

READY FOR WORK:
Qualities That Count
with Employers

CREDITS

Produced by MAVERICK MEDIA

Producer, Director and Writer DONNA BOUNDY, M.S.W.

Associate Producer MICHELE BAKER

Camera TOBE CAREY
BART FRIEDMAN

Lighting JOHAN HOLM

Editor MICHELE BAKER

Music PETER EINHORN

Narrator CHRIS WALKER

Teacher's Guide DONNA BOUNDY, M.S.W.

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INTRODUCTION

With unemployment rates among youth at record-high levels, our students need all the guidance we can give them regarding how to get a job, keep it, and move up. That's what this program is designed to do: help young people get ready for work—by learning and developing the qualities prospective employers consider most important.

The contents of this program were inspired by the results of an important new survey of employers conducted by the Census Bureau for the U.S. Department of Education. The study, which appeared in *The New York Times* (February 20, 1995), found that in hiring workers, employers cared least about an applicant's past academic performance, what school he or she had gone to, or even teacher recommendations. The qualities employers rated most important were three other things: The young applicant's attitude, communication skills, and previous work experience.

Ready for Work: Qualities That Count with Employers informs students about these important new findings so they can start preparing themselves for the real world. Featuring interviews with actual employers in various settings, as well as dramatic vignettes of right and wrong work attitudes, this 25-minute videotape strikes just the right balance of didactic and experiential learning.

What viewers learn are basic, vital skills to help insure successful work experiences in life. Specifically, students learn the five elements of a good work attitude (enthusiasm, openness, willingness, self-motivation, and the ability to get along with others), and the six elements of good communication (listening, making eye contact, speaking clearly, being direct, using good grammar, and writing well). Finally, viewers learn how they can make up for a lack of formal paid job experience with other kinds of relevant experience (volunteer work and hobbies, good references, computer skills, stability, and a track record of getting results in whatever endeavors they undertake).

This Ready for Work: Qualities That Count with Employers Teacher's Resource Book provides everything you will need to present this program to your class and maximize students' understanding and retention of skills. It includes questions for class discussion, a quiz, seven activities to enhance learning, and Student Sheets which you can photocopy as needed. You can show and discuss the videotape in one class period, or—using this Teacher's Resource Book—expand and tailor the material for a one- or two-week comprehensive unit on job readiness.

The three R's, "reading, writing, and arithmetic," are no longer all our students need for a successful future. If we listen to what employers are saying, today's students must be better prepared with basic job behaviors and attitudes if they are to succeed in the workplace. Of course, teaching these behaviors and attitudes goes far beyond what one teacher or videotape can do. But Ready for Work: Qualities That Count with Employers provides an important starting-place with which to begin raising students' awareness about what will be expected of them in the "real world." More importantly, with this Teacher's Resource Book, the video provides a framework for students to begin rehearsing and practicing the desired behaviors and attitudes—so they can be "ready for work."

LEARNING OBJECTIVES

After viewing Ready for Work: Qualities That Count with Employers, participating in class discussion, and completing assignments in this Teacher's Resource Book, students will be able to:

- Identify the three qualities most important to today's employer
- List five elements of a good work attitude
- Give an example of an employee showing enthusiasm on the job and understand its importance to employers
- Give an example of an employee being open and understand its importance to employers
- Give an example of an employee being willing to do whatever work has to get done and understand its importance to employers
- Give an example of self-motivation on the job and understand its importance to employers
- Give an example of an employee getting along with others and understand its importance to employers
- List the three categories of people that a worker must be able to get along with
- Cite the six elements of good communication skills
- Cite at least two ways a young person can make up for a lack of formal job experience
- Understand that computer skills are very important today
- Understand why jumping from job to job can create problems getting future work
- Explain the importance of being able to show results from past work experience

PROGRAM SUMMARY

After a montage of young people in various work settings, *Ready for Work: Qualities That Count with Employers* opens with the narrator, Chris Walker, introducing the subject of job readiness. He cites a national survey wherein employers expressed little interest in job applicants' past grades, and reported that they were much more concerned about three other things: attitude, communication skills, and past work experience.

We then meet Michele, a young woman who was one of many who applied for a job as a video production assistant. She got the job over the others, her employer explains, precisely because of those three qualities: attitude, communication skills, and past work experience—the last being a project she'd done as a student.

This introduces Part I of the program, *Attitude*. Several employers in different settings stress the fact that an employee's attitude matters more to them than anything else—even more than actual job training.

A good attitude, we learn, is made up of five things: enthusiasm, openness, willingness to do whatever needs to be done, self-motivation, and the ability to get along with others.

Next are two role-plays, both set in a veterinary hospital. In the first, a young employee with a lack of enthusiasm comes into work lethargic and complaining. In the second, contrasting, vignette another employee comes into work enthusiastic and cheerful. The employer then comments on the two role-plays, explaining that the first employee wouldn't last long, while the second is a pleasure to work with. The narrator reminds viewers that in order to be enthusiastic about work, it's important to seek jobs in settings they find interesting.

The second element of a good attitude is openness: being open to suggestions and directions, open to admitting mistakes, open to asking for help. In another role-play, a new employee in a fitness gym announces to the boss how he plans to "change a few things" around there. The boss then comments on the role-play, noting that he has fired employees like that. Better to "do it our way," he says. "Then later come and tell me privately about your ideas."

Another humorous role-play illustrates a young employee who is not open to admitting mistakes. The supervisor remarks that he definitely wouldn't keep someone on staff like that. "If you screwed up, just say, 'I screwed up.' Don't blame other people."

Willingness is the next element of a good attitude: doing whatever it takes to get the job done. Again, we look at a wrong attitude role-play first. Andrea has taken a job at a company that produces and sells music videos, but her job is in the shipping room, packing boxes. When she expresses exasperation, the boss explains that it's unrealistic to expect work always to be interesting and exciting. Sometimes—especially in entry-level jobs—you have to do a lot of mundane tasks. Wyatt, another young worker in the same department, then illustrates the crucial element of willingness. He does the task at hand with a willing attitude, then asks the boss what to do next. The employer makes the point that Wyatt is the kind of person who would get promoted because he takes pride in his work—even at the entry level.

PROGRAM SUMMARY (CON'T.)

Self-motivation is the fifth element of a good attitude. Employers want workers they can trust to do the job, even when they're not checking up on them. Self-motivation, the narrator notes, is the difference between the person who succeeds and the person who just gets by, always blaming others for his lack of success.

The ability to get along with bosses, co-workers and customers is the last element of a good attitude. Several humorous role-plays of "difficult bosses" help the viewer prepare to handle challenging situations. Then two role-plays of co-workers cooperating teach viewers the value of teamwork. Finally, another role-play shows a young person being pleasant and helpful to a customer.

Part 2 of the program highlights communication skills. First we meet Gary, a clerk in a department store repair department. He illustrates poor communication skills in that he 1) fails to listen to the customer, 2) doesn't make good eye contact, 3) mumbles, 4) is indirect, 5) uses poor grammar, and 6) lacks writing skills.

Then we see another clerk in the same setting demonstrating good communication skills. By contrast, he 1) listens, 2) makes good eye contact, 3) speaks clearly, 4) is direct, 5) uses good grammar, and 6) writes well.

Part 3 addresses the third thing that matters to employers: work experience. Since viewers won't have much formal work experience yet, the narrator advises them to help make up for that by having volunteer work, hobbies, and personal growth experiences to put on their résumés. Second, they should have good references from teachers, coaches, or part-time job supervisors. Also, no matter what field one is going into, employers look for computer skills today. They warn against bouncing from job to job, in order to show stability. Finally, employers say they are impressed if a potential employee can show they've gotten results from past efforts of whatever sort. "So if you're in school now, start thinking about how you can get some concrete results," advises the narrator.

The three main points are repeated: Keep a great attitude, communicate well, and get all the work and life experience you can. "Focus on developing these three qualities," the narrator concludes, "and you'll be ready for work."

CLASS DISCUSSION QUESTIONS

The following questions can help stimulate class discussion following the viewing of Ready for Work: Qualities That Count with Employers.

1. According to one employer, “Some people try to get away with doing as little as they can on a job, especially when they’re being paid little in an entry-level job. They figure, ‘You’re only paying me this much, so I’ll do this much work. When you pay me more, I’ll do more.’ ”
 - Is this a smart approach?
 - Why or why not?
 - What does it mean to “hustle” on the job?
 - If a person hustles at the entry-level, even though it doesn’t pay too well yet, what might result?
2. The narrator said that sometimes it’s hard for young people to admit mistakes they’ve made at work, or admit that they don’t know something.
 - Do you agree or disagree? Why or why not?
 - Is it hard for you to admit when you’re wrong?
 - Is it hard for you to admit when you need help?
 - Can you imagine why this quality would not be desirable at work?
 - Can you think of a situation where not admitting a mistake at work might cause bigger problems for you in the long-run?
3. How did the narrator suggest handling an entry level job that’s boring? (*Answer: “Do the best you can now, even if it’s not your life career. If you’re packing boxes, be great at packing boxes. If you’re working at the local grocery store, be the best clerk they ever had.”*)
 - What reason did he give for this advice? (*Answer: “Why not do the best you can now and leave there with a great work record?”*)
 - Do you have any school courses that you find boring?
 - Do you have any responsibilities at home that you dislike or find boring?
 - Do you do your best in those classes and at those activities anyway?
 - Why or why not?
 - How could you improve in this area?
4. What is self-motivation on the job? (*Answer: Not waiting for someone else to tell you what to do all the time, taking initiative, being a self-starter.*)
 - What’s the difference between the person with self-motivation and without it, according to the narrator? (*Answer: It’s the difference between the person who succeeds and makes good money and the person who just gets by, always blaming other people for his lack of success.*)
 - Why do you think this is so?
 - Do you consider yourself self-motivated? Why or why not?
 - How could you become more self-motivated?
 - What examples can you give of ways to be self-motivated?

CLASS DISCUSSION QUESTIONS (CON'T.)

5. Does getting along with people mean you have to like everybody? (*Answer: No. But it means you have to know how to be pleasant, helpful, and handle any conflicts appropriately.*)
 - Have you had any experience getting along with bosses?
 - Co-workers?
 - Customers?
 - What was it like?
 - Do you think you could do better in this area?
 - If so, how?

6. In what way were some of the bosses in the video challenging or difficult? (*Answer: One boss was overly critical, another kept contradicting herself and making different demands on the worker, and the third one didn't care and gave little direction to the worker.*)
 - What's the smart way to handle a difficult boss?
 - Should you sit and complain to your co-workers about him or her? (*Answer: No. A smart worker, if he has an issue with the boss, will talk to him privately about it. In the meantime, he'll keep focused on the work.*)

7. What's the most important thing about getting along with co-workers? (*Answer: To work as a team.*)

8. What were the two examples of teamwork shown in the program? (*Answer: A worker helped another with a physical task under a truck they were working on. Two workers agreed to stay late to help a third get a report done on time.*)

9. Why is good communication so important at work?
 - Do you think you're a good communicator or a poor communicator?
 - Can you give an example of when you used either good or poor communication at school?
 - What was the result?
 - Can you give an example of when you used either good or poor communication at home?
 - What was the result?

10. How did Michele, the young woman who was hired as a production assistant, impress her interviewers and get the job, even though she had no actual paid work experience in video? (*Answer: She had done a good job on a student video project while in school.*)

11. What did the narrator advise viewers to do in regard to showing results? (*Answer: Start thinking now about how you can get some concrete results to put on your résumés. Whatever you want to do, start now to do things that will show results—and you'll be more likely to get jobs.*)

TEACHER SHEETS

QUIZ

PURPOSE:

The purpose of this activity is to help students retain the central information of the videotape.

PREPARATION:

1. Before class, make one photocopy of student sheet 1, Quiz (on page 21), for each student.

IN CLASS:

1. Prior to showing the videotape, inform students that they will be taking a short quiz after viewing. This helps motivate them to remain more alert.
2. Following the viewing of the videotape, distribute the quiz to each student. Give them ten minutes to complete it.
3. When quiz is complete, review each question aloud. Ask students to volunteer answers. Briefly discuss each correct answer. Students may fill in the correct answer if they didn't have it before the discussion.
4. When review is complete, tell students they can keep the quiz for their own reference.

QUIZ ANSWER KEY

1. What are the three qualities employers care most about in hiring young people, according to a nationwide survey?

attitude
communication skills
work experience

2. What are the five elements of a good work attitude?

enthusiasm
openness
willingness
self-motivation
the ability to get along with others

3. Damon was the first worker in the animal hospital role-plays. What kind of wrong attitude did he have? How did he show it?

Damon had an unenthusiastic attitude as if he'd rather be home in bed. He showed it by coming in without any energy or enthusiasm, waiting to be told what to do, constantly complaining.

4. What did the veterinarian say would happen to a worker like Damon? Why?

Damon would be fired or laid off. He doesn't have enough enthusiasm.

5. What mistake did the new worker make at the fitness gym?

He thought he knew it all. He tried to tell his boss a "better way" to do things on his first day.

6. What did that boss say would have been a better approach?

The new employee should initially do things the way he is told. Later, after some time, he can tell his supervisors privately about his ideas for improvement.

7. What mistake did Julian, the worker at the investment firm, make?

Julian wouldn't accept responsibility for his own mistakes. He kept making excuses.

8. What did that boss say he would have preferred?

The boss would prefer someone who admits his mistakes, someone who doesn't blame others, someone who asks for help if he needs it, someone open to learning.

QUIZ ANSWER KEY (CONT.)

9. What was the wrong attitude that the young woman in the packing department of the music video company had?
She thought she was above it all and shouldn't have to do something as boring as packing boxes.
10. What did that boss tell her?
You can't expect work to be fun all the time. Sometimes you have to do boring, mundane tasks.
11. What does it mean to be "self-motivated"?
If you're self-motivated, you take initiative, you don't wait for someone to tell you what to do all the time.
12. What are the three categories of people you have to be able to get along with at work?
bosses
co-workers
customers
13. What were the six mistakes that Gary made in communicating with the customer at the repair counter?
He didn't listen to the customer.
He didn't make good eye contact.
He mumbled.
He was indirect and unclear.
He had poor grammar.
He had poor writing skills.
14. By contrast, what did the second clerk at the repair counter do differently that showed good communication skills?
He listened.
He made good eye contact.
He spoke clearly; he didn't mumble.
He was direct; he didn't beat around the bush.
He used good grammar.
He had good writing skills .
15. What were the five things employers said they looked for in the résumés of young people they were considering hiring?
volunteer work, hobbies, and personal growth
references
computer skills
stability
results

RIGHT & WRONG ATTITUDE ROLE-PLAYS

PURPOSE:

The purpose of this activity is to help students better understand the consequences of displaying wrong attitudes in the workplace and to provide an opportunity for them to rehearse right attitudes.

PREPARATION:

1. Before class, make one photocopy of student sheet 2, Right & Wrong Attitude Role-Plays (on page 25), for each student.

IN CLASS:

1. After showing the videotape and leading a class discussion, divide the class into small groups of three or four students. Hand out student sheet 2, Right & Wrong Attitude Role-Plays. Tell students that each group will devise a role-play illustrating one wrong attitude. They can choose one of the wrong attitudes shown in the tape or make up one of their own.
2. Give each group ten minutes to talk among themselves and plan their role-play.
3. Each role-play should be presented to the class. (Remind the class that no one is to judge or comment on acting ability.)
4. Following each role-play, have players and audience discuss their reactions to the scene. Players should stay in character during discussion.
5. Ask the boss in each role-play these questions: How did you feel about the employee's attitude? How did it affect you? How did it affect your business?
6. Ask the student illustrating an employee with the wrong attitude these questions: Why did you behave as you did? How did you feel doing it? What do you think your future would be at this job?
7. After all wrong role-plays have been presented, instruct groups that they will next re-enact the same scene, but illustrate the right attitude to use in that situation.
8. Give each group ten minutes to talk about and plan their role-play.
9. Each role-play should be presented to the class.

RIGHT & WRONG ATTITUDE ROLE-PLAYS (CONT.)

10. Following each role-play, have players and audience discuss their reactions to the scene. Ask the boss: How do you feel about your employee's attitude? How did it affect you? How did it affect your business?

11. Ask the student illustrating an employee with the right attitude these questions: Why did you behave as you did? How did you feel doing it? What do you think your future would be at this job?

GUEST SPEAKERS FROM LOCAL BUSINESSES

PURPOSE:

The purpose of this activity is to reinforce some of the points made in the videotape and give students the opportunity to hear first-hand what employers want.

PREPARATION:

1. Invite a panel of four to six supervisors from local businesses to visit class and discuss what qualities count with them when hiring young people.
2. Make one photocopy of student sheet 3, Guest Speakers from Local Businesses (on page 29), for each student.

IN CLASS:

1. Before students arrive, write the name and company of each speaker on the board.
2. After students arrive, give each student a copy of student sheet 3, Guest Speakers from Local Businesses.
3. Ask students to record the names and companies of the speakers on their worksheet.
4. Ask students to think of a question they would like answered by the panel. The question should regard how each panel member makes decisions about hiring young people. Direct students to record their question on their worksheet.
5. Ask each panel member to speak for five minutes about the qualities they look for in hiring young people.
6. Following the panel, ask students to write down any question that was sparked for them. It could be the question they formulated initially, if it wasn't answered, or a new one that was sparked by something said. Ask them to record their new question on their worksheet.
7. Hold a ten-minute Question-and-Answer period.
8. For homework, students can complete the last part of their worksheet, summarizing what they learned from the speakers.
9. As a homework option, students can write a composition about what they have learned from the panel.

INTERVIEWING LOCAL EMPLOYERS

PURPOSE:

The purpose of this after-class assignment is to give students the opportunity to hear first-hand from employers about what qualities they want in employees. Additionally, students gain experience in approaching and interviewing people.

PREPARATION:

1. Before class, make three photocopies of student sheet 4, Interviewing Local Employers (on page 31), for each student.

IN CLASS:

1. Distribute three copies of student sheet 4, Interviewing Local Employers, to each student.
2. Instruct students to interview three employers or supervisors on the topic of what qualities they look for in young people whom they hire. Interviewees could be local shop-owners, grocery store managers, or even a parent, relative, or neighbor who hires young people as part of his or her job. Students should complete one survey questionnaire for each interview.

ONE WEEK LATER:

1. Hold a class discussion. Ask students what they have learned from their interviews. Students can volunteer answers they obtained.
2. Collect the completed questionnaires.
3. One or two students can volunteer to take all the questionnaires and compile the answers, draw conclusions based on the most common responses, and make a presentation to the class the following week.

DISCOVERING THE KIND OF WORK I LIKE

PURPOSE:

The purpose of this after-school assignment is to help students identify what kind of work they might be interested in and suited for.

PREPARATION:

1. Before class, make one photocopy of student sheet 5, Discovering the Kind of Work I Like (on page 33), for each student.

IN CLASS (DAY 1):

1. Tell the students: “According to the narrator in Ready for Work: Qualities That Count with Employers, one way to bring enthusiasm to your work is to look for work that you’re interested in. Of course, this is easy to say, but it can be challenging to find work that you like, get it, and keep it. This assignment introduces you to some things you can do to help you determine what kinds of activities you like.”
2. Distribute student sheet 5, Discovering the Kind of Work I Like, to the class and instruct students to complete it for homework.

IN CLASS (DAY 2):

1. Hold a class discussion about what people discovered from completing student sheet 5, Discovering the Kind of Work I Like.
2. For homework, ask students to use their completed worksheets to write a one-page composition about what kind of work they may be suited for, and why.

IN CLASS (DAY 3):

1. Collect the compositions for your review.

IN CLASS (DAY 4):

1. Return compositions to the students with your comments. Wherever possible, provide encouragement, etc. Try to make specific suggestions on how students can further explore career options based on their discoveries.

COMMUNICATION ROLE-PLAYS

PURPOSE:

The purpose of this activity is to help students recognize the difference between good and poor communication, and provide an opportunity for students to rehearse important skills.

PREPARATION:

1. Before class, make one photocopy of student sheet 6, Communication Role-Plays (on page 37), for each student.

IN CLASS:

1. Divide the class into pairs. Hand out student sheet 6, Communication Role-Plays.
2. Tell students that each pair will devise a two-minute role-play illustrating either poor communication or good communication in a job situation. They should not tell anyone else in the class which they plan to do. They can refer to student sheet 6, Communication Role-Plays, for pointers. One person should be the employee, the other the boss.
3. Give students ten minutes to plan their role-plays.
4. Have each pair present its role-play to the class. (Remind the class that no one is to judge or comment on acting ability.)
5. Following each role-play, ask the class whether they think the role-play illustrated poor communication or good communication, and why.

BUILDING A RÉSUMÉ

PURPOSE:

The purpose of this assignment is to help students start thinking about obtaining the kinds of work and life experience that count with employers.

PREPARATION:

1. Before class, make one photocopy of student sheet 7, Building a Résumé (on page 39), for each student.

IN CLASS:

1. Give one copy of student sheet 7, Building a Résumé, to each student.
2. Give students ten minutes to complete the worksheet in class, or assign it as homework.
3. Discuss the completed worksheets with the class, asking students to volunteer their answers aloud.

STUDENT SHEETS

QUIZ

1. What are the three qualities employers care most about in hiring young people, according to a nationwide survey?

2. What are the five elements of a good work attitude?

3. Damon was the first worker in the animal hospital role-plays. What kind of wrong attitude did he have? How did he show it?

4. What did the veterinarian say would happen to a worker like Damon? Why?

5. What mistake did the new worker make at the fitness gym?

6. What did that boss say would have been a better approach?

7. What mistake did Julian, the worker at the investment firm, make?

8. What did that boss say he would have preferred?

QUIZ (CONT.)

9. What was the wrong attitude that the young woman in the packing department of the music video company had?
- _____
- _____
10. What did that boss tell her?
- _____
- _____
11. What does it mean to be “self-motivated”?
- _____
- _____
12. What are the three categories of people you have to be able to get along with at work?
- _____
- _____
- _____
13. What were the six mistakes that Gary made in communicating with the customer at the repair counter?
- _____
- _____
- _____
- _____
- _____
- _____
14. By contrast, what did the second clerk at the repair counter do differently that showed good communication skills?
- _____
- _____
- _____
- _____
- _____
- _____
15. What were the five things employers said they looked for in the résumés of young people they were considering hiring?
- _____
- _____
- _____
- _____
- _____

RIGHT & WRONG ATTITUDE ROLE-PLAYS

Your group must devise a role-play illustrating a wrong attitude in a work situation. You can make up a wrong attitude of your own, or you can choose one of the wrong attitudes shown in the tape (listed below).

| Wrong Attitudes | Message Conveyed |
|-----------------------------------|--|
| Lack of enthusiasm | I'd rather be home in bed |
| Not being open | I know it all |
| Not willing to do boring tasks | I'm above all this |
| Not self-motivated | I've got nothing to do |
| Not able to get along with people | I don't care about any of these people |

Complete the following:

1. My group will illustrate this wrong attitude role-play: _____

2. The roles will be played by:

Worker with the wrong attitude: _____

Boss: _____

Customer: _____

Co-worker: _____

RIGHT & WRONG ATTITUDE ROLE-PLAYS (CONT.)

Next, your group will be asked to re-play the same scene, but illustrating the same worker with the right attitude for that situation. You can make up a right attitude of your own, or you can choose one that you saw in the video.

Right Attitudes

Enthusiasm
Openness
Willingness
Self-motivation
Getting along

Message Conveyed

I like what I do
I don't mind admitting mistakes or asking for help
I will do whatever needs to be done
I can find things to do
I work well with bosses, co-workers, and customers

Complete the following:

1. My group will illustrate this right attitude role-play: _____

2. The roles will be played by:

Worker with the right attitude: _____

Boss: _____

Customer: _____

Co-worker: _____

GUEST SPEAKERS FROM LOCAL BUSINESSES

Complete before speakers arrive:

Our guest speakers are:

| | |
|------|---------|
| Name | Company |
| Name | Company |
| Name | Company |
| Name | Company |
| Name | Company |

Regarding how they hire young people, I would like to ask the speakers this question:

Complete after the speakers finish presenting:

After listening to the speakers, I would like to ask this question:

From listening to today's panel, I learned:

INTERVIEWING LOCAL EMPLOYERS

1. Employer interviewed:

| Name | Company | Date |
|------|---------|------|
|------|---------|------|

2. What qualities do you look for when hiring a young person?

3. How important are an applicant's past school grades to you?

4. How important is the person's attitude?

5. What constitutes a good attitude, in your opinion?

6. How important are communication skills to you?

7. If you're interviewing a young person just out of school who doesn't have much job experience, what do you look for on his or her résumé?

DISCOVERING THE KIND OF WORK I LIKE

1. From the pairs given below, put a check beside the item that you would prefer to be doing.

When given the choice, I would rather be:

- | | |
|-----------------------------|---|
| _____ Outside | _____ Inside |
| _____ With people | _____ By myself |
| _____ Physically active | _____ Sitting |
| _____ Talking | _____ Quiet |
| _____ Doing math | _____ Reading |
| _____ Wearing a tie | _____ Wearing jeans |
| _____ Around adults | _____ Around children |
| _____ Building things | _____ Planning things |
| _____ Helping people | _____ Not interacting with people |
| _____ Around people | _____ Around animals |
| _____ Fixing objects | _____ Thinking about concepts |
| _____ Listening to problems | _____ Not hearing anyone's problems |
| _____ Working with my hands | _____ Using my mind |
| _____ Working at a computer | _____ Doing work that doesn't involve computers |
| _____ Writing reports | _____ Talking with people |
| _____ In a noisy place | _____ In a quiet place |

2. The two extra-curricular activities I most enjoy:

DISCOVERING THE KIND OF WORK I LIKE (CONT.)

3. The two school subjects I like best are:

4. The two things I most like to do outside of school are:

5. Whenever I have time, the one thing I like to do best is:

6. From the things you checked in Number 1, and the answers to questions 2-5, use the space below to record the kinds of activities you most prefer to do:

| | |
|-------|-------|
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7. Look at your list of things that you like to do. In the space below, list at least four jobs that would allow you to earn money and still do some of the things you like to do:

COMMUNICATION ROLE-PLAYS

1. You and your partner must choose either poor communication or good communication skills to act out in a make-believe work situation. One of you will play the employee. The other will play a boss, co-worker or customer. The role-play should illustrate either poor or good communication on the part of the employee.

Here are the signs of poor communication. If you will be illustrating poor communication, be sure to do these things:

Poor Communication:

- Doesn't listen to the other person
- Doesn't make eye contact
- Mumbles
- Is indirect—"Beats around the bush"
- Uses poor grammar
- Writes poorly

Here are the signs of good communication. If you will be illustrating good communication, be sure to do these things:

Good Communication:

- Listens to the other person
- Makes good eye contact
- Speaks up—doesn't mumble
- Speaks directly and clearly
- Uses good grammar
- Writes well

2. Now choose a work situation. It could be one in which the employee is trying to communicate with the boss, a customer, or a co-worker. Decide how the scene will go. Practice with each other.
3. Present your role-play to the class. Don't worry about how well you act, just try to show that you are either a good or poor communicator. Don't tell the class which communication skills you are using. Let them guess, based on how you communicate.

BUILDING A RÉSUMÉ

1. List any volunteer work you have done:

2. List any hobbies or activities you participate in:

3. List any personal growth experiences you have had:

4. List people you might be able to use as references (someone you worked or volunteered for, a teacher, coach, boyscout leader, etc.)

5. List some activities or jobs you have stuck with for a long time. (Example: I babysat for the Johnsons every weekend for two years)

6. List any experience or training you have had on computers: (Example: studied computers in school one year; use personal computer at home for writing reports, etc.)

7. List any results you have achieved in a job, volunteer work, or a hobby: (Example: had two short stories published in school literary magazine; helped plan successful food booth at Library Fair last two summers, etc.)

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