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ABSTRACT

This guide contains 21 task sheets for use in helping students develop job-hunting skills. The following employability skills are addressed in the individual task sheets: compiling a list of personal attributes, identifying a list of areas of work that will provide personal job satisfaction, determining ways of reducing levels of stress, using reference materials to compile an occupational profile, investigating non-wage-related job characteristics, developing goals and determining career objectives, performing a job search, participating in an information interview, completing a social security form, using a telephone to contact an employer, completing a job application, preparing a resume, writing a letter to apply for a job, interviewing for a job, contacting a job interviewer to accept or reject a job, completing income tax withholding forms, describing performance evaluation measurements used by employers, performing a continuing education program search, analyzing career information to identify opportunities for advancement, and describing job resignation and dismissal practices. Each task sheet contains some or all of the following: duty statement, duty number, task number, task statement, achievement indicators, criteria, list of tools and equipment needed, and list of recommended resources. Student and class achievement record forms and a list of employability skills trainers are also included. (MN)

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CURRICULUM GUIDE

FOR EMPLOYABILITY SKILLS TRAINING:

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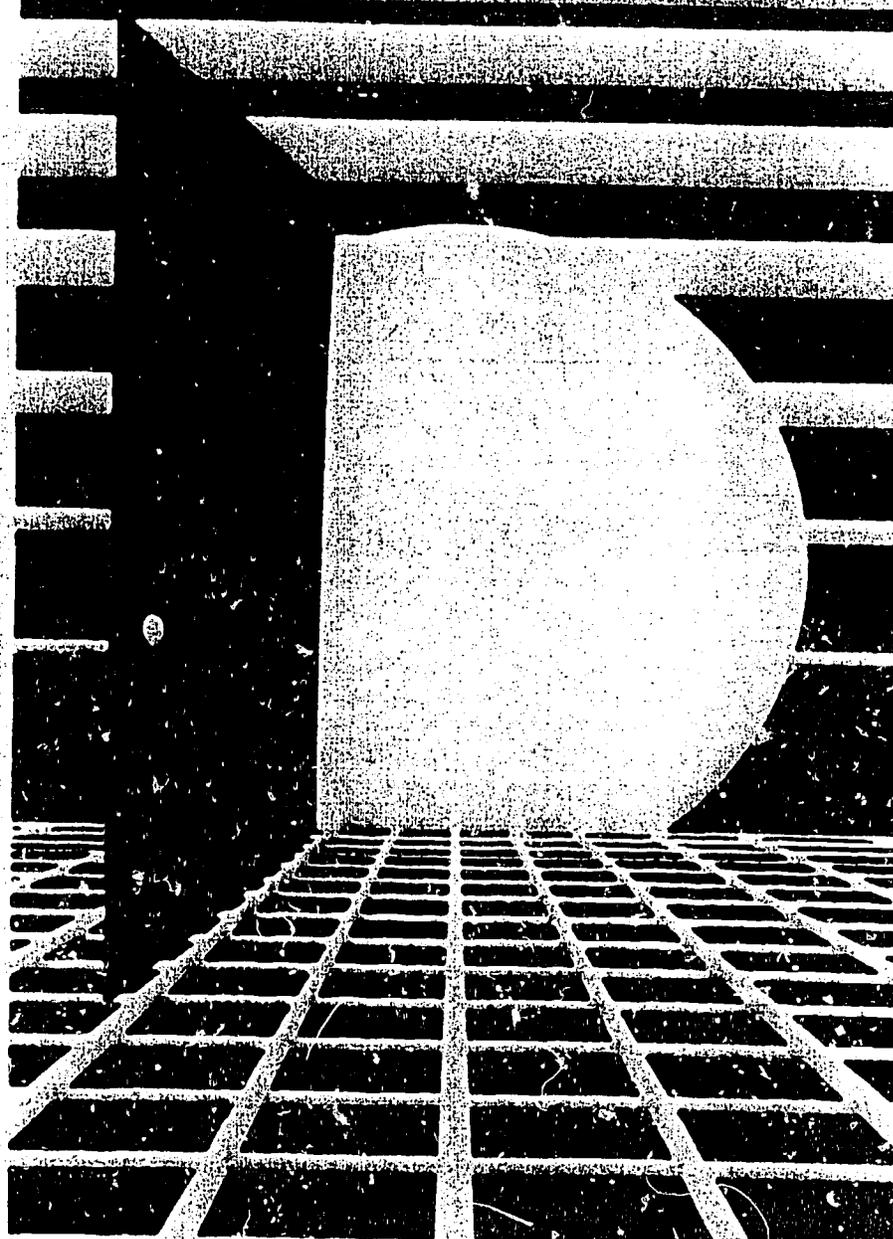
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INSTRUCTIONAL MATERIALS FOR OPENING DOORS

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The Curriculum Materials were developed by the Continuum Center, Oakland University, Rochester, Michigan, and by the Michigan State University Curriculum Resource Team, Michigan State University, East Lansing, Michigan.

The materials contained in this packet have been cross referenced to Opening Doors: A Practical Guide for Job Hunting and must be ordered individually and reproduced as needed.

Duty: Using Employability Skills		Duty No.	
		Task No. 1	
Task: Perform a self-assessment, using knowledge and information, to compile a list of personal attributes.			
Achievement Indicators:			
	The learner:	Yes	No
1.	Listed work-related accomplishments -	_____	_____
2.	Listed non-work related accomplishments -	_____	_____
3.	Identified skills and competency attainment -	_____	_____
4.	Identified transferable (portable) skills -	_____	_____
5.	Determined strengths and weaknesses -	_____	_____
6.	Described job liabilities and the effect liabilities have on employment opportunities -	_____	_____
7.	Developed a plan to overcome job liabilities -	_____	_____
Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.			
Tools and Equipment:		Resources:	
		Goodman, Jane, Judith Hoppin and Ronald Kent, "First Steps" in <u>Opening Doors: A Practical Guide for Job Hunting</u> , Continuum Center, Oakland University, 1984, pp. 7-14.	

Duty: Using Employability Skills		Duty No.																	
		Task No. 2																	
Task: Perform a self-assessment, using knowledge and information, to identify areas of work that will provide personal job satisfaction.																			
<table border="0"> <thead> <tr> <th data-bbox="154 525 535 567">Achievement Indicators:</th> <th data-bbox="673 535 868 577">The learner:</th> <th data-bbox="1144 535 1201 577">Yes</th> <th data-bbox="1258 535 1307 577">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 588 771 630">1. Listed personal job values -</td> <td></td> <td data-bbox="1128 619 1209 640">_____</td> <td data-bbox="1250 619 1331 640">_____</td> </tr> <tr> <td data-bbox="284 651 682 693">2. Rated each job value -</td> <td></td> <td data-bbox="1128 682 1209 703">_____</td> <td data-bbox="1250 682 1331 703">_____</td> </tr> <tr> <td data-bbox="284 714 933 756">3. Listed enjoyable activities/interests -</td> <td></td> <td data-bbox="1128 745 1209 766">_____</td> <td data-bbox="1250 745 1331 766">_____</td> </tr> </tbody> </table>				Achievement Indicators:	The learner:	Yes	No	1. Listed personal job values -		_____	_____	2. Rated each job value -		_____	_____	3. Listed enjoyable activities/interests -		_____	_____
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1. Listed personal job values -		_____	_____																
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3. Listed enjoyable activities/interests -		_____	_____																
Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.																			
Tools and Equipment:		Resources: Ibid, pp. 16-20																	

Duty: Using Employability Skills

Duty No.

Task No. 3

Task: Perform a self-assessment, using knowledge and information, to determine methods to reduce levels of stress.

Achievement Indicators:

The learner:

Yes

No

1. Identified stages of grief that result in stress - Yes No
2. Identified factors that reduced levels of stress - Yes No

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

ibid, pp. 21-23

Duty: Using Employability Skills

Duty No.

Task No. 4

Task: Compile an occupational profile, using reference materials, to determine the characteristics, requirements, and employment outlook of an occupation.

Achievement Indicators:

The learner:

Yes

No

1. Described:

- a. Main job duties -
- b. Places of employment -
- c. Physical demands -
- d. Working (environmental) conditions -
- e. Educational requirements -
- f. Local, regional and national employment outlook -

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Dictionary of Occupational Titles (D.O.T.).
Goodman, Jane, Judith Hoppin and Ronald Kent,
"Making Decisions," in Opening Doors: A Practical
Guide for Job Hunting, Continuum Center, Oak-
land University, 1984, pp. 27-34.
Michigan Occupational Information System
(M.O.I.S.)

Duty: Using Employability Skills		Duty No.	
		Task No. 5	
Task: Investigate non-wage job characteristics, using available resources, to identify significant job factors.			
Achievement Indicators:	The learner:	Yes	No
1. Listed and described:			
a. Union affiliation -		_____	_____
b. Apprenticeship opportunities -		_____	_____
c. Occupational hazards -		_____	_____
d. Shift requirements -		_____	_____
Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.			
Tools and Equipment:	Resources:		
	Dictionary of Occupational Titles (D.O.T.). Goodman, Jane, Judith Hoppin and Ronald Kent. "Making Decisions," in <u>Opening Doors: A Practical Guide for Job Hunting</u> , Continuum Center, Oakland University, 1984, pp. 27-34. Michigan Occupational Information System (M.O.I.S.)		

Duty: Using Employability Skills		Duty No.						
		Task No. 6						
Task: Develop goals, using knowledge, to determine career objective(s).								
Achievement Indicators:	The learner:	<table border="1"> <thead> <tr> <th data-bbox="1166 485 1295 569">Yes</th> <th data-bbox="1295 485 1459 569">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="1166 569 1295 632">_____</td> <td data-bbox="1295 569 1459 632">_____</td> </tr> <tr> <td data-bbox="1166 632 1295 695">_____</td> <td data-bbox="1295 632 1459 695">_____</td> </tr> </tbody> </table>	Yes	No	_____	_____	_____	_____
Yes	No							
_____	_____							
_____	_____							
Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.								
Tools and Equipment:	Resources: ibid, pp. 30-31							

Duty: Using Employability Skills	Duty No.
	Task No. 7

Task: Perform a job search, using information, to identify employment opportunities.

Achievement Indicators:	The learner:	Yes	No
1. Determined geographic boundaries for job search -		_____	_____
2. Listed types of potential places of employment -		_____	_____
3. Developed a list of prime sources of information concerning opportunities for employment, advertised and unadvertised -		_____	_____
4. Gathered information about advertised and unadvertised job openings -		_____	_____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:
 Goodman, Jane, Judith Hoppin, and Ronald Kent, "Planning the Campaign," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 37-47.

Duty: Using Employability Skills		Duty No.	
		Task No. 8	
Task: Participate in an information interview, using knowledge and resources, to obtain information about a job from an employer.			
Achievement Indicators:			
		The learner:	
		Yes	No
1. Identified a job within the area of occupational interest -		_____	_____
2. Prepared a list of organizations that employ people to perform the identified job -		_____	_____
3. Scheduled an interview appointment with an employer at one of the organizations -		_____	_____
4. Prepared a list of questions for the interview -		_____	_____
5. Conducted the interview -		_____	_____
6. Prepared a follow-up letter to mail, after the interview, to the employer -		_____	_____
Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.			
Tools and Equipment:		Resources:	
		Goodman, Jane, Judith Hoppin and Ronald Kent, "Planning the Job Campaign," <u>Opening Doors: A Practical Guide for Job Hunting</u> , Continuum Center, Oakland University, 1984, pp. 44-45.	

Duty: Using Employability Skills		Duty No.	
		Task No. 9	
Task: Complete a social security form, using information, to apply for a social security number.			
Achievement Indicators:	The learner:	Yes	No
1. Contacted appropriate office to secure form -		_____	_____
2. Followed instructions on form -		_____	_____
3. Filled in each space on the form with the correct information -		_____	_____
Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.			
Tools and Equipment:	Resources: "Handling the Paperwork," Employability Skills Guide #6, MSU.		

Duty: Using Employability Skills	Duty No.
	Task No. 10

Task: Contact an employer, using a telephone, to pursue potential employment opportunities.

Achievement Indicators:	The learner:	Yes	No
1. Greeted receptionist -		_____	_____
2. Identified self and reason for phone call -		_____	_____
3. Asked to speak to appropriate person -		_____	_____
4. Arranged, if necessary, a time to call back -		_____	_____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman, Jane, Judith Hoppin, and Ronald Kent, "Communicating with Employers," in Opening Doors: A Practical Guide for Job Hunting, Oakland University, 1984, pp. 54-57.



Duty: Using Employability Skills		Duty No.	
		Task No. 11	
Task: Complete a job application, using personal notes, to apply for employment.			
Achievement Indicators:			
	The learner:	Yes	No
1.	Followed the direction specified on the application form -	_____	_____
2.	Filled in each space where applicable, with the correct information -	_____	_____
3.	Used a pen or typewriter to fill in application information -	_____	_____
4.	Filled out the application neatly -	_____	_____
Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.			
Tools and Equipment:		Resources:	
		Goodman, Jane, Judith Hoppin, Ronald Kent, "Communicating with Employers," in <u>Opening Doors: A Practical Guide for Job Hunting</u> , Continuum Center, Oakland University, 1984, pp. 61-64.	

Duty: Using Employability Skills		Duty No.	
		Task No. 12	
Task: Prepare a resume, using personal information, to apply for a job.			
Achievement Indicators:	The learner:	Yes	No
1. Listed name, address, and telephone number -		_____	_____
2. Identified career objective -		_____	_____
3. Listed work experiences -		_____	_____
4. Described job-related experiences -		_____	_____
5. Provided information about education -		_____	_____
6. Listed military experience, if acquired -		_____	_____
7. Described home/community activities -		_____	_____
8. Listed membership in work related organizations/ associations -		_____	_____
Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.			
Tools and Equipment:	Resources: Goodman, Jane, Judith Hoppin and Ronald Kent, "Communicating with Employers," in <u>Opening Doors: A Practical Guide for Job Hunting</u> , Continuum Center, Oakland University, 1984, pp. 58-59, 65-71.		

Duty: Using Employability Skills		Duty No.																												
		Task No. 13																												
Task: Write a letter, using personal notes, to apply for a position.																														
Achievement Indicators:	The learner:	<table border="1"> <thead> <tr> <th data-bbox="1177 495 1291 558">Yes</th> <th data-bbox="1291 495 1453 558">No</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="332 569 527 600">1. Included:</td> </tr> <tr> <td colspan="2" data-bbox="391 615 954 646">a. Name, address, and phone number -</td> </tr> <tr> <td colspan="2" data-bbox="391 659 542 690">b. Date -</td> </tr> <tr> <td colspan="2" data-bbox="391 705 1122 764">c. Name, title, firm, address of person to whom the letter is being sent -</td> </tr> <tr> <td colspan="2" data-bbox="391 779 634 810">d. Salutation -</td> </tr> <tr> <td colspan="2" data-bbox="332 825 802 856">2. Indicated in paragraph one:</td> </tr> <tr> <td colspan="2" data-bbox="391 871 911 903">a. An awareness of the business -</td> </tr> <tr> <td colspan="2" data-bbox="391 917 1073 976">b. A reference to an ability/skill that will benefit the company -</td> </tr> <tr> <td colspan="2" data-bbox="332 991 1154 1050">3. Emphasized experience, abilities, accomplishments, in paragraph two -</td> </tr> <tr> <td colspan="2" data-bbox="332 1064 1154 1123">4. Identified strengths/special training in paragraph three -</td> </tr> <tr> <td colspan="2" data-bbox="332 1138 1073 1169">5. Included a follow-up plan in paragraph four -</td> </tr> <tr> <td colspan="2" data-bbox="332 1184 883 1215">6. included complimentary closing -</td> </tr> <tr> <td colspan="2" data-bbox="332 1230 623 1262">7. Signed letter -</td> </tr> </tbody> </table>	Yes	No	1. Included:		a. Name, address, and phone number -		b. Date -		c. Name, title, firm, address of person to whom the letter is being sent -		d. Salutation -		2. Indicated in paragraph one:		a. An awareness of the business -		b. A reference to an ability/skill that will benefit the company -		3. Emphasized experience, abilities, accomplishments, in paragraph two -		4. Identified strengths/special training in paragraph three -		5. Included a follow-up plan in paragraph four -		6. included complimentary closing -		7. Signed letter -	
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Tools and Equipment:	Resources: Goodman Jane, Judith Hoppin and Ronald Kent, "Communication with Employers," in <u>Opening Doors: A Practical Guide for Job Hunting</u> . Continuum Center, Oakland University, 1984, pp. 72-73.																													

Duty: Using Employability Skills

Duty No.

Task No. 14

Task: Demonstrate appropriate dress, using a knowledge of job requirements, to comply with standards of on-the-job attire and grooming.

Achievement Indicators:

The learner:

Yes

No

1. Described and/or dressed in the attire of the appropriate occupational area, including:

a. Grooming -

b. Health -

c. Uniforms -

Criteria:

Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman, Jane, Judith Hoppin, and Ronald Kent, "The Job Interview," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 77-96.

Duty: Using Employability Skills

Duty No.

Task No. 15

Task: Interview for a job, using communication skills, to secure employment.

Achievement Indicators:

The learner:

Yes

No

1. Demonstrated appropriate characteristics for job applicants including:
 - a. Attire -
 - b. Grooming -
 - c. Conduct -
2. Demonstrated correct usage of interviewing techniques -
3. Prepared a list of questions to ask the interviewer -
4. Prepared a follow-up letter to mail, after the interview, to the interviewer -

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman, Jane, Judith Hoppin and Ronald Kent, "The Job Interview," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 77-96.

Duty: Using Employability Skills	Duty No.
	Task No. 16

Task: Contact a job interviewer, using a telephone, to accept/reject a job.

Achievement Indicators:	The learner:	Yes	No
1. Spoke with interviewer who offered the job -		_____	_____
2. Identified self -		_____	_____
3. Accepted offer, if applicable -		_____	_____
4. Found out starting date and time, if appropriate -		_____	_____
5. Rejected offer courteously and politely, if applicable -		_____	_____
6. Gave reason for rejection, if applicable -		_____	_____
7. Concluded conversation correctly -		_____	_____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

"Getting the Job," Employability Skills Guide #9, MSU.

Ibid, pp. 77-96.

Duty: Using Employability Skills		Duty No.																	
		Task No. 17																	
Task: Complete forms, using information, to withhold city, state and federal taxes.																			
<table border="0"> <thead> <tr> <th data-bbox="207 569 574 596">Achievement Indicators:</th> <th data-bbox="721 569 902 596">The learner:</th> <th data-bbox="1192 569 1240 596">Yes</th> <th data-bbox="1317 569 1349 596">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 632 919 659">1. Completed city tax form correctly -</td> <td></td> <td data-bbox="1175 653 1256 667">_____</td> <td data-bbox="1300 653 1382 667">_____</td> </tr> <tr> <td data-bbox="331 695 873 722">2. Completed state form correctly -</td> <td></td> <td data-bbox="1175 716 1256 730">_____</td> <td data-bbox="1300 716 1382 730">_____</td> </tr> <tr> <td data-bbox="331 753 964 781">3. Completed federal tax form correctly -</td> <td></td> <td data-bbox="1175 774 1256 789">_____</td> <td data-bbox="1300 774 1382 789">_____</td> </tr> </tbody> </table>				Achievement Indicators:	The learner:	Yes	No	1. Completed city tax form correctly -		_____	_____	2. Completed state form correctly -		_____	_____	3. Completed federal tax form correctly -		_____	_____
Achievement Indicators:	The learner:	Yes	No																
1. Completed city tax form correctly -		_____	_____																
2. Completed state form correctly -		_____	_____																
3. Completed federal tax form correctly -		_____	_____																
Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.																			
Tools and Equipment:	Resources:																		

Duty: Using Employability Skills

Duty No.

Task No. 18

Task: Describe performance evaluation measurements, using knowledge, to identify behavior/attitudes that employers expect employees to exhibit on the job.

Achievement Indicators:	The learner:	Yes	No
1. Listed and described the methods to achieve successful working relationships -		_____	_____
2. Listed and defined importance of:			
a. Reliability -		_____	_____
b. Punctuality -		_____	_____
c. Quality -		_____	_____
d. Quantity -		_____	_____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resource:

Goodman, Jane, Judith Hoppin and Ronald Kent. "Opening the Door to Your Future," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 99-100.

Duty: Using Employability Skills	Duty No.
	Task No. 19

Task: Perform a continuing education program search, using available resources, to identify opportunities for retraining, skills upgrading, and career advancement.

Achievement Indicators:	The learner:	Yes	No
1. Described types and sources of continuing education programs for an occupation -		_____	_____
2. Related information to career alternatives -		_____	_____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:
 Goodman, Jane, Judith Hoppin, and Ronald Kent, "Opening the Door to Your Future," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, p. 101.

Duty: Using Employability Skills		Duty No.	
		Task No. 20	
Task: Analyze career information, using available resources, to identify the opportunities for advancement that exist within an occupation.			
Achievement Indicators:	The learner:	Yes	No
1. Described the career stages associated with the occupational areas:			
a. Listed jobs, entry through advanced levels -		_____	_____
b. Gave examples of tasks that employees in the occupation are required to perform -		_____	_____
c. Identified tools/equipment that employees in the occupation use -		_____	_____
d. Made reference to the relationship of the job(s) to data, people, and things -		_____	_____
e. Made reference to education and/or on-the-job training needed to attain career mobility -		_____	_____
Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.			
Tools and Equipment:	Resources: Dictionary of Occupational Titles (D.O.T.). Goodman, Jane, Judith Hoppin and Ronald Kent, "Opening the Door to Your Future," in <u>Opening Doors: A Practical Guide for Job Hunting</u> , Continuum Center, Oakland University, 1984, pp. 99-102. Michigan Occupational Information System (M.O.I.S.).		

Duty: Using Employability Skills	Duty No.
	Task No. 21

Task: Describe job resignation/dismissal practice, using knowledge, to identify positive methods for terminating an employment situation.

Achievement Indicators:	The learner:	Yes	No
1. Described practice for resigning from a job:			
a. Gave two weeks to a months notice -		_____	_____
b. Specified a positive reason for leaving the employment situation -		_____	_____
2. Described practices for job dismissal (laid-off, released):			
a. Asked the employer for a letter of reference if laid off -		_____	_____
b. Talked with the employer to discover what was the problem, if released -		_____	_____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:	Resources: "Knowing the Score," Employability Skills Guide #10, MSU.
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STUDENT ACHIEVEMENT RECORD

EMPLOYABILITY SKILLS TRAINING

STUDENT _____

INSTRUCTIONS:

Record the student's level of competence according to the following guide:

<u>LEVEL</u>	<u>GUIDE</u>
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
<p>A. USING EMPLOYABILITY SKILLS</p> <ol style="list-style-type: none"> 1. Perform a self-assessment, using knowledge and information, to compile a list of personal attributes. 2. Perform a self-assessment, using knowledge and information to identify areas of work that will provide personal job satisfaction. 3. Perform a self-assessment, using knowledge and information, to determine methods to reduce levels of stress. 4. Compile an occupational profile, using reference materials, to determine the characteristics, requirements, and employment outlook of an occupation. 5. Investigate non-wage job characteristics, using available resources, to identify significant job factors. 6. Develop goals, using knowledge, to determine career objective(s). 		

TASK	LEVEL	DATE
<p>A. USING EMPLOYABILITY SKILLS (cont.)</p> <ol style="list-style-type: none"> 7. Perform a job search, using information, to identify employment opportunities. 8. Participate in an information interview, using knowledge and resources, to obtain information about a job from an employer. 9. Complete a social security form, using information, to apply for a social security number. 10. Contact an employer, using a telephone, to pursue potential employment opportunities. 11. Complete a job application, using personal notes, to apply for employment. 12. Prepare a resume, using personal information, to apply for a job. 13. Write a letter, using personal notes, to apply for a position. 14. Demonstrate appropriate dress, using a knowledge of job requirements, to comply with standards of on-the-job attire and grooming. 15. Interview for a job, using communication skills, to secure employment. 16. Contact a job interviewer, using a telephone, to accept/reject a job. 17. Complete forms, using information, to withhold city, state and federal taxes. 18. Describe performance evaluation measurements, using knowledge, to identify behavior/attitudes that employers expect employees to exhibit on the job. 19. Perform a continuing education program search, using available resources, to identify opportunities for re-training, skills upgrading, and career advancement. 20. Analyze career information, using available resources, to identify the opportunities for advancement that exist within an occupation. 21. Describe job resignation/dismissal practice, using knowledge to identify positive methods for terminating an employment situation. 		

TRAINERS FOR EMPLOYABILITY SKILLS

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The two individuals
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John Waidley
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Ypsilanti, MI 48197
Ph. 313/487-3270

MATERIAL ORDER FORM

In order to assist persons planning for Employability Skills Training Workshops, material order forms are provided. You may duplicate these forms as needed.

- A. OPENING DOORS - May be ordered from the Continuum Center, Oakland University. You should plan to allow approximately 10-14 days for delivery. Use Order Form "A" or call (313) 370-3033.

Cost Single copies - \$5.00
\$4.50 for 20 or more
books in any combination
of the two titles

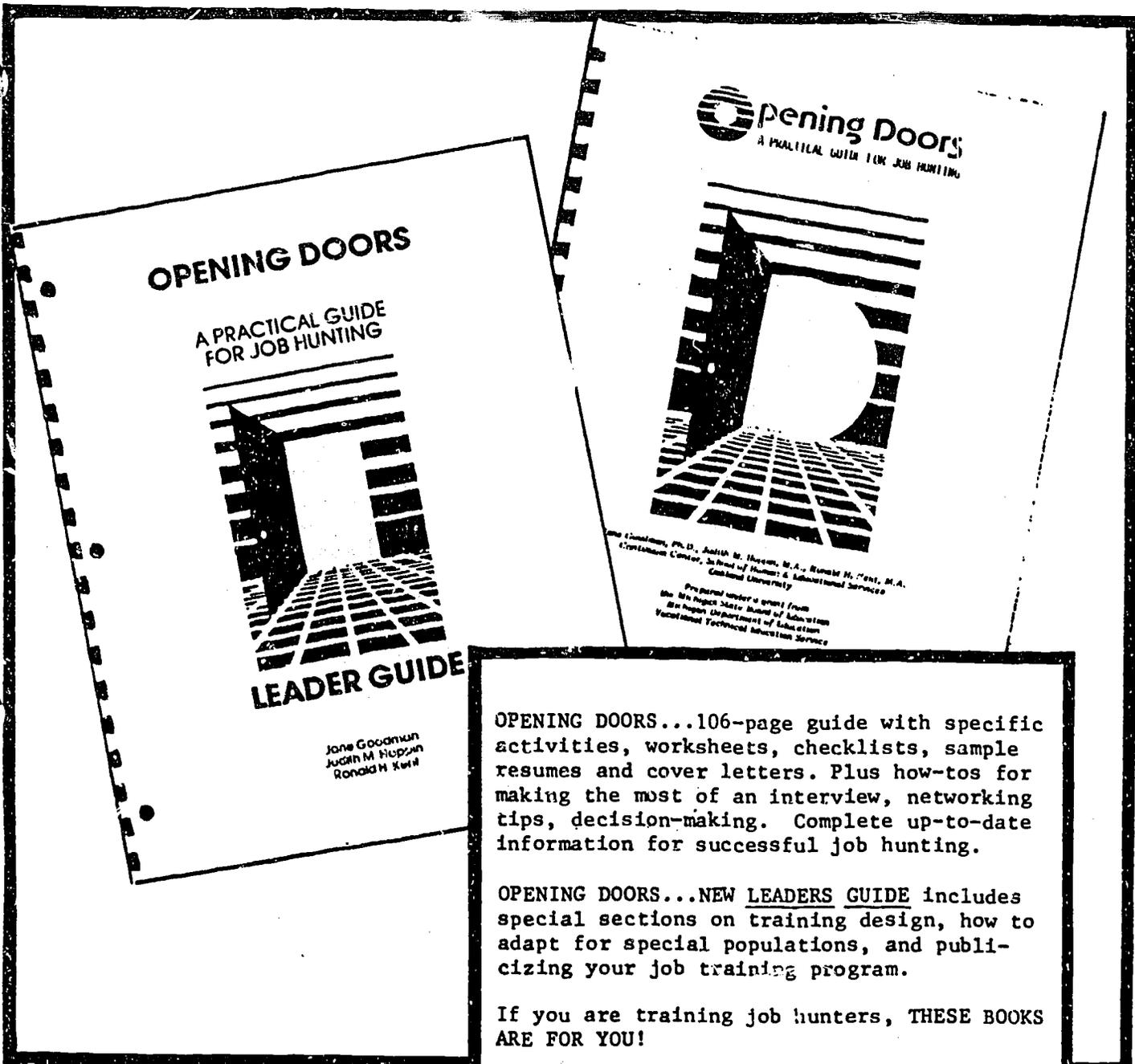
} Make checks
payable to
Oakland University

- B. TRANSPARENCIES - May be ordered from the Michigan Vocational Education Resource Center, Michigan State University. You should allow approximately 20 days for delivery. Use Order Form "B" or call (1-800) 292-1606.

Cost Set of nine overhead
transparencies - \$55.00

} Make checks
payable to:
Michigan State
University

- C. CURRICULUM TASK SHEETS - May be ordered from the Michigan Vocational Education Center, Michigan State University. You should allow 10-14 days for delivery. Use Order Form "C" or call (1-800) 292-1606.



OPENING DOORS...106-page guide with specific activities, worksheets, checklists, sample resumes and cover letters. Plus how-tos for making the most of an interview, networking tips, decision-making. Complete up-to-date information for successful job hunting.

OPENING DOORS...NEW LEADERS GUIDE includes special sections on training design, how to adapt for special populations, and publicizing your job training program.

If you are training job hunters, THESE BOOKS ARE FOR YOU!

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SEND COMPLETED FORM TO: CONTINUUM CENTER OAKLAND UNIVERSITY ROCHESTER, MI 48063 MAKE CHECKS PAYABLE OAKLAND UNIVERSITY

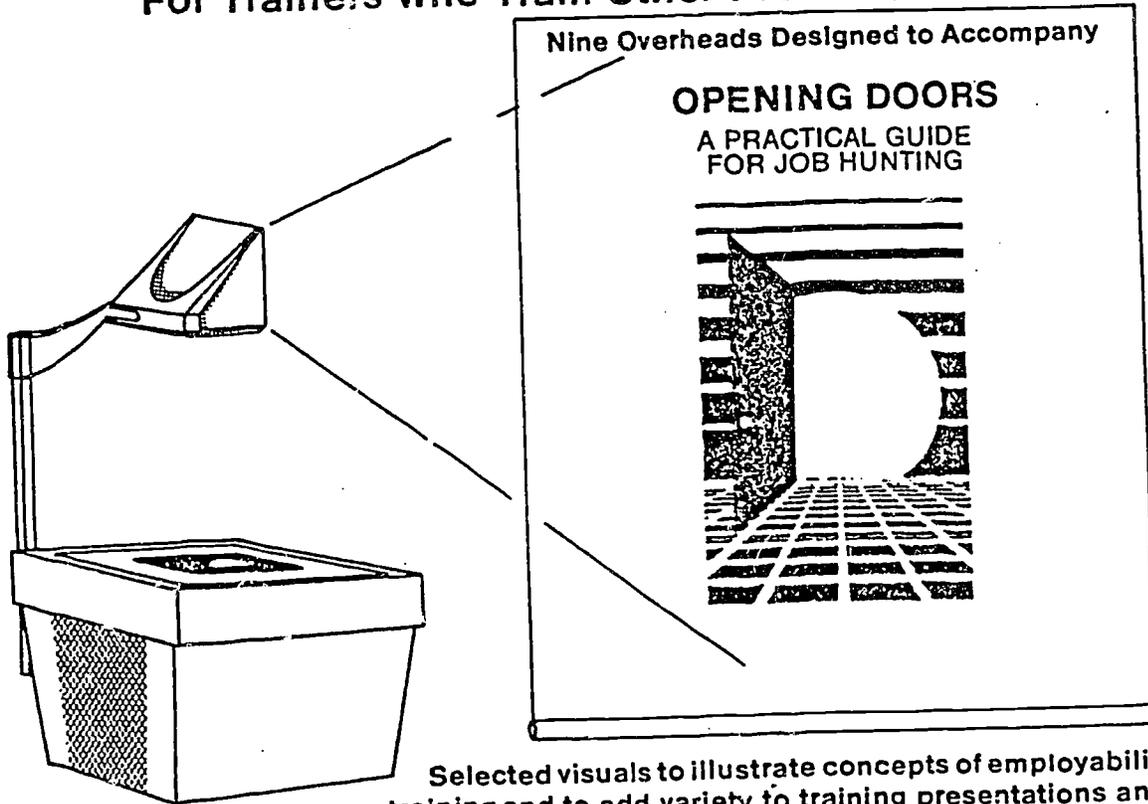
Please send me _____ copies of OPENING DOORS Users Guide @ \$5.00 (\$4.50 for 20 or more books any combination of the two titles)
 _____ copies of OPENING DOORS Leaders Guide @ \$5.00

NAME _____
 ADDRESS _____
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Special Instructions:
 Date of Workshop _____
 Allow 10-14 days for shipping

TOTAL \$ _____

For Professionals and Paraprofessionals Training Job Seekers For Trainers who Train Other Professionals



Selected visuals to illustrate concepts of employability skills training and to add variety to training presentations and activities.

A FULL SET CONTAINS:

1. **OPENING DOORS** cover and logo as an introduction to training materials
2. State Board of Education
3. The History of the Employability Skills Training Project — a flow chart that indicates how the materials were developed, including employer and other expert input. For establishing credibility.
4. Six Steps to a Successful Job Search — includes six overlays that give an overview of a successful job hunt sequence, including self-assessment, making decisions, planning the job campaign, communication with employers, the job interview and job retention.
5. Emotional Reactions to Job Loss — includes seven overlays that illustrate each step of reactions to job loss.
6. Transferable Skills — to use when illustrating and actually doing a skill identification in the training.
7. The Interview— What to Expect — five overlays that illustrate the major components of the job interview.
8. Putting the Pieces Together A & B. Two overheads to use to summarize or close a training or an employability skills class. Illustrates the various components and how they fit together for a successful job search.

ORDER FORM:

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City State Zip

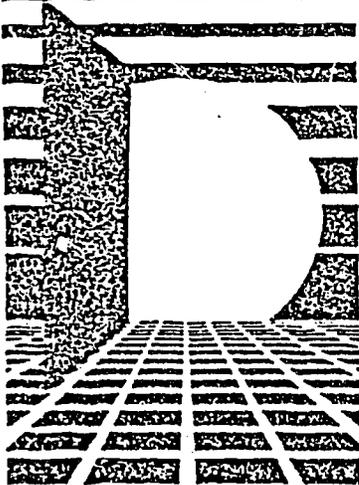
Phone # _____

Please send me _____ set(s) of nine overhead transparencies designed to accompany **OPENING DOORS: A PRACTICAL GUIDE FOR JOB HUNTING @ \$55.00** (Sales to schools — no tax, Sales to individuals — 4% tax) TOTAL \$ _____

Attach check, money order or purchase order payable to Michigan State University Call Toll Free in Michigan 1-800-292-1606 or 1-(517) 353-4397

SEND TO: Michigan Career Education and Vocational Education Resource Center
133 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034

OPENING DOORS



A PRACTICAL GUIDE FOR JOB HUNTING

Jane Goodman

Duty: Using Employability Skills		Duty No.	
		Task No. 21	
Tasks: Describe job resignation/dismisal practices, using knowledge, to identify positive methods for terminating an employment situation.			
Achievement Indicators:		The learners:	
1. Described practices for resigning from a job a. Gave two weeks to a month's notice b. Specified a positive reason for leaving the employment situation 2. Described practices for job dismissal (laid-off, released) a. Asked the employer for a letter of reference if laid off b. Talked with the employer to discover what was the problem, if released		Yes No _____ _____ _____ _____ _____ _____	
Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.			
Tasks and Resources:		Resources: "Opening the Doors," Employability Skills Guide #10, MSU.	

**CURRICULUM GUIDE FOR
EMPLOYABILITY SKILLS TRAINING:
INSTRUCTIONAL MATERIALS FOR
OPENING DOORS COST \$2.50**

**SPECIAL INSTRUCTIONS
DATE OF WORKSHOP**

ALLOW 10-14 DAYS FOR SHIPPING

CURRICULUM TASK SHEETS

21 Task Sheets for use in teaching Employability Skills (Job Hunting Skills). Each sheet contains Learner Achievement Indicators, Success Criteria and Resources. Task Sheet contains a Cross Reference to OPENING DOORS: A PRACTICAL GUIDE FOR JOB HUNTING Cross Referenced with Vocational Education Curriculum

ORDER FORM: Send Invoice to:

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Please send _____ copies of CURRICULUM GUIDE FOR EMPLOYABILITY SKILLS TRAINING: INSTRUCTIONAL MATERIALS FOR OPENING DOORS @ \$2.50 each

Attach check, money order or purchase order payable to MICHIGAN STATE UNIVERSITY

SEND TO: Michigan Career Education and Vocational Education Resource Center

133 Erickson Hall, MSU, East Lansing, MI 48824-1034 - or call: 1-800-292-1606 in MI
1-517-353-4397

Important Phone Numbers:

Employability Skills Training (EST) Project

Dr. Jane Goodman, Director
Ms. Judy Hoppin, Staff Member
(313) 370-3033

Source of Help: General information and some materials

Vocational Education Counseling & Placement Services Project

Mr. John Backstrom, Director
(616) 796-0461, Ext. 5708 or 1-800-372-6233 (Toll-free number)

Source of Help: Information about reimbursement

Vocational Education Resource Center

Ms. Gloria Kielbaso, Director
(517) 353-4397 or 1-800-292-1606 (Toll-free number)

Gertrude Bonaparte (General Information)

(517) 373-0815

Mary Brown (Vocational Teacher Education Grants)

(517) 373-3365

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