



**TECKYGUYS
ACADEMY**

DIGITAL LITERACY & PROFESSIONAL SKILLS

PATHWAY GUIDE

PREPARED BY: CHROME TECH LLC

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A practical pathway for beginners, career changers, working professionals and experienced technicians.



www.teckyguys.com



info@teckyguys.com

ABOUT THIS GUIDE

Welcome to Digital Literacy & Professional Skills

This standalone guide explains the academy-wide digital, communication, workplace and career-readiness skills that support successful participation in every TeckyGuys technical pathway.

What this guide covers

- Digital-readiness assessment and assigned foundation learning
- Computer, mobile-device, file, cloud, research and online-collaboration skills
- Professional communication, customer service, teamwork and problem-solving
- Technical documentation, task management and workplace conduct
- Résumé, LinkedIn, interview, internship, portfolio and job-search preparation
- Professional English, freelancing, entrepreneurship and responsible technology use

How this component is used

- As preparatory learning for students who need digital foundations
- As integrated assignments, simulations and workshops within technical pathways
- As career-readiness support for internships, employment, contract work or advancement

ACADEMY-WIDE REQUIREMENT: The exact courses and activities assigned depend on readiness results, pathway requirements, language needs, program format, instructor judgment and current availability.

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SECTION 1

Purpose and Relationship to Technical Pathways

Digital Literacy & Professional Skills is a compulsory, cross-pathway component of TeckyGuys Academy programs.

It is not presented as a separate advanced technical pathway. Instead, it provides the essential digital, workplace and career-readiness abilities students need to participate successfully in

- Technical training
- Online learning
- Laboratory activities
- Internships and apprenticeships
- Field-service assignments
- Remote and hybrid work
- Entry-level employment
- Client-facing technical work
- Entrepreneurship and freelance activities
- Continued professional development

Technical knowledge alone does not prepare a student for the workplace.

Students must also be able to:

- Operate common digital devices
- Manage files and information
- Communicate professionally
- Collaborate online
- Protect accounts and information
- Prepare workplace documents
- Attend meetings
- Follow instructions
- Document completed work
- Manage time and responsibilities

- Interact appropriately with clients and colleagues
- Search for employment
- Prepare for interviews
- Use artificial intelligence responsibly
- Demonstrate reliability and professional judgment

Digital Literacy & Professional Skills therefore supports every TeckyGuys pathway.

This section applies across:

- Data Center Engineering
- Networking & Infrastructure
- Cybersecurity
- AI & Data Science
- Programming & Development
- Linux & Systems Administration
- IT Support & Technical Services
- Other approved TeckyGuys technical programs

The instruction is integrated into pathway laboratories, assignments, simulations, projects and career-development activities.

For example:

- A Data Center Engineering student may prepare a shift-handover report.
- An IT Support student may write a professional service-ticket update.
- A Cybersecurity student may prepare an incident summary.
- A Networking student may create a network-change record.
- A Programming student may use version control and present a software project.
- An AI & Data Science student may explain analytical findings to a nontechnical stakeholder.

The technical context may differ, but the underlying professional skills remain required.

INTEGRATED LEARNING: The technical context changes by pathway, but professional communication, documentation, collaboration and responsible digital behavior remain required.

SECTION 2

Program Objectives

Digital Literacy & Professional Skills prepares students to:

- Use computers and mobile devices responsibly
- Navigate operating systems and applications
- Manage files, folders and cloud-based information
- Search for and evaluate online information
- Use email, calendars and online meetings
- Create professional documents, spreadsheets and presentations
- Communicate with instructors, employers, clients and team members
- Collaborate through approved digital platforms
- Apply basic cybersecurity and privacy practices
- Recognize scams, misinformation and unsafe digital activity
- Use generative-AI tools responsibly
- Manage assignments, schedules and deadlines
- Follow workplace procedures
- Document technical work
- Demonstrate customer-service skills
- Prepare résumés and professional profiles
- Apply for internships and employment
- Participate in interviews and technical assessments
- Understand workplace conduct and expectations
- Develop an appropriate professional identity
- Recognize basic entrepreneurship and financial responsibilities
- Build habits of continued learning

SECTION 3

Student Categories and Digital-Readiness Assessment

Students may enter TeckyGuys programs with different levels of digital and workplace experience.

3.1. Foundation Students

Foundation students may have limited experience using computers, email, online-learning platforms or workplace applications.

They may require instruction in:

- Basic computer and mobile-device operation
- Keyboard and mouse use
- File and folder management
- Web browsing
- Email
- Password management
- Online meetings
- Word processing
- Spreadsheets
- Digital safety
- Online-learning participation

3.2. Career-Transition Students

Career-transition students may already use digital tools but need assistance applying them in a professional technical environment.

- Professional communication
- Technical documentation
- Team collaboration
- Customer interaction

- Résumé development
- Interview preparation
- Project presentation
- Workplace expectations
- Professional networking
- Responsible AI use

3.3. Experienced Technical Students

Experienced students may demonstrate strong technical knowledge but still require development in

- Leadership
- Documentation
- Stakeholder communication
- Client management
- Conflict resolution
- Mentoring
- Project coordination
- Professional ethics
- Career advancement
- Entrepreneurship

TeckyGuys may use a digital-readiness assessment to determine the support required by each student.

Before or near the beginning of a pathway, students may be required to complete a digital-readiness assessment.

The assessment may evaluate whether the student can:

- Sign in to an assigned account
- Create a secure password
- Use multifactor authentication
- Navigate a learning platform
- Open and close applications

- Create and organize folders
- Save and rename files
- Identify common file types
- Upload and download a file
- Attach a file to an email
- Compose a professional email
- Use a calendar invitation
- Join an online meeting
- Use a word-processing application
- Enter basic information into a spreadsheet
- Create a simple presentation
- Search for information online
- Evaluate the reliability of a source
- Recognize common phishing indicators
- Follow basic privacy and security requirements
- Communicate a technical problem clearly
- Submit an assignment correctly

The assessment is used to identify support needs.

It should not automatically prevent an otherwise eligible beginner from entering a foundation-level program.

Students who need additional assistance may be assigned preparatory learning before or during their technical pathway.

PLACEMENT SUPPORT: A readiness assessment identifies support needs; it should not automatically exclude an otherwise eligible beginner from foundation-level training.

DIGITAL FOUNDATIONS

3.4. Required Digital-Literacy Learning

Depending on the student's readiness and program format, TeckyGuys may assign applicable Cisco Networking Academy digital-literacy courses, including:

3.4.1. Digital Awareness

This course may be used to develop foundational awareness of:

- Digital technologies
- Online information
- Digital communication
- Digital participation
- Internet-based services
- Opportunities and risks in digital environments
- Responsible technology use
- Digital citizenship

3.4.2. Using Computer and Mobile Devices

This course may be used to develop foundational ability in:

- Computer operation
- Mobile-device operation
- Common device features
- Applications
- Settings
- Storage
- Connectivity
- Basic troubleshooting
- Responsible device use

3.4.3. Create Digital Content, Communicate and Collaborate Online

This course may be used to develop ability in:

- Creating digital content
- Communicating online
- Sharing information
- Collaborating through digital platforms
- Participating in online learning and work
- Applying appropriate online behavior

3.4.4. Digital Safety and Security Awareness

This course may be used to reinforce:

- Password security
- Account protection
- Multifactor authentication
- Phishing awareness
- Malware awareness
- Privacy
- Safe browsing
- Social-engineering awareness
- Secure information sharing
- Responsible digital behavior

3.4.5. English for IT

Where appropriate, TeckyGuys may assign:

- English for IT 1
- English for IT 2
- Approved English for IT foundational modules
- Equivalent technical-English or workplace-communication learning

English for IT may support students who need additional practice with:

- Technical vocabulary
- Reading technical instructions
- Describing problems
- Asking clarifying questions

- Participating in workplace conversations
- Writing basic technical messages
- Communicating with international teams

Not every course is automatically required for every student.

TeckyGuys will assign courses according to:

- Digital-readiness results
- Pathway requirements
- Student language needs
- Program format
- Instructor judgment
- Course availability
- Published enrollment requirements

If Cisco changes a course title, structure or availability, TeckyGuys may use the current approved equivalent while preserving the required learning outcomes.

COURSE ASSIGNMENT: Cisco Networking Academy course titles and availability may change. TeckyGuys may use a current approved equivalent that preserves the required outcomes.

3.4.6. Computer and Mobile-Device Skills

Students develop practical ability in:

- Identifying common computer components
- Using a keyboard, mouse and touch interface
- Starting, restarting and shutting down a device properly
- Signing in and signing out
- Switching between applications
- Managing application windows
- Adjusting common device settings
- Connecting to approved wired and wireless networks
- Connecting approved peripherals

- Using printers and scanners
- Capturing screenshots
- Copying and pasting information appropriately
- Installing authorized applications
- Updating authorized software
- Reviewing basic device-storage information
- Identifying common hardware and software problems
- Following basic troubleshooting steps
- Reporting unresolved device problems
- Protecting devices from loss, damage and unauthorized access

Students must not install unauthorized applications, bypass security controls or modify assigned devices without permission.

AUTHORIZED USE: Students must not install unapproved applications, bypass security controls or modify assigned devices without permission.

3.4.7. File, Folder and Cloud-Storage Management

Students learn to:

- Create files and folders
- Use meaningful file names
- Apply approved naming conventions
- Recognize common file extensions
- Save files in the correct location
- Rename files
- Copy and move files
- Organize files into folders
- Search for stored information
- Compress and extract approved files
- Upload and download files
- Use approved cloud-storage platforms

- Share files using appropriate permissions
- Distinguish between view, comment and edit access
- Avoid exposing files through unrestricted links
- Maintain version awareness
- Back up important work
- Identify the authoritative version of a document
- Archive completed materials
- Follow retention and deletion instructions

Students are responsible for confirming that required assignments have been uploaded correctly.

Creating a file on a personal device does not establish that the assignment was submitted.

SUBMISSION CHECK: Creating a file does not prove submission. Students must confirm that the correct version was uploaded to the required location.

3.4.8. Internet Research and Information Literacy

Students develop the ability to locate, evaluate and use online information responsibly.

Training covers:

- Using effective search terms
- Refining a search
- Identifying official sources
- Comparing multiple sources
- Checking publication dates
- Distinguishing current information from outdated information
- Recognizing advertising and sponsored content
- Distinguishing fact, opinion, estimate and prediction
- Identifying unsupported claims
- Reviewing the author or organization
- Checking whether evidence is provided
- Recognizing manipulated or misleading content

- Reviewing images and media critically
- Identifying misinformation and disinformation
- Recording useful sources
- Citing external information
- Respecting copyright and license requirements
- Avoiding plagiarism
- Verifying AI-generated information

Students should prioritize authoritative sources when researching:

- Technical procedures
- Product specifications
- Security requirements
- Certification requirements
- Laws and regulations
- Employment requirements
- Health and safety information
- Vendor documentation

Search-engine rankings, social-media popularity and AI-generated summaries do not automatically establish that information is accurate.

VERIFY BEFORE USE: Search ranking, popularity and AI-generated summaries do not automatically establish accuracy. Prioritize current, authoritative sources.

3.4.9. Email, Calendar and Online-Meeting Skills

Students learn to use email and calendars professionally.

3.4.9.1. Email Skills

Students learn to:

- Use an appropriate subject line
- Address the correct recipient
- Use a professional greeting

- State the purpose of the message
- Provide the necessary context
- Ask clear questions
- Identify required actions
- Attach the correct file
- Review recipients before sending
- Use CC and BCC appropriately
- Avoid unnecessary reply-all messages
- Proofread messages
- Use an appropriate signature
- Respond within a reasonable period
- Recognize suspicious email
- Protect confidential information
- Correct an email error professionally
- Use automatic replies appropriately

3.4.9.2. Calendar Skills

- Review calendar availability
- Create an appointment
- Accept or decline an invitation
- Propose an alternative time
- Add an appropriate meeting title
- Include a short agenda or description
- Confirm the time zone
- Add an approved meeting link
- Join on time
- Update attendance status
- Notify participants when circumstances change
- Avoid creating duplicate invitations

3.4.9.3. Online-Meeting Skills

- Test audio, video and connectivity

- Join using the correct display name
- Use a professional background
- Mute when appropriate
- Use chat and reactions appropriately
- Avoid interrupting speakers
- Take useful notes
- Ask relevant questions
- Share the correct screen or window
- Protect confidential information while sharing
- Identify action items
- Follow up after the meeting

Recording, transcribing, photographing or distributing a meeting may require the permission of the instructor, employer, client and participants.

CONFIDENTIALITY: Recording, transcribing, photographing or distributing a meeting may require authorization from the instructor, employer, client and participants.

3.4.10. Professional Communication

Students learn to communicate clearly and respectfully with customers, instructors, supervisors and team members.

This includes:

- Professional email and messaging
- Active listening and appropriate questioning
- Explaining technical issues in simple language
- Providing clear updates and requesting clarification
- Communicating delays, risks and completed work

CLEAR COMMUNICATION: Use the correct channel, provide relevant context, ask precise questions and confirm actions or next steps.

3.4.11. Customer Service and Workplace Conduct

Technology professionals are expected to be reliable, respectful and customer-focused. Students develop awareness of:

- Professional appearance and behavior
- Punctuality and dependability
- Customer privacy and confidentiality
- Respect for workplace rules and property
- Appropriate handling of complaints
- Accountability for assigned responsibilities

PROFESSIONAL TRUST: Reliability, respectful conduct, confidentiality and appropriate escalation are part of technical performance.

3.4.12. Teamwork, Collaboration and Problem-Solving

Many technology assignments require collaboration with technicians, engineers, customers and project managers.

Students may practise:

- Sharing responsibilities
- Participating in team discussions
- Giving and receiving constructive feedback
- Supporting coworkers
- Escalating issues appropriately
- Completing clear shift handovers

Students learn to approach problems carefully rather than make unsupported assumptions.

A structured process may include:

- Identify and clarify the problem
- Gather relevant information
- Consider possible causes
- Select and test an appropriate solution

- Confirm the result
- Document and communicate the outcome
- Escalate when necessary

Students are encouraged to consider safety, authorization, business impact and available evidence before taking action.

3.4.13. Technical Documentation and Reporting

Accurate documentation helps teams track work, communicate progress and prevent repeated problems.

Students may develop experience creating:

- Service and support notes
- Troubleshooting records
- Installation reports
- Equipment inventories
- Incident summaries
- Escalation notes
- Project documentation
- Shift-handover reports

Documentation should be clear, factual, timely and understandable to the intended reader.

EVIDENCE OF WORK: Documentation should be accurate, timely, understandable and appropriate for the intended audience.

3.4.12. Time and Task Management

Students learn to organize assignments, meet deadlines and manage competing priorities.

This includes:

- Reviewing task requirements before starting
- Prioritizing work by urgency and impact
- Estimating the time and resources required

- Monitoring deadlines and progress
- Communicating delays early
- Completing and documenting tasks before closure

ESCALATE EARLY: Students should communicate blockers, risks and missed deadlines promptly instead of allowing problems to remain hidden.

CAREER READINESS

3.5. Résumé and LinkedIn Development

Students may receive guidance in creating a professional résumé and LinkedIn profile that accurately present their:

- Education and technical training
- Certifications and digital badges
- Technical and professional skills
- Projects and practical activities
- Employment, volunteer or internship experience
- Career interests and accomplishments

Students must represent their qualifications honestly and should not claim skills, certifications or experience they have not earned.

HONEST REPRESENTATION: Profiles and résumés must accurately describe the student's education, experience, projects and credentials.

3.6. Interview and Job-Search Preparation

Interview preparation may include:

- Researching the employer and position
- Explaining technical knowledge clearly
- Answering behavioral and situational questions

- Discussing projects and troubleshooting experiences
- Preparing thoughtful questions
- Practising professional introductions
- Participating in mock interviews

Students learn to support their answers with specific examples rather than general claims.

Students may be introduced to responsible methods for identifying and pursuing opportunities.

Activities may include:

- Understanding job descriptions
- Matching qualifications to role requirements
- Customizing résumés and applications
- Writing professional cover letters
- Building and using a professional network
- Tracking applications and follow-ups
- Recognizing misleading or fraudulent job offers

Career support does not guarantee employment. Students remain responsible for submitting applications, preparing for selection processes and meeting employer requirements.

3.7. Freelancing, Contract Work and Entrepreneurship

Some students may pursue project-based, field-service or independent contract opportunities.

Preparation may cover:

- Understanding the scope of work
- Confirming rates, expenses and payment terms
- Managing schedules and customer expectations
- Recording time, materials and completed work
- Submitting professional reports and invoices
- Protecting customer information
- Understanding that contractors may be responsible for their own taxes, insurance, equipment and business obligations

Students should review agreements carefully and obtain professional advice when necessary.

Students interested in operating a technology business may receive introductory guidance in:

- Identifying customer needs
- Defining services and target markets
- Pricing and preparing quotations
- Customer acquisition and relationship management
- Basic budgeting and recordkeeping
- Service quality and reputation
- Legal, tax, licensing and insurance considerations
- Ethical use of subcontractors and business partnerships

Entrepreneurship requires planning, continued learning and compliance with applicable laws.

BUSINESS RESPONSIBILITY: Students remain responsible for legal, tax, insurance, licensing, contract and client obligations applicable to their work.

3.8. Professional English, Internship Readiness and Portfolio

Students may develop the English-language skills commonly used in technology workplaces, including:

- Technical vocabulary
- Customer conversations
- Email and report writing
- Giving and following instructions
- Describing problems and solutions
- Participating in meetings
- Interview communication

Students who need additional assistance may be advised to complete supplemental language or communication training.

Before being recommended for an internship or work-based learning opportunity, a student may be expected to demonstrate:

- Satisfactory technical progress

- Reliable attendance and participation
- Professional communication and conduct
- Ability to follow instructions
- Safe and responsible working practices
- Accurate documentation
- An appropriate résumé and professional profile
- Readiness for employer screening

Internship availability depends on student readiness, partner requirements, location and available opportunities. Participation in a TeckyGuys program does not guarantee placement.

Students are encouraged to create a career portfolio that demonstrates what they can do.

A portfolio may include:

- Résumé and professional profile
- Certificates and digital badges
- Laboratory or simulation evidence
- Capstone and pathway projects
- Technical reports and diagrams
- Code, configurations or data visualizations
- Presentations and case studies
- Approved photographs or demonstrations
- Professional references or recommendations

Students must remove confidential information and obtain permission before including customer, employer or team materials.

By the end of their program, students should be able to explain their skills, present evidence of their development and identify realistic next steps toward employment, certification, internship, contract work, further education or entrepreneurship.

PORTFOLIO EVIDENCE: Portfolio items must protect confidential information and clearly identify the student's own contribution.

STANDARDS

3.9. Responsible Technology Use and Practical Completion

Digital and professional competence is demonstrated through behavior and work products—not attendance alone.

3.9.1. Responsible-use requirements

- Protect passwords, accounts, personal information and confidential data.
- Use only authorized devices, applications, systems, datasets and collaboration spaces.
- Recognize phishing, scams, manipulated information and unsafe requests.
- Verify important facts and technical instructions against authoritative sources.
- Respect copyright, licenses, privacy, workplace rules and acceptable-use requirements.
- Disclose AI assistance when required
- review outputs for accuracy, bias, privacy and appropriateness.
- Do not use AI to impersonate another person, fabricate experience, falsify evidence or complete prohibited assessment work.

3.9.2. Suggested evidence of completion

- Digital-readiness tasks and assigned course completion
- Professionally written email, meeting invitation and follow-up
- Organized file structure with controlled cloud-sharing permissions
- Short research brief using current, authoritative sources
- Technical service update, handover note or project report
- Résumé, professional profile, interview practice and career portfolio
- Instructor evaluation of reliability, communication, teamwork and professional conduct

ASSESSMENT NOTICE: Exact completion requirements are stated in the applicable enrollment offer, pathway guide, course outline or instructor-issued assessment plan.

3.10. Program Use, Career Relevance and Contact

3.10.1. Delivery and integration

- Learning may be delivered online, onsite, in hybrid format or through an approved school, employer or community partner.
- Activities may be assigned before a technical pathway, embedded throughout it or delivered as focused workshops.
- Not every learner completes every foundation course
- assignments reflect readiness, pathway and language needs.

3.10.2. Career relevance

- Help-desk and IT-support communication
- Data-center shift handovers and field-service reporting
- Network-change, cybersecurity-incident and deployment documentation
- Remote-work collaboration and customer-facing technical service
- Internship, apprenticeship, employment, freelance and advancement preparation

3.10.3. Contact TeckyGuys Academy

- Website: www.teckysguys.com
- Email: info@teckysguys.com
- Telephone: (737) 397-1127

IMPORTANT NOTICE: Training and career support do not guarantee certification, internship placement, employment, promotion, immigration status or a particular salary.

Explore your pathway. Develop practical skills. Prepare for opportunity.