

**Workplace Readiness**

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**PRETEST**

Directions: Read the following statements. Write T for True or F for False in the blank before each statement.

- \_\_\_\_\_ 1. Workplace Readiness skills consists of those skills that are necessary for job acquisition and job retention.
- \_\_\_\_\_ 2. Workplace Readiness is not included in the VPI curriculum, but instead it is a separate program.
- \_\_\_\_\_ 3. Students should consider their interest and aptitudes when they define what they want in a job.
- \_\_\_\_\_ 4. When a student completes an interest inventory, the results will reveal his/her skills and talents.
- \_\_\_\_\_ 5. A "job matching" activity would consist of relating students' interests and aptitudes with specific jobs.
- \_\_\_\_\_ 6. Most job openings are filled without any advertising on the part of the employer.
- \_\_\_\_\_ 7. Most adult students in a VPI Lab will know how to use N/A for "not applicable" on an application form.
- \_\_\_\_\_ 8. On application forms, a person should avoid using most abbreviation forms.
- \_\_\_\_\_ 9. Most VPI students will already have a great deal of previous experience writing cover letters.
- \_\_\_\_\_ 10. For most situations, students should dress for an interview as they would be expected to dress for the job.
- \_\_\_\_\_ 11. Companies establish policies and procedures to protect themselves from lawsuits.
- \_\_\_\_\_ 12. SCANS is an acronym for Student Competencies Applying Necessary Skills.

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**Directions:** Read the following multiple-choice items. Choose the correct answer for each item and circle the letter of your choice.

13. The VPI Workplace Readiness component was developed to provide students with
  - a. Career assessment.
  - b. Workplace readiness skills.
  - c. Competency training.
  - d. All of the above.
  
14. Which school personnel is apt to provide VPI students with up-to-date employability skills resources?
  - a. VPI learning managers.
  - b. Guidance counselors.
  - c. Media specialists.
  - d. All of the above.
  
15. When students prepare a "Contacts for Job Leads" list, they must be sure to include
  - a. Instructors.
  - b. Friends.
  - c. Relatives.
  - d. All of the above.
  
16. To know if the demand for a job is likely to grow quickly, students should check the
  - a. Job description.
  - b. Job requirements.
  - c. Projected job growth.
  - d. Working conditions.
  
17. The most effective method for students to use when seeking a job is
  - a. Contact with other people.
  - b. Checking newspaper ads.
  - c. Going to a public employment agency.
  - d. Using the school's job placement services.
  
18. An employee runs a risk of being fired if he or she is
  - a. Being absent or late too many times.
  - b. Making the same costly mistakes over and over again.
  - c. Not following instructions from the supervisor.
  - d. All of the above.

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19. Which of the following is not a good reason for resigning from a job?
- a. You find a better job somewhere else.
  - b. You don't get along with a co-worker.
  - c. Your job changes, and you don't want it anymore.
  - d. You're in a dead-end job that is going nowhere.
20. Which behavior is not included in the SCANS competencies?
- a. Appropriate use of resources.
  - b. Cooperative and productive teamwork.
  - c. Appropriate interview techniques.
  - d. Knowledge of technological systems.

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## INTRODUCTION

### **Effective Teaching Strategies And Curriculum Resources For Workplace Readiness In The VPI Classroom**

As a learning manager in a VPI Lab, you are expected to help prepare students for the workplace. The Workplace Readiness Program allows you to provide this preparation because it contains elements that will motivate students to become productive, self-sufficient members of society. The VPI Workplace Readiness component provides:

- Career assessment designed to assist persons in identifying career/technical interests, temperament, aptitudes, and learning styles,
- Workplace readiness skills to assist persons in obtaining and maintaining jobs, and
- Competency training that follows the guidelines of the Secretary's Commission on Achieving Necessary Skills (SCANS).

This module has been developed to provide specific teaching strategies that you can use with Workplace Readiness. Emphasis has been placed on strategies that will help students:

- Identify career/technical interest and aptitude in making career choices,
- Demonstrate job acquisition and job retention skills, and
- Apply SCANS Competencies.

These skills will enable students to acquire behaviors that will make them more employable and ready to enter the workforce.

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## CAREER ASSESSMENT

### Vocational Interest and Aptitude In Making Career Choices

Students should be given the opportunity to learn about themselves and how they fit into the world of work. They should be given the means of finding information about jobs and be able to use this information to investigate possible occupations for themselves.

Career assessment will enable a student to:

- Assess his/her learning style,
- Assess his/her occupational interests and aptitudes,
- Relate individual interests to specific occupational areas,
- Explore occupational careers and goals in various clusters, and
- Establish educational and career goals.

### Learning Styles

Learning style is the way or ways a person learns best. The term, learning style, refers to how students approach tasks, the processes they use, and the behaviors they exhibit. It is the way they personally prefer to operate or do things.

Identifying students' learning styles will allow you, the learning manager, to predict effective strategies and activities for teaching. This assessment of learning styles can be done most efficiently by utilizing a learning styles instrument.

The following is an explanation of a learning styles assessment adapted from [Learning/Working Styles Inventory](http://www.pineymountain.com/) at [www.pineymountain.com/](http://www.pineymountain.com/). This assessment model was selected for its comprehensive coverage of learning styles and for its ease of implementation. (Other instruments are also available.) This inventory analyzes the combinations of physical, social, environmental, and modes of expression elements that allow individuals to acquire, file, and utilize their knowledge or skills. A work characteristics component measures the conditions that may become significant to students as they seek employment.

The [Learning/Working Styles Inventory](http://www.pineymountain.com/) is divided into five major domains:

1. **Physical Domain** – perceptual elements
  - Kinesthetic (active involvement)
  - Visual (seeing and observing)
  - Tactile (handling and touching)
  - Auditory (hearing and listening)
2. **Social Domain** – studying alone or in a group
  - Individual learner
  - Group learner
3. **Environmental Domain** – different types of environmental conditions
  - Design (formal or casual seating)

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- Lighting (bright or dim)
  - Sound (silence or noise)
  - Temperature (cool or warm)
- 4. Mode of Expression Domain** – communication preference
- Oral expression
  - Written expression
- 5. Work Characteristics Domain** – preference of various work conditions
- Outdoors/Indoors
  - Sedentary/Non-sedentary
  - Lifting/Non-lifting
  - People/Data/Things

The Learning/Working Styles Inventory is available in print form, in a video, and in a software package. There are also some free, short learning styles instruments that can be accessed through the Internet, including [capsol@stylesoflearning.com](mailto:capsol@stylesoflearning.com). For a fee, students can use online assessments.

**STUDENT ACTIVITY:** Have the students in the VPI Lab complete a learning styles assessment instrument. The results will show their preferences with the various elements, and this information will help them select those learning conditions that are best for them. Likewise, the results will help you, the VPI learning manager, to select those teaching strategies that are appropriate for the students.

### Career/Technical Interests and Aptitudes

When making occupational choices, students should consider several kinds of sources of information. This includes information about them. There are four kinds of information that can help students decide what kind of work they can do and enjoy: abilities, interests, work preferences, and values.

- 1. Abilities.** These are the students' skills and talents. In which subjects did they excel in school? Are they skilled with machines, good with languages, adept with computers, or talented in art? Do they speak and write well, work with numbers accurately, or have good eye-hand coordination?
- 2. Interests.** These are the things that students like and enjoy doing. Do they like to draw, build things, play on the computer, help people, tinker with cars, create new hairstyles, or handle money?
- 3. Work Preferences.** Students will have certain feelings about the kinds of job activities they do and their working conditions. Do they like to work alone or with other people, work with objects or information, stay in one spot or move around on the job?

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4. **Values.** These are the things that are important to the students. People differ in the job factors that are important to them because people have different needs relating to working conditions. Concern for the hours, pay, kind of work, benefits, promotional opportunities, training, location, and working conditions will differ with different people.

STUDENT ACTIVITIES: The VPI students should have the opportunity to take aptitude and interest tests. This can be done through the student services department or by having such instruments or inventories available in the classroom. As part of the Division of Community Colleges and Workforce Education, the Florida Career Development and Product Distribution has available an Employability Skills Series that contains job factors' assessment instruments. These instruments include an "Abilities Inventory," an "Interest Inventory," a "Work-Preference Inventory," and a "Values Inventory." A Sampler Set can be purchased for a minimal fee. Appendix J (Abilities) and (Values) is an example of what is presented in the Employability Skills Series.

Discuss work values. Write several work-related values on the board and have student arrange them in order of importance, as they relate to them.

Have students write, display, or demonstrate their hobbies or interests and show how they relate to occupations.

### Relating Skills and Abilities to Career Areas

Students should consider their skills, abilities, aptitudes, and interests when defining what they want in a job. Then they will be able to see how various jobs match up, and they will be able to select jobs that are most likely to satisfy them as long-term careers.

Resource materials that match interests, skills, and aptitudes to jobs should be available in the VPI Lab. Some employability skills booklets contain job-matching charts that students can peruse on their own. For needed assistance, the counselors in the student services department can provide students with testing instruments that will help them make appropriate matches.

STUDENT ACTIVITIES: Using the results taken from tests and inventories, have the students list their top interests, aptitudes, and skills. Provide them with a job-matching chart, such as found in Getting the Job You Really Want (JIST Publishing) or the Florida VIEW Interest Survey (Florida Education Center). Have the students identify a variety of jobs that match their major areas of interest.

After identifying jobs that match their interests, aptitudes, and skills, have the students rate each job as "not interesting," "somewhat interesting," or "very interesting." This rating will help to narrow down choices of interest.

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### Exploring Careers and Goals in Various Clusters

In the preceding section, students may have reached the point where they can match their interests, aptitudes, and skills to specific jobs. However, they won't really know about an occupation or job until they know the job requirements and the job description.

Job requirements include the training, skills, and abilities that a person must possess to qualify for a job. These requirements can include a certain amount of education or training (teacher, police officer, accountant), special abilities (musical, mechanical, artistic), special licensing (nurse, plumber, cosmetologist), or work experience. Students must take note of the job requirements when they are exploring a career.

The job description states the job duties and the working conditions. For example, a secretary's duties may include filing, work processing, answering the phone, taking messages, and greeting clients. The working conditions would be like those of most office jobs – working indoors, sitting at a desk, and working mainly with people, things, and information. In a job search, the job duties and working conditions are important factors.

Another important factor that should be considered is the job growth. Demand for some jobs will grow rapidly while others decline. It is helpful to know if future demand for a job is likely to provide more job opportunities or fewer, so students should check the projected growth of any job they research.

In the VPI Lab, the learning manager should provide students with good sources of information about occupations. There are a variety of sources that can be utilized, and some sources provide more and better information than others.

The media specialist at your school will be able to suggest some information sources that are available in the media center. Three excellent resources for reading about careers are: the Occupational Outlook Handbook, O'NET Dictionary of Occupational Titles, and America's Top 300 Jobs (all available from JIST Publishing). These materials contain the job description, the job requirements, and the job future of almost any job in the workforce. There are also computerized career information systems, such as Choices which has direct hyperlinks to key web sites for career exploration. The Florida DOE's Product Catalog provides information on career booklets and software packages that can be used for exploring career clusters.

**STUDENT ACTIVITIES:** Have each student determine three occupations that he/she would like to research. The student should list occupations that are in line with his/her interests, abilities, values, and work preferences. Have the student use one of the resources listed above, like the Occupational Outlook Handbook, to find information on the three jobs. The student's list should contain the job title, the job requirements, the job descriptions, and the job future. Have each student participate in a shadowing program that provides the opportunity to observe trainees (in a technical

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program) or workers (at a job site). In a career technical program, the student will observe how trainees prepare for an occupation. At a job site, the student will see firsthand the duties performed, the working conditions, and the daily activities of workers in a chosen career.

### Individual Academic and Career Goals

At this point, the students have examined the personal traits that will help them in the world of work. They have also learned some things about specific occupations that match their personal traits. Now the students can use this information to make career choices.

To prepare for their future careers, VPI students must take the time to plan their education and technical training. They must find out what courses they can take to learn the job skills that are needed for their career paths. The counselors in the student services department can assist the students with this stage of career assessment.

STUDENT ACTIVITIES: Using the “three occupations list” the student completed in the previous section, have him or her decide upon one occupation as a career path. Emphasize that the career decided upon should match his or her personal traits as closely as possible.

Have each student make an appointment with a guidance counselor to discuss career goals and the school’s program offerings. The counselor will provide information about program entrance requirements and enrollment dates. This information will enable the student to make plans for his or her education and training

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## WORKPLACE READINESS SKILLS: JOB ACQUISITION AND JOB RETENTION SKILLS

The VPI Lab should provide a setting that helps students prepare for the workplace. Students need to acquire the employability skills that will be beneficial in obtaining and maintaining employment. The instruction in workplace readiness skills should be based on individual need and should include, but not be limited, to the following. Each student should be able to:

- Prepare a personal data sheet.
- Prepare a résumé.
- Identify job announcement sources.
- Demonstrate the ability to solicit employment.
- Prepare a cover letter.
- Demonstrate the ability to correctly complete an employment application.
- Demonstrate appropriate interviewing techniques.
- Prepare for applicable employment tests.
- Demonstrate the ability to complete work-related documents.
- Demonstrate an understanding of appropriate job behaviors.
- Interpret company policies and procedures.
- Demonstrate effective interpersonal skills.
- Demonstrate knowledge of resignation procedures.

### Personal Data Sheet

When students seek employment, they must be prepared to answer questions about themselves and their qualifications for the job. They can get ready for these questions by preparing a personal data sheet. This sheet is actually a personal inventory that contains information about the student. It is for the student's use only and does not take the place of a résumé. However, it will save the student time when filling out application forms, and it can also be the foundation for later writing a résumé.

The major headings on a personal data sheet are usually personal data, education, work experience, military experience, skills, hobbies, community work, club memberships, honors and awards, volunteer work, sports, and references. Most employability skills booklets contain samples of personal data sheets.

STUDENT ACTIVITY: Have each student prepare a personal data sheet. Provide a sample that the student can follow and provide a personal data sheet (with blanks) for the student to complete. Appendix L has a sample form.

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## Résumé

Students will want to present themselves to employers in as skillful a manner as possible. The best way to do this is with a well-prepared résumé. A résumé will provide information about a student's background and skills, and it should focus attention on his or her strengths in the job market.

There are four teaching strategies for the résumé.

1. Through discussion, teach the purposes of a résumé. The main purpose is to get a job interview. The résumé will also prepare students for the interview because it will force them to focus on their background information and will enable them to speak fluidly about their strengths and skills at an interview. Like the personal data sheet, the résumé, likewise, will provide necessary information for application forms.
2. Discuss the main parts of a résumé, those that are essential and those that are not essential. The essential parts provide information that every employer needs or wants. The nonessential parts provide additional information that will help the student look good as a possible candidate for the job. The parts include: identifying data, job objective, skills, education, training, work experience, volunteer experience, military experience, and references or references upon request. List the parts on the board and discuss which parts are essential and which are not essential. Have the students suggest other parts that could be included, like honors, awards, club memberships, etc.
3. Give tips on how to write effective résumés. The tips should include the following:
  - Be brief
  - Use phrases – not sentences
  - Capitalize section headings
  - Stress skills and achievements
  - Be specific
  - Be positive and enthusiastic
  - Tailor material to employer's needs
  - Use action words to stress achievements
  - Use single-lined bullet entries
  - Type on good quality paper
  - Keep it neat and easy-to-read
  - Proofread for errors
  - Make quality photocopies
4. Explain the different formats for résumés, with emphasis on the chronological and functional. Each format has a particular organizational pattern that should be followed in developing the document. Use these guidelines to explain each one:
  - **Chronological résumé** is a history of one's career and should show growth in the profession. Starting with the current position and working back in time, it

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shows each company worked for, the title there, the job duties, and dates of employment. It does the same with education and training. It is simple to develop and easy to understand. It is especially good for a job history that shows steady advancement in title and skills.

- **Functional résumé** emphasizes skills, strengths, and accomplishments rather than job-history specifics. This type supports work objectives and job targets. The attention is always focused on the skills and specific accomplishments. It is the right format for people who don't have much work experience, who want to change careers, who want to emphasize a particular strong area of ability, or who want to focus on skills rather than credentials.

Show samples of a variety of résumés so the students could view the different styles. Most employability skills booklets will contain samples.

STUDENT ACTIVITIES: Provide the students with videos, software, or booklets that contain lessons on résumé writing. Two good resources are Getting the Job You Really Want (JIST Publishing) and The Job Hunting Handbook (Dahlstrom & Co.). Have the students use these materials to learn about résumés and to study the various formats and styles. Have each student select a specific type for his or her résumé.

Have each student prepare a résumé. The students can use the information that is listed on their personal data sheets or they can fill out a résumé information sheet.

Give the students the opportunity to type their résumés on the computer, using their own patterns or using a résumé software package.

Have each student gather the information needed for references. This information should include the references' names, titles, addresses, and phone numbers. Then, have the students type the information on a sheet that can be submitted to prospective employers.

### Job Announcement Sources

VPI students will need to learn job search methods that will help them find good jobs in a timely manner. Their best approach is to use all of the avenues that are open to them. As a VPI learning manager, you must be sure that the students are aware of the different job search methods and of the techniques that are the most effective.

The following are teaching strategies for job announcement sources.

1. Have a class discussion about the things the students would do and the places they would go to when looking for a job. The students will most likely mention traditional methods, which would include:

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- Checking newspaper ads.
- Going to a public employment agency (Job Services).
- Going to a private employment agency.
- Using the school's job placement services.

List these methods on the board. State that many people use these techniques, and these methods work for some job seekers. However, inform the students that there are other job seeking methods that are considered to be more effective than the traditional ones.

2. Have a discussion about "networking" as a marketing device. Making personal contacts is considered to be the most effective method of seeking a job. This is because most job openings are filled without any advertising. Inform the students that many employers hire someone because:
  - The employer knows someone who is right for the job,
  - An associate makes a recommendation,
  - Someone hears about the job and gets an interview before the job is advertised, or
  - A job seeker visits the work site and makes direct contact with the employer.

The VPI Lab should contain booklets, software, and/or videos that the students can use to gain more knowledge about job seeking techniques.

**STUDENT ACTIVITIES:** Have the students prepare a "Contacts for Job Leads" sheet. Have them list the people they can contact for a job search. The headings on this sheet should include *friends, relatives, neighbors' classmates, instructors, former co-workers, and former employers*. Then, have the students narrow down the list to select those people who will most likely be able to assist them – and have them include the contacts' phone numbers and/or addresses.

Provide the students with booklets, software, or videos that contain information on job searches. Have students use these materials to study various methods of seeking a job.

### Ability to Solicit Employment

The VPI student should develop a system for seeking employment. Having a system will allow the student to follow a step-by-step plan. This plan should include:

- Knowing the companies where the student would like to be employed.
- Identifying the people who have hiring authority.
- Developing telephone etiquette.
- Attending the town's or school's Job Fairs.
- Interpreting wand ads in the newspaper.

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The following are teaching strategies for soliciting employment:

1. Using the yellow pages of the telephone directory, have the students select companies, restaurants, salons, shops, etc. where they would like to be employed. Have them make a list of their selections.
2. Have the students call each location on their list of selections to determine the person who is in charge of hiring new workers. Then, the students can set up a listing with the hiring person's name attached to the company. This will prepare the students to make phone calls in the job-seeking process.
3. Have a discussion about telephone etiquette. Ask: What impressions have you gotten from people over the phone. Was the person rude? How were they rude? Can you tell how someone feels over the phone even if you can't see him or her? How can you put a smile in your voice? What impressions do you get when a receptionist is rude, uses slang, or chews gum? Teach them some helpful hints for calling an employer. These hints would include:
  - Prepare before calling. On paper, write down what you will say, and what exactly you need to ask. Leave space so you can write the answer right next to the question.
  - Have a paper and pencil ready so you can write down important information.
  - Call from a quiet place with no background noise to interfere.
  - Put a smile in your voice by being friendly. Speak clearly and loudly enough to be understood.
  - Identify yourself and ask for the person who can truly help you. Don't waste your time giving information to the receptionist, then giving it again. Ask, "I am interested in the job position offered or a job with your company. Can you direct me to the correct person? This person may already be on their list.
  - Keep your conversation short and to the point.
  - Review all the information given to you. Make sure it is correct. Say, "I would like to verify that I have the correct address and appointment time."
  - Leave your name and telephone number, and thank the person for his/her time and for taking your call.

**STUDENT ACTIVITIES:** Provide the students with booklets, software, or videos that contain lessons on effective telephone techniques. Have the students use these materials to learn how to use the telephone correctly when calling about a job. Have the student write down the steps for appropriate and effective telephone contact.

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Check for the dates and times of the town's and/or school's Job Fairs. Assign the students to attend the Job Fairs, and then afterwards, report their experiences to the class.

Using the daily newspaper, have the students read the want ads in the classified section. Select a few ads and have a discussion on how to interpret the abbreviations used in the ads. On the board, list the abbreviations that are not familiar to the students. Have a discussion on the meanings of these abbreviations. Some employability skills booklets, like the DOE [Employability Skills Series](#), have lessons on checking newspaper ads.

### Cover Letter

The right path to a job sometimes starts with a cover letter. This type of letter got its name because it went along with, and "covered," a résumé. The cover letter will usually increase the chances of the résumé receiving the attention it deserves because it will:

- Identify the résumé and direct it to a specific reader,
- Introduce the writer to the potential employer,
- Emphasize the job seeker's qualifications, and
- Request an interview.

The letter should be written to a specific person (the one in charge of hiring). The letter should be well written, and it should contain several pieces of information that the employer needs or wants. It should be neat, to the point, and easy to read. It should be free of errors – the spelling and grammar must be perfect. As the VPI learning manager, you should be aware that many students in the lab will need assistance in creating a well-written letter.

What are some teaching strategies for the cover letter? Locate some materials that have samples of cover letters, like [The Job Hunting Handbook](#) and [Getting the Job You Really Want](#). Make them available for the students to use. Be sure the students learn the parts that belong in a cover letter:

1. The first sentence in the letter should attract the employer's attention. The student should tell where or from whom he or she learned about the job. In the second sentence, the student should state that he or she wants to be considered for the job.
2. The middle portion of the letter should emphasize the student's qualifications detailed in the résumé. Skills should be mentioned and pointed out as examples of how the student is best qualified to fill the job vacancy. More information about education, experience, and/or training can also be included in this section.
3. If there is mention of a reference in the letter, it should be in the next paragraph. Listing a reference is optional.

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4. In the final paragraph, the student should ask for a response. The student should state a phone number and request to be contacted for an interview appointment.

**STUDENT ACTIVITIES:** Provide the students with samples of cover letters. Have each student write a fictitious (or real) cover letter. He or she could do this with paper and pencil and then type it on a computer – or the letter could be written on the computer with a software package.

Have students share their cover letters. Have each student proofread the cover letter of a classmate and make recommendations for improvement. This will help develop proofreading skills and allow for peer coaching.

### Application Forms

At some point in their job search, the VPI students will be required to complete application forms. Some employers will not consider hiring applicants whose completed forms are sloppy and unclear. They assume that a carelessly written form indicates a careless worker. Therefore, it is very important that the students learn to fill out the forms neatly and clearly. As the VPI learning manager, you can help them acquire the skills needed for completing the forms correctly.

In their Employability Skills Series, the FL DOE provides lessons on “The Application Process.” Follow their guidelines in teaching the completeness and correctness of application forms. Here are some teaching strategies for application forms:

1. Using the board or handouts, acquaint the students with the recommended steps to follow in completing an application form.
  - Have necessary information handy (personal fact sheet or résumé).
  - Read entire form completely before starting to write.
  - Write neatly with black or blue fine tip pen. Erasable one is best.
  - Follow directions exactly. Print or write as directed.
  - Use correct markings (an x, checkmark, underline, or circle).
  - Avoid most abbreviations.
  - Answer all questions. Use N/A for not applicable.
  - Proofread the completed form.
  - Correct any mistakes.
2. Provide the students with a list of definitions for troublesome words that they will encounter on application forms. The words on this list will include convicted, dependent, felony, misdemeanor, SSN, Selective Service, classification, bonded, extracurricular activities, disabilities, minimum, authorize, and falsification. Discuss these words with the students.

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3. Explain open-ended questions that require more than a yes or no answer. Instruct the students to be brief and positive when responding to these questions. Provide some examples of open-ended questions, like “What type of work would you like?” “Why do you think you qualified for this job?” and “What was the reason for leaving your last job?”

**STUDENT ACTIVITIES:** Provide the students with booklets, software, or videos that contain information on application forms. Have the students use these materials to learn the application process and how to fill in the forms correctly.

Provide each student with an application form. Have the student complete the form and submit it to be checked. After checking the completed form, discuss the contents one-on-one with the student.

### Job Interviews

The most difficult part of the job search is most likely the job interview. Most people experience a great deal of nervousness when they participate in job interviews. However, there are things a person can do to alleviate the anxiety that is part of the job interview experience. In the VPI Lab, students can learn how to prepare for the interview, to dress appropriately, to show correct behavior during the interview, and how to adequately answer typical interview questions.

There are many employability skills materials that contain information about the interviewing process. As a VPI learning manager, you should use these materials to gather interviewing tips that can be used with the students. Interviewing is a skill, and the students’ chances of success in getting good jobs will improve considerably if they can acquire effective interviewing skills. In this Standard of Workplace Readiness, make sure the students are familiar with the following aspects of the interview process. The following are teaching strategies for job interviews:

1. Preparation is the key to a good job interview. Teach the students the steps they should follow in their preparation.
  - Gather necessary materials (résumé, references, work samples).
  - Research the company (size, reputation, products).
  - Review your work history, training, and skills.
  - Plan answers to possible questions.
2. In order to make a good impression at the interview, the student should have a neat appearance. The student shouldn’t over-dress or under-dress, but instead, dress for the interview as he or she would expect to dress for the job. (Exceptions would be jobs that require uniforms, like nursing, auto mechanics, fire fighting, etc.) The following provides some guidelines that will help the student prepare for a good appearance.

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- Have hair clean and neatly combed.
  - Be showered and free from odors.
  - Give teeth a good brushing.
  - Make sure hands and fingernails are clean.
  - Use make-up and perfume tastefully, not overdone.
  - Shave or trim facial hair.
  - Dress simply and in good taste.
  - Wear clean clothes that are neat and pressed.
  - Check buttons and zippers.
  - Wear simple, basic shoes that are polished.
  - Carry handbags that are uncluttered.
  - Do not wear hats, jeans, or T-shirts.
  - Wear conservative jewelry – no fancy stuff.
3. During an interview, the interviewee is constantly being observed, as well as heard. Therefore, it is important that students be reminded of the correct behavior that they should exhibit during that time period. There are several tips that should help them conduct themselves properly during an interview.
- Go to the interview alone.
  - Arrive 10-15 minutes early.
  - Take along a pad and pencil or pen.
  - If the interviewer shakes hands, use a firm grip. (But not hand breaking.)
  - Don't sit down until asked to do so.
  - Sit up straight in the chair and look alert.
  - Speak clearly – avoiding slang expressions.
  - Keep eye contact with the interviewer.
  - Don't chew gum or smoke.
  - Answer questions in sentences, avoiding "yes" and "no" responses.
  - Talk about things that relate to the job – not personal problems.
  - Don't criticize former employers.
  - Listen carefully to what the interviewer is saying. If you don't understand, ask for clarification.
  - Ask if you will be notified about the selection.
  - At the end, thank the interviewer for his or her time.
  - Send a follow-up letter or note.
4. At a job interview, the interviewer will ask questions that relate to the specific job opening and questions that are general and routine. VPI students should be familiar with the typical questions usually asked at interviews. The following are twelve of the most common questions.
- Tell me about yourself.

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- Why do you want to work here?
  - Why should I hire you?
  - How did you become interested in this field?
  - What do you know about our company?
  - Why did you leave your last job?
  - What are your qualifications for this job?
  - What are your major strengths?
  - What are your major weaknesses?
  - Where do you see yourself in five years?
  - How soon could you start this job?
  - Do you have any questions for me?
5. Regarding the last question above, show examples of appropriate questions the students can ask at an interview.
- What hours would I be working if hired?
  - How would I be trained for the job?
  - Who would my co-workers be and what do they do?
  - Is there a probationary period?
  - Who will be my immediate supervisor?
  - Is it possible for me to have a tour of the area?
  - What are you looking for in an ideal employee?

Questions that should not be asked:

- What is the salary for this job?
- When can I expect my first raise?
- How many vacation and sick days will I get?
- What fringe benefits do you offer?

Questions that the interviewer should not ask:

- Are you married?
- Do you have small children?
- Do you plan to have a family?
- Are you a citizen of this country?
- What is your age?

6. A productive interview can be further enhanced with a brief personal letter of thanks sent the day after the interview. Provide samples of follow-up letters.

STUDENT ACTIVITIES: Provide the students with booklets, software, or videos that contain information about the interview process. Have them read or view these materials to gain further knowledge about interviewing. Software or videos that contain simulated job interviews would allow for an ideal learning activity.

Provide the students with a list of the twelve most typical questions asked at an interview. Have them write responses to the questions.

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Have a mock interview with each student. The student should dress appropriately for the job he or she is seeking and should have rehearsed answers to the typical questions. If possible, videotape the mock interview and then review it together with the student. This could also be a group activity in which other students comment on the mock interview and offer suggestions for improvement. A performance criteria sheet could be utilized here with students rating each other's performance.

Provide samples of follow-up letters. Have each student write a follow-up letter.

### Employment Tests

Some employers and companies use pre-employment tests to gain information about an applicant's ability. These tests are related to specific jobs. For instance, a secretarial position may require a typing test. An opening in a factory for an equipment assembler may require a test on how well the applicant works with his or her hands. There are several types of pre-employment tests, and they are described in the FL DOE [Employability Skills Series](#), "Pre-Employment Tests."

1. Paper-and-Pencil Tests. They are usually standardized, meaning they must be administered in a specific manner. These tests are timed, and answers are placed on a separate sheet. Having taken the TABE, the VPI students will be familiar with standardized testing procedures.
2. Dexterity Tests. They require that you show how well you work with your hands. Applicants may be required to handle tools or put together and take apart different items.
3. General Skills Tests. It combines the paper-and-pencil test with the dexterity test. An example is the General Aptitude Test Battery (GATB).
4. Working Test. This test involves job skills and requires the applicant to perform specific work tasks like typing, filing, sorting, coding, etc.
5. Drug and Alcohol Tests. Their purpose is to determine if an applicant is a user of substances that are either illegal or potentially damaging to the employee's ability to do the job.
6. Personality Tests. These tests are used to determine job assignments, to figure probability of success, and to determine compatibility.
7. General Reading and Math Tests. These tests are used to determine if an applicant has basic academic skills. Completing VPI prescriptions or study plans will help students perform well in these general tests.

As the VPI learning manager, give the students some tips they can use in preparing for and taking the tests. Use the following as guidelines.

*Before the test:*

- Practice the skills on which you may be tested.

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- Get plenty of rest the night before the test.
- Take supplies (pens, pencils, eraser, watch, note pad).
- Try to stay calm.

### *During the test:*

- Look over the entire test first.
- Read the directions carefully.
- Pace yourself so you have time for each section.
- Read the questions carefully.
- Answer easy questions and save harder ones for last.
- Go back to any questions skipped.

**STUDENT ACTIVITIES:** Check with the counselors in the Student Services Department to see if they can provide some testing that is similar to pre-employment tests. If possible, have the students take the GATB and a personality test.

Being in the VPI Lab, the students will be following prescriptions or study plans to upgrade their reading, math, and language. Their study assignments can be considered activities that prepare them for general reading and math tests.

### **Work-Related Documents**

One of the first things a new employee must do is fill out employment forms. Then, as the employee completes basic tasks in the workplace, he or she will continue to encounter work-related forms and documents. Essential Skills for the Workplace: Using Forms and Documents (Contemporary Books) integrates the reading, math, writing, communication, and problem-solving skills that students need to complete tasks at the workplace. This workbook contains the forms and documents used in many jobs and in everyday life. Use this resource, or a compatible one, to acquaint the students with the important forms and documents.

VPI students should have some understanding of the following forms.

1. Form W-4 – a federal tax form that tells employers how much federal income tax to withhold from an employee’s paycheck.
2. Employment Eligibility Verification (Form I-9) – a form that proves it is legal for a person to work in the United States.
3. Time Sheets and Cards – forms that employers use to keep track of the employees’ hours.
4. Health Group Coverage Application Form – an application for medical coverage for employees.
5. Purchasing Forms – written paperwork that documents an order to prove that the order took place.
6. Retirement Benefits Plan Enrollment Form – a retirement plan form that asks for information about the employee and his or her beneficiary.

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7. Employment Contracts – a written agreement between the employee and company or firm. The contract binds people to the terms of the agreement.

STUDENT ACTIVITIES: Give the students blank copies of Form W-4 and Employment Eligibility Verification (Form I-9). Have the students complete the forms with their personal information. Help the students understand any parts that are troublesome to them.

Use other reproducible work-related forms for the students to complete. Assist them with words they don't understand.

### Appropriate Job Behaviors

Good work habits are as important as job skills in maintaining employment. In fact, many employers think a good attitude, good work habits, and the ability to get along with people may be more important than job skills. In a survey of employers, the main reasons for firing employees were:

- Being absent or late too many days,
- Showing lack of interest in the job,
- Making the same costly mistakes over and over again,
- Not following instructions from the supervisor,
- Not being willing to learn new things, and
- Dishonesty

Good work habits may seem like nothing more than common sense, but workers sometimes forget how important these common sense behaviors are. Employers expect workers to come to work on time, dress properly, observe safety practices, and get the job done correctly and on time.

In the VPI classroom, there should be a variety of materials (booklets, software, and videos) that the students can use to learn about appropriate behavior at the job site. "On the Job," a booklet from the FL DOE's Employability Skills Series, contains lessons that will help the students understand and practice good work habits. This booklet's content outline can be used as a guide in presenting a course of study on appropriate job behavior. The outline includes the following topics that can be used for study and discussion.

1. Getting to Know the Job – getting help when needed and handling mistakes on the job.
2. Doing the Job Properly – following company procedures, treating equipment and materials with care, and being neat and organized.
3. Using Time – knowing the consequences of being late or absent, handling absences from work appropriately, and managing time on tasks wisely.
4. Practicing Good Habits at Work – following safety rules, correcting safety violations, and knowing the consequences of stealing.

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**STUDENT ACTIVITIES:** Provide the students with booklets, software, or videos that contain information about appropriate job behaviors. Assign them sections of these materials to gain further knowledge of good work habits. Software or videos that contain simulated job situations would allow for an ideal activity.

Have a discussion session with the students. Suggested discussion questions might include:

- Have you or anyone you know ever been fired from a job? What was the reason?
- How does an attitude relate to work habits and keeping a job?
- What is meant by the saying, “Be friendly on the job, but not too familiar?”
- What is considered stealing on the job? Is taking pens, pencils, and other office supplies stealing?
- What is a performance review or a performance appraisal?
- Why are employers anxious to prevent injuries on the job?

Many work habits apply to students as well as to full-time workers. Provide the students with a rating scale (performance review) and have them evaluate themselves. When finished, have them study their ratings and decide which areas need the most improvement. (Sample in Appendix M)

Make transparencies or picture handouts of safety rule violations at your school. Have the students try to identify the violations.

### **Company Policies and Procedures**

A policy is a rule, plan, or course of action. Companies establish policies and procedures to make job responsibilities and expectations clear. These policies and procedures are usually contained in an employee handbook or policy manual. The VPI students should learn about the policies and procedures that they will encounter when they become employed.

As the VPI learning manager, explain the purpose of policies and procedures. Tell

- What the company stands for,
- What the company expects from the employee, and
- How the employee’s performance will be measured.

The policy manual contains information about every aspect of employment, such as hiring procedures, conditions of employment, salaries, benefits, employee performance evaluations, employee conduct, reasons for disciplinary action, company forms, disaster procedures, etc.

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There are some booklets on the market that students can use to get familiar with company policies and procedures. Essential Skills for the Workplace: Obtaining Information and Using Resources (Contemporary Books) contain practice exercises using a policy manual. It also includes other skills needed in the workplace, like product information for purchasing or selling, reference materials, and shipping and receiving documents. Reading Skills Enhancement (Paradigm Publishers) is another workbook that has practice exercises with manuals. This one also includes company notices, articles, memos, instruction sheets, and financial documents. Use these types of materials to acquaint the students with policies and procedures.

**STUDENT ACTIVITIES:** Provide the students with some materials that provide practice exercises involving policies and procedures. Have the students complete the exercises.

Make sure the students have copies of the school's student handbook. Cover the different sections with them to show the policies and procedures that the school has established for its students.

Use the school's staff handbook as an actual example of a policy manual. Skip through the sections to show the various types of information that the handbook contains.

### Effective Interpersonal Skills

"Interpersonal" means the involvement of relations between people. The VPI students should aspire to present a positive image at their places of employment. The interactions they have with their fellow employees and customers contribute to the business' success. As a VPI learning manager, you can help them acquire effective interpersonal skills. Some areas that should be covered in the classroom include:

- Communication Skills
- Body Language
- Customer Service
- Teamwork
- Self-Esteem
- Cultural Diversity

Communication is a very important skill in the world of work. Reading, listening, writing, and speaking are used in every work day. If employees are unable to communicate effectively, they will be unable to give and follow directions. They will be unable to provide the service to customers required in most employment situations. Make sure the students understand they will be using communication skills at work when they:

- Give and/or follow directions,
- Take and process orders,
- Take and give phone messages,

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- Discuss and solve problems,
- Report on work activities,
- Read information related to work activities, and
- Train for new job skills.

Here are several skills to help the students become better communicators:

- One person speaks at a time. It is impossible to listen and get any sort of meaning from two speakers speaking at the same time. Do not interrupt a speaker as it is rude to do so, and you do not want people interrupting you when you speak.
- Listen with your whole body. Make eye contact, sit or stand up straight, face the speaker. This body language indicates that you are alert, paying attention, and interested in what is being said.
- Listen with empathy. Try to identify the speaker's feelings, motives, and point of view. You do not have to agree with the speaker, but you can understand his or her point of view much better by standing in the speaker's shoes.
- Delay judgments until the speaker finishes. Judgments and interpretations are forms of distractions that take your focus away from what is being said to what your head is saying.

Body language is a form of communication. A positive and friendly image is important with coworkers and with customers. Present these body language tips to the students:

- Keep your shoulders back.
- Keep your head erect.
- Avoid folding your arms across your chest.
- Avoid sitting or standing with arms or legs far apart.
- Use gestures that enhance your verbal message.
- Nod your head affirmatively at appropriate times – but do not overdo it.
- Maintain direct eye contact.
- Avoid negative facial expressions.
- Keep a relaxed posture.
- Show an eagerness to please.
- Be empathetic.
- Be friendly and attentive.

There are five basic communication skills essential to face-to-face customer service:

- Smile.
- Greet the customer.
- Use open body language.
- Make eye contact.

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- Thank the customer.

Business is a team effort, and employers want employees who are team players. Being a team player means being cooperative and looking for ways to help others. In every business, it is always the efforts of many people that get the job done. In some businesses, it is easy to see and appreciate the team effort. Many businesses, however, have invisible teams. As an example, show the students how the visible teams (those you see) and the invisible teams (those working behind the scenes) work together to provide service. Do this by showing the steps taken in a typical fast-food restaurant:

- Customer places order.
- Counter worker relays order to kitchen and charges customer.
- Fry cook begins cooking hamburger.
- Someone begins toasting bun.
- Someone begins deep frying fries.
- Someone makes shake
- Someone dresses burger (puts on ketchup, etc.)
- All parts come together when the packaged meal gets to the customer.

Self-esteem is an important ingredient to success at work. People with high self-esteem are usually happier and get along better with others. They also often take criticism better than people with low self-esteem. Some self-esteem tips for VPI students are:

- Help co-workers by assisting them in learning new skills.
- Watch the kind of messages you send to co-workers. Give more praise for what was done right.
- If a co-worker suffers from low self-esteem, let him or her overhear you complimenting him or her to another co-worker.
- Celebrate successes! Post photographs on the staff bulletin board. Put up awards people have received. Post successful productive results.
- Show an interest in your co-workers (special hobbies, birthdays, and unique skills).
- Avoid gossiping about the negative actions or qualities of others.

The United States has been billed as the great melting pot of humanity. Many people have emigrated from other countries, and they brought with them different cultures and lifestyles. This immigration of people from other cultures has made the American workplace quite diverse. In any workplace in the United States, people may speak different languages, have limited English proficiency, dress quite differently from each other, and have different attitudes about religion, education, and work.

To compete in this increasingly diverse and global economy, VPI students should learn to overcome some of the perceptions they

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have of other people. Here are some questions to help the students overcome their perceptions:

- What are the other person's values?
- Where do values come from?
- How do values affect the way we feel about ourselves?
- What are the positive sides of others' values?
- How can you match up your values with theirs?
- What do you fear about their values?

**STUDENT ACTIVITIES:** Provide the students with some resources that have lessons on effective interpersonal skills, like Workforce: Building Success (Steck-Vaughn) and the VHS Getting Along with Others (Educational Activities). Have the students read selections or view videos and then discuss their findings.

Have a group discussion on body language. Have the students relate experiences they have had with customer service in the local stores. List the good experiences they had with body language and then the bad experiences. Ask how these experiences made them feel.

Get a puzzle with large pieces. Give the various pieces to several students and instruct them to put the puzzle together. They will have to be team players to accomplish this task.

Give the students the following list of words: *multicultural, cultural diversity, stereotype, ethnic group, and gender group*. Using dictionaries, have the students write the meanings of the words and then write a sentence using each word.

### Resignation Procedures

At some point in their careers, the VPI students may consider leaving their jobs for one reason or another. When this occurs, they should make an effort to resign from the job on good terms. When they apply for new jobs, they will probably be asked why they left their old ones. If they resigned for good reasons, it will be easier to get the new job.

In the VPI Lab, the students should learn how to think through the reasons for resigning, learn the right way to resign from a job, and develop skill in writing a letter of resignation.

"Job Changes," from the FL DOE Employability Skills Series, contains some good content and suggested activities for resigning. It lists four good reasons for resigning:

- You find a better job somewhere else.
- Your job changes, and you don't want to do it anymore.
- You change, and the job is no longer right for you.
- You're in a dead-end job that is going nowhere.

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Once the students understand the four good reasons to resign, teach them the differences between resigning properly from a job and just quitting. Just quitting makes it difficult to find another job because employers don't hire workers who walked off their last jobs. Through discussion, board-work, or handouts, present the following rules for resigning.

- **Do** try to solve any problems without resigning.
- **Do** give your employer at least two weeks' notice.
- **Do** resign politely and in person.
- **Do** write a letter of resignation.
- **Don't** resign until you have another job.
- **Don't** tell anyone at work that you are job hunting.
- **Don't** criticize your old job when you apply for a new one.

Next, the students should learn how to write a letter of resignation. The letter should be short, to the point, and polite. It should state that the person is resigning, when he or she is leaving, and why he or she is resigning. It should also state something good about having the job and a thank-you to the employer for the job.

**STUDENT ACTIVITIES:** Have a class discussion with the following questions and topics.

- If you are planning to resign, why is it unwise to tell any of your co-workers?
- Why is it unwise to criticize your former employer to a new employer?
- Make a list of good reasons for changing jobs.
- Make a list of reasons for not changing jobs.
- What other factors should you consider when planning to change jobs?

Show samples of resignation letters to the students. Have each one write a letter of resignation. Then have the students proofread each other's letters, making corrections and suggestions for improvement.

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**SCANS COMPETENCIES: ACCEPTABLE SCANS BEHAVIORS**

In this section, the competency training should follow the guidelines of the Secretary's Commission on Achieving Necessary Skills (SCANS). Instructional strategies for this curriculum must include methods that require students to:

- Identify, organize, and use resources appropriately.
- Work with each other cooperatively and productively.
- Acquire and use information.
- Understand social, organizational, and technological systems.
- Work with a variety of tools and equipment.

The SCANS competencies acknowledge the fact that students and workers need to be successful in the workplace. Through a grant to Florida State University, the Department of Education has developed SCANS Competency Development Activities for Students. Likewise, several publishing companies include these types of activities in their instructional workbooks. Piney Mountain Press covers these areas in their SCANS 2000 Competency Pack and SCANS Work Readiness Kit. There is a great "crossover" of skills between the SCANS Competencies and the Workplace Readiness Skills. These student activities coincide with the specific competencies as follows.

**Using Resources Appropriately**

In the VPI Lab, students will have access to a variety of resources: booklets, workbooks, texts, software, videos, cassette players, talking machines, and even people. The students should be encouraged to utilize as many of these resources as possible. When in the workplace, the students will encounter resources that will enable them to be productive workers.

For this competency, use Essential Skills for the Workplace-Obtaining Information & Using Resources (Wright Group/McGraw-Hill)

**Cooperative and Productive Teamwork**

Business firms and agencies are shifting to a teamwork approach in which workers are expected to get along with each other, share expertise, and accept a greater role in the problem solving, decision making process. Therefore, good communication skills are important in the workplace. For training in teamwork, the VPI Lab should provide activities that involve cooperative learning. This will allow for interaction between two or more individuals in a setting where the participants will develop ideas and share them with others.

For this competency, use Effective Communication Skills (JIST) and Problem Solving (Educational Activities). Also, the Standard 02.12, Effective Interpersonal Skills, contains some activities that relate to this competency.

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### Information Usage

In the school setting and in the workplace, processing of information is of vital importance. The students must learn how to use a variety of information sources in the classroom, in the library, and on the Internet. In the VPI Lab, provide activities that require the students to seek information from several sources that are located at the school. Compiling information can be incorporated into many Workplace Readiness activities.

The “Resources” section of this Workplace Readiness Module will have a variety of resources that can be used for information.

### Social, Organizational, and Technological Systems

Employers expect people from diverse backgrounds and cultures to work well together, and they must be ready to face changes in the methods of operation and in technology. They must be prepared to be trained and retrained to be able to work in a changing environment. The introduction of automation into the workplace changes all aspects of doing a job. “Life Long Learning” means that job changes will require retraining throughout a worker’s employment life. The need for retraining has brought about a change in job preparation, and the VPI students will encounter these preparation changes in their technical training programs. In the VPI Lab, provide the opportunity for students to work together with diverse groups and to have access to as many technological systems as possible.

Standard 02.12 “Effective Interpersonal Skills” has some strategies for teaching cultural diversity.

### Tools and Equipment

Each VPI student has a goal of entering into and being trained in a technical training program. Each technical program has its own set of tools and types of equipment. It is in this setting that the student will acquire the skills needed to be a competent worker at the job site. This competency will be completed in the training program.

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**POST-TEST**

Directions: Read the following statements. Write T for True or F for False in the blank before each statement.

- \_\_\_\_\_1. Workplace readiness will help students develop the skills needed to get and keep jobs.
- \_\_\_\_\_2. Career assessment and competency training are not part of the Workplace Readiness component.
- \_\_\_\_\_3. Enrollment in Workplace Readiness is a separate registration than the enrollment in VPI.
- \_\_\_\_\_4. All activities in Workplace Readiness should be individualized, with no interaction with other students.
- \_\_\_\_\_5. Career Assessment includes assessing students' skills and aptitudes.
- \_\_\_\_\_6. The VPI Learning manager should provide students with good sources of information about job requirements and job descriptions in the various occupations.
- \_\_\_\_\_7. When seeking a job, a student can use his or her personal data sheet in place of a résumé.
- \_\_\_\_\_8. The chronological résumé and the functional résumé follow the same format.
- \_\_\_\_\_9. Teaching VPI students how to complete job application forms is not necessary because they have probably filled out many forms already.
- \_\_\_\_\_10. The modern trend is to list references on a separate sheet rather than on the résumé.
- \_\_\_\_\_11. Making personal contacts is considered to be the most effective method of seeking a job.
- \_\_\_\_\_12. Regarding resignation procedures, students should be taught that there is no difference between resigning properly from a job and just quitting.
- \_\_\_\_\_13. There are many resources on the market that can be used with the Workplace Readiness component.

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\_\_\_\_\_14. Although assessment for Workplace Readiness is not necessary, a pre-test can be used to determine which skills each student needs to develop.

\_\_\_\_\_15. The Workplace Readiness skills are limited to the ones listed in the module.

Directions: Read the following multiple-choice items. Choose the correct answer for each item and circle the letter of your choice.

16. To decide what kind of work they can do and enjoy, students should compile information about their

- a. Abilities
- b. Interests
- c. Work Preferences
- d. All of the above

17. The appropriate job behavior that is important to employers is

- a. A good attitude
- b. Good work habits
- c. The ability to get along with others
- d. All of the above

18. SCANS behavior includes all of the following except

- a. Completing a learning styles inventory
- b. Working cooperatively and productively with others
- c. Using resources appropriately
- d. Working with tools and equipment

19. The number of LCPs that can be earned for a student completing Workplace Readiness is

- a. One
- b. Two
- c. Three
- d. Four

20. For auditing purposes, the file of a VPI Workplace Readiness student should contain

- a. The student prescription or study plan
- b. Any pre-and posttest sheets
- c. Copies of paperwork completed
- d. All of the above

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Stumpf, Lori & Blanchard-Smith, Beth (1993) Essential Skills for the Workplace – Using Forms & Documents. Chicago: Contemporary Books.

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### RESOURCES

The following are resources that can be used for research or instructional purposes in Workplace Readiness. These include print material, videos, software, and Internet web sites. Keep in mind that there are many other resources on the market that can also be utilized.

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Dahlstrom & Company, Inc.  
155 Wilson Street  
Holliston, MA 01746-1433  
Phone: 1-800-222-0009  
FAX: 1-800-997-7444\  
Web Site: [www.dahlstromandcompany.com](http://www.dahlstromandcompany.com)

The Job Hunting Handbook (Print)

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Educational Activities, Inc.  
P.O. Box 392  
Freeport, NY 11520  
Phone: 1-800-645-3739  
FAX: 516-623-9282  
Web Site: [www.edact.com](http://www.edact.com)  
E-mail: [learn@edact.com](mailto:learn@edact.com)

Getting a Job (Video or CD-ROM)  
Keeping Your Job (Video or CD-ROM)  
Getting Along with Others (Video)  
Problem Solving (Video)

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Florida Works (Job Retention & Job Readiness Training)  
Materials can be downloaded or obtained on a CD at no cost.  
Phone: (850) 385-0488  
E-Mail: [jmizereck@floridaworks.org](mailto:jmizereck@floridaworks.org)

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JIST Publishing

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8902 Otis Avenue  
Indianapolis, IN 46216-1033  
Phone: 1-800-648-5478  
FAX: 1-800-547-8329  
Web Site: [www.jist.com](http://www.jist.com)  
E-mail: [info@jist.com](mailto:info@jist.com)

Occupational Outlook Handbook (Print or CD-ROM)  
Getting the Job You Really Want (Print or CD-ROM)  
Effective Communication Skills (Print)  
Effective Interviewing Skills(Video)  
O'NET Dictionary of Occupational Titles (Print)  
O'NET Career Values Inventory (Print)  
O'NET Careers Interests Inventory (Print)  
Résumé Magic(Print)  
Red Hot Jobs (Print)  
The Quick Job Search (Print)

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The Learning Company  
500 Redwood Boulevard  
Novato, CA 94947  
Phone: 1-800-825-4420  
Web Site: [www.learningcompanyschool.com/seg1](http://www.learningcompanyschool.com/seg1)

Employability & Work Maturity Skills (CD-ROM)

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Meridian Education Corporation  
90 MacCorkle Avenue SW  
Dept. MS1  
South Charleston, WV 25303  
Phone: 1-800-727-5507  
Web Site: [www.meridianeducation.com](http://www.meridianeducation.com)

How to Handle Difficult People (Video)  
Résumé Express (CD-ROM)  
I Can't Believe I Said That: Interview Tips (CD-ROM)

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Office of Career, Technical & Adult Programs, Division of Community Colleges and Workforce Education

Florida Products Catalog

Florida Education Center, Room 644

325 West Gaines Street

Tallahassee, FL 32399-0400

Phone: 1-800-342-9271

Web Site: [www.fldoe.org](http://www.fldoe.org)

Employability Skills Series (Print)

USES Interest Inventory (Print)

FL VIEW Interest Survey (Print)

Career Aptitude Survey (CD-ROM)

FL CHOICES (CD-ROM) call (800) 342-9271 for application

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PACE Learning Systems, Inc.

3710 Resource Drive

Tuscaloosa, AL 35401

Phone: 1-800-826-7223

Web Site: [www.pacelearning.com](http://www.pacelearning.com)

Getting a Job and Keeping a Job (Print & CD-ROM)

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Piney Mountain Press, Inc.

P.O. Box 86

Cleveland, GA 30528

Phone: 1-800-255-3127

FAX: 1-800-905-3127

Web Site: [www.pineymountain.com](http://www.pineymountain.com)

Learning/Working Styles Inventory (CD-ROM, Video, or Print)

Career Works ( CD-ROM, Print, & reproducible masters)

SCANS 2000 Competency Pack (CD-ROM & reproducible masters)

SCANS Work Readiness Kit (Video & reproducible masters)

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The Princess Company

Dept. C110

P.O. Box 7716

Jackson, WY 83002

Phone: 1-800-543-0998

FAX: 800-518-2514

Web Site: [www.schoolco.com](http://www.schoolco.com)

Telephone Skills – Why They’re Important (Video)

Basic Workplace Telephone (CD-ROM)

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The School Company

Dept. P84

P.O. Box 5379

Vancouver, WA 98668

Phone: 1-800-543-0998

FAX: 800-518-2514

Web Site: [www.schoolco.com](http://www.schoolco.com)

VISIONS: The Complete Multimedia Career Assessment System (CE-ROM)

Multimedia Right Résumé Writer (CD-ROM)

abc’s of Job Search (Print)

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Steck-Vaughn

Harcourt Achieve

6277 Sea Harbor Drive

Orlando, FL 32887

Phone: 1-800-531-5015

FAX: 1-800-699-9459

Web Site: [www.HarcourtAchieve.com](http://www.HarcourtAchieve.com)

Employability Skills Books (Print)

Workforce: Building Success (Print)

Life Skills for Today’s World (Print)

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Wright Group/McGraw-Hill

220 East Daniieldale Road

DeSota, TX 75115-2490

Phone: 1-800-621-1918

FAX: 1-800-998-3103

Web Site: [www.mhcontemporary.com](http://www.mhcontemporary.com)

Essential Skills for the Workplace, Using Forms & Documents (Print)

Essential Skills for the Workplace, Obtaining Information & Using

Resources (Print)

Work Matters (Reproducible Masters)

Get That Job (Print)

Ready to Work (Print)

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APPENDIX A

Workplace Readiness Skills (VPI) Curriculum Framework

July 2006

Florida Department of Education  
CURRICULUM FRAMEWORK

**Program Title:** Workplace Readiness Skills (VPI)  
**Program Type:** Adult General Education  
**Occupational Area:** Instructional Support Services  
**Components:** N/A

**Program Numbers** **9900070**  
CIP Number 1532.010501  
Grade Level 30, 31  
Length Variable, non-credit  
Certification: ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER  
G WITH BACHELOR/HIGHER DEGREE

- I. **PURPOSE:** The purpose of this program is to prepare students for the workplace. This program strives to inspire and motivate students to become productive, self-sufficient members of society. It provides:
  1. Career assessment designed to assist persons with special needs in identifying vocational interests, temperament, aptitudes and learning styles.
  2. Workplace readiness skills, which include, but are not limited to: interview techniques, resume writing, workplace behaviors, job acquisition and job retention.
  3. Secretary's Commission on Achieving Necessary Skills (SCANS) competency training.
- II. **PROGRAM STRUCTURE:** Program procedures encompass the following:
  1. Behaviors that make the student more employable and ready to enter the workforce.
- III. **SPECIAL NOTE:** This program is non-graded.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

IV. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to perform the following:

- 01.0 Identify vocational interest and aptitude in making career choices.
- 02.0 Demonstrate job acquisition and job retention skills.
- 03.0 Apply SCANS competencies.

**Florida Department of Education  
STUDENT PERFORMANCE STANDARDS**

Occupational Area: Instructional Support Services  
Program Title: Workplace Readiness Skills (VPI)  
Postsecondary Number: 9900070  
CIP Number: 1532.010501

Literacy Completion Point A

**CAREER ASSESSMENT**

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interests and aptitudes.
- 01.03 Relate individual interests to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

**WORKPLACE READINESS SKILLS**

02.0 DEMONSTRATE ACCEPTABLE JOB ACQUISITION/JOB RETENTION SKILLS--The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 02.01 Prepare a personal data sheet.
- 02.02 Prepare a resume.
- 02.03 Identify job announcement sources.
- 02.04 Prepare a cover letter.
- 02.05 Demonstrate the ability to correctly complete an employment application.
- 02.06 Demonstrate appropriate interviewing techniques.
- 02.07 Prepare for applicable employment tests.
- 02.08 Demonstrate the ability to complete work-related documents.
- 02.09 Demonstrate an understanding of appropriate job behaviors.
- 02.10 Interpret company policies and procedures.
- 02.11 Demonstrate knowledge of resignation procedures.

**SCANS COMPETENCIES**

03.0 DEMONSTRATE ACCEPTABLE SCANS BEHAVIORS -- The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 03.01 Identify, organize and use resources appropriately.
- 03.02 Work with each other cooperatively and productively.
- 03.03 Acquire and use information.
- 03.04 Understand social, organizational and technological systems.
- 03.05 Work with a variety of tools and equipment.

## APPENDIX B

### STUDENT PERFORMANCE STANDARDS

<b>Occupational Area:</b>	Instructional Support Services
<b>Program Title:</b>	Workplace Readiness Skills (VPI)
<b>Postsecondary Number:</b>	9900070
<b>CIP Number:</b>	1532.010501

#### Literacy Completion Point A

### CAREER ASSESSMENT

#### 01.0 IDENTIFY CAREER/TECHNICAL INTERESTS AND APTITUDES IN MAKING CAREER CHOICES – The student will be able to:

- 01.01 Assess individual learning style.
- 01.02 Assess individual career/technical interests and aptitudes.
- 01.03 Relate individual knowledge, skills, and abilities to specific career/technical areas.
- 01.04 Explore career and goals in various clusters.
- 01.05 Establish individual academic and career goals.

### WORKPLACE READINESS SKILLS

#### 02.0 DEMONSTRATE ACCEPTABLE JOB ACQUISITION/JOB RETENTION SKILLS – The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 02.01 Prepare a personal data sheet.
- 02.02 Prepare a résumé.
- 02.03 Identify job announcement sources.
- 02.04 Demonstrate the ability to solicit employment.
- 02.05 Prepare a cover letter.
- 02.06 Demonstrate the ability to complete a job application.
- 02.07 Demonstrate appropriate interviewing techniques.
- 02.08 Prepare for applicable employment tests.
- 02.09 Demonstrate the ability to complete work-related documents.
- 02.10 Demonstrate an understanding of appropriate job behaviors.
- 02.11 Interpret company policies and procedures.
- 02.12 Demonstrate effective interpersonal skills.
- 02.13 Demonstrate knowledge of resignation procedures.

**SCANS COMPETENCIES**

03.0 DEMONSTRATE ACCEPTABLE SCANS BEHAVIORS – The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 03.01 Identify, organize, and use resources appropriately.
- 03.02 Work with each other cooperatively and productively.
- 03.03 Acquire and use information.
- 03.04 Understand social, organizational, and technological systems.
- 03.05 Work with a variety of tools and equipment.

**APPENDIX C**  
**PRETEST ANSWER KEY**

1. True
2. True
3. True
4. False
5. True
6. True
7. False
8. True
9. False
10. True
11. False
12. False
13. d
14. d
15. d
16. c
17. a
18. d
19. b
20. c

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**APPENDIX D**  
**POST-TEST ANSWER KEY**

1. True
2. False
3. True
4. False
5. True
6. True
7. False
8. False
9. False
10. True
11. True
12. False
13. True
14. True
15. False
16. d
17. d
18. a
19. a
20. d

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**APPENDIX E**  
**STUDENT WORKPLACE READINESS PRE-TEST**

**Directions:** Read the following statements. On your answer sheet, write T if the statement is TRUE and F if the statement is FALSE.

1. A personal data sheet is a written statement of all the facts about yourself that might be of interest to an employer.
2. A personal data sheet takes the place of a résumé.
3. The purpose of a résumé is to present enough written information about yourself so that you won't really need an interview.
4. The reason a résumé should be very brief is so it will stimulate an employers' interest in you.
5. Personal information, like your age or birth date, should not be included on your résumé.
6. When applying for an unskilled job, it is appropriate to use a handwritten résumé.
7. When seeking a job, the only job factors to be considered are the pay and the benefits.
8. Employers might be impressed with your motivation to work if you place a "Job Wanted" advertisement in the paper.
9. When sending a résumé through the mail, it should always be accompanied with a cover letter.
10. References should not be mentioned in a cover letter.
11. All companies use the same type of application form.
12. Open-ended questions on an application form require more than a "yes" or "no" answer.
13. The main purpose of a job interview is to let you see the employer and company and to decide if you would like working there.

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14. After an interview, you should write a follow-up letter, thanking the interviewer and showing your continued interest in the job.
15. When applying or interviewing for a job, you may be asked to take a pre-employment test.
16. A W-4 Tax Form lets your employer know the correct amount of federal income tax to withhold from your pay.
17. Employers expect you to perform well at the job you were hired to do.
18. Most employees like co-workers who brag about how hard they work and what a good job they do.
19. When you begin a job, you will be given or told certain company policies and procedures that you are expected to follow.
20. If you plan to leave your present job, you should give your employer at least a few days notice.
21. When you make a telephone inquiry about a job, you should speak to just the receptionist.
22. When you are seeking employment, you should check the local companies in the yellow pages.
23. Listening is not part of a person's communication skills.
24. Body language is a form of non-verbal communication.
25. If a work site doesn't require teamwork, than an employee there does not have to be a team player.
26. Cultural diversity will be found in just a few work environments.

Directions: Read the following multiple-choice items. Choose the correct answer for each item and write the letter of your choice on your answer sheet.

27. A good résumé will
  - a. Provide necessary information for application forms.

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- b. Most likely get you an interview.
  - c. Prepare you for the interview.
  - d. All of the above.
28. Which of the following should not be listed on a résumé?
- a. Job Objectives
  - b. Skills and abilities
  - c. Education and work experience
  - d. References
29. Which of the following is usually the most effective way to follow up a job lead?
- a. Making a personal visit
  - b. Sending a letter of application
  - c. Calling on the telephone
  - d. Having a third-party make the contact for you
30. The best job leads come from
- a. Newspaper help wanted ads.
  - b. Public employment agencies.
  - c. Contacts with people you know.
  - d. Visiting job sites.
31. When you send a letter of application along with a résumé, the letter will
- a. Identify the résumé and introduce you to the potential employer.
  - b. Emphasize your qualifications.  
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  - c. Request an interview
  - d. All of the above.
32. When speaking at a job interview, you should
- a. Talk about your problems and why you need the job.
  - b. Maintain eye contact with the interviewer.
  - c. Reply with simple "yes" and "no" answers.
  - d. Criticize your former employer.
33. Which of the following questions should an interviewer not ask at a job interview?
- a. Why do you want to work for this company?
  - b. What are your qualifications for the job?
  - c. Do you plan to have children?

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- d. Why did you leave your last job?
34. Which of the following is incorrect for a job interview?
- a. You should dress neatly and appropriately.
  - b. Your hair should be clean and neatly combed.
  - c. You should wear simple, basic shoes that are polished.
  - d. You should wear your finest clothes.
35. Our facial expressions, body posture, and physical mannerisms are part of our
- a. Written communications.
  - b. Verbal communications.
  - c. Non-verbal communications.
  - d. None of the above.
36. Which of the following is being dishonest at the job site?
- a. Continually arriving at work late and leaving early
  - b. Extending break times and lunch periods
  - c. Asking small items for use at home
  - d. All of the above

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**APPENDIX F**  
**STUDENT WORKPLACE READINESS POSTTEST**

**DIRECTIONS:** Read the following statements. On your answer sheet, write T if the statement is TRUE and F if the statement is FALSE.

1. A personal data sheet will list the essential facts about yourself in logical, concise form.
2. A personal data sheet and a résumé are the same thing.
3. The purpose of a résumé is to help you get a job interview.
4. Most employers prefer a brief and concise résumé rather than a long, detailed one.
5. You should always include personal data on a résumé – like marital status, age, height, weight, etc.
6. A résumé should always be typed.
7. There is more to a job than just money, and people differ in the job factors that are important to them.
8. It is not a good idea to put a “Job Wanted” advertisement in the newspaper.
9. A cover letter is a letter of application that is sent through the mail, and it takes the place of a résumé.
10. In your cover letter, you should emphasize your qualifications for the job and request an interview.
11. The length of an application and the type of questions asked vary greatly among businesses.
12. Open-ended questions are found only on applications for highly skilled jobs.
13. The purpose of an interview is for the employer to learn about your qualifications and decide if you would be the best candidate for the job.

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14. Once you have gone for an interview, it is best not to bother the interviewer afterwards with a call or note.
15. Some companies will require you to take a pre-employment test before being considered for a job.
16. When you start a new job, you will be asked to complete a W-4 Tax Form.
17. Rather than being concerned about how well you do your work, most employers are interested only in how fast you do it.
18. At the job site, your co-workers will expect you to get along and do the work assigned to you.
19. The only time you have to follow a company's safety policy is when the safety inspector is at the job site.
20. If you plan to leave your job for another position, you should submit a letter of resignation to your present employer.
21. To phone a company about a job, ask to speak to the person in charge of hiring.
22. When seeking employment, check the paper's yellow pages as well as the want ads.
23. Communication skills require "listening" as well as "speaking."
24. Folding your arms across your chest is considered good body language.
25. Employers want to hire workers who will be team players.
26. All workers in the American workplace have the same cultures and lifestyles.

**Directions:** Read the following multiple-choice items. Choose the correct answer for each item and write the letter of your choice on your answer sheet.

27. The content of a résumé should be written in
  - a. Phrases.

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- b. Sentences.
  - c. Paragraphs.
  - d. None of the above.
28. After a résumé has been prepared, it should be proofread for errors in
- a. Typing.
  - b. Spelling.
  - c. Capitalization and punctuation.
  - d. All of the above.
29. Which of the following is usually the least effective way to follow-up on a job lead?
- a. Making a personal visit
  - b. Sending a letter of application
  - c. Calling on the telephone
  - d. Have a third-party make the contact for you
30. When trying to find job openings, the first thing you should do is
- a. Scan the newspaper help wanted ads.
  - b. Tell your family and friends that you are looking for a job.
  - c. Visit private employment agencies.
  - d. Visit public employment agencies.
31. A letter of application is used as
- a. An aid when applying for a job.
  - b. A cover letter for a résumé.
  - c. A follow-up letter after an interview.
  - d. None of the above
32. When you go for a job interview, you should not
- a. Arrive 10-15 minutes early.
  - b. Speak clearly and answer questions in sentences.
  - c. Criticize your former employers.
  - d. Keep eye contact with the interviewer.
33. When you go for a job interview, you should
- a. Go alone.
  - b. Take a family member with you.
  - c. Take your best friend with you.
  - d. None of the above

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34. All of the following are reasons why people get rejected for jobs, except
- Inability to communicate during the interview.
  - Having the qualifications for the job.
  - Bad manners and mannerisms.
  - Past history of job-hopping.
35. At the job site, your co-workers will expect you to
- Do the job that is assigned to you.
  - Be cooperative in teamwork activities.
  - Keep your personal problems at home.
  - All of the above
36. An employer will not want an employee who is
- Willing to learn new things.
  - Able to follow directions well.
  - Unable to get along with others.
  - Able to take criticism.

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**APPENDIX G**  
**STUDENT PRETEST AND POST-TEST ANSWER KEYS**

**PRETEST**

1. T
2. F
3. F
4. F
5. T
6. F
7. F
8. T
9. T
10. F
11. F
12. T
13. F
14. T
15. T
16. T
17. T
18. F
19. T
20. F
21. F
22. T
23. F
24. T
25. F
26. F
27. d
28. d
29. a
30. c
31. d
32. b
33. c
34. d
35. c
36. d

**POST-TEST**

1. T
2. F
3. T
4. T
5. F
6. T
7. T
8. F
9. F
10. T
11. T
12. F
13. T
14. F
15. T
16. T
17. F
18. T
19. F
20. T
21. T
22. T
23. T
24. F
25. T
26. F
27. a
28. d
29. d
30. b
31. b
32. c
33. a
34. b
35. d
36. c

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**APPENDIX H  
STUDENT ANALYSIS SHEET**

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

Vocational Goal \_\_\_\_\_

Dominate Learning Style(s)

\_\_\_\_(V) Visual \_\_\_\_ (A) Auditory \_\_\_\_ (T) Tactile \_\_\_\_ (K) Kinesthetic

Workplace Readiness Test Scores Pre \_\_\_\_\_ Post \_\_\_\_\_

**ANALYSIS and ASSIGNMENT of WORKPLACE READINESS SKILLS**

Standard	Skill	Pretest Items	Skill #	Date Completed
02.01	Preparing a Personal Data Sheet	1, 2	1	
02.02	Preparing a Résumé	3, 4, 5, 6, 27, 28	2	
02.03	Identifying Job Announcement Sources	7, 8, 29, 30	3	
02.04	Soliciting Employment	21, 22	4	
02.05	Preparing a Cover Letter	9, 10, 31	5	
02.06	Completing an Employment Application	11, 12	6	
02.07	Learning Interview Techniques	13, 14, 32, 33, 34	7	
02.08	Preparing for Employment Tests	15	8	
02.09	Completing Work-Related Documents	16	9	
02.10	Learning Appropriate Job Behaviors	17, 18, 36	10	
02.11	Interpreting Company Policies/Procedures	19	11	
02.12	Learning Effective Interpersonal Skills	23, 24, 25, 26, 35	12	
02.13	Learning Resignation Procedures	20	13	

**APPENDIX I  
SAMPLE VPI WORKPLACE READINESS STUDY PLAN**

Name \_\_\_\_\_ Goal \_\_\_\_\_  
Pre-test Score \_\_\_\_\_ Posttest Score \_\_\_\_\_

Circle activity number to be prescribed:

1 2 3 4 5 6 7 8 9 10 11 12 13

Skill#	Skill Area & Materials	Date Completed
_____1.	<b>Preparing a Personal Data Sheet</b> Booklet: <u>The Job Hunting Handbook</u> , pp.10-13 Handout: "Personal Data Sheet"	_____ _____
_____2.	<b>Preparing a Résumé</b> Booklet: <u>The Job Hunting Handbook</u> , pp. 14-19 Booklet: <u>Getting the Job You Really Want</u> pp. 150-168 Handout: "Résumé Information Sheet" CD-ROM: <u>Résumé Express</u>	_____ _____ _____ _____
_____3.	<b>Identifying Job Announcements Sources</b> Booklet: <u>Ready to Work</u> , pp. 13-19 Booklet: <u>Getting the Job You Really Want</u> pp. 61-74 Handout: "Job Factors"	_____ _____ _____
_____4.	<b>Soliciting Employment</b> Booklet: <u>Getting the Job You Really Want</u> , pp. 72-74 Booklet: <u>Ready to Work</u> , pp.19-20 Video: <u>Telephone Skills – Why They're Important</u>	_____ _____ _____
_____5.	<b>Preparing a Cover Letter</b> Booklet: <u>Ready to Work</u> , pp. 26-31 Booklet: <u>Getting the Job You Really Want</u> pp. 169-170 Handout: "Cover Letter"	_____ _____ _____
_____6.	<b>Completing an Employment Application</b> Booklet: <u>Getting the Job You Really Want</u> pp.75-86 Booklet: <u>Life Skills for Today's World</u> , pp. 34-37 Handout: "Job Application Form"	_____ _____ _____

- \_\_\_\_\_ 7. **Learning Interview Techniques**
  - Booklet: The Job Hunting Handbook, pp. 38-45 \_\_\_\_\_
  - Booklet: Getting the Job You Really Want pp. 111-147 \_\_\_\_\_
  - Video: Effective Interviewing Skills \_\_\_\_\_
  - CD-ROM: I Can't Believe I Said That- Interview Tips \_\_\_\_\_
  - Handbook: "Interview Questions" \_\_\_\_\_
  
- \_\_\_\_\_ 8. **Preparing for Employment Tests**
  - VPI Reading Prescription \_\_\_\_\_
  - VPI Math Prescription \_\_\_\_\_
  - VPI Language Prescription \_\_\_\_\_
  
- \_\_\_\_\_ 9. **Completing Work-Related Documents**
  - Booklet: Ready to Work, pp.72-81 \_\_\_\_\_
  - Booklet: Essential Skills for the Workplace-  
Using Forms & Documents, pp. 8-17, 40-44 \_\_\_\_\_
  - Handout: "W-4 Form" \_\_\_\_\_
  
- \_\_\_\_\_ 10. **Learning Appropriate Job Behaviors**
  - Booklet: Ready to Work, pp. 104-111 \_\_\_\_\_
  - Booklet: Getting the Job You Really Want pp. 185-200 \_\_\_\_\_
  - Video: Keeping Your Job \_\_\_\_\_
  - CD-ROM: Employability and Work Maturity Skills \_\_\_\_\_
  - Handout: "Expected Employee Behaviors" \_\_\_\_\_
  
- \_\_\_\_\_ 11. **Interpreting Company Policies & Procedures**
  - Booklet: Ready to Work, pp. 69-71 \_\_\_\_\_
  - Booklet: Essential Skills for the Workplace –  
Obtaining Information & Using Resources pp. 25-36 \_\_\_\_\_
  
- \_\_\_\_\_ 12. **Acquiring Effective Interpersonal Skills**
  - Booklet: Effective Communication Skills \_\_\_\_\_
  - Video: How to Handle Difficult People \_\_\_\_\_
  - CD-ROM: Basic Workplace Telephone Skills \_\_\_\_\_
  - Booklet: Workforce: Building Success \_\_\_\_\_
  
- \_\_\_\_\_ 13. **Learning Resigning Procedures**
  - Booklet: Ready to Work, pp. 111-114 \_\_\_\_\_
  - Handout: "Resigning" \_\_\_\_\_

**CAREER ASSESSMENT ACTIVITIES**

**Determining Learning Style**

Print or CE-ROM: Vocational Learning/Working  
Styles Inventory \_\_\_\_\_

**Exploring Occupational Careers**

Booklet: The Job Hunting Handbook, pp. 4-9 \_\_\_\_\_

Booklet: Getting the Job You Really Want, pp. 31-52 \_\_\_\_\_

Book: O'NET Dictionary of Occupational Titles \_\_\_\_\_

Book: Occupational Outlook Handbook \_\_\_\_\_

**SCANS ACTIVITIES**

SCANS 2000 Competency Pack \_\_\_\_\_

SCANS Work Readiness Kit \_\_\_\_\_

**APPENDIX J**  
**SAMPLE OF JOB FACTORS**

ABILITIES – Check the circle that best describes your ability level.

	<b>HIGH</b>	<b>AVERAGE</b>	<b>LOW</b>
<b>VERBAL</b>			
Ability to understand and use words and ideas in speaking and writing	( )	( )	( )
<b>NUMERICAL</b>			
Ability to work with numbers accurately and quickly	( )	( )	( )
<b>REASONING</b>			
Ability to learn to understand and to solve problems	( )	( )	( )
<b>PERCEPTION</b>			
Ability to see differences or similarities in things around you	( )	( )	( )
<b>COORDINATION</b>			
Ability to use feet, hands, and fingers easily and skillfully	( )	( )	( )

VALUES – Number these values according to their importance to you (1 being the most important).

1. \_\_\_\_\_ **Job Security** (steady work)
2. \_\_\_\_\_ **Pay** (pays good money)
3. \_\_\_\_\_ **Hours** (regular working hours)
4. \_\_\_\_\_ **Kind of Work** (interesting work tasks)
5. \_\_\_\_\_ **Benefits** (medical insurance and pension plan)
6. \_\_\_\_\_ **Promotion** (opportunity to move ahead)
7. \_\_\_\_\_ **Training** (opportunity to learn new skills)
8. \_\_\_\_\_ **Location** (able to get to and from work)
9. \_\_\_\_\_ **Service to Others** (helping other people)
10. \_\_\_\_\_ **Working Conditions** (work preferences)

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**APPENDIX K**  
**SAMPLE OF PERSONALITY TRAITS**

Dependable	Honest
Well organized	Good organizational skills
Get along well with people	Work well with others
Have a sense of humor	A cheerful outlook
Courteous	Tactful with others
Respectful attitude	Pleasant personality
Friendly disposition	Considerate of others
Have patience	Ease in meeting people
Easy going nature	Mature individual
Punctual	Great sense of responsibility
Attentive to time schedules	Very prompt
Skillful in using time wisely	Can meet deadlines
Flexible	Can handle change of routine
Calm and efficient	Work well under pressure
Good health	High energy person
Like to keep busy	Active person
Good appearance	Proper attire
Tidy person	Enthusiastic about work
Willing to work hard	Positive attitude
Fast worker	Pride in job well done
Productive	Pride in job well done
Attentive with details	Careful worker
Accept supervision well	Can take criticism
Willing to improve skills	Follow instructions
Goal oriented	Resourceful person
Have leadership qualities	Good at analyzing
Critical thinker	Adept at research
Very observant	Resilient
Can be assertive	Have poise
Persistent	Good communication skills
Well spoken	High in academics
Excellent proofreader	Good English skills
Excellent grammar	Have neat and orderly ways
Like office setting	Dress appropriately

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**APPENDIX L**  
**PERSONAL DATA SHEET**

Name \_\_\_\_\_

Phone \_\_\_\_\_

Address \_\_\_\_\_

Immediate Goal \_\_\_\_\_

Long-range Goal \_\_\_\_\_

Hobbies \_\_\_\_\_

High School \_\_\_\_\_

Graduated \_\_\_\_\_

Best Subjects \_\_\_\_\_

Honors/Awards \_\_\_\_\_

School Activities \_\_\_\_\_

Colleges/Tech Schools \_\_\_\_\_

Dates Attended \_\_\_\_\_

Degree/License \_\_\_\_\_

Major Studies \_\_\_\_\_

Honors/Awards \_\_\_\_\_

**Work Experience**

Employer \_\_\_\_\_

Location \_\_\_\_\_

Dates \_\_\_\_\_

Position \_\_\_\_\_

Duties \_\_\_\_\_

Supervisor \_\_\_\_\_

Employer \_\_\_\_\_

Location \_\_\_\_\_

Dates \_\_\_\_\_

Position \_\_\_\_\_

Duties \_\_\_\_\_

Supervisor \_\_\_\_\_

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STRONG TRAITS \_\_\_\_\_

WEAK TRAITS \_\_\_\_\_

SPECIAL SKILLS \_\_\_\_\_

REFERENCES \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**APPENDIX M  
EXPECTED EMPLOYEE BEHAVIORS**

SOURCE: SCANS TEAMING AND GROUP PROBLEM SOLVING

Assume you are the boss. Place a check beside each of the behaviors you would expect from your employees.

**Time**

- Be on time for work, meetings, and appointments
- Be prompt in returning from breaks
- Be responsible for their own time: taking breaks and lunch when needed
- Give early notification of absences due to illness
- Stick to assigned break and lunchtime.
- Give requests for vacation time in advance
- Meet deadlines on projects and tasks
- Give advance notification of deadlines that can't be met

**Taking Initiative and Solving Problems**

- Suggest improvements and solutions
- Participate in staff meetings by discussing and sharing
- Work together to find solutions to problems
- Take independent action to deal with problems, then tell me about it
- Use good judgment about asking me before taking independent action
- When carrying out delegated tasks, check in with me as planned

**Announcing Problems and Giving "Bad News"**

- Let me know when there's a problem so we can fix it
- Tell me when s/he is having difficulty
- Tell me about complaints from clients/customers
- Let me know when a mistake has been made.

**Communication**

- Let me know when something is unclear or confusing
- Ask if s/he doesn't understand
- Speak English on the job
- Make no derogatory remarks about another group
- Not speak another language around others who do not understand

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