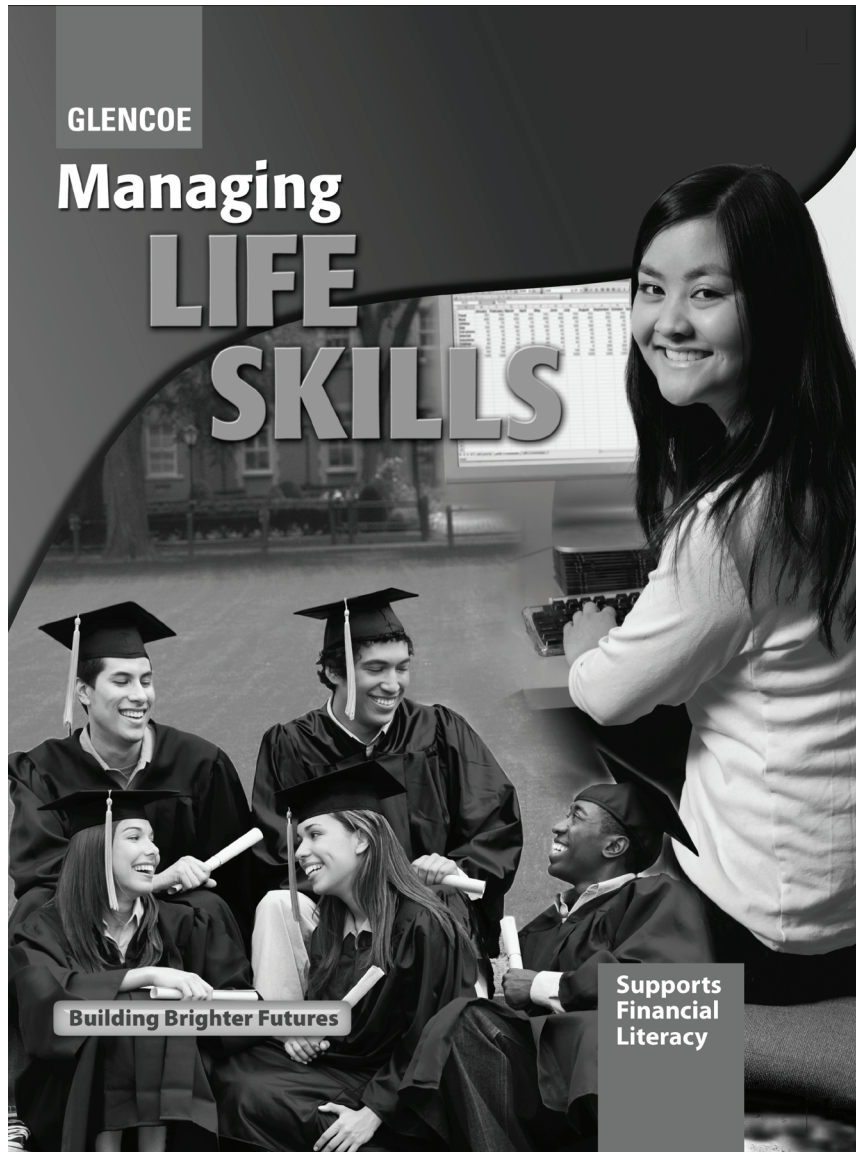


Managing **LIFE SKILLS**

WORKPLACE SKILLS



Glencoe

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How to Use Managing Life Skills: Workplace Skills Activities with Your Textbook

Your *Managing Life Skills* textbook offers many ways to help you discover the path you want to follow after you complete school. When you see the icon directing you to the Online Learning Center, you can go online to access *Managing Life Skills: Workplace Skills*. This workbook is a resource that you can use with the career activities within *Managing Life Skills* to help you choose and prepare for a career.

These activities will help you consider your job traits, create materials you will need during a job search, evaluate your career choices, and present yourself appropriately in a professional environment. You will also learn tips on how to maintain a positive balance between your career and home life.

Consider your answers to each question that is asked. These questions will help you find success and focus your attention on a career path that you can enjoy. The follow-up exercises at the end of each activity can help you gain a real-life perspective of the type of career you want to pursue. You can also use these to develop 21st Century Skills and practice interpersonal skills with your classmates and professionals will be helpful now and in the future.

Activity 1

Assessing Your Aptitudes

Directions: Successful job seekers match their aptitudes to job opportunities. Your aptitudes and skills can change over time. At each point in your career path, you should consider your aptitudes before making career choices. Complete the following steps to determine your aptitudes and skills.

Step 1: Rate yourself in each of the following aptitudes and abilities. Place a checkmark in the box that best describes your aptitude level in each area below.

Aptitude	Above Average	Average	Below Average
1. <i>Verbal Ability</i> —ability to understand and use words			
2. <i>Numerical Ability</i> —ability to solve numerical problems			
3. <i>Spatial Aptitude</i> —ability to understand shapes in space			
4. <i>Form Perception</i> —ability to see details in objects			
5. <i>Color Perception</i> —ability to perceive colors and shades			
6. <i>Clerical Ability</i> —ability to understand words and numbers in written or verbal messages			
7. <i>Motor Coordination</i> —ability to use eyes, arms, hands, legs, and feet			
8. <i>Finger Dexterity</i> —ability to manipulate small objects			
9. <i>Manual Dexterity</i> —ability to manipulate objects with hands			
10. <i>Learning Ability</i> —ability to learn new tasks and solve problems			

Step 2: Answer the following questions.

1. Which three aptitudes are your strongest? _____

2. What hobbies or interests do you have that express your aptitudes? _____

(Continued on next page)

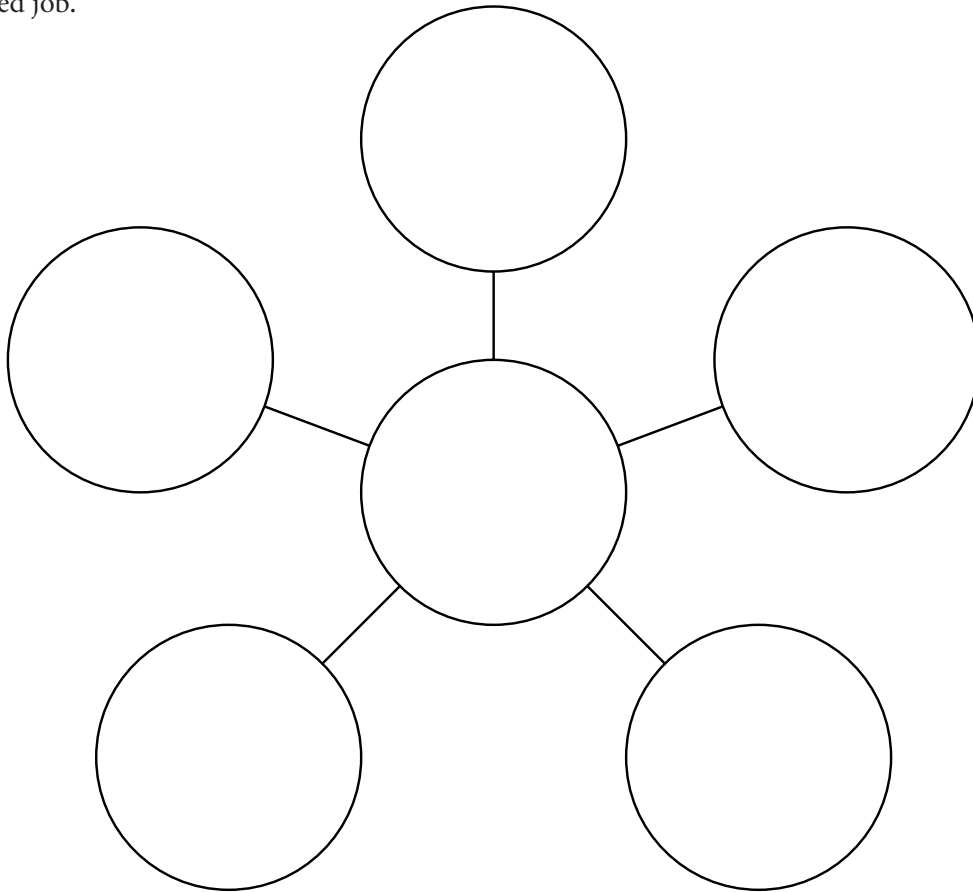
Activity 1

Assessing Your Aptitudes (continued)

Step 3: Use print or Internet resources to identify five jobs that match your aptitudes. Write the jobs below. If needed, explore the Bureau of Labor Statistics Web site for ideas.

1. _____
2. _____
3. _____
4. _____
5. _____

Step 4: Review your list and select the job that interests you most. Write the job in the center of the concept map below. In the remaining spaces, write five other jobs that are closely linked to the one you chose. On a separate sheet of paper, explain how each of the five jobs may be a stepping stone to your most desired job.



Follow-Up

Interview someone in an occupation you identified in Step 3. Find out which aptitudes are most valuable in that job. Ask the person to outline his or her career path. Present your findings to your class.

Connecting Work & School

Directions: Much of what you learn in school can be applied on the job. Most jobs require basic reading, writing, and math skills. Other jobs require more specialized knowledge, such as computing, scientific, or creative skills. Complete Steps 1 and 2 to help you connect academics to your chosen occupation.

Step 1: The following list shows skills taught in many schools today. Review the list and then answer the items that follow.

- | | | |
|----------------|-------------------|----------------------------|
| Math skills | Scientific skills | Listening skills |
| Reading skills | Computer skills | Speaking skills |
| Writing skills | Artistic skills | Logic and reasoning skills |

1. List two skills that best represent each occupation.

- Food service manager: _____
- Child care worker: _____
- Customer service representative: _____
- Newspaper reporter: _____
- Office secretary: _____
- Electrician: _____
- Nurse: _____
- Librarian: _____
- Appliance repair worker: _____
- Real estate agent: _____
- Computer programmer: _____
- Insurance salesperson: _____
- Accountant: _____

2. List two occupations you are most interested in.

3. List the two most important academic skills required for each occupation.

Occupation 1: _____

Occupation 2: _____

(Continued on next page)

Step 2: Select two academic areas you are most talented in. Use library reference materials or the Bureau of Labor Statistics Web site to find occupations that use those academic skills. Contact a person in your area and set up a time to shadow him or her on the job. After the job-shadowing experience, answer the following questions.

1. Which occupation did you choose to research? Why? _____

2. What academic skill did you find most used in this occupation? _____

3. What other academic skills were used in this occupation? _____

4. What academic skill were you most surprised to find in this occupation? _____

5. After this experience, do you think you have the academic skills needed for the job? Why?

6. What skills do you have that will help you in this occupation? _____

7. What skills do you still need? _____

Follow-Up

Find a classmate and compare job-shadowing experiences. Discuss the similarities and differences in academic skills required for both jobs. What conclusions can you draw about academics and the workplace?

Activity 3

Matching Your Career & Lifestyle

Directions: Lifestyle, or the way you live, affects your happiness. The occupation you choose within your career path will affect your lifestyle, so it is important to consider carefully the lifestyle you want to have. For example, some people enjoy busy lives, with every minute filled with activities and friends. Others enjoy more quiet time alone. Some people enjoy traveling; others prefer staying close to home. Whatever lifestyle you prefer, choosing an occupation and career path that fits your lifestyle is wise. Complete Steps 1 and 2 to match your career to your lifestyle.

Step 1: Complete the following lifestyle assessment. Place a checkmark in the box that best describes your reaction to each statement.

	Definitely	Yes, a Little	No, Not at All
I want to work close to home.			
I want to work at home.			
I want to travel as part of my job.			
I can work more than 40 hours a week.			
I can work on weekends and holidays.			
I want to have time to spend with family.			
I want to participate in community programs or sports.			
I want a job with good health benefits.			
I want to attend college while holding down a job.			
I want to take a vacation each year.			
I need to make a lot of money.			
I want to work daytime hours.			
I only want to work part time.			
I want to work in a healthy environment.			

(Continued on next page)

Activity 3

Matching Your Career & Lifestyle (continued)

Step 2: List five occupations within a career path that interest you.

1. _____
2. _____
3. _____
4. _____
5. _____

Step 3: Use the assessment and the search features of the *Occupational Outlook Handbook* Web site to answer the following questions.

1. Which occupations fit your desired lifestyle? _____

2. Which occupations did not fit your lifestyle? _____

3. How would your lifestyle change if you accepted one of these? _____

Step 4: Use the *Occupational Outlook Handbook* online or other print sources to research five other careers that fit your lifestyle needs. List the careers you select below.

1. _____
2. _____
3. _____
4. _____
5. _____

Follow-Up

Interview someone who has a full-time occupation. How does the person's occupation affect his or her lifestyle? What aspects of the occupation would the person change? What other career opportunities are available that would benefit the person's lifestyle? Share your findings with your classmates.

Activity 4

Considering Job Traits

Directions: Selecting an occupation can be overwhelming because there are so many occupations from which to choose. Your job search is simpler when you identify the job traits that are most important to you. Follow Steps 1 and 2 to select an occupation with job traits you prefer.

Step 1: Review the job traits listed below. Circle the 10 traits most important to you. Then rank your 10 choices by order of importance. Number 1 should be the most important to you.

Indoor work environment	Quiet environment	Skilled work
Outdoor work environment	Noisy environment	Unskilled work
Salaried position	Healthy environment	Close to home
Hourly position	Dangerous environment	Far from home
Work alone	Give orders	Travel
Work with others	Take orders	No travel
Large employer	High responsibility	Steady work
Small employer	Low responsibility	Seasonal work
Help people	Make things	Technical skills
College education	Apprenticeship	No technical skills
Promotion opportunities	Education opportunities	Health benefits
Daytime hours	Part-time work	Full-time work
Nighttime hours	Sedentary work	Active work

My list of most important factors:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

(Continued on next page)

Step 2: Jobs with traits you desire might not always be available. Sometimes you have to compromise and accept a job that doesn't have all of the characteristics you'd like until another job becomes available.

Directions: Complete each of the following sections to clarify your areas of compromise.

Job Traits	Area of Compromise
I want a job that . . .	I will settle for . . . because . . .
Allows me to:	
Gives employees:	
Offers opportunities to:	
Has hours that are:	
Helps me learn:	
Pays:	
Doesn't require that I:	

Follow-Up

On a separate sheet of paper, write a paragraph describing how prioritizing desirable job traits can help you make beneficial career choices. Attach your paper to this activity sheet.

Activity 5

Investigating Career Paths

Directions: Most people do not work in one occupation their entire life. They change jobs to accommodate their lifestyle or to meet their career goals. You can help direct your own career by mapping out your career path. A career path often includes education, training, and military and job experience. Review the options in the four categories below. Then map the careers of three adults you know. Note their different paths. Then map out a career path for yourself based on the information you have gathered so far about your career goals.

Employment Options	Military Options	Education Options	Family Options
A. Part time during high school	I. Part time after high school	N. High school	T. Remain single
B. Part time after high school	J. Full time after high school	O. Apprenticeship	U. Get married
C. Full time after high school	K. Part time during college	P. Vocational/technical school	V. Have a child
D. Part time while in college	L. Part time after college	Q. Two-year college	W. Leave the workforce
E. Full time while in college	M. Full time after college	R. Four-year college	
F. Change to new part-time job		S. Graduate school	
G. Change to new full-time job			
H. Start your own business			

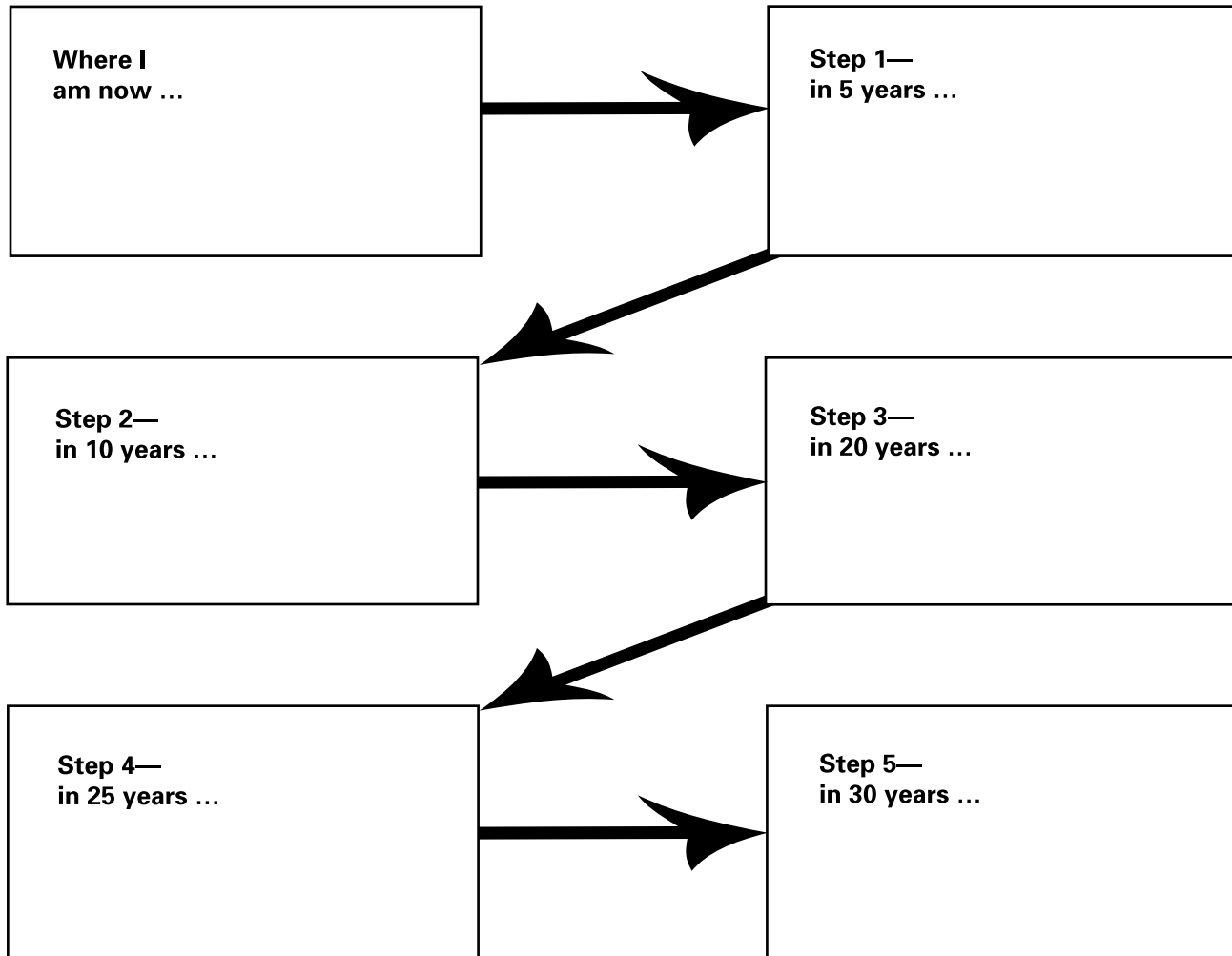
Sample Path: A → I → R → G → U → V → H → S → W

A. Map out the career paths of three adults you know.

1. Name: _____
Career path: _____
2. Name: _____
Career path: _____
3. Name: _____
Career path: _____

(Continued on next page)

- B. Use the chart of options and the concept map below to help you create your own career path. Be sure to include education, occupation, and lifestyle choices on your map.



Follow-Up

With a classmate, read the following scenario about Michael, a senior in high school. Then map a career path for Michael on a separate sheet of paper. What advantages and disadvantages does he have? What education and experience is required for Michael to achieve his career goal?

Michael always wanted to be a graphic designer. He currently works part time in his father's garage, helping clean and answer the telephones. Michael's father has agreed to pay for two years of tuition at the local community college. After graduating from college and getting a job, Michael would like to settle down and have children.

Creating a Career Plan

Directions: A career plan helps you maintain your focus on your long- and short-term career goals. After choosing a career area, many people find that there are a number of occupations that may help them meet their long- and short-term employment goals. Check the Bureau of Labor Statistics Web site for more information on career areas.

Today's workforce must be prepared to switch occupations. People who do not have career plans risk becoming sidetracked in unsatisfactory jobs. If you have a career plan in place, you can make the most of career changes. Read the following career plans. Then create your own career plan on page 16.

Career Plan for Marina Acosta

Career area: Human Services

Long-term goal: To be a social worker

Short-term goals:

- Volunteer at the local homeless shelter
- Get experience in the field by working a summer job
- Take college preparatory classes in high school
- Apply to colleges with degree programs in social work

Career Plan for Scott Engle

Career area: Manufacturing

Long-term goal: To be a welder

Short-term goals:

- Take courses in automotive repair in high school
- Take courses in mathematics and computers
- Get experience by working in uncle's welding shop
- Apply to the local technical school, which offers a welding program

(Continued on next page)

Creating a Career Plan (continued)

Directions: Create your own career plan using the following form. As you develop your career plan, investigate various career areas that may be of interest to you using print or Internet resources. For example, within the career area of “Human Services,” you may find occupations such as social worker, adult care provider, home health aide, or occupational therapist. After choosing a career area, write a long-term goal. Then write short-term goals that will help you achieve your long-term goal.

<p>Career plan for _____</p> <p>Career area: _____</p> <p>Long-term goal: _____</p> <p>Short-term goals:</p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____
--

Follow-Up

As people progress through their careers, their career plans change. Keeping your career plan updated will help keep you focused. Interview a working adult. Find out how his or her career plans have changed over time. What personal life events affected the career plans? What impact did this interview have on your developing career plan? Why may career plans be continually evolving? Share your findings in a discussion with your classmates.

Understanding Business

Part of finding the perfect job is understanding the type of business you will be working in:

- *Partnerships.* When two or more people control a business, the business is considered a partnership. The partners share any profits and losses of the business.
- *Corporations.* Businesses that are owned by many people are corporations. The people who own the business are called shareholders. The shareholders make money if the corporation makes money; they lose money if the corporation loses money.
- *Individual proprietorships.* An individual proprietorship is controlled by an entrepreneur, who has complete control of the company.

Size doesn't necessarily dictate the type of business. For example, some partnerships are very large companies, and some corporations have only a few employees. Typically, however, corporations are larger than partnerships and individual proprietorships.

Directions: Read the career goals for each of the high school students below. Then answer the questions that follow.

Rosa enjoys learning from other people and prefers to work in large groups. She likes working with a supervisor nearby, so she has support if she needs it. She also would like to have regular vacation time to spend with her family.

1. Which type of business best fits Rosa's needs?

2. What disadvantages might Rosa experience if she works in that type of business?

Carl has mowed yards in the summer since he was thirteen years old. He enjoys finding people who need their yard mowed and takes pride in doing a good job. Someday he would like to add landscape design to his services.

1. Which type of business best fits Carl's needs?

2. What disadvantages might Carl experience if he works in that type of business?

(Continued on next page)

Directions: Read the following four advantages of the various types of businesses and complete one or more of the assignments.

1. Employees in large corporations often work with the latest technology, are surrounded by many other experienced people, and have good health benefits.

Assignment 1: Interview a human resources employee at a large corporation and an individual proprietor. Find out what employee benefits each company offers. What differences are there between companies?

2. A partnership allows the partners to pool their resources when beginning their business. Combining their time and money helps increase their odds of success.

Assignment 2: Interview one of the partners in a local business partnership. Find out why the two partners decided to form the business together, instead of on their own, and ask about the advantages and disadvantages of a partnership.

3. A small individual proprietorship allows employees to take a greater role in the business. This increased responsibility gives employees on-the-job training in areas they would not work in if they worked at a large corporation.

Assignment 3: Shadow an employee in a small individual proprietorship. Take notes about the different types of work the employee does throughout the day. What various roles does the employee take?

4. Entrepreneurs make all the decisions about their business. They can set their own hours and vacations. Some entrepreneurs work from home, using their computers and telephones to conduct business.

Assignment 4: Interview an entrepreneur. What are other advantages of an entrepreneurship? What are the disadvantages?

Follow-Up

Create a PowerPoint® presentation about a type of business in which you would like to work and why. Explain how you would handle the disadvantages of working in that particular type of business.

Activity 8

Plotting Your Job Search

Directions: People can find jobs in many different ways. Some apply for jobs in newspaper ads, some find jobs by talking with friends, and others find jobs by attending job fairs. No matter which method of job hunting you prefer, the job-search process will almost always be the same. Follow Steps 1 and 2 to help you plot the path to your job.

Step 1: Review the steps in the box below. Then write the steps in the order that fits your job search.

Find job leads	Interview for job	Prepare résumé
Compile a portfolio	Apply for job	Follow up on interview
Evaluate job offer	Accept or reject job offer	Prepare for interview

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Step 2: Each of the people described is at a different stage in the job-search process. Review each person's situation and then answer the question.

Jaime prepared his résumé and portfolio last week. He is excited about finding a job before summer, so he can earn some extra money.

- A. What is Jaime's next step in his job search? _____
- _____
- _____
- _____

(Continued on next page)

Activity 8

Plotting Your Job Search (continued)

Kate prepared her résumé and portfolio. She then contacted ten businesses about available job opportunities. She found out that three of the businesses had jobs that suited her.

B. What is Kate's next step in her job search? _____

Eric interviewed for a ticket seller position with a local movie theater. The movie theater manager told him ticket takers work from 6:30 p.m. until nearly midnight. Eric thinks the late nights will interfere with his schoolwork.

C. What is Eric's next step in his job search? _____

Follow-Up

Use spreadsheet software to create a document to track the steps in your job search. Be sure to include an area for notes. Use your document during your job search. Update your document every time you complete one of the steps in your job search. How can tracking your job-search experience help you meet your career goals? Write a brief summary and attach it with a copy of your spreadsheet to this activity.

Writing Your Résumé

Directions: Use the following guidelines to help you prepare the information for your résumé.

- Use print or Internet resources to investigate various résumé formats, such as functional or chronological. Choose a format best suited to the type of work for which you want to apply.

A *functional* résumé organizes your background information according to your individual skills, abilities, and work experience. You will first list those skills, abilities, and work experiences that best relate to the position for which you are applying. Your educational background will be listed after your work experience.

A *chronological* résumé organizes your background information in order by date with your most recent work experiences listed first. After each work position, you write a description of your job responsibilities. In a chronological résumé, your educational background will likely be listed before your work experience. *Note:* Both chronological and functional résumés will also contain your personal contact information, educational background, and potential references.

- Write down the following background information for your résumé in the space provided. Note that your employment objective will vary depending upon the type of work for which you are applying. Use additional paper if necessary and attach it to this activity. Then, using word processing software and a computer, keyboard your résumé. Be sure to proofread it for spelling and grammar errors when you've finished it.

Personal Contact Information

Name: _____

Address: _____

City, State, and Zip Code: _____

Home Telephone Number: _____

Fax Number (if available): _____

E-mail Address (optional): _____

Employment Objective:

Educational Background

High School Name: _____

Address: _____

City, State, and Zip Code: _____

Principal's Name: _____

Dates Attended: _____

List other schools, classes, or workshops attended on a separate sheet of paper.

(Continued on next page)

Work, Volunteer, and Service Learning History

Your Certifications, Licenses, or Special Skills: _____

Company/Organization Name: _____

Address: _____

City, State, and Zip Code: _____

Telephone Number: _____

Dates Worked/Volunteered: _____

Supervisor's Name: _____

E-mail Address (if available): _____

*List additional experiences on a separate sheet of paper.***References***Identify at least three non-family references. Be sure to ask permission to use each person's name.*

Name: _____

Work or Home Address: _____

City, State, Zip Code: _____

Work or Home Telephone Number: _____

E-mail Address (if available): _____

Type of Relationship (e.g., work or personal): _____

List additional references on a separate sheet of paper.

Follow-Up

After completing your résumé, ask a trusted friend or relative to help you evaluate it for quality. Does your résumé effectively meet the following criteria: Does it look clean—uncluttered by overuse of different type fonts, underlining, or italics? Does your résumé use grammar and punctuation properly? Is it easy to read or scan? Does it offer a clear career focus and an element of professionalism? Does it show a link between your experience and what the prospective employer needs? Does it list your most recent or important work experiences first? Does your résumé truthfully represent your skills and abilities without exaggeration?

Creating a Cover Letter

When sending a résumé to a prospective employer, be sure to include a cover letter. Your cover letter should convey your enthusiasm and highlight your qualifications.

Directions: Complete a draft cover letter using the sample format below. Use a word processing program to prepare your cover letter. Attach your letter to this activity sheet.

	Your Address City, State, Zip Code
Current Date	
Name of Contact	
Employer Name	
Address	
City, State, Zip Code	
Dear _____:	
Please accept my application for the position of _____. I was pleased to learn of the opening through <i>(Insert example: job fair, newspaper ad, contact name)</i> .	
My qualifications and skills match those needed in the position. I have experience in <i>(Insert example: work experience, skills, education, volunteer work or service learning)</i> . I am enclosing a résumé for your review.	
I will contact you again on _____ to further discuss this opportunity. If you need additional information, please contact me at <i>(Insert: area code and telephone number)</i> .	
	Sincerely,
	(Your Signature)
	(Type Your Name)
Enclosure	

(Continued on next page)

Directions: Review the following activities and choose one or more to complete.

Activity One

Résumés and cover letters can be written on different weights and colors of paper. Visit a local store that sells office supplies. Browse the various types of paper and envelopes available for résumés and cover letters. If possible, ask the store manager for samples of the different types of paper. Bring the paper and envelopes to class. Discuss what impression each type of paper might make on an employer. Which type do you think would be the best choice for your résumé and cover letter. Why?

Activity Two

Some cover letters vary depending on the type of job opening. Browse job application resources on the Internet or at the local library. Find examples of different types of cover letters. Contrast the cover letters and write a report of your findings. Present your findings and some example cover letters to your class.

Activity Three

Interview a local business owner who hires employees. Find out what the business owner likes to see in a cover letter. If possible, ask for samples of winning cover letters. Share your findings and any samples with your class.

Follow-Up

Find a local résumé writer or use the Internet to find a résumé from another city or town. Interview the writer to find out the “do’s and don’ts” of writing a cover letter. Make a checklist of “cover letter do’s” to share with your class.

Preparing Your Portfolio

A portfolio is a collection of work samples and other items that demonstrate your work and accomplishments. Portfolios not only help employers see the quality and type of work you do, but they also show employers that you are prepared.

Directions: Use the following checklist to compile your portfolio.

Portfolio Organization

Portfolios can be very simple, but they should be neat and portray you as a professional. Gather the following items to help you present an effective portfolio:

- _____ Three-ring binder or special portfolio notebook
- _____ Plastic sheet protectors
- _____ Page dividers (tabs)
- _____ Table of contents page

Portfolio Contents

Include items that show your best work. Include extra copies of items the interviewer might want to keep, such as your résumé or letters of recommendation.

- _____ Résumé
- _____ An official copy of your school transcript
- _____ Autobiography
- _____ Photos, video clips, or a PowerPoint® presentation of you at work
- _____ Photos of work-related items you made
- _____ Related volunteer experiences
- _____ Documentation of your technical or computer skills
- _____ Job-related writing samples
- _____ Awards, certificates, or honors you've received
- _____ Memberships in professional organizations
- _____ Letters of recommendation

(Continued on next page)

Preparing Your Portfolio (continued)

Directions: Read the following tips for presenting your portfolio. Pair up with a classmate and practice presenting your portfolio. Then answer the questions.

Portfolio Presentation Tips

- Bring your portfolio with you to an interview.
- Do not go through the items one by one. Instead, display items that relate to interview topics. For example, if an interviewer asks if you have writing experience, show some of your writing samples.
- Ask the interviewer if he or she would like to see items before you present them.
- Although you can leave copies of items, do not leave your portfolio with the interviewer.

1. What changes can you make to improve your portfolio contents and presentation?

2. What was the most difficult part of presenting your portfolio?

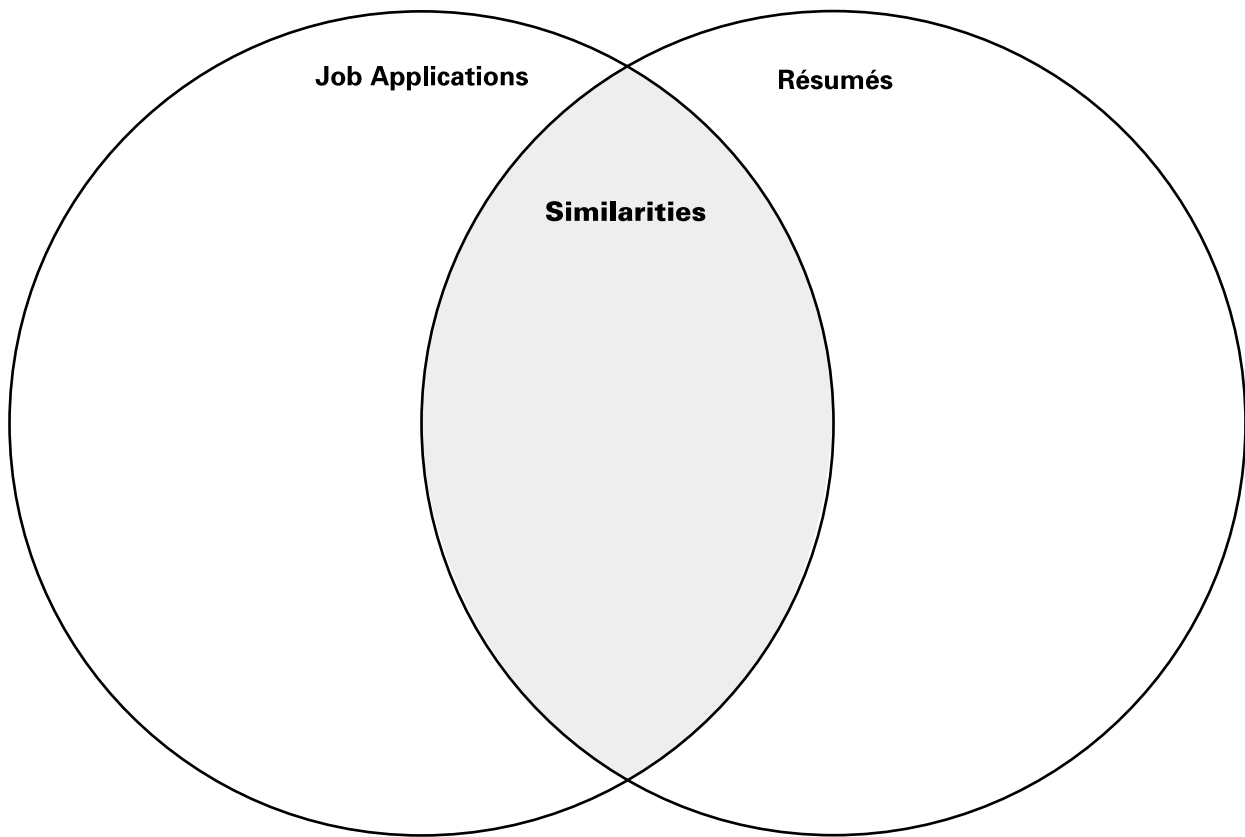
Follow-Up

Ask a local businessperson who hires employees to review your portfolio. Try to find someone who works in the industry in which you would like to work. Ask the person to critique your portfolio. Use the criticism to make changes to your portfolio to increase your success in finding employment.

Comparing an Application & Résumé

Directions: To get a job, you will most likely have to submit a job application or résumé. In some instances, you might submit both. Job applications and résumés share some similarities, but they also have some important differences. Follow the steps in this activity to compare a job application and résumé and practice completing a job application in a professional manner.

Step 1: Complete the Venn diagram below to contrast job applications and résumés. Use the job application form on the following page and your own résumé to help you complete the diagram.



(Continued on next page)

Comparing an Application & Résumé (continued)

Step 2: Complete the job application below.

<p>Personal Information</p> <p>Name: _____ Social Security Number: _____</p> <p>Address: _____</p> <p>Phone Number: _____ E-mail: _____</p> <p>Educational Information (begin with the most recent)</p> <p>School Name: _____</p> <p>School Address: _____</p> <p>Phone Number: _____ Date of Completion: _____</p> <p>School Name: _____</p> <p>School Address: _____</p> <p>Phone Number: _____ Date of Completion: _____</p> <p>Work Experience (begin with most recent)</p> <p>Employer Name: _____</p> <p>Employer Address: _____</p> <p>Employer Phone: _____ Dates of Employment: _____</p> <p>Name of Supervisor: _____</p> <p>Reason for Leaving: _____</p> <p>Employer Name: _____</p> <p>Employer Address: _____</p> <p>Employer Phone: _____ Dates of Employment: _____</p> <p>Name of Supervisor: _____</p> <p>Reason for Leaving: _____</p> <p>Awards and Recognition (list on separate paper and attach)</p>

Follow-Up

As an alternative, obtain a job application from a local employer for which you may want to work. Attach a copy of the completed application to this activity sheet. (Do not use personal information on the form, such as your real phone number and Social Security number.) Ask a local employer to critique your application.

Pursuing Job Leads

A professional résumé and catchy cover letter alone cannot get you a job. To land a job, you need to find job leads, or information about specific job openings. This information can come from almost any source. Using more than one source for a job lead will increase your chances of success.

Directions: This activity will help in your search for job leads. Review the following sources and complete three activities.

School Resources

- **Activity 1:** Make an appointment with your school guidance counselor. Ask the counselor about local job opportunities or placement services for high school students. Be sure to note the name and contact information for any leads your counselor might provide.

Classified Ads

- **Activity 2:** Obtain a copy of the local newspaper, preferably the Sunday edition. Find the classified ads and search for jobs that interest you. Highlight any jobs for which you qualify.

Internet Resources

- **Activity 3:** Search the Internet for job listings. Useful Web sites might include job boards, newspaper Web sites, or government employment agency sites. Print out jobs for which you would like to apply.

Friends and Family

- **Activity 4:** Talk to adults or friends who are currently working. Ask them where they look for job leads. Find out which source they think is best. Then investigate that source for jobs you would like to pursue.

Job Fairs

- **Activity 5:** Attend a local job fair. Gather brochures and career information while you are there, and note any jobs for which you would like to apply. Be sure to get the correct contact information for each open position.

Employment Agencies

- **Activity 6:** Visit a state or private employment agency. Find out what jobs are available for which you qualify and the employment application process.

(Continued on next page)

Pursuing Job Leads (continued)

Directions: Use the chart below to organize the leads that you found. Write the date you submitted your résumé to the employer and make note of any communication you have with the employer after that date.

Name of Hiring Organization	Contact Name	Contact Phone Number or E-mail	Résumé/Application Submission Date	Notes
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Follow-Up

Interview three different adults you know. Find out what job leads directed them to their current occupations. Share your findings with your class.

Networking for Success

Although many people land jobs by answering want ads and filling out applications, most people credit networking for their success. Networking involves using personal contacts to find a job. Anyone you know is a personal contact, including friends, family, teachers, former employers, and members of any clubs you belong to.

To network successfully, you need to tell everyone you know that you are looking for a job and the kind of job you would like to have. It is important to not feel shy or embarrassed when asking about job leads. Remember that most people you talk to have been in the position you are now in, and they want to see you succeed. Also, employers like to have job candidates referred to them by their employees. The employers often feel more comfortable hiring someone an employee already knows, rather than a complete stranger.

To begin networking, first you need to make a list of contacts. Anyone you feel comfortable talking with about job leads is a good contact. You also need to develop short statements to focus your communication with others when you network. The statements tell others what type of job you are looking for and what your career goals are.

Directions: Follow Steps 1 and 2 to help you prepare for networking.

Step 1: Complete the following assignments to create focused statements about yourself and your career goals.

- **Assignment 1:** Write a short statement (75 words or less) that tells others who you are. You could include school, family, and hobby information, if it helps describe you in a professional manner. For example, “I’m a junior in high school, I’m outgoing, and I like to be active in the community.”
- **Assignment 2:** Write a short statement (75 words or less) that outlines your career goals. For example, “I would like to work part-time in a child care facility until I graduate from college and become a teacher.”
- **Assignment 3:** Write a short statement (75 words or less) that explains what you can offer an employer. For example, “I am an eager learner and a very patient person. I also have experience working with children through local community events.”

(Continued on next page)

Activity 14

Networking for Success (continued)

Directions: You probably have access to more personal contacts than you realize. Consider everyone you know and try to fill in at least five names in each column. Remember that each person you know also knows people who can help you in your job search.

Family	Friends	Fellow Students	Neighbors	Others

Follow-Up

Call or visit five people on your list. Use the statements you prepared to tell them about your job search. Note their responses and then create a tracking chart using spreadsheet software to help you remember which contacts you have approached and what leads they gave to you. Use your statements and the chart to approach more people.

Preparing for Your Interview

Directions: Congratulations! Your hard work at following up on job leads has led to an interview. Before you step into an employer’s business for an interview, you need to prepare. The interview is your chance to make an outstanding first impression, so be sure to make the most of it. Follow the steps in this activity to prepare for your interview. Use additional paper for your answers if needed.

Step 1: The first step in preparing for your interview is to research the company. Search the Internet, use library resources, or talk to employees of the company to answer the following questions.

1. When was the company founded and who are its founders?

2. What service or product does the company provide?

3. What is the mission of the company?

4. How many people does the company employ and how many are students?

5. What growth opportunities do you see for yourself at this company?

Step 2: Most interviewees remember being anxious during interviews. Nervousness can hamper your communication. One way to decrease the anxiety is to prepare for the questions that you will be asked. Though you cannot know for sure which questions the employer will ask, you can answer general interview questions beforehand. This will help you answer any other questions you might be asked. Write your answers to the following general interview questions. Then, with a family member or friend, practice answering the questions until you sound natural when speaking.

1. Why do you want to work for this organization? _____

(Continued on next page)

Preparing for Your Interview (continued)

2. What are your strengths? _____

3. What are your weaknesses? _____

4. What would you like to be doing five years from now? _____

Step 3: An interview is also your time to question the employer. Asking questions shows you are interested in the job and the company, but be sure to ask relevant questions, such as “Does the position offer flexible hours?” Prepare three relevant questions you would like to ask the employer during the interview.

Step 4: Interview three employers to find out what they *do* and *do not* like to see during interviews. Take notes and share your findings with your class.

Follow-Up

Although you are not officially employed during an interview, the employer will note your professionalism. You show professionalism by arriving on time, using common courtesies, and maintaining good posture and eye contact. With a partner, practice interviewing in a professional manner. Be sure to shake hands when you begin the interview and thank the interviewer when you leave.

Evaluating a Job Offer

You have worked hard to find a job and secure an interview. When a job offer comes in, your impulse might be to accept it immediately. Before you do, you need to know that you will receive a fair compensation package, which includes pay and any benefits the employer might offer. Although some employers will offer a nonnegotiable pay rate, others will be open to negotiation. Salary negotiations include the following steps:

1. *Researching salaries.* Use the Internet and contact professional organizations to find out the average salary for the position you are considering. Salaries vary by location, so be sure to find salaries for your city and state.
2. *Considering benefits.* Vacation time, health benefits, and tuition reimbursement all cost money. Find out what it would cost you to purchase these benefits on your own and add that amount to your salary.
3. *Finding a starting point.* If an employer is willing to negotiate a salary, you need to have in mind a salary starting point—what pay you are willing to accept. Raise this amount a little because the employer will probably want to offer you less. For example, if you want to earn \$120 a week, tell the employer you need to earn \$150 per week. The employer might then offer you \$120 a week, which is your starting point.
4. *Being confident and professional.* Remember that your skills are valuable, so be confident while you and your employer reach a fair compromise.

Directions: You should know what your time and effort on the job is worth. Complete the following problems to learn to calculate compensation packages.

1. Sweet Tooth Bakery offers all of its part-time employees \$6.00 per hour and two weeks of paid vacation a year. The bakery also reimburses employees one-fourth of their tuition costs for continuing education. Beth is considering a job at the bakery. She would like to work fifteen hours a week while she takes community college classes. Her classes will cost about \$2,000 a year. Beth's car expenses total about \$175 per month. On a separate sheet of paper, calculate Beth's yearly salary and her expenses. Should Beth accept or decline this job offer and why? Explain your answer in the space provided below.

(Continued on next page)

Evaluating a Job Offer (continued)

2. Zap Electronics offers part-time salespeople \$6.00 per hour plus 10% commission. Most salespeople sell at least \$1,200 in products each month. The company only offers vacation time and health benefits to full-time employees, but it does reimburse all employees one-third of their education costs. Juan is considering working ten hours a week at the store, and his tuition costs will be about \$9,000 a year. He also needs to maintain a car, which costs him \$250 per month. On a separate sheet of paper, calculate Juan's yearly salary and his expenses. Should Juan accept or decline this job offer and why? Explain your response in the following space.

Directions: Choose to be either Juan or Beth in a role-play situation. Have a partner be the employer and negotiate a compensation package you feel is fair. Keep in mind that in addition to education and car expenses, you will also need money for other expenses, such as clothes and entertainment.

Follow-Up

Use this worksheet to calculate your own starting point for negotiation. Then research local salaries to find out whether your starting point is reasonable.

Monthly Expenses: Write the total you spend in each category per month.

Education expenses:	\$ _____
Car expenses:	\$ _____
Clothing expenses:	\$ _____
Entertainment expenses:	\$ _____
Other expenses:	\$ _____
TOTAL:	\$ _____

(This is your starting point for salary negotiation.)

Dressing for Your Job

Directions: Your clothes tell others about you, and employees' clothes tell about the company in which they work. Following your employer's dress code—the set of rules describing required or appropriate clothing—shows that you respect your employer and consider your job important. Dressing appropriately is part of being professional. Follow Steps 1 and 2 to learn about dressing appropriately for the job.

Step 1: A company's dress code might affect whether you accept a job. For example, if your culture or religion does not permit you to wear a swimsuit, then you might not be able to accept a job as a lifeguard. Place a checkmark in the appropriate column to respond to the following statements about clothes you would like to wear on the job.

While at work, I would like to wear . . .	Yes	No
Business clothes, such as a suit, tie, and dress shoes.		
Casual clothes, such as shorts or jeans, T-shirts, and tennis shoes or sandals.		
The latest fashions from popular clothing stores.		
A uniform provided by the company.		

Step 2: Visit a local business in which you would like to work or one that is similar. Observe the employees and ask the employer about the company dress code. Gather information from the employer to answer the following questions about the company dress code.

1. What types of clothes are the employees allowed to wear?

2. Which clothes are strictly not allowed?

(Continued on next page)

Dressing for Your Job (continued)

- 3. What impression is the business trying to convey to others? _____

- 4. What types of hairstyles and jewelry are allowed? _____

- 5. How do the managers dress? Is this different from the other employees? _____

- 6. Based on the information you gathered, in what ways does this business match your preferred dress code? In what ways does it not match?

Follow-Up

You might be excited about the clothes your employer wants you to wear, but you should remember that clothes are an expense. You will need to be sure you can afford the types of clothes your employer will require. Even if you will wear a uniform, you will likely have to pay for it. Use the Internet and clothing catalogs to determine the cost of clothing for your job. How often will you need to buy new clothes or a new uniform? How much will it cost to clean the clothes if you need to use a laundry facility or dry cleaner to clean them? How much will grooming supplies cost? Calculate a monthly total dress code expense. Write your calculations on a separate sheet of paper and attach it to this activity.

Keeping a Positive Attitude

In most jobs, you will be evaluated formally and informally. Informal evaluations occur as you do your job every day. Your employer will watch you and give you feedback. Formal evaluations, or *performance evaluations*, occur once every six months or once a year. During these private evaluations, your employer will tell you each area of strength and weakness. Your salary increase will likely depend on a good performance evaluation, so it is important to address your weaknesses and build on your strengths each day you are at work.

When considering your strengths and weaknesses, remember that attitude plays an important part in your employer's perception of you. People with positive attitudes go farther at work than those who react negatively to problems.

Directions: Follow Steps 1 and 2 below to practice responding in a positive, enthusiastic way to problems at work and employers' constructive criticism.

Step 1: Read the following workplace situations. Then write a positive, appropriate response.

1. Marie works at a fast-food restaurant. She has been on the job two weeks and has been trained in each area of food preparation. Today, Marie's job is to fill soft drink orders. Three customers arrive and order hamburgers, French fries, and drinks. Marie prepares the drinks, and another employee gives the customers the French fries. Marie then notices that Frank is not at the grill cooking the hamburger patties. Marie tells the customers that the employee in charge of cooking hamburgers is not available, so they will need to wait for their hamburgers. What would you have done differently in this situation?

2. Gary is a cashier at a large supermarket. Gary's supervisor emphasizes to her employees that pleasing the customer is the most important part of their job. On a busy Saturday, Gary is working at the express checkout. The checkout has a sign telling customers they can use the express checkout if they are buying ten items or less. An older woman with a basket full of groceries arrives in Gary's checkout and begins to empty her basket. Gary calls to her and tells her that she will have to move to another checkout because she has too many items for the express checkout. What would you have done differently in this situation?

(Continued on next page)

Keeping a Positive Attitude (continued)

3. Carla arrives for her first day of work as a bank teller. Carla’s supervisor, John, helps her get organized at her teller window and then explains that he will sit beside her the entire shift to help her learn her new job. After each bank transaction Carla makes, John tells her what she did well and what she did wrong. When John points out Carla’s mistakes, she finds herself getting angry. She thought this job suited her because she liked people and was good at math, but she did not know she would be working for someone so critical. Carla decides she will find another job and later that day tells John she is quitting. What would you have done differently in this situation?

Step 2: Complete a self-evaluation of your performance either at school or at your current job on a separate sheet of paper and attach it to this activity. List all of your strengths and weaknesses. Have a partner review your self-evaluation. Then role play a performance evaluation. Your partner will be your supervisor and tell you about your strengths and weaknesses. Focus on responding in a positive manner to any criticism you receive. Remember that nonverbal as well as verbal communication can convey attitude.

Follow-Up

Interview an employer to gather information about formal performance evaluations. Find out how important the evaluations are for the employer and the employee. How often are they given? What role do they play in promotions? What do successful employees do with the information they receive during their evaluations? Ask the employer for a copy of the evaluation form. Are attitude and enthusiasm part of the formal evaluation? Present your findings to your class.

Successful Work Relationships

Directions: Working with others is an important part of your job. Cooperating with others while keeping a positive attitude shows employers—as well as other employees—that you are responsible and mature. Building positive workplace relationships will increase your chances of success on the job. Follow Steps 1 and 2 to prepare for workplace relationships.

Step 1: Work as a team to prepare a video or PowerPoint® presentation about positive workplace relationships. Then evaluate the collaboration by answering the following questions.

1. What effect did attitude have on the success of your presentation?

2. What were the advantages and disadvantages of working with others?

3. What behavior do you need to improve to work better with others?

4. How did your team members communicate problems and solutions to each other?

(Continued on next page)

Step 2: Complete two of the following three activities.

- **Activity 1:** Employers typically have procedures for handling conflicts in the workplace. Interview an employer to find out proper conflict-resolution procedures in the workplace. What do most conflicts involve? What steps are involved in solving employee conflicts? What can employees do to prevent conflicts? Is mediation available? Present your findings to your class.
- **Activity 2:** Work relationships differ from friendships, though coworkers often socialize together. Interview several employees of one organization to find out about their working relationships with each other. Do any of them have friends on the job? Do the employees participate in social activities together? Have any employees become friends after working together? If so, how do the friendships affect working relationships? Write an advice column about working relationships.
- **Activity 3:** Many conflicts arise because of power struggles. Many new employees realize that their supervisors have power, but they do not realize that some coworkers can also have much power, even though they are not official supervisors. For example, a supervisor's assistant might be able to approve vacation time for employees, even though that task officially belongs to the supervisor. Observe a workplace environment and note the power structure. Are there any employees who are in charge, even though they are not official supervisors? How do other employees respond to them? How much responsibility do these unofficial power holders have? Do any conflicts arise because of this power difference? Create a PowerPoint® presentation describing the official and unofficial power structure of this particular workplace and present it to your class. Avoid naming the workplace for privacy concerns.

Follow-Up

Create a video presentation of appropriate communication skills in the workplace. Demonstrate effective "I" messages, body language, eye contact, and other appropriate verbal and nonverbal communication in a workplace setting. Also demonstrate ineffective communication between employees. Share your video with the class.

Advancing on the Job

Directions: Most employees like to advance on the job. They like the rewards of being promoted and the challenges of taking on new tasks. Complete Steps 1–3 to learn how to advance on the job.

Step 1: Employees who lead are more likely to advance on the job. Leaders take responsibility for teams, motivate others, and serve as role models. However, no two leaders are alike. They have different leadership styles. Review the leadership styles and answer the questions.

- *Authoritarian* leaders make decisions using their own judgment, not the opinions of others, and they then tell employees what to do.
- *Democratic* leaders ask employees to express their opinions and then leave decisions to a majority vote.
- *Integrated* leaders emphasize the harmony of the group and help employees build good relationships.
- *Laissez-faire* leaders take a hands-off approach, letting employees function on their own with little supervision.

1. Which style of leadership do you use? _____

2. Which style of leadership would you like your supervisor to have? Why?

3. How would you describe the leadership style of the best leaders you know?

Step 2: Many jobs require continuing education to advance on the job. Complete the following questions to help guide your educational choices.

1. What is your career goal?

(Continued on next page)

2. What type of college or school do you need to attend to reach your goal? Use the search feature of the *Occupational Outlook Handbook* on the Internet or at your library to help you find information.

3. Search the *IPEDS College Opportunities On-Line* or use library resources to find a school that will help you achieve your goal. Then complete the following information.

Name and location of school: _____

Number of students enrolled: _____

Average class size: _____

Financial aid available: _____

Degrees or certificates offered: _____

Total cost of tuition, books, room and board for one year: _____

Follow-Up

Some occupations, such as construction trades, depend on apprenticeships to educate employees. Other professions use mentorships or internships. Find out whether your chosen occupation uses apprenticeships, mentorships, or internships. What is the average length of this training? How would you secure this type of position? What are the benefits of this type of training? Write your answers on a separate sheet of paper and attach it to this activity.

Balancing Work & Personal Life

Directions: Sometimes you might find yourself working so hard to achieve your career goals that you ignore other aspects of your life. Taking on more responsibility than you can handle can lead to damaged personal relationships, stress, and burnout—being physically and mentally worn out. Complete the following steps to learn how to maintain balance in your life.

Step 1: Complete the chart below to prioritize the different activities listed. List the activities according to importance, with the first activity being the most important. Then determine how much time is needed for each activity. Remember to leave some time for yourself.

Family	Work	School studies
Friends	Hobbies	Volunteer activities

Activities	Weekly Time Required
1.	
2.	
3.	
4.	
5.	
6.	

Step 2: List all of your sources of stress. For example, you might list stress related to work, school, or relationships. Then list three stress management techniques you can use to alleviate stress. Use a spreadsheet program to create a stress management calendar. Plan to practice your stress management techniques and track them on your calendar.

Directions: Select an employer in your chosen occupation to interview about family-friendly policies. Gather information to answer the following questions.

1. What policies does the employer have in place to support employees with children?

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Balancing Work & Personal Life (continued)

2. Does the employer offer flexible work hours, including flextime or compressed schedules? If so, what are the benefits and drawbacks of these arrangements?

3. Does the employer offer job sharing or telecommuting? If not, would the employer consider offering it? Why or why not?

Follow-Up

Interview students who currently hold jobs during the school year. Find out how they manage multiple roles. How do they make time for personal activities and family? Present your findings to your class.

Leaving a Job

Your first job probably will not be your last. The average person holds ten jobs between the ages of eighteen and thirty-six. Although most career information describes how to get and keep a job, leaving a job properly is equally important.

When you leave a job, it is important not to “burn bridges.” You should leave on a positive note, making sure that you fulfill all of your responsibilities to your employer. Because you need to list former employers on your résumé, you should leave on good terms. This way your previous employers will likely give you a good recommendation when contacted by potential employers. You might also want a letter of recommendation from a former employer. This will be hard to get if you left your job in an unsatisfactory manner.

Directions: The following chart provides suggestions for leaving a job on a positive note. Review the chart and complete the activities that follow.

Actions to Take Before You Leave	Actions to take While You're Still on the Job	Actions to Take as You Are Leaving
<ul style="list-style-type: none"> • Let your supervisor know you are leaving and provide enough time, or notice, between your notification date and your last day of work. • Submit a letter of resignation to your supervisor. 	<ul style="list-style-type: none"> • Complete all job tasks to the best of your ability. Don't slack off in your last few days. • Create a list of tasks a replacement employee may need to do. Review the list with your supervisor for clarification. • Treat others with respect. • Ask your employer if he or she is willing to serve as an employment reference in the future. If possible, obtain a letter of recommendation. 	<ul style="list-style-type: none"> • Finish all major projects. Leave details of your job with a coworker or supervisor. • Turn in any keys or equipment. • Complete an exit interview, if necessary.

- **Activity 1:** Interview people who have resigned from jobs. What positive actions did they take before they quit? How did these positive actions benefit them later? Share your findings with your class.
- **Activity 2:** Interview an employer to find out the termination requirements at his or her company, such as amount of notice required and exit evaluations. Share your findings with your class.

(Continued on next page)

Directions: A letter of resignation informs your employer of your plans to leave a job and helps you leave on a positive note. In your letter, you should express your appreciation for the opportunities your employer offered you. Remember to keep your letter short and do not list any job-related problems in your letter. Review the following letter of resignation and then answer the questions that follow.

May 12, 2006

Mai Chang
Quick-Shot Photo Lab
1212 Any Street
Anytown, IL 55555

Dear Ms. Chang,

The purpose of this letter is to inform you that I have accepted a new position with another company. This new position provides the opportunity to work in accounting, which is my long-term career goal.

My last day with Quick-Shot Photo Lab will be May 26, 2006. I appreciate the experience of working for Quick-Shot and the opportunities I was given while serving as a photo developer.

Sincerely,
Joe Hartman

1. What reason does Joe give for leaving the job?

2. What does Joe write to express his appreciation to his employer?

3. Based on this letter, is Joe “burning bridges” in leaving this job? Why or why not?

Follow-Up

Research exit interviews by interviewing employers, searching the Internet, and using library resources. What are exit interviews? What is required of an employee during an exit interview? Create a PowerPoint® presentation explaining exit interviews.