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AUTHOR	Ballinger, Ronda; Gee, Mary Kay
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ABSTRACT

This instructor's guide contains six modules designed to help teach learners to prepare for, find, and be successful on a job. The modules include the following components: module overview, student outcome, purpose, introduction, icebreaker, background information, application activity, wrap-up, and handouts. The modules cover the following topics: (1) "Are You Ready to Go Global?"; (2) "To Be...or Not to Be...Employable!"; (3) "Sizing Yourself Up--Your Personal Inventory"; (4) "Resumes: The Good, the Bad, and the Useless!"; (5) "Ace That Interview!"; and (6) "New Kid on the Block: First Year on the Job." (KC)

LET'S GET TO

WORK...

RONDA BALLINGER
Project Developer and Lead Writer

MARY KAY GEE
Project Developer and Contributing Writer

Overview of Modules

Module 1: Are *YOU* Ready To Go Global?

Student Outcome: To identify the differences between the old world of work and the new and the changes required for a new worker

Purpose: To help students understand that now more than ever a major part of a person's career development in the changing workplace will depend on the ability to anticipate and adapt to changes in the economy, technology, globalization, and cultural diversity.

Module 2:   To Be...Or Not To Be...Employable!

Student Outcome: To identify the skills necessary to be employable in the changing workplace.

Purpose: To help students understand that the workplace is changing, and so are the skills that employees must have to be able to change with it. To emphasize that the workplace now demands that workers have more than just a good command of the basic skills.

Module 3:   Sizing Yourself Up - Your Personal Inventory

Student Outcome: To recognize personal strengths and skills that matter to employers.

Purpose: To encourage students to go through the self-assessment process in order to have a clear picture of their current strengths as they relate to their qualifications for employment. This process will help them establish career focus, increase self-confidence, and improve interviewing skills.

Module 4: Resumes: The Good, The Bad, and The Useless!

Student Outcome: To recognize the impact of a resume on a perspective employer.

Purpose: To emphasize the job of a resume, what perspective employers want to see on a resume, some avoidable resume mistakes, and the impact of technology on resume writing and processing.

Module 5: Ace That Interview!

Student Outcome: To identify appropriate job interviewing strategies

Purpose: To focus students' attention on the importance of preparation in order to create a great job interview. To offer suggestions on what to do before the interview and how to respond during the interview.

Module 6: New Kid on the Block: First Year on the Job

Student Outcome: To identify the critical qualities essential to first year job success.

Purpose: To emphasize that the first year in a new job is different. To offer suggestions that may help students adapt to their new environment and increase their chances for success.

Using the Modules.....

Each module is designed to be presented in a 50-60 minute segment using the following format.

A **MODULE OVERVIEW** displays the module format at a glance plus lists the materials required for each of the module sections.

The **STUDENT OUTCOME** states the action, skill or task that the student will be able to perform during or after completion of the module. This occurs during the application activity and/or in a handout that the student is asked to complete.

The **PURPOSE** briefly describes the importance of the module.

The **INTRODUCTION** introduces the presenter and company, school, or agency he/she represents.

The **ICEBREAKER** is a technique to relax the audience, get the audience's attention, and focus on the module content. It may be a cartoon, a humorous story, or a short activity. A detailed sheet of instructions is included for all activities.

Next, the **BACKGROUND INFORMATION** offers content to be used by the presenter before the application activity and during the course of the presentation. The presenter is encouraged to draw on personal experience in order to enhance the information that is given or supplement with additional information. It is a guideline for the presenter.

The **APPLICATION ACTIVITY** is an interactive, student-centered task that reinforces and leads to the achievement of the student outcome. A detailed sheet of instructions is included for all activities.

The **WRAP UP** concludes the module presentation with a brief summary of its key points.

Last of all, several **HANDOUTS** are offered. These may be given to the students to take home, used as a follow-up assignment with the classroom teacher, or incorporated into the module if the presenter desires.

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Module 1 Overview
Are YOU Ready To Go Global?

STUDENT OUTCOME	To identify the differences between the old and new world of work and the changes required of a worker.
PURPOSE	To help students understand that now more than ever a major part of a person's career development in the changing workforce will depend on the ability to anticipate and adapt to changes in the economy, technology, globalization, and cultural diversity.
INTRODUCTION	See Presenter Guidelines
ICEBREAKER	Activity: No Small Change... **Materials Required:** ● Pennies - one for each student ● Transparency: Penny Power
BACKGROUND INFORMATION	See Presenter Guidelines
APPLICATION ACTIVITY	Activity: That Was Then, This Is Now **Materials Required:** ● Cootie Game ● Six copies of Cootie Log Book ● Skills of the 50's-80's vs. Skills of the 90's
WRAP UP	See Presenter Guidelines
HANDOUTS	Changes in the Workplace Occupational Employment Summary - State of Illinois Occupational Employment Projections for Lake County Occupations with the Largest Job Growth: 1992-2005
ADDITIONAL MATERIALS NEEDED	Overhead Projector/Screen/Markers Paper, pen, or pencils for students

Are YOU Ready to Go Global?

STUDENT OUTCOME: To identify the differences between the old and the new world of work and the changes required of a new worker.

PURPOSE: To help students understand that now more than ever a major part of a person's career development in the changing workforce will depend on the ability to anticipate and adapt to changes in the economy, technology, globalization, and cultural diversity.

Introduction (2-3 minutes)

Introduce yourself and the company, agency, or school you represent. State your job title and briefly describe your job responsibilities. Give a brief description of the company, agency, or school you represent. Explain why you and your company, agency, or school are involved in the project.

Icebreaker (15-20 minutes)

Activity: No Small Change..
Purpose: To encourage receptivity to change.

Background Information (5-10 minutes)

PRESENTER GUIDELINES
Careers, jobs, and the workplace are affected by ongoing fluctuations in the world **economy**. For example, while the age of technology has created many new jobs in technical fields, it has automated many jobs in other fields. This has resulted in a decease in the number of certain manufacturing jobs and other jobs previously dependent on human expenditure of effort instead of technology.

An increase in foreign trade and deregulation are two of the many factors creating more business competition. Jack Welch of General Electric noted that if the rate of change outside the organization is greater than rate of change inside, the organization is heading for trouble. Because technology impacts the marketplace so rapidly and societal shifts are occurring with such unprecedented speed, businesses are in a virtual adapt-or-die state!

New technology is recreating the way we do business throughout the world. Everything from fax machines, video conferencing, and the Internet to robotics, distance learning, and cybernetics is changing the way we communicate with one another on a daily basis. Technology increases productivity, allowing us to spend less time on tasks that involve generating data and more time on jobs requiring us to interpret data, problem-solve, and make decisions with the organizations. In most cases, technology is not replacing workers, but is redefining what we do and how we do it. Familiarization and competency with current technology in a person's job field are now critical qualifiers for a successful career.

In the words of Bill Barton, "When you're through changing, you're through!" Look what happened to the dinosaurs!

The world's workforce is becoming more mobile, and employers are reaching across borders to find highly skilled people. A **global workforce** will result from:

- extensive relocation of people especially young, well-educated workers flocking to the world's major cities;
- a reevaluation of immigration policies in many parts if the world, as all countries begin to rely on and compete for foreign-born workers.
- gradual standardization of labor practices among industrialized countries.
- development of third world countries.

The workplace is becoming increasingly more diversified as more people with **culturally different backgrounds** enter it. "By the year 2000, minorities and immigrants will hold 26 percent of all jobs, 60 percent of all women will be working, and the average age of the workforce will be 39 years old." (Wyatt Communicator, Winter, 1991) The increase in culturally diverse work settings will mean that a person must learn to recognize others' different educational experiences and cultural values. (Source: Career Directions, 1996)

In the words of Bill Barton, "When you're through changing, you're through!" Look what happened to the dinosaurs!

Application Activity
(30 minutes)

Activity: That Was Then, This Is Now
Purpose: To demonstrate the differences between the old and new world of work and the changes required of the new worker.

Wrap Up
(2-3 minutes)

American business are facing new and unprecedented challenges. Competition, deregulation, shortened technological and product life cycles, and new competitive standards are restructuring entire industries and reshaping how companies organize and utilize their workplace and workforce. As markets and businesses change, they demand new skills and cast off old ways of doing business. None of this can happen unless we forget the conventions and assumptions of the past. They worked well, in their time; but we are accelerating into the 21st century and we have to be ready!

Handouts

Changes in the Workplace
Occupational Employment Summary - State of Illinois
Occupational Employment Projections for Lake County
Occupations with the Largest Job Growth: 1992-2005

No Small Change...

Purpose: To encourage receptivity to change.

Materials: Pennies-one for each class participant
Transparency: Penny Power

Procedure: Minilecture:
"You think you understand the situation, but what you don't understand is that the situation just changed." This popular advertisement from Putnam Investments says it all. We no longer have the luxury of status quo. Living in the Nanosecond Nineties, we must adjust to constant change. Some changes are gradual and incremental, others are dramatic breakthroughs. Sometimes leaping at solutions initially seems quite attractive. After careful analysis, though, these glittering prospects often pale in comparison to solutions carefully considered. In many workplace scenarios a person will encounter both types of change.

Let me illustrate this concept for you. Let's assume that I were willing to give you a sum of money each day for one entire month. Would you rather have $1000 a day for 31 days or would you rather have a penny on the first day and a doubled amount for the next thirty days? (Call on a few people to share their thoughts.)

Well, let me begin the process for you. (Distribute one coin, plus paper and pen to each person). Here is your penny for one day. Begin to calculate now. (Based on the make-up of the class, you may have them work with a partner or small group)

Steps to Follow:
1. After students are through with their calculations, show Transparency: Penny Power to ensure they correctly calculated. Point out that at first $31,000 is a truly appealing sum - especially compared to the paltry penny. But the effect of doubling is so much greater that could be imagined. Stress that the effect of change usually results in benefits to all.

2. You might ask students to compare some dramatic and gradual changes in their lives in the past 4 years.

Time: 15-20 minutes

Source: Adapted from: Quality Games for Trainers by Marlene Caroselli
McGraw-Hill, Inc., 1996

PENNY POWER

1.	.01	**16.**	327.68
2.	.02	**17.**	655.36
3.	.04	**18.**	1,310.72
4.	.08	**19.**	2,621.44
5.	.16	**20.**	5,242.88
6.	.32	**21.**	10,485.76
7.	.64	**22.**	20,971.52
8.	1.28	**23.**	41,943.04
9.	2.56	**24.**	83,886.08
10.	5.12	**25.**	167,772.16
11.	10.24	**26.**	335,544.32
12.	20.48	**27.**	671,088.64
13.	40.96	**28.**	1,342,177.20
14.	81.92	**29.**	2,684,354.40
15.	163.84	**30.**	5,368,708.80
		31.	10,737,417.60

That Was Then, This is Now

Purpose: To demonstrate the differences between the old and the new world of work and the changes required of a new worker.

Materials: Cootie Game
6 copies of the Log Book for Cootie Assembly Line
A long table or 5 desks put together
Transparency: Skills of the 50's - 80's vs. Skills of the 90's

Procedure:
1. Ask for 4-5 volunteers, tell them they don't need to talk or say anything. Set them at a long table in the front of the room next to each other. Tell them they are employees of the Cootie Construction Corporation. The presenter states that he/she is the supervisor. The supervisor states: "No one talks. I answer any and all questions. Direct questions only to me. Do exactly what I tell you to do."

2. The supervisor/presenter shows each person their task - adding a leg or eye to the cootie until the last person completes the cootie.

3. The supervisor/presenter strolls in front of or behind the employees, making comments and urging them to work faster. After 4-6 cooties are put together, stop and ask the students what skills and behaviors are illustrated. Record answers on **Transparency: Skills of the 50's - 80's vs. Skills of the 90's.** They should mention: follow directions, resist change, dexterity, work individually, not thinking or acting on their own, tolerate tedium, competitive, etc.

4. Next, pass out the Log Book for Cootie Assembly Line. Instruct the same employees to gather around the table or form a tight circle with their desks in order to form a group. The employees are now acting as a team at a team meeting. They have to look at the problems of quality in production of the cooties. Every member is asked to state his/her opinion, to offer suggestions on how the problem can be solved, and to delegate/or divide duties to help rectify the problem.

5. Now ask what skills and behaviors are illustrated in this scenario. Record their answers on the transparency. They should mention such behaviors as: communication, collaboration, initiative, trust, reasoning, decision-making, teamwork, problem solving, etc.

6. Continue with the wrap up.

Time: 30 minutes
Source: Mary Kay Gee

Log Book for Cootie Assembly Line

Date	Time	Comments	Operator Initials
4/24	07:00	Machine start up. Everything ok.	CS
4/24	09:00	Everything running fine but running out of material. Trucker brought some of the material from the new supplier.	CG
4/24	10:00	Everything running fine. Starting with material from new supplier.	CG
4/24	10:15	Had to stop machine. Product out of spec. Not sure what caused.	JH
4/24	11:00	Restocked with material from original vendor. Everything ok.	KK
4/24	15:00	Everything ok. Product good.	JH
4/25	07:00	Running out of stock. Will run product from new vendor.	CS
4/25	08:00	Running with stock from new vendor.	CS
4/25	08:15	Shut down machine. Out of spec. Cleaned out machine. Using product from original vendor.	CS
4/25	11:00	Everthing in spec. running well.	CG
4/25	15:00	Running out of stock. Using stock from new vendor.	KK
4/25	15:15	Shut down machine. Out of spec. Use stock from original vendor.	KK
4/25	16:00	Everything running ok. Shut down for evening.	KK
4/28	7:00	Start up ok. Running well.	JH
4/28	11:00	Starting to use stock from new vendor. Problem right away. shut down because out of spec.	JH
4/28	12:25	Start up again . Using material from original vendor. Running well.	CG

SKILLS OF THE 50'S - 80'S   SKILLS OF THE 90'S

- ●
- ●
- ●
- ●
- ●
- ●
- ●

- ●
- ●
- ●
- ●
- ●
- ●
- ●

447 Occupations with the Largest Job Growth: 1992–2005

Occupations with the largest job growth are those that should continue to provide jobs in the future.

Occupation (Employment Numbers in Thousands)	Employment 1992	2005	Percent Change
Home health aides	347	827	+138
Human services workers	189	445	+136
Personal and home care aides	127	293	+130
Computer engineers and scientists	211	447	+112
Systems analysts	455	956	+110
Physical and corrective therapy assistants/aides	61	118	+93
Physical therapists	90	170	+88
Paralegals	95	176	+86
Teachers, special education	358	625	+74
Medical assistants	181	308	+71
Correction officers	282	479	+70
Child care workers	684	1,135	+66
Travel agents	115	191	+66
Radiologic technologists and technicians	162	264	+63
Nursery workers	72	116	+62
Medical records technicians	76	123	+61
Teachers, preschool and kindergarten	434	669	+54
Speech-language pathologists and audiologists	73	110	+51
Flight attendants	93	140	+51
Guards	803	1,211	+51
Insurance adjusters, examiners, and investigators	147	220	+49
Respiratory therapists	74	109	+48
Psychologists	143	212	+48
Cooks, restaurant	602	879	+46
Nursing aides, orderlies, and attendants	1,308	1,903	+45
Teacher aides and educational assistants	885	1,266	+43
Food preparation workers	1,223	1,748	+43
Registered nurses	1,835	2,601	+42
Licensed practical nurses	659	920	+40
Teachers, secondary	1,263	1,724	+37
Waiters and waitresses	1,756	2,394	+36
Gardeners and groundskeepers	884	1,195	+35
Receptionists and information clerks	904	1,210	+34
Accountants and auditors	939	1,243	+32
Maintenance repairers, general utility	1,145	1,464	+28
Truck drivers, light and heavy	2,391	3,039	+27
Cashiers	2,747	3,417	+24
General office clerks	2,688	3,342	+24
Clerical supervisors and managers	1,267	1,568	+24
Salespeople, retail	3,660	4,446	+21
Teachers, elementary	1,456	1,767	+21

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Changes in the Workplace

The traditional workplace was based the "strategy" to build things as cheaply as possible, using an assembly line in which workers functioned like parts in a machine--turning, lifting, attaching, and tightening, but not thinking and acting on their own. Management wanted to do the thinking, to give the orders, and to evaluate the end product.

The modern workplace is different. Today workers think for themselves, communicate their ideas to team members, make decisions together, and produce their product well enough so they don't need constant supervision. Why these changes? Because business have learned that just as a model-T can't compete in a race with a new Saturn, the old ways can't compete with the new.

CHARACTERISTICS OF TRADITIONAL AND MODERN WORKPLACE

	TRADITIONAL	MODERN
STRATEGY	▪ mass production ▪ long production runs to cut costs ▪ centralized control-one person or group	▪ flexible production ▪ customized production ▪ authority shared with workers
PRODUCTION	▪ fixed automation for efficiency ▪ end-of-line quality control ▪ individuals work alone on one task ▪ authority vested in supervisor	▪ flexible automation ▪ on-line quality control ▪ work teams, multi-skilled worker ▪ authority shared with workers
HIRING AND HUMAN RESOURCES	▪ labor-management confrontation ▪ minimal qualifications accepted ▪ workers treated as a cost	▪ labor-management cooperation ▪ workers screened for basic skills ▪ workers treated as an investment
JOB LADDERS	▪ promoted from within ▪ advancement by seniority	▪ worker mobility ▪ advancement by skill ability
TRAINING	▪ mostly for supervisors ▪ specialized for craft workers	▪ training sessions for everyone ▪ multiple skill sets sought and taught

Adapted from: Writer INC: School to Work, Houghton Mifflin Company, Boston: 1996

Module 2 Overview
To Be...Or Not To Be...Employable!

STUDENT OUTCOME   To identify the skills necessary to be employable in the changing workforce.

PURPOSE   To help students understand the workplace is changing, and so are the skills that employees must have to be able to change with it. To emphasize that the workplace now demands that workers have *more* than just a good command of the basic skills.

INTRODUCTION   See Presenter Guidelines

ICEBREAKER   Activity: Half the Equation
Materials Required:
- Name card for each student (see activity directions)

BACKGROUND INFORMATION   See Presenter Guidelines

APPLICATION ACTIVITY   Activity: Goldfish Galore
Materials Required:
- Preprinted copies of packet

WRAP UP   See Presenter Guidelines
Materials Required:
- Transparency: What Work Wants From YOU!

HANDOUTS   **Materials Required:** Preprinted copies of
- What Work Wants From YOU!
- Job Trends in the 2000's
- But What Is "The Job You Want"?

ADDITIONAL MATERIALS NEEDED   Overhead Projector/Screen/Marker
Pencils or Pens for students

To Be...Or Not To Be...Employable!

STUDENT OUTCOME: To identify the skills necessary to be employable in the changing workforce.

PURPOSE: To help students understand the workplace is changing, and so are the skills that employees must have to be able to change with it. To emphasize that the workplace now demands that workers have *more* than just a good command of the basic skills.

PRESENTER GUIDELINES

Introduction
(2-3 minutes)

Introduce yourself and the company, agency, or school you represent. State your job title and briefly describe your job responsibilities. Give a brief description of the company, agency, or school you represent. Explain why you and your company, agency, or school are involved in this project.

Icebreaker: Activity
"Half the Equation"
(10 minutes)

Activity: Half the Equation
Purpose: To have students leave their ususal preferences behind and participate in a new experience with new rules and new players.

Background
Information
(5 minutes)

New technology. Fluctuating economy. Globalization. Cultural Diversity. Participative management. Sophisticated, statistical quality controls. Customer service. Just-in-time production. The nature of the workplace *and* work is changing, and so are the skills that employees must have to be able to change with it.

Because technology impacts the marketplace so rapidly and societal shifts are occurring with such unprecedented speed, employers and employees are in a virtual adapt-or-die state. We are seeing companies pursue an array of strategies that require adaptive and innovative workers with strong interpersonal skills as well as technical skills. Current business strategies--such as collaboration through work teams, exemplary customer service, and emphasis on quality--demand skills related to teamwork, listening, goal setting, flexibility, and problem solving.

Simultaneously, there is a shift toward more participative management as employers aggressively involve workers in decision making at the point of production, service, or sale. In light of these trends, it is easy to see that new skills must be applied if employees--and their employers--are to succeed in the marketplace.

In fact, one might even say that a new kind of American worker is being ordered up. This new worker will be expected to have a broad set of skills that previously were required only of supervisors and managers. (Source: Workplace Basics Training Manual)

Activity: "Goldfish Galore"

Complete **Activity: "Goldfish Galore".**
Purpose: To demonstrate the common core of foundational skills that constitute work readiness for the jobs of today and tomorrow.

Wrap Up
(5 minutes)

As a conclusion to the above activity and wrap up, hand out **What Work Wants From YOU!** You may also display it on a transparency, if you wish. Check off the skills that the students used. (They should have used almost all of them!)

Employers want and need workers with a broad set of workplace skills--or at least with a strong foundation of basics that facilitates learning on the job.

Handouts

What Work Wants From YOU!
Job Trends in the 2000's
But What Is "The Job You Want"?

Half the Equation

Purpose: To have students leave their usual preferences behind and participate in a new experience with new rules and new players.

Materials: Name card for each student in a box (each name card has one of the following words on it). Thirty are provided here; you may change or add as necessary.

bread, butter	crime, punishment
dollars, cents	cause, effect
Batman, Robin	rain, shine
hello, good-bye	ham, eggs
cut, dried	peaches, cream
Mickey, Minnie	milk, honey
David, Goliath	Romeo, Juliet
Scully, Fox	

Procedure: Mix the name cards up and give one to each student as he/she enters the classroom. When everyone is present, ask them to find their partners for this class period by matching the words on their cards. For example, bread is a partner for butter or Scully is a partner for Fox on the X-files. Once everyone is seated, state the following:

Typically, participants enter a classroom and make a beeline for their favorite seat-- in the front, in the back, near the door, etc.. When participants come in with a friend, the always sit with their friend. Today, I forced you to sit with someone else. You had to shift your pattern and adjust to new circumstances. How did you feel? This simple exercise was probably accompanied by a mild degree of discomfort, unfamiliarity, perhaps even a slight anxiety as you left your usual preferences behind and participated in a new experience, with new rules and new players.

The exercise is a microcosmic example of the need to continuously learn to go beyond stereotypical thinking, to experiment, and to reach out. The workplace is changing; the world is changing. We either drive the change or are driven by it. In a few moments, I am going to ask you to team up and form a small work group. You should be aware that your environment is changing and you will have to adapt to what is happening around you. This foundation is critical because adaptability and versatility need to become your way of responding to the constant change the will be an integral part of your work career.

Continue with the background information.

Time: 10-15 minutes

Source: Adapted from: Quality Games for Trainers by Marlene Caroselli
Mc-Graw Hill, Inc., 1996.

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Goldfish Galore

Purpose: To demonstrate to students the common core of foundation skills that constitute work readiness for the jobs of today and tomorrow.

Procedure: Ask the "partnerships" to join with another to create a four person "work team". Hand out the "Goldfish Galore" packet.

(15 minutes)   Instruct the teams that they only have 15 minutes to complete their task. Your only job is to facilitate and keep students on task. Do not give any direct answers to them. (There is no "right" answer in this activity; it is the process that is important!) After 15 minutes, ask each group for

(5 minutes)   their "answers". Take about 5 minutes for this.

(10 minutes)   Debrief the goldfish problem by asking the following questions:
What happened in your team?
How might something like this be addressed in the workplace?
What skills did you use in solving the problem?

Let the students come up with as many ideas as possible.

Time: Total time 30-35 minutes

Materials: Goldfish Galore packet

Source: Problem Based Learning
Adapted from New Standards
Harcourt Brace Educational Measurement
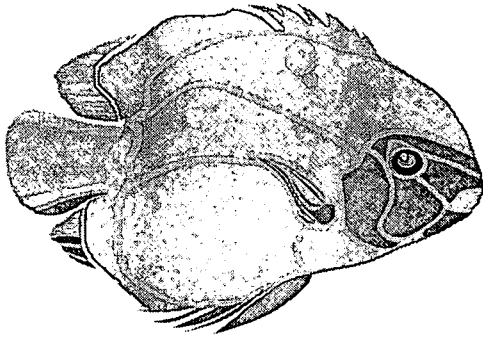
"Goldfish Galore"

Imagine that you are employed at a large pet store and work in the tropical fish department. Your "team" of four employees has just started working together. A customer has arrived in your department and requested the following:

I have a 30 gallon aquarium and $25.00 to spend on fish. I would like you to help me select some fish to buy. I notice that you have a Choosing Fish for Your Aquarium chart on your wall and it tells what a person must know about the size of the fish, how much they cost and their special needs.

I don't have time to pick them out myself. Would you please choose as many fish as you can for me? I'll return this evening to pick them up. Please be ready to explain the following:

● tell me how many of each kind of fish to buy

● give the reasons you chose those fish

● show that you are not overspending and that the fish will not be too crowded in the aquarium.

Choosing Fish for Your Aquarium

Planning Ahead

Use the information in this brochure to help you choose fish that will be happy and healthy in your aquarium. To choose your fish, you must know about the size of the fish, their cost, and their special needs.

Size of Fish

To be healthy, fish need enough room to swim and move around. A good rule is to have one inch of fish for each gallon of water in your aquarium. This means that in a ten gallon aquarium, the lengths of all your fish added up can be ten inches at the most.

EXAMPLE:
With a ten gallon aquarium,
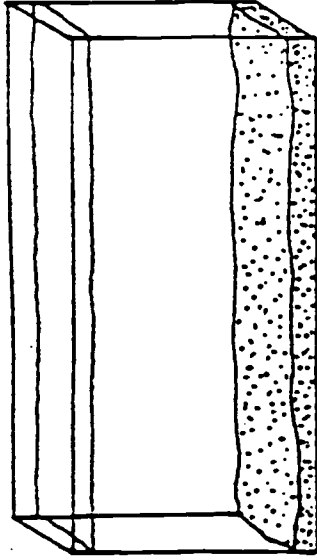
here are a few of your choices:

10 inches
one ten-inch long fish, or

10 inches
a seven-inch long fish and a three-inch long fish or

10 inches
five fish if each is only two inches long.

Cost of the Fish

Some fish cost as little as one dollar, others cost much more. The prices of each kind of fish are listed in the chart.

Special Needs

Use the chart to learn about the special needs of each kind of fish. Some fish need to live together in schools --a group of four or more of the same kind of fish -- while other live in pairs or alone. A few kinds of fish have other special needs, which are listed in the chart.

alone   pair   school

2a-5
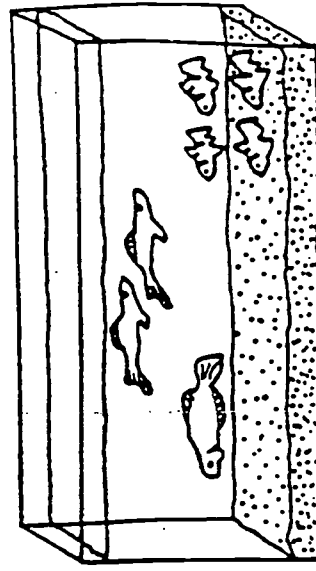
Chart for Freshwater Fish

Picture	Name	Cost	Length In Inches	Color	Special Needs, Facts
	Zebra Danlo	$1	$1\frac{1}{2}$ Inches	blue with gold lines	Lives in schools; gets along with other kinds of fish.
	Marbled Hatchetfish	$1	2 Inches	yellow	Lives in schools; can leap 3-5 yards.
	Guppy	2 for $3	2 Inches	red, blue and green	Lives in schools.
	Red-tailed Black Shark	$5	$4\frac{1}{2}$ Inches	black with red tail	Fights with other sharks, but gets along with other kinds of fish.
	Cardinal Tetra	$5	$1\frac{1}{2}$ Inches	red and green	Lives in schools.
	Blind Cave Fish	$2	3 Inches	silvery rose	Lives in schools; uses its sense of smell and vibration to find food.
	Ramirez' Dwarf Cichlid	$5	2 Inches	rainbow	Lives in pairs; rarely lives longer than $2\frac{1}{2}$ years; gets along with other fish.
	Velvet Cichlid	$5	$12\frac{1}{2}$ Inches	olive with stripes	Can be trained to take food from the hand and can be petted. Must be kept only with other cichlids.

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2a-6

What Work Wants from YOU!
Skills for the Changing Workforce
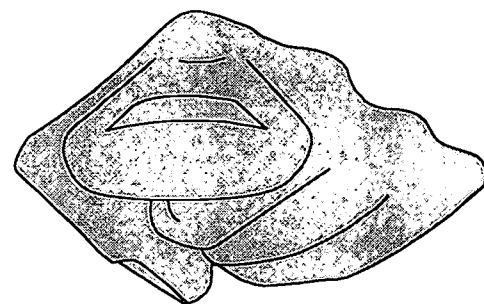
Basic Skills:
- *Reading* - locate, understand, and interpret information in books, documents, manuals, and schedules.

- *Writing* - communicate thoughts and information in writing, letters, manuals, reports, directions, graphs, and flowcharts.

- *Listening* - interpret and respond to verbal messages and other cues.

- *Speaking* - to organize and share ideas orally.

- *Mathematics* - do simple computations and solve practical math problems.

Thinking Skills:
- *Problem Solving* - recognize problems and come up with a plan of action.

- *Reasoning and Decision Making* - figure out how certain objects are related and use that information to solve problems and make decisions.

Interpersonal Skills:
- *Show Responsibility* - meet you employer's schedule: get to work on time, finish tasks on time, etc.

- *Exhibit Integrity/Honesty* - be ethical in attitude and actions.

- *Participate as a Member of a Team* - contribute to group effort, work well with men and women from all backgrounds, share information and skills.

- *Serve Clients or Customers* - work to keep customers happy.

- *Adapt well to change* - be flexible and self-managing.

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Job Trends in the 2000's
How will the workforce change?

The future workforce will:

- require people that are skilled in something that the market needs.

- offer less job security for workers.

- utilize temporary, part-time, and contract workers to supplement smaller full-time staff.

- promote teamwork and flexibility.

- will be revolutionized by the increased use of technology.

- use and process information on a computer.

- interact with many cultures and languages.

- be more concentrated in computer specialties, health care, and service industries. (Check *The Occupational Outlook Handbook* published by the U.S. Department of Labor for the latest updates on job growth - "http://stats.bls.gov/ocohome.htm")

- add the most jobs over the next 15 years in the South and West.

- stress continual education with more on-the-job training, refresher and/or upgrade courses.

- be older and have a larger percentage of women and minorities.

- *require a solid education - 85% of the jobs* **today** *require 14 years of education!*

Are you prepared to succeed in the workforce of tomorrow?

But What Is "The Job You Want"?

The following activity gives you an opportunity to explore your perception of the skills needed in possible career options. In the box below are several different occupations with the largest job growth into the 21st century.

Select 2-3 occupations you might be interested in or select your own personal choices. Write your selections in the boxes at the top of the chart. Next, write down the skills that you think are required in these positions. Discuss your ideas with a parent, teacher, employed friend, or school counselor in order to get a clear understanding of the skills needed in those occupations.

OCCUPATIONS WITH THE LARGEST JOB GROWTH: 1992-2005

- HOME HEALTH AIDES
- HUMAN SERVICES WORKERS
- COMPUTER ENGINEERS
- SYSTEMS ANALYSTS
- MEDICAL ASSISTANTS
- PERSONAL AND HOME CARE AIDES

- PHYSICAL THERAPISTS
- PARALEGAL
- TEACHERS
- CORRECTION OFFICERS
- CHILD CARE WORKERS
- INSURANCE ADJUSTERS, EXAMINERS

OCCUPATION:			
BASIC SKILLS: • READING • WRITING • MATH • LISTENING • SPEAKING • COMPUTER LITERACY			
THINKING SKILLS • CREATIVE THINKING • DECISION MAKING • PROBLEM SOLVING • KNOWING HOW TO LEARN • REASONING			
PERSONAL QUALITIES • RESPONSIBILITY • INTEGRITY/HONESTY • TEAMWORK • SERVE CUSTOMERS/CLIENTS • ADAPT TO CHANGE			

Module 3 Overview
Sizing Yourself Up!   Your Personal Inventory

STUDENT OUTCOME

To recognize personal strengths and skills that matter to
employers.

PURPOSE

To encourage students to go through the self-assessment process
in order to have a clear picture of their current strengths as they
relate to their qualifications for employment. This process will
help them establish career focus, increase self-confidence, and
improve interviewing skills.

INTRODUCTION

See Presenter Guidelines

ICEBREAKER

Activity: The Fruits of Success
Materials Required:
- Preprinted copies of the Fruits of Success tree
- Transparency of tree if you wish to participate in this
  activity along with the students

BACKGROUND
INFORMATION

See Presenter Guidelines
Activity: The M&M Salesperson
Materials Required:
- A variety of M&M's - plain, peanut, almond, peanut butter

APPLICATION
ACTIVITY

Activity/Handout: Sizing Yourself Up! Your Personal Inventory
Materials Required:
- Preprinted copies of Sizing Yourself Up!

WRAP UP

See Presenter Guidelines

HANDOUTS

See application activity above.

ADDITIONAL
MATERIALS NEEDED

Overhead Projector/Screen/Marker
Pencils or Pens for students

Sizing Yourself Up: Your Personal Inventory!

STUDENT OUTCOME: To recognize personal strengths and skills that matter to employers.

PURPOSE: To encourage students to go through the self-assessment process in order to have a clear picture of their current strengths as they relate to their qualifications for employment. This process will help them establish career focus, increase self-confidence, and improve interviewing skills.

*Introduction
(2-3 minutes)*

PRESENTER GUIDELINES

Introduce yourself and the company, agency, or school you represent. State your job title and briefly describe your job responsibilities. Give a brief description of the company, agency, or school you represent and explain why you and your company are involved in this project.

*Icebreaker
(10 minutes)*

Activity: Fruits of Success
Purpose: To help students see relationships between their strengths and their successes.

*Background
Information
(10-15 minutes)*

The most difficult and challenging task students will face in the next few years will be selecting a career choice from the endless list of possibilities. This process involves knowing who they are, what's important to them, what they are capable of doing, what their weaknesses might be, and where they want their career to take them.

Taking a personal inventory will help answer some of those questions. The secret of success in this exercise is to use total honesty about personal abilities and skills. Taking the time, effort, and reflection to complete a personal inventory also helps students establish career focus, increase self-confidence, and improve interviewing skills.

Ask students to consider the following: *A graduate will be most successful in a career that maximizes the individual's strengths and avoids stressing the weaknesses.* Sound simple? Obvious? Absolutely, but believe it or not, over 50% quit their first postgraduation job within the first year. Every job has a job description, a list of half a dozen or more tasks that are performed on a daily, or near-daily basis. If the job description uses a person's strengths, then good things will happen. If the job underscores weaknesses, a person is most likely to become disillusioned resulting in failure or job loss.

Remember: A person's primary concern when seeking a job should be the job description and whether or not they are suited for it!

Secondly, the objective in a job interview is to sell the employer on the reasons why an individual fits the job description and company profile. The employer must be convinced that the job seeker has the strengths and skills to do the job well. In fact, the job seeker must become a salesperson! As a salesperson, an individual must: 1) know his/her product inside and out, 2) determine the customers needs, wants, and desires, and 3) use that knowledge to convince the customer that the product is a perfect match!

Activity: The M&M Salesperson (10-15 minutes)

Activity: The M&M Salesperson
Purpose: To focus on selling strengths (the M&M's) that are required by a particular job and employer (the buyer).

Last of all, awareness of strengths and potential match to a job, allows individuals to be more confident and communicate more easily in a job interview. It is easier to pinpoint and discuss personal skills and strengths that match specific job duties.

Application Activity and Handout: Sizing Yourself Up! (15 minutes)

Hand out **Sizing Yourself Up!**. This activity is hard work and a strain on the brain. Encourage students to be brutally honest and to take breaks when it becomes overwhelming. Remember, they have to back up each strength with a real-life experience that proves to a prospective employer that they are what they say they are! Also, encourage them to not to limit themselves to experiences from school or work. It's O.K. to relate a strength to other facets of their life.

Emphasize the following: *If you can't prove the strength, you don't own the strength!*

This is a huge task and there will not be enough time to complete the entire inventory. Try to work through a few questions, so that the students understand what they are to do.

Wrap Up (2-3 minutes)

Emphasize to the students that this personal inventory of their strengths is a **valuable** resource. The better they know themselves, the more confident and successful they'll be in securing their first career position, not to mention finding a career or job that is satisfying and rewarding!

Fruits of Success

Purpose: To help students see relationships between their strengths and their successes. To help students see that perhaps the "roots" of their achievements nourish many different "fruits".

Procedure: Reproduce the diagram, THE FRUITS OF SUCCESS, as a handout for each student.

Ask students to take a moment for self-analysis of personal strengths and accomplishments in their lives. Begin at the roots of the tree, identifying each root as a particular strength that they think they have. Ask them to concentrate on skills, talents, and personal qualities. Label one strength per root. They may add or eliminate roots as needed. Then go on to the fruits on the tree. Label each fruit as a success or accomplishment , that is, a school, life, or work success. Add or eliminate fruits if needed. Encourage students to be honest with themselves.

Depending on classroom dynamics, you may encourage students to exchange and discuss "trees" with a partner, adding more roots and fruits as the partner suggests. Remember, this is activity is striving for affirmation of each student's strengths and successes! Be sure you feel comfortable with possible student actions and you can keep students focused and on task! If not, go on to the discussion questions and briefly discuss.

Discussion Questions: After students have made an attempt at completing the tree, ask such questions as: "What do you think the relationship is between personal strengths and successes?" , "Why do you think this type of self-analysis is important when you are looking for a job?", "Do you think an employer is more interested in the "roots" or "fruits" of your tree? Or both?"

Materials: A FRUITS OF SUCCESS handout for each student.

Approximate Time: 10 - 15 minutes

Source: Adapted from: Team Games for Trainers by Carol Nilson
Mc-Graw Hill, INC., 1993

FRUITS OF SUCCESS

Roots = strengths: talents, skills, competencies   Fruits = successes: accomplishments, achievements
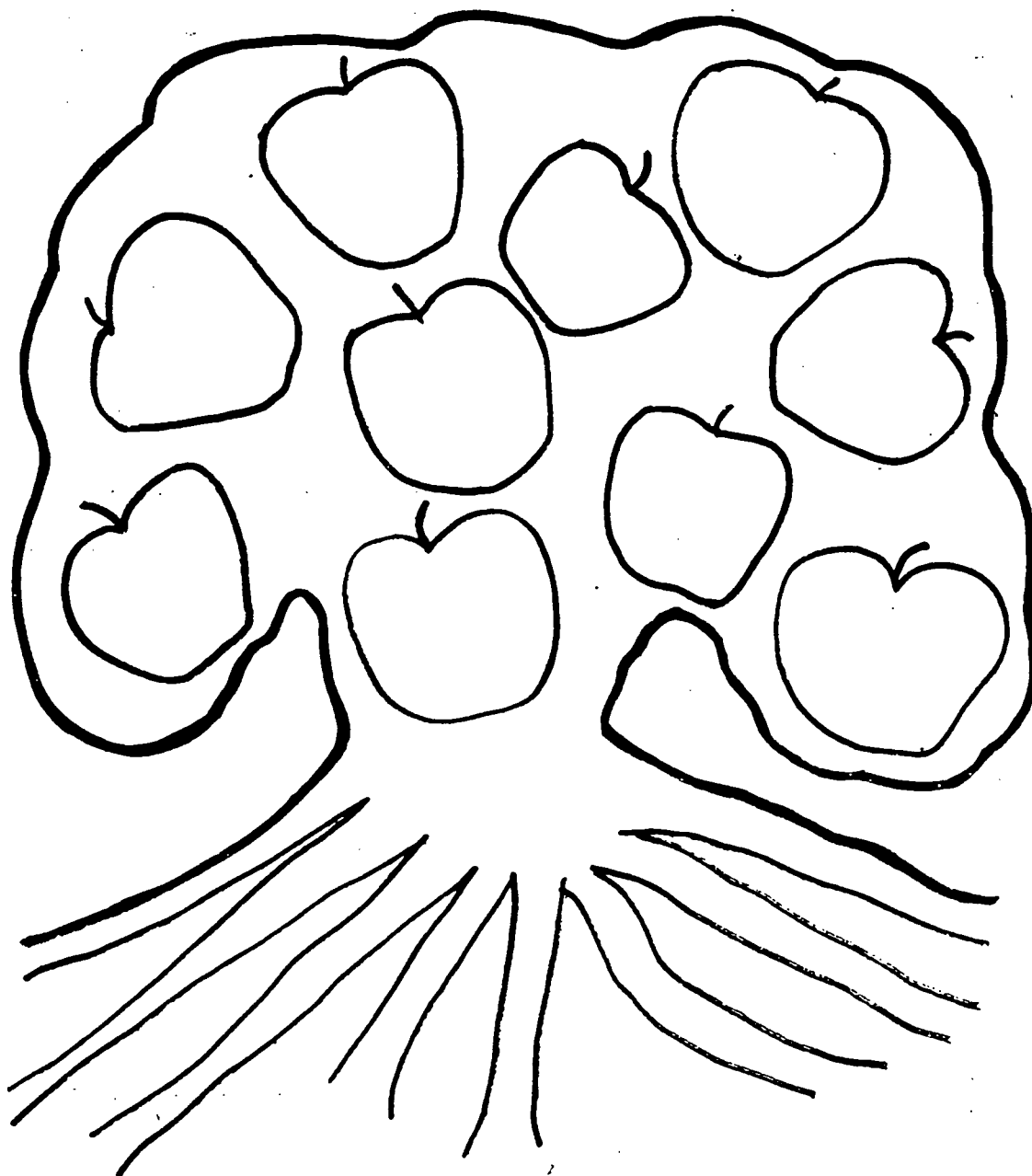
The M&M Salesperson

Purpose: To emphasize the importance of selling personal strengths (the M&M's) that are required by a particular job and employer (the buyer).

Procedure: Have at least one bag of each variety of M&M's - plain, peanut, almond, and peanut butter. Ask for a student volunteer or select one.

Explain to the volunteer that he/she is to try to sell you the product(s). The student may ask for advice from the audience, if needed. Encourage the student by responding appropriately as the buyer. Be sure you (as the buyer) have one or two kinds of M&M's that you do not like.

Discussion Questions: After the student has completed the sale, ask the other students to reflect on what just happened. Ask the following questions:
"What is your first task each time you begin a sale?"
"What do you focus on during the sale?"
"What would happen if the salesperson sold me a package of M&M's that I didn't really like very much?" Or...
"What would happen if I opened the bag and found all red M&M's instead of multi-colored?"

Tell the students that the same principles apply when a person walks into an interview. The interviewer is the buyer. The interviewee is the salesperson and the M&M's are the interviewee's skills. A person must focus on selling the personal strengths that are required by the particular job and employer!

Materials At least one package of each variety of M&M's - plain, peanut, almond, and peanut butter.

Approximate Time: 10-15 minutes

Source: Ronda Ballinger

Sizing Yourself Up - Your Personal Inventory

Directions: Answer each question with a *yes* or *no*. If you answer *yes* and claim to possess that particular trait then back it up with an example of an actual experience.

REMEMBER...IF YOU CAN'T PROVE THE STRENGTH, YOU DON'T OWN THE STRENGTH!

THE QUESTION	ANSWER	STRENGTH	THE EXAMPLE
1. Do you rely on your teacher or parents to prompt you to complete assignments?		Work Well Independently	
2. Have you ever been in a job or school situation that required you to work on your own?		Work Well Independently	
3. If you are employed, do you rely on your supervisor at work for your daily agenda?		Work Well Independently	
4. Are you able to effectively manage your own time with little assistance from your parents and/or job manager?		Work Well Independently	
5. Do you do additional work on school assignments or on the job with little or no prompting?		Take initiative	
6. Do you ask for help from someone more experienced when confronted with an obstacle or unknown situation?		Take initiative	
7. Do you work *better* under pressure at work or school?		Work well under pressure	
8. Do you set goals for yourself, either personal, job or school-related, and work toward achieving them?		Goal-oriented (Employers love this-be prepared!)	
9. When you resolve to do something, do you follow through? Do you have a strong desire to finish what you start?		Achievement-oriented	

THE QUESTION	ANSWER	STRENGTH	THE EXAMPLE
10. Do you work well with a group of people trying to achieve a common goal?		Team player	
11. Have you ever been in a position of responsibility?		Leadership qualities	
12. Do you tend to take charge in group situations?		Leadership qualities	
13. Can you break a problem down to its components?		Logical	
14. Can you view a situation from another person's point of view?		Empathic	
15. Do you have an eye for detail without losing sight of the overall goal?		Detail-oriented	
16. In any job, were you ever asked to assume responsibility for other workers in the absence of your supervisor?		Management skills	
17. Do you get along well in groups of people and with all types of people?		People-oriented	
18. Do you work well with numbers? Have you ever tutored in math or computer sciences?		Quantitative and Math skills	
19. Can you express your thoughts effectively on paper and relate information in an organized manner that is easy to understand?		Written Communication Skills	
20. Are you able to juggle several duties or assignments at the same time and see them all through to completion?		Multi-task-oriented	

Adapted from *Landing Your First Real Job* by Linda Linn, Mc-Graw Hill, Inc.,1996

In addition to the strengths just covered, there are four others that employers find
most appealing:
1) a good work ethic
2) the ability to learn quickly and easily
3) self-motivation
4) confident communication skills

Module 4 Overview
Resumes: The Good, The Bad, and The Useless!

STUDENT OUTCOME	To recognize the impact of a resume on a perspective employer.
PURPOSE	To emphasize the job of a resume, what perspective employers want to see on a resume, some avoidable resume mistakes, and the impact of technology on resume processing.
INTRODUCTION	See Presenter Guidelines
ICEBREAKER	Cartoon transparency or humorous personal experience story. **Materials Required:** ● Cartoon transparency
BACKGROUND INFORMATION	See Presenter Guidelines
APPLICATION ACTIVITY	Activity: What the (Work) Force Looks For... **Materials Required:** ● Preprinted copies and transparency of Darth Vader's resume ● Preprinted copies and transparency of What the (Work) Force Looks For...
WRAP UP	See Presenter Guidelines
HANDOUTS	**Materials Required:** Preprinted copies of: ● "The FORCE Is Back!" ● "Win the Scanning Game!"
ADDITIONAL MATERIALS NEEDED	Overhead Projector/Screen/Marker Pencils or pens for students

Resumes: The Good, The Bad, and The Useless!

STUDENT OUTCOME: To recognize the impact of a resume on a perspective employer.

PURPOSE: To emphasize the job of a resume, what perspective employers want to see on a resume, some avoidable resume mistakes, and the impact of technology on resume writing and processing.

PRESENTER GUIDELINES

Introduction
(2-3 minutes)

Introduce yourself and the company, agency, or school you represent. State your job title and briefly describe your job responsibilities. Give a brief description of the company, agency, or school you represent and explain why you and your company are involved in this project.

Icebreaker
(2-3 minutes)

Display the cartoon transparencies or tell a humorous personal experience story.

Background
Information
(5 minutes)

There is no shortage of books, articles, software packages and career-related Internet sites that advise a person on how to write a resume. There are also Internet sites that enable a person to fill in the blanks and hit the "send" button to apply for jobs. While technology may streamline some of the resume writing process, it also complicates the process.

As we head into the 21st century, not only does a person need to know how to write a "traditional resume" for human eyes, but he/she also needs to know how to write one for electronic eyes. Many larger and high-tech firms are using scanners for resume processing and applicant tracking.

While technology seems to simplify the resume writing process and anyone can follow advice given in books, many of these resources *don't tell you what the people reading your resume are really looking for!*

Pose the question, "How many of you think that resumes are what people use to get jobs?"

Well, not quite. A resume should only be used as a way to get your foot in the door. Most of the information about an applicant comes out in the interview. A resume does its job as long as it *does not exclude a person* from consideration. With literally thousands of resumes to look at, recruiters often first focus on things that knock people out of the running.

Application Activity:
What the (Work)
Force Looks For...
(25-30 minutes)

Activity: What the (Work) Force Looks For...
Purpose: To allow students to evaluate a resume and identify the good points and the bad points. To extend their thinking by answering the discussion questions at the end of the activity.

Wrap Up
(5 minutes)

Emphasize the following:
▸   Understand a resume's limitations. It's only a vehicle to get a person in the door.

▸   Highlight abilities that satisfy the needs of *each* prospective employer.

▸   Make the resume computer friendly and easy to scan.

▸   Buy a good resume writing book for your experience and educational level!

Handouts:
(5 minutes)

"The FORCE is Back!"
"Win the Scanning Game!"

What the (Work) Force Looks For....

Purpose: To identify resume pros and cons.

Procedure: 1. Ask students to form small groups of 3-4 students.

2. Hand out copies of Darth Vader's resume along with a copy of What the (Work) Force Looks For...

3. Display the Transparency: What the (Work) Force Looks For... as you discuss the pros and cons. Allow time for questions and clarification if needed.

4. Ask the teams to review Darth Vader's resume and locate at least three pros and three cons. Give students about 10 minutes to come up with their lists.

5. Debrief the activity by displaying a transparency of Darth Vader's resume and putting a ☺ by the pros and a ☹ by the cons. (OR use + and -). You may extend the activity by asking students to correct the cons or pose some of the following discussion questions.

Discussion   What was your first impression of this person's resume?
Questions:
                      What implications does this have for you in writing your own resume?

                      Do you think the "traditional resume" will be a 20th century relic?

Materials: Preprinted copies and transparencies of:
                      ●   Darth Vader's resume
                      ●   What the (Work) Force Looks For...

Time: 25-30 minutes

Source: Ronda Ballinger and Mary Kay Gee

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What the (Work) Force Looks For....

The Light Side...

O Current address and phone number

O Clear objective statement

O One page

O Format that is easy to read

O Achievements outlined

O Strengths backed up with examples

O Excellent grammar and spelling

O Clear, concise writing

O Cooperative education, internships, summer jobs, and/or volunteer experience listed

The Dark Side...

● No phone numbers

● Misspelled words and poor grammar

● Several different typefaces or fonts

● Fluorescent-colored paper

● Ink-in corrections

● Rounded off dates

● Vague education information

● Congested with non-essential details

● Failure to have someone else review resume for errors

Darth Vader
176 Castle Way
In a Galaxy far far away...

OBJECTIVE
Project Manager

EDUCATION
Milky Way University

MILITARY EXPERIENCE
Jedi Knight
Superviser: Obi Wan Kenobi

➤ Hot shot pilot known as Anakin Skywalker

➤ Recieved the Greatest Potential in the Force award.

➤ Completed various corses in lightsaber battle, mind probing, public speaking, levitation, and Force sheilding. Finished first in the class in management training.

WORK EXPERIENCE
4000-Present
Master of the Empire, INC., Death Star II
Position: The Dark Lord
Supervisor: The Emporer

Began as a trainee in the dark side, learning control over the Force while wearing life-systems body armor. Was promoted to Imperial Fleet Commander and trained many students in the dark side of the Force. Completed over a 100 missions for the Emporer. Assigned to oversee construction of a new battle station known as Death Star I.

SPECIAL SKILLS AND ACHIEVEMENTS
Proficient in use of the lightsaber, levitation, mind probing, and Force sheilding. Able to move objects or deflect laser fire with simple gestures. Adept at flying a Super Star Destroyer and other space vehicles. Consistantly locate and destroyed Alliance leaders.

ADDITIONAL INFORMATION
100% relocatable. Additional work history and references available on request.

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The FORCE is Back!
With Your Resume in Hand You'll Never Lose YOUR Way!

Your resume is a vivid picture of you. Its purpose is to interest the employer so he or she will call you for an interview. The content and form may vary slightly, but generally all resumes contain the following information. Use this as a worksheet to get all your personal information organized before you write your resume.

1) **PERSONAL DATA** about you (address, phone number).

2) Your **JOB OBJECTIVE** (the job you want to have and the kind of organization you want to work for).

3) Your **WORK EXPERIENCE** (include positions you've held, names of employers, specific duties, and dates you held each position).

4) Details about your **EDUCATION**. Be specific (....graduated in top 25 percent, ...maintained a B average....missed only one day of school).

5) **OTHER EXPERIENCE** (volunteer work, club duties, other responsibilities that suggest you would be a responsible, dependable worker).

6. Your **ACHIEVEMENTS** or abilities.

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Win the Scanning Game!

What job hunters of the 90's need to know is that computers read resumes differently than people do. You can avoid the resume casualties by following these suggestions in creating your resume.

RULE # 1: FOCUS ON NOUNS

◘ State your qualifications using key words that define the skills of a particular job.

◘ Use acronyms specific to the job.

◘ Include general computer skills and list specific software packages you can use.

RULE # 2: KEEP IT SIMPLE

◘ Use popular, nondecorative typefaces.

◘ Use a font size of 10-14 points.

◘ Use light-colored standard size paper, printed on one side.

◘ Avoid italic text, script, and underlined passages. Capitalized words and boldface are okay.

◘ Avoid graphics and shading.

◘ Avoid horizontal and vertical lines-they confuse the computer.

◘ Avoid staples and folds. If you must fold your resume do not fold on a line of text.

◘ Your name should be the first readable item on each page.

Adapted from: Computer-Friendly Resume Tips by Joyce Lain Kennedy. Job Choices, 1997

Module 5 Overview
Ace The Interview!

STUDENT OUTCOME

To Identify appropriate job interviewing strategies.

PURPOSE

To focus students' attention on the importance of preparation in order to help create a great interview. To offer suggestion on what to do before the interview and how to respond during the interview.

INTRODUCTION

See Presenter Guidelines

ICEBREAKER

Cartoon transparency or humorous personal interview story.
Materials Required:
● Cartoon transparency

BACKGROUND INFORMATION

See Presenter Guidelines

APPLICATION ACTIVITY

Activity: Sam's Story
Materials Required:
● Preprinted copies of Sam's Story
● Transparency: Suggestions for Sam
● Transparency: The Tipster: Ace That Interview!

WRAP UP

See Presenter Guidelines

HANDOUTS

Materials required: Copies of
● "Ace That Interview"
● "Questions You Should Always *Expect*..."
● "Questions You Should Always *Ask*..."
● "Real-World Stuff: The Top Ten Reasons for Rejection!"

ADDITIONAL MATERIALS NEEDED

Overhead Projector/Screen/Marker
Pencils or pens for students

Ace That Interview!

STUDENT OUTCOME: To identify appropriate job interviewing strategies.

PURPOSE: To focus students' attention on the importance of preparation in order to help create a great interview. To offer suggestions on what to do before the interview and how to respond during the interview.

Introduction
(2-3 minutes)

PRESENTER GUIDELINES
Introduce yourself and the company, agency, or school you represent. State your job title and briefly describe your job responsibilities. Give a brief description of the company, agency, or school you represent and explain why you and your company are involved in this project.

Icebreaker
(2-3 minutes)

Display cartoon transparency or tell a humorous personal interview story.

Background
Information
(5 minutes)

Ask students if anyone has had a job interview. Ask them what they did to prepare for it, how they felt during the interview, and any other question that may elicit the nature of their experiences. Briefly mention the following job interviewing strategies as an introduction to this module. If possible, use your own experience to highlight these strategies, but be sure to limit your time as these strategies will be mentioned in greater depth during the activities. Some important interviewing tips you may mention are:

■ creating a good first impression
■ overcoming fear of being asked hard questions
■ being pleasant, polite, and appropriately dressed
■ being well-prepared
■ responding to questions in a clear, concise manner
■ giving explanations, not excuses
■ responding positively

Application Activity :
Sam's Story
(30 minutes)

Activity: Sam's Story.
Purpose: To allow the students to identify what they already know and what they need to know about interviewing skills.

Transparency:
Suggestions for Sam

Record students' responses on Transparency: Suggestions for Sam

Transparency:
The Tipster: Ace that
Interview!

After this task is completed, debrief the activity by displaying **Transparency The Tipster: Ace That Interview!** Elaborate on the tips as needed using your prior knowledge and experiences. In depth information along with examples on these tips are in the Hand Out: Ace That Interview! You may use that information when debriefing the activity if you wish.

(10 minutes)
Handouts:
Ace That Interview!

Give students the handouts. If time allows, direct the students' attention to any of the following in the handouts:

▶   examples in Ace That Interview!
▶   the most asked questions from interviewers
▶   the top ten reasons for not getting the job.

Questions You Should
Always Expect...

Questions You Should
Always Ask...

Solicit responses from the students and provide personal insight or experiences as time allows. You may also ask students to attempt answering some of the interview questions.

Real-World Stuff: The
Top Ten Reasons for
Rejection!

Wrap Up

Restate the importance of preparation in order to help create a great job interview!

Sam's Story

Purpose: To allow student to identify what they already know and what they need to know about interviewing skills.

Procedure: 1. Divide the class into groups of 3-4 people.

2. Inform students that they are about to be given a scenario in which they will need to offer suggestions to an individual who is getting ready for a job interview.

3. Hand out **Sam's Story**.

4. The students are to read Sam's story and write down as many suggestions as they can.

5. As the students work on this task, walk around the room and answer questions pertaining to the activity. Encourage participation and keep them on task.

6. After about 10-15 minutes, ask for group responses, validate and/or offer suggestions. Record responses on **Transparency: Suggestions for Sam**.

7. Debrief the activity by displaying **Transparency-The Tipster: Ace That Interview!** Elaborate on the tips as needed using your prior knowledge and experiences if possible.

Materials: Preprinted copies of Sam's Story
Transparencies: Suggestions for Sam and The Tipster: Ace That Interview!

Time: 30-40 minutes

Source: Ronda Ballinger

Sam's Story

"Another sleepless night! I've never been so nervous!" frets Sam. Sam is 19 years old, working full-time, living with his parents, and attending the local community college at night. Sam graduated last year from high school with a B/C average. He didn't have much time after school for sports or extra activities because he had to work, but he did take part in some community clean up projects in the local forest preserves and trail system. Sam enjoys mountain biking and hiking with his friends when he has time. Sam needs to save money for school and, of course, going out with his friends. Although Sam's current job doesn't pay much, he has a lot of responsibility and duties. He is crew leader on the afternoon shift and often has to work overtime. He recently convinced his boss to take part in the Adopt-A-Highway program in the local area, and his boss put him in charge of it! Sam was intrigued by a job advertisement with NCCC (National Civilian Community Corps), sent in a resume, and now has been called in for an interview!
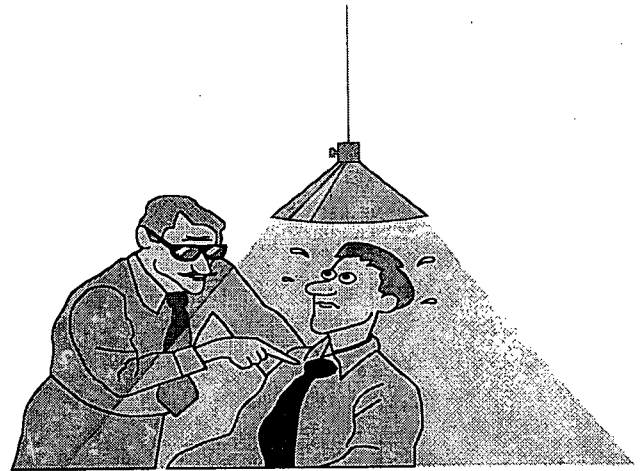
## What do you think Sam should do in order to ace that interview?

Before
- ▸
- ▸
- ▸
- ▸

During
- ▸
- ▸
- ▸
- ▸

NCCC's Story

NCCC is part of AmeriCorps, a national service movement which gives Americans an opportunity to serve in areas of national priority, such as the environment, education, public safety and human needs, while earning education awards for college or vocational training. The NCCC emphasizes environmental issues, working to maintain urban and rural parks and neighborhoods, build trails, control erosion and save rivers and streams. To join NCCC, a person must be between the ages of 18 and 24 and a citizen or permanent resident of the United States. The NCCC requires an 11-month commitment, and groups are broken into teams of 10 to 12, each with a leader. All members participate in day-to-day project planning and are given lessons on leadership, team building and physical conditioning. Participants receive free meals, health care and child care (if necessary). They also earn a living allowance of about $650 per month and an education award of $4,725 upon completion of one year's service. Corps members are trained for specific projects, including disaster relief and recovery projects. A typical work day is strenuous and full of action, and they are looking for a few good men and women!
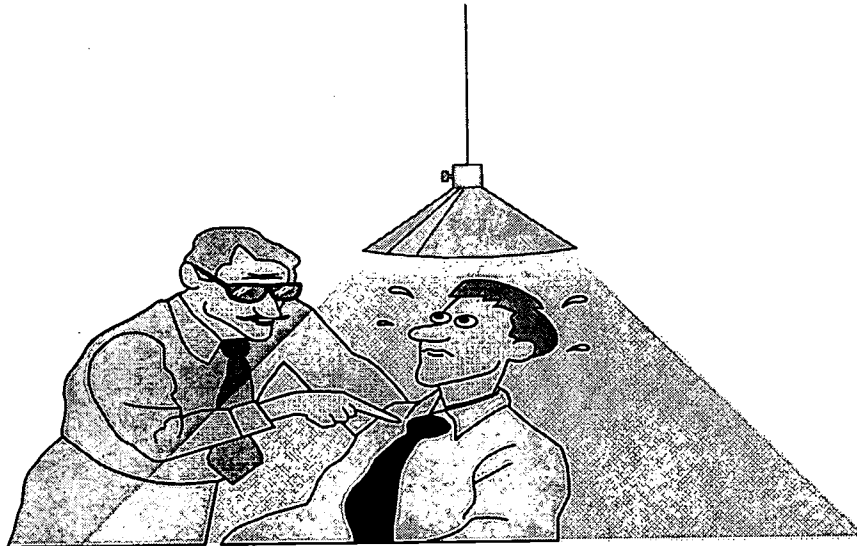
Suggestions for Sam...

What can Sam do *before* the interview?

What can Sam do *during* the interview?

The Tipster: Ace That Interview!

Tip #1:   Do your homework!
> ➤ Learn about the organization
> ➤ Know the job description

Tip #2:   Know the score!
> ➤ Review skills and achievements
> ➤ Concentrate on personal examples

Tip #3:   Be prepared!
> ➤ Anticipate questions
> ➤ Prepare job and industry questions
> ➤ Prepare an Interview Kit

Tip #4:   Be precise!
> ➤ Don't ramble
> ➤ Expect a variety of questioning

Tip #5:   Correct mistakes!
> ➤ Admit mistakes and go on

Tip #6:   Avoid negative comments!
> ➤ Respond positively to issues
> ➤ Control body language and facial expressions
> ➤ Repress negative comments about employers or educators

Tip #7:   Dress appropriately!
> ➤ Be professional in appearance
> ➤ Wear clothes that are clean and appropriate for the job
> ➤ Avoid poor, indifferent, or inappropriate personal grooming

Ace that Interview!

Tip #1:   Do your homework!

- Learn about the organization to which you are applying. Key sources to tap are: annual reports, company brochures, newsletters, people in the industry, and the public library.
- Learn as much as possible beforehand about the job by asking if a job description is available in order to determine just how you can highlight your skills.

Example: Chris has always had a special touch with animals. She dreams of someday being a veterinarian. She has been called for an interview as an animal technician at a large animal hospital. This is a dream job! It will allow her to work in a field she loves and save money for college! Chris's friend knew of a well-respected veterinarian in her area and gave Chris his name. Chris contacted the doctor, explained her goals and situation, asked for an opportunity to meet with him to discuss general career prospects in the industry and basic requirements of an animal technician in a large animal hospital. The doctor was very happy to share his expertise and Chris acquired a wealth of information to help prepare for her interview!

Tip #2   Know the score!

- Review skills and achievements from your personal inventory.
- Concentrate on specific accomplishments, personal strengths, and problems solved (be sure you can give an example!).
- Speak the language of business: **time and money**. If possible, describe accomplishments in terms of money earned/saved or time saved.

Example: "I've got saltwater in my veins," jokes Nicholas, an 18-year old senior. For many years Nicholas dreamed of sailing as one of six crewmembers from Hawaii to Alaska. For two years, Nicholas did odd jobs and summer work as an auto mechanic in order to have his sailing stash in time for the trip. As much as he wanted to sock away cash for the trip, he was waylaid by the lure of immediate pleasures - stuff like music CD's and going out with his friends. He came up with a solution to help curb those spending urges and saved enough money to go on his trip that not only challenged him mentally and physically, but also gave him a serious perspective on the power of Mother Nature. Nicholas highlighted this experience in a job interview for a position with the maritime harbor patrol. The interviewer was so impressed, he hired Nicholas on the spot!

Tip #3   Be prepared!

- Anticipate being asked common interview questions.
- Prepare specific questions about the job and industry that show you have given careful thought and are thoroughly prepared for the interview.
- Prepare an **Interview Kit** that contains: additional copies of your resume, Social Security number, grade transcripts, (or address of school office that will send them), letters of commendation, list of references (people the employer could call and ask about you), diplomas and certificates, awards, appropriate projects and/or publications.

Example: "This interview isn't going well - I'm just too nervous!" Carla thinks to herself. She feels that she has done all the right things in order to prepare for this interview, but nothing seems to be coming out right. Carla is applying for a summer internship with a local graphic arts company. Because Carla has taken the time to prepare an interview kit with samples of her work, she uses the contents as a visual aid for selling herself and underscoring her accomplishments. As Carla explains a piece of work she is particularly proud of, she relaxes and the interview progresses in a more productive fashion.

Tip #4:   Be Precise!

- Don't ramble on when answering a question.
- Be prepared for a variety of questioning styles and follow up questions.

Tip #5:   Correct mistakes!

- Take the initiative to correct an answer that doesn't quite come out right or that you think was a really dumb answer.

Example: Jake was in the middle of a job interview for a customer service representative at Truck World. Everything was going pretty well until he blurted out a really dumb answer to a question. He knew it immediately and he knew the employer did to. But Jake took the initiative to say something like, "Listen, that didn't come out quite right. Do you mind if I take another crack at my answer?"

Tip #6:   Avoid negative comments!

- Respond positively to issues the employer presents you with. Employers sometimes do an "attitude check" by dwelling on negatives such as extra work hours, weekend work, initial low pay, hard work, monotony of the job, etc., just to check your reaction and attitude.
- Negative messages are picked up in facial expressions and body language as well as verbal statements.
- Do not express negativity toward previous employers or educators. Focus on the positive!

Example: A potential employer is telling Jennifer that she will have to work weekends. She really doesn't want to work weekends because she usually has plans with her friends. If she says something to that effect in the interview, in the employer's mind she is already the wrong person for the job. (The same effect is created if she mutters "maybe", squirms a lot, or crosses her arms!). But Jennifer responds in a positive fashion by saying that she is willing to work weekends to get her career started and really learn all aspects of the job. After she gives it some thought, she may decide that this is a small price to pay for a big opportunity. Or maybe she'll say, "thanks, but no thanks." Either way, she has created the impression that she can handle situations in a positive manner.

Tip #7:   Dress "appropriately"!

- Clothes should be clean, professional in appearance and appropriate for the job.
- Shower or bathe, and be certain to use deodorant. Avoid the excessive use of perfume, cologne, or after-shave.
- Brush your teeth or use mouthwash before the interview, if possible.
- Be sure your hair is clean. If you have a mustache or beard, be sure that it is neatly trimmed.

Questions You Should Always *Expect*...

The following is a sampling of questions you might expect in a job interview. You can pretty well count on being asked at least five of the following questions in one form or another, during any interview.

1. What can you tell me about yourself?

2. What do you know about our company?

3. What made you decide on this particular career?

4. How much experience do you have?

5. What was your favorite and least favorite subject in school? Why?

6. What one or two accomplishments in your life have given you the most satisfaction and why?

7. Tell me what you feel your greatest strengths are. What about your weaknesses.

8. Do you feel your education has prepared you for this job with us? In what way?

9. Why did you apply for this position?

10. What are you looking for in this job?

11. How would you describe yourself? How do you think a family member or friend would describe you?

12. What personal goals have you set for yourself, and what do you hope to achieve over the next five to ten years?

13. What motivates you to set for the greatest effort?

14. What kind of contribution can you make to this company?

15. Tell me something you learned as the result of having made a mistake.

The Inevitable Last Question...
Do you have any questions?   You'd better!

Questions You Should Always *Ask*...

An interview is an exchange of information. The worst thing that can happen at an interview is failure to ask questions. The interviewer will assume that you are not very bright, or not interested in his or her company! You will also miss the opportunity to get information that will help you make a decision about the job and exhibit your skills and qualifications. The following are some sample questions.

1. How would you describe the duties of this job?

2. What do you think it takes to succeed in this position?

3. How would you describe your company's personality and management style?

4. What do you like most about working for this company? Where would you like to see some improvement, if any?

5. What are some of the career paths others have followed as a result of being in this job?

6. How are your employees evaluated and promoted?

7. Does the company offer training or promote further education to a person in this type of job?

8. If I put forth my best effort, where can I find myself in this company five years down the line?

9. What are the opportunities for professional growth within this organization?

10. What are your organization's/department's plans for future growth and development?

Real World Stuff: The Top Ten Reasons for Rejection

Reason #10: Unwilling to relocate

Reason #9: Lack of confidence and poise
- ☹ Extreme nervousness
- ☹ Poor eye contact
- ☹ Introverted and unable to initiate conversation

Reason #8: Lack of motivation
- ☹ Inability to set goals and achieve them
- ☹ Shows no potential for, or interest in, advancement

Reason #7: Unrealistic expectations
- ☹ Expects too much money and/or benefits
- ☹ Unwilling to start at the bottom

Reason #6: Negative Feedback
- ☹ Makes negative comments about educators or past employers
- ☹ Becomes defensive
- ☹ Makes excuses

Reason #5: Lack of interviewing manners
- ☹ Late for interview
- ☹ Comes across as overbearing, cocky, too aggressive
- ☹ Interrupts the interviewer
- ☹ Appears bored and shows no enthusiasm

Reason #4: Lack of preparation for the interview
- ☹ Knows nothing about the company/industry
- ☹ Asks no questions

Reason #3: Poor personal appearance

Reason #2: Poor scholastic record
- ☹ Low GPA with no valid explanation
- ☹ Poor planning of post-high school career
- ☹ Lack of focus and inability to define career goals
- ☹ Took too long to graduate

Reason #1: Poor communication skills, both verbal and written
- ☹ Too talkative
- ☹ Poor grammar and diction
- ☹ Sloppy resume and/or application

Adapted from: Linn, Linda. *Landing Your First Real Job.* McGraw-Hill: New York, 1996.

Module 6 Overview
New Kid on the Block: First Year On the Job!

STUDENT OUTCOME	To identify the critical qualities essential to first year job success.
PURPOSE	To emphasize that the first year in a new job is different. To offer suggestions that may help students adapt to their new environment and increase their chances for success.
INTRODUCTION	See Presenter Guidelines
ICEBREAKER	Activity: Relearning to Count **Materials required:** ● Preprinted sets of instructions
BACKGROUND INFORMATION	See Presenter Guidelines Overhead Transparency: ● Where Did I Go Wrong?
APPLICATION ACTIVITY	Activity: Six Degrees of Separation **Materials required:** ● Preprinted copies of activity
WRAP UP	See Presenter Guidelines
HAND OUTS	**Materials Required:** Preprinted copies of ● Where Did I Go Wrong? ● Connecting Personal Qualities and Job Success
ADDITIONAL MATERIALS REQUIRED	Overhead Projector/Screen/Marker Pencils/Pens/Name Tags

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New Kid on the Block: First Year On the Job!

STUDENT OUTCOME: To identify the critical qualities essential to first year job success.

PURPOSE: To emphasize to students that the first year in a new job is different. To offer suggestions that may help students adapt to their new environment and increase their chances for success.

*Introduction
(2-3 minutes)*

PRESENTER GUIDELINES
Introduce yourself and the company, agency, or school you represent. State your job title and briefly describe your job responsibilities. Give a brief description of the company, agency, or school you represent and explain why you and your company are involved in this project.

*Icebreaker
(10 minutes)*

Activity: Relearning to Count
Purpose: To impress upon students the fact that first year employees must be able to quickly understand and acquire new and different skills as well as adjust to a new and constantly changing workplace environment.

*Background
Information
(2-3 minutes)*

Every year thousands of students go to work with high enthusiasm and energy...only to be disappointed in their job and company! Many of them have overlooked one critical step - they haven't learned how to go to work! Managers, supervisors, and executives often complain that new hires just don't understand what it takes to successfully acclimate to a new organization.

Many graduates hang on to their student attitudes and behaviors too long. They don't recognize that the first year on the job is a transitional stage. One in which they are not a student, but not quite a part of the "team" yet, either. This stage can make or break the early part of their career!

Does it really matter? Yes, it does!! The way in which students enter a new organization and a new job will have a major impact on their success within that organization. It also has been suggested that how employees approach their first year will have a major impact on their future salary, promotions, job satisfaction, and commitment to the job. Mess up the first few months and new employees can find themselves labeled as "immature" and given lesser assignments. The simple fact is: It takes years to recover from a poor start!

*Activity: Six Degrees
of Separation
(15 minutes)*

Activity: Six Degrees of Separation
Purpose: To get students to recognize that some of the behaviors they display

during high school are rarely the ones that they will need to be successful at work.

Since the first year on the job is so critical lets look at a few suggestions to increase the chances for success. Display **Transparency...Where Did I Go Wrong?!** Discuss each item. (This will also be given as a handout at the end of the presentation.) You may use your own experience and/or the information given below.

1. **Be an observer.** That means keeping eyes and ears open and mouth shut at first to learn as much as you can about the company and the people in it before you start asserting your own individuality.

2. **Be punctual and reliable.** Reliability means that your employer can count on you to be on the job and to get the job done on time. Punctuality means getting to work on time even when there are difficult circumstances, such as bad weather or car problems. It also means coming back from breaks and lunch on time, not leaving work early, meeting work deadlines, and regularly arriving at meetings and appointments on time.

3. **Adopt the right attitudes.** Be positive and remember that the sound of your voice is often more important than the words you use. *Don't gossip.* Stay away from employees with a negative attitude, association with them could be damaging. Model yourself after the performance of successful, respected employees.

4. **Exercise patience.** Don't expect too much too soon. Don't expect to get a raise or promotion when *you* think you're ready. Don't get frustrated or develop a bad attitude if you don't get what you want when you want it. Work hard and maintain a positive attitude and eventually you'll get what you deserve.

5. **Manage your expectations.** The odds are that many things about your job will not be what you first expect them to be. There will probably be more job pressures and hours. The types of duties you have to perform will not be as glamorous, as important, or as high a level as you thought. Focus on your *own* performance not on what everyone else is doing. Most employers are very frustrated with the naive expectations of new graduates!

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6. **Learn the company culture.** Obey the stated rules from the dress code on down the line to whether or not you're allowed to make personal phone calls during business hours. Learn the unspoken, informal rules and norms. Find out how the respected employees behave. Understand what people expect of you, particularly the accepted work ethic and social norms, and what the limits are. Pay attention to how people communicate and work together. Find ways to "fit in". Remember you can't change the culture until you are accepted into it!

7. **Treat your first year on the job like another year of school.** Study, study, study!

Wrap Up
(2 minutes)

Restate the following: First year employees must be able to quickly understand and acquire new and different skills as well as adjust to a new and constantly changing workplace environment. The way in which students enter a new organization and a new job will have a major impact on their future salary, promotions, job satisfaction, and commitment to the job.

Handouts

"Where Did I Go Wrong"
"Connecting Personal Qualities and Job Success"

Relearning to Count

Purpose: To impress upon students the importance of knowing how to maximize the efficiency of the learning process because today's employees must be able to understand and acquire new and different skills quickly.

Procedure:

1.   Inform students that they are about to learn a totally new symbolic system for counting that will replace the traditional numeric system (1-10).

2.   Divide the class into two groups, and provide each group with a different set of instructions.

3.   Provide group A with a sheet of paper on which are printed the ten codes for numbers 1-10, and tell them that they have a very limited time to memorize the new system.

4.   Provide group B with a sheet of paper on which the codes for numbers 1-10 are shown in conjunction with the spatial figure for which they are drawn (plus 10=X). Tell them that they have a very limited time to memorize the new system.

5.   Provide two minutes to each groups to learn their system, then administer a brief quiz by asking them to write down the codes for a set of numbers that you read off.
(Example: 6, 8, 2, 10, 1)

Discussion Questions

1.   Which group scored the highest? Why?

2.   What implications does this have for you in learning new skills on the job?

Materials: Preprinted sets of instructions for Group A and B.

Time: Ten-fifteen minutes.

Source: C. Spetz, ACCO, Houston, Texas.
From: The Complete Games Trainers Play.
Edward E. Scannell & Jon W. Newstrom, McGraw Hill Inc., New York, NY

Instructions for Group A

1 = ⌐|

2 = ⌐⌐

3 = ⌐

4 = ⌐

5. = ☐

6 = ⌐

7 = ⌐

8 = ⌐⌐

9 = ⌐

10 = X

Instructions for Group B

$$1 \rfloor \quad \lfloor 2 \rfloor \quad \lfloor 3$$

$$\overline{4} \rfloor \quad \boxed{5} \quad \overline{6}$$

$$\overline{7} \mid \quad \mid 8 \mid \quad \mid 9$$

```
 1  |  2  |  3
____|_____|____
 4  |  5  |  6
____|_____|____
 7  |  8  |  9
```

10 = X

Six Degrees of Separation

Purpose: To recognize that some of the behaviors students display during high school are not always the ones that employers consider important.

Procedure: 1. Hand out the "Six Degrees of Separation" sheet. Ask students to consider the skills/behaviors that employers find most useful among their new employees. Ask students to rate the items from 1 to 10 with 1 being what they think employers consider "very important" to 10 being the "least important". Record their rating in the students' column.

2. After students have completed this task, give them the survey results from various employers. They may record these results on the employers' rating column as you discuss the results. (This nationwide study of employers and high school seniors was conducted by the highly respected research firm of Roper Starch Worldwide for Amway and Junior Achievement, and administered by Newsweek, Inc. These are some of the highlights of the survey).

3. Results from this survey are as follows:
#10:   43% of employers feel that knowing the right people does matter.
#9:   48% say it's very important for seniors to understand how business works. *(Only a tiny fraction have any grasp of it!)*
#8:   68% of employers say that basic math skills are almost a must. *(Only about one in ten seniors are adept at math!)*
#7:   78% say the ability to read a training manual is very important. *(But only one in eight says that graduates have that capability!)*
#6:   83% think it is very important to be able to work with different kinds of people. *(But few employers have found seniors well prepared to do that!)*
#5:   85% of employers hold verbal communications in high regard. *(Yet they say that only one in ten seniors shows real skill in communicating!)*
#4:   92% expect employees to complete work assignments on time. *(But fewer than one in ten says that high school graduates can meet a deadline on the job!)*
#3:   93% think it's valuable for a job applicant to have had work experience *(It's a plus, too, for a high school graduate to have done volunteer work!)*
#2:   99% of employers consider punctuality and dependability very important. *(Yet only one in seven says that seniors can be counted on in this respect!)*
#1:   100% of employers think sheer hard work brings success on the job! *(Intelligence is a close second. Almost as important in getting ahead are leadership, appearance and creative ability!)*

Materials :   Preprinted copies of Six Degrees of Separation handout.

Time: Approximately 15-20 minutes.

Source: Survey Results: Conducted by Roper Starch Worldwide for Amway and Junior Achievement, and administed by Newsweek, Inc.
Activity designed by Ronda Ballinger.

Six Degrees of Separation

Consider the following skills/behaviors that employers find most useful among their new employees. Rate the items from 1 to 10 with 1 being what employers consider "very important" to 10 being "least important". After you have completed this task, we will compare your conclusions with survey results from various employers.

STUDENTS' RATING	EMPLOYERS:	EMPLOYERS' RATING
	● feel that knowing the right people matters	
	● think it's very important to be able to work with different kinds of people.	
	● consider punctuality and dependability very important	
	● hold verbal communication in high regard	
	● think it's valuable for a job applicant to have had work experience	
	● expect employees to complete work assignments on time	
	● say the ability to read a training manual is very important	
	● say that basic math skills are almost a must	
	● think that sheer hard work brings success on the job	
	● say it's very important to understand how business works	

Where Did I Go Wrong?...

Be an observer.
☞ Eyes and ears open
☞ Mouth shut

Be punctual and reliable.
☞ Get to work on time
☞ Don't leave work early
☞ Meet work deadlines
☞ Arrive at meetings on time

Adopt the right attitudes.
☞ Be positive
☞ Don't gossip
☞ Avoid negative people
☞ Model respected employees

Exercise patience.
☞ Don't expect too much too soon

Manage your expectations.
☞ Control initial frustrations
☞ Focus on own performance

Learn company culture.
☞ Follow stated company policy
☞ Learn the unspoken, informal rules and norms
☞ Understand the accepted work ethic and social norms

Study, study, study!
☞ Master the tasks of your job
☞ Acquire the knowledge, skills and abilities you need

Connecting Personal Qualities and Job Success

Surveys and interviews with top executives indicate that the following personal qualities are most important to employers.

✗ Dependable

✗ Positive, motivated attitude

✗ Honest

✗ Good communication skills

✗ Good listener

✗ Creative problem solver

✗ Sound decision maker

✗ Team player

✗ Willing to learn new skills

✗ Open to suggestions and feedback

✗ Hardworking

✗ Accurate and responsible

✗ Ability to follow through

✗ Confident

✗ Neat and attractive appearance

✗ Respectful and considerate (good manners)

✗ High energy (ability to cope with stress!)
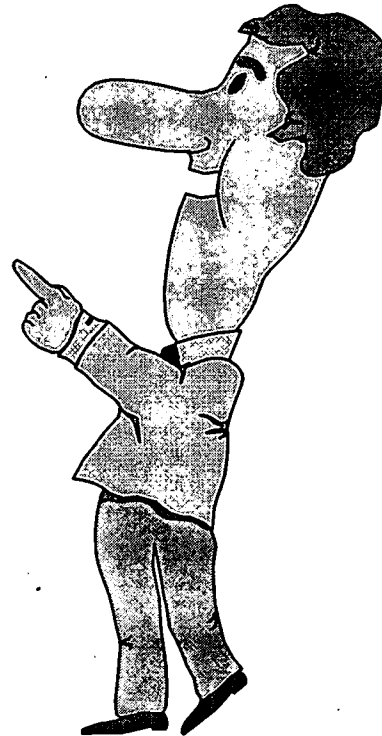
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