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ABSTRACT

This guide is intended to assist vocational administrators in meeting their responsibilities in the area of planning and implementing programs to help vocational students develop the positive attitudes and behaviors that are essential to success in the workplace. The first chapter defines the types of attitudes and behaviors that are sought by employers and explains why they are so important. A brief summary of the research findings from studies of generalizable work behaviors and from studies on occupationally specific skills are presented next. Chapter 3 discusses nonintegrative and integrative instructional strategies and techniques. Methods of assessing behaviors are examined in the final chapter. The greater part of the guide consists of five appendixes which provide extensive annotated listings of available materials in the following categories: assessment instruments, curriculum development materials, instructional aids, instructional materials, and instructional material and assessment instruments. (MN)

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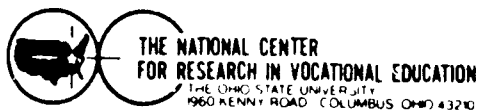
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**DEVELOPING POSITIVE WORKER  
BEHAVIORS IN VOCATIONAL  
AND TECHNICAL STUDENTS**

Consortium for the Development of Professional  
Materials for Vocational Education

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## FOREWORD

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Since 1978, a group of states has been working cooperatively with the National Center for Research in Vocational Education to develop leadership training materials for vocational and technical education personnel at the secondary and postsecondary level. The efforts of this Consortium have focused on the development of competency-based administrator education modules and guides on critical issues and areas of management responsibility. During the 1987-88 Consortium year, the teaching of work behaviors to occupational students was identified as an area of concern, which resulted in the preparation of this resource guide.

Many persons participated in the development of this document. Paula K. Kurth, Program Assistant, wrote the document. Credit also goes to Robert E. Norton, Consortium Director, for providing program leadership and content reviews of the guide.

Appreciation is extended to James Bishop, Dominic Mohamed, and Jack Nichols for their service as state representatives and field review coordinators. And last, but certainly not least, much credit is due Jeanne Thomas for her patience, creativity, and skill in processing the many words necessary to produce this document.

Ray D. Ryan  
Executive Director  
The National Center for Research  
in Vocational Education

## EXECUTIVE SUMMARY

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Employers consistently rank the possession of positive worker attitudes and behaviors as essential to the retention and promotion of their employees. Vocational educators tend to focus on helping their students acquire the occupational knowledge and skills needed for successful employment. Some attention has been given to the development of positive worker attitudes and associated behaviors, but not enough.

This guide defines what types of attitudes and behaviors are sought by employers and explains why they are so important. A brief summary of the research findings from studies of generalizable work behaviors is presented. The results of some findings from occupationally specific studies are also reported. Some of these studies clearly indicate that different occupations require or emphasize different work behaviors. Job and task analysis is recommended as a means of determining both the generic and task-specific behaviors that are important.

Positive work behaviors can be taught in several different ways. No matter what technique is used, one principle should never be violated: Students should be overtly told what behaviors are expected in what situations. The use of both integrative and non-integrative strategies for teaching proper work behaviors are discussed. The last chapter of the guide handles the difficult topic of how to assess behaviors. Several methods are explained and sample forms presented.

The five appendices provide an extensive listing of available materials in the following categories: assessment instruments, curriculum development materials, instructional aids, instructional materials, and instructional material and assessment instruments. A wide variety of materials are available at reasonable prices from many different sources. The materials available can help any school meet the important challenge of developing positive work behaviors in its students.

## Chapter I

# INTRODUCTION

Worker attitudes and behaviors, like the weather, are things people talk about but (too often) don't *do* anything about. We, as educators, however, *can* teach behaviors and try to cultivate the undergirding attitudes.

Worker attitudes and behaviors fall into the affective domain, as opposed to the cognitive or psychomotor domains. Educators have long been comfortable teaching cognitive knowledge (concepts, facts, principles, and generalizations) and psychomotor skills (performances that require the manipulation of objects, tools, supplies, and equipment). Some affective skills (attitudes and behaviors) have also been taught, albeit without the label (classroom/laboratory conduct).

This document has been developed to assist vocational educators in making the teaching of attitudes and behaviors into a deliberate and conscious part of the vocational curriculum. The importance of positive attitudes and behaviors; how others, through research, have defined and grouped attitudes and behaviors; instructional strategies and techniques for including attitudes and behaviors as part of the vocational curriculum; and ways to assess attitudes and behaviors are presented. The document concludes with annotations of material that can be used to implement the teaching of attitudes and behaviors in the vocational classroom.

### What Are Attitudes and Behaviors?

... we believe that attitudes are internal states that influence behavior. We can infer these states from actions and words. (Martin and Briggs 1986, p. 101)

Behavior is the external reflection of internal attitudes. Attitudes, of themselves, are impossible to measure directly, but behaviors are not. Attitudes can be influenced by external as well as internal factors. The teacher's role, then, is to provide explicitly stated expectations of behavior (external factors) that the student can understand. The student may acquire the external behavior faster than the internal attitudes or may never really "buy into" the internal attitude. This does not constitute "failure" on the part of the teacher. If the student knows the behavior that is expected of him/her, then it is up to the student to internalize or not.

What, then, are the behaviors we should teach students? The literature, unfortunately, is "...vast and diffuse, and the concept of attitude is confusing due to variations in both terminology and definitions" (Martin and Briggs 1986, p. 99). Chapter II will discuss the various ways people have grouped attitudes and behaviors. However, some of the behaviors that are frequently mentioned are--



- o punctuality,
- o cooperativeness,
- o reliability,
- o courteousness,
- o creativity,
- o loyalty,
- o adaptability,
- o initiative,
- o productivity,
- o honesty,
- o flexibility,
- o ability to follow directions,
- o ability to accept criticism, and
- o attendance.

Safety is also frequently listed as an attitude that is highly desirable in workers. A positive attitude toward implementing safe practices on the job is an aspect of worker preparation that must not be neglected. The above list is not, by any means, all-inclusive, but it does contain a representative sampling of behaviors.

To also add to the confusion, behaviors are referred to in the literature and resource materials for teaching behaviors as ethical behaviors, affective behaviors, attitudinal skills, ethical characteristics, work maturity skills, values, attitudes, habits, employee attributes, affective job skills, employability skills, and nontechnical skills. Unless quoting from a source, this document will use the term "behavior."

As educators, our job is to prepare students for their future roles. In vocational education, this means providing the student with the skills necessary to succeed on the job. When we teach, we share knowledge and reinforce it through practice. We must teach not only the technical skills but also the behaviors that will make the transition from school to work smoother and our students more successful.

### **Why Are Attitudes and Behaviors Important?**

When a teacher describes a student as having a "good attitude," it is not because that teacher has read the student's mind. It is probably because the teacher has informally assessed the behaviors that have led him/her to that conclusion. If pressed

for reasons why he/she holds that opinion, the teacher will probably be able to respond with the criteria he/she used to measure the attitude. The criteria will be measures of behavior, such as class attendance, turning in assignments, and the enthusiasm the student displays for tasks.

Just as a good attitude and positive behaviors are necessary for a student to succeed in school, a good attitude and positive behaviors are necessary for a worker to succeed in a job. Employers are unanimous in desiring workers with good attitudes. In a study of 60 businesses that was conducted to determine the "... qualities that employers consider important in beginning skilled or semi-skilled employees" (Stevenson 1986, p. 3), employers were asked to rate various worker qualities as being "essential," "advantageous," "company will train," or "not required on the job." Of the ten qualities measured, which included basic mathematics and reading, only "positive work attitude" was rated as essential (40 employers) or advantageous (20 employers) by all the employers interviewed.

Employers are very serious about desiring that their employees demonstrate positive attitudes. In a 1981 study, Beach found that 87 percent of terminations and refusals to promote employees were due to poor attitudes on the part of the worker as reflected in habits (behaviors). Ononen (1984) also found that poor work attitudes and behaviors "... were unanimously identified by both employers and employees as the characteristics most frequently leading to recent graduates or dropouts losing their jobs" (p. 17). Luft and Suzuki (1980) cite Klaurens' 1972 study, which also found that the principal reasons for job loss are not technical job skills, but, rather, the nontechnical skills. Luft and Suzuki found that the four competencies most important to employers are promptness, honesty, use of time, and thoroughness. These competencies are behaviors that reflect attitudes. Crain's 1984 study of the quality of high school graduates as perceived by personnel officers indicates that dependability and proper attitudes of high school graduates are of greater concern to employers than grades or overall quality of the high school.

Positive work attitudes, then, are exhibited via behaviors in the context of performing a cognitive or psychomotor task. As Monge (1978) states: "Values are qualities, principles, or things regarded as desirable and are reflected in specific human behaviors" (p. 9).

We, as educators, may not be comfortable with changing values (attitudes) but we must teach our students the behaviors that are valued and rewarded by employers, just as we would teach students the technical job skills valued and rewarded by employers. We may not be able to directly modify and measure attitudes, but we can modify and measure behaviors, and we owe it to our students to do so.

## Chapter II

### RESEARCH FINDINGS

Attitudes have been defined as "... internal states that influence behavior. We can infer these states from actions and words" (Martin and Briggs 1986, p. 101). Attitudes, then, are how we feel, and behaviors are the way we act on those feelings. Knowing what is appropriate and inappropriate behavior, however, can affect the display of an attitude, that is, result in a different behavior than that which one might prefer to display.

Both internal and external factors influence the development of attitudes. Internal factors include "... personality traits and structures, the brain, hormones and the nervous system, cognitive structures, mental states, types of attributions, undeveloped or underdeveloped moral systems or codes, and poor intellectual functioning" (Martin and Briggs 1986, p. 108). Some of these factors may be changed indirectly over time. As individual educators, we have neither the length of time with students nor, with regard to some of the factors, the specialized expertise or mission to enable us to directly influence or alter these factors. Thus, dealing with the internal factors that influence attitudes is not a productive nor sanctioned way for educators to proceed. •

This leaves us the external factors with which to work. The external factors that influence attitudes and resulting behaviors are more within our control. External factors include environmental or social influences (parental expectations, peer pressure), reinforcement, and modeling. By dealing cognitively with behaviors, that is, explicitly stating what behaviors are expected in different situations or settings, we offer the student the opportunity to meet expectations. Setting a good example ourselves gives students a positive role model. Positive reinforcement can provide incentives to students to display positive behaviors.<sup>1</sup>

Given the realities of variances in student backgrounds, susceptibility to peer pressure, and individual characteristics and ability to process and internalize, teaching positive work behaviors may not be easy. And, just as in teaching psychomotor skills, students will probably not master all the behaviors desired of a worker. The question, however, is not one of "Should we or shouldn't we?" but "How?" In the remainder of this chapter and chapter III, we will discuss generalizable vs. occupation specific skills and instructional methods.

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<sup>1</sup>Martin and Briggs (1986) offer an excellent overview and critique of attitude change theories that is relevant but tangential to the purpose of this document.

## Findings from Studies on Generalizable Skills

Should appropriate work behaviors be taught as a general set of competencies that cut across all occupations or do different occupations require different behaviors? Valid arguments exist to support both points of view.

Kazanas (1978) reviewed, synthesized, and reported on what was known about the social and psychological aspects of work and identified and analyzed specific affective work competencies desirable and common for most vocational education programs. In the list below, numbers 1 through 31 were identified by both industry and educators, 32 through 41 were identified only by industry, and 42 through 63 were identified only by educators.

- |                        |                             |                        |
|------------------------|-----------------------------|------------------------|
| 1. punctuality         | 23. cheerfulness            | 44. consideration      |
| 2. cooperativeness     | 24. enthusiasm              | 45. speed              |
| 3. capability          | 25. independence            | 46. influence          |
| 4. follows directions  | 26. quantity of work        | 47. orderliness        |
| 5. responsibility      | 27. intelligence            | 48. patience           |
| 6. emotional stability | 28. personal appearance     | 49. poise              |
| 7. initiative          | 29. alertness               | 50. interest           |
| 8. dependability       | 30. devotion                | 51. curiosity          |
| 10. helpfulness        | 31. recognition             | 52. forcefulness       |
| 11. loyalty            | 32. leadership potential    | 53. activeness         |
| 12. adaptability       | 33. courtesy                | 54. awareness          |
| 13. efficiency         | 34. pleasantness            | 55. resourcefulness    |
| 14. ambition           | 35. responsiveness          | 56. appreciativeness   |
| 15. quality of work    | 36. personality             | 57. perceptivity       |
| 16. dedication         | 37. endurance               | 58. achievement        |
| 17. reliability        | 38. tolerance               | 59. compensation       |
| 18. accuracy           | 39. shyness                 | 60. variety            |
| 19. perseverance       | 40. tender-mindedness       | 61. security           |
| 20. judgment           | 41. overall job performance | 62. working conditions |
| 21. concentration      | 42. health                  | 63. friendliness       |
| 22. carefulness        | 43. creative                |                        |

In a 1981 article, Beach and Kazanas published a refined list, omitting items 59 through 62, and grouped the remaining items into 15 clusters:

1. Ambitious
2. Cooperative/helpful
3. Adaptable/resourceful
4. Considerate/courteous
5. Independent/initiating
6. Accurate/quality of work
7. Careful/alert/perceptive
8. Pleasant/friendly/cheerful
9. Responsive/follows directions
10. Emotionally stable/judging/poised
11. Persevering/patient/enduring/tolerant
12. Neat/orderly/personal appearance/manner
13. Dependable/punctual/reliable/responsible
14. Efficient/quality of work/achieving/speedy
15. Dedicated/devoted/honest/loyal/conscientious

This list is generic rather than occupation specific. If one takes this list and combines them with attitudes and behaviors identified by Lankard (1987); Stevenson (1986); Wentling and Barnard (1984); Lane Community College (1979); Werner (1984); Shoff et al. (1983); and Miller, Rubin, and Glassford (1987), the following general list results:

- o **Accurate/quality of work**
  - works accurately regardless of importance of task
  - makes few errors
  - finishes work to a consistent, high standard
  
- o **Adaptable/resourceful**
  - adjusts readily to different conditions
  - adjusts to new or different time schedules, people, or responsibilities
  - learn quickly
  - is willing to try new procedures and ideas
  - willing to learn more
  - able to get along with a variety of people
  - seeks new ideas and ways of doing things
  - can devise a plan of action
  - uses what is already known to do a new or different job
  
- o **Ambitious**
  - improves abilities to do job
  - asks for additional assignments and tasks when time is available
  - does extra work when necessary
  - works extra time when necessary
  - makes an effort to learn more
  - maintains professional knowledge
  - anticipates responsibilities on the job
  - learns new job skills to get a different job or position
  
- o **Careful/alert/perceptive**
  - keeps work area orderly and safe from hazard
  - reviews work to check for its accuracy
  - writes neatly, legibly, and with correct spelling
  - asks for help when necessary
  - is particular about the finished product
  - perceives alternatives and chooses among them
  
- o **Considerate/courteous**
  - responds to the needs of others
  - makes a personal effort to improve conditions
  - praises others for their accomplishments
  - does something of value for others
  - empathizes with the point of view of others

- uses good manners/is polite
- shows thoughtfulness toward others
- displays tact in dealing with difficult or delicate situations

**o Cooperative/helpful**

- works cooperatively with others
- shares materials
- shares information
- shares ideas
- asks if others need help
- is helpful to others
- does not criticize others unnecessarily
- gets along with co-workers
- cooperates with organization and union to resolve conflicts
- gets support from others to change things that need changing
- compromises when appropriate
- shares information and knowledge

**o Dedicated/devoted/honest/loyal/conscientious**

- tells the truth
- accepts responsibility for own actions
- faithful to obligations and commitments
- stays on task
- stands up for what is believed to be right
- provides an accurate account of how time is spent on the job
- does not steal from the company--even small things such as pencils, pads of paper, pens, etc.
- admits errors
- does own work
- works a full day
- doesn't speak negatively about company
- maintains confidentiality

**o Dependable/punctual/reliable/responsible**

- accepts responsibility for own actions
- is at work on time and doesn't leave early
- is at work every day
- takes responsibility for those things in one's power and control
- performs own share of the work
- uses time and supplies appropriately
- notifies supervisor if going to be late or absent
- is seldom absent
- completes required work on time
- carries through on promises
- is punctual in getting back to work after breaks
- is ready to begin work on time
- maintains confidentiality
- manages own time and activities

**o Efficient/quality of work/achieving/speedy**

- organizes work assignments
- produces goods or services to within required quality specifications
- completes required work on time
- is prepared with all materials necessary
- can immediately locate necessary materials
- plans ahead to avoid delays and wasting time
- is aware of what work is due when
- uses a minimum amount of time to do a task well
- makes efficient use of time and materials

**o Emotionally stable/judging/poised**

- sees the consequences of own actions
- makes decisions when there is no right answer
- suppresses annoyance with misfortune, delay, and other job frustrations
- is aware of and able to accept own strengths and weaknesses
- tolerates ambiguity
- values own accomplishments
- accepts correction and criticism without blaming others, offering excuses, or becoming angry
- learns from criticism
- learns from mistakes
- can analyze problems
- identifies and chooses among alternative solutions to problems
- does not permit personal life to interfere with performance of job duties
- deals with pressures in completing tasks
- knows when own work is being done well
- can appropriately assert own rights
- can discipline self to do undesirable parts of the job

**o Independent/initiating**

- organizes work assignments
- can make decisions when there is no right answer
- finds solutions to problems
- can devise and execute a plan of action
- works without supervision, if necessary
- deals with unexpected things that happen
- manages own time and activities
- figures out a better way to get things done

**o Neat/orderly/personal appearance/manner**

- is clean (clothes, body, hair, skin, teeth)
- wears pressed clothes
- practices good health habits
- dresses appropriately for the job
- behaves in a manner appropriate to the workplace

**o Persevering/patient/enduring/tolerant**

- continues on a task despite difficulty or obstacles
- displays a fair and objective attitude toward practices different from own
- respects the point of view of others
- follows through on tasks
- is patient when encountering difficulties
- accepts differences in the way of performing tasks
- is tolerant of individual differences (race, ethnicity, sex, handicap)

**o Pleasant/friendly/cheerful**

- responds positively to legitimate requests of others at work
- smiles frequently (and when appropriate)
- acknowledges others (verbally or non-verbally)
- uses a "warm" tone of voice
- participates in employee social activities that occur during working hours
- accepts assignments pleasantly
- exhibits an interest in others
- communicates freely with co-workers and supervisors

**o Responsive/follows directions**

- follows the rules
- acknowledges legitimate authority
- follows instructions as given
- adheres to company policies, rules, and operating procedures
- listens carefully to all instructions
- accepts assignments pleasantly
- works within the organizational structure

North Carolina's Division of Vocational Education issued a list of what they term "attitudinal factors" and "personal factors" in *North Carolina Competency-Based Employability Skills Curriculum Guide* (1983). These, again, are general competencies, rather than occupationally specific competencies:

**o Attitudinal factors**

- Consistency
- Cooperation
  - o Willingness to do undesirable, but necessary tasks
  - o Helping others
  - o Following instructions
  - o Following safe practices
- Dependability
  - o Punctuality
  - o Notifying employer if unable to work



- Efficiency
  - o Time management
  - o Use materials wisely
- Honesty
  - o Giving a full day's work
  - o Not taking company property
- Initiative
  - o Seeking additional work
  - o Setting goals for self
  - o Working without close supervision
- Enthusiasm
  - o Expressing energy for work
  - o Expressing desire to learn
- Loyalty
  - o To company
  - o To supervisor
- Creativity
  - o Willingness to try new ideas
- Flexibility
  - o Working at strengthening weaknesses
  - o Willingness to accept criticism
  - o Asking for help
  - o Working under pressure
  - o Adjusting to changes in work situations
- o Personal factors
  - Appearance
  - Health
    - o Maintaining good health
    - o Freedom from drugs and alcohol

Greenan's study to identify generalizable skills in secondary vocational programs (1983) examined mathematics, communications, interpersonal relations (including behaviors), and reasoning skills in secondary agriculture; business, marketing, and management; health; home economics; and industrial occupations training programs. In the great majority of programs, the following work behaviors, which are considered in this study to fall under interpersonal relations skills, were found to have high generalizability:

- o Work effectively under different kinds of supervision
- o Work without the need for close supervision
- o Work cooperatively as a member of a team

- o Get along and work effectively with people of different personalities
- o Show up regularly and on time for activities and appointments
- o Work effectively when time, tension, or pressure are critical factors for successful performance
- o See things from another's point of view
- o Engage appropriately in social interaction and situations
- o Take responsibility and be accountable for the effects of one's own judgments, decisions, and actions
- o Plan, carry out, and complete activities at one's own initiation

Also under interpersonal skills, in addition to the work behaviors, are listed skills for instructional and supervisory conversations and skills in conversations. The skills in conversations are as follows:

- o Be able to handle criticism, disagreement, or disappointment during a conversation
- o Initiate and maintain task-focused or friendly conversations with another individual
- o Initiate, maintain, and draw others into task-focused or friendly group conversation
- o Join in task-focused or friendly group conversation

The studies of general skills are valuable for three reasons. First, they orient us to the concept. Second, they provide a structure for determining what the most basic positive work behaviors are. Third, they can be used to teach pre-vocational courses.

#### **Findings from Studies on Occupationally Specific Skills**

Some studies, such as that of Beach and Kazanas (1981) reveal that different occupations require or emphasize different behaviors. Therefore, to do the clearest and most thorough job of teaching positive work behaviors, the behaviors need to be tied to specific occupations or even to specific tasks.

According to Pucel (1987), while we still need to teach students the cognitive information and the physical manipulative skills we have traditionally taught, that is no longer sufficient. Positive work behaviors are now as essential as the psychomotor skills and must be incorporated into instructional programs "... with the same level of planning, precision, and commitment as they have devoted to psychomotor skills" (p. 11).

The National Commission on Secondary Vocational Education (p. 26) clearly stated its position on the importance of teaching positive work behaviors when it stated--

In addition to developing occupational skills, secondary vocational courses must develop self-esteem, positive attitudes toward work, safe work habits, job-seeking skills, and other general employability skills.

This cannot be done by teaching behaviors separate from the rest of the curriculum.

The Illinois State Board of Education, Division of Adult, Vocational, and Technical Education, has developed task lists for three agricultural occupational clusters; eight business, marketing, and management occupational clusters; two health occupations clusters and three health occupations; two home economics occupational clusters and two home economics occupations; and four industrial occupational clusters and four industrial occupations. These materials are described in one of the appendices. Each task list includes attitudes students must display through behaviors. We can infer from this that Illinois believes (1) behaviors are important enough to stress as much as job skills and (2) the behaviors change for different occupations and occupational clusters.

## Chapter III

### INSTRUCTIONAL STRATEGIES/TECHNIQUES

Positive work behaviors can be taught in different ways and in various combinations of ways. No matter what technique or variety of techniques is chosen, one principle should not be violated: the student must be made aware of what behaviors are expected of him/her in various situations. The communication must be overt.

#### Non-integrative Strategies

Teaching positive work behaviors to all students is appropriate. No matter what students' plans for education, the vast majority will eventually enter the world of work. They need to be as well prepared for that eventuality as possible. In a recent (Winter 1987/88) article by Baumgart, he states:

New industry has made it very clear that . . . it does want the high school to give them employees with at least

- o basic communication and computation skills,
- o good attitudes and good attendance habits, and
- o a capacity to work closely with other people. (p. 18)

If high school graduates are expected to have these abilities, it follows that post-secondary graduates should, also, and, perhaps, to an even greater degree. It seems that most employers value positive work behaviors even more than technical skills (Beach and Kazanas 1981).

When taught in a special pre-vocational class, as part of a citizenship class, or as a special ethics class taught by guidance and counseling staff, positive work behaviors can be introduced to students. Teaching positive work behaviors in a non-integrative approach, however, is only the first step. Beach and Kazanas (1981) summarize the view of Kampsnider (1977) when they discuss a three-stage model for teaching these behaviors as being the most effective method. The three stages are: "(1) awareness, (2) modeling, and (3) implementation. Consequently, the initial step toward students' acquisition of affective work competencies (achievement) would be their increased *awareness* about which characteristics are desirable and why they are important" (Beach and Kazanas 1981, p. 55). But awareness is only the first step.

Therefore, separate units that overtly teach general expectations of employers regarding behaviors are useful in that they provide the awareness component, especially

because the home situation may not provide such discussion. However, such units inherently lack the modeling and implementation components of the above-mentioned model. We in vocational education are in the unique and important position of being able to provide **all three phases** of that model. And we cannot legitimately proclaim that we are preparing our students for careers unless we give adequate attention to all of the work behaviors they will need to be successful.

### **Integrative Strategies**

By integrating desirable behaviors into curriculum as specific competencies to be achieved, associating those behaviors with specific tasks, overtly informing students of what is expected, and providing a model of the behaviors, students stand the best chance of being successful.

Initially, this may require a great deal of preparation on the part of the instructor, especially if he/she must start from "scratch" by doing a job and task analysis. If the curriculum the instructor is using is current and competency based, then only the positive work behaviors appropriate to each task must be determined. This can be done using the advisory committee if that advisory committee is fairly specific to the particular occupation being taught. If not, then a special committee of persons who are experienced in that occupation should be convened to provide input related to expected work behaviors. Or, when available, a task analysis or curriculum that has already been developed by someone else can be used; see the appendices for such materials.

One of three basic approaches may be used to identify positive work behaviors so they may be integrated into curriculum:

- o Ask a DACUM or other committee, as part of the job analysis, to identify positive work behaviors at the overall job level.
- o As part of the task analysis, identify the behaviors in relation to each specific task.
- o Use both of the above approaches.

**Job and task analysis.** The DACUM (Developing a Curriculum) approach to curriculum development can be used to determine what tasks are important, and then, what skills, knowledge, and behaviors are required for each task that must be performed. A good job and task analysis will result in a competency-based curriculum, which is clear and straight-forward.

How does the DACUM process work? Eight to 12 expert workers are carefully selected from the job or occupational area that is to be analyzed. This committee then works with a facilitator to identify and sequence the duties and tasks that are performed by successful workers on the job. In addition to the duties and tasks performed, "... lists of tools, equipment, supplies, and materials pertinent to the occupation; traits and attitudes important to workers in that occupation; and general knowledge and skill areas that are prerequisites to job performance" are also identified (Norton 1987, p. 15). For the job of graphic designer, for instance, a DACUM job analysis produced the following list of traits and attitudes:

- o Resourceful
- o Cooperative
- o Persuasive
- o Understanding
- o Flexible
- o Dependable
- o Curious
- o Good memory
- o Analytical
- o Dedicated
- o Patient
- o Neat
- o Proud of Work
- o Conscientious
- o Precise
- o Creative
- o Imaginative
- o Adaptable

Pucel (1987), also advocates conducting a job analysis to determine behaviors appropriate to a job.

Just as we identify job-related psychomotor behaviors by conducting a job analysis to determine what behaviors [skills] a qualified person in an occupation needs to be able to perform, it is also possible to identify job-related affective [positive work] behaviors that are required in order for a person to succeed in an occupation through a job analysis. The resulting job-related affective behaviors are the legitimate content to be taught by vocational educators and industrial trainers as they prepare people for careers and occupations. They warrant the same quality of instructional planning and delivery as are afforded psychomotor behaviors [skills]. The test of whether an affective behavior is job-related is if its absence inhibits a person from being employed in the job or from maintaining employment in the job. If an affective behavior can pass this test and is verified by a qualified advisory committee, it should be treated as legitimate content for the instructional program along with the psychomotor tasks which have also been verified. (pp. 13-14)

Once the tasks have been identified, whether through DACUM or another procedure, the tasks should be verified. This is generally done by requesting workers who perform the tasks or the immediate supervisors of such workers to review the tasks and rate them as to their importance. One way to accomplish this is to mail a task inventory to

these two groups and request their response. The tasks that are verified as important are then organized into a DACUM chart or verified task list.

Exhibit 1 shows an example of a form that can be used for task analysis and a sample analysis that has been developed for the task: prepare a business letter. When using a task analysis form such as this, each step of the task being analyzed should be carefully considered to determine what, if any, behavior is important as the worker performs that step. It should be noted that there will not always be an important behavior associated with each step.

**Curriculum development.** The Performance-Based Instructional Design (PBID) System is a computerized method for writing curriculum. However, before it can be used, the person developing the curriculum must have analyzed the task before the lessons can be developed using PBID or any other method. (See the curriculum development appendix for a complete description of PBID.)

PBID is equally applicable to dealing with knowledge, skills, and behaviors. One of the steps in structuring a lesson is termed "lesson flow" in the PBID system. Lesson flow itself consists of eight steps, which are as follows:

1. State the objective.
2. Tell the learner why it is important to learn the behavior.
3. Provide the learner with "need to know" information.
4. Demonstrate how to perform the behavior.
5. Let the learner practice the behavior with guidance.
6. Allow the learner to practice the behavior without guidance to perfect the behavior.
7. Evaluate learner performance of the behavior and understanding of related knowledge.
8. Provide the learner with feedback and direction about what to do next. (Pucel 1987, p. 19)

Pucel later states that behaviors can be taught the same way as skills are taught. Clarity is just as necessary in teaching behaviors as it is in teaching skills.

**Programs.** Cooperative work experience programs and vocational student organizations are two excellent vehicles to use in teaching and reinforcing positive work behaviors. Their value in this respect should not be overlooked.

The classroom sessions in cooperative work experience programs is an ideal setting for the awareness step of the three-step model described earlier in this chapter. In such programs, the supervisor at the job site serves as the model. The student can implement (perform) the behaviors on the job. The assessment, in this case, can be done by the supervisor at the job site, if desired; see chapter IV for tips on how to assess behaviors.

EXHIBIT 1

SECRETARY

Task Analysis Form

DUTY: \_\_\_\_\_ PREPARE WRITTEN DOCUMENTS \_\_\_\_\_

TASK: \_\_\_\_\_ PREPARE A BUSINESS LETTER \_\_\_\_\_

Steps	(How Well)	Materials	Safety	Related Knowledge			Attitudes (Behaviors)
				Science	Mathematics	Language	
1. Decide on letter format	business letter format used					understand business letter format	follows instructions as given
2. Select materials	appropriate letterhead appropriate type style	stationery typeheads	avoid paper cuts			type styles	can make decisions when there is no right or wrong answer
3. Check draft for spelling, punctuation, and editing	error free					editing skills, grammar, spelling, and punctuation	produces goods or services to within required quality specifications  reviews work to check for its accuracy
4. Edit letter as needed		pencil/pen				editing skills, grammar, spelling, and punctuation	produce goods or services to within required quality specifications
5. Type letter		typewriter or word processor					
6. Proofread letter						grammar, spelling, and punctuation	knows when own work is being done well

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EXHIBIT 1 - continued

Steps	(How Well)	Materials	Safety	Related Knowledge			Behaviors
				Science	Mathematics	Language	
7. Make corrections or retype	error free	typewriter or word processor					is particular about the finished product
8. Make final check	error free neat					proofreading skills	reviews work to check for its accuracy
9. Submit to writer	within reasonable time						uses a minimum amount of time to do a job well  is aware of what work is due when

20

28

27

Vocational student organizations "... provide experiences that help students develop the attitudes and values they need for social and occupational success" (Hamilton, Norton, Fardig, Harrington, and Quinn 1984b, p. 3). The opportunity to practice what has been learned in class, develop decision-making skills, build self-confidence, and develop a respect for the occupation and its code of ethics are an invaluable part of vocational student organization activities. Whether the students are conducting fund-raising activities or participating in team or individual contests, opportunities abound for emphasizing positive behaviors.

### Summary

Positive work behaviors can be taught as separate units or integrated into many units. This approach, although having value, does not allow the students to observe modeling or to implement (perform) behaviors as they relate to occupations. The use of simulations, cooperative education, and youth organizations, for example, provide excellent opportunities for students to perform behaviors they have been made aware of and seen modeled.

Awareness, modeling, and implementation, then, are the three steps in acquiring a behavior. To encompass all three steps, an integrated, competency-based curriculum should be developed for each occupation being taught. Vocational education can and should provide students the opportunity to move through all three steps to acquire the appropriate positive work behaviors.

## Chapter IV

### HOW TO ASSESS BEHAVIORS

As we have already discussed, the presence of attitudes can be inferred through actions and words (Henerson, Morris, and Fitz-Gibbon 1978). As educators, we are aware of the negative effect general statements, such as "You have a bad attitude," can have on students. First, such a statement is negative. Second, it leaves the student feeling that a broad judgment has been passed. And third, such a statement does not provide specifics regarding what was "bad;" therefore, the student is provided no clues as to why and what aspect of what he/she did was unacceptable.

In assessing attitudes and behaviors, then, we are on much more solid ground if we make assessments about specific behaviors. We must be clear with students about what behaviors we expect of them and then assess the degree to which they meet the standards set for those behaviors. Evaluators may want to use multiple indicators to determine the degree to which attitudes (behaviors) have been attained (Henerson, Morris, and Fitz-Gibbon 1978).

Because behavior is such an individual characteristic, different students will be able to grasp some behaviors sooner than others. And because we frequently are dealing with young adults (ages 16-22), we cannot expect them to react in all situations the way the ideal, mature, experienced worker would. Mietus points out that "the development of work values is a personal and life-long process. As the world and individual situations change, so do the work values of people" (1978, p. 9). Mietus goes on to say that teachers need to remember that they are starting a process, not finishing one.

Bearing all these concepts in mind, how do we assess behaviors? They can be assessed using paper and pencil to determine if the student is aware of the behaviors appropriate to a task and using observation to determine if the student can perform the behaviors.

Hamilton, Norton, Fardig, Harrington, and Quinn (1984a) discuss the use of essay and case study or problem solving items on written tests; structured and unstructured interviews and oral examinations; attitude scales; and checklists for recording observations of students as ways to assess student behaviors. An *essay* item can be constructed so that it requires a student to describe feelings or beliefs or commitment toward something. If an objective is that students will become *committed to action* (valuing level) regarding the advantages of obtaining a technical education, an essay item may be appropriate, provided it requires students to respond beyond the knowledge level--beyond simply knowing the advantages. An example of such an essay item follows:

A month ago, we studied the advantages of enrolling in a technical education program after completing this course. What steps, if any, have you taken toward enrolling in or applying for admission to a technical school?

If a student can't describe a single action taken (e.g., talked with my parents, wrote for admissions information, am earning money), you can infer that he or she has not gone beyond the receiving or awareness level.

A *case study* or *problem-solving* item can also be used to evaluate awareness of appropriate behaviors. Let's say that one objective involves *sharing* the responsibility of keeping the laboratory clean. You, as the teacher, want some assurance that the students are aware of how to implement the objective before they actually participate in laboratory activities. You could give students the following problem-solving item:

You are using a blow torch in the welding area of the shop. You lock up and see that class will end in five minutes. What are you going to do during the last five minutes?

If the student mentions only turning off the blow torch and picking up his/her books for the next class, you could question whether he/she will keep the laboratory clean, orderly, or safe.

Another assessment technique for obtaining insights into a student's awareness of positive work behaviors is the *structured interview*. The structured interview is held on a one-to-one basis in private. It is carefully organized to be sure that the student has an opportunity to express him/herself on predetermined questions.

For example, if you and your students decide that an objective they want to achieve is to work together as a team, then a structured interview may be appropriate. The structured interview would be conducted with one student at a time and could be recorded. Some teachers use a tape recorder for this purpose. Some students may be uncomfortable with the use of a tape recorder and it may, thus, inhibit their responses. In such cases, a tape recorder should not be used.

In preparation for the interview, you would need to construct a set of questions or problems to which you want the students to respond. The following are some of the items that might appear on your question sheet for the structured interview for the behavior:

- o Did you participate as a member of a team to solve a problem?
- o How did you use your work skills to help solve a problem or improve a process?

The *unstructured interview* is another technique that can be used to evaluate awareness of desired behaviors. In effect, this is simply a conversation between you and the student in which you bring up the topics that you want the student to talk about. This technique could also be used to evaluate the previous objective. You would not have a written list of questions to follow during the interview, but you could still record the interview.

In an unstructured interview, you want the student to know the purpose of the interview, and you assist the student in expressing his/her feelings. If a student is unable to express his/her feelings during this type of interview, you may want to try another type of evaluation technique.

An *oral examination* could be used to evaluate student awareness of expected behaviors within the classroom or laboratory setting. You need to be very careful, however, in your choice of questions because expressions of feelings can become uncontrollable. If you have an expectation that students learn to evaluate on-the-job progress, an oral examination would be an effective means of judging student achievement, providing the students have been on the job long enough to realize their progress.

Many teachers ask questions during their teaching, but this use of questioning is not an oral examination. Rather, it is a teaching technique. When an oral examination is used for evaluation purposes, you should write out the questions beforehand and record, in writing or on tape, the responses made by students.

There are many types of *attitude scales* that can be developed to assess student awareness of appropriate work behaviors. One type is a *rating scale* in which students are asked to rate how strongly they feel about a statement, from strongly agree to strongly disagree. If you are trying to teach the concept that the customer is always right, for example, you may want to construct an attitude scale such as that in figure 1.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I'd smile even though I didn't like what a customer said to me. . . .	SA	A	N	D	SD
2. I'd tell a customer he or she was wrong even though I might not make a sale. . . . .	SA	A	N	D	SD

Figure 1. Example of a rating scale

Another form of attitude scale that could be used to assess awareness of positive work behaviors is called a *semantic differential scale*. Students are asked to rate, according to their feelings, two opposing words or ideas. If a student objective is to appreciate the value of listening to the livestock market report, then a scale such as that shown in figure 2 could be used.

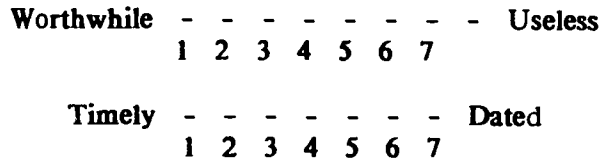


Figure 2. Example of a semantic differential scale

A *checklist* for recording observations of students while at school and on the job is an excellent evaluation technique for assessing student affective performance. You may need to locate or develop several checklists, because each checklist should focus upon a specific objective. If one of the objectives is for students to value being on time, then the use of a checklist such as that shown in figure 3 could assist you in assessing the student's performance.

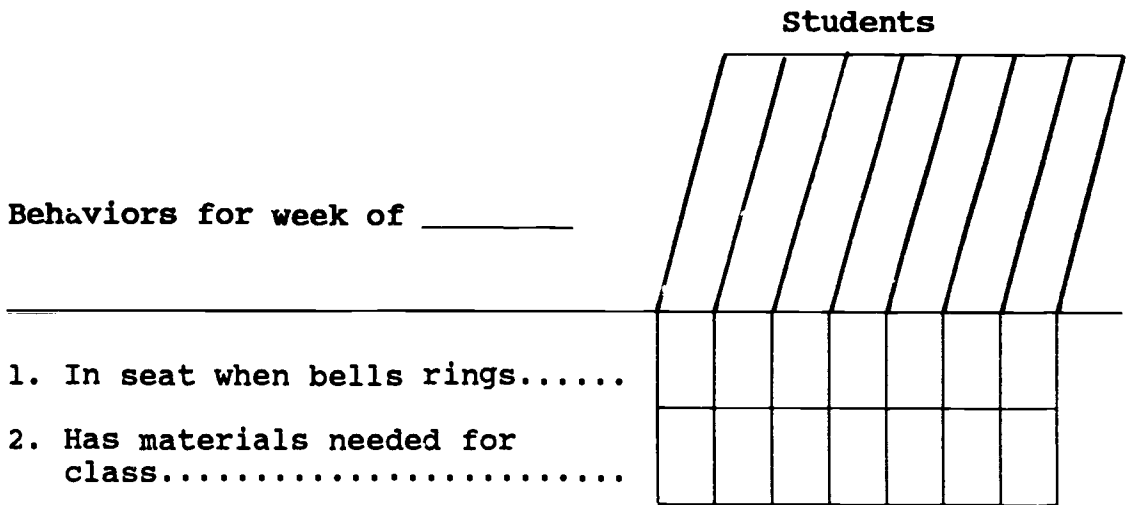


Figure 3. Example of a checklist

The approach and techniques you use will depend largely upon the particular objectives and behavior you wish to evaluate. You may want to give an attitudinal pretest. You may want to plan to use more than one type of evaluation device for each objective. Or you may decide to use the same attitudinal checklist at various times throughout the year.

For example, you might want to assess students' progress toward acquiring positive work habits while they are employed in a cooperative education work setting. In this instance, you could (1) develop an attitudinal checklist covering such items as employer-employee relations, punctuality, grooming, and dress and (2) ask the on-the-job instructors to rate the students periodically using this checklist.

Many behaviors can be assessed through more informal means, such as observation of work habits, analysis of comments made by the students, and so on. The main point to remember is that you should select the most appropriate technique to assess achievement of the particular objective.

As mentioned earlier, different assessment means may also be more appropriate at various stages of learning. For example, we may wish to determine if the student has a cognitive awareness of the appropriate behavior before we try to determine if that student can put the behavior into practice (performance). If so, the written and interview assessment techniques mentioned above should be used before the observation checklist or the observation checklist could be used as a pre- and post-test method.

A competency-based test to measure behaviors must, like all competency-based tests, be based upon a task list derived from a job analysis. Then, an analysis of each task must be conducted to identify performance standards. Only then should test items be developed, pilot tested, and revised as needed (Norton, Fitch, Harrington 1988).

Miller and Rose (1975) support the use and value of observation checklists in assessing behaviors.

Direct observation of students at work can provide a measure of achievement not available any other way. It is rarely possible to evaluate student achievement on the basis of written and performance tests alone. This type of measurement can at best represent only samples of achievement. Certain attitudes, work habits, and creative ability can be measured best by observing the student at work in typical situations. (p. 240)

Miller and Rose caution that the observations should be done carefully and that the student should be aware of the criteria he/she is being measured against. The use of index cards is suggested or a sheet of paper on a clipboard could be used. On one side of the card are criteria the student must meet for each of three levels (above average, average, and below average) for the aspects being observed. A modified version of what Miller and Rose suggest is presented in exhibits 2 and 3. Much of the curriculum available from the Curriculum Instructional Materials Center at the Oklahoma State Department of Vocational and Technical Education contains, within the competency profile units, a checklist of interpersonal competencies (see appendix E for a more complete description of materials available from Oklahoma).

Chapter 9 of *How to Measure Attitudes* (Henerson, Morris, and Fitz-Gibbon 1978) deals with observation procedures. The authors recommend a five-step procedure be used in developing observation procedures:

1. Identify the program objectives; determine what specific information you want.
2. Decide on the most appropriate way to obtain information:

Systematic observation  
Anecdotal records  
Observation by experts

3. Select and prepare the observers and, if you are using an observation instrument, develop it.
4. Decide on who will be observed and when.
5. Make the necessary arrangements.

**EXHIBIT 2**

**CRITERIA SIDE OF OBSERVATION CARD/SHEET**

	<b>WORK BEHAVIOR</b>
Above Average = 3	Always on task Prompt in starting work Completely cleans up area Conserves materials and supplies Organizes work thoroughly Follows instructions
Average = 2	Mostly on task Delays starting work for a few minutes Partially cleans up area Somewhat wasteful of materials and supplies Organizes work somewhat Deviates some from instructions
Below Average = 1	Frequently off task So late in starting work that can't finish tasks Doesn't clean up area Very wasteful of materials and supplies Does not organize work Ignores instructions



**EXHIBIT 3**

**RECORD SIDE OF OBSERVATION CARD/SHEET**

<b>Class:</b> <b>Instructor:</b> <b>Student:</b> <b>Task:</b> <b>Date:</b>				
Criteria	3	2	1	Comments
On task Promptness Clean-up of area Use of materials/supplies Organizational work Follows instructions				

Henerson, Morris, and Fitz-Gibbon (1978) suggest more detailed criteria than Miller and Rose (1975) to use in assessing specific behaviors through observation. Basically, they are as follows:

1. Does the behavior occur?
2. How frequently does the behavior occur?
3. What is the duration of the behavior?
4. How intense (versus perfunctory) is the behavior?

When observing behaviors, Henerson, Morris, and Fitz-Gibbon (1978) suggest the following:

1. Limit the number of behaviors to be observed to 10 or less.
2. List the behaviors in a sequence that makes sense to you.
3. Word the items objectively.
4. Determine if you want to know if the behavior occurred at all or how frequently it occurred.

### **Summary**

Paper-and-pencil tests can be used to determine if the student is cognitively aware of the performance that is expected of him/her. For example, does the student know the steps to follow in operating a lathe? the safety procedure involved? the behaviors in caring properly for an expensive piece of equipment? Does the student know how to run the front desk in a hotel? the security procedures involved? how to treat customers and co-workers?

The same concepts should be tested in practice by observation. Does the student follow the proper steps in operating a lathe? observe the safety precautions? treat the expensive equipment properly? Is the student able to implement the proper procedures in operating the front desk? follow security procedures? treat customers and co-workers in an appropriate way? If so, then the instructor has the satisfaction of knowing that the student is aware of and can implement the knowledge, skills, and behaviors (attitudes) associated with the successful performance of a particular task.

## APPENDIX A

### ASSESSMENT INSTRUMENTS

The resources listed in this section represent the results of a comprehensive search for suitable materials dealing with the development of positive worker behaviors. It should be noted that it was not possible for the author to review each item, and that no official endorsement of the materials should be inferred.

# ASSESSMENT

## PRINT

**TITLE:** *ASSESSING SPECIFIC EMPLOYABILITY SKILL COMPETENCIES*

### DESCRIPTION:

This package provides pre- and post-assessment inventories that contain a series of nonduplicated questions to allow the teacher/instructor to determine the participant's understanding of each of the six major competency areas usually covered by employability skills programs. Topics covered are--

- o establishing goals,
- o developing resumes,
- o finding job openings and following-up job leads,
- o completing job applications,
- c interviewing for a job, and
- o keeping a job.

Tests are not normed. For security purposes, forms cannot be duplicated on a traditional copier. True/false and multiple choice questions are used. Answer keys and scoring sheets are provided upon purchase. Each inventory requires less than 30 minutes to take and 10 minutes to score. Education Associates also makes this available in a computerized version described elsewhere in this document.

Each package contains either pre- or post-assessment inventory, answer keys, and scoring sheets.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Pre-test package	Item #ES504	\$.69 @ 1-100 copies; quantity discounts available.
	Post-test package	Item #ES505	\$.69 @ 1-100 copies; quantity discounts available.

# ASSESSMENT

## SOFTWARE

**TITLE:** *ASSESSING SPECIFIC EMPLOYABILITY SKILL COMPETENCIES*

**DESCRIPTION:**

This software is available from three different vendors (see below).

This program provides students with pre- and post-assessment inventories. Students are presented with a series of questions, the answers to which allow the teacher to determine individual student's understanding of each of the six major competency areas usually covered by employability skills programs: establishing goals, developing resumes, finding job openings and following up job leads, completing job applications, interviewing for a job, and keeping a job. Tests are not normed.

**Cambridge Career Products.** Includes disks and worksheet.

**Education Associates.** Results can be printed. Backup disk included. Paper version included. Also available in a print version rather than as software (print version described elsewhere in this document).

**Jefferson Software.** Includes two diskettes (1 pre-test and 1 post-test) and a reproducible worksheet.

Available From	Item	Order No.	Cost
Cambridge Career Products #2 Players Club Drive Charleston, WV 25311 (800) 468-4227 1-344-8550 (WV)	<b>Pre- and post-test package for</b>		\$139.00
	Apple computers	XY110A	
	TRS-80 computers	XY110T	
	IBM-PC computers	XY110B	
* * *	* * *	* *	* *
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	<b>Pre-test package for</b>		\$79.95
	Apple computers	ES511	
	TRS-80 computers	ES513	
	IBM computers	ES531	
	<b>Post-test package for</b>		\$79.95
	Apple computers	ES512	
TRS-80 computers	ES514		
IBM computers	ES532		
* * *	* * *	* *	* *
Jefferson Software, Inc. #2 Players Club Drive Dept. JS1 Charleston, WV 25311 (800) 468-4227 1-344-8550 (WV)	<b>Pre- and post-test package for</b>		\$140.00
	Apple computers	XY110A	
	TRS-80 computers	XY110T	
	IBM computers	XY110I	

## ASSESSMENT SOFTWARE

**TITLE:** *CAREER QUIZ: SUCCEEDING IN THE WORLD OF WORK*

**DESCRIPTION:**

This career quiz covers nine topics that will help students prepare for their job and know what to expect once they are in the working world. The program contains multiple choice and true/false questions in the following areas:

- o Job applications and interview techniques
- o Work attitudes, values, and goals
- o Work habits
- o Career clusters
- o Schooling and training
- o Employee-employer relationships
- o Communicating on the job
- o Advancing on the job
- o Paycheck math

The package includes one disk and a manual.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Package for Apple II, IIe, or IIc	AC101A	\$39.95

# ASSESSMENT

## PRINT

**TITLE:** *EMPLOYABILITY INVENTORY*

**DESCRIPTION:**

This print version of the "Employability Inventory" is a self-assessment instrument containing 68 cards which provide students the opportunity to determine how they would react to various situations in getting and keeping a job. Situations and several possible answers are presented on the front of the card. The correct or best answer is provided on the back of the card with a brief discussion of the topic. Some of the topic areas include--

- o developing resumes,
- o completing job applications,
- o interviewing for a job,
- o work attitudes and habits, and
- o developing communication skills.

To aid in classroom use, situations concerning getting a job are on color-coded white cards whereas situations concerning keeping a job are on yellow cards. The Employability Inventory encourages discussion between students and teacher. Education Associates also makes this available in a computerized version described elsewhere in this document.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2956 (502) 227-4783	Card deck	#ES326	\$12.50 @ 1-24 copies; quantity discounts available.

## ASSESSMENT

SOFTWARE and PRINT  
(student text)

**TITLE:** *EMPLOYABILITY INVENTORY*

### DESCRIPTION:

This interactive micro-computer software package allows the user to react to various situations regarding getting and keeping a job. Topics covered include--

- o finding job openings,
- o developing resumes,
- o following up job leads,
- o completing job applications,
- o interviewing,
- o developing proper work habits and attitudes,
- o communicating on the job, and
- o ways to keep a job.

The user is referred to the accompanying books for clarification reading assignments. A print version of the Employability Inventory is available from Education Associates and is described elsewhere in this document.

The package includes one disk, one backup disk, and two copies each of "Seven Steps to Employment" and "Successful Transitions."

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Package for Apple computers TRS-80 computers IBM computers	#ES327 #ES328 #ES329	\$79.95 \$79.95 \$79.95



## ASSESSMENT

PRINT (resource guide)

**TITLE:** *MEASURING WORKER TRAITS*

**DESCRIPTION:**

Measuring Worker Traits was written by Timothy Field and W. Orgar in 1983. It reviews a wide variety of tests, measures, and work samples (over 130) with respect to their capacity to measure worker traits. The worker traits are those factors corresponding with the Dictionary of Occupational Titles (1977, 1982).

Available From	Item	Order No.	Cost
Elliott and Fitzpatrick P. O. Box 1945 Athens, GA 30603 (404) 548-8161	Book		\$12.00 plus 8% or \$3.00 (whichever is less)

## ASSESSMENT

### PRINT

**TITLE:** *VOCATIONAL COMPETENCY MEASURES*

**DESCRIPTION:**

Developed by the American Institutes for Research as part of a nationwide effort to develop, field test, and validate 17 occupational competency tests under the sponsorship of the U.S. Department of Education, the Vocational Competency Measures are entry-level occupational competency tests in the fields of agriculture, business and office, marketing, health, home economics, technical, and trade and industry education. The tests can serve as a final certification instrument, as an interim progress measure, or as a means of screening applicants who are applying for advanced standing after having received some training at another institution.

Each test packet includes the following items:

- o paper-and-pencil test (**Job Information Test**): two parts, each part requiring no longer than one class period to administer.
- o a complete set of the "hands-on" **Performance Tests** for that occupation, each test containing examiner and examinee instructions, appropriate test props, and a test record sheet: the number of performance tests in each package ranges from 4 to 13.
- o **Work Habits Inventory**, for use as a teaching and counseling tool in job survival skills in the areas of positive work values, habits, and attitudes. There are three parts to the inventory: one is completed by the student about his or her own traits, titled "How I Am;" another part, entitled "Importance of Job-Related Traits," also completed by the student, asks the student to estimate the importance of the job traits from an employer's point of view; and a third part, "Assessment of Student's Work Habits," is completed by the teacher about each student.
- o an **Examiner's Manual**, including directions for test administration, a summary of how the tests were developed, technical data on test reliability and validity, and scoring keys for the test and the Work Habits Inventory.

Each competency test package is divided into three categories of materials:

- o **Instructor's Packet** -- includes the complete test package of two Job Information Tests, Performance Tests, Work Habits Inventory and Examiner's Manual with directions, technical data as well as scoring keys. Each instructor must have an instructor's packet.
- o **Reusable Materials** -- contains test booklets and other items used by the examinee, but reusable for other examinees. Offered in 10-set packets.

*Vocational Competency Measures - continued*

- o **Consumable materials** -- one set of these materials is needed for each examinee. Offered in a packet pad of 10 sets.

As a guide in ordering the examinee materials, you should order as many packets of reusable materials (test booklets and some performance test props) as the number of examinees you plan to test at the same time; while you should order a set of consumable materials for each person tested (whether individually or in a group).

Available From	Item	Order No.	Cost
American Association for Vocational Instructional Materials 120 Driftmier Engineering Center Athens, GA 30602 (404) 542-2586	<b><u>AGRICULTURE</u></b>		
	<b>Agricultural Chemicals Applications Technician</b>		
	Instructor's Packet	S-11AC	\$8.50/set
	Reusable Test Booklets	R-11AC	\$21.25/10-set packet
	Consumable Test Materials	C-11AC	\$17.75/10-set packet
	<b>Farm Equipment Mechanic</b>		
	Instructor's Packet	S-12FE	\$9.75/set
	Reusable Test Booklets	R-11FE	\$26.50/10-set packet
	Consumable Test Materials	C-12FE	\$22.00/10-set packet
	<b><u>BUSINESS AND OFFICE</u></b>		
	<b>Computer Operator</b>		
	Instructor's Packet	S-21CO	\$11.00/set
	Reusable Test Booklets	R-21CO	\$28.75/10-set packet
	Consumable Test Materials	C-21CO	\$17.75/10-set packet
	<b>Word Processing Specialist</b>		
	Instructor's Packet	S-22WP	\$16.50/set
	Reusable Test Booklets	R-22WP	\$33.00/10-set packet
	Consumable Test Materials	C-22WP	\$22.00/10-set packet
<b><u>MARKETING</u></b>			
<b>Apparel Sales</b>			
Instructor's Packet	S-31AS	\$10.75/set	
Reusable Test Booklets	R-31AS	\$23.25/10-set packet	
Consumable Test Materials	C-31AS	\$28.75/10-set packet	
<b>Fabric Sales</b>			
Instructor's Packet	S-32FS	\$13.00/set	
Reusable Test Booklets	R-32FS	\$26.50/10-set packet	
Consumable Test Materials	C-32FS	\$34.25/10-set packet	

*Vocational Competency Measures* - continued

<b>Grocery Clerk</b>		
Instructor's Packet	S-33GC	\$16.25/set
Reusable Test Booklets	R-33GC	\$25.50/10-set packet
Consumable Test Materials	C-33GC	\$21.00/10-set packet
<b>Hotel (Motel) Front Office</b>		
Instructor's Packet	S-34HM	\$21.75/set
Reusable Test Booklets	R-34HM	\$33.00/10-set packet
Consumable Test Materials	C-34HM	\$46.25/10-set packet
<b><u>HEALTH</u></b>		
<b>Dental Assistant</b>		
Instructor's Packet	S-41DA	\$14.00/set
Reusable Test Booklets	R-41DA	\$23.25/10-set packet
Consumable Test Materials	C-41DA	\$24.25/10-set packet
<b>Physical Therapist Assistant</b>		
Instructor's Packet	S-42PTA	\$10.50/set
Reusable Test Booklets	R-42PTA	\$31.75/10-set packet
Consumable Test Materials	C-42PTA	\$21.25/10-set packet
<b><u>HOME ECONOMICS</u></b>		
<b>Custom Sewing</b>		
Instructor's Packet	S-51CS	\$9.00 <sup>1)</sup> /set
Reusable Test Booklets	R-51CS	\$21.25/10-set packet
Consumable Test Materials	C-51CS	\$21.25/10-set packet
<b>Restaurant Service (Waiter, Waitress, Cashier)</b>		
Instructor Packet	S-52RS	\$16.25/set
Reusable Test Booklets	R-52RS	\$33.00/10-set packet
Consumable Test Materials	C-52RS	\$24.25/10-set packet
<b><u>TECHNICAL</u></b>		
<b>Electronics Technician</b>		
Instructor's Packet	S-61ET	\$13.25/set
Reusable Test Booklets	R-61ET	\$25.50/10-set packet
Consumable Test Materials	C-61ET	\$31.00/10-set packet
<b>Wastewater Treatment Technician</b>		
Instructor's Packet	S-63WW	\$9.50/set
Reusable Test Booklets	R-63WW	\$17.75/10-set packet
Consumable Test Materials	C-63WW	\$17.75/10-set packet
<b>Water Treatment Technician</b>		
Instructor's Packet	S-62WT	\$9.00/set
Reusable Test Booklets	R-62WT	\$15.50/10-set packet
Consumable Test Materials	C-62WT	\$13.25/10-set packet

*Vocational Competency Measures* - continued

**TRADE AND INDUSTRY**

**Carpenter**

Instructor's Packet	S-71CR	\$11.00/set
Reusable Test Booklets	R-71CR	\$26.50/10-set packet
Consumable Test Materials	C-71CR	\$13.25/10-set packet

**Diesel Mechanic**

Instructor's Packet	S-72DM	\$11.00/set
Reusable Test Booklets	R-72DM	\$20.00/10-set packet
Consumable Test Materials	C-72DM	\$26.50/10-set packet

## APPENDIX B

### CURRICULUM DEVELOPMENT MATERIALS

The resources listed in this section represent the results of a comprehensive search for suitable materials dealing with the development of positive worker behaviors. It should be noted that it was not possible for the author to review each item, and that no official endorsement of the materials should be inferred.

**CURRICULUM DEVELOPMENT  
PRINT**

**TITLE:** *AUTOMOTIVE TECHNOLOGY SKILLS AND  
ATTITUDINAL INVENTORY*

**DESCRIPTION:**

This inventory of skills and attitudes necessary for successful entry and performance in the automotive industry was developed in Hawaii by the Automotive Technology Technical Committee with the help of resource staff members from the State Board for Vocational Education. The inventory was validated by members of the Hawaii Gasoline Dealers Association. The inventory is divided into three sections:

- o Inventory of skills and knowledge
- o Attitudinal formation
- o Qualities of entrepreneurship

Skills and attitudes are rated as essential, important, desirable, or not necessary.

Available From	Item	Order No.	Cost
Western Curriculum Coordination Center	Skill and attitude	629.28 HI	loan
National Network for Curriculum Coordination in Vocational and Technical Education College of Education, West Hall 216 1776 University Avenue University of Hawaii Honolulu, HI 96822	inventory	1987	

# CURRICULUM DEVELOPMENT

## PRINT

**TITLE:** *BASIC EMPLOYABILITY SKILLS. A TASK LIST.*

**DESCRIPTION:**

The task list for basic employability skills was developed through an intensive structured group interview process. The group consisted of individuals from business and industry, a community mental health council, and a state department of employment security. The group defined basic employability skills as "... essential knowledge, abilities, and skills needed for entry level employment by students upon completion of any vocational-technical program."

The duties on the task list are identify employment opportunities, apply employment-seeking skills, interpret own employment capabilities, demonstrate appropriate work behavior, maintain safe and healthy environment, maintain business-like image, maintain working relationship with others, communicate in English, adapt to change, understand how a business works, and perform math skills.

The tasks listed for "demonstrate appropriate work behavior" are as follows:

- o Exhibit dependability
- o Demonstrate punctuality
- o Follow rules and regulations
- o Recognize consequences of dishonesty
- o Complete assignments in accurate and timely manner
- o Control motions
- o Assume responsibility for own decisions and actions
- o Exhibit pride and loyalty

Available From	Item	Order No.	Cost
East Central Network for Curriculum Coordination Illinois Vocational Curriculum Center National Network for Curriculum Coordination in Vocational and Technical Education Sangamon State University Springfield, IL 62794-9243 (217) 786-6375 or (800) 252-4822 (in Illinois)	Task list	32.0101 IL/ S.T.C.87	complimentary



**CURRICULUM DEVELOPMENT  
PRINT**

**TITLE:** *EDUCATION FOR EMPLOYMENT TASK LISTS*

**DESCRIPTION:**

These task analyses were developed under the Illinois State Board of Education, Adult, Vocational and Technical Education. For each task, a performance standard, steps in performing the task, knowledge the student must possess, attitudes the student must display through behaviors, safety measures, and equipment and materials needed to perform the task are presented. Task lists are available for Agricultural; Business, Marketing and Management; Health; Home Economics; and Industrial Occupations.

Available From	Item	Order No.	Cost
Curriculum Publications Clearinghouse Western Illinois University Horrabin Hall 46 Macomb, IL 61455 (309) 298-1917 (800) 322-3905 (toll-free in Illinois)	<b>Agricultural Occupations</b> (Set of 326a-c)	#326	\$3.75
	Agriculture Business and Management Cluster	#326a	\$1.25
	Horticulture Cluster	#326b	\$1.25
	Farm Equipment Mechanic	#326c	\$1.25
	Agriculture--Ascii diskette	#326d	\$5.00
	Agriculture--Symphony diskette	#326e	\$5.00
	<b>Business, Marketing, and Management Occupations</b> (Set of 327a-h)	#327	\$10.00
	Accounting-Bookkeeping Cluster	#327a	\$1.25
	Computer Operation and Programming Cluster	#327b	\$1.25
	Information Processing Cluster	#327c	\$1.25
	Secretarial Cluster	#327d	\$1.25
	General Office Clerk Cluster	#327e	\$1.25
	Product Oriented Marketing Cluster	#327f	\$1.25
	Service Oriented Marketing Cluster	#327g	\$1.25
Business Ownership/Management Cluster	#327h	\$1.25	

*Education for Employment Task Lists - continued*

<b>Health Occupations</b> (Set of 328a-e)	#328	\$6.25
Health Occupations Cluster Matrix	#328a	\$1.25
Nursing Occupations Cluster	#328b	\$1.25
Medical Assistant	#328c	\$1.25
Dental Assistant	#328d	\$1.25
Physical Therapist Assistant	#328e	\$1.25
Health Occupations--Ascii diskette	#328f	\$5.00
Health Occupations--Symphony diskette	#328g	\$5.00
<b>Home Economics Occupations</b> (Set of 329a-d)	#329	\$5.00
Child and Day Care Services	#329a	\$1.25
Clothing and Apparel Services Cluster	#329b	\$1.25
Food Services Cluster	#329c	\$1.25
Institutional and Home Manage- ment Services	#329d	\$1.25
Home Economics Occupations-- Ascii diskette	#329e	\$5.00
Home Economics Occupations- Symphony diskette	#329f	\$5.00
<b>Industrial Occupations</b> (Set of 330a-h)	#330	\$10.00
Construction Cluster	#330a	\$1.25
Electronics Cluster	#330b	\$1.25
Drafter/Computer-Aided Drafter	#330c	\$1.25
Transportation Cluster	#330d	\$1.25
Manufacturing Cluster	#330e	\$1.25
Bus Driver	#330f	\$1.25
Truck Driver	#330g	\$1.25
Auto Body Repairer	#330h	\$1.25
Industrial Occupations--Ascii diskette	#330i	\$15.00
Industrial Occupations--Symphony diskette	#330j	\$15.00

# CURRICULUM DEVELOPMENT PRINT

**TITLE:** *ELECTRONICS SKILLS AND ATTITUDINAL INVENTORY*

**DESCRIPTION:**

This inventory of skills and attitudes necessary for successful participation in the electronics field was developed in Hawaii by the Electronics Technical Committee with the help of resource staff members from the State Board for Vocational Education. The inventory was validated by members of the Hawaii Electronics and Appliance Association and other technicians from the electronics industry. The inventory is divided into three sections:

- o Skills and knowledge
- o Attitudinal and other desirable personal attributes
- o Attributes of entrepreneurship

Skills and attitudes are rated as essential, important, desirable, or not necessary.

Available From	Item	Order No.	Cost
Western Curriculum Coordination Center	Skills and attitudinal	621.38 HI	loan
National Network for Curriculum Coordination in Vocational and Technical Education College of Education, Wist Hall 216 1776 University Avenue University of Hawaii Honolulu, HI 96822	inventorv	1986	

**CURRICULUM DEVELOPMENT  
PRINT**

**TITLE: MODEL GENERAL OCCUPATIONAL EMPLOYABILITY  
SKILLS. DRAFT.**

**DESCRIPTION:**

Developed at the University of California, Davis, the document contains competencies, sample instructional strategies, and a list of resources for the instructor. Topics covered include basic skills (English language, critical thinking, mathematics, and a brief comment on computer use), pre-employment skills (life-long career planning and job acquisition), and work maturity traits (interpersonal skills and personal management skills). The behaviors and skills around which the competencies for work maturity skills are designed are--

- o dependability,
- o responsibility,
- o productivity,
- o willingness to accept supervision,
- o willingness to learn,
- o effective communication skills,
- o efficient time and resource management, and
- o the ability to coordinate work and family responsibilities.

<b>Available From</b>	<b>Item</b>	<b>Order No.</b>	<b>Cost</b>
East Central Network for Curriculum Coordination Illinois Vocational Curriculum Center National Network for Curriculum Coordination in Vocational and Technical Education Sangamon State University Springfield, IL 62794-9243 (217) 786-6375 or (800) 252-4822 (in Illinois)	Draft/curriculum	32.0101CA/ S.T.C.86	loan

**CURRICULUM DEVELOPMENT  
PRINT**

**TITLE:** *OFFICE SUPERVISION AND MANAGEMENT: TASK ANALYSES*

**DESCRIPTION:**

Developed in 1985 under the auspices of the Vocational and Adult Education division of the Virginia Department of Education, this task inventory covers planning, organizational, staffing, directing, controlling, job-seeking, and personal employability skills. The following tasks/competencies are listed under personal employability skills:

- o Participate in co-curricular activities of the Future Business Leaders of America
- o Follow oral and written instructions in completing assignments
- o Demonstrate attitudes of respect and cooperation toward others
- o Exhibit traits that demonstrate responsibility
- o Organize work efficiently to meet deadlines and for best use of time
- o Exhibit persistence and initiative in completing assignments on time
- o Maintain regular and prompt attendance

Available From	Item	Order No.	Cost
East Central Network for Curriculum Coordination Illinois Vocational Curriculum Center National Network for Curriculum Coordination in Vocational and Technical Education Sangamon State University Springfield, IL 62794-9243 (217) 786-6375 or (800) 252-4822 (in Illinois)	Task list	651.3 SCHM 1985-1	loan

**TITLE:** *PERFORMANCE-BASED INSTRUCTIONAL DESIGN*

### **DESCRIPTION:**

The Performance-Based Instructional Design (PBID) system presented in this program was created to help educators and trainers to efficiently design and evaluate instruction that enables learners to develop desired skills with understanding. It presents precise techniques for preparing people to make decisions and to efficiently interact with others, in addition to performing psychomotor skills.

This is done through the presentation of step-by-step procedures for designing and evaluating instruction for all three major domains of desired behavior--psychomotor (doing), cognitive (knowing), and affective (attitude). At the end of each section of the program, users are given the option to evaluate their understanding of the major concepts presented and/or to complete an application exercise.

The PBID system is compatible with traditional, competency-based, and computer-assisted instruction (CAI).

### **Concepts and skills presented:**

- o How to develop program (course) descriptions.
- o How to analyze content to be taught (including psychomotor, cognitive and affective) behaviors.
- o How to select the specific content to be taught from that which was analyzed.
- o How to sequence (order) the content to be taught from that which was analyzed.
- o How to structure performance-based lessons.
- o How to format lessons for delivery to learners using alternative formats (e.g., traditional, modularized, CAI).
- o How to evaluate the ability of learners to perform desired behaviors with understanding.
- o How to plan for effective feedback during the learning process.

*Curriculum Development - (continued)*

The PBID system was developed by teacher educator David J. Pucel. Demonstration disks, workshops, and duplication licenses are available. The package includes disks, back-up disks, and a manual with reproducible exercise worksheets, supplementary examples, a glossary of terms, and a bibliography.

Available From	Item	Order No.	Cost
Performance Training Systems, Inc. Box 8203 2286 Como Avenue St. Paul, MN 55108 (612) 645-1553	Complete package for IBM PC, XT, or AT, or 100% IBM- compatible computers with 128K, or IBM PCjr with 256K, and monitor		\$450.00

## APPENDIX C

### INSTRUCTIONAL AIDS

The resources listed in this section represent the results of a comprehensive search for suitable materials dealing with the development of positive worker behaviors. It should be noted that it was not possible for the author to review each item, and that no official endorsement of the materials should be inferred.



# INSTRUCTIONAL AID

## POSTERS

**TITLE:** *DISCOVER YOURSELF*  
*DISCOVER A JOB CHARTS*

### DESCRIPTION:

These 10 wall charts take your students from self-exploration to career exploration to attitudes on the job. Titles are: What Do I Like? -- interests, aptitudes, skills; What Am I Like? -- personality, values, goals; Why Do I Study? -- careers and school subjects How Should I Study? -- good study habits and how they lead to good habits on the job; But What Jobs Fit My Interest? -- 15 career clusters; How Do I Find A Job? -- various job sources -- want ads, yellow pages, DOT; How Do I Apply For A Job? -- the resume and job application; How Can I Look Good? -- personal hygiene and appearance for job seekers; But What Do I Say? -- interviewing tips; Now That I'm Hired, What Do I Do? -- behavior on the job. Brighten your career center and inform your students with these lively posters. Perfect for junior high through junior college. Contents: 10 Colorful Charts, 17" x 22".

Available From	Item	Order No.	Cost
Jefferson Software, Inc. #2 Players Club Drive Dept. JS1 Charleston, WV 25311 (800) 468-4227 1-344-8550 (WV)	Discover Yourself/ Job Chart	XX900	\$29.95
* * * * *			
CFKR Career Materials, Inc. P. O. Box 437 Meadow Vista, CA 95722 (916) 878-0118	Discover Yourself, Discover a Job Charts	XX900	\$29.95

INSTRUCTIONAL AID  
AUDIOCASSETTE

**TITLE:** *GETTING AND KEEPING A JOB: WHAT WOULD YOU DO?*

**DESCRIPTION:**

This audiocassette provides several sample situations in the employment process where the listener is prompted to determine the best method of action. Topics covered include:

- o Motivation
- o Values
- o Attitudes
- o Communications
- o Setting goals
- o Developing resumes
- o Completing applications
- o Interviewing
- o Finding job openings and following-up
- o Keeping a job

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Audiocassette	#ES192	\$13.95

INSTRUCTIONAL AID  
POSTERS

**TITLE:** *HOW TO KEEP A JOB POSTERS*

**DESCRIPTION:**

This set of colorful posters illustrates ways to keep a job and gain the respect of co-workers and supervisors. Poster titles are: Get Off To a Good Start, Follow the Rules, Keep a Learning Attitude, Find Out Where You Fit, Work Smoothly with Others, Beware of the Grapevine, Respect Others, Be Loyal--But Be True to Yourself, Show Strength of Character, Develop Positive Traits, Eliminate Negative Traits, Communicate, Use the Telephone Properly, Create a Businesslike Image, Plan Your Work, Increase Your Efficiency, Don't Be a Troublemaker, Take Advantage of In-Service Training, Challenge Yourself, and Think about Your Management Potential.

20 Color Posters, approximate size 10 1/2" x 16 1/2".

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	20 color posters	JC202	\$49.50

# INSTRUCTIONAL AID

AUDIOVISUAL (filmstrip)

**TITLE:** *JOB ATTITUDES PROGRAM*

**DESCRIPTION:**

This newly-revised, 6-part series of filmstrip/cassette programs is designed to develop positive job attitudes through the understanding of how a company is organized, why it must operate at a profit, why authority is necessary to efficient company operation and the importance of good attitudes toward work, the job and the company. The two filmstrips that are most relevant to attitudes and behaviors are--

"The Importance of Attitudes" -- correlates attitudes with success, and

"Developing Good Attitudes" -- reinforces the relationship of good attitudes to success.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Chatsworth, CA 91311 (818) 341-8200	"The Importance of Attitudes" 3 filmstrips/cassettes	CVF21S5	\$84.90
	"Developing Good Attitudes" 2 filmstrips/cassettes	CVF21S6	\$56.50
	Job Attitudes Program Complete Set of 6 Units	CVF21S	\$424.50

## INSTRUCTIONAL AID POSTERS

**TITLE:** *JOB SKILLS POSTERS*

**DESCRIPTION:**

These humorous posters will entertain as well as enlighten your students about the world of work. If You Want the Job depicts important do's and don'ts when looking for a job (what to wear, say, and how to act). How to Lose Your Job shows students nine "no-no's" that can cost them their jobs. Skills for Survival features nine important skills that students will need to succeed and move up in their particular line of work.

Each set consists of 11" x 14" 2-color posters.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept.K1 Chatsworth, CA 91311 (818) 341-8200	If You Want the Job, set of 8 posters	JK24	\$9.50
	How To Lose Your Job, set of 9 posters	JK62	\$9.50
	Skills for Survival, set of 9 posters	JK18	\$9.50

# INSTRUCTIONAL AID

AUDIOVISUAL (filmstrip or VHS)  
and PRINT (student response sheets)

**TITLE:** *JOB SKILLS SERIES*

**DESCRIPTION:**

**Jefferson Software.** This series emphasize basic pre-employment and employment skills that everyone needs in today's highly competitive job market. This filmstrip/cassette series features student response sheets that help your students prepare for their future employment. Topics covered include: Know Yourself and Find a Career, How to Find a Job, How to Apply for a Job, How to Dress for an Interview, Your Job Interview, Your First Job, Your Attitude/Your Job, and How to Use the Telephone at Work.

Contains one color filmstrip, one cassette, and student response sheets.

**Educulture.** This series emphasizes basic pre-employment and employment skills that everyone needs in today's highly competitive job market.

"Your First Job" stresses job attitude and the importance of relationships with employers, customers, and fellow workers.

"Your Attitude/Your Job" shows that job attitude and willingness to help and learn are important in progressing in a job.

**CFKR.** The above-described filmstrips can be purchased individually. These programs emphasize basic pre-employment and employment skills that everyone needs in today's highly competitive job market. Student response sheets help your students prepare for their future employment. In addition to the titles listed below, units on the five other topics are available.

Each unit contains one color filmstrip and one cassette. Some units include a reproducible student response sheet.

Available From	Item	Order No.	Cost
Jefferson Software, Inc. #2 Players Club Drive Dept. JS1 Charleston, WV 25311 (800) 468-4227 1-344-8550 (WV)	Job Skills Series, filmstrip	XX8400/SF	\$288.00
	Job Skills Series, VHS	XX8400V	\$319.00

\* \* \* \* \*

Educulture, Inc. 1 CyCare Plaza Suite 805 Dubuque, IA 52001-9990 (800) 553-4858 (319) 557-9610 (Iowa -- call collect)	"Your First Job," (VHS)	\$59.00
	"Your Attitude/ Your Job, (VHS)	\$59.00
	Complete Job Skills Series (VHS)	\$319.00

\* \* \* \* \*

CFKR Career Materials, Inc. P. O. Box 437 Meadow Vista, CA 95722 (916) 878-0118	Your First Job, filmstrip/cassette	XX8405	\$40.00
	Your Attitude/ Your Job, filmstrip/cassette	XX8406	\$40.00
	Job Skills Series Set of 8, filmstrip	XX8400S	\$288.00
	Job Skills Series, Complete Set, VHS	RM8400SV	\$319.00
	Job Skills Series, Complete Set, Beta	RM8400SB	\$319.00

Individual filmstrip titles are available on videocassette for \$59.00 each -- please specify VHS or Beta.

INSTRUCTIONAL AID  
AUDIOCASSETTE

**TITLE:** *MEETING YOUR JOB'S EXPECTATIONS*

**DESCRIPTION:**

This audiocassette discusses the various expectations employers have of employees and emphasizes how meeting those expectations will help one keep a job and succeed on the job. Describes the various ways to develop good working relationships with co-workers.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Audiocassette	#ES183	\$13.95



## INSTRUCTIONAL AID

AUDIOVISUAL (filmstrip, cassette) and PRINT (teacher's guide)

**TITLE:** *ON-THE-JOB SURVIVAL SKILLS*

### DESCRIPTION:

These materials emphasize that knowing what it takes to hold a job is just as important as getting one.

The survival skills fundamental to success as an employee are profiled and routine stresses and challenges at work are pinpointed. The materials offer practical advice and insights into meeting work problems.

**Part I--Expectations and Attitudes** outlines what employers expect in job performance, punctuality, attendance, proper dress, and readiness to work. It highlights cooperation, enthusiasm, responsibility, and willingness to work as attitudes most needed on the job. Real-life situations are used to demonstrate why honesty and loyalty are two qualities essential to job survival.

**Part II--Using On-the-Job Survival Skills** illustrates how to turn stressful on-the-job situations into positive experiences, and shows how to get along with co-workers and supervisors as well as handle a job's systems and procedures.

Part II also offers advice on potential conflicts, handling office friendships and gossip, and keeping professional relationships and explains how to accept--and profit from--criticism and mistakes.

Available From	Item	Order No.	Cost
Pleasantville Media Room PGP 7482 Post Office Box 415 Pleasantville, NY 10570-0415 (800) 431-2434 (call collect from New York, Alaska, or Canada)	2 filmstrips, 2 cassettes, and teacher's guide.	PG428	\$115.00

# INSTRUCTIONAL AID

AUDIOVISUAL (VHS, 3/4", or filmstrip)

**TITLE:** *POSITIVE ATTITUDES II: KEEPING A JOB*

**DESCRIPTION:**

These videocassettes and filmstrips are available from four different publishers.

More people lose their jobs due to a lack of a positive attitude than a lack of needed job skills. Live-action video stresses the positive attitudes necessary to keep a job. Included are accepting constructive criticism, keeping a good appearance, willingness to improve skills, and being considerate of co-workers. Encourages a positive attitude on the job, which leads to success.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Positive Attitudes II, filmstrip	XY852	\$43.50
	Positive Attitudes II, VHS	XY802	\$84.95
* * *	* * *	* * *	* * *
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Positive Attitudes II, Videocassette	#ES802	\$84.95
	3/4"		\$109.95
	Filmstrip	#ES852	\$43.50
	Interpreted for hearing impaired	#ES832	\$43.50
* * *	* * *	* * *	* * *
Educulture, Inc. 1 CyCare Plaza Suite 805 Dubuque, IA 52001-9990 (800) 553-4858 (319) 557-9610 (Iowa - call collect)	Positive Attitudes II VHS or Beta		\$84.95
* * *	* * *	* * *	* * *

*Positive Attitudes II: Keeping a Job - continued)*

Jefferson Software, #2 Players Club Drive Dept. JS1 Charleston, WV (800) 468-4227 1-344-8550 (WV)	Positive Attitudes II VHS	ES1120V	\$84.95
	Positive Attitudes II Film	ES1120F	\$43.50

INSTRUCTIONAL AID  
POSTERS

**TITLE:** *SHOP SAFETY SIGNS*

**DESCRIPTION:**

Six 8" x 10" posters that adhere to federal safety code regulations are designed to make your shop safer by making students more aware of safety. Material also includes 34 peel-off safety labels to put on machinery and equipment.

Available From	Item	Order No.	Cost
Curriculum Instructional Materials Center Oklahoma State Department of Vocational and Technical Education 1500 West Seventh Stillwater, OK 74074-4364	Posters and labels	TA9003	\$8.00

## INSTRUCTIONAL AID

AUDIOVISUAL (videocassette  
or filmstrip)

**TITLE:** *VALUES, DECISIONS, SUCCESS*

### DESCRIPTION:

These materials are available from three publishers.

**Career Aids.** Available in full-motion videocassette or filmstrip, this program shows students the role that values play in getting and keeping a job. The values discussed include: dependability, cooperation, honesty, initiative, willingness to learn and following directions. The student then reacts to various situations on the screen according to his or her own value system. One filmstrip/cassette or one full-motion VHS videocassette (approx. 15 minutes).

**Educulture.** This presentation examines values needed for success in getting and keeping a job. Values discussed include: dependability, cooperation, honesty, initiative, willingness to learn, and following instructions. Material shows situations in which the viewer is encouraged to react according to his/her value system.

**Education Associates.** This live-action video examines values needed for success in getting and keeping a job. Values discussed include: dependability, cooperation, honesty, initiative, willingness to learn, and following instructions. Material shows situations in which the viewer is encouraged to react according to his/her value system.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Filmstrip	XY855	\$43.50
	VHS	XY805	\$84.95
* * * * *			
Educulture, Inc. 1 CyCare Plaza, Suite 805 Dubuque, IA 52001-9990 (800) 553-4858 (319) 557-9610 (Iowa--call collect)	VHS or Beta		\$84.95
* * * * *			
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Videocassette 3/4"	#ES805	\$84.95 \$109.95
	Filmstrip	#ES855	\$43.50
	Interpreted for hearing impaired	#ES835	\$43.50

INSTRUCTIONAL AID  
SOFTWARE and PRINT

TITLE: *VALUES AND THE WORK ETHIC*

DESCRIPTION:

Values and the Work Ethic discusses the origin and importance of the Work Ethic and the values associated with it. Describes how values guide one in decision making about getting a job and guide one's behavior on the job. It examines many of the values necessary for job success, provides an opportunity for the user to determine his/her values, and encourages the user to apply those values to keep and succeed on the job.

Package includes disk with backup and 2 copies of Values: Where Do You Stand?

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Package for Apple computers	#ES609	\$79.95
	TRS-80 computers	#ES629	\$79.95
	IBM computers	#ES649	\$79.95

INSTRUCTIONAL AID  
AUDIOCASSETTE

TITLE: *VALUES IN THE JOB WORLD*

DESCRIPTION:

The audiocassette discusses the origin and importance of the Work Ethic and the values necessary for job success and describes how these values guide one in making decisions on the job. The listener is guided through a process of ranking his/her values and sees how applying those values will help him/her succeed on the job.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Audiocassette	#ES189	\$13.95

# INSTRUCTIONAL AID

AUDIOVISUAL (filmstrip or VHS)

**TITLE:** *WHILE AT WORK*

**DESCRIPTION:**

While at Work stresses the importance of keeping a job and being promoted through proper actions, work habits and attitudes, and describes expectations employers and co-workers have of employees. Various personality types that may cause problems are examined. Ways to make a good impression on supervisors and co-workers are discussed.

While at Work is available from two companies.

Available From	Item	Order No.	Cost
Jefferson Software #2 Players Club Drive Dept. JS1 Charleston, WV 25311 (800) 468-4227 1-344-8550 (WV)	Film	ES150F	\$43.50
	VHS	ES150V	\$69.50
* * *	* * *	* * *	*
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Filmstrip	#ES145	\$43.50
	Tape slides	#ES135	\$62.50
	Videocassettes 3/4" videocassette	#ES155	\$69.95 \$94.95



## INSTRUCTIONAL AID

AUDIOVISUAL (videocassette  
or film strip)

**TITLE:** WIN WITH MOTIVATION

### DESCRIPTION:

These materials are available from two publishers.

**Career Aids.** Available in full-motion videocassette or filmstrip, this program stresses the importance of motivation in getting a job, performing well on the job, and advancing into a better position. The program prompts the viewer to determine motivational factors and consider these factors during job selection. This audiovisual depicts situations in which employees describe different types of motivation for personal job success and satisfaction and emphasizes the role of self-motivation in employment success and personal happiness. One filmstrip/cassette or one full-motion VHS videocassette (approx. 15 minutes).

**Educulture.** This live-action video stresses the importance of motivation while seeking a job, performing well on the job, and advancing to a better position. It prompts the viewer to determine his or her motivational factors and consideration of these factors during job selection. This video shows situations in which employees describe different types of motivation for personal job success and satisfaction and emphasizes the role of self-motivation in employment success and personal happiness.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Filmstrip	XY856	\$43.50
	VHS	XY806	\$84.95
* * *	* * *	* * *	*
Educulture, Inc. 1 CyCare Plaza Suite 805 Dubuque, IA 52001-9990 (800) 553-4858 (319) 557-9610 (Iowa - call collect)	VHS or Beta		\$84.95

# INSTRUCTIONAL AID POSTERS

**TITLE:** *WORK BEHAVIOR POSTERS*

**DESCRIPTION:**

These posters will brighten up your classroom as well as help to instill good working habits in your students. The work behavior posters emphasize work habits that are necessary for job retention. Each poster includes entertaining yes and no illustrations. These colorful incentives will motivate students to practice good work behavior habits on the job! Topics covered are: cleanliness, punctuality, works steadily, works well with others, observes rules, shows maturity, accepts responsibility, works to complete job, and adaptable to different situations.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818 341-8200)	Work Behavior Posters	EB8010	\$24.95

INSTRUCTIONAL AID  
AUDIOVISUAL and PRINT

**TITLE:** *WORK HABITS AND ATTITUDES*

**DESCRIPTION:**

Designed for slow readers and learning disabled students, this program emphasizes the development of proper attitudes, personal relations, and techniques that will enable students to keep a job once they have obtained employment. The program uses actual teenage subjects to show that young people sometimes have a difficult time finding a job and that good work habits can help them keep a job and enjoy their work.

This package contains 5 color filmstrips, 5 cassettes, a guide, and 20 rating cards.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA. 91311 (818) 341-8200	Package	HLS2200	\$105.00

## INSTRUCTIONAL AID

AUDIOVISUAL (filmstrip or VHS)

**TITLE:** *YOUR APPEARANCE: ON THE JOB*

### DESCRIPTION:

Just as in the interview, a good appearance on the job is vital. This full-motion videocassette stresses that oftentimes supervisors and co-workers base their impressions strictly on appearance. The following topics are covered: having a clean work area, dressing neatly and appropriately, and personal grooming. The program presents several on-the-job situations in which appearance plays an important role in job retention and promotion.

This package contains 1 full-motion videocassette (approx. 15 minutes) or 1 filmstrip/cassette.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Filmstrip	XY854	\$43.50
	VHS	XY804	\$84.95

## INSTRUCTIONAL AID

AUDIOVISUAL (videocassette  
or filmstrip)

**TITLE:** *YOUR APPEARANCE II: ON THE JOB*

### DESCRIPTION:

Just as in the interview, it is important on the job to maintain a good appearance. Live-action video stresses that the impression made on supervisors and co-workers depends on one's appearance. Areas covered include having a clean work area, dressing neatly and appropriately, and personal grooming. Provides several on-the-job situations in which appearance plays an important role in job retention and promotion.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Videocassette	#ES804	\$84.94
	Filmstrip	#ES854	\$43.50
	Interpreted for hearing impaired	#ES834	\$43.50
* * *	* * *	* * *	*
Educulture, Inc. 1 CyCare Plaza Suite 805 Dubuque, IA 52001-9990 (800) 553-4858 (319) 557-9610 (Iowa - call collect)	VHS or Beta		\$84.95

INSTRUCTIONAL AID  
AUDIOCASSETTE

**TITLE:** *YOUR ATTITUDES COUNT*

**DESCRIPTION:**

This audiocassette--

- o discusses how having a positive attitude and self-concept will help one succeed in life and on the job,
- o examines the values and attitudes behind why people work and the importance of good work habits, and
- o emphasizes how having a positive attitude will help one get a job, keep a job and succeed on the job.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Audiocassette	#ES188	\$13.95

## INSTRUCTIONAL AID

AUDIOVISUAL (filmstrip or VHS)

TITLE: *YOUR JOB: NOW IT'S UP TO YOU*

### DESCRIPTION:

Available from three publishers, this material emphasizes the importance of proper actions, work habits, and attitudes in keeping a job; describes the many expectations of employers and co-workers; emphasizes the ways to make a good impression on supervisors and co-workers; and stresses the importance of developing good working-relationships in order to succeed on the job.

Available From	Item	Order No.	Cost
Carecr Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Filmstrip	XY863	\$43.50
	VHS	XY813	\$84.95
* * * * *			
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Vidocassette	#ES813	\$84.95
	Filmstrip	#ES863	\$43.50
	Interpreted for hearing impaired	#ES843	\$43.50
* * * * *			
Educulture, Inc. 1 CyCare Plaza Suite 805 Dubuque, IA 52001-9990 (800) 553-4858 (319) 557-9610 (Iowa - call collect)	VHS or Beta		\$84.95

## APPENDIX D

### INSTRUCTIONAL MATERIALS

The resources listed in this section represent the results of a comprehensive search for suitable materials dealing with the development of positive worker behaviors. It should be noted that it was not possible for the author to review each item, and that no official endorsement of the materials should be inferred.



## INSTRUCTIONAL MATERIAL

AUDIOVISUAL (filmstrip or VHS)  
and PRINT (teacher's guide)

**TITLE:** *ATTITUDES AND HABITS IN EVERYDAY LIVING*

### DESCRIPTION:

These materials will help students understand what is expected of them as they enter into the world of adulthood. The four color filmstrips or VHS teach students how to behave when interacting with friends and family, while at work, and during everyday encounters. Specifically, students learn how to--

- o act positively and responsibly,
- o come across in situations that require initiative,
- o avoid behaving negatively, and
- o cope with frustration.

The titles of the filmstrips are "On Your Own," "With Those Close to You," "You and Your Work," and "In the World Around You." The package includes the four films (either filmstrips or VHS) and a teacher's guide.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Filmstrips and teacher's guide	ED238	\$116.00
	VHS and teacher's guide	ED238V	\$125.00

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# INSTRUCTIONAL MATERIAL

PRINT (teacher's guide)

**TITLE:** *ACCIDENT PREVENTION*

**DESCRIPTION:**

This 252-page guide for administrators, industrial arts educators, and vocational and technical educators tells how to organize and administer an effective shop safety program. It provides specific guidelines for accident prevention in regard to facilities and layout, eye protection, accident reporting, corporal punishment, teacher liability, and safety for special needs students. It outlines a complete safety instruction program with sample lesson plans and instructor's guides. This manual contains a comprehensive set of safety instructions and safety tests that prepares shop personnel to ensure, as far as possible, the safe operation of all standard equipment.

Available From	Item	Order No.	Cost
Curriculum Instructional Materials Center Oklahoma State Department of Vocational and Technical Education 1500 West Seventh Stillwater, OK 74074-4364	Teacher's guide	TI1086	\$15.00

## INSTRUCTIONAL MATERIAL

PRINT (worksheet)

**TITLE:** *ATTITUDES FOR SUCCESS*

**DESCRIPTION:**

"Attitudes for Success" is a two-sided 8 1/2" x 11" form that provides examples of situations where the student must determine if a positive attitude is being shown. The student must then decide how the situation could be improved by using a positive attitude. Also included is a self-evaluation of how the student would show a positive attitude in various job search situations and while on the job.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Worksheets	#ES098	\$9.75/pkg of 100 forms; quantity discounts available

INSTRUCTIONAL MATERIAL  
PRINT

**TITLE:** *ATTITUDES FOR WORK: GOING PLACES  
WITH YOUR PERSONALITY*

**DESCRIPTION:**

Written for a reading level of grade 2.7 and interest level of grades 7-12/ABE, this package presents information on how to develop personal traits for successful living and working. Topics covered include--

- o being on time,
- o getting along with others,
- o getting and giving help and instructions, and
- o doing things right.

The material focuses on personal attitudes and habits that make family, work, school, and social lives happier and more successful.

The package includes a set of 10 copies of the student book and one teacher's guide.

Available From	Item	Order No.	Cost
Fearon Education David S. Lake Publishers 19 Davis Drive Belmont, CA 94002 (415) 592-7810	Package	#8248-8C01	\$36.00

## INSTRUCTIONAL MATERIAL

PRINT (curriculum guide)

**TITLE:** *BEFORE EMPLOYMENT SKILLS TRAINING (BEST)*

**DESCRIPTION:**

This curriculum guide teaches the twenty-four competencies of the "Before Employment Skills Training" program. The curriculum is divided into the following three areas:

- o Career Exploration (includes six competency areas)
- o Job Seeking (includes nine competency areas)
- o Job Keeping (includes nine competency areas)

The curriculum guide also includes an overview of all twenty-four competencies, a BEST evaluation form, a competency checklist for each of the three work-maturity areas, and a section of supplementary activities.

Available From	Item	Order No.	Cost
Curriculum Publications Clearinghouse Western Illinois University Horrabin Hall 46 Macomb, IL 61455 (309) 298-1917 (800) 322-3905 (toll-free in Illinois)	Curriculum guide	#334	\$13.00

# INSTRUCTIONAL MATERIAL

## MULTIMEDIA

**TITLE:** *CAST: CAREER AND SOCIAL SKILLS TRAINING*

### **DESCRIPTION:**

This curriculum model was a joint effort of Area Education Agency 7, the University of Northern Iowa in Cedar Falls, and the Iowa Department of Public Instruction in Des Moines. The worker attitudes and behaviors (called social skills) were validated.

The CAST series of materials was designed to assess and teach social skills needed to be successful in a wide variety of occupational areas. The main goal of the CAST materials is to better prepare students to make the transition from school to work. The social skills to be taught are as follows:

- o Personal social skills
  - Taking responsibility
  - Being dependable
  - Telling the truth
  - Being polite and courteous
  - Maintaining grooming/hygiene
  - Expressing positivism, enthusiasm, friendliness
- o Initiating social skills
  - Greeting others/initiating conversations/giving information
  - Introducing self
  - Asking for help/assistance/feedback/questions
  - Giving a compliment (positive feedback)
  - Giving negative feedback (making a complaint)
  - Apologizing/excusing self
  - Giving directions
  - Joining others in groups/activities
- o Responding social skills
  - Listening and responding when others speak
  - Following instructions
  - Handling negative feedback
  - Recognizing the feelings of others
  - Responding to peer pressure
  - Problem solving (responding to an angry person)

The video component consists of 13 different video tapes or programs (CAST 001-CAST 013) covering 35 career areas. Each video represents a U. S. Department of Education vocational cluster of occupations. The social skills covered within each vocational area represent the common social skills necessary to function in a wide variety of jobs within that particular cluster. In each job, the video covers the common work tasks, the academic and vocational skill requirements for the job, and the necessary social skills to function on that job. During the

**CAST: Career and Social Skills Training - (continued)**

viewing of each video, a series of questions is presented to help determine how well the student understands the concepts being presented. After completion of the video, a student inventory of skills is completed. This inventory serves as a diagnostic tool to determine which social skill concepts need to be reinforced.

A 50-minute social skills video (CAST 200) that demonstrates strategies and techniques proven helpful in facilitating social skills training is included in the package. This video can be used to provide inservice instruction to staff who will be using the CAST materials.

A 12-minute tape (CAST 300) on communication skills demonstrates to employers and supervisors how to handle employee communication problems. Techniques on how to deal with inappropriate job-related behaviors and effective ways to change those behaviors are discussed.

Targeted social skills can be taught using the exercises and curriculum suggestions contained in the Social Skills Manual (CAST 100).

An assessment disk (CAST 400) for use with Apple II computers is available. Information on the progress of up to fifty students can be stored on one disk. The information can be used to review student inventories, rate each student's academic and social skills acquisition, profile individual student interests, and organize a plan for each student's academic and social skills acquisition.

The complete system includes 13 full-motion videotapes (VHS), a social skills training manual, a social skills training videotape, a communications on the job videotape, an assessment disk, 144 student guides, and a carrying case.

Available From	Item	Order No.	Cost
The Conover Company P. O. Box 155 Omro, WI 54963 (414) 685-5707	Complete system	CAST1000	\$1095.00
	* Agribusiness VHS	CAST001	89.00
	* Business Office VHS	CAST002	89.00
	* Communications Media VHS	CAST003	89.00
	* Construction VHS	CAST004	89.00
	* Consumer and Homemaking VHS	CAST005	89.00
	* Environment VHS	CAST006	89.00
	* Health Service VHS	CAST007	89.00
	* Hospitality and Recreation VHS	CAST008	89.00
	* Manufacturing VHS	CAST009	89.00
	* Marketing and Distribution VHS	CAST010	89.00
	* Personal Service VHS	CAST011	89.00

*CAST: Career and Social Skills Training - (continued)*

* Public Service VHS	CAST012	89.00
* Transportation VHS	CAST013	89.00
Social Skills Manual	CAST100	25.00
Social Skills Videotape	CAST200	75.00
Communication on the Job	CAST300	75.00
Assessment Disk	CAST400	69.00

\*This package includes one full-motion videotape, one social-skills manual, and 12 student guides.



INSTRUCTIONAL MATERIAL  
PRINT

TITLE: *COMMON COMPETENCIES*

DESCRIPTION:

This material is designed to provide training in the knowledge, skills, and attitudes common to all occupations, and can be integrated into existing vocational curriculums. The material is particularly suited for use in diversified cooperative training programs and includes units dealing with--

- o basic math skills,
- o basic communication skills,
- o interpersonal skills,
- o economics principles/concepts,
- o occupational awareness, and
- o employment process skills.

Available From	Item	Order No.	Cost
West Virginia Vocational Curriculum Laboratory Cedar Lakes Conference Center Ripley, WV 25217 (304) 372-7017	Common Competencies		\$10.00

# INSTRUCTIONAL MATERIAL

PRINT (curriculum guide)

**TITLE:** *COMPETENCY-BASED EMPLOYABILITY SKILLS PROGRAM.*  
VEC-VOCD-CG-0002, VEC-VOCD-CTIB-0002

## DESCRIPTION:

This document is comprised of two parts:

- o North Carolina Competency-Based Employability Skills Curriculum Guide (1983)
- o Vocational Education Competency Test-Item Bank (1983)

The curriculum guide contains lists of competencies, including a cross-reference to the service areas; a course outline and units of instruction; a list of resources (the curriculum guide is not self-contained), and an appendix that contains student activities.

The course outline contains numerous competencies, one of which is "Analyze occupational pre-employment skills and attitudes in terms of job success." The attitudes listed are--

- o consistency,
- o cooperation,
- o dependability,
- o efficiency,
- o honesty,
- o initiative,
- o enthusiasm,
- o loyalty,
- o creativity, and
- o flexibility.

Examples of behaviors that reflect these attitudes are provided, as are learning/teaching activities, and references are made to various resources.

The test-item bank portion of the document contains questions related to attitudes/behaviors and the job.

The document was originally issued in 1983 by the Division of Vocational Education, North Carolina State Department of Public Instruction in Raleigh.

Available From	Item	Order No.	Cost
The Southeast Curriculum Coordination Network Mississippi State University P. O. Drawer DX Mississippi State, MS 39762 (601) 325-2510	Document	LB 1029.P4 .N8 1983	loan

## INSTRUCTIONAL MATERIAL

SOFTWARE and PRINT (student workbook and teacher's manual)

TITLE: *COMPUTER-JOB*

### DESCRIPTION:

"Compu-Job" covers the employment process from techniques for finding jobs to hints on how to keep a job. Utilizing a highly interactive format, this system covers such topics as--

- o establishing life and employment goals,
- o finding job openings,
- o following up job leads,
- o developing a resume,
- o completing applications,
- o interviewing,
- o following up an interview,
- o developing good work attitudes and habits,
- o establishing good relationships with employers and co-workers, and
- o developing good money management skills.

All activities are cross-referenced with a student workbook designed to strengthen retention of both content and concepts.

Package contents include one diskette, five copies of a student workbook, and one teacher's manual.

Available From	Item	Order No.	Cost
Jefferson Software #2 Players Club Drive Dept. JS1 Charleston, WV 25311 (800) 468-4227 1-344-8550 (WV)	Apple computers	ES700A	\$129.00
	IBM-PC computers	ES700I	\$129.00
	Commodore 64 computers	ES700C	\$129.00

## INSTRUCTIONAL MATERIAL

PRINT (curriculum and teacher's resource manual)

**TITLE:** *CONNECTIONS: SCHOOL AND WORK TRANSITIONS.  
WORK MATURITY SKILLS*

### DESCRIPTION:

Part of the Connections: School and Work Transitions package, the Work Maturity Skills materials consist of the following modules:

- o Present a Positive Image
- o Exhibit Positive Work Attitudes
- o Practice Good Work Habits
- o Practice Ethical Behavior
- o Communicate Effectively
- o Accept Responsibility
- o Cooperate with Others

These competency-based materials, developed by the National Center for Research in Vocational Education, are designed to help low reading level students learn specific job retention skills. A resource manual is available; it contains an instructor guide with motivational ideas to increase students' enthusiasm and black-line masters for all consumable student activity sheets. Other materials are also available as part of the Connections package. A complete brochure describing all the materials is available from the National Center for Research in Vocational Education at the address listed below.

Available From	Item	Order No.	Cost
National Center for Research in Vocational Education The Ohio State University 1960 Kenny Road Columbus, OH 43210-1090 (614) 486-3655 (800) 848-4815 (toll free)	Present a Positive Image (package of 5)	SP100CB07	\$15.00
	Exhibit Positive Worker Attitudes (package of 5)	SP100CB08	\$15.00
	Practice Good Work Habits (package of 5)	SP100CB09	\$15.00
	Practice Ethical Behavior (package of 5)	SP100CB10	\$15.00
	Communicate Effectively (package of 5)	SP100CB11	\$15.00
	Accept Responsibility (package of 5)	SP100CB12	\$15.00

***Connections: School and Work Transitions-*** continued

<b>Cooperate with Others (package of 5)</b>	<b>SP100CB13</b>	<b>\$15.00</b>
<b>Resource Manual (instructor guide and black-line masters)</b>	<b>SP100CA01</b>	<b>\$29.95</b>

## INSTRUCTIONAL MATERIAL

SOFTWARE AND PRINT (student handbook)

**TITLE:** *THE EMPLOYABILITY INVENTORY*

**DESCRIPTION:**

This computer software is available from two publishers.

**Jefferson Software.** This software package allows the student to react to various situations regarding getting and keeping a job. Topics covered include--

- o finding job openings,
- o developing resumes,
- o following up job leads,
- o completing job applications,
- o interviewing,
- o developing proper work habits,
- o communicating, and
- o ways to keep a job.

The package contains one diskette and two copies each of the handbooks, "Seven Steps to Employment" and "Successful Transitions."

**Educulture.** The Employability Inventory is a highly interactive microcomputer software package that allows the user to react to various situations regarding getting and keeping a job. Situations and four possible answers are presented. The user is informed if he/she selected the correct response. A brief explanation of the topic follows the description of the correct response. Topics covered include--

- o finding job openings,
- o developing resumes,
- o following up job leads,
- o completing job applications.
- o interviewing,
- o developing proper work habits and attitudes,
- o communicating on the job, and
- o ways to keep a job.

The user is referred to accompanying books for clarification reading assignments.

The package includes two copies each of "Seven Steps to Employment" and "Successful Transitions," plus a back-up disk.

*The Employability Inventory - (continued)*

Available From	Item	Order No.	Cost
Jefferson Software #2 Players Club Drive Dept. JS1 Charleston, WV 25311 (800) 468-4227 1-344-8550 (WV)	Package for Apple computers	ES327A	\$79.95
	Package for TRS-80 computers	ES328T	\$79.95
	Package for IBM-PC computers	ES348I	\$79.95
* * * * *			
Educulture, Inc. 1 CyCare Plaza Suite 805 Dubuque, IA 52001-9990 (800) 553-4858 (319) 557-9610 (Iowa--call collect)	Package for Apple, IBM, or TRS-80 disk		\$79.00
	Additional copies of "Seven Steps to Empioyment"		\$3.95
	Additional copies of "Successful Transitions"		\$7.95

# INSTRUCTIONAL MATERIAL

SOFTWARE and PRINT (student handbook)

**TITLE:** *EXPECTATIONS ON THE JOB*

**DESCRIPTION:**

The software package is available from three companies: Jefferson Software, Education Associates, and Educulture. This software package discusses the expectations of employers and co-workers and how to live up to those expectations in order to keep a job. The importance of having good attitudes, maintaining good work habits, and using proper communications are stressed. The materials emphasize the need to establish good working relationships with co-workers.

The package contains one diskette and two copies of the handbook, "Keeping a Job: Now That You Have It."

Available From	Item	Order No.	Cost
Jefferson Software #2 Players Club Drive Dept. JS1 Charleston, WV 25311 (800) 468-4227 1-344-8550 (WV)	Apple computers	ES606A	\$79.95
	TRS-80 computers	ES626T	\$79.95
	IBM-PC computers	ES646I	\$79.95
* * *	* * *	* * *	* * *
Education Associates, Inc. 8 Crab Orchard Drive P. O. Box Y Frankfort, KY 40602 (800-626-2950 (502) 227-4788	Apple computers	ES606	\$79.95
	TRS-80 computers	ES626	\$79.95
	IBM computers	ES646	\$79.95
* * *	* * *	* * *	* * *
Educulture, Inc. 1 CyCare Plaza Suite 805 Dubuque, IA 52001-9990 (319) 557-9610 (Iowa--call collect)	Apple, IBM, or TRS-80 computers		\$79.95
	Additional student manuals		\$1.95
* * *	* * *	* * *	* * *
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Package for Apple II, Iic, Iic (48K)	XY606	\$69.95
	Package for TRS-80 Model III or 4 (32K)	XY626	\$69.95
	Package for IBM-PC (64K)	XY646	\$69.95



INSTRUCTIONAL MATERIAL  
MULTIMEDIA

**TITLE:** *EXPECTATIONS ON THE JOB*

**DESCRIPTION:**

This individualized learning video package emphasizes the importance of proper actions, work habits, and attitudes in keeping a job, and stresses the importance of developing good working relationships with employers and co-workers in order to succeed on the job. The student-based program contains competencies to be attained and provides for verification through an assessment checklist.

The package contains a live-action video, instructor's notes, a pad of competency requirements, an audiocassette, five handbooks, a pad of "You the Employer" forms, and a pad of "Hold That Job" forms.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Multimedia package	#ES962	\$169.00

# INSTRUCTIONAL MATERIAL

PRINT (curriculum)

**TITLE:** *FIND IT; GET IT; KEEP IT: A PRE-EMPLOYMENT SKILLS CURRICULUM FOR THE SPECIAL NEEDS STUDENT*

## DESCRIPTION:

This individualized, nonconsumable curriculum is designed for special needs students with low reading ability. This curriculum is written so that the slower as well as the faster students will be successful. It is divided into 12 units, 49 modules, and 186 lessons. The units are--

- o Sources of Employment,
- o Resumes,
- o Initial Contact with Employers,
- o Job Applications,
- o Interviewing,
- o Rejection Shock,
- o You're Hired,
- o Job Survival,
- o Job Advancement,
- o Termination of Employment, and
- o Equal Employment Opportunities.

(This curriculum was developed from A Curriculum Guide for Pre-Employment Skills by Steve Pollock.)

Available From	Item	Order No.	Cost
Curriculum Publications Clearinghouse Western Illinois University Horrabin Hall 46 Macomb, IL 61455 (309) 298-1917 (800) 322-3905 (toll-free in Illinois)	Document	#308	\$24.75

## INSTRUCTIONAL MATERIAL

PRINT (workbooks)

**TITLE:** *FINDING AND KEEPING A JOB*

**DESCRIPTION:**

Two workbooks provide tips for getting a job and practical advice for keeping it. All aspects from job search to dealing with job-related problems are covered and answers to all exercises are included. The workbooks are 80 pages each and printed in an 8 1/2" x 11" softcover format. "Finding a Job" includes how to read want ads, complete a job application, and use life-skill words. "Keeping a Job" explores job-related problems, behaviors, duties, and questions regarding job situations.

The package includes two workbooks.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Both workbooks	FEJJS	\$8.40

# INSTRUCTIONAL MATERIAL

SOFTWARE and PRINT  
(instructional guide)

**TITLE:** *FIRST DAY ON THE JOB*

**DESCRIPTION:**

The first day on the job is often the most important one. The material presents information on how to make the first day a success by using good manners, following work rules, and making the right decisions. Exercises help students obtain these goals by creating practical working environments.

The package includes one disk, one backup disk, and an instructional guide.

Available From	Item	Order No.	Cost
Career Aids, Inc 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Apple II, Iie, or Iic (48K)	XM191	\$54.95

# INSTRUCTIONAL MATERIAL PRINT

**TITLE:** *GUIDANCE LAB: PREVOCATIONAL EXPLORATION GUIDANCE*

**DESCRIPTION:**

This document is organized into two sections and divided into 24 units.

## SECTION 1

1. Using the Dictionary of Occupational Titles
2. Personal Characteristics Inventory
3. Interviewing for a Job
4. Completing Driver's License Application and Social Security Application
5. Preparing a Resume
6. Completing Applications for Employment
7. Obtaining Information Concerning Job Openings
8. Identifying Occupational Choices
9. Identifying Vocational and Educational Choices
10. Identifying Occupational Choices Suitable for Personal Satisfaction
11. Understanding How People Communicate Non-Verbally
12. Developing Oral and Written Communication Skills
13. Choosing Career Options That Will Provide a Lifestyle of One's Choice
14. Selecting Personal Educational Alternatives for Each Occupational Choice

## SECTION 2

1. Career Awareness - Components of a Career
2. Career Awareness - Goals
3. Self Assessment - Personality and Values
4. Self Assessment - Aptitude and Interests
5. Occupations - Sources of Information
6. Type of Work Activities
7. Interpersonal Relations in World of Work
8. World of Work - Working Conditions and Physical Demands
9. Decision Making - Ways People Make Decisions
10. Decision Making - Learning and Applying a Strategy

Available From	Item	Order No.	Cost
West Virginia Vocational Curriculum Laboratory Cedar Lakes Conference Center Ripley, WV 25271 (304) 372-7017	Guidance Lab		\$15.00

**TITLE:** *HOLD THAT JOB*

**DESCRIPTION:**

"Hold That Job" is a two-sided 8 1/2" x 11" form that provides examples of situations in which the student must determine the important traits that lead to job retention and success. Also included is a self-evaluation for the student to use to determine his/her chances for job success.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Worksheets	#ES100	\$9.75/pkg. of 100 forms; quantity discounts available

INSTRUCTIONAL MATERIAL  
PRINT

TITLE: *JOB APPLICATION BOOK SERIES*

DESCRIPTION:

Designed for slower students with low reading ability, the books in this series utilize reading aids, have strong visual appeal, and cover topics of vital concern to the student. The consumable paperbound books, 8 1/2" x 11", come in sets of 10. A teacher's manual is included with each set. Seven books comprise the set, but titles can be ordered separately. The books that pertain to work attitudes and behaviors are "Don't Get Fired!" (13 dialogues showing objectionable behavior) and "Job Planner" (work-related skills, values, attitudes, experiences). (The other titles in the series deal with the job application process, interviewing, and time cards and paychecks.)

Each package contains 10 copies of the title ordered and a teacher's manual for that title.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	"Job Planner," set of 10 plus teacher's manual	JN12S	\$33.60
	"Don't Get Fired!," set of 10 plus teacher's manual	JN243S	\$33.60

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## INSTRUCTIONAL MATERIAL

AUDIOVISUAL (filmstrips or VHS)  
and PRINT (teacher's manual)

**TITLE:** *JOB ATTITUDES AND HABITS*

### DESCRIPTION:

The audiovisual package was designed to assist students in making a successful entry into the world of work by developing their interpersonal skills and teaching them positive job attitudes and habits. The topics covered are as follows:

- o "A New World: The Job World" contrasts school and the job world and shows how to make a successful transition.
- o "You and Your Job Attitudes" shows attitudes and behaviors expected on the job and stresses the importance of willingness to work, proper dress, working with speed and care, and controlling temper.
- o "You and Your Job Habits" shows do's and don'ts in such areas as lateness, absence, personal phone calls, and safety.
- o "You and Your Bosses" discusses rights, excuses and gripes, and appropriate conversation with your boss.
- o "You and Your Co-Workers" discusses annoying behaviors and the difference between real and false friends.

The package consists of either five color filmstrips/cassettes and teacher's manual or one videocassette and teacher's manual.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Filmstrips/cassettes and teacher's manual	ED342	\$139.00
	VHS and teacher's manual	ED342V	\$145.00



## INSTRUCTIONAL MATERIAL

PRINT (student workbook)

**TITLE:** *JOB KEEPING SKILLS*

**DESCRIPTION:**

This 95-page student workbook provides information on job-keeping skills, presents plausible on-the-job situations, and asks students for solutions to the situations. Appropriate solutions are given so that the student can double check his/her work. Topics covered are--

- o getting along with others,
- o following the chain of command,
- o being punctual and dependable,
- o mastering job skills,
- o communicating effectively,
- o being well groomed, and
- o being honest.

A companion comic book, "Dicie and Milo Keep Their Jobs," shows situations in which people lose their jobs through their own doing.

Available From	Item	Order No.	Cost
West Virginia Vocational Curriculum Laboratory Cedar Lakes Conference Center Ripley, WV 25271 (304) 372-7017	"Job Keeping Skills" student workbook		\$5.00
	"Dicie and Milo Keep Their Jobs"		\$2.00

# INSTRUCTIONAL MATERIAL

## SOFTWARE AND PRINT (instructor's guide)

**TITLE:** *JOB READINESS SERIES*

**DESCRIPTION:**

Four programs comprise this series for the first-time job seeker or anyone changing careers or returning to work. The program dealing with work behaviors and attitudes is titled "Job Attitudes: Assessment and Improvement." It stresses the importance of understanding and developing attitudes necessary for success in the workplace.

Package includes a disk, back-up disks, and instructor's guide.

Available From	Item	Order No.	Cost
Educulture, Inc. 1 CyCare Plaza Suite 805 Dubuque, IA 52001-9990 (800) 553-4858 (319) 557-9610 (Iowa--call collect)	Package for Apple computers		\$59.95

## INSTRUCTIONAL MATERIAL

### SOFTWARE AND PRINT (instructional guide)

**TITLE:** *JOB SUCCESS SERIES*

**DESCRIPTION:**

The "Job Success Series" is a revision of Educulture's best-selling "Job Survival Series." The package allows students to test their decision-making skills in job situations. The four package components are as follows:

- o "Job Success: Your Personal Habits" lets students select jobs and see personal habits that will help them succeed in those jobs. Factory, hospital, office, and restaurant jobs are used in presenting situations.
- o "Job Success: Your Work Habits" lets students make decisions about real job situations--handling criticism, being honest about mistakes, being late for work, being tempted to call in sick when they're not ill, accepting others' ideas, helping their supervisors, and obeying safety rules.
- o "Job Success: Looking Good" will help students determine the probable type of dress for their future jobs.
- o "Job Success: First Days on the Job" covers those necessary forms to fill out, introductions, training programs, making mistakes, where to park, when's payday, remember names, manners, ethics, and other situations one is likely to encounter when starting a job.

Each program package includes an instructional guide and a back-up disk. Programs can be purchased individually or as a set.

Available From	Item	Order No.	Cost
Educulture, Inc. 1 CyCare Plaza Suite 805 Dubuque, IA 52001-9990 (800) 553-4858 (319) 557-9610 (Iowa--call collect)	"Your Personal Habits" package for Apple computers		\$59.95
	"Your Work Habits" package for Apple computers		\$59.95
	"Looking Good" package for Apple computer		\$59.95
	"First Days on the Job" package for Apple computers		\$59.95
	Complete "Job Success Series" package for Apple computers		\$219.95

# INSTRUCTIONAL MATERIAL

AUDIOVISUAL (VHS) and PRINT  
(teacher's guide and library kit)

**TITLE:** *JOB SURVIVAL SKILLS: WORKING WITH OTHERS*

**DESCRIPTION:**

The live-action video demonstrates the importance of good interpersonal relationships on the job. For students about to enter the workplace, the program explains how to create and maintain good rapport with co-workers, supervisors, and the public. Filmed on location in different work settings, the video focuses on young people in a variety of entry-level jobs. Dramatizations illustrate why good "people skills" are vital to success on the job. Students receive practical advice on how to build effective working relationships with their co-workers and supervisors as well as learn how to become good supervisors themselves. Interviews with employment agencies and personnel directors provide valuable "how-to" advice that will give your students self-confidence.

Package contains one video, a teacher's guide, and a library kit.

Available From	Item	Order No.	Cost
Jefferson Software #2 Players Club Drive Dept. JS1 Charleston, WV 25311 (800)468-4227 1-344-8550 (WV)	VHS, teacher's guide, and library kit	GA300V	\$197.00

# INSTRUCTIONAL MATERIAL

PRINT (teacher's manual)

**TITLE:** *KANSAS SAFETY EDUCATION HANDBOOK: VOLUMES I, II, AND III*

## DESCRIPTION:

This 3 volume, 2,000-page set builds safety awareness with helpful hints, check sheets, tests, recommendations, references, and detailed safety information. Sections of the set include program responsibility, liability, special education, emergency action, medical first aid, and accident reporting. Safety rules for shop or classroom include curriculum work/study areas, equipment and major appliances, portable power equipment, hand-held tools and utensils, and compressed air and compressed gas equipment. This guide also covers personal protective equipment, health and environmental control, hazardous materials, chemicals, fire protection, and safety requirements for school facilities.

Available From	Item	Order No.	Cost
Curriculum Instructional Materials Center Oklahoma Department of Vocational and Technical Education 1500 West Seventh Stillwater, OK 74047-4364	Teacher Manual Volume I	TI1091	\$50.00
	Teacher Manual Volume II	TI1092	\$50.00
	Teacher Manual Volume III	TI1093	\$50.00

INSTRUCTIONAL MATERIAL  
PRINT

**TITLE:** *KEEPING A JOB*

**DESCRIPTION:**

Written for a reading level of grade 3.0 and interest level of grades 7-12/ABE, this package presents information on important skills that are required to keep new employers happy. The easy-to-read text features a realistic case-study approach and asks thought-provoking questions about job-related problems. Topics covered include--

- o developing a positive self-image,
- o being dependable,
- o learning duties,
- o following rules, and
- o getting along with others.

The package consists of 10 copies of "Keeping a Job," and includes a glossary, illustrations, and an answer key.

Available From	Item	Order No.	Cost
Fearon Education David S. Lake Publishers 19 Davis Drive Belmont, CA 94002 (415) 592-7810	Set of 10 student manuals	#8223-8C01	\$42.00

## INSTRUCTIONAL MATERIAL

PRINT (booklet)

**TITLE:** *KEEPING A JOB: NOW THAT YOU HAVE IT*

**DESCRIPTION:**

"Keeping a Job: Now that You Have It" is a 12-page booklet designed to point out the ways to increase the chances of keeping a job. Stressed are factors such as--

- o hard work,
- o cooperation,
- o dependability,
- o willingness to follow directions,
- o honesty,
- o adherence to safety policies, and
- o employer and co-worker expectations.

Also discussed are various personality types found among co-workers and employers.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	One 12-page booklet		\$1.95 each for 1-100 copies; quantity dis- counts are available.

# INSTRUCTIONAL MATERIAL

PRINT (student workbook)

**TITLE:** *LIFE SKILLS ATTITUDES ON THE JOB*

**DESCRIPTION:**

Published in 1980 by Educational Design, Inc., Life Skill Attitudes on the Job is a 110-page skillbook (student workbook) that discusses--

- o honesty,
- o attendance,
- o willingness to work,
- o accepting orders,
- o getting along with others,
- o following directions, and
- o treating customers well,

A section on job seeking and interviewing skills is also included.

Each of the seven attitude areas is based upon a growth model consisting of three phases: attention, self-assessment, and direction. The attention phase is designed to heighten the student's awareness of the importance of the selected characteristic. The self-assessment phase is designed to enable the student to look at his/her attitudes and behaviors in terms of the given characteristic. The direction phase is designed to help the student improve in the selected characteristic. This stage goes beyond the traditional steps of attention and assessment and into the area of actual improvement. The student is presented with activities in which she/he is actively involved in setting goals and identifying the means to achieve these goals.

The program is designed so that it can be used by the student on his/her own. However, activities suitable for group interactions are included.

Available From	Item	Order No.	Cost
The Southeast Network for Curriculum Coordination Research and Curriculum Unit P. O. Drawer DX Mississippi State, MS 39762	Workbook	HM 299 .B7L 1980	loan



INSTRUCTIONAL MATERIAL  
MULTIMEDIA

TITLE: *MOTIVATION*

DESCRIPTION:

This individualized learning video package details the importance of motivation while seeking a job, performing well on the job, and advancing to a better position. The student-based program contains competencies to be attained through verification by an assessment checklist.

The package contains a live-action video, instructor's notes, a pad of competency requirements, a pad of assessment checklists with answer key, an audiocassette, five handbooks, 50 motivation reminder guides, and a pad of "What Motivates You?" forms.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Entire package		\$169.00

## INSTRUCTIONAL MATERIAL

PRINT (manager's guide,  
instructor's guide, and  
trainee modules)

**TITLE:** *MOUNTAIN "HI" WAYS: A GUIDE  
TO WEST VIRGINIA HOSPITALITY*

### DESCRIPTION:

The information contained in this 113-page document is designed for use in the West Virginia travel and tourism industry to assist employees in providing a "hospitable" atmosphere for travelers.

The content of the six independent modules is designed to address the basic components essential for creating an atmosphere that is "warm" and "attractive" to prospective travelers. By addressing the topics included in this document, a firm groundwork is provided to all hospitality industry personnel upon which to build related technical skills.

This document is organized into three major sections: (1) Hospitality Industry's Manager's Guide; (2) Instructor's Guide; and (3) six independent trainee modules.

The six independent trainee modules include:

- Module I. Self Esteem
- Module II. Attitudes
- Module III. Dealing with People
- Module IV. Information Sharing
- Module V. How to Give Directions
- Module VI. Problem Solving for the Customer

Available From	Item	Order No.	Cost
West Virginia Vocational Curriculum Laboratory Cedar Lakes Conference Center Ripley, WV 25271 (304) 372-7017	Mountain "Hi" Ways		\$15.00

# INSTRUCTIONAL MATERIAL

PRINT (teacher's guide)

**TITLE:** *OFFICE CAREERS: PREVOCATIONAL OFFICE EDUCATION.  
TEACHER'S GUIDE.*

## DESCRIPTION:

This teacher's guide was developed and distributed by the Occupational Curriculum Laboratory, Secondary and Higher Education, East Texas State University, in cooperation with the Texas Education Agency, Occupational Education and Technology. The units address the following topics:

- o Career awareness
- o Personal assessment
- o Business and office cluster
- o Human relations
- o Office procedures and equipment
- o Safety
- o Job success

Designed to help teachers provide career information about office occupations to students, each of the units includes objectives, notes to the instructor, information skills, transparency masters, activity sheets, tests, and answers to the activity sheets and tests.

The human relations unit covers human relations and personality terms, verbal and nonverbal communication, human relations on the job, employer-employee relations, and problem-solving techniques that can be used to help settle disagreements.

Topics the job success unit covers include what employees may expect from employers, what employers expect from employees, ways to start and keep a job, reasons why people lose their job, and time management skills.

Available From	Item	Order No.	Cost
East Central Network for Curriculum Coordination Illinois Vocational Curriculum Center National Network for Curriculum Coordination in Vocational and Technical Education Sangamon State University Springfield, IL 62794-9243 (217) 786-6375 or (800) 252-4822 (in Illinois)	Resource guide	651.3 POWE 1985-1	loan

# INSTRUCTIONAL MATERIAL

AUDIOCASSETTE and PRINT  
(student record books and guide)

**TITLE:** *ON THE JOB*

**DESCRIPTION:**

All workers need specific interpersonal skills to get along with fellow workers, supervisors, and employers and to advance on the job. Through taped lessons requiring written responses and through real-life dramatizations that spark group discussions, skills are acquired which increase confidence, forestall impulse quitting, and enable students to cope with work environment problems. Discussion cassettes dramatize problems involved in complying with employer's policies, relationships with fellow workers, working schedules, pay, promotion, and changing jobs. Lesson cassettes cover the following topics:

- o Promotions
- o Giving notice
- o The fast exit
- o Excuses
- o Too much talk
- o The first few days
- o Stick up for your rights
- o Company rules and customs
- o Getting help and information
- o Supervisors are human
- o Real and false friends among co-workers
- o The magic words that get you fired
- o Money and the things that affect the paycheck

The package includes 20 cassettes, 24 student record books, a guide, and a storage box.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Package	ED300A	\$265.00

## INSTRUCTIONAL MATERIAL

AUDIOVISUAL (filmstrip) and  
PRINT (teacher's guide)

**TITLE:** *ON-THE-JOB SURVIVAL SKILLS*

### DESCRIPTION:

Knowing what it takes to hold a job is just as important as getting one. Survival skills fundamental to success as an employee are profiled and routine stresses and challenges at work are pinpointed.

"General Rules and Attitudes" outlines what employers expect:

- o Punctuality
- o Attendance
- o Proper dress
- o Readiness to work
- o Cooperation
- o Enthusiasm
- o Responsibility
- o Honesty

"Surviving Stressful Situations" illustrates how to turn stressful on-the-job situations into positive experiences, how to get along with co-workers and supervisors, and how to handle a job's systems and procedures. This program offers tips on when to ask for a raise, how to evaluate job performance, responsibilities to the employer when quitting, and how to turn being fired into a learning experience.

The package contains 2 color filmstrips, two cassettes, and a teacher's guide.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Package	SB428	\$115.00

## INSTRUCTIONAL MATERIAL

**AUDIOVISUAL** (filmstrips on videocassette or filmstrips and cassettes) and **PRINT** (teacher's guide)

**TITLE:** *ON-THE-JOB SURVIVAL SKILLS*

### **DESCRIPTION:**

This two-part package emphasizes that knowing what it takes to hold a job is just as important as getting one. The films profile the survival skills fundamental to success as an employee, pinpoint routine stresses and challenges at work, and offer practical advice and insights into meeting them.

- o "Expectations and Attitudes" outlines what employers expect in job performance. The film highlights cooperation, enthusiasm, responsibility, and willingness to work as attitudes most needed on the job, and credits these attitudes with ensuring job satisfaction and success. Using real-life situations, the film demonstrates why honesty and loyalty are two qualities essential to job survival.
- o "Using Your On-the-Job Survival Skills" illustrates how to turn stressful on-the-job situations into positive experiences. The film shows how to get along with co-workers and supervisors and handle a job's systems and procedures; offers advice on potential conflicts, handling office friendships, and gossip, and keeping professional relationships; and examines how to accept and profit from criticism and mistakes.

These materials have been recommended by Curriculum Review.

One version of the package includes the 2 filmstrips, 2 cassettes, and teacher's guide; the other includes a videocassette of the films and the teacher's guide.

<b>Available From</b>	<b>Item</b>	<b>Order No.</b>	<b>Cost</b>
Sunburst Communications Room #SK04 101 Castleton Street Pleasantville, NY 10570-9971 (800) 431-1934	Videocassette package	No. 2228-SK	\$139.00
	Filmstrip and cassette package	No. 428-SK	\$119.00

**INSTRUCTIONAL MATERIAL**  
**SOFTWARE and PRINT (manual)**

**TITLE:** *PERSONAL HABITS FOR JOB SUCCESS*

**DESCRIPTION:**

**Jefferson Software.** This basic skills program challenges students to make positive decisions through instruction especially designed to encourage good personal habits. Using four hypothetical on-the-job situations, this program lets students simulate making important choices. When subsequently analyzed by the computer, students get immediate feedback showing how to turn their choices into positive decisions that set the stage for real-life success.

Package consists of one diskette with backup and a manual.

Available From	Item	Order No.	Cost
Jefferson Software #2 Players Club Drive Dept. JS1 Charleston, WV 25311 (800) 468-4227 1-344-8550 (WV)	Package for Apple computers	MC400A	\$59.95

**INSTRUCTIONAL MATERIAL  
MULTIMEDIA**

**TITLE:** *PERSONAL VALUES IN THE WORKPLACE*

**DESCRIPTION:**

This individualized learning video package describes values needed for success in getting and keeping a job. The student-based program contains competencies to be attained through verification by an assessment checklist.

The package contains a live-action video, instructor's notes, a pad of competency requirements, a pad of assessment checklists with an answer key, an audiocassette, five handbooks, and a pad of values guide sheets.

<b>Available From</b>	<b>Item</b>	<b>Order No.</b>	<b>Cost</b>
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Package	#ES954	\$169.00



INSTRUCTIONAL MATERIAL  
MULTIMEDIA

TITLE: *POSITIVE ATTITUDES II: KEEPING A JOB*

DESCRIPTION:

This individualized learning video package stresses the positive attitudes necessary to keep a job. The student-based program contains competencies to be attained through verification by an assessment checklist.

The package contains a live action video, instructor's notes, a pad of competency requirements, a pad of assessment checklists with an answer key, an audio-cassette, five handbooks, and a pad of "Attitudes for Success" forms.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Package	#ES951	\$169.99

## 1. INSTRUCTIONAL MATERIAL

SOFTWARE and PRINT  
(student manual)

**TITLE:** *POSITIVE ATTITUDES TOWARD WORK*

**DESCRIPTION:**

This program is available from three publishers.

**Career Aids.** This computer program discusses how having a positive attitude and self-concept will help students find a job and succeed on the job. Students examine how values and attitudes affect the way people work and how positive attitudes can help them make decisions on the job that will help them succeed. Case studies give students the opportunity to examine their own attitudes. The program refers students to additional exercises and reading in the included 16-page booklet.

The package contains one disk and two copies of "Your Attitudes Make a Difference."

**Education Associates.** "Positive Attitudes Toward Work" discusses how having a positive attitude and self-concept will help one in his/her job search and in succeeding on the job. Examines the values and attitudes behind why people work and how they can use these attitudes to help make decisions on the job and to help them succeed. The program provides several case studies where the user must determine the attitude he/she would display.

The package contains one disk, one backup disk, and two copies of "Your Attitudes Make a Difference."

**Jefferson Software.** This program discusses how a positive attitude and self-concept will help one find a job and succeed in the world of work and examines the values and attitudes behind why people work. The package describes how the right attitudes can be used to help make decisions and succeed on the job. Case studies are provided where the student must determine the appropriate attitude to display in various work situations.

The package contains one diskette and a manual.

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*Positive Attitudes Toward Work - (continued)*

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Package for Apple II, Ile, or IIc (48K)	XY608	\$69.95
	Package for TRS-80 Model III or 4 (32K)	XY628	\$69.95
	Package for IBM PC (64K)	XY648	\$69.95
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Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY (800) 626-2950 (502) 227-4783	Package for Apple computers	#ES608	\$79.95
	Package for TRS-80 computers	#ES628	\$79.95
	Package for IBM computers	#ES648	\$79.95
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Jefferson Software #2 Players Club Drive Dept. JS Charles, n, WV (800) 468-4227 1-344-8550 (WV)	Package for Apple computers	ES608A	\$69.95
	Package for TRS-80 computers	ES628T	\$69.95
	Package for IBM-PC computers	ES648I	\$69.95

INSTRUCTIONAL MATERIAL  
PRINT

**TITLE:** *PREPARING FOR YOUR CAREER*

**DESCRIPTION:**

"Preparing for Your Career" is a series designed to help students develop skills and attitudes that will assist them in finding and succeeding in a job. The two units that deal with job attitudes and behaviors are as follows:

- o "Job Thinking" covers following directions, tact, promptness, initiative, perseverance, and chain of command.
- o "Job Attitudes" covers communication skills, positive and negative attitudes, and loyalty in a work environment.

Each package includes spirit master activity sheets with puzzles, games, vocabulary activities, and self-explanatory exercises.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Chatsworth, CA 91311 (818)341-8200	"Job Thinking" package	CP626	\$8.95
	"Job Attitudes" package	CP627	\$8.95

## INSTRUCTIONAL MATERIAL

AUDIOVISUAL (filmstrip) and  
PRINT (workbooks, instructor's  
guide, and cards)

**TITLE:** *SOCIAL CONSEQUENCES AT WORK*

### DESCRIPTION:

Job problems are an inescapable part of the world of work. This program looks at a few fundamental work-related problems and examines how various responses to them can affect the worker and his/her job. Among the topics considered are--

- o dependability,
- o interpersonal relations,
- o extra pay for extra work, and
- o customer relations.

The package contains one color filmstrip, one cassette, 20 workbooks, one instructor's guide, and 3" x 5" consequence cards.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Chatsworth, CA 91311 (818)341-8200	Package	IE8228	\$109.00
	Additional copies of workbook	IE8228W	\$2.50 @

# INSTRUCTIONAL MATERIAL

PRINT (textbook)

**TITLE:** *SUCCEEDING IN THE WORLD OF WORK  
TEACHER'S ANNOTATED EDITION*

## DESCRIPTION:

Copyrighted in 1986 by Glencoe Publishing Company, this textbook comes in a student's edition as well as the teacher's annotated edition. A student activity manual and other materials are also available.

Succeeding in the World of Work is a five-part textbook that covers such topics as--

- o how to find and apply for a job,
- o how to research careers,
- o how to be successful on the job,
- o how to stay safe on the job, and
- o how to get along with coworkers.

Chapter Six, "You, Your Employer, and Your Co-Workers," deals with the following worker attitudes and behaviors:

- o Cooperation
- o Honesty
- o Initiative
- o Willingness to learn
- o Willingness to follow directions
- o Dependability
- o Enthusiasm
- o Ability to accept criticism
- o Loyalty

Chapter Six also discusses the basic things employees can expect from employers, getting along with coworkers, and what to do if terminated from a job.

Each chapter concludes with a chapter summary, terminology, study questions, discussion topics, and suggested activities.

Available From	Item	Order No.	Cost
Northeast Curriculum Coordination Center New Jersey State Department of Education Division of Vocational Education Crest Way Aberdeen, NJ 07747	Annotated teacher's edition	32.0101 Suc/in/t 1986 VG	loan

# INSTRUCTIONAL MATERIAL

PRINT (worksheet)

**TITLE:** *TEST YOUR APPEARANCE*

**DESCRIPTION:**

"Test Your Appearance" is a two-sided 8 1/2" x 11" form that provides a survey for the student to use to assess his/her appearance. Topics covered include personal grooming and clothing. The student must provide answers to a self-evaluation covering these topics and is encouraged to improve areas showing weaknesses.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Worksheets	#ES095	\$9.75/pkg of 100 forms; quantity discounts available

# INSTRUCTIONAL MATERIAL

SOFTWARE and PRINT (manual)

**TITLE:** *VALUES AND THE WORK ETHIC*

**DESCRIPTION:**

This computer package is available from three publishers.

This program discusses the origin and importance of the work ethic and the values associated with it, describes how personal values guide behavior in making decisions about getting a job and about how to behave on the job, examines many of the values necessary for success in the world of work, and provides an opportunity for students to rank their values and to apply those values productively in their selected occupation.

The Jefferson Software package contains one diskette and one manual; the Educulture package contains one disk, one backup disk, and two copies of a student manual, "Values: Where Do You Stand?"; and the Career Aids package includes one disk and two copies of a student manual, "Values: Where Do You Stand?"

Available From	Item	Order No.	Cost
Jefferson Software #2 Plays Club Drive Charleston, WV 25311 (800)468-4227 (1-344-8550 (WV))	Package for Appie computers	ES609A	\$79.95
	Package for TRS-80 computers	ES629T	\$79.95
	Package for IBM computers	ES649I	\$79.95
* * * * *			
Educulture, Inc. 1 CyCare Plaza Suite 805 Dubuque, IA 52001-9990 (800) 553-4858 (319) 557-9610 (Iowa - call collect)	Package for Apple, IBM, or TRS-80 computers		\$79.95
	Additional student manuals		\$1.95 @
* * * * *			
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 \$69.95 (818) 341-8200	Package for Apple II, IIe, or IIc (48K)	XY609	\$69.95
	Package for TRS-80 Model III or 4 (48K)	XY629	\$69.95
	Package for IBM PC (64K)	XY649	\$69.95



# INSTRUCTIONAL MATERIAL

PRINT (worksheet)

**TITLE:** *VALUES GUIDE SHEET*

**DESCRIPTION:**

The "Values Guide Sheet" is a two-sided 8 1/2" x 11" form that provides a list and explains the values necessary for job success. The sheet provides the student a chance to explain how he/she would exhibit those values during a job search and while on the job. Also includes sample situations in which the student can identify the various values involved.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Worksheets	#ES096	\$9.75/pkg of 100 forms; quantity discounts available

# INSTRUCTIONAL MATERIAL

PRINT (booklet)

**TITLE:** *VALUES: WHERE DO YOU STAND?*

**DESCRIPTION:**

This booklet discusses values and the work ethic. It--

- o describes the basis for many of our values today and their importance to getting and keeping a job;
- o shows how the work ethic combines many values necessary for job success;
- o examines many of those values that will be guiding one's actions and attitudes on the job; and
- o discusses ranking one's values in order to make decisions about a job and about situations on the job.

The booklet also discusses using specific values to help one succeed on the job and be promoted.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 221-4783	Booklet		\$1.95 @ 1-100 copies: quantity discounts available.

# INSTRUCTIONAL MATERIAL

PRINT (manual)

**TITLE:** *WEST VIRGINIA PLACEMENT PROGRAM MANUAL*

**DESCRIPTION:**

The West Virginia Placement Program Manual is designed to assist school personnel with the provision of placement programs and services to students. The contents are developed as interrelated planning, implementation, and evaluation sections. Program goals, subgoals, student competencies, processes, activities, staff competencies, and resources are identified through the manual.

The placement program is concerned with both employment and educational placement. This manual contains the following chapters:

- Chapter 1: Introduction
- Chapter 2: Placement Program Structure
- Chapter 3: Using the Manual
- Chapter 4: Planning Section
- Chapter 5: Implementation Section
  - A. Environmental Awareness
  - B. Self Awareness
  - C. Interpersonal Skills
  - D. Decision Making
  - E. Job Seeking
  - F. Job Maintenance
  - G. Forms
- Chapter 6: Program Evaluation
- Chapter 7: Activities Calendar

Available From	Item	Order No.	Cost
West Virginia Vocational Curriculum Laboratory Cedar Lakes Conference Center Ripley, WV 25217 (304) 372-7017	West Virginia Placement Program Manual		\$15.00

## INSTRUCTIONAL MATERIAL

**AUDIOVISUAL** (filmstrips and cassettes) and **PRINT** (library cards and guide)

**TITLE:** *WHAT YOU SHOULD KNOW BEFORE GOING TO WORK*

**DESCRIPTION:**

This orientation to the work world provides students with a wide range of useful knowledge and advice before they enter a work environment. Students learn what an employer expects of a new employee. Topics covered include applying for a job, how to handle personality conflicts, how to make suggestions, and how to ask for a raise. Typical company regulations, requirements of union membership, and what to do if a particular job proves to be a poor choice are discussed. Students are given a practical list of job don'ts, such as taking unauthorized time off, failing to call when absent, socializing too much on the job, and failing to get along with co-workers. Interviews stress ways young workers can advance in their work situation through their willingness to learn and their perseverance.

Package contains two color filmstrips, two cassettes, library cards, and a guide.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Complete package	IE 6749	\$109.00

## INSTRUCTIONAL MATERIAL

AUDIOVISUAL (videocassette or filmstrip)

TITLE: *WIN WITH MOTIVATION*

### DESCRIPTION:

This live-action video stresses the importance of motivation while seeking a job, performing well on the job, and advancing to a better position. The film prompts the viewer to determine his or her motivational factors and consideration of these factors during job selection. The film shows situations in which employees describe different types of motivation for personal job success and satisfaction and emphasizes the role of self-motivation in employment success and personal happiness.

The package includes the film or filmstrip only.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Videocassette	#ES806	\$85.95
	3/4"		\$109.95
	Filmstrip	#ES856	\$43.50
	Filmstrip interpreted for the hearing impaired.	#ES836	\$43.50

# INSTRUCTIONAL MATERIAL

SOFTWARE and PRINT (manual)

**TITLE:** *WORK HABITS FOR JOB SUCCESS*

**DESCRIPTION:**

This program is available from two publishers.

**Jefferson Software.** Students learn what differentiates those who are successful in their work and those who are not successful. Students learn the skills, attitudes, and insights that result in promotion. This basic skills program also uses high-interest simulations to teach students how work habits and performance ultimately lead to job advancement. Comes with student worksheets and ideas for activities to reinforce concept retention.

Package contains one diskette, one backup diskette, and a manual.

**Career Aids.** Students learn how attitude and performance ultimately affect job success. Students are taught how to keep a job and develop habits that lead to receiving promotions. Simulated exercises give students a better understanding of what lies ahead in the job market. Worksheets and activity ideas provided in this computer program allow students to gain valuable insights, increase their awareness, and learn the key elements of achieving success.

Package contains one disk, one backup disk, and an instructional guide.

Available From	Item	Order No.	Cost
Jefferson Software #2 Plays Club Drive Dept. JS1 Charleston, WV 25311 (800) 468-4227 1-344-8550 (WV)	Package for Apple computers	MC700A	\$59.95
* * * * *			
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Package for Apple II, Ile, or Iic (48K)	XM193	\$54.95

INSTRUCTIONAL MATERIAL  
PRINT and AUDIOCASSETTE

TITLE: *WORKING SERIES*

DESCRIPTION:

"First Weeks of Work," "Self-Concept and Work," and "How to Get and Hold a Job" are part of a series on employability skills.

- o "First Weeks of Work" discusses the four qualities on which a new employee is judged.
- o "Self-Concept and Work" stresses the importance of a healthy self-image.
- o "How to Get and Hold a Job" reviews job selection, interview techniques, and other job skills.

Each package includes 30 controlled-vocabulary illustrated books; one reproducible skill-development sheet emphasizing vocabulary, comprehension, and decoding skills; one teacher's manual with teaching strategies; a scope and sequence chart; and a cassette.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	"First Weeks of Work" package	PR02	\$39.95
	"Self-Concept and Work" package	PR05	\$39.95
	"How to Get and Hold a Job" package	PR06	\$39.95

# INSTRUCTIONAL MATERIAL

SOFTWARE and PRINT (manual)

**TITLE:** *WORK SERIES UNIT*

**DESCRIPTION:**

The "Work Series Unit" uses practical topics and branching techniques to introduce students to the world of work. These are basic tutorials written at the third- and fifth-grade reading level. Titles and topics included in the series are as follows:

- o "How to Get and Hold a Job" teaches interview techniques, employer-employee relations, job selection, and other necessary occupational skills.
- o "The Job and You" teaches proper attitude and obligations as an employee.
- o "Self-Concept and Your Work" teaches how feelings about self and self-concept affect work and relationships with fellow workers.
- o "Part-Time Jobs" gives students suggestions on part-time jobs and how to create a job if none exists.
- o "New on the Job" emphasizes that first impressions are very important.
- o "Interviewing" teaches students what a personnel director is looking for and provides hints on making a better impression during the interview process.

Package contains six diskettes and a manual

Available From	Item	Order No.	Cost
Jefferson Software #2 Players Club Drive Dept. JS1 Charleston, WV 25311 (300) 468-4227 1-344-8550 (WV)	Package for Apple computers	AQ100A	\$175.00
	Package for TRS-80 computers	AQ100T	\$175.00
	Package for IBM-PC computers	AQ100I	\$175.00



# INSTRUCTIONAL MATERIAL

PRINT (instructor's manual)

**TITLE:** *WORLD OF WORK--PERSONALITY DEVELOPMENT.  
INSTRUCTOR'S MANUAL.* Kit No. WW-703.

## DESCRIPTION:

This instructor's manual was revised in 1984 for the South Carolina State Department of Education, Office of Vocational Education, Prevocational Education. The materials attempt to teach students the importance of attitudes as reflected by students' being--

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> accurate,      | <input type="checkbox"/> efficient,   |
| <input type="checkbox"/> agreeable,     | <input type="checkbox"/> honest,      |
| <input type="checkbox"/> appreciative,  | <input type="checkbox"/> kind,        |
| <input type="checkbox"/> alert,         | <input type="checkbox"/> loyal,       |
| <input type="checkbox"/> careful,       | <input type="checkbox"/> mature,      |
| <input type="checkbox"/> confident,     | <input type="checkbox"/> patient,     |
| <input type="checkbox"/> cooperative,   | <input type="checkbox"/> realistic,   |
| <input type="checkbox"/> conscientious, | <input type="checkbox"/> responsible, |
| <input type="checkbox"/> dependable,    | <input type="checkbox"/> tactful, and |
| <input type="checkbox"/> energetic,     | <input type="checkbox"/> tolerant.    |
| <input type="checkbox"/> enthusiastic,  |                                       |

The teacher's guide includes goals, instructional objectives, descriptions of activities to be used, checklist masters for student use, and transparency masters.

Available From	Item	Order No.	Cost
The Southeast Curriculum Coordination Network Mississippi State University Research and Curriculum Center P. O. Drawer DX Mississippi State, MS 39762 (601) 325-2510	Manual	HF 5381 S6W 1984	loan

INSTRUCTIONAL MATERIAL  
MULTIMEDIA

**TITLE:** *YOUR APPEARANCE: ON THE JOB*

**DESCRIPTION:**

This individualized learning video package provides several on-the-job situations in which appearance plays an important role in job retention and promotion. The student-based program contains competencies to be attained through verification by an assessment checklist.

The package contains a live-action video, instructor's notes, a pad of competency requirements, a pad of assessment checklists with an answer key, 50 "Good Grooming" guides, and a pad of "Test Your Appearance" forms.

Available From	Item	Order No.	Cost
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Package	#ES953	\$169.00

**INSTRUCTIONAL MATERIAL**  
**PRINT (booklet)**

**TITLE:** *YOUR ATTITUDES MAKE A DIFFERENCE*

**DESCRIPTION:**

This booklet describes the background behind the work ethic and some of the reasons why people work (to provide a feeling of self-esteem, to provide a living, or to enjoy social contacts, etc.). The material discusses having positive attitudes toward job hunting and developing a positive self-concept, and emphasizes having a positive attitude during a job interview and how showing a positive attitude while on the job helps one succeed.

<b>Available From</b>	<b>Item</b>	<b>Order No.</b>	<b>Cost</b>
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Booklet	#ES409	\$1.95 @ for 1-100; quantity discounts available.

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## INSTRUCTIONAL MATERIAL

AUDIOVISUAL (filmstrip or videocassette) and PRINT (manual)

**TITLE:** *YOUR JOB: KEYS TO ADVANCEMENT*

### DESCRIPTION:

The critical skills needed to advance and succeed on the job are discussed in this filmstrip/cassette or videocassette. Step-by-step strategies, such as identifying and clarifying goals, creating a career path, outlining a plan, and performing for promotion, help students make important career decisions.

- o "Getting the Right Job" is the story of Rose Ann and her attempts to find a job that matches her interests and skills.
- o "Moving Ahead" discusses the keys to success on the job. How to get promoted, motivation, how to identify the interests of your company, how to be a problem-solver, and how to develop leadership skills are some of the topics explored.

The package contains two color filmstrips/cassettes and a manual or video-cassettes and a manual.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Filmstrip package	HR801	\$115.00
	Videocassette package	HR801V	\$139.00

**INSTRUCTIONAL MATERIAL**  
**PRINT (worksheet)**

**TITLE:** *YOU THE EMPLOYER!*

**DESCRIPTION:**

"You the Employer!" is a two-sided 8 1/2" x 11" form that encourages the student to act as an employer in making hiring and promotion decisions. Several examples are provided in which the student must evaluate job applicants and make decisions regarding promotions on the job. These activities should prompt the student to judge workers from the employer's perspective and thus encourage self-improvement.

<b>Available From</b>	<b>Item</b>	<b>Order No.</b>	<b>Cost</b>
Education Associates, Inc. 8 Crab Orchard Road P. O. Box Y Frankfort, KY 40602 (800) 626-2950 (502) 227-4783	Worksheets	#ES099	\$9.75/pkg of 100 forms; quantity discounts available

**APPENDIX E**

**INSTRUCTIONAL MATERIAL and  
ASSESSMENT INSTRUMENTS**

The resources listed in this section represent the results of a comprehensive search for suitable materials dealing with the development of positive worker behaviors. It should be noted that it was not possible for the author to review each item, and that no official endorsement of the materials should be inferred.

## INSTRUCTIONAL MATERIAL and ASSESSMENT

PRINT (textbook-workbook and  
teacher's guide)

**TITLE:** *ATTITUDES ON THE JOB: LIFE SKILLS SERIES*

### DESCRIPTION:

This 96-page textbook-workbook incorporates self-assessment techniques, goal setting, and interpersonal skills. Exercises also cover the importance of good attitudes and the development of a game plan for self-improvement. Topics include--

- o improving job-getting skills,
- o being honest on the job,
- o attendance on the job,
- o willingness to work,
- o accepting orders,
- o getting along with others,
- o following directions, and
- o treating customers well.

The teacher's guide is included only with orders of 10 or 30 copies of the textbook-workbook; otherwise, the cost is \$1.00 for the guide.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Textbook-workbook (1-9 copies)	ED364	\$3.80 @
	Textbook-workbook (10 copies) and teacher's guide	ED364A	\$38.00
	Textbook-workbook (30 copies) and teacher's guide	ED364X	\$114.00
	Teacher's guide (1 copy)	ED36499	\$1.00

# INSTRUCTIONAL MATERIAL and ASSESSMENT

PRINT

**TITLE:** *CURRICULUM MATERIALS FOR THE SERVICE AREAS*

## **DESCRIPTION:**

The Oklahoma Department of Vocational and Technical Education, through its Curriculum Instructional Materials Center (CIMC) makes available curriculum materials in the various service areas that include interpersonal competency checklists. In addition to the teacher and student materials, transparencies and binders are typically available. Vocational competency profiles are included for each of the courses; they include a folder with a checklist, specific job competencies, a competency certificate, and a generic checklist of interpersonal competencies. Contact the CIMC for further information on specific curriculum.

The generic interpersonal skills checklist has a four point rating scale as follows: 1 = Seldom/Avoids, 2 = About 50-50, 3 = Usually Successful, and 4 = Exceptional/Always. The rater is advised to rate only those areas for which they have difficult experience or evidence upon which to base an evaluation.

The 17 interpersonal competency areas listed are as follows: confidence, perseverance, comprehension, initiative, reliability, tact, loyalty, enthusiasm, cooperation, adaptability, safety conscious, housekeeping, oral expression, sociable, grooming, leadership, and poise.

Available From	Item	Order No.	Cost
Curriculum Instructional Materials Center Oklahoma State Department of Vocational and Technical Education 1500 West Seventh Ave. Stillwater, OK 74074-4364 (800) 654-4502			



# INSTRUCTIONAL MATERIAL and ASSESSMENT

SOFTWARE and PRINT  
(instructional guide)

**TITLE:** *JOB ATTITUDES: ASSESSMENT AND IMPROVEMENT*

## DESCRIPTION:

The software package stresses the important effect attitudes have on job success. Frequent feedback provides the student opportunity to strengthen desirable attitudes (motivation, cooperation, responsibility, and confidence) that are necessary for the workplace. Specific examples used are ideal for anyone preparing to enter today's job market. The program includes pre- and post-tests on the student's grasp of desirable job-related attitudes. The program has a printout capability and is written at the third and fourth-grade reading level, with an interest level grade 9 to adult.

The package contains one diskette, an instructional guide, and one backup diskette.

Available From	Item	Order No.	Cost
Jefferson Software #2 Players Club Drive Dept. JS1 Charleston, WV 25311 (800) 468-4227 1-344-8550 (WV)	Apple computers	MC300A	\$59.95
	IBM computers	MC300I	\$59.95

**INSTRUCTIONAL MATERIAL  
and ASSESSMENT  
SOFTWARE**

**TITLE:** *JOB READINESS ATTITUDE ASSESSMENT*

**DESCRIPTION:**

Designed to help students prepare for employment and improve their performance and effectiveness on the job, this software package uses six interactive tutorials to stress the importance of understanding and developing the desirable attitudes, motivation, cooperation, responsibility, and confidence necessary for success in the workplace. The topics are as follows:

- o Thinking about Attitudes
- o Working Well
- o Getting Along with Others
- o Taking Care of Business
- o Feeling Good
- o Thinking of Job Attitudes

As students respond to questions, the probable consequences of each response are discussed. The package includes pre- and post-tests of the student's job-related attitudes.

One disk, a backup disk, and a teacher's guide with objectives comprise the package.

Available From	Item	Order No.	Cost
Career Aids, Inc. 20417 Nordhoff Street Dept. K1 Chatsworth, CA 91311 (818) 341-8200	Package for Apple II, IIc, or IIc	XM151	\$54.95

# INSTRUCTIONAL MATERIAL and ASSESSMENT

PRINT (instructional modules)

**TITLE:** *METHODS AND MATERIALS FOR TEACHING  
OCCUPATIONAL SURVIVAL SKILLS*

## DESCRIPTION:

This instructional guide, which deals with the "human" aspect of working in organizations, is divided into twelve instructional modules and test sections for student evaluation. Each module is divided into five or more sections. Each section involves a highly-action oriented approach and contains the following components: topic, objective, survival skills emphasized, importance, materials and equipment, activity, and follow-up. The twelve instructional modules are the following:

- o Working in Organizations
- o Motivation in Work
- o Understanding Self
- o Interpersonal Relations
- o Effective Communications
- o Using Creativity at Work
- o Problem Solving
- o Authority and Responsibility
- o Leadership
- o Coping with Conflict
- o Coping with Change
- o Adapting and Planning for the Future

Available From	Item	Order No.	Cost
Curriculum Publications Clearinghouse Western Illinois University Horrabin Hall 46 Macomb, IL 61455 (309) 298-1917 (800) 322-3905 (toll-free in Illinois)	One set of 12 instructional modules	#125	\$19.95

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