

Student: _____

Date: _____

Teacher: _____

List at least five reasons why people work.

List the reasons you want to or have to work.

Directions to the Teacher:

The abilities inventory, interest inventory, work preference inventory, job values inventory and self-inventory are from *Choosing An Occupation, Student Guide* from:

Florida Department of Education, Division of Workforce Development
Bureau of Program Management and Development
325 W. Gaines Street, Room 644
Tallahassee, FL 32399-0400
Phone (850) 487-0186 Fax (850) 487-3601 1-800-342-9271

Products Catalog, *Employability Skills Series*
Sampler set CE 614, Classroom set CE 615 (50 student books each of seven titles)

Ask students to keep each completed inventory (or you can keep) because the inventories will be used later in this benchmark.

Student: _____

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Rating Your Abilities

Different people have different abilities. Knowing what you do best will help you figure out which careers you may want to explore.

1. The following **Abilities Inventory** shows some of the many kinds of abilities. For each one listed, put a check (✓) in the box [] that you think best describes your ability level. Then look at where your checks are. They show what you think are your strongest abilities. (Remember, you can also get information about your abilities from tests, grades, and other people.)

Abilities Inventory

	Very High	High	Average	Low	Very low
VERBAL Ability to understand and use words and ideas in speaking and writing	[]	[]	[]	[]	[]
NUMERICAL Ability to work with numbers accurately and quickly	[]	[]	[]	[]	[]
REASONING Ability to see differences or similarities in the things around you	[]	[]	[]	[]	[]
COORDINATION Ability to use feet, hands, and fingers easily and skillfully.	[]	[]	[]	[]	[]

2. You probably have some skills and abilities not described in the chart. What are they? What do you do well? Think about your hobbies and activities away from school, as well as your schoolwork. Some of the skills you've developed there could be useful in certain types of work.

Here are some examples.

music or art
photography
sharp-shooting
sports
selling
writing
public speaking
working with people
doing mechanical work
growing plants
teaching
building things
organizing activities

Make a list of some of the things you do well.

Student: _____

Date: _____

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Assessment: Charting Your Interests

Occupations can be grouped under one or more interest areas. Twelve basic areas are included in the **Interest Inventory**. If you have taken an interest test, you may use the results in filling out this form. If not, rate your interest on the basis of what you know about yourself and what you've been told by friends, relatives, teachers, and counselors.

Put a check (✓) in the box [] that shows how you rate each interest.

Interest Inventory

Career Area	Do You Like...	Examples of Occupations That Involve This Interest	Not interesting	Somewhat interesting	Very interesting
Artistic	Drawing or painting, taking a dance class, making things with your hands, writing stories, being in plays.	Aerial photographer, glazier, teacher, singer, choreographer, announcer, graphic designer, cartoonist, actor, director, model, writer, editor.			
Scientific	Finding a cure for diseases, working with scientific equipment, doing tests in a laboratory, dissecting frogs, collecting and studying things of nature.	Criminologist, embalmer, cryotechnologist, physicist, astronomer, geologist, entomologist, botanist, biochemist, pediatrician, dentist, veterinarian.			
Nature	Working outside, planting a garden, taking care of pets, training horses, raising farm animals.	Farmer, horseshoer, horse trainer, supervisor of parks, supervisor of vineyards, cowpuncher, trapper, logger, fish farmer, animal breeder.			
Authority	Showing others how to follow rules, protecting people and animals, doing things where there may be risk of injury, putting out fires, solving mysteries.	Harbor master, police chief, firefighter, detective, jailer, bodyguard, border guard, security officer.			
Mechanical	Building things, helping repair a car, fixing leaky faucets, using machines, working with tools.	Cargo inspector, architect, waste-management engineer, film developer, flight-control manager, drafter, bulldozer operator, house builder, garbage collector, flying instructor, truck driver, pilot, cargo inspector.			
Industrial	Putting small objects together, finishing things you've started, driving a truck to make deliveries, operating machines to make metal or clothing articles.	Press operator, dry cleaner, molder, glassblower, lab tester, egg candler, waver, lever tender, polisher, gluer.			

Interest Inventory

Career Area	Do You Like...	Examples of Occupatons That Involve This Interest	Not interesting	Somewhat interesting	Very interesting
Business Detail	Working with computers, filing papers, handling money, keeping records of your allowances, helping to grade test papers.	Typist, food checker, file clerk, travel clerk, mail carrier, hotel clerk, school secretary, court clerk, payroll clerk, bank teller.			
Persuasive	Selling things to earn money, working with your classmates, talking people into buying something, selling clothes in a department store.	Sales agent, pawnbroker, peddler, wholesaler, clergyman, lawyer, advertising writer, teacher, public relations assistant.			
Accommodating	Setting the table and serving dinner for the family, cutting or styling hair, showing a friend how to use makeup, taking food orders in a restaurant.	Barber, cosmetologist, social director, flight attendant, bus driver, bellhop, baggage checker.			
Humanitarian	Taking care of children, helping people with personal problems, taking care of sick people, helping people decide what kind of job they want.	Psychologist, cleric, dean, nurse, crossing guard, nursery school attendant.			
Social-Business	Helping others to learn, studying the law, being on a debate team, being the leader in school activities, developing a plan for others to follow.	Principal, curator, actuary, software technician, hotel manager, economist, urban planner, real-estate agent, trust officer, treasurer, librarian, teacher, county agriculture agent, lobbyist lawyer, judge, investigator, reporter, newscaster, station manager.			
Physical Performing	Singing in front of an audience, participating in physical activities, being the coach of a team, telling jokes and making people laugh, speaking to large groups.	Acrobat, juggler, rodeo rider, coach, umpire, jockey.			

1. List all the interest areas that you rated “very interesting.”

2. Look over the **Interest Inventory** again. In the space below, writing down what you feel are your three strongest interest areas, even if your ratings do not show these specific areas.

1. _____

2. _____

3. _____

Work-Preference Inventory

1. One way to think about careers is in terms of whether a person spends most of his or her time working with people, things, or information. Mechanics and construction workers, for example, spend most of their time working with things and equipment. In other jobs, such as nursing or counseling, most of the workday is spent working with people. Mathematicians, law clerks, bookkeepers, computer programmers, and scientists work mainly with information—facts, figures, and ideas.

Of course, most jobs involve all three—people, things, and information—but in different amounts. With which of these would you prefer to spend most of your time? Put the number 1 by the one you'd like most, and the number 3 by the one you'd like least.

_____ Working with people

_____ Working with things

_____ Working with information (facts, figures, ideas)

2. Choose the work situation you prefer in each of the pairs below by placing a check (✓) in each of the correct boxes [].

[] Doing something different each day

[] Doing the same thing every day

[] Taking orders from another person

[] Giving directions to others

[] Working alone most of the time

[] Working with other people

1. Place a check (✓) next to any of the following working conditions that you would *dislike very much*—so much that you would probably turn down any job that involved that type of working conditions.

[] Doing heavy physical work

[] Sitting for long periods

[] Standing for long periods

[] Doing dangerous work

[] Working in extreme heat or extreme cold

- Having to work overtime, nights, or weekends
- Doing high-pressure work; making important decisions that affect many people
- Having to wear a uniform
- Getting very dirty or greasy
- Working outside always
- Working inside always
- Doing routine, unchanging work (doing the same thing over and over)
- Working around loud noise or vibration
- Traveling most of the time
- Working in a large city
- Working out in the country
- Working alone most of the time
- Working where deadlines are always a part of the job
- Other (write any other working condition that would bother you a lot)

Student: _____

Date: _____

Teacher: _____

Assessment: Rating Your Job Values

What is most important to you in a job? Since most people work to earn a living, the pay is usually important. But a career should give you more than money. A career should fulfill (meet) some of your personal needs or values. The job values listed below are ones many people find important. Look them over, and add any others you think of. Then rate the values on the list below by putting a check (✓) in the column that shows how you feel about each.

Values Inventory

	Not Important to me	Important to me	Very Important to me
Job security. (Do I want a job that is steady—one that I can count on?)	[]	[]	[]
Fame. (Do I care a lot about whether people know about me and my work?)	[]	[]	[]
Service to others. (Do I want a job in which I can help other people?)	[]	[]	[]
Money. (Does the amount of money I earn mean a lot to me?)	[]	[]	[]
Personal satisfaction. (Do I want a job that will give me a feeling of doing something worthwhile?)	[]	[]	[]
Respect. (Do I want people to admire and look up to me?)	[]	[]	[]
Challenge. (Do I like solving new and difficult problems? Do I like to work hard, to the limit of my ability?)	[]	[]	[]
Creativity. (Do I want to do work that depends on my own new ideas?)	[]	[]	[]
Opportunity to learn. (Do I want a job in which I will discover new things?)	[]	[]	[]
Enjoyment. (Does my work have to be fun?)	[]	[]	[]
Time. (How important is it to me to have my evenings and weekends free—no working overtime?)	[]	[]	[]
Power. (Do I want a job where I can make the decisions and be the boss?)	[]	[]	[]

If there is something else that would be very important to you in a job, write it here.

Self-Check

Objective 1

Name four kinds of information about yourself that you should use in choosing an occupation.

1. _____
2. _____
3. _____
4. _____

Objective 2

List three ways to find out information about yourself.

1. _____
2. _____
3. _____

Turn the page and check your answers.

Answers to Self-Check

Objective 1

Your answers should have included the following areas:

1. Abilities and aptitudes
2. Interests
3. Work preferences
4. Values

Objective 2

You should have included the following sources of information:

1. Yourself
2. Other people who know you well
3. School records and grades
4. Tests

Student: _____

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Teacher: _____

Self-Inventory

You'll use this sheet later when you start to match occupations with your personal traits.

Abilities

Look back at your **Abilities Inventory**.

List all of the ability areas in which you scored high or very high.

List your special skills and abilities, such as those you wrote on the page following the **Abilities Inventory**.

How much education do you plan to complete? Check (✓) one.

- High school
- Vocational, technical, or on-the-job training
- Two years of college
- Four years of college
- More than four years of college

Interests

List the three or four strongest interest areas that you marked on the **Interest Inventory**.

1. _____
2. _____
3. _____
4. _____

Values

Using your answers on the **Values Inventory**, list the three things you value most in an occupation.

1. _____
2. _____
3. _____

Work Preferences

Look over your answers on the **Work Preference Inventory**. Which of the working situations described there would you like?

Are there any working conditions described in that Inventory that you would dislike very much? What are they?

Student: _____ Date: _____

Teacher: _____

Complete the following worksheet:

List resources for getting information about occupations:

Using the classified advertisements, select at least two future career options. List the requirements for future career options.

Personal Job Preference: _____

Training Requirements: _____

Tasks/Responsibilities: _____

Skills needed: _____

Student: _____

Date: _____

Teacher: _____

Answer the following questions:

1. What are the requirements for an entry-level job at a Doctor's office? _____

Plant nursery? _____

2. What are the benefits of employment at a Doctor's office? _____

Plant nursery? _____

3. Compare the requirements and benefits of entry-level jobs at a doctor's office and a plant nursery? _____

Benchmark: 2.1

Student: _____ Date: _____

Teacher: _____

Using the classified ads section of a newspaper, write answers to the following questions.

1. Find an ad for a part-time job. What is the job? _____
What are the hours? _____

2. Find an ad that does not say anything about money. What is the job? _____

3. Find an ad that gives the employer's address. What is the job? _____

Where is it? _____

4. Find an ad that names a person to call. What is the job? _____

Whom should you call? _____

5. Find an ad that states the times when you may call. What is the job? _____

What are the hours to call? _____

Student: _____

Date: _____

Teacher: _____

Check the best ending for each sentence.

1. The state employment agency is listed in
_____ only the white pages of the telephone book.
_____ both the yellow pages and the white pages.
2. The state employment agency
_____ charges a fee to help you find a job.
_____ is free.
3. The people who help you find jobs are called
_____ job counselors.
_____ job hunters.
4. A job bank lists
_____ job openings.
_____ employment agencies.
5. The state employment agency can tell you about
_____ jobs in other countries.
_____ job training programs.

Circle T for true sentence or F for false sentence.

1. T F Private employment agencies are free.
2. T F Private agencies often put ads in the help wanted section of the newspaper.
3. T F The contract you sign at a private agency tells you the fee you must pay.
4. T F If you don't want to, you don't have to pay a fee when the agency finds a job for you.
5. T F An agency will set up several job interviews for you.

Benchmark: 2.3

Student: _____ Date: _____

Teacher: _____

Put a checkmark (✓) beside each item listed below that would be good to have when applying for jobs. Indicate where you will find the items you have checked.

	Need to have?	Where to obtain?
Birth certificate	_____	_____
Report card from school	_____	_____
Driver's license	_____	_____
Credit card	_____	_____
Diploma from school	_____	_____
Certificate from training program	_____	_____
Social Security card	_____	_____
Telephone calling card	_____	_____
Library card	_____	_____

Student: _____

Date: _____

Teacher: _____

Check the correct answer for the following statements:

1. A job lead is _____
 - a. the start of a job description _____
 - b. information about a job _____
 - c. the head of a department _____

2. Networking is _____
 - a. making fishnets _____
 - b. talking to lots of people _____
 - c. working for a radio station _____

3. You can find out about jobs by talking to which people? Check all that apply.

_____ friends	_____ other students
_____ family members	_____ your children
_____ your doctor	_____ store clerks
_____ teachers	_____ gas station workers
_____ your minister	_____ mailman
_____ neighbors	_____ delivery person

Student: _____

Date: _____

Teacher: _____

Develop a portfolio. The portfolio should include:

- Résumé
- Personal fact sheet
- Work experience
- Reference contact information

Student: _____

Date: _____

Teacher: _____

Put a checkmark (✓) beside each item that you think should be in a job card file.

1. _____ Job leads
2. _____ Your opinion about someone who works there
3. _____ How much pay you want
4. _____ Job requirements and descriptions
5. _____ How you got to the interview
6. _____ What you said during the interview
7. _____ Employer names
8. _____ What the office looked like
9. _____ How you liked the personnel manager
10. _____ Interview information – when? where?
11. _____ What you plan to wear to an interview
12. _____ Employer addresses and phone numbers
13. _____ Personal notes about job responsibilities
14. _____ What the interviewer told you

Student: _____

Date: _____

Teacher: _____

A job advertised in the newspaper asks you to telephone Mr. Jones and gives a telephone number. Look at the list below and check all items that you think are appropriate for a telephone conversation with Mr. Jones.

1. _____ Ask to speak to Mr. Jones.
2. _____ Ask how much the job pays.
3. _____ Ask about how much vacation time there is on the job.
4. _____ Have paper and pencil ready.
5. _____ Ask if you'd have to work weekends.
6. _____ Speak clearly.
7. _____ Ask what the job hours are.
8. _____ Answer questions about your experience.
9. _____ Ask about medical insurance benefits.
10. _____ State your name when you begin speaking.
11. _____ Write down the name of the person who will interview you.
12. _____ Tell what job you are interested in.
13. _____ Write down the time and date of the interview.
14. _____ Ask and write down where the interview will be.
15. _____ Explain how you found out about the job.
16. _____ Answer questions about your education.
17. _____ Ask if the company gives year-end bonuses.
18. _____ Ask what the job requirements are.
19. _____ Ask to have an interview.
20. _____ At the end of the conversation say, "Thank you."

Student: _____

Date: _____

Teacher: _____

Read each sentence. If the sentence tells something you should do in a job interview, circle DO. If it tells something you shouldn't do, circle DON'T.

1. Bill looks at his shoes and says his name in a low voice.

DO

DON'T

2. Sally calls the interviewer by his first name.

DO

DON'T

3. John explains what his duties were on his last job.

DO

DON'T

4. James asks questions about work breaks and days off.

DO

DON'T

5. Barbara thanks the interviewer and says she is interested in the job.

DO

DON'T

6. Harry tells the interviewer he has no money and really needs the job.

DO

DON'T

7. Mary asks the interviewer about the job requirements.

DO

DON'T

8. Diane smiles when she answers questions.

DO

DON'T

9. Bob interrupts and finishes the interviewer's sentence.

DO

DON'T

10. Richey asks the interviewer to explain what the company's business is.

DO

DON'T

11. Dorothy asks the interviewer if there is opportunity for promotion.

DO

DON'T

12. Danny asks the interviewer if there is opportunity for training with the company.

DO

DON'T

Student: _____

Date: _____

Teacher: _____

Read the following list of appearance and behavior descriptions. Decide which ones are acceptable for an interview. Put a Y for yes and an N for no beside each one.

- 1. It's okay to wear blue jeans and a T-shirt. _____
- 2. Pauline looked directly at the interviewer. _____
- 3. Shirley wore a sundress, sandals, and dangling earrings. _____
- 4. Billy sat up straight and put his hands in his lap. _____
- 5. It's a good idea to stare down at the floor. _____
- 6. Tom slouched down comfortably in his chair. _____
- 7. It's fine to smoke during an interview. _____
- 8. Carolyn chewed gum during her interview. _____
- 9. Gloria wore a skirt and jacket. _____
- 10. Carlos was nervous and tapped his foot. _____
- 11. Theresa opened her purse, took out a comb, and combed her hair during her interview. _____
- 12. Luke prepared some questions to ask the interviewer. _____

Student: _____ Date: _____

Teacher: _____

Fill in the appropriate information under the main headings on the personal fact sheet below:

Personal Fact Sheet

Personal Information

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Education and Training

Work History

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Benchmark: 3.5

Student: _____ Date: _____

Teacher: _____

Fill in the application on the following page completely and accurately:

APPLICATION FOR EMPLOYMENT

INSTRUCTIONS: Complete all necessary information. You may be asked to provide additional information on another form. This application will be kept on file. It is to your advantage to periodically check to keep it current and active. Be sure to sign and date the application. **Please print.**

Name: _____

Social Security # _____ - _____ - _____ Phone: (_____) _____

Address: _____

City: _____ State: _____ Zip: _____

Position applied for: _____ Shift preferred: 1 2 3 ANY

Would you accept full-time work? YES NO

Would you accept part-time work? YES NO

Have you ever been employed here before? YES NO If yes, please give approximate dates of prior employment at this company _____

See resume attached. (Go directly to "Additional Information" section when resume is attached.)

EDUCATIONAL BACKGROUND

(Circle highest level completed)

Grammar School	5	6	7	8
High School	9	10	11	12
College	1	2	3	4

Vocational Training? _____

Graduate Degree? _____

Training in what field? _____

Name of last school attended _____

PERSONAL REFERENCES

(Other than family members or previous employees)

1. Name _____ Phone (____) _____

Address _____

2. Name _____ Phone (____) _____

Address _____

3. Name _____ Phone (____) _____

Address _____

FOR OFFICE USE ONLY:

Applicant # _____

Employee # _____

Hire Date _____

Position _____

Rate _____

Class _____

Skill _____

Other _____

Notes: _____

Attachments:

Resume

Applicant Reference Check

Applicant Interview

Payroll Charge Notice

Employee Data Card

PREVIOUS EMPLOYERS AND THEIR ADDRESSES

(Place an X by the employer(s) you do not want us to contact. List the most recent employer first)

1. Company Name _____ Phone () _____
Address _____
Employed From _____ to _____ Position _____
Reason for Leaving _____ Last Wage _____
2. Company Name _____ Phone () _____
Address _____
Employed From _____ to _____ Position _____
Reason for Leaving _____ Last Wage _____

Do you have a legal right to be employed in the U.S.? YES NO (If yes, proof is required)

Are you of legal age to work? YES NO

ADDITIONAL INFORMATION

TO THE APPLICANT: Read this section carefully before answering any of the questions in this area. Answer the following questions only if the box on the left of a question is checked. The Civil Rights Act of 1964 prohibits discrimination in employment because of race, color, religion, sex, or national origin. Federal laws also prohibit other types of discrimination, such as age, citizenship, disability, veteran status, attainment of benefits, or participation in union activities. The laws of many states and localities also prohibit some or all of these types of discrimination, as well as prohibiting additional types of discrimination, such as discrimination based on ancestry, parental or marital status, sexual orientation, or source of income. Only those questions checked below by the employer are believed by the employer to be needed for a legally permissible reason.

- You have been given a written job description which includes the essential job functions of the position for which you have applied. Are you able to perform each of the essential job functions listed for this position with or without accommodation? YES NO If you can perform the job functions with an accommodation, please describe how you would perform the functions and with what accommodations.

- Sex M F Height: ft. ____ in. ____ Weight: _____ lbs.
 Are you a Vietnam veteran? YES NO Are you eligible to be bonded? YES NO

Other bona fide occupation questions may be listed below by the employer. Answer only those questions with the box at left checked:

- _____

I understand that the Immigration Reform and Control Act of November 6, 1986 requires me to prove the legality of my residency or citizenship. I am also aware that the failure to provide such proof at the time of request may legally force my termination. To the best of my knowledge the information contained on this application is true. I understand that nothing contained in this employment application or in the granting of an interview is intended to create a contract between me and this company for either employment or the provision of any benefits; and further understand that if an employment relationship subsequently is established, I will have the right to terminate my employment at any time and the company will have a similar right. In addition, I understand that no promise, representation or agreement contrary to the forgoing is binding on the company unless made in writing and signed by me and an authorized representative of the company.

Applicant's Signature _____ Date _____

Student: _____

Date: _____

Teacher: _____

EMPLOYEE’S PAY STATEMENT

Blooms Services
345 James Avenue • Leesburg, Florida 32456

HOURS		EARNINGS					DEDUCTIONS					
Regular	Overtime	Regular	Overtime	Bonus	Other	Gross Pay	FICA	Withholding Tax	Health Insurance	Labor Union Dues	Credit Union	Net Pay
25		170.00				170.00	12.75	25.50	5.31		10.00	116.44

Use the pay statement above to answer the following questions:

- 1. How many hours were worked? _____
- 2. What is the amount of the gross pay? _____
- 3. List the deductions. _____
- 4. What is FICA? _____
- 5. What is the amount of the net pay? _____
- 6. Why is there a difference between net pay and gross pay? _____

Student: _____ Date: _____

Teacher: _____

Here are some terms that might show up on a pay statement with your paycheck. Fill in the blanks with the letter of the correct term on the left.

- | | |
|---------------------------|--|
| _____ 1. Withholding tax | A. Federal income tax |
| _____ 2. Health insurance | B. The actual pay received after deductions have been made |
| _____ 3. Gross pay | C. All deductions added together |
| _____ 4. Total deductions | D. Social Security; money for old age or disability |
| _____ 5. FICA | E. Insurance to pay hospital and doctor bills |
| _____ 6. Net pay | F. Total amount of pay before anything is taken out |
| _____ 7. Credit union | G. A place to do your banking |

Student: _____

Date: _____

Teacher: _____

Match the name of the fringe benefit in column 1 with its meaning in column 2.

Column 1

- A. vacation
- B. health insurance
- C. worker's compensation
- D. bonus
- E. unemployment compensation
- F. life insurance
- G. retirement programs
- H. profit-sharing plans
- I. education and advancement benefits
- J. credit unions
- K. recreational benefits

Column 2

- 1. _____ You receive medical care and cash payments after being hurt on the job.
- 2. _____ You receive cash payments if you lose your job through no fault of your own.
- 3. _____ The hospital and doctor bills would really hurt you financially without this coverage.
- 4. _____ If you have a fatal accident at work, your family will be glad you have this coverage.
- 5. _____ You have two weeks off, with pay, to use as you wish.
- 6. _____ You receive an extra check for \$450 at the end of the year.
- 7. _____ Company programs provide discount tickets to amusement parks, sponsor team sports, and offer recreation areas, pools, or gymnasiums.
- 8. _____ Company programs provide regular payments to the employee after retirement.
- 9. _____ Special company cooperatives offer savings programs, checking accounts, and low-cost loans for members.
- 10. _____ Free education and training, offer promotion, management
- 11. _____ Programs allow the employee to buy company stock and earn profits (money) as the company grows.

Student: _____

Date: _____

Teacher: _____

Match the following:

Column 1

- A. Pension plan
- B. Minimum wage
- C. Paid time off
- D. Group health insurance
- E. Overtime
- F. Worker's compensation

Column 2

- _____ 1. The least hourly wage you can make as set by current federal law
- _____ 2. Time-and-a-half wages for more than 8 hours of work a day, or more than 40 hours a week
- _____ 3. Paid vacations, holidays, and sick days
- _____ 4. Partial medical and hospital cost payments
- _____ 5. Insurance if you get hurt or sick on a job
- _____ 6. Money for your retirement

Student: _____

Date: _____

Teacher: _____

Place an A next to the advantages of labor unions, and a D next to the disadvantages of labor unions.

- _____ 1. Union members must pay to join the union and pay monthly dues.
- _____ 2. Unions have helped workers improve their working conditions.
- _____ 3. A union member cannot work in a non-union shop.
- _____ 4. Unions have helped increase workers' pay.
- _____ 5. Union workers work 8 hours a day, or 40 hours a week, and they get overtime pay when they work more than 8 hours a day.
- _____ 6. A union member must strike when the union decides to strike.
- _____ 7. Unions have helped to increase workers' benefits, such as paid vacations, medical insurance, paid sick leave, and retirement.

Student: _____

Date: _____

Teacher: _____

Complete the following:

1. What information is included in an employee handbook?

2. Where can an employee obtain an employee handbook?

3. What is worker's compensation?

Student: _____

Date: _____

Teacher: _____

Match each of the following safety signs to its meaning:

SAFETY SIGNS

1. _____ EMERGENCY EXIT
2. _____ HARD HAT AREA
3. _____ NO SMOKING
4. _____ SLIPPERY WHEN WET
5. _____ KEEP OUT!
6. _____ DANGER
7. _____ CAUTION—WATCH YOUR STEP
8. _____ BEWARE OF DOG
9. _____ WASH HANDS BEFORE RETURNING TO WORK
10. _____ FLAMMABLE
11. _____ FIRE ESCAPE
12. _____ HIGH VOLTAGE
13. _____ POISON

MEANINGS

- A. You may not smoke here.
- B. The floor is wet. Be careful when you are walking on it, or you might fall.
- C. This is the quickest way out.
- D. Wear a hard hat here. Something might fall on your head.
- E. Stay away. Don't come in.
- F. Walk carefully.
- G. Be careful!
- H. This dog might bit you. Leave it alone.
- I. Do this to prevent the transfer of germs or bacteria.
- J. This has a lot of electricity that can hurt or kill.
- K. It can easily start on fire.
- L. This is an outside stairway used to get out of a burning building.
- M. A dangerous substance.

Student: _____

Date: _____

Teacher: _____

Match each occupation to a safety rule:

Occupation

- _____ 1. Auto mechanic
- _____ 2. Hair stylist
- _____ 3. Office worker
- _____ 4. Homemaker
- _____ 5. Greenskeeper
- _____ 6. Factory worker
- _____ 7. Food preparer or server
(chef, cook, waiter, waitress)
- _____ 8. Gas station attendant
- _____ 9. Carpenter
- _____ 10. Painter

Safety Rule

- A. Wear protective clothing when mixing and applying pesticides.
- B. Turn off computer before making any repairs.
- C. Never mix cleaning products that contain chlorine and ammonia.
- D. Check water temperature before wetting the customer's hair.
- E. Never jack up or lower a car while someone is working under it.
- F. Don't operate machinery after taking medication that causes drowsiness.
- G. Wash hands with soap and water after using the restroom.
- H. Make sure car engine is turned off before pumping gas.
- I. Don't use the top step of a stepladder as a step.
- J. Check all tools and equipment periodically to assure that they are in good operating condition.

Student: _____

Date: _____

Teacher: _____

Consider the situation described in column I. Match that situation with the proper protection equipment and clothing listed in column II. More than one answer may apply.

Column I

1. _____ If there is danger of flying particles or corrosive materials
2. _____ To protect against cuts or contact with corrosive substances
3. _____ If you are exposed to prolonged or excessive noise
4. _____ Where there is danger of falling objects
5. _____ If a job presents a risk of eye injuries such as punctures, abrasions, contusions, or burns
6. _____ If there is the risk of foot injuries from hot, corrosive, or poisonous substances; or crushing or penetrating actions
7. _____ When working with equipment or machinery

Column II

- A. Wear ear protection
- B. Wear gloves, aprons, shields
- C. Wear a hard hat (employers should inspect hard hats periodically for damage to the shell and suspension system)
- D. Wear goggles or a face shield
- E. Wear protective shoes or boot
- F. Wear safety glasses
- G. Wear proper (tight-fitted—not loose) clothing, to lessen any chance of it getting caught up in the machinery's moving parts

Benchmark: 5.4

Student: _____ Date: _____

Teacher: _____

An alert worker who sees an unsafe condition or a safety violation can prevent accidents by doing something about it right away. List six things you could do if you discover a safety hazard.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Student: _____

Date: _____

Teacher: _____

Answer the following questions.

1. How does your health have a positive or negative influence on work?
Explain how good/or bad health can affect your job performance.

2. Does each of the following affect your health and your job performance? Explain how each is important in your job performance.

Your diet? _____

Your exercise plan? _____

3. Why do some companies provide exercise opportunities to their employees?

4. What actions might a supervisor take in response to an employee's excessive absences or use of illegal substances? _____

5. Why are good grooming and dress important in the workplace? _____

6. List five healthy and effective ways to deal with stress.

1. _____

2. _____

3. _____

4. _____

5. _____

Benchmark: 6.1

Student: _____ Date: _____

Teacher: _____

Describe the career with which you would like to be involved in five years. Write down the qualifications you will need to be employable at this occupation. Note also the amount of training or education you will need.

Job: _____

Qualification: _____

Education: _____

Answer the following questions. There are no right or wrong answers to these questions. Just be honest and realistic. Answer as truthfully as you can.

1. Do you have the ability to reach your goal? _____

2. Are you physically capable of doing the activities required to reach your goal? _____

3. Do you have the money or financial backing to reach your goal? _____

4. Do you have the energy and self-control to achieve your goal? _____

5. Are you committed enough to reaching the goal to make the necessary sacrifices to attain it?

Source: *The Changing Workplace, Student's Guide*, Employability Skills Series, Florida Department of Education, 1994.

Student: _____ Date: _____

Teacher: _____

Read and answer the following questions. Put a checkmark in the box beside each correct answer.

1. Tom has just started a new job. He is afraid to ask questions because he doesn't want anyone to think he is stupid. What should Tom do?

Say nothing and try to figure it out himself.

Ask the person who is working next to him.

Ask his supervisor.

2. Ed just realized that he made a mistake in ringing up a customer's order. He feels bad about it. What should Ed do?

Ignore his error and hope no one will find out.

Apologize to the customer and correct the error.

Tell the customer the cash register doesn't work right.

3. Mary got two customers' orders confused and gave the orders to the wrong people. When the customers told her about her errors, she felt angry. What should Mary do?

Tell the customer that it's not her fault, and that the people in the store were at fault.

Tell the customer that she'll have to wait because the store is short staffed.

Apologize to the customer and get the error corrected.

Student: _____

Date: _____

Teacher: _____

Read the following and put a checkmark beside every correct answer:

Mr. Jones is trying to decide which of his employees he wants to keep. He has to lay off a few workers because business is slow. Check all the things he would consider to be necessary in a good employee.

- Willing to learn
- Being late to work often
- Seldom absent
- Makes the same mistakes over and over
- Offers to work overtime if needed
- Does not follow instructions well
- Shows a lot of interest in the job
- Complains about work conditions
- Asks for lots of time off
- Has good team spirit

Student: _____

Date: _____

Teacher: _____

Define the following terms:

1. Hours _____

2. Clock in/out _____

3. Break _____

4. Benefits _____

5. Absenteeism _____

6. Bonus _____

7. Hourly rate _____

Student: _____

Date: _____

Teacher: _____

Which of the following skills do you think would be necessary in most kinds of jobs?
Check all that apply.

1. _____ How to operate a circular saw
2. _____ How to do basic mathematical problems correctly
3. _____ Good spelling
4. _____ Neat handwriting
5. _____ How to make pizza
6. _____ Computer skills
7. _____ Good work habits
8. _____ Getting an operator's license to drive a truck
9. _____ Getting along well with others
10. _____ Operating a cash register

Student: _____

Date: _____

Teacher: _____

Match the sign to the correct meaning.

- 1. _____ No Smoking
- 2. _____ Slippery When Wet
- 3. _____ Exit
- 4. _____ Men (restroom)
- 5. _____ Women (restroom)
- 6. _____ Do Not Enter
- 7. _____ Poison

A.



B.



C.



D.



E.



F.



G.



Student: _____

Date: _____

Teacher: _____

Check the computer skills that may affect job retention or advancement.

- accuracy
- knowledge of software
- reviewing the bosses' memos and pointing out errors
- sloppy proofing
- speed in data entry
- getting on the Internet during work time
- writing personal letters
- accessing e-mail for personal purposes
- accepting criticism graciously and making corrections
- willingness to assist others in computer work

Student: _____

Date: _____

Teacher: _____

Describe each job's responsibilities.

Waitress

Bus boy

Telemarketer

Sales representative

Cashier

Yard service worker

Custodian

Administrative assistant

Student: _____

Date: _____

Teacher: _____

Read the following and put a checkmark beside the appropriate answer:

1. Millie typed a letter for her boss. Her boss did not like the style she used to type the letter and asked her to do it over. Which of Millie's responses is the best one?
 - A. _____ I think it looks better the way I did it.
 - B. _____ Do I really have to do it over again? There are no spelling mistakes in it.
 - C. _____ I'll be glad to do it over.
 - D. _____ I'll do it tomorrow.

2. Josh works at the Super Gas Station. His boss tells him to clean all the windows. While he's doing so, his boss comes over and says that he can show him a faster way to wash the windows. Which of Josh's responses is the best one?
 - A. _____ Thanks, but I like the way I'm doing it.
 - B. _____ I've always done it this way.
 - C. _____ I'd like you to show me a better way.
 - D. _____ Maybe later.

Student: _____

Date: _____

Teacher: _____

Joe is getting tired of his job. He has been working at the same place for five years and thinks he needs a change. Which of the following should be considered as he makes a decision to change jobs? Put a checkmark before each question Joe should ask himself.

- _____ 1. Will a new job offer the same benefits?
- _____ 2. Will he know any of the workers at the new job?
- _____ 3. Does the new job have a nicer cafeteria?
- _____ 4. Will he need extra training to do the new job?
- _____ 5. Will the new job have the same pay as he has had?
- _____ 6. Will he have to move elsewhere to get a new job?
- _____ 7. Will he work the same hours as he does now?
- _____ 8. Is there opportunity for promotion in the new job?

Student: _____

Date: _____

Teacher: _____

Read the following scenarios and discuss or write the best possible solutions:

1. A co-worker is lazy and asks you to do part of her work. What do you say?

2. Your boss does not give you clear instructions and you have a hard time understanding him. What do you do? _____

3. You are working on a group project. One of your group members does not do her share of the work. How can your group deal with this? _____

Student: _____

Date: _____

Teacher: _____

Below are a list of jobs and a list of conditions that can cause stress.
Which stressors would be possible on each job.

Job

1. Assembly line in factory
2. Fast food service
3. Cashier
4. Waiter/waitress
5. Retail store clerk
6. Nursery school worker
7. Hospital nurse aide
8. Delivery person
9. Road construction
10. Office worker

Stressors

- _____ A. Fast-paced work
- _____ B. Demanding customers
- _____ C. Critical supervisor
- _____ D. Not enough help
- _____ E. Bad weather conditions
- _____ F. Dangerous animals
- _____ G. Unpleasant co-workers
- _____ H. Boring work
- _____ I. Crying children
- _____ J. Night shift work

Student: _____

Date: _____

Teacher: _____

Type and correct the following business letter with a minimum of errors.

February 5, 2001

Dear Mr. smith:

Congratulations on being named this year's Outstanding Store Manager. having recently visit your store, i understand why you received this prestigious honor

I am looking forward to seeing You at the banquet when the Chamber of Commerce presents your Award.

sincerely,

Elizabeth j. Magnan

Benchmark: 7.3

Student: _____

Date: _____

Teacher: _____

Put the following list in alphabetical order, last name first:

Luigi Petranis _____

Joe Damion _____

Will Bryan _____

Audrey Rutherford _____

Susan MacDonald _____

Margaret Young _____

Cathy Caravelli _____

George Abner _____

David Ellsworth _____

Luke Thompson _____

Student: _____

Date: _____

Teacher: _____

Look at the list of equipment below.

Put a checkmark beside every item you expect to find in a business office.

Fax machine _____

Circular saw _____

Copy machine _____

Typewriter _____

Electric grill _____

Sewing machine _____

Calculator _____

Air compressor _____

Paint sprayer _____

Band saw _____

E-mail computer _____

Adding machine _____

Electric sander _____

Telephone switchboard _____

Toaster oven _____

Student: _____

Date: _____

Teacher: _____

Directions to the Teacher:

Have the learner turn on the computer and access and use software such as Word, WordPerfect or other software commonly used in the business world.

Student: _____ Date: _____

Teacher: _____

Fill in the blanks in the scenarios below:

1. You work at Johnson-Page Paper Company. When the telephone rings, how do you answer?

2. During the workday, someone calls and asks to speak to one of your co-workers who is out of the office. What will you say to the caller?

3. A caller asks for information about a product your company makes, but you don't know enough about the product to answer her questions. What will you say to the caller?

Student: _____

Date: _____

Teacher: _____

Discuss or write about the importance of word processing and computer skills in the workplace. How has technology influenced how we conduct business in our everyday life?

At work?

At the grocery store?

At the bank?

At the post office?

At the doctor's office?

Student: _____

Date: _____

Teacher: _____

Answer the following questions:

1. You work in the deli of a large grocery store. A customer wants to order a couple of platters for a party, but she doesn't know what she wants on the platters. How will you help her?

2. You work in a shoe store. A customer comes in with a pair of shoes he bought yesterday. He says they are too tight and he wants a refund. He has lost his receipt for the shoes. Your store has a "No refunds with no receipt" policy. What will you do?

Student: _____

Date: _____

Teacher: _____

You work in a large home product store at the customer service counter. A customer comes in to return an item that he says is defective. He is also unhappy about the service he has received and begins a long list of complaints to you. Below is a list of body language habits. Which ones should you use while listening to this customer? Put a checkmark beside each one that is appropriate.

- _____ 1. Folded arms
- _____ 2. Relaxed posture
- _____ 3. Look out the window
- _____ 4. Frown to show sympathy
- _____ 5. Head slightly forward
- _____ 6. Hands on hips
- _____ 7. Head nod in agreement
- _____ 8. Hands at sides
- _____ 9. Direct eye contact
- _____ 10. Nervous foot/hand tapping
- _____ 11. Neutral facial expression

Student: _____

Date: _____

Teacher: _____

Answer the following True or False regarding sexual harassment:

_____ 1. Someone compliments you on how nice you look.

_____ 2. Someone requests a sexual favor.

_____ 3. Someone tells an offensive joke.

_____ 4. Your employment hinges on sexual favors to the boss.

_____ 5. You are touched inappropriately.

Student: _____

Date: _____

Teacher: _____

Give the definitions of the following terms:

1. Multicultural _____

2. Cultural diversity _____

3. Stereotype _____

4. Ethnic group _____

5. Gender group _____

Answer the following questions.

1. You work in a business where there are several immigrants from other countries.

Indicate correct answers with a checkmark.

_____ A. Avoid them because you don't understand them.

_____ B. Stick to your own group.

_____ C. Ask them questions about their country.

2. You work in a business where most of the workers are of the same gender.

A new person of the opposite gender comes to work. Should you:

_____ A. Avoid the person because she/he doesn't fit in.

_____ B. Make jokes and tease the person to make him/her laugh.

_____ C. Try to make him/her feel welcome as you would anyone.

3. A person of another race comes to work in your shop.

Some of your co-workers begin making racist comments. What's the best thing to do?

_____ A. Tell your co-workers to stop the jokes.

_____ B. Join in the innocent fun. It's not hurting anyone.

_____ C. Tell your co-workers to speak more quietly.

Student: _____

Date: _____

Teacher: _____

At your job, things have become very hectic. The business is short-staffed; there are many back orders to fill; your boss is criticizing you for being too slow; and a co-worker is angry with you. You are feeling very stressed! Check all the items below that will help you handle your stress.

- _____ 1. Decide you don't care and deliberately slow down.
- _____ 2. Tell your boss you're going to quit.
- _____ 3. Yell at your co-worker. Get rid of your own anger.
- _____ 4. Close your eyes and slowly count backward from 20-0.
- _____ 5. Do some deep breathing.
- _____ 6. Talk to yourself. Say, "This too will pass."
- _____ 7. Take a ten-minute break and walk around the block.
- _____ 8. Go to a bar and have a couple of drinks.
- _____ 9. Close your eyes and picture a beautiful scene.
- _____ 10. In turn, clench your major muscle groups tightly, and then release them slowly.

Benchmarks: 9.1-9.10

Student: _____

Date: _____

Teacher: _____

THE FOLLOWING STANDARD IS OPTIONAL AS COMPUTER TECHNOLOGY IS NOT PROVIDED FOR EVERY STUDENT. IT IS STRONGLY RECOMMENDED THAT STUDENTS WITH ACCESS TO COMPUTER TECHNOLOGY COMPLETE STANDARD 9.

Observe the student's utilization of the computer. If the student is proficient, please check off the following.

The student:

- _____ 1. Identifies basic terminology associated with computers (9.1).
- _____ 2. Identifies the parts of a computer (9.2).
- _____ 3. Identifies hardware (9.3).
- _____ 4. Identifies software (9.4).
- _____ 5. Demonstrates appropriate use and care of computer hardware and software (9.5).
- _____ 6. Demonstrates the steps necessary to "boot up" a computer system (for example: DOS, Windows, Macintosh) (9.6).
- _____ 7. Utilizes computer directories to locate files (9.7).
- _____ 8. Identifies the basic components of a computer system (9.8).
- _____ 9. Understands utilization possibilities (9.9).
- _____ 10. Understands advantages and disadvantages of computers (9.10).