

Cuando Sea Grande

Manual del Estudiante de 9.º 12.º Grado



<http://www.wfscapitalarea.com/>



Un agradecimiento especial a la Junta Directiva de La Fuerza de Trabajo de la Costa del Golfo de Workforce Solutions por el desarrollo original del programa Cuando sea grande

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When I Grow Up

CAREER LESSONS AND ACTIVITIES FOR GRADES 9–12

INTRODUCTION

The When I Grow Up career exploration curricula serve students, teachers, parents and the community of those in grades Pre-Kindergarten through 12th grades. Each grade level curriculum is designed to cater to the needs of the students and those presenting the information at that level.

9–12 (High School) aims to place career decisions and knowledge in action through APPLICATION. Students will rationalize career and education decisions to map thought processes and decision points along the way using the When I Grow Up Workbook, which can be self-directed or used in conjunction with 19 supportive lessons directed by a teacher or facilitator for larger groups of students.

Labor market information is highly integrated and therefore summarized in a customized list of high-skill, high-growth occupations and industries for the region. This list comes in booklet form and includes a list of jobs, called The Hard Facts, which teens often desire but may not be aware of the market reality.

Designed to serve the high school environment which does not always have personnel or time resources to delve deep into the career decision process, the workbook allows for students to consider their options through directed research and questioning to prepare educational and lifestyle decisions for later discussion and action. As part of this action, students are led through a series of modules on job search skills which help them apply their own identified skills and interests to the job search process. This includes consideration of social media presentation and attire.

Finally, each lesson and activity integrates practice of some or all of nine Employability Skills recognized by employers as the most needed traits for workplace success. These skills, often known as “soft skills,” were identified through cross-referencing of multiple nationwide surveys to employers on the topic of next generation hiring.

A special acknowledgement to the Workforce Solutions-Gulf Coast Workforce Board for their curriculum development and allowing Workforce Solutions Capital Area Workforce Board to adapt it to the Austin/Travis County area. Thank you!



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When I Grow Up

CAREER LESSONS AND ACTIVITIES FOR GRADES 9–12

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Skills Identification and Career Exploration

1. Human Knot
2. Discover Your Interests
3. Evaluating Your Brand
4. Reality Check
5. Egg-streme Sports

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7. Customized Resumes
8. The Good, the Bad, and the Ugly (of Applications)
9. Professional References
10. 30 Seconds (Answering Interview Questions 1)
11. Speed Interviewing (Answering Interview Questions 2)
12. The Negotiations of Interviewing
13. Thank You Letters

Employability Skills

14. Skills that Pay the Bills (Verbal and Non-Verbal Cues)
15. Actions Speak Louder Than Words (First Impressions)
16. Workplace Personalities
17. Workplace Ethics
18. Social Media Pit Stop (Social Media Presence 1)
19. Let's Take a Selfie (Social Media Presence 2)



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LESSON 1: HUMAN KNOT

Category: Skills Identification & Career Exploration

EMPLOYABILITY

- | | |
|-----------------------------------------------|-----------------------------------------------------------|
| A) Teamwork & Working in Diverse Environments | F) Professionalism |
| B) Interpersonal Communication | G) Work Ethic: Integrity, Responsibility & Accountability |
| C) Problem Solving & Critical Thinking | H) Time Management |
| D) Enthusiasm & Attitude | I) Ability to Accept and Integrate Criticism and Feedback |
| E) Flexibility & Adaptability | |

Instructional Direction

Students grouped into 6 or more (the larger the group, the more challenging the activity and the longer it takes to complete).

Group members face one another in a circle. Everyone raise one hand and grab the hand of someone that is not on either side of them. Everyone raise other hand and grab hands with a different person; again, not someone beside them. Everyone should be holding hands of two different people and that they are not holding hands with someone directly next to them.

Groups must now untangle themselves without unclasp hands. Students should take their time in order to limit injuries and they should not tug or pull on each other. Spot students as they pass over/under other students. End result should be that the group is back in a circle, although not all participants may be facing the same direction.

If group members break the chain, they must start over.

- Variation – penalize any group that breaks their chain by silencing one or more members from verbal communication each time it happens
- Variation – if there are multiple groups, any group that breaks their chain is eliminated

Groups then brainstorm on the skills it took to get back in a circle and write them on the flip chart. Highlight employability skills. You may need to define this type of skill. Employability skills, or “soft” skills, are skills that are difficult to measure consistently with a number but are essential to workplace success. The employability skills most often requested and needed by employers are all embedded in this activity and are found at the top of this page as well as on p. 11 in the When I Grow Up Workbook. The difference between hard and soft skills is also found in the Workbook on p. 7. Once students have listed the skills needed to complete the activity and have isolated the employability skills, discuss why these skills might be important to an employer.

Learning Outcome(s)

Students will be able to identify and demonstrate key employability skills desired by employers.

Resources Needed

1. Flip chart
2. Markers
3. Space for movement

Modifications & Extensions

- Set a time limit for untangling the knot.
- Consider assigning a leader — s/he is the only person allowed to speak and/or use any verbal or non-verbal cues.
- Make it a competition between groups to see which can accomplish the task most quickly, most quietly, fewest movements, etc.



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LESSON 2: DISCOVER YOUR INTERESTS

Category: Skills Identification & Career Exploration

EMPLOYABILITY SKILLS

- A) Problem Solving & Critical Thinking
- B) Interpersonal Communication
- C) Enthusiasm & Attitude
- D) Flexibility & Adaptability

Instructional Direction

The following is a good introductory activity to the more detailed VISION activities included in the When I Grow Up Workbook (pp. 6–7). This will help students begin to think about how interests are developed and how they might connect these to career and educational choices.

To start students may watch and discuss the Life's an Adventure video (link below). On a blank sheet of paper, students should record their thoughts into four quadrants labeled (1) Dream Jobs & Careers, (2) Dream Activities, (3) Dream Destinations, and (4) Nightmares; the nightmares section may include jobs, destinations, and activities that would not interest them. Allow students to share their dreams and nightmares.

Have students identify a couple of interests that they would like to have in their future job. Ask students which interests they might want to keep as hobbies. For example, if one of their dreams is to travel to a number of foreign countries, do they want to have this interest in their work life, personal life, or both? What are the advantages and disadvantages of each option?

Once students have identified a few dreams and nightmares, have students begin working on the "Define Your VISION" (pp. 6–7) and "What is Your Dream Job?" (p. 2–4) pages in the workbook.

Learning Outcome(s)

Students will be able to identify and share personal strengths and characteristics, as well as correlate how these qualities might impact their career paths.

Resources Needed

1. Life's an Adventure video — <https://www.youtube.com/watch?v=0oPa3GJJDDA>
2. When I Grow Up Workbook or individual activity pages for "What is Your Dream Job?" and "Define Your Vision"

Modifications & Extensions

- Provide students the opportunity to "Showcase" their talent:
 - Sing, Write a poem, Create a work of art, Build something
 - Demonstrate a lesson on a favorite subject
 - Create a presentation using PowerPoint, Prezi, etc.
- Students can interview one another, then the interviewer shares about the other person.



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LESSON 3: EVALUATING YOUR BRAND

Category: Skills Identification & Career Exploration

EMPLOYABILITY

- | | |
|-----------------------------------------------|-----------------------------------------------------------|
| A) Teamwork & Working in Diverse Environments | F) Professionalism |
| B) Interpersonal Communication | G) Work Ethic: Integrity, Responsibility & Accountability |
| C) Problem Solving & Critical Thinking | H) Time Management |
| D) Enthusiasm & Attitude | I) Ability to Accept and Integrate Criticism and Feedback |
| E) Flexibility & Adaptability | |

Instructional Direction

This activity can begin with an icebreaker where students come up with and share one word that they would use to describe themselves. This can be followed with a discussion about whether the word they used to describe themselves would be what they would want an employer, college admissions board, or scholarship committee to think of in conjunction with their name. Why or why not? Students should then be introduced to the concepts of a periodic performance review (PPR) and a 360° evaluation. Examples of each can be found online. However, in short, each is a means for evaluating and recording your performance at work by your supervisor and/or team and may include a self-assessment where you rate your own work performance.

Students should complete the Brand Evaluation worksheet. Some or many of these concepts may be new to students. It is therefore advisable to work through each statement line by line and provide clarity and more detailed explanation to students who may not understand some of the concepts or terminology. Encourage students to be honest in their scoring as a false, deflated, or inflated evaluation can be perceived negatively by an employer.

Option 1 – Students should create an action plan for how to improve any areas where they rated themselves under a “2.” Action plans should include specific steps that will be taken and a timeline for when the steps will be completed.

Option 2 – Based on their ratings on the Brand Evaluation worksheet, students should choose the one area where they feel they are weakest, and the one they feel is strongest. Students should be partnered up; greatest weakness should be matched with someone else’s greatest strength. Each student should end up with two different partners — one that is weak in their area of strength, and one that is strong in their area of weakness. Students will then work to mentor one another to improve the weaknesses. Mentoring plan should action steps, deadlines, and a short activity that can be shared with the class.

Learning Outcome(s)

Students will be able to take a critical look at themselves based on employer identified core competencies. Students will be able to apply critical thinking and problem solving skills to make changes to their “brand” and enhance how an employer views them.

Resources Needed

1. Brand Evaluation worksheet (Blackline Master 3a)
2. Writing utensils

Modifications & Extensions

- Students can perform a 360° evaluation by also having peers, parents, teachers, and employers complete the Brand Evaluation for them. Students can also use a free online performance review tool (such as www.selfstir.com) to rate themselves and receive tips for improvement.



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HOJA DE TRABAJO PARA LA EVALUACIÓN DE MARCAS

Califique la competencia en cada comportamiento utilizando la siguiente escala de cinco niveles:

Tenga en cuenta que la calificación "cumple plenamente" no implica que el desempeño es promedio, sino consistentemente bueno. Por lo tanto, esta debería ser la calificación más frecuente.

Excelente (4)	=	demuestra el comportamiento de manera coherente y efectiva; es un modelo para otros.
Supera los estándares (3)	=	es habilidoso para demostrar el comportamiento más allá de las expectativas.
Satisface plenamente los estándares (2)	=	plenamente capaz — el comportamiento se condice con las expectativas.
No cumple los estándares (1)	=	demuestra deficiencias menores pero es capaz de aprender el comportamiento.
No satisfactorio (0)	=	no demuestra el comportamiento y no responde al entrenamiento.

1. Pensamiento sin límites:

- | | |
|-------------------------------------------------------------------------------------------------------|--------------------|
| A) Conciencia: piensa y actúa más allá de los límites, tiene en cuenta los enfoques de otras personas | Calificación _____ |
| B) Perspectiva: piensa de manera "diferente", más allá de su propia área de responsabilidad | Calificación _____ |
| C) Resolución de problemas: toma decisiones en función de hechos, evalúa riesgos y beneficios | Calificación _____ |
| D) Mejora constante: cuestiona el modo en que se hacen las cosas; crea nuevos métodos | Calificación _____ |

PUNTAJE TOTAL _____

2. Compromiso para sobresalir:

- | | |
|----------------------------------------------------------------------------------------------------------------|--------------------|
| A) Puntualidad: llega diariamente al trabajo al menos 10 minutos antes del horario programado | Calificación _____ |
| B) Perspicacia empresarial: trabaja de manera más "inteligente" utilizando tecnología y programas informáticos | Calificación _____ |
| C) Impulso/Persistencia: comprometido a lograr los mejores resultados posibles a pesar de las dificultades | Calificación _____ |
| D) Orientación hacia los objetivos: controla el progreso propio para lograr y superar las metas establecidas | Calificación _____ |
| E) Trabajo bajo presión: se encarga de tareas múltiples de manera simultánea con serenidad | Calificación _____ |
| F) Calidad: verifica la precisión y la integridad de su propio trabajo | Calificación _____ |

PUNTAJE TOTAL _____

3. Generación y control de alianzas:

- | | |
|-----------------------------------------------------------------------------------------------------------------------|--------------------|
| A) Compartir información: comparte de manera voluntaria conocimientos, prácticas recomendadas y opinión | Calificación _____ |
| B) Aceptar comentarios: busca y utiliza las mejoras sugeridas y reflexiona sobre ellas | Calificación _____ |
| C) Ofrecer comentarios: brinda sugerencias constructivas que no son personales ni generales | Calificación _____ |
| D) Trabajo en equipo: considera diferentes puntos de vista e ideas a fin de trabajar efectivamente con otras personas | Calificación _____ |
| E) Diversidad: fomenta interacciones abiertas con miembros de diferentes culturas | Calificación _____ |
| F) Atención al cliente: crea y refuerza la confianza; busca información de manera proactiva | Calificación _____ |

PUNTAJE TOTAL _____

4. Recibir instrucciones y asumir responsabilidades:

- | | |
|------------------------------------------------------------------------------------------------|--------------------|
| A) Flexibilidad y adaptabilidad: cambia adecuadamente el enfoque en función de la situación | Calificación _____ |
| B) Entusiasmo y actitud: da todo de sí con una sonrisa | Calificación _____ |
| C) Impacto: defiende su propio punto de vista; actúa con integridad | Calificación _____ |
| D) Influencia: usa diversos argumentos para reforzar un aspecto u obtener apoyo para una idea | Calificación _____ |
| E) Responsabilidad: admite los errores; no culpa a los demás ni transmite problemas/decisiones | Calificación _____ |
| F) Planificación y organización: prioriza el trabajo eficientemente y evita perder tiempo | Calificación _____ |

PUNTAJE TOTAL _____

TOTAL _____



LESSON 4: REALITY CHECK

Category: Skills Identification & Career Exploration

EMPLOYABILITY SKILLS

- A) Problem Solving & Critical Thinking
- B) Flexibility & Adaptability

Instructional Direction

This lesson can be completed in a number of different ways depending on technological resources available. When at least one computer is available, you can use the website: **texasrealitycheck.com**. All learning environments, with or without technology, may use the paper-based version of the activity supplemented here with **Blackline Master 4a**.

Complete the exercise considering the appropriate direction for:

- A. One computer
 - One person (teacher or student) operates the program depending upon time limitation. Students can call out their selections as the person running the program makes the chosen selections on the website.
 - Each student completes a Reality Check worksheet reflecting their individual choice. This should not match what is being done collectively as a class (unless their answers are identical) as each student's complete worksheet will yield an individual result about their lifestyle choices.
- B. Multiple computers
 - Each student completes the online activity and records their answers on the Reality Check worksheet reflecting their choice.
 - Have students write their expected annual salary on their worksheet.
- C. No computers
 - Each student completes a Reality Check worksheet reflecting their choices.
 - Determine the total number of points for their choices.

Reference the Reality Check Results Grid to view high-skill, high-growth jobs in the Gulf Coast area that would allow students to live their chosen lifestyle.

Learning Outcome(s)

Students will calculate their cost of living, determine a high-skill, high-growth job that would meet their cost of living, and investigate their determined occupation.

Resources Needed

IDEAL: One computer for each student with access to Internet, Reality Check worksheet (Blackline Master 4a), writing utensils

LIMITED: Reality Check Worksheet and Results Grid

EXTENSION: "Focus On Profiles" from Workforce Solutions Web site, Focus On Profile worksheet

Modifications & Extensions

- Students research one or more of the high-skill, high-growth jobs that match their lifestyle choices and complete the Focus On Profile worksheet. As part of the research process, encourage students to visit www.wfscapitalarea.com as well as www.lmci.state.tx.us.
- Students create presentations describing their chosen lifestyle, salary requirements, and occupation of choice that will help them to live that lifestyle. Students should include information on:
 - a) how they chose the profession they researched
 - b) what mattered most in choosing their career
 - c) how influential were salary and expenses in considering their options
 - d) what educational steps should they take next (include specific schools/programs)
 - e) where might they look for a job (include specific companies and industries)



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HOJA DE TRABAJO DE VERIFICACIÓN DE REALIDAD

1. Para cada casilla anterior, deberá elegir una o más opciones para los gastos diarios que quiera tener cuando consiga su primer trabajo de tiempo completo luego de terminar la escuela secundaria o universidad.
2. Si la casilla dice "Elija una opción", solo debe elegir una opción. Por ejemplo: para vivienda, elija la línea que coincida con el tipo de vivienda que le gustaría tener. Si desea alquilar un apartamento de una sola habitación, deberá marcar con un círculo la opción 5 junto a esta opción.
3. Para las casillas en las que puede elegir más de una opción, no dude en elegir todas las que considere que necesita o quiere. Por ejemplo, para entretenimiento, si planea pasear por la ciudad con amigos y tomarse unas vacaciones cortas, debe marcar con un círculo el número correspondiente junto a ambas opciones para obtener un total de cinco.
4. Suma el total de los puntos marcados con un círculo y escriba la respuesta en el espacio final. Use la cuadrícula de resultados de verificación de realidad para buscar la columna que coincida con su cantidad de puntos y escriba el rango de salario para esa columna en la casilla de arriba. Luego elija una o más ocupaciones que podría considerar para recibir este salario.

Puede encontrar Reality Check (verificación de realidad) en www.texasrealitycheck.com o como una aplicación para los productos de Apple (próximamente para Android).

VIVIENDA (elija una opción)	SERVICIOS PÚBLICOS (puede elegir más de una opción)	ALIMENTOS (elija una opción)
Vivir en casa 0	Teléfono 1	Comer en casa 3
Ninguna 0	Internet 2	Casa y comida rápida 4
Apartamento de un solo ambiente 4	Teléfono celular 2	Comida exquisita y casera 4
Apartamento de una sola ambiente habitación 5	Cable 2	En su mayoría, restaurantes 5
Apartmentmento de dos habitaciones 6	Electricidad 3	
Casa 6	Agua y Gas 4	

TRANSPORTE (elija una opción)	VESTIMENTA (puede elegir más de una, pero solo una opción entre las alternativas 3 a 6)	ATENCIÓN MÉDICA (elija una opción)
Caminar 0	Accesorios 1	Sin seguro 1
Ningua 0	Zapatos 1	Seguro básico (I) 2
Autobús público 1	De \$50 a \$75 por mes 2	Seguro prémium (II) 4
Automóvil usado 3	De \$76 a \$125 por mes 2	
Automóvil básico 5	De \$126 a \$250 por mes 3	
Automóvil promedio 6	Más de \$250 por mes 4	
Automóvil de alta gama 8		

Sin seguro significa sin deducción de nómina, pero pagará el precio total de cada consulta médica o servicio. El seguro básico puede ser menor si lo paga de su cheque de pago, pero pagará más por la consulta que el seguro prémium.



Nombre: _____
 Período: _____
 Fecha: _____

<p style="text-align: center;">PERSONAL</p> <p style="text-align: center;">(se puede usar más de 1 opción)</p> <table style="width: 100%;"> <tr> <td>Productos básicos (artículos de tocador, etc.)</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Gimnasio/recreación deportiva</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Peluquería y cuidado de la piel</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Suplementos (maquillaje, colonia)</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Lujos (marcas de diseñadores)</td> <td style="text-align: right;">4</td> </tr> </table>	Productos básicos (artículos de tocador, etc.)	1	Gimnasio/recreación deportiva	2	Peluquería y cuidado de la piel	2	Suplementos (maquillaje, colonia)	3	Lujos (marcas de diseñadores)	4	<p style="text-align: center;">ENTRETENIMIENTO</p> <p style="text-align: center;">(se puede usar más de 1 opción)</p> <table style="width: 100%;"> <tr> <td>Quedarse en casa</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Pasear por la ciudad al menos una vez por semana</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Gastar dinero en entradas para conciertos, viajes cortos fuera de la ciudad y otros artículos más costosos que pasar la noche en la ciudad</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Vacaciones más largas y aventuras excepcionales que impliquen gastos de hotel y viaje</td> <td style="text-align: right;">3</td> </tr> </table>	Quedarse en casa	1	Pasear por la ciudad al menos una vez por semana	1	Gastar dinero en entradas para conciertos, viajes cortos fuera de la ciudad y otros artículos más costosos que pasar la noche en la ciudad	2	Vacaciones más largas y aventuras excepcionales que impliquen gastos de hotel y viaje	3	<p style="text-align: center;">VARIOS</p> <p style="text-align: center;">(se puede usar más de 1 opción)</p> <table style="width: 100%;"> <tr> <td>Varios (compras pequeñas)</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Cuidado de mascotas</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Gastos por vacaciones (aparte del costo que implica reservar hoteles y el viaje)</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Dispositivos (electrónicos)</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Muebles para la casa (decoración, sábanas, mesas, etc.)</td> <td style="text-align: right;">5</td> </tr> </table>	Varios (compras pequeñas)	1	Cuidado de mascotas	2	Gastos por vacaciones (aparte del costo que implica reservar hoteles y el viaje)	3	Dispositivos (electrónicos)	4	Muebles para la casa (decoración, sábanas, mesas, etc.)	5
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CUADRÍCULA DE RESULTADOS DE VERIFICACIÓN DE REALIDAD

PUNTOS TOTALES DE LA HOJA DE TRABAJO DE VERIFICACIÓN DE REALIDAD							
29 o menos De \$30,000 a \$40,000	De 30 a 39 De \$41,000 a \$50,000	De 40 a 49 De \$51,000 a \$60,000	De 50 a 59 De \$61,000 a \$70,000	De 60 a 69 De \$71,000 a \$80,000	De 70 a 79 De \$81,000 a \$90,000	De 80 a 89 De \$91,000 a \$100,000	90 o más Más de \$101,000
Asistente médico	Soldador	Trabajador Social	Estimador de costs	Especialista financiero	Analista de sistemas informáticos	Analista de gestión	Desarrollador de software, aplicaciones
Técnico en farmacia	Operario	Técnico de ingeniería	Contador y auditor	Contador y auditor	Programador informático	Gerente de obra	Desarrollador de software, software de sistemas
Flebotomista	Asistente Dental	Profesor de escuela primaria/intermedia/secundaria	Desarrollador web	Enfermero registrado	Fisioterapeuta	Analista financiero	Analista de seguridad de la información
Secretario y asistente administrativo	Mecánico e instalador de climatización	Terapeuta respiratorio	Ingeniero ambiental	Ergoterapeuta	Ingeniero biomédico	Enfermero profesional	Gerente financiero
Conductor de camión con tractor y remolque y carga pesada	Tenedor de libros	Auxiliar de radiología	Enfermero registrado	Higienista dental	Administrador de base de datos	Profesor de educación superior	Farmacéutico
Peluqueros	Asistente jurídico	Bombero	Higienista dental	Analista de investigación de mercado	Ingeniero civil	Examinador de títulos	Dentista
Carpinteros	Maestro de preescolar	Programador de herramientas para máquinas de control numérico computarizado	Ergoterapeuta	Profesor de educación superior	Fisioterapeuta	Ingeniero mecánico	Auxiliar médico
Guardias de seguridad	Electricista	Tecnólogo de laboratorio médico y clínico	Policía y oficial de patrulla del alguacil	Agente de ventas de bienes raíces	Arquitecto	Científico investigador de computadoras e información	Abogado

Consulte Perfiles de ocupación del estudiante para obtener más información sobre las ocupaciones que pueden interesarle. Los perfiles se pueden encontrar en <http://www.wfscapitalarea.com/YouthServices/CareerPlanning.aspx>.

LESSON 5: EGG-STREME SPORTS

Category: Skills Identification & Career Exploration

EMPLOYABILITY SKILLS

- A) Teamwork & Working in Diverse Environments
- B) Problem Solving & Critical Thinking
- C) Flexibility & Adaptability

Instructional Direction

Students will break into groups of 4–6 in order to complete this project. Depending on the desired final product output, this project may have components spread out over multiple class periods or can be delivered in as short as 60 minutes.

Scenario – Eddie the egg and dozens of his friends are passionate about base jumping, but they don't like to be constrained by wearing a parachute...which tends to make landing a problem. Several friends have scrambled their brains in the process. Your company is going to capitalize on this new sport by building a structure to place on the floor where Eddie and his friends can land safely. You will build a prototype competing with several other companies for Eddie's business. In order to win you need to not only build a working structure but have good advertising, promotional materials, and a solid business structure.

Construction – each group must use 6 inches of tape, 4 straws, and 2 pieces of newspaper to build a structure that can sit on the ground without assistance.

Organization Structure – because this is a start-up company, funding is limited and thus, staff must be limited; each group must determine what five critical positions they will hire for and defend why they chose those positions. They then need to develop a mission statement to guide their new business.

Marketing – each group must come up with a name for the company, a name for their product, an advertising slogan, and either a marketing poster or commercial. The marketing strategy must align with the mission statement of the company.

Sales – each group must complete a SWOT analysis; based upon this analysis as well as time spent in construction, materials used, salaries of employees, competitor prices, and product demand, they must determine how much they will charge for their structure and who will be in their target audience.

Competition – each group will present on their organizational structure, mission statement, SWOT analysis results, and then share their poster or commercial that includes a slogan and the price they have determined to sell their product at. After each business has gotten the opportunity to pitch their company, the prototype structures will be tested. Structures should be placed on the ground in the designated area, one member from each team, should bring their customer and stand beside their structure. When instructed, each customer should be dropped from waist level into the structure. Each "survivor" will then be dropped from slightly higher. This process will continue until only one "survivor" remains.

Judging – the winner will be determined based not only on the egg surviving the drops, but also on how well the group structures their company and presents their information. As time allows, teachers are encouraged to create and explain a scoring rubric defining how each component will be evaluated and weighted.

Learning Outcome(s)

Students will be able to identify occupations needed to form a successful company, apply engineering and mathematical principals to build a structure, use effective communication tools to create company marketing materials, and introduce business acumen to make decisions about the organizational structure and operation of a company.

Resources Needed

Newspaper, tape, straws, eggs, paper towels, trash can, markers, materials used for "marketing the company," High-Skill, High-Growth list, cleaning materials

Modification and Extensions

- Students research other extreme sports and prepare presentations on other products they might develop to support these sports and how adding these product lines would impact their original business structure.



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LESSON 6: NETWORKING BINGO

Category: Job Search Skills

EMPLOYABILITY

- | | |
|-----------------------------------------------|-------------------------------|
| A) Teamwork & Working in Diverse Environments | D) Enthusiasm & Attitude |
| B) Interpersonal Communication | E) Flexibility & Adaptability |
| C) Problem Solving & Critical Thinking | F) Professionalism |

Instructional Direction

Hand out Networking BINGO worksheet (Blackline Master 6a)

Students complete each square by writing their response to the prompt; allow about two minutes for this to be completed.

Students then network, talk to people to discover and share mutual interests, and gather signatures from people with whom they find things in common.

Based on group size and time allotted, inform students how many minutes they have to network. The first student to complete all 12 spaces on grid wins. Most (if any) will not complete the grid.

- Variations with signatures: Allow each student one signature per square, even if multiple students share the same characteristic. Allow participants to get only one signature from another participant, even if they have multiple things in common.
- Variations with structure: Students will line up in two rows facing one another. One person will act as an "anchor." Set a timer and have students rotate to the next student each time it dings until students have interacted with all classmates.

Debrief activity discussing things such as:

- who got the most signatures
- what was the easiest match to find
- what was the most difficult match to find
- were there missed networking opportunities
- were all of the BINGO items work-related
- how could these topics have an impact on a job search
- review questions at the bottom of the worksheet regarding other implications, including social media and online networking/presence and consequences

Learning Outcome(s)

Students will be able to understand the importance of being able to find common ground and build from it to make connections with others in order to achieve career success.

Resources Needed

1. Networking BINGO handout (Blackline Master 6a)
2. Writing utensils

Modifications & Extensions

- Give participants a set amount of time to explore their social media sites and record the names of people they find that match the BINGO grid topics.



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Nombre: _____
 Período: _____
 Fecha: _____

HOJA DE TRABAJO DE ¡BINGO! POR INTERCONEXIÓN

DE MANERA INDIVIDUAL

1. Responda cada instrucción (como si se refiriera a su propia vida y experiencia) escribiendo su respuesta en la línea "Yo" en cada casilla.

2. Tiene _____ minutos para completar esta parte del ejercicio.

DE MANERA GRUPAL

3. Párese, camine y hable con las personas. Esto se denomina "interconexión". Identifique individuos que tengan la misma respuesta para cada casilla. Cuando encuentre a alguien que tenga su misma respuesta, escriba el nombre de esa persona en la casilla. No puede tener el nombre de la misma persona más de UNA vez en la cuadrícula.

4. Tiene _____ minutos para interconectarse y completar su cuadrícula. Grite "¡BINGO!" cuando todos los espacios en blanco estén completos.

TALLE DEL ZAPATO Yo: _____ Nombre: _____	ESPECIALIZACIÓN PREVISTA Yo: _____ Nombre: _____	ANIMAL FAVORITO Yo: _____ Nombre: _____	HABILIDAD PRINCIPAL Yo: _____ Nombre: _____
SU CARRERA IDEAL Yo: _____ Nombre: _____	MAYOR TEMOR Yo: _____ Nombre: _____	LUGAR DE NACIMIENTO Yo: _____ Nombre: _____	TIENDA FAVORITA Yo: _____ Nombre: _____
COLOR FAVORITO Yo: _____ Nombre: _____	SECTOR EN EL QUE LE GUSTARÍA TRABAJAR Yo: _____ Nombre: _____	PASATIEMPO FAVORITO Yo: _____ Nombre: _____	UNIVERSIDAD A LA QUE LE GUSTARÍA ASISTIR Yo: _____ Nombre: _____

1. ¿Cómo podrían las personas que comparten sus intereses ayudar a que usted tome buenas decisiones educativas y profesionales?

2. ¿Quién sería la conexión más beneficiosa en su cuadrícula? ¿Por qué?

3. ¿Cómo podría una conexión "divertida", como "pasatiempo o animal favorito", ayudar en su desarrollo profesional?

4. ¿Cree que las redes sociales, como Instagram o Snapchat, pueden ayudarnos a interconectarnos? De ser así, ¿de qué manera? ¿Pueden perjudicar nuestras oportunidades de interconexión?



LESSON 7: CUSTOMIZED RESUMES

Category: Job Search Skills

EMPLOYABILITY

- A) Teamwork & Working in Diverse Environments
- B) Problem Solving & Critical Thinking
- C) Professionalism

Instructional Direction

This activity can be completed individually, in small groups, or as a large group project.

Using the sample resumes for this activity (**Blackline Masters 7a and 7b**), students will evaluate versus the job description, identify key components of an effective resume, and compare and contrast resume samples.

You may have students use When I Grow Up Workbook pages 8-9 on building a resume as a reference before or throughout this activity. Students should first examine the job posting and discuss the requirements.

Students should then review the sample resumes, make a list of any mistakes, choose who to call for an interview and share findings with their group or class.

Point out any mistakes not spotted:

Barbie – email address, objective, including elementary and middle school, title of volunteer, no description of work experience

Amanda – space at beginning of bullet point for typed reports, capitalize Summers, make sure dates are a consistent pattern (either the word “to” or a dash)

Learning Outcome(s)

Students will be able to identify qualities of a good resume and understand the importance of a customized resume. Students will also be able to make logical conclusions about the implications of having poorly written or “one size fits all” resume.

Resources Needed

1. Sample job posting
2. Sample resumes (good and bad) - Blackline Masters 7a and 7b
3. Paper for recording answers
4. Writing utensils

Reference material — **Job Search Tips for Teens** as found on Workforce Solutions’ website

Modifications & Extensions

- a part-time minimum wage position with no past, paid work experience.
- a college scholarship.
- an internship.
- a part-time minimum wage position with no past, paid work experience.
- a college scholarship.
- an internship.



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BARBIE TAYLOR

3025 Guadalupe St.
Austin, TX 78705
(512) 727 – 1421
prettyprincess@gmail.com

Mi objetivo es encontrar trabajo

HABILIDADES

- Excelentes habilidades informáticas
- Divertida
- Sociable
- Super dulce

EDUCACIÓN

Escuela Secundaria Reagan, Austin, Texas
M. B. Escuela Intermedia Lamar, Austin, TX
Escuela Primaria Reilly, Austin, TX

VOLUNTARIO

Creekside Whole Health Center, Austin, TX
Auxiliar
Verano de 2016 hasta la fecha

First United Church, Austin, Texas
Voluntario
Verano de 2014 hasta la fecha

Casa de Smith, Austin, TX
Niñera
De 2010 a 2014



AMANDA TAYLOR

3025 Guadalupe St.
Austin, TX 78705
(512) 727 – 1421
amanda.taylor@gmail.com

Recepcionista en veterinaria 77479, identificación de puestos de trabajo 685081

HABILIDADES

- Able to provide support: handle daily clinical procedures, care for animals and assist veterinarians and veterinary technicians in their daily tasks
- Willing to clean the public areas of the office and to close the office
- Computer Skills: Microsoft Word, Excel and Power Point
- Bilingual in English and Spanish: read, write, and speak Spanish fluently
- Punctual and reliable; flexible and adaptable; able to work in teams

EDUCACIÓN

Escuela Secundaria Reagan: Austin, TX actualmente en 12.º grado

- Fecha prevista de graduación: Primavera de 2018

VOLUNTARIO/ACTIVIDADES COMUNITARIAS

CREEKSIDE WHOLE HEALTH CENTER, Austin, TX

Verano de 2016 hasta la fecha

Empleada de recepción

- Tomar mensajes telefónicos para cuatro departamentos
- Escribir informes, folletos y otros documentos utilizando Microsoft Word y Publisher
- Ayudar con eventos para recaudar fondos

FIRST UNITED CHURCH, Austin, TX

Verano de 2014 hasta la fecha

Voluntaria: comedor público

- Preparar comida a temperaturas adecuadas y porciones correctas
- Servir a 150 - 200 personas en cada evento
- Limpiar las áreas del comedor y la cocina de acuerdo con las normas del código de salud

Casa de Smith, Austin, TX

De 2010 - 2014

Cuidadora de niños

- Cuidar cuatro niños de entre 1 y 7 años de edad
- Ayudar con la tarea y las materias, incluido inglés, matemáticas y ciencia
- Fomentar un juego creativo entre los niños
- Ejercer medidas disciplinarias adecuadas según sea necesario

LESSON 8: THE GOOD, THE BAD & THE UGLY (of Applications)

Category: Job Search Skills

EMPLOYABILITY

- A) Problem Solving & Critical Thinking
- B) Professionalism

Instructional Direction

This activity can be completed individually, in small groups, or as a large group project.

Inform students that today they are going to review applications for an entry level position to determine who should be interviewed. Using the sample applications (Blackline Masters 8a and 8b), students should examine the applications, make a list of any mistakes, and choose who to call for an interview.

Students share mistakes found and person(s) chosen to interview.

Variation - Each student or representative for each group shares mistakes found, other groups / individuals cross that mistake off their list, person or group with the most unique mistakes "wins".

Point out any mistakes not mentioned:

Tonya Jones – didn't date the application, drew flowers along edges, wrote in all capital letters, dotted I's with hearts, put IDK for social, didn't include area code on phone numbers, drew dashes instead of putting N/A, circled answers with hearts, put ASAP for start date, put ANY for salary desired, unprofessional reasons for leaving, used uncle as a reference; positive highlight – mistake had one line through it and her initials beside it

Gary Allen – didn't date the application, VERY messy handwriting, put first and last names in wrong locations, didn't fill in all blanks or answer all questions and didn't use N/A to indicate they had been read, scribbled out mistakes, only put last four of social, put Anything for position desired, put NOW for start date, asked for \$15/hour, stated he was in high school for twelve years, spelled bilingual wrong, didn't include contact information for employers or references, unprofessional reasons for leaving, didn't sign or date the application

Learning Outcome(s)

Students will be able to identify the qualities of a good application. Students will also be able to make logical conclusions about the implications of having a poorly completed application.

Resources Needed

1. Sample applications (Blackline Masters 8a and 8b)
2. Paper for recording answers
3. Writing utensils
4. When I Grow Up Workbook – see p. 9 for tips to share with students on completing quality employment applications

Modifications & Extensions

- Rewrite the bad applications to make them better.



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Solicitud de Empleo

Fecha: _____

Complete esta solicitud con tinta negra. Escriba N/C para los puntos no pertinentes s para usted.

Información personal

Nombre: JONES TONYA LISA IDK
Apellido Primero Segundo N.º de Seguro Social

Dirección: 514 W. 8TH ST AUSTIN TX 78701
Calle Ciudad Estado Código postal

N.º de teléfono: - 592 - 8634
Fijo Móvil

¿Tiene 18 años o más? Si No ¿Puede demostrar elegibilidad para ser contratado en los EE. UU.? Si No

Empleo Deseado

ASISTENTE ADMINISTRATIVO ADMINISTRATIVO ALGUNA
Puesto Fecha en que puede comenzar Salario deseado

¿A quién podemos agradecer por sugerirlo como empleado? MR. JOHN DOVER

¿Tiene trabajo? Si No ¿Podemos comunicarnos con su empleador actual? -

¿Ya ha solicitado empleo en esta empresa anteriormente? Si No ¿Cuándo? ¿Dónde? -

Empleo Deseado

		Cantidad de años completados	¿Se graduó?	Título /certificado
Primaria	<u>REILLY</u>	<u>-</u>	<u>-</u>	<u>-</u>
Escuela Secundaria	<u>REAGAN</u>	<u>4</u>	<u>SI</u>	<u>HS</u>
Universidad				
Escuela de Formación Profesional				

Capacitación adicional LA MECANOGRAFIA

Habilidades especiales REVISANDO LIBROS, ENTRETENER A LOS NIÑOS

Experiencia laboral

(Últimos 10 años - El más reciente primero)

Nombre del empleador: JOHN DOVER N.º de teléfono: 592-5243Dirección del empleador: 511 W 8TH ST AUSTIN TX 78701
Calle Ciudad Estado Código postalPuesto: NINERA Supervisor: JOHN DOVER Fecha de comienzo del empleo: 3/1/12-5/1/14Motivo de desvinculación DEMASIADO ESTRESANTE, Y NO PAGARON LO SUFICIENTENombre del empleador: L.I.S.D N.º de teléfono: -Dirección del empleador: - AUSTIN TX -
Calle Ciudad Estado Código postalPuesto: ASISTENTE VOLUNTARIO DE LA BIBLIOTECA Supervisor: MR. DELONY JOHN DOVER Fecha de comienzo del empleo: 2011Motivo de desvinculación 2 ABEURRIDO

Nombre del empleador: N.º de teléfono:

Dirección del empleador:
Calle Ciudad Estado Código postal

Puesto: Supervisor: Fecha de comienzo del empleo:

Motivo de desvinculación

Referencias profesionales

Nombre	Empleador	Dirección	Teléfono	Relación
MR. DELONY	L.I.S.D	-	-	MI PROFESOR
JOHN DOVER	FAMILIA DOVER		592-5243	MI TIO

Declaración de veracidad

Certifico que toda la información en esta solicitud es verdadera y está completa. Comprendo que cualquier información falsa, errónea u omitida se considerará una causa para el despido inmediato en caso de ser contratado.

Tonya Lisa Jones

Firma

Fecha

Solicitud de Empleo

Fecha: _____

Complete esta solicitud con tinta negra. Escriba N/C para los puntos no pertinentes para usted.

Información personal

Nombre:

GARY
Apellido

ALLEN
Primero

Segundo

8842
N.º de Seguro Social

Dirección:

4113 AVENUE F
Calle

AUSTIN
Ciudad

TX
Estado

78751
Código postal

N.º de teléfono:

512-123-4576
Fijo

512-123-7876
Móvil

¿Tiene 18 años o más?

Si

No

¿Puede demostrar elegibilidad para ser contratado en los EE. UU.?

Si

No

Empleo Deseado

QUALQUIER COSA
Puesto

AHORA
Fecha en que puede comenzar

\$15
Salario deseado

¿A quién podemos agradecer por sugerirlo como empleado?

¿Tiene trabajo?

Si

No

¿Podemos comunicarnos con su empleador actual?

¿Ya ha solicitado empleo en esta empresa anteriormente?

Si No

¿Cuándo? ¿Dónde?

Empleo Deseado

	Cantidad de años completados	¿Se graduó?	Título /certificado
Primaria			
Escuela Secundaria	12 REAGAN	Y	HS
Universidad			
Escuela de Formación Profesional			

Capacitación adicional

Habilidades especiales

BILINGUE

Experiencia laboral

(Últimos 10 años - El más reciente primero)

Nombre del empleador:

McDONALDS

N.º de teléfono:

Dirección del empleador:

Calle

Ciudad

Estado

Código postal

Puesto:

Cocinero

Supervisor:

JIM

Fecha de comienzo del empleo:

MAY 2014 - JUNE '14

Motivo de desvinculación

TERMINACION DEL CONTRATO

Nombre del empleador:

POPEYES

N.º de teléfono:

Dirección del empleador:

Calle

Ciudad

Estado

Código postal

Puesto:

Supervisor:

Fecha de comienzo del empleo:

DEC 2013 - JAN 14

Motivo de desvinculación

NO ME GUSTO

Nombre del empleador:

N.º de teléfono:

Dirección del empleador:

Calle

Ciudad

Estado

Código postal

Puesto:

Supervisor:

Fecha de comienzo del empleo:

Motivo de desvinculación

Referencias profesionales

Nombre	Empleador	Dirección	Teléfono	Relación
BATTISTE	COLOMBIA	NO SE	512 123 5511	Vecino
CAROL PARKS	AMMA DE CASA	↓	512 123 3212	Amigo

Declaración de veracidad

Certifico que toda la información en esta solicitud es verdadera y está completa. Comprendo que cualquier información falsa, errónea u omitida se considerará una causa para el despido inmediato en caso de ser contratado.

Firma

Fecha

LESSON 9: PROFESSIONAL REFERENCES

Category: Job Search Skills

EMPLOYABILITY

- A) Interpersonal Communication
- B) Professionalism
- C) Work Ethic: Integrity, Responsibility, & Accountability

Instructional Direction

This activity can be modified in a number of different ways based on teacher preference. Students can work alone, in small groups, or as part of a large group to complete these activities.

Students should discuss Yelp and similar online review sites then share methods that they use to let others know about a product or service that they like. Students should then choose at least one of the following categories: music, food, sports, fashion, or technology. Students should write one positive referral for a product or service that falls into each of their chosen categories. As part of the referral, students should describe the product or service, how they are familiar with it, how long they have used it, and what is so great about it. Students should then choose a product or service for the same category/-ies chosen about which to write a negative referral. Allow time for students to share.

This activity should be used to start a discussion about who students should and should not use as references and why. Explain that online review sites are like professional references because they are both used by third parties to evaluate our perception of a product, service, or (in the case of employment) a potential candidate for a job.

Be sure to share the following:

- Students should have between three and five professional references.
- References should never be family members.
- References may include former or current employers, teachers, coaches, and mentors.
- All references should be asked permission before they are used, then informed after they are used.
- Neither a list of references nor should the line "References Available Upon Request" be included in a resume.

Explain that each reference should include the first and last name, mailing address, phone number, and e-mail address. It is also a good idea to know where that person works and what their title is. Finally, be sure to include a brief description of how you know the person and how long you have known them. Students should complete the discussion by making a list of people that they might ask to be a reference for them. A sample reference is included here:

**John Smith – Senior Marketing Manager, Accento Corporation 1222 Lead Line Drive, Suite 440B
Austin, TX 78752
(512) 222-2222 (office)
jsmith@accento.com**

Relationship: worked for Mr. Smith as an intern and part-time employee for 1½ years in the Sales Department

Learning Outcome(s)

Students will understand how to effectively choose references and be able to construct a reference page for use in employment applications or as requested by employers upon conditional offer of employment.

Resources Needed

1. Paper
2. Writing utensils



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LESSON 10: 30 SECONDS

Category: Job Search Skills

EMPLOYABILITY

- A) Interpersonal Communication
- B) Enthusiasm & Attitude
- C) Professionalism
- D) Time Management
- E) Ability to Accept and Integrate Criticism and Feedback

Instructional Direction

Briefly discuss how long students believe the average person's attention span to be. Explain that the average attention span is only about 30 seconds. Students will estimate how long they think 30 seconds lasts. Students will close their eyes and once they believe the 30 seconds has passed they will raise their hands, but will keep their eyes closed. The instructor should start a timer and keep track of approximately when hands are raised. When 30 seconds have passed, students should be told to open their eyes. Debrief the results of the experiment.

Students should be introduced to the idea of sharing their skills with an employer within the 30-second time frame. Share an example of a well-written commercial. Students should then complete the 30-second commercial in the When I Grow Up Workbook (p. 10).

Students should stand up and share their 30-second commercial with the class while being timed. This is especially effective when a visible 30-second timer is running behind them. Students should offer encouraging feedback as well as suggestions for improvement as each student finishes their commercial.

Option 1 – Students gradually work into sharing the entire 30-second commercial. First students stand at their seats and read the first two lines. Students read their entire commercial standing by their seat. Students should go to the front of the room and read their entire commercial. Eventually, each student should stand at the front of the room and share their commercial from memory.

Option 2 – Students could be cut off at the 30-second mark whether or not they are done. Feedback should center around the impression made and skills offered during that time frame – could you tell what that student wanted to do and why?

Learning Outcome(s)

Students will understand the importance of being succinct and be able to share a marketing profile that highlights their strengths to an employer in a professional manner.

Resources Needed

1. Timer – Google "online stopwatch" to find a stopwatch you can project on a large screen, if possible
2. Writing utensils
3. "Interviewing and The Power of 30" Worksheet (p. 10) in the When I Grow Up Workbook

Modifications & Extensions

- Students should research, and invite a panel of employers / professionals to come in and provide constructive feedback to each student as they deliver their 30-second commercial.
- Students should record their 30-second commercial and share it electronically with at least 3 professionals to receive constructive feedback.



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LESSON 11: SPEED INTERVIEWING

Category: Job Search Skills

EMPLOYABILITY

- A) Interpersonal Communication
- B) Enthusiasm & Attitude
- C) Professionalism
- D) Time Management
- E) Ability to Accept and Integrate Criticism and Feedback

Instructional Direction

Students should review methods for answering some common interview questions in the When I Grow Up Workbook (pp. 10–11).

Break students into groups of three. Explain that they are going to participate in a brief mock interview to help them practice answering some of the most commonly asked interview questions. Have them treat it as much like a real interview as possible. Assign roles to team members: Observer watches the interaction, rates the person being interviewed, and notes their observations on the Speed Interviewing worksheet; Interviewer asks the questions; Interviewee answers the questions.

- Variation for smaller sized groups: break participants into teams of two where the Interviewer simultaneously plays the role of the observer.

Set timer for three minutes and start the interview. Walk amongst the groups and listen to responses throughout the interview session. When three minutes have passed, stop the interview process and give groups one minute for the observer to offer feedback to Interviewee. Repeat this process until everyone in the group has had a chance to play each of the assigned roles.

Discuss lessons learned, your observations, and share individual observations that could help entire group.

Learning Outcome(s)

Students will be able to formulate proper responses to common interview questions.

Resources Needed

1. Timer
2. Speed Interviewing worksheet (Blackline Master 11a)
3. Writing utensils

Reference material — **Job Search Tips for Teens** as found on Workforce Solutions website and pp. 10–11 in the When I Grow Up Workbook.

Modifications & Extensions

- Choose students to act out a mock interview in front of the class. Class then provides feedback.
- Groups of students use technology to record positive and negative examples of mock interviews. Allow class access to videos and have students write a paper on lessons learned from viewing the various examples.



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HOJA DE TRABAJO DE ENTREVISTAS RÁPIDAS

Cuénteme sobre usted. <i>Notas:</i>	1 5 No satisfactorio Excelente
¿Cómo lo describirían sus profesores? <i>Notas:</i>	1 5 No satisfactorio Excelente
¿Cuáles son sus puntos fuertes? <i>Notas:</i>	1 5 No satisfactorio Excelente
¿Cuáles son sus debilidades? <i>Notas:</i>	1 5 No satisfactorio Excelente
¿Por qué debería contratarlo? <i>Notas:</i>	1 5 No satisfactorio Excelente
¿Tiene alguna pregunta? <i>Notas:</i>	1 5 No satisfactorio Excelente
Califique el lenguaje corporal del candidato. <i>Notas:</i>	1 5 No satisfactorio Excelente
Califique su impresión general del candidato. <i>Notas:</i>	1 5 No satisfactorio Excelente



LESSON 11: SPEED INTERVIEWING

Category: Job Search Skills

EMPLOYABILITY

- A) Interpersonal Communication
- B) Enthusiasm & Attitude
- C) Problem Solving & Critical Thinking
- D) Flexibility & Adaptability
- E) Ability to Accept and Integrate Criticism and Feedback

Instructional Direction

This activity is an extension on the employability skills related to interviewing and networking and is based on the case studies in the Program on Negotiation at Harvard Law School. Students work together in small groups to role play an interviewing scenario. One student must play the employer and at least two students play potential candidates. Ideally, the activity is designed for groups of five students. When less than five students are available for a group, the instructor should take note of which candidate profile(s) has/have been excluded as this will affect the possible hiring outcomes.

Choose to have this completed as a panel session with all candidates present at once or as individual interviews in rotation with employer. In either case, students are allowed to work freely without coaching but within specific time parameters. All students should be given at least ten minutes to read their profiles, plan, and make notes. After the individual planning period, the negotiation activity itself should not last more than 15–20 minutes.

Detailed instructions for this activity are included as Blackline Master 12a, which also includes the teacher copy of the individual role play profiles and possible negotiation outcomes.

Blackline Master 12b has the individual student role play profiles and note taking template where they can record their thoughts on their position, interests, and BATNA.

Learning Outcome(s)

Students will be able to critically evaluate a situation and apply labor market information in order to determine when and how to share information to achieve desired results.

Resources Needed

1. Negotiation Scenario instructions and worksheets (Blackline Master 12a and 12b)
2. Writing utensils
3. PowerPoint, if the instructor would like to provide more detailed instruction on the legalese (especially applicable for CTE instruction in the legal field; but, also valuable for framing a rather complex lesson)

Modifications & Extensions

- Have students create their own profile that they believe will get them hired in this scenario.
- Assign groups to create their own mock scenario and profiles based on an industry and profession in the Workforce Solutions High-Skill, High-Growth guide.



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NEGOTIATION SCENARIO INSTRUCTIONS

This activity is an extension on the employability skills related to interviewing and networking. Students are expected to work together in small groups to role play an interviewing scenario. One student must play the employer and at least two students must play potential candidates. Ideally, the activity is designed for groups of five students. When there are less than five students available for a group, the instructor should take note of which candidate profile(s) has/have been excluded as this will affect the possible hiring outcomes.

You can either choose to have this completed as a panel session with all candidates present at once or as individual interviews in rotation with the employer. In either case, it is recommended that students are allowed to work freely without coaching but within specific time parameters. All students should be given ten minutes to read their profiles, plan, and make notes. After the individual planning period, the negotiation activity itself should not last more than 15–20 minutes.

Prior to beginning the activity, the instructor may choose to cover the following concepts:

1. **Position** – An individual's worth in a specific context. What qualities do you hold that make you or your investment valuable? What qualities do you hold that make you or your investment risky? For the item of negotiation, is the supply greater than the demand or vice versa? How does the supply demand dynamic affect a negotiation? (answer: it can greatly influence who holds more power initially)

Example: Who has a better position in a rock band? The lead singer or the bass guitarist? What is the importance of each to the band? Who is more easily replaced? Who influences the image of the band more? If either left the band in an instant, would the band survive?

2. **Interests** – What are your priorities in a negotiation? What have you got to win or lose? What are the "must have"s, the "it would be nice to have"s, and the "it doesn't matter to me"s. Organizing your interests helps in planning for the bargaining stage of a negotiation.

3. **BATNA (Best Alternative to a Negotiated Agreement)** – Best option when an ideal outcome cannot be reached. If the other party refuses to continue negotiation or if you reach a standstill, what is your best 2nd option? Having a backup plan gives you perspective when trying to get the best deal possible. Your counterpart may also have an ideal outcome and a BATNA...or they may not. It is up to you to discover positions and interests to determine your power in the negotiation and BATNA.

Students should be reminded that this is a scenario to help their employability by working on skills such as effective communication, prioritization of tasks & goals, following directions, planning, and skills evaluation. Each of the student scenarios is included below:

SCENARIO 1: PIPELINE WELDER

Employer:

- You are hiring a welder and can offer up to \$24/hr for someone with at least one year of experience. You may offer less. One year of experience is preferred but not required.
- Your company benefits include full medical and dental, a retirement plan, a company vehicle for work, and 15 vacation days a year.
- You must hire someone with at least a 2 year welding certificate that has some experience in pipeline welding. No exceptions.
- Your company has had trouble hiring people for evening and overnight shifts. The last three hires have left because they either get offered better hours or cannot balance the schedule with their family obligations.
- If you hire someone for \$16/hr or less, you CAN offer a SECOND person a job for \$16/hr or less, but the 2nd hire must have at least a one-year certificate. You also receive a \$5000 bonus for hiring two people for less than the price of one.

NEGOTIATION SCENARIO INSTRUCTIONS

CANDIDATE #1

- You are an experienced pipeline welder of five years and have a one-year certificate from Texas State University. You are looking to make no less than \$18/hr
- You are married with four children, ages 4, 7, 14, and 23 – good employer benefits are important to you.
- Your spouse works as a night nurse's aide and so an evening shift is least desirable. You are looking for new work because your last company has asked you to work nights and it is difficult on your home life.
- You were fired from your first job after college for yelling at a co-worker. You have since not had any discipline or other write-ups at any of your jobs.

CANDIDATE #2

- You are fresh out of college with a two-year certificate in pipeline welding. You have done an internship at PipeCo Inc. for four months and had good ratings from your mentor.
- You are a single parent of two children ages 9 and 11. Good employer benefits are important to you.
- Your family lives with your parents who take care of your children when you are working. You prefer not to work nights but can accommodate any schedule.
- Your previous work experience is as a pizza delivery driver, a retail sales clerk for a shoe store, and a night janitor for the school district.
- You do not know how much a welder with your experience should make and would be happy with anything over \$10/hr.

CANDIDATE #3

- You do not have a degree or certificate and learned your welding skills from your uncle. You feel you are fairly talented and can do some pipeline welds. You have worked in your uncle's shop for the past two years and have had zero customer complaints.
- You do not have children but have a serious girlfriend/boyfriend and s/he got you this interview because s/he works for the company in their business office.
- You would like to make at least \$12/hr. Benefits are not important to you but would be nice since they are required for all people and you would rather not pay out of pocket for a plan.
- You prefer to work nights or overnights but do not want to work on weekends.

CANDIDATE #4

- You have a two-year degree from Austin Community College in Pipeline Welding. You have two years of experience as a Pipeline Welding Tech for Shoreline Company and have just been promoted with a raise to Tech II making \$19/hr. You also get time and a half pay when you work nights and weekends, which you do not mind.
- You are looking for new work because you know the job market needs people like you. Because of this, you will settle for no less than \$23/hr.
- You have been offered a position with Sparx Inc. as a Tech II for \$22/hr.
- You have a spouse and a newborn daughter named Elizabeth. You would like to work closer to home and this company is right around the corner from your house. Your current job is a 30 mile drive round-trip and requires frequent travel. It is putting many miles on your vehicle which is starting to need more maintenance and repair work.
- You have great benefits at your current company with 18 vacation days and full medical and dental.



POSSIBLE OUTCOMES:

The individual profiles contain parameters that should assist the students in prioritizing in planning. It is inevitable that students will miss details and an “impossible” outcome will be selected. This is an opportunity to allow for review of the profile details to see why this outcome is not possible. Allowing time for the discussion questions that follow are a great way to have students discover the importance of proper research, questioning, and, of course, negotiation skills.

First, Candidate #3 should never be hired. This candidate does not have the formal education required and could be a risky hire. Schools will teach to a standard and employers often learn the expected outcomes of schools that produce quality students and future workers. Someone that is self-taught might have great skills but could bolster this experience by holding an industry-recognized credential.

Viable Option 1:

Candidate #4 is hired. S/he is the only candidate that meets the preference of at least one year of experience and the requirement of a two-year certificate. The pay rate should be \$23-24/hr if Candidate #4 adhered to the guidelines of his profile. If Candidate #4 was hired at a lesser rate of pay, kudos to the employer for good negotiation skills! Also, if Candidate #4 agreed to \$16/hr or less,

Viable Option 2:

Candidate #2 is hired. S/he can be the only hire OR if Candidate #2 agreed to a rate of pay \$16/hr or less, **Candidate #1** could also be hired. Candidate #2 has the required two-year certificate but has less than the desired one year of experience. Still, this is only a preference so Candidate #2 is eligible for hire. Also, Candidate #2 has no idea that \$10/hr is a low rate of pay for this position.

This can be a point of discussion at the end of the activity by either having the employer read their own profile or by having students “compare notes” on each other’s profiles.

Candidate #1 can only be hired if Candidate #2 is also hired. If Candidate #2 and #1 are hired, they must both make \$16/hr or less. If not, the employer spent too much money on less experienced employees and has just cost the company money. NO BONUS!

FOLLOW-UP DISCUSSION QUESTIONS

Before discussion begins, have each of the new hires stand with their new employers and explain what agreement they derived. How much pay will they receive? When will they work? What do they know about their benefits? What else may have been part of the agreement?

1. For the employers, what did you consider most important when looking for a new hire?
2. Same question for new hires.
3. If Candidate #3 was hired, how was this possible since s/he did not meet any of the parameters needed for a new hire?
4. Did any employers or candidates talk about anything other than skill-related information? Families? Past work experience? Other circumstance? If so, did this affect your decision either negatively or positively? If so, how and why?
5. What does this make you think of the employment process? Would this scenario be different if the labor pool had more qualified candidates? What if the job requirements were reduced? Can we think of an example where a job has fewer qualifications and many available candidates? How might this affect wages and benefits?



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HOJA DE TRABAJO DE SITUACIÓN DE NEGOCIACIÓN

Situación n.º 1: Soldador de tubería

EMPLEADOR

- Contratará a un soldador y puede ofrecerle hasta \$24 por hora a alguien que tiene al menos un año de experiencia. Es posible que ofrezca menos. Se prefiere un año de experiencia, pero no es obligatorio.
- Los beneficios de su empresa incluyen cobertura médica y dental completa, un plan de jubilación, un vehículo de la empresa para trabajar y 15 días de vacaciones por año.
- Debe contratar a alguien con un certificado de soldador de al menos dos años que tenga algo de experiencia en soldaduras de tubería. Sin excepción.
- Su empresa ha tenido problemas para contratar personas para cubrir los turnos de la tarde y durante toda la noche. Las últimas tres personas contratadas han abandonado el trabajo porque les ofrecen un mejor horario o no pueden encontrar un equilibrio entre el horario de trabajo y las obligaciones familiares.
- Si contrata a alguien por \$16 por hora o menos, PUEDE ofrecerle a una SEGUNDA persona un trabajo por \$16 por hora o menos, pero la 2.º persona contratada debe tener un certificado de al menos un año. También recibe una bonificación de \$5,000 por contratar dos personas por menos del precio de una.

Puesto (¿cuál es su valor? ¿qué tiene para ofrecer? O bien, ¿qué pueden tener los demás que usted no tenga?):

Intereses (¿cuáles son sus prioridades y cuál es el orden de importancia?):

Resultado ideal (¿qué le gustaría obtener y cómo sería?)

Mejor alternativa a un acuerdo negociado (BATNA) (si no puede obtener todo lo que desea, ¿cuál sería el plan B ideal?):



Nombre: _____
Período: _____
Fecha: _____

SITUACIÓN N.º 1: SOLDADOR DE TUBERÍA

CANDIDATO N.º 1

- Usted es un soldador de tubería con cinco años de experiencia y tiene un certificado de un año otorgado por la Universidad Estatal de Texas. Está buscando ganar no menos de \$18 por hora.
- Está casado y tiene cuatro hijos, de 4, 7, 14 y 23 años; por lo tanto, los beneficios del empleador son importantes para usted.
- Su cónyuge trabaja como ayudante de enfermera nocturna; por lo tanto, el turno nocturno es el menos conveniente. Está buscando un nuevo trabajo porque la empresa anterior donde trabajaba le pidió que trabajara por las noches y es muy difícil para su vida familiar.
- Lo despidieron de su primer trabajo luego de terminar la universidad por gritarle a un compañero de trabajo. Luego de eso, nunca recibió medidas disciplinarias u otra llamada de atención en ninguno de sus trabajos.

Puesto (¿cuál es su valor? ¿qué tiene para ofrecer? O bien, ¿qué pueden tener los demás que usted no tenga?):

Intereses (¿cuáles son sus prioridades y cuál es el orden de importancia?):

Resultado ideal (¿qué le gustaría obtener y cómo sería?)

Mejor alternativa a un acuerdo negociado (BATNA) (si no puede obtener todo lo que desea, ¿cuál sería el plan B ideal?):



Nombre: _____
Período: _____
Fecha: _____

SITUACIÓN N.º 1: SOLDADOR DE TUBERÍA

CANDIDATO N.º 2

- Acaba de terminar la universidad con un certificado de dos años en soldadura de tubería. Realizó una pasantía en PipeCo Inc. durante cuatro meses y obtuvo buenas calificaciones por parte de su tutor.
- Es padre soltero de dos niños de 9 y 11 años de edad. Los buenos beneficios del empleador son importantes para usted.
- Su familia vive con sus padres, quienes cuidan de sus hijos mientras usted trabaja. Prefiere no trabajar durante la noche, pero puede acomodar sus horarios.
- Su experiencia laboral anterior es como repartidor de pizzas, empleado de ventas al por menor para una tienda de zapatos y portero nocturno del distrito escolar.
- No sabe cuánto debería ganar un soldador con su experiencia y estaría muy conforme si ganara más de \$10 por hora.

Puesto (¿cuál es su valor? ¿qué tiene para ofrecer? O bien, ¿qué pueden tener los demás que usted no tenga?):

Intereses (¿cuáles son sus prioridades y cuál es el orden de importancia?):

Resultado ideal (¿qué le gustaría obtener y cómo sería?)

Mejor alternativa a un acuerdo negociado (BATNA) (si no puede obtener todo lo que desea, ¿cuál sería el plan B ideal?):



Nombre: _____
Período: _____
Fecha: _____

SITUACIÓN N.º 1: SOLDADOR DE TUBERÍA

CANDIDATO N.º 3

- No tiene un título ni un certificado y adquirió sus conocimientos de soldadura de su tío. Se considera bastante talentoso y cree que puede hacer algunas soldaduras de tubería. Trabajó en el taller de su tío durante los últimos dos años y nunca recibió quejas de clientes.
- No tiene hijos, pero tiene una novia/un novio estable y su pareja le consiguió esta entrevista porque trabaja para la empresa que está en su oficina comercial.
- Le gustaría ganar al menos \$12 por hora. Los beneficios no son tan importantes para usted, pero sería bueno recibirlos ya que son obligatorios para todas las personas y preferiría no pagar el plan de su propio bolsillo.
- Prefiere trabajar a la noche o durante toda la noche, pero no quiere trabajar durante los fines de semana.

Puesto (¿cuál es su valor? ¿qué tiene para ofrecer? O bien, ¿qué pueden tener los demás que usted no tenga?):

Intereses (¿cuáles son sus prioridades y cuál es el orden de importancia?):

Resultado ideal (¿qué le gustaría obtener y cómo sería?)

Mejor alternativa a un acuerdo negociado (BATNA) (si no puede obtener todo lo que desea, ¿cuál sería el plan B ideal?):



Nombre: _____
Período: _____
Fecha: _____

SITUACIÓN N.º 1: SOLDADOR DE TUBERÍA

CANDIDATO N.º 4

- Tiene un título de dos años otorgado por la Universidad Austin Community en soldadura de tubería. Tiene dos años de experiencia como técnico en soldadura de tubería en Shoreline Company y lo acaban de ascender a técnico II con un sueldo de \$19 por hora. También obtiene días y una media paga cuando trabaja durante la noche y los fines de semana, lo cual no le molesta.
- Está buscando un nuevo trabajo porque sabe que el mercado laboral necesita personas como usted. Por lo tanto, no se conformará con un sueldo menor de \$23 por hora.
- Le ofrecieron un puesto en Sparx Inc. como técnico II por \$22 por hora.
- Tiene un cónyuge y una hija recién nacida que se llama Elizabeth. Le gustaría trabajar cerca de su casa y esta empresa queda muy cerca. Su trabajo actual queda a 30 millas ida y vuelta en automóvil, y tiene que viajar con mucha frecuencia. Son muchas millas y, como resultado, necesita hacerle mantenimiento y trabajos de reparación a su vehículo.
- Tiene excelentes beneficios en la empresa que trabaja actualmente, incluidos 18 días de vacaciones y cobertura médica y dental completa.

Puesto (¿cuál es su valor? ¿qué tiene para ofrecer? O bien, ¿qué pueden tener los demás que usted no tenga?):

Intereses (¿cuáles son sus prioridades y cuál es el orden de importancia?):

Resultado ideal (¿qué le gustaría obtener y cómo sería?)

Mejor alternativa a un acuerdo negociado (BATNA) (si no puede obtener todo lo que desea, ¿cuál sería el plan B ideal?):



LESSON 3: SAYING THANKS...THROUGH NOTES & LETTERS

Category: Job Search Skills

EMPLOYABILITY SKILLS

- A) Interpersonal Communication
- B) Enthusiasm & Attitude
- C) Professionalism
- D) Work Ethic: Integrity, Responsibility & Accountability

Instructional Direction

Students discuss the etiquette of thank you notes:

- to whom they should be sent – any professional that has been of help to student
- when they should be sent – within 24 hours of assistance received
- how they should be sent – typed letter, e-mail, or handwritten note
- what they can say – brief reminder of the assistance received, thank professional for the help, phone number or e-mail address of student for future follow-up
- rules of thumb – do not use abbreviations, slang, or text language

Students should choose a professional, who has been helpful to them, then handwrite and send a thank you note to that person. Making an “event” out of sending these thank you notes (for example, having the entire senior class write and send a thank you note to someone of their choice prior to graduation) would make this practice more meaningful.

Learning Outcome(s)

Students will be able to understand the importance of taking the time to send a written thank you note in today's business environment.

Resources Needed

1. Blank thank you cards
2. Writing utensils

Reference material — **Job Search Tips for Teens** as found on Workforce Solutions website

Modifications & Extensions

- Students can write more than one thank you note. Students can also draft (handwritten or typed) a thank you that is longer than a note to be used in a letter or e-mail.



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LESSON 14: SKILLS THAT PAY THE BILLS: VERBAL & NON-VERBAL CUES

Category: Job Search Skills

EMPLOYABILITY SKILLS

- A) Interpersonal Communication
- B) Enthusiasm & Attitude
- C) Professionalism
- D) Work Ethic: Integrity, Responsibility & Accountability

Instructional Direction

Below are two quick lessons on verbal and non-verbal cues. The lessons can be used as warm up activities that can lead into more thorough work on presentation of self, following directions, or other employability skills.

One Way Communication: Tear-agami

Students should each take a sheet of paper, close their eyes, listen carefully, and follow the verbal instructions given by the facilitator (who also performs the actions concurrently): "Fold your sheet of paper in half, tear off the upper right hand corner, fold the paper in half again, tear off the upper left hand corner, fold it in half one more time, and tear off the lower right-hand corner. Now open your eyes and unfold your paper." Students should discuss whether or not everyone's end product looks the same; if not, why not and what could have been done to improve the results.

Flipping the Switch

Students should break into groups and identify the verbal and non-verbal communication they would use with their friends, their parents, and an employer in each of the following situations: saying hello, saying goodbye, asking for help, e-mailing, texting, and making a phone call. Groups should share and discuss their findings with each other then in front of the classroom, role play/act out how they would handle each of the communication scenarios.

As time allows, students can demonstrate the differences in communicating the same message with different audiences. Students should demonstrate at least two scenarios, for example, of saying hello to two different audiences and then elaborate on which verbal and non-verbal cues were different between the two scenarios.

Ask students why they chose to implement these differences. Do some cues seem more appropriate in some scenarios than others? Why? What happens if we use the wrong cues for the wrong audience(s)?

Learning Outcome(s)

Students will be able to recognize that people receive information in different ways and that two-way conversation, which allows for clarification may be necessary in order for successful communication to take place. Students will be able to distinguish between appropriate and inappropriate verbal and non-verbal communication behaviors with different groups.

Resources Needed

1. Scrap sheets of paper
2. Writing utensils

Modifications & Extensions

- After discussing two-way communication, have students complete the Tear-agami instructions, but allow them to ask clarifying questions along the way. Repeat again, allowing students to keep their eyes open and ask clarifying questions.
- Have students instruct the teacher on how to construct a sandwich. Have all the necessary supplies and construct the sandwich per their directions being VERY precise to follow their words. If they say "get a piece of bread out of the bag", you may want to rip open the package dramatically and pull out a piece of bread from the center of the loaf. This will achieve the same intent as the Tear-agami activity...and might be more entertaining.

Flipping the Switch

- Students could create and act out their own communication scenario not listed in the activity. allows for clarification may be necessary in order for successful communication to take place. Students will be able to distinguish between appropriate and inappropriate verbal and non-verbal communication behaviors with different groups



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LESSON 15: ACTIONS SPEAK LOUDER THAN WORDS

Category: Employability Skills

EMPLOYABILITY

- | | |
|--------------------------------|-----------------------------------------------------------|
| A) Interpersonal Communication | D) Time Management |
| B) Enthusiasm & Attitude | E) Ability to Accept and Integrate Criticism and Feedback |
| C) Professionalism | |

Instructional Direction

Students discuss how long they think it takes to form a first impression. Share that the average first impression takes approximately ten seconds. Play seconds 15–33 of Interviewing video (<https://www.youtube.com/watch?v=lrrzcBY6ELc&index=8&list=PLKea4---cwexydvtn3b5CI0sbXIVRKLf>). Students then have 10 seconds to jot down their first impression of the person in the clip and give feedback.

Ask participants if they have ever heard the expression that “actions speak louder than words?” Stand in front of the group, with eyes straight ahead, face blank, and voice monotone. Ask group if they would pay attention to you if you conducted the entire class in this manner. Stress the point that when you are interacting with others, it is not just what you say, but also how you say it that impacts how the message is received.

Discuss each of the components of non-verbal communication

- Facial Expression – stress importance of displaying a positive attitude; get all to smile.
- Tone of Voice – share examples of being soft-spoken, yelling, fast, slow, accent, etc.
- Body Language – stress importance of good posture, eye contact, and handshakes; get all to practice each.
- Appearance – stress importance of being neat, clean, and appropriately dressed; discuss how participants should dress for various types of interviews. Emphasize importance of covering tattoos and piercings.

Play seconds 2:05 through 2:35 of Interviewing video. Students then have 10 seconds to jot down their first impression of the person in the clip and give feedback.

Discuss lessons learned.

Learning Outcome(s)

Students will be able to understand the impact non-verbal communication and appearance can have on employers

Resources Needed

- | | |
|----------------------------------|---------------------|
| 1. Computer with Internet access | 4. Scrap paper |
| 2. Projector | 5. Writing utensils |
| 3. Timer | |

Reference material – **Job Search Tips for Teens** as found on Workforce Solutions website

Modifications & Extensions

- Have students match up slogans with the popular products or company they belong to. Discuss the impact a “brand” can have on our purchasing decisions. Have students create a tag line or slogan to represent themselves. Would they use the same tag line with friends? family? in a professional setting? Discuss the impact their “brand” might have on an employer’s decision about hiring them.
- Assign or have students choose a behavior pattern and mode of dress to act out in front of the room. Based on the display, discuss whether or not the student is interview ready and if so, for what type of position.
- Students use Internet to find video examples of persons displaying appropriate behavior and dress to interview for assigned occupations.



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LESSON 16: WORKPLACE PERSONALITIES

Category: Employability Skills

EMPLOYABILITY

- | | | | |
|----|--------------------------------------------|----|----------------------------|
| A) | Teamwork & Working in Diverse Environments | D) | Enthusiasm & Attitude |
| B) | Interpersonal Communication | E) | Flexibility & Adaptability |
| C) | Problem Solving & Critical Thinking | | |

Instructional Direction

Students will draw or be assigned one of the following personalities: Know-it-all, Perfectionist, Grumpy Gills, Cheerleader, Super Shy, Leader, Daydreamer, Procrastinator, Egomaniac, or Yes Man

Students will then break into small groups where they will have five minutes to build a house out of a deck of cards. While building the house, students will role play the personality from the card they drew.

At the end of the five minute time frame, have groups debrief whether or not they were successful. Students should try to guess what personality each person in the group was playing during the exercise. Then discuss the impact each personality had on the success or failure of the group as a whole.

As a group, brainstorm strategies for being able to work successfully with each of these personalities.

Learning Outcome(s)

Students will be able to employ multiple strategies for dealing with different personalities and attitudes in the workplace.

Resources Needed

1. Decks of playing cards or some other similar item to be used for building a house
2. Personality cards (Blackline Master 16a)

Modifications & Extensions

- Students can form a group choosing which personalities to include and repeat the project to see if they are successful.
- Students can do a similar group activity without assigned personalities and evaluate each person's personality within the group. This may also be done by having students complete the assigned group task while being video recorded and having the class evaluate personality types after viewing the group videos. Any variation would be a good lead in activity to discussing performance evaluations, found in lesson, *Evaluating Your Brand*.



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TARJETAS DE PERSONALIDAD DEL LUGAR DE TRABAJO

SABELO TODO

Tiene todas las respuestas a cada problema y sabe exactamente cómo se debe completar la tarea. No está dispuesto a escuchar aportes ni comentarios de los demás y hasta podría molestarle que las personas contribuyan con su propia opinión.

LIDER

Cualquier tarea es su tarea. Disfruta darles instrucciones a los demás y, naturalmente, cumple con la función de gerente del proyecto. Delega tareas, verifica el trabajo de los demás y alienta a los equipos mientras se asegura de progresar constantemente hacia la línea final. Se siente desafiado cuando los demás intentan apropiarse de sus proyectos y los rechazará hasta que claramente quede usted solo en la cima.

PERFECCIONISTA

No está satisfecho con ninguna parte de la tarea ni del proyecto que no sea exactamente como se imagina que debe ser. Demanda perfección en cada paso del proceso y es inflexible cuando los demás quieren tomar atajos o tienen ideas que desafían su visión. Si no se hace correctamente de principio a fin, no se hace en absoluto.

SOÑADOR

Carece de foco y dirección. Le gusta pensar en ideas, pero luego no tiene un seguimiento. Si le asignan una tarea grupal, es posible que tenga una idea fantástica para compartir, pero luego no contribuye para que se lleve a cabo. Esas nubes de afuera son muy bonitas. ¿Qué cenará? Necesito enviarle un mensaje de texto a mi mejor amigo acerca de nuestros planes ... espere, ¿qué estábamos haciendo?

GRUÑÓN SONSO

Está muy molesto porque tiene que trabajar y vuelca su mal humor a la tarea en cuestión. La gente lo molesta. Trabajar lo molesta. Hablar lo molesta. Su malhumor lo describe como persona y si bien podría contribuir con la tarea, no se siente feliz al respecto. (Ser malhumorado no necesariamente significa que grita o es agresivo).

DESIDIOSO

Sabe que la tarea que le asignaron es importante, pero en este momento no quiere realizarla. Mejor tarde que nunca. Siempre prefiere dejar su trabajo para otro momento o delegárselo a otra persona. ¿Por qué tenemos que hacer esto ahora? Si dejamos pasar un poco el tiempo podemos trabajar mejor bajo presión, ¿cierto?

ANIMADOR

¡Vamos, equipo! Quieren terminar con la tarea y se asegurarán de contribuir con la mejor actitud y apoyo emocional posibles. Disfruta de alentar a los demás y de asegurarse de que todos contribuyan, y se siente MUY BIEN al respecto. Su trabajo principal es alentar a las demás personas para que triunfen.

EGÓLATRA

¡Uau! ¿No es increíble? ¡Cualquier grupo que trabaje con usted está orgulloso de tenerlo! Si bien puede tener ideas para contribuir con una tarea, primero debe demostrarle al grupo lo bueno que es. A medida que la tarea continúa, quiere asegurarse de que los demás recuerden cuán increíble es usted; por lo tanto, debe recordárselos... incluso si esto le quita tiempo de su objetivo principal: terminar con la tarea.

SÚPER TÍMIDO

Puede o no disfrutar de trabajar en los proyectos con los demás, pero nunca nadie lo sabría porque usted no habla mucho y es muy reservado. Habla con suavidad y no comparte sus ideas a menos que reciba mucha motivación para hacerlo. Por lo general, ve cómo se lleva a cabo la tarea y se comunica a través de las demás personas según sea necesario.

OBSECUENTE

Es una persona que brinda apoyo. Si alguien le designa una tarea, la acepta porque su tarea es apoyar a sus líderes y a los miembros del equipo sin vacilar. Identifica a los líderes y acepta cualquier tarea que se le asigne, y los apoya incluso aunque no esté de acuerdo con sus instrucciones.



LESSON 17: DOING THE RIGHT THING OR DOING WHAT'S RIGHT – ETHICS IN THE WORK PLACE

Category: Skills Identification & Career Exploration

EMPLOYABILITY SKILLS

- A) Interpersonal Communication
- B) Problem Solving & Critical Thinking
- C) Flexibility & Adaptability
- D) Work Ethic: Integrity, Responsibility, & Accountability

Instructional Direction

Students should have a discussion about what workplace ethics are and how they govern the conduct of both employers and employees. As a group brainstorm and create one list of ethics that apply to employers (ex. to provide a safe work environment) and another that apply to employees (ex. to treat company resources with care). Once the discussion is concluded students should break into small groups and each group should be assigned one of the ethical scenarios to problem solve.

Learning Outcome(s)

Students will be able to analyze and propose solutions for ethical dilemmas in the workplace.

Resources Needed

1. Workplace Ethics Scenarios (Blackline Master 17a)

Modifications & Extensions

- Students could ask an adult to describe a real life ethical dilemma they faced. Have students come up with possible solutions to the dilemma; then, have them go back to the adult and ask how they resolved it in real life. Student should then compare and contrast the real life solution with their proposed solutions. Students could be shown clips from the show "What Would You Do" and then describe the most ethical way to handle the situation.



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SITUACIONES ÉTICAS EN EL LUGAR DE TRABAJO

SITUACIÓN N.º 1

LaKeisha es asistente administrativa en el departamento de Recursos Humanos. Su buen amigo Michael está solicitando un trabajo en la empresa y ella aceptó ser una referencia para él. Michael le pidió consejos para prepararse para la entrevista. LaKeisha tiene las preguntas reales de la entrevista que les hacen a todos los postulantes y piensa hacerle una copia de la lista para que pueda prepararse.

SITUACIÓN N.º 2

Emily trabaja en el departamento de Control de Calidad. Una vez por año, su supervisor dona las computadoras usadas de la empresa a la escuela primaria local. La empresa no lleva un registro de estas donaciones de computadoras. Emily verdaderamente necesita una computadora. Su supervisor le pide que entregue 12 computadoras a la escuela.

SITUACIÓN N.º 3

Marvin es asistente en el departamento de Servicios de Construcción. Acaba de recibir una computadora nueva para el trabajo y está emocionado por probarla. Su supervisor tiene una política estricta sobre el uso de las computadoras (solo para fines empresariales), pero Marvin quiere aprender a usar el software de correo electrónico. Cree que una buena idea para hacerlo es enviar correos electrónicos a sus amigos y parientes hasta aprender a usarlo. Terminó todo el trabajo que tenía que hacer ese día y le faltan 30 minutos para que su turno termine. Su supervisor se fue más

SITUACIÓN N.º 4

Jennie fue contratada hace poco tiempo para trabajar como recepcionista en el hall principal. Como recepcionista, tiene la responsabilidad de hacer copias para las personas que trabajan en su oficina. Su hijo, Jason, ingresa y le pide algunas copias para un proyecto escolar. Trajo su propio papel y necesita 300 copias para su clase. Si no lleva las copias, desaprobó el proyecto. La fotocopidora de la empresa no requiere de una clave de seguridad ni se controlan las copias que hacen los departamentos.



LESSON 18: SOCIAL MEDIA PIT STOP

Category: Employability Skills

EMPLOYABILITY

- A) Interpersonal Communication
- B) Professionalism
- C) Work Ethic: Integrity, Responsibility & Accountability
- D) Ability to Accept and Integrate Criticism and Feedback

Instructional Direction

Explain that many employers, scholarship committees, and colleges will “Google” candidates to help make a decision about whether or not they are a good fit.

Students discuss the number and type of accounts they have and how much time they spend online. Discuss popular social media accounts and their possible implications, including “inactive” accounts — Facebook, Twitter, Snapchat, Instagram, Vine, Pinterest, Tumblr, YouTube, etc.

Students then open one of their social media accounts (cell phones normally work best) that has a news feed, and browse news feed for a specified amount of time (30 seconds to 1 minute usually works well). Explain that the reason they are viewing their newsfeed is that how they are viewed by others is impacted by not only what they post, but also what their “friends” post.

Distribute Social Media Pit Stop worksheet (p. 5 of the When I Grow Up Workbook). Explain the content of each box. You might tell students that these are items that recruiters and hiring managers from companies of various size and scope see as either negative or positive when viewed on a potential candidate's social media sites. (The content for this activity is based on an actual survey conducted by a company called Jobvite that does an annual survey about recruiting behavior, specifically addressing the Internet and social media.) Students should then complete the activity.

Discuss results and brainstorm ways to improve scores.

Learning Outcome(s)

Students will be able to understand the impact that social media can have on their public perception and on a job search in today's business world.

Resources Needed

1. Devices with Internet access
2. Social Media Pit Stop (p. 5 in the When I Grow Up Workbook)
3. Writing utensils

Modifications & Extensions

- Students choose a professional or famous person that they believe has a good social media presence and one that they believe has a poor social media presence. Students then complete Social Media Pit Stop for each of these individuals and report their findings.



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LESSON 19: LET'S TAKE A SELFIE!

Category: Employability Skills

EMPLOYABILITY

- A) Interpersonal Communication
- B) Enthusiasm & Attitude
- C) Professionalism

Instructional Direction

This activity can be completed in a number of different ways based on resources available, depth of instruction, and time allotted. The general purpose for any variation is to expose students to the implications of their professional presence both online and IRL ("in real life").

Option 1 – Students choose a favorite celebrity and find "selfies" (pictures the celebrity has taken of his/ herself) that are posted online. Students then make an electronic display board (using any presentation software such as PowerPoint or Prezi) to collect and show organized images of their celebrity.

They should group these images into Professional or Unprofessional categories and add descriptors and keywords to detail why each collection demonstrates the assignment to the respective groupings. Displays can be shared electronically with the class, grouped in a class e-file for review and discussion, or printed and displayed in class. Teachers can reference When I Grow Up Workbook page 12 on professional attire for information on what is appropriate presentation and attire in the workplace.

Option 2 – Working in pairs or small groups, students use mobile devices, tablets, or cameras to take their own selfies. Each student should take at least one picture demonstrating Professional and Unprofessional selfies that they would be willing to share with the class. They can submit to a secure class file site or, with appropriate permissions, collect on a teacher-controlled Instagram board (www.instagram.com) for review.

For either variation on the activity, it should be stressed that professional attire can vary based on your position and duties so rationalizing choices would be relevant. Ultimately, workplace attire should match the culture and expectations of the organization. It is also appropriate to introduce students to the most popular professional networking site, LinkedIn (www.linkedin.com) to review examples of professional online presentations

Learning Outcome(s)

Students will be able to distinguish between appropriate and inappropriate workplace attire. Students will also be able to make logical conclusions about the implications of having an inappropriate workplace presentation, including what is represented in their own social media, personal or professional.

Resources Needed

1. Technology for capturing photographic images

Reference material — When I Grow Up Workbook for discussion on attire

Modifications & Extensions

- This activity can be modified in a number of different ways based on teacher preference. Students can make and/or analyze videos of different individual presentations online and through various media. The class might analyze one or two pictures each day as a group warm-up activity. Or, the class can start a physical board on which they can collect images over time that represent appropriate professional presence.



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