

WORK-BASED LEARNING INSTRUCTION GUIDE

**A CURRICULUM GUIDE
FOR WORKPLACE COMPETENCY DEVELOPMENT AND
EMPLOYMENT SEARCH AND INTERVIEW TECHNIQUES**

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To order copies of the Guide, contact: Doris Lux, Central Community College-Columbus, PO Box 1027, Columbus, NE 68602-1027, 402-562-1242, (fax) 402-562-1201, dlux@cccneb.edu. The Guide is also available on the Work Based Learning web site at <http://www.nde.state.ne.us/TECHPREP/WBL>.

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FOREWORD/ACKNOWLEDGMENTS

This *Nebraska Work-Based Learning (WBL) Instruction Guide* has been written at the request of many Nebraska WBL coordinators who are experiencing the challenges of developing and implementing effective work-based learning experiences—experiences that assess both academic and technical competency attainment. The activities and assessments in the *Guide* may be used in a classroom that focuses exclusively on WBL competency development or integrated into the curriculum of a wide variety of classroom, e.g., English, social studies, marketing, business, etc. Activities are appropriate for both secondary and postsecondary audiences.

The *Guide* is intended as a companion document to the *Nebraska Work Based Learning Manual* (1998) which describes how to structure the work-site component, but does not address the content of the school-site instruction that completes the entire WBL program. **Ordering information for both of these publications is found at the end of the Introduction section of this *Guide*.**

In preparation for creating this document, one primary resource was used to guide the overall design — the *Massachusetts Work-Based Learning Plan Instruction Module*. We gratefully acknowledge the creators of the Massachusetts plan for allowing us to adapt their learning plan for Nebraska, including their nine competency assessment model. A copy of the *Massachusetts Work-Based Learning Plan Instruction Module* can be obtained by contacting Kerrie Anastas, Massachusetts Office for School and Career Transition, 350 Main Street, Malden, MA 02148, 781-388-3382.

The *Guide* was written and reviewed by a panel of experts in developing and implementing quality work-based learning programs. We acknowledge the time and expertise of the following individuals:

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INTRODUCTION

Overview of the *WBL Instruction Guide*

The *WBL Instruction Guide* is a tool to help the school coordinator, student, and employer set clear goals and expectations so that the experience is a positive and productive activity for both employer and student. The *Guide* is divided into four major components that reflect its major purposes.

Part I Workplace Competency Development

The purpose of Part I is to help teachers/schools design a competency-based school site learning experience that will enable students to develop the competencies required for success in the 21st century workplace. The school site learning is intended to complement the student-learners' work site learning experience. It focuses on the Individual, Team, and Personal/Professional Competency development of the student and incorporates all of the SCANS competency areas and foundation skills into nine competency areas consisting of 27 assessments. This competency-based approach puts the student at the center of the learning with clear expectations that they take an active role in the learning process.

Part II Employment Search and Interview Techniques

The purpose of Part II is to provide students with the personal and technical knowledge and skills needed to conduct a job search, complete job applications, prepare an effective resume and cover letter, compile a comprehensive portfolio, successfully interview and negotiate for salary and benefits, and appropriately leave a job.

Part III Secondary Cooperative Education/Diversified Occupations Programs

The purpose of Part III is to provide a model for developing a comprehensive work-based learning program that meets Nebraska program standards. The process for identifying appropriate work sites and sample forms for operating the program could be modified to fit a wide variety of work-based learning experiences. This model meets the requirements set forth in the Fair Labor Standards Act for limited employment of students under the age of 18 in hazardous occupations.

Part IV Occupationally Specific Skills Development

The purpose of Part IV is to provide a resource for WBL coordinators, especially Diversified Occupations Teacher/Coordinators, to use in developing student instruction in a variety of occupationally specific skills areas.

Work-Based Learning Defined

Work-based learning (WBL) takes place at both the work site and school site and is an instructional strategy that makes lifelong career development easier and more natural by linking learning at school to application of learning at the work site.

- **Work site learning** occurs in a business or community organization away from school.
- **School site learning** focuses on academic career preparation as part of the classroom curriculum.

These two activities combine to create a lifelong process of career development stretching from preschool to adulthood.

Why Work-Based Learning?

Many students leave school ill-prepared for the workplace. Poor academic skills and work habits may limit students' understanding of how they might fit into the world of work. WBL addresses this problem by extending the walls of the classroom to include the whole community, giving students the opportunity to apply academic and occupational skills in the workplace.

Through WBL, "Employers reinforce academic lessons, schools emphasize career applications, and students gain experience in the adult world of work and connections to a range of postsecondary options, including college, technical training, and skilled entry-level work." (Jobs for the Future, Cambridge, MA)

Sequence and Scope of WBL Activities

Most people experience four overlapping stages in their career selection and preparation process: career awareness, career exploration, school site career preparation, and work site career applications. WBL activities are designed to help students move through these stages and learn about the world of work and their place in it. These four stages provide a framework for understanding the sequence and scope of work based learning activities and when activities may be appropriate for students.

Stages in the Career Selection and Preparation Process	
<i>Stage</i>	<i>Type of Activities</i>
<p>Career Awareness</p> <p>Career awareness often focuses on <i>group</i> activities that help students develop a general awareness of themselves, the world of work and its connection to education.</p>	<ul style="list-style-type: none"> ◆ Career Fair/Career Day ◆ Classroom Guest Speakers ◆ Field Trips (Business/Industry Tours)
<p>Career Exploration</p> <p>Career exploration activities provide an opportunity for <i>individual</i> examination of career options that match a student's interests and aptitudes. They provide an opportunity for students to learn about what people do for a living and to observe and interact with work based staff to learn more about the demands of the work place.</p>	<ul style="list-style-type: none"> ◆ Career Guidance and Counseling Services ◆ Career Interviews ◆ Job Shadowing ◆ Research Papers/Projects

Stages in the Career Selection and Preparation Process	
<i>Stage</i>	<i>Type of Activities</i>
<p style="text-align: center;">School-Site Career Preparation</p> <p>School site activities that integrate academic and occupational skills learned in the classroom with skills learned on the job prepare students for transitioning from school to a career. Emphasis is on skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, ethics and honesty, and relating personal interests and abilities to real world career opportunities. Many students also select a career interest or focus during this stage.</p>	<ul style="list-style-type: none"> ◆ Applied Academics Courses ◆ Career Academies ◆ Entrepreneurship Class /Project ◆ School-Based Enterprises ◆ Tech Prep Programs/Articulation ◆ Career and Technical Education Student Organization (CTSO) Projects or Competition ◆ Career and Technical Education Programs ◆ Workplace Readiness Courses
<p style="text-align: center;">Work-Site Career Application</p> <p>Work site career applications are competency-based educational experiences that occur at the workplace but are tied to the classroom by curriculum that coordinates and integrates school-site instruction with work site experiences. These structured work experiences provide students with the opportunity to apply the skills learned in the classroom in actual work environments and prepare students for the next step in their career development, whether it be a two-year or four-year college, apprenticeship, or career.</p>	<ul style="list-style-type: none"> ◆ Apprenticeship ◆ Clinical Work Experience ◆ Cooperative Education (COOP) ◆ Internship/Practicum ◆ Mentorships ◆ Part Time Work ◆ Service Learning Projects ◆ Supervised Agricultural Experiences (SAE) ◆ Work Experience Career Exploration Programs (WECEP)

This *Guide* focuses on developing and implementing effective work-based learning experiences—experiences that assess both academic and technical competency attainment—by formally linking the School-Site Career Preparation and Work-Site Career Application stages.

What Work Requires of Schools

In 1991, based on research conducted by the Secretary of Labor’s Commission on Achieving the Necessary Skills (SCANS), the U.S. Department of Labor released the SCANS report, *What Work Requires of Schools*. The report discussed the changes the U.S. economy and workplaces were undergoing and the subsequent need for all students to develop particular competencies and foundation skills required for success in the new world of work.

The three areas of SCANS *foundation skills* are (1) basic skills (reading, writing, mathematics, listening, speaking), (2) thinking skills (creative thinking, decision making, problem solving, knowing how to learn, reasoning), and (3) personal qualities (responsibility, self-esteem, sociability, self-management, integrity). The five SCANS *competency areas* are (1) use of resources, (2) interpersonal skills, (3) use of information, (4) knowledge of how systems work, and (5) facility with new technologies (see page 2). The content of the SCANS report became a guideline for educators and others developing or revising education and training programs and curriculum in schools and other education settings.

The following tables provide detailed descriptions of the SCANS Foundation Skills and Competency Areas.

SCANS Workplace Competencies

Teaching the SCAN Competencies, The Secretary's Commission
on Achieving Necessary Skills, U.S. Department of Labor, 1993

THE FOUNDATIONS	Basic Skills	<ul style="list-style-type: none"> ◆ <i>Reading</i> - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules ◆ <i>Writing</i> - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts ◆ <i>Arithmetic/Mathematics</i> - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques ◆ <i>Listening</i> - receives, attends to, interprets, and responds to verbal messages and other cues ◆ <i>Speaking</i> - organizes ideas and communicated orally
	Thinking Skills	<ul style="list-style-type: none"> ◆ <i>Creative Thinking</i> - generates new ideas ◆ <i>Decision Making</i> - specific goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative ◆ <i>Problem Solving</i> - recognizes problems and devises and implements plan of action ◆ <i>Seeing Things in the Mind's Eye</i> - organizes, and processes symbols, pictures, graphs, objects and other information ◆ <i>Knowing How to Learn</i> - uses efficient learning techniques to acquire and apply new knowledge and skills ◆ <i>Reasoning</i> - discovers a rule or principle underlying the relationship between two or more objects and applied it when solving a problem
	Personal Qualities	<ul style="list-style-type: none"> ◆ <i>Responsibility</i> - exerts a high level of effort and perseveres towards goal attainment ◆ <i>Self-Esteem</i> - believes in own self-worth and maintains a positive view of self ◆ <i>Sociability</i> - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings ◆ <i>Self-Management</i> - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control ◆ <i>Integrity/Honesty</i> - chooses ethical courses of action

SCANS Workplace Competencies

*Teaching the SCAN Competencies, The Secretary's Commission
on Achieving Necessary Skills, U.S. Department of Labor, 1993*

<p>COMPETENCIES</p> <p>Effective workers can productively use</p>	Resources	<ul style="list-style-type: none"> ◆ <i>Time</i> - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules ◆ <i>Money</i> - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives ◆ <i>Materials and Facilities</i> - Acquires, stores, allocates, and uses materials or space efficiently ◆ <i>Human Resources</i> - Assesses skills and distributes work accordingly, evaluates performance and provides feedback.
	Inter-personal Skills	<ul style="list-style-type: none"> ◆ <i>Participates as Member of a Team</i> - contributes to group effort ◆ <i>Teaches Others New Skills</i> ◆ <i>Serves Clients/Customers</i> - works to satisfy customers' expectations ◆ <i>Exercises Leadership</i> - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies ◆ <i>Negotiates</i> - works toward agreements involving exchange of resources, resolves divergent interests ◆ <i>Works with Diversity</i> - works well with men and women from diverse backgrounds
	Information	<ul style="list-style-type: none"> ◆ <i>Acquires and Evaluates Information</i> ◆ <i>Organizes and Maintains Information</i> ◆ <i>Interprets and Communicates Information</i> ◆ <i>Uses Computers to Process Information</i>
	System	<ul style="list-style-type: none"> ◆ <i>Understands Systems</i> - knows how social, organizational, and technological systems work and operates effectively with them ◆ <i>Monitors and Corrects Performance</i> - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions ◆ <i>Improves or Designs Systems</i> - suggests modifications to existing systems and develops new or alternative systems to improve performance
	Technology	<ul style="list-style-type: none"> ◆ <i>Selects Technology</i> - chooses procedures, tools or equipment including computers and related technologies ◆ <i>Applies Technology to Task</i> - understands overall intent and proper procedures for setup and operation of equipment ◆ <i>Maintains and Troubleshoots Equipment</i> - Prevents, identifies, or solves problems with equipment, including computers and other technologies.

ORDER FORM

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PART I

WORKPLACE COMPETENCY DEVELOPMENT

Overview

Part I focuses on the individual, team, and personal/professional competency development of the student and incorporates all of the SCANS competency areas and foundation skills into nine competency areas consisting of 27 assessments. Competency-based programs puts the student at the center of the learning with clear expectations that they take an active role in the learning process. Several learning activities are provided for each of the 27 assessments. In addition, an extensive list of print, video, online, and Internet resources is included for each competency.

Workplace Competency Learning Plan

The students' Workplace Competency Learning Plan provides a tool for helping students and teachers manage learning. The learning plan covers what will be learned, how and when it will be learned, as well as how to judge whether it has been learned. This strategy shifts the responsibility for achieving learning goals from the teacher to the student.

WORKPLACE COMPETENCY DEFINITIONS		
INDIVIDUAL COMPETENCIES	1. Communication and Literacy	The student demonstrates the ability to speak, listen, read, and write to function successfully at the work site.
	2. Organizing and Analyzing Information	The student gathers, organizes, and evaluates the meaning of documents and information
	3. Problem Solving	The student identified problems, understands their context and develops solutions.
	4. Using Technology	The student participates fully in a task or project from initiation to completion, using appropriate time-management skills.
	5. Completing Entire Activities	The student participates fully in a task or project from initiation to completion.
TEAM COMPETENCIES	6. Acting Professionally	The student meet workplace standards on attendance, punctuality, dress-code, confidentiality, flexibility and self-control.
	7. Interacting with Others	The student works professionally and respectfully with a diversity of co-workers, supervisors and customers, resolving conflicts in a constructive manner.
	8. Understanding All Aspects of the Industry	The student understands the structure and dynamics of the entire organization, health and safety issues in the industry and the role of the business within the larger economy.
PERSONAL & PROFESSIONAL DEVELOPMENT COMPETENCIES	9. Taking Responsibility for Career and Life Choices	The student balances demands of work, school and personal life and takes responsibility for developing his or her own personal and professional growth.

Using the Workplace Competency Learning Plan

The goal of the *Workplace Competency Learning Plan* (pages I-7-8) is to promote and measure growth in general skill areas called competencies. You may find that only a few of the competencies match the job or internship a student is performing. If so, identify those competencies and use only those competency assessments that apply to the situation.

Initial and Follow Assessment

Once appropriate competencies have been identified for a specific learning experience, the following process should be followed:

- Step # 1 Initial assessment of the student's competency level prior to the WBL experience. Complete the Workplace Competency Summary Sheet for Initial Review (page I-9).
- Step # 2 Setting goals for student to reach during the WBL experience (see pages I-10-18)
- Step # 3 Follow up assessment of student's competency level to document learning and productivity gain during the WBL experience. Complete the Workplace Competency Assessment Summary Sheet for Followup Review (see page I-9).

**Workplace Competency Learning Plan
ASSESSMENT TIMETABLE**

Short-Term Placements (2-8 Weeks)

The objective is to measure the student's skill development within a relatively short period. Focus on a few of the competencies and rate the student twice, at the beginning and end of the experience. The supervisor and student can focus on attaining realistic goals using this suggested time line. It requires getting started quickly in order to maximize the benefits of the process. You may need to adapt it to the needs of your particular work site.

Time Frame	Activity
Before Employment	<ul style="list-style-type: none"> • Identify job description and tasks to be completed. • Pick the 3-5 competencies most critical to the job. • Share job description and competencies with student during job interview (if appropriate/applicable). • Complete cover sheet. Pull out work sheets for competencies selected and attach to cover and summary sheets.
1st Week of Employment	<ul style="list-style-type: none"> • Observe student's performance on assigned tasks and projects.
2nd Week of Employment	<ul style="list-style-type: none"> • Conduct initial evaluation meeting with student; share your rating with student; set goals in competency areas.
Throughout Employment	<ul style="list-style-type: none"> • Reinforce performance goals throughout the duration of the placement
Final Week of Employment	<ul style="list-style-type: none"> • Conduct the final assessment meeting; share the level of competency that the student has achieved.

Extended Placements (8 Weeks or Longer)

The objective is to promote and measure the student's growth over a substantial length of time. Because there is more time than a short-term placement, more competency areas can be addressed. To cover this ground successfully, observe the student's performance for a longer period (one or two months) before making the initial assessment. Then, regular follow-up assessments (quarterly, for example) are made to ensure student's progress.

Before Employment	<ul style="list-style-type: none"> • Develop job description and tasks to be completed. • Share these with students during job interview.
1st One or Two Months of Employment	<ul style="list-style-type: none"> • Observe the student's performance on the job. • Assess level in as many competencies as you can. • Conduct an initial evaluation meeting, sharing assessment with student, setting performance goals.
Quarterly	<ul style="list-style-type: none"> • Follow-up with subsequent assessment meetings, acknowledging growth and setting goals where applicable.
Throughout Employment	<ul style="list-style-type: none"> • Reinforce goals with student.
Final Week of Employment (or at appropriate intervals)	<ul style="list-style-type: none"> • Conduct the final assessment meeting; share the level of competency that the student has achieved.

Assessing Student Competency Levels

Competency Rating Scale

The Workplace Competency Learning Plan has nine competencies and 2-4 assessments for each competency for a total of 27 assessments.

The Learning Plan has four rating levels in each competency area:

Needs Development	Competent	Proficient	Advanced
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- Each competency has a one-page assessment that breaks the competency into specific student performance.
- Rate the student in each skill by checking the appropriate box in each section which most closely matches the student.
- Once you have rated the student in each section of the competency, estimate the overall average rating in the competency and indicate it by checking a rating on the corresponding summary sheet.
- Record any comments and goals for progress in the marked space.

Common Questions

What if a student performs between rating levels? You may complete a worksheet and notice that you have checked one box at the Competent level and one at Proficient and yet another at Needs Development. Many supervisors ask how to rate a student in this situation. Use your best judgment to estimate a rating. If a student is truly between ratings in a competency, you should choose the lower rating at an initial evaluation because a student then has an attainable goal of reaching the higher level by the time of the next evaluation. If you set clear goals in the competency, the student will be able to achieve the next level by the next assessment. Seeing measurable progress gives the student a sense of satisfaction and reinforces the idea that he or she can achieve goals.

How are assessments shared with the student?

- Be direct and honest about strengths and weaknesses. Teenagers need honest feedback about their performance. Clarity about goals and expectations is also a critical component of student success.
- Invite the career specialist or teacher to meet with you at the work site if you are uncomfortable about communicating your feedback to the student.
- Verbal reinforcement of goals, objectives and progress between assessments is important. Regular communication on these topics will make it easier for you to give challenging feedback. It will also make for a more comfortable and productive relationship.

What is the student's role in the process?

- Explain the process to the student, so he or she knows what to expect.
- Let the student develop his or her own Learning Plan, either with you, or simultaneously while you develop your version. Students quite often are close to their supervisors in their description of the job, their choice of competencies and even in how they rate themselves. This type of active participation heightens the student's self-awareness and understanding of what he or she can get out of the work experience.

- Involve the student in the goal-setting process. It can be very difficult for students to take the initiative and ask to work on a new project or task. An assessment meeting is often a good time to let the student know that you are interested in his or her development at the work site.

An Example: Rating the Student in Competency # 1

Below is a hypothetical scenario to demonstrate how to rate a student in a competency.

Jeff has been in Corporate Accounts Department for four weeks. He is assigned various data entry, filing and delivery duties. When he began, he was timid and quiet. Now he is comfortable with his co-workers. He speaks more in a sociable way and is always polite. He does not speak very much about his assignments or issues occurring in the department. He generally listens respectfully to instructions, but his supervisor is not always sure he understands. When his supervisor asks him to type a memo regarding his accomplishment last week, however, he produces a document in which his grammar and punctuation are fairly good. Since then, his supervisor has considered giving him more writing assignments.

Rating Jeff:

Start with Competency #1, Communicate and Understand Ideas and Information.

- In *Speaking*, he seems to fall between Needs Development, “Learning to speak clearly, audibly and courteously,” and Competent, “Speaks clearly and uses language appropriate to the environment both in person and on the phone.” He would be rated as Needs Development and given goals of speaking more often, especially about word-related issues, and learning the vocabulary used in the department.
- In *Listening*, he does “make eye contact,” but does not “repeat instructions to confirm understanding,” which define Competent, so he would be rated Needs Development, “Developing listening skills, working to make eye contact and confirm understanding.” His goal here would be to repeat instructions to his supervisor after he heard them, which, if accomplished, would bring him to the Competent level at the next evaluation.
- In *Reading*, it is unclear what his reading level is from this example, so he cannot be rated. He should be given some reading during the next evaluation period to assess his level.
- In *Writing*, his performance most closely matches the description under Competent, “Writes clearly with correct grammar,” so you would check that box.

In this competency, the overall rating would be Needs Development, since he received this rating in two out of three skills that could be rated, and received Competent in the third. He is an example of a student who could move up a level—to Competent—for the next assessment by achieving specific goals, such as taking the initiative to communicate, repeating instructions after he heard them and learning to use department terminology.

**Workplace Competency Assessment
Sample Forms**

Form	Purpose	Page #
Workplace Competency Learning Plan	This form is completed for each student to delineate what will be learned, how and when it will be learned, as well as how to judge whether it has been learned.	I - 7-8
Workplace Competency Assessment Summary Sheet	This form is used for both the “Initial” and “Follow up” assessment of student competencies.	I - 9
Assessment of Workplace Competency # 1 - Communication & Literacy	These forms are used to set student goals and to assess student competency development as a result of both the school-site and work-site learning experiences.	I - 10
Assessment of Workplace Competency # 2 - Organizing & Analyzing Information		I - 11
Assessment of Workplace Competency # 3 - Problem Solving		I - 12
Assessment of Workplace Competency # 4 - Using Technology		I - 13
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Assessment of Workplace Competency # 8 - Understanding All Aspects of the Industry		I - 17
Assessment of Workplace Competency # 9 - Taking Responsibility for Career and Life Choices		I - 18

Workplace Competency Learning Plan

Student: _____ ID# _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

Step 1: Write a brief (2-4 sentences) job description here:

Step 2: Review the 9 competencies listed below. Pick the competency(ies) that are most applicable to the student's job and pull the applicable pages(s).

I. Individual	II. Team
1. Communication and Literacy a. Speaking b. Listening c. Reading d. Writing	6. Acting Professionally a. Attendance and Appearance b. Accepting Direction and Criticism c. Flexibility and Maintaining Self-Control d. Respecting Confidentiality
2. Organizing and Analyzing Information a. Collecting and Organizing Information b. Research and Analysis c. Quantitative Analysis and Mathematics	7. Interacting With Others a. Interacting with Customers/Clients b. Interacting with Co-workers c. Managing Stress and Conflict d. Respecting Diversity
3. Problem Solving a. Identifying Problems b. Solving Problems	8. Understanding All Aspects of the Industry a. Understanding the Structure and Dynamics of the Entire Organization b. Recognizing Health and Safety Issues c. Understanding Personnel Policy and the Labor/Management Relationship
4. Using Technology a. Using Work Tools and Office Equipment b. Computer Operation	III. Personal and Professional Development
5. Completing Entire Activities a. Initiating and Completing Projects b. Time Management	9. Taking Responsibility for Career and Life Choices a. Teaching and Learning on an Ongoing Basis b. Balancing Personal, Professional and Academic Responsibilities c. Setting Career Goals

Step 3: In more detail, list 5-7 objectives, tasks, and/or projects that the student must accomplish at work and list the corresponding competency(ies) that correlates to that task/project.

Task	Competency(ies) (E.g.: lc, 3a,b; 7a)
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Step 4. Initial Review: After 1-2 weeks on the job, rate the student by checking the appropriate boxes on the individual competency sheet(s) (pages I-10-18). Set goals with the student in the chosen competency area(s) and write these in the boxes marked “Goals.” After completing individual sheet(s), record the rating on the Summary Sheet (page I-9).

Step 5. Follow Up Review: At the end of the job, or at appropriate intervals, meet with the student again to revisit the competencies. Discuss which goals the student has met and which the student may want to continue working on in other areas. Rate the overall competency level on the Summary Sheet (page I-9) to assess the student’s growth.

Step 6. After each review, have the appropriate people sign and date the Summary Sheet.

Workplace Competency Assessment SUMMARY SHEET

Student: _____ ID# _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____

WBL Coordinator: _____

Competencies		Needs Development	Competent	Proficient	Advanced
1. Communication and Literacy: The student demonstrates the ability to speak, listen, read, and write to function successfully at the work site.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Organizing and Analyzing Information: The student gathers, organizes, and evaluates the meaning of documents and information.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Problem Solving: The student identifies problems, understands their context and develops solutions.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using Technology: The student identifies and applies appropriate technologies.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Completing Entire Activities: The student participates fully in a task or project from initiation to completion, using appropriate time-management skills.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Acting Professionally: The student meets workplace standards on attendance, punctuality, dress-code, confidentiality, flexibility and self-control.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Interacting with Others: The student works professionally and respectfully with a diversity of co-workers, supervisors and customers, resolving conflicts in a constructive manner.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Understanding All Aspects of the Industry: The student understands the structure and dynamics of the entire organization, health and safety issues in the industry and the role of the business within the larger community.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Taking Responsibility for Career and Life Choices: The student balances demands of work, school and personal life and takes responsibility for developing his or her own personal and professional growth.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature Initial Review Date Follow Up Review Date

Parent Signature Initial Review Date Follow Up Review Date

Supervisor Signature Initial Review Date Follow Up Review Date

WBL Coord. Signature Initial Review Date Follow Up Review Date

ASSESSMENT OF COMPETENCY **1** *Communication and Literacy*

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
1a. Speaking			
<input type="checkbox"/> Learning to speak clearly, audibly and courteously.	<input type="checkbox"/> Speaks clearly and uses language appropriate to the environment both in person and on the telephone.	<input type="checkbox"/> Expresses complex ideas in an organized and concise manner.	<input type="checkbox"/> Presents effectively to a group using well-organized format, concise language and clear enunciation.
<i>ΔComments:</i>			
1b. Listening			
<input type="checkbox"/> Developing listening skills; working to make eye contact and confirm understanding.	<input type="checkbox"/> Listens attentively; makes eye contact; repeats instructions to confirm understanding.	<input type="checkbox"/> Listens attentively and demonstrates understanding through relevant responses and questions.	<input type="checkbox"/> Retains complex information over time and applies it to later work.
<i>ΔComments:</i>			
1c. Reading			
<input type="checkbox"/> Reads written directions and workplace documents with assistance.	<input type="checkbox"/> Reads written directions and workplace documents independently.	<input type="checkbox"/> Reads and understands written materials, including technical documents, independently; asks questions where appropriate.	<input type="checkbox"/> Reads complex written materials and executes related tasks independently.
<i>ΔComments:</i>			
1d. Writing			
<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Writes clearly with correct grammar.	<input type="checkbox"/> Writes clearly using work-related terminology	<input type="checkbox"/> Writes and develops professional material such as newsletters and marketing brochures.
<i>ΔComments:</i>			
<i>Goals:</i>			

ASSESSMENT OF COMPETENCY **2** Organizing and Analyzing Information

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
2a. Collecting and Organizing Information			
<input type="checkbox"/> Developing ability to collect and organize information and material needed for a task.	<input type="checkbox"/> Effectively compiles information and resources, including via the Internet.	<input type="checkbox"/> Effectively organizes and evaluates the relevance and accuracy of information.	<input type="checkbox"/> Identifies and obtains missing information based on mastery of subject.
<i>ΔComments:</i>			
2b. Research and Analysis			
<input type="checkbox"/> Developing a familiarity with pertinent information and its location.	<input type="checkbox"/> Researches and synthesizes information from a variety of sources.	<input type="checkbox"/> Analyzes, interprets and draws conclusions from a variety of information types and sources.	<input type="checkbox"/> Develops theories of action and tests them in practice.
<i>ΔComments:</i>			
2c. Quantitative Analysis and Mathematics			
<input type="checkbox"/> Performs simple calculations—addition and subtraction—with and without a calculator.	<input type="checkbox"/> Applies basic math, including multiplication and division, to complete appropriate tasks.	<input type="checkbox"/> Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles or other mathematical relationships.	<input type="checkbox"/> Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts.
<i>ΔComments:</i>			

Goals:

ASSESSMENT OF COMPETENCY **3** Problem Solving

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
3a. Identifying Problems			
<input type="checkbox"/> Identifies problems with help from supervisor.	<input type="checkbox"/> Identifies problems independently.	<input type="checkbox"/> Explores cause of problems and evaluates impact on various stakeholders.	<input type="checkbox"/> Identifies potential problems and proposes preventive action.
<i>ΔComments:</i>			
3b. Solving Problems			
<input type="checkbox"/> Solves problems with help from supervisor.	<input type="checkbox"/> Solves simple problems independently.	<input type="checkbox"/> Explores options and considers several alternative solutions when solving problems.	<input type="checkbox"/> Develops hypotheses and proposes creative solutions and systemic change, including preventive action.
<i>ΔComments:</i>			

Goals:

ASSESSMENT OF COMPETENCY **4** *Using Technology*

Student: _____ ID# _____
 Supervisor: _____
 Student's Job Title: _____
 First Review Date: _____

School: _____
 Company: _____
 Career Specialist/Teacher: _____
 Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
4a. Using Work Tools and Office Equipment			
<input type="checkbox"/> Uses work tools and/or basic office equipment with supervision.	<input type="checkbox"/> Uses work tools and/or office equipment independently.	<input type="checkbox"/> Trouble shoots and solves problems using work tools and/or office equipment.	<input type="checkbox"/> Takes initiative in maintaining tools/equipment and/or seeing to it that they are repaired.
<i>ΔComments:</i>			
4b. Computer Operation			
<input type="checkbox"/> Learning basic computer skills.	<input type="checkbox"/> Demonstrates basic computer skills.	<input type="checkbox"/> Uses appropriate software to complete assignments.	<input type="checkbox"/> Applies appropriate software innovatively to improve organization's productivity.
<i>ΔComments:</i>			

Goals:

ASSESSMENT OF COMPETENCY **5** *Completing Entire Activities*

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
5a. Initiating and Completing Projects			
<input type="checkbox"/> Completes tasks and projects as assigned with supervision.	<input type="checkbox"/> Completes tasks and projects as assigned.	<input type="checkbox"/> Initiates and completes projects independently.	<input type="checkbox"/> Delivers high-quality results on schedule.
<i>Comments:</i>			
5b. Time Management			
<input type="checkbox"/> Meets assigned deadlines with supervision.	<input type="checkbox"/> Meets assigned deadlines independently.	<input type="checkbox"/> Sets priorities and deadlines independently.	<input type="checkbox"/> Manages multiple tasks and projects effectively.
<i>Comments:</i>			

Goals:

ASSESSMENT OF COMPETENCY **6** *Acting Professionally*

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
6a. Attendance and Appearance			
<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress with supervision.	<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress independently.	<input type="checkbox"/> Is a model of excellent attendance and dress; attends events beyond those required.	<input type="checkbox"/> Represents organization at meetings and events.
<i>ΔComments:</i>			
6b. Accepting Direction and Criticism			
<input type="checkbox"/> Learning to accept direction.	<input type="checkbox"/> Accepts direction with positive attitude.	<input type="checkbox"/> Accepts constructive criticism with positive attitude.	<input type="checkbox"/> Accepts and applies constructive criticism to improve performance.
<i>ΔComments:</i>			
6c. Flexibility and Maintaining Self-Control			
<input type="checkbox"/> Learning to adapt to change. Resumes self-control with supervision.	<input type="checkbox"/> Adapts to change with positive attitude. Resumes self-control independently.	<input type="checkbox"/> Explores change. Maintains self-control in challenging circumstances.	<input type="checkbox"/> Initiates change. Maintains self-control in extremely difficult circumstances.
<i>ΔComments:</i>			
6d. Respecting Confidentiality			
<input type="checkbox"/> Maintains confidentiality with supervision.	<input type="checkbox"/> Understands why certain information must remain confidential.	<input type="checkbox"/> Maintains confidentiality independently.	<input type="checkbox"/> Models good discretion for others in maintaining confidentiality.
<i>ΔComments:</i>			
<i>Goals:</i>			

ASSESSMENT OF COMPETENCY **7** *Interacting With Others*

Student: _____ ID# _____
 Supervisor: _____
 Student's Job Title: _____
 First Review Date: _____

School: _____
 Company: _____
 Career Specialist/Teacher: _____
 Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
7a. Interacting With Customers/Clients			
<input type="checkbox"/> Developing skills necessary to deal with difficult customers/clients and situations.	<input type="checkbox"/> Appropriately requests assistance when dealing with difficult customers/clients and situations.	<input type="checkbox"/> Resolves client/customer problems independently where appropriate.	<input type="checkbox"/> Proactively handles stress of difficult customers/clients and situations.
<i>ΔComments:</i>			
7b. Interacting With Co-Workers			
<input type="checkbox"/> Developing basic interaction skills. Responds when others initiate conversations.	<input type="checkbox"/> Initiates positive interactions with co-workers.	<input type="checkbox"/> Participates constructively as part of a team.	<input type="checkbox"/> Leads teams of co-workers to complete projects in an effective and timely manner.
<i>ΔComments:</i>			
7c. Managing Stress and Conflict			
<input type="checkbox"/> Identifies conflict and considers its source with supervision.	<input type="checkbox"/> Identifies conflict and considers is source independently.	<input type="checkbox"/> Recognizes and avoids potential conflict. Maintains perspective and a sense of humor.	<input type="checkbox"/> Resolves conflict by appropriately addressing issues with involved parties.
<i>ΔComments:</i>			
7d. Respecting Diversity			
<input type="checkbox"/> Developing an understanding of diversity.	<input type="checkbox"/> Understands diversities and similarities.	<input type="checkbox"/> Demonstrates ability to work with people different from him/herself.	<input type="checkbox"/> Seeks out opportunities to work with people different from him/herself.
<i>ΔComments:</i>			
Goals:			

ASSESSMENT OF COMPETENCY 8 Understanding All Aspects of the Industry

Student: _____ ID# _____
 Supervisor: _____
 Student's Job Title: _____
 First Review Date: _____

School: _____
 Company: _____
 Career Specialist/Teacher: _____
 Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
8a. Understanding the Structure and Dynamics of the Entire Organization			
<input type="checkbox"/> Is aware of his/her own role within the department.	<input type="checkbox"/> Demonstrates working knowledge of the department's role in the organization and how it relates to other departments.	<input type="checkbox"/> Understands and negotiates the communication and workflow between departments.	<input type="checkbox"/> Understands the role of the organization in the industry and the economy.
<i>ΔComments:</i>			
8b. Recognizing Health and Safety Issues			
<input type="checkbox"/> Practices appropriate health and safety protocol at the workplace with assistance.	<input type="checkbox"/> Practices appropriate health and safety protocol independently and recognizes their importance.	<input type="checkbox"/> Understands the implications of health and safety principles and applies them to new situations.	<input type="checkbox"/> Models good health and safety practices and helps others to understand their importance.
<i>ΔComments:</i>			
8c. Understanding Personal Policy and the Labor/Management Relationship			
<input type="checkbox"/> Developing an understanding of personnel policy, and where appropriate, the role of labor organizations.	<input type="checkbox"/> Understands personnel policy, and however appropriate, the role of labor organizations.	<input type="checkbox"/> Adheres to personnel policy and understands its impact on individuals.	<input type="checkbox"/> Understands personnel policy and its impact on the organization; and contributes to a positive work culture.
<i>ΔComments:</i>			
<i>Goals:</i>			

Student: _____ ID# _____
 Supervisor: _____
 Student's Job Title: _____
 First Review Date: _____

School: _____
 Company: _____
 Career Specialist/Teacher: _____
 Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
9a. Teaching and Learning on an Ongoing Basis			
<input type="checkbox"/> Developing an appreciation for learning new skills.	<input type="checkbox"/> Participates in professional development opportunities and shares learning upon request.	<input type="checkbox"/> Participates in professional development opportunities and shares learning independently.	<input type="checkbox"/> Uses and actively acquires new skills; initiates training of others.
<i>ΔComments:</i>			
9b. Balancing Personal, Professional and Academic Responsibilities			
<input type="checkbox"/> Learning to recognize the differences among personal, professional and academic life choices.	<input type="checkbox"/> Applies the ability to manage personal, professional and academic responsibilities	<input type="checkbox"/> Balances personal, professional and academic life choices.	<input type="checkbox"/> Prioritizes effectively among personal, professional and academic responsibilities
<i>ΔComments:</i>			
9c. Setting Career Goals			
<input type="checkbox"/> Needs to gain awareness of career opportunities.	<input type="checkbox"/> Aware of career opportunities.	<input type="checkbox"/> Actively researches career opportunities.	<input type="checkbox"/> Initiates steps to accomplish career goals, including participating in professional development activities such as workshops and seminars.
<i>ΔComments:</i>			

Goals:

Workplace Competency Learning Activities List

This section includes several workplace competency learning activities for each of the following 27 assessments. The assessments are divided into three competency areas: Individual, Team, and Personal and Professional Development.

INDIVIDUAL COMPETENCIES

Competency # 1 - Communication and Literacy

1-a Speaking

Perception Exercises	23
Analyze Your Voice.....	27
The Eye Contact Game	31

1-b Listening

Perception Exercises	23
The Eye Contact Game	31
Breakdown In Communication	35
Listening Exercise.....	37
The Peanut Butter and Jelly Game.....	39
Announcement! Announcement!.....	41

1-c Reading

Perception Exercises	23
Fire, Aim Ready!.....	43

1-d Writing

Perception Exercises	23
Announcement! Announcement!.....	41
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Career Coverage.....	53
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Competency # 2 - Organizing and Analyzing Information

2-a Collecting and Organizing Information

Admirable Attitudes	51
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2-b Research and Analysis

Flash Forward	55
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2-c Quantitative Analysis and Mathematics

Checking It Out.....	59
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Competency # 3 - Problem Solving

3-a Identifying Problems

Decision-Making Guide	69
Pick A Bag	73
Late Again.....	75

3-b Solving Problems

Decision-Making Guide	69
Pick A Bag	73
Late Again.....	75
Breaking Into The Shoe Business	79

Creativity/Visualization	81
Broken Squares	85

Competency # 4 - Using Technology

4-a Using Work Tools and Office Equipment

Technology Tools and Equipment	91
--------------------------------------	----

4-b Computer Operation

Word Processing	93
Word Processing - Spelling - Grammar Check - Thesaurus.....	97

Competency # 5 - Completing Entire Activities

5-a Initiating and Completing Projects

We Can	103
Teen Targets.....	105
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5-b Time Management

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TEAM COMPETENCIES

Competency # 6 - Acting Professionally

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Fit To Be Hired	121
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6-b Accepting Direction and Criticism

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6-c Flexibility and Maintaining Self-Control

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6-d Respecting Confidentiality

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Competency # 7 - Interacting with Others

7-a Interacting with Customers/Clients

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Attitudes Toward Interacting With People.....	157

7-b Interacting with Co-Workers

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7-c Managing Stress and Conflict

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Career Interview	181
7-d Respecting Diversity	
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Competency # 8 - Understanding All Aspects of The Industry	
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8-b Recognizing Health and Safety Issues	
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Accident Insurance.....	203
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PERSONAL & PROFESSIONAL DEVELOPMENT COMPETENCIES

Competency # 9 - Taking Responsibility for Career and Life Choices	
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9-b Balancing Personal, Professional, and Academic Responsibilities	
The Balancing Act	221
9-c Setting Career Goals	
Tips from the Top.....	223
Career/Life Planning	227
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Competency #1 - Communication and Literacy

Perception Exercises

Overview of Activity: This activity helps students recognize that people perceive things differently. They will begin to understand the necessity of concrete, clear words and images in effective communications.

Assessment Area(s): 1a - Speaking; 1b - Listening; 1c - Reading; 1d - Writing

Time Required: 15 minutes plus discussion

Steps to Complete Activity:

Webster's definition of perception is "an awareness or understanding through the use of the senses." The problem with this definition is that most people think of the five physical senses and do not consider other factors such as intuition, logic, need, and emotion.

Do the perception exercises on the attached handout. Ask for responses from the students. (The responses will vary in each instance.)

1. How many F's are there in the sentence?
2. How many squares are there?
3. Which line is longer?
4. What do you see in the drawing?
5. Connect all nine dots using four straight lines, never lifting your writing instrument from the paper.

Materials/Equipment Needed: Perception Exercises Handout for each student (or put each exercise on an overhead or the board).

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Why were the responses different among the members of the class?
- Discuss the concept of perception.
- How is one's perception significant to the subject of communications?
- What factors should we take into consideration when communicating with others?
- What are some factors that might influence one's human perception? (Discuss such things as life experiences, media influences, alcohol and narcotics usage, etc.)

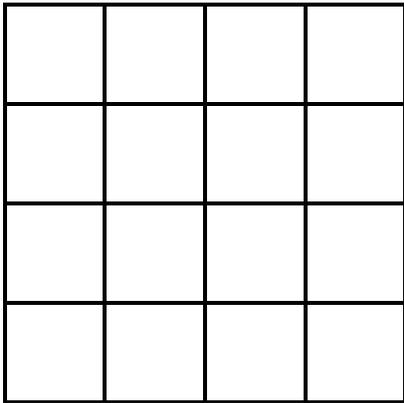
Source: Written by Jan Hess, Bryan High School, Omaha, NE

PERCEPTION EXERCISES

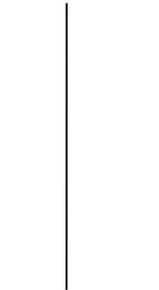
How many F's are there in the following sentence? _____

FINISHED FILES ARE THE RESULT OF MANY YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF SEVERAL YEARS.

How many squares are there?



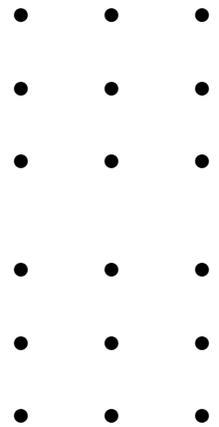
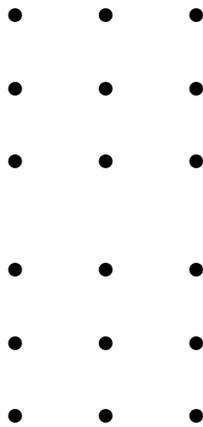
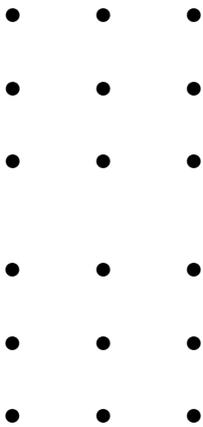
Which line is longer?



What do you see in this drawing?

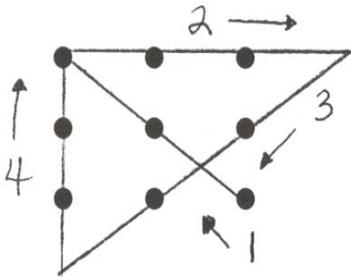


Connect all nine dots with four straight lines without lifting your pen or pencil from the paper.



ANSWERS TO PERCEPTION EXERCISES

1. How many F's are there in the sentence? (6; most people skip over the "f" in "of")
2. How many squares are there?
(Some students will say 16, some will have numbers in the 20s. An amazing number of different answers will be given. Put these answers on the board as they are called out and then say, "Are we all looking at the same figure?" Then proceed to show students that the simple procedure of squaring will give them an answer of 16. This is the way the normal mind will function. Then indicate how the outside frame of the 16 squares is a square also. This gives an answer of 17. Then 2 x 2 squares within the blocks will give answers in the 20s. Then 3 x 3 squares can be added to the total. Finally, say, "Well, all right, but I see 3,615,913 squares." At first, disbelief registers on the students' faces. Then refer them to a 3-dimensional block, relating that if the squares are viewed as three-dimensional, then a student might name any number of squares, since the answer is infinite. Thus, this exercise vividly points out how people can be guided to change their perceptions.)
3. Which line is longer?
(They will probably reply "a"; However, suggest that they are equal. To change the perception, the reader needs to look at the lines from the perspective of telephone poles in a line. Show students by putting an even shorter looking line to the right and then have students imagine that you have drawn a row of telephone poles. This demonstrates how a person's perception can change quickly.)
4. What do you see in the drawing?
(Either an old woman or a young lady.)
5. Connect all nine dots using four straight lines, never lifting your writing instrument from the paper.
(This is a good example of how a person's mind can work against him/her. Generally, the individual will see a square formed by the dots and consequently attempt to solve the problem within that square. Changing perception to see beyond the square is essential to solve this problem. Lines must be extended beyond the nine dots in order to connect all the dots.)



Competency #1 - Communication and Literacy

Analyze Your Voice

Overview of Activity: In the workplace it is essential to use good speaking techniques and to select/use words effectively. This activity will help students develop good voice qualities.

Assessment Area(s) 1a - Speaking

Time Required: Thirty minutes

Steps to Complete Activity:

1. Distribute newspaper/magazine articles to each student.
1. Have students make a tape recording of their voice.
2. Have the students listen to the tape and complete the attached rating.
3. Then pair students; have students rate each other, also.
4. Suggest to students that they should check back periodically to see if there has been any noticeable progress.

Materials/Equipment Needed: Samples of articles from magazines and newspapers; tape recorders and tapes; copies of the *Analyze Voice Qualities* rating sheet.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Why is it important to possess good speaking techniques?
- Why is word selection/usage important in the workplace?
- What can you do to develop effective voice qualities?

Source: Adapted from *Employment Skills for the Twenty-First Century*, Oklahoma Department of Vocational and Technical Education, Stillwater, OK 74074-4364

ANALYZE VOICE QUALITIES

VOICE RATING	YES	SOMETIMES	NO
Do you speak too loudly or in a noisy manner?			
Do people frequently ask you to repeat a statement you have made?			
Do you speak in the same tone continually?			
Do you speak in the same volume continually?			
Do you speak in an artificial, unnatural, and affected voice?			
Is your voice high-pitched and shrill?			
Do you frequently speak with lungs almost empty?			
Do you speak in long sentences which frequently lose their meaning?			
Do you hiss when using certain letters, such as P, B, T, C, and S?			
Do you speak in mush tones as if you had something in your mouth?			
Do you use “uh” and “er-uh” and “you know” frequently?			
Is your voice clouded and husky?			
Do you talk “through your nose”?			
Do you talk in a jerky manner?			
Do you talk in a whining and apologetic manner?			
Do you talk in a dominating, dictatorial tone?			
Do you stammer and stutter?			
Do you often speak too fast or in a slow drawl?			
Do you mispronounce words frequently?			
Does your voice lose its force and expression at the end of sentences?			
Do you speak in a flat, dull, and colorless tone?			
Do you jumble words which makes your speech hard to understand?			
Do you use a “gushy” or “goeey” voice when talking to friends?			
Do you choke off sounds?			
Is your voice unpleasant when you laugh?			
Do you put the “d,” “t,” and “ing” on the end of words?			
Do you run words together?			
Do you use slang or speak with an accent?			
Do you have an adequate vocabulary?			
Do your words flow out evenly and clearly?			
Is your voice friendly and cordial?			
Can you be heard clearly in the back of the room when speaking?			
Do you emphasize your main thought?			

Competency #1 - Communication and Literacy

The Eye Contact Game

Overview of Activity: Good eye contact is essential to good communication. This activity will help students see the importance of eye contact in good communication.

Assessment Area(s) 1a - Speaking; 1b - Listening

Time Required: One class period

Steps to Complete Activity:

1. Have students work in pairs and give each student a Contact Handout.
2. Ask students to have a 30- to 45-second conversation in the following manner:
 - One partner stands; the other sits in a chair.
 - Both stand, facing each other only a few inches apart.
 - Both stand with one partner facing the opposite direction.
 - Both partners stand back to back.
 - Both sit back to back about 5 feet apart.
 - One partner talks while the other looks around the room but not at the person talking.
 - Both talk at the same time but do not look at each other.
3. Each time have students talk about a different subject. Some examples are:
 - A time you were scared
 - Your favorite vacation spot
 - The worst food you've ever eaten
 - Your relationship with a brother or sister
 - Something you'd change about the school if you could
 - The most boring job to have
4. The teacher times the conversations and allows a minute or two in between each conversation so students can fill out the Contact Handout.

Materials Needed: A copy of the Contact Handout for each student; pens or pencils

Competency Assessment:

1. When pairs have tried each type of conversation, discuss the experience as a class. Ask students which type of conversation bothered them the most and why? Ask if they've ever tried to talk to someone who wasn't looking at them. How did this make them feel?
2. Stress the importance of making eye contact in job interviews, public speaking, general conversation, etc.

Source: Written by Jan Hess, Bryan High School, Omaha, NE

THE EYE CONTACT GAME

NAME _____ DATE _____

DIRECTIONS: Hold a 30- to 45-second conversation with a partner in the manner shown below. Your teacher will give you the topic each time. Then, after talking in the manner described, write down how you felt about each experience. Which method of talking was the most difficult?

CONVERSATION 1: One partner stands; the other sits in a chair.
How did you feel about talking in this manner?

CONVERSATION 2: Both partners stand facing each other a few inches apart.
How did you feel about talking in this manner?

CONVERSATION 3: Both partners stand; one partner turns and faces the opposite direction.
How did you feel about talking in this manner?

CONVERSATION 4: Both partners stand back to back.
How did you feel about talking in this manner?

CONVERSATION 5: Both partners sit back to back about 5 feet apart.
How did you feel about talking in this manner?

CONVERSATION 6: One partner talks while the other looks around the room, but not at the person talking. How did you feel about talking in this manner?

CONVERSATION 7: Both talk at the same time but do not make eye contact.
How did you feel about talking in this manner?

SUMMARY: Which method of talking was the most difficult? Support your answer.

Competency #1 - Communication and Literacy

Breakdown in Communications

Overview of Activity: This activity will help students see an example of breakdown in the communications process. As a result, they will be able to develop a list of some of the common barriers to the communication process.

Assessment Area(s): 1b - Listening

Time Required: One class period

Steps to Complete Activity:

1. At the end of the class period, instruct students as follows: *Instead of coming directly to class tomorrow, please line up alphabetically by last name outside the classroom.* Select one student, however, to come directly into the classroom.
2. At the beginning of the next day's class, place two seats facing each other at the front of the room. Sit down with the one selected student and give that student the following directions:
Let's assume that we have just formed a new company. We want to hire employees who are good communicators. (Show the picture to the student.) Look carefully at the picture. Look at all of the details of the picture. (Let the student look at the picture for at least a minute.) Your job will be to describe in detail everything you remember about this picture. Our purpose is to call the first student back into the classroom, and you will describe in full detail what you have just seen. Then you will instruct that student to repeat the information to the next student who enters the classroom. This is the only student who will see the picture.
3. Call in the next student. Have the student come to the front of the room and seat the student next to the first student. The first student will then recall the details of the picture.
4. Go through all of the students in the same sequence. As students finish their portion of the activity, have them be seated in the classroom.
5. Video tape the activity so that all students can see the entire breakdown of communication.

Materials/Equipment Needed: A picture from a magazine (select a picture that is full of detail and color--a picture that includes people, as well as several background features); video camera. Note: a picture of several people inside a house (each person doing something different) that includes several background details is a good choice. See the attached sample.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What happened to the communication from the first student to the last student?
- What are some factors that caused the breakdown in communication?
- Why do you think that some of the descriptions included information that wasn't even included in the picture being described?
- What are some things that you can do to help eliminate a breakdown in communications?
- How can we relate this to gossiping in the workplace?

Have students jointly develop a list of barriers to the communication process.

Source: Written by Jan Hess, Bryan High School, Omaha, NE

Competency #1 - Communication and Literacy

Listening Exercise

Overview of Activity: This activity is much like the “telephone game” children play. Scenarios are read and listeners must recall what has been heard.

Assessment Area(s) 1b - Listening

Time Required: 30 – 40 minutes

Steps to Complete Activity:

1. Before class make a copy of each of the following situations.
2. Divide the class into groups of 4-6 each.
3. Choose a reader for each group. Give a different situation to each reader.
4. Explain to the readers that they must read the situation only once – slowly.
5. Have the group discuss the situation after it has been read.

Materials/Equipment Needed:

Scenarios should be individually copied and distributed to groups.

Situation A.

We have all been witnesses to an automobile accident. Listen carefully as I read to you what we have all seen. We were all standing at the intersection of South Street and East Avenue in Turner Falls, Missouri. It was late in the morning. A blue sedan, carrying only a driver, stopped, signaled and made a right turn from South Street onto East Avenue. A four-axle truck raced into the intersection of East Avenue without bothering to obey the stop sign. The truck caught the side of the sedan’s front bumper. The sedan spun into a fire hydrant, breaking the hydrant in two. A flow of water came rushing out from the hydrant stump, and the neighborhood children were soon splashing in the water on this hot July day.

Situation B.

We are all witnesses to a bank robbery. Listen carefully as I read to you what we have all seen. At 1:00 p.m. we were standing in the lobby of the Second National Bank in Columbus, Ohio. Three persons dressed in clown outfits with faces painted white skipped into the bank. Each wore the same costume except that one had a red hat, another a green one, and the third, a yellow one. The clown with the red hat went to the teller at the last window while the other two clowns juggled oranges in the middle of the bank. Then the clown with the yellow hat began to shout advertisement for the circus. The clown with the green hat went from person to person selling tickets until the bank manager came out to chase the two of them away. By the time he got both clowns out through the revolving doors, the clown in the red hat had also disappeared. A minute later the bank manager walked to the last window. He found that the teller had fainted and that \$5,000 was missing from her drawer.

Situation C.

We are all witnesses to a rescue on the beach. Listen carefully as I read to you what we have all seen. We were all standing on the edge of the beach on Pelican Lake, which is located just outside of Silver Springs, Georgia. It was just afternoon because we had heard the noon bell from the fire station only a few minutes before. A boy of about ten years was fishing from a rowboat. His line jerked fiercely, and he stood up to reel in what might be a big catch. As he started to pull it in, a motorboat towing a water skier roared by. The skier’s wake rolled up against the rowboat and knocked the boy in the water. A big Labrador Retriever swam out into the lake and grabbed the boy by the collar of his shirt. Both boy and dog made it safely back to shore, and the motorboat vanished around the bend in the lake.

Situation D.

We are all witnesses to a tornado. Listen carefully as I read to you what we have all seen. August 29 □ It was a very hot and humid day in Wellcove, Texas. We were sitting on the front porch of our house trying to cool off. It was already late in the afternoon when we noticed the sky turning a bright yellow. A few minutes later we saw funnel shaped clouds coming in from the west. We knew that they were tornado clouds, so we ran into the basement for safety. Through the basement window, we saw a pickup truck lifted by the wind and set down on top of Newberry's Department Store. On the other side of our street, all of our windows were broken. Later we found out that some of the stores also had their insides knocked out, like the hardware store. But others were not damaged much at all. In the ice cream parlor, the cones were stacked in neat piles on the counter just behind the broken windows. On our side of the street, nothing was touched at all, except for a barber pole that was knocked over.

Situation E.

We are all witnesses to a poodle kidnapping. Listen carefully as I read to you what we have all seen. April 15 □ It was a warm day in San Francisco. We were all waiting in the TWA boarding lounge at the airport. Our jet was scheduled to leave for New York in 15 minutes. A gray miniature poodle with pink bows tied on its head was sitting on the lap of a well-dressed woman. Many people had stopped to pat the little dog on the head and ask the woman how it was going to travel aboard the airplane. She was explaining the airline rules for pets to an elderly man when a firecracker exploded about two feet away. The dog bolted into the crowd. We saw a man in a gray raincoat pick up the dog and run through the crowd into a room marked "Employees Only." We watched until we had to board the plane. Nobody entered or left the room.

Situation F.

We are all witnesses to a window cleaner's accident. Listen carefully as I read to you what we have all seen. It was early in the morning of September 11, a bright and warm day. We had just arrived at work on the top floor of the Old Crest Building in Baltimore. A few minutes later, we saw the window cleaner appear on the scene. He spent almost an hour setting up pulleys and a platform. Then he was finally ready to step out onto the platform and clean windows. About an hour later we saw a huge orange balloon floating past the windows. The balloon was about 60 feet tall. Hanging from the bottom of the balloon was a wicker basket with a young woman standing in it. The basket swung too close to the building and appeared to knock the window cleaner off the platform. We all rushed to the window to see what had happened. The woman in the basket had grabbed the window cleaner. His feet were kicking in mid-air. Finally they glided away from the building and landed safely in a horse chestnut tree in the middle of the park across the street.

Competency Assessment:

- After the discussions, one person in the group (not the reader) should report to the class what the situation was.
- Then the reader will read what the situation actually was.
- Discuss any differences.

Source: Written by Linda Brewer, Opportunities, Jobs, Careers, Metropolitan Community College, Omaha, NE

Competency #1 - Communication and Literacy

The Peanut Butter and Jelly Game

Overview of Activity: Listening skills are required for good communication. This activity helps students practice giving clear directions for a simple task and having a volunteer attempt to follow the directions to the letter.

Assessment Area(s) 1b - Listening

Time Required: 30 minutes

Steps to Complete Activity:

1. Place the items on a desk for all to see.
2. Ask students to write down all the steps for making a peanut butter and jelly sandwich. Tell them to be specific and assume nothing.
3. Ask a volunteer to read the directions that he or she has written, while you attempt to make the sandwich as stated. Don't assume anything. If they tell you to place the jelly on the bread, did they mention that you had to open the jar first? If not, simply place the jar of jelly on the loaf of bread.
4. After each unsuccessful attempt, allow the group to try to add to the details of their directions until the sandwich is made correctly.
5. Although this is a silly example of giving and following directions, ask students to discuss what happened in this activity.

Materials/Equipment Needed: Jar of peanut butter, jar of jelly, loaf of bread in the wrapper, butter knife and spoon, napkin, paper plate.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- When could not understanding or not giving clear directions be dangerous or cause a problem?
- What can we do to make sure that we always give clear directions?

Source: Written by Deb Crockett, Kearney High School, Kearney, NE

Competency # 1 - Communication and Literacy

Announcement! Announcement!

Overview of Activity: This activity will give students practice and listening to, understanding and writing work-related messages, such as those measured by ACT WorkKeys.

Assessment Area(s): 1b - Listening, 1d - Writing

Time Required: 10 minutes

Steps to Complete Activity:

1. Ask students to listen carefully to the morning announcements carefully as they will be responsible for reporting the information in a written format. Remind them that each piece of information must be included. It must be accurate and complete. Encourage them to take notes.
2. When the announcements have been completed, have the students prepare the information from their notes in a written format. The information must be in clear, complete sentences. Punctuation, grammar, and spelling must be correct. The ideas should be organized so that the central idea of the message is conveyed, and relationships among the pieces of information are well organized. Give them a maximum of 10 minutes to complete their writing.
3. Score the student responses:
 - Give 10 points for each announcement that is accurate.
 - Give 10 points for each announcement that is written in complete sentences.
 - Give 5 points if all punctuation is correct.
 - Give 5 points if all grammar is correct.
 - Give 5 points if all spelling is correct.
 - Give 15 points for each announcement where the main idea is clearly conveyed.
 - Give 15 points for each announcement where the pieces of information are well organized in a smooth, logical style.
4. The student with the highest number of points is the champion. The exercise will be more interesting if the student with the most points gets some small prize.

Materials/Equipment Needed: Cooperation from the Principal or other person making the announcements to support the activity and provide the teacher with all of the details contained in the announcements so the teacher can accurately score the responses. If this is a frequent activity in your class, the teacher may want to provide worksheets for the written responses that remind the students of the competencies (point system.)

Competency Assessment:

- How are these skills important to your success in college?
- How are these skills important to your success in your future career?
- What kinds of things will you need to be able to understand by listening in the career you have chosen?
- What kinds of things will you need to communicate in writing in that career?

Source: Written by Jackie Schmitz, Metropolitan Areas - Rural School-to-Work Partnerships, ESU #3, Omaha, NE

Competency #1 - Communication and Literacy

Fire, Aim, Ready

Overview of Activity: This activity will demonstrate that people don't always read or even follow simple directions.

Assessment Area(s): 1c - Reading

Time Required: 20 minutes

Steps to Complete Activity:

1. Pass out copies of Arithmetic Test face down.
2. Indicate that you will be asking them to solve some very simple problems in arithmetic involving addition, subtraction, multiplication, and division. State, "As soon as I say "go," turn your papers over, read over the entire exercise, and follow the directions. Work as fast as you can. You will have 60 seconds. Say "go."
3. Immediately start to count down the seconds remaining 59, 58, 57, etc., loudly enough for all members to hear.
4. When time is up, quickly ask for a report of answers. Students will soon discover that some of them have quite different answers.

Alternative Activity:

In the same procedure as above, do the 3-Minute Time Test

Materials/Equipment Needed: A copy of the Arithmetic Test for each member of the class

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- There's a saying, "If all else fails, read the directions." Why didn't students do so here?
- Have you ever seen incidents where poorly given or rushed instructions may be worse than none at all?
- Did you experience pressure at the start of this exercise?
- What effects did this have on your performance?
- In what ways did we fall prey to the trap of "Fire, aim, ready"? In other words, are we sometimes too quick to act before we analyze and prepare?

Source: Adapted from the *Big Book of Business Games*, John Newstrom, Edward Scannell, 1996, McGraw-Hill, Two Penn Plaza, New York, New York 10121-2298. Reprinted with permission of the McGraw-Hill Companies.

Name: _____

ARITHMETIC TEST

Directions: In the following simple arithmetic problems, a plus (+) sign means to multiply, a divide (\div) sign means to add, a minus (-) sign means to divide, and a times (x) sign means to subtract. Complete the problems following these directions.

$8 + 2 = \underline{\quad}$

$14 - 7 = \underline{\quad}$

$9 + 11 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$8 + 3 = \underline{\quad}$

$6 \div 2 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

$9 + 2 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

$8 - 4 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$9 + 6 = \underline{\quad}$

$8 - 4 = \underline{\quad}$

$1 \div 1 = \underline{\quad}$

$12 \times 2 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

$20 - 10 = \underline{\quad}$

$13 - 1 = \underline{\quad}$

$9 - 1 = \underline{\quad}$

$16 - 4 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$9 \div 9 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$12 + 2 = \underline{\quad}$

$8 + 4 = \underline{\quad}$

$6 \div 6 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$8 + 5 = \underline{\quad}$

$4 - 1 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$18 - 3 = \underline{\quad}$

$17 \times 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

$15 \times 3 = \underline{\quad}$

Source: Adapted from the *Big Book of Business Games*, John Newstrom, Edward Scannell, 1996, McGraw-Hill, Two Penn Plaza, New York, New York 10121-2298. Reprinted with permission of the McGraw-Hill Companies.

Name: _____

**3 MINUTE TIME TEST
CAN YOU FOLLOW DIRECTIONS?**

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "NAME" in sentence two.
4. Draw five small squares in the upper left hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title of this paper.
8. After the title, write-----yes, yes, yes.
9. Put a circle around sentence seven.
10. Put an "X" in the lower left hand corner of this paper.
11. Draw a triangle around the "X" you just made.
12. On the back side of this paper, multiply 703 x 66.
13. Draw a triangle around the word "paper" in sentence seven.
14. Loudly call out your first name when you get to this point.
15. If you think you have followed directions carefully to this point call out LOUDLY, "I have."
16. On the reverse side of this paper, add 8950 and 9726.
17. Put a circle around your answer, then put a square around the circle.
18. Count out in a medium speaking voice from one to ten backwards.
19. Punch three small holes in the top of this paper with your pencil point.
20. If you are the first person to get this far, call out loudly, "I am, the first person to reach this point and I am a leader in following directions."
21. Underline all even numbers on this side of the page.
22. Say out loudly, "I am nearly finished, and I have followed directions."
23. Now that you have finished reading carefully do only sentences one and two.

Source: Adapted from the *Big Book of Business Games*, John Newstrom, Edward Scannell, 1996, McGraw-Hill, Two Penn Plaza, New York, New York 10121-2298. Reprinted with permission of the McGraw-Hill Companies.

Competency #1 - Communication and Literacy

The Write Stuff

Overview of Activity: This activity helps students understand the relationship between educational achievement and career planning. It helps students develop skills to locate, evaluate, and interpret career information.

Assessment Area(s) 1d - Writing

Time Required: One class period

Steps to Complete Activity:

1. Ask students to consider the ways the following skills will help them prepare for getting a job: reading an application, writing a letter of application, preparing for an interview, impressing an employer, researching a company.
2. How will the skills of creative writing, reporting, editing, comprehension, research, organization, and following instructions be important to each of the tasks? In what ways can studying English help?
3. Obtain job descriptions/competencies from companies in your community. Use these to analyze the characteristics that employers look for in hiring.
4. Distribute copies of “Employability Skills” list. Review the list and point out that these skills demonstrate employer expectations, appropriate skills and behavior for successful employment and job search skills.
5. Discuss the skills of the job seeker that would be found “between-the-lines” on an application, portfolio, or in an interview.

Additional Activity: Complete several sample job applications with errors. Have students analyze the effects of the errors.

Materials/Equipment Needed: Job descriptions/competencies from local companies; copies of “Employability Skills” for each student.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- How does your present education relate to your future education and training?
- How does your present education relate to your entry into the workplace?
- What school courses and learning activities help you develop employability skills?
- How can teachers help you develop these skills?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

EMPLOYABILITY SKILLS

Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*,
Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Job Seeking Skills	<ul style="list-style-type: none"> • Accurately complete a follow-up letter • Accurately complete a job application • Accurately complete a letter of inquiry • Develop personal ethics for the workplace • Identify potential employers • Learn about lifestyle choices associated with job seeking and job changing situations
Math Skills	<ul style="list-style-type: none"> • Calculate simple interest • Perform basic calculations • Perform calculations in fractions, percentages, proportion, and ratios • Use calculators to solve problems • Make reasonable estimates
Computer Skills	<ul style="list-style-type: none"> • Become aware of computer functions • Have experience with computer programs with business applications • Have experience with computer programs with data management • Have experience with computer programs with word processing
Reading Skills	<ul style="list-style-type: none"> • Develop a vocabulary related to careers and occupations • Follow the intent of written and oral directions • Identify and summarize principal subsidiary ideas • Read for details and special information • Verify information and evaluate the worth and objectivity of sources
Writing Skills	<ul style="list-style-type: none"> • Compose accurate business correspondence • Correct written materials by proofreading and editing • Develop legible handwriting • Develop summaries • Fill out forms accurately • Record messages • Gather and organize written information • Take notes • Write instruction and directions

EMPLOYABILITY SKILLS

Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*,
Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Communication Skills	<ul style="list-style-type: none">• Answer questions accurately• Explain ideas and activities clearly• Formulate questions• Obtain, clarify, and verify information through questioning• Participate effectively in group process• Report accurately and concisely• Speak distinctly• Use appropriate grammar• Use non-verbal signs appropriately
Personal Development	<ul style="list-style-type: none">• Accept responsibility• Demonstrate self-control• Maintain punctuality• Present a professional appearance• Demonstrate respect for others and their property• Express opinions with tact• Function cooperatively in team efforts• Handle conflict maturely
Problem-Solving Skills	<ul style="list-style-type: none">• Collect information to accomplish a task• Formulate alternative solutions to problems• Evaluate alternative solutions• Reach solutions and make reasonable conclusions based on previous steps• Recognize problems that need solutions

Competency #2 - Organizing and Analyzing Information

Admirable Attitudes

Overview of Activity: This activity helps students understand the need for positive attitudes toward work and learning.

Assessment Area(s): 2a - Collecting and Organizing Information

Time Required: One class period; 30-60 minutes for student interview time

Steps to Complete Activity:

1. Have students identify two people in the community whom they consider to have made a significant contribution to fellow human beings.
2. Students will make comparisons about the circumstances under which each person made his/her mark on the community. Do these individuals demonstrate a positive attitude toward work and learning?
3. Ask students to conduct interviews with some community members either by telephone or in person to determine the personal aspirations of each and their personal definitions of success.
4. Have students relate this experience to setting their own goals.

Materials/Equipment Needed: None

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Why is goal setting important to career success?
- How does a positive attitude contribute to success in life?
- How has the desire to help others helped the success and ambition of these people?
- How do teachers help young people develop a positive attitude?
- How can we encourage a positive attitude in each other?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #2 - Organizing and Analyzing Information

Career Coverage

Overview of Activity: This activity helps students develop skills to prepare to seek, obtain, maintain, and change jobs.

Assessment Area(s): 2a - Collecting and Organizing Information; 1d - Writing

Time Required: One class period; student research time

Steps to Complete Activity:

1. Have students research careers associated with people, places, and things. This can be as varied as the engineering abilities of the Inca nation, the newly developed careers associated with robotics, the changing careers in the global workplace, and rapidly changing industrialized era to a communication society.
2. Research will be reported with a written report, documentary, panel discussion, or time line accompanied with appropriate diagrams or illustrations. The important point is to understand the written word in order to share information with others by oral or written means.

Materials/Equipment Needed: Library research materials

Competency Assessment:

Consider the following points of discussion:

- Discuss the importance of accurately reporting research findings.
- How does the skill of clear and concise communication benefit the way one plans for the future?
- Ask students to draw conclusions concerning how a report done for class might one day help them to land or keep a job.
- Which students might they want “on their team” as a result of the impression created by the report? Cite reasons for choices.
- Discuss the role of competition in our economic system.

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #2 - Organizing and Analyzing Information

Flash Forward

Overview of Activity: This activity helps provide students with an understanding of the impact of growth and development. It helps them develop an understanding of how societal needs and functions influence the nature and structure of work. It also provides students with a knowledge of the interrelationship of life roles.

Assessment Area(s): 2b - Research and Analysis

Time Required: One class period

Steps to Complete Activity:

1. Organize students into small groups.
2. Tell students to flashback to their community one hundred years ago. Have students research the people who lived in the community at that time. Why did they live there? What kind of work did they do?
3. Turn the clock ahead one hundred years. Who do you predict will live in your area? Why will they settle there? What will their work roles be?
4. Have students record their impressions on the student activity sheet.

Materials/Equipment Needed: Library reference material; local historian as guest speaker (optional); a copy of the “Flash Forward” activity sheet for each student

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What did the members of your group consider in predicting the work roles of the people who will live in your community 100 years in the future?
- How will work roles change?
- What factors will make a significant impact on work roles and how they will change?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #2 - Organizing and Analyzing Information

Checking It Out

Overview of Activity: This activity helps students develop skills in career planning, making decisions, and in understanding the interrelationship of life roles.

Assessment Area(s): 2b - Research and Analysis; 2c - Quantitative Analysis and Mathematics

Time Required: One class period

Steps to Complete Activity:

These are alternatives in preparation of food at home, including foods packaged for quick preparation versus those that require “preparation from scratch.” Have students consider the following options and values: time and money spent in the context of one’s life and work, and enjoyment and satisfaction derived from a lifestyle.

1. Have students study grocery ads for one week and make a menu for four people; then figure the cost of groceries for one week.
2. Ask students to compare grocery ads for costs of food items that are pre-prepared and those that need total preparation.
3. Also figure time in preparation for both methods.
4. Compare all costs and determine which is most efficient for a lifestyle each student believes he or she will have.
5. Compare among students. Explain the rationale for determining the decisions.

Additional Activity:

1. What would it cost to eat your favorite fast-food meal every day for a month? A year? Five years?
2. Determine the cost of preparing that same meal at home.
3. Compare the costs.

Materials/Equipment Needed: Grocery ads

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- How does budgeting time and money benefit one as a family member and as a worker?
- How can learning to budget now pave the way for the future?
- What expenses do restaurants have that contribute to increased costs?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #2 - Organizing and Analyzing Information

Shopping for Skills

Overview of Activity: This activity is used to identify skills that are used on an everyday shopping trip. Many of the skills we use are transferable to the workplace.

Assessment Area(s): 2c - Quantitative Analysis and Mathematics

Time Required: 20-30 minutes

Steps to Complete Activity: Copy handouts and distribute to students for completion.

Materials/Equipment Needed: Handouts "Shopping for Skills"

Competency Assessment: Problems should be correctly completed.

Answers:

1. C. 8:55 a.m.
2. A. \$28.50
B. \$28.50
C. Day-Timers
D. \$41.40
3. A. Small spaghetti
B. Chicken Parmesan
4. A. d
B. a
5. 384 seats in theater, $\$2,208.00$ one night's income $\times 3 = \$6,624.00$

Source: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

Menu Items	Serving Size (g)	Calories	Protein (g)	Carbohydrates	Total Fat (g)	Polyunsaturated Fat (g)	Saturated Fat (g)	Cholesterol (mg)	Sodium (mg)	Potassium (mg)
Chicken Parmesan	497.0	590	39	68	19	5	3	50	1600	1034
Small Meat Lasagna	269.8	460	24	36	25	4	10	95	1370	764
Small Fettuccine Alfredo	255.6	440	14	34	28	1	16	55	680	166
Small Spaghetti	277.0	290	11	39	10	3	3	5	800	571

Answers: A) _____ B) _____

4. The following is from a warranty included with the new CD player you purchased.

Carry-in/Mail-in Service is a program under which your Maverick compact disk (CD) player is repaired by an authorized service facility (ASF). If you elect the carry-in/mail-in service, the Maverick help desk (phone number listed below) will provide you with the name and phone number of the nearest ASF(s) to your location. You must contact an ASF to schedule the repair. If shipping is involved, it is your responsibility to properly package and send the Maverick compact disk player, together with your dated proof of purchase and a complete explanation of the problem, to the ASF at your cost. Maverick CD players covered by this limited warranty will be repaired and returned to you by the ASF. Repairs not covered under this limited warranty will be charged to you at such cost as each ASF may generally establish from time to time.

- A) As used in this passage, ASF refers to:
- a purchaser of a Maverick compact disk player
 - a company name
 - an employee who works for Maverick
 - a service location for Maverick
 - automated sound fixers
- B) According to the passage, carry-in/mail-in service begins by:
- calling the Maverick help desk to determine the nearest service location
 - mailing the CD player to the Maverick help desk
 - purchasing the parts necessary for repair of your CD
 - making a copy of your proof of purchase
 - making arrangements for Maverick to pay for shipping costs of your CD player

Answers: A) _____ B) _____

5. That evening, you and a friend plan to see a new movie. It is a popular movie and the theaters are doing a sell-out business. Every seat in the house was taken for the three evening shows at the local movie theater. The theater has 24 rows of seats with 16 seats per row. The ticket price is \$5.75. How much money did the theater take in ticket sales to these three shows?

Answer: _____

Source: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

Competency #2 - Organizing and Analyzing Information

Minimum Wage

Overview of Activity: This activity helps students understand how societal needs and functions influence the nature and structure of work. It also helps students understand the impact of growth and development.

Assessment Area(s): 2c - Quantitative Analysis and Mathematics

Time Required: Two class periods; time for students to conduct poll

Steps to Complete Activity:

1. Discuss the following issues related to the minimum wage.
 - What is the current minimum wage?
 - What is the current average cost of living?
 - Why is there controversy when someone suggests raising the minimum wage?
 - Who will benefit when it is raised?
 - Who sustains loss when it is raised?
 - What does raising the minimum wage mean for big businesses?
 - What does raising the minimum wage mean for smaller businesses?
 - How does raising/not raising the minimum wage affect people in your age group?
2. Divide students into three groups. Have each group conduct a poll on these issues among one of the following age groups:
 - *ages 14 to 21
 - *ages 22 to 45
 - *ages 45+
3. Have each student poll ten individuals with the “Public Opinion Poll” attached.
4. After they have completed their surveys, have them compile statistics and present them in a written report and a chart detailing the responses.

Materials/Equipment Needed: Ten copies of “Public Opinion Poll” for each student

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Compare and contrast the statistics from each age group.
- What do the statistics tell you about the attitudes and opinions about each age group?
- What factors would influence the opinions of people in the different age groups?
- How would politicians use this information when forming their platforms for election?
- Which careers are involved in the development, conduction, and evaluation of surveys?
- Why are math skills important to people within these careers?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Public Opinion Poll

NAME OF RESPONDENT _____

1. What is your age group?

- 14 to 21
- 22 to 45
- 45+

2. Are you for or against an increase in the minimum wage?

- For
- Against

3. What is the reason(s) for your opinion?

4. Have you ever held a job that paid minimum wage?

- Yes
- No

5. Did you feel you were:

- Underpaid
- Fairly Paid
- Overpaid

6. Do you think people work harder if they are paid more?

- Yes
- No

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #3 - Problem Solving

Decision-Making Guide

Overview of Activity: This activity helps students develop skills in making decisions and to interact positively with others.

Assessment Area(s): 3a - Identifying Problems; 3b - Solving Problems

Time Required: One class period

Steps to Complete Activity:

1. Begin this activity by asking students if they have ever had difficulty making decisions. Have them think about difficult decisions and what and who the decision involved. How did the outcome affect each person involved? Discuss the attached steps to the decision-making process.
2. Present a decision-making model to students (see “Decision-Making Guide” attached).
3. Let students work in teams to make a decision about something that is important to them (i.e., school uniforms, metal detectors in school, abstinence, refusing drugs, going to postsecondary education, etc.). Have them use the model to guide the decision-making process.
4. Give each team the opportunity to briefly present its decision and to talk about the process used to make the decision.

Materials/Equipment Needed: A copy of “Decision-Making Guide” worksheet for each student.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Important decisions should be made with the head and the heart. What does this mean?
- Do you agree or disagree?
- Why is it helpful to consult with others before making a difficult decision?
- After making a decision, it is important to evaluate the outcome. Why is this final step helpful?
- Why are good decision-making skills important to employers?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

THE DECISION- MAKING PROCESS

STEP 1 Define problem or idea to be acted upon
STEP 2 Develop possible alternative solutions
STEP 3 Gather pertinent information about the alternative solutions
STEP 4 Consider constraints and evaluate alternatives
STEP 5 Decide
STEP 6 Follow up; evaluate

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106



Decision-Making Guide

This form may be use for individual processing or it may be used by team's recorder to guide the group decision-making process.

1. The situation requiring a decision is _____

2. The result I/we hope to achieve is _____

3. Three alternatives (decisions) are:

a. _____ _____
Advantages to this decision are: _____
Disadvantages to this decision are: _____
b. _____ _____
Advantages to this decision are: _____
Disadvantages to this decision are: _____
c. _____ _____
Advantages to this decision are: _____
Disadvantages to this decision are: _____

4. Based on the advantages and disadvantages of each alternative, I/we think the best decision is:

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #3 - Problem Solving

Pick A Bag

Overview of Activity: This warm-up activity introduces students to the decision-making process.

Assessment Area(s): 3a - Identifying Problems; 3b - Solving Problems

Time Required: 15 minutes

Steps to Complete Activity:

1. Ask for three volunteers. Present the four bags and ask each volunteer to choose one bag simply on the basis of looks.
2. Second, tell volunteers that they can pick up each bag to see how heavy it is. They may keep the bag they have, trade with another volunteer, or trade for the extra bag.
3. Third, instruct the volunteers to feel each bag to determine the shape of the objects within. Again, they may keep the bag they have, trade with another person, or trade for the extra bag.
4. Last, ask volunteers to look in their bags to see what they have. Again, they may trade with someone else if they wish.
5. Explain that each person has made decisions based on various pieces of information.

Materials/Equipment Needed: Four bags, each containing a different object (such as a candy bar, a magic marker, a pad of paper, and a string of paper clips).

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- How did you first decide on a bag?
- How did each piece of information affect your decision?
- How do you feel about the decision you made?
- Do you want to re-think it?
- How do you make decisions about other things (clothing, friends, school courses)?
- Has your approach to making decisions changed in the past few years? How or why not?
- Do others in the class use different methods for making decisions?
- Discuss how the process of making decisions in this example could generalize to other situations.

Source: Written by Deb Crockett, Kearney High School, Kearney, NE

Competency #3 - Problem Solving

Late Again

Overview of Activity: This activity will help students practice problem solving.

Assessment Area(s): 3a - Identifying Problems; 3b - Solving Problems

Time Required: 20 minutes

Steps to Complete Activity:

Discuss with students: Employers, managers, team leaders, and employees are faced with problems every day. Everyone must be able to identify problems and work through them to effective solutions. There is no guarantee that the decision made will always be right; however, these people are less likely to make impulsive, snap judgments if they use an established decision-making, problem-solving process.

1. Give each student a copy of “Late Again.”
2. Ask them to read the case study and answer the questions individually. Allow 10 minutes for students to answer the questions.
3. As a group, discuss possible answers to each question.

Materials/Equipment Needed: Handout “Late Again” for each student

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Why is it important to follow the essential steps in the decision-making process?
- What are some things that make decision making so difficult at times?
- What are some factors that should be taken into account in the decision-making process?
(Discuss time factors, cost, long-term effects, etc.)

Source: Written by Jan Hess, Bryan High School, Omaha, NE

Late Again

CASE STUDY: Your best salesperson, who is also the person next in line for management training, has become consistently tardy. About two weeks ago you visited with the employee, and she explained that she was having trouble trying to get everything done each morning before coming to work. Her parents recently divorced and now that school has started, it is increasingly difficult for her to get to work on time. Although she is to report to work at 7:30 a.m., she is generally 15-20 minutes late each morning. Although she has been frequently tardy, she is a hard worker; her total work performance far exceeds all other employees.

Last Tuesday, the freight truck arrived with an extra large shipment for your store. Your problem employee was 45 minutes late. This meant that the truck driver and the other employees had to work feverishly to get the truck unloaded before customers began to enter the store. Her explanation this time was that her younger sister was ill with the flu all night, and she was late getting around that morning.

Although she faces real personal/family problems and has been able to explain the causes of her tardiness, the other employees think that she is receiving preferential treatment. Tension within the work group has continued to build since the truck unloading problem.

1. Identify the real problem.
2. Gather information.
3. List possible solutions.
4. Evaluate probable results of each solution.
5. Decide on the best solution. Tell how you arrived at this decision.

Competency #3 - Problem Solving

Breaking Into The Shoe Business

Overview of Activity: This activity will help students understand the relationship between educational achievement and career planning. It will help them understand how societal needs and functions influence the nature and structure of work.

Assessment Area(s): 3b - Solving Problems

Time Required: Two class periods; research time for students

Steps to Complete Activity:

1. Have students research the fields of industrial technology and biomedical engineering.
2. Discuss how these professions might be involved in designing and creating an athletic shoe for the purpose of improving human performance. What math applications would be used in this process?
3. Inform students that they are to design an athletic shoe that will allow a student to perform superhuman abilities. They must use math and science applications in designing the shoe and in determining the distance, height, etc., that the shoe will allow one to perform.
4. If possible, request that a local athletic shoe store or mall donate a gift certificate to the winner. A local science museum may be interested in displaying the projects.

Note: Students may use the *Dictionary of Occupational Titles* and the *Occupational Handbook* for specific career information.

Materials/Equipment Needed: Research information on the fields of industrial technology and biomedical engineering

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What other employees would engineers and technologists collaborate with to design and create a new shoe?
- What employees would be involved in making shoes and getting them to retail stores?
- Is any of this work done outside of the United States?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #3 - Problem Solving

Creativity/Visualization

Overview of Activity: This activity provides opportunities for students to think and perceive creatively.

Assessment Area(s): 3b - Solving Problems

Time Required: Class period

Steps to Complete Activity:

This activity uses the students' ability to think creatively as they respond to some unusual questions. Begin by asking the students to let their minds expand as they consider innovative ways of thinking and perceiving. Explain that in this activity students will be asked to respond to some questions and then to explain why they responded as they did. Begin by choosing a student at random and ask him or her a question from the "Imagination List." When the student has given a response and has provided a rationale for the answer, the teacher should ask another student to answer the same question or a different question from the "Imagination List."

When all of the participants have responded to at least one question, the teacher may wish to process the exercise and its relevance to problem solving, brainstorming or the examination of basic assumptions.

Variations:

- Class can be subdivided into groups.
- Students can form pairs and take turns asking and answering the questions.
- Have students write down their responses to each of the questions. Results can be shared verbally or by posting responses on the board.

Materials/Equipment Needed: Handout "Imagination List"

Competency Assessment: There are no right or wrong answers. Students are asked to think "outside the box" in this activity.

Source: Adapted from *100+ Ways to Start the Day*, Center on Education and Work, University of Wisconsin-Madison, 1025 W. Johnson Street, Madison, WI 53706-1796

Imagination List

1. What color is the letter “S”?
2. What color does happiness look like?
3. What color is today?
4. What does purple taste like?
5. What does your self-image look like?
6. What texture is the color green?
7. What color is the smell of your favorite perfume?
8. What does love look like?
9. What is your favorite sense?
10. What color is your favorite song?
11. What does summer sound like?
12. What texture is your favorite song?
13. How old is the letter “P”?
14. How does the letter “M” feel?
15. What color is the fragrance of soap?
16. What does a cloud sound like?
17. What is the weight of your anger?
18. What is the shape of your imagination?
19. What does your favorite book feel like?
20. How much does the number 6 weigh?

Source: *100+ Ways to Start the Day*, Center on Education and Work, University of Wisconsin-Madison, 1025 W. Johnson Street, Madison, WI 53706-1796

Competency #3 - Problem Solving

Broken Squares

Overview of Activity: This activity helps students analyze some aspects of cooperation in solving a group problem. It sensitizes participants to behaviors which may contribute toward or obstruct the solving of a group problem.

Assessment Area(s): 3b - Solving Problems

Time Required: Approximately 45 minutes

Group Size: Any number of groups of six participants each. There are five participants and an observer/judge in each group.

Materials/Equipment Needed:

- A set of broken squares (prepared according to directions following) for each group of five participants.
- One copy for each group of the Broken Squares Group Instruction Sheet
- One copy for each observer of the Broken Squares Observer/Judge Instruction Sheet

Physical Setting: A table that will seat five participants is needed for each group. Tables should be spaced far enough apart so that no group can see the puzzle-solving results of other groups.

Steps to Complete Activity:

1. The facilitator begins with a discussion of the meaning of cooperation. This should lead to hypotheses about what is essential to successful group cooperation in problem-solving. The facilitator indicates that the group will conduct an experiment to test these hypotheses. Points such as the following are likely to emerge:
 - Each individual should understand the total problem.
 - Each individual should understand how he can contribute toward solving the problem.
 - Each individual should be aware of the potential contributions of other individuals.
 - There is a need to recognize the problems of other individuals in order to aid them in making their maximum contribution.
 - Groups that pay attention to their own problem-solving processes are likely to be more effective than groups that do not.
2. The facilitator forms groups of five participants plus the observer/judge. These observers are each given a copy of the Broken Squares Observer/Judge Instruction Sheet. The facilitator then asks each group to distribute among its members the set of broken squares (five envelopes). The envelopes are to remain unopened until the signal to begin work is given.
3. The facilitator gives to each group a copy of the Broken Squares Group Instruction Sheet. The facilitator reads these instructions to the group, calling for questions or questioning groups about their understanding of the instructions.
4. The facilitator tells the groups to begin work. It is important that the facilitator monitor tables during the exercise to enforce rules established in the instructions.
5. When all groups have completed the task, the facilitator engages the groups in a discussion of the experience. Observations are solicited from observers/judges.

Resource: Adapted from *Patterns for Squares, Human Relations Games*, 1983, Vocational Instructional Materials Laboratory, Ohio State University, Columbus, OH 43210

Broken Squares - Page Two

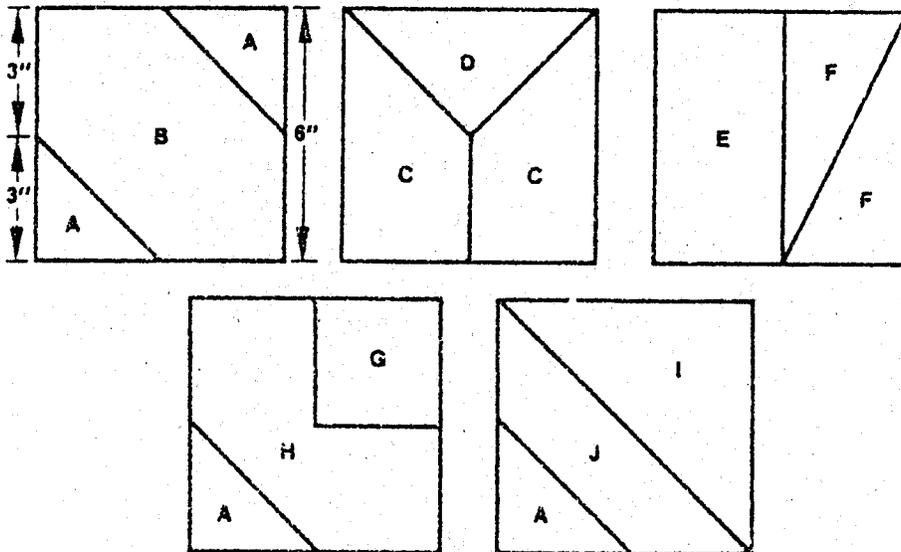
Variations:

1. When one member makes a square and fails to cooperate with the remaining members, the other four can be formed into two-person subgroups to make squares of the leftover pieces. They discuss their results, and the exercise is resumed.
2. The five-person teams can be given consultation assistance by the observer/judge or by one appointed member of the team. This may be a person who has done the exercise before.
3. Ten-person teams can be formed, with two duplicate sets of five squares each distributed among them. Teams of six to nine persons can be formed. In this case, prepare a broken square set with one square for each person, duplicating as many of the five squares as necessary.
4. An intergroup competition can be established, with appropriate recognition to the group that solves the problem first.
5. Members may be permitted to talk during the problem-solving, or one member may be given permission to speak.
6. Members may be permitted to write messages to each other during the problem-solving process.

Directions for Making a Set of Broken Squares:

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.



Resource: Adapted from Patterns for Squares, *Human Relations Games*, 1983, Vocational Instructional Materials Laboratory, Ohio State University, Columbus, OH 43210

Broken Squares - Page Three

The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" x 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4, and 5. Distribute the cardboard pieces into the five envelopes as follows:

- Envelope 1: pieces I, H, E
- Envelope 2: pieces A, A, A, C
- Envelope 3: pieces A, J
- Envelope 4: pieces D, F
- Envelope 5: pieces G, B, F, C

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope for subsequent use, after a group has completed the task.

Each set may be made from a different color of cardboard.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What obstacles had to be overcome?
- Was anyone willing to give away pieces of the puzzle?
- Did anyone finish his/her puzzle and then withdraw from the group problem-solving?
- Did anyone continually struggle with the pieces but yet not be willing to give any or all of them away?
- Did everyone actively engage in putting the pieces together
- What was the level of frustration and anxiety?
- Was there a turning point at which the group began to cooperate?
- Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?
- What lesson did we learn with this exercise?

Resource: Adapted from *Patterns for Squares, Human Relations Games*, 1983, Vocational Instructional Materials Laboratory, Ohio State University, Columbus, OH 43210

BROKEN SQUARES GROUP INSTRUCTION SHEET

Each of you has an envelope which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as those in front of the other group members. The following specific limitations are imposed upon your group during this exercise.

1. No member may speak.
 2. No member may ask another member for a piece or in any way signal that another person is to give him a piece.
 3. Members may voluntarily give pieces to other members.
-

BROKEN SQUARES OBSERVER/JUDGE INSTRUCTION SHEET

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.
2. Participants may give pieces directly to other participants but may not take pieces from other members.
3. Participants may not place their pieces into the center for others to take.
4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish his/her puzzle and then withdraw from the group problem-solving?
3. Is there anyone who continually struggles with his pieces, yet is unwilling to give any or all of them away?
4. How many people are actively engaged in putting the pieces together?
5. What is the level of frustration and anxiety?
6. Is there any turning point at which the group begins to cooperate?
7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

Resource: Adapted from Patterns for Squares, *Human Relations Games*, 1983, Vocational Instructional Materials Laboratory, Ohio State University, Columbus, OH 43210

Competency #4 - Using Technology

Technology Tools and Equipment

Overview of Activity: This activity was designed to assess student's skill in the use of fax equipment and e-mail as communication tools.

Assessment Area(s): 4a - Using Work Tools and Office Equipment

Time Required: One class period

Steps to Complete Activity:

1. Pair your students up with students from another school in a similar class.
2. Each student should write a personal business letter introducing themselves.
3. This letter is then to be faxed to the "pals" set up at the other school. The teacher needs to give students instructions on using the fax machine.
4. Each student will receive a personal letter back from their pal that they must respond to through e-mail. A copy of the e-mail must be sent to the instructor.
5. A thank you letter must be typed and sent to the instructor at the other school.
6. Students should use either a typewriter or advanced word processing features to address the envelope.

Materials/Equipment Needed: Computer - Internet Access
Word Processing System
Fax Machine

Competency Assessment:

- Student skill in using work tools and office equipment including the fax, computer word processing, and Internet e-mail.
- Student skill in following directions and following through.

Resource: Written by Shauna Koger, Arlington High School, Arlington, NE

Competency #4 - Using Technology

Word Processing

Overview of Activity: This activity was designed to assess student's skills in the basic operation of any word processing system. The activity is to be timed to see the competency level of each student.

Assessment Area(s): 4b - Computer Operation

Time Required: 30 minutes

Steps to Complete Activity:

1. Instruct students to turn on their machine and open the word processing program.
2. Inform students that they will be given a sample of text in which they have ten minutes to key. (Ten minutes should be sufficient)
3. Give students the instruction sheet on what formatting should be done to the text and time for five minutes.
4. At the end of five minutes, analyze by show of hands of those who were able to complete all or some of the activities and what areas were difficult for some students.

Materials/Equipment Needed: Computer
Word Processing System
Instruction Sheet

Competency Assessment:

Lead discussion with students on what makes someone feel at ease operating technology. Is it practice, instruction, or both? Use the information gathered from this exercise to build upon students skills in the computer operations area.

Resource: Written by Shauna Koger, Arlington High School, Arlington, NE

Word Processing Skill Assessment

You have ten minutes to key the following text:

The foreign exchange market is the means by which one country trades its currency for another country's currency. As our economy has become more of a global marketplace, so has the necessity for the understanding of the foreign markets and the value of currency. The foreign market is where firms and banks exchange currency, making up the world's largest financial market. Tokyo, London, and New York serve as the major trading centers.

The Money and Investing Section of the Wall Street Journal gives a daily breakdown of the currency exchange rates from the previous two days. Included is the cost equivalents for both U.S. dollars to each of the other currencies, as well as the equivalents for other currencies to U.S. dollars. These equivalent figures allow one to multiply the factors to quickly convert the dollar to the other currencies and vice versa. The Wall Street Journal also lists the forward exchange rates. Forward trades work on the same premise as the futures market. Currency is purchased and sold for future delivery based upon the exchange rates that are agreed upon at the present time. Forward trades are typically in intervals of one-, two-, or three-months and assist in providing stability in the market.

As the international value of the dollar decreases, the price of the foreign goods becomes more expensive for Americans. On the other hand, as the international value of the dollar decreases, American goods become less expensive for foreigners.

Now that you have keyed the text, please follow the steps below. You have five minutes for this activity.

1. In paragraph 2, underline Wall Street Journal.
2. Find each occurrence of the word currency and bold it.
3. Find each occurrence of the word dollar or dollars, and change it to a different font, size 14, and italics.
4. Center the text in paragraph 3.
5. Right align the text in paragraph 1.
6. Change the color of the text in paragraph 2.
7. Copy paragraph 2 and place a copy at the bottom of the document.
8. Cut paragraph 3 and paste it above paragraph 1.

Resource: Written by Shauna Koger, Arlington High School, Arlington, NE

Competency #4 - Using Technology

Word Processing - Spell Check - Grammar Check - Thesaurus

Overview of Activity: This activity was designed to assess student's skills in the basic operation of any word processing system. The activity is to be timed to see the competency level of each student.

Assessment Area(s): 4b - Computer Operation

Time Required: 30 minutes

Steps to Complete Activity:

1. Instruct students to turn on their machine and open the word processing program.
2. Inform students that they will be given 15 minutes to key the letter according to the instructions in Exercise #1.
3. At the end of 15 minutes, instruct the students in the use of the spell check, grammar check, and thesaurus features and complete Exercises #2 and #3.

Materials/Equipment Needed: Computer
Word Processing System
Instruction Sheet

Competency Assessment:

Lead discussion with students on the importance of using these tools to ensure that they create professional documents without spelling and grammatical errors. Use the information gathered from this exercise to build upon students skills in the computer operations area.

Resource: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

Word Processing Skill Assessment

Exercise # 1 - Creating a Document

When typing a paragraph that extends to the left and right margins, let the word wrap feature wrap your lines around for you. You will only press ENTER when indicated in the exercise. Your word wrap may be different than shown in this exercise. Also, don't worry that the red and green underlined words - these Proofreading Tools will be discussed later.

1. Type: Current date
2. Press ENTER four times
3. Type: Mr. James Rockwell
Computers Unlimited
1944 Aurora Avenue
Seattle, WA 98344
4. Press ENTER two times
5. Press the CAPS LOCK key
6. Type: SUBJECT: PERSONAL COMPUTER INFORMATION
7. Press ENTER two times. Press CAPS LOCK key to "toggle" off
8. Type: Dear Mr. Rockwell:
9. Press ENTER two times
10. Type: The paragraphs as shown below
11. Press ENTER two times
12. Type: Sincerely,
13. Press ENTER four times
14. Type: Your name

Resource: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

Word Processing Skill Assessment

(Today's Date)

Mr. James Rockwell
Computers Unlimited
1944 Aurora Avenue
Seattle, WA 98344

SUBJECT: PERSONAL COMPUTER INFORMATION

Dear Mr. Rockwell:

Thank you for the information about personal computers. The letter and brochures you have sent have provided me with a basic knowledge of company systems.

I would like to visit your store in the next week to see a demonstration of two microcomputer systems, the Rontech System 80 and the CompuPlus. I would prefer either early morning on Tuesday or late afternoon on Wednesday.

Give me a call at my office. The number is 457-2430. If you have any more materials on the Rontech System 80 or the CompuPlan, I will pick them up when I visit.

If I don't hear from you by the end of this week, I will give you a call.

Sincerely,

Your Name

Resource: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

Word Processing Skill Assessment

Exercise # 2 - Spelling and Grammar Checker

Choose Tools, Spelling and Grammar OR press F7 (shortcut key) OR click on the Spelling icon on the Standard Toolbar.

The Spelling checker looks for words that it cannot find in its open dictionaries. When it spots a word that it cannot match, Word highlights the questionable characters, scrolls the document so that you can see the problem word in context, and offers you a number of choices.

Ignore	- do not make any changes to the questionable word
Ignore All	- do not make any changes to the questionable word later in the document
Change	- change the questionable word with the suggestion selected or
Change All	- change the questionable word and any other occurrence of this word with the suggestion that is selected word with the word that you have typed in the "change to" text box
Add	- will add the questionable word to the Custom Dictionary (Custo.dic)
AutoCorrect	- allows you to add a misspelled word with the corrected spelling

When Word finds a grammar error it will highlight a portion of your text (usually a sentence) and evaluate it. Word will use its Grammar dialog box to point out questionable style and grammar issues. The text being considered is listed in the scrolling Sentence Box. Suggestions and observations are made in the scrolling Suggestion Box

EXERCISES:

1. Position the cursor at the beginning of the document (Ctrl-Home).
2. Start the Spell and Grammar checker. Make corrections as needed.

Exercise # 3 - Thesaurus

The Thesaurus is just another tool available to help you add interest and variety to your documents. It gives you lists of synonyms (words that mean the same thing), then lets you quickly replace your original word with the alternative of your choice. Sometimes Word will offer antonyms (words with opposite meanings).

To look up a word or phrase you wish to replace:

1. Position the cursor in a word
2. Choose Tools, Language, Thesaurus (or press Shift+F7)
3. Be sure the correct Meaning is selected if there are multiple choices.
4. Cross through the list of synonyms until you see your selection. If you don't like any of the suggestions, click on the Cancel button to return to your document.
5. Click once on the word you want to use
6. Click on the Replace button.

EXERCISE:

1. Position the cursor in the word **basic** in the first paragraph, second sentence
2. Choose Tools, Language, Thesaurus
3. Click on the word **fundamentals** in the synonyms list. This word will replace the word **basic** in the document.
4. Click on the Replace button.
5. Make any other changes you feel are necessary.

Resource: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

Competency #5 - Completing Entire Activities

We Can

Overview of Activity: This activity helps students develop an understanding of the influence of a positive self-concept. It helps them develop skills to interact positively with others. It also helps students develop skills to locate, evaluate, and interpret career information.

Competency to be Developed: 5a - Initiating and Completing Projects

Time Required: Planning time for students after school and on weekends

Steps to Complete Activity:

1. Have students plan and organize a food drive for the benefit of a social service or community organization. Students can divide into the following committees:
 - Oversight - overseeing the progress of committees and reporting this to the class.
 - Logistics - planning and scheduling all events.
 - Facilities and Decorations - arranging equipment, supplies, and signs needed.
 - Public Relations - getting the word out via announcements, flyers, newsletters, press, etc.; gathering at stations to collect food, distribute flyers, etc.
 - Archivists - documenting all progress; archiving and organizing written materials and photographs, creating an “album” of the event.
 - Accounting - keeping track of all incoming food and sorting; keeping track of any funds collected and/or spent on supplies.
2. Students should collect food from other students as well as from the public. Instruct students to think of their class as a business, with all departments (committees) working together towards a goal of collecting as much food as possible. Students might consider holding a weekend event at a grocery store and involving local radio and television stations in a “We-can-athon.”

Materials/Equipment Needed: Dependent upon size of project

Competency Assessment:

Encourage discussion on the following topics with you as the leader:

- How did you feel about the success of the project?
- How were the committees like departments in a company?
- Name the skills one would need to be on each committee.
- Which social service agencies in the community impact the issues of hunger and poverty?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #5 - Completing Entire Activities

Teen Targets

Overview of Activity: This activity will help students develop skills to interact positively with others. It will help students develop skills to locate, evaluate, and interpret career information.

Assessment Area(s): 5a - Initiating and Completing Projects

Time Required: Two class periods

Steps to Complete Activity:

1. Divide students into an equal number of groups and assign them various new products (one product for every two groups) for teen consumption (shoes, clothing, purses, hats, jewelry, shampoo, acne cream).
2. Tell each group to plan an ad campaign using print, television, Internet, and any other method to advertise its product. The annual advertising budget is \$57,000.
3. Instruct students to maintain accurate and easily accessible records of business transactions covering the cost of the advertising campaigns.
4. Display ads and have students vote on which product they might be influenced to purchase based on the ad.

Materials/Equipment Needed: Magazines; white art paper; markers

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Which features in the ads influenced you?
- How do you decide which products to buy?
- How is good advertising important in promoting a product, business, or company?
- Why is it important to maintain good financial records?
- What career opportunities are there for a person interested in working with budgets and figures?
- Which math skills that you are learning now will help prepare you for a job working with budgets and figures?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #5 - Completing Entire Activities

Law and Order

Overview of Activity: This activity helps students develop skills to locate, evaluate, and interpret career information.

Assessment Area(s): 5a - Initiating and Completing Projects

Time Required: Two class periods

Steps to Complete Activity:

1. Have students interview or invite a guest speaker from the legal profession (could be a legal secretary, paralegal, lawyer, court reporter, etc.) to discuss the process of litigation and the different types of law including civil, criminal, family, and business.
2. From interviewing or listening to the speaker, the students should learn the following:
 - The time line of events from the time a case is filed
 - The work that is done in trial preparation
 - The events that occur at a trial, and
 - The settlement and closing of a case.
3. When students have become more knowledgeable about the process of litigation, they should create a case, including a plaintiff and defendant. They should create a process, following the case from start to finish, thinking of as many employees as possible involved in the proceedings.
4. After they have made the list, they should discuss the skills, education, and training needed for the jobs. This will be done most effectively with the help of the guest speaker, and possibly employees who represent plaintiff and defense cases.

Note: Students may also use the *Dictionary of Occupational Titles* and the *Occupational Handbook* for specific career information.

Additional Activity: Have students use the Internet to find associations to which employees in the legal profession might belong (i.e., The American Bar Association, The National Association of Paralegals, The National Association of Court Reporters, etc.)

Materials/Equipment Needed: Research materials; legal professional as guest speaker

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Why must those in the legal profession be flexible and adapt to changes and variables?
- What classes are you taking now that would help you to do the jobs you listed?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #5 - Completing Entire Activities

Life Preservers

Overview of Activity: This activity helps students develop skills to locate, evaluate, and interpret career information. It also helps them in developing an understanding of how societal needs and functions influence the nature and structure of work.

Assessment Area(s): 5a - Initiating and Completing Projects

Time Required: Six to eight class periods; planning to arrange for speakers; research time for students; project site visitation

Steps to Complete Activity:

1. Select a vacant lot, a slum area, an open field, or construction site. Students are to work together to translate the area into a meaningful, aesthetically pleasing space.
2. Have students research the needs of the school and the surrounding community and keep those needs in mind when designing their plans for renewal.
3. Instruct students to develop a proposal outlining their plans, draw the area to scale, and sketch what they propose the area to look like once the project is completed.
4. Based on the plans, each student should keep a record of how much money would be necessary to spend to “revitalize” the area.
5. Research the occupations that would be involved in making the project a reality.

Materials/Equipment Needed: graph paper; pens; pencils; markers

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What types of skills did you use in this project? (teamwork, communication, creative thinking)
- How can these skills translate to the workplace of tomorrow?
- How did your math and science skills help in planning this space?
- How did you feel knowing your project would make a contribution to society?
- Why is feeling good about one’s work an important consideration in planning a career?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #5 - Completing Entire Activities

Information Stations

Overview of Activity: This activity helps students develop an understanding of how societal needs and functions influence the nature and structure of work. It provides them with skills to interact positively with others.

Assessment Area(s): 5a - Initiating and Completing Projects

Time Required: Two class periods

Steps to Complete Activity:

1. Distribute a copy of the “Information Stations” chart to each student.
2. Divide students into four groups. Have groups determine the following:
 - the types of employees who would use each information station
 - the employees who would be responsible for creating and maintaining each of the information stations
 - the types of information that would be found at each station
3. Have students record the results of their discussions and compare answers.

Materials/Equipment Needed: Copy of “Information Station” chart for each student.

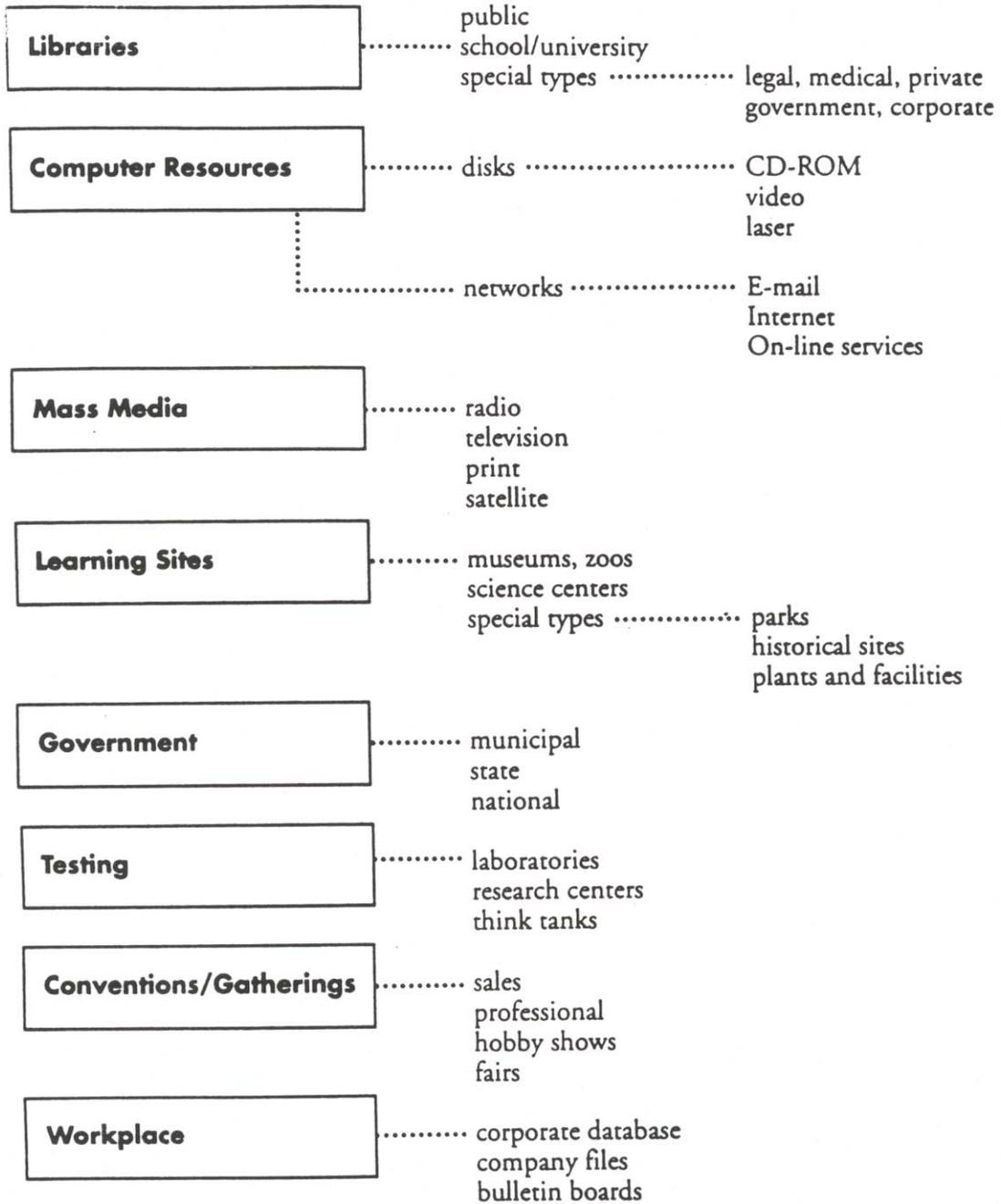
Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Are there some information stations that have a broader range of users?
- Are there some information stations that have a broader range of employees?
- Are there some information stations that have a broader range of available information?
- How do the answers to the questions above compare with the number and types of employees?
- How does the knowledge of available information sources assist a student?
- How does the knowledge of available information sources assist a worker?
- How can a student use these resources in career planning?
- How can a student use these resources in getting a job?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

INFORMATION STATIONS



Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #5 - Completing Entire Activities

Tracking Time

Overview of Activity: This activity was designed to assist students in planning for effective use of their time.

Assessment Area(s): 5b - Time Management

Time Required: 30 minutes (1st period); 10 minutes (2nd class period)

Steps to Complete Activity:

1. Discuss with students the various time constraints that they face, i.e., sports, activities, homework, job, etc.
2. Lead the students in a brainstorming discussion of how to more effectively use time.
3. Discuss time wasters, too much television, video games, etc.
4. Have students record their schedules on the handout for the upcoming week.
5. Students should allow time for homework, meals, and exercise.
6. At the end of the week, have students summarize their experiences with the time sheet and if they felt they successfully utilized their time.

Materials/Equipment Needed: Worksheet
Whiteboard

Competency Assessment:

After time logs are completed, encourage discussion with you as the leader by asking students how much time was wasted and where adjustments should be made. Review students' summaries.

Source: Written by Shauna Koger, Arlington High School, Arlington, NE

TRACKING TIME

Time Sheet For _____							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

TRACKING TIME – SAMPLE SCHEDULE

Time Sheet For _____							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:30 - 8:30	Get ready for school	Get ready for school					
8:30 - 3:30	School	Field Trip for Physics Class					
3:30 - 6:00	Basketball Practice	Basketball Practice					
6:00 - 7:00	Dinner/ Television	Work at Grocery Store					
7:00 - 9:00	Homework	Work at Grocery Store					
9:00 - 10.00	Television	Work at Grocery Store					
10:00 - 7:30	Sleep	Homework (10:00-11:00) Sleep					

Competency #5 - Completing Entire Activities

Making Plans

Overview of Activity: This activity helps students develop career planning skills. It helps them understand the relationship between educational achievement and career planning.

Assessment Area(s): 5b - Time Management

Time Required: Two class periods; time for student research

Steps to Complete Activity:

1. Discuss with students the different ways they schedule their time, including schoolwork and weekend events. Do they use a notebook to record plans? A day planner? A calendar?
2. By conducting a sample survey of classmates, generate a list of what one might find on a student's schedule or daily planner for the first week of school, during exams, on a typical week, etc. Students should also ask:
 - How far in advance can you plan your activities and responsibilities?
 - How can you plan short-range goals? Long-range goals?
3. Have each student choose a job they would like to have in the future and research the roles and responsibilities of that job.
4. After completing the research, have students answer the following questions related to their career choice:
 - What might one find on a typical calendar week for a person in this position?
 - What obstacles might a person have to overcome in a very busy week?
 - Describe the short-range plans that would accompany the person's job.
 - Describe the long-range plans that would accompany the person's job.
5. Allow students to share their "Employee Schedules" with the class.

Note: Students may use the *Dictionary of Occupational Titles* and the *Occupational Handbook* for specific career information.

Materials/Equipment Needed: Research materials for students

Competency Assessment:

Consider the following points for discussion:

- Compare and contrast the calendar weeks of people in different occupations. Which employees would have to follow a stricter schedule?
- Discuss the short- and long-term benefits of using a schedule for a student and for an employee.
- How can a schedule increase productivity and eliminate stress?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #6 - Acting Professionally

Fit To Be Hired

Overview of Activity: This activity helps students develop skills to interact positively with others. It helps them develop skills to locate, evaluate, and interpret career information. It also helps them develop skills necessary to seek, obtain, maintain, and change jobs.

Assessment Area(s): 6a - Attendance and Appearance

Time Required: One class period

Steps to Complete Activity:

1. Invite personnel directors, entrepreneurs, and business/industry executives to talk about hiring practices with students.
2. Prior to the visit, have each student compile a list of at least five questions to ask the guest speaker.
2. Ask the guest speaker to talk about being hired and being fired. What kinds of figures can they share? Employee cost to the company? Fringe benefit costs? Turnover rates?
3. How much does it cost in terms of time and money to train employees? What are other statistics they might share?

Additional Activity: Have students develop a resume and an activities record. Assist them in keeping and building lists of skills and competencies that they can use to continually update their progress.

Materials/Equipment Needed: Personnel director, entrepreneur, and business executive as guest speakers

Competency Assessment:

Consider these points for discussion:

- Discuss job stability and downsizing of the workforce in today's world of work.
- How can students plan for these situations as they plan their own careers?
- How is research of great benefit here?
- Why is it important for students to understand and be able to articulate their own skills?
- How can they plan to transfer these skills from one work situation to another?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #6 - Acting Professionally

Missing Work

Overview of Activity: This activity provides students an opportunity to explore their attitudes about attendance.

Assessment Area(s): 6a - Attendance and Appearance

Time Required: 20 – 30 minutes

Steps to Complete Activity: Have the students read the following situation and answer the questions at the end of the activity.

Sonja was late to work. She has an entry level job in a large office. Her car needs some major work done on it. It only runs half of the time. When she walked into the office, her boss indicated that she would like to see her. After the discussion about the reason for her lateness, she went to her desk and got busy, although she was upset about being “put on the carpet” for being late. When break time came, she talked with a fellow worker about it. Carol indicated that the boss was not being fair. With low wages and a bad car, what could she do?

Materials/Equipment Needed: Copy of “Missing Work” handout

Competency Assessment: Discuss the student’s responses to the following questions after reading the situation:

- What helpful suggestions do you think the fellow worker could have given Carol?
- What do you think Carol meant by the boss not being fair?
- Ask students to list other reasons why people miss work. Decide as a class whether the reasons listed are good or bad.

Examples:

“My parents said I could stay home.”

“I missed my bus.”

“My friend wants me to help him today.”

“There was a death in the family. I have to go to a funeral.”

Source: Adapted from *100+ Ways to Start the Day*, Center on Education and Work, University of Wisconsin-Madison, 1025 W. Johnson Street, Madison, WI 53706-1796

Competency #6 - Acting Professionally

Types of Leaders

Overview of Activity: This activity helps students recognize the importance of effective leadership skills in the workplace.

Assessment Area(s) 6b - Accepting Direction and Criticism; 6c - Flexibility and Maintaining Self-Control

Time Required: One class period

Steps to Complete Activity:

As a class, discuss the three Ego States: Parent, Child, and Adult.

- **Parent** - critical, helpful, reprimanding, degrading, nurturing, advice-giving, bossy, overbearing--you want to take care of others
- **Adult** - objective, gets things done, sensible, fair, displays respect, rational, unemotional--you think for yourself
- **Child** - spontaneous, fun-loving, creative, free spirited, spoiled, whining, sulking, fighting, argumentative, emotional, crying

Each ego state has positive and negative traits. All 3 ego states must operate if we are to develop our personality, but the Adult self must generally be in charge.

1. Provide each student with the “Types of Leaders - Case Problems” handout.
2. Ask students to read case problem #1 and respond individually to the questions.
3. Pair students and have them discuss the problem.
4. Then discuss the case issue as a class.
5. Repeat the above steps for the other two case problems.

Materials/Equipment Needed: “Types of Leaders - Case Problems” handout for each student

Competency Assessment:

Encourage discussion with you as the leader such as:

- Discuss the pros and cons of each ego state.
- When is conflict likely to occur?
- How can we overcome these conflicts in the workplace?

Source: Written by Jan Hess, Bryan High School, Omaha, NE

TYPES OF LEADERS - CASE PROBLEM

The Three Ego States

- **Parent** - critical, helpful, reprimanding, degrading, nurturing, advice-giving, bossy, overbearing--you want to take care of others
- **Adult** - objective, gets things done, sensible, fair, displays respect, rational, unemotional--you think for yourself
- **Child** - spontaneous, fun-loving, creative, free spirited, spoiled, whining, sulking, fighting, argumentative, emotional, crying

Case Problem #1: Child, Adult, or Parent?

Bill Varner works in the business office of the firm of Strong Electronics. He has been working for four years, after graduating from the office administration program in an excellent community college. Bill's supervisor, Ms. Bartlett, was a kind, easy-going person and a comfortable working relationship developed between them. Two weeks ago, however, Ms. Bartlett was transferred to Baltimore and Bill was assigned to be supervised by her replacement, Mr. Kearney.

Mr. Kearney is as brilliant and efficient as Ms. Bartlett, but he is somewhat short on patience. He speaks crisply and concisely to everyone. In Bill's anxiety to please, he finds himself making many errors. This fact in itself distresses Bill, but when Mr. Kearney criticizes his work rather sharply, Bill is deeply hurt and upset. He tries not to let it show, but this only makes things worse. Mr. Kearney interprets Bill's behavior as "immature." Finally, Mr. Kearney asks the personnel manager to transfer Bill to another office.

1. *Put yourself in Bill's place. Is there anything you can do to eliminate this overly sensitive attitude?*
2. *What should a beginning worker's attitude be toward criticism? How about the experienced worker? Do you think being able to "take it" will increase or decrease further criticism?*
3. *If you were the a personnel manager, would you tell Bill the reason for his transfer?*
4. *What suggestions, as personnel manager, could you give Bill to help him overcome his desire from perfection in everything?*
5. *Would you say that Bill is operating from his Adult ego state? Explain.*

Source: Written by Jan Hess, Bryan High School, Omaha, NE

TYPES OF LEADERS - CASE PROBLEM

The Three Ego States

- **Parent** - critical, helpful, reprimanding, degrading, nurturing, advice-giving, bossy, overbearing--you want to take care of others
- **Adult** - objective, gets things done, sensible, fair, displays respect, rational, unemotional--you think for yourself
- **Child** - spontaneous, fun-loving, creative, free spirited, spoiled, whining, sulking, fighting, argumentative, emotional, crying

Case Problem #2: Getting the Lowdown

Joe Garcia has just started in his first job as a salesperson in the home furnishing section of a large department store. One of the older employees, Mr. Parker, asks Joe to lunch at the end of his first week in his new job. During lunch Mr. Parker talks freely and critically about the head of the department, the management policies of the store, and how hard it is to inject any new ideas. Joe agrees, adding that he has found it rather hard to work with Miss Green, the head of the department. "She seems to know all the answers," Joe says, "and doesn't respect the ideas of others. I guess she's afraid they might be better than her own."

The next day, Joe is called to the general manager's office and berated for criticizing the department manager. Joe immediately realizes that his luncheon companion has reported Joe's comments. He is very angry and decides to be less friendly with the older employees in the future.

1. *What do you think of Joe's solution to the problem? Can you suggest another solution that might be more effective?*
2. *What should a new employee's attitude be toward early friendships with other employees?*
3. *If you had been Joe, how would you have answered Mr. Parker when he criticized the policies and management of the store? Why?*
4. *Was Mr. Parker speaking from his Parent self, Adult self, or Child self? Explain.*

Source: Written by Jan Hess, Bryan High School, Omaha, NE

TYPES OF LEADERS - CASE PROBLEM

The Three Ego States

- **Parent** - critical, helpful, reprimanding, degrading, nurturing, advice-giving, bossy, overbearing--you want to take care of others
- **Adult** - objective, gets things done, sensible, fair, displays respect, rational, unemotional--you think for yourself
- **Child** - spontaneous, fun-loving, creative, free spirited, spoiled, whining, sulking, fighting, argumentative, emotional, crying

Case Problem #3: Does Defensiveness Pay?

Sally Nelson has been very happy and successful as a junior accountant with Patterson and Lee, Tax Accountants. One afternoon in April, her supervisor, Mr. Mitchell, cannot find an important document connected with a case on which Sally was working. He calls Sally to his office and accuses her of losing the document. Ordinarily a quiet man, Mr. Mitchell begins making accusations and threats against Sally. She tries to remain calm and continues to insist that the document was clipped with the others she had placed on Mr. Mitchell's desk that morning. Dejection, Sally returns to her office.

Just before closing time, Mr. Mitchell comes into Sally's office and tells her that the document has been found. Apparently Mr. Mitchell had enclosed it with some other papers that he sent to another company. It had been discovered by one of the mailroom employees. Mr. Mitchell apologizes sheepishly and promises to avoid such a display in the future.

Sally goes home and thinks the matter over. She has been unusually conscientious in her work, and her pride has been deeply hurt. Because of this incident, she decides to leave the firm and calls the senior partner, Mr. Patterson, the next morning to resign.

1. *What do you think of Sally's actions? Discuss particularly (a) her calm when accused by Mr. Mitchell, (b) her decision to resign, and (c) her call to Ms. Patterson.*
2. *What was Sally's motivation for resigning from her position?*
3. *What other alternatives can you suggest in this case? Which of the alternatives, including Sally's decision, would you choose?*

Source: Written by Jan Hess, Bryan High School, Omaha, NE

Competency #6 - Acting Professionally

Positively Presentable

Overview of Activity: This activity helps students develop skills needed to seek, obtain, maintain, and change jobs. It also helps students develop the skills necessary to interact positively with others.

Assessment Area(s) 6c - Flexibility and Maintaining Self-Control

Time Required: 30 minutes

Steps to Complete Activity:

1. Organize students into groups of three.
2. Have them pretend they are going out to look for a job. Provide each group with a list of job situations: (a) a potential job which they think will be easy; (b) a potential job which they feel secure doing; and (c) a situation in which they may be nervous about performing the potential job.
3. Have group members discuss how they could present themselves positively to a potential employer in each of the situations.
4. Divide students into pairs and role-play good and bad job interviews.

Materials/Equipment Needed: None

Competency Assessment:

Consider the following points for discussion:

- Discuss how demonstrating positive personal qualities can help you present yourself well even when you are nervous about the job skills required.
- Everyone often feels nervous when going on an interview. What ways can you reduce nervous behaviors?
- How can being nervous help you prepare for an interview?
- How can being nervous hurt you during an interview?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #6 - Acting Professionally

I'll Bet You Can't

Overview of Activity: Others have a great impact on our behavior. Those who we know best have the greatest impact. This activity gives the participants a chance to ignore those trying to get them to negatively change their behavior. As they play the game, they will find out that those who they know best are the ones who have the easiest time making them do what they don't want to do.

Assessment Area(s) 6c - Flexibility and Maintaining Self-Control

Time Required: 15 minutes plus discussion time

Steps to Complete Activity:

1. Have the class line up in two lines facing each other.
2. The first two people in each line will walk side by side down between the lines. They must keep their eyes up and walk at a normal pace down the aisle. Their goal is to reach the end of the line without cracking a smile.
3. If one of the two walkers smiles before reaching the end of the line, then that person joins the opposing team's line. If both walkers smile while passing through the gauntlet, then they each join the lines of the opposing team.
4. The job of those standing in lines is to get the walkers to smile. They may do anything they want except to touch or harm the walkers in any way. You can have the walkers pass next to their own team or the opposing team.
5. The game is over when everyone has had a turn at passing through the walk. The team with the most players in their line at the end of the game is declared the winner.

Materials/Equipment Needed: None

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Did anyone find it hard not to smile as they walked down the line? Why?
- What kinds of behavior did others use to make you smile?
- What kinds of behaviors were the most effective on you?
- Were these behaviors the same for everyone? Why not?
- Were there certain people that were better at making you smile than others? Why were some able to make you smile and you could ignore others?
- How did you feel when you were one of the people trying to make them smile?
- Was it easy to make people smile even when they didn't want to? Why?
- How can we apply this activity to peer pressure?
- How can this activity apply to goal setting?
- How much concentration did it take to keep from smiling?
- Why is it easier to accomplish something when you concentrate on it?
- What roles does your behavior play in accomplishing your goals?
- Which is more important, the way you think about reaching a goal or the way you act when trying to reach a goal? Why?
- What role do other people play in your reaching your goals?
- How can other people help you reach your goals?
- How can other people hinder you in trying to reach your goals?
- What could the people in this activity have done to help you reach the end of the line without smiling?

Source: Written by Jan Hess, Bryan High School, Omaha, NE

Competency #6 - Acting Professionally

Unpleasant Situations

Overview of Activity: This activity provides students with opportunities to develop ways to deal with unpleasant situations.

Assessment Area(s) 6c - Flexibility and Maintaining Self-Control

Time Required: One class period

Steps to Complete Activity:

Discuss with students:

At one time or another all people are faced with distressing events, often without warning. For example, a boy may find that his girlfriend is dating someone else, or parents may be told that their child has a broken leg. Weathering an unpleasant, or traumatic happening, usually calls for a solution that is new in relation to previous experiences. It may be that the person facing the situation needs to concentrate on a hobby or on something else that is fun. In some cases, professional help may be required. The need for professional help should not be taken as a sign of weakness. There are many agencies, such as regional guidance centers, that can provide this help.

Note: Remember, a situation that may seem unimportant to everyone else can be viewed as a crisis by the person involved. No matter how trivial the situation is, it is a crisis to the person involved if that is the way he or she perceives it.

1. Hand out the activity, “Develop Ways to Deal with Unpleasant Situations” to each student. Ask them to read and respond individually to each of the situations.
2. Divide students into small groups. Students will then discuss their responses with a small group. Ask students to share personal crisis experiences if they feel comfortable doing so.
3. As a class, discuss each group’s responses to the situations.

Materials/Equipment Needed: Copies of “Develop Ways to Deal with Unpleasant Situations” for each student

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Have several students discuss a personal crisis experience. Have them discuss how they handled the crisis. Ask if they might have handled it differently today.
- How can we transfer this knowledge/training to new situations?
- In a work environment, why is it important to deal effectively with unpleasant situations?

Source: Written by Jan Hess, Bryan High School, Omaha, NE

DEVELOP WAYS TO DEAL WITH UNPLEASANT SITUATIONS

Read each of the situations below and complete the activities that follow.

1. Bill is a laid-back person who has lots of friends. He is considered well - rounded and is a good athlete who plays both basketball and football. He has been dating Janet for about six months. He has told Janet many times how much she means to him. He has even tried to give her a ring. Janet likes Bill, but she has never made any promises to him, and she would not accept his ring. When Janet told Bill she no longer wanted to date him, he was very upset. He started to feel sorry for himself. Now all he ever does is sit at home and watch television. What suggestions can you make to help Bill cope with this situation?

2. Carman is a very responsible person. She works full time during the summer and part time during the school year. The restaurant where she works is one of the nicest in town, so she makes good money in tips. She has convinced her parents that she can save some of her money for college and still make payments on a car. Her parents gave her permission to buy a car but told her they would not be able to give her any money for it. After careful deliberation and shopping around, she found and bought a car she could afford. Yesterday when Carman was leaving work, her boss told her the restaurant was closing. A developer had purchased it, and the land was going to be used for a shopping mall. Carman is very depressed because she has no job and is afraid she will lose her car. What suggestions can you make to help Carman cope with this situation?

3. Read and compare the responses to the following two situations:

Situation 1: It came as a surprise to Sean Anderson, a 38-year-old engineer, when his boss told him he was to be let go because there wasn't enough work for six engineers. Since Sean was the last engineer to be hired, he was the one to go. Sean understood the situation, but was still very upset. He considered himself a loser. He didn't know what to do because his family depended on his income especially since they just moved into a bigger house with a higher payment. Half-heartedly, he made a few random phone calls and wrote a few letters. He applied for jobs for which he wasn't qualified and became more and more discouraged when he was continually turned down. He finally stopped trying and moped around the house. He felt he was too qualified to settle for a get-by job.

Situation 2: Emmett Covington was an engineer in his early forties. He was given a two-week notice because the company he worked for was closing. He was stunned. It was only normal for him to feel uncertain and anxious about his future. But after a few days, he realized he had to get control of the situation because he had a responsibility to his family. Emmett made careful plans. After inquiring among colleagues and friends and reading professional journals, he systematically lined up leads. He updated his resume and carefully maintained his appearance. He actively pursued all prospects. He also took a part-time job while he looked. Which person do you feel handled their crisis with the most success? Explain your answer.

Source: Written by Jan Hess, Bryan High School, Omaha, NE

Competency #6 - Acting Professionally

Change is the Name of the Game

Overview of Activity: This activity will allow students to experience--first hand--the effects of change.

Assessment Area(s) 6c - Flexibility and Maintaining Self-Control

Time Required: 20 minutes

Steps to Complete Activity:

1. After a brief discussion on the continual changes we all see in everyday situations, suggest that the best way to really understand change is to actually experience it.
2. Ask the group to stand and have everyone find a partner. After everyone is paired up, tell the group to take just a moment to simply observe the partner, i.e., clothing, jewelry, color of shoes, etc.
3. Call time after one minute and ask each person to turn and face away from the partner. As each person is facing the other way, ask them to change four or five things about their appearance.
4. After a minute, tell them to turn and once again face their partners and see if they can identify the changes that were made.

Materials/Equipment Needed: None

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- How many felt uncomfortable when staring at the other person?
- How did you feel being closely observed?
- How many had a difficult time changing even four or five things about your appearance?
- How many--right now--have gone back to the exact way you were before the change?

Source: Written by Linda Brewer, Opportunities, Jobs, Careers, Metropolitan Community College, Omaha, NE

Competency #6 - Acting Professionally

The Grapevine

Overview of Activity: This activity helps students understand the role that office politics and grapevines play in the informal communication network of an organization.

Assessment Area(s) 6d - Respecting Confidentiality

Time Required: One class period

Steps to Complete Activity:

1. Discuss the concept of **Office Politics** with students. “**Office politics**” is a phrase used to describe the complex struggle for dominance that takes place in any organization. Every group of human beings develops a social hierarchy. Some employees take control; others are low in the social hierarchy. Most, however, fall somewhere in between. Since today’s workers care very much about advancement and opportunities for new challenges and rewards, they actively seek ways to make their abilities and achievements known. One of their chief means is through office politics. Some people feel that office politics means the ruthless manipulation of other people in an attempt to gain power. If this behavior is encouraged, office politics may be stressful. Office politics can be useful, however.

Lead a discussion about office (work) politics. Ask for students to volunteer a situation where they have been involved in office (work) politics . What was the final result of the situation.

2. Discuss the concept of **Grapevines** with students. The **grapevine** is the informal communication network of an organization. An unofficial way of relaying news, grapevines bypass the formal chain of command. They may convey either personal or business information, although mostly they consist of personal gossip. Managers differ with respect to what information they feel should be disseminated through official channels and how quickly it should be sent. Some managers are discriminating and slow in passing along information; others don’t try to keep many matters confidential and release news quickly. However, few decisions can be kept confidential for very long. Information about changes in personnel, production schedules, policies, work assignments, and so on is communicated quickly. The grapevine is informal and unstructured. Information is moved through the informal organization via conversation at coffee breaks, during rest periods, after hours, or at any other time it is convenient for one member to tell another.

Create a discussion about gossiping. Ask for students to volunteer a situation when someone gossiped about them. Discuss how they felt.

3. Read the following case study to the students:

When the Norfolk and Western Railroad merged with the Wymore Southern Railroad, workers at the Western facility were told that more jobs would be created at the shops. Yet, not long afterwards, production was stopped--something that had never happened in the hundred years the shops had operated. Due to merger agreements made 20 years earlier, many workers felt their jobs were protected. But they, too, were laid off, along with men with 20 to 40 years’ seniority. Jim Jones, who spent 35 years at Western as a pattern-maker, says, “A lot of people have no idea what’s going on.” So many rumors had run through the place that the workers felt the shops would not open again. J. T. Harrington, chairman of the local union, reinforced this idea, saying: “We got everything through the grapevine. There’s a lot of questions, but management won’t tell me what’s going on. They won’t tell anybody.” Among other things, workers would like to know why there are large sums of money for advertising but none for needed maintenance or repair work. Jim Jones doesn’t understand. There is plenty of work to do, yet men are being let go. None of it makes any sense. The grapevine rumor mill is running rampant.

Discuss with students:

- How could the company have handled the situation differently?
- If the company were to explain the situation to employees, what method of communication do you think would be the most effective in this case? (Face-to-face meetings with groups of workers, a general meeting with all workers present, a memo explaining the changes being made, or personal letters to each employee explaining the changes). Discuss answers.
- What principles of good communication is management violating in this situation?

Materials/Equipment Needed: None

Competency Assessment:

Encourage discussion with you as the leader such as:

- As a group, list some ways that office politics can be detrimental.
- As a group, list some ways that office politics can be beneficial.
- As a group, list some ways that the grapevine channel of communication can be detrimental.
- As a group, list some ways that the grapevine channel of communication can be beneficial.

ANSWERS MIGHT INCLUDE

*Possible **Benefits** of Grapevines:*

- Provides employees with an opportunity for social interaction
- Provides an outlet for stress, tension, and anxiety
- Makes work less boring
- Provides a way to clarify orders that come through formal channels
- Acts as a safety valve, particularly if upward communication is blocked or ineffective
- Conveys semi-secret information quickly
- Sometimes provides information that managers can use in decision making
- Provides feedback on employee attitudes
- Showcases future leaders
- Provides feedback on outsiders' perceptions of the company
- Oftentimes, the grapevine will mirror the insecurities and needs of an organization's members

*Possible **Negative/Detrimental Issues** of Grapevines:*

- Incorrect information is sent through informal channels (messages may be distorted, abbreviated, exaggerated, or completely inaccurate)
- Employees may spread confidential information to someone in a competing company
- It can contribute to the spread of damaging rumors
- It is difficult to correct information that has been garbled by the grapevine
- Creates conflicting loyalties
- Encourages rumors that lead to the dissemination of false information
- Counteracts company values
- Encourages resistance to management plans

*Possible **Benefits** of Office Politics:*

- Highly motivated employees tend to be extremely productive
- Lots of employees striving for recognition may mean that quite a few of them are producing at a high level.

*Possible **Negative/Detrimental Issues** of Office Politics:*

- Ruthlessness
- Power struggles can be anti-productive
- Ruthless employees trying to gain power at the expense of others can be very stressful to the other employees

Source: Written by Jan Hess, Bryan High School, Omaha, NE

Competency #6 - Acting Professionally

Gossip

Overview of Activity: This activity will allow increase students' awareness of differences between personality types.

Assessment Area(s) 6d - Respecting Confidentiality

Time Required: 20 minutes

Steps to Complete Activity:

1. Ask for three volunteers to read "Gossip" script. You may want to give volunteers time to preview script so that feelings and voice tones can be emphasized.

Materials/Equipment Needed: Three copies of "Gossip" script.

Competency Assessment:

Generate discussion on the harmful nature of office gossip. (Undermines teamwork, upsets morale, destroys lines of communication, causes dissension.)

- Do you think Y is correct in telling department staff about re-configuration?
- How would you react if you were Y's boss?
- Would you want to work with X, Y, or Z?

Source: Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

Gossip

- X: Y, have you noticed **W**? She's put on so much weight in recent months that she's beginning to look like Fat Albert's cousin.
- Y: Yeah, I've noticed.
- X: She looks wacky
- Y: Not like she used to look, that's for sure. She was the Bomb!
- Z: Hold on now.
- X: Oh **Z**, don't be such a punk. You know we both like **W**.
- Z: Yes, but neither of you have any idea what is going on with her.\
- X: And I suppose you do.
- Z: No I don't. And it may be nothing at all. But if she got wind of what you were saying it might really hurt.
- X: Well, I hardly think.....
- Z: (interrupting) Look, for years I had a drinking problem. Nobody knew because I only drank at night.
- X: So what's that got to do with anything?
- Z: Just that we all have *something* in our lives. Come on **X**. You know that.
- X: Well sure but.....
- Z: (interrupting) Anyway, I'm outta here. See you both later. (*Z exits*)
- X: Wow, a drinking problem! I never knew **Z** was a big alkie!
- Y: I never had a clue. By the way, did you hear about the cutbacks?
- X: Cutbacks? What cutbacks?

Gossip (cont.)

- Y: They're in your department. That's what I heard. Maybe 3 or 4 positions.
- X: That's so typical!! I can't believe that I am finding out this way!!! (Now concerned) Y, are you sure about that?
- Y: That's what I heard.
- X: That's what you *heard*?!!!
- Y: Look X, ignore it if you want, but W told me that he overheard Z talking about it. They're going to "re-configure" the whole department and you and at least ½ a dozen others will be reporting to somebody else at another site.
- X: W actually overheard that?
- Y: That's what we've been able to piece together. And if I've got it figured right, there're a couple of people that are going to lose their jobs, and I think I know who the are.
- X: Don't you think we ought to wait until we know what's really going down? Maybe you and W have your stories mixed.
- Y: You can wait if you want, X, but if I were about to lose my job, I'd want to know. Besides, these people are friends of mine.
- X: Well, maybe nobody is going to lose their job, and they're my friends, too.....
- Y: (interrupting) Look, I'm gonna let them know this afternoon. They can decide for themselves what they want to do. That's fair.

(Freeze)

Source: Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

Competency # 6 - Acting Professionally

Workplace Confidentiality

Overview of Activity: This activity gives students a method for making ethical decisions about professional conduct and gives them practice in using the steps in role play situations.

Assessment Area: 6d - Respecting Confidentiality

Time Required: 20 minutes

Steps to Complete Activity:

1. Prepare brief scenarios regarding confidentiality situations that may occur in the work place. Examples may include:
 - You know a coworker is breaking a company policy. Should you tell your boss?
 - You work in a medical office and a friend asks you about how one of the patients is doing.
 - You learn a coworker is HIV positive.
 - You overhear a discussion of supervisors and learn that some coworkers will be laid off.
 - A former employee of your biggest competitor offers to give you inside information.
 - You are a supervisor and some of the employees are complaining about a person's performance.
2. Introduce the subject of ethics and what ethics mean to the students.
3. Review the "Ethics Check" Questions developed by Kenneth Blanchard and Norman Vincent Peale.
4. Divide students into pairs. Have them draw one of the scenarios to discuss or have them use work experiences of their own. Have them work through the Ethics Check Questions and determine how they would handle the situation.
5. Have students report their decisions to the rest of the class. Discussion questions:
 - Does their decision meet all three of the ethics guidelines?
 - Why is confidentiality important in the workplace?
 - What kinds of information are most critical to remain confidential?
 - Do the students think these matters are really handled ethically in real work situations?
 - What could be done to improve ethics in the workplace?

Materials/Equipment Needed: Scenarios written on small pieces of paper and a container to draw them from. Prepare one for every two students in the classroom.

Competency Assessment: Discussion questions above.

Source: Written by Jackie Schmitz, Metropolitan Areas - Rural School-to-Work Partnerships, ESU #3, Omaha, NE

THE "ETHICS CHECK" QUESTIONS

1. Is it legal?

Will I be violating either civil law or company policy?

2. Is it balanced?

Is it fair to all concerned in the short term as well as the long term?

Does it promote win-win relationships?

3. How will it make me feel about myself?

Will it make me proud?

Would I feel good if my decision was published in the newspaper?

Would I feel good if my family knew about it?

Source: *The Power of Ethical Management*, Blanchard, Kenneth and Peale, Norman Vincent, William Morrow and Company, Inc., New York (1988) p. 27.

Competency #7 - Interacting With Others

Serving Customers

Overview of Activity: This activity will help students practice the following:

- Reading Comprehension - reacting to written material
- Oral Presentation - presenting personal opinions/viewpoints
- Interactive Communication - working effectively in a group
- General Relating - applying information to life experiences
- Teamwork/Cooperative - selecting/applying appropriate behavior; giving and receiving feedback

Assessment Area(s) 7a - Interacting with Customers/Clients

Time Required: One class period

Steps to Complete Activity:

1. Discuss with students proper ways to serve customers.
2. Give students a copy of the *Role Play Ways to Serve Customers* and *Taking the Heat* handouts.
3. Have students write down how they would respond.
4. After the students have completed the activities, form groups of four or five students.
5. Discuss their responses within each group.
6. Have each group choose one of the responses (or the instructor may assign a situation to each group).
7. Each group will role play the situation for the class.

Materials/Equipment Needed: Make copies of the *Role Play Ways to Serve Customers* and *Taking the Heat* handouts.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What are some reasons why customers deal with a certain business?
- It has been said that “attitudes represent a powerful force in any organization.” What examples can you give to support this statement?
- Certain occupations like police officers, nurses, and attorneys deal with people who are often emotionally upset. What types of special human relations skills do these people need?
- Why do most workers lose their jobs?
- What steps are you going to take to improve your customer relations skills?

Source: Adapted from *Employment Skills for the Twenty-First Century*, Oklahoma Department of Vocational and Technical Education, Stillwater, OK 74074-4364

ROLE PLAY WAYS TO SERVE CUSTOMERS

CASE ONE: “I want to buy a green seat cover. No, maybe I’d rather have a tan one. Or maybe a bright red one. I can’t decide; maybe you’d better help me.”

CASE TWO: “I want a pet for my elderly mother. What kind of puppies do you have? Do you have pedigreed animals? Can any of your pets do tricks? What pet is easy to care for, but still very affectionate and loving?”

CASE THREE: “I need decorations for a 4-H banquet, but I don’t know what the kids will like. Do you think they’d like these? We do have a somewhat limited budget.”

CASE FOUR: “I want a riding mower with a 48-inch cut, headlights, and an adjustable padded seat. You don’t have it. Do you know where I might find one?”

CASE FIVE: “I need 500 pounds of crimped oats and 800 pounds of alfalfa pellets. Hey, did you see all the nice trophies and prizes they were giving out last Saturday? I really liked the director’s chairs and the blankets. Do you know what Sam won?”

CASE SIX: “That’s not a good quality leather. It’s more important to have hard leather. I know all about leather. I’ve been buying leather here since before you were born. I know what’s good and what isn’t.”

Source: Adapted from *Employment Skills for the Twenty-First Century*, Oklahoma Department of Vocational and Technical Education, Stillwater, OK 74074-4364

Serving Customers

TAKING THE H- E - A - T

H - HEAR THEM OUT

E - EMPATHIZE

A - APOLOGIZE

T - TAKE RESPONSIBILITY

H - *Hear Them Out* - Listen to what the customer or co-worker has to say without interrupting.

E - *Empathize* - Respond to how the person is feeling, such as "that must have been frustrating".

A - *Apologize* - The customer is always right. Apologize for the problem even if it wasn't your fault

T - *Take Responsibility* - Offer to help solve the problem.
If it isn't your problem, help get that person to the individual who can.

Competency # 7 - Interacting With Others

Attitudes Toward Interacting With People

Overview of Activity: This activity is designed to bring out the presence or absence of specific attitudes about working with people.

Assessment Area(s) 7a - Interacting with Customers/Clients; 7b - Interacting with Co-Workers

Time Required: 20 minutes

Steps to Complete Activity:

1. Hand out a copy of the *Attitudes Toward Interacting With People* questionnaire to each student to complete.
2. When students have completed the questionnaire, distribute a copy of the *Scoring Sheet* and *Interpreting Your Score* for each student.
3. Have students figure and interpret their individual scores.

Materials/Equipment Needed: A copy of the *Attitudes Toward Interacting With People* questionnaire, *Scoring Sheet*, and *Interpreting Your Score* for each student.

Competency Assessment:

Encourage discussion with you as the leader such as:

- Discuss Type A, Type B, and Type C Attitudes from the Questionnaire Scoring sheet.
- Have students analyze whether their career choices match their attitudes.

Source: Written by Jan Hess, Bryan High School, Omaha, NE

ATTITUDES TOWARD INTERACTING WITH PEOPLE

This adaptation of a questionnaire developed by Dr. Kenneth Ring, University of Connecticut psychologist, is designed to show a person's attitudes toward interacting with people. Read each statement carefully, then circle T or F to indicate whether you find it true or false. Each item is designed to bring out the presence or absence of specific attitudes about working with people. There are no right or wrong answers.

1.	T	F	I often feel like telling people what I really think of them.
2.	T	F	I would be uncomfortable in anything other than fairly conventional dress.
3.	T	F	I enjoy being with people who are suave and sophisticated.
4.	T	F	When in a new and unfamiliar situation, I am usually governed by the behavior of others present.
5.	T	F	In social situations, I often feel tense and constrained.
6.	T	F	At times I suspect myself of being too easily swayed by the opinions of others, and perhaps too open-minded and receptive to other people's ideas.
7.	T	F	I usually have trouble making myself heard in an argument.
8.	T	F	I don't like formality.
9.	T	F	I feel I can handle myself pretty well in most social situations.
10.	T	F	I like to meet new people.
11.	T	F	I don't mind playing a role or pretending to like something I really don't if it serves some good purpose.
12.	T	F	I enjoy "putting people on" sometimes, and playing conversational games.
13.	T	F	I usually find it difficult to change someone else's opinion.
14.	T	F	I like to do things that other people regard as unconventional.
15.	T	F	I enjoy being the host/hostess of a party.
16.	T	F	I think a person should adapt his behavior to the group that he is with at the time.
17.	T	F	I often find it is difficult to get people to do me favors, even when I have the right to expect them to.
18.	T	F	I would like to belong to several clubs or organizations.
19.	T	F	I think it is important to learn obedience.
20.	T	F	I like to avoid situations which do not permit me to do things in an original way.
21.	T	F	Just the thought of giving a talk in public scares me.
22.	T	F	I can fit in pretty easily with any group of people.
23.	T	F	In general, I find that I dislike nonconformists.
24.	T	F	It is usually easy for me to persuade others to my own point of view.
25.	T	F	I like to go to parties.
26.	T	F	I prefer to listen to other people's opinions before I take a stand.
27.	T	F	When in a group of people, I have trouble thinking of the right things to talk about.
28.	T	F	If I am with someone I do not like, I am usually diplomatic and do not express my real feelings.
29.	T	F	I have the knack of recognizing people's talents and abilities and putting them to the best purpose.
30.	T	F	I like to follow instructions and do what is expected of me.

Attitudes Toward Interacting With People

QUESTIONNAIRE SCORING SHEET

Source: Dr. Kenneth Ring, University of Connecticut

<i>ITEM</i>	<i>IF YOUR ANSWER IS</i>	<i>LETTER</i>
1.	False	C
2.	False	B
3.	False	A
4.	True	C
5.	True	A
6.	True	C
7.	False	B
8.	False	C
9.	False	A
10.	True	B
11.	False	A
12.	True	B
13.	False	B
14.	False	C
15.	True	B
16.	True	C
17.	False	B
18.	False	A
19.	True	C
20.	True	A
21.	False	B
22.	False	A
23.	True	C
24.	True	B
25.	False	A
26.	True	C
27.	True	A
28.	False	A
29.	True	B
30.	True	C

TOTAL NUMBER OF "A"s _____

TOTAL NUMBER OF "B"s _____

TOTAL NUMBER OF "C"s _____

Attitudes Toward Interacting With People

INTERPRETING YOUR SCORE

Total the number of As, Bs, and Cs that you scored.

If you have more A's than anything else, you are predominantly an A type in your attitudes toward management. A score of mostly Bs indicates strong B type tendencies, and a majority of Cs indicates you are basically a C type.

It should, of course, be emphasized that few people fit wholly and completely into one of these categories, but most people are predominantly one or the other. The more one letter outnumbers the others, the more completely your tendencies lie in the direction of what type. The number of eggs you have in all three baskets indicates the extent to which you share characteristics of all three types.

A-Type Attitudes

A types are highly individualistic, strongly opinionated, and have little patience with sham or pretense. People in this category are by nature frank and outspoken; they believe in saying exactly what they think. They are not socially adept or skilled in the subtleties of diplomacy. The roundabout approach is completely foreign to them. They are uncomfortable in situations where they cannot be forthright and direct. They want to "be themselves" at all times, and they expect others to do the same. Their independent-mindedness may alienate people. An A-type person would think nothing of telling an irate client to "get lost." Type A people are happiest and most successful in situations where they can be their own boss, or where they can be selective about their clientele, and do not have to meet the public at large. Such people may have many talents, and they possess strength of character, but they tend to lack skill in interpersonal relations and the ability to get along harmoniously with all types of people in various situations. It follows that a Type A person would be least happy in public contact situations.

B-Type Attitudes

The B-type person is typically highly skilled in interpersonal relations. They get along well socially. They have an innate understanding of people. They are quick to grasp the underlying motivations of other people. This insight serves them in excellent stead when they wish to gain control of a situation or enlist the cooperation of others who may have conflicting views. They not only understand people, they enjoy them. They rarely feel at a loss in any circumstance where people are involved. The B person's ability as a strategist makes him/her highly effective in influencing others. B people will be the happiest and function most effectively in public contact situations. A B-type person could easily and happily manipulate an irate client.

C-Type Attitudes

One of the secrets of getting along in this world is the ability to adjust to conditions, roll with the punches, make allowances for other people's faults, and be appreciative of their virtues. The C-type person can get along with almost anybody, in any setting, and exhibit admirable patience even with difficult people under trying circumstances. They "pour oil on troubled waters rather than make waves." They are often found saying to clients, "I'm sorry, I only work here." They are respectful of the rights of others, and will go out of their way to avoid antagonizing others. They are interested in what other people think, their concepts and ideas. A C-type person would exhibit great understanding and empathy in dealing with an irate customer. C people have the ability to work quietly, efficiently, and competently in practically any field which does not require them to be aggressive, impose their will on others, or mold others' opinions. They tend to be uncomfortable in jobs which require them to order people around, enforce discipline, become involved in conflicts of will.

Source: Dr. Kenneth Ring, University of Connecticut

Competency #7 - Interacting With Others

Personality Development for Work

Overview of Activity: This activity will help students see the importance of developing positive personality attributes to be successful in the workplace.

Assessment Area(s) 7b - Interacting with Co-Workers; 7c - Managing Stress and Conflict

Time Required: 20 minutes

Steps to Complete Activity: Have students read and respond to the attached case studies.

Materials/Equipment Needed: “Personality Development for Work Case Studies” for each class member.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What have you learned from these case studies?
- Why is the development of a positive attitude so important in the workplace?
- Why are negative personality attributes so harmful in the workplace?
- As a group, develop a list of effective personality attributes.

Source: Adapted from *Personality Development at Work and Developing an Effective Personality*, 6th edition, 1989. Reprinted with permission of South-Western Educational Publishing, a division of Thomson Learning. Fax 800-730-2215.

PERSONALITY DEVELOPMENT FOR WORK Case Studies

Case Study # 1 - Self-Confidence

Maria Lopez was employed by Kline's Clothing Store immediately upon graduation from business college. She is proud to have been chosen from the many graduates in fashion merchandising to work in such an exclusive clothing store. After five months at work, Maria is having difficulty getting along with her fellow workers and her superiors. She cannot understand why they are not impressed with her accomplishments. On several occasions she has reminded the other sales staff that she graduated with honors and was second in her class. One day Maria said to her supervisor, "Isn't it about time I left the sales floor and started doing something I have been trained for in business school? Being a sales clerk is just not giving me a chance to use my talents and abilities."

- *Why do you think Maria acts the way she does?*

- *How would you answer Maria's question if you were her supervisor?*

- *How do you think Maria's co-workers react to her attitude?*

Case Study # 2 - Getting Even

Jean Miller had worked a year in a large company that employed 20 regular data entry clerks in a data entry pool. During this time some of her friends had received promotions as personal secretaries to various supervisors and executives. Jean felt that she was as efficient as those who were advanced. Every time a person was promoted from the data entry pool, Jean showed her resentment by sulking for a week. She knew, of course, that she should not show these negative emotions; but she wanted Jeff Smith, the supervisor, to know how she felt. She had disliked Jeff Smith's crisp manner from the moment she had seen him. She was sure that Jeff was doing everything he could to prevent Jean from being promoted.

You are a friend of Jean's. You have not wanted to interfere before this, but you now believe that something must be done. What would you say to Jean? Give the conversation, with the replies you believe Jean would probably make.

Source: Adapted from *Personality Development at Work and Developing an Effective Personality*, 6th edition, 1989. Reprinted with permission of South-Western Educational Publishing, a division of Thomson Learning. Fax 800-730-2215.

PERSONALITY DEVELOPMENT FOR WORK Case Studies

Case Study # 3 - Shyness

Mr. Holmes, a bookkeeper from a small town, has found no friends in the office in the city where he is employed. He has been away from home for three years, but he is still homesick. He is very lonely and does not know whether to stay in the city or go back to his hometown. It seems to him that everyone in the office shuns him; they have never asked him to join in any group activities.

Is it possible that Mr. Holmes is to blame for the attitude of others toward him? Assume that Mr. Holmes has talked to you about his problem. What would you advise him to do in order to break out of his shell? Be specific.

Case Study # 4 - Time for Decision

Russ Palmer has been working in the programming department of White and Charters, Inc., since he graduated from a junior college a year ago. Since the time he began working with the firm, he has received no raises in salary. The work of the programming department, however, has increased to the extent that two new employees have been hired to help him. This involves some supervisory work on his part. In checking the salaries paid by other firms for similar work, Russ finds that he is not earning as much as most other companies pay. As Russ is debating what to do, a friend who is office manager of Hanson and Hanson Company offers him the same type of job at 15 percent higher salary. Russ likes the people in his department, as well as the other personnel of White and Charters. Hanson and Hanson Company does not provide the fringe benefits he is receiving.

What would you do if you were Russ? If you decide to ask for a raise, would you tell your employer about the other offer? Write down the "case" you would present to your employer when asking for the raise. In accepting a position, what factors in addition to salary should be considered?

Source: Adapted from *Personality Development at Work and Developing an Effective Personality*, 6th edition, 1989. Reprinted with permission of South-Western Educational Publishing, a division of Thomson Learning. Fax 800-730-2215.

PERSONALITY DEVELOPMENT FOR WORK Case Studies

Case Study # 5 - Criticism Trap

Sara Dornbush is a student in the local community college. Only a few of Sarah's former high school friends are attending the college. One of these is Sarah's best friend, Chris, who is popular with the other students but who seems to take delight in putting Sarah down. Whenever Sarah meets a new friend, Chris makes some critical remark about the friend to Sarah. Even though Sarah realizes that she should not let Chris' criticism affect her, Sarah usually breaks off with the new friend. Sarah also notices that she is becoming critical of other students, especially of their clothes, hair length, and general actions. Sarah seems to be "catching" Chris' negative attitude toward strangers.

Suggest a solution to the case from Sarah's point of view.

Case Study # 6 - It Works Both Ways

Joan is desperate to find a job to support her family. She hears of a job in a box factory and applies at once. She is interviewed by one of the company officers and is given a series of tests. The following day, Mrs. Daynes, the person who interviewed Joan, calls her and says she has not been given the job because her test scores were too high. Joan insists that she would be happy to take the job, no matter what the test scores say. Mrs. Daynes insists, however, that it is company policy to give routine, repetitive jobs only to applicants of average ability. Joan feels that she has been treated unfairly.

1. *Why should such a policy be made?*
2. *What is its purpose?*
3. *Do you agree that Joan might not enjoy working at repetitive, monotonous work?*
4. *What should Joan do now? Is there any place she can go for further advice?*
5. *What other policies can you suggest for dealing with this problem of repetition?*

Source: Adapted from *Personality Development at Work and Developing an Effective Personality*, 6th edition, 1989. Reprinted with permission of South-Western Educational Publishing, a division of Thomson Learning. Fax 800-730-2215.

Competency #7 - Interacting With Others

The Human Spider Web

Overview of Activity: This activity will provide an opportunity for members to work as a team.

Assessment Area(s) 7b - Interacting with Co-Workers

Time Required: 20 minutes

Steps to Complete Activity:

1. Randomly select six to eight volunteers. Have the group move to a location that allows them to stand in a small circle.
2. Instruct each member of the small group to extend his/her left hand across the circle and grasp the left hand of another member who is approximately opposite.
3. Then have them extend their right hands across the circle and grasp the right hands of other individuals.
4. Inform them that their task is to unravel the spider web of interlocking arms without letting go of anyone's hands. They will also be timed (to add a little pressure).
5. The desired outcome is a circle of persons all holding the hands of the persons standing next to them.

Materials/Equipment Needed: Adequate space in which to work

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What member behaviors contributed to the success of your group?
- What member behaviors detracted (or could detract) from the success in achieving the goal?
- What lessons does this exercise have for future team building among employees?

Source: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

Competency #7 - Interacting With Others

Developing an Effective Personality and a Positive Job Attitude

Overview of Activity: This activity helps students understand the necessity of developing an effective personality and a positive job attitude.

Assessment Area(s) 7c - Managing Stress and Conflict

Time Required: 20 minutes

Steps to Complete Activity: Have students read and respond to the attached case studies.

Materials/Equipment Needed: Developing an Effective Personality and a Positive Job Attitude Case Studies for each class member.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What have you learned from these case studies?
- Why is the development of a positive attitude so important in the workplace?
- Why are negative personality attributes so harmful in the workplace?
- As a group, develop a list of effective personality attributes.

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DEVELOPING AN EFFECTIVE PERSONALITY AND A POSITIVE JOB ATTITUDE Case Studies

Study each of the following situations carefully. Then, applying appropriate human relations and personality skills, explain how you would handle the situations.

CASE # 1

Beth King is a senior at Lakeland High School. She is working as a waitress for the summer at Lake Placid, New York. Her boss, Ms. Colter, has asked Beth to supervise the people who are called in to assist when the work is unusually heavy. The extra workers, who are all older than Beth, resent having her make suggestions to them about their work because they have been waiting tables longer than Beth has. They also think of her as a "Know-it-all Kid."

How should Beth handle the problem?

CASE # 2

Dan Watson, a college graduate works in an office with Howard Klausen, a man who "worked his way up" in the organization from the bottom. Howard has been friendly with Dan and persists in telling Dan that he is working too hard and that "going the extra mile" is not really appreciated by company management. Dan has observed, however, that Howard constantly talks to the office manager about people who are not "doing their share."

How should Dan handle the situation?

Source: Adapted from *Personality Development at Work and Developing an Effective Personality*, 6th edition, 1989. Reprinted with permission of South-Western Educational Publishing, a division of Thomson Learning. Fax 800-730-2215.

DEVELOPING AN EFFECTIVE PERSONALITY AND A POSITIVE JOB ATTITUDE

Case Studies (cont.)

CASE # 3

Jean Peterson, an intelligent, personable high school student, was hired for the summer by the Wall Manufacturing Company. Jean learned her job functions quickly and had a good general understanding of the business as a whole. The other employees of the company (all self-made) were not impressed by Jean's ability. In fact, they made her feel absolutely useless. The other employees ignored her suggestions to the point that Jean hesitated to proceed when a problem arose, even though she was certain she knew what to do.

What should Jean do to win the confidence of the other employees of the Wall Manufacturing Company?

CASE # 4

In college, David Thomas was a brilliant student in business administration and finance. He attained a high scholastic average and graduated "with highest honors." When he graduated, Mr. Thomas took a job as assistant office manager at the Heilman Corporation. When Mr. Thomas works for or by himself, he does excellent work. He has found many ways to save the company money. Mr. Thomas' major difficulty is his inability to express himself orally. For that reason, he is unable to relate his excellent ideas to his superiors; and he is not considered when job advancements are made.

How can Mr. Thomas overcome this difficulty?

Source: Adapted from *Personality Development at Work and Developing an Effective Personality*, 6th edition, 1989. Reprinted with permission of South-Western Educational Publishing, a division of Thomson Learning. Fax 800-730-2215.

Competency #7 - Interacting With Others

Handling Ethical Conflicts

Overview of Activity: This activity helps students develop skill in handling ethical conflicts. It helps the student with:

- Reading comprehension and reacting to written material
- Participating in group activities
- Identifying personal values and attitudes
- Applying information to life experiences
- Completing cognitive activities by analyzing and synthesizing information, drawing conclusions, and devising solutions

Assessment Area(s) 7c - Managing Stress and Conflict

Time Required: One class period

Steps to Complete Activity:

Instructor tells students: *Our ethical values are put on the line many times, sometimes on a day-to-day basis, because of our fear of failure or of being fired or feeling disloyal.*

1. Distribute the *Handling Ethical Conflicts* worksheet. Allow students time to individually complete the activity.
2. After students have completed the activity, discuss the responses with the class.

Materials/Equipment Needed: Copies of “Describe How to Handle Ethical Conflicts” for each student

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- How does a person develop ethical and moral standards of conduct?
- What made the analysis of these situations difficult?
- What general suggestions can you make for handling ethical conflict?

Source: Written by Jan Hess, Bryan High School, Omaha, NE

HANDLING ETHICAL CONFLICTS

Our ethical values are put on the line many times, sometimes on a day-to-day basis, because of our fear of failure or of being fired or feeling disloyal. How would you handle the following situations? Be honest! After you have completed the activity, responses will be discussed with the class.

1. You have just found out that you are not being paid as much as a fellow worker who was hired at the same time and with your same qualifications.

2. You were fired from your last job for being late too many times. You have learned your lesson and realize that punctuality is essential for job success. Would you leave the information off your job application?

3. A friend is causing productivity problems in your unit because of an alcohol/drug abuse problem. What do you do?

4. Your boss tells you to alter a financial report.

5. Your supervisor gives you credit for work on a report that was done by a co-worker in your department.

6. List below the things you would NOT do, even at the risk of being fired.

Competency #7 - Interacting With Others

Stressed 'Til You Pop

Overview of Activity: This activity uses balloons to demonstrate what life's stresses and conflicts can do to us.

Assessment Area(s) 7c - Managing Stress and Conflict

Time Required: One class period

Steps to Complete Activity:

First, stretch the balloons a little and begin to work out some of the stresses and conflicts you may have brought in here with you. Now, I will read a statement. If that statement applies to you, blow a puff of air into your balloon. After each puff, hold the air in the balloon. Do not release the air. Blow into the balloon if this applies to you:

1. In the U. S. we consume 15 tons of aspirin a day because of stress, conflicts, and illnesses. Blow one time if you took an aspirin or other pain killer today. Blow several times if you've taken several pain killers this past week.
2. The news is often depressing on both the national and local levels. If you listened to the news or read a newspaper yesterday, blow into your balloon. If you did both, blow twice.
3. Stress related illnesses are filling our doctor's offices every day. Blow into your balloon if you have someone in your immediate family with an illness in the last month. Blow three times if you have a family member with a chronic illness.
4. In the last week you were involved in a conflict with your parent/parents. Blow once. If you were involved in a conflict or argument with a brother or sister, blow twice.
5. In the last week someone at school or work was too slow in making a decision and that created stress or conflict for you. Blow.
6. In the last week you went to a class unprepared and weren't sure what would happen as a result of your unpreparedness. Blow.
7. In the last week you had a test in a class. Blow once for each test.
8. In the last week you had a major class project come due. Blow.
9. In the last week someone at school drove you crazy for whatever reason. Blow.
10. In the last week you forgot to do something that was important to you or to others. Blow.
11. In the last week someone wanted to visit and visit and visit with you and all you wanted was peace and quiet. Blow.
12. In the last week someone didn't show up for work and you had extra work to do--work on a school project or organization. Blow.
13. In the last week someone "ran over you," took control of a situation and was totally oblivious to your feelings and how it affected you. Blow.
14. In the last week you got irritated with a friend/acquaintance/family member who is always up and enthusiastic and always wants you to be that way too. Blow.
15. In the last week one or more people created a difficult or stressful situation for you. Blow.
16. Your teacher/supervisor/parent had to visit with you about a problem. Blow.
17. In the last week you had a disagreement with a friend, girlfriend/boyfriend. Blow.
18. In the last week you felt under a great deal of time pressure

Stressed 'Til You Pop - Page Two

As you can see by now, we have a big problem that needs attention. Also, you can see that some of us have more conflicts and stresses in our lives than others do.

We have choices as to how we handle the conflicts and stresses in our lives.

- We can blow up and strike out at others. (We could pop the balloon.)
- We can let all of our air out and be totally out of control. At some point in time we have to go back and pick things up and put it back together.
- We can gradually let things (air) out and hope the conflict eventually goes away without much intervention or action from us. The balloon often falls to the wayside and gets walked on.
- Sometimes we snap with only the slightest provocation. We get strung out, and the wrong move at the wrong time, and we snap. (We could pop the balloon.)
- We can scream and holler, do a lot of venting, but accomplish nothing. If we do that often, we usually aren't taken too seriously. Sometimes people tip toe around us so as not to upset us. (We could pinch the balloon to make sounds.)
- We can face a conflict and handle it in a constructive manner, letting off the appropriate amount of steam/emotions, and then going on with the business of living with enough confidence to sustain us until the next conflict or stress hits us.
- We can change our attitudes and behaviors so that fewer conflicts and stresses affect us negatively. A 5-cent stress/conflict gets 5 cents of attention.
- Now you have a choice to make. Think of one of your most recent stresses or conflicts, whether at work, home, or school. How did you handle the conflict or stress? Please, release your balloons in the most appropriate way to indicate your reaction to that conflict/stress.

Materials/Equipment Needed: A balloon for each class member

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Have some students offer specific examples of stresses that they have had and how they reacted to that conflict/stress.
- Then discuss alternative ways that they could have handled that conflict/stress.

Source: Written by Deb Crockett, Kearney High School, Kearney, NE

Competency #7 - Interacting With Others

Career Interview

Overview of Activity: This activity provides students with essential skills in career planning. It also helps them understand the impact of growth and development.

Assessment Area(s) 7c - Managing Stress and Conflict

Time Required: One class period; research time for students

Steps to Complete Activity:

1. Distribute the Career Interview sheet and provide instructions for completion.
2. Conduct a round table discussion concerning change and stress in the workplace on the day students bring their interviews to school.

Materials/Equipment Needed: One *Career Interview* sheet for each student.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- How can students today use this information in planning their futures?
- What are the main causes of stress at work?
- What are positive ways to deal with stress in the workplace?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

CAREER INTERVIEW

Student Name _____

Name of Person Interviewed _____ Employer _____

Interview at least one employed adult. Ask the following questions and seek answers that are based on the adult's own work experience.

1. Where do you work and what are your duties?
2. What changes are occurring at your workplace?
3. How is change implemented?
4. Is there more or less emphasis on health and fitness in the workplace?
5. Is there any physical activity required in your job?
6. What causes stress in your job?
7. Does your supervisor listen to your concerns?
8. How are problems solved where you work?
9. What do you do to relieve your own stress?

Competency #7 - Interacting With Others

Identifying Slang and Jargon

Overview of Activity: Some people who are just beginning to speak English have difficulty understanding slang and jargon. This activity helps participants learn that clear communication is constructed in such a way as to say exactly what you want to say.

Assessment Area(s) 7d - Respecting Diversity

Time Required: 20-30 minutes

Steps to Complete Activity:

1. Distribute the *Slang and Jargon* exercise and provide instructions for completing.
2. Discuss how it feels to be in a group where you do not understand the “language”.
3. Ask students to volunteer situations where they have felt “left out” because of the language being used.

Materials/Equipment Needed: A copy of the *Slang and Jargon* exercise for each student.

Competency Assessment:

- Individually or in groups, develop a list of slang or jargon that might be used in the workplace.
- Construct sentences that should be used to convey exact meaning.

Source: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

SLANG AND JARGON

Chris runs many meetings as class president, but some students who are just beginning to speak English have difficulty understanding the meetings. Here are some of Chris' statements.

Circle the slang and jargon that make Chris difficult to understand.

Thanks a million for coming to the meeting today. I'm happy that every last one of you made up your minds to make the most of your senior year.

Without a doubt, homecoming weekend will be a real blast with all of you knocking yourself out to make it totally awesome.

We have a top-notch team this year so you can bet it will be a cinch for our guys to smash the Vikings in the game Friday. The other schools will be green with envy at our record.

We're pricing the dance tickets so they won't cost an arm and a leg. With our bargain basement prices, it should be a cinch to get a lot of kids to show up. We have a head start on getting the decorations out of the way so they should be top notch. Our advisor, Mr. Fields, has given us his full support so we really have the faculty and administration behind us on this one.

With exams coming up, I know you all have a lot on your minds, but we really need you all to give two hundred percent to make this year's homecoming a total blow-out. If we all work together it should be a piece of cake to pull all the homecoming festivities off.

Competency #7 - Interacting With Others

Types of People

Overview of Activity: This activity will increase students' awareness of how hurtful office gossip can be.

Assessment Area(s): 7d - Respecting Diversity

Time Required: 20 minutes

Steps to Complete Activity:

1. Fill the glasses 3/4 full of water and place them in the students' view.
2. Place two aspirin in the first glass. Observe the glass for approximately 30 seconds. Ask what kind of employee this glass represents. Form a list of qualities. This type usually *watches what happens*.
3. Place two Bromo Seltzer tablets in the second glass. Observe the reaction. This type of employee often exhibits a great burst of initial enthusiasm but quickly loses interest. They *wonder what happened*.
4. Add the Alka Seltzer tablets to the third glass. Observe what happens. This type of employee produces a relatively strong and stable output of energy and enthusiasm. They *make things happen*.

Materials/Equipment Needed: Three glasses of water 3/4 full. Two aspirin, Two Bromo Seltzer tablets, Two Alka Seltzer tablets.

Competency Assessment:

Consider these points for discussion:

- Which type of employee would you like to work with?
- Is there a viable contribution that the other types can still make?
- Remember that one's personal style may be less important than one's accomplishments.

Source: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

Competency #7 - Interacting With Others

Label Cans—Not People

Overview of Activity: This activity will increase students' awareness that people make assumptions based on first impressions.

Assessment Area(s): 7d - Respecting Diversity

Time Required: 30 minutes

Steps to Complete Activity:

1. Ask for volunteers.
2. Attach headbands to volunteers. Individuals should not be aware of the label on the headband they are wearing.
3. Tell the volunteers they are being asked to plan a school dance. They are to respond to other individuals in the group according to the headband each is wearing.
4. Give the group 10 to 15 minutes of time to interact.
5. After time is up, ask the volunteers if they can guess what was on the headband they were wearing by how the group responded to them. Generate discussion on the need to respect diverse contributions of team members.

Materials/Equipment Needed: Prior to this activity prepare headbands with the following suggested labels:

- Brainy Kid
- Computer Nerd
- Cheerleader
- Jock
- Teacher's Pet
- Loser
- Space Cadet
- Class President
- Goth
- Peppy
- Dweeb

Competency Assessment:

- What impact does respecting the diverse contributions of all team members have on the overall success of the team and/or organization?
- How does teamwork and cooperation prepare you for jobs in the future?

Source: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

Competency #7 - Interacting With Others

First Impressions

Overview of Activity: This activity will increase students' awareness that people make assumptions based on first impressions.

Assessment Area(s): 7d - Respecting Diversity

Time Required: 30 minutes

Steps to Complete Activity:

1. Divide students into teams.
2. Pass out the individual pictures of people that have been collected.
3. Handout the *First Impressions* worksheet.
4. Ask groups to look at each picture and answer the questions using the group's first impression.
5. Generate class discussion on areas where students may need to improve their first impressions. Ask teams to report their impressions from each picture. Determine what influenced each team's decision.

Materials/Equipment Needed: Prior to this activity collect diverse pictures of people in various situations. Number the pictures. Make copies of the *First Impressions* worksheet.

Competency Assessment:

- Appearance, cleanliness, nonverbal messages, and much more influence impressions.
- First impressions are usually formed within seven seconds.
- First impressions can make or break us even though many times the impression can seem unfair.

Source: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

FIRST IMPRESSIONS

Picture Number

1. Is this person friendly?
2. What type of job does this person have?
3. How old is the person?
4. Would you like to know this person?

Picture Number

1. Is this person friendly?
2. What type of job does this person have?
3. How old is the person?
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Picture Number

1. Is this person friendly?
2. What type of job does this person have?
3. How old is the person?
4. Would you like to know this person?

Picture Number

1. Is this person friendly?
2. What type of job does this person have?
3. How old is the person?
4. Would you like to know this person?

If you were experiencing car trouble and needed help, rank in order from first to last which person you would go to. Why?

Competency #8 - Understanding All Aspects of the Industry

The One and Own-ly

Overview of Activity: This activity provides students with skills to prepare to seek, obtain, maintain, and change jobs.

Assessment Area(s) 8a - Understanding the Structure and Dynamics of the Entire Organization; 1d - Writing

Time Required: One class period; research and writing time for students

Steps to Complete Activity:

1. Make sure students can define *entrepreneur*. Simply stated, it is someone who owns and operates his/her own business. The term entrepreneur is often used to describe someone who is innovative in business ownership.
2. Have each student investigate the life of an entrepreneur who is known for his/her role in history (i.e., Thomas Edison, Henry Ford, Paul Revere, Leonardo da Vinci, Orville and Wilber Wright, George Washington Carver, Bill Gates, Eli Whitney, Warren Buffet, Herman Cain of Godfathers, John D. Rockefeller, Walt Disney, Booker T. Washington).
3. Have them write a report on the contributions of the entrepreneur and how he/she changed society.
4. Provide time for students to share the information with classmates.

Materials/Equipment Needed: Library reference materials; Internet sources

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What present day entrepreneurs have made significant contributions to our society? (Bill Gates, the force behind Microsoft; Mr. Field's cookie franchise; Oprah Winfrey's *Harpo* production company)
- What are some advantages of owning your own business?
- What are some disadvantages of owning your own business?
- What inventions have yet to be conceived?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #8 - Understanding All Aspects of the Industry

On the Money

Overview of Activity: This activity helps students gain skills in career planning. It helps them understand the influence of a positive self-concept. It also helps them develop an understanding for the relationship between educational achievement and career planning.

Assessment Area(s) 8a - Understanding the Structure and Dynamics of the Entire Organization

Time Required: Two class periods

Steps to Complete Activity:

1. Direct students to learn all aspects of math competency required for establishing a fiscally sound business and maintaining its solvency, particularly in the “lean years.”
2. Investigate the many ways that “start-up” funding can be obtained to finance a business.
3. Invite a variety of speakers to make a panel presentation to the class about the ways to obtain money for starting a business. If possible, have them bring printed materials or brochures from their businesses.
4. Ask speakers to talk with students about their career paths, their motivation, and a typical work day and week.

Materials/Equipment Needed: Guest speakers from financial and housing institutions

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What is the risk in being an entrepreneur?
- What kinds of traits, attitudes, and values would someone require to start his/her own company?
- Identify the risks involved in borrowing large amounts of money and the risks for a bank in lending money. What skills/education would a loan officer use when deciding to give/not give a loan?
- How can students determine the amount of money they would have to invest in establishing a business?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #8 - Understanding All Aspects of the Industry

Company Rules and Regulations

Overview of Activity: This activity provides students an opportunity to become aware that rules in all social groups are created to maintain order and efficiency.

Assessment Area(s) 8b-Recognizing Health and Safety Issues

Time Required: Class Period

Steps to Complete Activity:

Have the student compile a list of rules and regulations of companies. Are there corresponding rules and regulations found in a school setting? Read the situation below and have the students discuss:

The Pepper Iron Company is 150 years old. The company has been owned and managed by the same family for the same length of time. During the existence of the company, not one worker has been fatally injured on the job, However , numerous workers have been severely burned or otherwise received injuries serious enough for hospitalization and loss of work. The company is bound by certain rules and regulations in the contract with the workers union. The family must approach the workers through their union to have the rules and regulations changed to increase productivity .

Materials/Equipment Needed: Students can use paper and pencil to draw up their own lists ,or the activity can be teacher led using the board or flipchart. Students could also be asked to bring copies of the rules and regulations where they are employed .

Competency Assessment :

Lead discussion using the following questions :

- What rules and regulations do you think the owners would want changed ?
- What rules and regulations do you think the union members would most likely want to protect?
- Have the students create a futuristic company, a company that solves a current problem. Once the company has been named and the product or service is created, have the students determine rules and regulations which would be needed to govern the workers in the company .

Source: Adapted from *100 + Ways to Start the Day* ,Center on Education and Work, University of Wisconsin- Madison, 1025 W. Johnson Street , Madison WI 53706-1796

Competency #8 – Understanding All Aspects of the Industry

Accident Insurance

Overview of Activity: This activity helps students understand how societal needs and functions influence the nature and structure of work .

Assessment Area(s) 8b – Recognizing Health and Safety Issues

Time required: One or two class periods

Steps to Complete Activity:

Students gain insight into accident prevention and safety on the job by considering their “work” environments, occupational hazards, and ways the hazards can be avoided.

1. Discuss accident prevention and safety at school, home and in leisure activities.
2. Have students work in teams to create designs of future workplaces, offices, shopping malls, schools, and public buildings that will ensure safe working conditions.
3. Have team members present their designs.

Materials/Equipment Needed: Rulers; large sheets of paper; pencils; markers

Competency Assessment :

Encourage discussion with you as the leader by asking questions such as:

- What research information was used in making the design?
- What worker will be involved in these kinds of future design projects?
- How will the demand for enhanced accident prevention and safety in the workplace affect the consumer goods and services we want and need?
- What occupations are involved in insuring public safety and accident prevention?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #8 – Understanding All Aspects of the Industry

Child Labor Laws

Overview of Activity: This activity helps students understand how child labor laws protect young workers and regulate/restrict the employment of young people under the age of 18.

Assessment Area(s) 8b – Recognizing Health and Safety Issues

Time required: One class period

Steps to Complete Activity:

1. Distribute to each student a copy of the *Legal Conditions for the Employment of Youth Under the Age of 18 in Non-Agricultural Occupations* brochure.
2. Discuss the conditions for employment of young workers under the age of 18.
3. Have students share their experiences at work – including instances where there may be violations of the law taking place.
4. Determine if any students are enrolled in programs for which there is an exemption to the hazardous occupations order. Ask those students to discuss the safety conditions at their place of employment.
5. Discuss the pros and cons of having the federal and state government regulate child labor.

Materials/Equipment Needed: A copy of the *Legal Conditions for the Employment of Youth Under the Age of 18 in Non-Agricultural Occupations* brochure for each student.

Competency Assessment :

Encourage discussion with you as the leader by asking questions such as:

- Why is it necessary to establish child labor laws?
- Are the current child labor laws realistic?
- What changes, if any, do you think should be made in the current child labor laws?

Source: Written by Carol Jurgens, Nebraska Department of Education, Lincoln, NE

- HO 3 coal mining
- HO 4 logging and sawmilling
- HO 5* power-driven woodworking machines
- HO 6 exposure to radioactive substances
- HO 7 use of power-driven hoisting apparatus
- HO 8* power-driven metal-forming, punching and shearing machines
- HO 9 mining, other than coal
- HO 10* slaughtering, or meat packing, processing, or rendering
- HO 11 power-driven bakery machines
- HO 12* power-driven paper-products machines
- HO 13 manufacturing brick, tile and kindred products
- HO 14* power-driven circular saws, band saws, and guillotine shears
- HO 15 wrecking, demolition & ship-breaking operations
- HO 16* roofing operations
- HO 17* excavation operations

**HAZARDOUS OCCUPATIONS ORDER (HHO)
EXEMPTION QUALIFICATIONS
(29 CFR 570.50)**

An HHO Exemption allows industry and schools working in partnership to be protected under the child labor law and employ students in some hazardous occupations. Child labor regulations allow limited involvement in the seven hazardous occupations starred (*) above if the individual is at least 16 years old, a cooperative education student-learner or apprentice, and **all** of the following requirements are properly met:

√ Individual must be 16 - 17 YEARS OLD

√ STUDENT LEARNER must be:

- enrolled in a *state-recognized course*, e.g. COOP program.
- employed under *written* Training Agreement signed by the employer, school, parent, and student.
- employed under a *written* Training Plan that clearly identifies the competencies the student is expected to attain in the related high school course and as a result of the on-the job training.
- employed with the understanding that the hazardous portion of the work:
 - ◆ is *incidental* to training.
 - ◆ is *intermittent* and for *short* periods of time.
 - ◆ is under *direct* and *close* supervision of a qualified person.
 - ◆ follows safety instructions given by the school and/or the employer on the job.

√ APPRENTICES must be:

- employed in an apprenticeship program *registered* by

the Bureau of Apprenticeship and Training (BAT).

- employed with the understanding that the hazardous portion of the work:
 - ◆ is *incidental* to training.
 - ◆ is *intermittent* and for *short* periods of time.
 - ◆ is under *direct* and *close* supervision of a qualified person.
 (The following additional criteria are not required by the FLSA, but are recommended to insure the safety and well being of the student apprentices.)
- provided with safety instructions given by the school and/or the employer on the job.
- employed under *written* Training Agreement signed by the employer, school, parent, and student.
- employed under a *written* Training Plan that clearly identifies the competencies the student is expected to attain in the related high school course and as a result of the on-the job training.

This brochure is intended as a reference only, not as a legal interpretation, and is not a substitute for legal advice. It is in no way a complete statement of the child labor laws, but a simplified interpretation intended for use by educators, employers, policy makers, and parents as they plan and implement work-based learning opportunities. For more complete information regarding state and federal law, consult the resources listed below. Those needing legal advice should consult an attorney.

Resources:

U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, 200 Constitution Avenue, NW, Washington, D.C. 20210, 202-219-4907. The following publications are available:

- *Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act.* Child Labor Bulletin No. 101.
- *Child Labor Requirements in Agricultural Under the Fair Labor Standards Act.* Child Labor Bulletin No. 102.
- *Handy Reference Guide to the Fair Labor Standards Act,* WH Publication 1282.
- *Employment Relationship Under the Fair Labor Standards Act,* WH Pub. 1297.

Nebraska Work Based Learning Manual, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, 402-471-0948

For More Information Contact
Carol Jurgens, Cooperative Education Director
Nebraska Department of Education
402-471-0948 or cjurgens@nde.state.ne.us

**Federal
Fair Labor Standards Act**

**Legal
Conditions
for
Employment
of Youth
Under
18 Years
of Age
in
Non-
Agricultural
Occupations**

Nebraska Department of Education
January 2002

EMPLOYMENT OF YOUTH UNDER 18 YEARS OF AGE IN NON-AGRICULTURAL OCCUPATIONS

Employers, schools and students are impacted by a number of labor laws as they participate in work-based learning activities. The degree to which coverage is mandated is dependent on the individual situation. Coverage is principally affected by the determination of whether or not an employer-employee relationship exists between the employer and student.

Child labor laws were enacted to protect minors from injury in the workplace and to prevent work from interfering with education. Students in work-based learning opportunities may engage in a range of types and intensities of activities in the workplace C from gaining career awareness through job shadowing, to learning occupational and employability skills by working in internships or youth apprenticeships.

WHY EMPLOY YOUTH UNDER AGE 18?

It has become increasingly apparent that structured work-based learning enhances rather than detracts from education by reinforcing academic learning and highlighting the relevance of education to goals in later life. The employment of youth under age 18 is desirable in many instances because of the need:

- ◆ To create early opportunities for youth to develop an awareness of new and emerging high-tech, high-wage jobs so they can more effectively plan postsecondary education pursuits. By age 18, students are graduating from high school and tending to pursue more traditional postsecondary avenues.
- ◆ To introduce youth to the modern workplace, equipment and actual workplace problems.
- ◆ To give youth access to jobs that require more knowledge and skills than ordinary “youth jobs”.
- ◆ To allow youth to experience a career field before the 12th grade so they can “tone up” their school-based academic and technical program of study before graduation.
- ◆ To demonstrate to youth that high performance in high school “counts” in students’ plans for the future.
- ◆ To enable students to observe the interaction of all aspects of a company’s operations.

FEDERAL FAIR LABOR STANDARDS ACT (FLSA) CHILD LABOR PROVISIONS

The FLSA was passed in 1938 and is a federal law enforced by the U.S. Department of Labor’s Wage and Hour Division. The law applies to all fifty states and ninety percent of nonagricultural businesses. All states also have child labor laws. If the FLSA and the state’s child labor laws regulate the same activity, the stricter labor standard is the one that applies, e.g., Nebraska Child Labor Law requires that all workers under age 16 obtain an Employment Certificate from the school district in which the child resides. The following conditions are based on the Federal law which is generally more stringent.

The FLSA applies **only** when an employment (employer/employee) relationship exists. When a child reaches the age of eighteen, the child labor law does not apply.

Child labor law for nonagricultural occupations stipulates conditions of employment in three major areas: Age and Hour Limitations, Occupational Limitations, and Hazardous Occupations Order Exemption Qualifications.

AGE AND HOUR LIMITATIONS

Under 14 Years of Age

Youths under 14 may work **only** if their jobs are exempt from child labor standards or not covered by the Fair Labor Standards Act. Exempt work includes: delivery of newspapers to consumers; performing in theatrical, motion picture, or broadcast productions; and work in a business owned by the parents of the minor, except in mining, manufacturing or hazardous occupations. In general, minors under the age of 14 may not be employed in nonagricultural occupations. Their activities in work-based learning programs must be limited to activities such as career awareness and exploration activities, classroom presentations, field trips to worksites, and job shadowing.

14 and 15 Year Olds

Students who are 14 and 15 years of age may work at jobs such as office work; various food service jobs; sales work and some other jobs in retail stores; errand and delivery work by foot, bicycle and public transportation;

dispensing gasoline and oil and performing courtesy services in gas stations. The hours of work cannot be during school hours; cannot exceed three hours on a school day with a limit of 18 hours in a school week; cannot exceed eight hours on a nonschool day with a limit of 40 hours in a nonschool week; and cannot be before 7:00 a.m. or after 7:00 p.m., except from June 1 through Labor Day, when the evening hour is extended to 9:00 p.m.

14 and 15 Year Olds - WECEP Exception

There are exceptions to these restricted hours and occupations under the Work Experience and Career Exploration Program (WECEP) (29 CFR 570.35(a)). Under WECEP, at risk students who are 14 or 15 years of age and enrolled in an approved program can be employed during school hours, for up to three hours on a school day, up to 23 hours in a school week, and in occupations otherwise prohibited. School districts that would like to implement a WECEP Program must apply for approval. WECEP applications may be obtained from the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987.

16 and 17 Year Olds

Sixteen and seventeen year old youth can work at any time for unlimited hours—educators, employers, and parents should, however, control the hours to ensure that education remains the student’s top priority. Unless they meet the criteria of a *student learner* or *apprentice*, they cannot be employed in the hazardous occupations listed below.

OCCUPATIONAL LIMITATIONS

There are seventeen Hazardous Occupations Orders (HOO) described in detail in the law. Minors under age 18 may **not** be employed to work in these occupations unless they qualify for an exemption as a *student learner* or *apprentice* enrolled in a state-recognized training program. Industry can hire 16 and 17 year old students to work in HOO # 5, 8, 10, 12, 14, 16, and 17 if they work in partnership with an approved educational facility and an agreement has been signed by the employer, the school, a parent, and the student (see Exemption Qualifications). There are no exemptions for HOO # 1, 2, 3, 4, 6, 7, 9, 11, 13, and 15.

- HO 1 manufacturing and storing explosives
- HO 2 motor vehicle driving and outside helper

Competency #8 - Understanding All Aspects of the Industry

Unemployment Contemplation

Overview of Activity: This activity helps students develop skills to locate, evaluate, and interpret career information. It also helps students understand the relationship between educational achievement and career planning.

Assessment Area(s) 8a - Understanding the Structure and Dynamics of the Entire Organization;
8c - Understanding Personnel Policy and the Labor/Management Relationship

Time Required: One class period

Steps to Complete Activity:

Using the current unemployment rates for your area and the country and information on specific jobs being cut, generate a discussion on unemployment:

1. What types of jobs are people losing? Why?
2. Will these jobs be needed again at some future time?
3. What factors contribute to unemployment?
4. What types of new opportunities are there?

Materials/Equipment Needed: Current unemployment rates for your area and the country; information on specific jobs being cut.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- What is the value of an education for future job success?
- How can research help one find a viable career, even in a changing economy?
- Would this information assist you in making a career decision?
- What sources are there for finding a career?
- What part should the government play in helping citizens find work?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

Competency #8 - Understanding All Aspects of the Industry

Managerial Styles

Overview of Activity: This activity helps students recognize the differences in various managerial styles.

Assessment Area(s) 8c - Understanding Personnel Policy and the Labor/Management Relationship

Time Required: One class period

Steps to Complete Activity:

1. Divide the class into four groups.
2. Each group will have the responsibility of designing something (a playground for an elementary school, for instance).
3. Provide each student with a copy of the *Leadership Styles* and *Leadership* handouts.
4. Assign a leadership style to each group and have them role-play the activity in front of the class.

Materials/Equipment Needed: A set of Legos or other building-type materials. Copies of the *Leadership Styles* and *Leadership* handouts.

Competency Assessment: Consider these points of discussion:

- Which of the classifications of leadership do you feel would extract the best effort from you? Why?
- As a group, develop a list of the pros and cons of each leadership style.
- As a group, develop a list of characteristics needed for effective leadership. The list may look something like the list on the *Leadership* handout.

Source: Written by Jan Hess, Bryan High School, Omaha, NE

LEADERSHIP STYLES

AUTOCRATIC

Leaders in this category are exploitative and authoritative. They do not seek the opinions of subordinates but make all major decisions independently. They motivate through fear and punishment. These managers use authority in a straightforward manner and simply issue orders. This preference for making decisions without consulting others is highly effective when quick decisions are critical.

BENEVOLENT-AUTHORITATIVE

Leaders in this classification have a “plantation mentality” or “big daddy” approach to leadership. In essence, they say to subordinates, “I’ll treat you all right and see that your needs are met if you play along with the system and don’t deviate from tradition.” These types are all-knowing. They try to maintain good relations with subordinates and are concerned with fair treatment.

DEMOCRATIC

These types of leaders have considerable confidence in their subordinates, delegate authority, encourage both employee participation and unrestricted communication--all the time making it clear that the leader has the final say. They offer relatively little supervision and are most effective when the employees are highly skilled.

LAISSEZ-FAIRE

Leaders take the role of consultant, leaving the actual decision making up to employees. These leaders provide encouragement for employees’ ideas, and offer insights or opinions only when asked. These leaders encourage group members to express themselves creatively. Leaders using this style intentionally seek to involve members of the group in the decision-making process. They liberally delegate authority and use rewards, not punishment, to motivate.

Source: Written by Jan Hess, Bryan High School, Omaha, NE

LEADERSHIP

Leadership is the art of inspiring others to perform their duties willingly, competently, and enthusiastically in order to achieve an objective. It includes the ability to influence and encourage the thoughts and actions of others. A leader is one who, by example and talent, plays a direct role in the actions of others. A leader must have charisma in order to inspire and motivate others.

The development of effective leadership skills is essential in today's multi cultural society. Today's top leaders are involved in a variety of activities. They get involved with outside groups. They participate in professional and related activities. They get involved in community activities and service organizations. They possess keen problem-solving and critical-thinking skills.

Leadership can mean the difference between success and failure. It is interesting to note that all animals that live in groups have leaders. That is generally how a group of animals survive.

An effective leader must have a number of traits:

- possesses the ability to inspire others and motivates others to put forth their best efforts
- encourages people to seek new approaches to problem solving
- is straightforward, consistent, and fair, and is able to set an example to be followed
- provides support, patience, understanding, compassion, empathy, and encouragement
- possesses effective written and oral communication skills
- shows initiative in assuming responsibility and is conscientious in carrying out responsibilities
- motivates others to achieve difficult goals that oftentimes require persistence
- develops a vision and helps others set high (but realistic and reachable) goals
- gives careful attention to people's individual needs to create meaningful relationships and a friendly, non-threatening atmosphere
- possesses the ability to understand human behavior in order to resolve problems and conflicts
- is able to lead those who sometimes are hesitant to follow
- shows willingness to assume full responsibility when things go wrong
- possesses good listening skills, a willingness to learn from others, a sense of humor, empathy, and courtesy
- is tactful in dealing with stress and conflict and is willing to work with ALL people
- shows enthusiasm and instills it in others
- possesses essential time management skills and is an effective planner and organizer
- fully understands that things do not run smoothly all the time

In summary, leadership involves providing the inspiration for others to act. It is a learned skill that takes a great deal of time and effort in order to develop adequately. Today's youth will become tomorrow's leaders. The higher we strive for excellence, the more effective leaders our society needs.

"Things just don't happen; they are made to happen." --John F. Kennedy

Source: Written by Jan Hess, Bryan High School, Omaha, NE

Competency #9 -Taking Responsibility for Career and Life Choices

Self Promotion

Overview of Activity: This activity helps students develop an understanding of the influence of a positive self-concept. It also helps them in understanding the relationship between educational achievement and career planning.

Assessment Area(s) 9a - Teaching and Learning on an Ongoing Basis

Time Required: 30-45 minutes

Steps to Complete Activity:

1. Give students the following directions:
Using the *For Sale* worksheet, write an advertisement using correct English and communication skills that will “sell” you - your skills, qualities, characteristics, etc.
2. Allow time for students to share their advertisements. Have classmates give feedback as to whether the advertisement did a good job of “selling” the student.
3. What kinds of things were written that caught your attention and made you want to find out more about that person?

Materials/Equipment Needed: A copy of the *For Sale* worksheet for each student.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- How do good English and communication skills facilitate good career planning?
- Why is it important to be able to express your positive qualities to others?
- How does peer feedback help you develop self-knowledge and a positive self-concept?
- How can you use the information in your advertisement to apply for and get a job?

Source: Adapted from *Ready for School - Ready for Work: School to Careers Classroom Manual*, Syndistar, Inc., 5801 River Road, New Orleans, LA 70123-5106

FOR SALE: ME!

Competency #9 - Taking Responsibility for Career and Life Choices

The Mind is a Wonderful Thing

Overview of Activity: This activity will demonstrate the value of being observant about even ordinary things (like customer needs).

Assessment Area(s) 9a - Teaching and Learning on an Ongoing Basis

Time Required: 20 minutes

Steps to Complete Activity:

Ask someone in the class/group if you may borrow his/her wristwatch. After receiving the watch, tell that person that you would like to test his/her powers of observation and ask the entire group to silently play along. Tell the loaner to assume the watch was lost and, to reclaim it, he/she must properly identify it to the police. Then ask these sample questions:

- ⇒ What is the brand name?
- ⇒ What color is the face?
- ⇒ What color is the band?
- ⇒ What else is printed on the band?
- ⇒ Does it use Roman or Arabic numerals?
- ⇒ Which numerals are shown?
- ⇒ Does the watch have a date on it?
- ⇒ Does the watch have a day on it?
- ⇒ Does it have a second hand?

Materials/Equipment Needed: A borrowed non-digital wrist watch

Competency Assessment:

- Encourage discussion with you as the leader by asking questions such as:
- How do you think you would have done?
- Why aren't we more observant?
- Where in the workplace would greater observational skills possibly pay off?
- Have you seen incidents where people have overlooked commonplace things and problems have resulted?
- Are there any tips to get our minds focused, when we most need them?

Source: Adapted from the *Big Book of Business Games*, John Newstrom, Edward Scannell, 1996, McGraw-Hill, Two Penn Plaza, New York, New York 10121-2298. Reprinted with permission of the McGraw-Hill Companies.

Competency #9 - Taking Responsibility for Career and Life Choices

The Balancing Act

Overview of Activity: This activity will help students understand the importance of balancing their personal, professional and academic responsibilities.

Assessment Area(s) 9b - Balancing Personal, Professional, and Academic Responsibilities

Time Required: 30 minutes

Steps to Complete Activity:

1. As a group, discuss with the class how each individual, even a student in school, is involved in at least four different “careers” or roles at any one time:
 - As a producer of goods and/or services (consider child care, newspaper sales, party planning, bicycle or auto repair, lawn mowing, etc.)
 - As a member of a family group (consider contributions to the family such as meal preparation, house cleaning, babysitting, reading to younger members, repairing toys, etc.)
 - As a member of social and political group (consider club officer, volunteer activities, etc.)
 - As a pursuer of avocational activities (consider collecting items; sports, music)
2. Instruct students: Plan a poster about yourself to place on the classroom wall. Call it “Me,” but don’t place your name on it. (Identify it for your teacher, though). Clip pictures from newspapers and magazines that would describe yourself and your “careers.” On the bottom half of the poster, place pictures that tell what you want your careers to become. See if your classmates can guess who you are by studying the poster. Also see if they can guess what you want your careers to become.
3. Ask students to consider the following:
 - a. What is your first choice of a career at this time?
 - b. How much additional education do you think you will need in order to be successful in this career?
 - c. What courses in school could you take that would help you toward your career?
 - d. What extracurricular school activities could you choose that would help you toward your career?
 - e. What social skills will you need for your career?

Materials/Equipment Needed: None

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Was it easy for your classmates to guess who you are by looking at the poster? Why/why not?
- What did you learn from this exercise?
- Why is it so important to balance personal, professional, and academic responsibilities?
- As a result of this activity, what will your area of concentration be?

Source: Written by Jan Hess, Bryan High School, Omaha, NE

Competency #9 - Taking Responsibility for Career and Life Choices

Tips from the Top

Overview of Activity: This activity helps students develop skills to locate, evaluate, and interpret career information. It also helps students develop skills to prepare to seek, obtain, maintain, and change jobs.

Assessment Area(s) 9c- Setting Career Goals; 1d - Writing

Time Required: One class period

Steps to Complete Activity:

Government officials, leaders in the field of Education, and business leaders collaborated to develop a list of qualities needed for success in the workplace.

1. Distribute a copy of *The Successful Worker* worksheet to each student.
2. Have students use the chart to write an essay on how they are currently using these traits in their lives. They should cite examples of incidents where they have shown each behavior.
3. Encourage students to include their essays in their career portfolios.

Materials/Equipment Needed: Copy of *The Successful Worker* worksheet for each student.

Competency Assessment:

Encourage discussion with you as the leader by asking questions such as:

- Why are these skills important to employers? Why did employers identify these specific traits?
- How can these skills help a business succeed?
- In your essay you've identified how you are utilizing the traits listed. How can this information help you apply for and get a job?
- In reference to the traits listed, is it true that practice makes perfect?
- How can you continue to develop these traits in preparation for your career?
- How will these traits help you in your career choice?

Source: Adapted from *Learning a Living: SCANS Report*. Secretary's Commission on Achieving Necessary Skills

THE SUCCESSFUL WORKER



Listed below are several traits identified by business owners, public employers, union officials, managers, and workers as the personal qualities needed for solid job performance.

Responsible

- * Work hard for excellence, even if a task is unpleasant.
- * Pay attention to detail.
- * Work toward high standards of attendance, punctuality, and attitude.

Confident

- * Believe in your own self-worth, skills, and abilities.
- * Be aware of how your emotions, behavior, and attitude can affect others, and take responsibility for your actions.

Sociable

- * Be friendly, sensitive, and polite to others.
- * Be interested in what others say and do.
- * Be flexible so you can interact with people from different backgrounds.

Self-Managing

- * Know your abilities, skills, and knowledge.
- * Set realistic personal goals and be self-motivated to achieve them.
- * Use others' criticism and feedback to improve yourself.

Honest/Ethical

- * Know your community's and organization's code of ethics.
- * Know how behavior that violates these codes hurts individuals and organizations.
- * Be committed to ethical behavior in the workplace.

Source: Adapted from *Learning a Living: SCANS Report*. Secretary's Commission on Achieving Necessary Skills

Competency #9 -Taking Responsibility for Career and Life Choices

Career Life/Planning

Overview of Activity: This handout can be used to generate discussion concerning career/life planning. Students can identify strategies to accomplish each step on the chart. This is a good beginning exercise for students. The handout helps connect each step in career/life planning and gives a “big picture” view of the process.

Assessment Area(s) 9c- Setting Career Goals

Time Required: Class period

Steps to Complete Activity:

1. Copy handouts and distribute to students.
2. Discussion can center around methods necessary to complete each step.

Materials/Equipment Needed: Copies of *Steps to Career/Life Planning* for each student

Competency Assessment:

- Students will identify and begin to plan strategies to utilize in their own career/life search.

Source: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE. The *Steps to Career and Life Planning Chart* was adapted from the following Internet website:
www.adm.uwaterloo.ca/infocecs/CRC/manual/steps.html

Steps to Career/Life Planning

Begin at the bottom and work up. Periodically, re-evaluate your career/life plans by starting again at step 1.

					Career/Life Planning
					<u>Re-evaluation</u>
					Work
					<u>Work offers & Acceptance</u>
					<u>Success at Work</u>
					Employer Contacts
					<u>Job/Work Search</u>
					<u>Resumes & Letters</u>
					<u>Job/Work Interviews</u>
					Decision Making
					<u>Career Objectives</u>
					<u>Personal Objectives</u>
					<u>Community Service</u>
					<u>Lifelong Learning</u>
					Occupational Research
					<u>Information Search</u>
					<u>Information Interview</u>
					<u>Job Shadow</u>
					<u>Hands-on Experience</u>
					<u>Trends</u>
Self-Assessment					
<u>Personality & Attitudes</u>		<u>Skills & Achievements</u>		<u>Knowledge & Learning Style</u>	
		<u>Values</u>		<u>Interests</u>	
				<u>Entrepreneurism</u>	

- You may need to move from an upper step to a lower one, e.g., from step 4 to step 2, should a lack of openings in a particular field require research into a different one.

Competency #9 – Taking Responsibility for Career and Life Choices

The Lifeline

Overview of Activity: This activity helps clarify long and short-term goals and objectives. It also serves to build confidence from seeing all that has been accomplished and/or survived thus far! The Lifeline activity encourages people to bring a long-term outlook to their planning. Their pasts are made graphic, and their futures are put into perspective.

Assessment Area(s) 9c - Setting Career Goals

Time Required: May vary; 30 – 40 minutes for activity, 20 minutes discussion

Steps to Complete Activity:

1. You can model the exercise on the board while the students do it on paper. Allow students to complete each step as you explain it.
 - A beginning (birth, the zero point on the line)
 - An ending (how long each person thinks he or she will live)
 - A line drawn at their present age on their lifeline
 - Any significant events in their futures that they anticipate or hope for such as
 - When they graduate from various schools
 - When they get married (If that is their choice)
 - When they have children, and at what age?
 - When they leave work for various reasons (children, retirement, etc.)
2. Encourage creativity and involvement in the activity by explaining that these are their lifelines and they can do whatever they wish with them. They can decorate them with art, write short or long notes on them, discuss them with others, wander around and look at what others are doing, whatever. Do your own lifeline, too!

Materials/Equipment Needed: Large sheets of newsprint-size paper, marking pens, and pencils with erasers for each participant. Although it is possible to use 8 x 14-inch sheets of paper for this activity, larger sheets encourage more creativity and involvement.

Competency Assessment: After 30 to 40 minutes, give a five-minute warning for everyone to finish. Encourage discussion with you as the leader by asking questions such as:

How do you feel about this activity?

- What did you learn about yourself?
- How did you learn about others?
- Can you see how this activity could help you with your career planning as one part of your life planning?

Source: Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE

INSTRUCTIONAL RESOURCES

The following resources are specific to the nine competency areas for which activities have been provided in Part I.

Competency # 1 – Communication and Literacy

ACT WorkKeys, *Listening and Writing - Targets for Instruction*, ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa city, IA 52243-1008, (800) WORKKEY. Cost: \$40.00 ea.

ACT WorkKeys, *Reading for Information—Targets for Instruction*. ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WOR-KKEY. Cost: \$15.00 ea.

Adventures In Attitudes—Section I: Effective Listening. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course in college bookstore.

Adventures In Attitudes—Section II: Developing Communication Skills. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

Success Prep—Section V: Communications. Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE, 68131 (402) 342-1600. Cost: \$220/2-Volume Set

Competency # 2 – Organizing and Analyzing Information

ACT WorkKeys, *Locating Information—Targets for Instruction*. ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WORKKEY. Cost: \$15.00 ea.

ACT WorkKeys, *Observation—Targets for Instruction*. ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WORKKEY. Cost: \$35.00 ea.

Competency # 3 – Problem Solving

ACT WorkKeys, *Applied Mathematics—Targets for Instruction*. ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WORKKEY. Cost: \$15.00 ea.

Adventures In Attitude—Section VI: Creative Problem Solving. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

Success Prep—Section III: Problem Solving and Decision Making. Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE, 68131 (402) 342-1600. Cost: \$220/2-Volume Set

Competency # 4 – Using Technology

ACT WorkKeys, *Applied Technology—Targets for Instruction*. ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WORKKEY. Cost: \$15.00 ea.

Competency # 6 – Acting Professionally

Adventures In Attitudes—Section III: Attitude Awareness. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

Adventures In Attitudes—Section IV: Dealing with Emotions, Section V: Understanding People. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

Success Prep—Section II: Grooming and Attire. Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE 68131 (402) 342-1600. Cost: \$220/2-Volume Set

Success Prep—Section VI: Attitude. Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE 68131 (402) 342-1600. Cost: \$220/2-Volume Set

Competency # 7 – Interacting with Others

ACT WorkKeys, *Teamwork—Targets for Instruction.* ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WORKKEY. Cost: \$35.00 ea.

Adventures In Attitudes—Section VIII: Team Building Strategies. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

Success Prep—Section IV: Conflict Resolution. Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE 68242 (402) 342-1600. Cost: \$220/2-Volume Set

Success Prep—Section VIII: Teamwork. Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE, 68131(402) 342-1600. Cost: \$220/2-Volume Set

Competency # 8 – Understanding All Aspects of the Industry

Success Prep—Section I: Personnel Policies and Procedures. Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE 68131 (402) 342-1600. Cost: \$220/2-Volume Set

Competency # 9 – Taking Responsibility for Career and Life Choices

Adventures In Attitudes—Section IX: Motivational Power. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

Adventures In Attitudes—Section X: Reaching Your Potential. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

Success Prep—Section VII: Job Search. Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE 68131 (402) 342-1575. Cost: \$220/2-Volume Set

Additional Resources

The following resources are provided to assist WBL Coordinators in providing instruction in all of the competency areas.

A Resource Guide for WorkKeys Score Interpretation. C. Victor Larson, Omaha Public Schools Department of Curriculum and Learning, 1997.

Big Book of Business Games, John Newstrom, Edward Sannell, McGraw Hill, 1221 Avenue of Americas, New York, New York 10020.

Brain Games. Jack Umstatter, Prentice Hall, NY 1966. <http://www.phdirect.com>

Career Launcher - The Integrated Career Pathways Curriculum lets students practice the academic work that is required in 240 careers in six career pathways. 960 self-directed and applied activities allow students to practice the English, math, science and technology needed for real jobs. Career Solutions Training Group, 13 East Central Avenue, Paoli, PA 19301, 888-299-2784, www.careersolutionsgroup.com

Career Link, Applied Information Management Institute. <http://www.aimlink.com>

Congratulations! Now What?, Bill Crosby, 1999, Hyperion, 114 Fifth Avenue, New York, NY 10011.

Dream Careers. http://wowcareers.com/menu_a-e.htm

Employment Skills for the Twenty-First Century, Oklahoma Department of Vocational and Technical Education, Stillwater, OK 74074-4364

First, Break All the Rules: What the World's Greatest Managers Do Differently, 1999, Marcus Buckingham and Curt Coffman, Simon and Schuster, Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020

Futureworks. <http://www.dol.gov/dol/asp/public/futurework/>

Graduate to Your Perfect Job, Jason R. Dorsey, 1997, Golden Ladder Productions, P.O. Box 49648, Austin, Texas 78765 www.jasondorsey.com

How to Be a Star at Work. Robert E. Kelley, 1998, Times Books, 201 East 50th Street, New York, NY 10022.

Human Relations Games, Vocational Instructional Materials Laboratory, Ohio State University, Columbus, OH 43210.

Learning a Living: SCANS Report. Secretary's Commission on Achieving Necessary Skills.

Internship Success –Real World, Step-by-Step Advice on Getting the Most Out of Internships. Marianne Ehrlich Green, 1997, VGM Career Horizons, 4255 West Touhy Avenue, Lincolnwood (Chicago), Illinois 60646-1975.

It's A Jungle Out There—Job Survival Skills, video, 1997, Jist Works, 720 N. Park Ave. Indianapolis, IN 46202.

It's for Real - Workplace Ethics highlights workplace ethics for youth. It follows five young people into their workplace and asks your students to solve the ethical dilemmas they encounter. Career Solutions Training Group, 13 East Central Avenue, Paoli, PA 19301, 888-299-2784, [www.careersolutionsgroup](http://www.careersolutionsgroup.com)

Job Profiles. <http://www.jobprofiles.com>

Nebraska Careers and Education, 2001 Magazine. <http://ncis.unl.edu>

Nebraska Career Information System (NCIS), 421 Nebraska Hall-UNL, PO Box 880552, Lincoln, NE 68588-0552, Phone (402) 472-2570.

Nebraska Colleges and Universities. [Http://nol.org/Nepostsecondary/directory.htm](http://nol.org/Nepostsecondary/directory.htm)

Nebraska Department of Labor Employment Services. www.dol.state.ne.us/jobserv.htm

Nebraska Explorer. www.workforce.state.ne.us

Nebraska Workforce Development, Nebraska Department of Labor. www.nebraskaworkforce.com

Next Step Magazine: for High School Students Who Want More. [wysiwyg://7/http://www.nextstepmagazine.com/](http://www.nextstepmagazine.com/)

100+ Ways to Start the Day—A Career Education High School Activity Book, Center on Education and Work, Publications Unit, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, Wisconsin, 53706-1796, <http://www.cew.wisc.edu>

Quick Skills, Career Solutions Training Group. www.careersolutionsgroup.com

Personality Development for Work, Harold Wallace and L. Ann Masters, 1989, Southwestern Publishing Company, Cincinnati, Ohio, ISBN 0-538-11430-4.

Ready for School - Ready for Work: School to Careers Classroom Manual, National Telelearning, 5801 River Road, New Orleans, LA 70123-5106.

SCANS2000 CD-ROM Workplace Simulations. www.scans.jhu.edu/modules/modules.html

Skills for Employability—Presentation for an Emerging Workforce www.Omahacareernetwork.org PowerPoint presentations with scripts and handouts developed by Opportunities/Jobs/Careers, Box 3777, Omaha, NE 68103, 402-45702491

- *Assertive, Passive or Aggressive: Your Language Behavior*. This choice of language behavior is similar to clothing choices. Both make an impression and tell others something about who you are.
- *Back to the Future—Are You Ready? Adapting to Shifts in the Job Market*. This presentation is designed to lead participants to a clearer understanding of what careers will be available in the future and how the ability to adapt to change will be necessary.
- *The Care and Feeding of Generation Y: Exploring a New Generation*. This presentation examines the characteristics of Generation Y, a population of nearly 80 million born after 1980.
- *Finding the Treasure Within: A Map to Personal Success*. A person's effectiveness in the workplace can be linked directly to positive self-esteem and successful personal management. This presentation provides tips for bringing out the best in an employee.
- *Look Like You're Ready for Business: Getting Dressed for Success*. Participants will learn how to make a good impression for that important interview and what to wear when they get the job.
- *Look Who's Talking? Communications-Listening and Oral*. Only job knowledge ranks above communication skills as a factor for workplace success. This presentation is designed to engage participants in the understanding of what communication is and how it can be improved through specific techniques.
- *Other Duties as Assigned: Personal Responsibility on the Job*. Employers need employees who can operate effectively within the parameters of their organization, assume responsibility willingly, and motivate themselves and co-workers toward exemplary performance. This training session prepares students for this reality.
- *Reading the Playbook: Effective Interpersonal and Team Building Strategies*. This presentation examines issues related to being an effective team player in an intensely-competitive, fast-paced, service-driven job market.
- *Resume Writing: Putting the Spotlight on Your Skills*. Participants learn tips on how to prepare an effective resume that will highlight personal strengths.
- *Shopping for Future Skills: Reading, Writing, and Computation*. Workers spend an average of one to two hours per workday reading forms, graphs, charts, manuals, and computer terminals. This presentation will review skills used in the workplace with a simulated trip to the mall.
- *What a Great Idea! Adaptability, Creative Thinking and Problem Solving*. This training in creative thinking involves problem solving and group team building.

Steps to Career and Life Planning. www.adm.uwaterloo.ca/infocecs/CRC/manual/steps.html

Successful Assertiveness. Dena Michelli, 1997, Barron's Educational Series, Inc., 250 Wireless Boulevard,

Hauppauge, New York 11788.

Ten Things I Wish I'd Known: Before I Went Out Into the Real World. Maria Shriver, 2000, Warner Books, Academic Innovations, 800-967-8016, strategies@academicinnovations.com

The Power of Ethical Management, Blanchard, Kenneth and Peale, Norman Vincent, William Morrow and Company, Inc., New York, 1988.

The 7 Habits of Highly Effective Teens. Sean Covey, 1998, Fireside, Rockefeller Center, 1230 Avenue of Americas, New York, NY 10020.

True Colors, 1998, Communications Companies, International, 2875 Sampson Avenue, Corona, CA 91719-6171, Outside California 1-800-422-4686

US Work World Articles. College and Career Publishing, Box 458 Alta Loma, CA 91701, 800-800-9567.

Virtual Shadowing. A special site for students to learn about some different careers via the Internet. Professionals answer student's questions and provide career advice in a chat room. [Http://jobshadow.monster.com](http://jobshadow.monster.com)

Who Moved My Cheese?, Spencer Johnson, 1999, Spencer Johnson Company & G.P. Putnam & Sons, <http://www.spencerjohnson.com/faq.html>

PART II

EMPLOYMENT SEARCH & INTERVIEW TECHNIQUES

Overview

The purpose of Part II is to provide students with the personal and technical knowledge and skills needed to market themselves, conduct a job search, complete job applications, prepare an effective resume and cover letter, compile a comprehensive portfolio, successfully interview and negotiate for salary and benefits, and appropriately leave a job.

Marketing Yourself

If you view yourself as the product you most need to sell—focus on your strengths and articulate them in everything you write and say—you will be confident knowing that you are presenting yourself in the most competitive way. It may sound crass to talk about yourself as if you were a box of soap detergent, but learning how to effectively market yourself is the single most important element to a successful job search.

As with the marketing of any product, you need to develop supporting documentation to convince clients that you are worth the investment of their time and energy. The written marketing pieces over which you want to have the greatest amount of control are your personal resume and the cover letters you develop to connect the resume to the positions in which you are interested.

Conducting a successful marketing campaign means learning what the customer wants, needs, and/or expects from a product or service. The following table provides the intangible qualities and skills employers are seeking. You need to convey to employers in your cover letters, on your resumes, and during interviewing opportunities that you have those qualities. Think of specific examples that will help you demonstrate that you have them, examine your class work, involvement with campus or community organizations, or work or volunteer experiences. You need to focus on the job-related skills employers are seeking, many of which are tangible. However, determining ways to describe the intangibles on that list, such as your flexibility, may take some thought.

Top 10 Personal Characteristics Employers Seek in Job Candidates	Skills Employers Want (Scale of 1 to 5 with 5 = extremely important)	
1. Honesty/Integrity	Interpersonal	4.67
2. Motivation/Initiative	Teamwork	4.65
3. Communication Skills	Analytical	4.56
4. Self-confidence	Oral Communication	4.53
5. Flexibility	Flexibility	4.52
6. Interpersonal Skills	Computer	4.32
7. Strong Work Ethic	Written Communication	4.12
8. Teamwork Skills	Leadership	4.08
9. Leadership Skills	Work Experience	4.05
10. Enthusiasm	Internship Experience	3.77
	Coop Ed Experience	3.37
<p><i>Source: Job Outlook '98, National Association of Colleges and Employers, 62 Highland Avenue, Bethlehem, PA 18017-9085, www.jobweb.org</i></p>		

CONDUCTING A JOB SEARCH

This section includes the following: Record Keeping, Researching Prospective Employers, Finding Prospective Employers, Conducting an Internet Job Search, Job Seeking Approaches, Ten Step Job Search Game Plan, and College Career Services.

Record Keeping

Record keeping is important. It helps you to keep track of your job search efforts and allows you to review your responsibility for taking further action in the employment process. Save copies of the letters you send, keep copies of your resume, references, applications, etc. It is a good idea to maintain a notebook, file, and calendar just for your job search. Keep these records and a pencil and notepad by the telephone. If an employer is interested in you, they'll call. If they aren't, you'll usually get a letter in the mail. Program your answering machine with a business-like message. Be prepared!

Job Search Records		
Networking Contacts	Job Prospects	
Person/Title/Telephone Company name and address Referred by _____ Comments Date visited Thank you note/other correspondence sent Copies of any materials submitted	Company name Complete address and telephone number Primary contact/title Secretary's name Referred by _____ Dates and kind of correspondence sent Responses received	Copies of any materials submitted Phone calls Interview dates and comments Research notes, photocopies of articles, etc. Thank you note Business card

Researching Prospective Employers

Job search efforts are more effective if you target or match your goals with the needs of an organization. You must research organizations to find out the needs and employment requirements of the employer. An interview is enhanced by the candidate's knowledge of the employer. Researching an organization will give you an edge compared to the next candidate. By being very familiar with information a company provides about itself on the Internet, or in print form, a potential interviewee can predict possible interview questions. There are companies that will clearly ask, "What do you know about our company?" Researching the organization will give you a ready answer.

What Do You Need to Know About An Employer?	
<ul style="list-style-type: none"> • How did the organization get started? • What is the product or service it provides? • Who are the customers? • What kinds of positions does this firm offer? • What is the hiring process? • Do they use an unusual type of interview? • Where is the company located? • Are there other offices? • How many employees and locations are represented? • Do they have international operations? 	<ul style="list-style-type: none"> • How is the company doing – is it competitive? • Is it growing? • Who are its competitors? • How do they compete with their competitors? • What kind of company culture does it have? • Is it strictly a formal/suit environment, or are flexible attire and schedules available? • How are employees supervised and managed? • Does it have a training program or career path information? • What are the priorities in terms of long range organizational goals?
<p><i>Source: Career Services Center, University of Nebraska Career Handbook, UNL Nebraska Union, Lincoln, NE</i></p>	

One of the best ways to find out about employers in your area is to conduct an information-only interview. You may have heard that the XYZ Company is the best employer in town and you can find out why by conducting this type of interview. This interview allows you to ask questions that you cannot ask in a actual employment interview. An example might be: “How much could I expect to be paid as an entry level _____ in this area”?

The information only interview is a great tool for networking as well as getting information about possible employment in the area. Through an information-only interview you have talked with a person that may be in the position to employ you now or in the future. This person may give you names of others to contact in the area. Remember networking is a key component in finding a job.

Conducting An Information-Only Interview	
Preparing for the Interview	The most important thing to remember is that you are in charge of this particular interview and you want to be prepared. Don’t show up and expect the employer to interview you, you are interviewing him/her. Take the steps necessary to make the experience meaningful.
Determine an Employer Who Can Hire You	<ul style="list-style-type: none"> • Determine the business you want to interview. • Call and ask the name of the manager or supervisor of the department of your career field. You want to interview this person and not the Human Resource Manager. The HR Department will be the last to know if they are planning to hire in this particular department.
Arrange for the Interview	<ul style="list-style-type: none"> • Compose yourself and practice what you want to say. • Call the manager/supervisor of that department and introduce yourself and explain that you would like to do an “information-only interview” with him/her at their convenience. Let them know you only need 20 to 30 minutes of their time. • After you have arranged for the interview prepare questions and prepare yourself.

Conducting An Information-Only Interview

<p>Conduct the Interview</p>	<ul style="list-style-type: none"> • You may be nervous but that too will pass. • Dress as through you were going on a job interview. Look as if you are part of the organization. You want to impress the employer. • Arrive a few minutes early (usually 10 minutes). • Introduce yourself and explain that you are seeking information about careers in the area. • Give some brief information about yourself such as: <ul style="list-style-type: none"> - your career field - your educational background - maybe some personal information but not too much • Now go to your prepared questions. • Watch the clock because you only asked for 20 to 30 minutes. • In closing ask if they know of any company in the area that may have an opening in your career field. Don't ask for a job - remember you are only seeking information! • If they give you a name, ask if when inquiring about this position you can use their name. Remember employers do not like to hire strangers and if you can "name drop" you are no longer a stranger. • Hopefully he/she will ask you for a resume, but you did not bring one along because you were only seeking information. You will be happy to send one. • In closing remember to say "thank you."
<p>Follow-up</p>	<ul style="list-style-type: none"> • When you get home set down immediately and write a thank you letter and if they asked for a resume enclose one. • You will want to follow-up with any names that are given to you as this is great networking. • The employer may not have a position at this time, but if you have made a favorable impression and follow-up in a timely fashion, they may keep your name on file. It is not uncommon for a person to be offered a position simply because they did an information-only interview.
<p>Sample Questions</p>	<ul style="list-style-type: none"> • How long have you worked in this particular career? • When did you start with this company? • What do you like best and least about this career? • What would be a typical day for an entry level person in this career? • Where could I expect to be in this career in 5 years? • What could I expect for a starting wage? • What are typical benefits with companies in the area? • What type of training could I expect? • Should I continue to gain more education? • Do you know of employers in the area seeking employees with my background? <p>The questions could go on and on, so choose only questions that are important to you. You can receive a great deal of valuable information. Don't stop with only one \information only interview, continue with one or two more. You will then have a clear vision of what employment in your career field is like.</p>

Finding Prospective Employers

There are a number of factors to be taken into consideration in finding prospective employers. The following will be covered in this section: (1) the Visible and Hidden Job Markets, (2) Small Employer Job Search, and (3) Local vs. National Job Search.

(1) Visible and Hidden Job Markets

There are generally two job markets to be considered: the visible market includes those jobs that have been publicly announced and the hidden market includes those jobs not advertised or widely publicized. Most job seekers, when presented with these two options, will naturally say they prefer to shop the hidden job market—assuming that it will be the less crowded market. However, since they don't know how to access it, they often find themselves in the congested aisles of the visible job market. It is not necessary to totally concentrate on one market at the expense of another, but you do need to allocate your time accordingly. If you've done your homework, you should know which market employers in your field are most likely to use.

The following list shows the effectiveness of career job search methods based on the results of a United States Department of Labor study.

Hidden Job Market	63%	Want Ads	14%
Employment Agencies	12%	Other	11%

Visible Job Market	Hidden Job Market
<p>Jobs that have been publicly announced.</p> <p>Resources for the Visible Job Market (include but are not limited to the following)</p> <ul style="list-style-type: none"> • campus Career Services offices • classified sections of newspapers • job vacancy and resume databases on the Internet • employment listings on employer home pages • classified sections of professional and trade journals • public employment agencies (Job Service or Workforce Development) • private employment agencies • public sector employment offices (state, city, county and federal personnel offices) • professional association placement services • career fairs • job hot lines • bulletin boards 	<p>Jobs not advertised or widely publicized.</p> <p>Resources for the Hidden Job Market (include but are not limited to the following)</p> <ul style="list-style-type: none"> • networking (friends, family, former employers, professors) • alumni • informational interviews • mentors – formal and informal • newspaper articles • trade & professional organization directories • industry/trade/agency/professional organization directories • chamber/city directories • telephone books • internship; volunteer work • part time and/or summer employment • free-lance work • temporary agencies • Internet news groups • industry/trade/agency/professional organization websites • teachers and instructors
<p>Direct Approach</p> <ul style="list-style-type: none"> • Upon learning of an opening, whenever possible, place a phone call to the person supervising the position. Introduce yourself and pose a few well phrased, relevant questions. This information will enable you to target your resume and cover letter. • Review your network. Identify and talk to anyone who might have some insight into the organization, or the position (clients, competition, current employee). • Respond to the ad with your targeted materials, complying with the instructions for making application. • Follow up with a phone call to determine (1) that your credentials were received and (2) whether there is any additional information that you can provide to assist them in their decision making process. 	

(2) Small Employer Job Search

Don't Overlook Small Employers! There is a good chance that you'll find your first career job after college with a small employer. More small and medium-sized employers are hiring from the college campus today.

Job growth nationally is occurring in smaller organizations. It may take more effort to identify these organizations since they are not "name brand" or may not have the recognition in the market place as larger, public organizations.

Take a look at what's important to small employers. While grade point average (GPA) is important to many "big" employers, smaller employers tend to place less emphasis on GPA and more on other qualities and characteristics. What small employers really want most are candidates who can get along well with other people, people who can communicate well—candidates who have what large employers are apt to call "interpersonal skills."

Small employers use newspaper advertisements heavily when looking for people to fill professional positions. But by no means are want ads their only source. In searching for jobs with small employers, pay attention to employee referrals and personal contacts. Networking is an important and effective tool in getting a job with a small business. Be sure you're listed with the career services office, as well as with the local and state employment offices. Small employers use these sources regularly. There are plenty of small employers already using the 'net,' so surf it!

Small Employer Job Search			
Characteristics Needed to Secure Employment With Small Businesses (Characteristic cited by % of respondents)		Where Small Employers Find People to Fill Positions (Hiring Methods Average)	
Ability to get along with others	99.6	Newspaper advertisements	4.2
Communication skills	98.4	Employee referrals	3.8
Personality/likeability	95.3	Internal promotion	3.8
Generalist skills	92.2	Personal contacts	3.5
Computer skills	90.7	Local employment agencies	2.8
Interview skills	81.0	College career services offices	2.5
Availability	80.2	Unsolicited applications	2.5
Loyalty	77.1	Executive search firms	2.4
Entrepreneurial skills	74.4	State employment agencies/job services	2.4
Prior experience	80.4	Job fairs	2.2
High GPA	7.0	Internships/Co-op Education	2.1
Gender	5.0	Internet web sites for jobs	1.9
		<i>5-point scale: 1 = Don't use at all 5 = Use a great deal</i>	
<p><i>Source: Job Outlook '98, National Association of Colleges and Employers, 62 Highland Avenue, Bethlehem, PA 18017-9085, www.jobweb.org</i></p>			

(3) Local vs. National Job Search

The sources available for seeking employment locally differ from those available for a national search. The following table provides resources for each type of search.

Local Vs. National Job Search	
Are You Looking for Employment Locally?	Are You Looking for Employment Nationally?
<p>Nebraska is a state filled with large and small employers. Corporate information is likely to be available in your campus library or your career center library. Smaller firms may be found in local publications like the <u>Midlands Business Journal</u>, the <u>Omaha World Herald</u> and other local publications, or in information provided by the organizations to your Career Services Office.</p> <p>You can also find business information by contacting the firms directly and requesting annual reports or contracts, asking faculty, checking with alumni who may work for the organization, and reading corporate home pages on the Internet.</p> <p><i>Local Directories:</i></p> <ul style="list-style-type: none"> * (State) Manufacturer’s Annual Register * (Area) Industrial Purchasing Guide * Membership Rosters – Various manufacturers * (City) Chamber of Commerce Business Directory * (Local) Directory of Business and Ind. Consultants * (Local) Yellow Pages of Telephone Directory * Campus library 	<p>Nationally, if you are trying to identify businesses within a field to target look at:</p> <ul style="list-style-type: none"> * Yellow pages * Campus library * Standard and Poor’s Register of Corporations * Publications for potential investors * CD ROM employer information/subscriptions * WWW employer information/subscriptions * Thomas Register of American Manufacturers * College Placement Annual * Directors and Executives * Moody’s Industrials * Other Moody’s Publications <ul style="list-style-type: none"> Moody’s Public Utilities Moody’s Railroads Moody’s Banks, Insurance, Real Estate, and Investment Trusts * Standard Corporation Records * Dun & Bradstreet * (area) Manual of Securities * Poor’s Register of Directors and Executives * Directories <ul style="list-style-type: none"> Working Press of the Nation The Standard Advertising Register Croners Trade Directory of the World * Government <ul style="list-style-type: none"> Federal Careers Directory Careers in Nebraska State Government Careers in Nebraska City Government * Research – Research Centers Directory * Journalist/Advertising/Media <ul style="list-style-type: none"> Quill Careers Edition Literary Marketplace, Press Radio-TV Directory Editor & Publisher International Yearbook * Language Occupations/Jobs Abroad <ul style="list-style-type: none"> Directory of American Firms Operating Abroad Handbook of Foreign Language Occupations * Law Firms <ul style="list-style-type: none"> Martindal-Hubbell Directory * Corporations/Manufacturing Industries <ul style="list-style-type: none"> Standard and Poor’s Corporation Records Fitch’s Corporation Manual * Miscellaneous <ul style="list-style-type: none"> Educator’s Placement Guide Yearly Catalog of Voluntary Services and Action Opportunities Directory of International Voluntary Organizations

Conducting an Internet Job Search

Pull up a comfy chair, boot up the computer, and click the old icon for the Internet browser. It's time to look for a job!

The information superhighway has brought a wealth of knowledge into the living rooms of America, and its worth as a valuable job-searching tool shouldn't be overlooked. Along with finding information on writing resumes, salaries, relocation, and interview tips, you can research potential employers, peruse want ads by company or career field, submit your resume online, and even take self-assessment tests!

While the Internet certainly doesn't replace face-to-face contact and networking functions, the World Wide Web (WWW) remains an excellent avenue for information. Professionals are using listservs and news groups to talk about issues and trends in a variety of career fields. Tapping into this maze of information can help you network with prospective employers and access job listings, as you explore the hidden job market.

(1) Competitive Advantages of Searching Online

One reason why an Internet job search is effective is that most employers are seeking candidates who have computer acumen, regardless of their majors. As a result of this need for computer-literate employees, many employers post their job opportunities on their organization's web sites or with one of the job-search bulletin boards. This means the job hunter that can conduct an effective electronic job search demonstrates valuable computer skills to potential employers (sometimes even before a formal interview takes place).

In addition, using the Internet to conduct your job search has three advantages:

1. Not everyone is using it. Even though millions of people are online, fewer than half of today's college students use it for job search purposes.
2. You increase your marketability to potential employers by demonstrating your ability to use a rapidly growing and extremely vital component of the computer industry—the Internet.
3. Networking, researching companies, and answering help wanted ads can be completed in a fraction of the time that it used to take someone who relied on more traditional job-search methods.

In the future, the Internet will do more than just list jobs and market services. Career center web sites will become service-based instead of simply being an information provider. There will be more interactive workshops and other educational job-search programs on the WWW so students can gather information, process it, and put it to use.

(2) Getting Connected

It's time to activate your e-mail account! When you subscribe to a listserv (also called a mailing list) postings are sent directly to your e-mail address. Remember to keep a copy of the subscription directions so that you know how to "unsubscribe" when you no longer wish to receive so many e-mail messages!

For news groups, e-mail messages are posted to an electronic bulletin board on the Internet. Mailing lists or listservs are like e-mail magazines that automatically come once you subscribe. Usenet News groups, however, are like an e-mail "movie" that you have to seek out to review each time.

Getting connected is easy, but first you must find the appropriate listservs and news groups. Try contacting professional organizations related to your career field. Many of them sponsor their own electronic discussion groups.

(3) Internet Etiquette

Before you leap into a cyberspace discussion there are a few things that you need to know about "etiquette." It is important to "lurk" on a listserv or news group for at least a week or two before posting a message. "Lurking" will help you identify appropriate topics for the list. Look for a discussion group's FAQ page to find "frequently asked questions" and the answers to them.

Sometimes you will obtain better information if you reply to an individual person on the list rather than to the entire group. Never assume that your individual e-mail messages will be private. There have been many instances when a private message was mistakenly sent to the entire list! To ensure that this doesn't happen, don't reply to the group message. Instead, post a message to the private e-mail address for that person.

Be respectful of the other members. Keep your messages short and to the point. Avoid posting messages in a reply such as: "I agree", "So true!", "I'd like to see that information too." It's a waste of time and space. Capital letters should only be used to emphasize a particular point or subject heading. In general, capital letters are considered as SHOUTING.

When seeking information on the Internet, keep an open mind to all things found there. While you might be specifically looking for a discussion group, if you stumble upon a research paper in your field, don't automatically discount it. In that paper you might find information related to your career interests and the author of the paper might be a viable networking contact!

(4) Types of Internet Services

Internet Services	
Job Seeking	Much of your job search may be able to be done in your home or in your community with any computer connected to the Internet. The World Wide Web (WWW) has opened up a vast number of resources useful to the job seeker.
Job Listing	Job listings are most commonly used. Colleges and universities, professional associations, employers, and commercial on-line vacancy services post listings. Some of these services require membership, which may involve a fee. For most, however, you may view the vacancy and then apply. In some services, you actually complete an on-line application. You may need to do some searching to find the right service for your field—no need to view biology jobs if you want to be an accountant.
Employer Information	Employer information available on the WWW may be more up-to-date than printed materials. Viewing an employer's "home page" will provide information about their products and services and may provide you with other types of information not available elsewhere (such as individual profiles, costs of services, or product developments). Some company home pages also include current openings at their company. Remember that the employer is the author, so other research is necessary to gain a balanced picture of this employer. Also, employers are equal on the WWW, so an impressive home page may be a two-person company and a less impressive page may be one of the Fortune 500.
Community Information	Community Information may help if you decide to relocate. You may be able to learn about a city and its activities, history, or climate and then connect to top employers and relocation services. Some communities are placing their local newspapers on-line, so you could learn about businesses and search for an apartment easily. If you are contemplating relocation for a specific job, it would be wise to use the Internet to help you calculate salary based upon the new location's cost of living. "Show Me the Money" from studentCenter.com or "The Salary Calculator" both help you analyze options.
Search Engines	Search Engines are sites that allow you to do keyword searches. A search for "Nebraska" may bring up "State Government," the "Nebraska Business Assistance Page", "Kimball Nebraska," "UN Central Administration Home Page," and "Joe's Nebraska Home Page." Some searches may be helpful in identifying new resources; others may be entirely unrelated to your job search. By quickly scanning the site you might find a very helpful "tidbit" of information.
Electronic Mail (e-mail)	You can use this method of communication to network with professionals in your chosen field, to contact potential employers, and to transmit your resume electronically. A potential employer won't be concerned with what time you choose to contact them, as they can view the e-mail at their own convenience.

(5) Networking

While the Internet certainly doesn't replace face-to-face contact and networking functions, the World Wide Web (WWW) remains an excellent avenue for information. And all at your fingertips 24 hours a day, 7 days a week!

You can talk to other job seekers and even chat with career counselors. You can ask them for tips on writing an effective electronic resume, leaving them notes on the electronic bulletin boards. This can also help you establish a network of people who were able to give you some "cyber advice" on your job search.

(6) Preparing for Interviews

The Internet can help you prepare for your first round of interviews in three ways.

- First, you are able to gather a lot of information about the business and the department so you can easier answer the question: "What do you know about our business and why do you want to work here?"
- Second, you can use chat rooms, listservs, and bulletin boards to get the valuable resume and interview advice that is needed.
- Third, you can actually practice answering common interview questions in StudentCenter.com's (www.studentcenter.com/) Virtual Interview.

Your job search time could be significantly reduced by learning how to conduct the search electronically.

(7) Strategies for Internet Use

Although the Internet may seem like a magic solution to the hassle of a job search, technology is no substitute for strategy. You still have to figure out what you want to do, for what type of employer, and in what geographic area. You will have to identify your strengths and know how to describe those skills to potential employers. And although your initial contact may come electronically, there is no replacement for personal direct contact. The Internet is just one more tool to add to your list of resources, and if used wisely, can be a great time-saver and open up unknown possibilities.

Your strategy:

- For all resumes you post or transmit on the Internet, be sure to use key words to describe your academic, employment, and extracurricular experiences.
- Follow the rules for scan able resumes so your key words are readable.
- Customize your resume and include a cover letter that tells the employer how you are qualified to do the job.
- Read the application instructions and be careful about routinely giving permission for anything to be done with your information.

(8) Websites

Getting connected is easy, but first you must find the appropriate listservs and news groups. Try contacting professional organizations related to your career field. Many of them sponsor their own electronic discussion groups.

Career Services/Career Planning & Placement Offices

University of Nebraska - Lincoln	http://www.unl.edu/careers
University of Nebraska - Omaha	http://www.unomaha.edu/~career/
University of Nebraska - Kearney	http://www.unk.edu/departments/student_service/career_services/
Central Community College	http://www.cccneb.edu
Metropolitan Community College	http://www.omahacareernetwork.org
Mid Plains Community College	http://www.mpcca.ne.us
Northeast Community College	alpha.necc.cc.ne.us
Southeast Community College	http://www.college.sccm.cc.ne.us
Western Nebraska Community College	http://www.haminal.wncc.cc.ne.us
Chadron State College	http://www.csc.edu
Peru State College	http://www.peru.edu
Wayne State College	http://www.wsc.edu

Community Information Websites:

Omaha Career Link <http://www.omaha.org/careerlink.html>
Lincoln On-Line <http://www.lincoln.inetnebr.com>
Kearney <http://www.unk.edu/kearney.kearney.html>

Vacancy Listings:

State of Nebraska Job Listings <http://www.state.ne.us/personnel/per.html>
Online Career Center <http://www.occ.com>
America's Job Bank <http://www.ajb.dni.us>
Career Mosaic <http://www.service.com/cm/cml.html>
Monster Board <http://www.monster.com/home.html>
Nation Job Network <http://www.nationjob.com>
Omaha Employment Link <http://www.careerlink.org>
<http://www.omaha.com>
<http://www.accessomaha.com>
<http://www.ne.jobsearch.org>

Employer Information:

Job Web <http://www.jobweb.org/>
FedWorld <http://www.fedworld.gov/>
Yahoo! <http://www.yahoo.com/>
Information Site <http://www.jobhuntersbible.com/>
Self-Inventory <http://www.washingtonpost.com/parachute>
<http://www.2h.com>
<http://www.keirsev.com>
<http://www.studentcenter.com>

Mega-Lists:

Catapult <http://www.jobweb.org/catapult/catapult.htm>
Job Hunt <http://www.job-hunt.org/>
Job Search <http://www.fedworld.gov>
<http://www.ipa.com>
<http://www.ajb.dni.us>
<http://www.careermag.com>
<http://www.saludos.com> (Hispanic)

Job Seeking Approaches

Research and your own personal style will determine which of the following job seeking approach will be the most comfortable and effect for you. Statistically, the most successful approach is networking. The following table provides a brief summary of a variety of approaches.

Job Seeking Approaches	
Networking	<ul style="list-style-type: none"> • Make an exhaustive list of people you know—include acquaintances from the various roles that you play (student, relative, friend, former/present employers, neighbor, member). • Contact these people and let them know that you will be graduating soon, specifically what your skills are and the type of position/organization that you are seeking. • Ask if they can suggest someone for you to talk to who has a connection with the industry or position that you have identified. If you have a particular organization in mind, ask if they know anyone within that organization. • Ask them to keep you in mind should they hear of any positions or prospects and offer to send them a copy of your resume. • Using a database or a simple index card file, develop a prospect list. Systematically contact each of the individuals to whom you have been referred, mentioning the referring party’s name if you have been given permission to do so. • Ask each of them for a referral and ask them to keep you in mind should they hear of anything. • Offer to send your resume. • Keep your prospect list updated and accurate.
Mail Contact	<p>Effective research will enable you to target your materials.</p> <ul style="list-style-type: none"> • Send a targeted resume and individualized cover letter, clearly demonstrating the fit between your skills and abilities and employer needs. • If you do not receive a response within a week to 10 days, follow up with a phone call.
Telephone Contact	<p>Before you make a call, prepare a script. Write down everything that you’d like to say.</p> <p><i>A telephone contact is a brief statement that:</i></p> <ul style="list-style-type: none"> • Describes who you are • Tells the position you want • Tells what you have to offer • Meets the 3 major employer expectations: <ol style="list-style-type: none"> 1. Appearance – looks and sounds like the kind of person who can do the job. 2. Dependability – Tells the employer that you can be depended on. 3. Skills – Convinces the employer that you can do the job. • Outlines how you may benefit the organization (3 strengths) • Tries to set up a meeting <p><i>Advantages of using the telephone:</i></p> <ul style="list-style-type: none"> • Saves you time and money • Uncovers hidden job leads • Creates a positive impression with employers • Puts you in contact with the person doing the hiring • Gets you more interviews!

Job Seeking Approaches

<p>Telephone Contact (continued)</p>	<p><i>Parts of the telephone conversation:</i> <i>Target</i> – Person who would supervise you <i>Introduction</i> – Who you are <i>Position</i> – What you want to do <i>Hook</i> – What you have to offer <i>Clincher</i> – Your key strengths (state 3 of your strengths) <i>Goal</i> – To get an interview or referral</p> <p><i>Telephone Contact Goals:</i></p> <ul style="list-style-type: none"> • Get to the hiring authority • Present your entire script without interruption • Get an interview! <ul style="list-style-type: none"> - Ask three times: <ol style="list-style-type: none"> 1. For the position you want 2. To discuss future openings 3. For information about the organization - If no interview, get a referral - Set up a date and time to call back <p><i>The Three Magic Questions:</i></p> <ol style="list-style-type: none"> 1. Do you know of any openings for a person with my skills? 2. Do you know of anyone else who might know of an opening? 3. Do you know someone who knows lots of people?
<p>In-Person Contact</p>	<ul style="list-style-type: none"> • Dress appropriately, resume in hand and a specific contact person in mind. • If the individual you need to see is busy, ask if you may wait. If this is not acceptable, leave your resume and call back in a few days. • Don't take personally an individual's unwillingness to see you on the spot.

10 Step Job Search Game Plan

Design a game plan. Each step of your job search must be firmly linked to the next, resulting in a game plan that puts you in control of your job search.

1. *Focusing your job search – assessment*
 - * Assessing skills, interests, aptitudes and characteristics
 - * Analyzing past positions and accomplishments
 - * Evaluating current job market and career alternatives
2. *Writing a professional resume*
 - * Defining your objective
 - * Designing a chronological or chrono-functional resume
 - * Writing accomplishment statements with results
3. *Preparing letters for results*
 - * Writing cover letter and search firm letters
4. *Using references effectively*
 - * Writing reference letters
 - * Preparing your references for potential reference calls
5. *Networking into the hidden job market*
 - * Identifying where 80% of jobs are found
 - * Developing a contact list
 - * Designing a personal marketing plan
 - * Targeting researching companies
6. *Using search firms and agencies with caution*
 - * Learning to research and select the pros
7. *Identifying ad response sources*
 - * Learning to “telemarket” yourself
 - * Developing telemarketing scripts
8. *Interviewing successfully*
 - * Understanding the dynamics of the interview
 - * Reviewing dos and don’ts in the interview
 - * Identifying the interviewer’s hidden agenda
 - * Developing proper responses to tough questions
 - * Videotaping practice interviews
9. *Negotiating professionally*
 - * Utilizing the total system for maximum results
 - * Developing negotiating strategies
 - * Evaluating multiple offers
10. *Achieving placement*
 - * Accepting a better job, with a better company
 - * Designing a letter of understanding
 - * Getting off to a good start in your new job

The decision to work or not to work is definitely yours—but if you choose to work while you are in college, utilize all resources available to you, especially those at your Career Services Center or Student Employment Office. Trained and knowledgeable professionals in these offices can make your job search easier. The following chart provides a brief summary of the career services offered on many college campuses.

College Career Services	
Career Counseling	Counselors can assist you in discovering which career is right for you, increase your knowledge of career opportunities, employment trends, and salary ranges. Find out what talents and skills you have to offer employers in today’s job market.
Career Seminars/ Job Search Assistance	Seminars on a wide range of career topics are scheduled throughout the year. Develop and practice interviewing skills. Learn appropriate questions to ask your interviewer. Receive individual job search assistance/counseling on resume writing, interviewing and other aspects of the job search.
On-Campus Interviewing	Employers may conduct employee interviews on campus for full-time and part-time positions. Register in advance as interviews are by appointment only. Your goal for such an interview is to advance to the next level in the employer’s job selection process, which could include a follow-up interview via phone or at the employer’s work site. On-Campus Interviewing Strategies: <ul style="list-style-type: none"> • <i>Thoroughly research the firm:</i> <ul style="list-style-type: none"> -review printed and online company information -review information about the specific position(s) for which you are qualified and/ or have the greatest interest • <i>talk with alumni who might be willing to share some details about their work products and services, key markets, corporate culture, etc.</i> • <i>Practice your interviewing skills:</i> <ul style="list-style-type: none"> -rehearse answers to sample interview questions, but avoid sounding over-rehearsed -attend special career services workshops about job interviewing -talk with friends about their interviewing experiences -conduct a “mock” interview with your career counselor • <i>Wear appropriate interview attire</i> • <i>Evaluate your interviewer: Is he/she a technical or nontechnical person? Respond accordingly with language that matches the interviewer’s orientation</i> • <i>Be prepared for the interviewing method (traditional or behavioral)</i> • <i>“Close the sale.” Unless the position and your skills are a complete mismatch, convince the employer that you are interested in working for the firm</i> • <i>Collect business cards; jot down key notes on the backs</i> • <i>Write follow-up letters of appreciation, and re-close the sale</i>
Current Job Listings	Job listings are received daily and kept on file. Examine the up-to-date listing of jobs in the area. You may be able to access America’s Job Bank and/or receive job bulletins and job listings. Use on-line referral system if available.
Referrals to Employers	Resumes of applicants may be sent to employers. You must register to take advantage of this service.
Interest Assessment	A variety of instruments are available to assist you in making a career choice. Utilize user-friendly computer systems such as NCIS, CHOICES, DISCOVERY and SIGI, interest inventories and personality inventories.
Internships/ Cooperative Education	Hands-on experience in your major field of study can be arranged. Gain career-related experience while attending school.

College Career Services

<p>Career and Job Fairs</p>	<p>Job information fairs take place throughout the year. Meet with representatives from business, government, social service, science and technology and many other career fields. Ask questions about career and future career opportunities as well as the skills and training employers are seeking. These events allow employers to collect job-search paperwork from a significant number of candidates, talk with people long enough to develop some first impressions, and distribute information about their firms. Career and Job Fair Strategies:</p> <ul style="list-style-type: none"> • <i>Wear appropriate interview attire.</i> • <i>Take several copies of a strong “general” resume with you to give to employers you may not have researched.</i> • <i>Take several “targeted” resumes, cover letters, and/or academic summary sheets to give to the employers you have researched and want to impress.</i> • <i>Use a firm handshake and have ready a 30- to 45-second personal introduction highlighting your academic and career interests.</i> • <i>Start with a few employers who interest you but who are not among your top choices, to gain confidence.</i> • <i>Approach your top choices when you are feel focused, articulate and have a high energy level.</i> • <i>Ask employers for their business cards</i> • <i>Jot down key notes from each conversation on the backs of those cards.</i> • <i>Send follow-up thank-you letters to the employers you most want to impress, and be sure to include key points from your notes.</i>
<p>Employer Information Sessions</p>	<p>Employers view these as important pre-interview programs. They are designed to let recruiters meet interviewees and other interested students and provide a substantial amount of information about their companies. Employer Information Session Strategies:</p> <ul style="list-style-type: none"> • <i>Do basic research on the company. Visit the company’s web site, read any materials sent to you in advance, and review the company literature on file in your career services.</i> • <i>Attend sessions whenever you can, and arrive on time. If you can’t attend a session, contact the recruiter in advance to let him or her know.</i> • <i>Unless the employer specifies otherwise, wear appropriate interview attire to the session.</i> • <i>Use an adapted version of the 30- to 45- second personal introduction you developed for the career fair.</i> • <i>Find someone in the crowd to tell you who people are and what they do, and strategize how you can gain the most from the event.</i> • <i>Take along a few copies of your resume, just in case some representatives ask to see it.</i> • <i>Collect business cards; jot down key notes on the backs of the cards.</i> • <i>Listen to the presentation, and reflect on your own academic training and experiences.</i> • <i>Begin formulating some of the interview questions you might be asked.</i> • <i>Practice your responses to those questions.</i>
<p>Employer Information Library</p>	<p>Employer information is available for you to review. Become knowledgeable! Obtain employer information from business files, videos and employer directories. Knowledge about your interviewer gives you a major advantage.</p>
<p>Alumni Career Networks</p>	<p>Visit with alumni who have volunteered to provide career-related information to currently enrolled students or fellow alumni. These networks can help you explore and clarify your career options, conduct informational interviews, seek internship and externship opportunities, make valuable connections for employment. These networks are computerized, allowing you to query the data bases for information such as academic majors, occupational interests, and geographic locations.</p>

THE EMPLOYMENT PROCESS

The employment process includes the development of a resume, creation of a portfolio (optional), writing of a cover letter, completion of employment applications, and preparation for employment interviews.

Resume

In today's competitive job market, companies are deluged with resumes and cover letters for every opening. In less than 20 seconds your resume needs to grab the attention of the employer creating a desire to interview you. Therefore your resume should focus on your accomplishments and contributions with particular emphasis on your strengths.

(1) Employers Use Resumes to:

- Screen applicants and determine who to interview.
- Develop interview questions.
- Judge your communication skills.
- Remind them of your qualifications.

(2) What Employers Look For

Employers are looking for your ability to do the job. In your resume you want to demonstrate relevant experience with specific concrete information. Personal attributes employers are looking for include:

- Initiative and self motivation
- High energy level
- Ability to communicate effectively
- Leadership potential
- Strong interpersonal skills
- Critical thinking and reasoning abilities
- Willingness to assume responsibility
- Capacity to work as a team player
- Skill in dealing with stress
- Persistence

As you begin to work on your resume you will want to inventory your experiences in the following areas:

- Academic background
- All employment including summer jobs
- Internships/cooperative education experiences
- Extracurricular activities
- Volunteer work

Consider the skills you developed in each experience. When you write your resume you will want to highlight the most significant and relevant features of each experience. The key will be writing accomplishment oriented statements introduced with action verbs. Use concise, direct language that targets your achievements and skills to each employer's needs.

(3) Elements of a Resume

The following chart lists the six major elements of most professional resumes.

Elements of a Resume	
Heading	<p>Include name, address, e-mail address, and phone number. Example:</p> <p>JULIE DELP 123 Lynwood Avenue Manchester, Nebraska 54105 (888) 555-5555 jdelp@alo.net</p>
Objective or Summary of Qualifications	<p>An objective should concisely describe your immediate employment goal and is an essential component of the resume. You may choose to also incorporate the objective statement into your cover letter. In the objective, state your employment goal and what you have to offer the employer.</p> <p style="padding-left: 40px;">Example: To obtain a position in financial services using well-developed research, analytical and quantitative skills.</p> <p>A summary of qualifications describes your skills and experience in relation to your career interest. A summary of qualifications offers you the opportunity to highlight your most important assets.</p> <p style="padding-left: 40px;">Example: Researched and wrote detailed reports in city government position. Addressed student concerns as elected Student Assembly representative.</p>
Education	<p>List institutions attended and locations, degrees and dates received, major and areas of concentration. If you are in college or are a college graduate it is not necessary to list your high school, especially if you graduated more than 10 years ago. This is also a good place to list honor societies, dean list, merit scholarships and academic awards. You can also list courses relevant to the employer's needs, if your major does not directly relate to your employment goal.</p>
Work Experience	<ul style="list-style-type: none"> • Include the position you held, the name of the organization, city and state, and months and year of employment. • Summarize what you accomplished that supports the position you are applying for keeping in mind the following points: <ul style="list-style-type: none"> • Keep statements brief and to the point (use phrases) • Focus on accomplishments • Show quantitative or otherwise tangible results • Avoid the use of the "I" • Use action verbs such as "supervised" or "Developed" • Eliminate positions held for less than 4 months • Round off dates months and years (January 1995 - February 1999) <p style="padding-left: 40px;">Example: CGI, INC., Fresno, NE Product Manager, 5/99 to present</p> <ul style="list-style-type: none"> • Managed product launch of the new networking software product. • Directed all marketing activities, including direct mail campaign, trade show demonstrations, advertising, and channel marketing programs. • Increased sales by 25% within six months of launch.
Special Skills	<p>List computer languages and programs, knowledge of foreign languages, laboratory and research skills, analytical skills, and management skills not listed elsewhere.</p>
References	<p>Most resumes will state: "Available upon request" or "Enclosed". Some employers say it is not necessary to state either as they already know you will supply references if requested.</p>

(4) Resume Formats

The two basic types of resumes are chronological and functional. Some resumes use features of both and are called combination resumes. Your resume should reflect your goals and unique background, so choose the type that best describes your accomplishments and is most likely to lead to an interview.

Resume Formats	
Chronological Resume (most common)	<ul style="list-style-type: none"> * Focuses on employment history and education * Best for individuals with a solid work history * Effective when staying in the same field * Format most seen by employers * Useful when moving up the career ladder * Appropriate for recent college graduates
Functional Resume (least common)	<ul style="list-style-type: none"> * Effective when changing fields of work * Effective when reentering the work place * Highlights your skills * Best for individuals with a weak employment history or frequent job changes * If included, employment and education are listed briefly * Least preferred by employers
Chrono-Functional Resume (combination)	<ul style="list-style-type: none"> * Merges elements of functional and chronological resumes * An increasingly popular choice * Highlights marketable skills and abilities at the top of the resume * Allows for detailed description of employment and educational background * Preferred by employers over the functional resume

(5) Resume Tips

- | | |
|---|--|
| <ul style="list-style-type: none"> * Visual effect is important * Solid content * Professional appearance * Be positive * Quantify when possible * Employ white space * Use action verbs (see next page)) * Show results when possible * Print on good quality paper
(20 lb, cotton bond not typing paper) | <ul style="list-style-type: none"> * Accuracy is critical * PROOFREAD * Spell check * Be truthful * Do not give reasons for changing employers * Do not offer any negative information * Do not state salary requirements |
|---|--|

ACTION VERBS

When describing your job duties and responsibilities it is best to use action verbs. This lets the employer know you were actually performing a job duty. Use past tense for previous experiences; present tense for current positions.

accommodated	delegated	initiated	reconciled
accumulated	delivered	inspected	recorded
achieved	demonstrated	installed	rectified
acquired	designed	instituted	redesigned
acted (as)	developed	instructed	reduced
adapted	devised	integrated	referred
addressed	devoted	interacted	refined
adjusted	diagramed	interfaced	registered
administered	directed	interpreted	regulated
advised	distinguished	interpreted	reinforced
allocated	documented	interviewed	reorganized
amended	doubled, tripled	introduced	reported
analyzed	drafted	invented	represented
appointed	earned	investigated	researched
approved	edited	launched	resolved
arranged	eliminated	maintained	restructured
assembled	employed	managed	revised
assessed	encouraged	marketed	revitalized
assisted	enforced	minimized	scheduled
assumed	engineered	modernized	screened
attained	enhanced	modified	searched
attracted	enriched	motivated	secured
audited	ensured	negotiated	selected
augmented	established	observed	served
authored	evaluated	obtained	serviced
automated	executed	operated	simplified
averted	exhibited	orchestrated	sold
broadened	expanded	organized	solicited
budgeted	expedited	oriented	solved
calculated	explored	originated	stimulated
centralized	extracted	participated	strategized
clarified	facilitated	performed	streamlined
collaborated	finalized	persisted	strengthened
collected	fine-tuned	persuaded	submitted
combined	forecasted	planned	suggested
communicated	formulated	practiced	summarized
compiled	founded	predicted	summarized
compiled	framed	prepared	supervised
completed	gathered	presented	supported
completed	generated	presided	surpassed
composed	governed	prevented	surveyed
composed	guided	processed	systematized
computed	highlighted	produced	traced
conceived	hired	programmed	traded
conceptualized	identified	projected	trained
conducted	illustrated	promoted	transferred
contributed	implemented	proposed	transmitted
converted	improved	provided	updated
coordinated	improvised	publicized	upgrade
corresponded	incorporated	published	validated
counseled	increased	quantified	verified
created	influenced	recognized	

(6) Internet Resumes

The newest form of job hunting involves posting your resume on the Internet. Technology has given us the ability to reach many employers by simply posting our resume on the Internet. Give it a try and see what happens.

Recommendations for posting your resume on line.

- No line of text should be longer than 65 characters, including spaces
- Pay close attention to choice of words. Employers who search for on-line resumes typically use *key word search* programs. If your resume does not include these key words, it will not be retrieved.
- Remember that your information will be available to anyone who wants to see it, so avoid confidential information.

When writing a *scannable resume* remember.

- Specify skills using nouns instead of verbs. For example, “responsible for training...” should be worded, “trained new employees.”
- Use lots of white space to aid the computer in recognizing the information
- Avoid underlining, bold facing, varied fonts, or other fancy formatting options. These can result in misread information and potentially could cost you an interview.
- Use words that everyone will be able to recognize.
- Do not fold or staple a resume that will be scanned.

You may have to construct a resume specifically-designed for scanning or on-line use, as the traditional resume formats will not scan well. The underlining, bolding, etc. used to attract attention can be misread information when a resume is scanned. The alternate resume will contain the same information as your traditional resume but it will be worded differently and the format will be different.

(7) Sample Resumes

Sample Chronological and Chrono-Functional Resumes are provided on the following pages.

Sample Chronological Resume

JANE E. DOE

Current Address:
1812 27th Street, Apt #1
Columbus, Nebraska 68601
(402) 562-1875

Permanent Address:
RR 3 Box 35
Farewell, Nebraska 68722
(308) 345-1234

OBJECTIVE: To obtain a position in the accounting profession where I can apply the skills I have learned.

EDUCATION: Central Community, Columbus, Nebraska
Courses:
Principle of Accounting I & II
Personal & Business Income Tax
Business Communications
Computerized Accounting
Computerized Farm Accounting I & II
Microcomputer Fundamentals
Spreadsheets I & II
Payroll Accounting
Farm Accounting
Graduation date - December 1999

Farewell Central High School, Farewell, Nebraska
Graduation date - May 1997

WORK EXPERIENCE: Central Community College, Columbus, NE
September 1998 to present
Position: Tutor/Learning Assistance Aide
Duties/Responsibilities:
Assist students with homework
Supervise Learning Center when instructors are in class

Pet Care Specialists, Columbus, Nebraska
September 1997 to present
Position: Receptionist/Technician
Duties/Responsibilities:
Greet clients and patients
Answer phone
Schedule appointments
File client folders
Compute clients' bills
Prepare deposits
Assist veterinarians with surgery and care of animals

Go Mart, Farewell, Nebraska
August 1995 to August 1997
Position: Cashier/Clerk
Duties/Responsibilities:
Greet customers
Use cash register and credit card machine
Stock grocery shelves and coolers

Jane E. Doe

**WORK
EXPERIENCES**

Various Neighbors (14 families), Farewell, Nebraska
January 1991 to July 1998
Position: Child Care/Nanny
Duties/Responsibilities:
 Care for up to four children at a time
 Cook
 Clean
 Laundry

**VOLUNTEER
EXPERIENCE**

Farewell Public Schools, Farewell, Nebraska
January 1995 to May 1995 and August 1995 to May 1996
Position: Office Aide
Duties/Responsibilities:
 Answer phone
 Make copies
 Design activity programs
 Address and stuff envelopes
 Prepare deposits

**HONORS/
ACHIEVEMENTS**

President's college honor roll
Phi Theta Kappa - served as secretary
Valedictorian of high school class
Presidential Academic Fitness Award
US Marine Corps Scholastic Excellence Award
Math and Science Award
4 year high school honor roll

REFERENCES

Enclosed

Jane E. Doe

REFERENCES

Julie Arens
Veterinarian/Co-worker
1969 34th Avenue
Columbus, Nebraska 68601
(402) 562-1245

Vicki Vannier
High School Accounting Instructor
PO Box 72
Farewell, Nebraska 68722
(308) 652-2201

Duane Waddle
College Agriculture Instructor
PO Box 1027
Columbus, Nebraska 68601
(402) 562-1259

Sample Chrono-functional (combination) Resume

JANE E. DOE
PO Box 1027
Columbus, Nebraska 68601-1027
(402) 562-1298

CAREER OBJECTIVE

To obtain a position that utilizes my management and accounting experience and educational background.

QUALIFICATIONS

MANAGERIAL CAPACITY

- * Direct supervision of 10-15 management staff and overall supervision of 700 field employees.
- * Second in charge of the District Office. Oversaw general office operations.
- * Took corrective actions to ensure quality control of workload with budgetary restraints and scheduled deadlines.
- * Ensured compliance with EEO & AA principles in staff employment, promotion, and development.

ACCOUNTING SKILLS

- * Accounts receivable and payable, general ledger, payroll, and taxes, both computerized and manually.
- * Daily cash logs and bank deposits.
- * Daily balancing of receipts for hotel-restaurant-lounge-gift shop. Ran room and tax on guest portfolios.
- * Public utility power bills and verification summaries.

ORGANIZATIONAL SKILLS

- * Determined assignment directives for staff and prepared job materials for each.
- * Production coordination-shipping, receiving, inventory control, and order processing.
- * Designed general office procedures
- * Analyzed computer summaries
- * Created spreadsheets to aid in correlation of data and research projects.
- * Controlled lead files and provided necessary follow-up
- * Correlated data for Cooperative board meetings.

COMMUNICATION SKILLS

- * Conducted individual and group training to teach supervisory techniques and administrative responsibilities.
- * Cultivated public awareness
- * Customer relations and complaint solving
- * Vendor liaison
- * Answered phones and directed calls.
- * Reservations
- * Public utility language

PROFESSIONAL CREATIVE IDEAS

- * Created manual summaries for management updates when software failed.
- * Implemented importing and exporting program, shipping, receiving, customs procedures and product development.
- * Developed marketing video-production, copy, and audio
- * Developed print advertising-layouts, photos, and copy

ADMINISTRATIVE SKILLS:

- * Computers-IBM PC, Apple, DEC hardware/Microvax equipment.
- * Lotus 123 and Surpass Spreadsheets, MBA Accounting, Word, and WordPerfect
- * Knowledge of general office machines and procedures

Jane E. Doe

ACADEMIC BACKGROUND

Central Community College, Columbus, Nebraska

Major: Accounting

Major Courses Completed:

Principles of Accounting I & II

Spreadsheets for Accounting - Lotus 123

Written Communications I

Introduction to Microcomputers

Cooperative Education

PROFESSIONAL SEMINARS

Management-By-Objective

EEO & AA Compliance Time Management

Supervisory Techniques

EMPLOYMENT

Related Work Experience:

Administrative Assistant; Nebraska Electric G & T Cooperative, Columbus, NE

January 1991 to Present

Field Operations Manager; U.S. Dept. Of Commerce/Bureau of the Census, Grand Island, NE

March 1988 to January 1990

Administrative Assistant; Shell Valley Fiberglass, Inc., Platte Center, NE

May 1986 to June 1987

Auditor/Desk Clerk; Best Western - Regency West, Omaha, NE, January to December 1986

General Work Experience:

Carpject Needle Inspector; Becton-Dickinson, Columbus, NE; 1990

Bartender/Cocktail Waitress:

Backwoods Lounge, Columbus, NE; 1987 - 1991

Quart House Lounge, Columbus, NE; 1966 - 1987

Lark Lounge, Columbus, NE; 1984 - 1986

REFERENCES

Available upon request

Portfolio

In today's competitive job market, a professional portfolio is an effective way to showcase relevant knowledge and specific skills to an employer. Along with a resume, a portfolio should be designed to provide further evidence of professional qualities and abilities.

(1) Purpose of a Portfolio

The portfolio is an excellent tool to market capabilities to an employer in a job interview. In addition, portfolios can be created to negotiate promotions and raises or to apply for bonuses, scholarships or grants. A professional portfolio:

- ◆ illustrates goals and development over time.
- ◆ shows a record of professional development by outlining achievements on the job or in the classroom.

The process of developing a portfolio can be a real morale and self-esteem builder. By documenting the quality and quantity of professional development, individuals ultimately develop a framework for self-assessment and can more clearly evaluate what they have to offer an employer. In essence, portfolios provide a foundation for monitoring career-long self-directed goals.

(2) Benefits of a Portfolio

Creating a professional portfolio provides the following benefits:

- ◆ Provides room for details that do not fit on the resume or helps maximize assets if you have little work experience.
- ◆ Assists in effectively preparing for a job interview.
- ◆ Requires the individual to assess their strengths and how those strengths benefit an employer.
- ◆ Allows an individual to gain a competitive edge and distinguishes them from other candidate.
- ◆ Provides interviewers with a tangible illustration of relevant skills.
- ◆ Communicates a high level of preparation to the employer.

Electronic portfolios use interactive multimedia to increase the range and type of materials that can be included as evidence of learning. Advantages of electronic portfolios include:

- ◆ Information can be easily stored digitally on a computer hard drive or other media.
- ◆ Electronic information takes up very little physical space and is easily accessed.
- ◆ Text, graphics, animation, sound and video can be easily added.
- ◆ Valuable computer skills can be gained while creating or editing the portfolio.

(3) Creating a Portfolio

Following completion of the self-assessment and the gathering of required materials, an individual is ready to compile the information in an organized and professional manner. The portfolio should be arranged to show how specific abilities relate to the employers' needs. A well organized portfolio is indicative of a serious job seeker.

The following tips are provided to assist in compiling the portfolio:

- ◆ Arrange items in a loose leaf binder using sheet protectors.
- ◆ Create a table of contents.
- ◆ Be consistent with font type, headings and placement of items (keep similar items together).
- ◆ Place the most important and relevant materials closer to the front of the portfolio.
- ◆ Use index tabs and/or title pages to divide and label each section.
- ◆ Omit page numbers to make it easier to add and move items around.
- ◆ Use copies of all items (keep the master copy of all items).
- ◆ Above all else, keep it simple but demand that it looks professional and is error free.

The following documents may be included in the portfolio. Some documents may not apply to everyone and some

individuals may think of other information they would like to include. The key is to include anything that is reflective of your ability to benefit the employer:

Portfolio Documents	
<ul style="list-style-type: none"> • Resume or Vitae (even if this has already been provided to the employer) • An official copy of college transcripts • A list of experiences that do not fit on the resume • Evidence of professional affiliations • Writing samples • Letters of recommendation or thanks from previous employers, campus organization advisors, or leaders of volunteer projects in which you have been involved • Evidence of specific skills (e.g., class projects, items produced during internship or co- op experience) 	<ul style="list-style-type: none"> • Documentation of technical or computer skills that would be beneficial to the employer • A list of conferences and workshops attended and a description of each • List of extracurricular activities and/or community service projects • Certificates of special awards (athletics, honor roll, scholarship, academics) • An outline of short-term and long-term goals • Additional documents that reflect your ability to benefit the employer
Additional Portfolio Inclusions for Specific Majors:	
<p style="text-align: center;">Education Majors</p> <ul style="list-style-type: none"> • Statement of teaching philosophy • Teaching honors/awards • Student teaching evaluations • Videotape of your teaching • Teaching tools you have used • Sample syllabi and/or lesson plans • Innovations in the classroom (e.g., use of new technology) 	<p style="text-align: center;">The Arts (Performance or Design)</p> <ul style="list-style-type: none"> • Actual work samples or photos of them • Video/audio tape of work • Course descriptions for specific classes or workshops • List of mastered competencies • A photograph of yourself • Favorable reviews or excerpts of reviews

(4) Presenting Your Portfolio to An Employer

An employer should know about a portfolio from the very beginning of the job search and interview.

Job Search: The portfolio should be mentioned in the reference section of the resume and in the cover letter.

Interview:

- ◆ Always bring the portfolio to interviews.
- ◆ Look for opportune moments to use the portfolio to address employer questions.
- ◆ Use the portfolio to “speak” when telling the employer about strengths and skills. (The portfolio does not forget anything under pressure!).
- ◆ If unable to show portfolio to employer in detail during the interview, offer to send copies of items in your portfolio to the employer.

Once a job offer has been accepted, remember to keep the portfolio current. One way is to create a portfolio file to save materials regarding written samples, projects and ideas which brought about positive results. Anything saved and organized now will help prepare for a future job search!

Cover Letter

A cover letter is your sales pitch to a prospective employer. Your aim is to stand out from the other job seekers in a positive way. The cover letter is the place to demonstrate why your skills and background make a perfect match for the position for which you are applying. It is a little window into your personality and can suggest to an employer, “I’d like to interview this person; they sound like someone I’d like to get to know better.” Your cover letter should answer the question “Why should I hire you?”

Think of the cover letter as a bridge between the employer’s needs and your abilities. Your objective, in addition to building that bridge, is to stimulate interest in your background and qualifications. A good cover letter expands upon the resume and brings it to life. The purposes of a cover letter are to: introduce you and your resume, indicate your knowledge and interest in a specific position, explain briefly what you have to offer, and request an interview.

(1) Guidelines for Writing a Cover Letter

Great cover letters do not just happen, they require time, planning and effort. However, all your hard work will pay off when your cover letter places you ahead of the competition.

Rules to Follow	Things to Avoid
<ul style="list-style-type: none"> ◆ Always mail a cover letter with a resume ◆ Paper and envelope should match the resume ◆ Whenever possible, address your letter to an individual ◆ Do not restate your resume ◆ Answer the skills and qualifications asked for in the job announcement ◆ Try not to begin a paragraph with “I” ◆ Do not overuse the word “I” in the body of the letter ◆ Use proper English, avoid slang and abbreviations ◆ Use action verbs such as “designed” or “implemented” ◆ Provide all requested information ◆ Personalize each letter ◆ Respond to the needs of the company ◆ Be honest and factual ◆ Hand sign, rather than type your signature ◆ Use a business letter format ◆ PROOF! PROOF! PROOF! 	<ul style="list-style-type: none"> ◆ Comparisons and clichés ◆ Wasted space. Make every word count. ◆ Form letters ◆ Inappropriate stationery ◆ Amusing anecdotes ◆ Personal photos ◆ Personal information such as age, weight, height, marital status, etc. ◆ Not enclosing promised materials such as a resume ◆ Gimmicks ◆ Spelling and grammar errors ◆ Messy corrections ◆ Omitted signature ◆ Handwriting the envelope ◆ Do not use your current employer’s letterhead

(2) Structure of the Cover Letter

The following elements should be taken into consideration in writing your cover letter.

Structure of the Cover Letter	
Tone/Presentation	Use a positive and outgoing writing style that projects energy and confidence. Avoid negative and apologetic statements that undermine your efforts to sell yourself. Adopt a business-like, but cordial tone. Always use a business letter format, and remember every line should start at the left margin. You will double space between paragraphs.
Your Return Address and Date	You place your return address and date at the top of the letter. Example: <i>RR 4 Box 123 South Fork, NE 68721 July 2, 2000</i>

Structure of the Cover Letter	
Addressee and Salutation	<p>Address each cover letter to a specific person. A brief phone call should provide the name of the person in charge of hiring in your targeted area. If you are not sure of the gender of the addressee, use the full name: Dear Terry Smith, rather than Mr. Smith or Ms. Smith. You will also state the person’s title, place of employment and complete address. Example:</p> <p style="padding-left: 40px;"><i>Terry Smith Supervisor of Information Technology XYZ Corporation 1234 Main Scottsbluff, NE 68992</i></p> <p style="padding-left: 40px;"><i>Dear Mr. Smith</i></p>
First Paragraph	<p>Tell why you are writing in such a way as to arouse the employer’s interest. In this first paragraph:</p> <ul style="list-style-type: none"> • state the position for which your are applying • reference where or how you heard about the position • provide a brief statement about what you can offer them <p>Your letter should convey a genuine interest in the position. Avoid unrelated career goals.</p>
Second Paragraph	<p>The second paragraph should highlight and detail your qualifications for the position. Highlight one or two of your accomplishments that make you the ideal candidate for the position. The idea is to demonstrate what you can do for the company not what the company can do for you. This is also the place to emphasize any special skills, education, or training that might set you apart from the competition. Be sure to use terms that the employer used in the advertisement. Do not call attention to your shortcomings or weaknesses</p>
Third Paragraph	<p>The third paragraph is used to display your specific knowledge about the company. Be sure to verify the accuracy of any company information you mention in your letter.</p>
Final Paragraph	<p>Request action. Ask for an interview appointment. Suggest a time. Tell the employer that you will call to make an appointment (be sure to follow-up). It is a lot harder for the employer to ignore a request for action than a wish-wash “call me if you’re interested” approach. Before closing, thank the prospective employer for their time and consideration.</p>
Signature	<p>In closing, use the term “Sincerely” and sign your name. When you sign your letter you are saying, “the above information is correct.” If it is not signed the employer may wonder about the facts you stated. Example:</p> <p style="padding-left: 40px;"><i>Sincerely (4 spaces for your signature) Jane Doe</i></p> <p style="padding-left: 40px;"><i>Enclosure: Resume</i></p> <p>When enclosing a resume or other vital information, be sure you show this below your name. (See above example).</p>

(3) Sample Cover Letters

Use the following samples as a reference when writing your own letter. Every time you send a resume you must write a *new* cover letter. In other words each time you apply for a different job, it calls for a new cover letter. Why? Because each letter is personalized and written for a specific job.

Your current address
City, State, Zip Code
Date

Name of addressee
Title
Company, firm, or organization
City, State, Zip Code

Salutation (non-sexist if individual's name is not known) :

Explain the reason you are writing; specify the position or field in which you are interested. Tell how you learned of the opening, mentioning the name of any mutual contact. Make a brief statement about what you have to offer them.

This paragraph is your chance to sell yourself regarding your qualifications for the position. Specifically describe any special training or related experience you may have had, especially as it relates to the qualifications listed in the job description. One way to accomplish this would be to write one paragraph relating relevant education and a second paragraph highlighting your significant work experience.

The third paragraph could contain more information about your qualifications, and it should also state something specific about the company, firm, or organization. This lets the employer know you have done your homework. If at all possible, tie your skills and qualifications to information about the company.

In your closing paragraph, ask for action. Specify a date and approximate time you will call for an appointment, or you can suggest an appointment time and indicate you will call later for confirmation. Include your telephone number if you are requesting additional information. However, the main purpose of your conclusion is to prepare the reader for a favorable response to your next initiating action.

Sincerely

Your hand-written signature

Your name, typed

Enclosure

Job Announcement

ADMINISTRATIVE ASSISTANT

Full time, A.A.S. Degree required, experience or knowledge in agriculture accounting, general office duties, working with the public, scheduling meetings, recording of business meetings. Good communication skills required.

Sample Cover Letter for Above Job Announcement

1234 28th Street, Apt. #23
Columbus, Nebraska 68601
July 2, 20__

W.E. Smith
General Manager
USDA Central Division
123 Main Street
Central City, Nebraska 68826

Dear W.E. Smith

Your advertisement for a full-time Administrative Secretary in the June 25th issue of the Elgin Review caught my attention. I am currently in my final semester at Central Community College-Platte Campus and will graduate on August 1, 2000. At that time, I will receive an Associate degree in accounting and agribusiness.

My intense on-the-job training and college accounting courses have helped me develop the required skills noted in the job description. Because of my college courses and my bookkeeping experience, you will see that I am a strong candidate. In addition, my coursework and data input at the veterinary clinic has required accuracy and knowledge of the computer.

I have had extensive experience working with the public as a receptionist, office assistant, cashier, and tutor. Doing the little things that make the business run smoothly is something that I enjoy. Idle time does not occur when I am working. I have acquired good telephone skills and know how to communicate with clients. By being a quick learner, training time for me would be short. Your company will appreciate the responsibility and reliability I have to offer.

You may reach me at 402-562-1298 to arrange a personal interview. Any Wednesday during the month of July would be a good time for an interview as Wednesday is my day off from work. While in college, I have worked 15-25 hours a week and maintained a 4.0 grade point average. You can expect this same hard work and dedication. My skills and knowledge, along with my willingness to work and learn, would make me a great asset to your company.

Sincerely

Jane Doe

Enclosure: Resume

Applications

Applications are used by employers to “screen out applicants.” They are designed to gather information on work experience, education, and gaps in job history. Job seekers should assemble this information in advance to make the application easier to complete. Many employers require the application to be completed at their place of business. Others may allow you to take it home.

(1) Guidelines for Completing Applications

The chart on the following page provides “Do’s and Don’ts” for completing applications and includes a reminder checklist. You may want to take a copy of the guidelines with you on your job search.

(2) Handling Illegal Questions

Questions regarding any of the following are generally considered to be illegal to ask on an application for employment:

Illegal questions on applications - Handle by placing a dash (----)

- ◆ Height, weight
- ◆ Age, sex
- ◆ Marital status
- ◆ Size of your family
- ◆ Religion, politics
- ◆ Birthplace
- ◆ Race or national origin (It IS legal to ask if you are *eligible* to work in the U.S.)
- ◆ Handicaps or medical disabilities

The following questions on an application for employment are considered troublesome and are often avoided to avert potential problems.

Troublesome Questions

- ◆ Arrest record (it is legal to ask about felony convictions only)
- ◆ Military discharge
- ◆ Workers’ Compensation history
- ◆ Unemployment Compensation
- ◆ Health information

(3) Employment History

Many people are not sure about exact employment dates or termination dates, or even position titles and salary if it has been a long time since they have worked for a company. Prior to completing any application for employment, send your former employers a stamped, self-addressed postcard with spaces marked out for verification of your employment with them.

(4) Differences Between Applications & Resumes

- ◆ Applications encourage you to reveal your flaws; resumes allow you to reveal your strengths.
- ◆ Applications have limited space to answer set questions; resumes allow you to be creative.
- ◆ Applications ask for specific information including dates and names; resumes allow you to share the information you choose to share.
- ◆ Applications make it difficult to record your achievements; resumes allow you to spotlight your successes.
- ◆ Applications ask for what the employer wants to know; resumes state information you want employers to know.

Guidelines for Completing Applications

DO	DON'T	GENERAL RULES
<ul style="list-style-type: none"> ◆ Know what sort of job you want and be prepared to tell them why you are the one to do it ◆ Read every question before filling in the answers ◆ Read all instructions carefully ◆ Account for all time in your work and education history ◆ Fill in all the blanks; answer every question. Use N/A if question does not apply to you, or write “will explain in interview” ◆ Answer clearly and completely ◆ Spell correctly ◆ Be accurate. An inaccurate application says that you are an inaccurate worker ◆ Make sure your reason for leaving is a good one ◆ Use black ink or typewriter; print, don't write ◆ Use an erasable pen ◆ Be positive; be honest ◆ Bring information with you (social security number, drivers' license number, employment information from present and past jobs, school and training data, military training and experience, reference names and addresses) ◆ Remember to submit the application by the deadline date ◆ Remember to sign and date the application ◆ Keep a copy of your application form 	<ul style="list-style-type: none"> ◆ Don't leave gaps in your job history ◆ Don't misspell words ◆ Don't submit a sloppy application ◆ Don't provide false information ◆ Don't exaggerate ◆ Don't forget to sign your application form ◆ Don't give an expected salary. Write “open” or “salary negotiable” ◆ Don't leave any question blank, fill with either a dash (--) or NA <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;">Application Checklist</p> <ul style="list-style-type: none"> ✓ Did you follow all directions? ✓ Did you handwrite in black ink? ✓ Did you answer all questions? ✓ Is your application accurate & neat? ✓ Did you get permission from references and list complete and accurate reference information? ✓ Did you sign and date the application? 	<ul style="list-style-type: none"> ◆ Try to avoid leaving any questions blank on applications, write “see me,” NA or (---) ◆ If applications ask if you have any friends or relatives who work for the company, be careful whom you choose. ◆ Be careful of gaps in employment. ◆ If you are fired or laid off, it is permissible to write “please see me” ◆ Get permission to list people as references ◆ For salary you expect, write “open” ◆ Employment History: List the month & year you started and ended each job; your supervisor's name, address, and phone number; your job title, location, salary, major duties, and your reason for leaving (keep it positive). ◆ Education & Certification: Know the name and city of the schools you've attended and the year you received your degrees and certification ◆ Special Skills: List any special skills you have that are related to the job, such as computer skills. ◆ Use black ink as applications completed in pencil fade and rub off in a very short time, and it makes them difficult to read. If there is a choice about which application gets the most attention, it will be the one that is easiest to read

Interview

Congratulations you have been invited to interview.

Your application form, cover letter and resume have gotten you to the interview. The interview is the stage where the hiring decision is made. You must use your skills to let the potential employer see there is a “match” between your skills and qualifications and the needs of the employer. Interviews are structured. The interviewer(s) knows what he or she wants to know and how much time he or she can take to get the information. You will hopefully assist them in every way.

(1) What Employers Look For

The interviewer will not only evaluate your specific job skills, but also your soft skills and transferable skills. The employer will search for your “life long learning” incentive, ability to follow directions and your commitment to their organization. During the interview the employers will be looking for many of the following characteristics.

CHARACTERISTIC	What Employer Will Look for in Interview	CHARACTERISTIC	What Employer Will Look for in Interview
Intelligence	<ul style="list-style-type: none"> • Not only grade point average, but . . . • Common sense • Ability to problem solve • Competent in your career area - skill match with job requirements 	Ability to Communicate	<ul style="list-style-type: none"> • Oral • Written • Non-verbal (positive body language) • Ability to listen
Self-Confidence	<ul style="list-style-type: none"> • Experience, style and manner 	Flexibility	<ul style="list-style-type: none"> • Willingness to do more than the job description • Ability to change.
Willingness to Accept Responsibility	<ul style="list-style-type: none"> • Work experience, school, and volunteer 	Self Knowledge	<ul style="list-style-type: none"> • Know yourself • Know your strengths and weaknesses
Initiative	<ul style="list-style-type: none"> • Self starter 	Ability to Handle Conflict	<ul style="list-style-type: none"> • Able to manage stress • Don't panic, remain calm, are not easily flustered
Leadership	<ul style="list-style-type: none"> • Extra-curricular and volunteer experiences 	Goals	<ul style="list-style-type: none"> • Set reasonable obtainable goals • Short and long term goals
Energy Level	<ul style="list-style-type: none"> • Enthusiasm • Alarm clock skills 	Ethics and Values	<ul style="list-style-type: none"> • Honesty
Imagination	<ul style="list-style-type: none"> • Originality • Creativity 	Competitiveness	<ul style="list-style-type: none"> • Healthy competition • Competing with self to always do better
Interpersonal Skills	<ul style="list-style-type: none"> • Ability to get along with others, especially co-workers and supervisors 	Direction	<ul style="list-style-type: none"> • Know where you want to go and how to get there
Sell Yourself and All Your Skills			

(2) Interview Formats

Employers may use different formats when conducting an interview. Be prepared for any of the following formats.

Interview Formats	
One-on-One Interviews	<ul style="list-style-type: none"> ◆ One employer representative conducts an interview with you.
Group or Panel Interviews	<ul style="list-style-type: none"> ◆ Two or more employer representatives interview you alone (it could include 5 or 6 employer representatives). ◆ You may be interviewed in a group with other applicants. This is more common in the first round or screening interviews.
Observation Interviews	<ul style="list-style-type: none"> ◆ You may be asked to do a presentation or perform a task, and you will be evaluated on your skills. This type of interview is limited to specific positions
Video Interviews	<ul style="list-style-type: none"> ◆ With today’s technology this style of interviewing can be cost-efficient for the employer. It could also save you travel time and expense. ◆ Various technology can be used such as V-Tel where the PC is linked through the telephone line. ◆ Wear dark clothing, try to keep your hair off your forehead, speak clearly and don’t make any quick movements and/or gestures. ◆ Remember there may be a delay of a few seconds between your response and the employer’s reaction. ◆ You may have your resume handy for reference.
Telephone Interviews	<ul style="list-style-type: none"> ◆ Be prepared. ◆ Your spoken word is your only communication skill available. ◆ You should be alone in a quiet room. ◆ Have your resume available for reference. ◆ You may take notes if you can listen and write at the same time. ◆ Be aware of so called casual phone conversation.

(3) Preparing for a Successful Interview

The interview starts the minute you drive onto the company parking lot. You never know who may be watching. From this point forward consider everyone you meet as the person who may make the hiring decision. Your appearance is very important, employers consider this part of your attitude. Employers say they can teach people how to do the job, but they cannot teach attitude.

“Be prepared,” don’t show up to an interview unprepared. You must know yourself, your skills, have knowledge about the position and the company. You must convey your qualifications to the employer in such a manner that he/she is convinced that you are the person for the job. You must attend the interview alone. Do not take your children, spouse, significant other, or friend. It is your interview and you want to impress the employers with your professionalism. Don’t forget that the follow-up also demonstrates your professionalism.

“IN THE BUSINESS WORLD DISCRIMINATION BY APPEARANCE IS A FACT OF LIFE.”
 Egon Von Fustenberg
The Power Look

Getting Ready for the Interview

Mentally	Think through your strengths and carefully analyze why the company should hire you.
Personal Appearance	<ul style="list-style-type: none"> ◆ Dress appropriately for the position. Some positions call for suits and others suggest chinos and a nice shirt. Know the difference, visit the company if possible, ask questions of instructors and those working in the field. ◆ Look the part - not only the position but part of the organization ◆ Be clean - including hair and fingernails ◆ Have your hair in some style - not in your face ◆ Leave the perfume and after shave off ◆ No sports attire - including shoes ◆ Shoes polished ◆ Women wear hoses - whether in style or not ◆ Never chew gum ◆ Watch the jewelry - one ring or set per hand, watch is ok, earrings no larger than a dime (nothing that dangles), small necklace or pin, no visible body piercing or tattoos ◆ Men - no earrings, be sure to shave
Speech	<ul style="list-style-type: none"> ◆ Do speak clearly ◆ <i>Don't mumble</i> ◆ Do use standard grammatical English ◆ <i>Don't use slang or jargon, or a lot of "I mean's, you know's" or "like"</i> ◆ <i>Don't use words whose meaning or pronunciation are not entirely clear to you</i> ◆ <i>Don't swear</i> ◆ <i>Don't talk too loudly or too softly</i> ◆ Do speak with confidence ◆ <i>Don't giggle or guffaw</i> ◆ Do smile - appear as if you are enjoying the experience ◆ Do laugh quietly if the interviewer says something humorous
Body Language	<ul style="list-style-type: none"> ◆ Actions speak louder than words - they remember what they see longer than what they hear. ◆ Non-verbal messages are usually more powerful than verbal messages. ◆ We communicate through posture, physical appearance, facial expressions, gestures, spatial distance, and tone of voice, as well as by words. ◆ Be sure verbal and nonverbal messages agree, that they do not contradict each other. ◆ Gestures are fine - don't over use them ◆ Maintain good eye contact.
Dressing Tips	You have the "right" to dress the way you want and they have the "right" to make a decision on appearance. This is not considered discrimination! See the Dressing Tips for Women and Men on the following pages.
<p>IN SUMMARY</p> <ul style="list-style-type: none"> ◆ A job applicant should dress neatly and act friendly when reporting for an interview. ◆ While a young man creates a mildly positive impression if he wears a sport coat, shirt, tie, and slacks, he makes a stronger impression if he wears a suit. ◆ To make a favorable impression, you should not wear jeans, shorts, sandals, or sports attire. ◆ Failure to maintain eye contact with the recruiter, fiddling with objects on the desk, dirty fingernails, or speech loaded with jargon create "mildly to strongly negative" impressions. ◆ Trimmed hair and beards on males make a more positive impression. ◆ If the interviewer felt that an applicant was composed, cordial, cooperative, enthusiastic, and sincere, there was a strong positive influence. ◆ Being assertive, intelligent, independent, and inquisitive creates a mildly positive impression. Being grateful or jocular were considered neutral. ◆ Applicants who appeared to be nervous, defensive, tense, quiet, skeptical, or shy earned negative ratings. Strong positive ratings were given if the interviewee seemed relaxed, balanced, and professional. ◆ Casual interviews got a mildly positive rating, while those which seemed tense or dominated by either party were rated negatively. 	

Dressing Tips for Women for Employment Interviews

The attitude about dress has been changing in the work world and is going away from formal business attire to a more casual look. This **does not** mean that you should attend the interview dressed casually. You should dress for the position you are interviewing for and one step above what you would wear to work. Don't go overboard and dress in evening wear but do wear nice appropriate business attire.

- Hair** If your hair is long pull it up. You many want to have it professionally styled. Hair too long or too curly does not make a good business impression.
- Makeup** Do wear makeup, but apply it carefully and not to heavy. Base with a little blush, lipstick and light eye makeup.
- Clothing** The skirted suit is the most powerful look for women. The second most powerful is a one color dress. A pantsuit or a skirt and blouse is the least powerful look. Generally, one should never wear jeans to an interview. The best skirt length for business is around the knee area. You need to wear styles that flatter your body shape; however, avoid too short of a skirt or the skort outfit.
- Colors** The best interview colors are navy, shades of blues and teals, shades of burgundy or maroon, grays, or black. Black can be too overpowering for some people. Choose colors that compliment your skin color. It is best to avoid bright purples, greens, oranges, pinks and browns. White and cream are not good suit choices, but are excellent blouse colors.
- Hosiery** Neutral color. Do not wear navy or black.
- Type of Career** If you are going into retail sales or advertising, you may be able to wear the more dramatic styles or colors. You decide what is and is not appropriate. If you are dealing with people's money in accounting, banking or an office situation, it's best to stay conservative.
- Shoes** Most of the dress for success literature suggests that you wear simple pumps that match your hemline or are darker. **Do not** wear open toes or sling backs. Neutral colors are good for business.
- Purse** Carry a small purse or better yet a brief case, but don't carry both: you might look overloaded.
- Jewelry** Keep your jewelry simple and elegant. Don't wear dangling earrings or earrings larger than a dime. The best bracelet to wear is a watch. Only wear one ring per hand and one earring per ear. A simple chain is a better choice than a pendant if you neckline calls for it. Be careful that your neckline is not too low.
- Perfume** Don't wear perfume; some scents can be too strong. The interviewer should not be able to smell anything.
- Hands** Should be clean and nails should be manicured and if polished be sure it is a neutral color.
- Eye Glasses** Glasses test well in an interview situation. The darker your frame color, the more professional the look. Don't choose too trendy of a shape or color and don't wear tinted glasses to an interview.

If you are unsure how to dress ask questions of those in that career; if possible, ask those at the company you are interviewing. You may want to watch the people who work at the company as they leave work; then dress to fit in.

Dressing Tips For Men for Employment Interviews

Hair	Make sure your hair is neatly trimmed and groomed.
Clothing	The most powerful look for men is the suit or sports coat with dress slacks. Do consider the career you are entering.
Colors	The best interview colors are navy, gray, and black. Be careful, though, black can look too formal like a wedding or a funeral. Choose a classic cut and avoid trendy or western cut styles.
Shirt	Wear a dress shirt. Long-sleeves are more professional than short-sleeves. Most of the success-image resources suggest that you have your suit and shirt professional cleaned and pressed.
Tie	Choose a conservative tie in a color that compliments your suit and skin color. If you are going into retail sales or advertising, you might want a more flashy, dramatic look. Choose your ties accordingly. Generally, if you are dealing with people's money in accounting, banking, or management, it's best to stay conservative. The tip of your tie should hit the middle of your belt.
Shoes	Wear dress shoes that are neatly polished. Boots or sports shoes are not recommended.
Accessories	Choose accessories carefully. For interviewing no earrings as this could hurt your chances. Generally, a simple tie tack (if any), a watch and a wedding ring are the accepted jewelry. The best brief case is simple leather, but some experts suggest the attaché case is a sign of a junior executive without much power and say you should use a leather folder instead.
Hat and coat	Do not wear or carry hats or coats into the interview.
Cologne/ After Shave	Do not wear any - scents can be too strong. The interviewer should not be able to smell anything.

Good luck and don't forget to smile and say "thank you." If you want the job let them know! Remember, they want to hire people who want to work for them. ***Don't forget to follow up.***

(5) Interview Do's and Don'ts

You are properly dressed and ready to answer any question asked of you. Be careful and follow some simple rules of etiquette about interviewing. You want to impress the interviewer(s) and let them know you are the person for the job.

- * Do arrive 10 to 15 minutes before your scheduled time. You may need to fill out an application or other papers.
- Don't be late or not show up without calling.

- * Do go alone to the interview.
- Don't take a friend, spouse or children to the interview.

- * Do go to the bathroom before you report to the interview.
- Don't embarrass yourself later.

- * Do arrive prepared, know facts about the company. Read company literature and examine company ratings.
- Don't arrive wondering what this company does or makes.

- * Do walk in and out of the interview with an assured, confident stride. Good posture can impress.
- Don't appear as though you lack confidence in yourself.

- * Do greet the interviewer by name such as: Mr. Jones or Ms. Smith
- Don't say, "Hi, Joe or Hi, Mary."

- * If he/she shakes hands with you, use a firm grip.
- Don't give a fishy handshake.

- * Do stand until offered a seat.

- * Do have an empty mouth except for your teeth.
- Don't chew gum, no candies, no breath mints, and no smoking.

- * Sit back in your chair with good posture.
- Don't lean on your elbow.

- * Do take your interview folder with you.
- Don't carry a large brief case or purse.

- * Do let the interviewer take the lead.
- Don't interrupt, mumble, preach, or try to control.

- * Do show enthusiasm and have eye contact.
- Don't talk to the floor or ceiling.

- * Do answer the question asked with honesty.
- Don't ramble and get off track. Most of all, give honest answers.

- * Do sell yourself.
- Don't assume they know your accomplishments.

- * Do practice possible answers before the interview.
- Don't hope to wing it.

- * Do remember the interview is a two way situation. They must impress you also.
- Don't assume you want to work for every company you interview.

(6) Types of Interviews

The purpose of the interview is for the employer to decide which candidate best meets their objectives, and for you the perspective employee to determine if this position and organization is right for you. To be invited to interview you have already met several of their requirements and now is the time to discuss your qualifications and objectives face to face with the employer.

The type of job, organization's mission, work environment, and the interviewer's personality will determine the structure of your interview. The interview for Assistant Manager may be structured differently than one for an entry-level position. Employers often use a combination of the following interview methods.

Types of Interviews	
Conversational Interview	<p>The interviewer will use a more casual approach and will ask non-directive questions so you will express yourself, your experiences, goals, and interests with minimum direction. This is sometimes referred to "non-structure" type of interviewing, but the interviewer has structured this interview to meet his/her needs.</p> <p>You may leave the interview and wonder if you were interviewed. The interviewer will offer you a seat and may offer you coffee or a soft drink. Of course, you will not accept the drink as the coffee and soft drink will make you have bad breath and what if you spill the drink? What a mess!</p> <p>Why a conversational or casual interview? Employers are comfortable with it and have the ability to find out more from you than you can imagine. Often we get into a conversation and begin to spill the beans, so to speak. Be careful that you don't say too much. (See possible questions on page 42.)</p>
Question and Answer Interview	<p>For years this has been the most commonly used interview technique. The employer will ask all candidates the same questions and then evaluate them on their answers. This method of interviewing is easier for both the employer and the final candidates. Give an honest answer and remember your answers include more than your oral answers.</p> <p>It is easy to prepare for this type of interview as you can practice what you would answer many commonly asked questions. (See possible questions on page 42.)</p>
Behavior Based Interview	<p>This interviewing technique is currently used by many organizations. The behavior type is based on the belief that your past behavior is an indicator of your future behavior. This may also include questions about your education experience. Employers are very concerned about your attendance on the job and at school. They believe that if you missed class a great deal that you will miss work. In other words, they believe that your behavior will not change a great deal.</p> <p>The questions will be structured in such a manner to get you to reveal how you handled a specific situation and makes it difficult for the person being interviewed to give "canned" answers. (See possible questions on page 42.)</p>
Case Approach Interview	<p>The interviewer will present a situation or problem that may be relevant to the position and ask you to propose logical steps to resolve the situation. If you are entering a customer related type of business you may be asked: "A large customer of our organization calls and expresses a concern about an order they should have received two weeks ago. The call has been transferred to you since your supervisor is in charge of this particular order, but he/she is on vacation. Please explain your options and what action you would take and why."</p> <p>This technique allows the employer to evaluate your organizational, analytical, and problem-solving approach to unfamiliar situations.</p>
Stress Approach Interview	<p>In this approach, the employer will create a stressful atmosphere so he/she can evaluate your composure, confidence level, and response to an unpleasant situation. Thank goodness this method of interviewing is not widely used.</p>

(7) Possible Interview Questions

Questions will vary depending on the type of interview. Some questions in the beginning of the interview are to help put you at ease. Employers frequently use a variety of interviewing techniques, so be prepared for any type of question. Some employers may also try to slip in a few illegal questions, so watch for them.

Regardless of the type of interview, remember the following:

- ◆ Answer honestly.
- ◆ Don't answer more than they asked.
- ◆ Don't answer with a "yes" or "no", explain your answer.
- ◆ Keep your answers brief and to the point.
- ◆ Listen
- ◆ If you do not understand the question, ask for an explanation.
- ◆ Keep eye contact

Possible Interview Questions	
Conversational Interview	<ul style="list-style-type: none"> • Tell me a little bit about yourself. I grew up on a farm with loving parents and I really enjoyed my childhood, how about you? • I know when I was in college we really enjoyed Thursday nights; I bet we could compare stories. • My favorite subject in school was gym, but I wasn't so hot in math. Do we have that in common? <p>Get the idea? The interviewer will lead you into questions that hit your comfort zone and you may tend to tell them things about yourself you wish you had not mentioned. Remember to keep it positive, constructive, and relating to the work situation, sometimes that is hard to do in a conversational interview.</p>
Question and Answer Interview	<p>Tell me about yourself.</p> <p>What are your short-range goals?</p> <p>What are your long-range goals?</p> <p>Why are you leaving your present position?</p> <p>What can you do for us that someone else cannot do?</p> <p>Why should we hire you?</p> <p>What is your philosophy of management?</p> <p>Do you prefer to work alone or with others?</p> <p>What kind of salary are you worth?</p> <p>What are your five greatest accomplishments in your present or last job? In your career so far?</p> <p>How long would it take you to make a contribution to the firm or organization?</p> <p>How long would you stay with us?</p> <p>What is your greatest strength? Weakness?</p> <p>If you could start again, what would you do differently?</p> <p>Are you creative? Give an example.</p> <p>Are you a good manager? Give an example.</p> <p>How would you describe your personality?</p> <p>Have you helped increase sales? How?</p> <p>Have you helped reduce cost? How?</p> <p>What do your subordinates think of you?</p> <p>Have you hired and/or fired people before?</p> <p>Do you work well with minorities?</p> <p>What other types of jobs are you considering? What companies?</p> <p>Why do you want to work for us?</p> <p>Why should we hire you?</p> <p>What interests you most about this position?</p> <p>Are you willing to go where the company sends you?</p>

Possible Interview Questions

<p>Question and Answer Interview (cont.)</p>	<p>What kind of decisions are most difficult for you? Where do you see yourself in 5 years? 10 years? What training/qualifications do you have for a job like this? Why have you changed jobs so frequently? How many people have you supervised? What are the reasons for your success? What are your growth prospects at your current company? What do you want to make on your next job? What actions would you take if you came on board? What are your long-range career objectives? Why did you major in (a particular field)? If you were hiring a graduate for this position, what qualities would you look for? Why? State some event, happening, or accomplishment that brought you a great deal of pleasure? Why? State some event, happening, or accomplishment that did not turn out the way you wanted it too. How did you handle the disappointment?</p>
<p>Behavior Based Interview</p>	<p>What is the most memorable situation you have had when working with customers? Tell me about a time you had to overcome major obstacles to meet a challenge? How did you feel about it? Tell me about a mistake you have made in dealing with people. What did you learn? What aspect of your work habits do you need to work on in order to become the best employee you can be? What have you done or are you doing to work on these? How would you handle the situation when _____? Describe the supervisory style with which you work best. Why? Describe the supervisory style under which you last worked. How did it assist or hinder your efforts to do the best job possible? What training style works the best for you to achieve a good comfort level with new projects? Visual, verbal, hands on, etc. Do you take lots of notes, require close supervision, ask a lot of questions? In what ways has your present (past) employer developed you to take on added responsibility? Where do you see your career taking you in the next five years? How would taking this position assist your career development?</p>
<p>Illegal Questions</p>	<p>The EEOC (Equal Employment Opportunity Commission) has said that all people in the United States should have equal rights for a job, therefore they have deemed certain questions as illegal questions for an employer to ask a potential employee. Following are a list of such questions:</p> <ul style="list-style-type: none"> - Age - Your birthplace or birthplace of your parents? - Religious holidays you celebrate - If you have children and their ages - Height and weight - Religious affiliation - Your married status - Your maiden name <p>These are but a few of the illegal questions that you may be asked.</p> <p>How to Answer Illegal Questions If you are asked an illegal question (or think it may be illegal) and it does not bother you to answer then do so, but if you are not comfortable answering, throw the question back to them. "Would you please explain what that has to do with my ability to do the job?" This way you have not told them that it is an illegal question or refused to answer, but you have let them know you are aware of such questions. They will probably be more careful from that point on in the interview.</p> <p>It is important for you to judge the employer. If they cannot justify their illegal questions, you need to give careful consideration as to whether you want to work for them. If they knowingly ask illegal questions, what other laws may they be breaking?</p> <p>You do not have to answer any question you are not comfortable answering, but you may not be offered the job. It is important for you to consider the situation.</p>

(8) Your Questions for the Interviewer

Near the end of the interview the interviewer should ask if you have any questions. Of course you have done your homework, so you will have questions for the interviewer.

You need to find out if this is the right place for you to work. You do not want to make a mistake and accept the wrong job. If you do, you are back in the job search situation again. The following chart provides three types of questions you may want to ask the interviewer(s).

Questions About the Position

- ◆ Ask for a detailed description of the position.
- ◆ Why is the position available?
- ◆ What will the anticipated indoctrination and training program be like and how long?
- ◆ Are advanced training programs available for those who demonstrate outstanding ability?
- ◆ What are the earnings of successful people in their third to fifth year?
- ◆ What is the next step in the selection process?
- ◆ Where do you see me in five years if I were to join the company?
- ◆ Ask to see where you will be working - only if they are obviously interested.
- ◆ Ask to meet the immediate supervisor - only if they are obviously interested.

Questions About the Company

The following questions are intended to help you become more knowledgeable about the company. They usually deal with the company's future, its employees, its competition, and its strengths. Your future with any company could depend upon this information.

- ◆ What are the company's greatest strengths?
- ◆ How do you rate your competition?
- ◆ Do you have offices or plants elsewhere? (You should know this)
- ◆ What kind of turnover does this company have in employees?
- ◆ How long has your company been in business?
- ◆ What's your view of the company's business outlook?
- ◆ What kind of employees do you generally look for?
- ◆ What are your company's plans for expansion?

Questions for the Second Interview

The following questions should **not** be brought up until the **second interview**. If the interviewer does not bring up salary, you are entitled to ask what he/she can offer, but not until the second interview.

- ◆ What is the rate of pay for this job?
- ◆ What benefits are available for employees of this company?
- ◆ What types of insurance plans are available? Does the company contribute to them?
- ◆ How long must I work before I am eligible for paid vacation time?
- ◆ How many paid sick days will I earn?

(9) Closing of the Interview

It is important for you to recognize when the interview is coming to an end. If you listen to the interviewer, you will not have to guess that it is closing time. The interviewer has made remarks that indicate the interview is coming to an end. You can recognize the nonverbal indications - tone of voice and physical movement reinforce the verbal message.

Now is the time for you to make your move. If there is anything you would like to add now is the time. Hopefully you have been given the opportunity to ask the employer questions. If not, ask if you may ask a few questions or provide additional information.

- ◆ If you have something of importance about your skills, work experience or education that has not been asked, now is the time to expand on this information.
- ◆ If you want the job, ask them to hire you. Is this going too far? Certainly not. Remember they want to hire people who want to work for them. Employers often hire the person who asked for the job.
- ◆ Ask when a decision will be made on the person hired. Time drags when you are waiting to hear from an employer and the phone does not ring. You may also ask if you can call them in a week. You must let them know that you are interested and that you want the job. If you say you are going to call, be sure to call.

When all of your questions have been answered, you should:

- ◆ Thank the interviewer
- ◆ Ask for permission to follow up in a few days with a telephone call
- ◆ Ask for the job if you want it
- ◆ Say “good-bye” to the interviewer, secretary and receptionist

(10) After the Interview

You should not take notes during the interview; but immediately after, write down pertinent information. It is a courtesy to write a thank you letter. Write the thank you or follow-up letter and mail it so that it arrives within two days after the interview. At this stage, you may want to analyze the entire interview process to improve your performance in a future interview.

Follow Up

The follow up is a critical step in the employment process. It is always proper to say “thank you,” and now it is important to make that gesture. An employer may have a difficult decision to make and the first or only person to send a follow up letter may become the new employee.

(1) Follow Up Phone Call

When you leave the interview you should always ask if you may call in a few days to check if the position has been filled. If they say “yes” be sure and call. You want to call the person you interviewed with and simply ask “has the position for _____ been filled?” If not, now is your opportunity to tell them again that you want the job.

If the position has been filled, let them know that you are still interesting in working for the company if they should have another vacancy. Companies want to hire people who want to work for them.

(2) Follow Up Letter

The follow up letter should use a business format and should be printed on the same paper as the cover letter and resume. Do not write a long letter in an attempt to sell yourself or rehash the interview. This would defeat the purpose of the letter. The letter should be sent the day following the interview, be short, and contain the statements regarding the following:

- ◆ Your appreciation for the interview time and information.

- ◆ Your confidence that you have the ability to do the job. Call attention to the most important aspect of the position and express your confidence to handle it.
- ◆ Your continued interest in the job.
- ◆ Your lack of interest - if you do not want the job. You do not have to give a reason just make the statement.

Follow Up Letter Format	
1st Paragraph	A polite thank you and a positive comment about the interview.
2nd Paragraph	Include other comments that may have been overlooked in the interview. These forgotten comments may help the employer select you for the job.
3rd Paragraph	Indicate you are interested and available for the job (only if interested). Give the employer an additional reason or two for hiring you.

(3) Sample Follow Up Letter

Sample Follow-Up Letter	
<p>3841 Beal Street San Jose, CA 95123-2019 June 27, 2000</p> <p>Mr. David Smith Supervisor Information Technology ACME Corporation 3877 Henderson, Street Concord, CA 94523-1717</p> <p>Dear Mr. Smith</p> <p>Thank you for giving me the opportunity to interview for the position of secretary with your company on June 26, 2000. Your interview was well-planned and informative. I was impressed with the facilities and the personnel I met.</p> <p>In our interview, I neglected to mention that I have also had some volunteer office and filing experience in my uncle's real estate business in Fremont, California.</p> <p>I am very interested in working for ACME Corporation as a secretary. If hired, I would be a most reliable employee. I am awaiting your decision.</p> <p>Sincerely</p> <p>Mary Connors</p>	

Employment Contract Negotiations

An area of the job search that is often overlooked or receives little attention is salary negotiation. You have received the offer and now it is time to discuss the terms of employment. Although negotiating salary and benefits is uncomfortable, it is necessary to ensure that the position you accept meets your needs as well as those of the employer. Prior to planning your negotiations, however, it is important to decide if this is the right position for you.

(1) Making the Right Decision

Many personal and professional reasons will factor into your decision to accept a specific job offer. All offers need to be evaluated based upon how the position relates to your individual, family, and career goals.

- ◆ **Individual Needs/Goals.** Does the job match your interests, values, skills, and beliefs? Does it provide you with the lifestyle, prestige, independence, creativity, security, and economic returns you are looking for in a job? Although all of your needs/goals may not be filled initially, is there potential with the company?
- ◆ **Family Goals.** Does this job accommodate your needs and lifestyle preference with regard to your family? Is it family-oriented? Is the geographical location conducive to you and your family's hobbies, community activities and social support groups?
- ◆ **Career Goals.** Is the nature of the employer, the pay and benefits, and the work activities what you are looking for in a job? What is the company's reputation? Do they provide adequate training initially and throughout your employment? Does the organization provide advancement opportunities? Is there job security? Do they offer opportunities for professional, personal, and educational growth? Are the surroundings and people pleasant? Is the salary adequate for your needs? How does the benefit package compare to those of other employers?

(2) Steps in Negotiating the Offer

Once you have decided to accept a specific offer, you will need to take the following steps to ensure effective negotiations.

- ◆ **Decide Your Conditions.** It is important to determine what you will and will not accept from an offer. Create a plan that will allow some flexibility. For example, if you ask for more salary but the organization cannot offer more money, would you be willing to take a signing bonus instead? Remember, you only have one opportunity to get the most from this offer so thoroughly plan prior to any negotiation.
- ◆ **Negotiate With ONE Organization.** Only negotiate with one organization at a time. Do not spend time negotiating with your second and third choice until you know that your first choice is no longer an option.
- ◆ **Call Early.** If you decide to accept an offer earlier than planned, call the organization and begin the negotiations early. If the company is still recruiting, they may be more inclined to negotiate with you.
- ◆ **Maintain Your Professionalism.** It is very important to portray a certain level of professionalism even after you have received an offer. The person that you are negotiating with may be your future supervisor!
- ◆ **Make a Decision.** Be prepared to make a decision once the organization has stated their final offer. It is not appropriate to try to hold out for more time or another offer.
- ◆ **Commit Fully.** Show enthusiasm for the position that you just accepted whether it was a difficult decision or not. No one wants someone working for them that acts like they would rather be working somewhere else!

(3) Negotiable Factors

Successful negotiation is not a “winner-take-all” situation. If a company is unable to meet your salary expectations, they may be able to negotiate with other more flexible parts of the offer such as your health plan, dental plan, retirement package, the type of schedule you prefer, etc.

Realizing that you may not be given everything you have asked for, you should enter into a salary negotiation with an open mind. Research the company and their benefit plans. How do they compare with others in the same industry/field? Prepare yourself mentally. Be sure you know exactly what you want. Finally, practice, practice, practice. Rehearse your presentation with another person posing as the employer and have them critique your performance. Negotiating may seem like a lot of work, but often results in a much more attractive offer.

An extremely important factor to consider is the benefit plan offered by the company must. A good benefits package adds about 30 percent to your compensation package. Therefore, it is wise to compare benefits before accepting a job offer. As the labor pool tightens, companies are relying on their creative side to provide benefits that will entice candidates to consider their employment opportunities. Definitions of various benefits being offered currently by companies are listed below.

The following tips will be valuable when negotiating various aspects of your salary and benefits packages.

Negotiable Factors	
Salary	Salaries may or may not be negotiable, so it is very important that you research what a “fair” salary is prior to negotiation. Researching salaries will provide you with an insight into what salary to expect according to geographic location, prior experience, college degree or major. You will find that the salary an employee receives varies greatly from job to job, employer to employer and from one region of the country to another.
Location of Position	If you are given the choice of the city where you would like to relocate, take the time to check out the geographic area. Does the community offer you the lifestyle you are looking for? If continuing your education is important, are there any colleges in the area that would allow you to work on an advanced degree?
Reporting Date	Depending on the company and your job, some employers might be able to offer a flexible starting date. If you would like time to take a break before starting your career, now is the time to negotiate your starting date.
Appraisal Review	Some employers may give bonuses for job performance. Since bonuses are often attached to your appraisal reviews, it might be possible to ask that you receive your review earlier than normal.
Relocation Expenses/ Signing Bonuses	Some employers may provide relocation benefits to help you move. This may include travel to the community to look for housing, mortgage assistance, moving expenses, and/or hotel/food expenses until you are settled. The benefit may also be in the form of a signing bonus, which is simply an agreed upon amount of money given to you at the time you accept the offer. If an employer does not discuss these benefits, you might want to consider negotiating for them.
<i>Source: Career Center, Florida State University, University Center - A4100, Tallahassee, Florida 32306-2490, 850-644-6431. April 12, 2000, www.fsu.edu/career</i>	

Negotiable Factors

Benefit Considerations (continued)	Health Insurance	With the rising costs of health care, it is very important to evaluate a company's health plan for the following financial reasons. Even if you have to pay for all or part of your coverage, it is less expensive to get insurance through a group plan than individually. Health insurance is comparable to nontaxable income. The average cost of providing health insurance is approximately \$3,500 - \$4,000 per year per employee. If you purchased health insurance on your own, you could expect to pay \$5,000 per year, which would come out of your own pocket after taxes were paid. In the event that you were sick or injured, your medical treatment is covered.
	401(k) Plan	This retirement plan allows you to put a certain percentage of your gross (pre-tax) income into a trust fund or other qualified investment fund. Many employers will match your contribution up to a certain percentage. Typically, you can direct your contributions and the matching funds into certain types of investments offered through your employer. These plans are also portable B you can take them with you if you change jobs.
	Cafeteria Plans	These flexible benefits plans allow you to put aside money (deducted from each paycheck) before taxes to cover various types of costs. These costs could include payment of health/life insurance premiums, vision/dental costs, or child care expenses. As a pre-tax deduction, this benefit will help reduce the amount you pay in taxes each year.
	Child Care Assistance	Some employers will assist with the cost of childcare by subsidizing the cost or possibly having an on-site day care for employees.
	Employee Assistance Program (EAP)	Many companies provide confidential counseling to assist employees with personal concerns that may affect their performance on the job. These programs assist with concerns such as marital/family problems or substance abuse.
	Flextime	This arrangement allows the employee to set their hours at work, within limits.
	Retirement Benefits	These benefits may be in the form of individual retirement accounts, profit-sharing plans, stock ownership plans, or 401(k) plans.
	Stock Ownership Plans	Depending on your years of service or earnings, employees are given the option to purchase shares of stock in the company in which they are employed.
	Telecommuting	After proving that you are a reliable employee, some employers may give you the option of working from home. You may be required to go into the office occasionally for meetings, however, the majority of time is spent in the home office. The company may provide equipment; however, in other cases the employee is responsible for the costs associated with telecommuting.

Benefit Considerations (continued)	Tuition Assistance/Reimbursement	Returning to the classroom to update your skills is made possible through a company's tuition assistance/reimbursement benefits. Many companies will reimburse an employee for a percentage of their tuition and books depending on the grade they received in the class. In most instances, the course needs to be related to the employee's job or the company's business.
	Wellness Programs	Many companies encourage their employees to participate in wellness activities sponsored by the company. Keeping their employees "well" helps reduce absenteeism, increases productivity, and keeps health care costs down. Employers may promote a healthy lifestyle by offering courses on topics such as: smoking cessation; stress-reduction; exercise classes; nutrition classes; and common health problems such as high blood pressure and cancer.
<i>Source: National Association of Colleges and Employers "Planning Job Choices 2000", 43rd Edition.</i>		

(4) The Final Step B Decline/Acceptance Letters

Decline Letters: Declining an offer should be done in writing and as soon as you accept another position.

Acceptance Letters: Prepare an acceptance letter that restates your understanding of the offer. Be sure to include the following:

- ◆ Salary
- ◆ Starting date and time
- ◆ Location
- ◆ Any perks, signing bonuses, etc. that were negotiated.

EMPLOYMENT SUCCESS

Now that you have secured yourself your dream job, you certainly do not want to lose it. Keeping a good job does not just happen. You have to make it a priority to keep the job. In other words you have to work at it. The first weeks on a new job are the most difficult. You must learn your new job and, in addition, learn the operation and structure of the organization. This is the time to ask questions. The more you ask, the less likely you are to make costly mistakes. The most successful employees not only do their job satisfactorily; they also fit into the organization. Getting along with other employees may take some work, but it is important enough to be worth the effort.

How to Keep Your Job

Employers say more people lose their jobs because they do not use good work habits rather than because they are not able to do the job. Being a good employee involves a lot of planning, knowledge, and hard work. The end result is worth it, however, not only in terms of advancement and job security, but in personal satisfaction as well.

Good Work Habits	
Attitude	A positive attitude is an important factor in job success. Keep negative feelings/thoughts to yourself. Be friendly to your co-workers, however do not form friendships too quickly. Try to build positive relationships with everyone you meet. Treat everyone with courtesy and respect.
Attendance	Always be on time, and never miss work unless it is absolutely necessary. Being reliable and dependable gains the trust and respect of your supervisor and co-workers.
Appearance	Your appearance is important. Find out what manner of dress is expected on the job. You should be appropriately dressed. Be clean and well groomed. Avoid wearing strong perfumes or colognes. Remember to look the part as each employee represents the company.
Communication	<ul style="list-style-type: none"> You will be learning a lot of new information. Listen intently and take notes as needed to reinforce what you are learning. Ask questions. Acknowledging how much you don't know has a more positive effect than showing how much you know. Be open to new ways of doing things. Do not criticize or complain until you can prove you can do it in a better way. Know and follow all rules, policies, and procedures. Read the employee manuals. Learn all you can about the job you were hired to do before thinking about moving up. Be a team player. Be willing to help. Establish a positive relationship with your supervisor. When you need to talk with your supervisor, ask when a convenient time would be to meet. Ask how you can improve. Ask for help when you need it. If you make a mistake, let your supervisor know immediately. Find out how you can fix it. Follow the proper chain of command. Discuss items with your supervisor first.
Personal	<ul style="list-style-type: none"> Prior to starting the job, have all of your appointments with doctors, dentists, etc. out of the way. Have transportation and day care lined up. Have an emergency plan for day care and transportation. Take time to make new friends. Find positive and upbeat co-workers. Avoid negative, critical and gossiping people. Keep your personal life and problems at home. Do not use the employers' equipment and time to do personal things. Be patient with yourself and your employer. It takes time to get used to, learn and like a new job.

Good Work Habits	
Getting Along With Others	<ul style="list-style-type: none"> • Do not express your opinions, biases, or prejudices about others while at work. Diversity is a priority in the work place. It should also be a priority of yours. • Accept constructive criticism. Do not become defensive or take criticism personally. Consider changing if it is warranted. If you are unsure how to handle the situation, check with your supervisor. • Find yourself a mentor, someone who knows the company and the job well enough to coach you or show you the ropes. • Keep your emotions under control. • Show appreciation.

How to Lose Your Job

Let's say it is the week after you start work. Jennie, who works with you, comes in crying. She has been in the boss's office. "What is the trouble?" you ask. Jennie tells you she has lost her job. But she doesn't tell you the reason. Why do employees lose their jobs? Suddenly this question becomes very important to you. You do not want to lose your job. You may be afraid to ask your boss, so here is the answer to your question.

The managers of many businesses were asked why most employees are let go C they all put down the same three words: **POOR WORK HABITS**. The employees who lost their jobs knew how to do them. They could do them well, but did not realize that it takes more than that to keep a job. Their work habits and attitude lost them their jobs. The following table provides a list of some of the most common poor work habits that cause people to lose their jobs.

Poor Work Habits	
Lazy, Late, Absent	<p>Lazy workers don't do their full share of work. Other workers must work harder in order to get the work done C or more people must be hired to do the work the lazy employees fail to do. This is a poor way to run a business. Most employers will not keep a lazy worker for long.</p> <p>Employees risk their jobs when they are often late or absent from work. Many jobs depend on a number of people working together. If one person is late arriving or absent from the job, it affects the other employees. Employers cannot afford to keep this kind of employee.</p>
Not Following Directions	<p>Many people lose their jobs because they fail to follow orders. Employees who disobey the boss do not keep their jobs for long. Employers will not keep employees who do not follow directions.</p>
Complaining	<p>Some people lose their job by being troublemakers. It is easy to grumble and complain. Be aware that it may cost you your job.</p>
No Responsibility	<p>Some workers lack the desire to accept and gain responsibility. Good employees know how to gain and accept responsibility.</p>

GOOD WAYS TO GET FIRED!

Be late for work... “I overslept...family didn’t wake me up...alarm didn’t go off...my watch stopped...missed the bus...had a flat tire(again!)...ran out of gas...I forgot what day it was...etc.”

Don’t show up... “I just had to go to my cousin’s wedding...had to go to my grandmother’s funeral...my back hurt...baby was sick...had something else to do...etc.”

Don’t call in when you are sick... “Who cares if I don’t call in, they won’t miss me...I don’t have a phone and it’s too much trouble to get to one...I was too hoarse to talk...etc.

Call in and tell them you are “sick” when you aren’t really sick.

Leave without an okay for time off.. “I’m afraid if I ask for time off, they will turn me down...so I’ll just take off for a couple of hours or may be the rest of the afternoon and let them know when I get back. What’s the difference?”

Tell your boss off...fight with your fellow workers...carry a chip on you shoulder...if you make a mistake, blame your fellow workers (but never yourself)...gossip and gripe about everyone but don’t offer to help, nor offer any suggestions for solving a problem...get ahead by shoving the other guy down.

Don’t bother to learn more...now that you have finally got a job, don’t rock the boat...be afraid of opportunity---especially if it is a chance to learn more about your job or what makes your company tick...and by all means avoid going to school during off hours...be satisfied with your pay.

Wear yourself out over the weekend...show up worn out on Monday morning.

Untidy dress...some employees are untidy in their dress and appearance. In some jobs this does not matter a great deal. But in jobs dealing with public, it is highly important.

Carelessness...workers who are careless are dangerous in many jobs...they don’t pay attention to the work you are doing...they become sloppy and it has to be done again...this all takes time and costs the boss money. Some stores get a bad name because of careless employees. .

Failure to follow the rules...every company must have rules. The rules are made to be followed by employees. The employee who thinks the rules were made for other workers will be in trouble.

Disloyalty...a disloyal worker is not good advertising for a company or product. A disloyal employee talks against the boss and the company. Once the boss finds out about the worker’s attitude, the disloyal worker will not have long to complain about the company. The worker will not have a job

Giving false statements...employers are not likely to keep workers who do not tell the truth. Many persons lie about their age in order to find jobs. This usually happens with people who have quit school who are under 18 years of age. Many jobs require the employees to be 18 years of age because of insurance requirements. If a person lies about their age and is hired, and then gets hurt on the job, the company can easily lose its’ insurance, and may times gets in trouble with the government because it has violated the law. If you lie about your age, what else will you lie about? False statements are made in other ways also. Everyone makes mistakes sometimes. Be willing to admit your mistake. Many employees try to talk their way out of their mistakes, or they blame it on someone or something else. The boss dislikes being fooled. If and when the boss finds out the truth - watch out. The employee who gives false information may get a final paycheck.

EMPLOYMENT TERMINATION

You have been working for XYZ Company and you believe it is time to leave. Respect your inner feelings regarding your job — you will know when its time to leave. Your job represents a large portion of your daily life, so it is important to feel good about what you are doing.

Actions to Take When Leaving a Job

People have many reasons for leaving an employer. Whatever your reason for leaving be sure to leave correctly. You do not want to “burn bridges” behind you, as you may need to go across that bridge again.

Voluntary Resignation	People often resign because they have found another job that shows more promise, no longer feel the work they are doing is satisfying, or they want to make a career change. Regardless of the reason, never let leaving become a negative, emotional issue. Make sure you have another job, or at least the promise of one, before leaving.
Laid Off	“Laid off” means to be out of work through no fault of your own. Many times a general lay off is temporary. If you are laid off, you have only two choices: wait until your job opens again, or get another job. If you decide to wait until your job reopens, find out what your chances are for being taken back. In the meantime, you must plan your time and financial resources carefully. If you decide to try for another job, ask your employer for a letter of reference. This letter could help you during your next interview
Company Down Sized	If you are “down sized” this is no fault of your own. During the 90's many companies deemed it necessary to cut their work force. This may mean that your particular position has been eliminated and your services are no longer needed. This usually means you will search for another job with another company. Ask your employer for a letter of reference before you leave. It may take several weeks or even months to secure another position. You must plan your time and resources carefully.
Involuntary Termination	<p>Being terminated is a serious matter. As a reaction to this unpleasant experience, your self-image and confidence may suffer for a time, but it is certainly not the end of your working career! Many people have been fired from a job, usually as a result of poor work habits and attitudes. Therefore, it is important to learn something from this negative experience!</p> <p>When you are fired from a job, there may be very little you can do about it but accept the situation. Consider it a learning experience. Your best approach is not to make excuses. Ask your employer to explain the reasons for releasing you. You should carefully examine these reasons and then consider changing certain work habits and attitudes in order to meet the expectations of another employer.</p> <p>If you believe you have been fired for unjust reasons, you may contact the Equal Employment Opportunity Commission and talk with a counselor. They can advise you of your rights and further steps that may be taken. Once you file a compliant with the EEOC, they will investigate the situation.</p> <p>Now the question is, “should I mention being fired on an employment application blank or during future interviews?” You, of course, are the only one who can answer this question. Revealing your firing to possible employers might not be in your best interests. Many individuals who have been fired simply say that they are “making a career change” or “seeking employment in another industry.” In most cases, this type of positive comment satisfies the question, “Why did you leave your last job?”</p> <p>In the course of checking your references, an employer may find out that you were fired from your last job and ask for an explanation. If this somewhat embarrassing question arises, handle it calmly. At this point, what you say and the manner in which it is said are important. You should state that you discussed the problem issues with your past employer and have corrected these problems which could have a bearing on future employment. You might add that because of what you have learned from being fired, you are now prepared to be a better employee. Your next employer will probably be more willing to give you a chance if you are sincerely trying to improve your job performance.</p>

Resigning From a Job

Company policy for leaving should always be followed. Usually two weeks leaving notice is expected, although some jobs require more notice. This gives your employer time to hire and train someone else for your job. Your employer will appreciate your offer to help train your replacement and will most likely remember your spirit of cooperation when writing a reference letter or commenting about you. Most future employers will call your former employers about your work history while at that company or organization.

You should give notice orally and also in a well-written letter of resignation. This letter will be placed in your personnel file for future reference, and because of this letter, someone in the company might recall your courteous, business like approach and give you a good recommendation. This letter should include the following:

- ◆ The date you wish to leave
- ◆ Your reason(s) for leaving (keep it positive)
- ◆ Thanks for the skills you have learned
- ◆ Your appreciation of the people with whom you have worked.

A sample resignation letter is shown below.

Sample Resignation Letter

3567 Greentree Circle
Pleasanton, CA 94566-3133
July 3, 2000

Mr. Robert Kemper
Manager of Human Resources
Bendix Corporation
3826 Industrial Road
Pleasanton, CA 9456603133

Dear Mr. Kemper

Please accept this letter as notice of my resignation to become effective July 17, 2000. I have accepted a position as quality control supervisor with the Rand Corporation in San Francisco, and will be reporting for work on July 22, 2000.

I would like to thank the Bendix Corporation for giving me the opportunity to learn new and useful skills. Your management training program has been especially helpful. It has been a pleasure to work for the Bendix Corporation. I will always be proud to have been associated with such a fine company.

Sincerely

Jane Doe

Exit Interview

An exit interview is for your benefit. It will answer any questions they have and also give you the opportunity to have

your questions answered. This interview will probably be your last step in the process of leaving your present job.

You may be asking yourself why you have to have an interview to leave the job, after all you had one to get the job. The exit interview is totally different. You want to have an exit interview, so you leave with a clean slate and all of the business at hand settled.

Items To Be Covered

- ◆ Turn in any keys or tools furnished to you - sign off that these were turned back to the company.
- ◆ Where do you want your final paycheck sent?
- ◆ How do you want your vacation days treated? (If you gave two weeks notice and you have four days of vacation coming, maybe you would like to work six days and take the final four days as vacation. Maybe, just maybe, they would like for you to work the full two weeks and be paid for your vacation days).
- ◆ If you have a retirement account what do you want done with the account? Leave it there or draw it out and reinvest someplace else.
- ◆ Would you like to exercise your right to COBRA? You may be able to continue with their medical insurance for 18 months. You would be responsible for the premiums.
- ◆ You could ask for a letter of recommendation.
- ◆ You have the opportunity to thank them for employment.

EMPLOYMENT CATCH 22

Students and employers alike increasingly cite internships, part-time work, or volunteer experiences as the single most important factor in finding employment upon graduation.

Work Opportunities and Benefits

The obvious benefit of working is income to pay for tuition and living expenses; however, many less immediate benefits accrue to working students as well. The most valuable employment experiences give students the opportunity to work in a targeted field, increasing the chance of employment in that field after graduation. Even when not related to the student's major, however, work can benefit the student. Through work, the student can improve self-organization, establish a greater sense of responsibility, learn more about personal strengths, and clarify values - all while gaining self-confidence!

Work allows students to explore a career field, test career interests, and develop a career plan. Students also identify skills and build a professional network. Work experiences are resume-builders that give students a competitive edge in the job market after graduation. Employers believe that graduates who worked while in school experience a much easier transition into full-time employment after graduation. These graduates tend to have more realistic expectations and career goals than do their non-working counterparts. Perhaps for these reasons, employers like to hire graduates who worked for them while in school.

Balance Between School and Work

What about academics? Doesn't working affect academic performance? Certainly, as a student, academics should be your first priority. College students today have many demands on their time. In addition to the hours required in preparation for their courses, many are actively involved in student organizations that compete for study time. For active students taking a full course load, the decision to work while attending college warrants serious consideration. Students need to strike a balance between school and work.

In deciding whether or where to work consider work options that encourage academic success and maximize benefits to you as a student. Work that is related to your academic major is least likely to negatively impact academic performance. Employers who believe your education is important are more likely to provide a

supportive environment for student employees.

Value of Work Experience to Employers

There is some evidence that students who work actually do better in terms of academic performance and persistence than do their non-working counterparts. Working students learn time management skills, develop higher levels of motivation, enhanced self-esteem, and a strong support system. All of these things have been linked to academic success. Among the work available to students, internships and cooperative education experiences fit the optimal profile for academic performance and career success.

Employers surveyed by the National Association of Colleges and Employers prefer to hire graduates with prior work experience. They believe graduates with part-time work experience produce better quality work, accept supervision and direction more willingly, demonstrate better time-management skills, and are better able to interact with co-workers on team projects. Given two applicants with equal academic qualifications, 94% of these employers would hire the candidate with part-time work experience over the one without work experience. Employers rank work experience second only to communication skills.

Volunteer for Experience

Through volunteering, students often gain professional work experience and exposure to social problems in non-profit agencies. From the employer's perspective, volunteering demonstrates impressive motivation, commitment, and social responsibility. The valuable training student volunteers receive is, in itself, a form of payment for service.

Where Do You Start?

Above all, start early - don't wait until your senior (or last) year! Sometime during your freshman or sophomore year you should visit the Career Services Center or Student Employment Office on your campus. These offices post job listings for a number of local, national, and international opportunities. If you are awarded Federal Work-Study as part of your financial aid, check out the work-study jobs available to you. Most work-study positions are located on campus, but some are located in community service agencies off campus. Early in your academic career, you may want to explore part-time summer job opportunities. These positions may be local, throughout the United States, or overseas. The best time to apply for internships and coops is sometime during the second semester of your sophomore year. Unlike work-study, part-time jobs, and internships or cooperative education experiences are not contingent upon your financial aid award.

Selecting Employment

No doubt you, like most students, have learned valuable research techniques through your course work. Put those same research skills to work in your search for a part-time job or internship! Visit your Career Services library or resource area. Talk to employers at job fairs or career days hosted by your school, college, or university. Compile a list of employers - complete with addresses - likely to employ people in your career field. Counselors in your Career Services Center or Student Employment Office may assist you with developing your resume and preparing a cover letter to your target employers. They might also suggest resources for successful interviewing and job-search strategies to help you in your search for part-time employment or internships.

The decision to work or not to work is definitely yours - but if you choose to work while you are in college, utilize all resources available to you - especially those of your Career Services Center or Student Employment Office. There, trained and knowledgeable professionals can help make your job search easier. One thing is for certain - students who work part-time or who complete an internship during their college career are not likely to be found in the "Employment Catch-22" line upon graduation.

RESOURCES

America's Career InfoNet. Includes general outlook, wages and trends, state profile, resource library, career exploration. www.acinet.org/acinet/

Career Center, Florida State University, University Center - A4100, Tallahassee, Florida 32306-2490, 850-644-6431. April 12, 2000, www.fsu.edu/career

Cyberspace Resume Kit, Mary B. Nemnich, Fred E. Jandt, JIST Works, Inc., 720 North Park Avenue, Indianapolis, IN, 46202-3490, 317-264-3709, www.jistworks@aol.com or www.jobnet@aol.com

Employability Package for High School Students, Just Publishing, 8902 Otis Avenue, Indianapolis, IN 46216-1033, 800-547-8366, www.jist.com

Employment Projections. www.stats.bls.gov/emphome.htm

Portfolio Websites:

www.sv400.k12.ks.us/port/why.html

www.eyesoftime.com/teacher/pfolio.htm (4/18/00)

www.cte.iastate.edu/portfolio.htm (4/18/00)

www.bsu.edu/careers/foliojsb.html

www.stuaff.nwu.edu/ucs/stuents/job-skills/portfolio.html (6/12/00)

Job Outlook '98, National Association of Colleges and Employers, 62 Highland Avenue, Bethlehem, PA 18017-9085, www.jobweb.org

Labor Market Information - All States. Links to labor market information sites for each state. www.state.sd.us/dol/LMIC/usmapLMlinks.htm

Minorities Job Bank. A job search utility. Has a hot jobs list. A good place to see salaries offered. www.minorities-jb.com/frames/frames18.html

Nebraska Databook. Statistical information from Nebraska on a wide variety of subjects. www.info.ded.state.ne.us/stathand/contents.htm

Nebraska Labor Market Information. Nebraska Department of Labor - Labor Market Information site with links to press releases, statistical data, and career and job sites. www.dol.state.ne.us/nelmi.htm

Nebraska Workforce Development. Nebraska Department of Labor site with information on Workforce Development programs, news releases, and links to other DOL-related sites. www.dol.state.ne.us

Omaha Career Network Center. www.omahacareernetwork.org

Planning Job Choices 2000, 43rd Edition, National Association of Colleges and Employers, 62 Highland Avenue, Bethlehem, PA 18017-9085, www.jobweb.org

State of Nebraska. Provides links to everything Nebraska from public information by industry to state government to tourism. www.state.ne.us/

U.S. News: Hot Jobs Tracks 2000. www.usnews.com/usnews/nycu/works/wocareer.htm

University of Nebraska Career Handbook, Career Services Center, UNL Nebraska Union, Room 230, Lincoln, NE

PART III

SECONDARY COOPERATIVE EDUCATION/ DIVERSIFIED OCCUPATIONS PROGRAMS

The purpose of Part III is to provide a model for developing a comprehensive work-based learning program that meets Nebraska program standards. The process for identifying appropriate work sites and sample forms for operating the program could be modified to fit a wide variety of work-based learning experiences. This model meets the requirements set forth in the Fair Labor Standards Act for limited employment of students under the age of 18 in hazardous occupations.

The *Nebraska Work Based Learning (WBL) Manual* provides models and sample forms for setting up a wide variety of WBL experiences including job shadowing, apprenticeship, clinical work experiences, internships, mentorships, and service leading projects. The *Manual* can be ordered by contacting Doris Lux, Central Community College-Columbus, P.O. Box 1027, Columbus, NE 68602-1027, 402-562-1242, Fax 402-562-1201, or E-mail: dlux@cccneb.edu.

Overview

Cooperative Education (COOP) is a structured program whereby students in the 11th and 12th grade receive school-site occupational instruction and related paid work site experience for application of that instruction. Cooperative education offers students a chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the work force or postsecondary education upon high school graduation.

There are several essential components of Secondary Cooperative Education Programs that must be in place to qualify as a *state recognized program* by the Nebraska Department of Education.

- A qualified teacher-coordinator
- Selected student-learners
- Related classroom instruction
- Supervised on-the-job training
- Selected training stations
- Coordination of school-based and work-based learning
- Training agreements
- Training plans
- Student evaluation
- An advisory committee

Evaluation. Work site evaluation of the student-learner's performance will be conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel will conduct regular on-site visits to monitor the student-learners progress.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or businesses's liability insurance and/or their family insurance
- *Medical Treatment Waiver.* Parents sign a waiver for student's participation in a work site learning experience.

Sources of Funding. Possible sources of funding for cooperative education program activities include: local schools, the Nebraska Department of Education, Career and Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. This experience lasts from one semester up to one school year. Students receive school credit for their in-class instruction and for their on-the-job training. Students are usually enrolled in school for half of each day and are employed the other half.

Training Agreement/Training Plan. Agreements that outline the responsibilities of all parties and describe the school site and work site competencies to be attained are signed by the student, parents, school coordinator, and employer .

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements for students to and from the work site.

Wages. Student-learners are paid in accordance with federal and state wage regulations.

COOP Program Components

Teacher Coordinator. Teacher-coordinators are educators who coordinate school-based and work based learning experiences for students enrolled in Cooperative Education. It is highly recommended that the teacher/coordinator hold a Cooperative Education/Diversified Occupations Teaching Endorsement. If any students in the program are employed in one of the Hazardous Occupations Orders Exceptions available to 16 and 17 year olds, the teacher/coordinator must hold this endorsement in order for the program to meet the Nebraska Department of Education **approved** status.

Selected Student-Learners. Student-learner is the name given to students enrolled in Cooperative Education. Before enrolling, students must apply and be selected by the teacher-coordinator to participate. Three important criteria for student selection include: (1) a desire to participate, (2) a tentative career objective, and (3) an ability to benefit from on-the-job training. Only students who meet these criteria should be selected to participate.

Related Classroom Instruction or Seminar. The related class/seminar should be taught by the teacher-coordinator, complement the student-learners' on-the-job learning experiences, and be developed to meet the specific needs of each student. The class may focus on a specific occupational area (marketing, industrial technology, business, ag, family and consumer sciences) or a combination class which is referred to as Diversified Occupations. It should be designed to improve personal and social skills, provide needed basic education, and develop relevant occupational skills and knowledge. Occupationally specific instruction is an important part of the related class; however, research has found that employers believe that the related class should have a broad focus and should include topics such as computational skills, communication skills, computer and other technological skills, good work attitudes, appropriate work behaviors, job seeking skills, and job coping skills.

Supervised On-The-Job Training. This training, provided by employers during their usual working hours, should involve the application of theory and specific skills common to the occupation. Indicators of quality on-the-job training include: (1) students are paid for their work, (2) the job content is meaningful, (3) adequate safety instruction is provided, (4) the job challenges the student's ability, (5) the work is related to the student's career/occupational choice, (6) the duration of the work experience is long enough for the student to perform a variety of meaningful tasks, (7) job activities foster responsibility, (8) the job provides an adequate amount of work to keep the student busy, and (9) the instruction is sequentially planned. In addition, student-learners must be employed and paid in conformity with federal and state laws and regulations and in a manner that does not result in their exploitation.

Selected Training Stations. Businesses that provide training experiences for student-learners are called training stations and should be selected after the teacher-coordinator has visited the site and determined it would be a meaningful and safe learning environment. Employers should be given the opportunity to interview and hire the student-learners of their choice; however, student-learners cannot be hired if it causes the displacement of a regular workers. A specific training sponsor should be designated who will be directly responsible for supervising the student-learner while they are on-the-job.

Training Agreements. Training agreements should include student's name, address, telephone number, date of birth, age and social security number; date employment begins; program completion date; starting rate of pay; student-learner's job title; employer's name, address, telephone number; name of student-learner's supervisor; conditions for employment; an equal opportunity statement; and signatures of the student, parent, teacher/coordinator, and employer.

Training Plans. The alteration of study and work through Cooperative Education must be well planned to ensure that student-learners acquire the skills needed for employment. The teacher-coordinator, student-learner, and training sponsor should develop a list which spells out the attitudes, skills, and knowledge which are needed by the student-learner to successfully obtain his/her occupational objective. Once these competencies have been identified, the coordinator and the training sponsor should decide if they are to be learned in the related class, on-the-job, or both. This detailed outline of sequentially planned tasks becomes the training plan. Documentation of safety instruction is a critical part of the training plan. The student-learner should be informed of the level of competency that he/she will be required to demonstrate.

Coordination. Close supervision of student's school site learning and work site training must be coordinated if both are to contribute effectively to their education and employability. Teacher-coordinators are responsible for the health, safety, welfare and educational progress of their students; consequently, a work schedule that permits adequate time for supervision of student-learners on the job is essential. Coordinators must maintain written schedules of regular visits to training stations. The following documents should be kept on file for a minimum of **five years**: training agreements, training plans, student earnings reports, student evaluations, visitation reports, age certificates, and documentation of safety instruction (lesson plans, student tests, etc.)

Evaluation. The awarding of credit for related class progress and on-the-job performance is recommended for cooperative education student-learners. Secondary students must receive a separate grade for the related class and for their on-the-job training. The training sponsor should assist the coordinator when evaluating a student-learner's progress toward the competency attainment described in the training plan, but the ultimate responsibility remains with the teacher-coordinator.

Advisory Committee. An advisory committee comprised of representatives from business, industry, and the community can assist a teacher-coordinator by: identifying possible program goals and objectives, reviewing the instructional program, determining expected program outcomes, assisting with student placements, furnishing equipment and supplies, gaining support and assistance for public relations efforts, promoting the program, identifying community problems and training needs, updating the teacher-coordinator, and providing community feedback.

COOP Program Benefits

Students are given opportunities to:

- Discover their occupational interests and abilities.
- Learn about employment opportunities and responsibilities.
- Develop and refine occupational competencies to secure employment and advance in their chosen occupation.
- Acquire specialized occupational skills which could not be taught within the school environment.
- Develop skills in working with others.
- See the relevance of in-school learning.
- Earn while they learn.

Schools who offer these programs:

- Provide an enlarged learning facility via use of community resources.
- Provide an expanded curriculum.
- Better meet the career goals of students.
- Develop and maintain a better relationship with business, industry and the community.
- Become more responsive to the employment needs of their communities.
- Contribute to the economic development of the local community and surround area.

Employers are given a chance to:

- Train potential full-time employees in their own facilities.
 - Provide input into in-school instruction.
 - Employ part-time workers who are receptive to instruction, motivated, and interested.
 - Receive training assistance.
 - Provide a valuable public service.
 - Contribute to business/industry/education partnerships.

And the *community* gains:

- Young people capable of becoming productive citizens.
- Employees trained for the local labor market.
- Better school-community relations.
- A catalyst for developing a unified community training program.

Setting up a Cooperative Education Experience

1. Locating, Approaching, and Selecting Prospective Work Sites

The first step in setting up a cooperative work experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible sites on their own. The cooperative work experience program depends on the maintenance of a pool of prospective work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.

LOCATING SUITABLE TRAINING STATIONS

- ◆ From community surveys, student surveys.
- ◆ Through the advisory council.
- ◆ Through administrators and counseling offices.
- ◆ Through trade associations, Chambers of Commerce, unions, service clubs, etc.
- ◆ By observation while walking or driving through the area served by the school/college.
- ◆ Businesses that cooperated as training stations in previous years.
- ◆ Businesses that presently employ students.

APPROACHING POSSIBLE TRAINING SITES

a. The pre-approach:

- ◆ Personal contact with individual employers is absolutely necessary.
- ◆ A file should be maintained for each business on which you will have any occasion to call.
- ◆ The information you should have before making the call, in addition to that you received from your survey of the community, should include: Who does the hiring; with permission from whom? Whom you will be interviewing? What special interests the person has? If a chain, name of parent organization; names of officers in top management; chain's connection with cooperative education. If they have employed cooperative education students in the past. How long company has been in existence in the community. Unusual practices; "firsts" to its credit.

b. Preparing for the interview.

- ◆ Specific points the employer and training sponsor must know about the nature and scope of the program: The objectives of cooperative education. That the primary function of the training station is to train the student. That the monetary wage will be the same as any employee of the same level of employment and that this amount may be increased in proportion to their productivity. That the student is enrolled in classes/seminars that are directly related to his/her work. That this is best done by way of a progressive training plan worked out by the sponsor and the teacher-coordinator. That periodic ratings based on the training plan and the development of the student-learner discussed between the teacher-coordinator and the training sponsor and any problems existing should be brought to the attention of the teacher-coordinator at the earliest time. That candidates for part-time employment have had vocational counseling at the school during which they have determined tentative career objectives.

SELECTION CRITERIA

- ◆ The needs of the student-learner should be a major factor in selecting training stations.
- ◆ The training station should be located conveniently for transportation purposes.
- ◆ The industry or business should enjoy a reputation for integrity and progressiveness.
- ◆ The manager should understand cooperative education and the part his/her industry or business should play in student training.
- ◆ Management should agree to continue a student's on-the-job placement throughout the year unless the manager and the teacher-coordinator agree that termination is desirable.
- ◆ Management should be willing to allow time for the instruction of student-learners and conferences between the training sponsor and the student-learner for whose training he/she is responsible.

Setting up a Cooperative Education Experience	
2. Placing Students	Student placement in cooperative work experiences can be arranged by either the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the COOP experience. Employers will want to interview prospective co-op students to ensure a good match. Programs may allow students who are already employed at a job relevant to their studies to earn COOP credit for their job experience, provided that the COOP coordinator formally approves the site.
3. Arranging Schedules	The COOP supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week so that the work site can prepare meaningful work experiences for the student and reinforce positive work habits.
4. Confirming Plans	Students should contact the work site supervisor to confirm arrangements and answer any questions he may have about the program.
5. Preparing Work Site Supervisors	<p>Work site supervisors must be thoroughly prepared for the cooperative work experience. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following:</p> <ul style="list-style-type: none"> ● An overview of legal responsibilities. There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance. ● Instructions for working with young people. Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible. ● Activity suggestions. Remind work site supervisors that the purpose of COOP is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills. ● Checklist. Employers will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with the program coordinator to insure that academic requirements are met, signing COOP agreements, arranging student work space as appropriate, and informing students about company policies and procedures. ● Evaluation materials. Employer response to the COOP program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

Setting up a Cooperative Education Experience

6. Preparing Students

Students need to be thoroughly prepared before embarking on a cooperative work experience. In addition to classroom preparation that focuses on career research and exploration and skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with a COOP handbook which contains a combination of the following:

- **Cooperative work experience agreements.** These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of and academic expectations for the COOP experience. The forms should be signed by the student and the work site supervisor, as well as the program coordinator. Parent/guardian signature may be necessary for minor students.

- **Outline of dress and behavior expectations.** While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- **Goals/Objectives worksheet.** Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the COOP experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the cooperative work experience supports.

- **Checklist.** Give students a checklist which includes everything they need to do to prepare for the cooperative work experience. Preparing resumes, developing objectives, contacting employers, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

- **Evaluation materials.** Students will be evaluated by their work site supervisors throughout the COOP experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask student to evaluate their cooperative work experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement.

Connecting the Classroom and the Work Site

It is important to make the COOP experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the COOP experience.

Pre-Experience Activities	<ul style="list-style-type: none"> ◆ Students research the general career fields and specific organizations in which they will be working ◆ Students write about their preconceptions and expectations related to the organization in which their experiences will take place ◆ Students prepare questions to ask their supervisors and colleagues based on their research and writing ◆ Students and teachers discuss professional standards for behavior and dress ◆ Teachers emphasize practical applications of the concepts and skills they teach in class
On-Site Activities	<ul style="list-style-type: none"> ◆ Students learn actual job skills by participating in work-related activities ◆ Students observe and participate in practical applications of academic concepts ◆ Students work toward achieving individual goals and objectives
Seminar	<p>Seminars provide students with opportunities to better understand their COOP experiences and enhance their learning. Seminar schedules can vary from three meetings per term to as often as once a week. Curriculum can include:</p> <ul style="list-style-type: none"> ◆ Job search skills and techniques, such as resume writing and interviewing skills ◆ How to develop goals and objectives ◆ Reflective assignments, such as weekly logs and journals ◆ Education on workplace issues such as sexual harassment, workplace basics, managing conflict, responding to criticism, labor laws, discrimination, and professionalism ◆ Workplace skills and techniques related to student placements ◆ Guest speakers ◆ Round-table discussions ◆ Collaborative learning activities ◆ Values clarification ◆ Term projects in which students extend beyond the COOP experience through in-depth investigation ◆ Career exploration activities, including informational interviewing and research on continuing educational opportunities
Post-Experience Activities	<ul style="list-style-type: none"> ◆ Students write about the differences between their expectations and the realities of the workplace ◆ Students and teachers discuss the connections they see between classroom learning and the workplace ◆ Students continue their career research in light of what they have learned during the COOP experience

Sample Forms

Cooperative Education/Diversified Occupations

The forms on the following pages provide the structure required to make these opportunities a valuable experience for both the student and the employer.

TITLE	DESCRIPTION	PAGE #
Evaluation of Prospective Training Station	The form is to be used by the COOP coordinator to evaluate prospective work sites as training stations.	10
COOP/DO Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	11
Student Learner Exemption Agreement	This agreement should be completed if the student learner is working in one of the seven exempt hazardous occupations.	12
Insurance and Emergency Information	Insurance, medical, and family information for student.	13
WBL Transportation Agreement	Agreement signed by parents, student, and WBL coordinator that authorizes a student to drive or ride in a privately owned vehicle to the work site.	14
Training Plan and Progress Report	This form outlines the expectations of all parties involved and delineates competencies to be attained.	15-19
Summer Addendum Training Agreement	Clarifies the agreed upon responsibilities of the student, parent, school, and employer throughout the interim period of summer employment.	20
Parent Information Letter	Sent by WBL coordinator informing parents of child's participation.	21
Student Time/Wage Report	Record of time spent at the work site to be completed by the student each week. Record of student's weekly earning.	22
Student Evaluation	This evaluation should be completed by the student's employer on a quarterly basis and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies.	23
Former Student Follow up Survey	This form should be sent to students who participated in the program to determine the program's impact on employment and education.	24-25
Record of Coordinator Visits	This form is used to keep track of coordinator visits to student employment sites.	26
List of Students in the Program	Record of the name, social security number, and work site information for all students in the program.	27
Nebraska COOP/DO Program Standards	Nebraska COOP/DO standards that must be met by schools seeking approval of their programs.	23-30
Overview of WBL Legal Issues	A brochure that provides an overview of the conditions for employment of youth under the age of 18.	31-32
Non-Agricultural Occupations Brochure	A brochure that describes the legal conditions for employment of youth under the age of 18 in non-agricultural occupations.	33-34
Agricultural Occupations Brochure	A brochure that describes the legal conditions for employment of youth under the age of 18 in agricultural occupations.	35-36

SAMPLE

EVALUATION OF PROSPECTIVE TRAINING STATION

Name of Firm _____ Date Visited _____
 Address _____ Owner's Name _____
 Contact Person _____ Title _____ Dept. _____
 Phone _____ Type of Business _____ No. of Workers _____
 Possible Beginning Jobs for Work Stations:
 Job Title _____ No. of Workers at this level _____
 Job Title _____ No. of Workers at this level _____

RATING FACTORS	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Reason
1. Management interest in training program					
2. Supervisors' interest in student-learners					
3. Suitable occupations for training					
4. Student-learners accepted as part of regular work force					
5. Opportunity for variety of work experience					
6. Employment opportunity after graduation					
7. Opportunity for advancement					
8. Student-learner would not displace regular worker.					
9. Student-learner pay scale commensurate with others in same job					
10. Proximity to educational institution					
11. Lack of hazards (morals, hours, dangers)					
12. Equal opportunity employer					
13. Facilities handicap accessible					
14. Adequate, modern facilities and equipment					
Overall Evaluation (Check One)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Total Points

Possible Job Supervisors: Name _____ Title _____ Dept. _____
 Name _____ Title _____ Dept. _____

Comments: _____

Teacher-Coordinator Signature _____

SAMPLE

COOPERATIVE EDUCATION/ DIVERSIFIED OCCUPATIONS (COOP/DO) TRAINING AGREEMENT

This agreement is part of Federal and State work-based learning guidelines to provide students the opportunity to make the transition from school to work and to be prepared to compete for the emerging high skills technology careers for the twenty-first century.

Student's Name _____ SS # _____ Date of Birth _____ Age _____
 Address _____ City _____ State _____ Zip _____
 Home Phone _____ Date of Birth _____ Grade Level _____
 School Coordinator _____ Phone # _____
 School Name _____ School Location: _____
 Parent Guardian _____ Phone # _____
 Supervisor's Name _____ Phone # _____
 Place of Employment _____ Address _____
 Career Cluster _____ Title of Student's Position _____
 Date Assignment Starts _____ Planned Ending Date _____
 # of Days per Week _____ # of Hours per Day _____ Hours _____ A.M. Hours _____ P.M.
 Travel arrangements _____

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING

School Coordinator Responsibilities

- Coordinator will work with the student-learner in obtaining a COOP experience at a business/industry site directly related to his/her occupational interest .
- Coordinator will visit student at the training station.
- Coordinator will establish a close working relationship with the person to whom the student trainee is responsible while on the job.
- Coordinator will attempt to resolve any complaints through the cooperative efforts of all parties concerned.
- Coordinator will maintain appropriate records.

Student Responsibilities

- Student is responsible for contacting the employer to set up employment interview.
- Student agrees to follow rules and guidelines established by the school, employer and coordinator with regard to hours of work, school attendance and reporting procedures.
- Student will remain in the COOP position for the agreed upon period.

Parent Responsibilities

- Parent or guardian shall be responsible to the school for the conduct of the student participating in the program.
- Parent or guardian will provide transportation for the student to and from the employment site.

Employer Responsibilities

- Employer will provide monetary compensation to the student for participation in the program.
- Employer may not displace a regular worker to hire the student-learner.
- Employer will accept students into the program and place them in employment without regard to race, sex, color, religion, national origin, marital status, age, handicap, or disadvantage.
- Employer will provide safety instruction.
- Employer will provide appropriate accident, liability, and workers' compensation insurance coverage.
- Employer shall conform with all federal, state, and local labor laws.
- Employer will provide regular evaluations of the student.
- Employer may terminate the student-learner, after consultation with the coordinator, for due cause, or for unforeseen business conditions.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? _____ YES _____ NO (If yes, complete the **Student Learner Exemption Agreement.**)

INSURANCE AND EMERGENCY INFORMATION. An **Insurance and Emergency Information Form** should be completed and signed before student begins their work experience.

SIGNATURES

I give permission for my son/daughter to be released from school to participate in the program described above and agree with the travel arrangements listed. I understand that school personnel may not have visited the site, may not have met the employer, and will not be present when student is working at the site.

Parent/Guardian _____ Date _____ Student _____ Date _____
 School Coordinator _____ Date _____ Employer _____ Date _____

SAMPLE

**WORK BASED LEARNING (WBL)
Federal Child Labor Law Hazardous Occupation
STUDENT LEARNER EXEMPTION AGREEMENT**

STUDENT/WORK SITE DATA

Student's Name _____ SS # _____ Age _____
Address _____ City _____ State _____ Zip _____
Home Phone _____ Date of Birth _____ Grade Level _____
WBL Coordinator _____ Phone # _____
School _____
Parent Guardian _____ Phone # _____
Apprenticeship Site _____ Phone # _____ Address _____
Date Assignment Starts _____ Planned Ending Date _____
Travel Arrangements _____

16 AND 17 YEAR OLDS LEARNERS

With the *Student Learner Exemption Agreement* students can be employed in specific occupations declared hazardous by the Federal Child Labor Law. This agreement may only be executed in approved WBL programs that provide specific skills training and result in placement of students in employment specifically related to that training. This agreement only applies to 16- and 17-year old student learners and specific occupations.

CHECK THE HAZARDOUS OCCUPATION(S) FOR WHICH THE EXEMPTION APPLIES:

- _____ On a scaffolding, roof, superstructure, residential building construction, or ladder above 6 feet.
- _____ In the operation of power-driven woodworking machines.
- _____ In the operation of power-driven metal forming, punching, or shearing machines.
- _____ Slaughtering, meat packing, processing, or rendering, except as provided in 29 C.F.R. part 570.61 (c).
- _____ In the operation of power-driven paper products and printing machines.
- _____ Excavation operations.
- _____ Working on electric apparatus or wiring.
- _____ Operating or assisting to operate, including starting, stopping, connecting or disconnecting, feeding, or any activity involving physical contact associated with operating tractors over 20 PTO horsepower, any trencher or earthmoving equipment, fork lift, or any harvesting, planting, or plowing machinery, or any moving machinery.

In accordance with Section 450.061 (2), the undersigned attest to the following:

- (1) The student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.
- (2) The work of the student learner in the occupation declared particularly hazardous is incidental to the training received.
- (3) The work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
- (4) That safety instructions shall be given by the school and correlated by the employer with on-the- job training.
- (5) That the student has a schedule of organized and progressive work processes to perform on the job.

Student's Name (type or print)

Student's Signature

Parent's/Guardian's Name (type or print)

Parent's/Guardian's Signature

Employer's Name (type or print)

Employer's Signature

Coordinator's Name (type or print)

Coordinator's Signature

Principal's Name (type or print)

Principal's Signature

Optional: Superintendent's Name (type or print)

Optional: Superintendent's Signature

A copy of this agreement shall be maintained by the employer and the school.

SAMPLE

**WORK BASED LEARNING (WBL)
INSURANCE AND EMERGENCY INFORMATION**

PERSONAL DATA

Student's Name _____ Birth Date _____

Student's Home Address _____ City _____ State _____ Zip _____

Student's Social Security Number _____ Home Phone _____

School Name _____ Address _____ Phone _____

INSURANCE COVERAGE

<u>Insurance Coverage</u>	<u>Yes/No</u>	<u>Family</u>	<u>School</u>	<u>Employer</u>
Liability and/or Bonding	_____	_____	_____	_____
Workers' Compensation	_____	_____	_____	_____
Health/Accident	_____	_____	_____	_____

Name of H/A Ins. Co. _____ Insured _____ Policy # _____

NOTE: Please identify who is providing coverage by placing an (X) in the appropriate box.

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? _____ YES _____ NO

If yes, what medications? _____

List any allergies or other medical problems of the student. _____

FAMILY INFORMATION

Parent/Guardian Name _____ Work Phone _____
Work Name/Address _____

Parent/Guardian Name _____ Work Phone _____
Work Name/Address _____

Parent/Guardian Home Address _____ Home Phone _____
Emergency Contact _____ Phone _____

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/Guardian's Signature _____ Date _____

Student's Signature _____ Date _____

Note: This form should be kept on file at school. If student is participating in a WBL activity, a copy should also be on file at the work site.

**COOPERATIVE EDUCATION (COOP)
TRAINING PLAN AND PROGRESS REPORT**

The Coop Program is designed as an educational partnership between _____
(School/Partnership), and _____ (Employer).

STUDENT/WORK SITE DATA

Student's Name _____ SS # _____ Age _____

Address _____ City _____ State _____ Zip _____

Home Phone _____ Date of Birth _____ Grade Level _____

WBL Coordinator _____ Phone # _____

School/Address _____

Parent Guardian _____ Phone # _____

Student Career Objective _____

COOP Site _____ **Phone #** _____ **Address** _____

Work Site Supervisor _____ **Phone #** _____

Date Assignment Starts _____ **Planned Ending Date** _____

Travel Arrangements _____

GENERAL REQUIREMENTS

STUDENT TRAINING PLAN: The student training plan will include competencies to be mastered, connection of school site and work site competencies, career development information, and training activities scheduled for the school year.

WAGES: Wages must be paid during the training program in accordance with state and federal labor laws.

SCHEDULE OF CLASSES: Students participating in the program may train at the work site up to four hours a day, 20 hours per week. Training schedules will generally follow the school schedule regarding school days and holidays.

EXPECTATIONS: Upon graduation from high school, the student successfully completing the program will receive a high school diploma and may receive a certificate of mastery upon successfully completing the expected competency levels. The student will be prepared to enter the work force, pursue an associate degree at a two-year college, or apply for admission to a four-year college or university.

OBJECTIVES

The objective of the program is to give students the opportunity to gain work experience through the school-to-career setting, which may lead to a certificate of mastery. This would be accomplished by placing the student-learners in part time employment approximately 5 to 20 hours per week. Credit towards completion of an associates degree may be concurrently earned by the student-learner.

RESPONSIBILITIES

THE STUDENT WILL:

- ◆ Be prompt and maintain regular attendance at school and the training site.
- ◆ Obey all rules and regulations at school and the training site.
- ◆ Maintain high academic and training standards.
- ◆ Call appropriate school and training personnel if late or absent for reasons beyond the student's control.
- ◆ Arrive at training site appropriately dressed.
- ◆ Communicate openly with school coordinator or training mentor concerning any problems, concerns, or conditions that are interfering with progress at school or the training site.

THE PARENT(S) OR GUARDIAN WILL:

- ◆ Grant permission and give support for school-to-careers participation.
- ◆ Inform instructor/coordinator of information vital to the performance and success of the student.
- ◆ Provide transportation to and from the training site.
- ◆ Attend any meetings or activities to promote or monitor the student's progress.
- ◆ Provide appropriate medical insurance coverage.

EMPLOYER TRAINING PARTNER WILL:

- ◆ Interview and select students for the program.
- ◆ Provide a comprehensive training plan developed in coordination with the school districts. The plan includes work site competencies and school site competencies (see attached lists).
- ◆ Appoint a training supervisor/mentor for the student.
- ◆ Provide appropriate training space and equipment.
- ◆ Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- ◆ Assess student's progress on a regular basis.
- ◆ Notify the sending school if the student is absent without notification.
- ◆ Provide safety instruction for student training.
- ◆ Permit the school's representative(s) to visit the student and supervisor at training site.
- ◆ Not displace a regular employee.
- ◆ Maintain appropriate records.

THE SCHOOL WILL:

- ◆ Appoint a coordinator to assist students at school and the training site.
- ◆ Work with the employer training partner in developing a comprehensive training plan that includes work based and school-based competencies.
- ◆ Monitor each student's progress at the training site periodically.
- ◆ Assist students in planning and integrating school curriculum and training with emphasis, where possible, on applied academics and related occupational courses.
- ◆ Adjust class schedules when necessary to accommodate students.
- ◆ Provide individual career guidance to assist the student in deciding the next career progression step after high school.
- ◆ Assess student performance.
- ◆ Award school credit for the education/training.
- ◆ Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- ◆ Maintain appropriate records.

WORK SITE COMPETENCIES

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

WORK COMPETENCIES	GRADING PERIODS					
	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

SCHOOL SITE COMPETENCIES

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

GRADING PERIODS						
SCHOOL COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
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11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

TERMINATION

This agreement may be terminated for any of the following reasons: nonperformance on the part of the student or employer, relocation of either the student or employer, or change in the student's career choice. The employer and student must be notified prior to termination by the student.

SIGNATURES

_____	Date	_____	Date
Student		Parent/Guardian	
_____	Date	_____	Date
High School Principal		Worksite Supervisor	
_____	Date	_____	Date
School Site Instructor		School/District WBL Coordinator	

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity

SAMPLE

**Summer Employment Addendum
to the COOPERATIVE EDUCATION/
DIVERSIFIED OCCUPATIONS (COOP/DO)
TRAINING AGREEMENT**

During the school year, cooperative education students participate in both school-site learning (classroom instruction) and work-site learning (on-the-job training). They earn school credit and receive a separate grade for both experiences. To provide continuity in the students work based learning experience and preserve a position for the student at the training station it is often desirable for employment to continue throughout the summer months. The purpose of this Summer Employment Addendum to the COOP/DO Training Agreement is to clarify the responsibilities of all parties during this interim period of time.

Student's Name _____ SS # _____ Date of Birth _____ Age _____
Address _____ City _____ State _____ Zip _____
Home Phone _____ Date of Birth _____ Grade Level _____
School Coordinator _____ Phone # _____
School Name _____ School Location: _____
Parent Guardian _____ Phone # _____

Supervisor's Name _____ Phone # _____
Place of Employment _____ Address _____
Career Cluster _____ Title of Student's Position _____
Date Assignment Starts _____ Planned Ending Date _____
of Days per Week _____ # of Hours per Day _____ Hours _____ A.M. Hours P.M. _____
Travel arrangements _____

**ALL PARTIES JOINTLY AGREE TO THE FOLLOWING TERMS
(IN ADDITION TO THOSE TERMS STATED IN THE
ATTACHED TRAINING AGREEMENT and TRAINING PLAN)**

Although the student is not enrolled in school-site learning (classroom instruction) during the summer and is not receiving school credit for the work-site learning (on-the-job training), **he/she will still be considered to be enrolled in a course of study and training in a State recognized COOP/DO Program if:**

1. The COOP/Do Program at the school meets State program standards during the school year preceding and following the summer training.
2. The school coordinator maintains a record of monthly contacts with the employer throughout the summer .
3. The employer agrees to contact the school coordinator immediately if problems arise with the student's performance or attendance.
4. The student training plan established for the school year is extended to include summer employment.
5. Safety instruction has been provided by the school and/or employer and student competency/mastery is documented.
6. The employer agrees to provide *direct* and *close* supervision of the student by a qualified person over the age of 18.
7. The hazardous portion of the student's work is *incidental* to training.
8. The hazardous portion of the student's work is *intermittent* and for *short* periods of time.

SIGNATURES

School personnel will not be present when the student is at the work site and will not be responsible for the student-learner. Although the student is not participating in classroom instruction during the summer months and not receiving school credit for the on-the-job training, he/she is still officially enrolled in a State-recognized cooperative education program and is expected to conform to the terms set forth in the attached training agreement (dated _____) and training plan (dated _____). All signatories agree to comply with the responsibilities specified in this training agreement addendum.

Parent/Guardian _____ Date _____
Student _____ Date _____
School Coordinator _____ Date _____
Employer _____ Date _____

To be valid, the following signed forms must be attached to this Addendum: (1) Training Agreement, (2) Training Plan, (3) Student Learner Exemption Agreement (if student will be involved in a hazardous occupation as defined under the Federal Child Labor guidelines), and (4) Insurance and Emergency Information.

Return this form with all signatures at least 5 days before your program begins.

SAMPLE

**COOPERATIVE EDUCATION (COOP)
PARENT INFORMATION LETTER**
(Sent on school letterhead)

Date

Parent's Name
Address
City/State/Zip

Dear _____:

Your son/daughter has registered to participate in the Cooperative Education Internship Program at _____ High School. This is a structured work based learning program whereby students in the 11th and 12th grade receive school site occupational instruction and related paid work site experience for application of that instruction. Cooperative education offers students a chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the work force or postsecondary education upon high school graduation.

All students will interview for positions in local businesses. The final placement of students is based on the employer's decision. Students and parents will be asked to sign and abide by a contractual training agreement, which must be signed before the student begin the placement for high school credit.

Work site evaluation of the student-learner's performance will be conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel will conduct regular on-site visits to monitor the student-learners progress.

I am looking forward to working with you and your son/daughter during this school year. If you have any questions, please feel free to contact me at school (phone #) or at home (phone #).

Sincerely,

Name
Cooperative Education Program
Teacher/Coordinator

SAMPLE

**COOPERATIVE EDUCATION (COOP)
STUDENT TIME/WAGE REPORT**

Student Name _____ Due Date _____ Rate of Pay _____

Training Station Manager/Employer _____

Program Title _____ Teacher _____

Student: This time/wage report must be signed by your training station manager/employer and turned in each Monday following the training week to the teacher of your related instruction class.

List things you did or learned this week:

1. _____
2. _____
3. _____

Date	Day of Week	Start Time	End Time	Regular Hours	Overtime Hours	Total Hours	Weekly Earnings
TOTALS							

<hr/> Training Station Manager/Employer's Signature	<hr/> Date
Optional Comments: _____	

14-15 year olds: Maximum of 3 hours/school day; 8 hours/non-school day
Maximum of 18 hours/school week; 40 hours/non-school week

16-17 year olds: Recommended maximum of 4 hours/school day; 8 hours/non-school day
Recommended maximum of 30 hours/school week; 40 hours/non-school week

Classroom attendance is in addition to on-the-job training attendance.

SAMPLE

**COOPERATIVE EDUCATION (COOP)
EMPLOYER EVALUATION OF STUDENT PERFORMANCE**

Student Name _____ For the Period _____ 20 ____
Employer _____ Job Title _____
Name of Supervisor _____

Instructions:

This report is to be completed by the student's immediate supervisor, discussed with the student, signed by both the supervisor and the student and returned to the school coordinator by mail or during a visit. In the space at the left, check the phrase that describes this student learner most accurately. Total the value for all the responses and record in the Total Scores section.

Productivity

- 0 _____ Fails to do an adequate job
- 1 _____ Does just enough to get by
- 2 _____ Maintains constant level of performance
- 3 _____ Very industrious; does more than is required
- 4 _____ Superior work production record

Ability to Follow Instructions

- 0 _____ Seems unable to follow instructions
- 1 _____ Needs repeated detailed instructions
- 2 _____ Follows most instructions with little difficulty
- 3 _____ Follows instructions with no difficulty
- 4 _____ Uses initiative in interpreting and following instructions

Initiative

- 0 _____ Always attempts to avoid work
- 1 _____ Sometimes attempts to avoid work
- 2 _____ Does assigned job willingly
- 3 _____ Does more than assigned job willingly
- 4 _____ Shows originality/resourcefulness in going beyond assigned job

Quality of Work

- 0 _____ Does almost no acceptable work
- 1 _____ Does less than required amount of satisfactory work
- 2 _____ Does normal amount of acceptable work
- 3 _____ Does more than required amount of neat, accurate work
- 4 _____ Shows special aptitude for doing neat, accurate work beyond required amount

Dependability

- 0 _____ Unreliable, even under careful supervision
- 1 _____ Sometimes fails in obligations, even under supervision
- 2 _____ Meets obligations under supervision
- 3 _____ Meets obligations under very little supervision
- 4 _____ Meets all obligations without supervision

Cooperation

- 0 _____ Uncooperative, antagonistic
- 1 _____ Cooperates reluctantly
- 2 _____ Cooperates willingly when asked
- 3 _____ Cooperates eagerly and cheerfully
- 4 _____ Always cooperates eagerly and cheerfully

Ability to Get Along with People

- 0 _____ Frequently rude and unfriendly - uncooperative
- 1 _____ Has some difficulty working with others
- 2 _____ Usually gets along well with people
- 3 _____ Is poised, courteous, and tactful with people
- 4 _____ Exceptionally well accepted by peers, customers and supervisors

Attendance

- 0 _____ Often absent without good excuse and/or frequently late
- 1 _____ Lax attendance and/or frequently late
- 2 _____ Usually present and on time
- 3 _____ Very prompt and regular in attendance
- 4 _____ Always prompt and regular; volunteers for overtime when asked

Appearance

- 0 _____ Untidy or inappropriately groomed
- 1 _____ Sometimes neglectful of appearance
- 2 _____ Satisfactory appearance
- 3 _____ Careful about personal appearance
- 4 _____ Exceptionally neat and appropriately groomed

TOTAL SCORE

Overall Estimate of Student's Work (Employer's Grade)	
Poor	(Below 20)
Below Average	(20-25)
Average	(26-30)
Above average	(31-35)
Outstanding	(36-40)

Progress toward completion of Work Site Competencies outlined in the Student's Training Plan and Progress Report: _____ Satisfactory
_____ Unsatisfactory

Comments _____

Supervisor Signature

Date

Student Signature

Date

Coordinator Signature

Date

Coordinator's Grade

FORMER STUDENT FOLLOW-UP SURVEY

Page 2

CURRENT JOB INFORMATION

Job Title _____

Job Duties _____

5. What is your current salary before deductions? (Do not add overtime)

\$ _____ per _____

6. The salary in the preceding item is based on how many hours per week employment?

_____ hours per week

7. Is the job related to your field of vocational training?

- Yes, it is directly or closely related. (If yes, skip item #8)
- No, it is only remotely related or is not related at all. (If no, answer item #8.)

8. Have you ever been employed in a job directly or closely related to your field of vocational training since you completed or left your program?

- Yes
- No

**Thank you very much for your cooperation.
Please return this form in the enclosed envelope.
No postage is required.**

SAMPLE

**COOPERATIVE EDUCATION (COOP)
LIST OF STUDENTS IN THE PROGRAM**

PROGRAM AREA/SCHOOL

Student's Name	Social Security Number	Date of Birth	Student Job Title	Work Based Site	Site Supervisor	Phone Number	Dates of Employment
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Nebraska Program Standards
COOPERATIVE EDUCATION - DIVERSIFIED OCCUPATIONS
A School-Site and Work-Site Work-Based Learning (WBL) Program

Secondary School _____

Career and Technical Educational Program _____

Qualified Instructional Personnel	Met	In Progress	Not Met
1. The instructor(s) participates in professional development activities to update content knowledge and pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor(s) communicates program goals and objectives to the school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum			
1. The program meets applicable local and state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The curriculum is evaluated and revised on an ongoing basis to incorporate best practices and the state curriculum framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Courses of study are planned and sequenced with clearly defined instructional objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Partnerships			
1. Community partnerships are utilized as resources to assist in program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies			
1. Appropriate instructional and assessment strategies are utilized to accommodate the needs of diverse student learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The program offers opportunities for students to participate in career exploration and/or a work-based learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The program addresses bias and stereotyping and applies equity strategies that support knowledge and skill development for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The program engages students in specific activities designed to enhance basic skills and integrate knowledge across curriculum areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The program is linked from secondary to postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment			
Each program can verify and document:			
1. Student attainment of state academic standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student attainment of occupational/technical skill proficiencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student attainment of employability skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student attainment of a secondary school diploma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Retention of students in vocational educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Completion of the vocational education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Placement in postsecondary (2-year or 4-year) education, military service, advanced training or employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Participation of students in training that leads to employment in nontraditional occupations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student satisfaction with the academic and occupational skills gained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Employer satisfaction with the academic and occupational skills gained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STANDARDS

A. Scope & Sequence. The program is of such scope and sequence to develop essential knowledge and skills.

Recommended:
MIDDLE/JUNIOR HIGH SCHOOL (Grades 5 - 9)
The equivalent of one quarter of Workplace Readiness and one quarter of a Career Exploration

Required:
HIGH SCHOOL (Grades 9 - 12)

The core Cooperative Education/Diversified Occupations program will offer the following courses:

1. **School-Site Learning (SSL).** A regularly scheduled related class devoted to the employability skills and safety instruction required for the occupational area of students' employment. This class shall be taught by a qualified teacher/coordinator and will meet concurrently with the student's work-site learning experience.
2. **Work-Site Learning (WSL).** A supervised on-the-job learning experience where the student is employed and paid in conformity with Federal and State laws.

B. Curriculum/Instructional Strategies

- Required:*
1. **Student Evaluation.** Each cooperative education student shall receive two grades: one for the **SSL related class** and one for the **WSL experience**.
 2. **Training Stations.** Selected to insure a meaningful and accountable learning experiences for student and to communicate essential program components to employers.
 3. **Assessment.** Training agreements, training plans, earnings reports, evaluations, and coordination visitation records completed and maintained for five years.
 4. **Coordination Time.** A minimum of one class period daily, or the equivalent, for supervision of students at their training station. Reimbursed for travel expenses incurred while supervising students and/or setting up training stations.

- Recommended:*
5. **WBL Action Plan.** A district- or school-wide work-based learning plan for all students is in place that is reviewed annually and that provides K-12 work-based learning options leading to a culminating work-site learning experience, and advisory committee utilization.
 6. **Extended Employment.** Additional contract days throughout the school year and/or throughout the summer to set up training stations, write training plans, and complete student assessments.
 7. **Professional Development.** Teacher/coordinator involvement in activities that update their skills as well as provide a career focus.
 8. **Student Organizations.** Student involvement in leadership/teamwork/community service activities.

DOCUMENTATION

A. Check all courses offered at some time during the current year. Circle any courses required of all students.

MIDDLE/JR HIGH SCHOOL	# Weeks	Grade Level
<input type="checkbox"/> Workplace Readiness	_____	_____
<input type="checkbox"/> Career Exploration	_____	_____
Other _____	_____	_____

HIGH SCHOOL (Grades 9 - 12)

A.	Met	In Progress	Not Met
----	-----	-------------	---------

1.

2.

B.	Met	In Progress	Not Met
----	-----	-------------	---------

1.

2.

3.

4.

5.

6.

7.

8.

FLSA . . . Wage and Hour Law

Employers covered by the FLSA must comply with the provisions of this act if an employment relationship exists. To employ is defined under the Act as “to suffer or permit to work”.

In general, where a person who is not an independent contractor performs work for an employer with the employer’s knowledge, an employment relationship exists and the employer must comply with the FLSA. The FLSA does not apply, however, if work is performed in the course of training rather than employment. Most WBL experiences are paid and covered by the Federal FLSA or state labor laws; however, unpaid WBL is possible.

UNPAID Work Experiences

The following classifications of unpaid work experiences are not considered “employees” under the FLSA:

- ◆ **Student Learners.** A student enrolled in a learning experience would not be considered an employee within the meaning of the FLSA, if ALL of the following six criteria are met: (1) training is progressive, (2) experience is for the benefit of trainee, (3) no displacement of regular employees, (4) no direct benefits to employer, (5) no job entitlement, and (6) no wage entitlement.
- ◆ **Volunteers.** True volunteers, who are motivated by civic, public-spirited or partisan political concerns, are not likely to be considered to have an employment relationship, provided they are treated as volunteers and not as employees. Although they are not paid, expense reimbursement is permitted. Generally, a worker cannot volunteer to do the same job he/she is paid to do.
- ◆ **Volunteers with an IEP.** To help students with disabilities transition from school to employment, they may participate in unpaid learning experiences under the following conditions: (1) student is placed according to his/her IEP, (2) the time per week at work site is limited by the IEP, (3) student supervised by school or business, (4) no displacement of regular employees, (5) no direct benefits to employer, and (6) no job entitlement.

PAID Work Experiences

If a student does not meet the FLSA criteria for unpaid wage status, they must be paid at least the Federal minimum wage.

- ◆ **Minimum Wage.** As of September 1, 1997, the FLSA minimum wage is \$5.15 per hour. Overtime must be paid at the rate of 1.5 times the regular pay for each hour worked in excess of 40 hours per week.
- ◆ **Youth Subminimum Wage.** Youth under 20 years of age may receive a subminimum wage of \$4.25 an hour during the first 90 consecutive calendar days of employment with an employer. Employers using a subminimum wage are prohibited from displacing any employee or reducing their hours, wages, or employment benefits.
- ◆ **Tip Credit.** Tipped employees (e.g., waiters and waitresses) must be paid at least \$2.13 an hour, and receive at least the minimum wage per hour when combined with an employee’s tips. If the combined minimum wages and tips do not equal the minimum hourly wage, the employer must make up the difference.
- ◆ **Subminimum Wage.** The FLSA does allow for other wage rates below the minimum wage in special training situations for full-time students in some occupations, students with severe disabilities, part-time cooperative education student-learners, and apprentices.

FLSA . . . Child Labor Law

Federal child labor laws were enacted to protect minors from injury in the workplace and to prevent work from interfering with education. All states also have child labor laws. If the FLSA and the state’s child labor laws regulate the same activity, the stricter labor standard is the one that applies. When a child reaches the age of eighteen, the child labor law does not apply.

The requirements of the FLSA child labor provisions have been divided into two categories: *agricultural occupations* and *nonagricultural occupations*. The laws spell out the age, hours, and occupational limitations for employment of youth under 18 years of age in each occupational category. The child labor provisions also provide for exceptions to the occupational limitations for youth enrolled in state approved cooperative education programs.

Resources

U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, 200 Constitution Avenue, NW, Washington, D.C. 20210, 202-219-4907. Publications include:

- ◆ *Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act.* Child Labor Bulletin No. 101.
- ◆ *Child Labor Requirements in Agricultural Under the Fair Labor Standards Act.* Child Labor Bulletin No. 102.
- ◆ *Handy Reference Guide to the Fair Labor Standards Act,* WH Publication 1282.
- ◆ *Employment Relationship Under the Fair Labor Standards Act,* WH Publication 1297.

School-to-Work & Employer Liability: A Resource Guide. The National School-to-Work Office, 400 Virginia Avenue, SW, Room 210, Washington, DC 20024, 1-800-251-7236, www.stw.ed.gov

Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509, 402-471-0948. Publications include:

- ◆ *Nebraska Work Based Learning Manual, 1998.*
- ◆ *Nebraska Work Based Learning Instruction Guide, 2000.*
- ◆ *Legal Conditions for Employment of Youth Under 18 Years of Age in Agricultural Occupations.* (Brochure)
- ◆ *Legal Conditions for Employment of Youth Under 18 Years of Age in Non-Agricultural Occupations.* (Brochure)

For More Information Contact
Carol Jurgens

Work Based Learning Director
Nebraska Department of Education
402-471-0948 or cjurgens@nde.state.ne.us

This brochure is intended as a reference only, not as a legal interpretation, and is not a substitute for legal advice. It is in no way a complete statement of the child labor laws, but a simplified interpretation intended for use by educators, employers, policy makers, and parents as they plan and implement work-based learning opportunities. For more complete information regarding state and federal law, consult the resources listed above. Those needing legal advice should consult an attorney.

Overview

of

WBL

Legal

Issues

Nebraska Department of Education
January 2002

WORK BASED LEARNING

Work Based Learning (WBL) is a combination of *school site preparation* and actual *work site experiences* designed to enable students to acquire attitudes, skills, and knowledge for career and other life roles in a real work setting. WBL helps today's youth:

- ◆ strengthen workplace readiness and technical skills.
- ◆ explore career options.
- ◆ foster positive relationships with adults.
- ◆ understand the relevance of and application to academic learning.
- ◆ observe all aspects of a company's operation.
- ◆ develop an awareness of new and emerging high-tech, high-wage jobs so they can more effectively plan postsecondary education pursuits.

WBL opportunities range in type and intensity in the workplace - from gaining career awareness through job shadowing, to learning occupational and employability skills by working in internships or youth apprenticeships.

Structured WBL includes a planned program of job training and work experience at progressively higher levels, is related to the career major of a student, and is coordinated with the school site learning component. There **MUST** be a connection between the work experience and the school curriculum in a defined fashion.

EMPLOYMENT OF YOUTH UNDER 18 YEARS OF AGE

Employers, schools and students are impacted by a number of labor laws as they participate in WBL activities. The degree to which coverage is mandated is dependent on the situation. Coverage is primarily affected by the determination of whether an employer-employee relationship exists between the employer and student.

The participant's status at the work site is critical in the design, implementation, and monitoring of all work site experiences. Participants will usually have one of the following work site roles.

Paid Roles (considered employees)

- ◆ **Student Learner.** Participant is enrolled in a course of study and training in a cooperative training program under a recognized state/local educational authority or private school.
- ◆ **Apprentice.** Participant is employed in a craft recognized as an apprenticeship trade that is registered by the Bureau of Apprenticeship and Training.
- ◆ **Employee.** Participant is hired by private/public employer to perform work. No structured relationship exists between school and work.

Unpaid Roles (not considered employees)

- ◆ **Student/Visitor/Observer.** Participant visits the work site to observe and learn about a career, work activity, or other aspects of an industry.
- ◆ **Volunteer.** Participant serves unpaid for public service or humanitarian objectives.
- ◆ **Unpaid Trainee.** Participant is trained at a business/industry work site without compensation. Company permits student to work under

INSURANCE/LIABILITY

A risk financing plan provides for the financing of a potential loss. A complete risk management plan requires adequate insurance coverage and use of liability shields.

Insurance Coverage

Adequate insurance coverage for any type of WBL program can be arranged by working in conjunction with an agent or broker who is familiar with the program and with the schools or agencies who may be parties to the program. The first step would be to determine the extent to which present insurance policies provide sufficient protection and the need for obtaining additional coverages for any unprotected risk. The following types of insurance need to be in place to cover WBL activities.

- ◆ **Workers' Compensation.** The purpose of this type of insurance is to provide coverage to employees when they sustain injuries that arise out of, and in the course of employment. State law governs the issue of worker's compensation, which provides a means of recovery for workers where an employee/employer relationship exists (individual receives some type of compensation). Unpaid trainees and volunteers are not ordinarily covered. Employers limit their liability because worker benefits are limited by statute.
- ◆ **Injury to Participants.** Medical expenses for *employees* will ordinarily be paid by the company's worker's compensation policy. For the *student/visitor/observer, volunteer, or unpaid trainee*, expenses are usually paid by the injured individual's (or parents') health insurance policy. The medical payments provision of a company's general liability policy would also provide similar coverage for an injured non-employee.
- ◆ **Coverage for Lawsuits.** A company's general liability policy pays claims and provides legal defense against most types of suits brought against a company and its employees, but such policies do not usually cover a student/visitor/observer, volunteers, or certain unpaid trainees. An endorsement may extend coverage to these individuals.

Liability Shields

Liability shields are used to assign responsibility from a business to another person or organization in case of an accident or property damage. Four common liability shields are:

- ◆ **Waivers.** Documents in which participants sign away their right to bring a lawsuit in the event of injury or damage. Courts seldom allow waivers to excuse negligence or a duty owed a minor.
- ◆ **Consent Forms.** Documents that inform the participant (and parent/guardian) of the risks involved in the activity that he/she is about to perform. Consent forms are generally upheld by courts, but do not excuse a company/school from responsibilities for its own negligence.
- ◆ **Permission Slips.** Documents that inform parent/guardian about the nature, location, and details of an activity (e.g., field trips, job shadowing). Helpful as a form of protection - well-informed parents/guardians may not be as likely to bring suit.
- ◆ **Indemnification Agreements.** Used to shift financial burden for injuries or damages arising from activities from one party to another (e.g., an insurance policy)

TRANSPORTATION

Insurance liability issues arise in work site learning activities because students are required to leave school premises in order to continue learning at the workplace. In general, the party responsible for transportation is also liable in the case of an accident. If the school is transporting the student, the school transportation policies apply. The same is true if an employer, parent, or teacher provides transportation.

In the case of a student driving him/herself to the workplace during the school day, there should be no difference from liability issues for students getting to school or an extra-curricular activity. When students drive personal vehicles, conditions of transportation should be defined. Typically, conditions include verification of student driver's license and insurance coverage, limiting transportation to student driver (no passengers); and limiting transportation for the sole purpose of getting to and from the work site.

HEALTH/SAFETY

Health and safety issues affect the planning of WBL opportunities for minors under the age of 18. Check with your local or state Health Department and state Department of Labor regarding the health and safety requirements in your area.

Medical. Immunizations and protection from disease are important for your students and the people they are in contact with during their work experience. Student health and safety measures in health occupations may require that students be tested for tuberculosis and have up-to-date immunizations including Hepatitis B. Check with local agencies to determine who pays for the cost of these tests.

Safety Instruction. A written student training plan is recommended that includes a checklist of the safety instruction to be provided and by whom. At the work site, students must follow the same health and safety rules governing regular employees.

FEDERAL FAIR LABOR STANDARDS ACT (FLSA)

The FLSA was passed in 1938 and is a federal law enforced by the U.S. Department of Labor's Wage and Hour Division. It covers employees who work for any one type of enterprise that is either:

- ◆ engaged in interstate commerce.
- ◆ producing goods for interstate commerce.
- ◆ handling, selling, or otherwise working on goods or materials that have been moved or produced for interstate commerce.

FLSA applies to all fifty states, ninety percent of nonagricultural businesses, all businesses with annual gross sales of >\$500,000 and all hospitals, schools, and public agencies. It applies **only** when an employment relationship exists. There are NO waivers to the FLSA. The two major

direct supervision to gain exposure to a particular occupation.

another (e.g., an insurance policy).

components of the FLSA are the Wage and Hour Law and the Child Labor Laws.

- HO 3 coal mining
- HO 4 logging and sawmilling
- HO 5* power-driven woodworking machines
- HO 6 exposure to radioactive substances
- HO 7 use of power-driven hoisting apparatus
- HO 8* power-driven metal-forming, punching and shearing machines
- HO 9 mining, other than coal
- HO 10* slaughtering, or meat packing, processing, or rendering
- HO 11 power-driven bakery machines
- HO 12* power-driven paper-products machines
- HO 13 manufacturing brick, tile and kindred products
- HO 14* power-driven circular saws, band saws, and guillotine shears
- HO 15 wrecking, demolition & ship-breaking operations
- HO 16* roofing operations
- HO 17* excavation operations

**HAZARDOUS OCCUPATIONS ORDER (HHO)
EXEMPTION QUALIFICATIONS
(29 CFR 570.50)**

An HHO Exemption allows industry and schools working in partnership to be protected under the child labor law and employ students in some hazardous occupations. Child labor regulations allow limited involvement in the seven hazardous occupations starred (*) above if the individual is at least 16 years old, a cooperative education student-learner or apprentice, and **all** of the following requirements are properly met:

- ✓ Individual must be 16 - 17 YEARS OLD
- ✓ STUDENT LEARNER must be:
 - enrolled in a *state-recognized course*, e.g. COOP program.
 - employed under *written* Training Agreement signed by the employer, school, parent, and student.
 - employed under a *written* Training Plan that clearly identifies the competencies the student is expected to attain in the related high school course and as a result of the on-the job training.
 - employed with the understanding that the hazardous portion of the work:
 - ◆ is *incidental* to training.
 - ◆ is *intermittent* and for *short* periods of time.
 - ◆ is under *direct* and *close* supervision of a qualified person.
 - ◆ follows safety instructions given by the school and/or the employer on the job.
- ✓ APPRENTICES must be:
 - employed in an apprenticeship program *registered* by

- the Bureau of Apprenticeship and Training (BAT).
- employed with the understanding that the hazardous portion of the work:
 - ◆ is *incidental* to training.
 - ◆ is *intermittent* and for *short* periods of time.
 - ◆ is under *direct* and *close* supervision of a qualified person.
 (The following additional criteria are not required by the FLSA, but are recommended to insure the safety and well being of the student apprentices.)
- provided with safety instructions given by the school and/or the employer on the job.
- employed under *written* Training Agreement signed by the employer, school, parent, and student.
- employed under a *written* Training Plan that clearly identifies the competencies the student is expected to attain in the related high school course and as a result of the on-the job training.

This brochure is intended as a reference only, not as a legal interpretation, and is not a substitute for legal advice. It is in no way a complete statement of the child labor laws, but a simplified interpretation intended for use by educators, employers, policy makers, and parents as they plan and implement work-based learning opportunities. For more complete information regarding state and federal law, consult the resources listed below. Those needing legal advice should consult an attorney.

Resources:

- U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, 200 Constitution Avenue, NW, Washington, D.C. 20210, 202-219-4907. The following publications are available:
- *Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act.* Child Labor Bulletin No. 101.
 - *Child Labor Requirements in Agricultural Under the Fair Labor Standards Act.* Child Labor Bulletin No. 102.
 - *Handy Reference Guide to the Fair Labor Standards Act,* WH Publication 1282.
 - *Employment Relationship Under the Fair Labor Standards Act,* WH Pub. 1297.

Nebraska Work Based Learning Manual, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, 402-471-0948

For More Information Contact
Carol Jurgens, Cooperative Education Director
Nebraska Department of Education
402-471-0948 or cjurgens@nde.state.ne.us

Federal
Fair Labor Standards Act

**Legal
Conditions
for
Employment
of Youth
Under
18 Years
of Age
in
Non-
Agricultural
Occupations**

Nebraska Department of Education
January 2002

EMPLOYMENT OF YOUTH UNDER 18 YEARS OF AGE IN NON-AGRICULTURAL OCCUPATIONS

Employers, schools and students are impacted by a number of labor laws as they participate in work-based learning activities. The degree to which coverage is mandated is dependent on the individual situation. Coverage is principally affected by the determination of whether or not an employer-employee relationship exists between the employer and student.

Child labor laws were enacted to protect minors from injury in the workplace and to prevent work from interfering with education. Students in work-based learning opportunities may engage in a range of types and intensities of activities in the workplace — from gaining career awareness through job shadowing, to learning occupational and employability skills by working in internships or youth apprenticeships.

WHY EMPLOY YOUTH UNDER AGE 18?

It has become increasingly apparent that structured work-based learning enhances rather than detracts from education by reinforcing academic learning and highlighting the relevance of education to goals in later life. The employment of youth under age 18 is desirable in many instances because of the need:

- ◆ To create early opportunities for youth to develop an awareness of new and emerging high-tech, high-wage jobs so they can more effectively plan postsecondary education pursuits. By age 18, students are graduating from high school and tending to pursue more traditional postsecondary avenues.
- ◆ To introduce youth to the modern workplace, equipment and actual workplace problems.
- ◆ To give youth access to jobs that require more knowledge and skills than ordinary “youth jobs”.
- ◆ To allow youth to experience a career field before the 12th grade so they can “tone up” their school-based academic and technical program of study before graduation.
- ◆ To demonstrate to youth that high performance in high school “counts” in students’ plans for the future.
- ◆ To enable students to observe the interaction of all aspects of a company’s operations.

FEDERAL FAIR LABOR STANDARDS ACT (FLSA) CHILD LABOR PROVISIONS

The FLSA was passed in 1938 and is a federal law enforced by the U.S. Department of Labor's Wage and Hour Division. The law applies to all fifty states and ninety percent of nonagricultural businesses. All states also have child labor laws. If the FLSA and the state's child labor laws regulate the same activity, the stricter labor standard is the one that applies, e.g., Nebraska Child Labor Law requires that all workers under age 16 obtain an Employment Certificate from the school district in which the child resides. The following conditions are based on the Federal law which is generally more stringent.

The FLSA applies **only** when an employment (employer/employee) relationship exists. When a child reaches the age of eighteen, the child labor law does not apply.

Child labor law for nonagricultural occupations stipulates conditions of employment in three major areas: Age and Hour Limitations, Occupational Limitations, and Hazardous Occupations Order Exemption Qualifications.

AGE AND HOUR LIMITATIONS

Under 14 Years of Age

Youths under 14 may work **only** if their jobs are exempt from child labor standards or not covered by the Fair Labor Standards Act. Exempt work includes: delivery of newspapers to consumers; performing in theatrical, motion picture, or broadcast productions; and work in a business owned by the parents of the minor, except in mining, manufacturing or hazardous occupations. In general, minors under the age of 14 may not be employed in nonagricultural occupations. Their activities in work-based learning programs must be limited to activities such as career awareness and exploration activities, classroom presentations, field trips to worksites, and job shadowing.

14 and 15 Year Olds

Students who are 14 and 15 years of age may work at jobs such as office work; various food service jobs; sales work and some other jobs in retail stores; errand and delivery work by foot, bicycle and public transportation;

dispensing gasoline and oil and performing courtesy services in gas stations. The hours of work cannot be during school hours; cannot exceed three hours on a school day with a limit of 18 hours in a school week; cannot exceed eight hours on a nonschool day with a limit of 40 hours in a nonschool week; and cannot be before 7:00 a.m. or after 7:00 p.m., except from June 1 through Labor Day, when the evening hour is extended to 9:00 p.m.

14 and 15 Year Olds - WECEP Exception

There are exceptions to these restricted hours and occupations under the Work Experience and Career Exploration Program (WECEP) (29 CFR 570.35(a)). Under WECEP, at risk students who are 14 or 15 years of age and enrolled in an approved program can be employed during school hours, for up to three hours on a school day, up to 23 hours in a school week, and in occupations otherwise prohibited. School districts that would like to implement a WECEP Program must apply for approval. WECEP applications may be obtained from the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987.

16 and 17 Year Olds

Sixteen and seventeen year old youth can work at any time for unlimited hours—educators, employers, and parents should, however, control the hours to ensure that education remains the student's top priority. Unless they meet the criteria of a *student learner* or *apprentice*, they cannot be employed in the hazardous occupations listed below.

OCCUPATIONAL LIMITATIONS

There are seventeen Hazardous Occupations Orders (HOO) described in detail in the law. Minors under age 18 may **not** be employed to work in these occupations unless they qualify for an exemption as a *student learner* or *apprentice* enrolled in a state-recognized training program. Industry can hire 16 and 17 year old students to work in HOO # 5, 8, 10, 12, 14, 16, and 17 if they work in partnership with an approved educational facility and an agreement has been signed by the employer, the school, a parent, and the student (see Exemption Qualifications). There are no exemptions for HOO # 1, 2, 3, 4, 6, 7, 9, 11, 13, and 15.

- HO 1 manufacturing and storing explosives
- HO 2 motor vehicle driving and outside helper

AHO 6*

Working from ladder or scaffold at a height of over 20 feet.

AHO 7

Driving a bus, truck, or automobile when transporting passengers, or riding on a tractor as a passenger or helper.

AHO 8

Working inside a fruit, forage, or grain storage designed to regain an oxygen deficient or toxic atmosphere; an upright silo within 2 weeks after silage has been added or when a top unloading device is in operating position; a manure pit; or a horizontal silo while operating tractor for packing purposes.

AHO 9

Handling or applying agricultural chemicals identified by the word *poison* and the *skull and crossbones* on the label or those identified by the word *warning* on the label.

AHO 10

Handling or using a blasting agent, including but not limited to dynamite, black powder, sensitized ammonium nitrate, blasting caps, and primer cord.

AHO 11

Transporting, transferring, or applying anhydrous ammonia.

AGRICULTURAL HAZARDOUS OCCUPATIONS ORDER (AHHO) EXEMPTION QUALIFICATIONS (29 CFR 570.50)

An AHHO Exemption allows industry and schools working in partnership to be protected under the child labor law and employ students in some hazardous agricultural occupations. Child labor regulations allow limited involvement in the six hazardous occupations starred (*) above if the individual is at least 14 years old, a cooperative education student-learner or apprentice, and **all** of the following requirements are properly met:

✓ Individual must be 14 - 15 YEARS OLD

✓ STUDENT LEARNER must be:

- enrolled in a *state-recognized course*, e.g. COOP program.
- employed under *written* Training Agreement signed by the employer, school, parent, and student.
- employed under a *written* Training Plan that clearly identifies the competencies the student is expected to attain in the related high school course and as a result of the on-the job training.
- employed with the understanding that the hazardous portion of the work:
 - ◆ is *incidental* to training.
 - ◆ is *intermittent* and for *short* periods of time.
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 - ◆ follows safety instructions given by the school and/or the employer on the job.

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- employed in an apprenticeship program *registered* by the Bureau of Apprenticeship and Training (BAT).
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Nebraska Department of Education
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Federal
Fair Labor Standards Act

Legal Conditions for Employment of Youth Under 18 Years of Age in Agricultural Occupations

Nebraska Department of Education
January 2002

EMPLOYMENT OF YOUTH UNDER 18 YEARS OF AGE IN AGRICULTURAL OCCUPATIONS

Employers, schools and students are impacted by a number of labor laws as they participate in work-based learning activities. The degree to which coverage is mandated is dependent on the individual situation. Coverage is principally affected by the determination of whether or not an employer-employee relationship exists between the employer and student.

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WHY EMPLOY YOUTH UNDER AGE 18?

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- ◆ To create early opportunities for youth to develop an awareness of new and emerging high-tech, high-wage jobs so they can more effectively plan postsecondary education pursuits. By age 18, students are graduating from high school and tending to pursue more traditional postsecondary avenues.
- ◆ To introduce youth to the modern workplace, equipment and actual workplace problems.
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- ◆ To allow youth to experience a career field before the 12th grade so they can “tone up” their school-based academic and technical program of study before graduation.
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The FLSA was passed in 1938 and is a federal law enforced by the U.S. Department of Labor’s Wage and Hour Division. The law applies to all fifty states and ninety percent of nonagricultural businesses. All states also have child labor laws. If the FLSA and the state’s child labor laws regulate the same activity, the stricter labor standard is the one that applies, e.g., Nebraska Child Labor Law requires that all workers under age 16 obtain an Employment Certificate from the school district in which the child resides. The following conditions are based on the Federal law which is generally more stringent.

The FLSA applies **only** when an employment (employer/employee) relationship exists. When a child reaches the age of eighteen, the child labor law does not apply.

Provisions for work in agriculture are less restrictive than those for non-agricultural occupations. Agriculture, as defined by the FLSA “. . . includes farming in all its branches . . . performed by a farmer or on a farm as an incident to or in conjunction with such farming occupations . . .” (29 CRF 780.103).

Child labor law for **agricultural** occupations stipulates conditions of employment in three major areas: Age and Hour Limitations, Occupational Limitations, and Hazardous Occupations Order Exemption Qualifications.

AGE AND HOUR LIMITATIONS

Under 12 Years of Age

Youths under 12 years old may perform jobs on farms owned or operated by parents or, with parents’ written consent, outside of school hours in nonhazardous jobs *on farms not covered by the minimum wage provisions of the Fair Labor Standards Act.*

12 and 13 Year Olds

Youth who are 12 and 13 years of age may work outside of school hours in nonhazardous jobs, either with parent’s written consent or on the same farm as the parents.

14 and 15 Year Olds

Youth who are 14 and 15 years of age may work outside of school hours in nonhazardous jobs. Fourteen and fifteen year old students enrolled in a *state-recognized agricultural education program* may obtain an exemption from Agricultural Hazardous Occupations Orders 1,2,3,4,5, and 6 listed below.

16 and 17 Year Olds

Youth who are 16 and 17 years of age may perform any agricultural job, whether hazardous or not, and whether during school hours or not, for unlimited hours. Educators, employers, and parents should, however, control the hours to ensure that education remains the student’s top priority.

AGRICULTURAL OCCUPATIONAL LIMITATIONS

There are eleven Agricultural Hazardous Occupations Orders (AHO) described in detail in the law. Minors under age 16 may **not** be employed to work in these occupations unless they qualify for an exemption as a *student learner* or *apprentice* enrolled in a state-recognized training program. Industry can hire 14 and 15 year old students to work in AHO # 1,2,3,4,5, and 6 if they work in partnership with an approved educational facility and an agreement has been signed by the employer, the school, a parent, and the student (see Exemption Qualifications). There are no exemptions for AHO # 7,8,9,10, and 11.

AHO 1*

Operating a tractor of over 20 PTO horsepower, or connecting or disconnecting an implement or any of its parts to or from such a tractor.

AHO 2*

Operating or assisting to operate any of the following machines: corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger, or mobile pea viner; feed grinder, crop dryer, forage blower, auger conveyor, or the unloading mechanism of a nongravity-type self-unloading wagon or trailer; power post-hole digger; power post driver, or nonwalking-type rotary tiller.

AHO 3*

Operating or assisting to operate the following machines: trencher or earthmoving equipment, fork lift, potato combine, power-driven circular, band, or chain saw.

AHO 4*

Working on a farm in a yard, pen, or stall occupied by a bull, boar, or study horse maintained for breeding purposes; sow with suckling pigs; or cow with newborn calf.

AHO 5*

Felling, bucking, skidding, loading, or unloading timber with butt diameter of more than 6 inches.

PART IV

OCCUPATIONALLY SPECIFIC SKILLS DEVELOPMENT

The purpose of Part IV is to provide a resource for WBL coordinators, especially Diversified Occupations (DO) teacher/coordinators, to use in developing student instruction in a variety of occupationally-specific skills areas.

The following list of print, video, online, and Internet resources is divided into the five occupation areas most common in Diversified Occupations classrooms in Nebraska. The list is not intended to be all inclusive, but a start for the WBL coordinator to build their library of resources in these occupational areas. As WBL coordinators find additional resources, they may wish to add them to this section.

Whenever possible, WBL coordinators should work closely with the content teacher as a resource person in content areas where he/she has no formal education/training. In situations where there is no content teacher or program at the school, the director of the content area at the Nebraska Department of Education (NDE) should be contacted. An extensive list of resources for each of the following content areas is also provided on the NDE website at www.nde.state.ne.us

Agricultural Education Resources

Instructional Materials Laboratory, University of Missouri-Columbia, 2316 Industrial Drive, Columbia, MO 65202, 573-882-2883, www.iml.coe.missouri.edu

Business Education Resources

AIM SchoolLink. Provides information about information technology products and services available to your school or district with a SchoolLink membership. www.aimlink.org/index.htm

Business and Computer Applications. Contains spreadsheet applications as well as numerous middle school applications developed by North Carolina. www.oops.bizland.com/bca.html

NBEA Computer Task Force. Links to all the following are included: Telecommunication, Desktop Publishing, Multimedia, Web Page Development, Distance Learning and Web-Based Classes, Code of Ethics for Information Systems. www.nwmissouri.edu/~oisbe/telecom

Personal Finance Education. Click on the Practical Money Skills icon where you will find financial topics from credit cards to buying a house, budgeting, saving and investing. Each topic includes lesson plans, student activities, handouts, overheads and quizzes. www.edgate.com

Virginia's Business Education Courses. Provides help for planning or revising curriculum and/or course offerings. www.pen.k12.va.us/VDOE/Instruction/CTE/be

Web-based courses in Microsoft, Oracle, Cisco, Novell, Netscape, Lotus, A+ Certification, and Network+. Central Community College. nebtrain.cccneb.edu

Family and Consumer Sciences Resources

ProStart Program. Introduces students to food service and hospitality concepts. HELP - Hospitality Educational Learning Program. Hospitality Education Foundation, Nebraska Restaurant Association, Suite 6, Lincoln NE 68510, 402-483-4999.

Industrial Technology/Trades and Industry Resources

Primedia Workplace Learning. CD Rom industrial training modules including: maintenance training, safety

training, electrical maintenance, mechanical maintenance, hands-on hardware. Primedia, 800-251-6018. www.workplacetraining.com

Technical Skills CD-ROM Training Materials. Schoolcraft Publishing, 750 Lake Cook Road, Buffalo Grove, IL 60089, 800-837-1255. www.schoolcraftpub.com

Marketing Education Resources

BizTech - Internet-based computer lab experiences along with virtual field trips, an on-line business plan, quizzes and a game. National Foundation for Teaching Entrepreneurship, www.nfte.com

Pro/Tech Career Planner, based on the 2000 National Marketing Education Standards, provides individual assignments, individual or group projects, core competency lists, LAP references, sample assessments, training plans, competency profiles, and reading assignments. Marketing Education Resource Center, 1375 King Avenue, PO Box 12279, Columbus, OH 43212-0279, 613-486-6708. www.mark-ed.org

Additional Resources

The following resources are provided to assist WBL Coordinators in providing instruction in all of the occupational areas.

Career Launcher - The Integrated Career Pathways Curriculum. Provides comprehensive career information about 240 individual jobs, 40 in each career pathway. www.careersolutionsgroup.com/careerlauncher.htm

ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, College of Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090. www.ericacve.org

Nebraska Vocational Curriculum Resource Center provides resources, curriculum assistance and materials for examination. Materials may be checked out for a two-week period. This website can be searched by keyword, author, title, etc. nvcrc.unk.edu/

NovaNET Computer Aided Instruction. Curriculum library includes: Technological Foundations I, Keyboarding and Computers, Employability/Workplace Skills II & III, Business Management Technology, Business Communications, Administrative Support III, Sales and Marketing III, Information Processing III, Financial Services III, Human Services Technology II, Child Care III, Law Enforcement III, Industrial Technology II, Automotive Technology III, Building Maintenance III, Carpentry III, Electronics Technology III, Applied Biological Systems II, Photography, Construction, Nursing Assistant III, Aviation, Drafting Technology, Machine Tool Technology, Commercial Driver's License, Medical Terminology, Pharmacology, Radiology, Accounting, Law, Physical Therapy Aide III, Dental Technology, Education. Available by annual subscription only. NovaNET Learning, James Mattson, 800-768-0981. www.ncslearn.com/novanet

Syndistar. Technical assistance provider of educational materials. Interactive satellite seminars. Syndistar, 5801 River Road, New Orleans, LA 70123-5106, 800-841-9532

WebQuests: A Strategy for Scaffolding Higher Level Learning. edweb.sdsu.edu/webquest/necc98.htm