



GLENCOE SOCIAL STUDIES
SCHOOL-TO-WORK
HANDBOOK



To the Teacher

This booklet, the *Glencoe Social Studies School-To-Work Handbook*, is designed to help you implement school-to-work connecting activities in your classroom by providing career exploration and goal-setting activities for middle school and high school students. This booklet attempts to motivate students to explore possible career paths and then to use several strategies to identify and achieve those careers.

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What Is School-to-Work?

“Good jobs depend on people who can put knowledge to work. New workers must be creative and responsible problem solvers and have the skills and attitudes on which employers can build. Traditional jobs are changing and new jobs are created every day. High paying but unskilled jobs are disappearing. Employers and employees share the belief that all workplaces must ‘work smarter’.”

—Commission on Achieving Necessary Skills
U.S. Department of Labor

The School-to-Work Opportunities Act of 1994 is designed to provide all young people with access to programs that integrate academic and occupational education, set high standards, and prepare them for the workforce. School-to-Work provides an opportunity for communities to build on existing strengths and create a coordinated, effective system linking education reform, economic development, and workforce development policies. The focus of School-to-Work is on school, business, and community partnerships; academic and occupational integration; the integration of school- and work-based learning; lifelong learning; and connections to postsecondary education and training. Successful systems build on and connect existing programs such as tech-prep education, school-based enterprises, youth apprenticeships, and job-training initiatives.

According to economist Paul Osterman, roughly “one-third of all high school graduates, and somewhat more high school dropouts, fail to find stable employment by the time they are thirty.” One of the goals of the School-to-Work initiative is to change that statistic, making a larger percentage of American young people employable once they leave school. This booklet contains some suggestions for helping you prepare your students for the world of work utilizing your current curriculum.

School-to-work programs ensure all students a smooth transition from high school to work, to college, and/or to military training. A typical school-to-work program includes school-based learning, work-based learning, and connecting activities in middle school and high school. Topics that might be included are:

- ⊗ Making informed decisions
- ⊗ Achieving desired results by interpreting and executing instructions
- ⊗ Transferring learning from one context to another
- ⊗ Recognizing, defining, and solving problems
- ⊗ Working effectively in groups to accomplish a goal
- ⊗ Identifying personal interests and goals
- ⊗ Recognizing and communicating one’s strategies for accomplishing objectives



Implementing School-to-Work in Your Classroom

The ideas and connecting activities in this book will work best if they are combined with other school-to-work strategies and implemented by you, the teacher. Several ideas are listed below.

School-to-Work Connecting Activities

- ✓ Invite community leaders to your class. Ask them to talk about their careers/jobs. What does it take to perform their jobs? (What are the educational requirements and necessary work experience?) What advice can they give students who are considering careers in their fields? Students should prepare questions for the community leaders before the visit.
- ✓ Gather community leaders together for a career fair. Open the gymnasium on a Saturday morning, and have students discuss careers and career paths with the leaders.
- ✓ Have students plan their own career fair. Ask students to select different careers and jobs and to research them. On the day of the fair, students should be prepared to hand out pamphlets and to answer questions by other students about careers and jobs.
- ✓ Plan a visit to a local vocational school. Ask the director to discuss the types of programs offered and the career paths that correlate with those programs.
- ✓ Plan a visit to a local military recruiting office. Ask the director to discuss the available programs and the career paths that correlate with those programs.
- ✓ Arrange and encourage group or individual workplace visits. Students should prepare questions in advance of the trip.
- ✓ Bring information to class about various careers. Briefly describe a different job or career to students every week. Have student volunteers do further research on that particular career for extra credit.
- ✓ Arrange a question-and-answer session with the school guidance counselor. Ask the guidance counselor to describe what the school's career center has to offer and how students can take advantage of that resource.
- ✓ Set up a school-to-work center or bulletin board in a small corner of the classroom. You should keep informational pamphlets and career-related magazine or newspaper articles here. Groups of students may volunteer to create a bulletin board display every month on different career-related topics. Advertisements for volunteer work or internships may also be posted here.
- ✓ Ask students to begin a work experience or career portfolio. Include such items as extracurricular activities, past work experience, letters of recommendation, a short personal biography, volunteer work, service learning, educational experience, and goals.

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Name _____ Date _____ Class _____

CONNECTING Activity 1

Choosing a Career Path

One of the most important decisions you will make is your choice of a career. This decision is important because our world is constantly changing. The jobs of the future will require more education and training than ever before. The better prepared you are, the greater your chances for success.

To choose a career that fits your goals, dreams, and expectations you will need to ask yourself: What kind of career have I always wanted? Why?

Find out what it is you love to do, and then find out what kind of jobs and careers are available in that area of interest.

Envision Your Ideal Job

- 1 Describe below your ideal job. *Do not* rule out any options because you think it is impossible or impractical to achieve them. (Although we cannot all be professional basketball players, we can discover *why* we want to be professional athletes.)

- 2 Now list the characteristics of your ideal job that make it appealing to you. For example, if your ideal job is in advertising, think about what it is about that kind of work that appeals most to you. Be very specific.

Ask yourself the following questions:

- ✓ What activities make me feel good about myself?
- ✓ What gets me excited?
- ✓ What did I want to be when I was young? Why did this interest me?
- ✓ Which interests have stayed with me for a long time?
- ✓ Which activities make me feel confident?

Name _____ Date _____ Class _____

Activity 1 (continued)

- 3 Now you're ready to start thinking about two to three possible career paths. Research the demand for these careers over a period of five to ten years and list them below.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity

Think of two or three different career paths that interest you. Call the Department of Labor, Bureau of Statistics, or your state employment department to research the future of these careers. These agencies regularly analyze all types of careers and predict their future existence and the demand for them in years to come. Share your information with the class. ▼

Name _____ Date _____ Class _____

CONNECTING Activity 2

Expanding Your Horizons

Career Skill Building

Career Categories Complete the chart below by adding specific job titles under the appropriate headings. Research career options and fields in your school or public library. Some good resources to check are the *Dictionary of Occupational Titles (DOT)* and the *Occupational Outlook Handbook (OOH)*.

CAREER CATEGORIES		
Executive, Administrative, and Managerial Occupations <ul style="list-style-type: none"> • Accountants • Budget Analysts • Cost Estimators • Purchasing Agents and Managers • Construction and Building Inspectors • _____ • _____ • _____ • _____ • _____ 	Professional Specialty Occupations <ul style="list-style-type: none"> • Attorneys • Computer System Analysts • Designers • Landscape Architects • Urban Planners • _____ • _____ • _____ • _____ • _____ 	Technicians and Related Support Occupations <ul style="list-style-type: none"> • Aircraft Pilots • Broadcasters • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____
Marketing and Sales Occupations <ul style="list-style-type: none"> • Insurance Sales Workers • Real Estate Appraisers • Manufacturers' Sales Representatives • Service Sales Representatives • Telemarketers • _____ • _____ • _____ • _____ • _____ 	Administrative Support Occupations, Including Clerical <ul style="list-style-type: none"> • Bank Tellers • Billing Clerks • Computer Equipment Operators • Mail Carriers • Dispatchers • _____ • _____ • _____ • _____ • _____ 	Service Occupations <ul style="list-style-type: none"> • Corrections Officers • Gardeners • Barbers • Janitors • Skincare Specialists • _____ • _____ • _____ • _____ • _____

Activity 2 (continued)

CAREER CATEGORIES		
Agriculture, Forestry, Fishing, and Related Occupations <ul style="list-style-type: none"> • Farmers • Environmental Engineers • Logging Tractor Inspectors • Forest Rangers • _____ • _____ 	Mechanics, Installers, and Repairers <ul style="list-style-type: none"> • Aircraft Mechanics • Millwrights • Industrial Machinery Repairers • _____ • _____ • _____ 	Construction Trades and Extractive Occupations <ul style="list-style-type: none"> • Bricklayers • Sheet-metal Workers • Plasterers • _____ • _____ • _____
Production Occupations <ul style="list-style-type: none"> • Assemblers • Tool and Die Makers • Lithographic and Photoengraving Workers • _____ • _____ 	Armed Forces Occupations <ul style="list-style-type: none"> • Army Enlisted Personnel • Navy Nurses • Air Force Officers • _____ • _____ • _____ 	Handlers, Equipment Cleaners, Helpers, and Laborers <ul style="list-style-type: none"> • Construction Trades Helpers • Machine Feeders • Sorters • Hand Packers • _____ • _____
Educational Occupations <ul style="list-style-type: none"> • Early Childhood Teachers • Primary Education Teachers • Secondary Education Teachers • Teaching Associates • _____ • _____ 	Health Care Occupations <ul style="list-style-type: none"> • Nurses • Doctors • Radiology Technicians • Researchers • _____ • _____ 	Computer Technology Occupations <ul style="list-style-type: none"> • Computer Programmers • Software Developers • Internet Information System Developers • _____ • _____



Activity

Choose three positions listed above, and prepare a presentation on those jobs. Be sure to include in your report what a person in that position does on a daily basis; the qualifications, skills, and education needed for the position; the starting salary for the position; the future outlook for jobs in that field; and where jobs in that field can be found. Present your findings to the class, and be prepared to answer any questions from your classmates. ▼

CONNECTING Activity 3

Assessing My Skills

what is . . .

a **Career:** your total life in the world of work

a **Job:** a particular kind of work in a particular field

a **Skill:** one of your many gifts, talents, and aptitudes

Your skills are the building blocks of your career. With your unique abilities and skills, you can perform tasks that make up a job in a specific field of work.

Discover Your Skills

To discover your skills, think about specific examples of things you have accomplished in the past. For example, "I organized a bake sale to raise funds for our cheerleading uniforms." The examples must use an action verb and must be specific. The examples cannot be something done *to you*. You cannot say, for example, "I received an award for the science fair." It would be better to say, "I developed an exhibit describing the causes and effects of diabetes." The examples also cannot be too general. You cannot say, "I'm good at art." It would be better to say, "I created a detailed and colorful oil painting of a bowl of fruit." Think of 10 such examples, and complete the chart below.

Action	What I Accomplished	Why I Enjoyed This Experience
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Activity 3 (continued)

8.		
9.		
10.		

Now identify the action verbs in your 10 sentences above. Each verb should be related to a skill. Identify any of the skills you have already displayed. Now you are able to complete the following sentence:

I am skilled at _____



Look at the skills you possess, and rank the top 4 of them in order below starting with the skills and accomplishments you enjoyed doing the most.

RANK YOUR SKILLS

1. _____

2. _____

3. _____

4. _____

Name _____ Date _____ Class _____

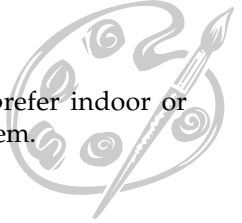
CONNECTING Activity 4

Assessing My Interests

What do you like to do in your spare time? Do you have any hobbies? Do you prefer indoor or outdoor activities? List at least three activities that you enjoy, and explain why you enjoy them.

I enjoy . . .

- 1 _____ because _____
- 2 _____ because _____
- 3 _____ because _____



Are you most interested in people, facts, or things? Look at the lists below, and circle each skill activity that you enjoy. Put an X through the number of any item you particularly do not enjoy.

Skills with People

1. Taking instructions
2. Serving
3. Sensing, feeling
4. Communicating
5. Persuading
6. Performing, amusing
7. Managing, supervising
8. Negotiating, deciding
9. Founding, leading
10. Treating
11. Advising, consulting
12. Counseling
13. Training
14. Working with animals



Skills with Information

15. Observing
16. Comparing
17. Copying, storing, and retrieving
18. Computing
19. Researching
20. Analyzing
21. Organizing
22. Evaluating
23. Visualizing
24. Improving, adapting
25. Creating, synthesizing
26. Designing
27. Planning, developing
28. Expediting
29. Achieving

Skills with Things

30. Handling objects
31. Being athletic
32. Working with the earth or nature
33. Feeding, emptying
34. Minding
35. Using tools
36. Operating equipment
37. Operating vehicles
38. Precision working
39. Setting up
40. Repairing



Under which category did you mark the most skills? Do you enjoy working with people, information, or things, or a combination of the three? Examine the charts on the next page to see where you might fit in the world of work.

Name _____ Date _____ Class _____

Activity 4 (continued)

Skills Working with People

Skill	Work-related Skill	Job Area
Taking Instructions	Pay attention, carry out orders	Executive secretary
Serving	Fulfill wishes of others	Public relations, Nursing, Social work
Communicating	Giving and taking of information	Telemarketing, Sales
Persuading	Motivating others to action	Advertising, Sales
Performing	Working in front of a group	Law, Acting, Teaching
Managing	Working to achieve an objective	Public affairs, Strategic planning
Negotiating	Giving and taking to achieve compromise	Politics, Sales
Leading	Motivating others by example	Corporate management
Advising	Giving expert advice	Counseling, Medicine
Training	Giving new information, guiding	Drama coach

Skills Working with Information

Skill	Work-related Skill	Job Area
Comparing	Identify similarities/differences	Quality control inspector
Computing	Mathematical skills	Banking, Finance
Researching	Persistence	Scientist, Chemist, Engineer
Analyzing	Observe whole and parts	Movie/Book critic
Organizing	Expert at structure	Administrator
Evaluating	Good judgment	Guidance counselor
Visualizing	Symbolic perception	Interior design, Architecture
Improving, Adapting	Updating	Editing, Journalism
Planning	Prioritizing	Systems engineer
Expediting	Work with speed	Data Processor

Skills Working with Things

Skill	Work-related Skill	Job Area
Handling	Use of hands/body	Construction
Physical Strength	Athletic coordination	Machinist, Metal worker
Monitoring	Service machinery	Mechanic
Mechanical	Manual dexterity	Carpenter, Painter, Book binder
Vehicle Control	Regulating, controlling	Airline pilot
Precision	Working within limits	Surgeon, Diamond cutter
Assembling	Organizing	Assembly line worker, Electrician
Repairing	Understanding how things work	TV repairperson, Plumber



Activity With a partner review the skills listed above. Also review the employment section of your newspaper. Choose a particular job and write an advertisement for it as it might appear in a newspaper. Make sure to include references to all skills needed for that particular job. Trade advertisements with your partner and comment on how effective each other's ad might be. ▼

.....

Name _____ Date _____ Class _____

CONNECTING Activity 5

Using Job-Finding Resources

Think about your skills, your interests, and your ideal job. Now answer the following question: "Do you want to work in a place where the goal is to produce a product, to give some kind of service to people, or to get information out to people?" Now narrow down your answer: for example, what kind of product do you want to produce? What kind of service do you want to provide? What kind of information would you like to get to what kind of people?

Narrow down your ideal job choices by completing the following:

My strongest and most enjoyable skills are: _____

Working conditions I prefer: _____

The types of people with whom I'd like to work: _____

The city or state in which I'd like to work: _____

The types of organizations in which I'd like to work: _____

The beginning salary I'd like to make: _____

The geographical area I like most: _____

Find out more about your ideal job choices by interviewing people in the field. Use the Yellow Pages of your telephone book and ask friends and teachers if they know anyone in your ideal job field. You may ask the following questions to get to know more about that field:

- | | |
|---|---|
| ? How did you get involved in your career area? | ? What are the qualifications for your job? |
| ? What do you like the most about your job? Why? | ? Are jobs in your field easy to get? |
| ? What do you like the least about your job? Why? | ? How did you get your present job? |
| ? What do you do on a daily basis at your job? | ? What is the hardest part of your job? |
| | ? What other kinds of organizations hire people with your skills? |
| | ? To whom would you suggest I talk? |

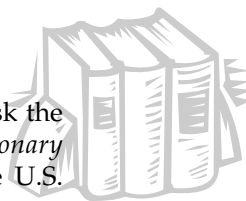
Using Resources in Your School

You've narrowed down your ideal job choices. Now what can you do about them? You will need to be prepared for the path you take toward your ideal job. The time you are spending in school now can help you prepare for your ideal job. Check with your teachers or guidance counselor to see if your school offers any of the following programs:

- | | |
|-------------------------|---------------------------|
| • Vocational Education | • Apprenticeship Programs |
| • Cooperative Education | • Tech Prep |
| • Career Academics | • College Prep Coursework |

Activity 5 (continued)

Research your ideal jobs by checking your school library and public library. Ask the librarians for reference materials on careers and your ideal career fields. The *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*, both published by the U.S. Department of Labor, are excellent resources to research job titles, job explanations, average salaries, qualifications needed, and future outlooks. Use these resources to complete the chart below.



	Ideal Job 1	Ideal Job 2	Ideal Job 3	Ideal Job 4
Job Title:				
Skills Needed				
Education Level Required				
Beginning Salary Range				
Hours of Work per Week Demanded				
Advantages of the Job				
Disadvantages of the Job				
Future Outlook				



Activity

Now is the time to start attaining the skills and education needed for careers you are interested in. Make a checklist for yourself of actions to take that includes the following: classes to take, volunteer experiences, working adults you could interview, jobs you could learn about by shadowing. In a few months revisit your list, assess your progress, and add to the list as necessary. ▼

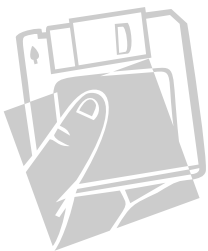
CONNECTING Activity 6

Developing a Résumé

What is a résumé? A résumé is a written document that attempts to communicate your skills, experience, background, and education to a potential employer. A résumé informs the employer of your background and accomplishments and motivates the employer to meet you. The job search process is a highly competitive process. A résumé and cover letter are some of your most important tools in locating a job.

Note: Some innovative job seekers are using technology to obtain job interviews. They are videotaping their résumés or placing them on interactive CD-ROMs! Although a traditional résumé is still the safest and surest path to a job interview, creative and inventive job seekers looking for careers in the fields of art, design, technology, communications, or computer science may explore these exciting options for sparking a potential employer's interest.

To create an effective résumé, complete the following worksheets. Use additional sheets of paper if necessary.



Worksheet 1—Employment Information

Employer name: _____

Address: _____

Phone: _____ Dates of employment: _____

Hours worked per week: _____ Salary/pay: _____

Supervisor's name and title: _____

Duties: _____

Employer name: _____

Address: _____

Phone: _____ Dates of employment: _____

Hours worked per week: _____ Salary/pay: _____

Supervisor's name and title: _____

Duties: _____

.....

Name _____ Date _____ Class _____

Activity 6 (continued)

Worksheet 2—Volunteer Work Information

Organization name: _____

Address: _____

Phone: _____ Hours worked per week: _____

Dates of volunteer work: _____

Supervisor's name and title: _____

Duties: _____

Skills used: _____

Accomplishments: _____

Worksheet 3—School Data

School name: _____

Address: _____

Phone: _____ Years attended: _____

Major studies: _____ GPA/class rank: _____

Honors: _____

Important courses: _____

Worksheet 4—Activities Data

Club/activity: _____ Positions held: _____

Description of participation: _____

Duties/responsibilities: _____

Club/activity: _____ Positions held: _____

Description of participation: _____

Duties/responsibilities: _____

Career objective: _____

References: _____

.....

Name _____ Date _____ Class _____

Activity 6 (continued)

Now you are ready to put it all together. Review the sample résumés on the following pages. Copy their format, but fill in your personal information. Trade résumés with a classmate, and mark helpful comments on your classmate's résumé.

Mark Macey
101 Harrison Avenue
Littleville, Illinois 46209
(318) 555-1023

OBJECTIVE

To obtain a challenging position in sales that requires leadership skills and offers opportunities for growth.

WORK HISTORY

**Inside Sales Representative, Tristate
Communications,
Littleville, Illinois**

June 1996-present

Responsible for completing cold calls to prospective clients and maintaining current client list through excellent customer service. Have consistently maintained or exceeded monthly sales expectations since July 1996.

**Sales Associate, The Fashion Hut, Littleville,
Illinois**

May 1995-June 1996

Responsible for assisting clients with purchases, cashier duties, and monthly inventory.

EDUCATION

**Southwest Community College, Littleville,
Illinois**

June 1996-present Courses in Sales, Marketing,
Customer Service, and Accounting.

Kennedy High School, Littleville, Illinois

Diploma, May 1996.

COMMUNITY SERVICE

Writing Center Volunteer, Southwest Community College
Big Sister Volunteer, Littleville Girls Club

References available upon request.

Activity 6 (continued)

Janice M. Schiers

135 South Cascade Road
Dubuque, Iowa 52003
317-555-9753

CAREER OBJECTIVE

To obtain a challenging position in the field of journalism. Ideally, this position would require knowledge and experience with editing and proofreading.

EDUCATION

1992-1996 *Lincoln High School, Dubuque, IA*, Diploma

EXPERIENCE

August 1996-present **Editorial Assistant, Dubuqueland Editorial Services, Dubuque, Iowa.**
Responsible for helping Project Editors with daily tasks such as proofreading, light editing, preparing art programs, and general filing.

August 1995-May 1996 **Yearbook Editor, Lincoln High School Yearbook Committee, Dubuque, Iowa.**
Responsible for writing assigned articles for the school yearbook. Also wrote and edited copy to fit desired page layouts and met all required deadlines.

COMPUTER EXPERIENCE

Proficient with Macintosh computers and the following software: Microsoft Word, Microsoft Excel, Quark XPress, PowerPoint, and Microsoft Publisher.

PERSONAL

Active in community affairs. Enjoy biking, writing poetry, and reading.

References available upon request.

CONNECTING Activity 7

Finding a Job Opening

How do you think most people find a job? The classified ads in the newspaper are only one option when job hunting. In fact, only a small percentage of workers today obtain jobs by replying to a want ad in the newspaper. To get a job, you must explore all the options.

You may choose to use the following methods to find a job opening:

- 🌀 **Personal contacts.** Most people obtain jobs through this method. You can do this by networking with friends, relatives, and acquaintances to discover possible job opportunities. When you start looking for an internship, volunteer work, or a part-time or full-time job, let everyone know. Tell friends, relatives, teachers, and strangers. Someone may have information you want!
- 🌀 **Contact employers directly.** Write directly to the director or president of a business where you would like to work. By contacting potential employers, you are letting them know that you have initiative and skills they may need. Also remember that the Yellow Pages of your local telephone book already has many businesses listed for you.
- 🌀 **Job counseling.** Your guidance counselor may have the best ideas for finding a job for you. Make an appointment with your guidance counselor, or visit your school's career center. These places may have lists of job openings.
- 🌀 **Help-wanted ads.** As discussed above, many people look through the newspaper—especially the Sunday paper—for job opportunities. You should realize that while you are looking through the paper, so are hundreds of other job searchers. Therefore, you must reply promptly to the ads; jobs advertised in the paper go quickly.
- 🌀 **Employment agencies.** There are public and private agencies to help people find jobs. These agencies have listings of job openings. Since private agencies charge a fee, you should have a representative explain all the services and fees up front.
- 🌀 **Library resources.** Many local libraries have job-seeking information or seminars. Let a librarian know that you are searching for a job, internship, or volunteer work. The librarian should be able to point out invaluable resources to help you in your search.
- 🌀 **Internet resources.** The Internet provides bulletin boards where employers can post available jobs. Try <http://helpwanted.com> for a searchable index of job openings.



Activity

Select a career field. Find at least three names and addresses of companies who hire in your chosen field by using the resources listed above. You must use at least two different resources during your search. Present the job descriptions to the class, and describe how you found the job opportunities and any problems you may have encountered during your search.

Select one of your job leads, and use what you have learned to write a résumé. Trade your résumé with a classmate, and review each other's work. Look for ways to improve your presentations. ▼

CONNECTING Activity 8

Cover and Thank-You Letters

Before and after the interview, you should introduce and continue contact with an interviewer by writing pleasant, formal letters. Cover letters are letters of introduction that accompany résumés. They introduce you and let the potential interviewer know your objectives. The thank-you letter is sent after an interview to leave a positive lasting impression by thanking your interviewer. Your letter should answer the following questions:

- ◆ To whom are you writing it?
- ◆ Why are you writing it?
- ◆ What point do you want to make in your letter?
- ◆ How can you get the reader's attention and make him or her remember you?
- ◆ How can you best organize your letter to achieve your objectives?

Your letter should be interesting and to the point. When composing your letter, limit yourself to explaining your objective and selling yourself. Be specific and clear about what you want your letter to accomplish. For example, if you want an interview, then request it. Do you want to thank the interviewer and remind him or her of your qualifications and enthusiasm for the available job? Say what you want clearly and directly.



Activity

Review the examples of letters on the following pages, then write the following letters:

- A letter responding to the following ad:

HELP WANTED

Immediate opening for enthusiastic newspaper sports reporters to work evening hours in the Chicago area. Flexible 20-30 hr/wk schedule.

The Reporter, 1035 Cross Road, Chicago, IL 60608

- A letter asking Sally Jacobs, a curator at the Santa Fe Museum of Natural History (220 W. Hanover Street, Santa Fe, New Mexico 44560), about possible volunteer work in the museum.
- A letter asking Mr. Dan Reles for an informational interview. Mr. Reles is a journalist for the *Albany Times*. You want to find out more about a career in journalism, and your teacher gave you Mr. Reles' name. Mr. Reles' address is: The *Albany Times*, 5677 First Avenue, Albany, New York 42133.
- A letter thanking Mr. Dan Reles for the informational interview. ▼

Name _____ Date _____ Class _____

101 Harrison Avenue
Littleville, Illinois 46209

April 24, 1997

Ms. Michelle Kluska, Director of Human Resources
The Dubuque Herald
1000 Main Street
Dubuque, IA 52001

Dear Ms. Kluska:

In response to your advertisement for a news reporter in *The Sunday Advertiser*, I have enclosed my resume for your review.

I have been interested in the field of journalism for several years, and I believe my experience would benefit your company greatly. I look forward to putting my writing and photography experience to work for a growing company such as yours.

I look forward to meeting with you soon to discuss my qualifications. I will call you next Monday, April 28, to answer any questions you might have and to arrange an interview.

Sincerely,

Maria Arnold

101 Harrison Avenue
Littleville, Illinois 46209

April 24, 1997

Ms. Michelle Kluska, Director of Human Resources
The Dubuque Herald
1000 Main Street
Dubuque, IA 52001

Dear Ms. Kluska:

Thank you so much for meeting with me yesterday to discuss the news reporter position. I know that this is a very busy time for you, and I really appreciate the time you spent with me and the advice you offered during my interview.

I was very impressed with the atmosphere of your company and with the professionalism of your staff. Meeting with all of you has made me even more excited about the opportunities the news reporter position offers.

I will be in touch with you soon to see if you have any other questions. In the meantime, however, I wanted to express my appreciation for your help and for taking the time to meet with me.

Sincerely,

Maria Arnold

CONNECTING

Activity 9

The Interview

You never get a second chance to make a first impression.

Many interviewers make a decision about you in the first 60 seconds of your interview. You need to make a good first impression. How do you do this?

A good first impression is made with the following:

- | | |
|--|---|
| ❖ Showing up on time (or 5 to 10 minutes before the interview) | ❖ Good eye contact |
| ❖ A neat appearance | ❖ A confident, calm presence |
| ❖ A warm, friendly smile | ❖ Courtesy |
| ❖ An outgoing hello and introduction | ❖ Researching the job and company and asking the interviewer questions about them |
| ❖ A firm handshake | |

Interviewing is more your feeling and gut reaction than reason and logic.

The job market is competitive, so you need to be prepared. In today's world, job seekers face:

- An economic decline
- Increasing foreign competition
- Companies downsizing
- An increase in the number of qualified candidates for the best jobs

What Do Interviewers Look For?

sincerity
self-confidence
enthusiasm
cooperation
good attitude
problem-solving ability
maturity
ability to see the broad picture
ability to inspire others
dynamic personality

friendliness and warmth
poise under pressure
commitment
teamwork
willingness to accept criticism
commitment
leadership
intelligence
strong work ethic

organization
creative spirit
perseverance
background
aggressiveness
sense of humor
high energy level
quality of judgment
professionalism

Activity 9 (continued)

Typical Interview Questions

1. Tell me about yourself.
2. How has your experience (or education) prepared you for this job?
3. What are your strengths?
4. What are your weaknesses?
5. What are your professional goals?
6. What bores you in work?
7. What motivates you?
8. Tell me about your greatest accomplishment.
9. What was your greatest failure, and what did you learn from it?
10. Let me describe a situation; you tell me how you would handle it.
11. Why do you want to work for us?
12. What do we gain by hiring you?
13. Define what you think it takes to be a successful manager (salesperson, secretary, etc.).
14. What do you like to do in your free time?
15. What distinguishes you from others applying for this job?
16. What do you know about us?
17. Do you have any questions?
18. When others criticize you, how do you react?
19. What is the chief reason you think people fail in a job like this? Succeed?
20. How would you describe yourself?

Analyze Yourself

The following is a checklist of questions to ask yourself following an interview. Which do you think are the most important to consider?

1. How comfortable did I feel?
2. How satisfied am I with my performance?
3. Did I prepare properly?
4. How interesting was the interview?
5. Did I make a positive impression in the first five minutes?
6. Did I seem confident?
7. Did I listen and ask questions?
8. Did I express myself clearly?
9. Was I enthusiastic?
10. Were there smiles and laughter?
11. Was I in control?
12. Did the interviewer like me?
13. To what degree do I fit the job and the organization?
14. Were there any surprises in the interview?
15. What did I do well?
16. What can I work on and do better next time?
17. What questions could I have answered better?
18. Was the pace of the interview too slow or too fast?
19. Will they offer me the job? Do I want the job?
20. How will I follow up? Have I sent a thank-you letter yet?



Activity

You must go through an interview to get a job. Therefore, you must learn how to interview well. Learn by reading interview questions and practicing your answers. Write down your answers. Your answers should include stories about yourself rather than a list of your skills. Then take on the role of an interviewer. Which of the qualities listed under *What Do Interviewers Look For?* would you value most in an employee? List your top five. ▼

CONNECTING Activity 10

Simulation: A Job Interview

Students will participate in a job interview by playing all roles as described below and will analyze the results.

Players Needed:

- ✓ The interviewer or interviewers (it may be a group interview with three to five interviewers)
- ✓ Human resources personnel
- ✓ The interviewees (these are the job hunters: the people who want the job)
- ✓ The career counselor(s)

Note: The teacher may create as many imaginary companies as needed by assigning different groups of human resources personnel as Company A, B, C, etc. Various interviewees may go to several interviews at the different companies. Each interviewee may have his or her own career counselor, or a few counselors may work with all the interviewees. Students may play the different roles, or the teacher may choose to involve willing members of the community to serve as interviewers, career counselors, and human resources personnel.

Directions

Two weeks before the interview

Students who play the role of career counselors must research and thoroughly understand the interviewing process. Students may ask the school's guidance counselor for job-hunting material or go to the school or local library to research. They must research the following topics to help their clients:

- Preparing for an interview
- Résumé and cover letter preparation
- Sample interview questions
- Follow-up to interviews

One week before the interview

1. The interviewer(s) and human resources personnel need to define their organization. Will this be an organization that produces a product (like soap or books), or is this a research business or bank? The interviewers and human resources personnel need to outline their business type. The human resources group should then create a written outline of the business, describing the business and the goals of the organization.
2. The human resources personnel and the interviewer need to design and prepare a help-wanted ad specifically describing the open position, qualifications for the position, benefits, salary, etc.
3. The human resources personnel should then submit the help-wanted ad and the business outline to the class. (A member of the human resources team may write the want ad on the chalkboard, post it on a bulletin board, or type it and submit copies to the class.)

Activity 10 (continued)

4. The interviewers, with the help of the human resources personnel, should also prepare questions for the interviews. The human resources personnel and interviewer need to determine what they are looking for in potential employees.

Meanwhile . . .

1. Potential interviewees should be preparing résumés and cover letters with the help of their career counselors. Career counselors should examine the résumés and cover letters of their clients and give helpful suggestions on how to improve the quality of these items. The goal of the résumé and the cover letter is to get a job interview, so these items should target the qualifications stated in the help-wanted ads.
2. Interviewees should also review sample interview questions and prepare responses. Career counselors may help in this process by conducting mock interviews and suggesting improvements in the responses of their clients.

Three days before the interview

1. Interviewees should submit résumés and cover letters to the organizations.
2. The human resources personnel should review the résumés and cover letters and invite the interviewees to interview.

The interviews

1. Interviews should be conducted simultaneously (among the different companies). If possible, career counselors should watch the interviews of their clients from a distance.



Activity

One day after the interviews

1. Career counselors should meet with their clients and analyze the interview. Interviewees should describe the interview and counselors should list good points and suggest improvements. (Use the sample list of questions.)
2. Interviewers and human resources personnel should discuss with the class (and the interviewees) their views of the interviews they conducted. In what areas could the interviewees have been more prepared? What were the best answers to the interview questions? Which interviews were the most interesting? Why?

Quick Check

1. Was the goal of the assignment clear at all times?
2. Did you have problems working well together?
3. Were you satisfied with your work and preparation? How would you improve your performance? ▼

CONNECTING Activity 11

Computer Proficiency

In today's world, almost everyone needs to be computer proficient. A prospective employer will want to know if you have had any training or exposure to basic computer software programs. How can you gain these valuable skills? Take a computer course offered by your school, or go to the computer lab and ask for informal lessons. Take courses that involve using basic word processing, database, and spreadsheet programs.

What Is the Internet?

The Internet is an interconnected network of computers located all over the world. Government agencies, educational institutions, companies, and individuals can be connected via the Internet. Called the electronic superhighway, the Internet provides useful information on almost any topic.

History of the Internet

The Internet did not exist before 1983. In 1969 the United States Department of Defense set up a research project to solve an important military problem. These government officials wished to route computerized information, especially important in times of war. This became an issue of national defense and security.

The Department of Defense devised a way to connect computers. The ARPANET project, as it was called, broke down computer data into chunks, placed the proper addressing information on each data chunk, and then sent the separate chunks into the web of computer networks.

In 1983 the government split ARPANET into two programs—one based on military interests and one based on developing civilian communications systems. Thus the Internet was born.

- Before ARPANET in 1969, there were linkages among only four computers.
- By 1994, the communications systems contained 30,000 networks and more than 2.3 million computers.
- The Internet is growing 100 percent a year.



Activity

How do you think Internet technology has or will affect the workplace now and in the future? How can you prepare yourself for high-technology work and a high-technology workplace? Use Internet resources to find information on this topic. If you are using a web search engine, use *computers* as your keyword. Use information found on the Internet to write an explanation of how you feel your first job will be impacted by computer technology. ▼

CONNECTING Activity 12

Volunteering in Your Community

Many employers regard volunteer work as very important. Volunteering your time and talents is seen by many people as a sign of your maturity or genuine interest in a field. Volunteer work may even help you get the job of your dreams!

Get Involved Are you ready to get an early start on your career? Are you ready to meet interesting people and have some fun, too? The following is a list of some agencies and organizations that are usually looking for volunteers:

Adult day care centers	Environmental groups	Others?
Family counseling centers	Food collection agencies	_____
Blood drive programs	Homeless shelters	_____
Botanical gardens	Hospitals	_____
Community centers	Libraries	_____
Child abuse prevention centers	Local museums	_____
Churches	Migrant councils	_____
Community theater groups	Park and recreation programs	_____

Service Learning

Some volunteering can be closely linked to a particular job or field of interest. Different ways you can connect with a particular occupation include:

Job shadowing: This involves finding a person who currently holds the job you are interested in and asking them if you could follow them around, or “shadow” them, for a day or two. Many companies are open to such requests if you have given them time to plan ahead.

Working Part-time: Working at a job a few hours after school or on weekends will give you experience in what that job might be like if you were to do it full time.

Internships: These are usually formal programs sponsored by participating employers who hire you for a specified period of time, sometimes during school time if your school allows, to fulfill on-the-job tasks.

Apprenticeships: These usually are full-time job experiences you participate in during summer breaks, or other extended periods of time, where you formally learn the skills related to your chosen job.



Activity Form a group and research a few organizations in your neighborhood or community who seek volunteers. Organize a volunteer day for your class when you can have representatives of these various groups speak to your class about their needs. Call the organizations and arrange for the speakers. You might also like to invite other classes to hear the presentations. Within your group prepare follow-up questions for the speakers. ▼

CONNECTING Activity 13

How Geography Affects Jobs

If you wanted to be an actor, where would you want to live? Most actors go to Hollywood, California, or New York City, where the majority of acting jobs are located.

It is important to know if careers you have interest in can be found in locations desirable to you.



Examine the map of the United States above, and answer the following questions:

1. Describe the best locations for a fisher to live and work. Mark at least three of these with an F on the map. _____
2. Where would you go to be active in local politics? _____
In state politics? _____ In national politics? _____
Mark these locations with a P on the map.
3. The national government employs thousands of people. Where would you look for a job with a federal government agency? _____
Why? _____
4. What are your top three career choices? _____
5. What would you pick as your top three favorite places to live? _____
Label these places on the map with an L. How would you rate the job opportunities in these places?
Explain. _____

Name _____ Date _____ Class _____

Activity 13 (continued)

6. Name three jobs that may be available in only a few locations in the country and where they would be located. _____
7. Some professions are not dependent on certain geographic locations. Name three such careers. _____
8. Your friend wants to become a golf instructor at a tropical resort. Name three places in the United States where your friend should go to look for a job. Mark these with a G on the map. _____

Now think about where you would like to live and work. Fill in each quality-of-life category below with your preferences. If appropriate, list your first and second choices.

Quality-of-Life Item	What I Prefer
Country of Residence	
State(s) of Residence	
Town(s) of Residence	
Employer (Private Corporation? Government? Self?)	
Employee Benefits	



Activity Many sports figures have to move all over the country to maintain their jobs. What is your favorite sport? Do a little research on it. Prepare a presentation on the chances of making it to the pros in your favorite sport. Remember to include the career path that a typical professional athlete follows in that sport. Also research the average salaries of professional players and the average length of their careers. Research the career of a teacher in the same manner. Compare the odds of becoming a teacher to the odds of becoming a professional athlete. Present the results of your research to your classmates. ▼

CONNECTING Activity 14

Thinking About Your Future

Time Line Activity

Is it too early to start thinking about your future? Of course not! What should you be doing now to prepare yourself for a career? Use what you have learned in class and what you know to complete the time line of your career below. On another sheet of paper, place the events in the appropriate spaces on the time line. Some events may be used more than once, and some events may not be used at all.

Countdown to Your Career



Events

- Complete an internship
- Interview for a job
- Explore career choices
- Volunteer in your community
- Develop a résumé
- Research colleges
- Ask employers/teachers to write letters of recommendation for you
- Apply to colleges
- Visit a military recruiting office
- Set your career goals
- Keep your résumé updated
- Take courses in your career field
- Get your first full-time job
- Get a part-time job



Activity

On the lines below explain why you placed the events in the order you did. For example, if you placed "develop a résumé" in the college category, explain why you should develop a résumé in college and not earlier, in high school. Were there any choices that you did not use? Why? Are there other choices that should be listed? What are they?

ANSWER Key

Connecting Activity 1

1. Encourage students to consider all possibilities.
2. Answers should include answers to suggested questions as a guideline.
3. Answers will vary. Students will have to do additional research to complete their lists.

School-To-Work Activity Telephone numbers for the suggested agencies are listed in the telephone book. Additional listings there may give students additional ideas about agencies they wish to contact.

Connecting Activity 2

Answers will vary according to student research and familiarity with careers.

School-To-Work Activity Encourage students to try to find the most current information available and prepare a multimedia presentation.

Connecting Activity 3

Answers in the chart will vary according to students' individual activities and experiences. Encourage students to use concrete language in their answers. If you think students feel comfortable discussing their ranking of skills, open up a class discussion of these items.

Connecting Activity 4

Answers will vary according to student interests. Remind students not to overlook any areas of interests that they have.

School-To-Work Activity Advertisements will vary but should be realistic and publishable. Encourage students to post their ads on the bulletin board.

Connecting Activity 5

The Using Job-Finding Resources activities may need guidance from you in directing students to appropriate resources. Have students provide sources for the information that they fill in on the charts of Ideal Jobs.

School-To-Work Activity Answers will vary according to students' career choices, but checklists should include accurate resources that can be found in your community.

Connecting Activity 6

Answers for Worksheets 1, 2, 3, and 4 will vary according to students' personal history. Encourage students to complete all categories of the worksheets.

Connecting Activity 7

School-To-Work Activity Answers will vary according to student selection of companies. Allow class time for presentation and collaboration on information students are able to assemble.

Connecting Activity 8

School-To-Work Activity Student letters will vary in content according to student understanding of information. Letters should, however, follow the suggested formats of the sample letters provided on page 18.

Connecting Activity 9

Discuss student opinions about the Analyze Yourself questions. Answers will vary according to student experiences.

School-To-Work Activity Answers will vary according to student input. Have students share the top five qualities that they would like in an employee.

Connecting Activity 10

Allow class time for preparation and interviews.

Simulations will vary according to student input.

School-To-Work Activity Answers will vary according to student experiences. Ask students to put their responses to question two in writing and then compare with a partner.

Connecting Activity 11

School-To-Work Activity Answers will vary according to students' career selections. You might want to monitor student use of the Internet if possible. Also remind students that Internet sites are constantly changing and updating.

Connecting Activity 12

School-To-Work Activity Answers will vary according to organizations available in your community. Allow class time for speakers to present their information.

Connecting Activity 13

Answers to the chart will vary according to student preferences. Encourage students to list first and second choices as appropriate.

School-To-Work Activity Answers will vary. Discuss student comparisons to sports professions and teaching and a profession.

Connecting Activity 14

Answers will vary according to students' career plans.

Emphasize that each student's time line will be different.

School-To-Work Activity Student responses should correlate to the listing above but will vary according to each individual career plan.

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