategies for a caregiver? family? participants?
- What would be the short and long-term consequences of not considering needs and accommodations for those with disadvantaging conditions?

PROCESS QUESTIONS 8.1

Thinking

- What careers are involved in the food production and food service industry?
- What criteria can be used in career selection?
- Why is it important to research careers in the food industry? What values support our career decisions?

Communication

- What communication skills are necessary for a career in this field?
- What questions need to be answered in order to make a wise career selection?
- What are the consequences of selecting a career in the food production and food service industry?

Leadership

- What leadership qualities are needed to be an entrepreneur in the food production and food service industry?
- How do our leadership skills affect career entrepreneur success or failure?
- What strategies would bring about desirable change in the public's perception of food production and food service employees?

Management

- What resources and training are required for a career in the food production and food service industry?
- What personal factors affect our career choices and goals in this industry?
- What might be the impact of employees' long-term and short-term career goals on the food production and food service industry?

PROCESS QUESTIONS 8.2

Thinking

- What procedures are needed to ensure food safety and sanitation?
- What factors will affect our decisions in evaluating food safety and sanitation procedures?
- What choices should we advocate for individuals, families, and society when evaluating food safety and sanitation procedures in order to meet health and safety procedures?

Communication

- What organizations are responsible for regulating food safety and sanitation procedures?
- How can we ensure that procedures are clearly understood by everyone involved in food safety and sanitation?
- What are the consequences of not communicating food safety and sanitation procedures to employees?

Leadership

- How can we act as leaders to set goals to follow food safety and sanitation procedures?
- What actions should we take to guarantee food safety and sanitation procedures are followed according to required guidelines?
- What should be done to facilitate food safety and sanitation procedures in the workplace? What happens when food safety and sanitation practices are effectively followed? What are the ethical considerations?

Management

- What steps do we need to take to ensure proper food safety and sanitation procedures are followed?
- What criteria are needed to develop a plan for following food safety and sanitation procedures?
- What might be the consequences for the individual, family, and society (positive and negative) of how we manage food safety and sanitation procedures?

PROCESS QUESTIONS 8.3

Thinking

- What information is needed for the selection of food service equipment?
- What type of equipment is needed for efficient, safe, and economical food production?
- What contradictions exist between the way things are and the way they should be in selection of food production equipment?

Communication

- What are the present safety procedures and requirements for operating and maintaining food production equipment?
- Why is it important to follow safety procedures and requirements when selecting and using food production equipment?
- Whose interests are served with these food safety procedures and requirements?

Leadership

- What skills do we need to select, use, and maintain food production tools and equipment?
- What criteria should be developed for cleaning and sanitizing food production equipment?
- What would be the implications for employee, employer, customer, and community of not following cleaning and sanitizing guidelines?

Management

- What reliable resources are needed for selecting efficient, safe, and economical equipment?
- What would be the consequences of selecting equipment that is efficient, safe, and economical? for the employee? employer? customers? economy?
- What is the impact of equipment selection on food production? economical impact? environmental impact?

PROCESS QUESTIONS 8.4

Thinking

- What contextual factors should be considered when preparing and serving foods to meet the customer's needs?
- What factors will affect our decisions about preparing and serving foods to meet customer needs? economically? socially? culturally? nutritionally?
- What might be the consequences for wellbeing of the individual, families, and societies when foods are not prepared and served to meet customer needs?

Communication

- What do we need to know about understanding customer needs when preparing foods using standardized recipes?

- What questions do we need to ask to determine customer needs?
- What ethical issues are involved in meeting customer needs?

Leadership

- What are our goals in planning menus to meet customer needs?
- What are the guidelines for meeting the goals of menu planning and customer needs?
- What should be done to inspire a clear vision of the importance of preparing and serving foods to meet customer needs?

Management

- What resources do we have for planning, developing and modifying menus to meet customer needs?
- What criteria should be used to decide menu layout and design when meeting customer needs?
- What if everyone in the industry followed this standard? What are the consequences of standardization for us? customer?

PROCESS QUESTIONS 8.5

Thinking

- What factors should be considered when preparing food products?
- What factors will affect our decisions about food product preparation?
- What actions can we create that meet our goals and standards in preparing food products?

Communication

- What are food preparation choices?
- What criteria can be used to help decide what food preparation techniques are best when preparing food products?
- What are the consequences of preparing foods using a variety of methods?

Leadership

- What skills do we need to prepare food products?
- How do we communicate these skills to others effectively?
- What are the consequences (positive and negative) of food preparation choices?

Management

- What resources do we need when preparing food products?
- What criteria should be used in determining food preparation processes?
- What is the best action to take preparing food products economically? nutritionally?

PROCESS QUESTIONS 8.6

Thinking

- What are food service management functions?
- What is the value of food service management functions?
- Whose interests are being served with food service management functions?

Communication

- How can we communicate effectively in the food service industry?
- Why is it important to communicate food service management functions?

- How do we eliminate or minimize the roadblocks to communication within the food service industry?

Leadership

- What skills do we need to relate to others in planning food service management functions?
- How would we resolve conflicts relating to food service management functions?
- How would we work collaboratively with others to achieve food service management functions?

Management

- What steps should be taken to implement food service management functions?
- What criteria should be used to determine food service management functions?
- What if everyone implemented food service management functions? Whose interests are served?

PROCESS QUESTIONS 8.7

Thinking

- What are the contextual factors involved in internal and external customer service?
- What is the dominant point of view regarding internal and external customer service?
- Whose interests are served with the concept of internal and external customer service? What are the consequences of not following the guidelines for internal and external customer service?

Communication

- What communication skills are needed to ensure success in internal and external customer service interactions?
- How do we communicate effectively when working with customers in the food production and services industry?
- What are the consequences of communication (positive and negative) with internal and external customers in the food production and services industry?

Leadership

- How can we act as leaders to set goals for working with internal and external customer relations?
- How do our actions as leaders affect the outcomes of internal and external customer relations?
- What should be done to facilitate positive internal and external customer service in the food production and services industry?

Management

- What skills do we need to manage internal and external customer relations in the food production and services industry?
- What criteria should be used to decide what to do when dealing with internal and external customer relations?
- What are the consequences (positive and negative) of dealing with internal and external customer service in the food production and service industry?

PROCESS QUESTIONS 9.1

Thinking

- What careers are involved in the food science, dietetics, and nutrition industry?
- What criteria can be used in career selection?
- Why is it important to research careers in the food science, dietetics, and nutrition industry? What values support a career decision?

Communication

- What communication skills are necessary for a career in this field?
- What questions need to be answered in order to make a wise career selection?
- In what way does communication with others assist us to critically analyze various career paths as a personal choice?

Leadership

- What leadership qualities are needed to be an entrepreneur in the food science, dietetics, and nutrition industry?
- How do our leadership skills affect career entrepreneur success or failure?
- What strategies would bring about change in the public's perception of food science, dietetics, and nutrition careers?

Management

- What resources and training are required for a career in the food science, dietetics, and nutrition industry?
- What personal factors affect career choices and goals in this industry?
- What might be the impact of long-term and short-term career goals on the food science, dietetics, and nutrition industry?

PROCESS QUESTIONS 9.2

Thinking

- What procedures are needed to ensure food safety and sanitation?
- What factors will affect our decisions in evaluating food safety and sanitation procedures?
- What choices should we advocate for individuals, families, and society when evaluating food safety, food testing, and sanitation procedures in order to meet health and safety procedures?

Communication

- How can we effectively communicate risk management procedures?
- How can we ensure that procedures are clearly understood by everyone involved in food safety, food testing, and sanitation?
- What are the consequences of not communicating food safety, food testing, and sanitation procedures to employees?

Leadership

- How can we act as leaders to set goals to follow food safety, food testing, and sanitation procedures?
- What actions should we take to guarantee food safety, food testing, and sanitation procedures are followed according to required guidelines?

- What should be done to facilitate food safety, food testing, and sanitation procedures in the workplace? What happens when food safety, food testing, and sanitation practices are effectively followed?

Management

- What steps do we need to take to ensure proper food safety and food testing and sanitation procedures are followed?
- What criteria are needed to develop a plan for following food safety, food tasting, and sanitation procedures?
- What might be the consequences for the individual, family, and society (positive and negative) of how we manage food safety and sanitation procedures?

PROCESS QUESTIONS 9.3

Thinking

- What contextual factors should be considered when evaluating nutrition information?
- What factors will affect our decisions about preparing and serving foods to meet nutritional needs of individuals and families across the life span?
- What might be the consequences for the well-being of the individual, families, and societies when foods are not prepared and served to meet nutritional needs?

Communication

- What do we do about understanding and evaluating nutritional information?
- How do we communicate nutritional information to others?
- How should we communicate to enhance the evaluation of nutrition information?

Leadership

- What skills do we need to relay to others to promote the evaluation of nutritional information?
- What guidelines promote evaluation of nutritional information?
- What actions can we create that meet our goals and standards for evaluating nutrition information?

Management

- What resources do we have to aid us in evaluating nutrition information?
- What resources are available that might help us prepare and serve food to meet nutritional needs of individuals and families?
- What actions can individuals and society take to evaluate nutrition information to promote optimal wellness?

PROCESS QUESTIONS 9.4

Thinking

- What are the basic concepts of nutritional therapy?
- What should be accomplished when implementing nutritional therapy?
- What beliefs, actions, or conditions prevent applying the basic concepts of nutritional therapy?

Communication

- What communication skills do we need to use to convey basic concepts of nutritional therapy?
- What questions do we ask in order to clarify the meaning of nutritional therapy?

- In what way does the use of communication contribute to the analysis of basic concepts of nutritional therapy?

Leadership

- What skills do we need to relate to others for health maintenance and disease prevention?
- What goals promote skills in nutrition counseling?
- What is the impact of contradictions and inaccuracies on the success of nutrition therapy?

Management

- What resources impact basic concepts of nutritional therapy?
- What should be our standards in managing nutrition counseling?
- What actions can individuals, families, and society take to promote optimal health and disease prevention?

PROCESS QUESTIONS 9.5

Thinking

- What contextual factors might affect food preferences?
- How might these factors be interpreted to aid in food product development?
- What are the possible consequences (positive and negative) of food product development on the individual? families? community?

Communication

- What do we need to know in order to understand the relationship between current technology and product development?
- How can we utilize this data to enhance food product development?
- In what way does the use of communication contribute to successful food product development?

Leadership

- What skills do we need to successfully apply technology in food product development?
- What should be done to facilitate the implementation of procedures to ensure successful food product development?
- How do we know if we are achieving these goals?

Management

- What resources are needed to manage technology used in food product development?
- What criteria should be developed to examine the impact of current technology on food product development?
- What are the consequences of using technology in food product development? for individuals? families? employees? company?

PROCESS QUESTIONS 9.6

Thinking

- What are food science, dietetics, and nutrition management functions?
- What are the goals and standards of food science, dietetics, and nutrition management?
- Whose interests are served when we meet the goals of food science, dietetics, and nutrition management?

Communication

- How can we communicate effectively the functions of food science, dietetics, and nutrition management?
- What questions do we ask to clarify customer/client preferences and needs in relation to food science, dietetics, and nutrition management?
- What are the consequences (positive and negative) of communicating the needs of individuals, families, and society in relation to food science, dietetics, and nutrition management?

Leadership

- What skills do we need as leaders to implement food science, dietetics, and nutrition management functions?
- How do we handle conflict in implementing food science, dietetics, and nutrition management functions?
- What should be done to facilitate the implementation of food science, dietetics, and nutrition management functions? How can we ensure that the group shares the same goals?

Management

- What resources are needed to implement food science, dietetics, and nutrition management functions?
- What criteria should be used to evaluate food science, dietetics, and nutrition management functions? Why is this important to evaluate?
- What are the consequences (positive and negative) of implementing food science, dietetics, and nutrition management functions? on employees? company? individual customers/clients? others?

PROCESS QUESTIONS 10.1

Thinking

- What information do we need to examine career paths within the hospitality, tourism, and recreation industry?
- What factors will affect our career decisions?
- What are the consequences of selecting various career paths in the hospitality industry? environmental? social? ethical?

Communication

- What communication skills do we need to examine career paths?
- What questions do we ask in order to clarify which career path within the hospitality industry would work for us?
- What criteria would we use to evaluate careers in the hospitality industry?

Leadership

- What skills do we need to relate to others who work in the hospitality career paths?
- What leadership strategies would be appropriate for a career path in the hospitality industry?
- How could we use reflective questioning to match leadership strategies to hospitality career paths?

Management

- What resources do we have to reach our career path goals within the hospitality industry?
- What steps need to be taken to achieve career goals within the hospitality industry?
- Whose interests are being served in selecting career paths in the hospitality industry?

PROCESS QUESTIONS 10.2

Thinking

- What are the present standards for meeting safety, security, and environmental issues within the hospitality/tourism industry?
- What criteria should we use to decide what to do about safety, security, and environmental issues in the hospitality/ tourism industry?
- Whose interests are served? What is morally and ethically acceptable?

Communication

- What do we do regarding understanding the procedures about safety, security, and environmental issues?
- What questions do we ask in order to clarify meaning of safety, security, and environmental issues in the hospitality/ tourism industry?
- How do we eliminate or minimize the roadblocks to the communication process as it applies to safety, security, and environmental issues?

Leadership

- How do we act as leaders to promote procedures applied to safety, security, and environmental issues?
- How do we work with others to set goals regarding procedures applied to safety, security, and environmental issues?
- What effect might the consequences (positive and negative) of our actions have on safety, security, and environmental issues?

Management

- What steps do we need to take to analyze procedures as applied to safety, security, and environmental issues?
- What is the value of this plan for use and others? Why?
- When considering safety, security, and environmental issues, what is the best action to take economically? ethically?

PROCESS QUESTIONS 10.3

Thinking

- What are present standards in service work roles as they apply to customer expectations?
- What are the end results that should be accomplished? What should be our standards? What viewpoints do others have? What viewpoints do those affected have?
- What are the consequences (positive and negative) for individuals and industries regarding customer expectations and services?

Communication

- What communication skills are needed to demonstrate service methods in hospitality, tourism, and recreation?
- What insights do we have when we critique the impact customer relations has on hospitality, tourism, and recreation?
- What are the consequences of applying strategies both positive and negative for resolving complaints?

Leadership

- What are our goals for evaluating customer satisfaction?
- What goals do other hospitality, tourism, and recreation facilities have? How do company goals affect employees?
- What should be done to facilitate consensus building for employee, company, and customer goals?

Management

- How can we act efficiently concerning customer relations with special populations?
- What is the value of a special population customer service plan?
- What are the consequences of using our resources to service special populations?

PROCESS QUESTIONS 10.4

Thinking

- What procedures exist or need to be invented to perform tasks involved in lodging operations?
- What aesthetic, economic, environmental, standards are needed to perform tasks involved in lodging occupations?
- What actions can we create that meet our goals and standards for performing tasks involved in lodging occupations?

Communication

- What communication skills do we need to perform tasks involved in lodging occupations?

- What do we do about communicating feedback to encourage others when performing tasks involved in lodging occupations?
- How do we eliminate or minimize the roadblocks to communication when performing tasks involved in lodging occupations?

Leadership

- How do we act as leaders to achieve group goals when performing tasks involved in lodging occupations?
- How is conflict handled in groups which perform tasks involved in lodging occupations?
- What should be done to facilitate consensus building when managing conflict while performing tasks involved in lodging occupations?

Management

- What goals do we have when performing tasks involved in lodging occupations?
- What goals do other people have about performance tasks involved in lodging occupations?
- How do our goals to perform tasks involved in lodging occupations impact the goals of others? What if everyone acted this way?

PROCESS QUESTIONS 10.5

Thinking

- What contextual factors should be considered when analyzing travel related services?
- What factors will affect us when involved in travel related services (environment, social, cultural, political)?
- Is the information we are using to analyze travel-related services relevant? reliable? reasonably adequate?

Communication

- How can we communicate effectively when we analyze travel-related services (i.e., coordinate travel documents and itineraries)?
- What insights do we have into individual differences when involved in travel related services (i.e., examine customs and traditions of country, region, etc.)?
- How can we eliminate roadblocks to communication when analyzing travel related services?

Leadership

- What leadership techniques do we need to know when analyzing travel-related services?
- How do we know if we are listening for understanding when working in travel related services?
- What point of view is most justified when analyzing travel related services?

Management

- How can we act efficiently when involved in travel related services?
- What criteria should be used to decide what practices and skills are used?
- Considering our criteria, what other ways could we work efficiently in travel related services?

PROCESS QUESTIONS 10.6

Thinking

- What contextual factors should be considered as we analyze recreation, leisure, and play activities as applied to the hospitality industry?

- What factors will affect our decisions (environmental, social, cultural, political) as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- What are the best management practices to implement regarding recreation, leisure, and play activities as applied to the hospitality industry? ethics? economics?

Communication

- How can we communicate effectively as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- What insights do we have into individual differences as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- How do we eliminate or minimize the roadblocks to communication as we analyze recreation, leisure, and play activities as applied to the hospitality industry?

Leadership

- What skills do we need to relate to others as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- How is conflict handled in groups as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- What effect would the consequences (positive and negative) have as we analyze recreation, leisure, and play activities as applied to the hospitality industry?

Management

- What are the steps in the planning process (who, what, where, when, how) as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- What is the value of this plan for others and us as we analyze recreation, leisure, and play activities as applied to the hospitality industry?
- Considering our criteria, what other ways could we manage recreation, leisure, and play activities in the future?

PROCESS QUESTIONS 11.1

Thinking

- What careers are involved in the interiors and furnishings industry? What are the roles and functions of individuals engaged in these careers?
- What criteria can be used in career selection? What career opportunities are available in this field?
- Why is it important to research careers in the interiors and furnishings industry?

Communication

- What communication skills are necessary for a career in this field?
- What questions need to be answered in order to make a wise career selection?
- What are the consequences of selecting a career in the interiors and furnishing industry?

Leadership

- What leadership qualities are needed in the interiors and furnishings industry?
- How do our leadership skills affect career success or failure?
- What strategies would bring about desirable change in the public's perception of interiors and furnishings employees?

Management

- What resources and training are required for a career in the interiors and furnishings industry?
- What personal factors affect our career choices and goals in this industry?
- How might housing, interiors, and furnishings occupations impact local, state, national, and global economies?

PROCESS QUESTIONS 11.2

Thinking

- What are the qualities of an aesthetic and functional environment?
- What factors should be considered when creating environments?
- What are the consequences of having an aesthetic and functional environment? of not having an aesthetic and functional environment?

Communication

- What do we need to know about understanding personal choices?
- What insights do we have into individual differences concerning the application of principles and elements of design?
- In what way does the use of communication contribute to creating pleasing environments?

Leadership

- What are our goals for creating environments that are aesthetic and functional?
- What criteria should be used in helping others to utilize the principles and elements of design?
- What should be done to inspire a clear vision of the importance of considering aesthetics and function in creating environments?

Management

- How can we plan an environment that meets the principles and elements of design?
- What criteria should be used to create the desired environment?

- How do our criteria reflect that the best choice was made regarding housing resources and options?

PROCESS QUESTIONS 11.3

Thinking

- What factors should be considered when making housing and interior furnishings and products decisions?
- What economic factors will affect our decisions? environmental? social? cultural?
- What alternatives might we create that will have varying effects on design choices?

Communication

- What do we need to know about understanding customer needs?
- What questions should we ask in order to clarify customer needs?
- How do we eliminate the roadblocks to effective communication with customers?

Leadership

- What skills do we need to relay to others when meeting specific design needs?
- What are the guidelines for meeting the goals of customer needs?
- What effect would the consequences (positive and negative) of our actions have on others?

Management

- How can we perform services to meet specific design needs?
- What criteria should be used to meet design needs?
- Considering our criteria, was this the best action to take? Why or why not?

PROCESS QUESTIONS 11.4

Thinking

- What factors should be considered when using CAD drafting, blueprint reading and space planning?
- What end results are desirable in CAD drafting, blueprint reading, and space planning?
- What are the consequences of effective CAD drafting, blueprint reading and effective space planning?

Communication

- What do we need to know about the space needs of customers?
- What insights do we have into individual differences concerning space needs of customers?
- In what way does the use of communication contribute to creating a well-planned space?

Leadership

- What are our goals for using CAD drafting, blueprint reading, and space planning?
- What guidelines should be used to assess proficiency of CAD drafting, blueprint reading, and space planning skills?
- What should be done to inspire a clear vision of the importance of acquiring technological skills in space planning?

Management

- How can we demonstrate skill proficiency?

- What is the value of using CAD drafting, blueprint reading and space planning?
- What are the consequences of using these resources?

PROCESS QUESTIONS 11.5

Thinking

- How has the past influenced architectural and furniture design?
- How can we assess the effect of influences on architectural and furniture design and development?
- What might be the consequences of understanding the impact of the past on architectural and furniture design and development?

Communication

- What do we need to know about the impact of history on design and development?
- What questions do we need to ask to clarify the influence of history?
- In what way does the use of communication contribute to an understanding of current design and development?

Leadership

- What are our goals in planning the use of architectural and furniture design?
- What guidelines should be used to assess understanding of the impact of history on architectural and furniture design?
- What should be done to inspire a clear vision of the impact of history on design and development?

Management

- How can we make future choices by reflecting on our past concerning design and development?
- What is the value of using history to understand architectural and furniture design?
- What are the consequences of considering the past in making architectural and furniture design choices?

PROCESS QUESTIONS 11 .6

Thinking

- What information is needed to create a design plan?
- What should be the standards for designing a plan for meeting a client's needs, goals, and resources?
- What alternatives might we create that will have positive effects for the client?

Communication

- What communication skills are needed when working with a client to create a design plan?
- What questions do we need to ask in order to clarify a client's needs, goals, and resources?
- What are the consequences of creating a design plan for a client without input from the client?

Leadership

- What skills do we need to create a design plan?
- How do we know if we are listening to the client's needs when creating their design plan?
- What should be done to build a consensus between the client and designer?

Management

- What steps do we need to take to create a design plan that meets the needs of the client? What resources are available?
- What resources do others have that might help us create the design plan?
- How do our goals impact on the goals of the client?

PROCESS QUESTIONS 11.7

Thinking

- What factors should be considered when selecting studio tools?
- What should be our standard when selecting design ideas for a visual presentation?
- Whose interests are served when choosing appropriate presentation media? What criteria should be considered in selecting appropriate media?

Communication

- What do we do about expressing feelings through visual presentation?
 - What questions do we ask in order to clarify the meaning of ideas through visual presentation?
- How do we know if we are listening for understanding when preparing visual presentations?
- What are the consequences of understanding communication skills when developing a visual presentation?

Leadership

- What skills do we need to design an effective visual presentation?
- How do we ensure that the design goals are communicated through the presentation?
- What are the consequences (positive and negative) of selecting appropriate media when developing a visual presentation?

Management

- What happens when inappropriate media is selected?
- What resources do we have to prepare this presentation? What resources do others have that might help us select appropriate media for a visual presentation?
- How can the criteria developed for the visual presentation determine the end product being developed? Considering criteria, what other ways could we do this in the future?

PROCESS QUESTIONS 11.8

Thinking

- What skills are needed for business profitability and career success?
- What factors will affect our decisions in preparing for employment in the housing industry?
- What might be the consequences of adequately preparing for employment?

Communication

- What do we need to know about communication skills?
- What questions do we need to ask to determine employability readiness?
- In what way does the use of communication contribute to business profitability and career success?

Leadership

- What employability skills do we need to acquire?
- What criteria should we use to determine business and career readiness?
- What values support our decisions related to profitability and career success?

Management

- What are our goals? What information do we need? What skills are needed for business profitability and success?
- What criteria should be used to determine skill levels required to meet standard practices?
- What are the positive and negative consequences associated with business profitability and career success?

PROCESS QUESTIONS 12.1

Thinking

- What are the areas and characteristics of human development?
- How has human growth and development been influenced by historical perspectives and theory (i.e. Maslow, Freud, Erikson, and others)?
- What contradictions exist between what we know about human growth and development and practices and conditions currently existing in society? prenatal care? child care? balancing work and family? geriatric care?

Communication

- In what way is communication influenced by personality? temperament? experience? situation?
- What can we assume regarding communication based on human growth and development characteristics?
- How should we communicate to enhance family environment? social environment? work environment? political and economic environment?

Leadership

- What skills do we need to work as a group to promote human growth and development? visionary? relating to group members? leadership strategies?
- What goals promote human growth and development?
- What actions can we create that would promote human growth and development for individuals? families? society?

Management

- What resources impact human growth and development?
- What should be our standards in managing resources for optimal human growth and development?
- What actions can individuals, families, and society take to promote optimal human growth and development?

PROCESS QUESTIONS 12.2

Thinking

- What problems or difficulties exist that constrain human growth and development? What are the causes of the problems? When do they occur?
- What factors will affect human growth and development across the life span? cultural? social? political? environmental? religious? ethnic? genetic? gender? technology?
- What existing beliefs and actions regarding personal and social forces limit human growth and development throughout the life span?

Communication

- What skills do we need to work together to achieve group goals regarding personal and social human development?
- What goals do group members have regarding personal and social influences that affect human development?
- What should be done to facilitate collaboration in achieving goals concerning personal and social development?

Leadership

- How do we act as leaders in promoting the understanding of personal and social influences on human development?
- What do our actions communicate to others in regard to individual beliefs about personal and social influences on human development?
- What should be done to solve problems regarding personal and social forces that affect human growth and development?

Management

- What resources would be influenced as a result of changing personal and social conditions? new family member? loss of family member? mobility of family member?
- What resources are available to manage personal and social influences on human development?
- What are the consequences of managing or not managing personal and social influences on human development?

PROCESS QUESTIONS 12.3

Thinking

- What strategies promote or constrain healthy development through the life span?
- What factors influence the use of various strategies?
- How will society benefit or be harmed by structure and nurturing practices within family systems?

Communication

- What communication skills do we need in order to promote healthy growth and development?
- What questions do we ask in order to gain an understanding of the strategies that promote healthy development?
- In what ways do we communicate with others that contribute to human growth and development across the life span?

Leadership

- What are the group criteria for appraising strategies that affect human needs?
- How do we know if we are facilitating group understanding of the criteria for assessing strategies that promote development?
- What actions do we take to work collaboratively with others in assessing strategies that promote development throughout the life span?

Management

- What are the steps in appraising strategies which promote healthy development? Who would be affected? When would they be implemented? What would be appropriate?
- What criteria should be used in appraising the effectiveness of strategies for the promotion of healthy development?
- What is the ethical, social, personal effect of implementing various strategies throughout the life span?

PROCESS QUESTIONS 13.1

Thinking

- What are the characteristics of a respectful, healthy relationship? What are the functions of the various types of relationships?
- Why is it important to have respectful, healthy relationships?
- What should we do to create respectful, healthy relationships?

Communication

- How do we show respectful, healthy relationships?
- What viewpoints do others have? Where did they originate?
- How do respectful, healthy relationships contribute to communication in the community? What are the consequences (positive and negative) of stress on communication in relationships?

Leadership

- What leadership skills do we need to create respectful, healthy relationships?
- What traditions and social norms contribute to respectful, healthy relationships?
- What changes should we make to have respectful, healthy relationships? What are the consequences of dealing or not dealing with stress on relationships and work productivity?

Management

- What resources do we have to create respectful, healthy relationships?
- What personal and environmental factors contribute to healthy and unhealthy relationships?
- What are the consequences of respectful, healthy relationships for self? families? community? society?

PROCESS QUESTIONS 13.2

Thinking

- What are our characteristics and needs? (physical, social, emotional, cognitive, creative)
- Who and what influence our characteristics and needs?
- What personal perspectives and characteristics adversely affect our relationships?

Communication

- How can we identify the perspectives, characteristics, and needs of others?
- What assumptions do we make from nonverbal cues when we meet people who are different from us, from their appearance? gender? race? ethnic background?
- How do our assumptions affect our relationships? negatively? positively?

Leadership

- What personal skills are needed to positively affect relationships?
- How do cultural traditions influence our relationships?
- What actions can we take to improve our relationships?

Management

- What steps do we need to take to affect positive relationships?
- What can we learn about ourselves through self-evaluation?
- What ethical standards should guide our relationships?

PROCESS QUESTIONS 13.3

Thinking

- What communication skills contribute to healthy relationships?
- What contextual factors affect communication skills? personal skills? cultural skills? environment skills?
- What ethical effects will communication skills have on relationships?

Communication

- What communication skills do we need to learn? What are their distinguishing characteristics?
- What questions should we ask to clarify meanings? What new meanings do we gain by listening for understanding?
- What communication skills should we use? with friends? family? co-workers? employers? community members?

Leadership

- What communication skills do leaders need?
- What values and beliefs affect our communication skills? positively? negatively?
- What actions should leaders take to help others use effective communication skills?

Management

- What resources are available to help us develop communication skills?
- What criteria should be used to evaluate communication skills?
- What are the consequences of effective communication skills on relationships?

PROCESS QUESTIONS 13.4

Thinking

- What causes conflict? What strategies could be used to prevent and manage conflict?
- What are the desired ends for conflict prevention and management?
- What strategies should we use to prevent and manage conflict?

Communication

- How do communication skills affect conflict prevention and management?
- How do we manage conflict? Where do we acquire our attitudes toward conflict management?
- What alternative strategies might be used to prevent and manage conflict?

Leadership

- What conflict prevention strategies can leaders use when dealing with friends? with family members? in meetings? at work?
- How will conflict management affect our group goals?
- What effects will these strategies have on self and others?

Management

- What steps do we need to take to prevent and manage conflict?
- Why is it important to prevent and manage conflict?
- What are the consequences of utilizing various methods of conflict management?

PROCESS QUESTIONS 13.5

Thinking

- What are team skills?
- What does it mean to be on a team?
- What team skills should we use in the work place, with family, and in the community?

Communication

- What communication skills are needed for effective teamwork? In what ways can members be motivated and encouraged?
- What personal factors affect teamwork? What interferes with teamwork? What are the affects of domination? intolerance? stereotyping?
- What do we do about communicating feedback to encourage other team members?

Leadership

- What are the various roles of team members? What are the strengths and limitations of difficult team members?
- What should be done to utilize the strengths of team members?
- What are the consequences of not utilizing the strengths of team members?

Management

- What are the ways to organize teams?
- What are the consequences of using team skills in the family, workplace, and community?

PROCESS QUESTIONS 13.6

Thinking

- What are ethical standards?
- What ethical standards are used in our community? family? school? What are the origins of these standards?
- What ethical standards should guide my actions?

Communication

- How do we communicate our ethical standards to others?
- What is the relationship between our actions and our ethical standards?
- What are the consequences of using/not using ethical standards to guide behavior?

Leadership

- What ethical standards are needed by leaders? in families? organizations? workplace? community?
- What is the effect of conflicting ethical standards?
- What should a leader do when standards conflict?

Management

- What resources can help us establish ethical standards?
- Are there inconsistencies between our ethical standards and our actions, especially when no one is looking?
- What is the impact of ethical standards on our behavior?

PROCESS QUESTIONS 14.1

Thinking

- What are the factors contributing to nutritional practices and wellness across the life span?
- How has analyzing the factors changed over time?
- What impact do social influences have on food choices?

Communication

- What can we do to understand factors that influence nutritional practices and wellness across the life span?
- What insights do we have into influences on nutritional practices and wellness across the life span?
- In what ways does the use of communication contribute to the impact of food choices on the global community?

Leadership

- What skills do we need to explore societal, governmental, socio-economic, and technological influences related to food choices and practices?
- How do we know if we are conveying the skills needed to explore societal, governmental, socio-economic, and technological influences related to good choices and practices?
- What should be done to facilitate our awareness of factors that influence nutritional practices and wellness across the life span?

Management

- What happened when factors that influence nutritional practices and wellness across the life span were analyzed?
- After examining new perspectives that contribute to nutritional practices and wellness, what new meaning might be gained from these actions?
- What are the short-term consequences of food technology on the global community? long-term?

PROCESS QUESTIONS 14.2

Thinking

- What are the current standards for evaluating the nutritional content of food?
- What criteria can be used to help us decide how to evaluate the nutritional content of food? What end results promote health and wellness?
- What beliefs, actions, or conditions create limits or prevent the accomplishment of optimal wellness on the individual and family?

Communication

- How can we communicate to our families the need to evaluate the nutritional content of foods?
- What questions do we ask in order to evaluate the nutritional content of foods?
- What would be the consequences of not communicating these needs to our families?

Leadership

- What steps can we take to ensure that our families consume nutritionally balanced foods?
- What new meanings or insights have we become aware of concerning nutritional content of foods?
- What would happen in our families if we chose to put more emphasis on the nutritional content of food?

Management

- What happens if we disregard information regarding nutrition and wellness?
- What criteria would we use to determine if someone is practicing an unhealthy eating style, such as fad diets, food addictions, and eating disorders?
- What would be the long-term and short-term consequences of not considering the nutritional content of food for the individual? family?

PROCESS QUESTIONS 14.3

Thinking

- What contextual factors should be considered to meet the nutritional needs of individuals and families across the life span?
- What personal factors will affect our decisions in preparing and serving food?
- What might the consequences on the well-being of individuals, families, and societies be when foods are not prepared and served to meet nutritional needs?

Communication

- What do we do about planning, preparing, and serving foods that meet the nutritional needs of families and individuals across the life span?
- How do environmental, social, cultural, and political factors affect our decisions about preparing and serving foods to meet nutritional needs of families and individuals across the life span?
- What might be the impact of food handling and preparation on the individual? family? What future actions could be recommended?

Leadership

- What are goals in planning, preparing, and serving foods to meet nutritional needs of individuals and families?
- What goals do other group members have in planning, preparing, and serving foods to meet nutritional needs of individuals and families?
- What should be done to inspire a clear vision of the importance of preparing and serving foods to meet nutritional needs of individuals?

Management

- What resources are needed to prepare nutritious and aesthetically pleasing foods?
- What resources are available that might help us prepare and serve food to meet nutritional needs of individuals and families?
- What are the consequences of using the resources that might help us prepare and serve food to meet nutritional needs of individuals and families?

PROCESS QUESTIONS 14.4

Thinking

- What food handling and storage practices meet the health and safety needs of individuals and families? What are the concerns throughout the food chain?
- What factors affect food handling and storage practices?
- What food handling and storage practices should we advocate for individuals, families, and society to meet health and safety needs?

Communication

- How can we communicate about food safety in the steps from production to consumption?
- What insights do we have into individual differences regarding food handling and storage practices to meet safety and health needs?
- In what ways does the use of communication contribute to food safety?

Leadership

- How can we act as leaders and set goals to understand community rules for food handling and storage packaging?
- How can we work with others to set food handling and storage goals that meet the health and safety needs of individuals and families?
- What should be done to facilitate food safety, from production to consumption?

Management

- What steps are needed to accomplish the goal of safe food handling and storage?
- What criteria should be used to determine safe food handling and storage techniques?
- What might be the consequences (positive and negative) of how we manage food handling and storage on the individual, family, and society?

PROCESS QUESTIONS 14.5

Thinking

- What impact have science and technology had on food, nutrition, and wellness?
- How will technology affect our decisions to help achieve wellness?
- How has the impact of science and technology on food, nutrition, and wellness affected individuals and families? How will society benefit from this? be harmed by this?

Communication

- How can we communicate the effects of food science and technology in meeting nutritional needs?
- What insights do we have into how scientific and technical advancements have impacted the nutrient content, availability, and safety of foods?
- In what ways does the use of communication contribute to the impact of science and technology on food composition, food safety, and nutrition?

Leadership

- What skills do we need to critique scientific and technological advances in food process industry?
- How do we know if we are effectively accessing current technology to locate food and nutrition information?
- What effect would the consequences (positive and negative) of technology have on our groups?

Management

- What are our technology goals and how will they affect food choices and the wellness of individuals and families?
- What resources do others have that might help us understand how scientific and technological advancements have impacted the nutritional content, availability, and safety of foods?
- What are the consequences of not using available resources when making decisions relating to food composition and safety?

PROCESS QUESTIONS 15.1

Thinking

- What societal conditions influence parenting at various stages of the life cycle? What are the roles that adults assume when they become parents?
- What viewpoints do others have about the roles of parenthood and how are these viewpoints formed?
- What contradictions exist between the perception of parenthood and the realities of parenthood?

Communication

- How do we form our beliefs about the roles and responsibilities of parenthood?
- What new meanings or insights have we become aware of as a result of communicating the roles and responsibilities of parenthood?
- What do we do about communicating the roles and responsibilities of parenthood to families and communities?

Leadership

- What are the goals for assuming a parent leadership role?
- What do our actions as leaders mean to families, communities, and society? What values, goals, and beliefs do family members have regarding the societal conditions that impact parenting?
- What actions can we take to solve the problems of inadequate parenting? What are the consequences of not taking a leadership role to solve the problems of inadequate parenting?

Management

- What are the goals of parenthood? How do we accomplish these goals? How can we manage societal conditions?
- What criteria should be used in developing a management plan for balancing the roles and responsibilities of parenthood? What resources do others have that might help us manage societal conditions?
- What is the best action to take ethically, economically, and socially for managing the roles and responsibilities of parenthood?

PROCESS QUESTIONS 15.2

Thinking

- What are the parenting practices that support or constrain human growth and development throughout the life span?
- What factors will influence our decisions regarding parenting practices throughout the life span?
- What parenting skills and practices should we advocate that would support well-being of family members throughout the life span?

Communication

- What communication strategies support the emotional well-being of family members?
- What emotions are conveyed and reinforced through communication • strategies?
- What are the best actions to take regarding communication which would foster development throughout the life span?

Leadership

- How do we act as leaders to achieve, group goals regarding parent skills and practices?
- What beliefs do we model regarding parenting practices for maximum human growth and development?
- Through a national FHA/HERO program, what action can be taken to advocate parenting skills and practices that promote development?

Management

- What are the personal and family resources needed to support developmental well-being throughout life span?
- What are the goals of family members that would influence the use of resources?
- How do we support developmental well-being through management of family resources (time, energy, economics)?

PROCESS QUESTIONS 15.3

Thinking

- What are the existing public policies, agencies, services that support or constrain parenting?
- What criteria should be used to evaluate policies, agencies, and services that support or constrain parenting?
- What would happen if there were no public policies or resources to support parenting?

Communication

- What communication skills do we need to use to investigate public policy, agencies, institutions, and services that impact parenting?
- What meanings have we gained regarding the role of parenting by investigating public policy, agencies, and services that impact parenting?
- In what ways can we use communication to investigate laws, services, and agencies and institutions that impact parenting?

Leadership

- How do we cooperate as a group to identify public policies and agencies that impact parenting?
- What group goals have we established for the investigation of public policies and agencies?
- What group action can we take to influence public policies and agencies that impact parenting?

Management

- What are the public policies, agencies, and services available to manage parenting responsibilities?
- Why is it important to use resources when managing parenting responsibilities?
- What are the consequences for managing work and family when public and private resources are not available to parents?

PROCESS QUESTIONS 15.4

Thinking

- What contextual factors should be considered in determining what is a healthy beginning for parents and children?
- What criteria would we use to determine reliable sources of information regarding healthy emotional and physical beginnings for parents and children?

- What actions should be taken to assure a healthy emotional and physical beginning for parents and children?

Communication

- How do emotional factors affect communication (positively and negatively)?
- What processes are involved in respectful communication strategies and techniques?
- How do we take action, minimize roadblocks to communication when discussing biological processes related to prenatal development and birth?

Leadership

- What skills would we need to work collaboratively to impact healthy beginnings for parents and children?
- What values, meanings, and beliefs do others have about healthy beginnings for parents and children?
- Using a national FHNHERO program, how could our group work collaboratively to advocate healthy, emotional and physical beginnings for parents and children?

Management

- What are our goals regarding balancing social/work responsibilities and the physical and emotional requirements to assure healthy beginnings?
- What personal and environmental factors will effect how we manage social/work responsibilities and best practices for healthy beginning for parents and children?
- What actions can be taken to manage the contradictions between society's demands on new and prospective parents and the physical and emotional requirements to assure healthy beginnings (family leave, workplace demands, adequate health care)?

PROCESS QUESTIONS 16.1

Thinking

- What careers are involved in the textiles and apparel industry? What information about careers do we need?
- What criteria might we use to choose a career in the textiles and apparel industry?
- Why is it important to research careers in the textiles and apparel industry? What values support our career decision?

Communication

- What communication skills are necessary for a career in the field of textiles and apparel?
- What questions need to be answered in order to make a wise career selection in the apparel industry?
- What are the consequences of selecting a career in the textiles and apparel industry?

Leadership

- What leadership qualities are needed to be an entrepreneur in the textiles and apparel industry?
- How do our leadership skills affect career entrepreneur success or failure?
- What strategies would bring about changes in the perception of the textiles and apparel industry?

Management

- What resources and training are required for a career in the textiles and apparel industry?
- What personal factors affect our career choices and goals in this industry?
- What might be the best action to take on a career path in the textiles and apparel industry?

PROCESS QUESTIONS 16.2

Thinking

- What factors related to fiber and textiles should be considered when deciding which one will be used? What are the uses? What information about fiber and textiles do we need to know?
- What factors will affect our decisions about fiber and textiles use?
- What alternatives may be considered when choosing fibers and textiles? What affect will the fiber and textiles have for the end user? for the clients?

Communication

- What information about fibers and textiles do we need to know to make appropriate selections?
- What questions do we need to ask in order to clarify the evaluation of fiber and textiles materials?
- What are the consequences (positive and negative) of assessing the effects of textiles on design, construction, care, use, and maintenance of products?

Leadership

- What are our goals for examining textiles standards and labeling in the global economy?
- What criteria should be used to decide how to select appropriate procedures for care of textiles products?
- What should be done to improve textiles standards and labeling in the global economy? What effect will this have on the industry?

Management

- What are the steps to examine performance characteristics of fiber textiles?
- What criteria should be used to help make decisions concerning fiber and textiles usage?

- Considering our criteria related to fiber and textiles decisions, was this the best action to take related to economics? environment? aesthetics?

PROCESS QUESTIONS 16.3

Thinking

- What contextual factors should be considered when applying elements and principles of design?
- What factors will affect our decision on applying elements and principles of design to assist the industry?
- How is our information relevant to the implementation of design skills?

Communication

- What do we want our textiles design to communicate to the fashion industry and the consumer?
- What questions do we ask in order to clarify which fabric, texture, and pattern can affect visual appearance?
- What is the effect of communication (effective and ineffective) on the use of technology for fashion design?

Leadership

- What skills are needed in apparel and textiles design? What consumer information is needed in planning designs?
- What criteria are needed to ensure that information is effectively conveyed to the designer?
- What are the positive and negative consequences on the design industry of discarding the views of the consumer?

Management

- What are the goals of the apparel and textiles industry? What resources and equipment are available to reach these goals?
- How do personal factors affect the goals of the apparel and textiles industry?
- How do our goals affect the goals of others in the apparel and textiles industry? locally? globally?

PROCESS QUESTIONS 16.4

Thinking

- What are the present standards for basic construction techniques?
- What are the desired ends of basic construction techniques? How do the present standards affect the end result?
- What are the consequences of following or not following the present standards of basic construction?

Communication

- How do we communicate the skills needed for basic construction techniques?
- What questions do we need to ask to clarify understanding of basic construction techniques?
- What are the consequences of producing a textiles product without a clear understanding of the basic construction techniques?

Leadership

- What are our goals when constructing textiles products?
- How do we communicate our goals related to clothing construction to others in the field?

- What are the consequences of not reaching our goals for ourselves? for the industry?

Management

- What is required in construction to produce, alter, or repair a textiles product? What equipment is available?
- What criteria are used to establish standards to guide construction activities? What skills are required in relation to equipment available?
- What are the consequences associated with choosing appropriate construction activities?

PROCESS QUESTIONS 16.5

Thinking

- What are marketing strategies for merchandising textiles and apparel products?
- What do we hope marketing strategies for merchandising textiles will accomplish?
- What are the consequences of using unethical marketing strategies for the consumer? merchandiser? manufacturer?

Communication

- What communication skills are needed to be successful in the merchandising of textiles and apparel?
- What is communicated in the feedback received from consumers in regards to textiles?
- In what ways does communication contribute to the success of textiles and apparel merchandising?

Leadership

- What leadership skills are needed to be a successful merchandiser?
- How do we know if we are listening to the consumers for understanding/shared meaning?
- What are the consequences of strong and weak leadership in textiles and apparel merchandising?

Management

- What are the goals of textiles and apparel merchandising? What resources are available to reach those goals? What steps need to be taken to accomplish merchandising goals?
- What criteria will be used to guide our merchandising decisions? What personal factors will affect our ability to achieve these goals?
- How do our merchandising goals impact the goals of others?

PROCESS QUESTIONS 16.6

Thinking

- What are the components of customer service?
- What are the desired ends of good customer service?
- Whose interests are served in quality customer service?

Communication

- What communication skills are needed for customer service? How can we communicate effectively?
- How do we determine or evaluate customer satisfaction? What questions do we ask to clarify customer requests?

- What are the consequences of collaboration? negotiation of conflict? cooperating with customers?

Leadership

- What customer service techniques are needed to be an effective leader?
- What actions do we take to ensure that appropriate techniques are employed when dealing with customers?
- What actions should be taken to solve customer problems?

Management

- How can we act efficiently to ensure quality customer service?
- What criteria should be used to assess the impact of cultural diversity on customer service?
- What is the best action to take when dealing with customers? ethically? economically?

PROCESS QUESTIONS 16.7

Thinking

- What employability skills are needed for business profitability and career success?
- What factors affect business profitability?
- Are these employability skills defensible? reasonable? adequate?

Communication

- What interpersonal skills are needed for business profitability and career success?
- What insights do we have regarding individual career success? How do interpersonal skills affect individual success?
- In what ways does the use of communication contribute to business profitability?

Leadership

- What role does leadership play in career success and business profitability?
- What actions can we take as leaders to ensure career success and profitability?
- What are the positive and negative consequences of our actions as leaders?

Management

- What are our goals? What information do we need for business profitability and success?
- What criteria should be used to determine skill levels required to meet standard practices?
- What is the impact of employability skill levels on career goals? How do the goals and levels determine career success?