

# **The Southern Regional School-to-Career Plan**

A comprehensive career investigation experience  
for students in grades 7-12

The Southern Regional School District's comprehensive School-to-Career Program is embedded in all content areas. Special transitional services are in place to extend the fullest benefit of the program to students with disabilities. The program is designed to ensure the personal, academic and social success of all students. The iPlan for Success introduces the plan to incoming students in the fall of 7<sup>th</sup> grade.

As planned, the School-to-Career Program is spiraled throughout curricula in grades 7-12 to offer students a plethora of experiences to explore career development opportunities. In addition, the program affords students the ability to assess personal aptitudes and interests in order for them to have the tools with which to make relevant personal, educational and career choices.

## The Southern Regional School District 7-12 Plan

Grade	Experience	Department
7-8	iPlan for Success: iPlan to Succeed, iPlan to Be a Student, iPlan to Manage Myself, iPlan to Use My Learning Style	Guidance Teams Resource Rooms Departmental
7-12	Career Investigation, Workplace Readiness Skills, Character Development	Core Content Areas Resource Rooms Departmental
7-12	Service Learning	Core Content Areas Social Studies/Stafford Historical Society
7-12	Real Life Workplace Opportunities	Student store Puzzle Ice-Cream Store Holiday Shoppes Treat Carts
7-12	Employment Application Skill Development	All content areas, specifically Language Arts, English Resource Rooms Departmental
7-12	Employment Interview Skill Development	All content areas, specifically Language Arts, English Resource Rooms Departmental
9-12	Research paper: career choice & defense	English
9-12	Job Shadow	Guidance

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**Service Documentation Form – A School to Career Initiative**

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# **The Top Ten Workplace BE SUCCESSFUL TRAITS**

- #1 Be Dressed For Success**
- #2 Be a Good Communicator**
- #3 Be Dependable**
- #4 Be Energetic, Enthusiastic, and Positive**
- #5 Be a Model of a Good Work Ethic**
- #6 Be a Critical Thinker**
- #7 Be a Team Player**
- #8 Be a Self-Manager**
- #9 Be Technology Literate**
- #10 Be a People Person**

# The Be Successful Handbook Overview

“The Be Successful Handbook” is a comprehensive School-to-Career discovery program intended for classroom use. It has been developed as a CD for easy access to each component, integration of the [SCANS](#) and [New Jersey Workplace Readiness Standards](#), and access to relevant hyper-links.

The handbook is the result of a New Jersey Chamber of Commerce Initiative, an I.D.E.A.S. Grant from the New Jersey Department of Education, a developing SRSD School-to-Career Plan, and extensive classroom experience. It offers the classroom teacher access to school-to-career lesson plans and activities, research, surveys, web sites, simulations, portfolio components, and career related vignettes.

The lessons in the handbook may be used independently of one another or as a comprehensive unit. There are three units that follow the developmental guidance format:

**Who Am I?** This is a self-discovery unit that makes the connection between academic and career success. Included are: a Learning Style Inventory, Multiple Intelligence Inventory, Personality Survey, Academic Success Survey, Character Trait Survey and various on-line survey instruments. The information gleaned from participating in the Career Center’s Discover Program and this unit will begin the process of completing a Personal Career Planner that can be used as part of the Students’ Career Portfolios.

**Where Am I Going?** In this unit students are introduced to the value of goal setting and the writing of a personal mission statement. A Career Research Paper, based on the results of surveys and personal research in The Discover Program, culminates the unit.

**How Do I Get There?** This unit is the most comprehensive; it includes: workplace readiness soft skill developmental activities, a tool to match the students’ relevant Career Cluster with core curriculum courses, electives, extracurricular activities, on-the job experiences and a culminating assessment piece. It offers students investigative experiences and templates for all components of the job/college/career application process.

## Each Unit Offers:

- Teacher Materials – Resource information for the unit
- PowerPoint/Overhead Lesson Presentation Pages
- Student Materials- Applications of the Lesson

## Also Included Are:

- Final Job Assimilation Assessment
- Career Portfolio Components
- Assessment Rubrics
- Career Vignettes

## Unit I- WHO AM I? Teacher Materials

*The unexamined life is not worth living. - Socrates*

When you look in a mirror, do you KNOW the person you see? Does the same person look back at you if the location of the mirror changes from home to school or work?

**“You are who you are when no one is looking.”** Many people throughout the ages have agonized through the process of self-discovery to find out about the person they are because of the valuable insights that can be gained from the process. Sometimes the mask people wear or the person they pretend to be hides the real person even from himself/herself.

Native Americans modeled the self-discovery process for us as they often spent six months alone on a “vision quest.” While such a journey is virtually impossible in today’s world, the concept is still sound; knowledge of ones inner self can provide a healthy perspective of how to plan for the future. What better way to choose a career path than to match it to your likes, interests, values, and successes!

Every experience in your life is being woven into the person you will ultimately be. Your volunteer work, hobbies, work experience, relationships, and schoolwork hold valuable clues to help you choose a successful, enjoyable career path.

**To aide you in the process of self-discovery, this unit will lead you to begin the process of developing a Personal Career Plan:**

- Identify your learning style, dominant intelligences, and personality traits and relate them to academic and workplace success
- Identify those behaviors that are limiting your academic progress and create a plan to correct them
- Identify the 10 Most Desirable Workplace Success Traits

# Unit I- Who Am I?

**Goal: Lead students to discover who they are and to match what they learn about themselves to the development of successful career traits and to make a relevant career choice.**

## **A. Learning Styles Inventory, Multiple Intelligences, Personality Trait and Character Inventories**

Through these instruments students will ascertain their dominant learning styles and intelligence and understand how to bridge conflict caused by a difference in a teaching vs. a learning style.

### **These instruments can be used:**

- As PowerPoint presentations for dissemination of information
- As PowerPoint presentations to initiate classroom discussion
- Independently by students as exploratory tools
- Independently by students as exploratory tool with evaluation of responses as classroom or group discussions

[Learning Styles Inventory A](#)

[Learning Styles Inventory B](#)

Multiple Intelligences Survey @ [www.surfaquarium.com/miinvent.htm](http://www.surfaquarium.com/miinvent.htm)

Personality Inventory @ [www.kiersey.com](http://www.kiersey.com)

## **B. Workplace/Academic Success/Character Traits**

These surveys will help students evaluate their classroom behaviors and academic progress and relate them to their personal character traits.

### **These instruments can be used:**

- To develop strategies to improve personal achievement
- As a PowerPoint Presentation to initiate classroom discussion
- As a Student Success Sheet for self-evaluation
- For group or classroom discussion
- To develop intervention strategies to strengthen weak areas
- As an introduction to Workplace Readiness- the ultimate goal of the program is for students to develop these traits
- (Suggestion: Have groups make their own list first and then compare to actual list
  - ✓ Prioritize the traits and defend the position of each
  - ✓ Identify a person who exemplifies the trait and relate success of the person)
- As a springboard for readings on character, newspaper articles about men and women with/without character
- As a daily character word discussion

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## **Unit I - Who Am I? What Career Choices Match My Learning Style?**

### **VISUAL LEARNERS: THINK VISUAL FOR RESIDUAL**

- Think in pictures
- Remember events as illustrations
- Learn from maps, charts, graphs, photos, drawings
- Understand better after seeing a video
- Learn from note taking

#### **Classroom Implications:**

- Take notes, take more notes, take notes even during discussions
- Outline
- Create maps, drawings, illustrations as you take notes
- Use graphic organizers
- Sit up front to avoid distractions

**What would be some viable career choices for visual learners?**

### **AUDITORY LEARNERS: WHAT THEY HEAR BECOMES CLEAR**

- Learn from discussions
- Like when people talk to them
- Like lectures
- Listen to the radio
- Talk through information
- Listen well to the viewpoints of others

#### **Classroom Implications:**

- Read text aloud (if not in class, at home)
- Tape lectures
- Participate in group discussions
- Hold informal interviews
- Ask for paired learning situations

**What would be some career choices for auditory learners?**

### **KINESTHETIC: MOVE TO PROVE**

- Like hands-on experiences
- Do well in lab classes
- Like projects
- Learn from field trips
- Learn from exploratory activities

#### **Classroom Implications:**

- Move around whenever possible
- Cut out representations of concepts
- Participate in projects whenever possible
- Put your learning to a beat or music if possible
- Act out a situation

**What would be some career choices for kinesthetic learners?**

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# Unit I – Who Am I? Multiple Intelligences

How do multiple intelligences match learning style?  
Is it possible for multiple intelligences not to overlap??

## **VISUAL:** Think in Pictures

People with visual intelligence are good at:

- Designing things
- Puzzles
- Directions
- Maps
- The Arts
- Language Arts
- Manipulating Images

## Career Matches:

- Air traffic control
- Navigators
- Graphic artists
- Engineers/architects
- Artists/Interior designers

## **VERBAL:** Command Language

People with verbal intelligence are good at:

- Speaking
- Listening
- Explaining
- Negotiating
- Persuading
- Analyzing

## Career Matches:

- Politicians
- Human resource counselors
- Negotiators
- Teachers
- Translators
- Authors
- Lawyers
- Translators

**KINESTHETIC:** Coordinated

People with kinesthetic intelligence exhibit:

- Grace
- Balance
- Coordination
- Effortless Movement

Career Matches:

- Actor
- Sports
- Teacher
- Firefighter
- Carpenter/mechanic/welder

**MUSICAL:** Rhythmic

People with musical intelligence have a sense of beat and can detect it in all aspects of life.

Career Match:

- Musicians
- Singers
- Composers
- Producers
- Disc jockeys

**MATHEMATICAL:** Analytical

People with mathematical intelligence think in a logical, abstract manner.

**Career Match:**

- Mathematicians
- Scientists
- Engineers
- Accountants
- Computer programmers

**INTRAPERSONAL:** Know themselves well

People with intrapersonal intelligence study and analyze themselves.

Career match:

- Analysts
- Theorists
- Philosophers

**INTERPERSONAL:** Empathetic

People with interpersonal intelligence are:

- Empathetic toward others
- Open-minded
- Caring
- Cooperative
- Peacemakers

Career Match:

- Counselors
- Teachers
- Medical profession
- Social workers

**NATURALISTS:** Understand nature.

People who have naturalistic intelligence are concerned with the environment.

Career Match:

- Forest ranger
- City planner
- Botanist
- Environmentalist/Nature preserve caretaker

**EXISTENTIAL:** Debate the “big issues” of life.

People with existential intelligence are concerned with religion, origin, and/or thought.

Career Match:

- Theologian
- Yoga Instructor
- Philosopher
- Archeologist
- Art/ Museum Curator

## **Unit I- Who Am I?**

### **Desirable Workplace Character Traits**

#### **Is Any One Character Trait More Important Than Another?**

##### **Trustworthiness**

A person who is trustworthy has a reputation for being honest, truthful, dependable, loyal, able to keep a confidence, and who holds true to his or her principle beliefs.

##### **Respect**

A person who is respectful has a reputation of living by the Golden Rule, valuing diversity, being a peacemaker, modeling civility, and being a guardian of the dignity of others.

##### **Responsibility**

A person who is responsible has a reputation for pursuing excellence, being accountable, not being a complainer, keeping commitments, having a positive attitude, and exercising self-control.

##### **Fairness**

A person who is fair has a reputation for treating everyone equally, being open-minded, being non-judgmental, and being consistent in his or her dealings with others.

##### **Caring**

A person who is caring has a reputation for being grateful, kind, supportive, empathetic, charitable, altruistic, and sacrificing.

##### **Citizenship**

A person who has a reputation for being a good citizen is respectful of authority, acts for the betterment of community, keeps the laws, protects the environment, participates in government, and contributes as part of the whole.

##### **Questions for Discussion:**

1. Consider the people you know who exhibit each the above character traits. How has their behavior contributed to their quality of life?
2. Choose the character trait you consider the most important in another? Defend your answer.

# WORDS OF CHARACTER

Accountability	Gentleness	Positive attitude
Acceptance	Gratitude	Pride in SRHS
Altruistic	Helpfulness	Principled
Benevolence	Honesty	Punctuality
Caring	Honor	Purposefulness
Cheerfulness	Hope	Reliability
Citizenship	Humility	Respect for authority
Civility	Idealism	Respect for environment
Cleanliness	Independence	Respect for self
Compassion	Initiative	Respect for others
Confidence	Integrity	Pursuit of excellence
Cooperation	Joyfulness	Responsibility
Consideration	Justice	Reverence
Commitment	Kindness	Self-control
Courage	Leadership	Self-discipline
Courtesy	Life-long learner	Service
Creativity	Love	Sportsmanship
Dependability	Loyalty	Steadfastness
Determination	Mercy	Tact
Duty	Moderation	Thankfulness
Encouragement	Modesty	Thriftiness
Empathy	Morality	Tolerance
Enthusiasm	Non-violence	Trust
Ethical	Obedience	Trustworthiness
Excellence	Open-minded	Truthfulness
Fairness	Optimism	Unity
Faithfulness	Orderliness	Virtue
Flexibility	Patience	Wisdom
Forgiveness	Patriotism	Work ethic
Friendliness	Peacefulness	
Generosity	Politeness	

## Unit I-What's My Learning Style? Student Success Sheet

Place a check after statements that indicate how you **USUALLY** learn.

1. I learn best when I listen to someone speak about a topic. \_\_\_\_\_
2. I like to figure things out by trial and error. \_\_\_\_\_
3. I learn best by reading the information in books. \_\_\_\_\_
4. I can find my way by using a map. \_\_\_\_\_
5. I can more easily find my way if I listen to verbal directions. \_\_\_\_\_
6. I usually look at instructions before I assemble an item. \_\_\_\_\_
7. I learn a lot from participating in a discussion. \_\_\_\_\_
8. I can do something after I watch someone else do it. \_\_\_\_\_
9. I can remember what is said in class without taking notes. \_\_\_\_\_
10. I understand how something works if I take it apart and put it back together. \_\_\_\_\_
11. Diagrams, drawings, and maps help me to understand better. \_\_\_\_\_
12. I do my best in classes that involve physical movement or hands-on demonstrations \_\_\_\_\_
13. I can sit still for a very long time. \_\_\_\_\_
14. If I could choose a time to attend school, it would be A.M. \_\_\_\_\_
15. I get “antsy” if I have to sit for too long in one place. \_\_\_\_\_
16. If I study in the evening, I remember more. \_\_\_\_\_
17. I like to curl up and study in one spot. \_\_\_\_\_
18. If I could choose a time to attend school, it would be P.M. I would attend in the evenings. \_\_\_\_\_
19. I like to “walk around” when I study. \_\_\_\_\_
20. If I study in the morning, I remember more. \_\_\_\_\_
21. I organize my day to complete all that needs to be done. \_\_\_\_\_
22. I often need to be reminded to do what I need to do. \_\_\_\_\_
23. I like to set my own schedule and usually do what needs to be done on time. \_\_\_\_\_
24. I always run out of time and don't accomplish what I need to do. \_\_\_\_\_

Add up the checks in each column. The column with the most checks indicates your dominant learning style and optimum learning situations.

**Visual Learner**

**Auditory Learner**

**Kinesthetic Learner**

- 3
- 4
- 6
- 11

- 1
- 5
- 7
- 9

- 2
- 8
- 10
- 12

I am a \_\_\_\_\_ learner.

**Self-Starter**

**Follower**

**A.M. Person**

**P.M. Person**

- 21
- 23

- 22
- 24

- 14
- 20

- 16
- 18

I am a \_\_\_\_\_.

I am a \_\_\_\_\_ person.

**Need a quiet corner to study**

**Need to move around to study**

- 13
- 17

- 15
- 19

I like to \_\_\_\_\_ when I study.

Name: \_\_\_\_\_

# What's Your Learning Style?

## Identifying Learning Style: How do you learn best?

Not everyone learns the same way. The different ways people learn are called their *learning styles*. Learning styles are important because learning becomes more difficult when styles and teaching methods clash.

The learning setting can neither support nor frustrate *your* learning style. For example, you may learn best through hands-on experiences and will not learn as much from a lecture class. Some students can learn about a subject by reading; others need pictures, maps, and graphs before they can really understand the material.

A good way to understand learning styles is by finding out about your own. The following survey is designed for anyone who wants to know about his or her learning style. You may want to have your parents complete the survey.

## What's Your Learning Style?

Answer each question either “true” or “false”. Your first spontaneous response is probably the truest answer you can give.

- |                          |                       |                          |                          |                          |                          |             |              |   |
|--------------------------|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------|--------------|---|
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 1. I really like to listen to people talk.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 2. I really like to watch television.   |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 3. I must be reminded often to do something.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 4. I can sit in one place for a long time.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 5. If I could choose to go to school anytime during the day, I would like to go in the morning. |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 6. I really like people to talk to me.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 7. The things I remember best are those I see.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 8. I don't have to be reminded to do something.   |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 9. I can't sit in one place for a long time.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 10. If I could choose to go to school anytime during the day, I would go in the early evening.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 11. I'd rather read than listen to a lecture.   |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 12. I prefer to learn something new by having it told to me.                                    |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 13. I forget to do things I've been told to do.   |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 14. I find it hard to sit in one place for a long time.   |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 15. I remember things best when I study them in the early morning.                              |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 16. I find it easy to listen to people talk.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 17. It's easy for me to remember what I see.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 18. I remember to do what I am told.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 19. I have to get up and move around when I study.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 20. I remember things best when I study them in the evening.                                    |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 21. I enjoy learning by listening.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 22. I like to learn by reading.   |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 23. I do what I am expected to do.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 24. It's easy for me to stay put when I study.  |
| <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>True</b> | <b>False</b> | 25. I study best in the morning.  |

# How should I study?

## Auditory Learners

**How to Study:** An Auditory Learner would rather learn by listening. You like to be told things. Reading in silence can sometimes leave you cold. You should study with someone else and stop, every once in a while, to talk over the information with that person. If you are studying alone or taking a test, imagine hearing the words in your mind, or ask a teacher if you are allowed to read the test out loud, softly, to yourself.

## Visual Learners

**How to Study:** You probably absorb new materials better by reading it. You prefer printed handouts and more examples on the board, something you can relate to visually. Ask your teachers for this, they will be more receptive than you think. If you are in a lecture class, YOU MUST TAKE NOTES! Ask to have things diagramed. Look for films, books, or articles on things you did not quite grasp in class. Try the Internet, the library, and the video store.

## Multisensory Learners

**How to Study:** You like to learn in an environment where there are lots of things going on. Hands-on learning works best for you. You prefer to see, hear, and touch something for it to make sense to you. If possible, do your work on a computer. Watch films of the information you want to learn. Use language labs that use both recorded and visual materials. See if a book you have to read for English is available on audiotape, listen as you are reading.

## Work Well on Your Own

**How to Study:** You can handle a research project or paper on your own. You tend to be a high achiever in areas that interest you. You don't need a lot of feedback while you're working, but you definitely seek recognition when you are done. If you don't get it, ask for it!

## Wants Feedback While Working

**How to Study:** You work best on short assignments, even if you must do more of them. Rather than long texts, you prefer workbooks that break things down into bite-sized pieces. You may need feedback while you are working: ask for it! You may want to examine your feelings about being told what to do and separate them from the learning challenge that confronts you. Often, a student who is hostile toward authority figures may appear lazy or irresponsible, when in fact, that is not the case at all. Try to communicate clearly to your teachers so that they don't get the wrong impression.

## **A MOVER**

**How to Study:** You are probably miserable sitting in the library or at your desk for a long period of time. You need breaks – if only to stretch – every half-hour or so. Listen to your body and take them. If you are confined to a desk, use this exercise: inhale deeply and imagine the air flowing through your body, right down to your toes. Then, exhale, drawing the air back up through your toes, legs and body and out your mouth. Relax your jaw since that is where tension tends to build. A few deep breaths may satisfy the urge to wander, since there are going to be times when you need to sit quietly and work on an assignment, or listen to a lecture.

## **A SITTER**

**How to Study:** Sitting still, often in an uncluttered environment, allows you to absorb material without losing your train of thought. Study when and where the only interruptions will be ones you choose.

## **MORNING LEARNER**

**How to Study:** If you are a morning learner, you may lose energy and wind down by mid-afternoon. Hopefully, your most challenging courses are in the morning. Don't start your homework on Sunday night! You might consider setting the alarm clock half an hour early to get up and review your notes. Morning is a powerful learning time for you!

## **AFTERNOON LEARNER**

How to Study: Being an afternoon learner does not mean you are lazy; you are simply in a tough spot with a biological preference that most school can not accommodate. You need to use your learning strengths to your benefit. You reach your peak in late morning or afternoon. You need to plan your most challenging work during that period. Rather than going home from school and turning on the television, it would be smarter to use the afternoon hours to complete your homework.

## Learning Styles:

### *What the results indicate...*

DO YOU LEARN BEST BY HEARING? Shade the “∇” next to the following statements if you answered “True” to numbers 1, 6, 12, 16, and 21.

If you shaded four or five “∇’s”, you learn best by hearing. You are a strong “Auditory Learner”.

If you answered “True” to only one or two of these statements, you may be better when you see what you need to learn. In all categories, if you score a “3”, this means you are adaptable and you learn when teaching is done in a variety of ways.

DO YOU LEARN BEST BY SEEING? Shade the “○” next to the following statements if you answered “True” to numbers 2, 7, 11, 17, and 22.

If you shaded four or five “○’s”, you learn best by seeing. You are a strong “Visual Learner”.

DO YOU LEARN BEST IN A MULTISENSORY APPROACH? IF you answered “True” to only one or two statements in both hearing and seeing areas, you probably prefer multisensory instruction.

DO YOU WORK WELL ON YOUR OWN? Circle the “X” of the following statements if you answered “True” to numbers 8, 18, and 23. Also circle the “X” if you answered “False” to numbers 3 and 13. If you scored four or five boxes, you can handle a research project or paper on you own.

DO YOU NEED FEEDBACK WHILE YOU ARE WORKING? If you scored on or two “X’s” you work best on short assignments.

ARE YOU A “MOVER” OR A “SITTER”? Shade the “□” next to the following statements if you answered “True” to numbers 9, 14, and 19. Also shade the “□” next to the statement if you answered “False” to numbers 4 and 24.

You are a “Mover” if you scored four or five “□’s”.

You are a “Sitter” if you scored one or two “□’s”.

WHEN DO YOU LEARN BEST? Shade the “↔” next to the following statements if you answered “True” to numbers 5, 15, and 25. Also shade the “↔” next to the statement if you answered “False” to numbers 10 and 20.

You are a “Morning Learner” if you scored four or five “↔’s”.

You are an “Afternoon Learner” if you scored one or two “↔’s”.

## Unit I-Workplace Traits and Skills Checklist

### Who Am I?

### Student Success Sheet

After discussing the character traits that have been identified as necessary for workplace, academic and life-long success, place a check next to those you possess and give an example of a time that you demonstrated each checked trait. To the right of all non-checked traits, write down a step you will take to begin to develop that trait and add a time frame to your step. To the left of all traits match the character trait they exemplify.

Integrity:

Responsibility:

Respect:

Cooperative:

Honest:

People person:

Positive, Enthusiastic, and Energetic Attitude:

Positive Self-Image:

### Desired Skills

Good Communicator: (listener, speaker, writer, negotiator):

Self-Manager: (organized, punctual, reliable, perseverer, self-control, self-starter)

Critical Thinker/Problem Solver:

Technologically Literate:

Leader:

Creative:

Team Player:

Life-long Learner

Know how to Dress for Success

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**Unit I-Academic Success Survey**  
**Who Am I?**  
**Why Am I Not Reaching My Potential?**  
**A Student Success Sheet Self-Survey**

The following is a list of study characteristics that may have contributed to problems you may be having in one or more of your courses. Evaluate yourself in your classes and place a 0, 1, or 2 next to each reason.

Remember that academic success is directly related to success in a career. Plan now to be successful.

- 0**     **Not a reason for failure/difficulty**  
**1**     **A minor reason for failure/difficulty**  
**2**     **A major reason for failure/difficulty**

- |       |   |
|-------|---|
| _____ | Insufficient homework completed           |
| _____ | Poor attendance                           |
| _____ | Frequently late                           |
| _____ | No interest in the subject matter         |
| _____ | Too difficult                             |
| _____ | Too many missed or incomplete assignments |
| _____ | Personality clash with teacher            |
| _____ | Poor organizational skills                |
| _____ | Give up too easily                        |
| _____ | Lack of class participation               |
| _____ | Low test or quiz scores                   |
| _____ | Fell behind and couldn't catch up         |
| _____ | Didn't stay for extra help when needed    |
| _____ | Problems at home                          |
| _____ | Personal problems                         |
| _____ | Misbehavior in class                      |
| _____ | Class moves too quickly                   |

1. Choose two #2 reasons and write down a plan to correct them. Be specific! Be accountable to a friend or family member while you are “working” your plan.

**Continue to work on additional problems.**

2. Are you having the same difficulty or success in all of your classes or is it limited to one or two? Why?

3. Match a character trait to each of the reasons listed for academic difficulty. Discuss.

## Unit II

### Where Am I Going?

#### Mission Statement/Goal Setting

- Research has proven that people who develop written goals are usually more successful in life. There is an aphorism that states, “If you don’t know where you are going, be careful because you might end up there.”
- To help students develop a mission statement and set goals to reach it is to give them a road map through life and a standard by which to base life’s decisions.
- There are many ideas about what encompasses a good mission statement and many ways to lead students through the writing process. The plan presented in *Where Am I Going?* is one that fits best in the classroom? Obviously, if you wish to add additional steps and time spent, you can certainly do so. There are links to many websites dedicated to mission statement writing.
- Students, who are expected to write goals and a mission statement, should have already been through the Discover Program as 9<sup>th</sup> graders or should have completed the relevant surveys and self-evaluations available in *Who Am I?* It would be impossible to write a meaningful mission statement without going through a self- discovery process first.
- A creative final copy could also illustrate the significance. For example, my mission statement is from an acronym using EAGLE; an eagle could easily represent my statement.

#### NOTEWORTHY:

Personally, I believe that writing a mission statement should precede goal setting. If the mission statement is the “ultimate goal” in life, all other goals should support achieving it. However, others believe that goal setting comes first and even others don’t believe that a mission statement is a goal.

As a teacher you may wish to model the process with your students. I spent a few weeks refining mine and found it to be a very enlightening and worthwhile experience.

Goals and mission statement cannot be written in a day. Students need to write a rough draft and then be encouraged to carry it with them for a week and make additions, deletions and/or corrections as they reflect upon it.

After storing the goals and mission statement, each student should make a smaller version to carry and refer to often when making life decisions; the reverse side of *The Pocket Resume* might be a good place to keep it. Discuss the importance of evaluating decisions using the mission statement as the standard.

Encourage students to periodically evaluate goals and re-adjust as life's situations change. For example, my goals of rearing my children well are not applicable now that they are grown; I may transfer those goals to those of having a positive influence on my yet to be born grandchildren.

The Mission Statement may or may not change. A well-written one can be accomplished in various ways, thus, if a career choice changes, ones life mission can be accomplished through a different avenue. Example: Mission: To Make A Difference with My Life. Perhaps, the person thinks he will be a doctor and realizes this is not a realistic goal; he can make a difference in another way.

The **Presentation Pages** present the principles of goal setting and mission statement writing, career interest, and career research as they delineate the components of each. They can be printed for student use after the presentation.

The **Discover Program** provides a tool for students to match their interests, abilities and values to a career cluster. **Discover** is available either in the Career Center or online after obtaining a login from the center.

A sample Career Research paper provides a format for Career Research. It is based on the premise that the student has identified his or her career cluster. All components of the paper can be accessed in Unit III.

Students should be encouraged to use the World of Work Map during course selection and when considering extracurricular activities, electives or core courses.

[Extra-Curricular World-of-Work Map](#)

[Elective World-of-Work Map](#)

[Course of Study World-of-Work Map](#)

[Discover Cluster Map](#)

## **Career Investigation/Defense**

- Students will choose a career cluster based on the results of their Self- Investigative Profile
- Students will successfully complete a career research paper of their chosen cluster
- Students will defend their career choice by relating the information obtained from the career research to their Self-Investigative Profile
- Students will successfully apply the information learned during the career investigative process to successfully complete a Job Simulation Process

### **Students will successfully present and defend their career choice:**

1. Choose a career cluster based on the results of the Self-Investigative Process; choose a relevant career path.
2. Review/write abstracts on three articles related to the chosen career path.
3. Prepare an initial or updated resume/mini-resume of chosen career.
4. Prepare a Research Paper with the following components:
  - A. Job Description
  - B. Opportunities for employment based on Want-Ads/Job Market Prospectus
  - C. Salary Range
  - D. Educational Requirements
  - E. Related career choices
  - F. Discussion of three qualities/aspects of this occupation that the student liked and how they match with Self-Investigative Profile
  - G. Discussion of three qualities/aspects of this occupation that the student dislikes and the reasons
  - H. The most compelling reason for selecting this career path.
5. Prepare and present an oral presentation of Career Defense:
  - A. Relationship to Self-Investigative Profile
  - B. Economic Feasibility
  - C. Job Prospectus
  - D. Discussion of three qualities/aspects of this occupation that the student liked and how they match with Self-Investigative Profile
  - E. Discussion of three qualities/aspects of this occupation that the student dislikes and the reasons
  - F. The most compelling reason for selecting this career path.

6. Prepare visuals of:
  - A. Mission Statement
  - B. Career Cluster/values/interests/abilities/courses/volunteer activities
  - C. Charts of any of the following: Market Prospectus/career path/levels of education as it relates to salary, etc.

### **Mechanics**

Outline  
Rough Draft  
Final Copy

Final Copy Requirements:

- Typed using 12 pt. Times New Roman w/ 1” margins
- Proper Heading
- Outline\*
- In-text citations with Works Cited Page
- Title
- Proper grammar, punctuation, and spelling
- Proofread

See SRSD Policy on Plagiarism

### **Outline\***

Title  
Thesis Statement

- I. Introduction: discuss the overall description of the career.
- II. Body
  - A. Type of Schooling
  - B. Earning Potential
  - C. Job Prospectus
  - D. Relationship to Self-Investigative Profile
- III. Conclusion:

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# Unit II- Where Am I Going?

## Sample I Research Paper Components

### Junior Level Research Project

**Suggested Time Allowance: 6-10 weeks**

**Overview: The purpose of this research unit is to assist the career-prep junior with career decisions.**

#### **Evaluation/Assessment:**

A portfolio must be submitted with each of the following elements.  
Each has a point value of 15 points.

- Interest and Abilities Survey
- Values Survey
- Internet search of 5 career sites
- Application
- 5 Help-wanted Ads summarized
- Sample Business Letter
- Cover Letter
- Pocket Resume
- Resume
- Thank-you letter

#### **Research Summation Paper:**

Outline	30 points
Rough Draft	70 points
Final Draft	100 points
Oral Presentation	50 points

## Junior Career Research Paper Rubric

### Grading Criteria Sheet

#### A. Information Tools: 15 pts. each

- Interest & Abilities Survey
- Values Survey
- Grading criteria sheet (checked off)
- Internet Search Information
- Help-Wanted Ads
- Resume
- Pocket Resume
- Cover Letter
- Completed application
- Thank-you Letter

**150 pts.**

#### B. Interview

**100 pts.**

#### C. Research Summation Paper

- Outline
- Rough Draft
- Final Copy

30 pts.

30 pts.

**100 pts.**

#### Total Value

**350 pts.**

## Activity Explanation

- Activity 1: Complete the Discover/teacher created Interest and Abilities Survey.
- Activity 2: Complete the Discover Values Survey.
- Activity 3: Complete The Taking Stock Inventory.
- Activity 4: Use Discover to match a career choice to the surveys. Explore the Internet for career information using specific web sites.
- Activity 5: Students search the classifieds for jobs pertaining to selected careers.
- Activity 6: Discuss the components of a Resume/Pocket Resume.
- Activity 7: Write a Resume/Pocket Resume
- Activity 8: Discuss how to obtain letters of recommendation.
- Activity 9: Discuss components of a Business Letter.
- Activity 10: Discuss and write a Cover Letter.
- Activity 11: Complete a Job Application.
- Activity 12: Discuss and conduct an Interview.
- Activity 13: Write a Thank-you letter.
- Activity 14: Complete an outline for the research summation paper. See [Ram's Researcher](#).
- Activity 15: Edit the rough draft of the paper. Write the final copy. See Rubric.
- Activity 16: Orally present the completed project.

This Research Paper Format has been adapted from one used by  
Mrs. Jean Piscopo at SRHS in English III.

## **Activity 1:**

### **Simple Skills Inventory**

- Draw a large T on a blank piece of paper.
- Label left side with skills/jobs you did not enjoy and right with skills/jobs you did enjoy.
- Decide what kind of related activities appear and choose a word that best describes them.
  - Example: work outdoors
- Using colored pencils, connect both sides of your T with words that relate.
- Select words or activities from each group that you would like to be part of your “dream job.”

### Activity 3: Taking Stock

1. What are your short term goals?
2. What are your long term goals?

**Likes:**

3. What are your three favorite subjects?
4. What are your three favorite extracurricular activities?
5. What do you do for recreation/hobbies?

**Accomplishments:**

6. Three subjects in which you have done well:
7. Other skills you learned in school.
8. Skills you learned outside of school:
9. Things you do well naturally:

**Activity 4:**

Explore the Internet and search for career information using specific web sites. Print a hard copy of all vital data.

[www.wnipin.nj.us](http://www.wnipin.nj.us)  
[www.hotjobs.com](http://www.hotjobs.com)  
[www.career-planning.com/](http://www.career-planning.com/)  
[www.careercc.com](http://www.careercc.com)

**Activity 5:**

This activity may have to be altered for certain types of careers, e.g.: military, business ownership, etc... Suggestions would be store rentals, shopping center purchases, etc. Cut out ads and save for later use.

[SRSD Policy on Plagiarism.](#)

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## Unit II- Where Am I Going?

### Sample II Career Research Paper

The careers researched should be chosen from the Career Cluster that matches the students' interests, abilities, and values profiles.

#### Requirements

- Research of individual occupations
- A two-page written summary of the movie “Hoop Dreams” or a relevant career movie.
- A written summary of the careers presented by the speaker(s)
- A group PowerPoint Assignment
- An interview simulation
- Class discussion
- A Daily Log of Careers kept in Microsoft Excel

#### Components

- 55% Individual Research- Each career evaluation should have nine elements. Each element is worth 10 points.
- 5% Two page summary of “Hoop Dreams” This assignment is worth 100 points and is based on answering the questions provided.
- 10% Summary of a presentation by a career speaker (100 pts.)
- 10% A PowerPoint career presentation using the criteria provided. (100 pts.)
- 10% Interview (100 pts.)
- 10% Daily Log (100 pts.)

#### Research Requirements

(2 days per assigned Occupation)

Directions: Answer the questions for \_\_\_\_\_ careers in your Career Cluster. They should be typed using 12 pt. New Times Roman in Microsoft Word.

## Components Included:

- Career Cluster
- Occupation
- Job Description
- Opportunities for Employment
- Salary Range: Identify differences by level of education
- Educational Requirements
- Job Market/Prospectus
- Discussion of 3 qualities/aspects of this occupation that the student liked and how they matched the student's personality, etc.
- Discussion of 3 qualities/aspects of this occupation that the student disliked and the reasons.
- The most compelling aspect of the job? Explain.
- Completed Website Identification Sheet.

## Web Site Identification Sheet

Career Cluster \_\_\_\_\_

Occupation \_\_\_\_\_

Career Research Sites:

<http://www> \_\_\_\_\_

<http://www> \_\_\_\_\_

<http://www> \_\_\_\_\_

<http://www> \_\_\_\_\_

Date information was accessed: \_\_\_\_\_

## Daily Log

Directions: Keep a daily log of careers researched. Save the log to disk. The Log should contain: Date you completed your research/handed in assignment

## The Career Cluster

The occupation researched

### Sample Entry:

Name

Career Cluster

Human Services

Occupation

Substance Abuse Counselor

Date Completed

Feb.1, 2003

(This paper was adapted from one developed by S.Loudo)

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## Unit II - Career Website Page

As of the date of printing, all websites are functional. It is suggested that you verify them before using them for your assignments.

[www.wnjp.in.state.nj.us](http://www.wnjp.in.state.nj.us)  
<http://stats.bls.gov/>  
[www.hotjobs.com](http://www.hotjobs.com)  
[www.career-planning.com/](http://www.career-planning.com/)  
[www.careercc.com](http://www.careercc.com)  
[www.monster.com](http://www.monster.com)  
[www.umanitoba.ca/counselling/careers.html](http://www.umanitoba.ca/counselling/careers.html)  
[www.esc2.net/TIELevel2/projects/career/](http://www.esc2.net/TIELevel2/projects/career/)  
[www.barry.haines.net/templates.html](http://www.barry.haines.net/templates.html)  
[www.little.nhlink.net/nhlink/employme.new.htm](http://www.little.nhlink.net/nhlink/employme.new.htm)  
[www.careersonline.com.au/show\\_jobs/index.html](http://www.careersonline.com.au/show_jobs/index.html)  
[www.internet4classrooms.com/career.htm](http://www.internet4classrooms.com/career.htm)  
[www.career.missouri.edu/holland/](http://www.career.missouri.edu/holland/)  
[www.milforded.org/teachers/wq/futureinart/art.html](http://www.milforded.org/teachers/wq/futureinart/art.html)  
[www.microsoft.com/education/default.asp?ID=BizStartUp#activity](http://www.microsoft.com/education/default.asp?ID=BizStartUp#activity)  
[www.microsoft.com/education/default.asp?ID=career](http://www.microsoft.com/education/default.asp?ID=career)  
[www.acinet.org/acinet/](http://www.acinet.org/acinet/)  
[www.review.com/career/index.cfm](http://www.review.com/career/index.cfm)  
[www.howardcc.edu/career/Career%20Research.htm](http://www.howardcc.edu/career/Career%20Research.htm)  
[www.stats.bis.gov/home.htm](http://www.stats.bis.gov/home.htm)  
[www.jobsmart.org/](http://www.jobsmart.org/)  
[www.content.monster.com](http://www.content.monster.com)  
[www.careermosaic.com/](http://www.careermosaic.com/)  
[www.usacareercurrents.com](http://www.usacareercurrents.com)  
[www.careerclusters.org](http://www.careerclusters.org)  
[www.wetfeet.com/research/rpp/RPPlistByCareer.asp](http://www.wetfeet.com/research/rpp/RPPlistByCareer.asp)  
[www.stw.ed.gov](http://www.stw.ed.gov) (School to Work Office)  
[www.stwclearinghouse.org](http://www.stwclearinghouse.org)  
[www.coled.umn.edu/nceo](http://www.coled.umn.edu/nceo) (National Center of Ed. Outcomes)  
[www.nerve.berkeley.edu](http://www.nerve.berkeley.edu) (National Center of Research-Voc.Ed.)  
[www.nicsl.coled.umn.edu](http://www.nicsl.coled.umn.edu) (National Center Service Learning)  
[www.nelc.org](http://www.nelc.org) (National Employer Leader Council)  
[www.doleta.gov/SCANS/](http://www.doleta.gov/SCANS/)  
[www.ed.gov/databases/ERIC\\_Digests/ed339749.html](http://www.ed.gov/databases/ERIC_Digests/ed339749.html)  
[www.state.nj.us/njed/cccs/01intro.html](http://www.state.nj.us/njed/cccs/01intro.html)  
[www.serve.com/iwitts](http://www.serve.com/iwitts) (Center for Women in tec, Sci, and trades)  
[www.amd.org](http://www.amd.org) (American Center for Managing Diversity)  
[www.ncea.com](http://www.ncea.com) (National Committee Edu. Ass.)

[www.dssc.org/nta](http://www.dssc.org/nta) (National Alliance for Youth with Disabilities)  
[www.avaonline.org](http://www.avaonline.org) (American Voc. Ass.)  
[www.fourhcouncil.edu/ycc/wfctrtop.htm](http://www.fourhcouncil.edu/ycc/wfctrtop.htm) (Four H)  
[www.ncda.org](http://www.ncda.org) (National Career Dev. Ass.)  
[www.nwrel.org/national](http://www.nwrel.org/national) (Regional Ed. Lab)  
[www.brown.edu/research/](http://www.brown.edu/research/) (The Education Alliance)  
[www.noice.gov](http://www.noice.gov) (National Occupational Info. Coordinating Comm.)  
[www.edcc](http://www.edcc). (National Center for Ed. Diversity)

**Links by Subject:**

**Cover Letter:**

[www.myfuture.com/career/before.html](http://www.myfuture.com/career/before.html)  
[www.doi.gov./octc/cover.html](http://www.doi.gov./octc/cover.html)  
[www.content.monster.com/resume/](http://www.content.monster.com/resume/)

**Job Application:**

[www.careeronline.com.au/easyway/applications.html](http://www.careeronline.com.au/easyway/applications.html)  
[www.nhlink.net/employe/new.htm](http://www.nhlink.net/employe/new.htm)

**Inteview:**

[www.job-interview.net/sample/Demosamp.htm](http://www.job-interview.net/sample/Demosamp.htm)  
[www.adventuresineducation.org/text/highSchool/hs\\_job.htm-job](http://www.adventuresineducation.org/text/highSchool/hs_job.htm-job)  
[www.myfuture.com/career/step1.html](http://www.myfuture.com/career/step1.html)

**Resume:**

[www.abastaff.com/career/resume/resume.htm](http://www.abastaff.com/career/resume/resume.htm)  
[www.damngood.com/jobseekers/tips.html](http://www.damngood.com/jobseekers/tips.html)  
[www.jobstar.org/tools/resume/index.cfm](http://www.jobstar.org/tools/resume/index.cfm)  
[www.teachtheteachers.org/projects/JGarnett/strengths.htm](http://www.teachtheteachers.org/projects/JGarnett/strengths.htm)

**Goals and Mission Statement:**

[www.literacy.Kent.edu/Oasis/Leadership/mission.htm](http://www.literacy.Kent.edu/Oasis/Leadership/mission.htm)  
[www.jobshadow.monster.com](http://www.jobshadow.monster.com)  
[www.listorganizer.com/missionstatement](http://www.listorganizer.com/missionstatement)  
[www.hrc.navsea.navy.nil/catalogue/questmission.htm](http://www.hrc.navsea.navy.nil/catalogue/questmission.htm)  
[www.franklincovey.com](http://www.franklincovey.com)  
[www.abastaff.com/career/resume/resume.htm](http://www.abastaff.com/career/resume/resume.htm)  
[www.damngood.com/jobseekers/tips.html](http://www.damngood.com/jobseekers/tips.html)  
[www.jobstar.org/tools/resume/index.cfm](http://www.jobstar.org/tools/resume/index.cfm)  
[www.teachtheteachers.org/projects/JGarnett/strengths.htm](http://www.teachtheteachers.org/projects/JGarnett/strengths.htm)  
[www.surfaquarium.com](http://www.surfaquarium.com)

## **Unit II- How Do I Get There? Mission Statement**

### **Why do I Need a Mission Statement?**

- **If you don't know where you are going, how will you know when you get there?**  
Cheshire Cat
- It is a standard by which to measure life's decisions.
- It puts YOU in control of your life.
- It gives you a DESTINATION, thus, meaning.
- It is your "Life Quest"

## CRITERIA:

- D- DESIRABLE
  - Is it something you would want as your epitaph to represent your life?
  - Is it worth the total focus of your life' ambitions to achieve?
- E- ENERGY
  - Does it fuel your actions?
  - Does it cause you to persevere to achieve it?
- S- INCERE
  - Is it just something that sounds good to others?
  - Does it come from your heart?
- T- TWO PARTS
  - Does it tell what you life is about?
  - Does it encompass your values?
- I- INSPIRING
  - Does its message fill you with a sense of purpose?
- N- NOW
  - Is it written in the present tense?
  - Is it written as though it is already accomplished?
- A- ATTAINABLE
  - Does it base your dreams in reality?
  - Can it be accomplished by YOU, without relying on anyone else?
- T- TIES
  - Does it tie in with your goals?
  - Does it tie in with your interests, abilities, and values and match with the principles you accept in life.
- I- IMPRINT
  - Does it have your signature on it?
  - Is it uniquely you or can it belong to anyone?
- O- ONE
  - Is it written in one sentence?
  - Is it written in simple language?
  - Is it easily memorized?
- N- NUTSHELL
  - Is it your life statement in a nutshell?

## Unit II- Where Am I Going?

### Why Be a Goal Setter?

- People who set goals are generally more successful
- Goal Setting puts one in control of his or her life
- Goal Setting gives one direction- a MAP
- Goal Setting gives one a standard of measurement

#### Criteria:

##### M-easurable

- All goals should have a time frame attached.
- All goals should have a beginning and ending criteria.

##### A-ttainable

- All goals should be able to be accomplished without depending on another. They should be personal goals.

##### P- ersonal

- Goals are not random action- set them in all areas of life: mental, spiritual, physical.
- They should lead one to develop into the person he or she wishes to become.

#### Examples:

- I will graduate from high school in four years with a 3.5 G.P.A.
- I will save \$2,000 a year for three years toward my college fund.
- I will exercise at least 15 minutes every other day.

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## **Unit II- Where Am I Going? Be A Goal Setter-**

### **Student Success Sheet**

You have been in the discovery stage of goal setting. By now you should have a good idea of your basic interests, abilities and values. During the process, you should have been able to match who you are with a relevant Career Cluster.

Goal setting is the second step in the process. It is the **MAP** by which you can utilize what you know about yourself to plan a direction and purpose for your life. It can also be used as also a tool to keep you focused and on course.

The Process:

**1. On a separate sheet of paper, summarize what you find out about yourself from answering the following questions:**

- What do I want from life?
- What do I value?
- What are my interests?
- What are my abilities?
- What do I really believe in?
- What traits do I really admire in people? Be specific.
- What do I want to accomplish with my life?
- What Career cluster is matched with my personality?
- What education do I need for my chosen career?
- What experiences will help develop the skills I need?
- What hobbies could I develop to add to my expertise?
- What personal habits do I need to work on?
- What personal hindrances need to be eliminated?
- What weaknesses need to be strengthened?
- Within what time frame can I accomplish this?

2. Using the guidelines for goal setting, begin to develop you life's goals. Write a draft and read it daily for the next week. Make revisions. Write a final draft when you are happy with the result.

3. A copy of your goals should be placed in a Career Portfolio. Keep another copy handy and refer to it often when making decisions. If something you're considering doesn't help you reach your goals, discard it!

### Long Term Goals:

Where do you wish to be in 10 years?

Type of Goal	Steps to Achieve	Time Frame

### Mid- Term Goals:

Where do you wish to be in 5 years?

These should help you accomplish your long-term goals.

Type of Goal	Steps to Achieve	Time Frame

### Short Term Goals:

Where do you wish to be at the end of this year?

Type of Goal	Steps to Achieve	Time Frame

You can continue to develop weekly or daily goals as needed. It will feel great to be able to cross off those that are accomplished.

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## Unit III- How Do I Get There?

### Overview

This unit is an Employment Search Simulation. In the process of completing this simulation, the students will show competency in all areas of the employment search:

**Business Letter Writing-** Letter of Interest, Cover Letter, Thank-you Letter

**Included are:**

- Samples to use as templates for correct letter writing procedures
- Presentation Pages of letter components
- An incorrect business letter to be edited individually or by the group
- Assessment Rubric

**Pocket Resume-** Presentation Page, directions and information needed to create a Personal Pocket Resume.

**Application Process**

**Included are:**

- Presentation page
- Student Success Sheet with answers
- Vignette
- Assessment Rubric

**Resume Writing**

**Included are:**

- Presentation Page
- Sample Resume
- Student Success Sheet
- Vignette

**Interview Protocol**

**Included are:**

- Interview Presentation Pages
- Interview Practice Questions
- Interview Vignette
- Introductory Protocol Student Success Sheets
- Dress for Success Presentation Page
- Dress for Success Vignette
- Assessment Rubric

## **Practical Application Experiences**

### **Included are:**

- Service Learning: Plan, Rationale, Rubric, Benefits
- Job-Shadowing
- Mentorship
- Internship

### **Links:**

[\*\*Business Letter\*\*](#)

[\*\*Letter of Interest\*\*](#)

[\*\*Cover Letter\*\*](#)

[\*\*Thank You Letter\*\*](#)

[\*\*Pocket Resume\*\*](#)

[\*\*Dress for Success\*\*](#)

[\*\*Showboat Hotel/Casino Application\*\*](#)

[\*\*Common Interview Questions\*\*](#)

[\*\*Career Interview Rubric\*\*](#)

[\*\*Career Interview Movie\*\*](#)

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# **The Southern Regional School District School-to-Career Service Learning Handbook**

# Unit III- How Do I Get There?

## Service Learning- Teacher Materials

### Why Should Service-learning Be Integrated Within the Curriculum?

**Where is the learning in service learning?**

**How does this apply to career readiness?**

**“Service-Learning:** a balance between service to the community and academic learning with the hyphen standing for the reflective piece in the process” (Eyler, 1999, p.4). “Service added to learning adds value to each and transforms both”(Honnet and Poulsen, 1989,p1).

Service learning uses community service as a vehicle to accomplish the goal of empowering students and those being served. It fills the service need, but also uses it as a foundation to examine oneself, societal problems, and future trends or consequences. Service learning also gives meaning to the information learned in the classroom as it is extended, applied and re-tooled using critical thinking skills. The service project is dictated by the needs of the community, as it should be valuable, significant, and necessary service, which has a real consequence to the community.

A well-organized service-learning project will become a classroom laboratory as it integrates the information and conceptual framework obtained in the classroom with opportunities to serve effectively in the community. It can be added to any curriculum as an extension of the learning process.

### Goals:

- To provide authentic career exploration opportunities
- To provide a vehicle for the development of skills identified as necessary to workplace success
- To instill a sense of community responsibility and community involvement
- To provide the opportunity for students to further develop a caring character
- To provide an opportunity for students to realize and apply the concepts learned in the classroom to a project that will assist the community
- To provide an opportunity for the development of leadership potential
- To develop mutually beneficial community partnerships
- To connect curriculum to career success

## STUDENT BENEFITS

- Development of Workplace Readiness Skills
- Awareness of workplace environment
- Deeper understanding
- Sharper insights
- Increased learning
- Development of positive character traits
- Increased ability to relate to culturally diverse groups
- Moderate to strong academic achievement gains
- Greater likelihood of adult participation in political activity
- Personal efficacy: powerful predictor of active citizenship
- Ability to act effectively and sustain positive action in the face of obstacles
- Cooperative team building skills in authentic life situation
- Multi-dimensional personal development
- Interpersonal skills
- Application of knowledge
- Presentation skills
- Appreciation of others
- Reduction of stereotypes
- Connections to community
- Increase of tolerance and appreciation of personal differences
- Introduction to social issues/social inquiry
- Curiosity Responsibility
- Respect for self and others
- Tools for effective citizenship
- Critical thinking/Problem solving skills
- New perspectives on issues
- Understanding and strengthened cognitive development
- Commitment
- Sense of social justice
- Sense of consequence for actions
- Technology skills
- Communication skills

## SCHOOL DISTRICT BENEFITS

- Develop relevant partnerships within the community
- Gain an authentic perspective of the current workplace requirements
- Provide motivation for academic success
- Increased ability to relate to culturally diverse groups
- Enhanced image in the community/stronger connection and support
- Stronger sense of community within schools
- Moderate to strong gains in student achievement
- Higher class attendance, more active role in class discussions
- Greater student acceptance of responsibility, motivation, concern for others
- Greater likelihood students will become engaged citizens  
(Learning in Deed at: [www.service-learningpartnership.org](http://www.service-learningpartnership.org) )

## ORGANIZATION BENEFITS

- Develop relevant partnerships with the school community
- Have opportunity to convey the current personnel needs
- Gain realistic information about students' goals and expectations
- Provide assistance for permanent staff to undertake a postponed project or to complete one that is underway
- Observe potential employees in the workplace environment
- Contribute to the development of a program to provide better prepared employees

## THE DISTRICT'S ROLE

- The SCHOOL-TO-CAREER COORDINATOR will confirm viable service-learning sites
- The STCC will identify students and/or faculty who will participate in the experience
- The STCC will obtain necessary permission for the experiences
- The Students & parents/Faculty will complete a service-learning agreement
- The STCC will provide a handbook that includes: expectations, forms, permission requirements, etc.
- The participants will de-brief the experience with the mentor and/or the School-to-Career Coordinator
- The experience will be analyzed and appropriate adjustments made
- Thank-you letters will be sent by the participant and the STCC

## THE STUDENTS' ROLE

### Essential Questions for Students:

Why should I invest myself in the betterment of my community?

What difference will my service make to others?

What is the extent of what I am willing to invest to make a difference?

What difference has the service of others made in my life?

### Steps:

1. Identify a real community problem
2. Confirm problem with interviews/research
3. Identify the desired change/outcome
4. Choose a type of service-learning :

**Direct Service-** Assess: personal responsibility, dependability, problem solving ability, caring, concern for others, interpersonal skills

**Indirect Service**, i.e. collections- Assess: teamwork, cooperative spirit, organizational abilities, problem solving, and team attitude

**Advocacy**, i.e. lobbying- Assess: articulation skills, persuasive skills, understanding of systems, citizenship, the political process

5. Consult with a faculty mentor who:
  - a. Mentors the student throughout the project
  - b. Sets learning objective
  - c. Facilitates reflective piece
  - d. Reviews journal entries
  - e. Awards the grade
6. Identify shareholders- enlist their help
7. Identify community agencies
8. Identify personal skills, attributes, character traits, needs
9. Develop procedures
10. List needed supplies

11. Develop Mid-Course Reflective Piece
12. Develop corrective measures
13. Develop or choose a instrument design to measure outcomes
14. Prepare documentation plans:
  - i. Photos
  - ii. Interviews
  - iii. Journals\* (required)
    1. “Gut” reactions
    2. Written first “in the raw” and later edited
    3. Entries after each experience
    4. Meditation of snapshots of sights, sounds, feelings, observations, successes, failures, feelings of empowerment, feelings of inadequacies, what impressed, what unnerved
    5. Personal Evaluation
    6. It is not a daily chronicle of events!
15. Develop a Timeline
16. Choose a Location/agency
17. Obtain needed permission(s):
  - i. Legal
  - ii. Parental
  - iii. Agencies
  - iv. School
18. Take action that is academically sound, purposeful, and related to information learned in the discipline.
19. Reflective Piece- Awareness of what was accomplished in the areas of:
  - Personal development
  - Community Impact
  - Relationship of personal attitudes, values, behaviors to success of the activity
  - Relationship of activity to career goals/cluster
  - Application of information learned in the classroom to service project
20. Present the Project:
  - PowerPoint
  - Display
  - Handbook
  - Panel Presentation/discussion
  - Other Pre-approved formats

## Suggested Service Learning Projects

- Community health is viewed through biological, environmental and socio-cultural factors
- Aging: biology, society, policy
- Accounting workshops for budgets or household finances
- Assist in running a cooperative food store, etc.
- Concerts for elderly
- Art for the elderly
- Murals depicting life at Southern
- Plant a garden at a nursing home, etc.
- Create promotional literature for a non-profit agency or group
- Create a web page for a non-profit agency or group
- Work in different rehabilitative programs
- Workshops at nursing homes
- Environmental advocacy: brochures to protect bay, etc.
- Guides/workers at nature center or state park
- Conduct workshops on Pine Barrens
- Analyze the functioning of small non-profit or profit businesses- make suggestions
- Survey food stores and advertise weekly listing of relative prices of staples
- Common good of the community- research and meet needs
- Design software for non-profit needs
- Literacy- teach to read, tutor, non-English speaker programs for adults or pre-schoolers, provide books to pre-schoolers. Research the area's need and meet it
- Danger Stranger programs for elementary schools
- Early childhood interventions
- Tutor/mentor at risk students
- Write letters or make cards for nursing home residents to send
- Brochures for recruitment for non-profits
- Write grant proposals for non-profits
- Work with artists to create non-profit logos, etc.
- Obtain donations of toiletries for those in shelters
- Write up folklore of area
- Conduct energy survey and make recommendations for saving energy in homes, etc.
- Conduct survey and make suggestions to protect environment
- Read to a blind person in a nursing home
- Tape a book to help a person read
- Create an environmental produce garden- sell produce and give proceeds to homeless
- Help supply a soup kitchen
- Plan a program for pre-schoolers at a homeless shelter
- Do class projects for environmental
- Homeless- shelters, centers, health care, etc.

- Provide a center for proper flag disposal, conduct a ceremony to properly dispose of flags
- Moral aspects of volunteers- recruitment, etc.
- Philanthropy as an aspect of American culture
- Habitat for Humanity
- Immigration- needs and services, provide a brochure to help newcomers
- Newcomers club at school
- Mending relationships- A “How To” Class
- Social justice issues
- Political involvement- Get out the vote
- Political Involvement- Make voters aware of issues
- Website development for literacy, math, etc.
- Senior citizens’ advocacy
- Dance/art/sports, etc. to develop self-esteem in children, i.e. start a developmental youth lacrosse league, etc.

### **Noteworthy Assessments:**

#### **Journals are Required. Characteristics of a good journal are:**

- ✓ “Gut” reactions
- ✓ Written first “in the raw” and later edited
- ✓ Entries after each experience
- ✓ Meditation of snapshots of sights, sounds, feelings, observations, successes, failures, feelings of empowerment, feelings of inadequacies, what impressed, what unnerved
- ✓ Are not a daily chronicle of events!

#### **Sample Journal Assessment Questions:**

Who am I as a member of society?

What responsibilities do I have to his society??

What can I do to better meet those responsibilities?

What has this experience revealed about myself?

Do I have more or less empathy than I did before volunteering?

What impact did this have on my willingness to serve?

With what attitude did I approach this experience, did I leave it with?

Has my motivation for volunteering changed? How?

How has this challenged stereotypes I had formed?

What strong lessons were learned? How?

What realizations or insights into societal problems do I know have that I didn’t previously?

Will this project change how you act in the future? How? Did you give enough of yourself or hold something back?

Were you open enough with others?

Did you care enough about others?

Did you take ownership of this project?

Has this challenged your philosophy of life? Do you know what your philosophy of life is? Is it important to know? What is it?

What would you change about the project?

What did you learn about the agency/people in charge?

What were the failures/successes/indecisions/decisive moments/doubts/empowerment experiences/humorous situations/frustrations/limitations/happiness/sadness?

Did you make a difference? How? How did that make you feel?

Compare/contrast the experience with classroom learning

Did I learn more or less than I could have during a classroom experience?

Could I have been effective without a sound academic background?

Would I have the same perspectives without classroom knowledge and experiences?

What were the over-arching issues that influenced the situation/problem/need?

Can those societal issues be changed/dealt with effectively? How?

Was it do-able in terms of time/resources/support?

How did you utilize your skills/values, learning styles/personality, throughout the experience?

Was there enough work for everyone?

Did this project conflict with work being done by any other groups?

Did you feel you were valuable and necessary?

Were there any fun times?

Were you excited to get involved? Were you still excited at the end?

Will this experience affect your future behavior, career choice?

Is the agency impacted by larger social/political sphere?

What do you predict for the future?

Did your research support what you experienced in the field?

Present the plan:

- Powerpoint Presentations
- Graphic displays
- Panel discussions
- Pictorial Account
- Handbook
- Personal Interview
- Oral presentation with visuals
- Research paper
- Reflective paper
- Others as determined by faculty mentor and student

# Southern Regional High School School-to-Career Sample Service Learning Project

Please complete your report in 12pt. Times New Roman font. Proof it for grammar and syntax. Complete all questions.

Your Report should include:

1. Journal entries for each day of the experience. Choose from questions/reflective statements provided.
2. Attach all assessments as determined by you and your faculty mentor.
3. Discuss the following: As you worked with a community agency, how did you see the following skills being used? If you worked alone, how did you use them in developing and carrying out your Service-Learning Project? Be Specific.

**Math:**

**Reading/Writing:**

**Oral Communication Skills:**

**Technology:**

**Problem-Solving:**

(Organizing, creativity, decision- making, analyzing data, planning, interpreting, etc.)

**People Skills:**

(Team member, mediation, leadership, customer relations, teaching, working with diverse types of people, negotiation, constructive criticism- both giving and receiving)

**Self-Management:**

Goal Setting

Responsibility

Punctuality

Dependability

Time-Management

Self-evaluation: Identify your personal skills, attributes, character traits that were beneficial to the success of this project.

#### 4. Complete:

What was the real community problem addressed and how was that determined?

Provide documentation to confirm the need (can be interviews/research)

Identify the desired change/outcome and the actual change/outcome.

Identify the community agency or individuals you worked with. What role did they serve?

List the procedures you developed:

List the supplies you used:

State the plan you had for Mid-Course Corrections:

What corrective measures did you take?

What instrument did you use to measure outcomes? State the outcomes.

How did your project meet your timeline projections? What could you have done differently if it didn't?

Comment on how the action you took is academically sound, purposeful, and related to information learned in the discipline.

Reflective Piece- Comment on what was accomplished in the areas of:

- Personal development
- Community Impact
- Relationship of personal attitudes, values, behaviors to success of the activity
- Relationship of activity to career goals/cluster
- Application of information learned in the classroom to service project

5. Evaluate the results of your project: Did it reach the desired outcome? Why or why not? Was it a success as determined by your plan?

6. Discuss the major problems. Could they have been avoided? How?

7. Discuss the major successes.

8. If you were to repeat the project, what would you have done differently? Explain.

9. Comment on your personal growth? How has your perspective changed, etc.

10. Would you consider a career in the organization or area you worked in for this project? Why or why not? If so, what type of training or education should you pursue?

11. Present the Project:

PowerPoint	Essay or research paper	Display
Handbook	Panel Presentation/discussion	Other

12. Attach a thank-you to those community members who helped you complete your project.

Use the business letter format to: thank them for the time and effort they have extended to you during your project, tell them how the experience helped you, the outcome of the project, and express any personal insights or feelings.

## Southern Regional High School

### School-to-Career Service-learning Development Form

**Course:** \_\_\_\_\_

**Faculty Mentor:** \_\_\_\_\_

**Year/Quarter:** \_\_\_\_\_

**Duration of the experience:** \_\_\_\_\_

**Weekly de-briefing meeting dates:** \_\_\_\_\_

\_\_\_\_\_

**Number of hours required:** \_\_\_\_\_

**Types of agencies:** \_\_\_\_\_

**Contract and permission form(s):** \_\_\_\_\_

**Objectives desired:**

**Skills :**

**Attitudes/Values:**

**Other** (leadership, citizenship, caring, etc.)

**Required Learning Activities** (Choose from those provided or create your own!)

**Evaluation:** Demonstration of a skill, written work, journals, agency evaluation, observation, plan, presentation piece, other!

#### **De-Briefing Discussion Suggestions:**

Why should I invest myself in the betterment of my community?

What difference will my service make to others?

What is the extent of what I am willing to invest to make a difference?

What difference has the service of others made in my life?

Sample Questions from students' journal

Students concerns/highlights/successes

Relationship to coursework

Relationship to career choices

**Southern Regional School District**  
**School-to-Career**  
**Sample Service-learning Sheet**

Student: \_\_\_\_\_ I.D. \_\_\_\_\_

Location(s) of Project: \_\_\_\_\_

Team Members: \_\_\_\_\_

Type of Service Learning Project- Circle one: direct, indirect, advocacy

Community Contact(s) (Include name, address, and phone)

Assessments: (Discuss with faculty mentor):

Presentation Plan(how you will present your plan, journey through it, and outcome):

Type of  
Career Cluster:

\_\_\_\_\_

Abstract of the Project:

**Southern Regional School District  
School-to-Career  
Service Learning Project**

*Agency Feedback Form*

(Please complete and return to: Barbara McHale, School-to-Career Coordinator,  
Southern Regional High School, Manahawkin, NJ 08050)

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Student's name: \_\_\_\_\_

Date of Experience: \_\_\_\_\_

Project: \_\_\_\_\_

Please Check Yes or No and if you choose, comment on each of the Following:

	Yes	No
The student was well prepared for the experience:	___	___
Comments:		

The student acted in an appropriate manner.	___	___
Comments:		

The student was dressed appropriately.	___	___
Comments:		

The student was punctual and reported on the date scheduled.	___	___
--	-----	-----

I would be willing to extend the opportunity for another Student to plan a service-learning project within your organization?	___	___
---	-----	-----

Comments:  
What can we do to enhance this experience?

## **SOUTHERN REGIONAL SCHOOL DISTRICT SERVICE-LEARNING**

### **STUDENT COMMITMENT FORM**

I UNDERSTAND THAT I AM REPRESENTING BOTH MYSELF AND SOUTHERN REGIONAL SCHOOL DISTRICT AS I PARTICIPATE IN SERVICE LEARNING EXPERIENCE. I FURTHER UNDERSTAND AND WILL COMPLY WITH THE FOLLOWING EXPECTATIONS:

1. I WILL “DRESS FOR SUCCESS” ACCORDING TO THE REQUIREMENTS OF THE ORGANIZATION I WILL BE VISITING.
2. I WILL FOLLOW ALL GUIDELINES, RULES, AND POLICIES OF THE SITE.
3. I WILL KEEP MY SCHEDULED APPOINTMENTS. IF AN EMERGENCY ARISES, I WILL NOTIFY THE ORGANIZATION AND THE CAREER CENTER PRIOR TO THE SCHEDULED TIME OF ARRIVAL.
4. I WILL ACT IN A PROFESSIONAL MANNER THROUGHOUT THE EXPERIENCE.
5. I WILL COMPLETE ALL ASSIGNMENTS ASSOCIATED WITH THE EXPERIENCE BY THE INDICATED DEADLINE.
6. I WILL WRITE A TIMELY THANK-YOU NOTE TO THE ORGANIZATION.
7. I WILL BE RESPONSIBLE FOR MY OWN TRANSPORTATION TO AND FROM THE SITE.
8. I WILL MAKE UP ANY CLASSWORK OR ASSIGNMENTS MISSED BY PARTICIPATING IN THIS EXPERIENCE.

Student’s Signature

---

Parent’s Signature

---

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# Service Learning Rubric

(Adapted from Coverdale World Wise Schools)

<b>Project</b>	<b>Strong Impact</b>	<b>Good Impact</b>	<b>Some Impact</b>	<b>Little Impact</b>
<b>Based on research document</b>	Convincing argument presented linking service project to current research	Good argument presented linking service project to current research	Service project based on weak argument presented linking service project to current research	Service project not based simply on student's interest, not on relevant research
<b>Integration of service and learning</b>	Strong connection between research and service	Some connection between service and learning	Little connection between service and learning	Solely a service project (without academic & reflective piece)
<b>Reflection</b>	Strong evidence of thinking, sharing, producing reflective piece	Some evidence of thinking, sharing, producing reflective piece	Little Evidence of thinking, sharing, producing reflective piece	No Evidence of thinking, sharing, producing reflective piece
<b>Community impact</b>	Facilities strong, positive community change (alleviate a suffering, solve a problem, meet a need, address an issue.)	Facilities some positive community change (alleviate a suffering, solve a problem, meet a need, address an issue)	Facilities mainly decorative community change (alleviate a suffering, solve a problem, meet a need, address an issue.)	Facilities very little positive community change (alleviate a suffering, solve a problem, meet a need, address an issue.)
<b>Personal sense of commitment to community duty</b>	Strong evidence of personal affective growth in area of community duty	Much evidence of personal affective growth in area of community duty	Some evidence of personal affective growth in area of community duty	Little evidence of personal affective growth in area of community duty
<b>Transfer of academic knowledge to real life situation</b>	Direct application of skill or knowledge in service area	Some application of skill or knowledge in service area	Little application of skill or knowledge in service area	Skill or knowledge not applied in service area

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*SOUTHERN REGIONAL SCHOOL DISTRICT*  
SCHOOL-TO-CAREER  
JOB EXPERIENCE  
HANDBOOK

## EXPLORATORY WORKPLACE EXPERIENCES

**JOB-SHADOWING, INTERNSHIPS, AND MENTORSHIPS ARE EXPLORATORY WORKPLACE EXPERIENCES THAT ARE PROVIDED BY A SCHOOL-TO-CAREER PARTNERSHIP BETWEEN COMMUNITY WORKPLACE SITES AND THE SCHOOL DISTRICT.**

THESE EXPERIENCES ARE DESIGNED TO GIVE STUDENTS THE OPPORTUNITY TO OBSERVE THE SKILLS AND ABILITIES NECESSARY TO PERFORM A SPECIFIC JOB AS WELL AS TO GAIN AN OVERALL PICTURE OF ALL ASPECTS OF A PARTICULAR CAREER FIELD.

### GOALS:

- To develop a better understanding of the academic and work related requirements of the business community.
- To integrate the academic and work related requirements of the business community into the curriculum.

### THE PLAN:

- The *STC Committee* will identify viable workplace sites
- The *STC Coordinator* will identify students and/or faculty who will participate in the exploratory experience
- The *STC Coordinator* will obtain necessary permission for the experiences
- The *Students & parents/Faculty* will complete a job experience agreement
- The *School-to-Career Coordinator* will provide a handbook that includes: expectations, forms, permission requirements, etc.
- The participants will de-brief the experience with the *STC Committee* and/or the *School-to-Career Coordinator*
- The experience will be analyzed and appropriate adjustments made
- Thank-you letters will be sent by the participant and the *STC Coordinator*

### SCHOOL DISTRICT BENEFITS:

- Develop relevant partnerships with the business community
- Gain an authentic perspective of the current workplace requirements
- Provide motivation for academic success
- Lead students to obtain the benefits delineated below

### **BUSINESS COMMUNITY BENEFITS:**

- Develop relevant partnerships with the school community
- Have opportunity to convey the current employee needs
- Gain realistic information about students' goals and expectations
- For internships, provide assistance for permanent staff to undertake a postponed project or to complete one that is underway
- To observe potential employees in the workplace environment
- Contribute to the development of a program to provide better prepared employees

### **STUDENT BENEFITS:**

- Learn about important workplace readiness skills within the culture of the workplace
- Meet professionals involved in the identified career cluster
- Gain an understanding of how school success relates to workplace opportunities
- Develop a possible employment connection
- Understand the importance of punctuality, proper attire and professional behavior
- Learn about career opportunities
- Reduce stereo-typing
- Make a more informed career choice
- For internships: learn a new skill, develop a present skill, develop self-esteem, and develop confidence
- Motivation to reach or widen career goals
- Understand the relationship between school subjects and workplace tasks

## TYPES OF EXPERIENCES

**Job Shadow:** This is an exploratory experience that gives students the opportunity to observe an employee in a workplace setting and to ask questions about the career field of the employee.

**Duration:** One day to one week

**Participation:** 7-12 Grade

**Salary:** Unpaid

**Internship:** This is a more involved exploratory experience that gives students the opportunity to actually participate in the work experience and meet professionals in a career field. The student often gains or develops a skill and has the opportunity to receive constructive criticism during the experience.

**Duration:** From a summer/quarter to a year-long experience

**Participation:** 10-12 grades

**Salary:** This may be unpaid for credit or paid as a part-time employee

**Mentorship:** This is a further extension of a relationship between a student and a career professional. A mentorship does not have to take place in a workplace setting, as it is a motivational relationship.

A mentor is a role model, advisor, coach, advocate, and constructive critic. He/she is a person who likes young people, is a non-judgmental listener, and is fair, honest, and open. Through a mentorship a student gains a broader picture of life and relationships. A good mentor will help a student to develop confidence, initiative, and will motivate the student to reach his potential. He/she will encourage the student to accept responsibility, make a realistic career choice, and generally support the student in developing and reaching future goals.

**Duration:** One year; ideally once per week

**Participation:** 9-12 grade

**Salary:** None

**C.I.E.:** See current curriculum of existing programs

**C.B.E.:** See current curriculum of existing programs

**Service-Learning:** See proposal

# SOUTHERN REGIONAL SCHOOL DISTRICT JOB EXPERIENCE STUDENT COMMITMENT FORM

I UNDERSTAND THAT I AM REPRESENTING BOTH MYSELF AND SOUTHERN REGIONAL SCHOOL DISTRICT AS I PARTICIPATE IN THIS JOB EXPERIENCE. I FURTHER UNDERSTAND AND WILL COMPLY WITH THE FOLLOWING EXPECTATIONS:

1 I WILL "DRESS FOR SUCCESS" ACCORDING TO THE REQUIREMENTS OF THE WORKPLACE SITE I WILL BE VISITING.

2 I WILL FOLLOW ALL GUIDELINES, RULES, AND POLICIES OF THE SITE.

3 I WILL ARRIVE 15 MINUTES PRIOR TO THE AGREED UPON TIME.

4 I WILL KEEP MY SCHEDULED TIME AND DAY. IF AN EMERGENCY ARISES, I WILL NOTIFY THE WORKPLACE AND THE CAREER CENTER PRIOR TO THE SCHEDULED TIME OF ARRIVAL..

5 I WILL ACT IN A PROFESSIONAL MANNER THROUGHOUT THE EXPERIENCE.

6 I WILL COMPLETE ALL ASSIGNMENTS ASSOCIATED WITH THE EXPERIENCE BY THE INDICATED DEADLINE.

7 I WILL WRITE A TIMELY THANK-YOU NOTE TO THE WORKPLACE MENTOR.

8 I WILL BE RESPONSIBLE FOR MY OWN TRANSPORTATION TO AND FROM THE WORKPLACE SITE.

9 I WILL MAKE UP ANY CLASSWORK OR ASSIGNMENTS MISSED BY PARTICIPATING IN THIS EXPERIENCE.

Student's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Date: \_\_\_\_\_

*SOUTHERN REGIONAL SCHOOL DISTRICT  
SCHOOL-TO-CAREER  
PRE-WORK EXPERIENCE  
STUDENT INTERVIEW SHEET*

PLEASE COMPLETE THIS THUMBNAIL BIOGRAPHICAL SKETCH THAT WILL PROVIDE YOUR "WORKPLACE MENTOR" WITH SOME INTRODUCTORY INFORMATION ABOUT YOU.

Name \_\_\_\_\_ Grade \_\_\_\_\_

The careers that interest you: \_\_\_\_\_

\_\_\_\_\_

The reason these careers interest you: \_\_\_\_\_

\_\_\_\_\_

Membership in activities/clubs/teams: \_\_\_\_\_

\_\_\_\_\_

The jobs you have held: \_\_\_\_\_

\_\_\_\_\_

Volunteer Experiences: \_\_\_\_\_

\_\_\_\_\_

The type of business you wish to shadow: \_\_\_\_\_

Your goals for the job-shadowing experience: \_\_\_\_\_

\_\_\_\_\_

*Southern Regional School District*  
*School-to-Career*  
*Job Experience Sheet*

Student \_\_\_\_\_ I.D. \_\_\_\_\_

Location of Experience \_\_\_\_\_

Type of Experience \_\_\_\_\_

Name of Supervisor \_\_\_\_\_

Career Field \_\_\_\_\_

Position \_\_\_\_\_

Please write a thank-you to your workplace mentor. Use the business letter format to: thank them for the time and effort they have extended to you in your career exploration, tell them how the experience helped you, and express any personal insights or feelings. Attach your thank-you letter.

On a separate sheet, using 12pt. Times New Roman font, use the headings below to prepare your report on the experience:

- Describe a typical day of the person you shadowed.
- Describe the job expectations of the person you shadowed.
- What abilities, skills, and values does this job require of a successful employee?
- How did the expected abilities, skills and values match with your own. Explain.
- What training or education does this job require? Where is it available?
- What courses, volunteer experiences, extracurricular activities would help you develop the skills needed for this job? Match each skill with a course or activity and explain.
- What aspects of the job appealed to you? Why?
- What aspects of the job did you dislike? Why?
- What new perspective do you now have of this career choice?
- What is the future job outlook?
- What safety measures are necessary to prevent injuries.
- Will you still consider a career in the job area you observed? Why or why not

SOUTHERN REGIONAL SCHOOL DISTRICT  
SCHOOL-TO-CAREER  
JOB EXPERIENCE OBSERVATION WORKSHEET

How were the following skills used in this job? Be specific. Answer in 12 pt. Times New Roman and attach:

Math:

Reading/Writing:

Oral Communication/Presentation Skills :

### Technology:

### Problem-Solving:

(Organizing, creativity, decision-making, analyzing data, planning, interpreting, etc.)

### People Skills:

(Team member, mediation, leadership, customer relations, teaching, working with diverse types of people, negotiation, constructive criticism- both giving and receiving)

### Self-Management:

(Goal Setting, Responsibility, Punctuality, Dependability, Time-Management, Self-Evaluation)

How important are attendance and punctuality? What are the consequences for being late or out too much?

What are the employer's general expectations of all employees?

What is the workplace atmosphere? Note specifically the interaction among the employees/employees and management.

Is proper attire important to be successful in this job?

How did your "mentor" become interested in this career?

Is the person satisfied with the job?

What is considered acceptable workplace behavior?

How did the person obtain a job with this company?

What determines advancement?

What personality traits are necessary to be successful in this job?

What type of education does the person need?

Is it necessary to continue to take courses to advance in this job?

Was prior experience necessary to obtain this job?

What technological knowledge is necessary to be successful in this job? Where can you get it?

What communication skills are necessary? (Oral and written)

Does the person need to be able to work as a team member or does the person work alone?

What benefits does the company offer?

What training, skills, experiences would help you be better prepared to enter this career field?

What volunteer or extracurricular activities would help an employee prepare for this position?

How much time does the employee spend doing work home?

Is overtime required?

Answer:

What can you do to academically prepare to pursue this career field?

What can you do to exhibit the "soft skills" required of a successful employee?

*Southern Regional School District  
School-to-Career  
Job Experience  
Employer Feedback Form*

Mentor's Name \_\_\_\_\_

Mentor's Position \_\_\_\_\_

Mentor's Address \_\_\_\_\_

Mentor's Phone \_\_\_\_\_

Student's name \_\_\_\_\_

Date of Experience: \_\_\_\_\_

Type of Work Experienced \_\_\_\_\_

Please Check Yes or No and if you choose, comment on each of the Following:

	Yes	No
The student was well prepared for the experience:	—	—
Comments:		

The student acted in an appropriate manner.	—	—
Comments:		

The student was dressed appropriately.	—	—
Comments:		

The student was punctual and reported on the date scheduled.	—	—
--	---	---

I would be willing to participate in another job-shadowing experience.	—	—
Comments:		

What can we do to enhance this experience?

Mentor's Signature \_\_\_\_\_

## SOUTHERN REGIONAL SCHOOL DISTRICT SCHOOL-TO-CAREER FACULTY JOB EXPERIENCE

### GOALS:

- To develop a better understanding of the academic and work -related requirements of the business community.
- To integrate the academic and work related requirements of the business community into the curriculum.

### THE FACULTY MEMBER WILL:

- SPEND A TYPICAL WORKDAY AT A WORKSITE RELEVANT TO THE SUBJECT MATTER TAUGHT.
- DRESS ACCORDING TO THE REQUIREMENTS OF THE WORKPLACE SITE BEING VISITED
- FOLLOW ALL GUIDELINES, RULES, AND POLICIES OF THE SITE.
- KEEP THE SCHEDULED TIME AND DAY. IF AN EMERGENCY ARISES, HE OR SHE WILL NOTIFY THE WORKPLACE AND THE CAREER CENTER PRIOR TO THE SCHEDULED TIME OF ARRIVAL.
- PRESENT A SUMMATIVE REPORT OF THE EXPERIENCE THAT INCLUDES: (1) The interview responses of the workplace contact (2) Completion of the Observation Questions (3) A lesson plan that integrates the information learned about academic and workplace requirements.
- PARTICIPATE IN A DE-BRIEFING SESSION.
- IMPLEMENT THE LESSON PLAN AND SHARE THE LESSON PLAN AND RESULTS WITH HIS OR HER DEPARTMENT OR FACULTY AS A WHOLE.
- WRITE A THANK-YOU LETTER TO THE WORKPLACE SITE.

SOUTHERN REGIONAL SCHOOL DISTRICT  
SCHOOL-TO-CAREER  
FACULTY JOB-SHADOWING EXPERIENCE  
OBSERVATION WORKSHEET

Interview Questions: During the course of the observation, answering these questions will help you gain a fuller understanding of the requirements of the job you are observing. A compilation of answers will also help us develop a more comprehensive and relevant School-to-Career Curriculum. Please observe and report on as many as you can observe in the time provided:

1 If this employer could change three things about the entry level students entering this workplace, what would they be?

2 Are students from Southern well prepared as entry-level employees? What are the strengths you see? What areas need attention? (If not SRHS students, comment generally.)

3 What is considered standard workplace behavior or "soft skills" employees need to exhibit to be successful?

Ex. How important are attendance and punctuality? What are the consequences for being late or out too much? Is proper attire important to be successful in this job?

4 What specific academic skills do employees need to have attained to be successful?

5 How can we as educators work with you to better prepare our students for current workplace expectations?

For our purposes, the following areas are crucial. Please comment on how the following skills were used at this worksite. Be Specific. Give suggestions on how these skills can be better developed in your classroom setting;

Math:

Reading/Writing:

Oral Communication/Presentation Skills :

Technology:

Problem-Solving:

(organizing, creativity, decision-making, analyzing data, planning, interpreting, etc.)

People Skills:

(Team member, mediation, leadership, customer relations, teaching, working with diverse types of people, negotiation, constructive criticism- both giving and receiving)

### Self-Management:

(Goal Setting, Responsibility, Punctuality, Dependability, Time-Management, Self-Evaluation)

As you prepare to consider how to integrate the academic and workplace skills into the lessons in your discipline?, you may also wish to take into consideration the following questions:

- Does school prepare a student to be successful in this career area? Academically? Socially? What can we do?
- How did the exhibited abilities, skills and values match with your expectations? Explain.
- What courses, volunteer experiences, extracurricular activities would help a student develop the skills needed for this job? Match each skill with a course or activity and explain. How can you convey this knowledge to your students?
- What aspects of the workplace appealed to you? Why?
- What aspects of the workplace did you dislike? Why?
- What new perspective do you now have of this career choice?
- Is it necessary to continue to take courses to advance in this job?
- Do we motivate students to be life-long learners?
- Was prior experience necessary to obtain this job?
- Can the required work be accomplished at work or does the employee also work home?
- What training, skills, experiences would help students be better prepared to enter this career field?
- How can we develop the "soft skills" needed to be successful in the workplace?

*SOUTHERN REGIONAL SCHOOL DISTRICT  
SCHOOL-TO-CAREER  
FACULTY JOB-SHADOWING EXPERIENCE*

To: (Faculty Member)  
From: Barbara Yekenchik, School-to-Career Coordinator  
Glenn Fessler, School-to-Career Business Liason  
Date:  
Re: Job-Shadowing Confirmation

You have been scheduled to participate in a job-shadowing experience at:

Contact Person:

Place:

Address

Date:

Time:

Meeting Location:

Please complete the attached paperwork and submit it to your supervisor for a signature.

A pre-experience briefing will be held in the Career Center on \_\_\_\_\_ at \_\_\_\_\_. Please contact Barbara or Glenn via e-mail if this time and/or date is inconvenient so that another can be scheduled.

Please bring your observation sheets and completed lesson plan to the de-briefing session in the Career Center on \_\_\_\_\_ at \_\_\_\_\_. Again, if this is not convenient, please contact us so that we can re-schedule the session.

We welcome any suggestions that will strengthen this program

List **all** positions at this site and complete chart for **as many as possible**. Note that page two of this chart is a continuation of the positions listed on this page.

Position	Education level (Type of school, ie. Trade/2 yr.)	Advancement Determination	Personality Traits	Skills	Values

## **Unit III- How Do I Get There?**

### **Be Successful Application Guidelines**

#### **Be Purposeful**

- Make the statement that you are seeking the job advertised
- Dress as you would for the interview if picking up the form in person
- Never just “drop in”
- Go alone- do not bring company!

#### **Be Prepared**

- Bring your Pocket Resume, needed cards, and a pen
- Have a small dictionary to check spelling
- Leave all food or drinks outside

#### **Be Honest**

- Don't exaggerate
- Don't lie
- Be up front- don't hide information

#### **Be Accurate**

- Read the form in its entirety first
- If you are filling it out at home, first make a copy
- Use N/A to fill in all blanks that don't apply
- Don't leave any blanks

#### **Be Punctual**

- Meet all deadlines

## *Unit III- How Can I Get There?*

### *'Be Successful Resume'*

#### *Presentation*

- Include personal data: name, address, phone, e-mail
- Write a clear, specific job objective to match the position desired
- Include information for a five-year period beginning with most current
- Job-experience: list specific areas and duties
- Education: Name of institution, years in attendance, degrees earned
- Other Experience: volunteer areas, job-shadowing experiences, internships, mentorships, service-learning project
- Clubs, teams, class or student leadership
- Include any other positions of leadership
- Awards
- References: Either list or Provide Upon Request- Check with references first
- Your Resume Should Be:
  - One Page
  - Well Presented
  - Easy to Read
  - Clean
  - Typed
  - Written in short concise phrases
  - Proofread by someone else for content, spelling, punctuation, grammar
  - An honest description of your skills and experiences

## Unit III- How Do I Get There? Resume' Sample

Maggie Anne Owens  
75 Pelican Landing  
Harbor City, New Jersey 00000  
(609)- 111-111  
[yesican@my](mailto:yesican@myhouse.org) house.org

**Career Objective:** To secure a position as security guard at a major casino.

**Education:**

**2000-present** Southern Regional High School  
75 Cedar Bridge Road, Manahawkin, NJ 08050

**1999-2000** Harbor City High School  
1 Harbor City Avenue, Harbor City, NJ 00000

**Work Experience:**

**1998-Present** Sunrise Diner  
1 Sunrise Blvd., Sunrise, NJ 11111  
609-100-1000, Ext. 01

**Manager:** Mr. John Jones  
**Duties:** Opening, Closing, Register, Hostess

**Volunteer Experience:**

**1997-Present** Special Olympics Volunteer Coach  
**Director:** Mary Smiley  
2 Porch Road  
Manahawkin, NJ 08050

**Contact Number:** 609- 001-0001

**Duties:** Organize and run practice sessions once a week  
Assist in soliciting funds for Special Olympians

**Activities:**

Student Council Representative  
D.E.C.A.- Third Place Regional Winner  
National Honor Society Secretary

**References:** Upon Request

[Resume' Rubric](#)

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## **Unit III- How Do I Get There? Business Letter Presentation**

### **Return Address**

- Street, city, state, zip code, and date: set in three lines
- Correct punctuation
- No abbreviations
- No name

### **Inside Address**

- Name with proper title (Mr., Mrs., Ms., Miss)
- Job title, name of company, street, city, state, and zip code
- Place four or five lines below the return address
- Correct punctuation

### **Greeting (Salutation)**

- Dear Mr. /Mss. Etc. and last name only. If name is unknown, use Dear Sir /Madam:
- Two lines below the inside address
- Capitalize each word with a colon at the end.

### **Body**

- Two lines separate the body from the greeting. Paragraphs are single-spaced. A double space separates the paragraphs.
- Letter should be centered on the page with at least 1 1/2 “ margins on all sides.
- Use 8 ½ X 11 white bond paper
- Use 12 pt. New Times roman font
- Black ink only.

### **Closing**

- Two lines separate the closing from the body.
- Only the first word is capitalized, followed by a comma.
- Use Truly yours, Very truly yours, Sincerely, or Cordially.

### **Signature**

- Four lines separate the typed name from the closing. Sign in between in ink.
- Do not use nickname- typed name should be full name.
- A title may be included under the typed name.

**Be sure the page is neat, clean, and has no errors.**

**[Business Letter Rubric](#)**

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## Unit III- How Do I Get There?

### Letter of Interest

#### Presentation

75 Pelican Landing  
Harbor City, New Jersey 00000  
August 1, 2002

Mr. M. McFadden  
Southern Ocean County Hospital  
Rt. 9  
Manahawkin, NJ 08050

Dear Mr. McFadden:

I am writing in response to a notice you placed in Saturday's edition of the Atlantic City Press. I was interested in the position that is available in the food service area. I have recently graduated from high school and have a strong interest in pursuing a food service career.

My school and experience should prove beneficial to your needs at the hospital. I have taken many electives in the food service area and will be attending Atlantic County Community College in the fall to major in culinary arts. Additionally, I have volunteered at the hospital for the past two years and am acquainted with your expectations.

I am available for an interview at your convenience. My home phone number is 609-111-1111.

Sincerely,

Maggie A. Owens

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## **Unit III- How do I Get There? Cover Letter Presentation**

75 Pelican Landing  
Harbor City, New Jersey 00000  
August 1, 2002

Showboat Casino  
Employment Office  
Delaware and Pacific Avenues  
Atlantic City, NJ 08401

Dear Sir:

As you will see from my enclosed resume, I have many qualities that would be desirable in a security guard. My many leadership positions will attest to the fact that I am an honest person with a strong work ethic. Also, I am not only able to relate to many types of people, but can work well with them.

While I do not have experience in the security field, I am a willing learner and am able to start immediately. Furthermore, I am able to work any shift that you have available.

Please contact me if my resume is of interest to you.

Sincerely,

Maggie Owens

## Unit III - How Do I Get There?

### Thank-You Letter

75 Pelican Landing  
Harbor City, New Jersey 00000  
August 15, 2002

Mr. M. McFadden  
Southern Ocean County Hospital  
Rt. 9  
Manahawkin, NJ 08050

Dear Mr. McFadden:

Thank-you for the opportunity to interview yesterday for the foodservice position you have available. I enjoyed meeting with you and learning more about Southern Ocean County Hospital's programs. You certainly offer many career opportunities and have a desire to help your employees advance themselves.

I am particularly interested in the educational incentives that you extend to employees. I would like to continue to advance myself and working at your hospital would give me the opportunity to do that. Your program would allow me to use the skills I develop at college to benefit the hospital while continuing to learn myself.

The interview confirmed the impressions I have developed about the hospital during the time I have volunteered there. I hope that you feel that my employment would be mutually beneficial to both of us.

Again, thank-you for your consideration. I look forward to hearing from you soon.

Sincerely,

Maggie A. Yekenchik

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## **Unit III- How Do I Get There? Pocket Resume**

- **Social Security Number\***
- **Driver's License\***
- **Health Care provider Information\***
- **Name, Address, and Date of Attendance for Present School and Previously Attended Schools**
- **Names and Addresses and Dates of Employment of Present and Previous Employers**
- **The full names, addresses (including zip codes, phone numbers (including area codes) of three references. SPEAK WITH YOUR REFERENCES BEFOREHAND!**
- **Pocket Dictionary & Black Pen**

\*You will need to have these items with you in case a photocopy is needed.

**PERSONAL HISTORY**

Name: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_ Zip: \_\_\_\_\_  
Phone: \_\_\_\_\_ SSN: \_\_\_\_\_

**WORK HISTORY** (Begin with latest job)

Company: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_ Zip: \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Duties (Describe completely): \_\_\_\_\_  
Pay: \_\_\_\_\_ Dates Worked: \_\_\_\_\_

Company: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_ Zip: \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Duties (Describe completely): \_\_\_\_\_  
Pay: \_\_\_\_\_ Dates Worked: \_\_\_\_\_

Company: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_ Zip: \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Duties (Describe completely): \_\_\_\_\_  
Pay: \_\_\_\_\_ Dates Worked: \_\_\_\_\_

**EDUCATION**

High School: \_\_\_\_\_  
City and State: \_\_\_\_\_  
Years Attended: \_\_\_\_\_

Post-Secondary: \_\_\_\_\_  
City and State: \_\_\_\_\_  
Years Attended: \_\_\_\_\_

**OTHER**

\* Military Information (List branch, dates and rank): \_\_\_\_\_

\*Hobbies, Interests, Awards (Optional): \_\_\_\_\_

**REFERENCES** (Ask permission before using names)

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_ Zip: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_ Zip: \_\_\_\_\_

**SOUTHERN REGIONAL HIGH SCHOOL  
POCKET RESUME**



**SPECIAL INFORMATION**

This information is provided to make your job search, application and interview process more successful.

- 1. Always go to your interview prepared (have ID's, **Social Security card**, & **driver's license** handy).
- 2. Keep this form in your wallet to aid in completing your application.

**PREPARATION**

- Learn something about the company.
- Have a specific job or jobs in mind.
- Review in your mind your qualifications for the job.
- Be prepared to answer broad questions about yourself.

**APPEARANCE**

- Be well groomed.
- Be suitably dressed.

**TESTS**

- Listen to instructions.
- Read each question through.
- Write legibly.
- Return to difficult or long questions.

**INTERVIEW**

- Be prompt.
- Answer questions directly and truthfully.
- Be well mannered.
- Use proper grammar and good diction.
- Be enthusiastic and cooperative.
- Ask questions.

**Questions to expect:**

- 1. Tell me about yourself.
- 2. Why should I hire you?
- 3. Why are you interested in this job?
- 4. What are your greatest strengths? Weaknesses?
- 5. How has your training/education prepared you for this job?
- 6. What would your teachers, former employers or references say about you?
- 7. Do you understand that you may be subject to a drug test and background check if you are hired?
- 8. When are you available to work?

**Questions you could ask:**

- 1. Would you describe a typical work day?
- 2. Can this job lead to other positions with the company?
- 3. What skills are most important for this position?
- 4. If hired, would I report directly to you, or to someone else?
- 5. What is the wage being offered?
- 6. Do you provide training?
- 7. When can I expect to hear from you?
- 8. Can I contact you by phone or e-mail?

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## **Unit III-How Do I Get There?**

### **Dress for Success- Presentation**

#### **Err on the Side of Conservatism:**

- Be moderate in your choice of make-up, jewelry, clothing, hairstyle, nails

#### **Never Wear:**

- Jeans, sneakers, sandals, bare midriffs, short shorts, skorts, shorts, sleeveless dresses, tank tops, skirts with high slits, sweats, tight fitting pants or tops,
- Un-ironed, dirty or stained clothing, visible body piercing and/or tattoos

#### **Women's Acceptable Dress:**

- Suit, dress (less than 2" above knee), skirt and jacket, polished, closed shoes, stockings

#### **Men's Acceptable Dress:**

- Suit and tie, collared shirts and tie, sport coat and dress slacks, khaki pants with shirt and tie, socks and polished shoes

All clothing should be neat and clean. Hair, hands and nails should be clean. Nails and hair should be trimmed.

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# Unit III- How Do I Get There?

## Be Successful Introductions

### Presentation Page

- **A First Impression is Made in the First Seven Seconds**
  - ✓ **You Have Seven Seconds to Get the Job!**
  
- **Present (Sell) Yourself**
  - ✓ **Pretend You are your Own Agent (Will you re-hire or fire yourself?)**
  - ✓ **Be Confident (Pretend if you're not!)**
  - ✓ **Smile- Pretend It Doesn't Hurt**
  
- **Greet the Person You are Meeting by Name**
  - ✓ **Keep Eye Contact**
  - ✓ ***Extend a Firm Handshake***
  
- **Stand During the Introduction**
  - ✓ **Wait to be Offered a Seat**

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## **Unit III- How Do I Get There? “Be Successful” Job Interview Presentation Page**

### **Prepare Beforehand:**

- Look over common Interview Questions
- Research the background of the company
- Make-up your own questions
- Prepare your Pocket Resume
- Prepare a copy of your Resume
- Dress for Success: Choose the clothes you will wear
- Groom yourself: neat hair, clean hands and fingernails

### **Be Punctual**

- Better an hour too early than a minute too late

### **Arrive Alone**

- YOU are applying for the job- Don't be distracted by “guests”

### **Greet the Receptionist**

- She is the doorway to your interviewer
- The interviewer often solicits her comments about your behavior in the waiting area

### **When Introduced Follow Introduction Protocol**

- Make Eye Contact
- Use a Firm Handshake
- Wait to be Offered a Seat

### **Avoid Distracting Gestures**

- Finger tapping, or nail biting will point out your nervousness

**DON'T CHEW GUM, eat nor drink - ever!**

## **Speak with Precision**

- Slang should “wait” outside

## **Sit Upright and Be Alert at All Times**

- A slouched body says I don’t care or I don’t feel like I belong here

## **Listen Carefully to the Questions**

- Don’t answer before the interviewer is finished
- Ask for clarification
- Don’t argue or prove an interviewer wrong
- Elaborate answers- Yes and No won’t work!
- Don’t lie or exaggerate
- If you don’t know an answer, say so.
- Be part of the dialog- ask questions
- Don’t ramble

## **Be Yourself**

## **Be Patient and Calm if not Hired on the Spot**

## **Follow-up the Interview with a Thank-You Letter even if you aren’t hired**

- A thank-you has often re-opened doors

## Top Ten Interview Mistakes

- # 1 Poor Appearance**
- # 2 Poor Communication**
- # 3 Poor Preparation**
- # 4 Poor Self-Confidence**
- # 5 Poor Attitude**
- # 6 Late Arrival**
- # 7 Negative Talk About Former Employer**
- # 8 Immature or Non-Courteous, Overaggressive, Overbearing**
- # 9 Failure to Listen**
- # 10 More Concern for Salary and Benefits than Job**

[Interview Vignette Movie](#)

[Common Interview Questions](#)

[Career Interview Rubric](#)

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## Unit III- How Do I Get There?

### Assessment: Job Acquisition Simulation Activity

You will be competing for the position advertised in the Want Ad below. Using the steps, information, protocols, etc. presented in “The Be Successful Handbook,” complete the Job Acquisition Process. If you are successful in this venture, you will be “offered the job” at the end of the selection process.

#### Help Wanted

**Security Guard** One of Atlantic City’s finest casinos is looking for reliable, honest, energetic graduates to train as security guards in the casino and environs. Successful candidates will demonstrate positive, energetic personalities, strong people skills, strong communication skills, be a team player and have a good work ethic. Applicants should send a letter of interest and resume by: (date) to Southern Regional High School’s Career Center at 90 Cedar Bridge, Rd., Manahawkin, NJ 08050

- Complete Letter of Interest. (Rubric)
- Send to the Career Center by the specified date.
- Begin to prepare your Resume. (Rubric).
- After receiving the acknowledgement of receipt of Letter of Interest and Application Form, complete the application form.
- Write your Cover Letter.
- Return Application Form, Cover Letter (Rubric) and your Resume according to the directions.
- Prepare Pocket Resume for Interview
- Review Dress for Success (Rubric) and plan accordingly for your interview.
- Practice Interview Situation (Rubric) with Common Interview Questions.
- Report at the scheduled Interview time.
- Complete Interview process. This may be videotaped for teacher/student/peer review.
- Follow-up with a Thank-You Letter (Rubric).

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## **EMPLOYMENT APPLICATION**

This application will receive active consideration for one year.

The Showboat is an Equal Opportunity/Affirmative Action Employer subject to the rules and regulations of the Casino Control Commission. Women, minorities and disabled persons are encouraged to apply.

**EMPLOYMENT OFFICE  
Delaware & Pacific Avenues  
Atlantic City, NJ 08401  
1-800-648-0142**



DATE \_\_\_\_\_

**AFFIRMATIVE ACTION FORM**

This information will be kept separate from your employment application. Your responses are strictly voluntary and will help in monitoring our affirmative action obligations.

**POSITION SOUGHT**

1. \_\_\_\_\_ 2. \_\_\_\_\_

\_\_\_\_\_  
Last Name First Middle

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
City State Zip Code

\_\_\_\_\_  
Social Security Number Area Code Telephone #

Do you live in New Jersey?  
YES \_\_\_\_\_ NO \_\_\_\_\_

If you moved to New Jersey, when did you move?  
Month \_\_\_\_\_ Year \_\_\_\_\_

**PLEASE CHECK THE APPROPRIATE BOX BELOW:**

**SEX**

- M-Male
- F-Female

**AGE**

- 18 years or over
- Under 18 years
- If under 18, Date of Birth \_\_\_\_\_

**RACE**

- Caucasian/White
- Black/Afro American
- Hispanic by Parentage
- Oriental/Asian American
- American Indian

**OTHER INFORMATION**

- Y-Veteran
- B-Disabled Veteran
- V-Vietnam Era Veteran
- D-Disabled Person

**EX-OFFENDER**

- Y-Yes
- N-No

**HOW DID YOU FIND OUT ABOUT US**

- NEW-Atlantic City Press
- NEW-Philadelphia Tribune
- HIS-High School/Vocational School
- UNN-Union
- REF-Employee Referral
- JF-Job Fair
- JTP-JTPA
- SES-State Employment Service
- WLK-Walk-In
- COL-College/University
- NEW-Other Newspaper
- Other Source
- TEC-Dealer School/Computer School

**COUNTY OF RESIDENCE**

- 1-Atlantic
- 2-Bergen
- 3-Burlington
- 4-Camden
- 5-Cape May
- 6-Cumberland
- 7-Essex
- 8-Gloucester
- 9-Hudson
- 10-Hunterdon
- 11-Mercer
- 12-Middlesex
- 13-Monmouth
- 14-Morris
- 15-Ocean
- 16-Passaic
- 17-Salem
- 18-Somerset
- 19-Sussex
- 20-Union
- 21-Warren
- 22-Other



**VI. EMPLOYMENT HISTORY (past 10 years — use additional form if necessary)**

List most recent employer first.

May we reference check your present employer? Yes \_\_\_\_\_ No \_\_\_\_\_

<b>1. NAME OF EMPLOYER</b>		<b>ADDRESS (City and State)</b>	<b>AREA CODE/TELEPHONE</b>
DATE STARTED	STARTING SALARY/WAGE	STARTING POSITION	
DATE LEFT	PRESENT SALARY/WAGE	PRESENT POSITION	
NAME and TITLE OF SUPERVISOR		REASON FOR LEAVING	
<b>2. NAME OF EMPLOYER</b>		<b>ADDRESS (City and State)</b>	<b>AREA CODE/TELEPHONE</b>
DATE STARTED	STARTING SALARY/WAGE	STARTING POSITION	
DATE LEFT	SALARY/WAGE	ENDING POSITION	
NAME and TITLE OF SUPERVISOR		REASON FOR LEAVING	
<b>3. NAME OF EMPLOYER</b>		<b>ADDRESS (City and State)</b>	<b>AREA CODE/TELEPHONE</b>
DATE STARTED	STARTING SALARY/WAGE	STARTING POSITION	
DATE LEFT	SALARY/WAGE	ENDING POSITION	
NAME and TITLE OF SUPERVISOR		REASON FOR LEAVING	
<b>4. NAME OF EMPLOYER</b>		<b>ADDRESS (City and State)</b>	<b>AREA CODE/TELEPHONE</b>
DATE STARTED	STARTING SALARY/WAGE	STARTING POSITION	
DATE LEFT	SALARY/WAGE	ENDING POSITION	
NAME and TITLE OF SUPERVISOR		REASON FOR LEAVING	
<b>5. NAME OF EMPLOYER</b>		<b>ADDRESS (City and State)</b>	<b>AREA CODE/TELEPHONE</b>
DATE STARTED	STARTING SALARY/WAGE	STARTING POSITION	
DATE LEFT	SALARY/WAGE	ENDING POSITION	
NAME and TITLE OF SUPERVISOR		REASON FOR LEAVING	
<b>6. NAME OF EMPLOYER</b>		<b>ADDRESS (City and State)</b>	<b>AREA CODE/TELEPHONE</b>
DATE STARTED	STARTING SALARY/WAGE	STARTING POSITION	
DATE LEFT	SALARY/WAGE	ENDING POSITION	
NAME and TITLE OF SUPERVISOR		REASON FOR LEAVING	

In case of emergency, please contact:

Name	Address	Relationship	Phone #
Have you ever been convicted of a petty disorderly, disorderly or criminal offense? Yes _____ No _____			

Please explain: \_\_\_\_\_

I certify that the answers given by me to the above questions and statements are true, correct and complete. I understand that, if employed, any false information or omissions contained in this application are cause for immediate discharge and forfeiture of related benefits.

I hereby authorize the company to make a thorough investigation of my past employment, education and activities. I waive and release all persons, companies and corporations, including Showboat, from any claim whatsoever, without limitation of any kind, in securing such information.

I certify that, if employed, I will abide and be bound by all rules and policies of Showboat.

The company, and any person or concern it may authorize, shall be entitled, without further consent, to copyright, sell or use in any manner, any picture or photograph of me.

If hired, I will supply three professional or character references, upon request. Any offer of employment may be conditioned upon the results of a medical examination and/or drug screening for illegal drugs prior to the commencement of employment.

I have read and understand the above statements.

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

I understand that certain job classifications maintained by Showboat are known as "At-Will" positions from which my employment can be terminated with or without cause for any reason consistent with applicable laws. I agree that if I am offered and if I accept such an "At-Will" position I will execute documents required by Showboat to confirm my "At-Will" status and acknowledge that such documents will supersede any previous understandings with regard to my employment status and that no other understandings at any time during my employment will be binding on Showboat unless made to me in writing and signed by the President and Chief Executive Officer of Showboat. I further acknowledge that this application does not constitute an employment agreement or any other kind of agreement between Showboat and me.

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Unit III- How Do I Get There? Application Process Student Success Sheet**

Be Successful Application Process: The first step toward making a good first impression:

If the statement is true, circle yes. If the statement is false, correct it.

- YES NO It's okay to pick up an application on the way home from the beach.
- YES NO Picking up an application is not an important part of a career pursuit.
- YES NO You should have a pencil with you to fill out an application.
- YES NO You must have two forms of I.D. to complete the application.
- YES NO It's okay to leave blanks if you don't know the information.
- YES NO It is acceptable to use white out on an application to correct a mistake.
- YES NO Ask for a new application if the one you have has errors or is dirty.
- YES NO If filling out an application at home, you should make a copy of the blank one first.
- YES NO If you can't make the application deadline, it's okay to attach a letter with your reason.
- YES NO You need to call your references to ask their permission as soon as you mail or turn in your application.
- YES NO It is never acceptable to exaggerate information to make yourself look good.
- YES NO It is okay to bring a friend along for support.

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## Unit III- How Do I Get There?

### Resume Writing Worksheet

**Heading:** \_\_\_\_\_

**First Name, Middle Initial, Last Name:** \_\_\_\_\_

**Street Address:** \_\_\_\_\_

\_\_\_\_\_

**Telephone Number:(     ) \_\_\_\_\_ E-mail \_\_\_\_\_**

**Objective: Describe the Position You Are Seeking:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Education: List current first, add address, year(s) attended, graduation date,  
(Degrees, if applicable)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Skills: Describe**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Work History –Present Position First**

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**Other Experiences: Volunteer, etc.**

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**Clubs and Organizations: List Leadership Positions**

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**References: Either list or state that they will be provided “Upon Request”  
(If listed, provide address and phone number)**

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### Unit III- How Do I Get There? Incorrect Business Letter

Ace Student  
2001 high School Way  
yourtown, NJ

#### **Director of admissions**

The company  
Ms. B. Better  
Attitude Ave.  
Sometown, NJ  
09987  
1/8/02

Dear Bea,

I am now looking for a job to have money for my car payment. Your company has a job I want so I'd thought I would let you know. I am ready to meet when your ready.

I'm going to be in retail sales and that's what I'm studying in school so it would be good for you.

Can you pay me about \$10.00 an hour. I think I'm worth it.

Well, call my machine and leave a message. If u decide you don't wanna, u can ring my cell.

See ya soon. Thanks.

Ace

#### **Be Successful:**

1. Correct the above business letter using business letter format. Give reasons for your corrections.

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## Unit III- How Do I Get There? Common Interview Questions Student Success Sheet

**Practice within a Group. Videotape if possible. Take turns being the interviewer and applicant:**

1. For what position are you applying?
2. What can you offer this company as an employee?
3. Why do you want to work for this company over another one?
4. Tell me about yourself. Why did you choose this type of work?
5. What were your best/worst subjects in school? Why?
6. Give me the name of a project for which you were responsible? What part did you play in it?
7. What was the toughest decision you ever had to make?
8. Do you like to work with other people or by yourself?
9. What do you do when you have trouble solving a problem?
10. What are your long term goals?
11. How soon could you begin to work if you are offered the job?
12. Give me two reasons why I should hire you?
13. Give me two reasons why I shouldn't hire you?
14. What are your strengths?
15. What are your weaknesses?
16. What have you done to improve on your weaknesses?
17. Have you ever been arrested?
18. Why did you leave your last job or why haven't you worked before?
19. How did you hear about us?
20. What do you expect to be doing ten years from now?
21. How will you attain your ten-year goal?
22. Are you willing to relocate and how far?
23. What was your greatest disappointment?
24. How did you handle your greatest disappointment?
25. What type of people do you dislike? Can you work with them?
26. How much money do you owe?
27. Give me the names of three people I can call for recommendations>
28. Name a person who has given you the greatest difficulty in a relationship. What would they say about you if I called them today? Can I call them today?
29. How good are you with math?
30. Can you work overtime?
31. How will you get to work?
32. What duties do you think are part of this job?
33. What do you know about our company?
34. What problems do you think you'll have in this job?
35. How long have you been looking for work?
36. Tell me about your last job?
37. Have you every tried drugs? Do you know about our drug policy?
38. What was the last book you read?
39. Describe the perfect supervisor? How would this supervisor be able to help you reach your potential?

# Unit III- How Do I Get There?

## Career Interview Rubric

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>
<p style="text-align: center;"><b>Strong Entrance</b></p> <p>Punctual, Confident Entrance, Strong Handshake, Eye Contact, Introduction of Self, Greet Interviewer by Name</p>	<p style="text-align: center;"><b>Mostly Confident Entrance</b></p> <p>Good Entrance Punctual, Handshake, Good Eye Contact, Greet Interviewer by Name</p>	<p style="text-align: center;"><b>Fairly Confident Entrance</b></p> <p>Punctual, Handshake, Attempt at Eye Contact, Fair Introduction of Self, Weak Greeting of Interviewer/ No Name Used</p>	<p style="text-align: center;"><b>Poor Entrance</b></p> <p>Punctual or late, Handshake, Little to No Eye Contact, No Self-Introduction, No/poor Greeting of Interviewer</p>	<p style="text-align: center;"><b>No Show</b></p>
<p style="text-align: center;"><b>Dressed for Success</b></p> <p>Neat, Clean, Well-Groomed, Suit and Tie, Jacket and Skirt or Dress, Polished Shoes, No Food, Gum, or hat Clean Hair and Nails</p>	<p style="text-align: center;"><b>Mostly Dressed for Success</b></p> <p>Mostly Neat, Clean, Well-Groomed, Suit and Tie, Jacket and Skirt or Dress, Shoes, No Food, Gum, or Hat Clean hair and Nails</p>	<p style="text-align: center;"><b>Fairly Well Dress for Success</b></p> <p>Somewhat Neat and Clean, No Shirt and Tie, Scuffed shoes, Evidence of Food Stains, Hair and or Nails Need Attention Food, Drink, and/or Gum</p>	<p style="text-align: center;"><b>Poorly Dressed for Success</b></p> <p>Jeans and/or Sneaks Sloppy Dress Not Neat and Clean Hair and/or Nails Dirty Hat</p>	<p style="text-align: center;"><b>No Show</b></p>
<p style="text-align: center;"><b>Strong Communication:</b></p> <p>Direct Response to Questions Use of Precise Language Well-Developed Vocabulary Extension of Responses Non-argumentative Strong Voice No Grammatical Errors</p>	<p style="text-align: center;"><b>Good Communication:</b></p> <p>Mostly Direct Response to Questions Mostly use Precise Language Good Extension of Responses Mostly Non-argumentative Few Grammatical Errors</p>	<p style="text-align: center;"><b>Fair Communication:</b></p> <p>Answers Not Consistent Some Use of Slang Some Extension of Responses Somewhat Argumentative Poorly Developed Vocabulary Many Grammatical Errors</p>	<p style="text-align: center;"><b>Poor Communication:</b></p> <p>Yes and No Answers Off Topic Use of Slang Weak Response Argumentative Limited Vocabulary Many Grammatical Errors Answers Not Responsive to Questions</p>	<p style="text-align: center;"><b>No Show</b></p>
<p style="text-align: center;"><b>Confident Poise</b></p> <p>Strong Focus on Interviewer Positive Eye Contact Erect Posture No Nervous Gestures</p>	<p style="text-align: center;"><b>Good Poise</b></p> <p>Good Focus on Interviewer Good Eye Contact Good Posture Few Nervous Gestures</p>	<p style="text-align: center;"><b>Fair Poise</b></p> <p>Weak Focus on Interviewer Weak Eye Contact Poor Posture Some Nervous Gestures</p>	<p style="text-align: center;"><b>Poor Poise</b></p> <p>Little to No Focus on Interviewer No Eye Contact Slouched Posture Many Nervous Gestures</p>	<p style="text-align: center;"><b>No Show</b></p>
<p style="text-align: center;"><b>Strong Evidence of Planning</b></p> <p>Strong background knowledge Asks Appropriate Questions Strong Preparation of Interview Questions</p>	<p style="text-align: center;"><b>Good Evidence of Planning</b></p> <p>Good Background Knowledge Asks Mostly Appropriate Questions Good Preparation of Interview Questions</p>	<p style="text-align: center;"><b>Fair Evidence of Planning</b></p> <p>Fair Background Knowledge Asks Fairly Appropriate Questions Fair Preparation of Interview Questions</p>	<p style="text-align: center;"><b>Poor Evidence of Planning</b></p> <p>Poor Background Knowledge Asks Poor Questions Poor Preparation of Interview Questions</p>	<p style="text-align: center;"><b>No Show</b></p>

# Service Learning Rubric

(Adapted from Coverdale World Wise Schools)

<b>Project</b>	<b>Strong Impact</b>	<b>Good Impact</b>	<b>Some Impact</b>	<b>Little Impact</b>
<b>Based on research document</b>	Convincing argument presented linking service project to current research	Good argument presented linking service project to current research	Service project based on weak argument presented linking service project to current research	Service project not based simply on student's interest, not on relevant research
<b>Integration of service and learning</b>	Strong connection between research and service	Some connection between service and learning	Little connection between service and learning	Solely a service project (without academic & reflective piece)
<b>Reflection</b>	Strong evidence of thinking, sharing, producing reflective piece	Some evidence of thinking, sharing, producing reflective piece	Little Evidence of thinking, sharing, producing reflective piece	No Evidence of thinking, sharing, producing reflective piece
<b>Community impact</b>	Facilities strong, positive community change (alleviate a suffering, solve a problem, meet a need, address an issue.)	Facilities some positive community change (alleviate a suffering, solve a problem, meet a need, address an issue)	Facilities mainly decorative community change (alleviate a suffering, solve a problem, meet a need, address an issue.)	Facilities very little positive community change (alleviate a suffering, solve a problem, meet a need, address an issue.)
<b>Personal sense of commitment to community duty</b>	Strong evidence of personal affective growth in area of community duty	Much evidence of personal affective growth in area of community duty	Some evidence of personal affective growth in area of community duty	Little evidence of personal affective growth in area of community duty
<b>Transfer of academic knowledge to real life situation</b>	Direct application of skill or knowledge in service area	Some application of skill or knowledge in service area	Little application of skill or knowledge in service area	Skill or knowledge not applied in service area

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