

C A P S

Capstone Activity Packets

**Modules of Instruction
for the Capstone
Cooperative Education Programs
in Pennsylvania**

<http://voc.ed.psu.edu>

C A P S
Capstone Activity Packets

**Modules of Instruction
for the Capstone
Cooperative Education Programs
in Pennsylvania**

<http://voc.ed.psu.edu>

Introduction

The Capstone Activity Packets (CAPS) were designed to be used by Cooperative Education students during their in-school class period. These modules were first developed in 1989 by Cooperative Education teachers in Pennsylvania and follow the 37 key competencies required of Cooperative Education programs by the Commonwealth of Pennsylvania.

The modules were revised in 1994, and now again in 2003, with input from Cooperative Education teachers in Pennsylvania. The 1994 and 2003 editions were revised and edited by Dr. Mary J. Kisner. The 2003 edition had additional major editing assistance from Lois Richards from the Clearfield County Career and Technology Center, Clearfield, Pennsylvania. Both editions were published by the Professional Personnel Development Center in the program of Workforce Education and Development at Penn State University.

This 2003 revision has added a few new features:

- ✓ The modules are now available on the Internet as pdf files, making it possible for students and teachers to access them at school or home. They may be downloaded or printed directly from the Internet.
<http://voc.ed.psu.edu>
- ✓ The student activities have been enhanced so the modules could be aligned with the Pennsylvania Academic Standards of Career Education and Work; the Reading, Writing, Listening, Speaking standards; and the Department of Labor's Employability Standards (SCANS).
- ✓ An answer key has been written. This document can be accessed by using the link at the bottom of the Table of Contents.

To obtain more information about Cooperative Education in Pennsylvania, please contact Lee Burket at the Pennsylvania Department of Education (717-783-6950). For questions or comments about the CAPS Modules, contact The Professional Personnel Development Center at Penn State, (814) 863-2596.

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment, without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 201 Willard Building, University Park, PA 16802-0471; TDD 814-865-3175.

Capstone Activity Packets (CAPS)**Table of Contents****Orientation:**

1. Identify co-op program goals, policies and procedures.
2. Describe work ethics.
3. Discuss the transition from the classroom to the actual job situation.

Human Relations:

4. List and evaluate your personality traits to indicate self-understanding.
5. List characteristics of a responsible employee.
6. Develop and describe positive working relationships with others on the job.
7. Demonstrate ways to resolve conflict.

Health and Safety:

8. Identify appropriate occupational safety practices and procedures.
9. Describe the role of government agencies in providing for a safe workplace.

Employment Retention:

10. List ways you can show interest and enthusiasm on the job.
11. List ways to show initiative and assertiveness on the job.
12. List techniques for maintaining self-control.
13. Explain the importance of attendance and punctuality on the job.
14. Prioritize your activities as they relate to your job.
15. Diagram the organizational structure of your company.
16. Interpret the purpose and use of a performance evaluation and complete a self-evaluation.
17. Identify the source of employee information regarding company policies and procedures.
18. Identify proper procedures for job termination.
19. List the occupational and leadership requirements to maintain and improve employment at the job.

Communications:

20. Distinguish between positive and negative feedback; define and give examples of constructive criticism.
21. Demonstrate basic skills for both verbal and nonverbal communication.
22. Define the elements of communicating with a supervisor.
23. Define the elements of communicating with co-workers, emphasizing appropriate group behavior on the job.
24. Demonstrate appropriate skills in communicating with the public.

Consumer Skills:

25. Understand and prepare a sample budget.
26. List and describe fringe benefits provided by the employer.
27. Describe how to open a checking account, balance a checkbook, and apply for a loan.
28. Demonstrate the ability to file Federal, state, and local tax forms.

Legal Awareness:

29. List the steps in obtaining an employment certificate.
30. Describe labor regulations that affect wages, hours, and conditions of employment.
31. Describe the withholding laws and the benefits provided by Social Security, workers' compensation and unemployment compensation.

Future Planning:

32. Develop a resume.
33. Practice skills needed to be successful in a job interview.
34. Discuss the importance to adapt to change.
35. Establish short-term goals.
36. Establish long-term goals.
37. Complete a job application.

[Answer Keys](#)

Through the CAPS curriculum, students have opportunities to work on the following standards:

Pennsylvania's Academic Standards for Career Education and Work

13.1.11. Career Awareness and Planning

- A. Analyze career options based on student interests, abilities, aptitudes and accomplishments.

13.2.11. Career Acquisition (Getting a Job)

- A. Know and demonstrate industry acceptable job interviewing techniques.
- D. Identify sources of health, safety and regulatory practices and their effect on the work environment.
- Child Labor Laws
 - Employee Right to Know
 - Fair Labor Standards Act
 - Hazardous occupations
 - Material Safety Data Sheets (MSDS) information
 - Occupational Safety and Health Administration (OSHA) regulations
 - Student work permits
- E. Evaluate prepared career acquisition documents based upon industry acceptable practices.
- Accuracy
 - Completeness
 - Neatness
 - Qualifications

13.3.11. Career Retention (Keeping a Job)

- A. Analyze work habits needed to advance within a career.
- B. Evaluate conflict resolution skills:
- Constructive criticism
 - Group dynamics
 - Managing
 - Mediation
 - Negotiation
 - Problem solving

- C. Evaluate team member roles to describe and illustrate active listening techniques:
- Clarifying
 - Encouraging
 - Restating
 - Reflecting
 - Summarizing
- D. Compare and contrast gross and net pay.
From 13.3.8...Analyze personal budgets.
- *Expenses*
 - *Income*
 - *Investing*
 - *Needs*
 - *Savings*
 - *Taxes*
 - *Wants*
- E. Evaluate strategies used to manage time and their application in different work situations.
- F. Analyze the impact of change on the evolving world economy and the individual's work.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11.Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11.Types of Writing

- C. Write persuasive pieces.
 - Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.
- D. Maintain a written record of activities, course work, experience, honors and interests.
- E. Write a personal resume.

1.5.11.Quality of Writing

- A. Write with a sharp, distinct focus.
 - Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
 - Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- F. Edit writing using the conventions of language.
 - Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.6.11 Speaking and Listening

- A. Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.
- C. Speak using skills appropriate to formal speech situations.
- Use a variety of sentence structures to add interest to a presentation.
 - Pace the presentation according to audience and purpose.
 - Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.
- D. Contribute to discussions.
- Ask relevant, clarifying questions.
 - Respond with relevant information or opinions to questions asked.
 - Listen to and acknowledge the contributions of others.
 - Adjust tone and involvement to encourage equitable participation.
 - Facilitate total group participation.
 - Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
 - Paraphrase and summarize as needed.
- E. Participate in small and large group discussions and presentations.
- Initiate everyday conversation.
 - Participate in a formal interview (e.g., for a job, college)

Secretary's Commission on Achieving Necessary Skills (SCANS)**THINKING SKILLS**

Decision Making Skills: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

Problem Solving Skills: Recognizes that a problem exists, identifies possible reasons for the discrepancy and devises and implements a plan of action to resolve it. Evaluates and monitors progress and revises plan as indicated by findings.

PERSONAL QUALITIES

Responsibility: Exerts a high level of effort and perseverance toward goal attainment. Works hard to become excellent at doing tasks. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism.

Self-Esteem: Believes in own self-worth and maintains a positive view.

Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

Integrity/Honesty: Can be trusted.

COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources, including time and personal money.

Interpersonal: Works well with others, including being skilled team members and negotiating with others to solve problems or reach decisions.

Information: Acquires and uses information orally and in writing, as the need arises.

Capstone Activity Packets – CAPS
Credits

<u>Module</u>	<u>Original Author(s)</u>
1	Al Cook & Joe DeFranco
2	Tim Rankin
3	Robin Verbeck & Cheryl Speakman
4	Gilbert Darlak
5	Al Cook & Joe DeFranco
6	Robin Verbeck & Cheryl Speakman
7	Louis DiPrinzio
8	Frank Klasic
9	Louis DiPrinzio
10	Richard A. Farante
11	Charles R. Leader
12	Robin Verbeck & Cheryl Speakman
13	Frank Klasic
14	Mary J. Kisner
15	Robin Verbeck & Cheryl Speakman
16	Connie Hunsicker-Muschko
17	Mark Arnold
18	Frank Klasic
19	Larry Evans
20	Linda S. Richert
21	Brent P. Johnson
22	George Klemencic
23	Robin Verbeck & Cheryl Speakman
24	Connie Hunsinger-Muschko
25	Joan M. Evans
26	Lawrence H. Graczyk
27	Alice Berger
28	Louis DiPrinzio
29	Lawrence H. Graczyk
30	Robin Verbeck & Cheryl Speakman
31	Lawrence H. Graczyk
32	Louis DiPrinzio
33	Louis DiPrinzio
34	Connie Hunsinger-Muschko
35	Thomas McCaffrey
36	Robert E. Sassaman, Jr.
37	Frank Klasic

Student name: _____ Date: _____

MODULE 1

Identify co-op program goals, policies and procedures.

Objectives:

- A. Explain the advantages of and adjustments to a cooperative education program.**
- B. Describe local rules and regulations.**
- C. Explain the grading criteria in your co-op program**

MODULE 1: INFORMATION SHEET

TO THE STUDENT: Read and study the following information sheet and then complete the student activities at the end of this module.

Terms and definitions

Career and Technical education: Courses specifically designed to help a person prepare for a career include on-the-job training, classroom instruction and student organizations.

Cooperative education program: Instructional program in which students receive school credit for on-the-job training.

Training station: Business which cooperates with the school to provide training and learning experiences for the student enrolled in cooperative education.

Training station sponsor: Employer or supervisor responsible for training and evaluating student enrolled in cooperative education program.

Occupational objective: Goal for a possible future career.

Group instruction: Instruction related to the general skills needed by all new workers.

Individual instruction: Instruction related directly to a student's occupational objective and/or on-the-job training.

Federal Wage and Hour Law: Provides for:

1. Minimum wage rate
2. Overtime standards
3. Number of hours worked
4. Age restrictions
5. Hazardous occupation regulations

Advantages of a cooperative education program

The student will:

1. Establish an on-the-job work history toward future employment and/or training after completing the program.
2. Gain references for future employment.
3. Receive school credit and earn money while learning.
4. Learn to accept supervision and to work/interact with other employers.
5. Develop leadership and organizational skills through student organizations.
6. Relate classroom instruction to on-the-job experiences.
7. Receive additional help in selecting a career path by having varied experiences.
8. Receive guidance on problems before the problems become areas of great concern.

Adjustments a student may need to make

A student may need to:

1. Limit some participation in school and social activities.
2. Work during holiday periods, at nights, and on weekends.
3. Provide own transportation to work.
4. Budget his/her time.
5. Adjust class schedule.

Forms to be completed in a cooperative education program

1. **Training Agreement:** Form signed by student, parent, employer and teacher to document that each person involved in a cooperative education program understands his/her responsibilities. (See sample on pages 5 and 6)
2. **Training Plan:** A plan specifically describing the educational plan for which the student will receive school recognition/credit(s) for occupational experiences. (See two samples on pages 7 and 8)
3. **Job Record Sheet:** Form used to keep record of hours worked, pay received, and duties performed. (See sample on page 9)
4. **Employment Certificate:** Form issued by a designated official in order for a business to legally hire someone under 18 years of age.

NOTE: *This is sometimes called a work permit, or working paper(s). It must be obtained by everyone under 18 regardless of whether or not the student is in school at the time (like during the summer). The only exception is when a student is working for a parent, although it is recommended. The student must furnish proof of age, such as a birth certificate or driver's license, when application is made.*

4. **Licenses and Health Certificates:** Forms required by specific occupations.

NOTE: *Be sure to check with your teacher-coordinator and employer. For example: People who handle food must have a health certificate.*

Rules and Regulations

The rules and regulations for successful performance are unique for each individual cooperative education program. These rules and regulations will be determined by the teacher and will be included in information distributed at the beginning of the school year. They may include:

1. Maintaining a certain grade point average in classes.
2. Maintaining a certain performance on the job.
3. Following certain dress codes for the job, during interviews, and in the classroom.

It is your responsibility to locate the specific rules and regulations for your cooperative education program. Take a few minutes to locate them before going on with this module.

Things employees should do the first few weeks on the job

1. Refer to supervisor and older co-workers as Mr., Mrs., Miss, or Ms. until instructed differently. When uncertain about how friendly you should be at first, a good rule of thumb is to be slightly more formal than overly friendly.
2. Labor laws specifically provide for lunch/dinner breaks. Make sure you discuss the employer's schedule and rules with your training supervisor.
3. Do not ask about break times at first because the supervisor might think you are more interested in time off than working.
4. Ask questions about instructions, policies and salary information that are not clear.
5. Repeat instructions back to the person relaying information to you to make sure the information was understood correctly.
6. Write down information that is hard to remember.
7. Ask "Did I answer your questions?" when giving information to other people.

SAMPLE
Cooperative Education Training Agreement

Pennsylvania Career & Technical Education Regulations and Standards and Pennsylvania and Federal Child Labor Laws Require a Written Training Agreement and Training Plan for Each Student in a Cooperative Education Program.

Student Name _____ Social Security No. _____

Address _____ Phone _____

Birthdate _____ Age _____ Work Permit No. _____

Student Career Objective _____ Job Title _____

Date of Employment: Beginning _____ Ending _____

High School or Technical School _____

Address _____ Phone _____

Training Agency _____

Address _____ Phone _____

Training Supervisor _____ Phone _____

Weekly Hours _____ Beginning Rate of Pay \$ _____

EMPLOYER/TRAINING SITE RESPONSIBILITIES:

1. The employer/training site will adhere to all State and Federal regulations regarding employment, child labor laws, minimum wages and workers' compensation.
2. The student-learner will be given a variety of work assignments and be supervised by an experienced person.
3. A periodic evaluation of job progress will be made by the training supervisor on a rating form provided by the school.
4. The training supervisor will arrange a conference with the coordinator when a trainee problem arises.
5. The training sponsor will provide necessary safety instruction throughout student training period.
6. Employer/training site will not employ a student-learner to displace a regular worker.
7. Exposure to hazardous work will be incidental to the student-learner's training and not a part of the student-learner's training program.
8. The employer is not liable to the unemployment compensation fund for wages paid to the student while under the training program. This is provided in section 4L4 10C in Pennsylvania Unemployment Compensation Law.

STUDENT-LEARNER RESPONSIBILITIES:

1. The student-learner agrees to perform the assigned duties in a loyal manner and work to the best interest of all concerned.
2. Student-learner agrees to report job problems to training supervisor and coordinator.
3. The student-learner will adhere to company policy; employment may be terminated for the same reasons as regular employees.
4. The student-learner must be regular in attendance at school and on the job. If unable to report to work, the employer and coordinator will be notified before the start of the normal work day.
5. The student-learner's employment will be terminated upon withdrawal from school.
6. The student-learner will report to school for designated meetings and related instruction.

SCHOOL RESPONSIBILITIES:

1. The program is under the direct supervision of a certified cooperative education coordinator/instructor.
2. The student-learner will receive related instruction and safety instruction from the occupational instructor or the cooperative education coordinator/instructor prior to job placement.
3. The cooperative education coordinator/instructor will visit the student-learner and training supervisor on a regular basis at the training site.
4. The coordinator will investigate compatibility of job circumstances with requirements for student-learner attainment of advanced standing in an apprenticeship program upon graduation from high school.
5. Student-learner transportation, insurance and attendance at school and work will be covered by school policy.

This Training Agreement is for the purpose of outlining the agreement between the school and employer on the conditions of training to be given a student-learner while on the job. Therefore, it should not be interpreted by either agency as a legal document or any form of binding contract.

We the undersigned agree to the conditions and statements contained in this agreement.

Student-Learner	Date	Parent or Guardian	Date
Employer	Date	Principal, Director or Designee	Date
Cooperative Education Coordinator	Date		

The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. Announcement of this policy is in accordance with State law including the Pennsylvania Human Relations Act and with Federal law, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

SAMPLE B

Cooperative Education Training Plan

 TYPE OF COOPERATIVE PROGRAM: Capstone___ Diversified Occupations___

SPECIFIC PROGRAM AREA:

 ___Agriculture ___Marketing Ed ___Family & Consumer Sc. ___Other
 ___Business Ed ___Health ___Trade & Industrial ___Tech Prep

Student-Learner Name: _____ Phone _____

Training Agency: _____ Phone _____

Training Supervisor: _____ Phone _____

Parent/Guardian: _____ Phone _____

Signatures: _____ Date _____

Co-op Coordinator/Instructor

_____ Date _____

Training Supervisor

COMPETENCIES TO BE DEVELOPED

(List the competencies the student is to learn on-the-job)

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

LEARNING ACTIVITIES

(Briefly describe what the student will do to master the competencies listed above)

Employers/Training Sites of Cooperative Education students shall not discriminate in educational programs, activities or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990.

PDE-4617A (2/95)

MODULE 1: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the information sheet, complete the following questions.

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

- | | |
|--|----------------------------------|
| ___ a. General classroom instruction needed by almost everyone in the class. | 1. Career & technical education |
| ___ b. Goal for a possible future career. | 2. Cooperative education program |
| ___ c. Provides for minimum wage rate, overtime standards, number of hours worked, age restrictions, and hazardous occupation regulations. | 3. Training station |
| ___ d. Employer or supervisor responsible for training and evaluating students enrolled in cooperative education programs. | 4. Training station sponsor |
| ___ e. Instruction related directly to a student's occupational objective and/or on-the-job training. | 5. Occupational objective |
| ___ f. Business which cooperates with the school to provide training and learning experiences for students enrolled in cooperative education programs. | 6. Group instruction |
| ___ g. Instructional program in which students receive school credit for on-the-job training. | 7. Individual instruction |
| ___ h. Courses which specifically help a person prepare for a career. | 8. Federal Wage and Hour Law |

2. Explain (in a complete paragraph) two advantages of a cooperative education program to the student.

3. Explain (in a complete paragraph) two adjustments that you must make upon enrolling in a cooperative education program.

4. Match the forms to be completed in a cooperative education program on the right to the correct descriptions. Place the appropriate numbers in the blanks.

- | | |
|---|-------------------------------------|
| _____ a. Forms required by specific occupations. | 1. Training Agreement |
| _____ b. Form issued by a designated official in order for a business to legally hire someone under 18 years of age. | 2. Job record sheet |
| _____ c. Form used to keep a record of hours worked, pay received, and duties performed | 3. Employment certificate |
| _____ d. Form signed by the student, parent, employer, and teacher to document that each person involved in a cooperative ed. program understands his/her responsibilities. | 4. Licenses and health certificates |

5. Select from the list below the things that a new employee should do the first few weeks on the job. Place an "X" in the correct blanks.

- ___ a. Begin on a first-name basis.
- ___ b. Ask the supervisor about lunch and/or dinner breaks.
- ___ c. Ask about coffee breaks.
- ___ d. Ask questions if instructions, policies, and salary information are not clear.
- ___ e. Ask "Did I answer your questions?" when giving information to other people.
- ___ f. Repeat instructions back to the person relaying information to you to make sure the information was understood correctly.
- ___ g. Write down information that is hard to remember.

6. Describe the grading criteria used in your cooperative education program.

a. In the classroom:

b. On the job:

7. List the rules and regulations in your cooperative education program.

a. Attendance/tardiness at school

b. Attendance/tardiness on the job

c. Dress codes

d. Discipline

e. Other

MODULE 1: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- D. Maintain a written record of activities, course work, experience, honors and interests.

1.5.11. Quality of Writing

- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

MODULE 2

Describe work ethics.

Objectives:

- A. Define the “work ethic.”**
- B. Define “work ethics.”**
- C. Distinguish between ethical and unethical work behavior.**
- D. Evaluate your own commitment to the “work ethic.”**
- E. Prepare a list of ethical standards for the performance of your job.**

MODULE 2: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activity at the end of this section.

What is ethics when used with or without an "S"?

Have you ever heard of “work ethics” before? If you look the term “ethic” up in the dictionary, you will see that it has to do with what is good and bad; that is, it has to do with moral issues.

There are two ways the term “work ethic” is used today: with and without an “s.” The singular form, “the work ethic,” means something slightly different than the plural form, “work ethics.”

What is ethics without an “S”?

“The work ethic” is a phrase that describes actions and beliefs of certain people. If a person works very hard and exhibits a great deal of pride in that work, that person is said to have a good “work ethic.” These people tend to be loyal, dependable, self-motivated, and satisfied workers. They believe that they have an obligation to work hard in order to provide for their families, contribute to the economic health of their community, and achieve a level of success for their own self-esteem.

The “work ethic” concept originated back in the early Protestant church, as part of the Reformation movement in Europe. People

believed that God had given them each a talent, gift, or skill (or maybe several skills) that they were expected to use to the best of their ability. To not use their God-given abilities in service to their fellow citizens was a form of sin, and the “Reformationalists” dedicated their entire lives to avoiding sin. They wanted to serve God and their fellow citizens with all their heart, thus fulfilling their purposes in life.

As you may see, some aspects of this “work ethic” concept remain in our society today. The moral obligation that many people feel to engage in productive, demanding, and appropriate work comes from these religious roots. In fact, our society sees this desire as a very good one. Employers are pleased when their employees exhibit qualities of this “work ethic.” The more of these qualities the worker exhibits, the better worker he or she is considered to be.

So the “work ethic” could be defined as the belief that one should work diligently, beyond minimum expectations, striving for excellence in every aspect of the labor. This belief, along with resulting similar actions by a worker, makes for an employee that any supervisor would be pleased to have.

What is ethics with an “S”?

With an “s” on the end, “work ethics” means something slightly different. With roots in the same religious belief system, the “ethics of the workplace” are usually thought of today as a set of moral standards for each trade, profession, or job classification. For example, psychologists would never disclose information about their clients outside of their professional duties. To do so would be a violation of their workplace ethics (or their moral/professional standards). A good mechanic would never repair one item in a car while sabotaging another part to malfunction later. It would be unethical. In the same way, it is considered unethical to advertise a certain product as having certain qualities if it really doesn't.

At times, fine lines are drawn between the ethical and the unethical. One salesperson might believe it is all right to say his/her product is the best, while another might say there are none better (implying that this is as good as they come, but no better than other fine models). The sales people may disagree; the first maintaining there is nothing wrong with his statement, and the second refusing to “lie” to the customer. These types of differences among standards can confuse younger workers and many people argue and debate such issues at length.

As confusing as it can become, each type of job has certain ethical standards that most workers agree on for that occupation. Medical care workers agree that they should do everything they can to save a patient in danger of dying. Most workers agree that misrepresenting information to a customer or client is unethical. There are many, many other standards that workers within each occupation or profession try to live up to. These are workplace ethics (plural, with an “s”).

There are also many general ethical principles, applicable to any occupational area. Honesty, loyalty, confidentiality, accuracy, and open-mindedness are qualities that most employers hope their workers will possess. You could probably think of many others as well.

Every worker, including you, practices workplace ethics. Some workers practice them more conscientiously than others. Unfortunately, some workers are unethical in their performance of duties. At times, they break laws and are prosecuted, but more often they simply fail to live up to accepted standards of doing the job well. Perhaps they “juggle figures” to make their books balance (fraud/embezzlement). Perhaps they copy someone else’s work and call it their own (plagiarism). Maybe they hire a relative or a friend for a job rather than the most qualified applicant (nepotism). Although these practices could be challenged if discovered or uncovered, they often go unnoticed to all but the guilty party.

What about you?

How good is your understanding of the “work ethic” and “workplace ethics”? Do you exhibit qualities of a strong work ethic? Do you practice good workplace ethics? Do you do your job in a way that would earn respect from your employer? If every one of your actions and attitudes could be seen on videotape and played back in front of your employer, would you be pleased or embarrassed? Would your boss be proud or disappointed? Or worse yet, would you be fired for some unethical act?

The following activities will help you to be able to describe work ethics (both with and without an “s”) and to evaluate how ethical your own actions are. Most workers are reasonably ethical and exhibit at least some qualities of the “work ethic.” But many employers complain that they only have a few “really good workers.” It would undoubtedly please the bosses of America if we workers would launch an “old-fashioned work ethic” campaign, improving the work ethic (and ethics) in each of our organizations. Will it start with you and me?

MODULE 2: STUDENT ACTIVITIES

***TO THE STUDENT:** After reading and studying the above information sheet, complete these activities to demonstrate your understanding.*

1. Defining the terms:

In the space below, contrast the meanings of the terms “the work ethic” and “work ethics.”

2a. Using the terms

Next to each item below, write the term “ethical” or “unethical,” indicating how each action should be viewed by workers. If there is some doubt, or the item is unclear, write “depends,” and state what additional information would be helpful.

1. _____ A Dairy Queen worker weighs each cone before serving it to customers.
2. _____ The mechanic lets his brother use the garage bay for fixing his brakes after the shop has closed.
3. _____ The carpentry co-op student enters 5:00 on the time card after his co-worker urges him to do so, even though she is going home at 4:20 p.m.

4. _____ A nurse aide works past the end of the shift in order to finish assigned work. The aide was asked to be certain to finish the work during the shift because there would be no overtime paid.
5. _____ A machinist co-op student scraps forty pieces and decides not to tell anyone because of the trouble it would cause.
6. _____ An assembler slows down the production rate at his station, even though he could work faster because workers at other stations seem unable to keep up.

2b. Check which of the following worker characteristics would reflect a worker with a good “work ethic.”

- | | | | |
|-------|--------------------|-------|----------------------|
| _____ | punctual | _____ | sociable |
| _____ | respectful | _____ | uncooperative |
| _____ | independent | _____ | critical |
| _____ | conscientious | _____ | loyal |
| _____ | self-centered | _____ | reports off when ill |
| _____ | works when ill | _____ | seeks improvement |
| _____ | satisfied | _____ | interdependent |
| _____ | takes on no extras | _____ | disinterested |

**Note to instructor: The above exercises may have some ambiguous or unclear responses because many issues relating to work ethics are ambiguous. Please discuss the activities with students and help them draw conclusions based on your additional input and experience. Students should be able to justify their responses.*

3. Evaluate your commitment to the work ethic

Rate yourself on a scale of 1-5 on each of the following items using this scale:

- 5 - A leader; consistently act this way and encourage others to do so as well.
- 4 - A role model; usually act this way and try to be an example.
- 3 - A good worker; can be depended upon to act this way most of the time.
- 2 - Could improve; not always the best at this, and should try to do better.
- 1 - Negligent; never gave it much thought.

1. ____ I attend every day, arrive on time, begin my tasks promptly, and work continually except for scheduled breaks.
2. ____ I realize my own errors quickly, admit when I have made a mistake, try to solve error-caused problems, and avoid making the same mistake again.
3. ____ I wear clean, well-fitting clothing, keep my body clean, and dress appropriately for my assigned duties.
4. ____ I complete tasks in the expected time, combine tasks for greatest efficiency, and refrain from nonproductive time wasting (unscheduled breaks, etc.).
5. ____ I conform to all safety rules and exhibit extra concern for the safety of others.
6. ____ I get enough rest, work enthusiastically, and avoid destructive health habits (smoking, substance abuse, drinking, and overeating).
7. ____ I work 60 minutes every hour and seek alternative tasks when assigned work is complete.
8. ____ I avoid complaining and criticizing, maintain a productive pace, and am committed to the company's goals.
9. ____ I make sure I achieve only the highest quality workmanship and I refuse to be represented by second-rate work or products.
10. ____ I work cooperatively to achieve group goals, compliment others' work, and participate in group efforts.

Add up your score and see where you could improve:

- 40-50 - what a worker!
- 30-40 - not bad, most employers would be happy
- 20-30 - you could stand to improve your work ethic
- below 20 - you may soon be unemployed

4. List ethical standards for your job

Prepare a list of ethical standards for workers in your occupation. List at least five **GENERAL** ethical standards (applicable to any job), and at least five ethical standards that apply specifically to **YOUR** job.

General Standards:

Your job title: _____

Your occupational ethical standards:

MODULE 2: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.1.11. Career Awareness and Planning**

- A. Analyze career options based on student interests, abilities, aptitudes and accomplishments.

13.3.11. Career Retention (Keeping a Job)

- A. Analyze work habits needed to advance within a career.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.6.11 Speaking and Listening

- A. Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

Student name: _____ Date: _____

MODULE 3

Discuss the transition from the classroom to the actual job situation.

Objectives:

- A. Describe the advantages of the cooperative education school-to-work transition program for students, employers, and school.**
- B. Explain the importance of a training plan and a training agreement in the school-to-work transition.**
- C. Describe how the Capstone program functions.**

MODULE 1: INFORMATION SHEET

TO THE STUDENT: Read and study the following information sheet and then complete the student activities at the end of this module.

The Meaning of the Capstone Program

This program is a cooperative venture between the school and local business or industry in working together to provide you training in the field of your choice. The program will consist of on-the-job training that is provided by the local employer and coordinated related instruction which is provided by the school.

The Importance of the Program to You

When you selected this program, you indicated by your choice that you are interested in learning a trade that will afford you a livelihood in your adult years. In this field you may work for several years or even your entire life. This program is designed to provide you with first-hand experience in local business or industry while you are learning your chosen occupation. A year's experience will also help you decide if your original choice was really the correct one for you.

Training in this field should also help make your high school program more meaningful to you. You will be able to apply the basic principles you have learned in such areas as English, mathematics, science, shop, etc. This will vary with the occupation you have chosen and the courses

you have taken prior to your junior and/or senior years. The Capstone program will mold your in-school training and work experience together into an organized program by providing supervised work experience on the job.

How the Capstone Program Functions

This program is designed to provide you with the necessary vocational training to learn a trade while you are completing your high school education. Your job training is designed so that it should not interfere with your other studies and should make them more meaningful to you.

Your coordinator will counsel with you from time to time regarding your progress on the job. They will assist you with any problems you might have with your job or your high school program. The coordinator will visit you frequently on the job and confer with your employer for the purpose of observing your progress on the job.

An important phase of your training will be the job experience that will be provided by your employer. The coordinator will work with the employer and with you in setting up a training agreement and a training plan. This should cover the activities that you will learn on the job, the order of presentation and other conditions that will affect you during the school year. Your coordinator will confer with your employer at various times to review your progress and to determine how your training can be improved.

Training Stations Must Meet the Following Requirements

1. Have adequate training facilities.
2. Meet the ethical and social standards of the community.
3. Have an interest in training youth in their chosen occupational choice.
4. Meet state and federal laws with respect to wages, hours and conditions of employment.
5. Offer training in fields in which there is an opportunity for employment and advancement following high school graduation.

Benefits of the Capstone Program

Capstone programs benefit students, employers and schools while enhancing the students' transition from school to work. Your capstone program will provide you with a structured socialization to the world of work and job training that will assist you in the transition from school to work. The key features of this process are:

1. Written training plans and training agreements that detail specific learning objectives for students to achieve during their co-op enrollment. (See examples of training plans and training agreements in this Module.)
2. Screening of students by co-op staff.
3. Selection of employers who provide quality training.
4. Close supervision of students' training by school staff. (See example of Employer's Rating Sheet in this Module.)

Advantages to the student

1. The student receives specific occupational training and work experience while attending high school.
2. The student establishes definite work habits and attitudes.
3. The student has an opportunity to adjust to the business world.
4. The student has an opportunity to obtain permanent employment in the local community after completing high school.
5. The student will develop self-confidence and other personality traits desirable in business.
6. The student will be able to make a more intelligent choice of his or her occupation by providing insight into various fields.

Advantages to the employer

1. Allows them to train young workers as they would like to have them trained.
2. The employer can build a backlog of better trained workers in the community.
3. It provides the employer an opportunity to cooperate with the school in a worthwhile public service.

Advantages to the school

1. Allows the school to better meet the needs of the students.
2. Allows the school to provide training in a number of occupations.
3. It promotes closer cooperation between the school and local businesses and industry.

FOR YOUR INFORMATION

- About half of the United States' youth do not go on to college, and they receive little assistance in making the transition from school to work.
- In the United States, apprenticeship is not widely used, nor is it generally a program for youth; apprenticeship-type programs, notably cooperative education (capstone), do provide United States youth a formal bridge from school to work.
- Both student and employers can benefit from participating in high-quality cooperative education (capstone).
- Students attain work orientation, job skills and often, permanent employment.
- Essential elements of the high-quality cooperative education programs (capstone) include training plans detailing specific, ambitious learning objectives for students, and for high school students, close supervision by school staff to assure that the training objectives are achieved.

Excerpts of the Report to Congressional Requesters on "Transition from School to Work, Linking Education and Worksite Training."

SAMPLE B

Cooperative Education Training Plan

TYPE OF COOPERATIVE PROGRAM: Capstone____ Diversified Occupations____

SPECIFIC PROGRAM AREA:

Agriculture Marketing Ed Family & Consumer Sc. Other
 Business Ed Health Trade & Industrial Tech Prep

Student-Learner Name: _____ Phone _____

Training Agency: _____ Phone _____

Training Supervisor: _____ Phone _____

Parent/Guardian: _____ Phone _____

Signatures: _____ Date _____

Co-op Coordinator/Instructor

Training Supervisor

Date _____

COMPETENCIES TO BE DEVELOPED

(List the competencies the student is to learn on-the-job)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

LEARNING ACTIVITIES

(Briefly describe on separate page what the student will do to master the competencies listed above)

The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. Announcement of this policy is in accordance with State law including the Pennsylvania Human Relations Act and with Federal law, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

TRAINING AGREEMENT FOR COOPERATIVE EDUCATION

Pennsylvania Career and Technical Education Regulations and Standards and Pennsylvania Federal Child Labor Laws Require a Written Training Agreement and Training Plan for each student in a Cooperative Education Program.

Student Name: _____ Social Security No.: _____
 Address: _____ Telephone No.: _____
 _____ Work Permit No.: _____
 Birthdate: _____ Age: _____

High School or AVTS: _____
 Address: _____ Telephone No.: _____

Training Agency: _____ Telephone No.: _____
 Address: _____

Training Supervisor: _____ Telephone No.: _____
 Date of Employment: Beginning: _____ Ending: _____
 Average Weekly Hours: _____ Beginning Rate of Pay: \$ _____

TRAINING AGENCY RESPONSIBILITIES:

1. The training agency will adhere to all State and Federal regulations regarding employment, child labor laws, minimum wages and workmen's compensation.
2. The student will be given a variety of work assignments and be supervised by an experienced person.
3. A periodic evaluation of job progress will be made by the training supervisor on a rating provided by the school.
4. The training supervisor will arrange a conference with the coordinator when a trainee problem arises.
5. The training sponsor will provide necessary safety instruction throughout student training period.
6. Training agency will not employ a student-learner to displace a regular worker.
7. Exposure to hazardous work will be incidental to the student-learner's training and not a part of the student learner's training program.

STUDENT-LEARNER RESPONSIBILITIES:

1. The student-learner agrees to perform the assigned duties in a loyal manner and work to the best interest of all concerned.
2. Student-learner agrees to report job problems to training supervisor or coordinator.
3. The student-learner will adhere to company policy, employment may be terminated for the same reasons as regular employees.
4. The student-learner must be regular in attendance at school and on the job. If unable to work, the employer and coordinator will be notified before the start of the normal work day.
5. The student-learner's employment may be terminated upon withdrawal from school.

SCHOOL RESPONSIBILITIES:

1. The program is under the direct supervision of a certified cooperative education coordinator instructor.
2. The student-learner will receive related instruction and safety instruction from the occupational instructor or the cooperative education coordinator/instructor prior to job placement.
3. The cooperative education coordinator/instructor will visit the student-learner and training supervisor on a regular basis at the training site.
4. The coordinator will investigate compatability of job circumstances with requirements for student-learner attainment of advance standing in an apprenticeship program upon graduation from high school.
5. Student-learner transportation, insurance and attendance at school and work should be covered by school policy.

EMPLOYERS OF COOPERATIVE EDUCATION STUDENTS will not discriminate in employment, educational programs or activities, based on race, sex, handicap, or because a person is a disabled veteran or a veteran of the Vietnam Era. This policy of nondiscrimination extends to all other legally protected classifications.

This memorandum is for the purpose of outlining the agreement between the school and employer on the conditions of training to be given a student-learner while on the job. It, therefore, should not be interpreted by either agency as a legal document or any form of binding contract.

We the undersigned agree to the conditions and statements contained in this agreement.

_____	_____	_____	_____
Student-Learner	Date	Parent or Guardian	Date
_____	_____	_____	_____
Employer/Supervisor	Date	Coordinator	Date

EMPLOYER'S PERIODIC RATING FOR COOPERATIVE WORK EXPERIENCE

Student _____ Date _____

Training Station _____ Rated By _____

Directions: Please circle one of the numbers (from 1 through 10) opposite each of the five factors in the left-hand column which you think nearest indicates the student's rating for the past nine-week grading period.

FACTORS	UNSATISFACTORY	BELOW AVERAGE			AVERAGE	ABOVE AVERAGE			EXCELLENT	
PROGRESS	1	2	3	4	5	6	7	8	9	10
Has advanced in skill and knowledge during the past 9 weeks.	Has made almost no progress.	Has progressed in only a few phases of training.	Has made average progress in training.	Has advanced beyond expectations.	Exceptional progress made in skills and knowledge.					
INITIATIVE	1	2	3	4	5	6	7	8	9	10
Can originate and carry through on ideas.	Has to be told everything to do.	Seldom goes ahead on own.	Goes ahead on routine matters.	Frequently looks for additional work to do.	Always finding jobs that need to be done.					
RELIABILITY	1	2	3	4	5	6	7	8	9	10
Can be depended upon in work.	Can seldom be relied upon.	Frequently fails to come through.	Can be relied upon in most cases.	Only occasionally fails to come through.	Can be relied upon implicitly in all matters.					
WORK ATTITUDE	1	2	3	4	5	6	7	8	9	10
Does have a good attitude toward his work.	Bored; shows little enthusiasm.	Rationalizes shortcomings and mistakes.	Normally enthusiastic about the work.	Tries to improve the work in most cases.	Is always alert to finding ways to improving work.					
COOPERATION	1	2	3	4	5	6	7	8	9	10
Does work well with others.	Always wants own way; is hard-headed.	Hard for others to work with.	Usually congenial and easy to work with.	Works well with associates.	Cooperates fully in all matters.					
APPEARANCE	1	2	3	4	5	6	7	8	9	10
Does dress appropriately for the type of work done.	Untidy in appearance; needs improvement	Sometimes careless.	Dresses in an acceptable manner most of the time.	Has neat appearance most of the time.	Well groomed at all times.					
ATTENDANCE	1	2	3	4	5	6	7	8	9	10
Punctuality - can be relied on to be at work, and on time.	Absent or late often can't be relied upon.	Frequently absent late without good cause.	Occasionally absent or late without good cause.	Rarely absent or late with good cause.	Perfect attendance and always on time.					
JUDGMENT	1	2	3	4	5	6	7	8	9	10
Can handle complicated situations.	Makes many errors doesn't think through situations.	Makes several errors.	Makes an occasional error.	Uses good sense in most cases.	Clever and can be relied upon at all times.					

THOROUGHNESS	1	2	3	4	5	6	7	8	9	10
Does complete job	Careless; work is always incomplete.	Frequently work is not completed & of poor quality.	Work is usually completed.	Careful, work is usually well done.	Very careful; work is superior.					
HOUSEKEEPING	1	2	3	4	5	6	7	8	9	10
Does help in maintaining an orderly, well-kept department.	Refuse to clean up area when work is completed.	Needs to be reminded to clean work area.	Does required clean-up jobs.	Usually orderly; does some extra work.	Always orderly, cleans area when there is nothing else to do.					
INTELLECT	1	2	3	4	5	6	7	8	9	10
Does learn new methods quickly.	Can't understand new techniques; must be repeated often.	Very slow in learning new methods.	Average; needs supervision.	Catches on easily; needs some supervision.	Exceptionally keen.					
RATER'S ESTIMATED GRADE: Place letter grade (A, B, C, D, or E) for the last nine-week period in the space provided.										

MODULE 1: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the information sheet, complete the following questions.

1. Briefly explain what your specific training plan includes for your Co-op workstation.

2. Please answer the following questions:

1. Approximately what percentage of United States' youth do not go on to college? _____
2. Name two essential elements that exist in a high-quality cooperative education program?
 - a. _____
 - b. _____
3. Name three services that the coordinator will provide for you throughout the year?
 - a. _____
 - b. _____
 - c. _____

(Answer in complete paragraphs)

4. Describe the advantages of the Co-op program for the student.

5. Describe the advantages of the Co-op program for the employer.

6. Describe the advantages of the Co-op program for the school.

MODULE 3: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11.1. Quality of Writing

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

MODULE 4

List and evaluate your personality traits to indicate self-understanding.

Objectives:

A. Define “personality traits.”

B. Know examples of major personality traits.

C. Evaluate your personality traits along with a classmate to indicate self-understanding.

MODULE 4: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this section.

What are personality traits?

By definition, personality is the complex combination of characteristics that distinguishes one individual from another; it is this combination of personality traits that makes you different from others. Over a period of time, these traits become habits that are always with you. They reveal the type of person you are.

Listed below are some personal qualities that make you who you are.

Attitude

Your attitude, how you look at situations and other people, perhaps reveals the most about your personality. People who have a positive attitude are those who have a real concern for others. They desire to help others because they see each person as worthwhile. People who do not really care what happens to others show little concern for others and are uncooperative. They have a negative attitude.

Courtesy

Courtesy means good manners and a true concern for others. Do you say "please" and "thank you"? If you will be late in arriving at a friend's house, do you call so that he or she will know when to expect you? Thinking about and doing what you can to make others comfortable is

worth more than gold in making others like you. Nothing so valuable costs as little as courtesy. It's free.

Dependability

Being dependable means that you are reliable; you can be counted on to get the job done well and on time. Others do not have to worry about you. People who cannot or will not complete assignments cannot be depended on and are not worth much to an employer because someone else must finish the job.

Desire to Succeed

Everyone wants to be happy and satisfied with life. Satisfaction in life depends a great deal upon how satisfied you are in your work. If you are successful on your job, you will gain great satisfaction from it. Becoming a success doesn't just happen; you must work for it.

Most successful people work harder than those who fail. Remember, the successful person does the things a failure fails to do.

Enthusiasm

The people who are enthusiastic about life are optimists and are happy and excited about the good things that are happening to them. If their jobs are "right for them," they are especially enthusiastic about their work. Enthusiasm is a personality trait of those who are a pleasure to work with and be around.

Foresight

Having foresight means that you do not just let things happen to you. You plan them. When you apply for a job, you think about the questions that may be asked of you and you plan your answers. During a job interview, you find out about opportunities for advancement. On a job, your employer may not remind you of the time when certain tasks must be completed, so you must remember when work is due. Then you must plan your work so that deadlines will be met.

How well do you plan the use of your time and money? Does your paycheck last until payday? Are your school assignments always completed on time? If you can answer yes to these questions, you probably plan ahead.

Friendliness

Are people friendly toward you? If so, you are probably friendly yourself. Friendly people are well-liked because of their sincere interest in others. When they talk with others, they do not speak only of themselves. If you want more friends, give your friendship to more people.

Health

Many healthy people have not been successful because they did not have ability, desire, or other personal qualities. Some people with poor health have been very successful because of their talent and desire to succeed, but much more effort is required for success if a person has poor health.

Good health is very helpful for success. When you feel well, your work is easier. It may even be fun. Healthy workers are more productive (do more work), too, so employers often consider health when hiring new employees and giving promotions. Good health habits help you feel, act, and look your best.

Honesty

Whether you are an honest person or a dishonest person is your choice. You can be whichever you choose to be. Wherever you work, there will be times when you must choose to be honest or to be dishonest. Your employer pays you for your time. Show that you are honest by giving a day's work for a day's pay. Do not fake sickness to stay home from work; this is not fair to your employer or to the other workers. They will have to do at least part of your work. When you give your word for something, make it good. Don't take the credit for something someone else did. Do not steal time, money, supplies, or credit.

Initiative

Simply, initiative means doing things without being asked. After you have been on the job for a while, you can start to take a bit more initiative. When your assigned duties have been completed, look around to see what else needs to be done. If you are sure that you can do this "extra" work, do it.

Start with small things. In this way, you will learn just how much initiative your boss likes you to take. Do a really good job on these small tasks. Then your employer will probably allow you to take more

responsibility. If you are able to handle these extra responsibilities, you may be promoted.

Loyalty

Showing loyalty to family, friends, and your employer is also a personality trait. You are loyal to your employer if you speak well of your company. You should also respect the people who run the company. Its successes should please you. Do not tell those who don't work for the company about private company concerns. To do so might result in an advantage to a competitor.

Morality

In every society, people set up patterns of behavior that guide their lives. Patterns of behavior that a society expects from its members are sometimes called morals. The morality of a society is based on the views of the men and women who make up that society. Social morality is not the same in all societies or countries. One society's morality may even change over time; but it changes slowly. In our society, behavior showing honesty, fair play, and justice is important. If people are to make a good adjustment in society, they must accept such moral principles.

Everyone has personal moral beliefs. These beliefs vary from person to person. Often, beliefs based on religious faith help to make up personal morality. One excellent rule for a personal morality has a religious background, but it is useful for everyone, regardless of feelings toward religion. It says, "Do unto others as you would have them do unto you."

Neatness

If you are a neat person, it shows up in many ways. You are probably a good dresser and are well-groomed. You will keep your work area clean. How is neatness important on your job?

Open-Mindedness

Being able to see both sides of a question or controversy is open-mindedness. It means considering carefully what the other person has to say even when you do not agree. The moment you close your mind to something, you can no longer learn anything new. Closing your mind prevents you from becoming a more intelligent person. Close-minded people think their beliefs and opinions are correct and will never change their minds.

Open-minded persons accept criticism of their work without feeling that their personal worth is being questioned. Such workers take the criticism seriously and try to see how they can improve because of it. The open-minded person always tries to understand the other person's point of view.

Personal Appearance

It is important to keep your good appearance every day on the job as it is during an interview for a job. Wear clothes which are appropriate for the kind of work you are doing. Have them regularly cleaned or washed. Polish your shoes regularly. Personal cleanliness is important to your health and the impression you leave with other people.

Punctuality

If you get into the habit of arriving late to work, you are cheating your employer. If you are late to work in some companies, they take the time out of your paycheck. Even if they do not, your employer will not be very happy about your being late.

Being punctual is more than simply arriving at work on time. It means starting work on time. If it takes you 15 minutes to get settled and begin working, you are not being punctual. Punctuality is a habit. You are forming your habit of punctuality right now. Are you always on time to class?

Self-Control

Self-control means how well you can control your emotions and your efforts. People who often lose their tempers have little control over their emotions. They would do well to try very hard to see the other side of whatever makes them angry, giving the other person the benefit of the doubt, and hold back their anger until they can let it off in a way that is not damaging to their relationship with another person. People who take out their anger by whacking a golf ball around the course will probably have more friends than the people who allow their anger to explode in the presence of others. If the boss is looking over your shoulder, you will probably get the job done. But what if you are not supervised? Getting the job done when working on your own requires self-control.

Sense of Humor

If you have this personality trait, life is a lot easier and much more interesting. Having a good sense of humor is healthy both physically and mentally. The person whose thoughts are always serious seldom laughs. Don't take life seriously all the time. Look for and enjoy the funny side of life. Learn to laugh even when the joke is on you.

Tact

Can you say the right thing at the right time? Can you handle situations so that no one becomes offended? If so, you are tactful. Part of being tactful is knowing how and when to discuss things with other people. Try to sense the feelings of those around you. What pleases them? What are their moods? When are they happiest and most agreeable? When you discover these things, you will learn how and when to say the right things.

MODULE 4: STUDENT ACTIVITIES

TO THE STUDENT: After you have read and studied the Information Sheet, you should now know which traits make up your personality.

1. Rate your personality on the chart below by placing a check mark in the boxes:

PERSONALITY RATING

TRAIT	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Attitude					
Courtesy					
Dependability					
Desire to Succeed					
Enthusiasm					
Foresight					
Friendliness					
Health					
Honesty					
Initiative					
Loyalty					
Morality					
Neatness					
Open-Mindedness					
Personal Appearance					
Punctuality					
Self-Control					
Sense of Humor					
Tact					

2. Now have a classmate fill out the same chart as they see you. When they finish, compare each chart and answer question 3.

PERSONALITY RATING

TRAIT	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Attitude					
Courtesy					
Dependability					
Desire to Succeed					
Enthusiasm					
Foresight					
Friendliness					
Health					
Honesty					
Initiative					
Loyalty					
Morality					
Neatness					
Open-Mindedness					
Personal Appearance					
Punctuality					
Self-Control					
Sense of Humor					
Tact					

3. Write a persuasive essay describing your personality traits, including strong and weak traits. Persuade the reader that you understand your weak traits and have a plan to improve them.

MODULE 4: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
- Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

Student name: _____ Date: _____

MODULE 5

List characteristics of a responsible employee.

Objectives:

- A. List characteristics of a responsible employee.**
- B. Describe ways you can get along with your supervisor.**
- C. Describe ways you can get along with co-workers.**
- D. Describe ways you can get along with customers.**
- E. Describe work rules for your job.**

MODULE 5: INFORMATION SHEET

TO THE STUDENT: Read and study the following information sheet and then complete the student activities at the end of this module.

Characteristics of a responsible employee

The employer pays the salary and has a right to specific expectations for employees. The following characteristics are a result of a recent survey of training station sponsors.

1. Cooperation. *Example: Helping other employees, if permissible, when your duties are completed.*
2. Initiative. *Example: Moving to additional duties that require more responsibility and more difficult skills; seeing things that need to be done and doing them without being told.*
3. Honesty. *Example: Returning from breaks and lunch on time; not taking stamps, pens, paper, tools for personal use, etc.*
4. Willingness to learn.
5. Following directions.
6. Neat appearance; good grooming.

7. Pleasant facial expression; smiling.
8. Not talking too much (especially on the telephone).
9. Politeness. Courteous; well-mannered; considerate conduct.
10. Patience.
11. Punctuality.
12. Good attendance.
13. Dependability, i.e. completing a task on time.
14. Enthusiasm.
15. Accepting criticism well; don't make excuses.
16. Loyalty; i.e. keeping business matters confidential such as price margins and cost codes.
17. Sense of humor.
18. Positive attitude.
19. Lack of jealousy.
20. Dependability.
21. Tactfulness.
22. Interest in the job.

Ways a student can get along with the supervisor

1. Accept the authority of the supervisor - do it his/her way.
2. Look for additional responsibility.
3. Don't permit personal life to interfere with job.
4. Handle merchandise and supplies respectfully.

5. Do not pretend to know all about the business.
6. Learn from your supervisor.

Ways a student can get along with co-workers

1. Know and call them by name.
2. Introduce yourself to other employees.
3. Greet, smile, and call by name other employees arriving for work.
4. Say good-bye when leaving work for the day.
5. Listen, ask questions, and thank the other employees who try to be helpful.

Ways a student can get along with customers

1. Overcome shyness.
2. Smile when greeting customers.
3. Try to remember customers' names, likes and dislikes.
4. Approach customer promptly and with confidence.
5. Help each customer with individual needs.
6. Realize that there will be some difficult customers.
7. Always be polite, tactful, and honest with customers.
8. Never argue with a customer - you can never win an argument with a customer; you may make your point but lose the customer.

Work rules

Work rules are usually more strict than those in school because a business is primarily involved in making money. Also, larger companies generally have more rules than smaller companies.

1. Punctuality (**probably the most important work rule)
 - arrive five minutes early
 - dress and gather tools on your own time

- return from breaks on time
 - run personal errands on your own time
 - do not be a clock watcher
 - be willing to work a few minutes overtime without pay unless company policy or the use of time clock prohibits such action
 - never rush or walk away from a customer because it is break or dismissal time
2. Neat appearance and appropriate clothes for the job
- clean hands and nails are important
 - dangling jewelry may be distracting (NOTE: For safety reasons, wearing of jewelry in some occupations is prohibited.)
 - clothing fads, jeans and t-shirts may not be appropriate dress
 - precautions should be taken against body and breath odor
 - clean, styled hair is helpful in getting and keeping most good jobs
 - as little make-up as possible is more appropriate for work
 - you are never completely dressed until you put on a smile
3. Visiting on the job
- personal telephone calls should be kept at a minimum
 - using office cell phones, computers and email for personal correspondence is discouraged and should not be done on company time
 - friends and relatives must understand that they should not call or have lengthy personal visits during working hours
4. Missing work
- have good attendance at both school and work for good references
 - try not to miss work when you know there are a lot of tasks to be completed
 - call the employer as early as possible when you must miss work due to illness
 - do not miss work for extra curricular activities more than is absolutely necessary
 - always ask, not tell, the supervisor when you need time off from work
 - ask for time off as early as possible and then remind the supervisor again several days before taking the time off
 - thank the supervisor for letting you take time off from work
 - be willing to trade hours with co-workers who may want to be off at certain times
 - be willing to come to work on short notice when possible

5. Keep busy

- never just stand around
 - there are always things to be cleaned, straightened, stacked, marked, or displayed
 - every job, regardless of how dirty or unattractive, is important
 - use slack periods to learn more about your job
- never sit down on a job that can be done better standing up
- do not have to be told to do things
- work even when the supervisor is not around
- stay with a task until it is finished
- do not become upset if you must do a job over

6. Maintain poise

- stay calm; work quickly and steadily without getting flustered when things go wrong or work piles up
 - speak in a clear, distinct, refined voice; avoid slang, cursing and improper English
- avoid giggling, a loud voice, or distracting nervous gestures or habits
- do not talk about personal problems or complain about being tired or not feeling well

7. Personal management

- never ask for advance pay
- budget your money
- pay bills promptly and in full

MODULE 5: STUDENT ACTIVITIES

TO THE STUDENT: After reading the information sheet, complete the following questions.

1. Read each of the following case study problems and decide which work rules have been violated, which rules have been kept, or how the problems could have been solved or avoided. Write your answers in complete sentences.

- A. Roger works for a manufacturer of building and home improvement supplies. Because he often must do heavy, dirty work, it is not necessary for him to wear dress clothes. Therefore, he usually wears his old jeans with the knees worn out and one of his t-shirts with the picture of a marijuana leaf or a wine bottle. What work rules apply in this situation?
- B. Betty works in a small jewelry store with only one other employee. As soon as Betty arrives at work, the other employee can go on a break and then do some bookkeeping duties that cannot be done until someone comes to help the customers. However, because Betty has such little time between school and work, she asked if she could also have a break. Now Betty's mother calls frequently to give her a short shopping list to fill during her break, and Betty calls her mother to ask about borrowing the family car after work. What work rules are involved in this situation?

- C. Lucy works at a flower and gift shop. She is an excellent employee except for one problem. Lucy has difficulty getting to work on time on Saturday mornings after a late date on Friday nights. She doesn't hear her alarm go off and has also left work early several afternoons. After her teacher-coordinator talked to her training station sponsor, what work rules do you suppose the teacher-coordinator discussed with Lucy?
- D. Susan is a timid girl who works in the ladies' ready-to-wear department of a well-known chain of department stores. She is very good about assuming new responsibilities. For example, after she quickly finished marking a shipment of blouses, she asked the head of the department to show her how to operate the ticket printing machine and how to figure the cost code. However, when it came time to display the blouses, several of the plastic bags protecting the blouses were so badly wrinkled that they looked like old merchandise. Consequently, several of these blouses had to later be marked down in order to sell. What work rules are involved in this situation?

- E. Stanley just got fired. His explanation is the following: "The boss seemed to have a good reason for cutting back on the number of employees at this time, but I think he really just doesn't like me. The boss mentioned once that I didn't seem interested in the job. Heck, I'm going to be a lawyer. I just want to work in a men's clothing store to get through eight years of college. I don't need to know how to do all that stuff in the store. Besides, the boss always got mad if I just stood around a minute. He and the other employees are always standing around talking to each other when there aren't customers in the store. They expected me to do my work and their work, too, especially if it was dirty work." Stanley does not seem to be aware of which work rules?
- F. Bob had been observed using the office's postage stamps for personal letters. His employer ended up firing him. Was the employer justified in letting Bob go? Will Bob fully understand why he was dismissed without an understanding of the work rules?

2. Answer the following questions in complete sentences:

1. Describe three ways you can get along better with your supervisor.

2. Describe three ways you can get along better with your co-workers.

3. Describe three ways you can get along better with customers.

MODULE 5: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.6.11 Speaking and Listening

- A. Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Responsibility: Exerts a high level of effort and perseverance toward goal attainment. Works hard to become excellent at doing tasks. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism.

Student name: _____ Date: _____

MODULE 6

Develop and describe positive working relationships with others on the job.

Objectives:

- A. Define the term "interdependence" and explain how this is important in developing positive working relationships.**
- B. List your own positive personal traits.**
- C. List and develop a plan of action to eliminate your own negative personal traits.**

MODULE 6: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

Work Relationships

The first step in developing positive working relationships on the job is to understand that you are dependent upon other people and they are dependent upon you in the workplace. This interdependence (two or more people who rely upon one another for some reason) of people also extends to our personal life -- People are normally dependent upon one another for many different things.

The primary reason for employees losing their jobs is poor human relations skills (they fail to get along with other employees in the work place). For this reason, developing positive working relationships is essential. In a place of employment, all employees must work toward the same goal. In doing this, each individual employee's behavior and attitudes affect almost every other worker in the business. The general effectiveness of the work group is influenced by each employee's moods, attitudes, personal hygiene, mental health, communication skills, etc.

In CAPS 4 you completed a self-evaluation of your own personality traits and asked a classmate to evaluate you as well. As you may have seen, the evaluation of other people may not be the same as our own personal evaluation. The way we personally see a situation versus the way it is viewed by others has a strong bearing on positive working relationships on the job. Begin today to develop the positive attitude and personal traits that will enhance the working relationship in your work station.

Positive Personal Traits

In order to develop positive working relationships on the job and in your personal life, try to develop some of your more positive personal traits. The following list describes some of the more desirable personal traits.

1. Communication Skills - Develop your ability to express yourself to customers, co-workers, and management in a calm, positive manner. Don't jump to conclusions and don't lose your cool!
2. Personal Appearance & Hygiene - People form an initial impression of you within 10 seconds of first sight. This impression can make or break a relationship from the start.
3. Dependability & Reliability - Always carry through any commitments you make--Be at work on time, complete your assigned daily tasks before leaving work; never put off until tomorrow what you have time for today; do what you say you will do, follow the rules and instructions of your place of business, even if you feel your way is better, etc.
4. Initiative - Take the responsibility to do things without being told. Seek out additional tasks - even those you don't particularly like.
5. Cooperative Attitude - Be a "team player!" Learn to cooperate with others by compromising on differences, remaining neutral on conflicts between others and being willing to change and adjust to benefit your workplace.
6. Honesty & Loyalty - Don't become involved in "office gossip." Never discuss work problems within earshot of customers and never discuss negatives about the business away from work.
7. Positive Attitude - Learn to see the bright side of things. Smile and show interest and enthusiasm during your day at work. Show an

interest in the people around you and the business in general.
Enthusiasm is contagious.

Changing Negative Personal Traits

Negative personal traits can be changed when three conditions occur:

1. You must be able to recognize and acknowledge your negative traits.
2. You must want to change or eliminate these traits.
3. You must make a decision to take action to stop these negative traits.

Change will not occur automatically. You must make every effort to change or eliminate the undesirable trait. If you are like most people, it is very difficult to identify your own negative traits because people generally like to view themselves in the best light.

MODULE 6: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the information sheet, complete these activities to demonstrate your understanding.

1. Describe in complete paragraphs what you would do in the following situations.

A. You have recently been promoted to assistant manager. One of the employees is constantly asking for changes in her scheduled hours for various reasons.

B. You have witnessed one of your co-workers giving a discount to a friend.

C. The manager has assigned teams to work on a team project. One of the members on your team has been a real negative employee, always complaining, not willing to do much for the company, someone that no one really wants to work with. What would you do to make this a positive experience for everyone on your team?

2. Match each of the terms listed in Column A with the most closely related term in Column B. Write your answers in the space provided.

	Column A	Column B
___ 1.	Communication	A. First Impressions
___ 2.	Personal Appearance	B. Enthusiastic
___ 3.	Dependability	C. Faithfulness
___ 4.	Reliability	D. Integrity
___ 5.	Initiative	E. Team Player
___ 6.	Cooperative	F. Additional Tasks
___ 7.	Honesty	G. Always carry through
___ 8.	Loyalty	H. Complete assigned daily tasks
___ 9.	Positive Attitude	I. Good Grooming
___ 10.	Hygiene	J. Ability to express yourself

3. Answer the following questions:

A. Describe in a complete paragraph your own positive personal traits. Be honest!

B. Describe in a complete paragraph your top three negative personal traits with your plan of action to eliminate them.

C. Keep a journal for one week describing what you have done to try to eliminate your negative traits.

MODULE 6: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.1.11. Career Awareness and Planning**

- A. Analyze career options based on student interests, abilities, aptitudes and accomplishments.

13.3.11. Career Retention (Keeping a Job)

- A. Analyze work habits needed to advance within a career.
- B. Evaluate conflict resolution skills:
- Constructive criticism
 - Group dynamics
 - Managing
 - Mediation
 - Negotiation
 - Problem solving

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

MODULE 7

Demonstrate ways to resolve conflict.

Objectives:

- A. List problem solving steps and decision-making skills.**
- B. Identify coping skills used to deal with different types of problems.**
- C. Identify ways an employee can get along with co-workers, employees, and customers.**

MODULE 7: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and complete the student activities at the end of this module.

Getting Along With Others

A person can be extremely well qualified, have a lot of technical skills, be honest and hardworking, and still fail to achieve goals in life or be satisfied. A reason for this is that there is virtually nothing that we do that is not affected by how well or poorly we relate to other people.

Contact with other people occurs frequently in most jobs. A worker who is unable to get along with others may not survive on the job very long. Some of the people an employee may have to get along with are co-workers, supervisors, and the general public.

We All Need Human Relations Skills

When you interact with other people, you are engaging in human relations. We all interact with other people. We cannot escape doing so in our crowded, complex, interrelated society. In a single day you relate to co-workers, salespeople, bus drivers, parents, children, sisters, brothers, bosses, teachers, customers, neighbors, friends, and police.

Some of these relations are pleasant, some unpleasant; some satisfying, some not so satisfying. Overall your success and satisfaction in life will be influenced by how well you relate, by your human relations skills.

From the time you were born, you have had to deal with people, and as you go out into the world of work, your ability to get along with others on the job combined with your job skills will determine whether or not you will be a successful employee. In order to get along with others, you must first understand yourself better and how you react to others in different situations. As you learn to evaluate yourself in relationships with peers, co-workers, teachers, family and acquaintances, you will develop human relations skills.

There are many skilled people who have the technical knowledge needed to carry out specific job duties, but they have not learned good human relations skills. Some of the personal reasons for learning good human relations skills are:

1. You will be able to improve social relationships.
2. You will understand yourself better.
3. You will be able to assess situations with people more accurately.
4. You will enjoy interaction with people on the job more so that you will be more satisfied with your place of employment.

Human Relations Is Communicating

Because you are involved in some form of human relations practically all of your waking hours, human relations skills are clearly important. Human relations means communicating with others.

That involves obvious direct communication, such as talking and listening, writing and reading. It also includes nonverbal communication using body language, consciously or subconsciously; how you dress, how you take care of yourself. It involves what you communicate and how you communicate.

In most occupations an employee will be in frequent contact with co-workers. In some jobs it is necessary to discuss tasks with other employees in order to complete the work. Even if speaking to other workers is not required to do the job, it is still important to be on friendly terms with other employees. Employers prefer a friendly atmosphere because most people perform better when they get along well with those around them. Hostility, a feeling of ill will, can create problems that could cause a slowdown in production. A worker who makes other people angry, for example, is interfering with their performance. Such a worker usually does not last very long on the job.

Getting along with supervisors is also very important in job survival. If, because of a negative attitude, an employee doesn't cooperate with a supervisor, the supervisor can recommend that the employee be fired. A supervisor can also prevent an uncooperative worker from receiving a promotion.

In many occupations it is necessary for a worker to deal directly with the general public. They may have frequent daily contact with many people whom they have not met before. Salespersons, nurses, and receptionists are just a few examples. Such workers must be able to get along well with everyone they meet. A complaint to management from a dissatisfied customer or client could place a worker's job in jeopardy.

Getting along with others is not difficult. There are guidelines one can follow when dealing with co-workers, supervisors, and the general public:

1. Be courteous and polite at all times!
2. Develop a friendly attitude.
3. Don't become involved in gossip.
4. Control your temper.
5. Accept criticism.

Problem Solving Steps

The way people show their feelings expresses the attitude they have. From someone's looks or actions, it is quite easy to see whether he or she feels happy, excited, or sad. People show how they feel even without saying a word. Sometimes an employee may feel hostile toward someone. It is wise not to let these feelings show. Having a positive attitude is necessary for success in any occupation.

The way in which we learn to identify and solve problems can have a far reaching effect, not only on ourselves, but on the others around us. If we learn how to identify the basic process of solving a problem, we can apply it to all areas of our lives--on the job, at home, at school, and in peer relationships.

The basic steps to solving a problem are:

1. Recognize the problem.
2. Obtain the facts - The more facts you gather, the better your decision will be.
3. Weigh the facts.
4. Determine the goal or objective desired.
5. Make a decision based on several possible solutions - list the pros and cons to each alternative and the possible consequences or results of each solution.
6. Take action to solve the problem.
7. Check the results of your actions to determine whether or not your solution to the problem is working.

If we learn to identify and recognize what the real problem is, we have a better chance of solving it rationally, but if we deny there is a problem when there actually is one, it will only get harder to solve.

Get along with others on the job

More people are fired because they can't get along with others than for any other reason. No matter how good you are at your work, to survive on the job you must get along with other people.

Sometimes on our jobs we are confronted with situations in which we are required to respond to our co-workers, our supervisor, employer or to customers' actions. To handle these types of problems, there are several responses that we can take to help us get along better with others.

Some suggestions for getting along with a supervisor include:

1. Accept the authority of the supervisor.
2. Immediately ask the supervisor for more responsibility when all assigned duties are completed.
3. Handle merchandise and supplies carefully - they represent an investment to the business.

4. Learn from all supervisors, both the good ones and those less skilled. Whether the constructive criticism by a superior is negative or positive, employees must learn to listen to what is being said about their job performance that they need to correct in carrying out their job duties, and not let the manner in which they are being told overshadow the message of the supervisor.

Some of the ways you can improve your relationships with your co-workers are to:

1. Know all co-workers by name.
2. Introduce yourself to the other employees if the supervisor or another employee does not do so.
3. Greet by name or at least smile at the other employees upon arriving at work.

In order to greet the customers or clients at your business and make them feel welcome, you should learn ways to make them feel important so they will want to return to your business in the future. You are the representative for your business, and the customers will form an opinion about the service your business offers by the way you provide them with help and information.

Following is a list of suggestions to make your customers feel welcome:

1. Smile and greet each customer with whom you come in contact with confidence and sincerity.
2. Treat each customer as a guest: the customer is your reason for being in business.
3. Help each customer with individual needs - customers come to a business because they need the goods or services you provide.

MODULE 7: STUDENT ACTIVITIES

TO THE STUDENT: After you have read and studied the information sheet, complete the following activities in complete sentences.

1. Sometimes a worker puts down other workers just to see them get upset. What could you do instead of getting upset?

A. You dropped a glass jar and it broke. Someone said, "How did you get hired? You must be related to the boss." WHAT SHOULD YOU SAY OR DO?

B. You just started working at a toy store. You were taking packages out to the parking lot. Another worker who was just leaving yelled, "Hey ugly! Did you get that face for Halloween?" WHAT SHOULD YOU SAY OR DO?

C. You were absent from work one day because you had a bad cold. The next day, a worker said, "Hey, we were glad you weren't here yesterday. We really got a lot done." WHAT SHOULD YOU SAY OR DO?

D. You are generally accurate at making change. This morning, though, you made a mistake and another worker said, "You're supposed to collect the money, not give it away!" WHAT SHOULD YOU SAY OR DO?

2. Read the following case studies and suggest solutions to everyday human relation problems.

A. Judy had been working at her job as a department store sales clerk for two weeks when her supervisor called her into his office. He told her that she had been doing a good job except for some mistakes she had made in ringing up sales on the cash register. Upon hearing this, Judy stormed out of his office, saying to herself, "I don't have to take this abuse. Who does he think I am?"

(1) Did Judy react in a mature manner? Explain your answer.

(2) If you were Judy's supervisor would you recommend that she be fired? Explain your answer.

B. Joe is employed as a stock worker at an auto-parts warehouse. On Joe's second day on the job, Bill, another employee told him that he suspected the janitor of stealing some supplies from the warehouse. On his lunch break, Joe repeated what he had heard to the office secretary, who also happened to be his girlfriend. The secretary told the boss what Joe had said. The boss promptly called the janitor into her office and fired him for stealing.

1) Did Joe use good judgment in telling his girlfriend what he had heard from Bill? Why or why not?

2) What would you have done if you were Joe? Describe some consequences of your actions.

C. Jerry has just graduated from high school. He was sharp and definitely college material. For the last two years of high school he had to work to help support his widowed mother and three younger sisters.

He received a scholarship that covered tuition and books, but not room and board. His boss offered him a small raise, or he would write a recommendation to get him a comparable job with comparable pay with the same company in the town where the university was located. With a college education Jerry would qualify for a much better position in the long run; however, there would only be enough money to support himself. What should Jerry do?

- 1) What is the problem? Explain.

- 2) What are the facts?

- 3) How do you weigh the facts? Evaluate.

- 4) What is Jerry's objective? Should this be changed?

- 5) What would be your decision for Jerry?

- 6) What action should Jerry take?

- 7) What are the possible results of the action?

MODULE 7: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.
- B. Evaluate conflict resolution skills:
 - Constructive criticism
 - Group dynamics
 - Managing
 - Mediation
 - Negotiation
 - Problem solving
- C. Evaluate team member roles to describe and illustrate active listening techniques:
 - Clarifying
 - Encouraging
 - Restating
 - Reflecting
 - Summarizing

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- B. Write using well-developed content appropriate for the topic.
 - Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.6.11 Speaking and Listening

- A. Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.

Secretary's Commission on Achieving Necessary Skills (SCANS)

PERSONAL QUALITIES

Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

COMPETENCIES

Interpersonal: Works well with others, including being skilled team members and negotiating with others to solve problems or reach decisions.

Student name: _____ Date: _____

MODULE 8

Identify appropriate occupational safety practices and procedures.

Objectives:

- A. Determine why job safety is important.**
- B. List causes of job accidents.**
- C. Determine safety hazards on your job and tell how to avoid them.**

MODULE 8: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and complete the student activities at the end of this section.

What is safety on the job?

More than 90 million Americans spend the day on the job. These workers are our most valuable national resource. Yet, every year thousands of employees are injured, disabled, or killed while at work.

In terms of lost production and wages, medical expenses, and disability compensation, the burden on the nation's commerce is staggering. Human costs - the effects both physical and emotional on the workers and their families - are beyond calculation.

The worst part is that in many cases job-related accidents could be avoided by adhering to simple safety procedures. Ignoring these safety procedures or not being aware of them often leads to disaster.

Accidents can happen to anyone at any time, in any place. It is very important to understand why and how accidents occur and how to prevent them. For example:

Jack F., age 22, was changing the brake linings on a large pick-up. It was a fairly routine job; but instead of using the lift (which was already in use), he had jacked up the right rear. The jack slipped and wheel rim slammed to the ground severing Jack's right arm just below the shoulder.

Marsha L., while carrying a stack of bakery trays, slipped on some icing remaining from a previous spill, went down with the trays, and broke her leg in two places.

David M. was eating a candy bar while operating a forklift. The candy bar fell on the floor. When David hopped off to retrieve it, he didn't bother with the extra safety catch. The unthinkable happened - David was crushed, leaving a widow and three small children.

Why is safety important to you?

An accident can cost you money in terms of time lost from the job. This is one of the lighter consequences of work-related injuries. They also could cost you your job, your health, or even your life.

Consider for a moment the effect that a serious accident could have on your life plans and goals.

1. Your choice of career might have to be changed because you might not be able to perform the necessary tasks for your job.
2. You could go for an extended period of time without a paycheck.
3. Your lifestyle outside the workplace would also be greatly influenced, including a definite effect on the people around you—especially your family.

Imagine yourself and what your life would be like without a leg, a hand, or eyesight. Try to think of what it would be like to lie in a hospital for weeks or months while astronomical medical bills accumulate. Safety is important.

What causes accidents?

Accidents at the job site are caused by either human error or an unsafe environment. Human error is generally attributed to one of the following factors (examples follow each point):

1. A poor attitude toward practicing safety. (A worker says, "I don't need safety glasses - they bother my nose and they're worthless anyway.")

2. A lack of knowledge of the equipment used or the task performed. (A finger is lost to a table saw because the employee didn't know there was a safety guard to be put on.)
3. A lack of job skill. (A bulldozer operator decides to blast some rock himself instead of waiting - a job that he has observed but not been trained in. In the process, the worker destroys himself and the job site.)
4. A physical or mental limitation. (A 145-pound man injured his back hauling 70 pound bags of grain at the farm. The fuel oil explosion was caused by a delivery person who couldn't read the various intake pipes diagrammed in the manual.)
5. Fatigue or distraction that prevents an employee from paying close attention to the task at hand. (A chef stays out 24 hours partying then goes to work and is badly burned at the stove because he/she didn't pay attention when removing a pan.)
6. "Horseplay," or fooling around on the job is frequently the cause of accidents.

You, as an employee, have control over human error and can prevent these conditions by taking precautions.

An unsafe environment is another major cause of accidents. You do not have as much control over your environment as you do with the human error. A sudden ice storm is something a truck driver cannot prevent, but disposing of flammable rags in a body shop rather than leaving them lying around is something the worker can control.

Safety - Whose responsibility?

There are some laws that help enforce safety on the job (such as testing and licensing procedures to operate some equipment), but the ultimate responsibility is that of the employee and employer. This is especially true since most accidents are caused by unsafe behavior and are avoidable. The employee should follow all rules and take all necessary safety precautions while working. The role of the employer is to check and enforce the proper behavior.

Each particular type of work has its own unique set of procedures and precautions, but there are general guidelines common to all jobs that you, as an employee, would benefit from following. These procedures include:

1. Knowledge about the job and the equipment you may be using in order to avoid situations where you are unsure of yourself or unaware of dangerous conditions. Don't hesitate to ask questions of the boss or other employees.
2. Try to continually improve and perfect your skill so that your actions become a "sure thing."
3. Have a positive attitude toward safety. Follow set procedures and directions to the letter; don't take unsafe shortcuts. Use safety equipment that is provided.
4. Avoid unsafe habits. Use the right equipment or tool for the job (a wrench is not a hammer and shouldn't be used as one). Keep your work area clean and as clutter-free as possible so that you, or others, don't trip or get hit by falling objects.
5. Be well-rested when you go to work. Not paying full attention to a job often results in a serious accident.
6. Accept the fact that you are not invincible. You may have some limitations that may prevent you from performing some physical tasks properly.
7. Report all potentially unsafe conditions to your supervisor so that you can prevent others (and yourself) from being injured. If you are involved in an accident, report it immediately.
8. Don't engage in "horseplay."

Another responsibility that your employer has is to provide a safe work environment for you. If he or she ignores proper safety standards and consequently employees are injured, he will be a loser, too, through decreased work production as well as increased safety insurance premiums. It is the responsibility of your employer to make sure you are informed of all hazardous plant or business conditions such as poor air quality, malfunctioning equipment, toxic materials, etc. (*Employee Right-to-Know.*)

Where can you turn for help?

If your employer refuses to correct safety problems at work, you can turn to the government for help. The Occupational Safety and Health

Administration (OSHA) was created to assure safe working conditions for all employees. The main function of OSHA is to inspect businesses to assure that necessary safety equipment is available and adequate safety procedures are followed. OSHA also provides for research so that safety practices can be constantly upgraded.

In the event that you do find it necessary to report your business to OSHA for something you feel may be a hazard, an inspection and follow-up will be provided by OSHA and your name will be kept confidential.

On the other hand, if you, as an employee, refuse to use provided safety equipment, this could be grounds for your dismissal.

SAFETY ON THE JOB - IT'S THE WISEST AND BEST THING TO DO!!

MODULE 8: STUDENT ACTIVITIES

TO THE STUDENT: After you have read and studied the information sheet, complete the following activities.

1. Answer the following questions in complete sentences.

1. What are the main causes of accidents?

A.

B.

2. Why should safety be important to you?

3. Why is a clean work area a safe work area?

4. Mark has hair down below his shoulders and loves to wear loose baggy clothes. Why would this be a problem when working around machinery?

5. Why do you think many employers have set written procedures for completing a certain task or job?

2. Answer these questions as they relate to YOUR personal job.

List five possible safety hazards that you might encounter at your place of work. For each one, explain how you could avoid or correct the problem.

<u>Possible Hazard</u>	<u>Possible Solution</u>
1.	
2.	
3.	
4.	
5.	

MODULE 8: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.2.11. Career Acquisition (Getting a Job)**

- D. Identify sources of health, safety and regulatory practices and their effect on the work environment.
- Child Labor Laws
 - Employee Right to Know
 - Fair Labor Standards Act
 - Hazardous occupations
 - Material Safety Data Sheets (MSDS) information
 - Occupational Safety and Health Administration (OSHA) regulations
 - Student work permits

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- D. Maintain a written record of activities, course work, experience, honors and interests.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)

THINKING SKILLS

Decision Making Skills: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

Problem Solving Skills: Recognizes that a problem exists, identifies possible reasons for the discrepancy and devises and implements a plan of action to resolve it. Evaluates and monitors progress and revises plan as indicated by findings.

Student name: _____ Date: _____

MODULE 9

Describe the role of government agencies in providing for a safe work place.

Objectives:

- A. Explain how lack of knowledge and skills can cause accidents and health hazards.**
- B. Describe health and safety hazards that exist in the workplace.**
- C. Explain the importance of the Occupational Safety and Health Act (OSHA).**

MODULE 9: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and complete the student activities at the end of this module.

Accident Prevention

Preventing accidents on the job is not something that individuals can do alone. It is and must be a cooperative effort among employees, and government. Not all accidents are the fault of the victim. Some are caused by the victim's environment.

The three-way partnership for safety

Until 1970, the responsibility for making workplaces safe was left to state governments. Workplace conditions had improved steadily during the twentieth century, but in the 1960's, accident rates suddenly began to climb. At the same time, new occupational diseases were being discovered. In 1970, there were about 14,000 worker deaths, and 2.5 million workers injured. An untold number were being made ill by the materials they worked with. Many workers feared they would lose their jobs if they complained to the government about the conditions. Others were not aware of the hazards in their workplaces. In response to these problems, Congress passed the Occupational Health and Safety Act.

This act set up the Occupational Safety and Health Administration (OSHA) to create health and safety standards for business and industry. The act also established each employer's legal responsibility to provide a safe and healthful workplace.

OSHA is the watchdog that checks businesses to make sure they are following the rules, but the system of safety and health regulation is actually a three-way partnership. OSHA receives much of its information about workplace conditions from employers and workers. The Administration encourages workers and employers to cooperate in making workplaces safer.

Government's role

The Occupational Safety and Health Administration (OSHA) was created by Congress in 1970 to determine safety and health standards for the world of work. OSHA decides what the lowest acceptable levels of safety will be. The agency's inspectors can force company officials to appear in court when they find workplaces that do not meet the minimum standards.

The legislation that created OSHA states that both employers and employees have responsibilities as well as rights. It says that each employer must provide a job site free from safety and health hazards. It also says that employees must obey the rules listed in the Occupational Safety and Health Act. For example, where required, workers must use protective equipment. For OSHA rules applicable to your job, see the OSHA poster at your job site.

The Environmental Protection Agency (EPA) is another government agency that makes our country safer for everyone. The EPA tries to protect the environment. By doing this, it protects our health. Reducing air and water pollution is one of the main goals of the EPA.

Many scientific groups wrote reports that showed the need to protect the environment. These scientists studied air pollution in large cities. They analyzed water pollution in rivers and lakes and found that pollution, which can cause serious diseases, had reached dangerous levels in some areas. As a result of these studies, the EPA was given certain powers. Among them was the power to limit the amount of smoke and fumes released into the environment by automobiles and factories.

Your right to know

In order for you to know if there are hazards in your workplace, you need to know the OSHA guidelines for your industry. Your employer must make these standards available to you. If you need more information on hazards, you can contact the National Institute for Occupational Safety and Health (NIOSH). This group collects data about accidents and illnesses and recommends new standards. The Institute does research into effects of new substances on workers. It also funds studies that examine links between chemicals and cancer.

What employers can do

Employers have a number of tools that they can use to ensure workplace safety. Principally, they can provide their employees with safety equipment and training and then back these efforts up with an enforcement program.

Employers should do more than teach employees the right way to do things. They should make employees aware of the consequences of doing things the wrong way--especially if those consequences include physical harm. Employees should also be provided with safety equipment--hard hats for work areas where falling objects might be a hazard, goggles or safety glasses for those working with cutting tools, and seat belts in any vehicles that must be driven on the job. Finally, use of both the procedures and the equipment should be enforced by supervisory personnel.

Employers can also take advantage of the services offered by safety specialists. They can consult with engineers to remedy safety problems with equipment. They can implement the recommendations of government inspectors who visit their facilities.

Correcting hazards

After the OSHA inspector has inspected the workplace and has evaluated the company's records, he or she meets with the representatives of the workers and management. This meeting is designed to point out hazards and suggest solutions. The inspector then reports to the OSHA area director, who decides if any citations for violations will be used. An OSHA citation states the nature of the hazard, what should be done about it, and the date by which it should be corrected. Employees then work with management to correct the problem.

What you can do

By law, employers must provide a workplace that is free of physical hazards. Dangerous conditions can occur, however, if workers or employers take shortcuts that bypass safety rules.

An employer can do only so much to protect his or her workers. After that, the workers must protect themselves. They must accept responsibility for their own safety.

Here are some minimal safety guidelines that you should observe on any job:

1. Use safety equipment provided. Sometimes, workers remove safety guards to make a task quicker or easier to do. For example, someone might lift the safety shield on a grinder for a better view of the substance in the machine. That exposes the moving parts, which can trap the worker's hand. This should be of more interest to you than it is to your employer. After all, if you are injured on the job, your employer can only lose money (to pay for your medical expenses or disability coverage). You, however, can lose your health – perhaps for a lifetime.
2. Know your equipment. This means more than knowing how to use a particular machine or tool properly. It means understanding its potential for harm and knowing what to do if anything does in fact go wrong. Some machines, especially older models, were not designed with safety in mind. Workers may be endangered, even though they are as careful as possible. Management should be notified about such situations.
3. Poor lighting. For anyone from a metal cutter to a gardener, poor lighting increases safety risks. In poor light, a gardener may not see the obstacles in the lawn mower's path. A metal cutter may not be able to guide the cutting tool correctly. Employers should be told if lighting is not adequate.
4. Poor ventilation. Fumes and dust in the air can endanger workers. The fumes from operating a gas forklift in an enclosed area can make workers sick. Adequate ventilation in the workplace is vital. When this is not possible, workers must wear breathing masks.
5. Know your limitations. Overcome them if you can. If not, accept them. By pushing yourself beyond your limits, you risk injuring yourself and possibly even others.

Use good safety habits

As you learn about your job, make safety skills a habit. Put on your safety equipment before you start work. Keep your work area free of clutter. Follow the safety rules posted by each machine. Be alert for possible hazards, and report any hazardous conditions to management. Show that you are concerned for the safety of others.

Learn your job and your workplace

To avoid accidents, learn all you can about your job. Do not be afraid to ask questions about a process you do not understand. Invest time in practicing the skills your job requires.

For more detailed information about the Pennsylvania Community and Worker Right to Know Act and Regulations, go to the Pennsylvania Department of Labor and Industry web site:

www.dli.state.pa.us/landi/site/default.asp

For general information about the regulations for specific industries, see: www.osha.gov

The Employee Right-to-Know*OSHA Hazard Communication Standard (29 CFR 1910.1200)*

The law requires that chemical manufacturers and importers...

- evaluate products and determine whether there are any health hazards associated with using them.
- communicate their findings via labels and Material Safety Data Sheets for each product they manufacture.

The law requires that your employer...

- establish a written Hazard Communication Program that explains exactly how he is going to inform you and your fellow workers about hazards and how to handle them. You should be able to see this program at any time.
- label products appropriately.
- obtain Material Safety Data Sheets (MSDS's) for all products with physical or health hazards. These documents should be kept in a place where you can easily refer to them.
- train you to identify and deal with hazardous materials and make you aware of any new hazards introduced into your work area.

Before you start any job, YOU should...

- read labels and MSDS documents.
- identify any hazardous materials and get the proper equipment to work with them safely.
- always use proper techniques to perform your tasks--and be familiar with emergency procedures.
- ask your supervisor when you have any questions.

Everyone--government, manufacturers, your employer--everyone wants you to be safe. That's why these laws were developed. But your safety is up to YOU. So take advantage of the law. Inform yourself, learn how to use chemical products safely, and be sure to exercise the little extra care that's called for.

**EMPLOYEE WORKPLACE NOTICE
(NONMANUFACTURING EMPLOYEES)
WORKER AND COMMUNITY RIGHT TO KNOW PROGRAM**

THE PENNSYLVANIA LAW 1984-159 - WORKER AND COMMUNITY RIGHT TO KNOW ACT PROVIDES FOR INFORMATION TO BE MADE AVAILABLE TO EMPLOYEES AND COMMUNITY RESIDENTS REGARDING HAZARDOUS SUBSTANCES INTRODUCED INTO THE WORKPLACE AND INTO THE GENERAL ENVIRONMENT BY EMPLOYERS SUBJECT TO THE LAW.

THIS INFORMATION INCLUDES:

WORKPLACE NOTICE - Employers must prominently post this notice informing employees of their rights under this law. This notice must be posted in every workplace at a location where employee notices are normally posted.

TRAINING - Employers must provide an annual education and training program to employees exposed to hazardous substances or hazardous conditions. The training program may be presented either in written form or in training sessions.

LIST OF HAZARDOUS SUBSTANCES - Employers must compile a list of all hazardous substances found in the workplace, including special hazardous substances and environmental hazards. This list must be posted in the workplace and must be updated annually. In addition, upon request, an employer must furnish to an employee a list of the hazardous substances used or produced in the employee's work area.

HAZARDOUS SUBSTANCE SURVEY FORM (HSSF) --The Hazardous Substance Survey Form is a document that provides a listing of the hazardous substances, special hazardous substances and environmental hazards found in the workplace.

ENVIRONMENTAL HAZARD SURVEY FORM (EHSF) --The Environmental Hazard Survey Form is a document that provides information regarding those hazardous substances emitted, discharged or disposed of from the workplace and designated by the Department of Labor and Industry environmental hazards. A copy of the Environmental Hazard Survey Form for a specific workplace may be obtained by contacting the Department of Labor and Industry.

MATERIAL SAFETY DATA SHEET (MSDS) -- The Material Safety Data Sheet is a document that provides detailed information on chemical substances. Any employee or employee representative has the right to obtain and examine an MSDS for any hazardous substance or hazardous mixture in the workplace. If the employee's request is made to the employer in writing, after five working days from the date the request is made, an employee can refuse to work with the substance if: (1) the employer fails to furnish the employee with an MSDS in his/her possession or (2) the employer fails to furnish the employee with proof that the employer has exercised reasonable effort to obtain the requested material from the manufacturer, importer, supplier, distributor and Department of Labor and Industry.

LABELING -- All containers in the workplace containing hazardous substances, hazardous mixtures, single chemicals and mixtures must be properly labeled. The employer must ensure that each label, sign, placard or other operating instruction is prominently affixed and displayed on the container or port of a pipeline system, so that employees can easily identify the substance.

NONDISCRIMINATION -- Any employee who believes he or she has been discharged, disciplined or discriminated against by an employer for exercising his/her rights granted under the law has one hundred eighty days from the violation to file a written complaint with the Department of Labor and Industry, Right to Know Office.

The employees' rights as listed above are further defined in the Worker and Community Right to Know Act. For additional information, contact the Department of Labor and Industry, Right to Know website:

www.dli.state.pa.us/landi/site/default.asp

MODULE 9: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the above information sheet, complete these activities to demonstrate your understanding.

Answer the following questions:

1. Match the following terms with their definitions.

- | | |
|---------------------|---|
| _____ 1. OSHA | a. National Institute for Occupational Safety & Health |
| _____ 2. NIOSH | b. a visit to a work location to identify unsafe conditions |
| _____ 3. Penalty | c. Occupational Health and Safety Act |
| _____ 4. Inspection | d. a letter on unsafe conditions sent by an employee |
| _____ 5. Complaint | e. fines or prison terms |

2. What do you think the government should do to provide for your on-the-job safety?

3. What do you think your employer should do to provide for your safety?

4. What can you do to provide for your own health and safety?

5. Write two paragraphs about an accident you have seen. In the first paragraph tell what happened. In the second, tell what you think could have been done to keep it from happening. (Use the back of this page if needed.)

6. Write to your nearest OSHA office. Ask what a worker should do if unsafe working conditions or practices exist and have not been corrected at the worker's company.

7. Write to the EPA. Ask for information about how the agency works to protect the environment and your health.

8. Look around the room you are in. In the three columns below make a list of safe and unsafe conditions in this room. Make some suggestions to correct the unsafe conditions.

Safe Conditions	Unsafe Conditions	How to Correct

MODULE 9: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.2.11. Career Acquisition (Getting a Job)**

- D. Identify sources of health, safety and regulatory practices and their effect on the work environment.
- Child Labor Laws
 - Employee Right to Know
 - Fair Labor Standards Act
 - Hazardous occupations
 - Material Safety Data Sheets (MSDS) information
 - Occupational Safety and Health Administration (OSHA) regulations
 - Student work permits

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- D. Maintain a written record of activities, course work, experience, honors and interests.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

MODULE 10

List ways you can show interest and enthusiasm on the job.

Objectives:

- A. Define interest.**
- B. Define enthusiasm.**
- C. List ways of showing interest.**
- D. List ways of showing enthusiasm.**

MODULE 10: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module to show your understanding.

What is interest?

Interest is the immeasurable quality that is seen, perceived and read by people around us. We state this by our actions, questions and facial expressions.

There are people who show interest by watching an instructor or supervisor on the job with such an intensity that they appear mesmerized. Some get lost within the subject materials (rapport).

There are others who are inherently inquisitive, who ask questions impulsively according to their thought. For example, they think aloud. This is a form of showing interest.

These are some ways in which we speak silently, or use body language:

- Our eye movements
- Our posture
- Our hand motions

Attitude shows interest. Let's look at the *pessimist* and the *optimist*.

A pessimistic attitude is neither good nor bad. However, most people might consider this a poor attitude.

Example: "Gee... look at all the work the boss gave me. He must be crazy." This person looks at the negative side.

An optimistic attitude is again neither good or bad, but it is most often perceived by others as a good attitude.

Example: "Gee... look at all the work the boss gave me. He knows I'll get it done and he trusts me." This person looks at the positive side.

Define Enthusiasm

Enthusiasm is a way of showing our interest in what we do. If at work, how do we get the job done? If we approach our work with eagerness and get the job done with as few complications as possible, we are thought to be enthusiastic workers. If we are working and it appears to be fun to others, they say we are enthusiastic.

Most of the time you can sense the type of people working in a place as you walk through. You feel an uplifting, almost electrifying, feeling when people are happy and enthusiastic.

Try watching people some day to get an idea of what this means.

Where?

- Shopping malls
- Offices
- Places of business

Who?

- Professionals
- Clerks
- Maintenance personnel
- Security personnel

Why?

To observe habits, attitudes and enthusiasm.

Ways of showing interest

1. Asking questions.
2. Be alert.

3. Be on time.
4. Volunteer if volunteers are requested.
5. Work overtime.
6. Help the people around you.
7. Consider everything in your area as your responsibility.
8. Take pride in your work.
9. Don't spread gloom.
10. Don't talk about others.
11. Suggest ways of improving the job.
12. Don't bring personal problems to work with you.

Ways of showing enthusiasm

1. Be cheerful on the job.
2. Be optimistic...look on the bright side.
3. Be helpful to everyone.
4. Work equally with subordinates as with your supervisors.
5. Never refuse to give a helping hand.
6. Be alert to others' needs.
7. Don't take advantage of employment benefits (arrival time, breaks, lunch, sick days).
8. Meet the deadlines; help others to do the same.

5. Describe in a complete paragraph how you react to a very pessimistic person.

6. If a job in your department has to be accomplished within a two-hour period by someone other than yourself, would you:

- A. Hide from the boss
- B. Stay at the water fountain
- C. Make sure they know it isn't your job
- D. Offer your help

MODULE 10: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Self-Esteem: Believes in own self-worth and maintains a positive view.

Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

COMPETENCIES

Interpersonal: Works well with others, including being skilled team members and negotiating with others to solve problems or reach decisions.

Student name: _____ Date: _____

MODULE 11

List ways to show initiative and assertiveness on the job.

Objectives:

- A. Define initiative.**
- B. List examples of good work habits you can exhibit.**
- C. List examples of how you can exhibit initiative on the job.**
- D. Define assertiveness.**
- E. List steps that will help you learn to be assertive.**

MODULE 11: INFORMATION SHEET

***TO THE STUDENT:** Read and study this information sheet and then complete the student activities at the end of this module.*

What is initiative and assertiveness on the job?

Initiative is seeing or knowing what needs to be done and doing it. Being assertive means standing up for your rights, ideas, or beliefs. While these two topics both deal with employees on the job, they are separate and will be covered one after the other.

Good work habits start with taking pride in your work. If you take pride in your job, you will want to do anything that will help you work better. This includes getting to work on time, having tools and materials ready to go, and not misusing company time while trying to do your very best. It also implies using your own initiative.

Initiative:

The lack of initiative on the part of young workers is one of the most frequent complaints expressed by employers. This shows up on the student-learner's rating sheet with a statement such as "seldom goes ahead on own" or "has to be told everything to do." This statement does not mean that initiative is not a problem encountered with older or more experienced workers. As a beginning or young employee, you should be striving to have your rating sheet indicate "frequently looks

for additional work" or even better "always finds jobs to be done." By touching on several points concerning initiative, you can learn to show or exhibit this thing called initiative.

Imagine you have just completed your assigned job and no one has told you what you are to do next. What would you do? Do you sit down and wait for someone to show up and get instructions from them? Initiative is doing something without being told to do it. All of us get to the place in our work when we cannot go on. What do we do? No one is around to ask or tell us what to do. We use our own initiative and look for things that need to be done. Most employers expect their employees to take some initiative.

With more experience, we learn to see things ahead of time and make either a mental note or a list of small jobs that can be started and completed during that "extra" time.

What are some of these small jobs you can do? The following is a list of things that can be accomplished when you have additional time. Actions taken must be beyond the usual job performance expectations of the position. This should not be taken as a complete list but as some suggestions.

- Clean out the files in the filing cabinet.
- Wipe up the grease from the floor.
- Put new labels on the shelves in the supply room or warehouse.
- Clean your desk drawers.
- Sweep the floor in the area where you are responsible.
- Replace those outdated pages in those manuals with that new set.
- Clean the delivery truck--inside and/or out.
- Clean the computer keyboard that has needed it for some time.
- Keep the copy machine filled with paper.
- Keep the supply room inventory up to date.
- Offer to help someone else.
- Replenish parts needed at your work site.
- Clean tools and gauges needed for quality control.
- Work on preventive maintenance needed on the engine.
- Cut the grass and trim the shrubs around the front of the main building.
- Fill the soda machine and remove the extra change.
- Wipe down your lathe or milling machine and oil it.
- Back up your computer disks where needed.

Assertiveness:

A social skill that seems to be needed often in our society is assertiveness. It might be quite nice if everyone we came in contact with catered to our every wish. The situation is that most people can't read our minds. If you want your needs considered, you will have to act with assertiveness. Assertiveness is not aggression. ASSERTIVENESS is having your needs considered while considering the needs of others.

When you are overly careful and choose not to express your feelings, you pay a price -- anxiety. Anxiety is a feeling of distress or uneasiness that may also take the form of worry. Anxiety frequently comes from being non-assertive and not allowing yourself to communicate your feelings.

This is referred to as being passive. You must believe in your right to be assertive and be willing to acknowledge the corresponding responsibilities and consequences before you can change your behavior.

All too often, a person becomes aggressive and his/her philosophy of life is selfish. This attitude violates the rights of others. This aggressive person finds he or she is alienated from others. Aggression takes many different forms and is generally unacceptable socially.

The following steps will help you learn to be assertive:

1. Learn the difference between assertive, passive, and aggressive responses.
2. Assess your assertive, passive, and aggressive behavior.
3. Develop new assertive responses for specific situations.
4. Think through and/or discuss the risks of being assertive in these situations.
5. Rehearse your assertive behavior.
6. Try out assertive responses in a real situation.
7. Maintain your assertive behavior by constant reevaluation and reinforcement.¹

¹ James Archer, Jr., Managing Anxiety and Stress. (Munch, Indiana: Accelerated Development, Inc., 1982).

MODULE 11: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the information sheet, complete the following questions.

1. Define initiative.

2. Give four examples of good work habits you can exhibit.

- a. _____
- b. _____
- c. _____
- d. _____

3. Define assertiveness.

4. Give four steps that help you learn to be assertive.

- a. _____
- b. _____
- c. _____
- d. _____

Fill in the missing word:

5. _____ is doing something without being told to do it.

6. A _____ skill that seems to be needed often in our society is assertiveness.

7. _____ is the feeling of distress or uneasiness which may also take the form of worry.
8. Being nonassertive and not allowing yourself to communicate your feelings is referred to as being _____.
9. An overly assertive person often violates the rights of others and is said to be an _____ person.

MODULE 11: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.
- B. Evaluate conflict resolution skills:
 - Constructive criticism
 - Group dynamics
 - Managing
 - Mediation
 - Negotiation
 - Problem solving

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Self-Esteem: Believes in own self-worth and maintains a positive view.

Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

Student name: _____ Date: _____

MODULE 12

List techniques for maintaining self-control.

Objectives:

- A. Define self-control.**
- B. List and define self-control techniques.**
- C. List the four steps contained in a self-control plan.**

MODULE 12: INFORMATION SHEET

TO THE STUDENT: Read and study the following information sheet; then complete the student activities at the end of this module.

What is Self-Control?

Self-control is defined as "restraining one's actions or feelings of rage and anger or undesirable behavior." Many things in the work place can cause feelings of anger which may lead to a person's losing his/her self-control. For example, criticism, untruths, lack of sleep, personal conflict with someone, or just plain bad luck can cause you to lose your temper. Once we allow ourselves to become angry, our temper seems to control us. However, you can regulate and maintain your self-control by using the following methods:

1. Try to control your temper by bringing your positive traits into play. Personal characteristics such as patience, cheerfulness and sense of humor are very valuable in helping you to react properly.
2. Learn to "count to 10" before responding--Wait until you are in control of your negative emotions.
3. You must depersonalize the situation and not let things "get under your skin," or bother you.
4. Try to view the bright side of every situation.
5. Learn to laugh at yourself and your mistakes.

The above techniques may sound very simple, but in actuality, they are not easy to put into practice. Have patience and make a conscious effort to become a more well-adjusted employee. Try to learn something from the experience. Determine where your shortcomings lie and then try to improve yourself. Decide upon specific ways in which you need to change your behavior and then implement those changes. Self-control is based upon mental discipline and personal will power.

The Nature of Self-Control

All behavior is learned. The behavior that is shown in a given situation is influenced by that person's learning experiences in similar situations. Thus, your ability to control your temper is a learned response.

In order to achieve self-control, you need to learn new behaviors appropriate for the situation. It is possible to develop techniques to decrease undesirable behaviors.

Self-Control Techniques

The following techniques can be utilized to help develop appropriate behaviors:

1. Self Observation--In order to change a behavior, you must monitor yourself and collect information about your problem behavior. It is very helpful to keep a chart or a notebook and record the situation and results when your control is tested.
2. Reward Technique--Reward yourself when you exhibit the desired behavior. Make sure the reward is meaningful to you, is readily available to you, and provides a strong incentive for you to maintain self-control.
3. Punishment Technique--Penalize yourself each time you exhibit loss of control.
4. Extinction--Stop providing a reward for the desirable behavior. For example, if you lose your temper, don't pamper yourself after work to feel better. Directly face your incorrect response and deny yourself the pampering.
5. Alternate Behavior--Train yourself to turn to an alternate behavior when you are confronted with a problem where you would normally behave poorly.

6. Stimulus Control--Learn to recognize the stimulus which triggers your negative behavior. Then try an alternate behavior, as in step 5, each time the stimulus, appears. Also, use rewards or punishments as appropriate. Eventually this will help bring your behavior under control.

Planning Your Self-Control

You must develop a plan of action to achieve your goal of eliminating an undesirable action. The following steps will guide you in developing your own personal self-control plan.

1. Identify the undesirable behavior.
2. Begin self-observation--Chart the behavior and include the following information:
 - a. When does the behavior occur?
 - b. What are the circumstances surrounding the behavior?
 - c. What are the consequences that follow the behavior?
3. Use the self-control techniques previously listed.
4. Monitor your progress.

3. List the six self-control techniques described in the information sheet and give an example from your own experience.

a.

b.

c.

d.

e.

f.

4. Describe, in a complete paragraph, the four steps to planning your self-control.

Activity 3: Read the following Case Studies. Answer the question at the end of each case study with complete sentences.

1. You are employed in a shoe store at the mall. A customer enters the store. You have had past negative experiences with this customer in which you lost your temper and insulted the customer. You really don't want to wait on him, but you are the only clerk in the store. How will you handle the situation?

2. A co-worker constantly chatters during her work shift. She really gets on your nerves and you feel like telling her off. What can you do to handle this situation before you lose your temper?

3. During your shift at the car repair shop, you notice that everyone else is taking a break, leaving you with all the work. This is not the first time this has happened. To make matters worse, your co-workers usually take an extended break when the employer is not present. What can you do to handle this situation?

Activity 4: Answer the following questions:

1. On a separate sheet of paper, divide the paper into three columns. In the first column, make a list of four things that cause you to lose your self-control.
2. In column 2, describe your feelings in each instance when you lose your self-control.
3. In column 3, make a list of things you can do to avoid each these situations, or a list of things to do when you feel your control slipping.

MODULE 12: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

Student name: _____ Date: _____

MODULE 13

Explain the importance of attendance and punctuality on the job.

Objectives:

- A. Explain why an employer needs employees to be on time.**
- B. Describe how an employee could learn to be on time for work.**
- C. Explain the benefits from being punctual and regular in job attendance.**

MODULE 13: INFORMATION SHEET

TO THE STUDENT: Read and study the information sheet and then complete the student activities at the end of this module.

Attendance and punctuality at the job

"I can't understand why my boss keeps riding me about being a few minutes late every day. I make up the time at the end of the day - I mean, what's the big deal? It's not like anything important happens in the time I'm late. Besides, my boss doesn't understand how busy I am. I have a lot of stuff to do in the morning."

Does this story sound familiar or do you know anyone who acts or feels this way? One thing is certain. Most people, including yourself, live busy lives, but we must learn to take care of priorities. A job, whether we like it or not, is one of the top necessities of life. We need the money we earn not only to enjoy our lifestyle, but also to actually survive.

When employers schedule their work day and plan what is to be accomplished, they need to know they can depend on the people they have scheduled. It is difficult, if not impossible, to plan a day or assignment schedule if you don't know when or if a key employee will show up. And face it, every employee may not realize how far-reaching his importance is.

The Smale Printing Company was waiting for a rush delivery of special paper to finish a job due at the end of the day. The delivery truck

arrived promptly at 8:00 AM as scheduled. Ron, the small company's only warehouse man, was 25 minutes late for work so he had not arrived. He had the keys for the forklift locked in his desk and had his desk keys with him. The delivery man waited 15 minutes and then pulled out to make other important deliveries, promising to return later in the day. The company missed an important deadline and lost a number of future contracts because of the incident. Not only did Ron's tardiness cost the company production time and money, he affected the earning power of his co-workers.

Being habitually late or missing work is not a personal private thing--it does affect others. When one member of the team is not there to do his/her assignment, others suffer.

Monica has her day all planned. Finally she could catch up on all the typing that has been piling up for Mr. Goldstein. She's in a good mood as she arrives at work and sits down at her desk. That changes very quickly when Marge approaches her.

"Monica, Nora called in sick again today so you're going to have to cover the switchboard."

Monica is really ticked off. Not only is she getting further behind in her own job, but she feels like she should be paid for two jobs. She also is fuming with resentment at Nora, who misses work quite a bit. At lunch, she and the other secretaries have a bashing fest with Nora as the (deserved?) target.

Of course, employers do not expect you to work if you are truly ill. They also realize that emergencies occasionally come up that require tardiness. In these cases, it is extremely important to let your employer know as early as possible so that appropriate action can be taken to cover for you while you are out.

Unfortunately, though, being constantly late for work, or missing it altogether, are easy habits to fall into. Each time it happens it gets a little easier to do it or accept it again. These are habits that could cost you not only your job, but also a chance at future employment as well.

Employers need dependable people.

Brad is a good worker. He knows his job duties well. When he assigns him a job, Brad's boss is confident that Brad will do the job well and on time. The problem with Brad is that his attendance is spotty. He calls in sick quite often. While he is there he is very dependable, but in the

normal day to day schedule, he is not. When he's not at work, the job doesn't get done.

In fact, an employer would actually rather have an employee who is less capable on a job and is at work every day than an employee who is very capable but misses work a lot!!! Why? It's called dependability. Employers don't like to play guessing games. There is money as well as reputation at stake and they must know that a job will be covered or completed on time.

Even if you have no qualms about leaving an employer hanging, you should think about Number 1—yourself.

Larry was telling his friend Clark, "I can't believe it. My boss docked me a day's pay just because I kind of forgot to call in sick last week. And he always tells me what a great job I do. That's the thanks I get from that Jerk."

Larry had better watch it. The next time he fails to call, he could get fired. Many companies and businesses have a normal progression of consequences for being late, not calling in sick, or missing too much work. This usually follows this basic pattern: (1) a verbal reprimand by the boss, (2) a written reprimand, (3) docking of pay, and (4) firing.

Employers need dependable people to get the job done. Good attendance and punctuality also show an employer that you have a good attitude toward your job. Dependability and attitude go a long way in helping you to get pay raises, promotions, and better references.

Erica and Susan are discussing their jobs one day.

"My boss says he doesn't need a clock because I always walk through the door at 7:15," said Erica.

"I thought you don't start until 7:30," said Susan, taking a bite out of her Big Mac.

"What the heck do you get there so early for? It's not like you're getting paid for it."

"I don't like to be rushing in. I like to get there and get all set and have a cup of coffee. The company's small and my boss depends on me. I got in the habit of going early and it's been great."

Erica has a good attitude and will go far in her career.

Punctuality does not only apply to arrival time in the morning, but also to returning from lunch or break.

Nancy liked to do a lot of her personal errands over her lunch hour. Her employer, when asked, told her to feel free to leave company grounds to do so. The problem arose when Nancy started getting slack on watching the clock or just wanted to fit in one more stop. She never seemed to have quite enough time to do everything so she started leaving a few minutes early and getting back a few minutes late. Her employer started to notice when she was not at her station and Nancy received a verbal reprimand.

Many employers let employees leave company grounds during breaks, but if this policy is taken advantage of, this policy could change.

Remember, when you work for someone and accept pay from them, you are forming a work contract. It is your duty to be at work regularly and on time. Employers don't hire people to give away money - they hire them to produce. No matter how unimportant you may think your job is, if an employer is paying you to do the job, he thinks it is important and should get his money's worth.

And don't forget - success is built on team work and if you don't do your part - you cause the team to erode and begin to fall apart. When you do your part, the company succeeds and makes money, and you make money.

GO TO WORK - IT PAYS!

MODULE 13: STUDENT ACTIVITIES

TO THE STUDENT: Read and study the above information sheet and then complete these activities to demonstrate your understanding of the importance of attendance and punctuality on the job.

Answer the following questions:

1. List four reasons why an employer needs his employees to be on time.
 - a.
 - b.
 - c.
 - d.

2. Name the four standard steps of reprimanding an employee that takes off too much time, doesn't call in, or is chronically late.
 - a.
 - b.
 - c.
 - d.

MODULE 13: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
- Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)

PERSONAL QUALITIES

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

Student name: _____ Date: _____

MODULE 14

Prioritize your activities as they relate to your job.

Objectives:

- A. Describe the customers for the work you do.**
- B. List the duties and tasks that make up your job.**
- C. Select and prioritize your most important duties.**
- D. Describe when you might prioritize your duties differently.**

MODULE 14: INFORMATION SHEET

TO THE STUDENT: Read and study the following information sheet and then complete the student activities at the end of this module.

Introduction

Prioritizing your duties on the job helps you deliver and maintain quality work. To understand which activities you do that are most important, you must consider what your employer needs. This module will help you prioritize the activities you do on the job to better satisfy the needs of your employer.

What does your employer need?

To stay in business! Employers hire employees to help them stay in business. They are hired to produce goods or provide services to customers, or to maintain facilities and equipment so others can provide the goods and services. Employers would like their customers to feel good about their business and come back again. If employers cannot make sales to customers, they are out of business!

Who are the direct customers?

You were hired by your employer to do a specific job. You may help to produce a product or provide a service. To do this you may be talking directly with the customers. This may be on the telephone, face-to-face, or in writing. It is very important that you present yourself and your employer in a way that keeps that customer coming back. That may

mean being very courteous to a customer who is unhappy with your product or service. It may mean helping a customer as quickly as possible. It may be as simple as a friendly smile.

If you communicate directly with customers, your most important job would be to make sure the customer is satisfied. If the customer is happy, the employer will be happy. (NOTE: This does not mean you serve your friends extra helpings of fries to make them happy—it means delivering what you are supposed to deliver in a pleasant way so customers keep coming back.)

Wal-Mart is a company that prides itself on excellent customer service. Every employee is trained to be cheerful and courteous to customers. Those employees stocking shelves are trained to smile and help any customer that comes within ten feet of them. Even the Wal-Mart truck drivers have a reputation for being the most courteous on the highways. This is a company that truly knows the value of customer service.

So while your "job" may be to produce a hamburger, stock the shelves, or replace mufflers, if you interface directly with the customer you will also need to be a courteous, helpful employee.

Who are the internal customers?

What if your job does not involve communicating with the customer at all? Does that mean you can do whatever you want, whenever you feel like it? No!

In any job you do, there will also be internal customers - other employees who benefit from the work you do. You may be making the first piece in a complex product. The employee that receives your work will want the product to be ready for the next step. If your work is sloppy or unfinished, the next employee will have to clean it up, fix it, or ask you to do it again.

In America during the early years of industrial manufacturing—the early 1990's— businesses were more concerned with how many goods could be produced as fast as possible. It was cheaper to throw half of them away. "OK" quality was good enough. (For example: When there was only one restaurant in town, any hamburger would do. Now that there is a restaurant on every corner, customers can choose which has the best food and service. They won't settle for poor quality.)

Today, businesses cannot afford to make poor quality goods and throw half of them away. So instead of producing many poor quality items, the emphasis now is on excellent quality. The only way to produce excellent quality is to make sure every person is trained and every process is designed to produce the best it can. Businesses now aim for "zero-defects", where no products have to be thrown away and every service is delivered in an excellent way.

Prioritizing Tasks

On the job you will be expected to do quality work to the best of your ability. Sometimes, however, you will have several tasks to do at the same time. Then you must determine which one should be done first.

Your work may involve a series of duties made up of a primary task, such as replacing car mufflers, and related tasks, such as cleaning up the work area at the end of your shift; answering the phone when your employer goes out to lunch; and checking what supplies need to be reordered. If you were to list these in order of importance, based on the job you were hired to do, you might list:

- a. replace mufflers
- b. clean work area
- c. check supplies
- d. answer the phone

However, if you consider your employer's needs to satisfy the customer, over lunch your top priorities should change to:

- d. answer the phone
- c. check supplies (if you can do this while you monitor the phone)

Near the end of your shift, knowing another employee will need to work in your space, your priorities might change again to:

- b. clean work area
- c. check supplies

Know your job description

Knowing what job you have been hired to do is the first step in prioritizing your tasks. As a co-op student this information may be part of your training plan. As a regular employee, it is your responsibility to make sure you understand exactly what your employer expects you to do.

Do you deal with direct customers?

Do you interact directly with the customer that buys your product or service? If so, your first duty is to make that customer happy by serving them quickly and courteously. If you talk to them on the telephone, you will have good telephone communication skills. You will answer their questions with a pleasant voice, giving them the information they request or taking their order.

If you meet customers face-to-face, you will be dressed appropriately, smile pleasantly and serve them courteously. If you interact with customers through written or computer network communications, you will respond promptly, with correct spelling and appropriate language usage.

Direct customers are essential to your employer's business. As an employee you have a responsibility to serve them well.

Do you deal with internal customers?

Does your work get passed on to another employee? Do you maintain equipment or facilities used by other employees? Then it is up to you to make sure you are doing your job with quality. One way to find out is to ask your co-workers if they are satisfied with your work. For example, ask questions like:

"Is the product I'm giving you made the way you need it to do your job?"

"Am I cleaning up the work area the way you want it so you don't have to clean up before you can start?"

You might be surprised how pleased your co-workers are to be asked! And they may have some great suggestions!

MODULE 14: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.
- E. Evaluate strategies used to manage time and their application in different work situations.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- F. Edit writing using the conventions of language.
 - Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)**THINKING SKILLS**

Decision Making Skills: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

PERSONAL QUALITIES

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources, including time and personal money.

Student name: _____ Date: _____

MODULE 15

Diagram the organizational structure of your company.

Objectives:

- A. Diagram the organizational chart for your place of business.**
- B. Determine the importance of organization in business.**

MODULE 15: INFORMATION SHEET

***TO THE STUDENT:** Read and study the following information sheet and complete the student activities at the end of this module.*

Organization for success

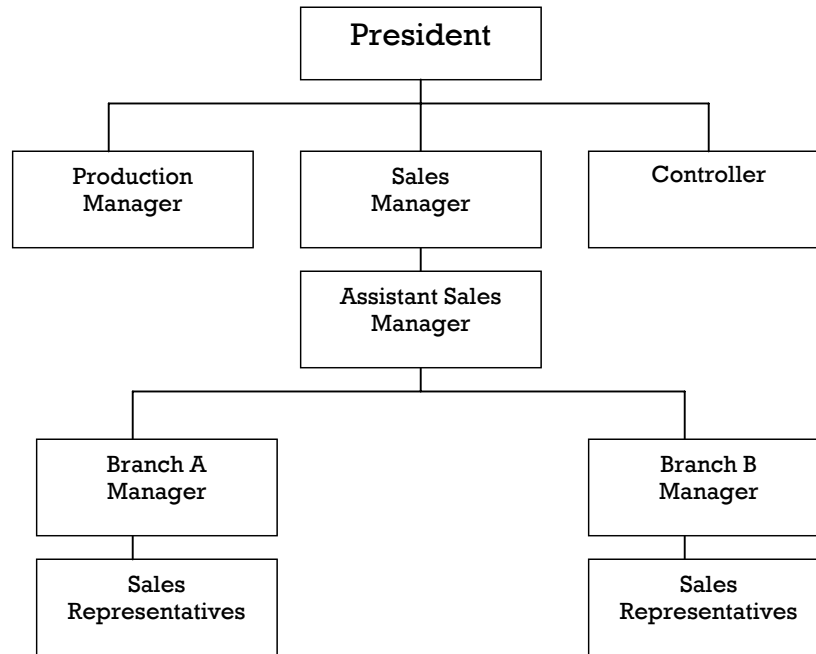
In order for a business to be successful, it is important that it be organized to best carry out the plans for the business.

Arranging resources and relationships between departments and employees and defining the responsibility of each is organizing. Usually the business will develop an organizational chart showing the structure of the organization and the relationship among workers and divisions of work. Organizational charts will differ according to the kind of business.

The importance of the organizational chart is to:

1. Indicate each employee's area of responsibility and to whom each reports.
2. Coordinate the division of work and to make those divisions clear.
3. Show the types of work done by the business.
4. Indicate line of promotion.

By understanding the organizational chart, you should have some idea of how you fit into the company and what types of jobs are available.

Sample Organizational Chart:**Characteristics of Good Organization:**

1. Responsibility and Authority - Each employee should know exactly the tasks assigned to them. Authority is the right to make decisions; it is delegated from the top of the organization down through the lowest levels.
2. Accountability - Who is each individual responsible to? Who will hold them accountable for their assigned tasks?
3. Unity of Command - No employee should have more than one supervisor. Confusion occurs when an employee has more than one supervisor assigning them tasks. They may have trouble deciding which task has priority or which way to do a certain task if two people have different ways of getting the job done.
4. Span of Control - How many employees are under one person? The manager who supervises too many people is overworked and unable to work effectively; however, if they have too few, the business may be wasting valuable time.

Types of Organization Structures:

1. Line Organization - It is most often used by small businesses or businesses that are very specialized. All authority and responsibility can be traced up from the lowest administrative unit to the president. The president has direct control over all units of business, but authority and responsibility are passed along from one person to another.
2. Line-and-Staff Organization - It is used by most large businesses. It adds staff specialist to a line organization. When a business grows, the work increases in amount and complexity. Staff specialist may be added to the line of organization to give advice and assistance to line personnel. Staff personnel have no authority over line personnel. They cannot assign any specific tasks.

MODULE 15: STUDENT ACTIVITIES

***TO THE STUDENT:** Read and study the information sheet above and complete the following questions to show your understanding.*

Answer the following questions:

1. List four purposes of an organizational chart.
 - a.
 - b.
 - c.
 - d.
2. Describe why it is important for an employee to report to only one supervisor.
3. In many businesses today an employee may have two supervisors. If you had two supervisors, with each supervisor asking you to perform a different task and both wanting them completed by the end of the day, describe how you would handle this situation (in a complete paragraph).

MODULE 15: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.6.11 Speaking and Listening

- A. Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.
- C. Speak using skills appropriate to formal speech situations.
- Use a variety of sentence structures to add interest to a presentation.
 - Pace the presentation according to audience and purpose.
 - Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.

Student name: _____ Date: _____

MODULE 16

Interpret the purpose and use of a performance evaluation and complete a self-evaluation.

Objectives:

- A. Understand purpose of performance evaluation.**
- B. Understand performance evaluation guides.**
- C. Complete a self-evaluation sheet.**
- D. Demonstrate understanding of performance evaluation process by completing short answer segment.**

MODULE 16: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

What is the purpose of a performance evaluation?

A performance evaluation is designed to help employees develop skills to assist the business reach its goals, and to give the employee opportunities for personal growth and job satisfaction.

What are the objectives of a performance evaluation?

- A. To build a strong communicating relationship between supervisors and employees so both participate freely in discussions of job performance, career interests, company expectations, goals and procedures.
- B. To establish specific work goals with priorities and plans for accomplishing them.
- C. To let employees know how they are meeting their responsibilities and goals and coach them on how they can improve their performance.
- D. To assist management in planning personnel moves and placements that will utilize each employee's capabilities.

E. To assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustment, promotions, disciplinary action, and training needs.

Job success depends a great deal on how your supervisor rates your performance on the job. At most companies, employees are reviewed every six months or once a year. As a co-op student you will be rated monthly or as designated by the individual program. During these reviews, employees are rated on their work and social skills as well as their attitudes towards work.

Check sheets are often used by companies to rate employee performance. Employees are rated on job factors such as attendance, accuracy or work, ability to work with others, ability to think problems through, and willingness to accept responsibility. The supervisor evaluates an employee's performance according to a rating scale such as excellent, good, fair, or poor.

The purpose of performance ratings is to help supervisors identify the weaknesses and strengths of their employees. After a performance rating, a supervisor may decide that an employee's skills would be better utilized for a different job. Therefore, the supervisor may promote the employee to another position or transfer him or her to another department. For example, after a performance rating, a supervisor may decide to promote a receptionist who has expertise working with the public to the customer service department.

As a result of the performance ratings, employees also become aware of their strengths and weaknesses. Most supervisors show workers their evaluations or review with them their past performance and future with the company. This gives employees a chance to learn how they can improve their work and become more productive employees. By improving their job performance, they will have an opportunity to receive salary increases and be considered for promotions. (J. J. Littrell, (n.d.) *From School to Work*, pp. 263-265.)

Guides for Performance Evaluations

During a performance evaluation, an employer and an employee will use the following tasks as a basis for evaluating:

1. Establish Performance Objectives -- The performance objectives include both the finished work to be produced and the skills the youth is expected to acquire during a specific period. The factors are:
 - a. Period for accomplishment
 - b. Quality of work
 - c. Quantity of work
 - d. Work competencies
 - e. Work behavior
 - f. Standards for measuring accomplishment

2. Define Performance Standards -- Performance standards may be very specific (number of boxes packed) or quite general (pleasant attitude toward customers). Set standards which progress to adult standards and which are achievable. These include:
 - a. Work and safety rules
 - b. Competencies (nature and level)
 - c. Work product (quality and quantity)
 - d. Completing work on schedule
 - e. Relationships with others
 - f. Flexibility
 - g. Adapt to change

3. Obtain Worker Agreement on Standards -- It is important that the employee accepts the standards as fair and reasonable from the beginning. This will help improve learning and performance. To gain acceptance:
 - a. Discuss performance objectives
 - b. Describe current employer standards
 - c. Present standards for next period
 - d. Encourage questions
 - e. Make changes where necessary
 - f. Be consistent
 - g. Review agreed upon standards

4. Observe Work Performance -- Observing performance and gathering evidence of knowledge, skill, ability, judgment and willingness to do the job.
 - a. Compare performance with the standards set
 - b. Work behavior compliance with work rules and expectations
 - c. Maintain quality and quantity in production
 - d. Develop relationships with others
 - e. Identify performance that is outstanding or unsatisfactory
 - f. Search for possible causes of problems
 - g. Determine how you (the employer) have affected employee's performance
 - h. Consider possible actions to improve performance

5. Evaluate Performance -- The purpose of the evaluation is to help the worker improve performance and increase learning.
 - a. Meet privately with each employee to discuss performance
 - b. Put employee at ease
 - c. State the purpose of the meeting
 - d. Review agreed upon performance objectives and standards
 - e. Describe what you have observed in terms of specific incidents. Be precise.
 - f. Try to focus on improvement, not poor performance
 - g. Listen to employee's views
 - h. Obtain agreement on facts of behavior and performance
 - i. Encourage questions and listen for problems and difficulties
 - j. Summarize areas of agreement and disagreement

6. Plan for Future On This Job -- Evaluation and review should lead to problem-solving and planning for improved performance. The plan should include assignments and training. Planning should be a joint effort.
 - a. Review employee's current status
 - b. Establish performance objectives for next period
 - c. Discuss alternate plans to achieve objectives
 - d. Agree on objectives and plan
 - e. Indicate how you will help employee carry out plan

7. Follow Through -- The evaluation process does not end with agreement on the plan. It is a continuing process. To maximize the benefits of the evaluation process:
 - a. Observe and provide feedback on very good and poor performance
 - b. Check on progress toward objectives
 - c. Demonstrate interest and willingness to help
 - d. Recognize effort and performance
 - e. Provide guidance

Self-Evaluation

By completing a self-evaluation in its entirety, the employee provides the basis for an informative discussion of how he or she views individual performance during the past appraisal period. This self-appraisal completed prior to your meeting with your supervisor should objectively reflect how you view your past performance based on the goals and objectives communicated to you during the past appraisal period. The worksheet is designed to be an aid in discussions that lead to increased activity within the company.

The following explanation of terms may be helpful to you when considering information to be put on a self-evaluation.

Key Areas of Responsibility -- Ask yourself the question, "What were my assignments during the past appraisal period?" The answer should include your major responsibilities for the past year as you understand them; e.g., the kind of work done, the number of people directly supervised, the amount of authority to make decisions, project objectives, goals, special assignments, and so on.

Principal Accomplishments -- Another question to ask is, "What did I accomplish on these assignments?" This answer should address the principal accomplishments that you associate with your key responsibilities. The list should include accomplishments related to major goals and objectives of the past appraisal period.

Importance -- Then ask yourself, "What level of importance do I place on each of these Key Areas of Responsibility?" For the principal Key Areas of Responsibility, distribute a total of 100 points, assigning the most points to the Key Areas you think were the most significant.

How Well Was This Accomplished -- Finally, ask, "How well did I do in completing my assignments during the past appraisal period?" This is your evaluation of your effectiveness in your Key Areas of Responsibility. Consider if the accomplishments came up short, were just met, or exceeded your expectations. Consideration should also be given to early completion, delays, and so on.

Note: *Review Co-op Performance Evaluation from your school.
Review Business and Industry Performance Evaluations.
Review and complete a self-evaluation with regard to your position of employment.*

DIMENSIONS SUPPLEMENT

(from Bethlehem Steel Corporation and Republic Waste Industries, Inc.)

What Are Dimensions?

Dimensions are categories of observed behaviors that are considered essential to effective job performance and results attainment. For example, a definition of the dimension Initiative is: active attempts to influence events to achieve goals. Initiative is evident when an employee seeks solutions to problems before being asked or directed. On the other hand, initiative is lacking when an employee seldom acts unless specifically directed.

Why Use Dimensions in the Performance Appraisal Process?

Dimensions are useful in that they focus on how work is done. The dimensions process will stimulate discussion on the how's. As a result, the performance appraisal process will be more comprehensive and substantive and will establish the groundwork for the constant improvement required of us all to be the best that we can be.

What Are the Dimensions Considered Essential to Effective Job Performance?

- *• **Communication -- Oral and Written** -- Effective expression of information and ideas; listening for understanding; organizing and presenting information in a clear, concise manner.
 - **Control** -- Taking action to manage and monitor performance and results of your own or delegated job assignments.
 - **Delegation** -- Utilizing employees effectively by allocating decision making and other responsibilities to the appropriate person(s) or group.
 - **Employee Development** -- Developing the skills and competencies of employees for effectiveness in current and future assignments.
 - **Initiative** -- Active attempts to influence events to achieve goals.
 - **Innovativeness/Creativity** -- Generating and/or recognizing imaginative, creative approaches to work-related situations.
- *• **Leadership/Influence** -- Use of appropriate styles and methods to guide individuals or groups toward task accomplishment.
 - **Planning and Organizing** -- Establishing a course of action for self and/or others to accomplish a specific goal.
 - **Problem Solving and Decision Making** -- A willingness and ability to analyze a situation, use good judgment in selecting a course of action, make a decision and follow it through.
 - **Professional/Technical Proficiency** -- Demonstrated level of understanding and ability to use technical/professional information applicable to the job.
- *• **Team Effectiveness** -- Individual actions which contribute to a cohesive, cooperative, and effective team.
- *• **Work Standards** -- Setting high standards of performance for self, others, and the organization.

*Target Dimensions

PERFORMANCE APPRAISAL

NAME: _____

REPORTS TO: _____

DEPARTMENT: _____

TIME IN PRESENT POSITION: _____

TITLE: _____

DATE: _____

SECTION I
PERFORMANCE ASSESSMENT

A. Brief description of job and function:

B. Summary of objectives and accomplishments:

C. Summary of objectives not met:

SECTION II
PERFORMANCE SUMMARY

INSTRUCTIONS: Rate each job function as indicated. If indicated "needs improvement," make notes in comments section of specific improvement expected and/or plans to achieve improvements. Cite examples to support ratings.

<u>NEEDS IMPROVEMENT</u>	<u>MEETS STANDARDS</u>	<u>OUTSTANDING</u>
1. SAFETY (use of personal protective equipment, housekeeping, safety record, etc.)		
_____	_____	_____
Comments: _____		
2. RELATIONSHIPS (team worker, helps others, leadership, attitude, cooperation)		
_____	_____	_____
Comments: _____		
3. ATTENDANCE (punctuality, availability, attendance record)		
_____	_____	_____
Comments: _____		
4. MOTIVATION (self-motivated, takes initiative, handles work load, time usage)		
_____	_____	_____
Comments: _____		
5. JOB SKILLS (improving, assuming responsibility, knowledgeable)		
_____	_____	_____
Comments: _____		
6. OVERALL PERFORMANCE		
_____	_____	_____
Comments: _____		

SECTION III
DISCUSSION AND FUTURE DIRECTION

A. List and discuss strengths:

B. List and discuss areas needing improvement:

C. Action plan for improvement:

D. Training plans:

E. List suggestions to improve Company efficiency, working conditions, other ideas:

F. Individual career goals for short term and long term:

Manager's/Supervisor's Signature: _____ Date: _____

* Next Performance Appraisal to be: (date) _____

Employee Comments:

Employee's Signature: _____ Date: _____

"EMPLOYEE OF THE MONTH" RATINGS
(Sample)

A. Candidate Name: _____ Department: _____

Candidate is being chosen for the month of: _____

B. Rate the above candidate in the following six categories: (on a scale of 1 to 10)

1. Performance 1 2 3 4 5 6 7 8 9 10

2. Productivity 1 2 3 4 5 6 7 8 9 10

3. Cooperation 1 2 3 4 5 6 7 8 9 10

4. Safety 1 2 3 4 5 6 7 8 9 10

5. Housekeeping 1 2 3 4 5 6 7 8 9 10

6. Dependability 1 2 3 4 5 6 7 8 9 10

C. How has the candidate demonstrated above-average work in the last 30 days? Explain:

D. How has the candidate saved (OUR COMPANY) a substantial amount of money or time?
Explain:

E. Has the candidate submitted a constructive suggestion to save (OUR COMPANY) time or money?
Explain:

F. Has the candidate positively promoted (OUR COMPANY'S) ideals and goals? Explain:

G. Other: Explain:

Submitted by: _____ Date: _____

Note: The same individual cannot be the "Employee of the Month" two months in a row.

CO-OP RATING SHEET *

Due Date _____ Month _____
 Student _____ Type of Work _____
 Employer _____ Rated By _____
 Course _____ Instructor _____

To be filled out by the immediate supervisor or department head as assigned. On the basis of your personal contact with this employee, your opinion of the employee's job performance is requested. Please evaluate by checking the square that best describes the employees' performance.

	F Unsatisfactory	D	C Satisfactory	B	A Excellent
JOB KNOWLEDGE <i>Consider the employee's fundamental understanding of basic techniques and procedures relating to position.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Does not have enough understanding to handle present work properly.</i>		<i>Adequately informed on all aspects of job.</i>		<i>Well informed in this and has good knowledge of related jobs.</i>
WORK OUTPUT <i>Consider the volume of work consistently done in relation to the volume required for fully proficient performance of the job.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Work output consistently falls below the daily requirements of job.</i>		<i>Work output is consistently good.</i>		<i>Work output is generally above the standard requirements of job.</i>
QUALITY OF WORK <i>Disregard volume. Consider accuracy, thoroughness, and related characteristics of work.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Careless. Time required for revisions noted to be excessive.</i>		<i>Does a good job. Seldom has errors. Checks quality frequently.</i>		<i>All work performed is accurate and thorough. Catches errors in the work of others, & good knowledge of related jobs.</i>
JUDGEMENT <i>Consider the ability to think through a problem, select pertinent factors and arrive at a sound decision.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Jumps to conclusions. Judgement is not dependable.</i>		<i>Judgement is usually dependable.</i>		<i>Sound judgement. Decisions always based on thorough analysis.</i>
RELIABILITY <i>Consider the ability to think assumed by employee for their own action.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Can rarely be counted on to carry out work as directed.</i>		<i>Generally can be relied upon.</i>		<i>Never any doubt about carrying out duties with minimum supervision.</i>
COOPERATIVE <i>Consider employee's attitude toward work, associates, company, and its effect on others.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Shows reluctance to cooperate. Constant friction with others. Antagonistic.</i>		<i>Gets along well with associates. Meets others halfway.</i>		<i>Good team worker. Always helpful. Goes out of way to cooperate.</i>

Please write additional comments on the back.

*(from Bethlehem Area Vocational-Technical School)

**COOPERATIVE EDUCATION PROGRAM
STUDENT GRADE REPORT ***

Date _____ Employer/Training Agency _____

Student's Name _____ Training Supervisor _____

Observation Criteria	Unsatisfactory	Below Average	Average	Very Good	Superior	Performance Points**
	0	1	2	3	4	
1. Personal Appearance						
2. Initiative						
3. Attendance & Punctuality						
4. Dependability & Organization						
5. Interpersonal Relationships						
6. Job Knowledge						
7. Sense of Responsibility						
8. Attitude & Cooperation						
9. Quality of Work						
10. Quantity of Work						

0 = F
1 = D
2 = C
3 = B
4 = A

TOTAL POINTS: _____

**** PLEASE NOTE:** Less than average performance (20 points/2.0) will require a conference with the student, parent, coordinator and instructor.

COMMENTS:

Training Supervisor's Signature _____ Date: _____

**(from Bucks County Technical High School)*

**COOPERATIVE EDUCATION PROGRAM
TIME REPORT ***

Student's Name _____ Student Co-op # _____

Employer _____ Today's Date _____

Student's Supervisor _____ Current Hourly Wage \$ _____

Student's Job Title _____ Employer's Designee Signature _____

FIRST SESSION WEEK

Day	Date	Time Started	Time Finished	Daily Total Hours		
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
<i>WEEKLY TOTALS:</i>						
Total Hours	Gross Wages (Before deductions)	Soc. Sec. Tax	Fed. Inc. Tax	PA Inc. Tax	Other	Net Take-Home Pay

SECOND SESSION WEEK

Day	Date	Time Started	Time Finished	Daily Total Hours		
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
<i>WEEKLY TOTALS:</i>						
Total Hours	Gross Wages (Before deductions)	Soc. Sec. Tax	Fed. Inc. Tax	PA Inc. Tax	Other	Net Take-Home Pay

**(from Bucks County Technical High School)*

SELF-APPRAISAL WORKSHEET

Key Areas of Responsibility	Principal Accomplishments	Weight*	How Well Was This Accomplished?

* Distribute 100 points among your Key Areas of Responsibility to indicate their relative importance.

Answer the following questions:

1. What criteria did you use in distributing those points?

2. With whom do you suggest your supervisor talk in order to gain a balanced picture of your performance?

Summary

Reasons for having a formal evaluation program are:

1. It provides a regular period for reviewing work-related behavior. Discussion of past deficiencies can lead to corrections and improved performance; discussions of areas in which employees showed proficiency can reinforce these areas and help motivate them. Good counseling and coaching can give the employees recognition for past work and help them focus on future improvements.
2. A formal evaluation program provides helpful data for promotion decisions. It makes the evaluation process more objective and makes it easier to compare one employee with another.
3. The performance appraisal is also the basis of salary or wage adjustments, bonuses and other financial rewards. However, many companies have found that by discussing salary at the time of the review, it takes away the emphasis from improving performance and goal setting, which is the major reason for the appraisal.

To overcome this, they separate the discussion of performance and goals from that of salary. The first meeting concentrates on discussing the past year's activities and on what the employee can do to be more effective next year. A second meeting is held and improvements in performance since the earlier meeting are taken into consideration in determining the raises or bonuses. (Dale Carnegie & Associates, Inc., Managing Through People, pp. 241-242.)

MODULE 16: STUDENT ACTIVITIES

TO THE STUDENT: Answer the following questions:

1. Define the driving force of a performance evaluation.
2. Define the purpose of a self-evaluation.
3. Describe why good communication is a necessary function of a performance evaluation.
4. List five items on which employees are evaluated and explain in your own words why they are important.
5. Write a descriptive essay describing two of your strengths and two of your weaknesses that your supervisor might identify.
6. Describe the benefits you see in completing a self-evaluation prior to a performance evaluation with your supervisor.
7. Considering your answers to questions 5, 6, and 7, would you like your salary adjustments to occur at the time of your performance evaluation?

MODULE 16: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
- Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)

PERSONAL QUALITIES

Responsibility: Exerts a high level of effort and perseverance toward goal attainment. Works hard to become excellent at doing tasks. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

Student name: _____ Date: _____

MODULE 17

Identify the source of employer information regarding company policies and procedures.

Objectives:

- A. Organize employee information in a useful format.**
- B. List responsibilities of employee.**
- C. Define company policy regarding employee activity on the job.**

MODULE 17: INFORMATION SHEET

TO THE STUDENT: Fill out this module by reading each section carefully and answering the questions.

Directions to fill out this module

Few employers have an employee manual to give new employees. As a result, many young workers have lost their jobs because they did not know what was expected of them by their employers.

The purpose of this module is to assist you in organizing information about your training station and in analyzing the various duties and responsibilities of your job. While the outline in the manual is arranged to fit most training station situations, it will not meet some; therefore, please list on the last page experiences not specifically addressed by this manual. Do not make entries unless you are sure the information is correct.

Consult your teacher, coordinator, or employer before making entries-
-be certain that you understand every statement made.

While filling out the forms, you will probably find that the information asked for is self-explanatory. Above all, work carefully and do your work neatly. This is a part of a permanent record that will be kept on you and each Cooperative Education student.

BASIC FACTS ABOUT MY TRAINING STATION

Name of Training Station _____

Correct Address _____

_____ Phone No. _____

Owner's or Manager's Name _____

Immediate Supervisor's Name _____

Name of My Department _____

The following people work in my department:

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Training Station Hours: Opening Time _____

 Closing Time _____

My working hours at the Training Station are:
(Leave space to enter any changes)

Goods and services for the public offered by my training station include:

My initial training introduction was conducted in the following manner (what you did the first few days on the job):

RULES AND REGULATIONS OF MY TRAINING STATION

Write a complete statement of your training station rules covering the following:

Signing in (reporting to work)

Checking out (leaving job site at end of work day):

Leaving the job site (or store for short periods during working hours):

Lunch hour:

Dress regulations (include suit, tie, jewelry, shoes, etc.):

I should leave my coat (where):

I should leave my valuables (purse, keys, etc.):

Procedure in case of tardiness:

Procedure in case of absence:

Rules and regulations for making and receiving personal calls:

RULES AND REGULATIONS (continued)

Safety regulations are:

Pay (how and when I receive wages):

Lost and found (where - how):

Accidents (how to handle self):

What to do in case I detect theft (or suspect someone):

My training station's bulletin board is located (items I may expect to find on bulletin board):

Items I feel should be included on bulletin board:

Special functions for employees (for example, during an emergency, during a visit by dignitaries, etc.):

On the back of this paper, describe in detail other special facilities provided for training station employees (rest rooms, vacation periods, sick benefits, insurance, other):

CONDUCT:

How should fellow employees be addressed (by first name, last name, nickname, use prefix Mr., Mrs., or Ms.)? Be specific.

What is the school's policy concerning tobacco use on the job?

Is eating candy or fruits permitted on the job?

Are visitations by friends allowed during working hours? Is there an appropriate time to receive calls or use a cell phone? If yes, explain.

A LIST OF MY DUTIES AT MY TRAINING STATION

Make a complete list of the things you do in connection with your job.

NOTE: You will not be able to complete this list at any one time since your duties will increase as you assume additional responsibilities. Carefully analyze your job to see that nothing is omitted. (A student who worked in a variety store listed 57 duties).

Other items not addressed previously:

MODULE 17: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.2.11. Career Acquisition (Getting a Job)**

- D. Identify sources of health, safety and regulatory practices and their effect on the work environment.
- Child Labor Laws
 - Employee Right to Know
 - Fair Labor Standards Act
 - Hazardous occupations
 - Material Safety Data Sheets (MSDS) information
 - Occupational Safety and Health Administration (OSHA) regulations
 - Student work permits

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.6.11 Speaking and Listening**

- A. Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Responsibility: Exerts a high level of effort and perseverance toward goal attainment. Works hard to become excellent at doing tasks. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism.

COMPETENCIES

Information: Acquires and uses information orally and in writing, as the need arises.

Student name: _____ Date: _____

MODULE 18

Identify proper procedures for job termination.

Objectives:

- A. Describe the five financial obligations you might have that will require a regular paycheck.**
- B. Explain the correct amount of time notice that should be given when leaving a job.**
- C. Explain four reasons for giving notice when leaving a job.**

MODULE 18: INFORMATION SHEET

TO THE STUDENT: Read and study the following information and then complete the student activities at the end of this module.

Closing the door without an open door in sight

"I don't even like this job and I never did. In fact, I've wanted to tell you for a long time that you're an ignorant %#@JERK! You know what you can do with this job..." With that, Bill stormed out of the supervisor's office, got in his car, peeled out and drove off with a final gesture. He felt great. Finally he had made up for everything he resented about the job week after week.

Bill sure did get the last say... or did he? Bill felt like he had won the battle but in the long run might end up the loser. Why?

Does Bill have another option lined up to supply a weekly paycheck? There are a few things to consider like food, gas, rent, bills... in other words--survival.

When you have been working full time, the rule is to never terminate employment until you have an alternate lined up. Impulse must be controlled and you must not be short-sighted or you will be a big time loser. It's bad enough to put yourself in the predicament, and when you have the additional responsibilities of a family, it is even worse. A

husband, wife, and/or children are depending on you to provide for them. It is your responsibility.

The best rule of thumb for anyone is to NOT TERMINATE ONE JOB BEFORE YOU HAVE ANOTHER! In this day and age, it is not realistic to think that you can easily step into another opportunity.

One more thought--although not everyone would quit in the same manner that Bill did (though many are tempted), no matter how you resign, the vast majority of employers look at references, and studies have shown that employers are not as likely to give decent references if you resign with no warning or excuse of other employment.

As the old saying goes, "Don't count your chickens before they're hatched."

Goals

"I really hate to see you leave our company, Sam," said Mr. Smith. "You've been here three years and have done an outstanding job. You're new company is really lucky to get you."

"Hey, thank, Mr. Smith. I really have enjoyed working for you. The only real reason I'm leaving is because my new job will help me reach my goal of being a union carpenter."

A+ for Sam. One of the best reasons for terminating a job is because you have found a better one. This is something that every employer must accept and respect and can't give you a problem or a future bad reference for. The new job can be better because of pay, working conditions, hours, benefits, location, opportunity for advancement, on-site additional training or education, etc. No one can dispute the fact that everyone wants to better him or herself--that's human nature. An employer will respect and admire you when an honest reason is given for job termination. You never can tell when you might need a reference or even another job at your previous place so another old saying... "don't burn your bridges."

The Nitty Gritty - How to properly terminate employment

"Meghan, where are you?" Stacey yelled as she flopped down on the couch in their efficiency apartment. "I have the greatest news--I got the job at Hair Aware!" She was thrilled. After two years of working in the Salon at the Golden Age Retirement Home, she had been actively seeking a job that would give her a chance to use her creative talent

more, and the variety at the trendy hair salon at the new mall was going to be great!

Meghan came in the room and excitedly exclaimed, "ALL RIGHT!" She knew her roommate had been counting on this job. "Let's go out tonight and celebrate, or do you have to be there early tomorrow?"

"Just let me change," said Stacey. "And no, I don't have to be at the Golden Age until ten as usual. "I can't start at Hair Aware for two weeks; I just gave my notice today."

"Are you crazy? Two weeks?!? There won't be a job in two weeks. Someone else will get it. Forget the old folks and move on and get real!"

Meghan is wrong! The responsible, proper, and correct thing to do is always give your employer as much termination notice as possible. Two weeks should be the minimum notice if you are paid by the hour, and a month's notice is acceptable if you receive a salary. (Salaried jobs are normally jobs that carry more responsibility such as supervisor, manager, or foreman, or a salaried job may have involved signing a work contract in the first place that states terms of leaving.)

There are simple steps to follow when terminating your employment. A notice must be given and you have two choices--verbal or written.

A verbal notice is usually the method used for employees who are paid an hourly wage. Ask if you may talk to your supervisor or boss for a few minutes when he or she is available. Make eye contact and state simply and clearly your intentions. And don't just blurt out, "I'm quitting!" Much more appreciated and to your benefit is to say something like, "Mr. Stapinsky, I've come to tell you that I will be leaving my job in two weeks. I have accepted a new job somewhere else." It certainly does not hurt to sugar coat a little by starting out with, "I've really enjoyed working for you but..."

A written notice is usually the mode for salaried employees or employees that carry greater responsibilities. This is a simple letter to your supervisor that states just about what your verbal notice would. Again, it does not hurt to thank your employer for the position that you have held. You have nothing to lose by adding the kind comments, but you have everything to gain.

Whether you give verbal or written notice, you should be sure to mention when you are planning to leave (the two weeks or month). Again, this amount of notice is an expected and accepted part of the work world and there are very few cases when present or future employer would demand that you differ from the norm.

There are a number of reasons for giving job termination notice. One of the most important is for good reference and reputation that will help you as you further your career plans. Generally, the more important and more highly paid the job is, the more a potential employer examines references from past jobs. Quitting without notice is a bad move--it is a negative and will make future prospective employers think you are unreliable and untrustworthy and irresponsible.

"If he'd quit and leave the same day, suppose he'd be in the middle of an important task or assignment and just decide to leave? If this guy shows no more courtesy than that, do we really want him dealing with our customers? He sure left that company in a bind--why wouldn't he do the same to us?" These questions will come to the mind of future employers. In actuality, quitting without proper notice could (and does every day) keep people from being hired somewhere else.

Another reason for terminating your employment the right way is that it's just common courtesy and good manners. A new employer will expect you to give notice. They will hold your new job. The courtesy you extend by giving notice gives your company time to find a new employee to replace you. It also gives them time to have you (the expert) help train the new employee.

Quitting a job the right way is the only way. This will pay you back in the long run. Remember, terminating one job is a major and important part of starting another.

MODULE 18: STUDENT ACTIVITIES

TO THE STUDENT: Read and answer the following questions.

1. Don't quit a job unless you have _____.
2. _____ is one of the most important things you can do when planning your work career.
3. Whether you are out on your own or start a family, what are at least five financial obligations you have that will require a regular paycheck?
 - a.
 - b.
 - c.
 - d.
 - e.
4. Terminating Employment the Right Way: After each job situation--give the correct amount of time notice that should be given when quitting.
 - a. Joshua has been pumping gas and doing minor car repairs at the local Sunoco station for over a year. He has just received word that his dream job--mechanic at the Ford Dealership is his. He should give _____ notice.
 - b. Dan is head auto body supervisor at the Chevrolet Dealership in Perkasio, Pennsylvania. He wants to be closer to the city and has gotten a job at a Philadelphia Body Shop. He should give _____ notice.
 - c. After 10 months at McDonald's, Erin applied and got a job as a pastry chef at a great restaurant. She should give _____ notice.
 - d. Peter has supervised the garden department at K-Mart for 15 months. His father has offered to set him up in his own floral design business. He should give _____ notice.

5. List four reasons for giving notice when you are leaving a job.

a.

b.

c.

d.

6. Larry has worked for two years as a part-time carpenter's assistant for Peter Townsend--a local carpenter. A new townhouse development is going up that will take several years. The pay is great and the hours are full time. Larry is going to give his verbal notice. Write the script for him.

"Peter, may I talk to you a minute?"....

7. Andrea, after four years of working her way up from cashier to manager of Sporting Goods at Sears has decided to move on. Gold Medal Sporting Goods has offered her a job doing all its displays and she is ecstatic. On the back of this page, write Andrea's letter of notification to her boss, Judy Paige at Sears.

MODULE 18: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
- Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

MODULE 19

List and explain the occupational and leadership requirements to maintain and improve employment on the job.

Objectives:

- A. Identify value limitations and describe how they affect performance on the job.**
- B. Define "natural strengths" and "personal characteristics" in relationship to employment success.**
- C. Explain how self-image is developed and its affect on job performance.**
- D. Explain how physical and mental health affect job success.**
- E. List the components of a positive attitude.**
- F. Describe management practices of effective leaders.**
- G. Explain the skills and personal qualities needed by workers in the workplace.**

MODULE 19: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

What personal characteristics are needed to maintain and improve employment?

Successfully employed people have identified their personal limitations for their jobs. It is OK to have limitations, but it is necessary to be aware of them. Also, you need to know your personal strengths and weaknesses to be able to perform successfully on the job.

Recognizing your limitations

There are many types of limitations. A limitation is defined as an attitude, or value, or physical or mental factor that works against success on the job.

Sometimes these factors can be controlled. An example of an attitude or value that may be a limiting factor in job success might be found in a person who hates cold weather, but who works as a lineman for a power company. Another example might be a vegetarian who works in a meat market. Some people learn to accept or modify these conflicts in attitudes or values; others change jobs.

Some factors, such as physical and mental limitations, cannot be overcome, but sometimes can be controlled. People with physical and mental handicaps have been trained to adjust to and succeed at specific jobs. Job skills can be developed in spite of limitations.

Too often we make the mistake of avoiding our own true feelings about the things we do. Even though we may be fully qualified for a job, we may have other limitations that will mean that the job at hand will be poorly done. Employers usually promote workers that have a positive attitude and job skills.

There are many ways to examine your attitude and determine your weaknesses. You might start by looking at your schoolwork. What subjects did you find difficult? What is your attitude about difficult subjects or firm teachers? In these situations, try to recall your feelings. As you think about them, ask yourself how well you conducted yourself as a student during these difficult times and how they changed your decision-making in the school setting.

Natural Strengths

We have all seen people who can run farther or leap higher than anyone else around them. Their "natural strengths" are obvious to everyone. For the rest of us, our natural strengths might be more subtle, but they are there. You might be very slow to get angry, or very slow to get discouraged. Therefore, when other people are emotional, you may be relied on to think clearly.

Some people develop these natural strengths to the extent that they are like a signature. Jane is the class clown; Jeff is the class scholar. You might ask yourself, "What is my 'signature'?" Or better yet, "What

is the strength that I see in myself that I would like others to see more clearly?"

These questions give you important knowledge about yourself. You will use this knowledge to learn more about you. It will give you a mental picture that you can use to improve your performance on your job.

Personal Characteristics

Individuals need to set goals for employment success. To do this you need to be sure that your general occupation and specific job match your skills, aptitudes, personality, values and interest. All of these can be called your personal characteristics. Knowing your personal characteristics will provide greater opportunity for success.

Personal characteristics, natural abilities, and readiness to do certain things are defined as a person's aptitude. Aptitude tests determine what kinds of work a person has the ability to learn. Aptitudes or personal characteristics are more than talents. They include interests that can be developed.

Some examples of personal characteristics are: neatness and organization, creativity, being good with figuring or budgeting money, liking to take things apart and put them together again, etc.

Self-Esteem

All of your personal characteristics are related to your self-esteem. When you understand that everyone has personal characteristics (some more obvious than others), you can more clearly see yourself being successful at a particular job.

Self-image is the way you see yourself. It's made up of all the things people have said about you, the way you've been treated, all the experiences you've had (bad and good), and your own personal characteristics.

How you look and feel about yourself influences how you act. As a teenager, your self-image will change constantly. This is normal because as you grow, so does your self-image. It's important to learn about your personal characteristics so that you will make choices about work that will help you become satisfied and successful. Nothing builds self-esteem like success.

What health and attitudes are needed to maintain and improve employment?

As a worker and member of a work team, you need to know that your physical and mental health affects both you and others on the job. Also, a positive attitude helps workers get along well with each other and accomplish more on the job. Job success depends upon having both good health habits and a positive attitude.

Health

There are many ways physical health affects your job performance. Simply being sick will reduce the amount of quality work you do. Sometimes a sick worker can make another worker sick, too. An example of this is having a bad cold and coughing near a fellow worker, who in turn catches your cold.

Mental health is as important as physical health. If you are depressed, it will affect your job. It will also negatively affect how others relate to you.

Health and physical fitness depend upon four basic rules:

1. Eat well-balanced, nutritious meals.
2. Get enough sleep and rest.
3. Follow a regular exercise routine.
4. Don't contaminate your body with addictive drugs or excessive alcohol.

Employers need alert, energetic workers so it is important that you follow these rules. Remember, you need play, as well as work, to stay refreshed.

Some employers are trying to help workers stay healthy. They know how poor physical and mental health affects job performance. Employers sometimes provide special programs to keep their workers physically and mentally fit. They may include exercise clubs and spas, sports tournaments, counseling services, stop-smoking groups or educational seminars.

Attitude

Developing a positive, winning attitude starts when you are quite young. Parents, teachers and friends help by being interested in you, encouraging you, praising and rewarding you, helping you learn from failures and asking you to do jobs at which you'll succeed more often than fail.

Some young people have a difficult time just because of fear and discouragement. They may get in the habit of believing that they can't do anything well. But others who learn to approach new experiences, new people, and new ideas with curiosity, enthusiasm and confidence will do more and learn more.

Two parts of a positive attitude include:

1. Seeing the opportunities, rather than the difficulties about your job.
2. Looking at the good side of things, rather than the unfairness of things.

It's been found that workers who have a good attitude will get along well with their co-workers, are happy people because they are well liked, will have greater job success, and usually will earn higher salaries than those with a poor attitude.

There are certain behaviors that you will notice about people with a positive attitude. They smile easily; they are willing to change ideas and behavior when it is appropriate; they can see the other person's point of view; they rarely complain; they admit their mistakes; they are not critical of others; they want to help others; they look directly at people when talking with them; they respect and listen to others; they don't make up excuses; they're interested in many things.

It may sound impossible. Naturally, no one is perfect! However, if you will try working on one or two of those behaviors, you will notice a change from a negative attitude to a more desirable outlook on life. You will also see that people will start to like you better and you will like them better, too. Attitude is a key to success, both at work and outside of work.

What leadership requirements are needed to maintain and improve employment?

Some workers possess certain human relations qualities that make them leaders whether or not they have a "position" or "title" after their name. Working citizens need to identify leadership qualities and different styles to be successful and promotable employees. We need leaders in the world of work. These leaders set examples and provide direction to employees.

One theory of leadership is that motivation must come from within workers who have goals to achieve. This theory is based on the following assumptions:

1. Work is a natural portion of one's life cycle.
2. People will work to accomplish goals without threats or punishment.
3. Workers feel self-fulfillment by achieving a goal and workers usually accept as well as look for responsibility.
4. Effective leaders practice good communication skills.
5. Workers feel comfortable using their imagination and creativity to solve work-related problems that they view as a challenge.

Many employees feel that some people are born to be natural leaders. Others believe that some workers have greater natural leadership ability than others. The truth is, leaders are not born. Leadership abilities are learned, developed, practiced and refined with working experience. Almost anyone can develop into an effective leader.

Managerial practices of effective leaders*

Planning and Organizing: Determining long-term objectives and strategies, allocating resources according to priorities, determining how to use personnel and resources to accomplish a task efficiently, and determining how to improve coordination, productivity, and the effectiveness of the organizational unit.

Problem Solving: Identifying work-related problems, analyzing problems in a timely but systematic manner to identify causes and find solutions, and acting decisively to implement solutions to resolve important problems or crises.

Clarifying Roles and Objectives: Assigning tasks, providing direction in how to do the work, and communicating a clear understanding of job responsibilities, task objectives, deadlines, and performance expectations.

Informing: Disseminating relevant information about decisions, plans, and activities to people that need it to do their work, providing written materials and documents, and answering requests for technical information.

Monitoring: Gathering information about work activities and external conditions affecting the work, checking on the progress and quality of the work, evaluating the performance of individuals and the organizational unit, analyzing trends, and forecasting external events.

Motivating and Inspiring: Using influence techniques that appeal to emotion or logic to generate enthusiasm for the work, commitment to task objectives, and compliance with requests for cooperation, assistance, support, or resources; setting an example of appropriate behavior.

Consulting: Checking with people before making changes that affect them, encouraging suggestions for improvement, inviting participation in decision-making and incorporating the ideas and suggestions of others in decisions.

Delegating: Allowing subordinates to have substantial responsibility and discretion in carrying out work activities, handling problems, and making important decisions.

Supporting: Acting friendly and considerate, being patient and helpful, showing sympathy and support when someone is upset or anxious, listening to complaints and problems, looking out for someone's interests.

Developing and Mentoring: Providing coaching and helpful career advice, and doing things to facilitate a person's skill acquisition, professional development, and career advancement.

Managing Conflict and Team Building: Facilitating the constructive resolution of conflict, and encouraging cooperation, teamwork, and identification with the work unit.

Networking: Socializing informally, developing contacts with people who are a source of information and support, and maintaining contacts through periodic interaction, including visits, telephone calls, correspondence, and attendance at meetings and social events.

Recognizing: Providing praise and recognition for effective performance, significant achievements, and special contributions; expressing appreciation for someone's contributions and special efforts.

Rewarding: Providing or recommending tangible rewards such as a pay increase or promotion for effective performance, significant achievements, and demonstrated competence.

(* *Definitions of the Managerial Practices*, Gary Yukl, from Leadership in Organizations, 1994, Prentice Hall.)

Secretary's Commission on Achieving Necessary Skills (SCANS Report)*

The SCANS report identifies the following basic skills and personal qualities needed in the workplace:

Resources:	Allocating time, money, materials, space and staff
Interpersonal Skills	Working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds
Information:	Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, using computers to process information
Systems:	Understanding social organizational and technological systems, monitoring and correcting performance and designing or improving systems
Technology:	Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies
Basic Skills:	Reading, writing, arithmetic and mathematics, speaking and listening
Thinking Skills:	Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reason
Personal Qualities:	Individual responsibility, self-esteem, sociability, self-management, and integrity

* (Secretary's Commission on Achieving Needed Skills, U.S. Dept. of Labor, 1991)

MODULE 19: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.
- B. Evaluate conflict resolution skills:
 - Constructive criticism
 - Group dynamics
 - Managing
 - Mediation
 - Negotiation
 - Problem solving

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
 - Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
 - Identify topic, task and audience.
 - Establish and maintain a single point of view.

- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)

PERSONAL QUALITIES

Self-Esteem: Believes in own self-worth and maintains a positive view.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

COMPETENCIES

Information: Acquires and uses information orally and in writing, as the need arises.

Student name: _____ Date: _____

MODULE 20

Distinguish between positive and negative feedback; define and give examples of constructive criticism.

Objectives:

- A. Define feedback.**
- B. List examples of positive and negative feedback you could receive at work.**
- C. Define constructive criticism and list steps in responding to criticism in a constructive manner.**

MODULE 20: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of the module.

What is feedback?

Feedback is information given to a person to evaluate behaviors. People can give you feedback on things you do or say. Feedback is important to you because it will tell you how you are doing and if you are doing what is expected of you.

Feedback can be either positive or negative. If you are doing a job or an assignment correctly, you will receive positive feedback and you will know that you should continue that behavior. Positive feedback tells you that everything is going well.

Negative feedback, on the other hand, tells you that you are not doing as you are expected. It tells you that you must in some way alter your behavior so that you will be doing things right.

Who gives feedback?

Everyone gives feedback! You are constantly giving feedback to your friends, parents, teachers and the people with whom you work. Through your words or actions, you are letting people know how you feel in response to things that they are saying or doing.

All your life, you have been receiving feedback from your friends, parents, and teachers. Your report card from school has been a form of feedback. If you received an A, you knew that you were doing well in that subject and that you should continue doing whatever you were doing in terms of reading, studying, and listening in class. If you received an F, this told you that you were going to have to make some changes in order to pass the course.

Feedback on the job

Now that you are working, you will be receiving feedback from your employer and from the other employees at work. If your employer is pleased with your performance on the job, he/she will give you positive feedback by telling you that you are doing well. You may be given increased hours or you may even have received a pay raise to show you that you are doing well. If you are not doing well, your employer may tell you about the mistakes you are making or he/she might start decreasing your hours. Usually if your work does not improve, the employer will terminate your employment.

Dealing with positive and negative feedback

It is usually very easy to deal with positive feedback. Everyone likes to hear good things about themselves and the work they are doing.

If your employer says, "You did a nice job with that project you just completed," or "We have decided to offer you a full-time job and an increase in pay because you are doing so well," you will feel good. You will probably continue to do your job as you have been or you might even try to do more because you know that would please your employer.

However, if your employer says, "I think you are having some problems getting along with the other employees," or "I am not pleased with the number of errors I have found in your work," you should realize that this is negative feedback and that it is a sign that you must change your behavior at work or possibly lose that job.

Some people have a very difficult time dealing with negative feedback. When they hear people say bad things about them, they tend to get defensive. They may try to shift the blame to another person by saying "I didn't do that--it was _____," or they may try to deny that there is a problem at all.

It is important for you to realize that your employer has been doing this job much longer than you have and that he/she probably knows best. You must also realize that as long as you work for that person, you must do whatever is necessary to please the employer. The business you work for has policies and procedures you must follow and has set standards for the work they expect from you. You must be willing to alter your behavior and make the expected changes if you wish to be successful on the job.

When you display a positive reaction to negative feedback, it shows your employer that you are trying to improve. By asking for help or by showing that you are making an honest attempt to improve your work, you will show your employer that you want to keep your job and that you are cooperating.

When your employer evaluates your work, you should study carefully comments he/she makes and the way you have been rated. In areas where your employer rates you well, you know that you should continue to do whatever you have been doing. Any area in which your employer evaluates you with a low grade must be improved. If you do not understand why you have been evaluated the way you were, ask your employer to explain it to you. Then show that you are planning to make a serious attempt to improve.

Constructive criticism

It is important for you to realize that negative feedback is often seen as criticism and most people do not react well to criticism. It is true that sometimes criticism that is given is destructive and meant to hurt another person. For example, if a co-worker said to you, "That mistake you made was really stupid," it would be destructive criticism meant to hurt you.

On the other hand, your employer may offer negative feedback or criticism meant to help you improve on the job. This should be construed as constructive criticism and you should accept it as such. You must learn to react to criticism in a constructive manner and use it to help improve your performance on the job.

Reacting to constructive criticism

Try to follow these rules in dealing with constructive criticism from your employers.

1. You should listen carefully to your employer and try to understand the criticism. Take it seriously and thank the employer for helping you to understand.
2. Try not to act defensively. Be willing to admit that you made a mistake or that you know you could be doing a better job.
3. Do not lose your temper or argue with your employer. Do not become angry with your employer.
4. Work to improve on your weaknesses. Let your employer know that you are serious about trying to improve.

MODULE 20: STUDENT ACTIVITIES

TO THE STUDENT: After you have read and studied the information sheet, answer the following questions.

1. Define feedback.
2. Describe three examples of positive feedback you have received from your employer.
3. Give three examples of times when you received negative feedback from someone at work. Then tell what you did to improve or correct the problem.

What was the negative feedback?

What did you do?

4. Write a paragraph contrasting the differences between destructive and constructive criticism. (Use additional sheets for your paragraph.)
5. Think of a time when someone at work offered you some constructive criticism. Write an essay (of three paragraphs or more) describing how you reacted. Using the rules for dealing with constructive criticism, include how you should have reacted. (Use additional sheets for your essay.)

MODULE 20: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- B. Evaluate conflict resolution skills:
- Constructive criticism
 - Group dynamics
 - Managing
 - Mediation
 - Negotiation
 - Problem solving

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- B. Write complex informational pieces (e.g. research papers, analyses, evaluations, essays).
- Include a variety of methods to develop the main idea.
 - Use precise language and specific detail.
 - Include cause and effect.
 - Use relevant graphics (e.g., maps, charts, graphs, tables).
 - Use primary and secondary sources.
- C. Write persuasive pieces.
- Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Self-Esteem: Believes in own self-worth and maintains a positive view.

Student name: _____ Date: _____

MODULE 21

Demonstrate basic skills for both verbal and nonverbal communication.

Objectives:

- A. Define the communication process.**
- B. Identify some of the causes of ineffective communication.**
- C. Identify forms of nonverbal communication.**
- D. Describe why communication is important.**

MODULE 21: INFORMATION SHEET

***TO THE STUDENT:** Read and study this information sheet and then complete the student activity at the end of this module.*

What is the communication process?

In order to be a good communicator, you must first understand the process we as humans use to communicate. Communication is the process by which we share information, ideas and feelings through the use of spoken or written words, symbols, or gestures.

There are four basic elements to communication: (1) sender - the person doing the sending, (2) receiver - the person doing the listening or reading, (3) message - the communication to be sent, (4) response - the reaction to the message.

SENDER. Messages begin with the sender. This person or group of people decide on what is to be sent and how it is to be sent. An idea to raise money for your Career & Technical Service Organization (CTSO...SkillsUSA/VICA, DECA, HERO, or FHA club, for example) can be communicated to a lot of people via a public address system, flyers, or word of mouth.

RECEIVER. The receiver is the person to whom the message is transmitted. The receiver gets the message from the sender through words (written or spoken), gestures (such as a smile or frown), and pictures (drawings or photographs).

MESSAGE. The information, idea or feeling that the sender wants to communicate is the message. Communication is not always easy to understand. The message can be misunderstood or not understood at all. Sometimes problems arise because the verbal message does not match the nonverbal message. When you ask someone how things are going and they say "great," but you notice they have a frown on their face at the same time, you get contradictory messages. The "great" usually communicates things are going well, but the frown tells you something is wrong.

RESPONSE. The receiver responds in words or action when the message is received. The response tells the sender whether the receiver understood the message that was sent. Understanding of the message is based on the receiver's ability to decipher the message and the receiver's background and experiences. If you are asked to draw a polygon, but don't know what a polygon is, you will not be able to respond to the message correctly. Likewise, if your friend has illegible handwriting or you have a bad phone connection, you will not be able to respond correctly to the message.

Questions for thought

1. Think of a definition of what communication means to you.
2. Think about the communications you have had during the past day or two. Can you describe two situations in which you knew from the response you obtained that the receiver did not understand your message?

The basic elements of the communication process

Identify the basic elements of the communication process by reading the following situation and considering the questions.

A supervisor talking to one of his employees said, "Well, you've made another error. I have repeatedly given you instructions on how to do this job. Can't you get it through your head?" The employee, with a shrug of his shoulders, turned and left the room.

Who is the sender?

Who is the receiver?

What is the message?

What was the response?

What are the causes of ineffective communication?

Suppose you are trapped in a giant bubble. No one can hear you; you can hear no one else. Then another bubble floats towards you. Someone else is trapped in a bubble just like yours. Can you talk to that person? Can you become friends? Not as long as the bubbles remain between you. If you have trouble talking to other people, if it is hard for you to say what you feel, you are trapped in just such a psychological bubble.

In good communications, the receiver reads or hears your message the way you intended. To be successful in employment, you must "plug in" to the communication network. Good communication skills come with practice. In order to become a good communicator, it is necessary to overcome barriers.

Poor choice of words

Some of the barriers you must overcome are your own creation. Most messages are misunderstood because of a poor choice of words. You must choose your words carefully and use words that will not be misunderstood. You must also consider your receiver's background and experiences. Small children and teenagers, as well as adults, have their own language. To be understood, you must learn to use the words in your receiver's language. You should speak to customers in a calm and courteous manner using good pronunciation and diction. Most personnel interviewers rate you on your ability to communicate with others. This is also one of the most common questions asked of a former employer.

Lack of trust

Another barrier to good communication is suspicion. Suspicion or lack of trust is a common barrier. Both the sender and the receiver become more concerned with protecting themselves than with communicating if trust is missing from the communication. If you confide in a friend and tell him/her a secret, you expect that your secret will be kept. How would you feel if that friend told your secret to someone else? It would be difficult to trust this person again and they would have to work hard to regain your confidence. However, it does not mean you should become suspicious of everyone.

You will never learn to trust anyone unless you can open up to other people and spend the time it takes to get to know them. Trust or lack of trust, which are so important to effective human relations, grows from

the experiences that you have with others. Are you a person who can be trusted? Do you keep confidences? If you say you will do a job, do you keep your word? It is important that you feel that you can trust others and it is important for others to feel that they can trust you. The development of trust between people can pave the way for better communication.

Nonverbal communication

One of the most difficult barriers to overcome is understanding nonverbal behavior. Nonverbal behavior has also become known as "body language." If you want to become a good communicator you must become aware of the importance that nonverbal communication plays in your communications. Your body motions, facial expressions and gestures are all used for nonverbal communications. Have you ever had someone tell you something, but you knew from their facial expression they didn't mean what they said? Researchers tell us that in face-to-face conversation as much as 90 percent of the meaning is carried in the nonverbal behavior of the speaker. Studies also show that when the verbal and nonverbal messages contradict each other, the nonverbal message receives more attention than the verbal one. The nonverbal messages sent by the receiver can be equally important to the sender because they give some indication of how the message is being received.

Listening

Developing good listening skills is essential in learning to communicate with others. If you are not listening, or your receiver is not listening to you, the communication process begins to break down. Being a good listener takes practice and is a useful art. If you want to improve your listening ability, you should:

- (1) concentrate on the speaker, and
- (2) avoid some of the stumbling blocks of good listening.

In face-to-face listening you may find yourself planning your reply instead of concentrating on what the speaker is saying. This same tendency may be your downfall when you listen to a lecture. You may find your mind wandering to personal matters instead of listening to the speaker. One way to avoid this is by putting other thoughts out of your mind. It involves tuning in to the other person's words. You should repeat the speaker's key ideas, associate key points with related ideas and relate the speaker's points to your own experiences and

background. You must be mentally alert and avoid the stumbling blocks of daydreaming and turning your attention to distractions. When you feel your attention wandering, look at the speaker, anticipate what will be said next and think of possible examples that might be used to underline the points made.

Your surroundings may distract you. Noise in the room, someone else trying to get your attention, and street noises are major distractions. You must try to ignore all these distractions. Concentrate on what is being said. Let all unimportant matters go.

Listening sounds like a lot of work doesn't it? It is. Be sure to work at it when you listen.

Questions for thought

Identify the communication barrier in each statement. Then consider how you would reword each statement to overcome the barrier.

1. *As he slowly backed away, Bill said, "Oh, I'll take care of the situation."*
2. *"Are you serious? Ask her to get my assignments? She'd forget. Once before I asked her to do something for me and she forgot all about it."*

The importance of good communication skills

Can you imagine a world in which no one communicates? Can you imagine a day at school or work in which you talk to no one and make no contact with anyone? Think about how much time is wasted and how human beings have hurt one another because of ineffective communication. It is impossible to live in our everyday world without communicating with others. Studies have shown that Americans spend approximately 70 percent of their waking hours in some form of communication--either listening, speaking, reading, or writing.

Good communication skills are a must in the work world. It is impossible to work without communicating with others. Communication problems are so common in the world of work that companies spend millions of dollars each year on workshops and seminars to help their employees become more effective communicators. Some companies have even been founded just to provide these seminars and workshops to the general public and businesses.

Other people form impressions of you through the way you communicate. They decide what kind of person you are. They also decide whether they have much in common with you and whether they want to spend time with you. The way you express yourself to others is one of the most important keys to your independence and fulfillment as an adult.

Points to remember

- Good communication skills are essential to success in many adult roles.
- To avoid misunderstanding during a conversation, consider the effect of your words, voice, and body language.
- Your message may be misunderstood if the words you use are not in the receiver's language and do not take into consideration the receiver's background and experiences.
- Sometimes writing is the best way to communicate because it allows you more time to get your message right and allows you to create a record of your message.
- Being a good listener is crucial to being a good communicator.

MODULE 21: STUDENT ACTIVITY

***TO THE STUDENT:** After you have read and studied the information sheet, complete the following activity.*

Activity 1: Communication Self-Check

To rate your communication skills, place a check mark (✓) **in the column that** most appropriately describes your behavior.

	Usually	Often	Sometimes	Rarely
1. I listen carefully to other people.	_____	_____	_____	_____
2. I am alert to the non-verbal communication of others.	_____	_____	_____	_____
3. I am sensitive to how other people feel.	_____	_____	_____	_____
4. I trust others.	_____	_____	_____	_____
5. I make sure that I understand what the other person is saying before I respond.	_____	_____	_____	_____
6. I let other people know my feelings about what is being said.	_____	_____	_____	_____
7. I talk freely and openly.	_____	_____	_____	_____
8. I make sure that other people understand my language.	_____	_____	_____	_____
9. I consider other people's experiences and background.	_____	_____	_____	_____
10. I examine the facts as they are presented.	_____	_____	_____	_____
11. I judge other people.	_____	_____	_____	_____
12. I categorize other people.	_____	_____	_____	_____
13. I become upset when my ideas are questioned.	_____	_____	_____	_____
14. I criticize other people.	_____	_____	_____	_____
15. I plan what I am going to say when other people are speaking.	_____	_____	_____	_____

Activity 2: Persuasive Essay

Write a one page persuasive essay describing your ability to communicate with others verbally and nonverbally in a specific situation.

MODULE 21: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.
- B. Evaluate conflict resolution skills:
 - Constructive criticism
 - Group dynamics
 - Managing
 - Mediation
 - Negotiation
 - Problem solving
- C. Evaluate team member roles to describe and illustrate active listening techniques:
 - Clarifying
 - Encouraging
 - Restating
 - Reflecting
 - Summarizing

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
 - Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings.

COMPETENCIES

Interpersonal: Works well with others, including being skilled team members and negotiating with others to solve problems or reach decisions.

Student name: _____ Date: _____

MODULE 22

Define the elements of communicating with a supervisor.

Objectives:

A. Define communication.

B. List six (6) rules of communicating with a supervisor.

MODULE 22: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

What is communication?

Communication is an exchange of information, ideas and feelings. Communication can be verbal, but it can also be written or merely symbols and graphs.

Communicating with your employer

"Communicating" with your employer is an interesting and perhaps frightening thought. It is essential that you understand your supervisor's expectations of you and your work.

Do not break the cardinal rule of dealing with your boss: Don't start a fight you can't win! Does this mean you should avoid all conflict with superiors? Absolutely not! Your effectiveness in disagreeing with your employer can be critical to your career.

Who hasn't had words with his/her supervisor at one time or another? Avoiding disagreements can be helpful in the short term, but over the years you may lose sleep and have a lower self-image. Your employer will be deprived of information that might help improve his/her own job performance. Here are the rules to remember when communicating with your employer.

Watch your timing

Before a confrontation, try to determine your employer's mood. If he/she is in a bad mood or very busy, it is not a good idea to ask for something.

There are other keys to timing. Do not approach your employer when he/she is on deadline. Do not initiate a conversation right before lunch when everyone is apt to be distracted and rushed. Right before or after a vacation may not be the best time.

Don't go in angry

If you are angry, you may make your employer angry. Calm down first. Don't let a particular concern open the floodgates for all of your accumulated frustration.

If an employee sounds negative about the company, the employer may get the idea that discussion is hopeless and the employee should find another job.

Clarify the issues

Terrible disputes can result when neither the employer nor his subordinates know what is on the other person's mind. Sometimes a problem will go away when the issues are made clear. As the employee, you must get your point across clearly. When you disagree with your supervisor, share your ideas in writing. This helps to focus the issue.

Propose solutions

If you cannot propose an immediate solution, at least suggest how to approach the problem. If you are a person who frequently presents problems without solutions to your supervisor, you may find that you cannot get past the secretary.

Put yourself in the boss's shoes

To deal effectively with an employer, it is important to consider his/her goals and pressures. If you can put yourself in the position of being a partner to your employer, then the employer will naturally be more inclined to work with you to achieve your goals.

Use common sense

Remember that your supervisor holds all the cards and pushing a dispute too far may cause problems far beyond the subject at hand. Be sensible. Remember: You can always be fired!

MODULE 22: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.
- B. Evaluate conflict resolution skills:
 - Constructive criticism
 - Group dynamics
 - Managing
 - Mediation
 - Negotiation
 - Problem solving

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
 - Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
 - Identify topic, task and audience.
 - Establish and maintain a single point of view.

- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)

PERSONAL QUALITIES

Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings.

COMPETENCIES

Interpersonal: Works well with others, including being skilled team members and negotiating with others to solve problems or reach decisions.

Student name: _____ Date: _____

MODULE 23

Define the elements of communicating with co-workers, emphasizing appropriate group behavior on the job.

Objectives:

- A. Define the term "communication."
- B. List and define the 3 categories of human behavior research.
- C. Describe "Maslow's Hierarchy of Needs" and give personal examples of its application.
- D. Provide examples of communication on the job.

MODULE 23: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of the module.

What is Communication?

The definition of the word communication is "the exchange of messages between and among humans." Communication is achieved both verbally and non-verbally in our personal life as well as in our professional life. Problems from communication mishaps are caused by a lack of understanding of human behavior. Research of human behavior falls into three categories:

1. psychology -- the study of individual behavior
2. sociology -- the study of group behavior
3. anthropology -- study of cultural behavior

Much time and effort are spent studying these areas to better understand why humans act as they do.

One particular psychologist, Abraham Maslow, developed a theory, Maslow's Hierarchy of Needs, to explain why the communication process is as it is, and how we can use this to our advantage both in our personal life and at work. Maslow formulated the following conclusions, based on this theory:

1. Humans have certain needs at certain times; thus a successful communicator writes and speaks with the receivers.
2. People will respond positively to messages that meet their particular needs at a particular time.
3. Human needs are based on a system of priorities that are similar to the rungs on a ladder. A person ascends and descends this ladder constantly, but he or she cannot ascend to the next rung until the lower level is satisfied.
4. Once we reach the fifth rung, we set new goals and start the process again.
5. Different people reach different rungs each day. All the external influences in their lives help determine the level they reach on a daily basis.
6. Some people never reach five. For example, a person who is homeless and fights daily for food is firmly attached to rungs one and two and will probably go no further.

The five rungs cover the following needs:

Rung 1--Basic Physical Needs

- a. Food
- b. Shelter
- c. Clothing

Rung 2--Safety and Security Needs

- a. Free from physical harm
- b. Free from mental abuse

Rung 3--Love and Social Needs: The Need to Belong

- a. Feel part of a group--sense of belonging
- b. Family
- c. Friends
- d. Peers

Rung 4--Esteem: The Need to Be Somebody

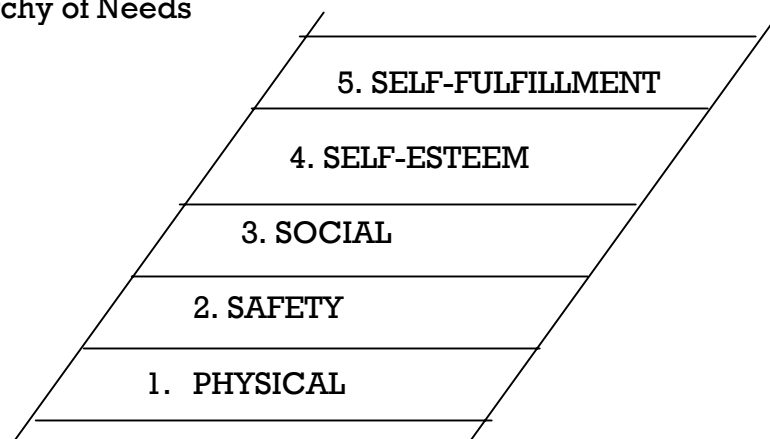
- a. Needs of our ego--cars, homes, clothing, jewelry, awards, etc.
- b. Recognition for achievements--grades, sports, hobbies, etc.

Rung 5--Self Actualization or Self-Fulfillment

- a. The pinnacle of success--We reach our ultimate goal
- b. Willing to help others struggling on lower rungs

While on the job, we must keep the above process in mind to help us determine how to best communicate with co-workers and others at the workplace.

Maslow's Hierarchy of Needs

**Communication On the Job**

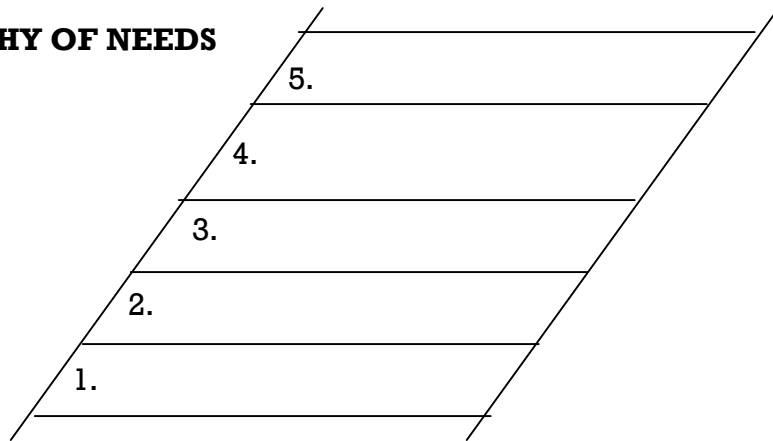
We interact with many people on the job, including co-workers, superiors, subordinates, customers, suppliers, and computers. We communicate in many ways:

1. Face-to-face dialogue using:
 - a. facial expressions
 - b. gestures
 - c. posture
 - d. body movements
 - e. attire
 - f. grooming
 - g. verbal speech
2. Telephone conversations
3. Conferences
4. Committee meetings
5. Written media (letters, memos, reports, bulletins, news releases, meeting minutes, newsletters, employee handbooks, etc.).

MODULE 23: STUDENT ACTIVITIES

TO THE STUDENT: After you have read and studied the information sheet, complete the following activities.

Activity 1: Fill in the blank rungs on Maslow's chart below and answer the questions.

MASLOW'S HEIRARCHY OF NEEDS

1. What rung are you on at this time?
2. Describe what you have done today to reach this rung.
3. What item will place you on rung 4? Be specific! Example: car, jewelry, vacation, etc.

MODULE 23: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
- Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)**THINKING SKILLS**

Problem Solving Skills: Recognizes that a problem exists, identifies possible reasons for the discrepancy and devises and implements a plan of action to resolve it. Evaluates and monitors progress and revises plan as indicated by findings.

PERSONAL QUALITIES

Self-Esteem: Believes in own self-worth and maintains a positive view.

COMPETENCIES

Interpersonal: Works well with others, including being skilled team members and negotiating with others to solve problems or reach decisions.

Student name: _____ Date: _____

MODULE 24

Demonstrate appropriate skills in communicating with the public.

Objectives:

- A. Demonstrate understanding of the importance of communicating positive information to the public.**
- B. Identify the four basic communication skills and give examples of their use in the workplace.**
- C. Identify the three key qualities of improved communication and their importance in any message being conveyed.**
- D. Demonstrate understanding of the communication process by completing short answer questions and an optional activity.**

MODULE 24: INFORMATION SHEET

***TO THE STUDENT:** Read and study this information sheet and then complete the student activities at the end of this module.*

A key to success at work

To work well with other people, you have to be able to communicate. Communication is the process of conveying a message, a thought, or an idea in such a way that the message is received and understood. Through communication, people share ideas, facts, opinions, and feelings.

List a minimum of five ways you communicate at your worksite:

- 1.
- 2.
- 3.
- 4.
- 5.

Eighty percent of the people who fail at work do so for one reason: they do not relate well to other people. One's productivity as a supervisor or manager, nurse or secretary, mental health worker or janitor (custodian), laborer, attorney, physician, clerk or minister is greatly enhanced by the ability to communicate well. In fact, it is difficult to think of a single job in which communication is unimportant.

A mechanical engineer explained, "I thought my engineering training was all I would need. But I spent most of my time on people problems." Communication skills are clearly keys to on-the-job success.

Therefore, good communication is very important in the working world because poor communication can be costly to you and your employer. It's important to ask your supervisor how to perform a task if you're not sure how to do it yourself. Doing the job the wrong way wastes time and money. It's important to write down a telephone order correctly. Printing the wrong letter or number in an order can foul up the order and waste time and money correcting the error. It's important to thank customers for their business. Expressing appreciation will encourage them to continue doing business with you.

Tip: *Avoid telling people you've "been really busy" when reminded that you had promised to do something for them by a certain time. It communicates that you've placed a low priority on their request.* (Nick Kolvalakides, director, visitor services, University of Maryland, College Park, MD 29742)

Four basic skills

To communicate clearly on the job, you need four basic communication skills: listening skills, speaking skills, reading skills, and writing skills. Workers with good communication skills usually have little difficulty succeeding and advancing on the job.

Listening skills involve understanding what you hear. For communication to occur a message must be sent and received. People often fail to listen because:

- a. They are interrupted.
- b. They think they know what's going to be said.
- c. They don't agree with what's being said.
- d. They are having difficulty hearing.
- e. They are distracted by the speaker.
- f. They do not understand the words.
- g. They start thinking about something else.

Speaking skills — How good are your speaking skills? Do you practice the following guidelines when you speak to others?

- a. Speak clearly and distinctly
- b. Speak to the listener
- c. Speak with a friendly and courteous tone.
- d. Use standard English.
- e. Talk "with" the listener, not "at" the listener.

Think about whom you speak to during your work day.

Reading skills — In almost every work situation, you will be expected to read some type of printed materials. Good reading skills can help you save time and find information quickly. Developing these skills will help you read faster and remember more of what you read. The following guidelines may help you become a better reader:

- a. Read with a purpose
- b. Look over the material you are reading first.
- c. Try to read for meaning.
- d. Try to improve your vocabulary.

Think about examples of materials you have read while being employed.

Writing skills — Many employers consider written communication skills one of the most important job skills an employee can have. Why? One reason is that there are so many people who do not communicate well. Poor communication can cause employers to lose business and lose money. Therefore, the ability to write a message clearly and accurately is an important skill to have in the working world.

Different ways we communicate to a group

1. Public Meeting
2. Employee Meeting (Union Meeting)
3. Rotary Function Group Speaker
4. Team leader and explaining a concept to fellow workers
5. Newspaper Article Writer
6. Telephone Communication
7. Resume
8. Job Application
9. Personal/Business Letters
10. Forms -- employment and business sales slips
11. Memos

12. Taking and receiving orders

It is important in all the above communications that you keep in mind the three aspects of every speaking and writing situation.

1. First, there is the speech itself. We learn about the content of the talk, how it must be recreated from our past personal experience.
2. Second, there is the speaker/writer. Here we discuss those attributes of mind, body, and voice that will energize the delivery of the speech.
3. Third, there is the audience, the target toward which the speech is aimed and the final determiner of the success or failure of the speaker's/writer's message.

Tip: *When sending a verbal message, your body language and your verbal language should be harmonious and reinforcing each other.* (Bolten, Robert, Ph.D., *People Skills*, pp. 165-166.)

Three key qualities

No matter how we communicate with one another, skills alone are insufficient. There are three key qualities that foster improved communication: genuineness, nonpossessive love, and empathy.

Genuineness means being honest and open about one's feelings, needs, and ideas. It is a stubborn refusal to let one's real self "travel incognito."

Nonpossessive love involves accepting, respecting, and supporting another person.

Empathy refers to the ability to really see and hear another person and understand him/her from his/her perspective.

These three qualities are essential to constructive communication according to psychologist Carl Rogers. Data shows that teachers who embody or display these qualities foster greater student achievement than teachers who are deficient in them.

Communication flows out of basic attitudes as well as through specific methods and techniques. Communication techniques are useful only in so far as they facilitate the expression of essential human qualities. The person who has mastered the skills of communication but lacks

genuineness, love, and empathy will find his expertise irrelevant or even harmful. Important as they are, the techniques of communication by themselves are unable to forge satisfactory relationships. (*Bolten, Robert, Ph.D., People Skills, p. 273.*)

Dealing with public attitudes

Every organization must deal with public attitudes. To progress, you must identify, anticipate and cope with these attitudes. Here are some suggestions from public relations expert Philip Lesly:

1. Be sure one person in top management is adept at sensing public attitudes.
2. Detect and track new trends and developments that affect the attitudes of groups.
3. Recognize that there are many types and segments of the public--and you must consider them all. There are differences in outlook among women, men, blacks, etc.
4. Know what makes all types of people or groups tick--their motivations and rationalizations, and whether they're due to frustration, rancor, resentment, envy, wishful thinking, ambition, desire for attention, or other things.

(*Source: Philip Lesly, Managing the Human Climate, PR Publishing Company, Inc., Dudley House, P.O. Box 600, Exeter, NH 03833.*)

Think of examples of suggestions your supervisors have "shared" with you in dealing with the public.

Summary: The Fundamentals of Effective Communication

Acquiring the Basic Skills:

1. Take heart from the experiences of others
2. Keep your goal before you
3. Predetermine your mind to success
4. Seize every opportunity to practice

Developing Confidence:

1. Get information about fear of public communication
2. Prepare in the proper way
 - Never memorize a talk word for word
 - Assemble and arrange your ideas beforehand
 - Rehearse your talk with your friends or in front of a mirror

3. Predetermine your mind to success
Lose yourself in your subject
Keep your attention off a negative stimuli
Give yourself a pep talk
4. Act confident

Speaking and Writing Effectively--the Quick and Easy Way:

1. Speak or write about something you have earned the right to talk about through experience or study.
Tell us what life has taught you
Look for topics in your background
2. Be sure you are excited about your subject
3. Be eager to share your information with your listeners/readers

Three Qualities That Foster Communication:

1. Genuineness
 2. Nonpossessive love
 3. Empathy
-

HOW TO GET ALONG WITH OTHERS

In order to survive in today's workplace, people need to know how to get along with their fellow workers and others they may come in contact with on the job.

To get along with others:

- Don't say everything you think. Watch your body language. It may say more than you intend or want it to say.
- Make few promises, but keep the ones you make if you want to be trusted.
- Have empathy. Make merry with those who rejoice; mourn with those who suffer.
- Keep an open mind. If you are the only one coming up with the right answers, something is wrong. Discuss, don't argue.
- Let your merits speak for themselves but be ready to discuss them when asked. Do not talk about another's weaknesses unless necessary.

TREAT EVERYBODY WITH DIGNITY

MODULE 24: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.6.11 Speaking and Listening

- A. Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.
- C. Speak using skills appropriate to formal speech situations.
- Use a variety of sentence structures to add interest to a presentation.
 - Pace the presentation according to audience and purpose.
 - Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.

- D. Contribute to discussions.
- Ask relevant, clarifying questions.
 - Respond with relevant information or opinions to questions asked.
 - Listen to and acknowledge the contributions of others.
 - Adjust tone and involvement to encourage equitable participation.
 - Facilitate total group participation.
 - Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
 - Paraphrase and summarize as needed.
- E. Participate in small and large group discussions and presentations.
- Initiate everyday conversation.
 - Participate in a formal interview (e.g., for a job, college)

Secretary's Commission on Achieving Necessary Skills (SCANS)

COMPETENCIES

Interpersonal: Works well with others, including being skilled team members and negotiating with others to solve problems or reach decisions.

Student name: _____ Date: _____

MODULE 25

Understand the process of preparing a budget and prepare a sample personal budget.

Objectives:

- A. Define a budget or spending plan.**
- B. Develop goals and estimate cash available.**
- C. Maintain a daily record of cash and prepare a budget.**

MODULE 25: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

What is managing income?

In order to provide for our needs and wants, we must learn to match income and expenses by developing a balanced spending plan.

A spending plan or budget is an estimate of cash available to be spent or saved. This plan enables us to get as many of the things we need and want as soon as possible. Everyone has different wants and different life goals and must set up his/her individual plan.

Budgeting requires three things:

1. Determining short- and long-range goals.
2. Estimating available cash (income) for spending or saving.
3. Planning expenses or payments.

Developing goals

You must first determine some of your short-term goals and long-term goals. A short-term goal can be accomplished within a year. An example of a short-term goal might be to buy a new coat. A long-term goal would take longer to complete. An example of a long-term goal might be to take a vacation in California. You need to be careful that the money you spend on short-term goals does not wipe out the money you need for your long-term goals.

List two of your short-term goals and one of your long-term goals below:

Short-term (1) _____ (2) _____

Long-term (1) _____

Estimating cash

In order to estimate available cash for saving or spending, you must keep track of both income and expenses. A simple method of keeping track of cash would be to write down daily all cash earned and all cash spent. Keeping track of money you spend will give you the elements to include in your budget. You must determine what your total income and total expenses are and make a list of each over a period of at least one month.

For example, Sally takes home \$200.00 a month from working at the Weis Markets in town. Her expenses for the month include: clothing - \$74.00, gas for her car - \$40.00, savings - \$60.00. Sally would keep track of her income and expenses in the following way:

<u>Income:</u> Salary	\$200.00	<u>Expenses:</u>	Clothing	\$74.00
			Gas	40.00
			Savings	60.00
			Miscellaneous	<u>26.00</u>
Total	<u>\$200.00</u>			\$200.00

Now you must determine what your income and expenses are by keeping a record over a period of at least one month as illustrated below:

<u>Income and Expense Record</u>								
<u>Date</u>	<u>Income</u>	<u>Food</u>	<u>Clothing</u>	<u>Car</u>	<u>Insurance</u>	<u>Recreation</u>	<u>Savings</u>	<u>Total</u>
Totals:								

personal care. He has health insurance coverage at work, but he must pay \$70 for car insurance. Carl has a car payment of \$200 a month. The upkeep on the car is \$40. He saves \$150 a month.

Carl needs: 1. A new suit
 2. Two winter tires

His wants are: 1. A disc player
 2. A microwave

Two of his goals are: 1. To go to Canada on vacation.
 2. To take some management courses.

What categories does Carl need and how much has he spent in these areas?

Categories	Amount Spent
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Make out a new budget for Carl with the new categories and amounts included. List them on the form provided on page 3.

If you understand what has been covered so far, you should be able to set up a budget and adjust it to your special circumstances. If you do not, review the steps previously given.

Now you have completed all the steps required in preparing a budget. All you have to do is continue keeping a record of income and expenses and adjusting the budget categories as your needs change. New decisions will have to be made in the way you distribute your income in budget categories as your goals are accomplished. Always include a savings category in your budget. Good luck in developing your individual spending plan.

Budget Steps

- 1. Determine short- and long-range goals.**
- 2. Estimate available cash (income) for spending or savings.**
- 3. Prepare a budget plan.**

MODULE 25: STUDENT ACTIVITIES

TO THE STUDENT: After you have read and studied the Information Sheet, complete the following activities.

Activity 1: Answer the following questions:

1. Define a budget.
2. What must be done first in order to estimate available cash?
3. What category should be included in all budgets?
4. What three things does budgeting require?
 - a.
 - b.
 - c.

Activity 2: Complete a Personal Budget Worksheet:

Use the Personal Budget worksheet below to record your budget information for two months. Additional forms could be used to show how your budget compares over a year's time. Explain in a complete paragraph how you determined the budget categories and what might cause those categories to change over time.

PERSONAL BUDGET WORKSHEET		
TOTAL INCOME:		
TOTAL FROM SAVINGS:		
EXPENSES:	FOOD	
	CLOTHING	
	CAR	
	PERSONAL	
	OTHER	
	TOTAL EXPENSES:	
TOTAL SAVINGS AND EXPENSES		

MODULE 25: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

D. Compare and contrast gross and net pay.

From 13.3.8...Analyze personal budgets.

- *Expenses*
- *Income*
- *Investing*
- *Needs*
- *Savings*
- *Taxes*
- *Wants*

Secretary's Commission on Achieving Necessary Skills (SCANS)**COMPETENCIES**

Resources: Identifies, organizes, plans, and allocates resources, including time and personal money.

Student name: _____ Date: _____

MODULE 26

List and describe fringe benefits provided by the employer.

Objectives:

- A. Determine fringe benefits available from some employers.**
- B. List and describe fringe benefits provided by your employer.**

MODULE 26: INFORMATION SHEET

TO THE STUDENT: Read and study the following information sheet and then complete the student activities at the end of this module.

What are fringe benefits?

In addition to wages, certain fringe benefits are available from some employers. Not all employers provide the same "fringes." Some employers provide no fringe benefits at all, while others may pay some of the cost and the employees pay a portion of the cost (co-pays for the benefit). Other employers may provide a good fringe benefit package and lower wages or pay higher wages and fewer fringe benefits.

Although not usually considered fringe benefits by most employees, employers must provide, and either pay for entirely or contribute toward, certain benefits mandated by Federal or State law. Examples are the Social Security Program, Unemployment Compensation Benefits, and Workers Compensation Insurance.

Social Security Program

The cost of the Social Security Program, including the hospital insurance portion of Medicare is shared by the employer and employee equally. Social security provides payment to retirees, their dependents and survivors and to the totally disabled.

Unemployment Compensation Insurance

Unemployment Compensation Insurance is usually paid for by the employer. When economic conditions warrant, the employee will also contribute to the fund. Through unemployment compensation, an employee can collect payments for a limited time if laid-off or unable to work through no fault of their own. Those students employed through their Cooperative Education Program do not qualify for Unemployment Compensation benefits upon termination of employment. Neither does the time worked qualify to be used toward accumulating the necessary credit weeks needed for future coverage.

Workers Compensation Insurance

Workers Compensation Insurance is paid for by the employer. Workers Compensation provides for lost wages and medical care that result from a work-related condition or injury. The cost of these mandated benefits as well as the cost of all "fringes" should be added to the wage of the employee to determine the true wage.

Other possible fringe benefits

Other fringe benefits that are either negotiated for by each employee or group of employees, or provided for voluntarily by employers without negotiations as part of the employment package. [*Note: (f) and (g) are regulated by Federal Law.*]

- a. Holiday Pay - usually major holidays such as Thanksgiving, Christmas, New Year's Day, etc.
- b. Paid Vacation - sometimes one week's vacation after one year of service. Vacation time is earned with years of service completed.
- c. Life Insurance - Usually group term life insurance for a set amount -- usually \$10,000 to \$50,000 or more, sometimes based on the employee's salary.
- d. Medical Insurance - Can include hospitalization, physician's services, prescription drugs, vision care, dental care; all or some of these services can include various deductibles and Co-pay provisions.
- e. Bereavement days - Paid days off when a member of your family dies.

- f. Child Rearing Leave - Usually an unpaid leave of absence to care for newborn or adopted children.
- g. Family Leave - Usually an unpaid leave of absence concerning the illness of a family member.
- h. Retirement Plan - (Differs from Social Security Benefit) Can be totally funded by the employer and also contributed to by the employee. Regulated by Federal Law and provides for additional payment to the employee upon retirement.
- i. Tax Shelter Plan - Some types of employment may be eligible to allow an employee to defer Federal taxes on a portion of earnings until the employee's later years or retirement.
- j. Profit Sharing Plan - A share of the employer's profits, given to the employee. Can be money or share of company stock.
- k. Educational Reimbursement - If going to school benefits the employer, tuition reimbursement can be available to the employee. Employers usually pay part of or all of the cost based on grades achieved.
- l. Sick Days - a specified number of days off with pay for illness.
- m. Income Protection - A specified amount paid to an employee, usually weekly, when an employee is out of work for an extended period of time.
- n. Sabbatical Leave - Usually found in the teaching profession. Allows an employee to take a leave of absence at a reduced salary and under certain conditions. (For study, travel, or illness, for example.)
- o. Liability Insurance Coverage - Protects an employee from lawsuits stemming from employment.
- p. Mileage and Expense Reimbursement - Some employees may incur travel expenses related to employment. Mileage traveled by personal auto can be reimbursed as cents per mile, all other expenses: lodging, fares, tolls, parking, etc., may be reimbursed partially or totally.
- q. Severance Pay - When an employee leaves employment, the employer provides a sum of money to the employee. Sometimes based on years of service or age of the employee.

- r. Discounts on Goods and/or Services - Discounts on retail or wholesale prices and services available from or provided by the employer. This may range from automobile repairs to college and university tuition credit for dependents to welding services for some employees from their employers.

Employers usually consider a Cooperative Education student's employment to be part-time. Thus, not many students receive fringe benefits. An hourly minimum wage is set by law, as are certain benefits described earlier. Before beginning any employment, the student should be sure of all conditions of employment, including any fringe benefits that may be available.

MODULE 26: STANDARDS ASSESSED IN THIS MODULE**Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
- Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

MODULE 27

Describe how to open a checking account, balance a checkbook, and apply for a loan.

Objectives:

- A. Describe how to open a checking account.**
- B. Demonstrate how to balance a checkbook.**
- C. Practice filling out an application to apply for a loan.**

MODULE 27: INFORMATION SHEET

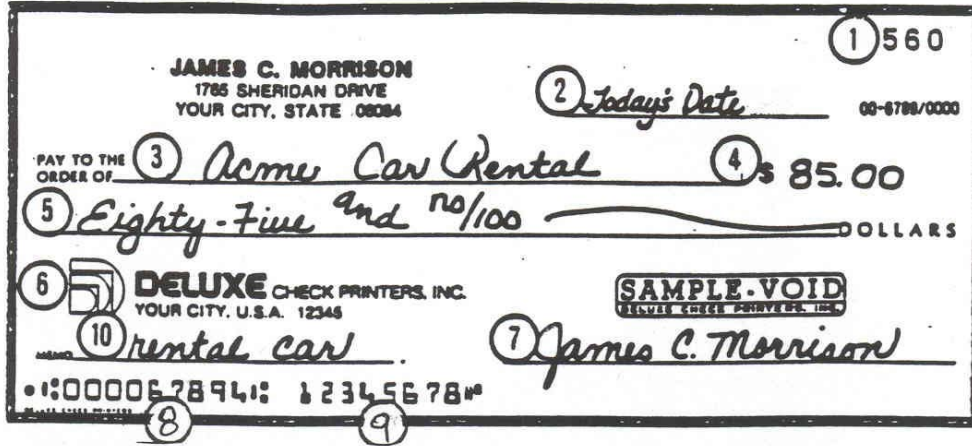
TO THE STUDENT: Read and study this information sheet, completing the student activities throughout this module.

TO THE TEACHER AND STUDENT:

This module is just an example. To make the module more practical, obtain materials from a local bank in your area. Students may work with a bank and actually open an account. With electronic and Internet banking now available and services such as MAC cards, Debit cards, credit cards and PayPal, the most important message is learning to handle money responsibly. Keeping track of what you spend is the core of all those services.

Handling your own checking account


Parts of a check: Many of you are familiar with each of the parts of a check. This exercise is meant to serve as a brief review.




1. **Consecutive number:** Usually these numbers will be printed on your checks. It provides a good way to keep track of how many checks have been written.
2. **Date line:** The date the check is written.
3. **Payee line:** The name of the person or business to whom the check is written.
4. **Amount of check:** This should be written in figures.
5. **Amount of check:** This should be written in words.
6. **Bank logo/titleplate:** This identifies the financial institution where your checking account is located.
7. **Signature line:** This should be the legal signature of the person writing the check.
8. **Bank code:** Every financial institution in the Federal Reserve system is assigned an identification number. This number ensures that the check will be directed back to your own bank.
9. **Customer account number:** This is the number that identifies each separate checking account at the bank. Both the bank code and customer account number are printed using magnetic ink so that they may be read by high-speed electronic sorters.
10. **Memo line:** This is a space for the check writer to record why the check is written.

Activity 1:

1. Today, you have a bill of \$132.53 for auto repairs at Auto Re-New, Inc. Fill out the sample check below to reflect this payment.

JAMES C. MORRISON 1765 SHERIDAN DRIVE YOUR CITY, STATE 00084	DATE _____	561	00-8789/0000
PAY TO THE ORDER OF _____		\$ _____	
DOLLARS			
 DELUXE CHECK PRINTERS, INC. YOUR CITY, U.S.A. 12345		SAMPLE-VOID <small>DELUXE CHECK PRINTERS, INC.</small>	
MEMO _____			
•1:000067894: 12345678#			

2. Today, you need to pick up some groceries on your way home from work. You stop at the Super-Buy Store and write a check for \$10.57 to pay for the groceries. Fill out the sample check below to reflect this payment.

JAMES C. MORRISON 1765 SHERIDAN DRIVE YOUR CITY, STATE 00084	DATE _____	561	00-8789/0000
PAY TO THE ORDER OF _____		\$ _____	
DOLLARS			
 DELUXE CHECK PRINTERS, INC. YOUR CITY, U.S.A. 12345		SAMPLE-VOID <small>DELUXE CHECK PRINTERS, INC.</small>	
MEMO _____			
•1:000067894: 12345678#			

How to keep your check register

As you write checks, it is necessary for you to have a means of keeping track of how much money you have spent as well as the amount remaining in your account. If you don't keep track of this amount, you may write a check for more money than you have in your account. To save embarrassment and any charges for checks returned because of insufficient funds, keep your register up-to-date. The check register you receive when your account is opened allows you to do this.

A check register will be included with your checks. Here is an example:

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT							
NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (-)	✓ T	FEE (-)	DEPOSIT/CREDIT (+)	BALANCE
560	7/25	Acme Car Rental	85 00				100 00 15 00
①	②	③	④	⑤	⑥	⑦	⑧

Parts of a check register

The columns on a check register are headed as follows:

1. Number - Write in the number that appears in the upper right corner of the check.
2. Date - Write in today's date.
3. Description of Transaction - Write the same information as was written on the payee line. Write in the sources of a deposit.
4. Payment/Debit - Write in the amount of the check in numbers.
5. Check Mark - Use this column to record which canceled checks you have received with your monthly statement.
6. Fee - Some financial institutions charge a small fee for each check written. If yours does, write that amount in this column.
7. Deposit/Credit - Write in the amount of the deposit in numbers.

8. Balance - This is the approximate amount you have in your checking account. Because of the time lapse between writing a check and having the amount subtracted from your account or the time it takes for a deposit to be added to your account, the balance might not exactly agree with the actual amount in your account at any given time.

The checks may have a stub attached at either the top or the left side.

		+		
BALANCE FOR'S	100	00	DATE	today's date
DEPOSIT/CREDIT			\$	85.00
TOTAL	100	00	560	
THIS PAYMENT	85	00	TO	Acme Car Rental
OTHER TRANSACTIONS			FOR	rental car
BALANCE FOR'S	15	00	<input type="checkbox"/>	CHECK HERE IF TAX DEDUCTIBLE

Top stub (if available)

Parts of a check stub (For top stub or end stub registers):

Balance Forwarded - Copy the balance from the preceding stub into this space.

Deposit/Credit - Write the amount of the deposit in this space.

Total - Write the sum of the preceding lines in this space.

This Payment - Write the amount of the check in this space.

Other Transactions - Write the amount of any deductions, such as service charges, or automatic payments, in this space.

Balance For'd. (Forward) - The amount remaining after subtracting the preceding two columns from the total.

Each of these methods for recording transactions works essentially the same way.

Writing Checks

Enter your check in the register BEFORE writing it. This will ensure that you remember to record the check and to subtract the amount.

Record: Check number, date, payee, purpose of check, amount of check.

Subtract: Amount of check from previous balance.

Entering Deposits

Record: Date, source of deposit, amount of deposit.

Add: Amount of deposit to previous balance.

To avoid error, remember to keep your register up-to-date. Subtract check amounts as you write them. Add deposits as soon as they are made. If your register is not up-to-date, you have a greater chance of overdrawing your account by writing checks for which you have no money. An up-to-date register is also easier to reconcile with your monthly statement. Keeping an accurate check register will also be a great help at tax time.

Look at the example

You have \$50 in your checking account. For Christmas, you receive a check for \$100 from your generous Aunt Carol. You deposit it on December 26 so you can pay for a membership to the All-American Health Club on December 28. These transactions would be recorded in the following manner:

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT										
NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT		✓ T	FEE IF ANY (-)	DEPOSIT/CREDIT		BALANCE	
			(-)				(+)			
									50 00	
	12/26	Aunt Carol's Gift					100 00		150 00	
563	12/28	All-American Health Club	75 00						75 00	

563		\$ 75.00
December 28, 2003		
TO All-American Health Club		
BAL. FORD	DOLLARS	CENTS
	50	00
DEPOSIT/CREDIT	100	00
TOTAL	150	00
THIS PAYMENT	75	00
OTHER DEDUCTIONS		
BAL. FORD	75	00

BALANCE FORD	50 00	DATE	December 28, 2003	\$ 75.00	563
DEPOSIT/CREDIT	100 00	TO	All-American Health Club		
TOTAL	150 00	FOR	Membership		
THIS PAYMENT	75 00				<input type="checkbox"/> CHECK HERE IF TAX DEDUCTIBLE
OTHER TRANSACTIONS					
BALANCE FORD	75 00				

Activity 2: #1

1. You have a balance of \$183.15. Record the check you wrote to Auto Re-New, Inc. in Activity 1 on page 4 in the register most like the one you would normally use.

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT									
NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT		✓ T	DEPOSIT/CREDIT		BALANCE	
			(-)			(-)	(+)	\$	
			\$			\$	\$		

561		
DATE _____		
TO _____		
BAL. FORD	DOLLARS	CENTS
DEPOSIT/ CREDIT		
"		
TOTAL		
THIS PAYMENT		
OTHER DEDUCTIONS		
BAL. FORD		

PAY TO ORDER

BALANCE FORD			DATE _____ \$ _____ 561
DEPOSIT/CREDIT			TO _____
TOTAL			FOR _____
THIS PAYMENT			<input type="checkbox"/> CHECK HERE IF TAX DEDUCTIBLE
OTHER TRANSACTIONS			
BALANCE FORD			

Activity 2: #2

- You have a balance of \$92.03. Record the check from the Super-Buy Store on page 4 in the register like the one you would normally use.

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT									
NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT		✓ T	DEPOSIT/CREDIT		BALANCE	
			(-)			(-)	(+)		
			\$			\$	\$		

561

DATE _____

TO _____

	DOLLARS	CENTS
BAL. FORD		
DEPOSIT/ CREDIT		
TOTAL		
THE PAYMENT		
OTHER DEDUCTIONS		
BAL. FORD		

PAY TO ORDER

BALANCE FORD		
DEPOSIT/CREDIT		
TOTAL		
THE PAYMENT		
OTHER TRANSACTIONS		
BALANCE FORD		

DATE _____ \$ 561

TO _____

FOR _____ CHECK HERE IF TAX DEDUCTIBLE

How to make a deposit

To put your checks and cash into your account, fill out a DEPOSIT TICKET. Deposit tickets are printed in many styles and come bound behind your checks. They are printed with a front or face side and a reverse side. Your deposit tickets are printed with the same code line that is on your checks. When deposits are read by an automatic sorter, the amount of the deposit is added to your account. When the deposit ticket is returned with your monthly statement, you have a permanent record of checks and cash you have deposited.

DEPOSIT TICKET

JAMES C. MORRISON
1765 SHERIDAN DRIVE
YOUR CITY, STATE 12345

DATE Today's date

CASH →			
<small>LIST CHECKS ONLY</small>			
75-1676	100	00	
70-2283	25	00	
78-920	50	00	
72-2218			
TOTAL FROM OTHER SIDE	35	00	
<small>IDENTIFICATION</small>	5	TOTAL	210 00

00-6789/0000

USE OTHER SIDE FOR ADDITIONAL LISTING. ENTER TOTAL HERE

BE SURE EACH ITEM IS PROPERLY ENDORSED

DELUXE CHECK PRINTERS, INC.
1234 COMMERCE AVENUE
CITY, STATE 12346

⑆000067894⑆ 12345678⑈

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

CHECKS LIST SEQUENTIAL	DOLLARS	CENTS
1 75-1054	15	00
2 17-7001	20	00
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
TOTAL		


ENTER TOTAL ON THE FRONT OF THIS TICKET

4. A listing of checks deposited. Identify checks by writing either the name of the person or association writing the check (see example below).
5. Total from reverse side. If all checks cannot be listed on the front side of the ticket, use the reverse side and bring the total to the front side.
6. If appropriate, total the amount of cash you wish to receive. This feature is not included on all deposit tickets.
7. If you receive cash, you need to sign the deposit slip.
8. Write in your net deposit. This will be the total of the currency, coin, and check listings on both face and reverse sides of the slip.

Activity 3: #2

- On March 31, you have \$2.12 in coins from your piggy bank and four checks to deposit: Carol Sims, \$5.00; Norelco, Inc., \$2.50; State Tax refund check, \$35.00; and Jack Paulson, \$8.50.

Complete the deposit ticket below.

DEPOSIT TICKET		
JAMES C. MORRISON 1785 SHERIDAN DRIVE YOUR CITY, STATE 12345		
DATE _____		
		
⑆000067894⑆ ⑆2345678⑆		
CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT		

CASH →				00-8789/0000 USE OTHER SIDE FOR ADDITIONAL LISTING. @ ENTER TOTAL HERE BE SURE EACH ITEM IS PROPERLY ENDORSED
LIST CHECKS SEPARATELY				
TOTAL FROM OTHER SIDE				
TOTAL				

	CENTS	DOLLARS	CHECKS LIST SEPARATELY
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
TOTAL			

ENTER TOTAL ON THE FRONT OF THIS TICKET

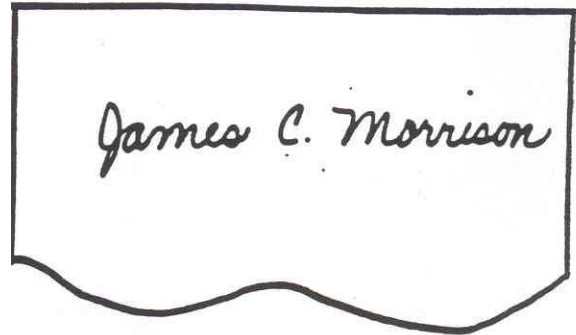
How to endorse a check

Before you can cash a check, you must endorse it. Endorsing means that you sign your official signature on the back of the check (turn check over so that you'll be signing your name over the "Pay to the order of" end of the check).

Following are common kinds of endorsements. Each has a distinct purpose and, in a sense, gives direction as to the conditions under which the financial institution shall pay the check.

1. Endorsement in Blank

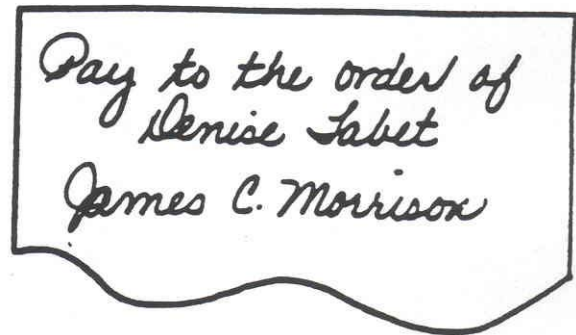
You sign only your name on the endorsing end of the check. When you sign an endorsement in blank, you have transferred the check to the financial institution. If you lose the check, it can be cashed by anyone. Use this kind of endorsement only at the exact time you cash it.

A rectangular box with a wavy bottom edge containing the handwritten signature "James C. Morrison".

James C. Morrison

2. Endorsement in Full

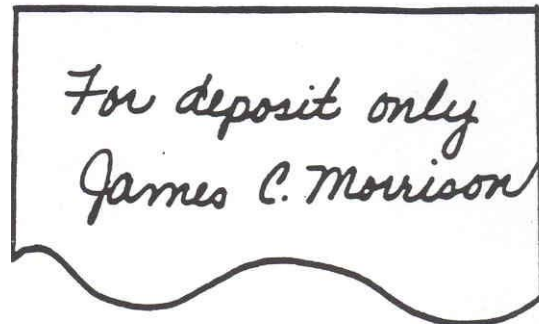
If a check is made out to you and you, in turn, want to give it to someone else, use this kind of endorsement. You write "Pay to the order of (insert name of person to receive check)" and then sign your name underneath. The person receiving the check must also sign before the check can be cashed. This check can now only be cashed by the specified person.

A rectangular box with a wavy bottom edge containing the handwritten text "Pay to the order of Denise Tabet" followed by the signature "James C. Morrison".

Pay to the order of
Denise Tabet
James C. Morrison

3. Restrictive Endorsement

This kind of endorsement tells precisely what will happen to the check. It means that the check cannot be further negotiated. It is usually seen on checks sent by mail or by messenger for deposit. In these cases, the words "For Deposit Only" are written first, with the signature below. The check can only be cashed under the conditions you have specified.

A rectangular box with a wavy bottom edge containing the handwritten text "For deposit only" followed by the signature "James C. Morrison".

For deposit only
James C. Morrison

Some hints regarding endorsements

1. Do not endorse a check until it is to be cashed, deposited in a financial institution, turned over to a person, business or firm, or organization, or sent in the mail for deposit.
2. Endorse in ink only with a rubber stamp endorsement giving your name and special number furnished by the financial institution. This will prevent someone from erasing and reendorsing the check.
3. If, on the face of the check, your name is misspelled or is not complete, endorse the check in the way your name appears. Then, below this, endorse by using your official signature. This will establish your identity as the person for whom the check is meant.
4. Cash or deposit a check as soon as possible. After six months, a check is considered "stale-dated" and a financial institution may refuse to cash it. If a check is over six years old, it cannot be cashed. Exceptions to this are U.S. Government checks and some Cashier's checks. If you have a "stale-dated" check, ask that a current check be issued in its place.
5. A financial institution or a department store fee (or other places that cash checks) may charge a small fee to cash a check drawn on a financial institution outside your community. This fee is used to help cover costs of clerical work involved.

How to balance your statement

Once every month, your financial institution will send your canceled checks to you with a statement that will tell you the amount in your account at the time that statement was prepared. This is sent to you so that you can compare the amount presently in your checking account with the amount you've written in your check register.

It is your responsibility to keep your records in order. If you do, you will have a much better idea of how much money you have left in your account. Be sure to subtract from your balance the amount of any checks that you write or any service charges you may incur. Also, add any amount that you deposit to your account.

1. Sort canceled checks into numerical order. Sort deposit tickets into numerical order.

2. Compare each canceled check and deposit ticket with your check register and check it off. Any checks which are not checked off haven't been paid by your financial institution. They are called "outstanding checks."
3. Subtract any charges for checks, services or automatic withdrawals, such as car payments, from your checkbook balance. This is your correct checkbook balance.

Sometimes your statement balance will not be the same as your checkbook balance. When this happens, you will need to reconcile your account. To do this, you need to:

1. Insert the last balance shown on your statement.
2. Add any deposits not yet added to your account.
3. Subtract any checks written and not yet charged to your account.
4. This is your adjusted balance that should agree with your checkbook balance.

Balance shown on your statement	(1)	\$ _____
Add + (Deposits not yet added to your account)	(2)	\$ _____
Total		\$ _____
Subtract — (Checks that have not yet been paid)	(3)	\$ _____
ADJUSTED STATEMENT BALANCE	(4)	\$ _____


What to do if your adjusted balance does not agree with your checkbook register:

1. Recheck the addition, subtraction and corrections made in your checkbook register and on your reconciliation form.
2. Verify the carryover balance from page to page in your checkbook register.
3. Be sure you have deducted any service charge made by the financial institution from your checkbook register.

4. Verify the magnetically printed amount of the canceled check located on the bottom right hand corner with the amount listed in your checkbook register.

Because of the cost, some financial institutions do not return canceled checks to customers. Instead, the statement simply lists the checks. If your financial institution follows this procedure, you most likely use checks that have carbon copies. Use the copies of the checks you have written to ensure that all checks have been listed on your statement.

Sample Statement


ABBOTSFORD STATE BANK
FDIC

124-356	15	4/23/03 5/21/03	PAGE 1
ACCOUNT NUMBER	ITEMS ENCLOSED	STATEMENT PERIOD	

James C. or Mary A. Morrison
1765 Sheridan Drive
Your City, State 12345

STATEMENT PERIOD	NUMBER OF STATEMENTS	WE HAVE ADDED:	WE HAVE DEDUCTED:	WE HAVE ADJUSTED:	STATEMENT TOTAL
START DATE	END DATE	DEPOSITS	CREDITS	DEBITS	INTEREST
04/23	05/21	4075.51	13	3584.29	.00
				2632.50	

TYPE OF ACCOUNT. . . PER MONTH CHECKING

DATE	AMOUNT	DESCRIPTION
04/27	83.00	DDA REGULAR DEPOSIT
05/01	3,500.00	DDA REGULAR DEPOSIT
05/02	474.00	SOCIAL SECURITY
05/21	18.51	INTEREST EARNED

CHECKS

DATE	CHECK NO.	AMOUNT	DATE	CHECK NO.	AMOUNT
04/24		34.65	05/10	DM	7.49
04/26	* 382	227.63	04/25	383	100.00
05/01	384	7.00	05/02	385	70.25
05/04	* 387	2046.39	05/04	388	270.52
05/09	389	143.05	05/08	390	100.00
05/16	391	43.76	05/14	392	33.55
05/16	393	500.00			

* DENOTES MISSING CHECK NUMBER

DAILY BALANCE INFORMATION

DATE	BALANCE	DATE	BALANCE	DATE	BALANCE
04/23	2141.28	04/24	2106.63	04/25	2006.63
04/26	1779.00	04/27	1862.00	05/01	5355.00
05/02	5758.75	05/04	3441.84	05/08	3341.84
05/09	3198.79	05/10	3191.30	05/14	3157.75
05/16	2613.99	05/21	2632.50		

OTHER BANKING SERVICES

-----INTEREST RATE CHANGES-----

INTEREST RATE	DATE CHANGED
7.650	4/24/03
7.900	5/08/03
8.000	5/15/03

Applying for a loan

When applying for a loan, you will have to fill out a form that tells the lender about yourself and your financial circumstances. Forms vary from company to company, but the basic information you must supply will be essentially the same. For an application, you will have to see the loan officer in your bank.

Activity 5

Fill out the form on the next two pages using the following information:

- ✓ You want to buy a \$5,200 car and will finance it through your bank with a down payment of \$800.
- ✓ You have not borrowed previously from the Capital Bank, but you maintain a savings and a checking account there.
- ✓ Your birth date is 1/1/64 and you have been an agent in your city for Bentford Insurance Company, 5 Main Street, for three years.
- ✓ Your net income is \$12,000 per year. It is your first job.
- ✓ Your spouse has been the office manager for the same company for two years, has a net salary of \$11,040 per year and was born 3/17/65.
- ✓ Your spouse will be a co-borrower on the loan.
- ✓ You are renting an apartment from Town Homes, Inc., and have lived there two years.
- ✓ Your rent is \$350 per month. You previously lived with your parents. You presently own a three year-old Ford Taurus automobile which you bought through Home Town National Bank.
- ✓ Your debts include \$300 to Appliances Outlets (original amount was \$520), \$250 to Doctors Hospital (original amount \$870).
- ✓ You make monthly payments of \$40 to each of these creditors.

This type of credit transaction is referred to as a Closed-End Credit Account. It will begin and end at specific times.

CREDIT APPLICATION

Bank

Date of Application _____

IMPORTANT: Read these Directions before completing this Application.

- Check If you are applying for individual credit in your own name and are relying on your own income or assets and not the income or assets of another person as the basis for repayment of the credit requested, complete Sections A and D, omitting B and C. If the requested credit is to be secured, also complete the first part of Section C as relates to applicant.
- Appropriate If this is an application for joint credit with another person complete all Sections, providing information in B about the joint applicant.
- Box If you are applying for individual credit, but are relying on income from alimony, child support, or separate maintenance or on the income or assets of another person as the basis for repayment of the credit requested, complete all Sections to the extent possible, providing information in B about the person on whose alimony, support or maintenance payments or income or assets you are relying.

Amount Requested _____ Payment Date Desired _____ Proceeds of Credit _____
 \$ _____ To be Used For _____

SECTION A — INFORMATION REGARDING APPLICANT

Full Name (Last, First, Middle): _____ Birthdate: ____/____/____
 Present Street Address: _____ Years there: _____
 City: _____ State: _____ Zip: _____ Telephone: _____
 Social Security No. _____ Driver's License No.: _____
 Previous Street Address: _____ Years there: _____
 City: _____ State: _____ Zip: _____
 Present Employer: _____ Years there: _____ Telephone: _____
 Position or title: _____ Name of Supervisor: _____
 Employer's Address: _____
 Previous Employer: (if less than three years) _____ Years there: _____
 Previous Employer's Address: _____
 Present net salary or commission: \$ _____ per _____ No. Dependents: _____ Ages: _____

Alimony, child support, or separate maintenance income need not be revealed if you do not wish to have it considered as a basis for repaying this obligation.

Alimony, child support, separate maintenance received under: court order written agreement oral understanding

Other income: \$ _____ per _____ Source(s) of other income: _____

Is any income listed in this Section likely to be reduced before the credit requested is paid off?
 Yes (Explain in detail on a separate sheet.) No

Have you ever received credit from us? _____ When? _____ Office: _____
 Checking Account No. _____ Institution and Branch: _____
 Savings Account No. _____ Institution and Branch: _____
 Name of nearest relative not living with you: _____ Telephone: _____
 Relationship: _____ Address: _____

SECTION B — INFORMATION REGARDING JOINT APPLICANT OR OTHER PARTY (Use separate sheets if necessary.)

Full Name (Last, First, Middle): _____ Birthdate: ____/____/____
 Relationship to Applicant (if any): _____
 Present Street Address: _____ Years there: _____
 City: _____ State: _____ Zip: _____ Telephone: _____
 Social Security No. _____ Driver's License No.: _____
 Present Employer: _____ Years there: _____ Telephone: _____
 Position or title: _____ Name of Supervisor: _____
 Employer's Address: _____
 Previous Employer: (if less than three years) _____ Years there: _____
 Previous Employer's Address: _____
 Present net salary or commission: \$ _____ per _____ No. Dependents: _____ Ages: _____

Alimony, child support, or separate maintenance income need not be revealed if you do not wish to have it considered as a basis for repaying this obligation.

Alimony, child support, separate maintenance received under: court order written agreement oral understanding

Other income: \$ _____ per _____ Source(s) of other income: _____

Is any income listed in this Section likely to be reduced before the credit requested is paid off?

Yes (Explain in detail on a separate sheet.) No

Checking Account No. _____ Institution and Branch: _____

Savings Account No. _____ Institution and Branch: _____

Name of nearest relative not living with Joint Applicant or Other Party: _____

Relationship: _____ Address _____

SECTION C — MARITAL STATUS (Do not complete if this is an application for individual unsecured credit.)

Applicant: Married Separated Unmarried (including single, divorced, and widowed)

Other Party: Married Separated Unmarried (including single, divorced, and widowed)

SECTION D — ASSET AND DEBT INFORMATION (If Section B has been completed, this Section should be completed giving information about both the Applicant and Joint Applicant or Other Person. Please mark Applicant-related information with an "A." If Section B was not completed, only give information about the Applicant in this Section.)

ASSETS OWNED (Use separate sheet if necessary.)

Description of Assets	Value	Subject to Debt	Name(s) of Owner(s)
Cash			
Automobiles (Make, Model, Year)			
Cash Value of Life Insurance (Issuer, Face Value)			
Real Estate (Location, Date Acquired)			
Marketable Securities (Issuer, Type, No. of Shares)			
Other (List)			
Total Assets			

OUTSTANDING DEBTS (Include charge accounts, installment contracts, credit cards, rent, mortgages, etc. Use separate sheet if necessary.)

Creditor	Type of Debt or Acct. No.	Name in Which Acct. Carried	Original Debt	Present Balance	Monthly Payment	Past Due? Yes No
1. (Landlord or Mortgage Holder)	<input type="checkbox"/> Rent <input type="checkbox"/> Mortgage					
2.						
3.						
Total Debts						

(Credit References)

Date Paid

1. _____
2. _____

Are you a co-maker, endorser, or guarantor on any loan or contract? Yes No If "yes" for whom? _____ To whom? _____

Are there any unsatisfied judgments against you? Yes No Amount \$ _____ If "yes" to whom owned? _____

Have you been declared bankrupt in the last 14 years? Yes No If "yes" where? _____ Year _____

Other obligations — (e.g., liability to pay alimony, child support, separate maintenance. Use separate sheet if necessary.)

Everything that I have stated in this application is correct to the best of my knowledge. I understand that you will retain this application whether or not it is approved. You are authorized to check my credit and employment history and to answer questions about your credit experience with me.

Applicant's Signature

Date

Other Signature (Where Applicable)

Date

MODULE 27: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

D. Compare and contrast gross and net pay.

From 13.3.8...Analyze personal budgets.

- *Expenses*
- *Income*
- *Investing*
- *Needs*
- *Savings*
- *Taxes*
- *Wants*

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Secretary's Commission on Achieving Necessary Skills (SCANS)**COMPETENCIES**

Resources: Identifies, organizes, plans, and allocates resources, including time and personal money.

Student name: _____ Date: _____

MODULE 28

Demonstrate the ability to file federal, state, and local tax forms.

Objectives:

- A. Explain the difference between gross and net pay.**
- B. List the deductions taken from an employee's paycheck.**
- C. Explain how to file a Federal Income Tax return.**

MODULE 28: INFORMATION SHEET

***TO THE STUDENT:** Read and study this information sheet and then complete the student activities at the end of this module.*

***TO THE TEACHER:** Current IRS information can be found on the Internet at www.irs.gov. A complete IRS publication on *Understanding Taxes* can be found at this website. This publication includes 36 lesson plans, links to educational standards and extensive background information.*

Understanding taxes

All governments must have some kind of tax system. It costs money to run a government, and the tax system is the government's way of obtaining this money.

In our country there are three levels of government -- federal, state, and local. Since the government at each level needs money to operate, each government must levy, or require, people to pay taxes. Some of the taxes you pay go to the federal government, other taxes go to the state government, and still others go to your local government.

At the federal level, Congress has the power to levy and collect taxes. Congress was given this power by the Constitution of the United States.

The Constitution also gave Congress the authority it needed to establish the Department of the Treasury. One branch of the Treasury Department is the Internal Revenue Service, commonly referred to as the IRS. The IRS is the federal agency responsible for collecting taxes.

Congress passed the laws that say what kinds of taxes will be levied, who must pay, and how much. The IRS then enforces these laws and collects the taxes. All the tax money collected goes into the U.S. Treasury.

Each state and local government has its own version of the IRS. Although much smaller and less complex, these state and local agencies have authority to levy and collect taxes from their citizens. The money then goes into the state or local treasury.

How tax dollars are spent

The federal, state, and local governments collect taxes because they need money to maintain the government. It costs money to run any government. It costs a great deal of money to run a government as large as your state government, and even more to maintain the federal government. In 2001, for example, our federal government collected \$2.0 trillion in taxes.

Why do governments need so much money? One part of the answer is salaries for government employees. The president of the United States, the governor of your state, legislator, judges -- all of these people are government employees. Money is also used to fund Social Security, Medicare and other retirement programs for the elderly; for National defense; for community development and support for education; and for many other social programs in public health and research.

Filing Federal Income Tax Returns

In our country everyone is responsible for figuring and paying his or her own federal income taxes. This is done by filing an income tax return. An income tax return is a formal statement of a person's income and taxes. Filing is the process of turning in (usually by mail) the completed return to the IRS.

Unless you live in one of the few states that does not levy an income tax, you will have to file a state income tax return as well. The laws for filing state returns are usually similar to those for filing federal returns. Some returns are filed at the same time as the federal returns.

Who has to file?

Anyone who earns above a certain income is required to file a tax return. Workers below that level must also file if they are due a refund.

Income includes wages, tips, and bonuses. It also includes interest or dividends from savings and investments.

Usually, workers do not receive the full amount they have earned. The total amount of income an employer owes a worker for a given period is called gross pay. Workers usually receive less than that amount because of payroll deductions. These are amounts subtracted from gross pay to cover certain kinds of regular payments. Some deductions are required. An employer must hold out money from workers' income for government taxes and for social security taxes (called FICA, which stands for Federal Insurance Contributions Act). There may be other deductions as well, such as union dues, charitable contributions, pension payments, and insurance premiums. The amount left after subtracting various deductions from gross pay is called net pay. That is the amount a worker actually receives. Usually, a pay stub is attached to each paycheck. The stub lists gross pay, deductions, and net pay.

Employers deduct money from their employees' checks on the basis of the employees' W-4 forms. A W-4 form is a legal statement allowing an employer to deduct pay from an employee's check. If you have a job now, you filled out and signed a W-4 form when you started. The information that you supplied told the employer how much to deduct from your checks.

Each January, employers are required to send each employee a W-2 form. A W-2 form is a statement of how much money was earned and how much was deducted for taxes during the preceding year. You must have this form to prepare your tax return. If you worked for more than one employer during that year, you should receive a W-2 from each employer. Employers must send a W-2 to every employee, even if the employee worked only one day during the year.

How to file?

Filing an income tax return can be a quick and easy process, or a long and difficult one. It depends on how much money you made, how you made your money, and many other factors. When you are just starting out in the world of work, your income tax returns are usually fairly simple to do.

There are three basic federal tax forms. Each one is designed for a specific group of taxpayers.

Form 1040EZ. This form is for the use of single or married filing jointly taxpayers under the age of 65 who are not blind and claim no

dependents. The upper income limit for this form is \$50,000 in taxable income. There is an upper limit on interest earned that changes each tax year. In addition, the taxpayer must receive no dividends and claim only one personal exemption. Exemptions are reductions in taxable income given to taxpayers for themselves and their children.

An exemption is a set amount of money that is not taxed. The IRS lets you set aside a fixed amount of money for each of several possible exemptions. You are allowed an exemption for yourself. In the case where a taxpayer is claimed as a dependent on another's tax return, no personal exemption is allowed.

A dependent is a person who is supported by a taxpayer. If you live at home and your parents pay most of the bills, you are a dependent. Your parents will list you as a dependent on their tax form. Since each dependent qualifies as one exemption, your parents will be able to subtract a fixed amount from their income because you are their dependent.

Form 1040EZ is, as its name suggests, easy to use. There is just one sheet fill out. This form is often referred to as the short form. A copy for 2002 is at the end of this module. Up-to-date forms can be found each year on the IRS website.

Form 1040A. This expanded short form can be used by taxpayers who take certain tax deductions for payments to an individual retirement account (IRA). (A tax deduction is an expense that reduces the income on which taxes must be paid.) Single or married taxpayers filing separately or jointly may also use Form 1040A, as may taxpayers filing as heads of households, qualifying widows or widowers. This is also the form for people who claim credit for child- and dependent-care expenses. As with Form 1040EZ, taxable income must be less than \$50,000.

Form 1040 long form. All taxpayers may use this form if they choose. You must use this form if you are self-employed or if you wish to take more than the standard tax deductions. Form 1040 enables you to itemize deductions, or list each one separately. Itemizing deductions may allow a taxpayer to pay lower taxes, providing the deductions are over a certain amount. If, for example, you have had medical and dental expenses above a certain level, on Form 1040 you may deduct part of these expenses.

Figuring your tax

If you can use Form 1040EZ, figuring your tax is not that difficult. It is essentially a three-step procedure:

1. Total your income from all sources. Include wages, salaries, tips, unemployment compensation, Alaska Permanent Fund dividends, taxable scholarship and fellowship grants, and taxable interest of \$1,500 or less.
2. Subtract the standard deduction. This amount is provided for you on the form, right next to the line where it must be entered. The result is your taxable income.
3. Look up the tax on your income in the tax table, and compare it to the amount of your withholding. If more money has been withheld than you owe, you have a refund coming. If less money has been withheld, you will have to enclose a check or money order with your return.

For information purposes only, a copy of the 1040EZ form for 2002 can be found at the end of this module.

None of these steps is complicated, especially with the form guiding you. Still, if you are not sure how to go about filing your return, don't worry. There is plenty of help available. There are instructions for every form and additional booklets and instructions for every part of the filing procedure. Toll-free numbers are listed under the IRS in the telephone book. By calling these numbers you can talk to someone who can answer your questions. You can also access all the forms and instructions by going to the Internet: www.irs.gov

MODULE 28: STUDENT ACTIVITIES

***TO THE STUDENT:** After reading and studying the information sheet, complete these activities to demonstrate your understanding.*

***NOTE:** You will need a copy of one of your paycheck stubs or a sample from your teacher for Activity 4.*

Activity 1: Figuring Your Withholding Allowance

When you begin your first job, your employer will ask to fill out Form W-4, "Employee's Withholding Allowance Certificate." The information you write on this form will tell the employer how much money to withhold from your pay for federal income tax.

Each allowance that you claim lowers the amount of tax that must be withheld from your pay. You may claim an allowance for yourself, allowances for dependents, and certain other deductions and credits.

Using the information below about Mary Smith, complete the Personal Allowance Worksheet and fill out the W-4 form on the next page.

Mary Smith is single. No one claims her as a dependent and she has no dependents. She has one job and expects to earn over \$12,000 this year. Last year she earned a little less and paid income tax. Her social security number is 990-00-4321. Her address is 1920 May Street, Pittsburgh, PA 66762. She shares the rent with two other roommates.

Form W-4 (2003)

Purpose. Complete Form W-4 so that your employer can withhold the correct Federal income tax from your pay. Because your tax situation may change, you may want to refigure your withholding each year.

Exemption from withholding. If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2003 expires February 16, 2004. See **Pub. 505, Tax Withholding and Estimated Tax.**

Note: You cannot claim exemption from withholding if: (a) your income exceeds \$750 and includes more than \$250 of unearned income (e.g., interest and dividends) and (b) another person can claim you as a dependent on their tax return.

Basic instructions. If you are not exempt, complete the **Personal Allowances Worksheet** below. The worksheets on page 2 adjust your withholding allowances based on itemized

deductions, certain credits, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply. **However, you may claim fewer (or zero) allowances.**

Head of household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See line E below.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the **Personal Allowances Worksheet** below. See **Pub. 919, How Do I Adjust My Tax Withholding?** for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using

Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax.

Two earners/two jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others.

Nonresident alien. If you are a nonresident alien, see the **Instructions for Form 8233** before completing this Form W-4.

Check your withholding. After your Form W-4 takes effect, use **Pub. 919** to see how the dollar amount you are having withheld compares to your projected total tax for 2003. See **Pub. 919**, especially if your earnings exceed \$125,000 (Single) or \$175,000 (Married).

Recent name change? If your name on line 1 differs from that shown on your social security card, call 1-800-772-1213 for a new social security card.

Personal Allowances Worksheet (Keep for your records.)

A Enter "1" for **yourself** if no one else can claim you as a dependent **A** _____

B Enter "1" if:
 • You are single and have only one job; or
 • You are married, have only one job, and your spouse does not work; or
 • Your wages from a second job or your spouse's wages (or the total of both) are \$1,000 or less. **B** _____

C Enter "1" for your **spouse**. But, you may choose to enter "-0-" if you are married and have either a working spouse or more than one job. (Entering "-0-" may help you avoid having too little tax withheld.) **C** _____

D Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return **D** _____

E Enter "1" if you will file as **head of household** on your tax return (see conditions under **Head of household** above) **E** _____

F Enter "1" if you have at least \$1,500 of **child or dependent care expenses** for which you plan to claim a credit **F** _____

(Note: Do not include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details.)

G **Child Tax Credit** (including additional child tax credit):
 • If your total income will be between \$15,000 and \$42,000 (\$20,000 and \$65,000 if married), enter "1" for each eligible child plus **1 additional** if you have three to five eligible children or **2 additional** if you have six or more eligible children.
 • If your total income will be between \$42,000 and \$80,000 (\$65,000 and \$115,000 if married), enter "1" if you have one or two eligible children, "2" if you have three eligible children, "3" if you have four eligible children, or "4" if you have five or more eligible children. **G** _____

H Add lines A through G and enter total here. **Note: This may be different from the number of exemptions you claim on your tax return.** ▶ **H** _____

For accuracy, complete all worksheets that apply.
 • If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, see the **Deductions and Adjustments Worksheet** on page 2.
 • If you have **more than one job** or are **married and you and your spouse both work** and the combined earnings from all jobs exceed \$35,000, see the **Two-Earner/Two-Job Worksheet** on page 2 to avoid having too little tax withheld.
 • If **neither** of the above situations applies, **stop here** and enter the number from line H on line 5 of Form W-4 below.

Cut here and give Form W-4 to your employer. Keep the top part for your records.


Form W-4 Department of the Treasury Internal Revenue Service		Employee's Withholding Allowance Certificate	OMB No. 1545-0010 2003
▶ For Privacy Act and Paperwork Reduction Act Notice, see page 2.			
1	Type or print your first name and middle initial	Last name	2 Your social security number
Home address (number and street or rural route)		3 <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married, but withhold at higher Single rate. Note: If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.	
City or town, state, and ZIP code		4 If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a new card. ▶ <input type="checkbox"/>	
5	Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2)	5	_____
6	Additional amount, if any, you want withheld from each paycheck	6	\$ _____
7	I claim exemption from withholding for 2003, and I certify that I meet both of the following conditions for exemption: • Last year I had a right to a refund of all Federal income tax withheld because I had no tax liability and • This year I expect a refund of all Federal income tax withheld because I expect to have no tax liability. If you meet both conditions, write "Exempt" here ▶ 7 _____		
Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or I am entitled to claim exempt status.			
Employee's signature (Form is not valid unless you sign it.) ▶			
8 Employer's name and address (Employer: Complete lines 8 and 10 only if sending to the IRS.)		9 Office code (optional)	10 Employer identification number

Cat. No. 10220Q

Activity 2: Federal Income Tax Form W-2

Refer to the W-2 form below to answer the following questions.

1. How much money was withheld for federal income tax? \$ _____
2. How much money was withheld for social security? \$ _____
3. How much money did Carol earn working for Jackson Manufacturing Co.? \$ _____
4. Which copy of the W-2 form will be attached to Carol's federal tax returns? _____
5. How much money was withheld from Carol's paycheck for state and local taxes? \$ _____

a Control number		OMB No. 1545-0008		Safe, accurate, FAST! Use 		Visit the IRS Web Site at www.irs.gov .	
b Employer identification number 743-2126-48				1 Wages, tips, other compensation 8755.60		2 Federal income tax withheld 544.67	
c Employer's name, address, and ZIP code Jackson Manufacturing Co. Box 2480 Tucson, AZ 85718				3 Social security wages 8755.60		4 Social security tax withheld 669.80	
				5 Medicare wages and tips		6 Medicare tax withheld	
				7 Social security tips		8 Allocated tips	
d Employee's social security number 123-45-6789				9 Advance EIC payment		10 Dependent care benefits	
e Employee's first name and initial Last name Carol A. Wallis 201 East Arminta Way Tucson, AZ 85718				11 Nonqualified plans		12a See instructions for box 12	
				13 Statutory employee Retirement plan Third-party sick pay <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		12b	
				14 Other		12c	
						12d	
f Employee's address and ZIP code				15 State Employer's state ID number AZ 51-0174610		16 State wages, tips, etc. 8755.60	
				17 State income tax 101.40		18 Local wages, tips, etc.	
						19 Local income tax 87.56	
						20 Locality name	

Form **W-2** Wage and Tax Statement

2003

Department of the Treasury—Internal Revenue Service

Copy B To Be Filed with Employee's FEDERAL Tax Return.
This information is being furnished to the Internal Revenue Service.

Activity 3: Figuring out amount of income tax owed

Taxpayers have a choice when figuring out the amount of income tax they must pay. One way is to allow the Internal Revenue Service to figure the amount of tax owed. The second way is for the taxpayers to determine the amount themselves by using the tax tables found in the tax preparation booklet. Read the example at the top of the Tax Table on the next page. Then find the amount of tax for each of the following examples.

<u>Single</u>	<u>Married, filing jointly</u>
\$18,732 _____	\$20,546 _____
\$20,888 _____	\$26,574 _____
\$18,215 _____	\$26,312 _____
\$18,976 _____	\$18,101 _____
\$26,326 _____	\$20,395 _____

Activity 4: Studying a paycheck stub

A paycheck has two main parts: the check itself and the check stub. The paycheck stub contains an employee's record of the deductions that are subtracted from the total wages earned.

Using one of your pay stubs, or one provided by the teacher to fill in the following items. Each block lists information about the employee's deductions. A list of the types of deductions follows. Find the correct amount of each deduction, if available, and write the amount next to the term.

1. Gross pay \$ _____
2. Net pay \$ _____
3. FICA \$ _____
4. Federal withholding tax \$ _____
5. State taxes \$ _____
6. Local taxes \$ _____
7. Health insurance \$ _____
8. Other insurance \$ _____
9. Overtime pay \$ _____
10. Adjustment \$ _____
11. Retirement 401K \$ _____
12. Days/hours worked \$ _____
13. Yearly gross pay \$ _____
14. Yearly withholding \$ _____

2002 Tax Table				Example. Mr. Brown is single. His taxable income on line 6 of Form 1040EZ is \$26,250. First, he finds the \$26,250-26,300 income line. Next, he finds the "Single" column and reads down the column. The amount shown where the income line and filing status column meet is \$3,641. This is the tax amount he should enter on line 10 of Form 1040EZ.				At least	But less than	Single	Married filing jointly				
								Your tax is— 26,200 26,250 3,634 3,334 26,250 26,300 3,641 3,341 26,300 26,350 3,649 3,349 26,350 26,400 3,656 3,356							
If Form 1040EZ, line 6, is—	And you are—		If Form 1040EZ, line 6, is—	And you are—		If Form 1040EZ, line 6, is—	And you are—		If Form 1040EZ, line 6, is—	And you are—					
At least	But less than	Single	Married filing jointly	At least	But less than	Single	Married filing jointly	At least	But less than	Single	Married filing jointly				
Your tax is—		Your tax is—		Your tax is—		Your tax is—		Your tax is—		Your tax is—					
15,000				18,000				21,000				24,000			
15,000	15,050	1,954	1,654	18,000	18,050	2,404	2,104	21,000	21,050	2,854	2,554	24,000	24,050	3,304	3,004
15,050	15,100	1,961	1,661	18,050	18,100	2,411	2,111	21,050	21,100	2,861	2,561	24,050	24,100	3,311	3,011
15,100	15,150	1,969	1,669	18,100	18,150	2,419	2,119	21,100	21,150	2,869	2,569	24,100	24,150	3,319	3,019
15,150	15,200	1,976	1,676	18,150	18,200	2,426	2,126	21,150	21,200	2,876	2,576	24,150	24,200	3,326	3,026
15,200	15,250	1,984	1,684	18,200	18,250	2,434	2,134	21,200	21,250	2,884	2,584	24,200	24,250	3,334	3,034
15,250	15,300	1,991	1,691	18,250	18,300	2,441	2,141	21,250	21,300	2,891	2,591	24,250	24,300	3,341	3,041
15,300	15,350	1,999	1,699	18,300	18,350	2,449	2,149	21,300	21,350	2,899	2,599	24,300	24,350	3,349	3,049
15,350	15,400	2,006	1,706	18,350	18,400	2,456	2,156	21,350	21,400	2,906	2,606	24,350	24,400	3,356	3,056
15,400	15,450	2,014	1,714	18,400	18,450	2,464	2,164	21,400	21,450	2,914	2,614	24,400	24,450	3,364	3,064
15,450	15,500	2,021	1,721	18,450	18,500	2,471	2,171	21,450	21,500	2,921	2,621	24,450	24,500	3,371	3,071
15,500	15,550	2,029	1,729	18,500	18,550	2,479	2,179	21,500	21,550	2,929	2,629	24,500	24,550	3,379	3,079
15,550	15,600	2,036	1,736	18,550	18,600	2,486	2,186	21,550	21,600	2,936	2,636	24,550	24,600	3,386	3,086
15,600	15,650	2,044	1,744	18,600	18,650	2,494	2,194	21,600	21,650	2,944	2,644	24,600	24,650	3,394	3,094
15,650	15,700	2,051	1,751	18,650	18,700	2,501	2,201	21,650	21,700	2,951	2,651	24,650	24,700	3,401	3,101
15,700	15,750	2,059	1,759	18,700	18,750	2,509	2,209	21,700	21,750	2,959	2,659	24,700	24,750	3,409	3,109
15,750	15,800	2,066	1,766	18,750	18,800	2,516	2,216	21,750	21,800	2,966	2,666	24,750	24,800	3,416	3,116
15,800	15,850	2,074	1,774	18,800	18,850	2,524	2,224	21,800	21,850	2,974	2,674	24,800	24,850	3,424	3,124
15,850	15,900	2,081	1,781	18,850	18,900	2,531	2,231	21,850	21,900	2,981	2,681	24,850	24,900	3,431	3,131
15,900	15,950	2,089	1,789	18,900	18,950	2,539	2,239	21,900	21,950	2,989	2,689	24,900	24,950	3,439	3,139
15,950	16,000	2,096	1,796	18,950	19,000	2,546	2,246	21,950	22,000	2,996	2,696	24,950	25,000	3,446	3,146
16,000				19,000				22,000				25,000			
16,000	16,050	2,104	1,804	19,000	19,050	2,554	2,254	22,000	22,050	3,004	2,704	25,000	25,050	3,454	3,154
16,050	16,100	2,111	1,811	19,050	19,100	2,561	2,261	22,050	22,100	3,011	2,711	25,050	25,100	3,461	3,161
16,100	16,150	2,119	1,819	19,100	19,150	2,569	2,269	22,100	22,150	3,019	2,719	25,100	25,150	3,469	3,169
16,150	16,200	2,126	1,826	19,150	19,200	2,576	2,276	22,150	22,200	3,026	2,726	25,150	25,200	3,476	3,176
16,200	16,250	2,134	1,834	19,200	19,250	2,584	2,284	22,200	22,250	3,034	2,734	25,200	25,250	3,484	3,184
16,250	16,300	2,141	1,841	19,250	19,300	2,591	2,291	22,250	22,300	3,041	2,741	25,250	25,300	3,491	3,191
16,300	16,350	2,149	1,849	19,300	19,350	2,599	2,299	22,300	22,350	3,049	2,749	25,300	25,350	3,499	3,199
16,350	16,400	2,156	1,856	19,350	19,400	2,606	2,306	22,350	22,400	3,056	2,756	25,350	25,400	3,506	3,206
16,400	16,450	2,164	1,864	19,400	19,450	2,614	2,314	22,400	22,450	3,064	2,764	25,400	25,450	3,514	3,214
16,450	16,500	2,171	1,871	19,450	19,500	2,621	2,321	22,450	22,500	3,071	2,771	25,450	25,500	3,521	3,221
16,500	16,550	2,179	1,879	19,500	19,550	2,629	2,329	22,500	22,550	3,079	2,779	25,500	25,550	3,529	3,229
16,550	16,600	2,186	1,886	19,550	19,600	2,636	2,336	22,550	22,600	3,086	2,786	25,550	25,600	3,536	3,236
16,600	16,650	2,194	1,894	19,600	19,650	2,644	2,344	22,600	22,650	3,094	2,794	25,600	25,650	3,544	3,244
16,650	16,700	2,201	1,901	19,650	19,700	2,651	2,351	22,650	22,700	3,101	2,801	25,650	25,700	3,551	3,251
16,700	16,750	2,209	1,909	19,700	19,750	2,659	2,359	22,700	22,750	3,109	2,809	25,700	25,750	3,559	3,259
16,750	16,800	2,216	1,916	19,750	19,800	2,666	2,366	22,750	22,800	3,116	2,816	25,750	25,800	3,566	3,266
16,800	16,850	2,224	1,924	19,800	19,850	2,674	2,374	22,800	22,850	3,124	2,824	25,800	25,850	3,574	3,274
16,850	16,900	2,231	1,931	19,850	19,900	2,681	2,381	22,850	22,900	3,131	2,831	25,850	25,900	3,581	3,281
16,900	16,950	2,239	1,939	19,900	19,950	2,689	2,389	22,900	22,950	3,139	2,839	25,900	25,950	3,589	3,289
16,950	17,000	2,246	1,946	19,950	20,000	2,696	2,396	22,950	23,000	3,146	2,846	25,950	26,000	3,596	3,296
17,000				20,000				23,000				26,000			
17,000	17,050	2,254	1,954	20,000	20,050	2,704	2,404	23,000	23,050	3,154	2,854	26,000	26,050	3,604	3,304
17,050	17,100	2,261	1,961	20,050	20,100	2,711	2,411	23,050	23,100	3,161	2,861	26,050	26,100	3,611	3,311
17,100	17,150	2,269	1,969	20,100	20,150	2,719	2,419	23,100	23,150	3,169	2,869	26,100	26,150	3,619	3,319
17,150	17,200	2,276	1,976	20,150	20,200	2,726	2,426	23,150	23,200	3,176	2,876	26,150	26,200	3,626	3,326
17,200	17,250	2,284	1,984	20,200	20,250	2,734	2,434	23,200	23,250	3,184	2,884	26,200	26,250	3,634	3,334
17,250	17,300	2,291	1,991	20,250	20,300	2,741	2,441	23,250	23,300	3,191	2,891	26,250	26,300	3,641	3,341
17,300	17,350	2,299	1,999	20,300	20,350	2,749	2,449	23,300	23,350	3,199	2,899	26,300	26,350	3,649	3,349
17,350	17,400	2,306	2,006	20,350	20,400	2,756	2,456	23,350	23,400	3,206	2,906	26,350	26,400	3,656	3,356
17,400	17,450	2,314	2,014	20,400	20,450	2,764	2,464	23,400	23,450	3,214	2,914	26,400	26,450	3,664	3,364
17,450	17,500	2,321	2,021	20,450	20,500	2,771	2,471	23,450	23,500	3,221	2,921	26,450	26,500	3,671	3,371
17,500	17,550	2,329	2,029	20,500	20,550	2,779	2,479	23,500	23,550	3,229	2,929	26,500	26,550	3,679	3,379
17,550	17,600	2,336	2,036	20,550	20,600	2,786	2,486	23,550	23,600	3,236	2,936	26,550	26,600	3,686	3,386
17,600	17,650	2,344	2,044	20,600	20,650	2,794	2,494	23,600	23,650	3,244	2,944	26,600	26,650	3,694	3,394
17,650	17,700	2,351	2,051	20,650	20,700	2,801	2,501	23,650	23,700	3,251	2,951	26,650	26,700	3,701	3,401
17,700	17,750	2,359	2,059	20,700	20,750	2,809	2,509	23,700	23,750	3,259	2,959	26,700	26,750	3,709	3,409
17,750	17,800	2,366	2,066	20,750	20,800	2,816	2,516	23,750	23,800	3,266	2,966	26,750	26,800	3,716	3,416
17,800	17,850	2,374	2,074	20,800	20,850	2,824	2,524	23,800	23,850	3,274	2,974	26,800	26,850	3,724	3,424
17,850	17,900	2,381	2,081	20,850	20,900	2,831	2,531	23,850	23,900	3,281	2,981	26,850	26,900	3,731	3,431
17,900	17,950	2,389	2,089	20,900	20,950	2,839	2,539	23,900	23,950	3,289	2,989	26,900	26,950	3,739	3,439
17,950	18,000	2,396	2,096	20,950	21,000	2,846	2,546	23,950	24,000	3,296	2,996	26,950	27,000	3,746	3,446

Department of the Treasury—Internal Revenue Service
Form 1040EZ **Income Tax Return for Single and Joint Filers With No Dependents (99) 2002** OMB No. 1545-0675

Label
 (See page 14.)
Use the IRS label.
 Otherwise, please print or type.

Your first name and initial	Last name	Your social security number
If a joint return, spouse's first name and initial	Last name	Spouse's social security number
Home address (number and street). If you have a P.O. box, see page 14.		Apt. no.
City, town or post office, state, and ZIP code. If you have a foreign address, see page 14.		

Presidential Election Campaign
 (page 14)

Note. Checking "Yes" will not change your tax or reduce your refund.
 Do you, or your spouse if a joint return, want \$3 to go to this fund?

	You	Spouse		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Income
Attach Form(s) W-2 here.
 Enclose, but do not attach, any payment.

1 Total wages, salaries, and tips. This should be shown in box 1 of your W-2 form(s). Attach your W-2 form(s).	1	
2 Taxable interest. If the total is over \$1,500, you cannot use Form 1040EZ.	2	
3 Unemployment compensation and Alaska Permanent Fund dividends (see page 16).	3	
4 Add lines 1, 2, and 3. This is your adjusted gross income .	4	
5 Can your parents (or someone else) claim you on their return? Yes. Enter amount from <input type="checkbox"/> worksheet on back. No. If single , enter \$7,700. If married , enter \$13,850. See back for explanation.	5	
6 Subtract line 5 from line 4. If line 5 is larger than line 4, enter -0-. This is your taxable income .	6	

Note. You must check Yes or No.

Payments and tax

7 Federal income tax withheld from box 2 of your W-2 form(s).	7	
8 Earned income credit (EIC).	8	
9 Add lines 7 and 8. These are your total payments .	9	
10 Tax. Use the amount on line 6 above to find your tax in the tax table on pages 25-29 of the booklet. Then, enter the tax from the table on this line.	10	

Refund

Have it directly deposited! See page 21 and fill in 11b, 11c, and 11d.

11a If line 9 is larger than line 10, subtract line 10 from line 9. This is your refund .	11a	
b Routing number <input style="width: 100px;" type="text"/>	c Type: <input type="checkbox"/> Checking <input type="checkbox"/> Savings	
d Account number <input style="width: 100px;" type="text"/>		

Amount you owe

12 If line 10 is larger than line 9, subtract line 9 from line 10. This is the amount you owe . For details on how to pay, see page 22.	12	
---	----	--

Third party designee

Do you want to allow another person to discuss this return with the IRS (see page 22)? Yes. Complete the following. No

Designee's name	Phone no. ()	Personal identification number (PIN) <input style="width: 100px;" type="text"/>
-----------------	---------------	---

Sign here

Joint return? See page 13. Keep a copy for your records.

Under penalties of perjury, I declare that I have examined this return, and to the best of my knowledge and belief, it is true, correct, and accurately lists all amounts and sources of income I received during the tax year. Declaration of preparer (other than the taxpayer) is based on all information of which the preparer has any knowledge.

Your signature	Date	Your occupation	Daytime phone number ()
Spouse's signature. If a joint return, both must sign.	Date	Spouse's occupation	

Paid preparer's use only

Preparer's signature	Date	Check if self-employed <input type="checkbox"/>	Preparer's SSN or PTIN
Firm's name (or yours if self-employed), address, and ZIP code	EIN	Phone no. ()	

For Disclosure, Privacy Act, and Paperwork Reduction Act Notice, see page 24. Cat. No. 11329W Form **1040EZ** (2002)

Use this form if

- Your filing status is single or married filing jointly.
- You (and your spouse if married) were under 65 and not blind at the end of 2002. If you were born on January 1, 1938, you are considered to be age 65 at the end of 2002.
- You do not claim any dependents.
- Your taxable income (line 6) is less than \$50,000.
- You do not claim a deduction for educator expenses, the student loan interest deduction, or the tuition and fees deduction (see page 10).
- You do not claim an education credit, the retirement savings contributions credit (see page 10), or the health insurance credit for eligible recipients (see page 10).
- You had **only** wages, salaries, tips, taxable scholarship or fellowship grants, unemployment compensation, or Alaska Permanent Fund dividends, and your taxable interest was not over \$1,500. **But** if you earned tips, including allocated tips, that are not included in box 5 and box 7 of your W-2, you may not be able to use Form 1040EZ. See page 15. If you are planning to use Form 1040EZ for a child who received Alaska Permanent Fund dividends, see page 16.
- You did not receive any advance earned income credit payments.

If you are not sure about your filing status, see page 13. If you have questions about dependents, use TeleTax topic 354 (see page 8). If you **cannot use this form**, use TeleTax topic 352 (see page 8).

Filling in your return

For tips on how to avoid common mistakes, see page 23.

If you received a scholarship or fellowship grant or tax-exempt interest income, such as on municipal bonds, see the booklet before filling in the form. Also, see the booklet if you received a Form 1099-INT showing Federal income tax withheld or if Federal income tax was withheld from your unemployment compensation or Alaska Permanent Fund dividends.

Remember, you must report all wages, salaries, and tips even if you do not get a W-2 form from your employer. You must also report all your taxable interest, including interest from banks, savings and loans, credit unions, etc., even if you do not get a Form 1099-INT.

Worksheet for dependents who checked "Yes" on line 5

(keep a copy for your records)

Use this worksheet to figure the amount to enter on line 5 if someone can claim you (or your spouse if married) as a dependent, even if that person chooses not to do so. To find out if someone can claim you as a dependent, use TeleTax topic 354 (see page 8).

A. Amount, if any, from line 1 on front	_____	Enter total ▶	A. _____
	+ 250.00		
B. Minimum standard deduction	_____		B. 750.00
C. Enter the larger of line A or line B here	_____		C. _____
D. Maximum standard deduction. If single , enter \$4,700; if married , enter \$7,850	_____		D. _____
E. Enter the smaller of line C or line D here. This is your standard deduction	_____		E. _____
F. Exemption amount.			F. _____
• If single, enter -0-.			
• If married and—			
—both you and your spouse can be claimed as dependents, enter -0-.			
—only one of you can be claimed as a dependent, enter \$3,000.			
G. Add lines E and F. Enter the total here and on line 5 on the front	_____		G. _____

If you checked "No" on line 5 because no one can claim you (or your spouse if married) as a dependent, enter on line 5 the amount shown below that applies to you.

- Single, enter \$7,700. This is the total of your standard deduction (\$4,700) and your exemption (\$3,000).
- Married, enter \$13,850. This is the total of your standard deduction (\$7,850), your exemption (\$3,000), and your spouse's exemption (\$3,000).

Mailing return

Mail your return by **April 15, 2003**. Use the envelope that came with your booklet. If you do not have that envelope or if you moved during the year, see the back cover for the address to use.



MODULE 28: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

D. Compare and contrast gross and net pay.

From 13.3.8...Analyze personal budgets.

- *Expenses*
- *Income*
- *Investing*
- *Needs*
- *Savings*
- *Taxes*
- *Wants*

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Secretary's Commission on Achieving Necessary Skills (SCANS)**COMPETENCIES**

Resources: Identifies, organizes, plans, and allocates resources, including time and personal money.

Student name: _____ Date: _____

MODULE 29

List the steps in obtaining an employment certificate.

Objectives:

- A. Evaluate regulations concerning employment certificates.**
- B. List steps in obtaining a certificate.**

MODULE 29: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

Obtaining an Employment Certificate

To ensure that employers adhere to Child Labor Laws, the employment of the minor is permitted by the parent or guardian and that the minor is physically capable of performing the duties of specific employment, the Pennsylvania Department of Labor and Industry, in coordination with the Department of Education, have in place regulations concerning Employment Certificates. Employers are required to have on file Employment Certificates for the minors they employ.

Prior to applying for a certificate, a promise of employment from an employer must first be secured by the minor. The minor will then determine who the issuing officer is within the school district they reside and obtain an application for an employment certificate, which may be known as "working papers."

Generally, an applicant who is age 16 up to age 18 and participating in a bonafide Cooperative Education Program will apply for a transferable work permit classified for general employment. The transferable work permit allows the student to work any day during the year to a maximum of 8 hours a day and 44 hours per week. (Other child labor laws also apply—see *Excerpt of the Child Labor Law* on page 4.)

When the minor receives the application (see *Application* on page 7) from the issuing office, subsection A must be completed and signed by the issuing officer. Subsection A contains the minor's date of birth and type of evidence of age accepted. There's also space provided in the upper right hand corner for the date of application, Certificate/Permit Number, and the date of issuance. One of the following proofs of age must be submitted and preference is in the order given.

- a. A birth record from the Vital Statistics Division. None of the options below will be accepted unless it's impossible to obtain a record of birth from the Vital Statistics Division.
- b. A Baptismal Certificate or Transcript of the record of Baptism. The certificate must include date of birth.
- c. A passport showing the age of the minor.
- d. Any other documentary record of age, other than a school record.
- e. An Affidavit of parent or guardian accompanied by a physician's statement of opinion as to the age of the minor.

Subsection B is to be completed by the parent, guardian or legal custodian. This section indicates the type of certificate/permit requested and includes the signature of the responsible adult and the adult's address. Application for the certificate must be made by the parent, guardian or legal custodian of the minor. The person responsible for the minor may appear in person and sign the work permit or may execute a statement (see *Attestation Document* page 8) before a notary public and attach form to the application.

Subsection C is to be completed by the employer. This section is a promise of employment and should identify the kind of industry and type of work in which the minor will be engaged. Also displayed and filled by the employer are the specific hours per day the student minor is anticipated to work. These hours must be consistent with current labor law.

Subsection D to be completed by a qualified physician or practitioner certifying that the minor is physically qualified for employment at the time of application or within the previous three hundred sixty-five days.

The completed application is taken back to the issuing office where the issuing officer will complete the transferable work permit. (See *Transferable Work Permit* on page 9.)

The face side contains:

- a. Class of certification
- b. Number and date of issue
- c. Name, address and signature of the minor
- d. Physical characteristics of the minor
- e. Signature of the issuing officer and official title
- f. Name and address of school district

The back side of the permit contains:

- a. Employer instructions
- b. Note to the minor
- c. Classes of certification
- d. Note to the issuing officer

The original wallet size copy of the Transferable Work Permit will remain in the possession of the minor. The minor can use this card for multiple employers, if necessary. A new card need not be issued for each employer, although each employer will retain a copy for their records and follow the child labor law regulations noted on the back side of the transferable work permit.

EXCERPT-CHILD LABOR LAW ACT OF 1915, P.L. 286, NO. 177

Section 8

- a. Before any minor under the age of 18 becomes employed, the employer shall receive from the minor and keep on file an employment certificate.
- b. Any minor 16 years of age can receive a transferable work permit instead of an employment certificate, and the permit is valid until the minor's 18th birthday.

Section 9

Employment certificates and transferable work permits shall be obtained from the school district in which the minor resides, and will be issued by the superintendent or supervising principal of the district.

Section 10

Application for the Certificate must be made by the parent or guardian of the minor and the minor must appear personally before the issuing officer.

Section 11

Employment certificates are of two classes: General Employment and Vacation Employment. General Employment certificates entitle a minor 16 to 18 years of age to work the entire year. Vacation Employment certificates allow a minor 14 to 18 years of age to work any day except at such times and days when the minor is required to attend school.

Section 12

The official authorized to issue an employment certificate shall not issue the certificate unless the following papers are completed and filed:

- a. A statement signed by the employer stating the minor will be employed, the type of employment involved, and the hours of employment.
- b. A certificate of physical fitness.
- c. Proof of age.

Section 14

The certificate of physical fitness required shall be provided by the examining physician or certified practitioners stating the minor has been thoroughly examined at the time of application or within the previous three hundred sixty five days and is physically qualified for employment.

Section 15

One of the following proofs of age must be submitted:

- a. Birth certificate
- b. Baptismal certificate showing date of birth
- c. Passport showing age of minor
- d. Only if none of the above are obtainable, any other certified documentary record of age acceptable to the issuing officer
- e. Only if none of the above are obtainable, then a signed statement by a physician who is approved by the Board of School Directors stating that, after the examination, the minor has attained the age required by law for the occupation anticipated. A statement signed by the parent or guardian certifying the name, date and place of birth of the minor, and the unavailability of any other proofs of age.

Section 17

- a. All employers shall require a minor to have a valid employment certificate or transferable work permit. The transferable work permit shall remain in the custody of the minor.
- b. Within five days of receiving an employment certificate, the employer shall notify the issuing officer in writing of its receipt. Within five days of termination of employment, the employer will return the certificate to the issuing officer by mail or to the minor on demand.

Section 17.1

- a. Employers employing minors having transferable work permits shall also, within five days of employment, provide the issuing officer with the following information in writing:
 1. The permit number
 2. The name and age of the minor employed.
 3. The number of hours per day and week the minor will work.
 4. The type of employment.

- b. A record of minors with transferable work permits at the work site will be maintained by the employer which contains for each minor:
 - 1. Name of the school district issuing the permit.
 - 2. Minor's birthdate.
 - 3. Date of permit issue.
 - 4. Permit number
 - 5. Occupation of the minor
 - 6. A photocopy of the transferable work permit
- c. Within five days of termination of employment of a minor with transferable work permit, the employer will notify the issuing officer in writing.
- d. School districts shall maintain the records required in subsection A for two years.

Section 18

- a. All forms used for issuing employment certificates shall be supplied by the Secretary of Education.
- b. All transferable work permits shall be issued on wallet-sized forms supplied by the Secretary of Education.

References:

“Child Labor Law”, Act of 1915, P.L. 286, No. 177, amended Dec. 21, 1998, P.L. 1242, No. 158.

Child Labor Law, Bureau of Labor Law Compliance, Department of Labor & Industry. 6/01.

Attestation Document

This form may be used as stated in the following excerpt of the Child Labor Law, as amended: Section 10 ". . . . In lieu of the personal appearance of the parent, guardian, legal custodian, or next friend of the minor, such person may execute a statement before a Notary Public or other person authorized to administer oaths attesting to the accuracy of the facts set forth in the application . . ."

The application referred to in the above law is the Application For Employment Certificate or Transferable Work Permit, Form PDE 4565.

When this form is used in lieu of personal appearance, the completed form shall be attached to the application form PDE-4565 and transmitted to the responsible Work Permit Issuing Officer of the public school district in which the minor, so named on the application, resides.

I attest that the information contained on the Application For Employment or Transferable Work Permit, Form PDE-4565 made out in the name of _____ is true and accurate.
(Minor's Name)

Signature of Notary Public or other person authorized to administer oaths

Signature of parent, guardian legal custodian or next of friend

Signature

Date

Signature

Date

Application for the employment certificate must be made by the parent, guardian, or legal custodian of the minor for whom such employment certificate or Transferable Work Permit is requested.

In lieu of the personal appearance of the person responsible for the minor, such person may execute a statement before a Notary Public or other person authorized to administer oaths attesting to the accuracy of facts contained on the application PDE-4565. The PDE-4565A is the official form to be used for said purpose and shall be attached to the application PDE-4565.

TRANSFERABLE WORK PERMIT

PDE-4566 (12/89)
 Class of certificate (mark one only)
 General Employment _____
 Vacation Employment _____
 Issued to a minor between 16 and 18 years of age under the provision of the Child Labor Laws, as amended.

Number _____ Date issued _____

Name of Minor _____ Zip _____

Signature of Minor _____
 Place of Residence _____

Description of Minor _____ Zip _____

Place of Birth (city) _____ (state) _____ (country) _____
 Mo. Day Year

Sex _____ (color of eyes) _____ (color of hair) _____ (date of birth) _____

Other distinguishing characteristics and physical limitations _____

Issuing Officer _____
 I hereby certify that all the requirements of law for issuing a Transferable Work Permit have been fulfilled, and that the above-named minor has signed this permit in my presence.

Signature of Issuing Officer _____
 Official Title _____
 School District Name and Address _____
 Zip _____

Employer Instructions

A. Any employer, employing a minor having a Transferable Work Permit shall, within five days of commencement of such employment, provide the school district issuing that permit with the following information in writing:

1. Permit number
2. Name and age of employee.
3. Number and hours per day and week minor will work.
4. Character of employment.

B. Any employer, employing minors having Transferable Work Permits shall maintain a record of reasons in their employ.

1. A photocopy of the Transferable Work Permit may be used for such records.
2. The Transferable Work Permit shall remain in the custody of the minor employee.

Note to Minor Holding this Permit:

1. When applying for employment make sure the employer has access to the information contained on this permit.
2. Allow the employer to make a photocopy of this permit if he/she wishes. The permit must be returned to you and you should carry it on your person when you are working.

Class of Certificate

1. General Employment—Entitles a minor, 16 to 18 years of age, to work during the entire year and at any time of day to a maximum of eight hours per day and 44 hours per week.
2. Vacation Employment—Entitles a minor, 16 to 18 years of age to work on any day except at such times when a minor is required to attend school. (Minors under 16 years of age may not be issued a Transferable Work Permit.)

Note Issuing Officers: Please mark the proper class of certificate (General or Vacation) on the face of this permit.

MODULE 29: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the above Information Sheet, complete these activities to demonstrate your understanding.

Answer the following questions.

1. What's the purpose of an Employment Certificate?

2. At what age is an Employment Certificate no longer required?

3. List five proofs of age allowed when applying for an Employment Certificate. Which is the most acceptable? The least?
 - a.
 - b.
 - c.
 - d.
 - e.

4. The minor must have a physical at the time of application for a certificate, unless he/she has had one in the past year.

T F

5. The original transferable work permit will remain in the possession of the employer.

T F

6. What are the two classes of Employment Certificates?
 - a.
 - b.

7. A promise of employment is the first step in obtaining an employment certificate. What are the others? Include all requirements listed on the application.

MODULE 29: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.2.11. Career Acquisition (Getting a Job)**

- D. Identify sources of health, safety and regulatory practices and their effect on the work environment.
- Child Labor Laws
 - Employee Right to Know
 - Fair Labor Standards Act
 - Hazardous occupations
 - Material Safety Data Sheets (MSDS) information
 - Occupational Safety and Health Administration (OSHA) regulations
 - Student work permits

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Student name: _____ Date: _____

MODULE 30

Describe labor regulations that affect wages, hours, and conditions of employment.

Objectives:

- A. Identify hazardous occupations.
- B. List minimum age standards.
- C. Define wages.

MODULE 30: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

What is the Federal Fair Labor Standards Act?

The Federal Fair Labor Standards Act provides standards for the employment of minors. These provisions are designed to confine the employment of minors to periods which will not interfere with their schooling and to conditions which will not jeopardize their health and well-being.

All states have child labor laws and all but one have compulsory school attendance laws. These state laws or other federal laws may have higher standards than those established under the Fair Labor Standards Act. When these other laws are applicable, **THE MORE STRINGENT STANDARDS MUST BE OBSERVED.**

Who is exempt from the requirements?

Some working minors are exempt from the Child Labor Requirements in Nonagricultural Occupations. They are:

1. Children under 16 years old employed by their parents in occupations other than manufacturing or mining or occupations declared hazardous by the Secretary of Labor.
2. Children engaged in the delivery of newspapers to the consumer.

3. Children employed as actors or performers in motion pictures, theatrical, radio or television productions.
4. Homeworkers engaged in making wreaths composed principally of natural holly, pine, cedar or other evergreens.
5. Domestic service employees working in or about the household of the employer.

Employment Relationships

An employment relationship requires an "employer" and an "employee," and the act or condition of employment. Mere knowledge by an employer of work done for him or her by another is sufficient to create an employment relationship under the Fair Labor Standards Act.

Wages

Minimum Wage

Under the Fair Labor Standards Act, all covered, non-exempt workers are entitled to the established, minimum hourly wage rate of \$5.15 per hour (as of September 1, 1997) and should receive overtime pay at a rate of at least one and one-half times their regular rates of pay after 40 hours of work in a work week. However, no provision or order of the FLSA excuses noncompliance with any federal or state law that establishes higher standards.

Tipped Employees

Employers who elect to use the tip credit provision must inform their employees in advance and must be able to show that the employees receive at least the minimum wage when direct wages and the tip credit allowance are combined. Also, employees must retain all of their tips, except to the extent that they participate in a valid tip pooling or sharing arrangement.

A "tipped employee" under FLSA is any employee engaged in an occupation in which he/she customarily and regularly receives more than \$30 a month in tips. If an employee's tips, regardless of whether they are full-time or part-time, do not total more than \$30 a month, he/she must receive the full minimum wage without any deduction for the tips received.

Workweek

A workweek is a regular recurring period of 168 hours in the form of seven consecutive 24-hour periods. The workweek need not be the same as the calendar week and may begin on any day of the week, at any hour of the day.

Sub Minimum Wages

The Fair Labor Standards Act provides for the employment of certain individuals at sub minimum wages to prevent the curtailment of their employment opportunities. Before such individuals may be employed at sub minimum wages, a certificate must be obtained from the Wage and Hour Division of the United States Department of Labor.

Regulations governing the conditions under which sub minimum wage certificates may be issued are prescribed by the Secretary of Labor.

The following conditions must be satisfied before a special certificate may be issued authorizing the employment of a student-learner at sub minimum wages:

1. The occupation must not be one for which a student-learner application was previously submitted by the employer and a special certificate was denied.
2. The student-learner's employment must be directly related to his/her course of study and cooperative education training program.
3. The training program under which the student-learner will be employed must be a bona fide cooperative education training program.
4. The employment of the student-learner at a sub minimum wage must be necessary to prevent curtailment of opportunities for employment.
5. The student-learner must be at least 16 years of age unless he/she is to be employed in an occupation that has been declared hazardous, in which case the student-learner must be 18 years old.
6. The occupation for which the student-learner is receiving preparatory training must require a sufficient degree of skill to necessitate a substantial learning period.

7. The training must not be for the purpose of acquiring manual dexterity and high production speed in repetitive operations.
8. The employment of a student-learner must not displace a company's regular worker.

Hazardous Occupations Orders

The Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupation which the Secretary of Labor "shall find and by order declare" to be particularly hazardous or detrimental to the health and well-being of minors under that age. Seventeen hazardous occupations orders now in effect are as follows:

1. Manufacturing and storing explosives
2. Motor-vehicle driving and outside helper
3. Coal mining
4. Logging and saw-milling
5. Power-driven woodworking machines
6. Exposure to radioactive substances
7. Power-driven hoisting apparatus
8. Power-driven metal-forming, punching, and shearing machines
9. Mining, other than coal mining
10. Slaughtering, or meat-packing, processing or rendering
11. Power-driven bakery machines
12. Power-driven paper-products machines
13. Manufacturing brick, tile, and kindred products
14. Power-driven circular saws, band saws, and guillotine shears
15. Wrecking, demolition, and shipbreaking operations

16. Roofing operations

17. Excavation operations

Exemptions to hazardous occupations

There are some exemptions to this minimum age standard. Apprentices and Cooperative Education **student-learners*** who are at least 16-year-olds may be granted exemptions from the following hazardous occupations orders:

- 5. Power-driven woodworking machines
- 8. Power-driven metal-forming, punching, and shearing machines
- 10. Slaughtering, or meat-packing, processing or rendering
- 12. Power-driven paper-products machines
- 14. Power-driven circular saws, band saws, and guillotine shears
- 16. Roofing operations
- 17. Excavations operations

***Student-learner** -- is a student who is at least 16 years of age, is receiving instruction in an accredited school, and is employed on a part-time basis under a bona fide cooperative education training program administered by the school.

Minimum age standards

Pennsylvania

Age 12 & 13

Only permitted employment is golf caddie. May carry one golf bag for a maximum of 18 holes a day, maximum of 6 consecutive days. May not work during school hours when school is in session. News carriers can be employed at age 11.

Age 14 & 15

Maximum of 4 hours during a school day; maximum of 8 hours on days when there is no school, maximum of 18 hours for school week (Monday through Friday). May not be employed before 7 a.m., after 7 p.m. or when school is in session. Maximum of 6 consecutive days and 18 hours within the 6 days.

Age 16 & 17

Maximum of 28 hours during the school week, which is Monday through Friday if enrolled in a regular school day. May work an additional 8 hours on Saturday and/or Sunday. If working both Saturday and Sunday, may not work one of the week days. Maximum of 6 consecutive days. May not be employed before 6 a.m. or after 12 midnight if there is school the next day. If there is no school the next day, the student may work until 1 a.m. During summer vacation the student may work 8 hours a day, 44 hours a week, 6 consecutive days and anytime of the day or night.

Age 18

Do not need a Work Permit any longer.

Fair Labor Standards Act

Age 14 & 15

Minimum age for employment in specified occupations outside school hours. Can not legally work: during school hours, before 7 a.m. or after 7 p.m. (from June 1 through Labor Day this is extended to 9 p.m.), more than 3 hours a day on school days, more than 18 hours a week in school weeks, more than 8 hours a day on non-school days, and more than 40 hours a week in non-school weeks.

Age 16 & 17

Basic minimum age for employment. At 16 years of age youths may be employed in any occupation that has not been declared hazardous by the Secretary of Labor.

Students enrolled in a Cooperative work experience program would be allowed to work during the school day and would be allowed more than the 28 hours during the week.

Age 18

Minimum age for employment in those occupations declared hazardous by the Secretary of Labor. This minimum age applies even when a minor is employed by a parent.

MODULE 30: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the above Information Sheet, complete these activities to demonstrate your understanding.

Activity 1: Answer the following questions:

1. There are both federal and state employment regulations. If they differ in any way, which one would be enforced?
2. What is the prevailing minimum wage? Under what conditions could an employer pay sub minimum wages?
3. According to your age, how many and what hours are you allowed to work during the school year?

Activity 2:

1. In small groups, discuss the hazardous occupations that are listed by the Secretary of Labor and which ones would you be exempt from due to the educational background you have. Each group will then share with the class.
2. Write a three paragraph essay describing any regulations at your worksite that affect you because of your age. Evaluate and discuss how carefully your employer enforces these regulations.

MODULE 30: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.2.11. Career Acquisition (Getting a Job)**

- D. Identify sources of health, safety and regulatory practices and their effect on the work environment.
- Child Labor Laws
 - Employee Right to Know
 - Fair Labor Standards Act
 - Hazardous occupations
 - Material Safety Data Sheets (MSDS) information
 - Occupational Safety and Health Administration (OSHA) regulations
 - Student work permits

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.

- Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.6.11 Speaking and Listening

D. Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

E. Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Participate in a formal interview (e.g., for a job, college)

Secretary's Commission on Achieving Necessary Skills (SCANS)

COMPETENCIES

Interpersonal: Works well with others, including being skilled team members and negotiating with others to solve problems or reach decisions.

Student name: _____ Date: _____

MODULE 31

Describe the withholding laws and benefits provided by social security, workers' compensation and unemployment compensation.

Objectives:

- A. Define tax withholding and list at least three (3) kinds of taxable income.**
- B. List other types of withholding taxes.**
- C. Describe benefits provided by Social Security, Unemployment Compensation, and Workers' Compensation.**

MODULE 31: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

What is income tax withholding?

The federal and state governments and local government agencies can generate taxes for their operation and for providing various services. One such tax is an income tax. The income tax is a "pay as you go" tax. You must pay the tax as you earn or receive income. Federal Income Tax is withheld from the salaries or wages of most employees. This includes bonuses, commissions, and vacation allowances in addition to your regular pay. Tips are also taxable. The tips you receive and report to your employer are included with your regular wages to determine the amount that is withheld. In some cases, taxes are withheld on fringe benefits paid to you. In addition, income tax is withheld from sick pay you receive from your employer or an agent of your employer as it is from your salaries and wages. Generally, income tax will be withheld from pensions and annuities. Income tax is also withheld from certain kinds of gambling winnings.

The amount of federal income tax actually withheld from your paycheck will be determined by current tax rates, the amount you earn, and the information you give your employer when you fill out the form popularly called the "W-4," but titled "Employee's Withholding Allowance Certificate." The W-4 form includes four types of information your employer will use to figure your withholding (see page 7):

1. Whether to withhold at the single person's tax rate or the married person's tax rate.
2. How many withholding allowances you claim.
3. Whether you want to have an additional amount withheld.
4. Whether or not you are exempt from paying federal income taxes.

If your income is low enough that you will not have to pay income tax for the year, you may be exempt from withholding. If you are exempt, your employer will not withhold Federal Income Tax from your wages. An exemption is good for only one year. You must file a new W-4 by February 15 each year to continue your exemption.

There is also a criminal penalty for willfully falsifying information or failing to supply information that would increase the amount withheld. A simple error or an honest mistake will not result in a penalty.

The amount of tax actually paid to the Federal Government for any given year will be determined when and if you file the appropriate federal tax form (Form 1040). Forms must be filed by April 15 following the taxable period of January 1 to December 31 of the prior year. It is very important to have the correct amount of tax withheld from your weekly paycheck. If, after you file your federal tax forms, you owe the federal government more than has been withheld for the year, you may have to pay a penalty, and a new W-4 should be completed with your employer to increase your withholding.

Many state governments and local government agencies collect an income tax through withholding. All income taxes are based on gross wages before deductions.

Social Security Tax Withholding and Benefits

To pay for the Federal Social Security System, you and your employer will be taxed a percentage of your covered earnings. Covered earnings and the rate of tax may change from year to year to keep up with the financial needs of the Social Security Fund. The Social Security Tax is another "pay as you go" system. Each pay check is or will be taxed at the employee rate to determine the amount of withholding.

What is Social Security? It is a Federal Government program for you and your family when you retire, become severely disabled, or die. It protects you and your family while you work and after you retire. It is a base to build on, with other insurance, investments, private pensions and personal savings.

Most workers begin receiving full retirement benefits at age 65 or reduced retirement benefits as early as age 62. (Starting in the year 2000 for people born in 1938 or later, this age will increase gradually. By 2027, full-retirement age will be 67 for people born after 1959.) Your benefits may be higher if you delay retiring until after full-retirement age.

The Social Security law has a special formula for figuring benefits. The formula uses your average earnings over your entire working life. For most retirement benefit estimates, your 35 best years of earnings will be averaged. If you become disabled or die before retirement, fewer years may be used to figure those benefits. For retirement estimates, it is assumed that you will continue working up to retirement age.

Disability benefits are paid if you become totally disabled before you reach full-retirement age. To get disability benefits, three things are necessary:

- You need a certain number of work credits, and they had to be earned during a specific period of time (you get one credit for each \$700 of your covered annual earnings, up to a maximum of 4 credits for the year, no matter when you work during the year);
- You must have a physical or mental condition that has lasted, or is expected to last, at least 12 months or to end in your death; and
- Your disability must be severe enough to keep you from doing any substantial work, not just your last job.

As you work you also build up protection for your family. Benefits may be payable to:

- Your unmarried children under age 18 (under age 19 if in high school) or 18 and older if disabled before age 22;
- Your spouse who is age 62 or older or who is any age and caring for your qualified child who is under age 16 or disabled; and
- Your divorced spouse who was married to you for at least 10 years and who is age 62 or older and unmarried.

If you die, your unmarried young or disabled children may qualify for monthly payments. Your widow or widower, even if divorced, may also qualify for payments starting:

- At age 60 or at age 50 if disabled (if divorced, your marriage must have lasted 10 years); or
- At any age if caring for your qualified child who is under age 16 or disabled.

Even if you are still working, you may qualify for benefits. Until you reach age 70, there are limits on how much you can earn without losing some or all of your Social Security retirement benefits. These limits change every year. When you apply for benefits, you will be told what the limits are at that time and if work would affect your monthly checks and those of your qualified family members.

Social Security taxes withheld also pay part of Medicare benefits. Medicare is a basic health insurance program for people 65 or older. You are also eligible for Medicare if you have been receiving disability benefits for two years or have permanent kidney failure. There are two parts to Medicare: Hospital Insurance and Medical Insurance. Your Social Security Tax pays for Hospital Insurance coverage but Medical Insurance coverage is optional and requires an additional premium paid by you out of your pocket. Neither plan pays all expenses nor are all services covered. Additional personal insurance coverage is recommended.

Unemployment Compensation Benefits

Unemployment Compensation (U.C.) is a form of job insurance. If you lose your job through no fault of your own, it protects you against total loss of income for a specific period of time. Unemployment compensation benefits are paid for by Federal and state taxes on employers, and if certain economic conditions exist, in Pennsylvania, by employees.

To qualify for benefits, the applicant must:

1. Have worked for an employer covered by the U.C. Law.
2. Meet certain wage and weeks of employment requirements. A high school student's employment in a Cooperative Education Program is NOT covered employment and will not qualify the student for U.C. benefits.
3. Be unemployed through no fault of your own.
4. Be able to work and be available for work.

You may be denied benefits if you:

1. Quit your job without a valid reason.
2. Were discharged for willful misconduct.
3. Are unemployed because you were involved in a strike.
4. Are unable or unavailable to work.
5. Refuse to accept any suitable work within a reasonable distance of your home.
6. Refuse to accept an offer to suitable full-time work in order to pursue seasonal or part-time employment.
7. Are receiving U.C. from another state or from the federal government.

If unemployed, you may file a claim for benefits at the local office of Employment Security. If there is no reason for disqualification, payment is authorized. The general aim is to pay the unemployed 45 to 50% of his/her regular weekly earnings up to a maximum allowed by state law.

The maximum weekly benefit is determined by the highest amount earned in any one of the first four quarters of the "base year". "Base year" is established as the first four of the last five completed calendar quarters prior to the date on which application is made for benefits. In addition, each claimant can receive additional money for each dependent to the maximum allowed by law.

The duration of payments can extend up to 26 weeks of total unemployment during the 52-week period beginning with the date of application for benefits. A federal program could extend U.C. benefits for another 9 or 13 weeks in some cases. In addition, a small amount of money can be earned without losing any benefit depending on the amount of unemployment compensation. Consult your local employment service office. All U.C. benefits received must be reported on your Federal Income Tax Return. These benefits may be taxable depending on your adjusted gross income for the tax year.

Pennsylvania Workers' Compensation Law

To participate in a cooperative education program, your employer is required to maintain workers' compensation coverage (either by being approved to self-insure and hiring a third party administrator to handle its claims or by purchasing a workers' compensation policy through an insurance company). The coverage will pay wage loss benefits and reasonable and necessary medical bills should you be injured on-the-job or develop a work-related disease unless your employer can prove the injury was intentionally self-inflicted or caused by your violation of law.

An injured employee will generally receive $\frac{2}{3}$ of the employee's average weekly wage as a wage loss benefit for the duration of any work-related disability—up to but not more than $66\frac{2}{3}$ percent of the current statewide average weekly wage. Wage loss benefits begin with the 7th day of disability unless the disability lasts 14 days or more—in which case benefits are paid from day one. If the calculated benefit is less than 50% of the statewide average weekly wage, then the benefit payable is the lesser of 50% of the statewide average weekly wage or 90% of the injured worker's average weekly wage. When an injury results in a permanent loss such as the loss of/loss of use of appendages, hearing or sight, the number of wage loss benefit weeks is specified by state law.

In the case of a work-related injury or disease resulting in death, dependent beneficiaries may be entitled to wage loss benefits as the result of the death and reasonable costs of burial not exceeding \$3000 may also be covered.

If a minor to which child labor laws apply suffers a work-related injury or disease while being permitted to work in violation of any provision of child labor laws, the minor may seek 150% of the wage loss benefits that normally would have been due him or her, with the additional 50%

payment being the responsibility of the employer rather than its insurer.

Report any work-related injuries or illnesses to your supervisor/ employer at once. Your employer is required to report all injuries to its insurance carrier and to file an Employer's Report of Occupational Injury or Disease with the state if you become entitled to wage loss benefits as the result of a work-related injury or disease.

Resources

For more information about taxes, Social Security withholding, etc.

www.irs.gov

For more information about Unemployment and Workers' Compensation:

www.dli.state.pa.us/landi/site/default.asp

Form W-4 (2003)

Purpose. Complete Form W-4 so that your employer can withhold the correct Federal income tax from your pay. Because your tax situation may change, you may want to refigure your withholding each year.

Exemption from withholding. If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2003 expires February 16, 2004. See **Pub. 505**, Tax Withholding and Estimated Tax.

Note: You cannot claim exemption from withholding if: (a) your income exceeds \$750 and includes more than \$250 of unearned income (e.g., interest and dividends) and (b) another person can claim you as a dependent on their tax return.

Basic instructions. If you are not exempt, complete the **Personal Allowances Worksheet** below. The worksheets on page 2 adjust your withholding allowances based on itemized

deductions, certain credits, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply. **However, you may claim fewer (or zero) allowances.**

Head of household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See line E below.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the **Personal Allowances Worksheet** below. See **Pub. 919**, How Do I Adjust My Tax Withholding? for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using

Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax.

Two earners/two jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others.

Nonresident alien. If you are a nonresident alien, see the **Instructions for Form 8233** before completing this Form W-4.

Check your withholding. After your Form W-4 takes effect, use **Pub. 919** to see how the dollar amount you are having withheld compares to your projected total tax for 2003. See **Pub. 919**, especially if your earnings exceed \$125,000 (Single) or \$175,000 (Married).

Recent name change? If your name on line 1 differs from that shown on your social security card, call 1-800-772-1213 for a new social security card.

Personal Allowances Worksheet (Keep for your records.)

A Enter "1" for **yourself** if no one else can claim you as a dependent **A** _____

B Enter "1" if:
 • You are single and have only one job; or
 • You are married, have only one job, and your spouse does not work; or
 • Your wages from a second job or your spouse's wages (or the total of both) are \$1,000 or less. **B** _____

C Enter "1" for your **spouse**. But, you may choose to enter "-0-" if you are married and have either a working spouse or more than one job. (Entering "-0-" may help you avoid having too little tax withheld.) **C** _____

D Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return **D** _____

E Enter "1" if you will file as **head of household** on your tax return (see conditions under **Head of household** above) **E** _____

F Enter "1" if you have at least \$1,500 of **child or dependent care expenses** for which you plan to claim a credit **F** _____

(Note: Do **not** include child support payments. See **Pub. 503**, *Child and Dependent Care Expenses*, for details.)

G **Child Tax Credit** (including additional child tax credit):
 • If your total income will be between \$15,000 and \$42,000 (\$20,000 and \$65,000 if married), enter "1" for each eligible child plus **1 additional** if you have three to five eligible children or **2 additional** if you have six or more eligible children.
 • If your total income will be between \$42,000 and \$80,000 (\$65,000 and \$115,000 if married), enter "1" if you have one or two eligible children, "2" if you have three eligible children, "3" if you have four eligible children, or "4" if you have five or more eligible children.
 **G** _____

H Add lines A through G and enter total here. **Note:** This may be different from the number of exemptions you claim on your tax return. **H** _____

For accuracy, complete all worksheets that apply.
 • If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, see the **Deductions and Adjustments Worksheet** on page 2.
 • If you have **more than one job** or are **married and you and your spouse both work** and the combined earnings from all jobs exceed \$35,000, see the **Two-Earner/Two-Job Worksheet** on page 2 to avoid having too little tax withheld.
 • If **neither** of the above situations applies, **stop here** and enter the number from line H on line 5 of Form W-4 below.

Cut here and give Form W-4 to your employer. Keep the top part for your records.

Form W-4 Department of the Treasury Internal Revenue Service		Employee's Withholding Allowance Certificate ▶ For Privacy Act and Paperwork Reduction Act Notice, see page 2.	OMB No. 1545-0010 2003
1 Type or print your first name and middle initial		Last name	2 Your social security number
Home address (number and street or rural route)		3 <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married, but withhold at higher Single rate. Note: If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.	
City or town, state, and ZIP code		4 If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a new card. <input type="checkbox"/>	
5 Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2)		5 _____	
6 Additional amount, if any, you want withheld from each paycheck		6 \$ _____	
7 I claim exemption from withholding for 2003, and I certify that I meet both of the following conditions for exemption: • Last year I had a right to a refund of all Federal income tax withheld because I had no tax liability and • This year I expect a refund of all Federal income tax withheld because I expect to have no tax liability. If you meet both conditions, write "Exempt" here		7 _____	
Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or I am entitled to claim exempt status. Employee's signature (Form is not valid unless you sign it.) ▶			
8 Employer's name and address (Employer: Complete lines 8 and 10 only if sending to the IRS.)		9 Office code (optional)	10 Employer identification number

Cat. No. 10220Q

MODULE 31: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.2.11. Career Acquisition (Getting a Job)**

- D. Identify sources of health, safety and regulatory practices and their effect on the work environment.
- Child Labor Laws
 - Employee Right to Know
 - Fair Labor Standards Act
 - Hazardous occupations
 - Material Safety Data Sheets (MSDS) information
 - Occupational Safety and Health Administration (OSHA) regulations
 - Student work permits

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

MODULE 32

Develop a resume.

Objectives:

A. Define resume.

B. Compose an accurate resume.

MODULE 32: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then prepare your own resume.

What is a resume?

A resume (pronounced rez' oo mā) according to the dictionary is "a summary; a statement of a job applicant's previous employment, experience, education, etc." The goal of a good resume is to get you an interview. Therefore, be sure to stress who you are, what you can do, and what you have to offer the prospective employer.

Example of a resume

On page 5 you will find a sample resume. As you do more research on resumes, you will find ten or more recognized resume styles or forms. The sample will get you started on your first or most basic resume.

How to compose a resume

Now that you have reviewed the basic resume, you have a good understanding of what should be included in your resume. Remember, a resume is your personal inventory of what you have to offer a potential employer. Therefore, you will want to include the following sections in your resume:

Personal Information:

Name, address (street address, city, state and ZIP Code) and telephone number with area code. Email addresses may be placed in this section.

Employment Objective:

This section tells the employer the position for which you are applying. Listed below are two examples of employment objectives:

1. To secure a position as welder.
2. To continue a career in carpentry with a reputable home improvement company.

Educational Background:

Include the name and address of the high school you attended. In this section you would want to mention the curriculum studied, honors, awards, accomplishments, and/or certificate received.

If you have or are currently attending a career and technical school, you would want to list this school also. Be sure to include the name of your shop as well as the name, address, and honors or awards received at the career center. As you progress into post-secondary education, you should list your most recent education first and work backwards.

Employment History:

In describing your experience, give the dates on which you began and terminated the job. Include in this section names and addresses of current or previous employers. Always list the most recent or current employer first and work backwards into the past. You will also want to include in this section your job title, job duties and supervisor's name. Use action words to describe your job duties. Example: "in charge of," "responsible for," "assisted with," etc.

References:

Include in this section the names of at least three people who can offer information about you or provide you with a recommendation for the job. People who make good references would be teachers, guidance counselors, employers, friends of the family, or neighbors. Try to give thought to your references and select only those people who can help you obtain the job. Avoid using high school friends as references. Information you will need from each reference includes name, title, company, address, phone number and email address. **Be sure to ask permission to use someone's name as a reference.**

Optional:

Some people like to include additional sections in their resumes. You might like to include skills, hobbies, interests, club activities, etc. Nevertheless, keep these sections brief.

Steps in preparing a resume

1. Do a personal inventory by filling out the personal inventory sheet provided beginning on page 6. This will help you get everything organized on paper.
2. Choose a format. You may follow the format provided in the sample resume or refer to books in the library for other formats.
3. Write your resume.
4. Edit your resume. Your resume should be complete, easy to read and brief. Try to keep it on one page. Proofread to make sure you have perfect spelling, grammar, and punctuation.
5. Type your resume.
6. Proofread, proofread, and proofread the typed copy to make sure you have it perfect. Give it to someone else to read. Sometimes when we work too long with a document, we don't see errors.
7. Be sure your resume is attractively arranged on the page. If not, have it typed again.
8. Be sure the resume is visually attractive, brief and informative.

Remember, your resume is an advertisement of yourself. You are the product and your resume is trying to sell you. Like any good ad, it should create interest and sell the product. In this case, it would sell you!

Common rules to follow when preparing a resume

1. Have at least a one-inch margin on all four sides of the paper.
2. Have perfect typing -- avoid typographical errors and errors in grammar or punctuation.

3. Use a printer with a fresh cartridge or toner. Avoid light or uneven print, smudges, etc.
4. Be consistent in format and content. For example: If you have the name, address and phone number for one job, provide it for all jobs. If you name the supervisor in one job, name the supervisor in all your jobs.
5. Eliminate categories such as sex, marital status, height, weight, etc. Modern resumes do not include these since most are illegal questions to ask an applicant.
6. When using an email address where you can be reached...do not use personal addresses that may not give a professional appearance, such as:
 - sweetiegirl@aol.com
 - buckethead@yahoo.com
 - hottie@excite.com
7. Because you may graduate with a nationally recognized skill certificate, consider a second resume format:
 - Objective:
 - Skills:
 - Experience:
6. Send only original resumes. Use a copier only if you cannot tell the difference between the copy and the original -- they must be exact. Use good bond paper, preferably in white, but ivory, gray, or pastel shades are becoming more acceptable.

SCOTT DANIELS
 R. D. 2, BOX 84
 ANYCITY, PA 54321
 Phone....Email

OBJECTIVE: Full-time position utilizing my carpentry skills.

EDUCATION: Anycity High School
 330 E. John Street, Anycity, PA 54321
 General subjects - B average
 Advanced Math - A average

Anycity Career & Technical School
 575 Hospital Road, Anycity, PA 54321
 Enrolled in Carpentry - B+ average
 Class projects included building garages, roofing and remodeling.

EXPERIENCE: Dale Smith Construction
 244 Horner Street, Anycity, PA 54321
 Employed: September 1987 to present
 Supervisor: Dale Smith
 Duties: Framing, installing dry wall, building decks, roofing, and picking up supplies

Dairy Queen
 100 Oak Street, Anytown, PA 55443
 Employed: April 1987 to September 1987
 Supervisor: Sally Wallace
 Duties: Serving customers, cleaning, handling money, and training new employees.

Self-employed
 Built and sold playground sets during the summer of 1986

SKILLS: Framing, roofing, some wiring and plumbing.
 Enjoy meeting and talking to people.

INTERESTS: Enjoy riding motorcycles and dancing.
 Member of VICA 3 years
 Treasurer - 1 year
 Member of church youth group 3 years
 Lettered in high school football 2 years
 Member of Student Council 3 years
 Boy Scouts of America 8 years
 President - 1 year

REFERENCES:

Mr. Duff Luther	Mr. Matt Good	Mr. James Reed
R. D. 3, Box 82	402 Oak Street	745 Harvest Drive
Anytown, PA 55443	Anycity, PA 54321	Anycity, PA 54321
(814) 637-7789	(814) 637-0091	(814) 234-8903
Tech Instructor	Contractor	Coal Miner

MODULE 23: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the above Information Sheet, complete the following activities.

Activity 1: Fill out this personal inventory sheet. This way you will have collected all the information you need to begin your resume.

PERSONAL INVENTORY SHEET

1. NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____ EMAIL _____

2. CAREER OBJECTIVE _____

3. HIGH SCHOOL _____

FIELD OF STUDY _____

SPECIALIZED COURSES _____

MEMBERSHIPS OR CLUBS _____

ACTIVITIES _____

LEADERSHIP OPPORTUNITIES _____

4. CAREER & TECHNICAL SCHOOL _____

FIELD OF STUDY _____

SPECIALIZED COURSES _____

MEMBERSHIPS OR CLUBS _____

ACTIVITIES _____

LEADERSHIP OPPORTUNITIES _____

5. HOBBIES _____

6. TALENTS/SKILLS _____

7. EMPLOYER _____

ADDRESS _____ PHONE _____

JOB TITLE _____

SUPERVISOR _____

DUTIES _____

DATE JOB BEGAN _____ JOB ENDED _____

EMPLOYER _____

ADDRESS _____ PHONE _____

JOB TITLE _____

SUPERVISOR _____

DUTIES _____

DATE JOB BEGAN _____ JOB ENDED _____

EMPLOYER _____

ADDRESS _____ PHONE _____

JOB TITLE _____

SUPERVISOR _____

DUTIES _____

DATE JOB BEGAN _____ JOB ENDED _____

8. REFERENCES:

NAME _____ OCCUPATION _____

ADDRESS _____

TELEPHONE _____ EMAIL _____

NAME _____ OCCUPATION _____

ADDRESS _____

TELEPHONE _____ EMAIL _____

NAME _____ OCCUPATION _____

ADDRESS _____

TELEPHONE _____ EMAIL _____

9. OTHER INFORMATION:

Activity 2: After you have completed the personal inventory form and typed your resume on the computer, be sure to save on disk so corrections can be made. After your instructor approves your rough draft, make any necessary corrections and print your resume.

MODULE 32: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.2.11. Career Acquisition (Getting a Job)**

- E. Evaluate prepared career acquisition documents based upon industry acceptable practices.
- Accuracy
 - Completeness
 - Neatness
 - Qualifications

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- E. Write a personal resume.

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

Student name: _____ Date: _____

MODULE 33

Practice skills needed to be successful in a job interview.

Objectives:

A. Prepare for an interview.

B. Demonstrate appropriate behavior in an interview.

MODULE 33: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

Introduction

The interview is perhaps the most critical event of the job search process. Few people are hired without first being interviewed. Understanding what an employer will look for in an applicant is an important basis for knowing how to respond in an interview. Identifying key skills and being able to support them is a critical interview issue.

It is clear that the dynamics of an interview are complex. It is not simply a verbal exchange—though that is complex in itself. For example, while the telephone contact is primarily a verbal one, job interviews require control of many things other than the voice. Employers will not only hear the job seeker, they will also see, touch (a handshake), and smell them (perfume or aftershave). Physical appearance and grooming become major factors, as does the often mystical factor of body language.

This Module will cover the basics of the interview process. Because of the importance of the interview itself, students will role play and practice interview skills. Good interviewing skills can be the difference between getting a job and not getting a job. Students will learn basic interviewing skills including the importance of making a good first impression, answering problem questions, closing the interview effectively, and following up after the interview. They will also learn to analyze an interview question and to use a technique to answer the real concern of the employer.

Personal characteristics an employer looks for during an interview:

1. Enthusiasm and interest
2. Dedication and dependability
3. Alertness, quickness of mind
4. Honesty and integrity
5. Desire to work
6. Desire to help others
7. Desire to improve oneself

Guidelines for dressing for an interview.

(NOTE: It is very important that the applicant make the best impression possible from the beginning of the interview. Most interviewers form an opinion within the first four to six minutes of the interview.)

1. Dress to fit the job for which you are applying
(NOTE: Dress better for the interview than you normally would for a day on the job.)
2. Coordinate clothing
(NOTE: Consider colors, patterns, fabrics, and suitable styles for your shape and body structure.)
3. Be conservative
(NOTE: Avoid wearing high-fashion items or the newest fads.)
EXAMPLES: Wear simple jewelry, natural-looking makeup; avoid strong colognes or aftershaves; avoid wearing sunglasses during the interview.
4. Be modest and well-groomed
EXAMPLES: Clean, simple styled hair, clean and neatly trimmed nails and facial hair, buttoned shirt/blouse; fashionable but modest skirt length; well-fitting clothes (not too tight); polished shoes.

Recommended interviewing practices.

(NOTE: Your behavior before, during and after your interview will strongly influence the impression that you make. The following practices will help you "sell yourself" during the interview.)

1. Prepare for the interview by researching the company and practicing for the interview.

2. Arrive early for the interview (10-15 minutes).
3. Go to the interview alone unless otherwise requested.
(NOTE: Occasionally, you may be asked to bring your spouse.)
4. Introduce yourself to the receptionist or secretary and the interviewer; state the purpose of your visit.
5. Greet by name the person who will interview you.
(NOTE: Be sure to pronounce the name correctly.)
6. Shake hands if the interviewer extends the offer.
(NOTE: Make sure that your handshake is firm.)
7. Sit down when the interviewer indicates that you should.
8. Sit quietly until the interviewer opens the interview. While waiting, you may want to observe things in the room that may help you find a common ground or develop rapport with interviewer.
9. Try not to show nervousness.
(NOTE: Keep hands clasped in lap, if necessary, to keep them motionless.)
10. Maintain good posture. Leaning slightly forward shows interest.
11. Maintain eye contact with interviewer.
12. Listen carefully.
(NOTE: This will enable you to answer the questions directly.)
13. Do not smoke or chew gum, even when invited to do so.
14. Show a real interest in the job for which you are interviewing.
15. Use good manners.
(NOTE: Be courteous. Say "thank you" for services and attention given to you. Have a ready smile and a friendly attitude.)
16. Be brief, positive, and honest when answering questions.
(NOTE: You should explain your answers fully. It is usually necessary to explain "yes" or "no" answers.)
17. Avoid using slang and offensive language.

18. Be ready to talk about individual work experiences and special skills.
19. Discuss positive aspects of self, not negative aspects of others or previous companies.
20. If you don't understand a question, it's OK to ask for clarification or to have the question rephrased.
21. Wait until the end of the interview to ask questions you have written down concerning the job.
EXAMPLES: When you will be notified; whether you must return.
22. Politely thank the interviewer for his or her time and consideration.
23. Offer to provide the interviewer with any additional information.
24. Be ready to take a performance test.
EXAMPLES: Shorthand, writing, typing.
25. Develop and use a pleasant speaking voice.
26. Follow-up interview with a letter thanking the interviewer for interviewing you.
27. Ask for a business card so you have the proper name and spelling for a thank you note.
28. Take extra copies of your resume to the interview.
29. Take samples of your work, if available.

MODULE 33: STUDENT ACTIVITIES

Activity 1-1: Personal Grooming checklist (Females)

Directions: Rate yourself on the following items. Give yourself four (4) points for each "Always," two (2) points for each "Sometimes," and no (0) points for "Never." When you have completed the form, total the score and compare your rating with the rating scale provided.

	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>
1. Do you wear clothes that are appropriate for the occasion?	_____	_____	_____
2. Are your clothes clean and pressed?	_____	_____	_____
3. Do you check garments for split seams, ripped hems, and loose buttons before wearing?	_____	_____	_____
4. Do you check your hose for snags and runs before wearing?	_____	_____	_____
5. Do you put on clean undergarments and hosiery each day?	_____	_____	_____
6. Do you keep your shoes brushed, polished, and in good repair?	_____	_____	_____
7. Is your hair neat and appropriately arranged?	_____	_____	_____
8. Do you wear a minimum of makeup that is in good taste?	_____	_____	_____
9. Do you brush your teeth at least twice a day?	_____	_____	_____
10. Are your fingernails clean and trimmed?	_____	_____	_____
11. Do you keep your body clean and use a deodorant daily?	_____	_____	_____

Total Points _____ **RATING SCALE:** 38-44 You meet business standards
 30-37 Employer may grudgingly tolerate you
 Below 30 Better get to work on your appearance!

Activity 1-1: Personal Grooming checklist (males)

Directions: Rate yourself on the following items. Give yourself four (4) points for each "Always," two (2) points for each "Sometimes," and no (0) points for "Never." When you have completed the form, total the score and compare your rating with the rating scale provided.

	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>
1. Do you wear clothes that are appropriate for the occasion?	_____	_____	_____
2. Are your clothes clean and pressed?	_____	_____	_____
3. Do you wash your hair often enough to keep it clean?	_____	_____	_____
4. Do you put on clean socks and underwear daily?	_____	_____	_____
5. Are your shoes shined and in good repair?	_____	_____	_____
6. Is your hair trimmed and combed?	_____	_____	_____
7. Do you check your clothes for spots, missing buttons, or split seams before wearing?	_____	_____	_____
8. Do you brush your teeth at least twice a day?	_____	_____	_____
9. Are your fingernails clean and trimmed?	_____	_____	_____
10. Are you clean shaven?	_____	_____	_____
11. Do you keep your body clean and use a deodorant daily?	_____	_____	_____

Total Points _____ RATING SCALE: 38-44 You meet business standards
 30-37 Employer may grudgingly tolerate you
 Below 30 Better get to work on your appearance!

Activity 1-2: Role Play a Job Interview

You and another student should role play this sample job interview. Please have your instructor watch your performance.

A = Applicant

I = Interviewer

- A (Enters room, pauses, smiles, and approaches Ms. Jones whose hand is extended. They shake hands.) Hello, Ms. Jones, I'm Joe Hunter and am applying for the job of meat wrapper which you advertised in Friday's Daily Press.
- I Hello, Mr. Hunter. Won't you have a seat?
- A Thank you. I have a resume which may be helpful to you. (Hands Ms. Jones the resume and sits down.)
- I This is a very well prepared data sheet. Well, Joe, tell me about yourself.
- A I'm a junior at Anytown High School where I'm enrolled in a career and technical food service program. I'm interested in working in a business like yours while going to school and when I graduate. My older brother works in a related business in Big City, and I think there are a lot of future opportunities in this field.
- I Joe, have you had any work experience or are you currently working anywhere?
- A Yes, I am working as a courtesy clerk for Mady's Meat Market. I am responsible for keeping the checkout area clean and well-stocked with sacks, as well as carrying groceries for the customers. I have also done odd jobs for my relatives and neighbors.
- I What do you think you have learned from your job at the meat market?
- A Probably the most important thing I have learned is how to deal with customers.
- I What kind of person is your employer and how do you get along?
- A My employer has several good qualities. He offers very good service to the customers, and we get along well.
- I Why do you want to leave?
- A I feel there would be more opportunity for me to develop the skills necessary to reach my occupational objective in a business such as yours.
- I How did you get the job at the meat market?

- A A friend of mine who used to work there recommended me as his replacement.
- I When would you be able to start and what hours could you work?
- A I could start as soon as I give my present employer two weeks notice. I will be able to work from 2:30 to 5:30 PM on weekdays and all day on weekends and holidays.
- I Which school activities are you involved in this year?
- A I am a member of the FHA, student council and glee club. I should know about any trips with these groups early enough to make arrangements with you and another employee so there will be no problems with missing work.
- I Do you have any financial obligations, such as a car payment?
- A No, Ms. Jones.
- I Have you ever had any difficulty with the police other than a traffic violation?
- A No.
- I How much do you expect to earn?
- A I understand from some of the other employees that a person may begin at the minimum wage and advance with time and experience.
- I That's right. Here is a brochure explaining our pay scale and other benefits.
- A Thank you.
- I Thank you for talking to us. We will let you know about the job soon.
- A (Stands) Thank you for your time, Ms. Jones. Have a good day. (Shakes hands and leaves.)

Activity 1-3: Consider Job Interview Questions

Answer the following questions on a separate sheet of paper. The following are some questions that you might be asked when you are applying for various jobs. Keep this assignment sheet to review before going for any actual interview.

(NOTE: Questions about your personal life may not be legally asked. In fact, it is illegal for any employer to ask your maiden name or your father's surname if you are a female applicant; your marital status; who lives with you; the church you attend or the name of your spiritual leader; how many children you have, their ages, or who will care for them while you are at work; whether you own or rent your residence; whether you have ever had your wages garnished; and whether you have ever been arrested. However, many interviewers, particularly in smaller businesses, may ask such questions. Whether or not you choose to answer the questions depends on how badly you want the job.)

Review the following questions. Why do you think each question might be asked?

1. Where do you go to school? When will you graduate?
2. Do you (did you) earn any of your own expense money while in school?
3. Why did you leave your previous job(s)?
4. What did you like best and what did you like least about your classes?
5. What books have you read lately? What are your favorite magazines?
6. Are you in good health?
7. What do you expect to be doing five or ten years from now? What is your chosen field of work?
8. At what salary do you expect to start?
9. What are some of your special abilities? What skills do you possess? What tools or equipment can you operate?
10. How would you rate your training for this job? Very good? Fair?
11. What personal characteristics do you think are needed to succeed in your career?

12. In what area do you need the most improvement?
13. Do you like to work with other people or do you work best alone?
14. Do you have any questions you want to ask us?
15. Do you think your extracurricular activities are well worth the time you devote to them?
16. How could you contribute to our organization? Why should we hire you?
17. Tell us about your family and any plans for marriage or further education.
(NOTE: Remember legally you do not have to answer this question. However, it is a good idea to prepare an answer in case such a question is asked.)
18. For what other job(s) have you applied?
19. Do you have any military obligations to fulfill?
20. Give us an example of a project you finished under pressure.
21. May we write or call your last employer?
22. How many people have you supervised at work or through organizations of which you are a member?
23. How do you feel about the progress you have made salary wise?
24. Would you be able to work all day Saturday and Sunday?
25. If you could start school (or work) over again, what would you do differently?
26. What is your school attendance record?
27. Have you done the best school work of which you are capable?
28. Do you require attention? Does criticism disturb you?
(NOTE: These questions are usually asked in a more subtle and indirect way.)
29. What motivates you?
30. Would you be willing to relocate?

31. What size city do you prefer?
32. Have you saved any money?
33. Define cooperation.
34. What job with our company would you choose if you were entirely free to do so?
35. How do you feel about working overtime?
36. Would you be willing to submit to a drug test?
37. Brainstorm some questions you might have at the end of an interview:

Activity 2-1: Participate in a Job Interview

Now that you are prepared for an interview, team up with another student in class. Assume the roles of interviewer and applicant and then switch so each of you gets to play both roles. Apply for the job you now have, for one you would like to have, or use the sample interview at the end of this assignment sheet. You may want to use the want ad in a local newspaper to find out what jobs are available. Let your other classmates evaluate your performance using the job interview evaluation form below. Videotape the practice sessions if possible.

JOB INTERVIEW EVALUATION FORM

Preparing for the Interview	Yes	No
1. Were you clean, well-groomed and neat?	_____	_____
2. Did you wear appropriate clothes and shoes for the type of job for which you were applying?	_____	_____
3. Did you take an ink pen and resume with the information you may need about social security number, references, addresses, dates employed, and dates attended school?	_____	_____
4. Did you go alone, not taking parents, children, spouse, or friends with you?	_____	_____
5. Were you on time for the interview?	_____	_____
6. Did you know the name and title of the interviewer?	_____	_____
7. Did you know pertinent facts about the company, such as name, kind of business, products and services, reasons you want to work there, how old the company is, and where the plants, offices, or stores are located?	_____	_____
8. Were you prepared with appropriate questions? <i>EXAMPLES: How many other people do this job? Who will be my supervisor? Are there job advancement opportunities?</i>	_____	_____
9. When you met the receptionist did you smile, introduce yourself, state that you have an appointment, follow the receptionist's instructions, and wait patiently?	_____	_____
Participating in the interview		
10. Did you enter with poise and greet the interviewer by name?	_____	_____

	Yes	No
11. Did you shake hands firmly if the interviewer offered his or her hand?	_____	_____
12. Did you introduce yourself and state the purpose of the call?	_____	_____
13. Did you seat yourself only at the interviewer's invitation?	_____	_____
14. Did you show signs of nervousness? (NOTE: If you do not know where to put your hands, leave them on your lap and keep them still.)	_____	_____
15. Did you not place personal things on interviewer's desk, smoke or chew gum?	_____	_____
16. Did you look alert, interested, and enthusiastic? (NOTE: Sit slightly forward in the chair to give an alert appearance.)	_____	_____
17. Were you confident and courteous?	_____	_____
18. Did you answer questions clearly and not interrupt?	_____	_____

Anticipating Employer's Questions and Volunteering Proper Information

19. Did you avoid giving all "yes" or "no" answers?	_____	_____
20. Did you avoid criticisms of former employers or competitors?	_____	_____
21. Did you avoid talking about personal problems? (NOTE: The interviewer must be interested more in what you can contribute to the business than what the business can do for you. Don't use a sob story about how desperate you are for a job.)	_____	_____
22. Did you show copies of your work if applicable?	_____	_____
23. Did you state that you are willing to start at the beginning salary?	_____	_____
24. Did you find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired? Examples: "I was laid off, but I learned from my mistakes." "I left because they did not need as many employees during the slow season."	_____	_____

	Yes	No
25. Did you try to mention your best qualities in relation to something concrete? <i>Example: "I earned 75% of my expenses while going to school" is better than "I am a hard worker and want to get ahead."</i>	_____	_____
26. Did you give the lead back to the interviewer, if you found yourself talking too long, by saying "Perhaps you have some other questions to ask me?"	_____	_____
27. Were you prepared for personal questions about your home life and your parents' occupations?	_____	_____
28. Were you prepared to respond to questions concerning politics, religion or economics?	_____	_____
29. Did you answer questions about career objectives using specific terms about what you would like to do in the near future in that particular field without limiting your opportunities? <i>Example: A position in sales or training program that will eventually lead to a marketing or management position. No location preference.</i>	_____	_____
30. Did you look directly at the interviewer, smile, use correct English, and speak in clear, moderate tones?	_____	_____
31. Did you show an interest in the company and/or job by asking questions?	_____	_____
32. Did you really try to sell yourself? <i>(NOTE: Never refer to yourself as just average or fair. Always look for a positive response.)</i>	_____	_____
33. Did you give the interviewer the opportunity to mention salary and fringe benefits? <i>(NOTE It is usually not appropriate to ask about salary/ benefits until you're actually offered the job.)</i>	_____	_____
34. Did you remind the interviewer of the conversation topic if interrupted by a telephone call?	_____	_____
Closing the Interview		
35. Did you watch for signs that the interview was over, such as the interviewer shuffling papers and moving around in a chair?	_____	_____
	Yes	No

36. Did you ask, "May I say one thing more?" or "Would you be interested in...?" if the interview seemed to be ending before all important selling points had been made? _____
37. Did you thank the interviewer for the time and leave promptly? _____
38. Did you ask for the interviewer's business card so you have the correct information and spelling of the interviewer's name for the thank you note? _____
39. Did you remember to ask when the interviewer may expect to make a decision? (i.e. if the interviewer says he/she plans to make the decision on Friday and you don't get a call in a few days after that, it's OK to call and inquire if he/she made a decision and state that you're still interested.) _____

Following Up the Interview

40. Did you write a follow-up letter, call or visit again to express interest in the job and appreciation for the opportunity to interview? _____

(NOTE: Even if the interviewer does not offer the position, you should learn from every situation and try to improve your interviewing techniques.)

Activity 2-2: Dressing for an Interview

Directions: Your teacher will have told you to dress as if you were going to an interview today. Assume that you are the employer and that each of your classmates has come to apply for a job. As you evaluate each person, have him or her evaluate you. When you have finished, give each other the forms you filled out.

Name of Applicant _____ **Yes** **No**

Hair

Is hair clean?	___	___
Is it neatly combed?	___	___
Is it an appropriate length?	___	___
Is it an appropriate style?	___	___

Clothes

Are they clean and free of unpleasant odors, such as perspiration and cigarette smoke?	___	___
Are they appropriate?	___	___
Are they becoming?	___	___
Are they in good condition?	___	___
Are they free of wrinkles?	___	___

Shoes

Are they an appropriate color?	___	___
Are they an appropriate style?	___	___
Are they in good condition?	___	___
Are they clean, polished, or well shined?	___	___

Nails

Are they clean?	___	___
Are they in good condition?	___	___

Makeup (for girls only)

If she is wearing makeup, is the makeup applied in a becoming manner?	___	___
Is it conservative, or appropriate, for day wear?	___	___

Comments:

Your Name _____

MODULE 33: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.2.11. Career Acquisition (Getting a Job)**

- A. Know and demonstrate industry acceptable job interviewing techniques.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.6.11 Speaking and Listening

- E. Participate in small and large group discussions and presentations.
- Initiate everyday conversation.
 - Participate in a formal interview (e.g., for a job, college)

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Responsibility: Exerts a high level of effort and perseverance toward goal attainment. Works hard to become excellent at doing tasks. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism.

Self-Esteem: Believes in own self-worth and maintains a positive view.

Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

Integrity/Honesty: Can be trusted.

Student name: _____ Date: _____

MODULE 34

Discuss the importance to adapt to change.

Objectives:

To demonstrate understanding of

- A. continuous change.
- B. why business and industry needs to adapt to change.
- C. how the workforce changes.
- D. the process of brainstorming.
- E. Total Quality and the need for continuous improvement.
- F. cooperation.
- G. adapting to change by completing short answer segment.

MODULE 34: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

Keeping pace with change

I would like to start with a saying used in business and industry that reflects the need for change.

"If you always do
What you always did
You'll always get
What you always got."

Why Change?

Change. If you made a list of words that are "easier said than done" the word "change" would be at the top of the list. One syllable, six letters, meaning to alter, vary, or make different, the word "change" elicits a broad spectrum of conflicting emotions from anyone who hears it. What happens to you when you think about change? What are the first words or images that come to mind?

Describe several changes you have had to deal with within the last three years and how you felt about them.

Keeping the Pace With Change

"Your teacher's role is to prepare you, the students, to succeed in a work environment where change is continuous and adaptability an essential employee attribute." The work environment has seen significant and experiencing rapid transformation in recent years.

Why has the work environment changed?

1. The incredibly fast evolution of technology.
2. The increasing cultural diversity of the workplace.
3. The emerging global marketplace.
4. The changes in education itself.

What was appropriate just a few years ago must be continually evaluated and updated to keep pace with the rapidly changing workplace.

In addition to technological skills, you need to develop the personal characteristics and basic workplace skills that successful employees exhibit. While technical ability may help you land a job, the ability to work harmoniously with others, to accept responsibility, to follow directions, to behave in an ethical manner, to communicate effectively, and to learn independently will help you keep the job and achieve your career goal.

Employee/Workforce change

Employers today are looking for workers who are skilled at decision-making, time and task management (How many times has your instructor or employer reminded you to get back to work?) and project planning. They expect workers to be aware of their own strengths and weaknesses, to want to "grow on the job" and to have well-defined career goals.

Give examples of decisions you have made during your work experience.

As change is planned you may be involved in the process of brainstorming. This activity increases your alternatives when you suspend judgment during the idea-gathering stage, accumulate options, and evaluate them later.

People whose jobs require them to solve problems, make group decisions, plan for the future, or be creative are familiar with brainstorming technique. Advertising teams commonly use it to generate ad campaign ideas. Brainstorming is used at work in union/management meetings when ideas are needed to prevent a strike or in corporate board rooms when sales need to be increased. Therapists brainstorm with their clients; teachers with their students; supervisors with their employees; generals with their staffs. There is no better way to increase alternatives.

How to brainstorm

To brainstorm, you turn down the volume on your inner critic and let the creative juices flow, freeing you to seek out any and all possibilities. Brainstorming asks you to identify, without evaluation, every conceivable alternative -- no matter how wacky, wild, or improbable that alternative appears to be at first glance. Brainstorming can be employed to generate alternatives to any situation. (*Dr. Sidney B. Simon, Getting Unstuck, pp. 100.*)

How many times have you brainstormed with friends what to do on a Friday night?

Change is brought about in the workforce to improve quality. Total Quality is involvement of everyone in continuous improvement of systems to produce products and services which result in customer loyalty now and in the future.

Give examples of what type of products or service you consider to be quality.

In order to accomplish goals, people in business and industry need to cooperate. To cooperate is to act together with another person or other people. People who cooperate join forces to reach a common goal or solve a mutual problem. They unite to emotionally support one another, share wisdom, and benefit from each other's experiences. Cooperation creates partnerships. Each partner brings someone into the cooperative effort and gets something out of it. They pull together and as a result achieve more than they could if they worked alone.

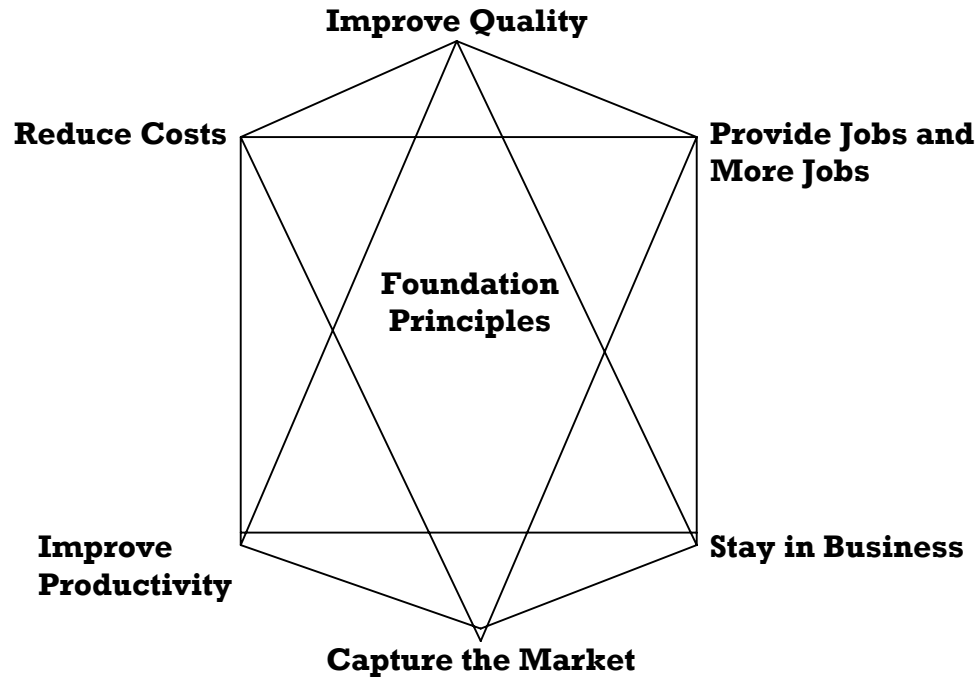
Cooperation provides you the emotional support or practical assistance you need to succeed. It supplies encouragement or backing from allies and it helps you deal with new or unexpected obstacles and problems. On the other hand, a lack of cooperation limits the help you receive and the success you are able to achieve. It leaves you discouraged and often prompts you to turn back at the first sign of resistance without having solved the problem. Ultimately, cooperation is the difference between being supported or being sabotaged.

The involvement of everyone in the changing process is important. Everyone must do his or her best and the system that is in place must also help people do well. Everyone has a role in quality improvement. Long-term success requires a never-ending journey of improvement (through the application of theory and a systematic process using appropriate tools).

Continuous improvement is vital for all systems (design, production, delivery, service, learning, etc.) of purposeful activities. All products and services that help achieve the organization's purpose should be addressed through improvement activities. The result is fulfillment of customer needs and expectations so well that customers keep coming back for products and services and boast about them to their friends and neighbors. Practice and improve this approach over the long-term,

even anticipating customer needs and expectations as they change, without neglecting the realities of the present.

When we take a closer look at the chain reaction from the issues we see how change interacts with quality and how quality work effects lasting change.



1. Improve Quality - Quality is the focus; all that follows in the Chain Reaction results from improvement of quality and will not be sustainable over the long term without it.
2. Reduce Costs - As quality improves, costs are reduced because waste is minimized.
3. Improve Productivity - As costs are reduced, fewer of the organization's resources are spent producing defective goods and services, leaving them free to be devoted to work that adds value.
4. Capture the Market - Improved productivity enables the organization to pass savings along to customers, thus attracting more customers to the market through lower prices as well as improved quality. New markets are created by producing products and services that meet changing customer needs.

5. Stay in Business - Capturing the increasing market helps ensure that long-term viability of the organization.
6. Provide Jobs and More Jobs - An organization that focuses on quality and realizes the benefits that come from continuous improvement will be able to contribute significantly to the quality of life of an increasing number of people. It will contribute by creating jobs, as well as creating the organization's products and services for customer use.

Tips on Good Relations

Adapted from Dale Carnegie Course in Effective Speaking and The Art of Winning Friends and Influencing People.

How to Change People Without Offending or Arousing Resentment

1. Begin with praise and honest appreciation.
2. Call attention to people's mistakes indirectly.
3. Talk about your own mistakes before criticizing the other person.
4. Ask questions instead of giving direct orders.
5. Let the other person save face.
6. Praise the slightest improvement. Be "heartily in your approval and lavish in your praise."
7. Give the other person a fine reputation to live up to.
8. Use encouragement. Make the fault seem easy to correct.
9. Make the other person happy about doing the thing you suggest.

MODULE 34: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- F. Analyze the impact of change on the evolving world economy and the individual's work.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
- Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.6.11 Speaking and Listening

- A. Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.

Student name: _____ Date: _____

MODULE 35

Establish short-term goals.

Objectives:

- A. Set goals clearly in mind.**
- B. List short-term goals.**

MODULE 35: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

What is a goal?

A wish is simply a desire or a dream while a goal is the end to which effort is directed. Sometimes people confuse their goals with their wishes. A wish can become a goal if a person actively works toward reaching it. By having your goals clearly in mind, you can decide how important each is to you. When you do this, you are prioritizing your goals.

Some students feel they cannot control the shape of their future. Others feel the future is all a matter of chance. Through effort and determination, a student can control what is going to happen, when it will happen, and how it will happen.

Short-term goals are of various types: work, non-work, personal relationships and learning. Trying to achieve one goal might help or hinder reaching another.

By thinking about what you would enjoy about reaching your goals, you can make decisions and write down lists of goals. Finally, you can rate your goals in order of importance to you and begin to develop strategies to reach them. For example:

Goal: Improve my English grade this marking period.

Strategies: Make a study plan and do all homework.
Get a study partner.
Check with my English teacher every two weeks to see how I'm doing.

MODULE 35: STUDENT ACTIVITIES

TO THE STUDENT: After reading the Information Sheet above, complete the following questions.

Activity 1: Use the word bank below to complete the statements.

chance	learning	importance	regular reviews	help
goal	prioritize	controlling	compare	

1. In order to achieve what they want in the future, students should begin to _____ their goals.
2. A _____ is the end to which effort is directed.
3. By setting goals, we take an important step in _____ our future.
4. Goals should be listed for work, _____, personal and non-work (leisure) areas.
5. To prioritize your goals means to list them in their order of _____ in your lives.
6. By writing down your goals, you will be able to _____ them so you can be aware of conflicts between them.
7. Determination to reach short-term goals requires _____ of the progress made toward them.
8. To gamble on reaching your goals is to leave your future to _____.
9. Working toward one goal might actually _____ you to reach another.

Activity 2: Fill in five of your short-term goals in each section.**A. Work Goals**

Think about what specific kind of work you want to do within your field or company. What level of that kind of work do you want to do? With whom do you want to work with?

- 1.
- 2.
- 3.
- 4.
- 5.

B. Personal Relationship Goals

Think about what kind of relationships you want to have with friends or family.

- 1.
- 2.
- 3.
- 4.
- 5.

C. Non-Work Goals

What leisure activities and level of skills do you want?

- 1.
- 2.
- 3.
- 4.
- 5.

D. Learning Goals

What grades do you want to improve? What new skills do you want to learn?

- 1.
- 2.
- 3.
- 4.
- 5.

Now, rate your short-term goals. List the five most important starting with number one as the most important, number two next, etc.

- 1.
- 2.
- 3.
- 4.
- 5.

MODULE 35: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Responsibility: Exerts a high level of effort and perseverance toward goal attainment. Works hard to become excellent at doing tasks. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

Student name: _____ Date: _____

MODULE 36

Establish long-term goals.

Objectives:

- A. Explore values that will develop meaningful long-term goals.**
- B. Provide information that will help to set individual long-term goals.**
- C. Establish long-term goals and objectives for reaching these goals.**

MODULE 36: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

What is long-term goal setting?

Before you can achieve any long-term goals in life, you have to set them. The purpose of this module is to help you examine your personal values in order to set some realistic long-term goals.

Some of your possessions and activities are more important than others, and you will find the same to be true as you grow older. Your personal values may place extra importance on possessions, religion, friendship, marriage, work or any number of other things. Until you have a clear sense of what is important to you, it will be difficult to attain any long-term goal.

<i>"Nothing is really work unless you would rather be doing something else."</i>
--

<i>James M. Barrie, Author of Peter Pan</i>

There is really no right or wrong value system to determine goal setting; however, you need to be sure that the values are "yours" and not those of a friend or the star of your favorite television show.

Activity 1 contains an exercise that will help you to recognize where your priorities are now. By taking a good, honest look at these, it may help you to work toward long-term goals in the future.

What is a goal setting objective?

Have you ever stopped to wonder what makes people successful? Talents and abilities are certainly important, but an equally important aspect of success is "knowing" what you want. When you do, you can choose actions that will lead toward your goal.

Most business and industrial people define what they want and where they are going by setting long-range goals. Their plans for meeting these goals are called "objectives." Objectives, in other words, are the measurable steps you will need to reach your long-range goals.

The more specific you can be in stating a goal and the steps for reaching it, the better your chance for success. General long-range goals ("I want to be happy" or "I want to be successful") need to be broken down into smaller attainable parts. This process is called goal objectives.

"The harder you work, the luckier you get."

Gary Player, professional golfer

An example of a specific goal may be to save \$100,000 by the time you are 30 years old. With this goal, objectives could be:

1. Open a savings account while you are on your co-op job.
2. Start a systematic habit of saving at least \$5 of each paycheck.
3. By graduation time, research continued education through community college or post-high school trade schools.
4. Research investment options that you could afford upon graduation.

MODULE 36: STUDENT ACTIVITIES

TO THE STUDENT: After reading the Information Sheet above, complete the following activities.

Activity 1: What do I enjoy doing?

List ten things you enjoy doing. Take some time to think about each activity. You may consider such things as bike riding, skiing, hobbies, working your co-op job, etc.

ACTIVITIES	(*see instructions below)								
	1	2	3	4	5	6	7	8	9
1. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____

* To the right of each activity:

In column 1: Write a P if the activity is usually done with people.
Write an A if it is usually done alone.

In column 2: Write a \$ if the activity costs more than \$5.

In column 3: Write an O if the activity is usually done outdoors.
Write an I if it is usually done indoors.

In column 4: Write an F or M if your father or mother would probably have the activity on his/her list.

In column 5: Write a W or H if it is very important that a future wife/husband include this activity on her/his list.

In column 6: Write an O if you now do this activity often.
Write an ST if you do it sometimes.
Write an R if it is done rarely.

In column 7: Write a 2 if you would have listed the activity two years ago.

In column 8: Write an A if the activity requires you to be physically active.
Write a P if the activity is physically passive.

In column 9: Rank the 5 activities you like best in the order of importance from 1 to 5 (1 = most important; 5 = least important).

Applying the Value Categories

Now that you have completed the value survey, let's look at your profile.

If column number 1 shows you are more "people" oriented, you may want to plan long-term goals that involve "others" as opposed to goals that are more self-centered. The opposite may be true if this column contains a majority of A's.

If column number 2 contains more than \$5 in each category, it may require you to start a systematic savings plan. We will cover more on this later in our objectives exercise.

If column number 3 indicates that you are a more "outdoor" person, your long-term goals may center around such occupations as an athlete, flight attendant, mail carrier, carpenter, etc. On the other hand, if this column shows your values are more "indoor" oriented, you may consider such occupations as teacher, cook, secretary, artist, printer, etc.

If column number 4 indicates your father or mother may have these values on his/her lists, it would be a positive step in your direction to set long-term goals. Either or both parents could help you to attain your goals.

By now you have the idea and can analyze the remainder of the column responses. Continue studying your responses.

Activity 2: Writing goals and objectives

After reviewing the objectives on the preceding page, you should be able to project some long-term goals and their objectives. You may want to use a couple of those top five value categories that you completed on page 4, column 9.

1. Write one long-term goal and two objectives that relate to your achieving success in some area of your life.

Goal:

Objective:

Objective:

2. Write one long-term goal and two objectives that involve a learning or educational plan.

Goal:

Objective:

Objective:

3. Write one goal and two objectives for a long-term financial plan.

Goal:

Objective:

Objective:

MODULE 36: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Responsibility: Exerts a high level of effort and perseverance toward goal attainment. Works hard to become excellent at doing tasks. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

Student name: _____ Date: _____

MODULE 37

Complete a job application.

Objectives:

- A. Demonstrate understanding of the parts of a job application by correctly filling out an application for employment.**
- B. Practice filling out the Scholarship Application for the Pennsylvania Cooperative Education Association.**

MODULE 37: INFORMATION SHEET

TO THE STUDENT: First complete the warm-up exercise. Then read and study the information sheet. Finally, complete the job application form and the Scholarship application at the end of this module.

Warm Up:

The next four pages contain the application that Jeff (Bucky) Adams filled out when he was seeking employment. Eight different employers were shown this application. Every one said they would not even consider interviewing Bucky. As you read the application carefully, try to think of some things that you may have done differently.

APPLICATION FOR EMPLOYMENT

(Please Print Plainly)

Date: 4/11/03

Name: Bucky Adams Social Security No.: 193-61-2711

Present address: 129 North Maple Street, Adamstown, PA

Years lived at this address: 1 Telephone No. () 265-5417

Previous address: Ohio How long: ----

If hired, what type of transportation will you use to get to work?

My car if I can get it fixed.

DO NOT ANSWER ANY QUESTIONS CONTAINED IN THIS BLOCKED-OFF AREA UNLESS THE EMPLOYER HAS CHECKED THE BOX NEXT TO THE QUESTION. A check indicates that the requested information is needed for a bonafide occupational qualification, or other legally permissible reasons.

The Civil Rights Act of 1964 prohibits discrimination in employment because of race, religion, or national origin. Public Law 90-202 prohibits discrimination because of age. The laws of some states prohibit some or all of the following types of discrimination.

How old are you? _____ Date of birth: _____

Sex: M ___ F ___ Height: 5 ft. 8 in. Weight: _____ lbs.

Marital Status: (Check One) Single ___ Engaged ___ Separated ___
Divorced ___ Widowed ___

Number of dependents including yourself _____

Are you a U.S. citizen? _____

Position applied for: any available Pay rate expected \$ 10 (about)

How did you learn of this opening? a friend

Would you work yes Full Time? yes Part Time?

Days and hours if part time: depends on what I have that day

Were you previously employed by us? _____ If yes, when? _____

List any friends or relatives working for us:

What date would you be available to start? **TODAY!**

List any other skills or qualifications you feel would especially fit you for work with the company: ?

Do you have any physical defects which preclude you from performing

certain kinds of work? **NO**

If yes, describe such defects and specific work limitations: _____

Have you ever been convicted of a crime in the past ten years, excluding misdemeanors and summary offenses? **NO** If yes, describe in full: _____

Person to be notified in case of accident or emergency

Phone number: **236-5417**

Name: **Shiela London**

Relationship: **sister/riend**

Address: **lives with me**

RECORD OF EDUCATION

Type of School	Name/Address	Years Attended	Year Left	Year Graduated	Major
Grammar/Grade	Edison/Doylestown	6	63	?	?
High School	C.B. Doylestown	4	69	Yes	?
College					
Post Graduate					
Business/Trade	Upper Bucks Vo-Tech	3	Still going	--	--
Other					

MILITARY SERVICE RECORD

Have you served in the armed forces? ___ Yes No

If yes, what branch? _____

Dates of duty: From _____ to _____ Rank at discharge _____

List duties including special training and duty station:

REFERENCES

Name/Occupation	Address	Phone Number
1. Shiela London Cosmetologist	Same as mine	Same as mine
2. Bill McElvy Unemployed	Perkasie, PA	269-3117
3. Tim Schwartz	Sellersville, PA	257-1132

PRIOR WORK HISTORY (List in order, last or present employer first)

Dates From---To	Name/Address Of Employer	Supervisor's Name	Reason for Leaving
Dec. to Last week	Delgaz / Dublin	Phil	Laid off

Describe the work you did.

Dates From---To	Name/Address Of Employer	Supervisor's Name	Reason for Leaving
June to Dec.	Kenny Bupp's Bedminster, PA	Kenny Bupp	Fired!

Describe the work you did.

Various jobs

May we contact the employers listed above? **NO**

Generally the form of an application blank makes it difficult for an individual to adequately summarize his/her complete background. To assist us in finding the proper position for you in our company, use additional sheets to summarize any additional information necessary to describe your full qualifications.

I need the job and I'd probably be good because I need the money.

Thank you for completing this application form and for your interest in employment with us. We would like to assure you that your opportunity for employment with this company will be based on your merit and on no other consideration.

PLEASE READ CAREFULLY

APPLICANTS CERTIFICATION AND AGREEMENT

I hereby certify that the facts set forth in the above employment application are true and complete. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make any investigation of my personal history and financial and credit record through any investigative or credit agencies or bureaus of your choice.

Bucky Adams

Signature of Applicant

Job Application—the door to employment

A job application is one of the most crucial aspects in obtaining the job you want. It is your ticket to the future. Complete the application properly and to the best of your ability, and you have a chance to land that job. Don't take it seriously, make mistakes and errors, and you'll be job hunting for a long time.

The job application is the first time you have an opportunity to sell yourself to an employer. It is the first way he gets to "meet" you, and what you write and how it's written determines in most instances if you get to the next step—an interview.

Consider this—Ace Hardware has one opening for a warehouse man. Over fifty people answer the ad—the job is a good one, and well paid. Do you think the employer will spend all the time to interview fifty people? No. He will most likely go through the applications and select the five or ten that stand out and interview those people. So what does our employer look for as he narrows the field from fifty to five?

First and foremost—can the application be read? Have you ever tried to read a note or instructions from someone with sloppy handwriting? It is frustrating, annoying, and may even lead you to get misinformation if it's too hard to decipher. If the employer has a number of applications and your application is difficult to read, guess whose application won't be read? That's right—yours! You won't even have a chance to sell yourself because he won't bother reading it. That is exactly the reason that most applications specify "Please Print." And, while you're at it, do yourself a favor and print using a black ink pen. It makes it much easier to read and is preferred to penciled applications by the majority of employers.

As you start to fill out your application, read each question carefully and think about your answer before you start to write. If you write before you think, you may make a mistake. Don't forget, you're using ink so a mistake is not neatly or easily corrected. Sure you can always cross out, but a lot of cross outs look sloppy and may give the impression that you don't think things through or that you are indecisive or sloppy. Even if these impressions are not accurate, they may count against you. The application is the first time the employer "meets" you, and he may not want to take a further chance on you if the application is unimpressive.

As you complete an application, try to give as much information about yourself as possible. This means writing down and detailing as much information about yourself as you can. You are never in a race to see how fast you can complete an application. You are competing to get that job, so take your time and do it right.

If you read a question about where you received your education, by all means complete everything they ask whether it involves, elementary school, junior and senior high school, technical school, etc.

But they ask you so much—how can I remember everything? Make it easy on yourself. Write down all the pertinent information that you might be asked on a separate sheet of paper and carry it with you as you go to fill out the application. Remember, you are not taking a test; you are trying to land a job and you should feel free to take whatever notes and information with you to help you fill out that application.

There are certain questions every application asks for that involve specific and detailed names, dates, and addresses. These usually include where you went to school, past work experiences, and personal references. These are the kinds of things that should be figured out in advance and written on your "help" paper that you take with you. This will make things easier for you!

Another general tip—sometimes there will be questions that you can't answer or that don't apply to you. Leave them blank, right? WRONG! Neatly print N.A. for not applicable, or draw a line through the space. Leaving it blank may cause an employer to think you skipped, ignored, or missed it. If you have difficulty answering a question, you can always write, "Will discuss at the interview."

Now let's follow our way through the parts of a basic job application.

APPLICATION FOR EMPLOYMENT

(Please Print Plainly)

Date: _____

Name: _____ Social Security No.: _____

Present address: _____

Years lived at this address: _____ Telephone No. (_____) _____

Previous address: _____ How long: _____

If hired, what type of transportation will you use to get to work? _____

This first section deals mainly with your name and address. It's a good idea to use your proper name rather than a nickname. Or, if you want the nickname in print, for example, Jeffrey "Bucky" Adams. Notice that you are asked for both present and previous addresses. This is mainly for people who have just moved. Why? Well, the employer may want to check out references. He may want to see if you have a stable home environment. These are things that could influence whether you are hired or not. The transportation question is asked to check upon your potential attendance dependability. Make sure you have this answer in your mind when you go. If you can't remember your social security number, write it on a paper to carry with you. DON'T ever make up a number—it's not only stupid, it is illegal.

How old are you? _____ Date of birth: _____

Sex: M ___ F ___ Height: ___ ft. ___ in. Weight: _____ lbs.

Marital Status: (Check One) Single ___ Engaged ___ Separated ___
Divorced ___ Widowed ___

Number of dependents including yourself _____

Are you a U.S. citizen? _____

Read the directions carefully before you answer questions such as the ones above. Some of this type are illegal and may only be asked if there is a substantial back-up reason for them.

Position applied for: _____ Pay rate expected \$ _____

How did you learn of this opening? _____

Would you work _____ Full Time? _____ Part Time?

Days and hours if part time: _____

Were you previously employed by us? _____ If yes, when? _____

List any friends or relatives working for us:

What date would you be available to start? _____

List any other skills or qualifications you feel would especially fit you for work with the company: _____

Always apply for a specific job when you come to the above section. That means you may have to find out a little bit about the company and where the hiring opportunities lie. This can also help at your interview. Don't write down a rate of pay unless you currently have a job and would only leave for more money. Write "open" or "negotiable" or "prevailing wage." Be as complete as possible. Really think about what experiences might look good. Something insignificant to you may mean the difference between getting a job or not. If two applications are about equal, and one lists no additional skills or qualifications, but the other lists volunteer work at church with maintenance and repairs, who do you think is going to land the job?

Do you have any physical defects which preclude you from performing certain kinds of work? _____ If yes, describe such defects and specific work limitations: _____

Have you ever been convicted of a crime in the past ten years, excluding misdemeanors and summary offenses? _____ If yes, describe in full:

Person to be notified in case of accident or emergency

Phone number: _____ Name: _____

Relationship: _____ Address: _____

In the section above, TRUTH is the key. Tell the truth! You could justifiably be fired later if it is found that you have been untruthful on your application. A lie has a way of coming back to haunt you. Tell the truth but don't offer more information than you have to. If you feel you could be discriminated against because of these questions, you could write, "Will discuss at interview."

RECORD OF EDUCATION

Type of School	Name/Address	Years Attended	Year Left	Year Graduated	Major
Grammar/Grade					
High School					
College					
Post Graduate					
Business/Trade					
Other					

If you can't memorize your schools, addresses, and dates attended (and believe me, most people can't), take some time to gather all the information at home, write it down on that help paper, and take it with you. If you attended or are currently attending a career/technical high school or business school, or taking college, credits be sure to include that information. Under years attended put "currently attending" or "1991-present."

MILITARY SERVICE RECORD

Have you served in the armed forces? ___ Yes ___ No

If yes, what branch? _____

Dates of duty: From _____ to _____ Rank at discharge _____

List duties including special training and duty station:

In the section above, checking "NO" for the first question automatically voids the rest of the questions. You may wish to put a dash on the blank lines to avoid confusion.

REFERENCES

Name/Occupation	Address	Phone Number
1.		
2.		
3.		

The first rule of references is to always ask permission to use a person as a reference BEFORE you give his/her name and address. You want to be sure to pick people that will have good things to say about you. As a young person, DO NOT use classmates and friends as references. An employer would rather see teachers, doctors, co-workers from management positions, professionals, or even neighbors as references. This is another section that might require you to give the information ahead on your help sheet. Your references should be people you have known and that have known you at the very minimum a year, and much preferably two years or longer.

PRIOR WORK HISTORY (List in reverse chronological order, last or present employer first)

Dates From---To	Name/Address Of Employer	Supervisor's Name	Reason for Leaving

Describe the work you did.

May we contact the employers listed above? _____

On your work history section, follow directions carefully. Have the information ready beforehand. Most applications will ask you to list from your present or most recent employer and go backwards. Give clear acceptable reasons for leaving. If you do not give permission for employers to be contacted, be ready to explain honestly your reasons.

Generally the form of an application blank makes it difficult for an individual to adequately summarize his/her complete background. To assist us in finding the proper position for you in our company, use additional sheets to summarize any additional information necessary to describe your full qualifications.

The section above, although not found on every application, is often included and does make a big difference. Here you have an opportunity to give more personal information about why you're the best candidate for the job than was asked in the general application. Don't pass up this opportunity to push yourself. List your hobbies, skills, achievements, and outside interests. Make yourself sound as good as you are. Take your time and remember—the competition is not a race to finish the application—the competition is to make them want you via your application.

Thank you for completing this application form and for your interest in employment with us. We would like to assure you that your opportunity for employment with this company will be based on your merit and on no other consideration.

NOTE: It is permissible to include your resume when turning in an application.

PLEASE READ CAREFULLY**APPLICANTS CERTIFICATION AND AGREEMENT**

I hereby certify that the facts set forth in the above employment application are true and complete. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make any investigation of my personal history and financial and credit record through any investigative or credit agencies or bureaus of your choice.

Signature of Applicant

TELL THE TRUTH! If you lied about anything at all on the application, they now have just cause to fire you because you have signed this section of the application.

MODULE 37: STUDENT ACTIVITIES

TO THE STUDENT: Now it's your turn. The following four pages are an actual job application. Fill it out as if you were applying for a job. You may choose a hypothetical job at a hypothetical company that fits your interests. Then try the scholarship application that follows the job application.

List your job and company that you would like to apply for here:

Job or

Position: _____

COMPANY: _____

Take your time and do a good thorough job. When you are finished, look back at Bucky's application. List at least ten things that poor old Bucky did wrong.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Best of luck to you when you go to fill out a real application!!!

APPLICATION FOR EMPLOYMENT

(Please Print Plainly)

Date: _____

Name: _____ Social Security No.: _____

Present address: _____

Years lived at this address: _____ Telephone No. (_____) _____

Previous address: _____ How long: _____

If hired, what type of transportation will you use to get to work? _____

DO NOT ANSWER ANY QUESTIONS CONTAINED IN THIS BLOCKED-OFF AREA UNLESS THE EMPLOYER HAS CHECKED THE BOX NEXT TO THE QUESTION. A check indicates that the requested information is needed for a bonafide occupational qualification, or other legally permissible reasons.

The Civil Rights Act of 1964 prohibits discrimination in employment because of race, religion, or national origin. Public Law 90-202 prohibits discrimination because of age. The laws of some states prohibit some or all of the following types of discrimination.

How old are you? _____ Date of birth: _____

Sex: M ___ F ___ Height: ___ ft. ___ in. Weight: _____ lbs.

Marital Status: (Check One) Single ___ Engaged ___ Separated ___
Divorced ___ Widowed ___

Number of dependents including yourself _____

Are you a U.S. citizen? _____

Position applied for: _____ Pay rate expected \$ _____

How did you learn of this opening? _____

Would you work _____ Full Time? _____ Part Time?

Days and hours if part time: _____

Were you previously employed by us? _____ If yes, when? _____

List any friends or relatives working for us:

What date would you be available to start? _____

List any other skills or qualifications you feel would especially qualify you for work with the company: _____

Do you have any physical defects which preclude you from performing certain kinds of work? _____ If yes, describe such defects and specific work limitations: _____

Have you ever been convicted of a crime in the past ten years, excluding misdemeanors and summary offenses? _____ If yes, describe in full:

Person to be notified in case of accident or emergency

Phone number: _____ Name: _____

Relationship: _____ Address: _____

RECORD OF EDUCATION

Type of School	Name/Address	Years Attended	Year Left	Year Graduated	Major
Grammar/Grade					
High School					
College					
Post Graduate					
Business/Trade					
Other					

MILITARY SERVICE RECORD

Have you served in the armed forces? ___ Yes ___ No

If yes, what branch? _____

Dates of duty: From _____ to _____ Rank at discharge _____

List duties including special training and duty station:

REFERENCES

Name/Occupation	Address	Phone Number
1.		
2.		
3.		

PRIOR WORK HISTORY (List in reverse chronological order, last or present employer first)

Dates From---To	Name/Address Of Employer	Supervisor's Name	Reason for Leaving

Describe the work you did.

Dates From---To	Name/Address Of Employer	Supervisor's Name	Reason for Leaving

Describe the work you did.

Dates From---To	Name/Address Of Employer	Supervisor's Name	Reason for Leaving

Describe the work you did.

May we contact the employers listed above? _____

Generally the form of an application blank makes it difficult for an individual to adequately summarize his/her complete background. To assist us in finding the proper position for you in our company, use additional sheets to summarize any additional information necessary to describe your full qualifications.

Thank you for completing this application form and for your interest in employment with us. We would like to assure you that your opportunity for employment with this company will be based on your merit and on no other consideration.

PLEASE READ CAREFULLY

APPLICANTS CERTIFICATION AND AGREEMENT

I hereby certify that the facts set forth in the above employment application are true and complete. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make any investigation of my personal history and financial and credit record through any investigative or credit agencies or bureaus of your choice.

Signature of Applicant

DO NOT WRITE BELOW THIS LINE			
INTERVIEW?	_____ YES	_____ NO	DATE: _____
Result of interview: _____			
Acceptable for employment?	_____	Start Date _____	Start Rate \$ _____

2) _____
 Name of Institution

Address of Institution

Scholarship Area

On additional sheets, answer the following questions and attach to this application:

4. List offices held, committees served, honors won, participation, and other activities in your **Career & Technical Student Organization** or **Co-op Student Organization**.
5. Explain your current involvement in any other youth, social, civil, school, or church groups.
6. Name the training station and address, or any type of job held while enrolled in Cooperative Education, Co-op Work Based Tech Prep, or Registered Apprentice Program.
7. Explain your career objectives and ambitions.
8. Explain how your School-To-Work Program (Co-op Education, or Co-op work-based Tech Prep, Registered Apprenticeship) has assisted you in progressing toward your career objective.

If selected, I will assume any and all responsibilities for commuting to and from the designated school. I also certify that the information given on this application is correct to the best of my ability. Should I be awarded a scholarship, I agree to give strict attention to my studies and regulations of the school. (If I should fail to make satisfactory records in my course work, change my school affiliation, or willfully violate school regulations, I will lose all rights to ownership to the unused portion of the scholarship.)

Date

Signature of Applicant

Date

Signature of Parent/Guardian (Optional over 18)

The Pennsylvania Cooperative Education Association does not discriminate on the basis of sex, handicap, race, and national origin in its educational scholarship program or other activities as required by Title IX, Section 504, and Title VI. Upon selection of scholarship winner, all other personal records of applicants will be destroyed. If absenteeism is due to prolonged illness or accident, please include doctor's note stating specific dates and reason for absences.

MODULE 37: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.2.11. Career Acquisition (Getting a Job)**

- E. Evaluate prepared career acquisition documents based upon industry acceptable practices.
- Accuracy
 - Completeness
 - Neatness
 - Qualifications

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- D. Maintain a written record of activities, course work, experience, honors and interests.

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.

CAPS
Capstone Activity Packets

**Modules of Instruction
For the Capstone
Cooperative Education Programs
In Pennsylvania**

ANSWER KEYS

PLEASE NOTE:

The following MODULES do not have answer keys because
the answers will vary by student response:

MODULES 4, 14, 17, 21, 27, 32, 33, 36

MODULE 1: Identify co-op program goals, policies and procedures.

Pg. 10, #1

- a. 6
- b. 5
- c. 8
- d. 4
- e. 7
- f. 3
- g. 2
- h. 1

Pg. 11, #2, #3

Answers will vary.

Pg. 11, #4

- a. 4
- b. 3
- c. 2
- d. 1

Pg. 12, #5

d, e, f, g

Pg. 12, #6

Answers will vary.

MODULE 2: Describe work ethics.Pg. 4, #1

Work ethic – belief that one should work diligently, beyond minimum expectations, striving for excellence in every aspect of the labor.

Work ethics – set of moral standards for each trade, profession, or job classification that most workers agree on for that occupation.

Pg. 4, #2a

1. ethical (customers are getting what they pay for)
2. Depends (Is the mechanic the owner? If not, perhaps he asked permission? Or did he “sneak” him in?)
3. Unethical (It is never OK to claim more time than one actually worked.)
4. Depends (He/she is dependable and may have finished the work on his/her own time.)
5. Unethical (Wasting resources, this is dishonest by not owning up to it.)
6. Depends (On one hand, he is not working up to his potential, which is dishonest to himself. However, if production workers are a team; if one worker is working too fast, it may in the long run, decrease productivity.)

Pg. 5, #2b

Punctual, respectful, independent (can work with little supervision), conscientious, works when ill (if minor), satisfied, sociable (gets along with coworkers), loyal, reports off when ill, seeks improvement, interdependent.

MODULE 3: Discuss the transition from the classroom to the actual job situation.

Pg. 9, #1

Answers will vary.

Pg. 9, #2

1. 50%
2.
 - a. Training plans detailing specific, ambitious learning objectives for students.
 - b. Close supervision of students by school staff to assure that the training objectives are achieved.
3.
 - a. Counsel you regarding job progress.
 - b. Assist you with problems.
 - c. Visit you on the job to confer with employer on job progress.

Pg. 10

4. See pg. 3 of Module
5. See pg. 3 of Module
7. See pg. 3 of Module

MODULE 5: List characteristics of a responsible employee.Pg.6, #1

- A. Neat appearance and appropriate clothes for the job.
- B. 1) Personal phone calls; 2) Run personal errands on own time.

Pg. 7

- C. 1) Punctuality; 2) Leaving work early.
- D. 1) Quality of work...in a hurry to get job done (negative); 2) Industrious...keeps busy, takes initiative to learn new things (positive).

Pg. 8

- E. 1) Not interested in job; 2) Stands around, doesn't keep busy; 3) Talks about boss and complains about other employees.
- F. Yes he was justified. An employee may not use company resources for personal use without permission. If Bob doesn't know this is wrong, he won't fully understand.

Pg. 9, #2

- 1. See pg. 2-3 in this Module.
- 2. See pg. 3.
- 3. See pg. 3.

MODULE 6: Develop and describe positive working relationships with others on the job.

Pg. 4, #1

Answers will vary.

Pg. 5, #2

1. J
2. A
3. G
4. H
5. F
6. E
7. D
8. C
9. B
10. I

Pg. 6, #3

Answers will vary.

MODULE 7: Demonstrate ways to resolve conflict.Pg. 7, #1

- A. First of all, “CONTROL YOUR TEMPER” ...Don’t let them get the best of you. Just consider the source and say something like—smiling, of course,—“Yes, I am, how did you know?” If you don’t show them any anger or a hostile attitude...they’ll leave you alone after that—that is to say—no more smart-alec remarks.
- B. Again, “CONTROL YOUR TEMPER” ... (always remember that people like this like getting a negative response from you and they’ll just keep it up). Remember you have a sense of humor and use it—if the situation gets out of hand, inform your supervisor.
- C. These kind of people like to hurt others—they’re not happy with themselves or their job performances—so they want to bring you down to their level. Don’t let them! It is very difficult sometimes, but if you want to stay ahead of these people, you can’t let them get to you.
- D. One favorite answer is, “Do your pencils have erasers on them?” It makes them step back and think a little bit. All this means is everyone makes mistakes, it’s how and what you learn from them that’s important.

Pg. 8, #2

- 1a. She did not control her temper. She could not accept criticism—she needs to pay more attention to what’s being said about what she’s doing wrong, than the manner in which it is being told to her.
- 1b. No, I would not recommend she be fired, but I’d talk with her about her attitude. She needs to know the mistakes she’s making so she can correct them and do a good job in all departments or in anything the supervisor asks her to do.
- 2a. Joe did not use good judgment. He should not have gotten involved with gossip. Also, he’d only been employed for two days and she didn’t even know Bill, let alone the janitor.
- 2b. I would have minded my own business.

MODULE 7: Demonstrate ways to resolve conflict. *(continued)*

Pg. 9, #3

1. Jerry will no longer be able to help support his widowed mom and three sisters because he had to relocate and had only enough money to support himself for room and board.
2. He is a high school student, definitely college material. He has to choose between helping support his mom and sisters and relocating to where he'll be attending college and only supporting himself.
3. What is more important—college now and getting a really good position, or staying where he is and maybe never getting ahead?
4. Jerry's objective is to attend college. He should not change his objective, although it may need to be delayed.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.

MODULE 8: Identify appropriate occupational safety practices and procedures.Pg. 6, #1

1. Answers will vary.
2. Possible answers:
 - An accident can cost you money in terms of time lost from the job.
 - It could cost you your job, your health, or even your life.
 - You may have to change careers if you cannot perform at current job.
 - Your lifestyle outside of work may be affected.
3. When an area is free of clutter or spills, etc., it will be less likely that someone will trip or slip or get hit by falling objects.
4. Mark's hair and/or baggy clothing could get caught in machinery and result in an injury.
5. Possible answers:
 - To avoid unnecessary accidents.
 - For insurance purposes.
 - It's the law.
 - To provide workers with knowledge about the job and equipment to avoid dangerous conditions.

Pg. 7, #2

Answers will vary

Pg. 8, #3-#4

Answers will vary

MODULE 9: Describe the role of government agencies in providing for a safe workplace.Pg. 9, #1

1. C
2. A
3. E
4. B
5. D

Pg. 9, #2

The government should be able to assure you, by law, that your workplace is free of physical hazards.

Pg. 9, #3

Your employer should provide safety equipment and training, as well as an enforcement program. They should teach employees the right way to do things and the consequences of doing it wrong.

Pg. 9, #4

1. Pay attention during training.
2. Use the safety equipment provided.
3. Know the equipment.
4. Tell employers when lighting, ventilation, or some other condition is not adequate.

Pg. 9, #5, #6, #7

Answers will vary.

Pg. 10, #8

Answers will vary.

MODULE 10: List ways you can show interest and enthusiasm on the job.Pg. 4, #1

1. Interest is the immeasurable quality that is seen, perceived, and read by people around us. We state this by our actions, questions, and facial expressions.
2. Answers will vary.
3. Possible answers:
 - a. Asking questions
 - b. Being alert
 - c. Being on time
 - d. Volunteer if volunteers are requested
 - e. Working overtime
 - f. Helping the people around you
 - g. Considering everything in your area as your responsibility
 - h. Taking pride in your work
 - i. Staying cheerful
 - j. Not spreading rumors about others
 - k. Suggesting ways of improving the job
 - l. Leaving personal problems at home
4. Answers will vary.

Pg. 5, #5

Answers will vary.

Pg. 6, #6

D. Offer your help

MODULE 11: List ways to show initiative and assertiveness on the job.Pg. 4, #1--#6

1. Initiative is seeing or knowing what needs to be done and doing it.
2. Four examples could include:
 - a. Getting to work on time
 - b. Having tools and materials ready to go
 - c. Not misusing company time
 - d. Always looking for jobs to be done or additional work
3. Being assertive means standing up for your rights; ideas, or beliefs—having your needs considered while considering the needs of others.
4. Steps could include:
 - a. Learn the differences among assertive, passive, and aggressive responses
 - b. Assess your assertive, passive, and aggressive behavior
 - c. Rehearse your assertive behavior.
 - d. Develop new assertive responses for specific situations
 - e. Try out assertive responses in real situations.
 - f. Think through and/or discuss the risks of being assertive in these situations.
 - g. Maintain your assertive behavior by constant reevaluation and reinforcement.
5. Initiative
6. Social

Pg. 5, #7-#9

7. Anxiety
8. Passive
9. Aggressive

MODULE 12: List techniques for maintaining self-control.Pg. 4, Activity 1

Answers will vary

Pg. 4, Activity 2

1. Self-control is restraining one's actions or feelings of rage and anger or undesirable behavior.
2. Answers will vary

Pg. 5, #3

3. (Examples of self-control techniques will vary)
 - a. self-observation
 - b. reward technique
 - c. punishment technique
 - d. extinction
 - e. alternate behavior
 - f. stimulus control
4. Answers will vary

Pg. 5, Activity 3

1. Try to act professional and businesslike. Try to control your temper.

Pg. 6, Activity 3

2. You could tell her you'd really like to hear about _____, but it's important that you get your work done right then. Another idea is to make arrangements to talk at break time.
3. Answers will vary

Pg. 6, Activity 4, #1-#3

Answers will vary

MODULE 13: Explain the importance of attendance and punctuality on the job.Pg. 5, #1

- a. Employers have schedules and they need to know they can depend on the people they have scheduled to do the work being there.
- b. It slows down productivity.
- c. Can cost the company production time and money.
- d. If in an emergency—appropriate action can be taken to cover for you.

Pg. 5, #2

- a. A verbal reprimand by the boss.
- b. A written reprimand
- c. Docking of pay
- d. Firing

Pg. 6, #3-#5

Possible answers:

3. You should be at work regularly and on time so they can keep up with their own work and concentrate on doing a good job for the company...not worrying about doing their own work plus yours, too. Being late puts the burden on others to cover your work.
4. If there is a true emergency, notify someone in charge right away so that arrangements can be made in advance to cover for you.
5. You could do morning activities 10-15 minutes earlier...set your watch 15 minutes fast...or pre-plan morning activities the night before (lay out clothes, put out breakfast dishes, find short cuts to work, etc.)

Pg. 7, #6-#8

6. Answers will vary
7. Answers will vary
8. Answers will vary

MODULE 15: Diagram the organizational structure of your company.

Pg. 4, #1-#3

1. Possible answers:
 - a. Indicate each employee's area of responsibility and to whom each reports.
 - b. Coordinate the division of work and to make divisions clear.
 - c. Show the types of work done by the business.
 - d. Indicate line of promotion.
 2. Confusion occurs with more than one supervisor. The employee may have trouble deciding which task has priority or which way to do a certain task if two people have different ways to get job done.
 3. Answers will vary.
-

MODULE 16: Interpret the purpose and use of a performance evaluation and complete a self-evaluation.

Pg. 17

1. A performance evaluation is to help the employer develop skills that will assist the business to reach its goals.
2. The purpose of a self-evaluation is to provide a basis for an informative discussion with the employer.
3. Good communication helps in discussions of job performance, career interests, company expectations, goals and procedures; to effectively communicate employee's strengths and weaknesses so that he/she can improve their work and become more productive employees.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.

MODULE 18: Identify proper procedures for job termination.Pg. 5, #1-#4

1. another job lined up.
2. “Don’t burn your bridges”
3.
 - a. food
 - b. gas
 - c. rent
 - d. bills
 - e. personal needs (clothing)
4.
 - a. 2 weeks
 - b. 1 month
 - c. 1 week
 - e. 1 month

Pg. 6, #5-#7

5. Possible answers:
 - a. Better job
 - b. Better pay
 - c. Better working conditions
 - d. Better hours
 - e. Better benefits
 - f. Location
 - g. More opportunities for advancement
 - h. Training and education
6. Answers will vary.
7. Answers will vary.

MODULE 19: List the occupational and leadership requirements to maintain and improve employment at the job.Pg. 10, #1-#4

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Pg. 11, #5-#9

5. Answers will vary.
6. You can make others sick.
7. See pg. 4 in Module.
8.
 - a. Seeing opportunities, rather than difficulties of job.
 - b. Looking at good side of things, rather than the bad.
9. Possible answers...more on p. 5 of Module
 - a. Smile easily
 - b. Willing to change ideas and behavior when appropriate
 - c. See the other's point of view
 - d. Rarely complain
 - e. Admit their mistakes
 - f. Not critical of others.

MODULE 20: Distinguish between positive and negative feedback; define and give examples of constructive criticism.

Pg. 5

1. Feedback is information given to a person to evaluate behaviors.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Pg. 6

5. Answers will vary.
-

MODULE 22: Define the elements of communicating with a supervisor.

Pg. 4

1. Communication is an exchange of information, ideas, and feelings.
 2. See pgs. 2-3 in this module
 3. Answers will vary.
 4.
 - a. F
 - b. T
 - c. T
 - d. F
 - f. T
-

MODULE 23: Define the elements of communicating with co-workers, emphasizing appropriate group behavior on the job.

Pg. 4, Activity 1

Maslow's Hierarchy of Needs:

1. Physical
2. Safety
3. Social
4. Self-esteem
5. Self-fulfillment

MODULE 24: Demonstrate appropriate skills in communicating with the public.Pg. 7-8, Activity 1

1. Good communication will help you succeed at work. Productivity is enhanced by the ability to communicate well. Good communication will decrease the possibility of mistakes that are costly in time and money.
2. See pg. 3 in this module for a list.
3. Reading skills will help you save time and find information quickly.
4. Good writing skills will help the employer not lose business.
5. a. 3
b. 1
c. 2
6. a, b, c, d, g

Pg. 8, Activity 2

1. Possible answers:
 - a. Treat every call as important (you don't know who's on the other end when you answer)
 - b. Answer promptly, try to pick it up after the first ring.
 - c. Identify yourself immediately
 - d. For telephone messages, repeat back important information, spell names, if necessary.
 - e. Put phone messages in an assigned, specific place so they don't get lost.
 - f. Be pleasant and courteous.
 - g. Give your full attention to the caller.
 - h. If it will take time to look up information, take caller's name and phone number and call back.
 - i. If a caller is waiting on the line, put caller on hold or place earpiece face down on desk so caller doesn't hear office chatter.
 - j. Let caller hang up first to be sure they were finished.
 - k. Don't give out information that you don't have the authority to give.
2. Individual presentation.
3. Individual presentation and report.

MODULE 25: Understand and prepare a sample budget.Pg. 5, Activity 1

1. A budget is an estimate of cash available to be spent or saved.
2. To estimate available cash, you must first keep track of both income and expenses.
3. Savings
4.
 - a. Determine short- and long-term goals
 - b. Estimate available cash for spending and saving.
 - c. Prepare a budget plan.

Pg. 5, Activity 2

Complete a Personal Budget Worksheet: Individual responses.

MODULE 26: List and describe fringe benefits provided by the employer.Pg. 5, #1-#6

1. Social Security, Unemployment Compensation, Worker's Compensation
2. Answers will vary.
3. Answers will vary.
4. Worker's Compensation provides for lost wages and medical care that results from a work-related condition or injury.
5. Answers will vary.
6. Answers will vary.

MODULE 28: Demonstrate the ability to file federal, state, and local tax forms.Pg. 7, Activity 2:

1. \$544.67
2. \$669.80
3. \$8,755.60
4. B
5. \$188.96 (\$101.40 + \$87.56)

Pg. 9, Activity 3:

\$18,732 = \$2,509	\$20,546 = \$2,479
\$20,888 = \$2,831	\$26,574 = \$3,386
\$18,215 = \$2,434	\$26,312 = \$3,349
\$18,976 = \$2,546	\$18,101 = \$2,119
\$26,326 = \$3,649	\$20,395 = \$2,456

Pg. 9, Activity 4:

Answers will vary

MODULE 29: List the steps in obtaining an employment certificate.

Pg. 10, #1-7:

1. The purpose of an Employment Certificate is to ensure employers adhere to Child Labor Laws.
2. When a minor reaches his/her 18th birthday, a certificate is no longer required.
3. Proofs of age include:
 - a. Birth certificate
 - b. Baptismal certificate
 - c. Passport
 - d. Any other documented record of age
 - e. An affidavit from parent and physician
4. T
5. F
6. Two classes of Employment Certificates include:
 - a. General employment certificate
 - b. Vacation employment certificate
7. Requirements listed on the application include:
 - a. Proof of employment
 - b. Physical Exam
 - c. Signature of parent/guardian
 - d. Proof of age
 - e. Completed application

MODULE 30: Describe labor regulations that affect wages, hours, and conditions of employment.Pg. 7, Activity 1

1. The more stringent standards must be enforced.
2. a. \$5.15
b. Sub wages may be paid:
 - As long as the work is related to a student's course of study
 - To prevent curtailment of opportunities
 - As long as student is 16 years old
 - If the occupation requires a substantial learning period
 - As long as student does not displace a regular worker
3. Answers will vary.

Pg. 7, Activity 2

1. Hazardous occupations – listed on pp. 4-5. Exemptions will vary.
2. Answers will vary.

MODULE 31: Describe the withholding laws and the benefits provided by Social Security, workers' compensation and unemployment compensation.

Pg. 8

1. Tax is withheld from salaries or wages to run the government.
2. Possible answers:
 - a. Salaries
 - b. Wages
 - c. Bonuses
 - d. Commissions
 - e. Vacation allowances
 - f. Tips
 - g. Fringe benefits
 - h. Pensions
 - i. Annuities
 - j. Sick pay
3.
 - a. Social Security
 - b. Unemployment
 - c. Workers' Compensation
4. Individual answers will vary.
5.
 - a. Retirement benefits
 - b. Medical benefits
 - c. Survivors benefits
6. Answers will vary.
7. Answers will vary.
8. False

MODULE 34: Discuss the importance to adapt to change.Pg. 7, #1-#3

1.
 - a. to alter, vary, or make different
 - b. to act together with others, to reach a common goal or solve a mutual problem.
 - c. opposite of cooperation; limits help received and success achieved; promotes discouragement.
 - d. identifying every conceivable alternative, without evaluation, to a situation.
 - e. a degree of excellence; focus of an organization.
 2. Answers will vary.
 3. Answers will vary.
-

MODULE 35: Establish short-term goals.Pg. 2, Activity 1

1. prioritize
2. goal
3. controlling
4. learning
5. importance
6. compare
7. regular review
8. chance
9. help

Pgs. 3-4, Activity 2

Answers will vary.

MODULE 37: Complete a job application.

Pg. 14: List at least 10 things Bucky did wrong on his application (Possible answers):

1. Used a nickname (Bucky) instead of given name (Jeff).
2. Negative comment about transportation.
3. Didn't get area code on phone number.
4. Used a font difficult to read.
5. He filled out his height.
6. He didn't apply for a specific position.
7. Pay rate should say open, negotiable, or prevailing wage.
8. Days and hours should say, "Will discuss at interview."
9. Didn't give answer to whether he was previously employed. In fact, he left many blanks throughout.
10. No skills or qualifications listed.
11. Address of girlfriend not given; also needs area code on phone number.
12. References not complete addresses and phone numbers.
13. Prior work history not complete.
14. Never say you were fired.
15. Saying NO to, "May we contact your previous employer?" is suspect.
16. The additional information given shows nothing about his qualifications.
17. Signature is his nickname.