

# Workplace Competency Learning Activities List

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

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## Competency #1 - Communication and Literacy

### Perception Exercises

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

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

**Time Required:** 15 minutes plus discussion

#### Steps to Complete Activity:

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

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

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

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

#### Competency Assessment:

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

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

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



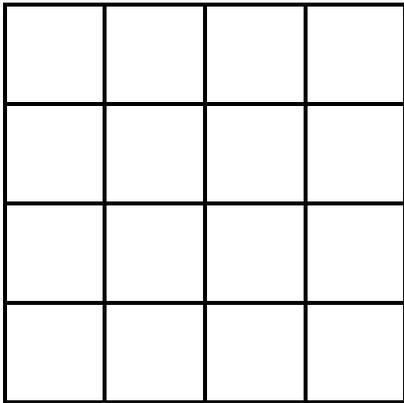
# PERCEPTION EXERCISES

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

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

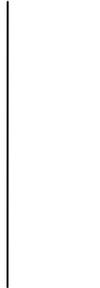
How many squares are there?

\_\_\_\_\_



Which line is longer?

\_\_\_\_\_

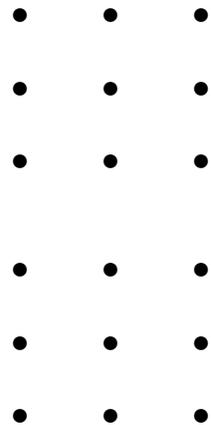
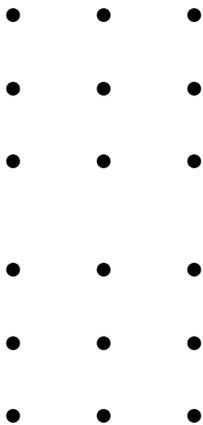
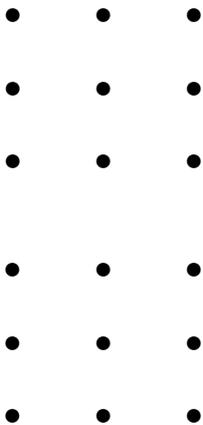


What do you see in this drawing?

\_\_\_\_\_

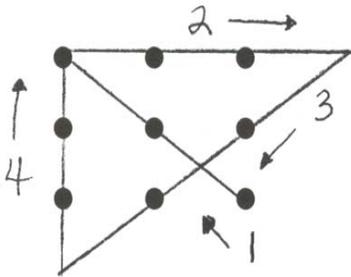


Connect all nine dots with four straight lines without lifting your pen or pencil from the paper.



## ANSWERS TO PERCEPTION EXERCISES

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



## Competency #1 - Communication and Literacy

### Analyze Your Voice

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

**Assessment Area(s)** 1a - Speaking

**Time Required:** Thirty minutes

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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



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



## Competency #1 - Communication and Literacy

### The Eye Contact Game

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

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

**Time Required:** One class period

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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



## THE EYE CONTACT GAME

NAME \_\_\_\_\_ DATE \_\_\_\_\_

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

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

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

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

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

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

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

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

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



## Competency #1 - Communication and Literacy

### Breakdown in Communications

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

**Assessment Area(s):** 1b - Listening

**Time Required:** One class period

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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

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



## Competency #1 - Communication and Literacy

### Listening Exercise

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

Assessment Area(s) 1b - Listening

Time Required: 30 – 40 minutes

Steps to Complete Activity:

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

**Materials/Equipment Needed:**

Scenarios should be individually copied and distributed to groups.

**Situation A.**

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

**Situation B.**

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

**Situation C.**

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

### **Situation D.**

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

### **Situation E.**

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

### **Situation F.**

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

### **Competency Assessment:**

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

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

## Competency #1 - Communication and Literacy

### The Peanut Butter and Jelly Game

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

**Assessment Area(s)** 1b - Listening

**Time Required:** 30 minutes

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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



## Competency # 1 - Communication and Literacy

### Announcement! Announcement!

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

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

**Time Required:** 10 minutes

#### Steps to Complete Activity:

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

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

#### Competency Assessment:

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

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



## Competency #1 - Communication and Literacy

### Fire, Aim, Ready

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

**Assessment Area(s):** 1c - Reading

**Time Required:** 20 minutes

**Steps to Complete Activity:**

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

**Alternative Activity:**

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

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

**Competency Assessment:**

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

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

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



Name: \_\_\_\_\_

### ARITHMETIC TEST

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

$8 + 2 = \underline{\hspace{2cm}}$

$14 - 7 = \underline{\hspace{2cm}}$

$9 + 11 = \underline{\hspace{2cm}}$

$6 \times 5 = \underline{\hspace{2cm}}$

$4 \times 3 = \underline{\hspace{2cm}}$

$8 + 3 = \underline{\hspace{2cm}}$

$6 \div 2 = \underline{\hspace{2cm}}$

$7 \times 2 = \underline{\hspace{2cm}}$

$9 - 3 = \underline{\hspace{2cm}}$

$9 + 2 = \underline{\hspace{2cm}}$

$7 \times 4 = \underline{\hspace{2cm}}$

$8 - 4 = \underline{\hspace{2cm}}$

$4 + 4 = \underline{\hspace{2cm}}$

$9 + 6 = \underline{\hspace{2cm}}$

$8 - 4 = \underline{\hspace{2cm}}$

$1 \div 1 = \underline{\hspace{2cm}}$

$12 \times 2 = \underline{\hspace{2cm}}$

$8 \times 7 = \underline{\hspace{2cm}}$

$20 - 10 = \underline{\hspace{2cm}}$

$13 - 1 = \underline{\hspace{2cm}}$

$9 - 1 = \underline{\hspace{2cm}}$

$16 - 4 = \underline{\hspace{2cm}}$

$5 + 6 = \underline{\hspace{2cm}}$

$8 \times 2 = \underline{\hspace{2cm}}$

$2 \times 1 = \underline{\hspace{2cm}}$

$9 \div 9 = \underline{\hspace{2cm}}$

$10 - 5 = \underline{\hspace{2cm}}$

$6 \times 2 = \underline{\hspace{2cm}}$

$12 + 2 = \underline{\hspace{2cm}}$

$8 + 4 = \underline{\hspace{2cm}}$

$6 \div 6 = \underline{\hspace{2cm}}$

$10 - 2 = \underline{\hspace{2cm}}$

$8 + 5 = \underline{\hspace{2cm}}$

$4 - 1 = \underline{\hspace{2cm}}$

$6 + 6 = \underline{\hspace{2cm}}$

$18 - 3 = \underline{\hspace{2cm}}$

$17 \times 2 = \underline{\hspace{2cm}}$

$8 + 2 = \underline{\hspace{2cm}}$

$14 \div 2 = \underline{\hspace{2cm}}$

$15 \times 3 = \underline{\hspace{2cm}}$

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

Name: \_\_\_\_\_

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

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

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## Competency #1 - Communication and Literacy

### The Write Stuff

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

**Assessment Area(s)** 1d - Writing

**Time Required:** One class period

**Steps to Complete Activity:**

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

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

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

**Competency Assessment:**

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

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

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



## EMPLOYABILITY SKILLS

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

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

# EMPLOYABILITY SKILLS

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

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

## Competency #2 - Organizing and Analyzing Information

### Admirable Attitudes

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

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

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

**Steps to Complete Activity:**

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

**Materials/Equipment Needed:** None

**Competency Assessment:**

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

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

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



## Competency #2 - Organizing and Analyzing Information

### Career Coverage

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

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

**Time Required:** One class period; student research time

**Steps to Complete Activity:**

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

**Materials/Equipment Needed:** Library research materials

**Competency Assessment:**

Consider the following points of discussion:

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

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



## Competency #2 - Organizing and Analyzing Information

### Flash Forward

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

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

**Time Required:** One class period

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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## Competency #2 - Organizing and Analyzing Information

### Checking It Out

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

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

**Time Required:** One class period

#### Steps to Complete Activity:

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

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

#### Additional Activity:

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

**Materials/Equipment Needed:** Grocery ads

#### Competency Assessment:

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

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

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## Competency #2 - Organizing and Analyzing Information

### Shopping for Skills

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

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

**Time Required:** 20-30 minutes

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

**Materials/Equipment Needed:** Handouts "Shopping for Skills"

**Competency Assessment:** Problems should be correctly completed.

Answers:

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

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





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

Answers: A) \_\_\_\_\_ B) \_\_\_\_\_

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

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

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

Answers: A) \_\_\_\_\_ B) \_\_\_\_\_

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

Answer: \_\_\_\_\_

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

## Competency #2 - Organizing and Analyzing Information

### Minimum Wage

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

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

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

#### Steps to Complete Activity:

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

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

#### Competency Assessment:

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

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

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



# Public Opinion Poll

NAME OF RESPONDENT \_\_\_\_\_

1. What is your age group?

- 14 to 21
- 22 to 45
- 45+

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

- For
- Against

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

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

- Yes
- No

5. Did you feel you were:

- Underpaid
- Fairly Paid
- Overpaid

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

- Yes
- No

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



## Competency #3 - Problem Solving

### Decision-Making Guide

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

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

**Time Required:** One class period

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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



# THE DECISION- MAKING PROCESS

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

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



# Decision-Making Guide

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

1. The situation requiring a decision is \_\_\_\_\_  
\_\_\_\_\_

2. The result I/we hope to achieve is \_\_\_\_\_  
\_\_\_\_\_

3. Three alternatives (decisions) are:

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

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

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

## Competency #3 - Problem Solving

### Pick A Bag

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

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

**Time Required:** 15 minutes

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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



## Competency #3 - Problem Solving

### Late Again

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

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

**Time Required:** 20 minutes

**Steps to Complete Activity:**

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

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

**Materials/Equipment Needed:** Handout "Late Again" for each student

**Competency Assessment:**

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

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

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



# Late Again

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

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

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

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



## Competency #3 - Problem Solving

### Breaking Into The Shoe Business

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

**Assessment Area(s):** 3b - Solving Problems

**Time Required:** Two class periods; research time for students

**Steps to Complete Activity:**

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

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

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

**Competency Assessment:**

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

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

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



## Competency #3 - Problem Solving

### Creativity/Visualization

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

**Assessment Area(s):** 3b - Solving Problems

**Time Required:** Class period

**Steps to Complete Activity:**

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

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

**Variations:**

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

**Materials/Equipment Needed:** Handout "Imagination List"

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

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



# Imagination List

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

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



## Competency #3 - Problem Solving

### Broken Squares

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

**Assessment Area(s):** 3b - Solving Problems

**Time Required:** Approximately 45 minutes

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

**Materials/Equipment Needed:**

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

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

**Steps to Complete Activity:**

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

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

## Broken Squares - Page Two

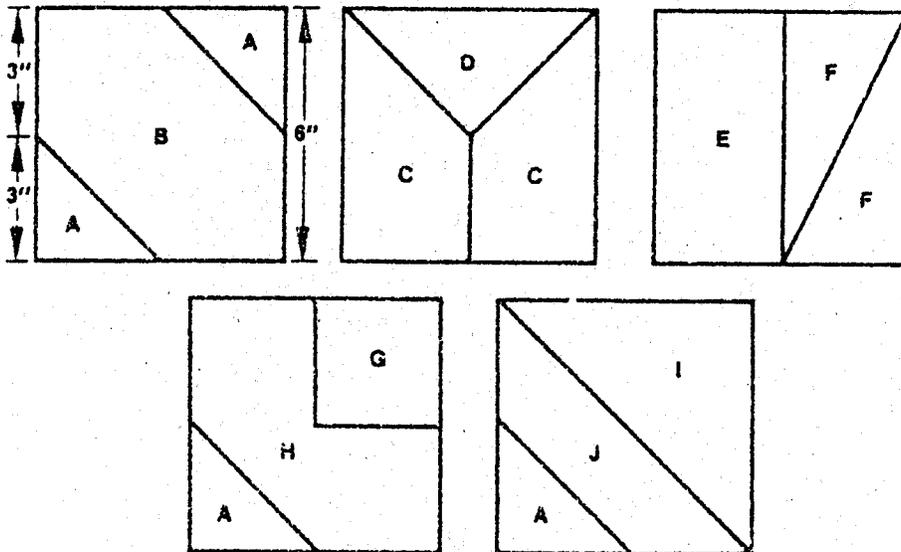
### Variations:

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

### Directions for Making a Set of Broken Squares:

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

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



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

### **Broken Squares - Page Three**

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

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

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

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

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

#### **Competency Assessment:**

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

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

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



## BROKEN SQUARES GROUP INSTRUCTION SHEET

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

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

## BROKEN SQUARES OBSERVER/JUDGE INSTRUCTION SHEET

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

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

As an observer, look for the following:

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

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



## Competency #4 - Using Technology

### Technology Tools and Equipment

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

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

**Time Required:** One class period

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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



## Competency #4 - Using Technology

### Word Processing

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

**Assessment Area(s):** 4b - Computer Operation

**Time Required:** 30 minutes

**Steps to Complete Activity:**

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

**Materials/Equipment Needed:** Computer  
Word Processing System  
Instruction Sheet

**Competency Assessment:**

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

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



# Word Processing Skill Assessment

You have ten minutes to key the following text:

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

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

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

---

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

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

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



## Competency #4 - Using Technology

### Word Processing - Spell Check - Grammar Check - Thesaurus

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

**Assessment Area(s):** 4b - Computer Operation

**Time Required:** 30 minutes

**Steps to Complete Activity:**

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

**Materials/Equipment Needed:** Computer  
Word Processing System  
Instruction Sheet

**Competency Assessment:**

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

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



# Word Processing Skill Assessment

## Exercise # 1 - Creating a Document

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

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

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

# Word Processing Skill Assessment

(Today's Date)

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

SUBJECT: PERSONAL COMPUTER INFORMATION

Dear Mr. Rockwell:

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

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

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

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

Sincerely,

Your Name

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

# Word Processing Skill Assessment

## Exercise # 2 - Spelling and Grammar Checker

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

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

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

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

### EXERCISES:

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

## Exercise # 3 - Thesaurus

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

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

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

### EXERCISE:

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

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



## Competency #5 - Completing Entire Activities

### We Can

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

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

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

**Steps to Complete Activity:**

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

**Materials/Equipment Needed:** Dependent upon size of project

**Competency Assessment:**

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

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

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



## Competency #5 - Completing Entire Activities

### Teen Targets

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

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

**Time Required:** Two class periods

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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



## Competency #5 - Completing Entire Activities

### Law and Order

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

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

**Time Required:** Two class periods

**Steps to Complete Activity:**

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

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

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

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

**Competency Assessment:**

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

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

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



## Competency #5 - Completing Entire Activities

### Life Preservers

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

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

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

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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



## Competency #5 - Completing Entire Activities

### Information Stations

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

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

**Time Required:** Two class periods

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

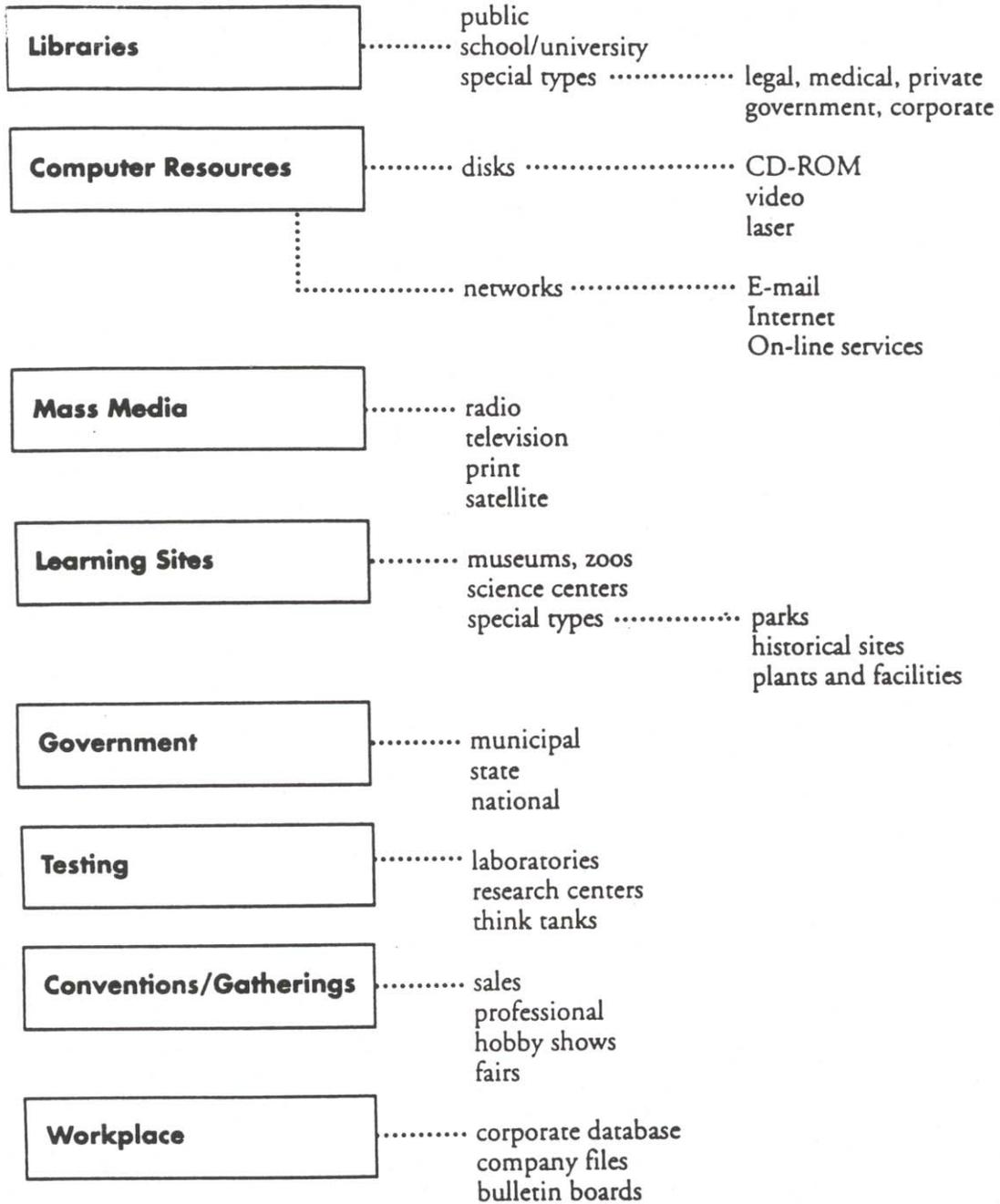
Encourage discussion with you as the leader by asking questions such as:

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

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



# INFORMATION STATIONS



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



## Competency #5 - Completing Entire Activities

### Tracking Time

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

**Assessment Area(s):** 5b - Time Management

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

**Steps to Complete Activity:**

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

**Materials/Equipment Needed:** Worksheet  
Whiteboard

**Competency Assessment:**

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

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



# TRACKING TIME

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

## TRACKING TIME - SAMPLE SCHEDULE

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

## Competency #5 - Completing Entire Activities

### Making Plans

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

**Assessment Area(s):** 5b - Time Management

**Time Required:** Two class periods; time for student research

**Steps to Complete Activity:**

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

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

**Materials/Equipment Needed:** Research materials for students

**Competency Assessment:**

Consider the following points for discussion:

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

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



## Competency #6 - Acting Professionally

### Fit To Be Hired

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

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

**Time Required:** One class period

#### Steps to Complete Activity:

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

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

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

#### Competency Assessment:

Consider these points for discussion:

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

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



## Competency #6 - Acting Professionally

### Missing Work

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

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

**Time Required:** 20 – 30 minutes

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

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

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

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

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

Examples:

“My parents said I could stay home.”

“I missed my bus.”

“My friend wants me to help him today.”

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

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







## Competency #6 - Acting Professionally

### Types of Leaders

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

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

**Time Required:** One class period

**Steps to Complete Activity:**

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

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

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

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

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

**Competency Assessment:**

Encourage discussion with you as the leader such as:

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

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



## TYPES OF LEADERS - CASE PROBLEM

### The Three Ego States

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

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

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

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

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

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

## TYPES OF LEADERS - CASE PROBLEM

### The Three Ego States

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

### Case Problem #2: Getting the Lowdown

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

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

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

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

## TYPES OF LEADERS - CASE PROBLEM

### The Three Ego States

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

### Case Problem #3: Does Defensiveness Pay?

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

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

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

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

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



## Competency #6 - Acting Professionally

### Positively Presentable

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

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

**Time Required:** 30 minutes

**Steps to Complete Activity:**

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

**Materials/Equipment Needed:** None

**Competency Assessment:**

Consider the following points for discussion:

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

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



## Competency #6 - Acting Professionally

### I'll Bet You Can't

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

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

**Time Required:** 15 minutes plus discussion time

**Steps to Complete Activity:**

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

**Materials/Equipment Needed:** None

**Competency Assessment:**

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

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

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



## Competency #6 - Acting Professionally

### Unpleasant Situations

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

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

**Time Required:** One class period

**Steps to Complete Activity:**

Discuss with students:

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

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

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

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

**Competency Assessment:**

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

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

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



## DEVELOP WAYS TO DEAL WITH UNPLEASANT SITUATIONS

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

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

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

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

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

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

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



## Competency #6 - Acting Professionally

### Change is the Name of the Game

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

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

**Time Required:** 20 minutes

**Steps to Complete Activity:**

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

**Materials/Equipment Needed:** None

**Competency Assessment:**

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

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

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



## Competency #6 - Acting Professionally

### The Grapevine

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

**Assessment Area(s)** 6d - Respecting Confidentiality

**Time Required:** One class period

#### Steps to Complete Activity:

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

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

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

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

3. Read the following case study to the students:

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

Discuss with students:

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

**Materials/Equipment Needed:** None

**Competency Assessment:**

Encourage discussion with you as the leader such as:

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

ANSWERS MIGHT INCLUDE
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*Possible **Benefits** of Grapevines:*

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

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

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

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

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

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

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

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

## Competency #6 - Acting Professionally

### Gossip

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

**Assessment Area(s)** 6d - Respecting Confidentiality

**Time Required:** 20 minutes

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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



## Gossip

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

## Gossip (cont.)

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

(Freeze)

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

## Competency # 6 - Acting Professionally

### Workplace Confidentiality

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

**Assessment Area:** 6d - Respecting Confidentiality

**Time Required:** 20 minutes

**Steps to Complete Activity:**

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

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

**Competency Assessment:** Discussion questions above.

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



## THE "ETHICS CHECK" QUESTIONS

### *1. Is it legal?*

Will I be violating either civil law or company policy?

### *2. Is it balanced?*

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

Does it promote win-win relationships?

### *3. How will it make me feel about myself?*

Will it make me proud?

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

Would I feel good if my family knew about it?

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



## Competency #7 - Interacting With Others

### Serving Customers

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

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

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

**Time Required:** One class period

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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



## ROLE PLAY WAYS TO SERVE CUSTOMERS

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

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

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

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

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

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

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

## Serving Customers

### TAKING THE H- E - A - T

H - HEAR THEM OUT

E - EMPATHIZE

A - APOLOGIZE

T - TAKE RESPONSIBILITY

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

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

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

T - *Take Responsibility* - Offer to help solve the problem.

If it isn't your problem, help get that person to the individual who can.

## Competency # 7 - Interacting With Others

### Attitudes Toward Interacting With People

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

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

**Time Required:** 20 minutes

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

Encourage discussion with you as the leader such as:

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

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



## ATTITUDES TOWARD INTERACTING WITH PEOPLE

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

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



**Attitudes Toward Interacting With People**

**QUESTIONNAIRE SCORING SHEET**

Source: Dr. Kenneth Ring, University of Connecticut

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

TOTAL NUMBER OF "A"s \_\_\_\_\_

TOTAL NUMBER OF "B"s \_\_\_\_\_

TOTAL NUMBER OF "C"s \_\_\_\_\_

**Attitudes Toward Interacting With People**

## INTERPRETING YOUR SCORE

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

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

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

### *A-Type Attitudes*

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

### *B-Type Attitudes*

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

### *C-Type Attitudes*

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

**Source:** Dr. Kenneth Ring, University of Connecticut

## Competency #7 - Interacting With Others

### Personality Development for Work

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

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

**Time Required:** 20 minutes

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

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

**Competency Assessment:**

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

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

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



## PERSONALITY DEVELOPMENT FOR WORK Case Studies

### Case Study # 1 - Self-Confidence

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

- *Why do you think Maria acts the way she does?*
  
  
  
  
  
  
  
  
  
  
- *How would you answer Maria's question if you were her supervisor?*
  
  
  
  
  
  
  
  
  
  
- *How do you think Maria's co-workers react to her attitude?*

### Case Study # 2 - Getting Even

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

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

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## PERSONALITY DEVELOPMENT FOR WORK Case Studies

### Case Study # 3 - Shyness

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

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

### Case Study # 4 - Time for Decision

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

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

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## PERSONALITY DEVELOPMENT FOR WORK Case Studies

### Case Study # 5 - Criticism Trap

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

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

### Case Study # 6 - It Works Both Ways

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

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

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



## Competency #7 - Interacting With Others

### The Human Spider Web

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

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

**Time Required:** 20 minutes

**Steps to Complete Activity:**

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

**Materials/Equipment Needed:** Adequate space in which to work

**Competency Assessment:**

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

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

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



## Competency #7 - Interacting With Others

### Developing an Effective Personality and a Positive Job Attitude

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

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

**Time Required:** 20 minutes

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

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

**Competency Assessment:**

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

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

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## DEVELOPING AN EFFECTIVE PERSONALITY AND A POSITIVE JOB ATTITUDE Case Studies

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

### **CASE # 1**

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

*How should Beth handle the problem?*

### **CASE # 2**

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

*How should Dan handle the situation?*

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## DEVELOPING AN EFFECTIVE PERSONALITY AND A POSITIVE JOB ATTITUDE

### Case Studies (cont.)

#### **CASE # 3**

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

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

#### **CASE # 4**

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

*How can Mr. Thomas overcome this difficulty?*

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

## Competency #7 - Interacting With Others

### Handling Ethical Conflicts

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

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

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

**Time Required:** One class period

**Steps to Complete Activity:**

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

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

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

**Competency Assessment:**

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

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

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



## HANDLING ETHICAL CONFLICTS

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

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

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

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

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

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

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

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## Competency #7 - Interacting With Others

### Stressed 'Til You Pop

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

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

**Time Required:** One class period

#### Steps to Complete Activity:

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

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

## **Stressed 'Til You Pop - Page Two**

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

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

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

**Materials/Equipment Needed:** A balloon for each class member

### **Competency Assessment:**

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

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

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

## Competency #7 - Interacting With Others

### Career Interview

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

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

**Time Required:** One class period; research time for students

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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



# CAREER INTERVIEW

Student Name \_\_\_\_\_

Name of Person Interviewed \_\_\_\_\_ Employer \_\_\_\_\_

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

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



## Competency #7 - Interacting With Others

### Identifying Slang and Jargon

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

**Assessment Area(s)** 7d - Respecting Diversity

**Time Required:** 20-30 minutes

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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



## SLANG AND JARGON

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

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

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

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

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

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

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



## Competency #7 - Interacting With Others

### Types of People

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

**Assessment Area(s):** 7d - Respecting Diversity

**Time Required:** 20 minutes

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

Consider these points for discussion:

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

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



## Competency #7 - Interacting With Others

### Label Cans—Not People

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

**Assessment Area(s):** 7d - Respecting Diversity

**Time Required:** 30 minutes

#### Steps to Complete Activity:

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

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

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

#### Competency Assessment:

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

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



## Competency #7 - Interacting With Others

### First Impressions

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

**Assessment Area(s):** 7d - Respecting Diversity

**Time Required:** 30 minutes

#### Steps to Complete Activity:

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

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

#### Competency Assessment:

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

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



# FIRST IMPRESSIONS

## **Picture Number**

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

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1. Is this person friendly?
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## **Picture Number**

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

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



## Competency #8 - Understanding All Aspects of the Industry

### The One and Own-ly

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

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

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

**Steps to Complete Activity:**

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

**Materials/Equipment Needed:** Library reference materials; Internet sources

**Competency Assessment:**

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

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

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



## Competency #8 - Understanding All Aspects of the Industry

### On the Money

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

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

**Time Required:** Two class periods

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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



## Competency #8 - Understanding All Aspects of the Industry

### Company Rules and Regulations

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

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

**Time Required:** Class Period

**Steps to Complete Activity:**

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

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

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

**Competency Assessment :**

Lead discussion using the following questions :

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

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



## Competency #8 – Understanding All Aspects of the Industry

### Accident Insurance

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

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

**Time required:** One or two class periods

**Steps to Complete Activity:**

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

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

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

**Competency Assessment :**

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

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

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



## Competency #8 – Understanding All Aspects of the Industry

### Child Labor Laws

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

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

**Time required:** One class period

**Steps to Complete Activity:**

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

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

**Competency Assessment :**

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

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

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



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

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

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

√ Individual must be 16 - 17 YEARS OLD

√ STUDENT LEARNER must be:

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

√ APPRENTICES must be:

- employed in an apprenticeship program *registered* by

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

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

**Resources:**

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

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

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

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

**Federal  
Fair Labor Standards Act**

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

Nebraska Department of Education  
January 2002

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

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

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

### **WHY EMPLOY YOUTH UNDER AGE 18?**

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

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

## **FEDERAL FAIR LABOR STANDARDS ACT (FLSA) CHILD LABOR PROVISIONS**

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

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

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

### **AGE AND HOUR LIMITATIONS**

#### ***Under 14 Years of Age***

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

#### ***14 and 15 Year Olds***

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

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

#### ***14 and 15 Year Olds - WECEP Exception***

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

#### ***16 and 17 Year Olds***

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

### **OCCUPATIONAL LIMITATIONS**

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

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

## Competency #8 - Understanding All Aspects of the Industry

### Unemployment Contemplation

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

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

**Time Required:** One class period

**Steps to Complete Activity:**

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

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

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

**Competency Assessment:**

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

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

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



## Competency #8 - Understanding All Aspects of the Industry

### Managerial Styles

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

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

**Time Required:** One class period

**Steps to Complete Activity:**

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

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

**Competency Assessment:** Consider these points of discussion:

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

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



# LEADERSHIP STYLES

## AUTOCRATIC

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

## BENEVOLENT-AUTHORITATIVE

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

## DEMOCRATIC

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

## LAISSEZ-FAIRE

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

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

# LEADERSHIP

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

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

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

An effective leader must have a number of traits:

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

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

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

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

## Competency #9 -Taking Responsibility for Career and Life Choices

### Self Promotion

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

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

**Time Required:** 30-45 minutes

**Steps to Complete Activity:**

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

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

**Competency Assessment:**

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

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

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



**FOR SALE: ME!**



## Competency #9 - Taking Responsibility for Career and Life Choices

### The Mind is a Wonderful Thing

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

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

**Time Required:** 20 minutes

#### Steps to Complete Activity:

Ask someone in the class/group if you may borrow his/her wristwatch. After receiving the watch, tell that person that you would like to test his/her powers of observation and ask the entire group to silently play along. Tell the loaner to assume the watch was lost and, to reclaim it, he/she must properly identify it to the police. Then ask these sample questions:

- ⇒ What is the brand name?
- ⇒ What color is the face?
- ⇒ What color is the band?
- ⇒ What else is printed on the band?
- ⇒ Does it use Roman or Arabic numerals?
- ⇒ Which numerals are shown?
- ⇒ Does the watch have a date on it?
- ⇒ Does the watch have a day on it?
- ⇒ Does it have a second hand?

**Materials/Equipment Needed:** A borrowed non-digital wrist watch

#### Competency Assessment:

- Encourage discussion with you as the leader by asking questions such as:
- How do you think you would have done?
- Why aren't we more observant?
- Where in the workplace would greater observational skills possibly pay off?
- Have you seen incidents where people have overlooked commonplace things and problems have resulted?
- Are there any tips to get our minds focused, when we most need them?

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



## Competency #9 - Taking Responsibility for Career and Life Choices

### The Balancing Act

**Overview of Activity:** This activity will help students understand the importance of balancing their personal, professional and academic responsibilities.

**Assessment Area(s)** 9b - Balancing Personal, Professional, and Academic Responsibilities

**Time Required:** 30 minutes

#### Steps to Complete Activity:

1. As a group, discuss with the class how each individual, even a student in school, is involved in at least four different “careers” or roles at any one time:
  - As a producer of goods and/or services (consider child care, newspaper sales, party planning, bicycle or auto repair, lawn mowing, etc.)
  - As a member of a family group (consider contributions to the family such as meal preparation, house cleaning, babysitting, reading to younger members, repairing toys, etc.)
  - As a member of social and political group (consider club officer, volunteer activities, etc.)
  - As a pursuer of avocational activities (consider collecting items; sports, music)
2. Instruct students: Plan a poster about yourself to place on the classroom wall. Call it “Me,” but don’t place your name on it. (Identify it for your teacher, though). Clip pictures from newspapers and magazines that would describe yourself and your “careers.” On the bottom half of the poster, place pictures that tell what you want your careers to become. See if your classmates can guess who you are by studying the poster. Also see if they can guess what you want your careers to become.
3. Ask students to consider the following:
  - a. What is your first choice of a career at this time?
  - b. How much additional education do you think you will need in order to be successful in this career?
  - c. What courses in school could you take that would help you toward your career?
  - d. What extracurricular school activities could you choose that would help you toward your career?
  - e. What social skills will you need for your career?

**Materials/Equipment Needed:** None

#### Competency Assessment:

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

- Was it easy for your classmates to guess who you are by looking at the poster? Why/why not?
- What did you learn from this exercise?
- Why is it so important to balance personal, professional, and academic responsibilities?
- As a result of this activity, what will your area of concentration be?

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



## Competency #9 - Taking Responsibility for Career and Life Choices

### Tips from the Top

**Overview of Activity:** This activity helps students develop skills to locate, evaluate, and interpret career information. It also helps students develop skills to prepare to seek, obtain, maintain, and change jobs.

**Assessment Area(s)** 9c- Setting Career Goals; 1d - Writing

**Time Required:** One class period

**Steps to Complete Activity:**

Government officials, leaders in the field of Education, and business leaders collaborated to develop a list of qualities needed for success in the workplace.

1. Distribute a copy of *The Successful Worker* worksheet to each student.
2. Have students use the chart to write an essay on how they are currently using these traits in their lives. They should cite examples of incidents where they have shown each behavior.
3. Encourage students to include their essays in their career portfolios.

**Materials/Equipment Needed:** Copy of *The Successful Worker* worksheet for each student.

**Competency Assessment:**

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

- Why are these skills important to employers? Why did employers identify these specific traits?
- How can these skills help a business succeed?
- In your essay you've identified how you are utilizing the traits listed. How can this information help you apply for and get a job?
- In reference to the traits listed, is it true that practice makes perfect?
- How can you continue to develop these traits in preparation for your career?
- How will these traits help you in your career choice?

**Source:** Adapted from *Learning a Living: SCANS Report*. Secretary's Commission on Achieving Necessary Skills



# THE SUCCESSFUL WORKER



Listed below are several traits identified by business owners, public employers, union officials, managers, and workers as the personal qualities needed for solid job performance.

## Responsible

- \* Work hard for excellence, even if a task is unpleasant.
- \* Pay attention to detail.
- \* Work toward high standards of attendance, punctuality, and attitude.

## Confident

- \* Believe in your own self-worth, skills, and abilities.
- \* Be aware of how your emotions, behavior, and attitude can affect others, and take responsibility for your actions.

## Sociable

- \* Be friendly, sensitive, and polite to others.
- \* Be interested in what others say and do.
- \* Be flexible so you can interact with people from different backgrounds.

## Self-Managing

- \* Know your abilities, skills, and knowledge.
- \* Set realistic personal goals and be self-motivated to achieve them.
- \* Use others' criticism and feedback to improve yourself.

## Honest/Ethical

- \* Know your community's and organization's code of ethics.
- \* Know how behavior that violates these codes hurts individuals and organizations.
- \* Be committed to ethical behavior in the workplace.

**Source:** Adapted from *Learning a Living: SCANS Report*. Secretary's Commission on Achieving Necessary Skills



## Competency #9 -Taking Responsibility for Career and Life Choices

### Career Life/Planning

**Overview of Activity:** This handout can be used to generate discussion concerning career/life planning. Students can identify strategies to accomplish each step on the chart. This is a good beginning exercise for students. The handout helps connect each step in career/life planning and gives a “big picture” view of the process.

**Assessment Area(s)** 9c- Setting Career Goals

**Time Required:** Class period

**Steps to Complete Activity:**

1. Copy handouts and distribute to students.
2. Discussion can center around methods necessary to complete each step.

**Materials/Equipment Needed:** Copies of *Steps to Career/Life Planning* for each student

**Competency Assessment:**

- Students will identify and begin to plan strategies to utilize in their own career/life search.

**Source:** Written by Linda Brewer, Opportunities, Jobs, Careers (OJC), Metropolitan Community College, Omaha, NE. The *Steps to Career and Life Planning Chart* was adapted from the following Internet website:  
[www.adm.uwaterloo.ca/infocecs/CRC/manual/steps.html](http://www.adm.uwaterloo.ca/infocecs/CRC/manual/steps.html)



## Steps to Career/Life Planning

Begin at the bottom and work up. Periodically, re-evaluate your career/life plans by starting again at step 1.

					<b>Career/Life Planning</b>
					<u>Re-evaluation</u>
					<b>Work</b>
					<u>Work offers &amp; Acceptance</u>
					<u>Success at Work</u>
					<b>Employer Contacts</b>
					<u>Job/Work Search</u>
					<u>Resumes &amp; Letters</u>
					<u>Job/Work Interviews</u>
					<b>Decision Making</b>
					<u>Career Objectives</u>
					<u>Personal Objectives</u>
					<u>Community Service</u>
					<u>Lifelong Learning</u>
					<b>Occupational Research</b>
					<u>Information Search</u>
					<u>Information Interview</u>
					<u>Job Shadow</u>
					<u>Hands-on Experience</u>
					<u>Trends</u>
<b>Self-Assessment</b>					
<u>Personality &amp; Attitudes</u>		<u>Skills &amp; Achievements</u>		<u>Knowledge &amp; Learning Style</u>	
		<u>Values</u>		<u>Interests</u>	
				<u>Entrepreneurism</u>	

- You may need to move from an upper step to a lower one, e.g., from step 4 to step 2, should a lack of openings in a particular field require research into a different one.



## Competency #9 – Taking Responsibility for Career and Life Choices

### The Lifeline

**Overview of Activity:** This activity helps clarify long and short-term goals and objectives. It also serves to build confidence from seeing all that has been accomplished and/or survived thus far! The Lifeline activity encourages people to bring a long-term outlook to their planning. Their pasts are made graphic, and their futures are put into perspective.

**Assessment Area(s)** 9c - Setting Career Goals

**Time Required:** May vary; 30 – 40 minutes for activity, 20 minutes discussion

#### Steps to Complete Activity:

1. You can model the exercise on the board while the students do it on paper. Allow students to complete each step as you explain it.
  - A beginning (birth, the zero point on the line)
  - An ending (how long each person thinks he or she will live)
  - A line drawn at their present age on their lifeline
  - Any significant events in their futures that they anticipate or hope for such as
    - When they graduate from various schools
    - When they get married (If that is their choice)
    - When they have children, and at what age?
    - When they leave work for various reasons (children, retirement, etc.)
2. Encourage creativity and involvement in the activity by explaining that these are their lifelines and they can do whatever they wish with them. They can decorate them with art, write short or long notes on them, discuss them with others, wander around and look at what others are doing, whatever. Do your own lifeline, too!

**Materials/Equipment Needed:** Large sheets of newsprint-size paper, marking pens, and pencils with erasers for each participant. Although it is possible to use 8 x 14-inch sheets of paper for this activity, larger sheets encourage more creativity and involvement.

**Competency Assessment:** After 30 to 40 minutes, give a five-minute warning for everyone to finish. Encourage discussion with you as the leader by asking questions such as:

How do you feel about this activity?

- What did you learn about yourself?
- How did you learn about others?
- Can you see how this activity could help you with your career planning as one part of your life planning?

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



## **INSTRUCTIONAL RESOURCES**

The following resources are specific to the nine competency areas for which activities have been provided in Part I.

### **Competency # 1 – Communication and Literacy**

ACT WorkKeys, *Listening and Writing - Targets for Instruction*, ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa city, IA 52243-1008, (800) WORKKEY. Cost: \$40.00 ea.

ACT WorkKeys, *Reading for Information—Targets for Instruction*. ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WOR-KKEY. Cost: \$15.00 ea.

*Adventures In Attitudes—Section I: Effective Listening*. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course in college bookstore.

*Adventures In Attitudes—Section II: Developing Communication Skills*. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

*Success Prep—Section V: Communications*. Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE, 68131 (402) 342-1600. Cost: \$220/2-Volume Set

### **Competency # 2 – Organizing and Analyzing Information**

ACT WorkKeys, *Locating Information—Targets for Instruction*. ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WORKKEY. Cost: \$15.00 ea.

ACT WorkKeys, *Observation—Targets for Instruction*. ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WORKKEY. Cost: \$35.00 ea.

### **Competency # 3 – Problem Solving**

ACT WorkKeys, *Applied Mathematics—Targets for Instruction*. ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WORKKEY. Cost: \$15.00 ea.

*Adventures In Attitude—Section VI: Creative Problem Solving*. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

*Success Prep—Section III: Problem Solving and Decision Making*. Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE, 68131 (402) 342-1600. Cost: \$220/2-Volume Set

### **Competency # 4 – Using Technology**

ACT WorkKeys, *Applied Technology—Targets for Instruction*. ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WORKKEY. Cost: \$15.00 ea.

### **Competency # 6 – Acting Professionally**

*Adventures In Attitudes—Section III: Attitude Awareness*. Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

*Adventures In Attitudes—Section IV: Dealing with Emotions, Section V: Understanding People.* Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

*Success Prep—Section II: Grooming and Attire.* Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE 68131 (402) 342-1600. Cost: \$220/2-Volume Set

*Success Prep—Section VI: Attitude.* Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE 68131 (402) 342-1600. Cost: \$220/2-Volume Set

## **Competency # 7 – Interacting with Others**

ACT WorkKeys, *Teamwork—Targets for Instruction.* ACT WorkKeys Customer Services, 2727 Scott Blvd., Box 1008, Iowa City, IA 52243-1008, (800) WORKKEY. Cost: \$35.00 ea.

*Adventures In Attitudes—Section VIII: Team Building Strategies.* Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

*Success Prep—Section IV: Conflict Resolution.* Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE 68242 (402) 342-1600. Cost: \$220/2-Volume Set

*Success Prep—Section VIII: Teamwork.* Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE, 68131(402) 342-1600. Cost: \$220/2-Volume Set

## **Competency # 8 – Understanding All Aspects of the Industry**

*Success Prep—Section I: Personnel Policies and Procedures.* Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE 68131 (402) 342-1600. Cost: \$220/2-Volume Set

## **Competency # 9 – Taking Responsibility for Career and Life Choices**

*Adventures In Attitudes—Section IX: Motivational Power.* Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

*Adventures In Attitudes—Section X: Reaching Your Potential.* Carlson Learning Company, Box 59159, Minneapolis, MN 55459-8247. Cost: approx. \$50 for course.

*Success Prep—Section VII: Job Search.* Girls Clubs/Boys Clubs of Omaha, 2606 Hamilton, Omaha, NE 68131 (402) 342-1575. Cost: \$220/2-Volume Set

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### **Additional Resources**

The following resources are provided to assist WBL Coordinators in providing instruction in all of the competency areas.

*A Resource Guide for WorkKeys Score Interpretation.* C. Victor Larson, Omaha Public Schools Department of Curriculum and Learning, 1997.

*Big Book of Business Games,* John Newstrom, Edward Sannell, McGraw Hill, 1221 Avenue of Americas, New York, New York 10020.

*Brain Games.* Jack Umstatter, Prentice Hall, NY 1966. <http://www.phdirect.com>

*Career Launcher - The Integrated Career Pathways Curriculum* lets students practice the academic work that is required in 240 careers in six career pathways. 960 self-directed and applied activities allow students to practice the English, math, science and technology needed for real jobs. Career Solutions Training Group, 13 East Central Avenue, Paoli, PA 19301, 888-299-2784, [www.careersolutionsgroup.com](http://www.careersolutionsgroup.com)

*Career Link*, Applied Information Management Institute. <http://www.aimlink.com>

*Congratulations! Now What?*, Bill Crosby, 1999, Hyperion, 114 Fifth Avenue, New York, NY 10011.

*Dream Careers*. [http://wowcareers.com/menu\\_a-e.htm](http://wowcareers.com/menu_a-e.htm)

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

*First, Break All the Rules: What the World's Greatest Managers Do Differently*, 1999, Marcus Buckingham and Curt Coffman, Simon and Schuster, Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020

*Futureworks*. <http://www.dol.gov/dol/asp/public/futurework/>

*Graduate to Your Perfect Job*, Jason R. Dorsey, 1997, Golden Ladder Productions, P.O. Box 49648, Austin, Texas 78765 [www.jasondorsey.com](http://www.jasondorsey.com)

*How to Be a Star at Work*. Robert E. Kelley, 1998, Times Books, 201 East 50<sup>th</sup> Street, New York, NY 10022.

*Human Relations Games*, Vocational Instructional Materials Laboratory, Ohio State University, Columbus, OH 43210.

*Learning a Living: SCANS Report*. Secretary's Commission on Achieving Necessary Skills.

*Internship Success –Real World, Step-by-Step Advice on Getting the Most Out of Internships*. Marianne Ehrlich Green, 1997, VGM Career Horizons, 4255 West Touhy Avenue, Lincolnwood (Chicago), Illinois 60646-1975.

*It's A Jungle Out There—Job Survival Skills*, video, 1997, Jist Works, 720 N. Park Ave. Indianapolis, IN 46202.

*It's for Real - Workplace Ethics* highlights workplace ethics for youth. It follows five young people into their workplace and asks your students to solve the ethical dilemmas they encounter. Career Solutions Training Group, 13 East Central Avenue, Paoli, PA 19301, 888-299-2784, [www.careersolutionsgroup](http://www.careersolutionsgroup.com)

*Job Profiles*. <http://www.jobprofiles.com>

*Nebraska Careers and Education, 2001 Magazine*. <http://ncis.unl.edu>

Nebraska Career Information System (NCIS), 421 Nebraska Hall-UNL, PO Box 880552, Lincoln, NE 68588-0552, Phone (402) 472-2570.

Nebraska Colleges and Universities. [Http://nol.org/Nepostsecondary/directory.htm](http://nol.org/Nepostsecondary/directory.htm)

Nebraska Department of Labor Employment Services. [www.dol.state.ne.us/jobserv.htm](http://www.dol.state.ne.us/jobserv.htm)

Nebraska Explorer. [www.workforce.state.ne.us](http://www.workforce.state.ne.us)

Nebraska Workforce Development, Nebraska Department of Labor. [www.nebraskaworkforce.com](http://www.nebraskaworkforce.com)

*Next Step Magazine: for High School Students Who Want More*. [wysiwyg://7/http://www.nextstepmagazine.com/](http://www.nextstepmagazine.com/)

*100+ Ways to Start the Day—A Career Education High School Activity Book*, Center on Education and Work, Publications Unit, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, Wisconsin, 53706-1796, <http://www.cew.wisc.edu>

*Quick Skills*, Career Solutions Training Group. [www.careersolutionsgroup.com](http://www.careersolutionsgroup.com)

*Personality Development for Work*, Harold Wallace and L. Ann Masters, 1989, Southwestern Publishing Company, Cincinnati, Ohio, ISBN 0-538-11430-4.

*Ready for School - Ready for Work: School to Careers Classroom Manual*, National Telelearning, 5801 River Road, New Orleans, LA 70123-5106.

SCANS2000 CD-ROM Workplace Simulations. [www.scans.jhu.edu/modules/modules.html](http://www.scans.jhu.edu/modules/modules.html)

*Skills for Employability—Presentation for an Emerging Workforce* [www.Omahacareernetwork.org](http://www.Omahacareernetwork.org) PowerPoint presentations with scripts and handouts developed by Opportunities/Jobs/Careers, Box 3777, Omaha, NE 68103, 402-45702491

- *Assertive, Passive or Aggressive: Your Language Behavior*. This choice of language behavior is similar to clothing choices. Both make an impression and tell others something about who you are.
- *Back to the Future—Are You Ready? Adapting to Shifts in the Job Market*. This presentation is designed to lead participants to a clearer understanding of what careers will be available in the future and how the ability to adapt to change will be necessary.
- *The Care and Feeding of Generation Y: Exploring a New Generation*. This presentation examines the characteristics of Generation Y, a population of nearly 80 million born after 1980.
- *Finding the Treasure Within: A Map to Personal Success*. A person's effectiveness in the workplace can be linked directly to positive self-esteem and successful personal management. This presentation provides tips for bringing out the best in an employee.
- *Look Like You're Ready for Business: Getting Dressed for Success*. Participants will learn how to make a good impression for that important interview and what to wear when they get the job.
- *Look Who's Talking? Communications-Listening and Oral*. Only job knowledge ranks above communication skills as a factor for workplace success. This presentation is designed to engage participants in the understanding of what communication is and how it can be improved through specific techniques.
- *Other Duties as Assigned: Personal Responsibility on the Job*. Employers need employees who can operate effectively within the parameters of their organization, assume responsibility willingly, and motivate themselves and co-workers toward exemplary performance. This training session prepares students for this reality.
- *Reading the Playbook: Effective Interpersonal and Team Building Strategies*. This presentation examines issues related to being an effective team player in an intensely-competitive, fast-paced, service-driven job market.
- *Resume Writing: Putting the Spotlight on Your Skills*. Participants learn tips on how to prepare an effective resume that will highlight personal strengths.
- *Shopping for Future Skills: Reading, Writing, and Computation*. Workers spend an average of one to two hours per workday reading forms, graphs, charts, manuals, and computer terminals. This presentation will review skills used in the workplace with a simulated trip to the mall.
- *What a Great Idea! Adaptability, Creative Thinking and Problem Solving*. This training in creative thinking involves problem solving and group team building.

*Steps to Career and Life Planning*. [www.adm.uwaterloo.ca/infocecs/CRC/manual/steps.html](http://www.adm.uwaterloo.ca/infocecs/CRC/manual/steps.html)

*Successful Assertiveness*. Dena Michelli, 1997, Barron's Educational Series, Inc., 250 Wireless Boulevard,

Hauppauge, New York 11788.

*Ten Things I Wish I'd Known: Before I Went Out Into the Real World.* Maria Shriver, 2000, Warner Books, Academic Innovations, 800-967-8016, [strategies@academicinnovations.com](mailto:strategies@academicinnovations.com)

*The Power of Ethical Management,* Blanchard, Kenneth and Peale, Norman Vincent, William Morrow and Company, Inc., New York, 1988.

*The 7 Habits of Highly Effective Teens.* Sean Covey, 1998, Fireside, Rockefeller Center, 1230 Avenue of Americas, New York, NY 10020.

*True Colors,* 1998, Communications Companies, International, 2875 Sampson Avenue, Corona, CA 91719-6171, Outside California 1-800-422-4686

*US Work World Articles.* College and Career Publishing, Box 458 Alta Loma, CA 91701, 800-800-9567.

*Virtual Shadowing.* A special site for students to learn about some different careers via the Internet. Professionals answer student's questions and provide career advice in a chat room. [Http://jobshadow.monster.com](http://jobshadow.monster.com)

*Who Moved My Cheese?,* Spencer Johnson, 1999, Spencer Johnson Company & G.P. Putnam & Sons, <http://www.spencerjohnson.com/faq.html>