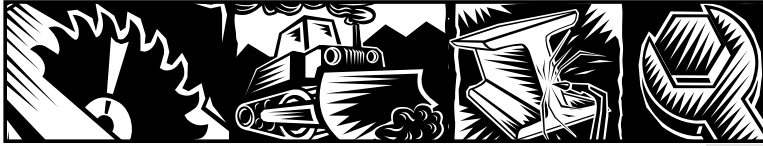


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Lesson 17

New employees are often surprised when they receive their first paycheck. Their take-home pay is not as much as they thought it would be. Why is this?



EMPLOYMENT-RELATED FORMS

You learned in the last lesson that your employer takes certain deductions from your paycheck. You will get some of this money back in benefits. You must fill out some forms in order to be added to the company **payroll**. The three most common forms follow.

- Form W-4. This form will determine how much your employer will withhold from your paycheck for federal income taxes. The Form W-4 includes a worksheet to help you determine the correct number of **exemptions**. An exemption makes the amount of money on which you will pay taxes less. You may claim exemptions for yourself, your **spouse** (husband or wife), and any dependents (children or elderly parents). You will probably claim only one exemption if you are single with no dependents.
- State tax withholding form (for states that have a state income tax). Your employer will use this form to determine the amount to withhold from your paycheck for state and local taxes.

- Form I-9. Every employee must show proof that it is **legal** for them to work in the United States. You must be able to show that you are a U.S. citizen, a legal permanent resident, or an **alien** (foreigner) who is permitted to work in the United States for a certain period of time.

You must work and pay taxes to benefit from Social Security. This is how you earn Social Security "credits." Most workers need 40 credits to qualify for benefits. It takes an average of 10 years to earn 40 credits.

The amount of your Social Security benefits varies. Usually, a benefit is based on your average earnings over your working lifetime.

Another employee benefit is insurance that covers some unemployed workers. You may file a claim with a state employment agency if you are laid off. It will determine if you are eligible for insurance benefits. Some states require employers to pay for the insurance. Other states require employees to pay for all or part of it. Also, you may receive benefits for **injuries** that happen on the job.

A Sample Pay Statement

Look at the sample pay statement below. Be sure you understand each deduction.

DATE 7/26/95	DEDUCTIONS				CHECK 119
GROSS SALARY	FED. INCOME TAX	STATE INCOME TAX	HEALTH INSURANCE	FICA	NET SALARY
\$292.28	\$38.06	\$8.76	\$19.78	\$22.36	\$203.32

A. Job Words Read the following job words.

- | | |
|---------------|-------------|
| 1. payroll | 4. legal |
| 2. exemptions | 5. alien |
| 3. spouse | 6. injuries |

B. Using Job Words Use a word from part A to complete each sentence. The underlined words can be used as clues.

1. If you are asked to write the name of your husband or wife for insurance purposes, you should write the name of your _____ as a person who would be eligible for survivor benefits.
2. Occupational _____ from accidents that happen in the workplace could include broken bones, sprains, and serious bruises.
3. A person who was born in another country may be called an _____.
4. The list of employees with the amount each was to be paid was kept in the _____ office.
5. When the young couple gave birth to twin girls, they could then claim two more _____ on their income tax return.

C. Thinking About Work Read the questions about the article. Circle the letter of the best answer for each question.

6. Which statement about insurance for unemployed workers is true?
 - a. Every unemployed, disabled worker makes a contribution for the insurance coverage.
 - b. Every state requires employers to pay for all insurance for unemployed workers coverage.
 - c. Some employees have to pay for all or part of their insurance for unemployed workers coverage.
 - d. none of the above

7. Which form must be completed to show that an employee is legally allowed to work in the United States?
 - a. state tax withholding form
 - b. Form I-9
 - c. insurance claim form
 - d. Form W-4
8. How many exemptions could be claimed in a household including a single mother, three children, and the mother's elderly mother?
 - a. three
 - b. four
 - c. five
 - d. none of the above
9. What does the term *take-home pay* mean?
 - a. the amount of money the administration withholds to pay for health insurance
 - b. the amount of money you receive if you are laid off because you made too many toll calls
 - c. the amount of money left after all deductions have been taken out
 - d. none of the above
10. What is the main idea of this article?
 - a. Everybody benefits from Social Security.
 - b. When you work and pay taxes, you will qualify for some Social Security benefits.
 - c. Anyone who wants to can work in the United States.
 - d. Only unemployed people can receive Social Security benefits.

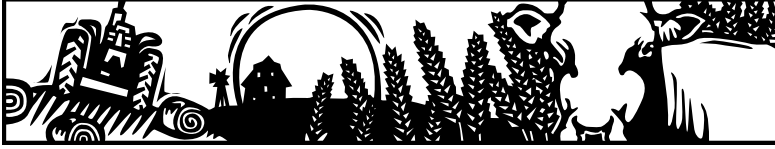
Score: _____ /10

D. What Would You Do? Discuss with a friend or relative how you would handle the following situation.

Jerome was hired to work 40 hours a week and was told there could be a need occasionally to work overtime. Recently he has been asked to work as much as 20 hours extra each week. He finds it difficult to be away from home this extra time. He does not want to risk losing the job by refusing to work the overtime. What should he do?

Lesson 23

How can a person gain success in the workplace? Success comes with hard work, enthusiasm, and determination. But the secret to success is enjoying your work.



SUCCESS ON THE JOB

You have read or heard about people who have overcome enormous problems to gain success. Many well-known sports figures overcame physical limitations to gain success. Famous scientists, inventors, and public figures overcame learning problems to gain success in their field. The greater the effort put into gaining success, the greater the reward.

How would *you* describe success? People often compare themselves with others. Yet, a person's success has nothing to do with the success of others. You determine your own success. You must earn success. Most importantly, you need to feel that you deserve success.

What are the **characteristics** of a successful employee? An employer would probably describe a successful employee as someone who

- helps the company provide a product or service of high quality,
- treats the customer well and satisfies the customer's needs, and
- helps the company make a profit.

Coworkers would probably describe a successful employee a little differently. They might say that a successful employee is a positive member of the work team. A successful employee is someone who treats coworkers with respect.

Most jobs require working with others. You will meet and work with all kinds of people in the workplace. They may have different ideas than yours. They may approach problems differently. It is important that you appreciate these differences and realize that everyone adds something to the team. Learn to recognize each person's contributions. Be positive and support your coworkers. Most likely they will support you in return.

An **irritating** or annoying, habit is something that can affect your coworkers. Habits tend to magnify in the workplace. For example, gum-snapping can be mildly annoying in general. However, it can be extremely annoying to someone who sits next to the gum-snapper for hours at a time. Certain words or phrases repeated often can also be annoying. You may know someone who says "Y'know" or "Right" a lot. These examples may seem harmless. Yet they affect the way coworkers feel about one another. A person can break these bad habits through **self-discipline**.

Probably the most important ingredient of success is personal **satisfaction**, or pleasure. You have gained personal success if you know you have used your full **potential** and you are pleased with the results.

A Job Well Done

Think about a job or task that you feel you have done successfully. Look at your success closely. Why were you successful? What did you do that helped to make your success possible? Did you have to overcome any problems to gain success?

A. Job Words Read the following job words.

1. characteristics
2. irritating
3. self-discipline
4. satisfaction
5. potential

B. Using Job Words The two words in each set have similar meanings. Use a word from part A to add a word with a similar meaning.

1. troubling, annoying, _____
2. ability, possibility, _____
3. happiness, delight, _____
4. qualities, features, _____
5. control, patience, _____

C. Thinking About Work Read the questions about the article. Circle the letter of the best answer for each question.

6. Which statement about success is correct?
 - a. The key to success is hard work, enthusiasm, and determination.
 - b. Success must be earned.
 - c. Many people have overcome disabilities on the road to success.
 - d. all of the above
7. Who is a successful employee?
 - a. Someone who works well with coworkers
 - b. Someone who is constantly bothering other people about taking an examination.
 - c. Someone who knows a lot about famous military people and self-learners
 - d. none of the above
8. Which statement about irritating habits is true?
 - a. There are some habits that can be overcome only by rehabilitation.
 - b. Everybody has at least ten irritating habits.
 - c. Irritating habits can be overcome through self-discipline.
 - d. none of the above

9. What is characteristic of a successful employee, as described by an employer?
 - a. being helpful to the company's ability to make a profit
 - b. completing tasks, but not having a good attitude
 - c. doing just enough to get by, but being capable of doing more to reach his potential
 - d. always pointing out the faults of coworkers
10. What is the main idea of this article?
 - a. Irritating habits can become a roadblock to success.
 - b. Recognizing characteristics of a successful employee and making your best personal effort will lead to success on the job.
 - c. Only people who work alone will gain job satisfaction.
 - d. none of the above

Score: _____ /10

D. What Would You Do? Discuss with a friend or relative how you would handle the following situation.

Igor was a hardworking self-learner. He showed willingness to learn and seemed to have a lot of self-discipline. His problem was not his ability to get his work done; rather, he was lacking some of the social skills. He found it difficult to make friends, and he was rarely asked to join his coworkers for outside-of-work activities. What could you do to help Igor overcome his apparent shyness and difficulty getting to know his coworkers better?

E. Responsibility and Self-discipline Rating Scale

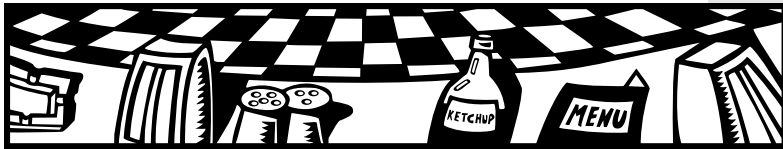
Directions: After reading each statement, decide how it applies to you. Place a check (✓) in the column to the right that best describes how the statement applies to you.

Be sure to

1. be as truthful as possible.
2. mark your ratings carefully.
3. ask for help reading and understanding a statement, if needed.

	Much improvement needed	Some improvement needed	Do OK—acceptable	Do very well
1. I can be trusted with money and items of value.				
2. I plan ahead to arrive at meetings and appointments on time.				
3. I have a good attendance record and arrive ready to work.				
4. I obtain and arrange materials needed to perform a task.				
5. I plan ahead and finish my work assignments on time.				
6. I avoid bothering or keeping others from doing their work.				
7. I practice good health habits to have good attendance and do a better job.				
8. I exercise safety precautions to avoid injury and damage to property.				
9. I can see tasks that need to be done and do them.				
10. I can work without the help of others.				
11. I can remain at a task even when distractions are present.				
12. I seek help and instruction in a correct manner and at the correct time.				
13. I take an interest in my work and accept responsibility for improving my work habits and skills.				
14. I check my work for accuracy and correct mistakes.				
15. I clean my work area and return tools and supplies to the correct place.				
16. I am willing to perform a difficult or unpleasant task.				
17. I accept responsibility for learning new skills in order to improve my skills/work.				
18. I adjust well to new methods, plans, and schedules.				

Lesson 27



Employers look for employees who are honest, trustworthy, and loyal. They also look for employees with good work standards.

WHAT EMPLOYERS SEEK IN EMPLOYEES

Work standards are also called work **ethics**. They are the **principles** that guide your conduct. They control the way you act toward your employer, coworkers, and customers.

Most companies have a policy for employee conduct. This is usually found in the employee handbook. It is important that you know what is expected of you as an employee. There are times, however, when there doesn't appear to be a right or a wrong answer. You may find that your **ethical** standards differ with those of your employer. You may find yourself faced with such a **dilemma**, or difficult choice. Approach the situation in an honest and responsible manner.

Unethical conduct may be considered conduct that goes against the standards of the company. One example of this type of conduct is cheating the company out of time. This occurs whenever the company pays you for time you haven't worked. You are taking advantage of your company if you take extended breaks or talk a great deal instead of working. You may be cheating the company out of time if you come to work late or leave early. Taking company supplies is **dishonest**. You may think that a pen or pad of paper would not be missed. But think of the **loss** to the company if everyone were to do the same thing. Personal long-distance phone

calls made on the company's line can also add up to a **significant** loss to the company.

Another example of unethical conduct is sharing confidential information. You may have access to information about the company's money situation or about other workers. Most companies have a policy about private information. When in doubt, it is best not to share this information.

Making ethical decisions can be difficult. Although there are no set standards, you can ask yourself a few key questions.

- How will your employer feel about your decision?
- How will you feel about yourself?
- How will others feel about you?
- Is your action legal?

After you have answered these questions, make your decision based on what you believe is an honest and responsible approach. Remember that how you handle ethical problems can affect your job success.

Dealing with Ethical Situations

Think about a situation you've been in that required you to make an ethical decision. Did your ethical standards differ with anyone else's? How did you handle the dilemma?

A. Job Words Read the following job words.

- | | |
|---------------|----------------|
| 1. ethics | 5. unethical |
| 2. principles | 6. dishonest |
| 3. ethical | 7. loss |
| 4. dilemma | 8. significant |

B. Using Job Words Use a word from part A to complete each sentence. The underlined words can be used as clues.

1. The dishonest employee was fired from her job when her _____ behavior was discovered.
2. Each word has an important, or _____, meaning.
3. A patient's right to privacy is a significant part of the code of medical _____.
4. A person with high _____ follows strict rules regarding right and wrong behavior.
5. Her _____ involved making a choice between the two qualified applicants for the job.

C. Thinking About Work Read the questions about the article. Circle the letter of the best answer for each question.

6. Which of the following is an example of unethical conduct in the workplace?
 - a. asking for a moderate raise in pay even though you feel some anxiety and stress
 - b. sharing confidential information with people outside of the company at a social function
 - c. making a phone call to your child-care provider about an emergency
 - d. none of the above
7. As used in this article, what does the phrase "taking advantage of" mean?
 - a. cheating or deceiving
 - b. getting a better job
 - c. devoting oneself to coping with problems at work
 - d. being overwhelmed

8. Which of the following statements about making ethical decisions is true?

- a. It is always easy to make ethical decisions.
- b. You should not bother to consider how your decision may affect others.
- c. Only your employer can tell you what your decision must be.
- d. Your job success can be affected by how you handle ethical problems.

9. Which of the following statements about ethical standards is true?

- a. There is always a definite right answer or wrong answer to a problem.
- b. All employees must take responsibility for all other employees' actions.
- c. It is possible that the ethical standards of your supervisor may differ with yours.
- d. none of the above

10. What is the main idea of this article?

- a. Employers want to hire people who behave honestly and responsibly and have good work standards.
- b. You should be concerned only about how other people respond to your decisions.
- c. Stealing supplies such as pens and pads of paper is okay.
- d. none of the above

Score: ____ /10

D. What Would You Do? Read the paragraph below and write your response.

Think about the familiar old saying "Honesty is the best policy." Write your thoughts about how this saying could affect the career field you choose and the way you conduct yourself in the workplace.

E. My Work Ethics and Attitudes

Directions: Read each statement. What is your reaction to the statement? Do you agree or disagree with the statement? If you agree a little and disagree a little, check the *Not Sure* column. Place a check (✓) in the column to the right that best describes your opinion or thoughts.

	Disagree	Not Sure	Agree
1. People who are able to do so should work to support themselves or their families.			
2. During lunch or breaks, it's okay to use alcohol or drugs.			
3. Employees should be hardworking and loyal and do more than is required of them.			
4. One of the most important reasons for job success or job failure is the attitude of the employee.			
5. An employee should set up and follow good work habits even for a task that does not seem important.			
6. Job satisfaction in the workplace is important to me.			
7. The most important thing to think about when applying for a job is how much money will be paid.			
8. People should apply only for jobs they can do well.			
9. Being neat and clean can help one get and keep a job.			
10. An employee should be able to accept criticism from the boss.			
11. An employee should not disagree with decisions made by the boss.			
12. An employee should never complain about a job.			
13. Both sexes should receive equal pay for equal work.			
14. An employee should not wait to be told to try new things and develop new skills.			
15. It's okay to be a little late for work.			
16. It's okay to call in sick when you stay up late the night before and are tired.			
17. It's okay to make personal phone calls while working at a job.			
18. One should go to work every day unless sick or on vacation.			
19. It's all right to express your opinions to your boss politely.			

For Your Consideration: How are your responses different from those of your friend or classmate? Which of your responses would make you a more valued employee? Which of your responses would make you a less valued employee?

JOB WORDS INTRODUCED IN EACH LESSON

- | | | | |
|---|--|--|---|
| 1. creative
leadership
retirement
self-respect
supervise
supervisor
variety | 9. academic
arrangements
communication
credit
federal
firsthand
workplace | 17. alien
exemptions
injuries
legal
payroll
spouse | 25. assured
attempting
consult
diploma
entitled
guarantee
intelligence
offended
regarding |
| 2. application
confident
independent
mature
negative
refer
self-esteem | 10. confidential
loyalty
morale
precautions
privileges
reference
security
seniority
temptation
trainee
trustworthy | 18. basic
crucial
job market
learner
possibilities
requirement
willingness | 26. anxiety
coping
devote
function
mechanism
misunderstanding
moderate
overwhelmed
stress |
| 3. counselors
employed
employment
promotion
ranks
unemployed | 11. advantage
ambitious
applicant
appreciation
cooperative
inexperienced
interview
specific | 19. assemble
assigned
delivery
errors
fractions
keyboard
retype
vice-president | 27. dilemma
dishonest
ethical
ethics
loss
principles
significant
unethical |
| 4. environment
income
laid off
organized
overtime
seasonal
self-employed | 12. benefits
contact
expenses
insurance
priorities
productive
qualify
transportation | 20. access
assume
distractions
quota
slack
standard | 28. committed
compromise
courteous
negotiation
perseverance
solution
tactful
tolerant
visual |
| 5. acceptance
approve
attitude
concept
coworkers
effective
employees
positive
situation
treatment | 13. deducted
deduction
dependents
discount
pension
policy
premiums
total | 21. apprentice
apprenticeship
combination
commitment
development
factors
reimbursed
technical
update | 29. adaptable
constructive
depressed
mastery
optimistic
recognition
verbal
vocabulary
worthless |
| 6. aptitude
influenced
personality
persuade
transferable
weaknesses | 14. attract
deductible
dependable
flexible
maintaining | 22. computerized
examination
geographic
military
rehabilitation
self-learner
tuition | 30. candidates
discriminate
elevated
perks
regulate
salaried |
| 7. allergy
assistance
available
disability
financial
limitations
loan
medication
overcome
physical | 15. agreement
attendance
criticism
personnel
union | 23. characteristics
imitating
potential
satisfaction
self-discipline | |
| 8. bookstores
handbooks
labor
occupation
outlook
salary
temporary
vocation | 16. administration
contributions
disabled
eligible
enrollment
obtain
paycheck
survivor
toll
withholds | 24. carelessness
circumstances
confidence
frustration
motivated
productivity
self-awareness
self-image | |

Introduction to the Program

Job Smarts: Understanding Work and Myself is a program designed to strengthen the learner's potential for entering and succeeding in the work world. There are two books in this series. In Book 1, *Understanding Work and Myself*, learners take the first steps toward entering the world of work. Learners, through reading, discussion, and self-evaluation, work toward finding a positive relationship between their own personal interests and the world of work. In Book 2, *Finding a Job and Success*, learners continue their introduction to the world of work. By working through various stages, from job-hunting strategies, getting a job offer, and finally to exiting a job, learners are exposed to a comprehensive picture of the world of work.

Today, more than ever before, people entering the job market for the first time are faced with many challenges: the need for more education and higher levels of technical skills, increased training requirements, and more frequent job and career changes. Today's employees must be prepared to meet these challenges.

The goal of the program is to increase the learner's understanding of:

- the benefits of preparing for the world of work
- the importance of the influence of one's interests, aptitude, and limitations on the choice of a career
- the employer-employee relationship: what employers expect from their employees and what employees should expect from their employers
- the importance of a positive relationship with coworkers
- standards of behavior in the workplace
- vocabulary and terminology relating to the workplace
- the importance of skill development
- the importance of self-discipline, work ethics, willingness to improve skills, and effective work habits

For Whom Is Job Smarts Intended?

Job Smarts is designed primarily for learners who are seeking unskilled or semiskilled employment and have not had the advantage of specialized or professional training. These learners would include

- high-school students with special needs, students who are at-risk, and vocational students preparing for an entry-level job.
- learners who have been unsuccessful in attempts to find employment because of a lack of job-hunting skills.
- learners who have been unsuccessful in a job because of a lack of understanding of the employer-employee relationship or the lack of basic skills needed to meet performance standards.
- learners who are participating in a Job Training Partnership Act program.
- learners for whom English is a second language.

What Is Job Smarts: Understanding Work and Myself?

Job Smarts: Understanding Work and Myself is a series of thirty articles that gives a comprehensive overview of issues people face when entering the world of work. The activities that follow each lesson are designed to develop job-related vocabulary and reading comprehension—essential skills for entering the job market.

How Is the Learner Book Organized?

Features of the Learner Book

- **High-Interest, Relevant Topics:** Each article addresses relevant and contemporary work issues.
- **Low-Vocabulary Articles:** The base vocabulary level is fourth grade. The readability level is sixth grade.
- **Controlled Vocabulary:** Five to ten new job words are introduced in each lesson. Using controlled vocabulary keeps the reading level of the articles at a comfortable instructional level to assure learner success.
- **Sequenced Topics and Concise Lessons:** Each article is 300-425 words long. As learners progress through the lessons, the topics develop from learners' initial concerns of entering the work world to more complex issues workers must face on the job.
- **Consistent Format:** Each lesson is presented in a three-page format. Learners quickly become familiar with the format and therefore know what to expect from the book.
- **Variety of Activities:** Each lesson contains a variety of reading, writing, and discussion activities.
- **Self-Evaluation Activities:** Several self-evaluation activities, such as rating scales, have been included to promote learner self-understanding.
- **Flexible Learning Styles:** This program is designed to be used primarily in a small group setting. However, the program is flexible in that it also works well for independent learners. For learners who wish to work alone, there is an answer key available for self-checking. This reproducible answer key is found at the back of the instructor guide.

Lesson Format of the Learner Book

- **Articles:** Each lesson starts with an article. Each article centers around one main idea regarding employability. The article is preceded by an introductory statement designed to stimulate the reader's interest.

The base vocabulary for the articles and activities is grade four, according to the Harris-Jacobson's Basic Reading Vocabularies. Each article introduces five to ten new job words, which are at the fifth-grade or above fifth-grade level. These job words appear in boldfaced type when they are first introduced.

Following each article is an open-ended question that can be used either as a discussion question or as a writing extension activity. The questions often ask learners to relate their personal experiences to the lesson's main idea.

Every fifth lesson is presented in a question-and-answer format. Each "Job Counselor" lesson presents two or three questions or problems from employees; a job counselor responds to the questions or problems.

How Should the Lessons Be Taught?

In general, the lessons require minimal direction from you. You may choose one or more of the following teaching procedures:

- You introduce and direct each lesson.
- Learners independently read the material and complete the follow-up activities, seeking help as needed.
- Learners learn cooperatively by reading and discussing the material in pairs.

Instructor Observations: As learners complete the lessons, take note of any difficulties they may be experiencing. If possible, determine if the difficulties relate to reading comprehension, writing mechanics, or ability to put thoughts and ideas in writing. Provide remedial help to those learners who need it. In addition, as learners complete the progress chart at the back of the learner book, assess each learner's progress. Provide additional instructional support as needed.

Poor reading comprehension may indicate a lack of interest or motivation or weak reading skills. Some learners may not have adequate background knowledge to understand the concepts presented in the articles. These learners may benefit from additional discussion of the vocabulary and content of the articles.

It is recommended that the lessons be completed sequentially. Once introduced, the job words are often repeated in subsequent articles and activities in order to provide reinforcement.

It is also advisable to adapt the use of the articles and activities to the needs of learners. Keep in mind local and state employment laws and regulations as well as the job market in the region where learners live.

Upon completing this book, learners should have a better understanding of what getting—and keeping—a job entails. They will know that getting a job requires time, effort, patience, and organization. They will also have a better understanding of the significance of self-knowledge. And, finally, they will see that through hard work and dedication, they can achieve a sense of accomplishment and personal fulfillment.

How Is the Instructor Guide Organized?

Teaching Strategies and Answers for Lesson Activities

This section of the Instructor Guide is presented in two columns. The first column presents the teaching strategies for each article. The second column contains the answers to the activities for each lesson.

Column 1

- **Main Idea:** The main idea of each lesson is stated so that you immediately know the focus of the article.
- **Prepare for Reading:** Learners are introduced to each lesson by reading the title of the article. Learners then read and discuss the content in the introductory box at the top of the first page of each lesson.
- **Introduce the Job Words:** Learners read the job words introduced in each lesson. A variety of ways to treat these words is suggested on page 8.
- **Read the Article:** Learners read the article silently or aloud in a small group setting.
- **Response to Reading:** After learners read the article, ask them to respond orally to several discussion questions that cover some of the content of the article.
- **Open-Ended Question:** This open-ended question is always found at the bottom of the first page of each lesson and can be used for discussion or as a written-response question. It is designed to relate the main idea of the article to the learners' real-life experiences.

Column 2

- **Answers for Lesson Activities:** Learners read the job words for activity A. Fill-in-the-blank and multiple-choice answers are provided for activities B and C. Answers and suggestions for discussion are provided for activities D and E.

Reproducible Answer Key for Lessons 1-30, Activities B, C, D, and E

This reproducible answer key is provided for independent learners to use as they work through the learner book. Independent learners are encouraged to discuss their answers with you, family, or peers for feedback to their responses.

Independent learners are encouraged to record their scores on their progress chart for activities B and C.

Q: Should all the lessons be completed sequentially? Can a lesson be omitted?

A: It is recommended that the lessons be completed sequentially to take full advantage of the controlled vocabulary. The vocabulary is controlled in difficulty by introducing five to ten job words in each lesson. The base vocabulary of each lesson is fourth grade. The readability of each lesson is sixth grade according to the Flesch-Kincaid Readability Scale.

Once the job words have been introduced, they are often repeated in subsequent articles and activities in order to provide reinforcement.

If a learner's reading level is not a concern, then it is not mandatory that the learner complete the lessons sequentially.

Q: Should all the activities in each lesson be completed?

A: Your discretion is encouraged in deciding if an activity is an effective use of instruction time and if the activities meet program or learner needs.

However, many activities have been designed to review and reinforce the vocabulary and concepts introduced in previous lessons. Therefore, these activities may be assigned for review purposes.

Q: How should I treat learners' responses to certain questions?

A: Some of the learners' responses should be treated as personal and confidential. Learner responses to self-evaluation items, such as the rating scales, are responses that should be considered as personal and confidential. Caution should be used when asking learners to share or discuss their responses. Appropriate action should be taken to protect learners' written responses.

Q: Why are instructions for preparing a résumé not included in this series?

A: This series is primarily intended for learners who are seeking unskilled or semi-skilled employment.

Most employers offering unskilled or semi-skilled employment do not expect applicants to submit a résumé. A properly completed job application form is usually sufficient for providing background information on an applicant.

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LESSON 17: Employment-Related Forms

(pages 52–54)

Main Idea of Article

In order to work and receive a paycheck, certain forms must be completed. As people work, they accumulate credits toward Social Security. These credits will, in part, determine the amount of their Social Security benefits.

Prepare for Reading

Read the title of the article. Have learners read the introduction. Ask learners why a paycheck might be lower than the amount the employee expected.

Introduce the Job Words

Introduce the boldfaced job words that appear in the article. Briefly discuss the meaning of each word. Have learners use the context to explain each word's meaning. See page 8 for strategies to use when discussing the job words in this lesson. Or you may prefer to have learners look up each word in a dictionary before reading. Be sure learners know the correct pronunciation of each job word.

payroll	legal
exemptions	alien
spouse	injuries

Reading the Article

Have learners read the article to learn more about how Social Security works and how an employee qualifies for Social Security benefits.

Response to Reading

Ask the following questions:

- What are the three most common forms you will be asked to fill out before you begin work?
- How long does it take the average worker to earn the credits necessary to qualify for Social Security benefits?
- Upon what is the amount of your Social Security benefit usually based?

A Sample Pay Statement

Learners are shown a sample pay statement. Discuss with them any unfamiliar terms. You might ask learners to determine the total percentage that was deducted from the gross pay to get the net pay.

$(\$292.28 - \$203.32 = \$88.96$ total deduction
 $\$88.96 \div \$292.28 = 30\%$ of gross salary was deducted)

Lesson 17 Activities

A. Job Words

Learners read the job words.

B. Using Job Words

Learners demonstrate understanding of the job words by using the correct job word to answer each question.

Answer Key

- | | |
|-------------|---------------|
| 1. spouse | 4. payroll |
| 2. injuries | 5. exemptions |
| 3. alien | |

C. Thinking About Work

Learners demonstrate reading comprehension by answering questions about the article.

Answer Key

- | | |
|------|-------|
| 6. c | 9. c |
| 7. b | 10. b |
| 8. c | |

Have learners record their score for sections B and C. See page 8 for scoring instructions.

D. What Would You Do?

Learners are asked to discuss a situation in which an employee is being required to work an excessive amount of overtime. Learners might suggest that he meet with his employer to explain his dilemma and to discuss what might be done to cut down on the number of overtime hours.

E. Form W-4

Learners are asked to complete a Form W-4. Provide assistance with any items about which learners are unsure.

LESSON 23: Success on the Job

(pages 70–72)

Main Idea of Article

The achievement of personal success is the result of hard work, enthusiasm, and determination.

Prepare for Reading

Read the title of the article. Have learners read the introduction. Discuss why it would be impossible to be totally successful in a job without enjoying the work.

Introduce the Job Words

Introduce the boldfaced job words that appear in the article. Briefly discuss the meaning of each word. Have learners use the context to explain each word's meaning. See page 8 for strategies to use when discussing the job words in this lesson. Or you may prefer to have learners look up each word in a dictionary before reading. Be sure learners know the correct pronunciation of each job word.

characteristics	satisfaction
irritating	potential
self-discipline	

Read the Article

Have learners read the article to find out how they can work toward being successful on the job.

Response to Reading

Ask the following questions:

- Do you agree with this statement from the article: “The greater the effort put into achieving success, the greater the reward”?
- Why shouldn't you compare yourself with others to determine if you're successful?
- Why is your relationship with your coworkers important?

A Job Well Done

Learners think about a job or task that they accomplished successfully. They also analyze why they were successful and indicate if they overcame any problems to achieve success.

Lesson 23 Activities

A. Job Words

Learners read the job words.

B. Using Job Words

Learners demonstrate understanding of the job words by using the correct job word to answer each question.

Answer Key

- | | |
|-----------------|--------------------|
| 1. irritating | 4. characteristics |
| 2. potential | 5. self-discipline |
| 3. satisfaction | |

C. Thinking About Work

Learners demonstrate reading comprehension by answering questions about the article.

Answer Key

- | | |
|------|-------|
| 6. d | 9. a |
| 7. a | 10. b |
| 8. c | |

Have learners record their score for sections B and C. See page 8 for scoring instructions.

D. What Would You Do?

Learners discuss how they could help a shy employee who is a hard worker but lacks social skills. Learners might suggest that he start by making friends with just one coworker and then gradually expand his social group. They might also suggest that he work first on improving his social skills within the work setting; this may then lead to his being included more often in outside-of-work activities.

E. Responsibility and Self-discipline Rating Scale

Learners use a checklist to rate themselves in the areas of taking responsibility and showing self-discipline. Learners are encouraged to be truthful in their self-assessment. Assure them that you will keep their responses confidential and that they will be encouraged to discuss their responses only if they wish to. Learners can use their rating sheet to determine the areas they need to work on.

LESSON 27: What Employers Seek in Employees

(pages 82–84)

Main Idea of Article

Employees seek workers who are honest and have good work ethics.

Prepare for Reading

Read the title of the article. Have learners read the introduction. Ask learners to suggest some of the work standards that employers look for in their employees.

Introduce the Job Words

Introduce the boldfaced job words that appear in the article. Briefly discuss the meaning of each word. Have learners use the context to explain each word's meaning. See page 8 for strategies to use when discussing the job words in this lesson. Or you may prefer to have learners look up each word in a dictionary before reading. Be sure learners know the correct pronunciation of each job word.

ethics	unethical
principles	dishonest
ethical	loss
dilemma	significant

Read the Article

Have learners read the article to learn more about what employers look for in their employees.

Response to Reading

Ask the following questions:

- Why is it possible that your ethical standards might at times differ with those of your employer or coworkers?
- What are some examples of unethical behavior on the job?
- How can you know if an ethical decision you've made was the right one?

Dealing with Ethical Situations

Learners think about a situation in which they were faced with an ethical decision and how they handled it. They also describe any differences they may have had with others regarding the decision.

Lesson 27 Activities

A. Job Words

Learners read the job words.

B. Using Job Words

Learners demonstrate understanding of the job words by using the correct job word to answer each question.

Answer Key

1. unethical
2. significant
3. ethics
4. principles
5. dilemma

C. Thinking About Work

Learners demonstrate reading comprehension by answering questions about the article.

Answer Key

6. b
7. a
8. d
9. c
10. a

Have learners record their score for sections B and C. See page 8 for scoring instructions.

D. What Would You Do?

Learners write an explanation of how the saying "Honesty is the best policy" could affect their career choice and the way they conduct themselves on the job. Learners should recognize that not everyone will choose the same answer when presented with an ethical problem and that each individual is responsible for conducting herself properly in her job situation.

E. My Work Ethics and Attitudes

Learners complete a checklist about their work ethics and attitudes. Encourage learners to be truthful and objective in responding to the items.

For Your Consideration: Learners compare their responses to the rating scale with a partner. They also determine which of their responses would probably make them a more valuable employee and which would make them a less valuable employee. As an extension of this activity, have learners work in groups to develop a scenario involving an ethical problem in a work environment. Groups could present their scenarios to the rest of the learners for discussion.

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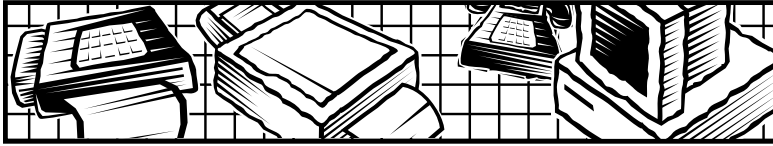
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Lesson 4

As a job seeker, you need to keep your eyes open. A job opportunity might come up when you least expect it.



SOURCES OF JOB LEADS

When you are searching for a job, use as many sources as you can. Here are just a few:

Classified ads: The “Help Wanted” ads in the classified ads section of your local paper will give you an idea of available jobs. Follow up quickly. Many job hunters will be reading the same ads.

Personal contacts: Friends, family, and former teachers and employers know your skills and what you have to offer. They may be able to provide valuable contacts.

Local news: Be alert to local news. You may find “hidden” job possibilities. Read the business section of your local newspaper. You may learn about companies that are planning to hire. New companies may be moving to your area. Don’t wait for a job **announcement**. Contact the company before they begin to advertise.

State employment services: Every state has local employment offices. The name of these offices varies from state to state. Look under Government Offices in the telephone book to find your local agency.

Many companies list their job **openings** with the state employment office. Most offices take applications from people looking for a job. They match job openings with qualified people.

Temporary Help Services: These services might help you find a temporary job that you can perform while searching for a permanent job. A temporary job might lead to a permanent job with the company.

School counselors or placement offices: Check with schools you have attended. They might have a service that helps graduates find jobs.

Employment agencies: These job placement companies match applicants’ skills with jobs requiring those skills. Use an agency that **specializes** in your skill or interest area. Also, be sure you know who will pay the employment agency’s **fee**. Will it be you or the company hiring you? If you will be responsible, be sure you know the fee amount. Also know when the fee needs to be paid and what services it covers.

Direct contact with the employer: Many jobs never make it to the classified ads. Some job openings are filled from within the company. Contacting the employer before the job is advertised will be to your advantage. If you make a good impression on the employer, he may even create a job **vacancy**. Companies are often willing to create jobs for people they believe will be valuable employees.

Be sure to record every job lead you follow. List the day and method of contact. Record important information about the job. Make a note of when you plan to contact the company again.

Job Lead Sources

List sources of leads that you could follow in a job search. When you are finished, go back over your list and number the sources, with 1 indicating the most valuable source.

A. Job Words Read the following job words.

- | | |
|-----------------|----------------|
| 1. announcement | 4. specializes |
| 2. openings | 5. fee |
| 3. placement | 6. vacancy |

B. Using Job Words Use a word from part A to fill in each blank. The key to finding the right answer is to determine the relationship between the two pairs of words. One pair is given, and the other pair needs to be completed.

- _____ is to *opportunities as employment* is to *jobs*.
- Toll* is to _____ as *premium* is to *charges*.
- Secret* is to _____ as *confidential* is to *information*.
- Limits* is to _____ as *recommends* is to *suggests*.
- _____ is to *positioning* as *rehabilitation* is to *retraining*.

C. Thinking About Work Read the questions about the article. Circle the letter of the best answer for each question.

- Which job word means “an unfilled position”?
 - announcement
 - vacancy
 - fee
 - placement
- What might a company do for you if it thinks you will be a valuable employee?
 - It might create a job vacancy.
 - It might charge you a fee.
 - It might make an announcement.
 - all of the above

- Why is it a good idea to use as many sources as possible when looking for a job?
 - It is a cheap way to find a job.
 - Your personal contacts recommend that you do so.
 - It improves your chances of finding the particular job you want.
 - all of the above
- What does the phrase “keep your eyes open” mean?
 - Read your local newspaper.
 - Get enough sleep so you do not look tired.
 - Keep your choices open.
 - Stay alert.
- What is the main idea of this article?
 - Personal contacts can provide valuable contacts.
 - You should be alert because job opportunities can arise from many different sources.
 - Direct contact with an employer is a good way to find out about jobs.
 - Pay attention to the news in order to find out about job opportunities.

Score: _____ /10

D. To Think About and Discuss Discuss with a friend or your classmates your answers to the questions below.

- Why do some employers choose not to advertise job openings?
- Why would some employers prefer to hire a person who has a job rather than someone who is unemployed?

E. Words on Forms

Explanation: You may need to read the words listed below when you apply for a job.

Directions: Practice reading the words in each list. If you need help, ask your instructor or a friend to help you.

Words on forms to describe parts of an address		
street	post office	state
route	box	province
apartment	city	ZIP
box number	town	ZIP code

Words on forms to describe people		
parent	dependent	manager
guardian	relative	director
applicant	physician	supervisor
citizen	alien	reference
spouse	immigrant	

Words on forms to describe kinds of addresses		
home	business	previous
residence	present	permanent
mailing	current	temporary
local	former	

Words used on forms that mean about the same as <i>job</i>		
position	employment	duty
title	occupation	assignment
career	vocation	responsibility
trade	task	

Words used on forms to request numbers	
phone	area code
phone no.	social security
telephone	driver's license

Directions: When you think you know the words, complete the exercise below. Choose the best word to complete each sentence. Write the word in the blank.

- Present* is to *current* as *previous* is to _____.
a. temporary b. former c. local d. mailing
- People who live in the country may not have a street address but a _____ number.
a. area b. route c. relative d. reference
- The town in which he lives has the _____ code 78902.
a. license b. duty c. telephone d. ZIP
- The address of your employer or company is your _____ address.
a. business b. residence c. assignment d. responsibility
- The address where mail is most likely to be received by you is your _____ address.
a. permanent b. temporary c. assignment d. occupation
- If you support your spouse and children, they should be listed as _____.
a. immigrants b. dependents c. applicants d. guardians
- He is not a citizen of this country but a foreigner, or an _____.
a. alien b. assignment c. physician d. relative

(More words on forms will be found in Lessons 5E and 8E.)

Lesson 10



You may have less than a half-hour to convince the interviewer that you are the best person for the job. What can you do ahead of time to make sure you're giving yourself the best possible chance?

GETTING READY FOR A JOB INTERVIEW

Paul Kwan is getting ready for his first interview. He describes the process in this story.

Three days ago I was grocery shopping at Fells Market. I asked if they were doing any hiring. They plan to hire two people to begin work next month.

The manager, Ms. Lopez, didn't have time to interview me at the time. It was just as well, since I wasn't prepared.

Ms. Lopez's assistant gave me an application to complete. She said I could bring the completed application with me when I return tomorrow. The interview is scheduled for 9 A.M. Both Ms. Lopez and her assistant will be interviewing me.

I finished the application last night. I made sure it was neat and **legible**. I checked it several times for accuracy. Then I asked a friend to look it over.

Today I'll stop at the barbershop for a trim. Then I'll **shampoo** my hair so it will look clean and well groomed.

When I was at the market, I noticed that most of the workers wore jeans and white shirts. I've decided that a suit, dress shirt, and tie would not be appropriate. It would be **overdressing**. Instead I'll wear a clean pair of jeans and my new white shirt. The shirt tail will

be neatly tucked in, of course. I don't plan to wear any cologne, because some interviewers find perfume and cologne offensive. My **fingernails** will be clean and my shoes polished.

Yesterday I talked to a friend who works at the market. He shared some information that I found helpful. He told me that Ms. Lopez likes to hire people with good communication skills and a positive attitude.

I've spent time thinking about the questions Ms. Lopez and her assistant might ask. I've planned my responses to these questions.

I have also written a list of questions to ask about the job. I want them to know that I'm very interested in working for them.

I put the completed application and the list of questions in a **folder**. I put the folder and a pen on a table near the door so I won't forget to take them with me.

A friend asked me to go to a movie tonight, but this interview is a priority. I plan to go to bed early so I'll be well rested and alert tomorrow.

I plan to walk to the market since it's only a ten-minute walk. But I'll allow an extra ten minutes. I'd rather be early for the interview than late. I know I'll be a little nervous, but I'm prepared for the interview. I feel confident that I'll do well.

Preparation for an Interview

Imagine that you have scheduled a job interview. What would you do to prepare for it? List the steps.

A. Job Words Read the following job words.

1. legible
2. shampoo
3. overdressing
4. fingernails
5. folder

B. Using Job Words Use a word from part A to complete each sentence.

1. I want my hair to be clean for my interview, so I will _____ it in the morning.
2. If my handwriting is neat and easy to read, I have _____ handwriting.
3. An example of _____ is wearing a suit and tie to the company picnic.
4. Clean your _____ before you report to work.
5. A good way to keep organized is to use a _____ for your papers.

C. Thinking About Work Read the questions about the article. Circle the letter of the best answer for each question.

6. Why did Paul decide to miss the movie?
 - a. He was starting his job that night.
 - b. He had already seen the movie.
 - c. He had to work overtime.
 - d. He wanted to rest because the interview had priority over the movie.
7. During an interview, how can you show that you are very interested in the job?
 - a. by being late for the interview
 - b. by asking legible questions
 - c. by referring to a list of questions about the job
 - d. by wearing a lot of cologne

8. What kind of people does Ms. Lopez seem to like to hire?
 - a. people who make discriminatory comments
 - b. people with good communication skills and a positive attitude
 - c. people with minimum qualifications
 - d. people who are more concerned about their appearance than their performance
9. Why is Paul Kwan confident he will do well at his interview?
 - a. He is well rested.
 - b. He has put some thought into what he will say during the interview.
 - c. His materials are organized.
 - d. all of the above
10. What is the main idea of this article?
 - a. To be prepared for an interview, all you need is a folder.
 - b. Overdressing will make a good impression on the interviewer.
 - c. Legible responses to interview questions are the best ones to give.
 - d. Being alert and paying attention to details while preparing for an interview will help you do well.

Score: _____ /10

D. Reading Difficult Work Words A job listing may include a list of benefits. Read each of the benefits below. If needed, ask a friend or your instructor for help.

1. Commission
2. Excellent Employee Discount
3. Flexible Hours
4. Hospitalization Benefits
5. Meal Allowance
6. Performance Bonus
7. Prime Pay
8. Safety Incentives
9. Scheduled Raises
10. Tuition Reimbursement

What would each benefit mean to you?

E. Application for Employment (II) (continued from Lesson 9E)

REFERENCES: List at least two persons, excluding relatives, who have known you for at least one year.

1. Name _____ Phone _____
Address _____

2. Name _____ Phone _____
Address _____

3. Name _____ Phone _____
Address _____

LEGAL RECORD

1. Do you have a valid driver's license? _____ State of issue? _____

2. Do you have a valid commercial driver's license? _____

3. Have you had a moving traffic violation within the last 5 years? _____

4. Have you ever been convicted of reckless driving or speeding? _____

5. Have you ever been convicted of a crime other than a minor traffic offense? _____

If yes, explain offense and final disposition. _____

6. Have you been convicted of a felony in the last 5 years? _____

PLEASE LOOK OVER YOUR APPLICATION TO BE SURE THAT YOU HAVE ANSWERED EVERY ITEM. PLEASE READ THE FOLLOWING CAREFULLY.

APPLICATION RELEASE

I grant permission for hiring officials of Tasty Foods and the above named sources/persons to exchange data related to my training and employment.

Should I be offered a position with Tasty Foods and I accept, I understand that to comply with the Immigration Reform and Control Act of 1986 I am required to produce documents proclaiming my employment eligibility in the United States. I also understand that if I fail to provide proof of eligibility upon employment, Tasty Foods will terminate my employment.

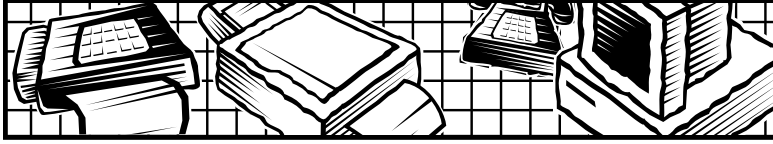
Tasty Foods is hereby authorized to conduct an investigation of my personal history and/or credit and financial records employing investigative or credit agencies or bureaus of your choice subject to the provisions of the Fair Credit Reporting Act.

I understand that any falsified statements on the application will constitute sufficient cause for Tasty Foods not to employ me, or if I am employed, to cause dismissal.

This application for employment shall remain active for a period of 3 months commencing the date of this application.

SIGNATURE _____ DATE _____

Lesson 23



You realize the importance of making a good first impression during a job interview. Equally important is the first impression you make on the new job.

BEGINNING THE NEW JOB

Every job has a **trial** period. You will probably be observed more closely the first few months than at any other time. The following tips serve as guidelines for a successful start to a new job.

- Dress appropriately. If you were told how you were to dress, follow the instructions. If there is no dress code, observe how others performing the same job are dressed. If you're still not sure, ask your employer.
- Start early and stay late. Use this time to review notes you might have taken or to practice a new task you are trying to master. Also use this time to become better **acquainted** with your coworkers.
- Listen and observe. Make sure you are rested and alert and that your mind is free of distractions. Take notes on information you think you might need to refer to later. Ask questions if you don't understand directions or need additional information.
- Show enthusiasm for learning new skills. If you have completed assigned tasks, use the time to learn more about the job. Review your notes, or read an **instructional manual**. Observe how another employee performs a task. Practice a new skill. Don't assume that things will be done in the same way in this job as they were done in your last job. Show an **eagerness** to learn new methods.

- Become familiar with company rules and **regulations**. This includes information about the lunch hour, breaks, etc.
- Use the phone for business purposes only. Advise family and friends not to call you.
- Strive for perfect attendance and excellent work habits. Maintain high standards.
- Take the initiative to get things done. If you complete your assignments, ask for additional work or think of another assignment for yourself. Volunteer for extra duties.
- Get assignments done on or ahead of time.
- Learn from your mistakes. Willingly accept suggestions on how to improve your performance.

When you begin a new job, it is important to build a positive working relationship with your coworkers. Remember these guidelines:

- Be pleasant. Smile a lot. Avoid negative talk about others.
- Do not share confidential information about the company or about other employees.
- Participate in office or company activities.
- Avoid referring too often to the company you used to work for.
- Don't use off-color language.

If you follow all of these guidelines, you are guaranteed to get off to a good start in your job.

Put Yourself in the Employer's Shoes

Think about the perfect employee. If you were an employer, what characteristics would you like your employees to have?

A. Job Words Read the following job words.

- | | |
|------------------|----------------|
| 1. trial | 4. manual |
| 2. acquainted | 5. eagerness |
| 3. instructional | 6. regulations |

B. Using Job Words Use a word from part A to fill in each blank. The key to finding the right answer is to determine the relationship between the two pairs of words. One pair is given, and the other pair needs to be completed.

1. *Enthusiasm* is to _____ as *reluctant* is to *unwilling*.
2. _____ is to *rules* as *guidelines* is to *standards*.
3. _____ is to *familiar* as *secret* is to *hidden*.
4. *Instruction* is to _____ as *location* is to *map*.
5. *Temporary* is to *lasting* as _____ is to *permanent*.

C. Thinking About Work Read the questions about the article. Circle the letter of the best answer for each question.

6. What usually happens during a trial period at a new job?
 - a. Your employer pays little attention to you.
 - b. You are given a promotion.
 - c. You pay extra fees.
 - d. You are observed more closely.
7. What will help you with your adjustment to a new job?
 - a. being a complainer
 - b. knowing your coworkers' pay scale
 - c. reading your compensation package
 - d. creating a positive working relationship with your coworkers

8. You have finished your assigned tasks at your new job. What else could you do to make a good impression?

- a. Read the instructional manual.
- b. Go on a break.
- c. Make a personal phone call.
- d. Start a casual conversation with your coworkers.

9. What does the phrase "off-color" mean?

- a. loud
- b. courteous
- c. rude
- d. out of time

10. Which of the following could be another appropriate title for this article?

- a. Avoiding the Trial Period
- b. Tips for a Successful Start at a New Job
- c. Your Friend, the Instructional Manual
- d. Regulations You Should Follow

Score: _____ /10

D. What Would You Do? Discuss with a friend or family member how you would handle the following situation.

Emilio has been working in the order processing department. His trial period for his new job was supposed to last for the first three months at this position. He is now finishing his fourth month and has not heard from his supervisor about his status as an employee. There is a meeting for all regular employees at the end of the week. Emilio does not know if he should attend this meeting. How would you advise Emilio to solve his dilemma?

E. Warning and Safety Signs in the Workplace

Explanation: Reading signs on a new job will be very important. You may need to read signs similar to the ones on this page.

Directions: Practice reading the signs. If you need help reading and understanding a sign, ask your instructor or a friend for help.

COMBUSTIBLE	<i>FIRE EXTINGUISHER</i>	RESTRICTED AREA
CONTAMINATED	HAZARDOUS	RESTROOMS
DANGER! HIGH VOLTAGE!	Health Regulations Require that Employees Wash Hands Well Before Returning to Work Station	SMOKING PROHIBITED
Do Not Inhale Fumes		STAFF DINING ROOM
EMPLOYEE ENTRANCE	NO ADMITTANCE	Think . . . Accidents Are Avoidable
EMPLOYEE LOUNGE	Management Parking Only	
<i>Employees Park in Lot #3</i>	No Smoking in Lavatory	TOXIC
EXPLOSIVES		Unsafe for Human Consumption
FLAMMABLE	RESERVED FOR MANAGEMENT	Visitor Parking
FRAGILE	<i>Smoking Permitted in Designated Areas Only</i>	

JOB WORDS INTRODUCED IN EACH LESSON

- | | | | |
|--|--|--|---|
| 1. checkout
comments
deadline
former
inform
recommended | 9. absent
authority
factual
guidelines
origin
previous
prospective | 17. advancement
auto
educational
mechanic
minor
sequential
tech | 25. burnout
dissatisfaction
dissatisfied
emotional
exam
mismatch |
| 2. courtesy
importance
normal
reserve
willingly | 10. fingernails
folder
legible
overdressing
shampoo | 18. formal
informal
occupy
review
terminate | 26. endure
impulse
knowledgeable
payments
self-study |
| 3. conclude
gap
interviewer
minimum
recommendations
unemployment
wage | 11. confirm
favorable
observations
react
truthful | 19. accurate
initiative
inquire
notified
sincerely
status | 27. association
basis
cancer
inalienable
nonsmokers |
| 4. announcement
fee
openings
placement
specializes
vacancy | 12. acceptable
introduction
handshake
regardless
uptight | 20. adequate
compensation
denied
disadvantages
negotiate
prior | 28. counteroffer
customary
debts
departure
dues
gratitude
tension |
| 5. accuracy
applicable
data
indicates
permission
reluctant | 13. chat
posture
presentation
receptionist
sincere
slouch | 21. consequences
dismissed
executives
management
trend | 29. dismissal
essential
regret
transfer
violated
withdraw |
| 6. discriminatory
gender
illegal
interruptions
qualifications
religion
sensitive | 14. boastful
breaths
complainer
complimentary
hinder
strive | 22. cancel
comply
conflicts
consideration
procedures | 30. assignments
dependability
expectations
unique
unreasonable |
| 7. ease
nervousness
persistence
responses
restroom | 15. acquiring
criticize
overdo
overdone
paperwork
rehearsed | 23. acquainted
eagerness
instructional
manual
regulations
trial | |
| 8. appropriately
cologne
complements
conservative
jewelry
offensive
perfume | 16. accomplish
achieve
concise
nondamaging
predict | 24. alcohol
consist
drugs
longevity
nondiscriminatory
random
self-evaluation | |

Introduction to the Program

Job Smarts: Finding a Job and Success is a program designed to strengthen the learner's potential for entering and succeeding in the work world. There are two books in this series. In Book 1, *Understanding Work and Myself*, learners take the first steps toward entering the world of work. Through reading, discussion, and self-evaluation, learners work toward finding a positive relationship between their own personal interests and the world of work. In Book 2, *Finding a Job and Success*, learners continue their introduction to the world of work. By progressing through various stages, from job-hunting and interview strategies, getting a job offer, and finally to exiting a job, learners are exposed to a comprehensive picture of the world of work.

Today, more than ever before, people entering the job market for the first time are faced with many challenges: the need for more education and higher levels of technical skills, increased training requirements, and more frequent job and career changes. Today's employees must be prepared to meet these challenges.

The goal of the program is to increase the learner's understanding of:

- the benefits of preparing for the world of work
- the importance of job interviews and being prepared for interviews
- the importance of making a good impression, both during a job interview and at a new job
- standards of behavior in the workplace when starting and exiting a job
- vocabulary and terminology relating to the workplace
- the importance of skill development
- the responsibilities involved when concluding a job search

For Whom Is Job Smarts Intended?

Job Smarts is designed primarily for learners who are seeking unskilled or semi-skilled employment and have not had the advantage of specialized or professional training. These learners would include

- high-school students with special needs, students who are at-risk, and vocational students preparing for an entry-level job.
- learners who have been unsuccessful in attempts to find employment because of a lack of job-hunting skills.
- learners who have been unsuccessful in a job because of a lack of understanding of the employer-employee relationship or the lack of basic skills needed to meet performance standards.
- learners who are participating in a Job Training Partnership Act program.
- learners for whom English is a second language.

What Is Job Smarts: Finding a Job and Success?

Job Smarts: Finding a Job and Success is a series of thirty articles that gives a comprehensive overview of issues people face during a job search and in the workplace. The activities that follow each lesson are designed to develop job-related vocabulary and reading comprehension—essential skills for entering and succeeding in the job market.

How Is the Learner Book Organized?

Features of the Learner Book

- **High-Interest, Relevant Topics:** Each article addresses relevant and contemporary work issues.
- **Low-Vocabulary Articles:** The base vocabulary level is fourth grade. The readability level is sixth grade.
- **Controlled Vocabulary:** Five to seven new job words are introduced in each lesson. Using controlled vocabulary keeps the reading level of the articles at a comfortable instructional level to assure learner success. The controlled vocabulary from Book 1, *Understanding Work and Myself*, is used and reinforced in the lessons in Book 2.
- **Sequenced Topics and Concise Lessons:** Each article is 370–470 words long. As learners progress through the lessons, the topics develop from learners' initial concerns of entering the work world to more complex issues workers must face exiting the job.
- **Consistent Format:** Each lesson is presented in a three-page format. Learners quickly become familiar with the format and therefore know what to expect from the book.
- **Variety of Activities:** Each lesson contains a variety of reading, writing, and discussion activities.
- **Self-Evaluation Activities:** Several self-evaluation activities, such as rating scales, have been included to promote learner self-understanding.
- **Flexible Learning Styles:** This program is designed to be used primarily in a small group setting. However, the program is flexible in that it also works well for independent learners. For learners who wish to work alone, there is an answer key available for self-checking. This reproducible answer key is found at the back of the instructor guide.

Lesson Format of the Learner Book

- **Articles:** Each lesson starts with an article. Each article centers around one main idea regarding employability. The article is preceded by an introductory statement designed to stimulate the reader's interest.

The base vocabulary for the articles and activities is grade four, according to the Harris-Jacobson's Basic Reading Vocabularies. Each article introduces five to seven new job words, which are at or above the fifth-grade level. These job words appear in boldfaced type when they are first introduced. Job words from Book 1, *Understanding Work and Myself*, are also reviewed and reinforced in the articles and activities.

Following each article is an open-ended question that can be used either as a discussion question or as a writing extension activity. The questions often ask learners to relate their personal experiences to the lesson's main idea.

Every third lesson is presented in a question-and-answer format. Each "Job Counselor" lesson presents two or three questions or problems from employees; a job counselor responds to the questions or problems.

How Should the Lessons Be Taught?

In general, the lessons require minimal direction from you. You may choose one or more of the following teaching procedures:

- You introduce and direct each lesson.
- Learners independently read the material and complete the follow-up activities, seeking help as needed.
- Learners learn cooperatively by reading and discussing the material in pairs.

Instructor Observations: As learners complete the lessons, take note of any difficulties they may be experiencing. If possible, determine if the difficulties relate to reading comprehension, writing mechanics, or ability to put thoughts and ideas in writing. Provide remedial help to those learners who need it. In addition, as learners complete the progress chart at the back of the learner book, assess each learner's progress. Provide additional instructional support as needed.

Poor reading comprehension may indicate a lack of interest or motivation or weak reading skills. Some learners may not have adequate background knowledge to understand the concepts presented in the articles. These learners may benefit from additional discussion of the vocabulary and content of the articles.

It is recommended that the lessons be completed sequentially. Once introduced, the job words are often repeated in subsequent articles and activities in order to provide reinforcement.

It is also advisable to adapt the use of the articles and activities to the needs of learners. Keep in mind local and state employment laws and regulations as well as the job market in the region where learners live.

Upon completing this book, learners should have a better understanding of what getting—and exiting—a job entails. They will know that getting a job requires time, effort, patience, and organization. They will also have a better understanding of the significance of self-knowledge. And, finally, they will see that through hard work and dedication, they can achieve a sense of accomplishment and personal fulfillment.

How Is the Instructor Guide Organized?

Teaching Strategies and Answers for Lesson Activities

This section of the Instructor Guide is presented in two columns. The first column presents the teaching strategies for each article. The second column contains the answers to the activities for each lesson.

Column 1

- **Main Idea:** The main idea of each lesson is stated so that you immediately know the focus of the article.
- **Prepare for Reading:** Learners are introduced to each lesson by reading the title of the article. Learners then read and discuss the content in the introductory box at the top of the first page of each lesson.
- **Introduce the Job Words:** Learners read the job words introduced in each lesson. A variety of ways to treat these words is suggested on page 8.
- **Read the Article:** Learners read the article silently or aloud in a small group setting.
- **Response to Reading:** After learners read the article, ask them to respond orally to several discussion questions that cover some of the content of the article.
- **Open-Ended Question:** This open-ended question is always found at the bottom of the first page of each lesson and can be used for discussion or as a written-response question. It is designed to relate the main idea of the article to the learners' real-life experiences.

Column 2

- **Answers for Lesson Activities:** Learners read the job words for activity A. Fill-in-the-blank and multiple-choice answers are provided for activities B and C. Answers and suggestions for discussion are provided for activities D and E.

Reproducible Answer Key for Lessons 1-30, Activities B, C, D, and E

This reproducible answer key is provided for independent learners to use as they work through the learner book. Independent learners are encouraged to discuss their answers with you, family, or peers for feedback to their responses.

Independent learners are encouraged to record their scores on their progress chart for activities B and C.

Frequently Asked Questions About Job Smarts

Q: Should all the lessons be completed sequentially? Can a lesson be omitted?

A: It is recommended that the lessons be completed sequentially to take full advantage of the controlled vocabulary. The vocabulary is controlled in difficulty by introducing five to seven job words in each lesson. The base vocabulary of each lesson is fourth grade. The readability of each lesson is sixth grade according to the Flesch-Kincaid Readability Scale.

Once the job words have been introduced, they are often repeated in subsequent articles and activities in order to provide reinforcement.

If a learner's reading level is not a concern, then it is not mandatory that the learner complete the lessons sequentially.

Q: Should all the activities in each lesson be completed?

A: Your discretion is encouraged in deciding if an activity is an effective use of instruction time and if the activities meet program or learner needs.

However, many activities have been designed to review and reinforce the vocabulary and concepts introduced in previous lessons. Therefore, these activities may be assigned for review purposes.

Q: How should I treat learners' responses to certain questions?

A: Some of the learners' responses should be treated as personal and confidential. Learner responses to self-evaluation items, such as the rating scales, are responses that should be considered personal and confidential. Caution should be used when asking learners to share or discuss their responses. Appropriate action should be taken to protect learners' written responses.

Q: Why are instructions for preparing a résumé not included in this series?

A: This series is primarily intended for learners who are seeking unskilled or semi-skilled employment.

Most employers offering unskilled or semi-skilled employment do not expect applicants to submit a résumé. A properly completed job application form is usually sufficient for providing background information on an applicant.

Resources

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Krannich, Caryl Rae and Ronald L. *Interview for Success: A Practical Guide to Increasing Job Interviews, Offers, and Salaries*. Manassas, VA: Impact Publications, 1988.

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Riehle, Kathleen A. *What Smart People Do When Losing Their Jobs*. New York: John Wiley & Sons, Inc., 1991.

Unger, Harlow G. *But What If I Don't Want to Go to College? A Guide to Success Through Alternative Education*. NY: Facts On File, Inc., 1992.

Waitley, Denis and Reni L. Witt. *The Joy of Working: The 30 Day System to Success, Wealth, and Happiness on the Job*. New York: Ballantine Books, Inc., 1986.

Witt, Melanie Astaire. *Job Strategies for People with Disabilities*. Princeton, NJ: Peterson's Guides, 1992.

LESSON 4: Sources of Job Leads

(pages 13–15)

Main Idea of Article

Job leads can come from many different sources. Job-seekers should be alert to the many opportunities for job leads.

Prepare for Reading

Read the title of the article. Have learners read the introduction. Ask learners to speculate about some of the ways a job lead could arise.

Introduce the Job Words

Introduce the boldfaced job words that appear in the article. Briefly discuss the meaning of each word. Have learners use the context to explain each word's meaning. See page 8 for strategies to use when discussing the job words in this lesson. Or you may prefer to have learners look up each word in a dictionary before reading. Be sure learners know the correct pronunciation of each job word.

announcement	specializes
openings	fee
placement	vacancy

Read the Article

Have learners read the article to learn about where they might find job leads.

Response to Reading

Ask the following questions:

- According to the article, which sources of job leads could be considered “hidden” job possibilities? Are there any others?
- Are there any other sources of job leads that you know of that are not covered in this article?

Job Lead Sources

Learners make a list of job lead sources that they could follow in a job search. After reviewing their list, learners rate the sources in terms of which ones they think might be most valuable.

Lesson 4 Activities

A. Job Words

Learners read the job words.

B. Using Job Words

Learners demonstrate understanding of the job words by using the correct job word in each analogy.

Answer Key

- | | |
|-----------------|----------------|
| 1. Openings | 4. specializes |
| 2. fee | 5. Placement |
| 3. announcement | |

C. Thinking About Work

Learners demonstrate reading comprehension by answering questions about the article.

Answer Key

- | | |
|------|-------|
| 6. b | 9. d |
| 7. a | 10. b |
| 8. c | |

Have learners record their score for sections B and C. See page 8 for scoring instructions.

D. To Think About and Discuss

Learners discuss why some employers choose not to advertise job openings. You might want to discuss how learners can find out about these “hidden” job opportunities. Learners are also asked to discuss why an employer might want to hire someone who has a job rather than someone who is unemployed. If it is not brought up, you may point out that a person with a job may appear to be more serious about finding a new job than someone who is doing a general job search.

E. Words on Forms

Learners read lists of words commonly found on employment forms. Learners demonstrate comprehension of the words by using the correct word to complete each sentence.

Answer Key

- | | |
|----------------|------------------|
| 1. b. former | 5. a. permanent |
| 2. b. route | 6. b. dependents |
| 3. d. ZIP | 7. a. alien |
| 4. a. business | |

LESSON 10: Getting Ready for a Job Interview

(pages 31–33)

Main Idea of Article

Getting ready for a job interview will increase your chances for a successful job interview. Paying attention to details as you prepare for an interview will help you do well.

Prepare for Reading

Read the title of the article. Have learners read the introduction. Ask learners to think about what they would do to prepare for an interview.

Introduce the Job Words

Introduce the boldfaced job words that appear in the article. Briefly discuss the meaning of each word. Have learners use the context to explain each word's meaning. See page 8 for strategies to use when discussing the job words in this lesson. Or you may prefer to have learners look up each word in a dictionary before reading. Be sure learners know the correct pronunciation of each job word.

legible fingernails
shampoo folder
overdressing

Read the Article

Have learners read the article to see how Paul Kwan prepared for his interview.

Response to Reading

Ask the following questions:

- How did Paul find out about the job openings at Fells Market?
- What does Paul consider as appropriate dress for his interview at the market?
- How did Paul learn some helpful information about Ms. Lopez?

Preparation for an Interview

Learners list the steps they would take if they were preparing for an interview. Remind learners to consider that the kind of work environment they are entering may influence how they prepare for an interview.

Lesson 10 Activities

A. Job Words

Learners read the job words.

B. Using Job Words

Learners demonstrate understanding of the job words by using the correct job word to complete each sentence.

Answer Key

1. shampoo
2. legible
3. overdressing
4. fingernails
5. folder

C. Thinking About Work

Learners demonstrate reading comprehension by answering questions about the article.

Answer Key

6. d
7. c
8. b
9. d
10. d

Have learners record their score for sections B and C. See page 8 for scoring instructions.

D. Reading Difficult Work Words

Learners read a list of benefits that are commonly offered in connection with a job. You may want to check for comprehension by asking learners to explain in their own words what each benefit is.

E. Application for Employment (II) cont.

Learners complete the second half of the second job application they started in Lesson 9. Remind learners to use their personal data card if they are having difficulty remembering important information. Provide any assistance needed in reading and following the instructions. Check the accuracy of the completed form.

LESSON 23: Beginning the New Job

(pages 70–72)

Main Idea of Article

There are some key steps an employee can take to be successful at a new job.

Prepare for Reading

Read the title of the article. Have learners read the introduction. Discuss why it is important to make a good first impression at a new job.

Introduce the Job Words

Introduce the boldfaced job words that appear in the article. Briefly discuss the meaning of each word. Have learners use the context to explain each word's meaning. See page 8 for strategies to use when discussing the job words in this lesson. Or you may prefer to have learners look up each word in a dictionary before reading. Be sure learners know the correct pronunciation of each job word.

trial	manual
acquainted	eagerness
instructional	regulations

Read the Article

Have learners read the article to learn about helpful guidelines for getting a new job off to a positive start.

Response to Reading

Ask the following questions:

- Why are the first few months on the job so important?
- What is the benefit of starting early and staying late at a new job?

Put Yourself in the Employer's Shoes

Learners think about the perfect employee from an employer's perspective. Learners consider the characteristics they would like their employees to have. As an extension activity, have learners refer back to various rating scales to compare their responses in terms of the abilities and qualities that are important to them.

Lesson 23 Activities

A. Job Words

Learners read the job words.

B. Using Job Words

Learners demonstrate understanding of the job words by using the correct job word to complete each analogy.

Answer Key

- | | |
|----------------|-----------|
| 1. eagerness | 4. manual |
| 2. Regulations | 5. trial |
| 3. Acquainted | |

C. Thinking About Work

Learners demonstrate reading comprehension by answering questions about the article.

Answer Key

- | | |
|------|-------|
| 6. d | 9. c |
| 7. d | 10. b |
| 8. a | |

Have learners record their score for sections B and C. See page 8 for scoring instructions.

D. What Would You Do?

Learners discuss how they would advise an employee who is unsure of his status in his new position. Probably the best advice is to suggest to Emilio that he ask his supervisor about his status. Remind learners that the most effective method of dealing with an uncomfortable situation is to act in a businesslike manner, without making accusations or showing anger.

E. Warning and Safety Signs in the Workplace

Learners practice reading warning and safety signs that are commonly found in the workplace. You may want to check for comprehension by asking learners to explain what each sign means.