

Employment Skills for the 21st Century – Volume 2



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Problem-solving Process 6

People responsible for inventory control must plan merchandising activities far enough in advance to ensure that their departments will be adequately stocked with the appropriate merchandise. This often means they are ordering bathing suits at Christmas and winter coats during a heat wave. It is often difficult to know what to order when and how much to order, especially if inventory control and ordering are new responsibilities.

Case Study

Mary Jaworsky was promoted to the position of manager of the junior department of a large clothing store three weeks ago. During a department manager meeting earlier this week, Mary was reminded that she has to order back to school merchandise by the end of next month if she wants to have it for the big back to school sale. That means she has about six weeks to complete her orders.



Although Mary has assisted the previous department manager with ordering, she is not comfortable with this responsibility. She is unsure where to begin. She knows there is a fashion buyers' show in Dallas in two weeks. She also has access to catalogs, trade journals, and past records. She knows she has information available to her, but she has no idea how to put it all together.

Use the following problem-solving procedure to find the best response to the situation. After you have finished, discuss your answers with a group of students or with the class.

1. Identify the real problem.

2. Gather information.

3. List possible solutions.

4. Evaluate probable results of each solution.

5. Decide on the best solution. Explain the decision and how you arrived at it.

Lined writing area with 18 horizontal lines.

Problem-solving Process 7

Every employer and employee must be concerned with safety. There are times when people try to use shortcuts to accomplish their jobs quicker or easier. These shortcuts often by-pass important safety requirements and may lead to accidents and/or hazardous working conditions for themselves and their co-workers. Leaders, managers, and co-workers must make decisions that will ensure safe working conditions for all. In this assignment you will read a case study about safety. You may complete this assignment individually or in a small group.

Case Study

Terri Johnson has been working for the Acme Department Store for two years. She has held a number of positions within the store. Recently she was promoted to the position of department manager of all hardline merchandise. This is a busy area in the Acme Department Store, and there is a large inventory warehoused in the store. Terri wants to be a good, conscientious manager and has made efforts to improve the cleanliness and safety operations within the department.



Terri has talked to the workers in the hardlines areas about safety precautions; however, she still has employees climbing the storage shelves instead of using the ladder. There are also times when some of the fork-lift drivers appear to be playing on the fork lifts instead of using them for work. She has also noticed that empty cartons are frequently left in the stockroom instead of being thrown away.

Use the following problem-solving procedure to find the best response to the situation. After you have finished, discuss your answers with a group of students or with the class.

1. Identify the real problem.

2. Gather information.

3. List possible solutions.

4. Evaluate probable results of each solution.

5. Decide on the best solution. Explain the decision and how you arrived at it.

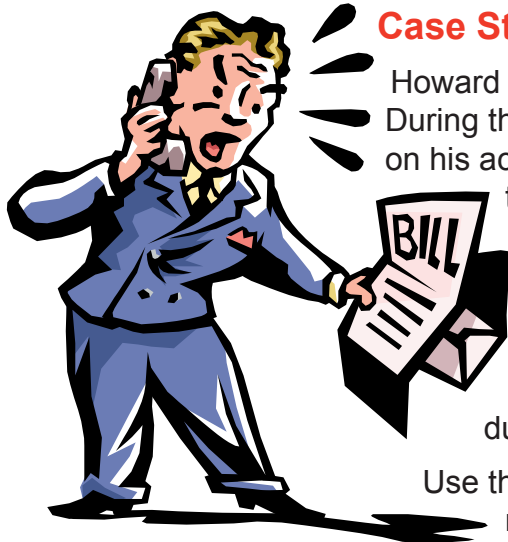
116—Problem-solving Process 7 (continued)

Lined writing area with 20 horizontal lines.



Problem-solving Process 8

Businesses that extend credit sometimes have trouble collecting their accounts. The older a past-due account gets, the harder it is to collect. It is important for these companies to have, and use, effective collection policies.



Case Study

Howard Thomas has been a valued customer for three years. During that period he has been very good about making payments on his account. Following a monthly aging of accounts, you notice that his account has \$155.89 fifteen days past due. You telephone his home to talk to him about his delinquent account, but have gotten no answer. On the following monthly statement, you were sure to place an attention-getting sticker on his past due statement. Mr. Thomas has made no effort to pay his bill which is now 45 days past due.

Use the following problem-solving procedure to find the best response to the situation. After you have finished, discuss your answers with a group of students or with the class.

1. Identify the real problem.

2. Gather information.

3. List possible solutions.

4. Evaluate probable results of each solution.

Making Decisions

Every second of your life you make decisions. You made a decision about what to wear today. You've probably made decisions about school or work. You even make decisions about how much time to spend watching television.

Some decisions should take only a few minutes to make, while others should be given a great deal of thought. What to order from a menu should take only a few minutes, but what classes to take next year at school or work related decisions should be given more thought.

Making a mature decision involves five clearly defined steps:

1. Identify the exact decision to be made
2. Identify the options and their possible consequences
3. Weigh the choices
4. Make the choice
5. Take responsibility for decision

Read the following situations and respond as if you were giving advice to a friend. Remember, it is important to make a decision that is right for you and for the person you are advising. Remember that the "advice giver" in the following situations should consider the other person's personality traits and give only advice that is in the other person's best interest.



1. Two weeks before the prom, Jim asks your friend Lavern to go to the prom with him. She is not really excited about going with Jim, but at least she will have a date. Three days later, the person she would really like to go to the prom with calls and asks her to the prom. Lavern does not know what to do. She has come to you for advice.

What advice would you give Lavern? Why? _____

- 2. The television movie that your younger brother has been waiting to see for months will be shown tonight. Your brother comes home from school very upset. During history class his teacher announced that the nine week’s test has been rescheduled for the next day. Your brother asks you what he should do.

What advice would you give your brother? Why? _____

- 3. Your friend, Seth, asks you what you think he should do. One of his girlfriends is trying to talk him into going on an overnight camping trip with a group from school. Since his parents are out of town, his friend says they will never know.

What advice would you give Seth? Why? _____

4. Your friend Sally has a problem. She has been invited to a lake party by the boy she has been wanting to date for months. He has promised her a good time because there will be plenty of beer and other good “stuff.” Sally wants to go, but wants your advice on what you think she should do.

What advice would you give to Sally? Why? _____

5. Your friend Pete comes to you with a problem. He has been offered marijuana by one of his friends.

What advice would you give to Pete? Why? _____

- 6. Your sixteen-year-old friend Patty comes to you for advice. Her boyfriend is trying to get her to have sexual intercourse. Patty does not know what to do. She has been dating him for about one month and really likes him a lot.

What advice would you give Patty? Why? _____

- 7. One member of a group that your friend, Brad, was with shoplifted cds from the music store at the mall. Brad is worried.

What advice would you give to Brad? Why? _____



When making decisions, you should take into account everything that is involved. When you can weigh the probable outcome of your decision against your personal goals and values, you will be on the way toward reasoning.

Consider the situations for which you gave advice in Part 1, and then answer the following questions.

1. Did you give advice in any of the situations that you would not want your parents to know about? If so, which situations and why? _____

2. Did you advise a decision in any of the situations that could be emotionally or physically harmful? List them.

Emotional _____

Physical _____

3. Could any of the advice that you gave have a negative effect on a person's entire future? If so, what advice and why? _____

4. Did you give advice that you would not be willing to receive? Explain your answer.

Making Decisions 2

Goals strongly influence the decisions people make. Individuals need to think about how some decisions will be made *before* being confronted with them. When one can weigh the probable outcome of a decision against personal goals and values, it is a sign of being on the way to mature, rewarding reasoning.

Using the decision-making process, respond to the following situations. If you need additional information about decision making, use the library, internet, or resource center. After you have completed this activity, form small groups to discuss your responses to each situation. Report on the discussion to the class.

Situation 1

Mark is a high school junior this year. He has been offered a full-time position working for a local construction company. Mark would have to drop out of school if he accepted the position. He would earn \$800 per month. What should Mark do?



Advantages: _____

Disadvantages: _____

Outcomes: _____

Choose an option:

Evaluate the decision:

Situation 2

Shelly and Jack have been dating for six months. Shelly feels like they are ready for a sexual relationship. Jack knows he wants to go to college and play college baseball; he also knows he is not ready to accept the responsibilities a sexual relationship requires. What should Jack do?

Advantages: _____

Disadvantages: _____

Outcomes: _____

Choose an option:

Evaluate the decision:

Situation 3

Robin, Brad, and Greg have all been best friends since grade school. They have always done everything as a “team.” Today, Brad brought marijuana to school to share with Robin and Greg at noon. None of the boys have ever smoked marijuana before. What should Robin and Greg do?

Advantages: _____

Disadvantages: _____

Outcomes: _____

Choose an option:

Evaluate the decision:

Situation 4

Debbie and Jim are at a graduation party together. It is getting late and Jim has had too much to drink. Jim insists he is able to drive her home safely. What should Debbie do?

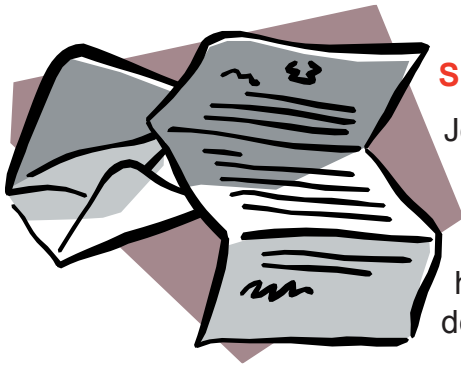
Advantages: _____

Disadvantages: _____

Outcomes: _____

Choose an option:

Evaluate the decision:



Situation 5

Jerry has applied for admittance at three universities. He has received letters of acceptance from his second and third university choices. He must respond to both universities by tomorrow and either accept or reject their invitations. Jerry has not heard from his first choice yet. What should Jerry decide?

Advantages: _____

Disadvantages: _____

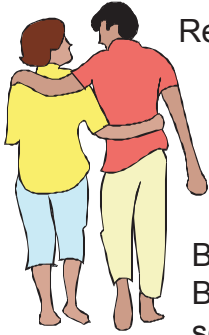
Outcomes: _____

Choose an option:

Evaluate the decision:

Making Decisions 3

Your values strongly influence your decisions, particularly those decisions concerning sexual behavior. You need to think about how you can cope with your sexual feelings, live by values that you think are important, and also meet your sexual responsibilities. You should also remember that the risks of becoming heavily involved in sexual activity can range from guilt feelings to sexually transmitted diseases that can be fatal.



Respond to the following situations.

Situation 1

Jean has a deep affection for Buster, and they hope to marry some day. She does not want to consider marriage for a long time because she feels that being married would make her educational goals much harder to attain.

Buster has been trying to get Jean to make a sexual commitment to him. Now Buster says that if Jean will not have intercourse with him, he will start dating someone who cares enough for him to make him happy.

1. What do you think is the best activity for Jean? Why? _____

Multiple horizontal lines provided for writing the answer to the question.

Situation 2

Eric has the belief that all people should make decisions regarding their life based on careful consideration of their own values and standards. Eric feels that couples should wait until marriage before having sex. Four weeks ago, Eric met Penny, “the girl of his dreams.” Eric is tremendously attracted to Penny. Eric and Penny do not seem to have a lot of the same interests; but when they are together, their sexual attraction is very strong. It is easy to be with Penny because she is not shy, and she encourages a lot of closeness.

While on a date last night, things got out of control as Eric and Penny were kissing and holding each other. They ended the evening having sexual intercourse. The next morning Eric felt very guilty and ashamed of himself because he had done something that he felt was wrong for him at this time in his life. He wondered if he had been a very responsible person to himself or to Penny.

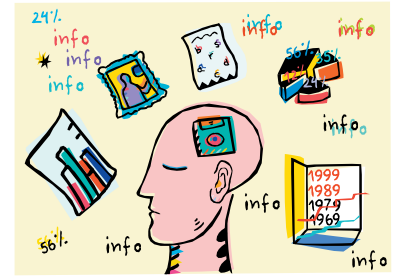
2. What do you think Eric should do about his relationship with Penny? Why? _____



Making Decisions 4

The decision-making process can be of great assistance when making important decisions. This assignment will provide an opportunity to practice making a decision based on a logical decision-making process.

Think of a personal decision that will be made in the near future. Relate each step of the decision-making process to possible actions taken. After you have completed the activity, form small groups to discuss how using a decision-making process helped identify the best decision. Share the ideas of the group with the class.



1. Define the decision to be made: _____

2. Identify alternatives and information resources available:

Option 1 _____

Option 2 _____

Option 3 _____

3. Consider the advantages, disadvantages, and outcomes of each option:

Option 1

Advantages _____

Disadvantages _____

Outcomes _____

Option 2

Advantages _____

Disadvantages _____

Outcomes _____

Option 3

Advantages _____

Disadvantages _____

Outcomes _____

4. Make the decision by choosing one option. Explain why you made the choice

5. Evaluate the decision and the outcome

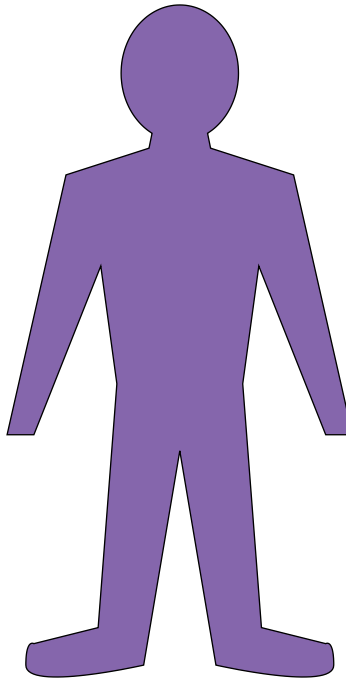
6. How could this process be used on the job? _____

Personal Space Needs

Each of us has an invisible “space bubble” or comfort zone that expands and contracts according to what we’re doing at the moment, what situation we’re in, what our emotional state is, or even what our cultural background is. This zone is the space between oneself and others that brings a feeling of well-being. If a person’s comfort zone is invaded, discomfort results. The space a person actually lives in is greater than the amount of space the body occupies. How people experience space is not just a matter of how far they are from one another in inches or feet. Our “space bubble” includes all our senses.

Guess Your Space

What is the size or shape of your personal “space bubble”? Estimate the distance you prefer others to keep when approaching from the front, back, and both sides. Draw your estimated bubble around the figure below.



Test Your Guess

Choose a partner to help you test your guess. Stand in an open space and have your partner approach you slowly. Measure the distance when your partner gets too close for comfort. Draw your new bubble in a contrasting color on the illustration you have just completed.

1. What difference in attitude or emotion did you feel when approached from the back, front, right side, left side? _____

2. What emotional reaction did you feel when someone got too close? _____

3. Was your guess proven correct by your test? If it wasn't, why do you think it was different? _____

4. Different situations or locations have different comfort zones. Think about how you feel in the following situations. Describe how your comfort zone changes.

At school _____

In a crowded elevator

At a party

5. Do you think of yourself as a contact or a non-contact person? Explain your answer and give an example. _____

Personal Space Needs 2

People have their own personal needs for space. Use this assignment to determine a classmate's need for space, as well as to discuss your own values and how they influence space needs.

Pair up with one classmate. Working in pairs, compare factors that affect each other's needs for space. Using the form below, interview your partner. Be prepared to discuss your findings in class.



Interviewee Statistics

Age _____

Sex _____

Names, relationship, and ages of people in the household: _____

1. Are your space needs met in your current housing situation? Explain your answer.

2. In what part of your home do you spend the most time? _____

3. What is it about that room that makes you enjoy spending time there?

4. How do your hobbies and interests affect your housing space needs? _____

5. What changes could be made to your home to better meet your family's space needs?

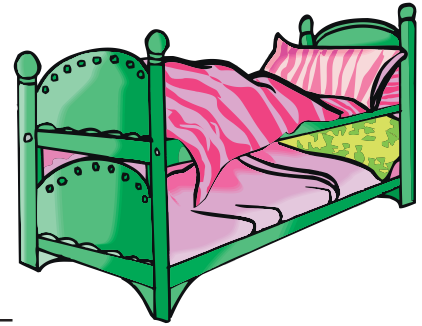
Interviewer's Findings

1. What did you learn about your partner and her or his space needs through this assignment? _____

2. What did you learn about your own space needs by completing this assignment?

Personal Space Needs 3

Choose a bedroom in your house or in a friend's house. Study the way the room is arranged. Evaluate how this specific arrangement does or does not meet *your personal needs* for bedroom space.



- 1. Does this room reflect your personal priorities in a bedroom? Explain your answer.

- 2. What types of sensory cues do you get from this room?

Auditory: _____

Kinesthetic: _____



Olfactory: _____

Thermal: _____

Visual:

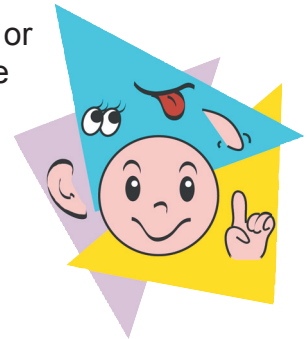
3. Does this room meet your bedroom needs? Why or why not? _____

4. Does this room incorporate the factors affecting needs for space? Explain your answer.

Sensory Clues

Sensory awareness can affect ways in which a person perceives a room or home environment. Human senses are affected by various aspects of the living space design.

Choose two living space areas. Spend a few minutes in each area observing characteristics of the environments. Answer the following questions based on the sensory cues.



Room 1

Room location: _____

Time of day: _____

Number of people in the room: _____

1. What was observed using auditory cues? _____

2. What was observed using kinesthetic cues? _____

3. What was observed using olfactory cues? _____

4. What was observed using thermal cues? _____

5. What was observed using visual cues? _____

6. What overall feeling did you get from the sensory cues in this room? _____

7. What sensory cue changes would you suggest to improve this setting? _____

8. How might the activities during different times of the day affect what was sensed?

Room 2

Room location: _____

Time of day: _____

Number of people in the room: _____

1. What was observed using auditory cues? _____

2. What was observed using kinesthetic cues? _____

3. What was observed using olfactory cues? _____

4. What was observed using thermal cues? _____

5. What was observed using visual cues? _____

6. What overall feeling did you get from the sensory cues in this room? _____

7. What sensory cue changes would you suggest to improve this setting? _____

8. How might the activities during different times of the day affect what was sensed?

Of the two rooms, in which did you feel most comfortable? Please explain your answer.

Personal Feelings/Love



Through thoughtful examination of your feelings and ideas on love, you become more aware that love comes in varied forms and degrees. Furthermore, you can realize that the capacity to love begins with a healthy respect and love for yourself. Write your responses. Discuss the responses in small groups. Appoint a group leader to report the responses to the class.

1. If I had to define love in one sentence, I would say that, to me, love is _____

2. As a child, my first memory of feeling loved was _____

3. The first time I knew consciously that I loved another person was _____

4. I feel that I would (have to, not have to) change some things about myself in order for someone else to love me because _____

5. I think that people first learn to love (choose one):
as infants
as young children (when they can communicate with others)
as adolescents
as mature adults

I think this because _____

6. I (do, do not) believe in “love at first sight” because _____

7. I believe that true love (changes, never changes) because _____

8. The first things, other than good looks, that attract me to a boy or girl are _____

9. I would find it (possible, impossible) to marry someone without first being in love with him/her because _____

10. Sometimes it has been said that marriage spoils a love relationship. I (agree, disagree) with this statement because _____

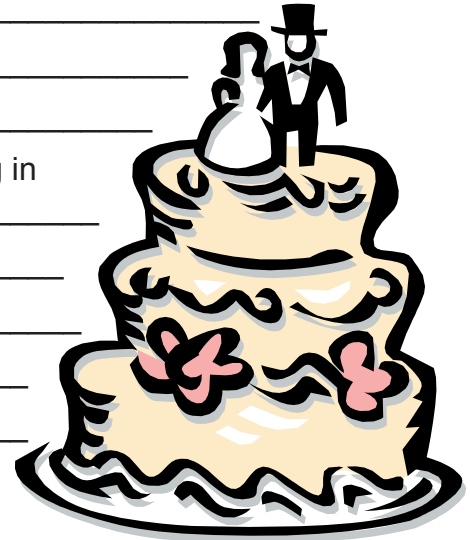
11. I (agree or disagree) with the statement “When I love somebody, I feel that they should “belong” exclusively to me” because. _____

12. I (agree or disagree) with the statement “I believe that there is usually a certain amount of suffering and unhappiness in any love relationship, due mostly to not being entirely sure of the other person” because _____

Use the following questions to evaluate your personal readiness for mature love.

1. I believe that the main cause of unhappiness in a love relationship is _____

2. I know that I am falling in love when I feel the following in myself. _____



3. I (could, couldn't possibly) love somebody if I discovered that he/she had some big faults because _____

4. I (agree or disagree) with the statement “I believe that when you love another person, you owe it to them to try to help them change their faults and develop the best part of themselves” because _____

5. When I am in love with someone, they seem to be the best-looking, most wonderful person on Earth. When it’s over, I see them as they really are. I can explain the difference this way. _____

6. I (agree or disagree) with the statement “I feel sort of “invisible” until I fall in love with someone and know that they are in love with me” because _____

7. I (agree or disagree) with the statement “Being in love with someone is like existing alone in the world, just the two of you. It doesn’t matter what anyone else thinks. Time stops; there’s no time to think of the future until it happens” because _____

8. I believe I am worth loving because _____

9. I believe the difference between infatuation and mature love is _____

Emotions

Emotions are the strong feelings that develop when you become aware of unexpected sound, movement, or a new bit of information. Emotions can be happy and pleasant, as when you are surprised with a gift you have wanted for a long time. Emotions can be unpleasant and sad, as when someone you love dies or goes away. Emotions are a part of development.



Some emotions can help you organize your life and escape from danger. Others make you feel disorganized or unable to make a decision, even when it's very important that you take action. Emotions affect the body because the brain and the body work together. Strong emotions like anger or joy can make your heart beat faster, make your mouth feel dry, cause you to sweat, or make your stomach feel tight.

On the following pages, record your own and four others' views about emotions. Summarize each of the responses in the spaces provided.

What are emotions?

My views _____

View 1 _____

View 2 _____

View 3 _____

View 4 _____

Are emotions helpful or harmful? Give examples.

My views _____

View 1 _____

View 2 _____

View 3 _____

View 4 _____

Would you respect a player who cries after losing the big game? Why or why not?

My views _____

View 1 _____

View 2 _____

View 3 _____

View 4 _____

Would you vote for a politician who shows emotion by getting “choked up” during a campaign speech? Why or why not?

My views _____

View 1 _____

View 2 _____

View 3 _____

View 4 _____

What would you think if you saw two men hugging?

My views _____

View 1 _____

View 2 _____

View 3 _____

View 4 _____

Would you want to work for someone who had a very bad temper? Why or why not?

My views _____

View 1 _____

View 2 _____

View 3 _____



View 4 _____

What would you do if someone “stole” your boyfriend or girlfriend?

My views _____

View 1 _____

View 2 _____

View 3 _____

View 4 _____

1. What emotions did you feel while taking the poll? _____

2. What emotions did you feel after you heard the answers? _____

3. Is there a difference between your responses? Explain your answer _____

But what about you? Everyone has basic emotional needs. Some of the more common emotional needs that contribute to a person’s mental health are:

belonging — need to be part of a family, group, or team

approval — need for praise when you have earned it

achievement — need to succeed

new experiences — need for variety in your life

security — need to be free from fear

Write one example of how to try to meet each basic need below.

Belonging _____

Approval _____

Achievement _____

New experiences _____

Security _____

Adjustment Mechanisms

Some of the more popular “adjustment mechanisms” are listed below. Label the following situations according to the dominant kind of adjustment mechanism being used by placing the letter of the adjustment in the blanks provided. If you have questions about the mechanisms, research them on the internet or in a library or resource center. Be ready to discuss your choices with a small group or with the class.

Adjustment Mechanisms

- A. Giving up too easily (“sour grapes” rationalization)
- B. Blaming someone or something else
- C. Acting childish
- D. Doing something else when a goal or activity failed
- E. Taking out feeling on another person, group, or thing
- F. Daydreaming about being whose traits you admire
- G. Consciously forcing yourself not to think about unpleasant things
- H. Developing a personality trait or physical ability to overcome a real or imagined deficiency
- I. Expressing emotions as a physical symptom
- J. Covering up real problems
- K. Transferring emotions to another person

Situations

- _____ 1. “Only socialites belong to the speech club, so I don’t really want to join.”
- _____ 2. Getting drunk because you had a fight with your girlfriend or boyfriend.
- _____ 3. Mother feels that housekeeping has become too routine and, thus, takes out her frustrations on her husband and children.
- _____ 4. “I can’t get a date because I’m too tall.”
- _____ 5. “I can’t ask her out because I’m shorter than she is.”
- _____ 6. A person gets in trouble and yells at the next person who gets in his or her way.
- _____ 7. A person get nervous and eats a lot after a disappointment.

Adjustment Mechanisms

- A. Giving up too easily (“sour grapes” rationalization)
- B. Blaming someone or something else
- C. Acting childish
- D. Doing something else when a goal or activity failed
- E. Taking out feeling on another person, group, or thing
- F. Daydreaming about being whose traits you admire
- G. Consciously forcing yourself not to think about unpleasant things
- H. Developing a personality trait or physical ability to overcome a real or imagined deficiency
- I. Expressing emotions as a physical symptom
- J. Covering up real problems
- K. Transferring emotions to another person

Situations

- _____ 8. “I couldn’t come to the meeting because my car wouldn’t start.”
- _____ 9. A fragile boy imagining that he stopped a gang of crooks by himself
- _____ 10. “I don’t want to talk about it.
- _____ 11. Cheating on the second test because you failed the first one
- _____ 12. Compulsive gambling
- _____ 13. Beating fist against the wall
- _____ 14. A girl with a weight problem who became Miss America
- _____ 15. “I really didn’t want to be cheerleader anyway. It would take too much time.”
- _____ 16. “I can’t do that, I’m not as smart as they are.”
- _____ 17. “I’d like to be like my oldest brother.”
- _____ 18. “I’m a minority, poor, and from a broken home.”
- _____ 19. “I have an upset stomach so I’d better go home instead of working today.”
- _____ 20. “Son, I don’t want you to drive that far alone at night.”
- _____ 21. “I like her; she reminds me of Susie.”

Adjustment Mechanisms

- A. Giving up too easily (“sour grapes” rationalization)
- B. Blaming someone or something else
- C. Acting childish
- D. Doing something else when a goal or activity failed
- E. Taking out feeling on another person, group, or thing
- F. Daydreaming about being whose traits you admire
- G. Consciously forcing yourself not to think about unpleasant things
- H. Developing a personality trait or physical ability to overcome a real or imagined deficiency
- I. Expressing emotions as a physical symptom
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Situations

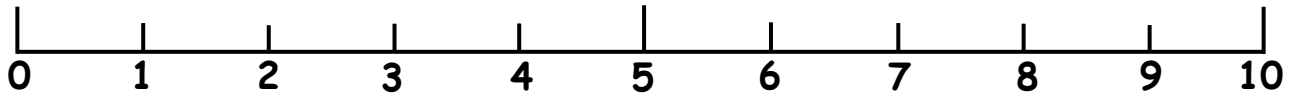
- _____ 22. Playing tennis to calm frustration and anger.
- _____ 23. Crying, pouting, stomping out of a room, refusing to eat or talk
- _____ 24. “I’m not going to play along if you’re going to do that.”
- _____ 25. “I’m too busy to participate” when you really could but are afraid of being laughed at
- _____ 26. “They won’t let me.”
- _____ 27. “Only the popular kids get to plan the prom.”

Values and Attitudes

Mark the scale to show where you would place yourself for each question below. Discuss your placement with the class if you wish. Do not go along with the crowd just because you fear being different or because you do not want to think seriously about the issue. Also, be cautious not to always mark the middle of the scale. It would be rare for someone to always be exactly in the middle of every issue.

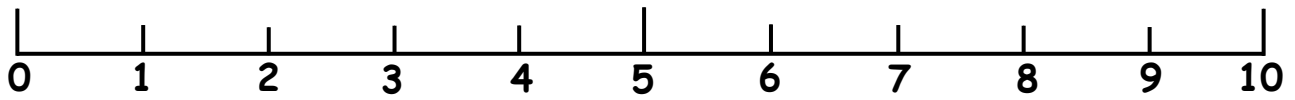
1. On a scale where: 0 = I'd do anything, even if it was illegal or deadly, and
10 = I'd do nothing at all

How far would you go to be popular?



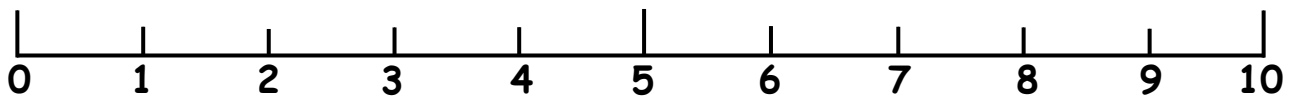
2. On a scale where: 0 = all decisions are made for you and
10 = you have complete freedom of choice

How much personal freedom do you have?



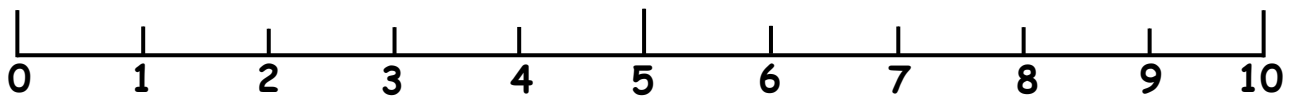
3. On a scale where: 0 = all decisions are made for you and
10 = you have complete freedom of choice

How much freedom do you want?



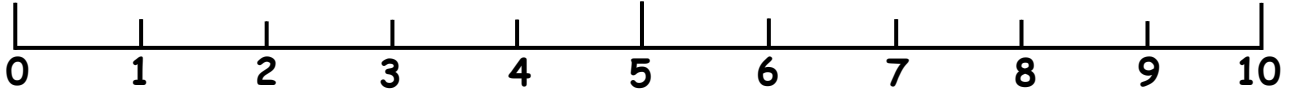
4. On a scale where: 0 = extremely sloppy and
10 = perfectionist, extremely neat

How do you feel about what you wear?



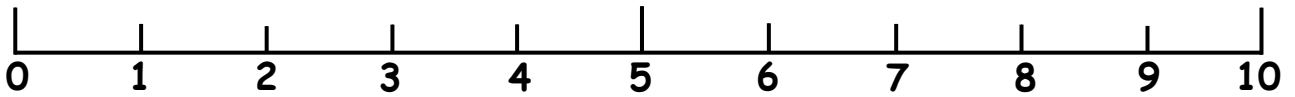
5. On a scale where: 0 = always argues and
10 = never argues

How do you feel about fighting?



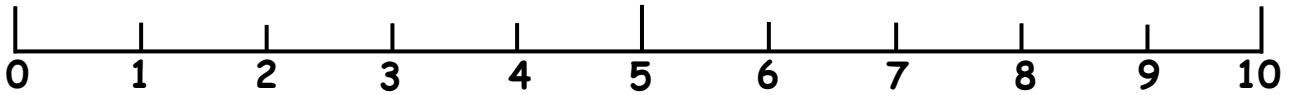
6. On a scale where: 0 = never makes a decision and
10 = always makes a decision

How are you about making decisions?



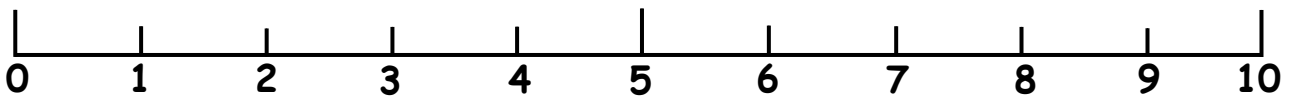
7. On a scale where: 0 = avoids all competition and
10 = winning is everything, will compete at anything

How do you feel about competition?



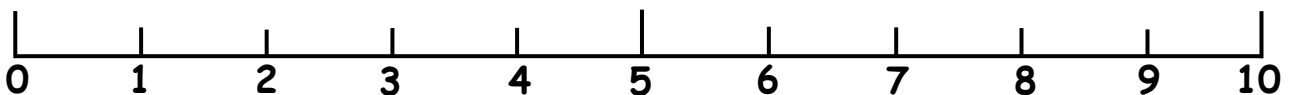
8. On a scale where: 0 = totally depends on family and
10 = totally independent

How much do you want from your family?



9. On a scale where: 0 = hates school and
10 = loves school

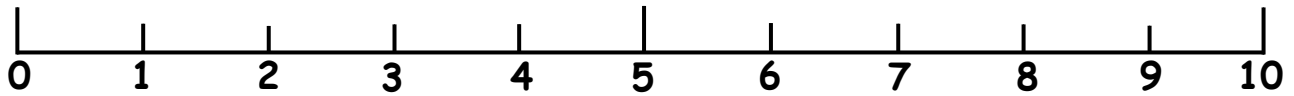
How do you feel about school?



129—Values and Attitudes (continued)

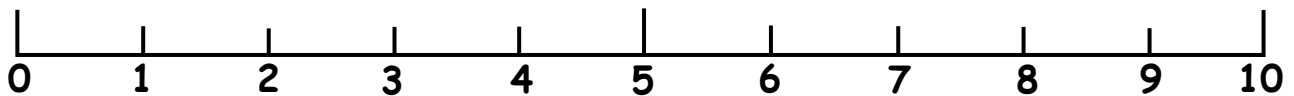
10. On a scale where: 0 = never and
10 = always

How much do you talk to other people?



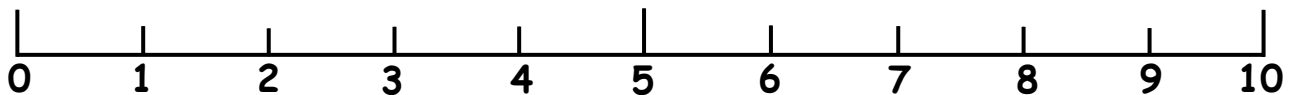
11. On a scale where: 0 = health food only and
10 = junk food only

What do you eat?



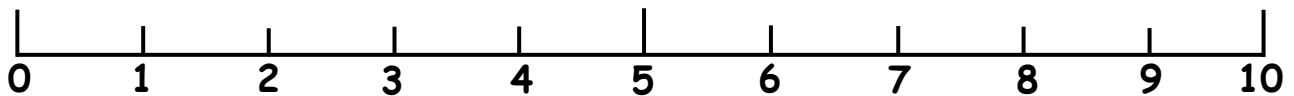
12. On a scale where: 0 = always the answer and
10 = never should divorce, no matter how bad it is

How do you feel about divorce?



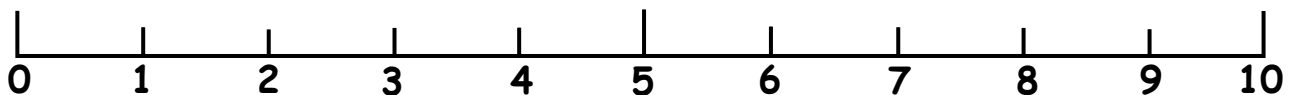
13. On a scale where: 0 = goes out as fast as it comes in and
10 = only spend in emergency situations

How do you handle money?



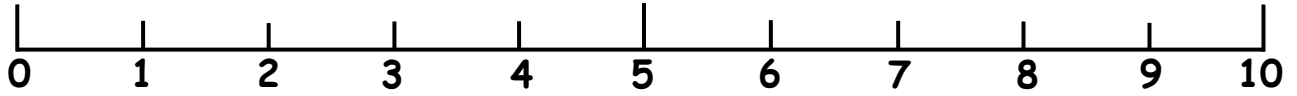
14. On a scale where: 0 = never and
10 = 100% of the time

What percentage of the time are you happy?



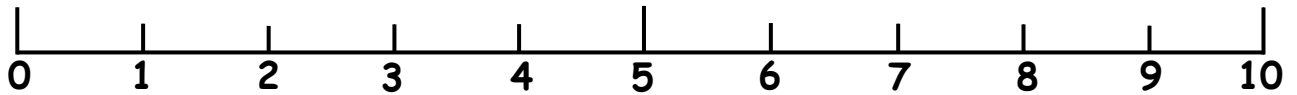
15. On a scale where: 0 = never and
10 = always

How much do you worry?



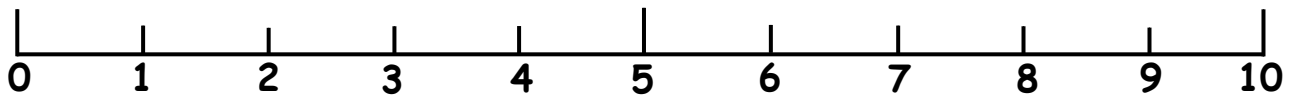
16. On a scale where: 0 = never and
10 = always

How much do you try to please authority figures like supervisors or teachers?



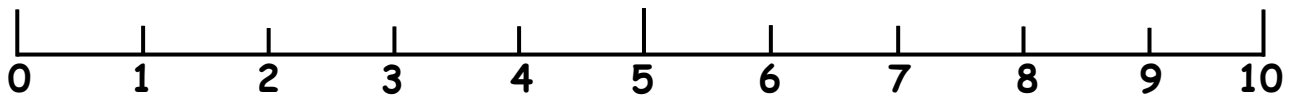
17. On a scale where: 0 = no rules, always permissive and
10 = strict, a rule for everything

How would you raise your child?



18. On a scale where: 0 = none and
10 = as many as possible

How many friends do you need?



19. On a scale where: 0 = not at all and
10 = a red, white, and blue, flag-waving patriot

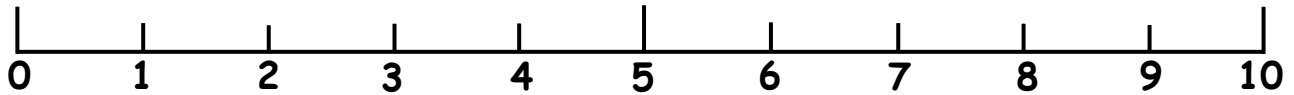
How patriotic are you?



129—Values and Attitudes (continued)

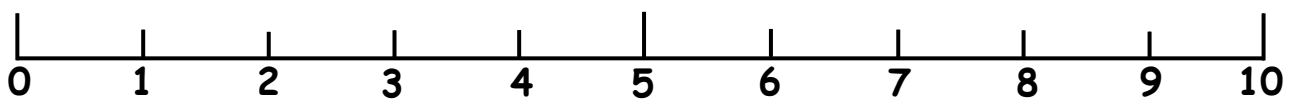
20. On a scale where: 0 = never helps anyone and
10 = always ready to help

How helpful are you to others?



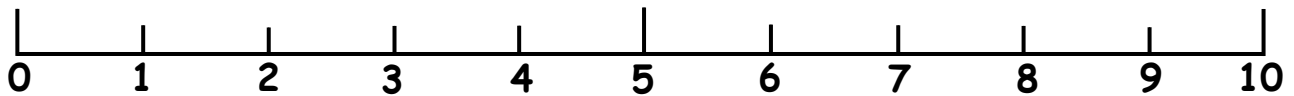
21. On a scale where: 0 = very rarely and
10 = all the time, it is never off

How much time do you spend watching TV and cruising main street?



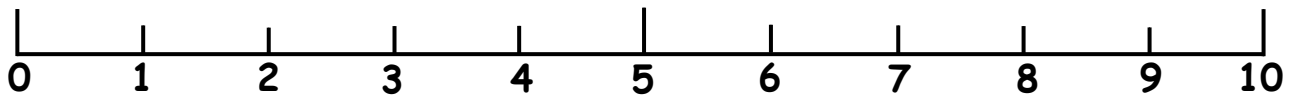
22. On a scale where: 0 = totally uninformed and
10 = totally informed

How informed are you of current events?



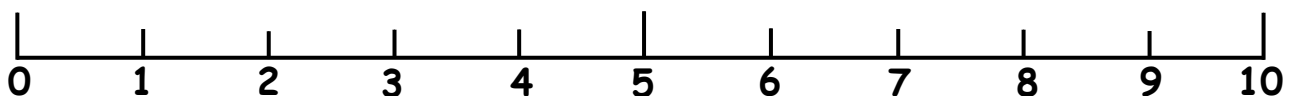
23. On a scale where: 0 = perfect handwriting and
10 = unreadable, illegible

How clearly do you write?



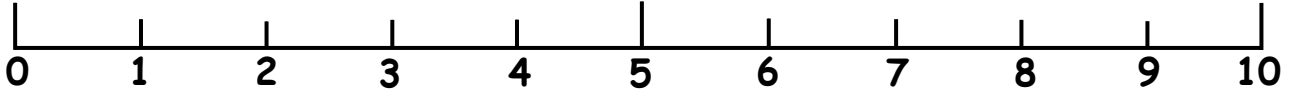
24. On a scale where: 0 = tricks all day long and
10 = treats only

How do you celebrate Halloween?



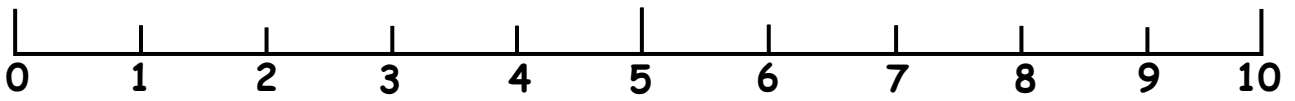
25. On a scale where: 0 = can't receive one and
10 = can't give one

How are you at compliments?



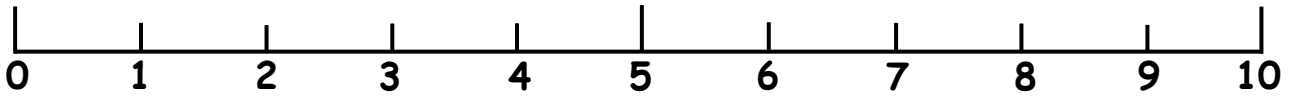
26. On a scale where: 0 = never and
10 = always

How often do you smile?



27. On a scale where: 0 = totally negative; if it can go wrong, it will and
10 = totally positive; everything is always good

How positive are you?



Values and Wants

On the chart on the next page, list twenty things you like to do. It will be easy at first, but the last few items may take some serious thought. The list may include activities such as football games, big things, little things, or seasonal things such as Christmas shop or decorate for Halloween. Your teacher will not look at your list unless you request it.



In the columns following each item . . .

1. Place a dollar sign by each of the items which cost more than ten dollars each time they are done.
2. Place an "A" by each of the items which you prefer to do alone and a "P" by all items which you prefer to do with other people. If you like doing it both ways, write "AP."
3. Place an "O" by each item which is usually done outside and an "I" by each item usually done inside.
4. Place an "N" by each item you would not have listed three years ago and a "W" by those items you think you will still want to do ten years from now.
5. Place an "S" by items you like to do occasionally. Place an "F" by items you like to do frequently.
6. Place an "H" by the items which require some physical activity, such as working with your hands. Place a "T" by the items which require more thinking skill than manipulation.
7. Place an "M" by the items which usually require or are aided by being a member of an organization, such as country clubs, unions, church, civic, and professional organizations
8. Place an "L" by the items which require travel over 100 miles from home in order to do.
9. Place a "C" by the items you would want your children to do.
10. Number the five most important items, with number one being the most loved activity, number two the next, and so on.



Things I like to do	Rank top 5	\$\$\$	A or P	O or I	N or W	S or F	H or T	M	L	C

Analyze your answers.

1. What do your answers tell you about yourself? _____

2. Does this have any meaning as far as the kind of career you might select? Why?

3. Does this tell you anything about how to prepare for that kind of life? Why? _____

4. Does this tell you anything about the location you prefer (big city, small town, near mountains, close to beach or ski slopes, etc)? Why? _____

5. Is it possible to satisfy some needs through your family life or recreational activities? Why? _____

6. What future training will be needed to achieve your future goals? _____

Good Grooming

Circle the description which best describes your grooming habits. If you need help in any area, discuss the proper solution with someone who understands the problem or find the answer on the internet or in one of many good books on grooming, health, and etiquette.

Do you . . .

- | | | | |
|----------------------------------------------------------------|------------------|------------------|-------|
| 1. Eat a well-balanced diet? | Most of the time | Part of the time | Never |
| 2. Drink plenty of liquids? | Most of the time | Part of the time | Never |
| 3. Control your weight? | Most of the time | Part of the time | Never |
| 4. Get plenty of sleep at regular hours? | Most of the time | Part of the time | Never |
| 5. Get enough physical exercise and fresh air? | Most of the time | Part of the time | Never |
| 6. Have a regular physical check-up? | Most of the time | Part of the time | Never |
| 7. Have regular dental check-ups? | Most of the time | Part of the time | Never |
| 8. Avoid being tempted by unhealthy habits? | Most of the time | Part of the time | Never |
| 9. Keep your nails clean and trimmed and cuticles pushed back? | Most of the time | Part of the time | Never |
| 10. Have a regular pedicure? | Most of the time | Part of the time | Never |
| 11. Bathe daily? | Most of the time | Part of the time | Never |



- 12. Pat your face dry with a clean towel in soft upward strokes?
Most of the time Part of the time Never
- 13. Wash hair as needed?
Most of the time Part of the time Never
- 14. Use soap and shampoo appropriate for your skin and hair type?
Most of the time Part of the time Never
- 15. Use an effective deodorant or antiperspirant daily?
Most of the time Part of the time Never
- 16. Wear clean undergarments and hosiery daily?
Most of the time Part of the time Never
- 17. Clean your face thoroughly?
Most of the time Part of the time Never
- 18. Have a clear complexion?
Most of the time Part of the time Never
- 19. Keep hands away from face and blemishes
Most of the time Part of the time Never
- 20. Check eyebrows for stray hairs that need to be properly removed to maintain an attractive shape?
Most of the time Part of the time Never
- 21. Have your hair cut, styled, or trimmed regularly?
Most of the time Part of the time Never
- 22. Wear your hair in a style which is flattering to your profile, height, and face shape?
Most of the time Part of the time Never
- 23. Use dandruff shampoo, rinses, or conditioners, if needed?
Most of the time Part of the time Never

- | | | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------|------------------|-------|--|
| 24. | Keep your hairbrushes clean? | | | |
| | Most of the time | Part of the time | Never | |
| 25. | Brush teeth at least twice daily? | | | |
| | Most of the time | Part of the time | Never | |
| 26. | Brush teeth with correct strokes? | | | |
| | Most of the time | Part of the time | Never | |
| 27. | Use a breath freshener? | | | |
| | Most of the time | Part of the time | Never | |
| 28. | Use dental floss? | | | |
| | Most of the time | Part of the time | Never | |
| 29. | Check your full view in mirror before leaving the house? | | | |
| | Most of the time | Part of the time | Never | |
| 30. | Purchase clothes wisely to get as much wear as possible out of them? | | | |
| | Most of the time | Part of the time | Never | |
| 31. | Select clothing which goes well with your hair, eyes, and complexion? | | | |
| | Most of the time | Part of the time | Never | |
| 32. | Wear clothing with necklines and styles which compliment your physical features and which detract from problem areas? | | | |
| | Most of the time | Part of the time | Never | |
| 33. | Keep creases in clothes straight? | | | |
| | Most of the time | Part of the time | Never | |
| 34. | Keep clothes clean, pressed, and in good repair? | | | |
| | Most of the time | Part of the time | Never | |
| 35. | Keep shoes polished and soles and heels repaired? | | | |
| | Most of the time | Part of the time | Never | |
| 36. | Wear shoes with good support if you must stand for long periods of time? | | | |
| | Most of the time | Part of the time | Never | |

131—Good Grooming (continued)

37. Wear complementary accessories and jewelry?
Most of the time Part of the time Never
38. Wear colors and patterns which flatter your shape?
Most of the time Part of the time Never
39. Wear hosiery which is long enough and fits properly?
Most of the time Part of the time Never
40. Clean out your purse or billfold to get rid of unnecessary items?
Most of the time Part of the time Never
41. Protect your skin and hair from sun damage?
Most of the time Part of the time Never
42. Smile frequently, easily, and naturally?
Most of the time Part of the time Never
43. Place cologne or perfume sparingly on pulse points?
Most of the time Part of the time Never
44. Sit, stand, and walk with correct posture and feet pointed straight ahead?
Most of the time Part of the time Never
45. Men: Shave or keep facial hair trimmed?
Most of the time Part of the time Never
46. Women: Remove hair from underarms and legs?
Most of the time Part of the time Never
47. Women: Apply makeup sparingly and wisely to accent your best features.
Most of the time Part of the time Never
48. Women: Keep makeup off clothing?
Most of the time Part of the time Never



49. Why is grooming important?

At school? _____

At work? _____

Analyze Yourself

Answer the following questions honestly as they apply to your job and/or classroom experiences by circling *Never*, *Sometimes*, or *Always*.

1. Are you able to act naturally under all circumstances?
 Never Sometimes Always
2. Do you seek opportunities to meet those in positions of authority?
 Never Sometimes Always
3. Do you avoid criticizing others?
 Never Sometimes Always
4. Are you able to give credit to others for what they do, rather than trying to get the credit yourself?
 Never Sometimes Always
5. Do you try to have a positive attitude?
 Never Sometimes Always
6. Do you have bad breaks?
 Never Sometimes Always
7. Do you approach your work confidently?
 Never Sometimes Always
8. Do you think your friends are more capable than you are at most things?
 Never Sometimes Always
9. Do you try to improve your attitudes?
 Never Sometimes Always
10. Do you feel others are luckier than you are?
 Never Sometimes Always
11. When you fail, do you come right back?
 Never Sometimes Always



132—Analyze Yourself (continued)

12. Do you treat customers and co-workers as though they are important?
Never Sometimes Always
13. Do you expect to succeed?
Never Sometimes Always
14. Are you honest?
Never Sometimes Always
15. Are you willing to accept more responsibility on your job?
Never Sometimes Always
16. Are you free from bad habits which will hinder your progress?
Never Sometimes Always
17. Do you discharge your duties promptly and efficiently and with little or no supervision?
Never Sometimes Always
18. Do you finish the things you start?
Never Sometimes Always
19. Do you feel your present job can help you in your future career?
Never Sometimes Always
20. When you see your friends succeed, do you wish you were doing what they were?
Never Sometimes Always
21. Do you feel that limitations are things you put on yourself?
Never Sometimes Always
22. Do you try to appreciate, understand, and show a sincere interest in customers and co-workers?
Never Sometimes Always
23. Do you try to learn as much as you can at work?
Never Sometimes Always

132—Analyze Yourself (continued)

24. At work, do you try to be a real service to the people on the job?
Never Sometimes Always
25. Do you try to improve your memory of prices, procedure, stock locations, delivery dates, and customers' preferences?
Never Sometimes Always
26. Do you work to be free from superstitions and prejudices?
Never Sometimes Always
27. Do you listen attentively to what people say without interrupting them?
Never Sometimes Always
28. Do you observe closely what is going on around you and try to understand the significance of it?
Never Sometimes Always
29. By reading and studying, do you keep informed about current events, your work, your future career, and subjects of popular interest?
Never Sometimes Always
30. Can you be depended upon to keep your promises to customers and co-workers?
Never Sometimes Always
31. Do you defend from unjust criticism the persons and things (company, co-workers, merchandise) with which you are identified?
Never Sometimes Always
32. Do you work toward your goals?
Never Sometimes Always
33. Do you measure success by money?
Never Sometimes Always
34. Do you try to achieve one goal at a time?
Never Sometimes Always
35. Do you believe we become what we think about and what we concentrate on achieving?
Never Sometimes Always

36. Do you believe the most useful goals are specific goals?
Never Sometimes Always
37. Do you feel successful people do not have problems?
Never Sometimes Always
38. Do you worry about past mistakes and failures?
Never Sometimes Always
39. Do you control your temper?
Never Sometimes Always
40. Do you often feel enthusiastic about something you wish to do?
Never Sometimes Always
41. Are you able to make decisions about everyday things easily?
Never Sometimes Always
42. Are you able to interest yourself in the detail of your job?
Never Sometimes Always
43. Are you careful to look on the bright side of situations?
Never Sometimes Always
44. Are you able to work pleasantly with others?
Never Sometimes Always
45. Do you believe that we receive rewards by giving service to others?
Never Sometimes Always
46. Do you try to find ways to help other people at work?
Never Sometimes Always
47. Do you believe it is important for a person in business to be civic-minded?
Never Sometimes Always
48. Do you find your dealings with others at work very frustrating?
Never Sometimes Always

132—Analyze Yourself (continued)

49. Do you try to be cooperative?

Never Sometimes Always

50. Do you avoid carrying tales and gossiping about others?

Never Sometimes Always

51. Do you try to see the other person's point of view?

Never Sometimes Always

52. Do you refrain from telling others what you think of them?

Never Sometimes Always

53. Do you avoid arguments?

Never Sometimes Always



54. Do you avoid making fun of others?

Never Sometimes Always

55. Do you keep out of other people's business?

Never Sometimes Always

56. Do you avoid finding fault with everyday little things?

Never Sometimes Always

57. Do you keep your personal troubles to yourself on the job?

Never Sometimes Always

58. Do you feel honesty is the way to success?

Never Sometimes Always

59. Do you really enjoy your work?

Never Sometimes Always

60. When you feel "down," do you try to work harder?

Never Sometimes Always

61. Do you think about others on special occasions, such as birthdays, times of sorrow, and times of happiness, and do you send them some expression of your thoughts?

Never Sometimes Always

62. Do you congratulate your friends upon their achievements?
Never Sometimes Always
63. Do you learn, remember, and use the names of the people you meet?
Never Sometimes Always
64. Do you know the rules of etiquette and observe them?
Never Sometimes Always
65. Do you think about the rights of others before you think of your own?
Never Sometimes Always
66. Do you show respect for everyone regardless of positions?
Never Sometimes Always
67. Are you appreciative for everything someone does for you and do you always thank them?
Never Sometimes Always
68. Do you believe people who work hard make it unnecessarily difficult on others?
Never Sometimes Always
69. Do you try to improve?
Never Sometimes Always
70. Do you want to be like your present friends?
Never Sometimes Always
71. Do your friends try to operate at their best potential?
Never Sometimes Always
72. Do you realize how much your friends influence your achievements?
Never Sometimes Always
73. Are you well-groomed?
Never Sometimes Always
74. Do you do just enough to get by?
Never Sometimes Always

132—Analyze Yourself (continued)

75. Do you smile often?

Never Sometimes Always

76. Do you really know that you are a unique and valuable person?

Never Sometimes Always

77. Do you think about exciting possibilities in your future work?

Never Sometimes Always

78. Do you try to improve your human relations skills?

Never Sometimes Always

79. Do you feel you are mature in your attitudes, outlook, and actions?

Never Sometimes Always

80. Do you try to see yourself as others see you?

Never Sometimes Always

81. Do you feel you could increase your productivity at work?

Never Sometimes Always

82. Do you feel that wanting money is wrong?

Never Sometimes Always

83. Do you believe there is any value in accumulating wealth?

Never Sometimes Always

84. Do you believe how much money we earn is determined by how hard it would be to replace us?

Never Sometimes Always

85. Do you feel it is wrong for your employer to make a profit?

Never Sometimes Always

86. Do you realize that profit provides jobs?

Never Sometimes Always

87. Do you try to make every day count?

Never Sometimes Always

- | | | | | |
|------|--------------------------------------------------------------------------------------|-------|-----------|--------|
| 88. | Do you jump from one thing to another when trying to accomplish things? | Never | Sometimes | Always |
| 89. | Do you try to plan your time wisely? | Never | Sometimes | Always |
| 90. | Do you believe that for every effect there is a cause? | Never | Sometimes | Always |
| 91. | When there is a problem at work or at school, do you try to be part of the solution? | Never | Sometimes | Always |
| 92. | Do you get impatient with yourself? | Never | Sometimes | Always |
| 93. | Are you patient with others? | Never | Sometimes | Always |
| 94. | Do you feel you will be rewarded in some way if you do well at work or at school? | Never | Sometimes | Always |
| 95. | Do you refrain from exaggeration? | Never | Sometimes | Always |
| 96. | Do you avoid flattering people for personal gain? | Never | Sometimes | Always |
| 97. | Do you avoid embarrassing others? | Never | Sometimes | Always |
| 98. | Do you return what you borrow to its proper place? | Never | Sometimes | Always |
| 99. | Do you accept at least partial blame for failures? | Never | Sometimes | Always |
| 100. | Do you respect your parents, elders, employers, and people in authority? | Never | Sometimes | Always |

132—Analyze Yourself (continued)

101. Do you have a tendency to try to top a remark made by a previous speaker during a conversation?

Never Sometimes Always

102. Are you usually ill at ease with strangers?

Never Sometimes Always

103. Are you critical and bossy?

Never Sometimes Always

104. Do you ridicule people who are not present?

Never Sometimes Always

105. Do you laugh at others' mistakes?

Never Sometimes Always

106. Are you suspicious of other people's motives?

Never Sometimes Always

107. Do you avoid talking about yourself, what you own, and your successes?

Never Sometimes Always

108. Do you use belittling words and jokes about those with different sex, race, politics, religion, and beliefs?

Never Sometimes Always

109. Do you believe that successful people frequently ask themselves, "How can I give more service to others?"

Never Sometimes Always

110. Do you use illness as an excuse for not doing well on the job?

Never Sometimes Always

111. Do you try not to prejudge customers and other people at work?

Never Sometimes Always

Analyze Yourself 2



A successful employee should know how to get along with others. By the results of this self-test, you will see how you are doing. The evaluation is designed to help you discover if you have qualities that cause others to like you.

Answer each question by circling *Yes*, *No*, or *Sometimes*.

1. If you make a promise, do you keep it?
Yes No Sometimes
2. If someone, a friend, co-worker, or member of your family, is in need of help, do you give that help cheerfully?
Yes No Sometimes
3. Are you frequently witty in a sarcastic way?
Yes No Sometimes
4. Do you have a tendency to gain attention by “topping” the remark made by the previous speaker in a conversation?
Yes No Sometimes
5. Are you usually ill at ease with strangers?
Yes No Sometimes
6. Are you critical of others when you feel they are at fault?
Yes No Sometimes
7. Can you usually avoid being bossy?
Yes No Sometimes
8. Are you able to avoid ridiculing other people when they are not present?
Yes No Sometimes
9. Do you often laugh at the mistakes of others?
Yes No Sometimes

10. When others make mistakes (in information, in grammar, or in pronunciation), do you correct them?

11. Do you smile easily?

Yes	No	Sometimes
-----	----	-----------

12. Are you able to praise and compliment other people easily?

Yes	No	Sometimes
-----	----	-----------

13. Do you frequently try to reform other people?

Yes	No	Sometimes
-----	----	-----------

14. Are you able to keep your personal troubles to yourself?

Yes	No	Sometimes
-----	----	-----------

15. Are you suspicious of other people’s motives?

Yes	No	Sometimes
-----	----	-----------

16. Do you frequently borrow the belongings of others?

Yes	No	Sometimes
-----	----	-----------

17. Do you enjoy gossip?

Yes	No	Sometimes
-----	----	-----------

18. Are you able to keep out of other people’s business most of the time?

Yes	No	Sometimes
-----	----	-----------

19. Do you avoid talking about yourself, your belongings, your successes most of the time?

20. Do you ever use belittling words when referring to those who differ from you in religion, race, politics, or beliefs?

Yes	No	Sometimes
-----	----	-----------

What do you see as your strengths? _____

Analyze Yourself 3

Look at the list of character traits below. Circle 20–25 of the traits you think best describe you.

sincere
 pessimistic
 open-minded
 vain
 suspicious
 patient
 tense
 sociable
 cooperative
 neat
 logical
 scornful
 cheerful
 honest
 methodical
 forgetful
 crafty
 naive
 sly
 headstrong
 ethical
 sloppy
 grouchy
 clumsy

persuasive
 nervous
 understanding
 rebellious
 studious
 skeptical
 truthful
 mature
 perceptive
 efficient
 resourceful
 friendly
 punctual
 prejudiced
 short-tempered
 gracious
 shy
 respectful
 compulsive
 sarcastic
 diligent
 imaginative
 impolite
 considerate

prideful
 optimistic
 idealistic
 courteous
 candid
 courageous
 warm
 versatile
 reliable
 tactful
 dependable
 modest
 orderly
 energetic
 good-humored
 smart
 kind
 wholesome
 unselfish
 cordial
 reasonable
 generous
 boastful
 daring

Review the traits you chose. Is it mostly a favorable or unfavorable picture that you have sketched? Look at your list again, this time remembering that we often distort what we see. Is the person described in your list really you?

What characteristics make you unique? _____



Analyze Yourself 4

People have “mental pictures” of themselves. These pictures show how they see themselves. For the next five minutes, think about and write down a few notes about your self-image. Use your own words, as well as any of the words below that apply.

Personality Characteristics

accepting
 affectionate
 appreciative
 assertive
 brave
 capable
 caring
 cheerful
 communicative
 confident
 conscientious
 considerate
 consistent
 cooperative
 creative
 curious
 dependable
 determined
 disciplined
 empathetic
 energetic

enterprising
 enthusiastic
 ethical
 fair
 faithful
 forgiving
 friendly
 generous
 gentle
 graceful
 happy
 hard working
 healthy
 helpful
 honest
 hopeful
 humble
 independent
 intelligent
 kind
 knowledgeable

likeable
 loving
 loyal
 motivated
 organized
 patient
 persistent
 pleasant
 polite
 positive
 self-confident
 sensitive
 sincere
 supportive
 sympathetic
 talented
 trusting
 trustworthy
 truthful
 understanding
 useful

I see myself as being . . .





135—Analyze Yourself 4 (continued)



Ideally, I would also like to be more . . .

I can achieve my ideal characteristics by . . .

Analyze Yourself and Others

It is important not only to be your best self but to project a truthful image of your best self. Rate yourself on the following scale and then have someone else rate you as they see you on the second copy of the scale. Look up the meaning of any words you don't understand. You may wish to repeat the process periodically to check on improvement or to ask other people to rate you



5 means you greatly project this quality

1 means you have very little of this quality

Characteristics	Rating				
Sense of humor	1	2	3	4	5
Poised	1	2	3	4	5
Systematic	1	2	3	4	5
Courteous	1	2	3	4	5
Cooperative	1	2	3	4	5
Apathetic	1	2	3	4	5
Easily impressed	1	2	3	4	5
Pays attention	1	2	3	4	5
Determined	1	2	3	4	5
Extroverted	1	2	3	4	5
Practical	1	2	3	4	5
Creative	1	2	3	4	5
Patient	1	2	3	4	5
Alert	1	2	3	4	5
Perfectionist	1	2	3	4	5

Pessimistic	1	2	3	4	5
Logical; reasonable	1	2	3	4	5
Leadership qualities	1	2	3	4	5
Impulsive	1	2	3	4	5
Sensible	1	2	3	4	5
Generous	1	2	3	4	5
Sociable	1	2	3	4	5
Tactful	1	2	3	4	5
Rude	1	2	3	4	5
Deceitful	1	2	3	4	5
Considerate	1	2	3	4	5
Sincere	1	2	3	4	5
Forgetful	1	2	3	4	5
Kind	1	2	3	4	5
Inhibited	1	2	3	4	5
Restless	1	2	3	4	5
Possessive	1	2	3	4	5
Irritable	1	2	3	4	5
Loyal	1	2	3	4	5
Selfish	1	2	3	4	5
Thoughtful	1	2	3	4	5
Independent; self-governing	1	2	3	4	5

Emotionally mature	1	2	3	4	5
Self-controlled	1	2	3	4	5
Obeys rules	1	2	3	4	5
Perseverance	1	2	3	4	5
Economical	1	2	3	4	5
Jealous	1	2	3	4	5
Naive	1	2	3	4	5
Dependable	1	2	3	4	5
Stubborn	1	2	3	4	5
Critical	1	2	3	4	5
Optimistic	1	2	3	4	5
Easily dressed	1	2	3	4	5
Friendly	1	2	3	4	5
Positive	1	2	3	4	5
Ambitious	1	2	3	4	5
Conceited	1	2	3	4	5
Good-natured	1	2	3	4	5
Honest	1	2	3	4	5
Sarcastic	1	2	3	4	5
Inferiority complex	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Resourceful	1	2	3	4	5
Intellectual	1	2	3	4	5

Suspicious	1	2	3	4	5
Shrewd	1	2	3	4	5
Sympathetic	1	2	3	4	5
Emotional	1	2	3	4	5
Self-conscious	1	2	3	4	5
Domineering	1	2	3	4	5
Argumentative	1	2	3	4	5
Broadminded	1	2	3	4	5
Efficient	1	2	3	4	5
Introverted	1	2	3	4	5
Modest, humble	1	2	3	4	5

Partner's Copy

Characteristics	Rating				
	1	2	3	4	5
Sense of humor	1	2	3	4	5
Poised	1	2	3	4	5
Systematic	1	2	3	4	5
Courteous	1	2	3	4	5
Cooperative	1	2	3	4	5
Apathetic	1	2	3	4	5
Easily impressed	1	2	3	4	5
Pays attention	1	2	3	4	5
Determined	1	2	3	4	5
Extroverted	1	2	3	4	5
Practical	1	2	3	4	5
Creative	1	2	3	4	5
Patient	1	2	3	4	5
Alert	1	2	3	4	5
Perfectionist	1	2	3	4	5
Pessimistic	1	2	3	4	5
Logical; reasonable	1	2	3	4	5
Leadership qualities	1	2	3	4	5
Impulsive	1	2	3	4	5
Sensible	1	2	3	4	5
Generous	1	2	3	4	5

Sociable	1	2	3	4	5
Tactful	1	2	3	4	5
Rude	1	2	3	4	5
Deceitful	1	2	3	4	5
Considerate	1	2	3	4	5
Sincere	1	2	3	4	5
Forgetful	1	2	3	4	5
Kind	1	2	3	4	5
Inhibited	1	2	3	4	5
Restless	1	2	3	4	5
Possessive	1	2	3	4	5
Irritable	1	2	3	4	5
Loyal	1	2	3	4	5
Selfish	1	2	3	4	5
Thoughtful	1	2	3	4	5
Independent; self-governing	1	2	3	4	5
Emotionally mature	1	2	3	4	5
Self-controlled	1	2	3	4	5
Obeys rules	1	2	3	4	5
Perseverance	1	2	3	4	5
Economical	1	2	3	4	5
Jealous	1	2	3	4	5
Naive	1	2	3	4	5

136—Analyze Yourself and Others (continued)

Dependable	1	2	3	4	5
Stubborn	1	2	3	4	5
Critical	1	2	3	4	5
Optimistic	1	2	3	4	5
Easily dressed	1	2	3	4	5
Friendly	1	2	3	4	5
Positive	1	2	3	4	5
Ambitious	1	2	3	4	5
Conceited	1	2	3	4	5
Good-natured	1	2	3	4	5
Honest	1	2	3	4	5
Sarcastic	1	2	3	4	5
Inferiority complex	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Resourceful	1	2	3	4	5
Intellectual	1	2	3	4	5
Suspicious	1	2	3	4	5
Shrewd	1	2	3	4	5
Sympathetic	1	2	3	4	5
Emotional	1	2	3	4	5
Self-conscious	1	2	3	4	5
Domineering	1	2	3	4	5
Argumentative	1	2	3	4	5

136—Analyze Yourself and Others (continued)

Broadminded	1	2	3	4	5
Efficient	1	2	3	4	5
Introverted	1	2	3	4	5
Modest, humble	1	2	3	4	5

Change

Change is inevitable. Families continually contract and expand, friends come and go, neighborhoods never remain the same, and job fields are constantly shifting. People learn to successfully manage change in order to prevent it from becoming a crisis situation. These people probably pay fewer economic, emotional, or social costs because of their ability to cope with change.

Complete the following exercise to rate your ability to cope with change. Write a **1, 2, 3, 4,** or **5** on the blanks, based on the scale below.

5 = strongly disagree

4 = disagree

3 = neutral

2 = agree

1 = strongly agree

- | | |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | 1. Whenever a major change is first suggested, such as moving far away, I feel threatened. |
| _____ | 2. In general, I prefer that things continue the same. |
| _____ | 3. I get annoyed when someone asks me to do something different from my usual routine, such as having to ride the bus to school instead of driving my car. |
| _____ | 4. Our family vacations have followed a predictable course, with possibly a single exception, over the past five years. |
| _____ | 5. I would be happiest if my family could stay exactly as it is now. |
| _____ | 6. I would rather continue with the “tried and proven” than experiment with new ways of doing things. |
| _____ | 7. My way of dressing has not changed very much in the past three years. |
| _____ | 8. I become anxious whenever other people make suggestions about a project I am working on, such as another student suggesting how the class float should be put together. |
| _____ | 9. Even when I have ideas for improvements, I am reluctant to voice them. |



_____ 10. My biggest concern is whether I can continue in school as I am until graduation, and then be free to do what I want.

Find out your change score by adding the points in the blanks.

My change score is _____

What the score means

A score of:

44 to 50 may mean that your ability to cope with change in your life is commendable

37 to 43 may mean that there is room for some improvement

less than 36 may indicate that there is a definite need for improvement

Read the following analysis of each test question.

Item 1: Even though the known may not be what a person wants to hear, it is preferred to the unknown. At the first hint of a major change, a person may feel a sense of great anxiety. People should condition themselves not to react impulsively, and should counter negative responses by considering positive alternatives. This will help reduce anxiety.

Item 2: A person should direct change whenever possible so that there will be positive results. People should put themselves in a position to control change rather than letting it control them.

Item 3: There are many occasions when others may have better ideas than the person making the decision. Listening to these ideas provides an opportunity to learn something new.

Item 4: Most people are creatures of habit; if something works once, it is tried again. But with times such as vacations, people should provide themselves with a break from the normal routine.

Item 5: No family stays the same for long, but family members can look forward to each pending stage expectantly and hopefully. Every stage can be better than the last if the family is determined to look for improvements.

Item 6: Living cautiously is one way to lessen the chance of errors. It is also true that a person is less likely to fall if he or she takes no risks. However, it is equally true that a person is less likely to succeed if the person does not reach out and extend himself or herself. Winners lose more often than do losers, because winners are willing to take reasonable risks.

Item 7: First impressions do count. A person should always try to look his or her best.

Item 8: People can constantly learn from others. Two heads really are better than one, especially when each person feels free to share his or her insights regarding a project.

List at least three costs that you have incurred from going through a crisis. **Remember, the costs of a crisis are not always monetary.**

Example: Crisis — Losing my job
 Cost — Temporary loss of self-confidence and self-esteem

1. Crisis _____

Cost _____

2. Crisis _____

Cost _____

3. Crisis _____

Cost _____

Were these costs economic, emotional, social, time-related?

1. Cost _____

Type _____

2. Cost _____

Type _____

3. Cost _____

Type _____

Self Talk

Self-talk is what we say to ourselves about ourselves. If these things are usually negative, our self-esteem is damaged. If they are positive, our self-esteem is enhanced, and we are more able to do the things we want.

1. Keep this assignment with you for one day. Listen to yourself and write down what you hear yourself say or think about you. Record your results on the chart on the next page.

In the first column, write where you are.

In the second column, write what you are doing.

In the third column, write who you are with.

In the fourth column, write what you talked or thought about. You don't need to write everything you said or thought, just the subject.

In the last column, write a "+" if it was positive, and a "0" if it was neutral, and a "-" if it was negative.

2. How many positives did you get? _____

How many negatives did you get? _____

Was what you said to yourself mostly positive or negative? _____

3. Review the chart for patterns. Is there a certain time of day when you are more positive? Do you feel different about yourself when you are with certain people? If so, how? Where do you feel best about yourself? Write your observations below. _____

Where I Was	What I Was Doing	Who Was I With	I Talked About	Positive (+) Negative (-)

Self Concept

A positive self-concept is necessary for good human relations. It is difficult to list only positive characteristics about yourself. We can easily list negative characteristics because we have heard them all our lives: "You are lazy," "You're too fat," "You need to improve your work." It is a very rewarding experience to have others list positive things about you.

This assignment will help develop a more positive self-concept.



Lead an activity on positive self-concept. Have a 3-by-5-inch card for each person. Instruct each person to place his or her name at the top of the card and pass it to the right. The person who receives the card is to look at the name on the top, write one positive thing about this person, and then pass the card on to the right. When the cards have completed their trip around the room, each person will have the one with his or her name on it. The card will be filled with positive statements.

Have each person develop a list of good personal job attitudes. Discuss as a class.

- 1. What recent incident or incidents at work, school, or home made you feel good about yourself? Why? _____

- 2. What recent incidents at work, school, or home made you feel bad about yourself? Why?

3. What do you really like about yourself? Why do you think you like this about yourself?

Self-improvement Program

Use the following outline to plan your self-improvement program. Write your program on your own paper.

- I. Physical Characteristics
 - a. going for me
 - b. disadvantages
 - c. what can I change
- II. Needs—which attained/need to be attained
 - a. basic needs
 - b. security
 - c. social
- III. Attitudes
 - a. to encourage
 - b. to change
- IV. Aptitudes
 - a. skills
 - b. learning
- V. Interests
 - a. have now
 - b. should develop
- VI. Selected career
 - a. where to research careers
 - b. correlate choices with aptitudes and attitudes
 - c. possible choices
- VII. Requisites for career
 - a. training
 - b. human relations skills I need



VIII. My qualifications for career

- a. training
- b. human relations skills I have

IX. Areas to improve

- a. training
- b. human relations skills



Setting Goals



Setting goals is not a difficult thing — but it does require knowing what you want and what you are capable of. It is a process of asking the right questions and answering them honestly. Use the activities below to determine what some of your goals are.

Answer **Yes** or **No** to questions in the first section. Then complete statements about your personal goals. Finally, think about the results. Ask yourself what strengths and weaknesses your answers reveal. Are your plans and current activities in line with your goals?

Self-evaluation

Do you . . .

complete projects?

go over your goals in your mind?

wish you could break a number of bad habits?

daydream about achieving the same goal over and over?

talk and think positively about your goals?

know where your life is going?

Dream a little dream

I really want to accomplish the goal of _____

If I were rich, I'd _____

141—Setting Goals (continued)

The kind of person I'd like to be is _____

I'd like to visit (place) _____

One improvement to my life would be _____

Something I'd do if I had the time is _____

Given the chance to start all over, I'd _____

Setting Goals 2

Sometimes it is helpful to reflect on yourself and your life before you start to set goals. On a separate paper, write your autobiography. Use this outline to guide you. Use complete sentences and be neat with your work.

- I. Early life
 - A. Where and when born
 - B. Earliest remembrances
 - C. Early experiences
- II. Family
 - A. Size of family
 - B. Number of brothers and sisters
 - C. Favorite family past-time
- III. Friends
 - A. Who they are
 - B. Things we do together
- IV. School experiences
 - A. Early school life (Grades 1 through 5)
 - B. Later school experience (Grade 5 to the present)
- V. Likes and dislikes
 - A. Likes
 - B. Dislikes
- VI. Goals for the future
 - A. Educational
 - B. Occupational
 - C. Other

Think about your goals. These may be tentative or definite. Write your goals in the chart on the next page. The **Other** goal category can be areas like social, home life, spiritual, etc. Circle those you think of as definite.

142—Setting Goals 2 (continued)

Goals	Education	Career	Interests/ Hobbies	Others
Immediate (today, this week, or this month)				
Intermediate (this semester or this year)				
Next Year				
Two Years				
Five Years				
Ten Years				

142—Setting Goals 2 (continued)

Think about these goals and how they fit together. Select the goal that seems most important to you now and work it out in more detail by completing the following statements.

1. One goal that I really want to accomplish is _____

2. I am going to make progress toward this goal by _____

3. My deadline to turn this plan into reality is _____

4. The abilities and skills that I have that will help me to achieve this goal are _____

5. I have detailed knowledge of the following subjects that will help me reach my goal.

6. Areas in which I need more information, help, skill, and knowledge are

7. Places to go and people to see for gaining knowledge, acquiring information, and mastering skills are _____

8. The first step I am going to take (this week!) is _____

9. My next three main steps will be

a. _____

b. _____

c. _____

10. My deadline for completing these three steps is _____

Setting Goals 3

We all have goals, whether we are aware of them or not. This activity will help you clarify and identify your goals. In the chart below, list one long-range goal for each area of a well-rounded life. Then, list three short range goals supporting that long-range goal. Date the list and review it in three months to check for progress.

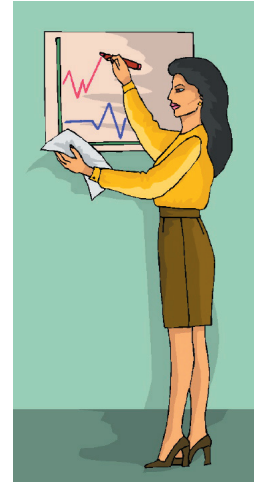
Areas of a well-rounded life	Long-range goal	Short-range goal
Physical		
Family		
Financial		
Professional		

Areas of a well-rounded life	Long-range goal	Short-range goal
Community Involvement		
Mental		
Social		
Spiritual		
Date to be reviewed		

Setting Goals 4

Most of us do not have a crystal ball to tell what the future will bring, nor do we need one. Much of our own future depends on choices and plans we make today. We can plan — and lead — our lives in such a way as to make our dreams possible.

This activity allows you to dream about your future and plan how to achieve your career goals. Answer the questions as completely as you dare. If you don't know details about the occupation you choose, research it in the library or resource center. Discuss your responses with four or five other people in your class.



Dare to dream—and act

Looking Ahead

1. What would you like your occupation to be five years from now? _____

2. How would you spend your working days in that occupation? _____

3. Are these work activities ones you would enjoy doing? Why or why not? _____

4. What kind of work satisfaction do you expect from your chosen occupation? Why?

- 5. Where would you like to be living five years from now? Envision a state, city, or area, and type of home. _____

- 6. How would you like to spend your leisure time? _____

- 7. What income would you need to live where you wish and to spend leisure time as you wish? _____

- 8. What income would you expect to have in your chosen occupation? _____

Planning Ahead

- 1. Training/education
 - a. What kind of training or education do you need to prepare for your chosen occupation? _____

 - b. Where can you get that training or education? _____

 - c. How long will it take? _____

 - d. How much will it cost? _____

2. What activities do you need to pursue or practice to help you get where you want to be?
 - a. Type _____

 - b. Frequency _____

 - c. Cost _____
3. What kind of contacts do you need to cultivate? (Include trade or professional organizations and people already involved in the field.) _____

Getting Started

Now that you have considered where you want to go and what kind of preparation you need, you can plan how to get there.

1. List steps you can take to begin the training or education. _____

2. List ways you can become involved in the desired activities. _____

3. List ways to begin making the contacts you need. _____

Time Management

People often plan for the major goals they wish to achieve, such as becoming a doctor, getting married, or buying a house. Fewer people take time to plan the use of their time each day. By using your day-to-day time more wisely and effectively, you will be that much closer to reaching your own personal and professional goals.

Read the following case study and then answer the questions following each about the use of time.

Gloria's Good Intentions

Gloria is seventeen and vice president of the Oakville Honor Society. Her best friend, Marsha, is president. Since Marsha is also active in several other clubs and editor-in-chief of the Oakville school yearbook, she has asked Gloria to take over arrangements for the annual honor society banquet. Gloria and another friend, Troy, have agreed to make the arrangements.

(Marsha and Gloria are at home talking on the phone.)

Marsha: Gloria, you'll never guess who just called me! Eric Marshall! Can you believe it! He wants me to go to the baseball game with him and then out for pizza Thursday night!! What am I going to wear?

Gloria: Eric Marshall! Wow. You have all the luck. Hey, don't you have a yearbook staff meeting Thursday night?

Marsha: Yes, but all the editors know about the deadline for the last section. They all keep saying they are doing fine. All we really aren't sure of are the photo arrangements for the Spring Olympics. Since Scott has wanted to run our meetings the entire year, I guess I'll let him do this one.

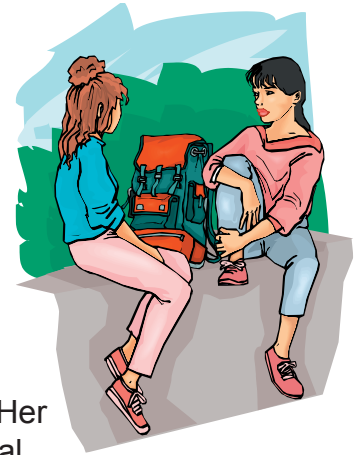
Gloria: Are you sure that's smart? Isn't he the editor you've had all those problems with?

Marsha: Well, yeah. But he knows how to handle the arrangements, and everyone else ought to be working on their own deadlines. They've sure had enough time. Anyway, what am I going to wear Thursday night? I haven't got a thing!

Gloria: Well, why don't you wear your pink T-shirt dress.

Marsha: Well, I guess I could. Even though everyone has already seen it. Hey, how are you coming with the banquet arrangements?

Gloria: (Hesitating) Well, I really didn't know this term paper for world history class would take so long to write. I've hardly started, and it's due on Monday. I'll ask Troy if he's double-checked on everything tomorrow in math class.



Marsha: Okay! Gosh, I wonder if I should roll my hair or wear a ponytail with a pink bow? I think I'll stay home from Drama Club meeting and style my hair.

(The next day)

Gloria: Hi Troy! Did you get those problems done for today? I didn't get finished since I was on the phone all night. What did you get for number twenty-five? Oh, by the way, can you go ahead and finish up the arrangements for the Honor Society banquet next week? I haven't even *started* on my term paper

Troy: Oh, sure. As long as I get a free pizza out of the deal. Don't worry. Leave everything to me. We'll have a banquet no one will forget!

(The night of the Honor Society banquet, Marsha, Gloria, and Troy have agreed to meet at the hotel 30 minutes early. As Marsha arrives at the Holiday House Hotel, she sees Gloria standing at one end of the lobby looking upset. As she walks up to Gloria, she notices Troy standing at the other end of the lobby, looking disgusted.)

Marsha: Hi guys! You know Gloria, I really appreciate you finishing the arrangements for this. Well, let's go on in the banquet room and go over our announcements. Come on, Troy.

Gloria and Troy: We don't have a banquet room. It's a good thing no one else has gotten here yet.

Marsha: What do you mean, we don't have a banquet room? You both said you would arrange everything!

Gloria: Well, I had to finish that term paper, and Troy . . .

Troy: Well, I forgot to check on the room till an hour ago, and the desk clerk or someone forgot we had reserved the room. They gave it to another club. They're in it now.

Marsha: Oh, how could this happen? What will I tell Mr. Hatfield? (The chapter advisor) I told him I would take care of all the room arrangements. And what will we tell everyone else when they get here? Thanks a lot!

1. How do you think the situation ended? Who is at fault?

2. How would you feel if you were Marsha? If you were Gloria? If you were Troy?

Marsha _____

Gloria _____

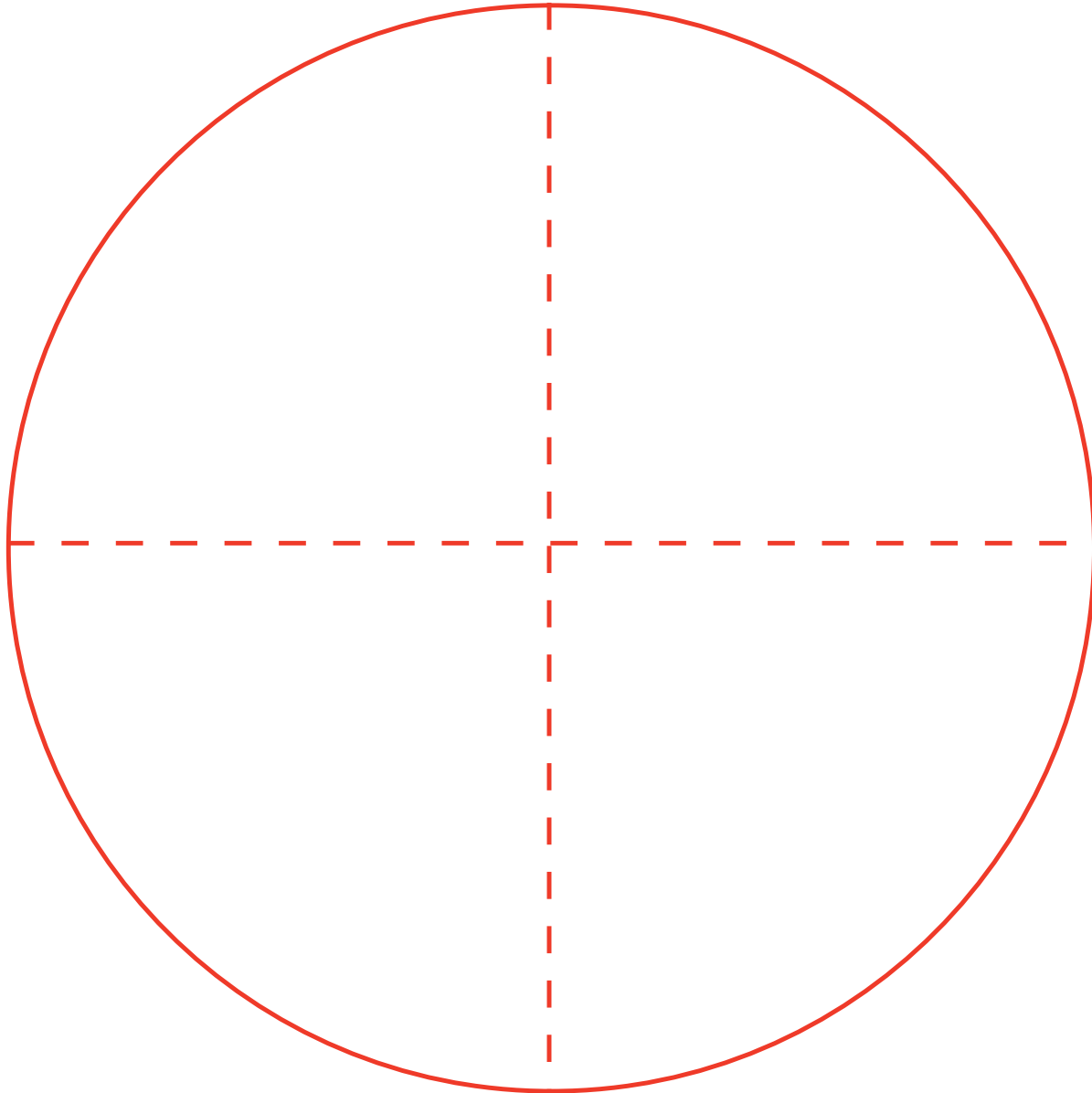
Troy _____

3. Was it entirely Gloria and Troy’s fault that the mixup occurred? What might Marsha have done to help the situation? _____

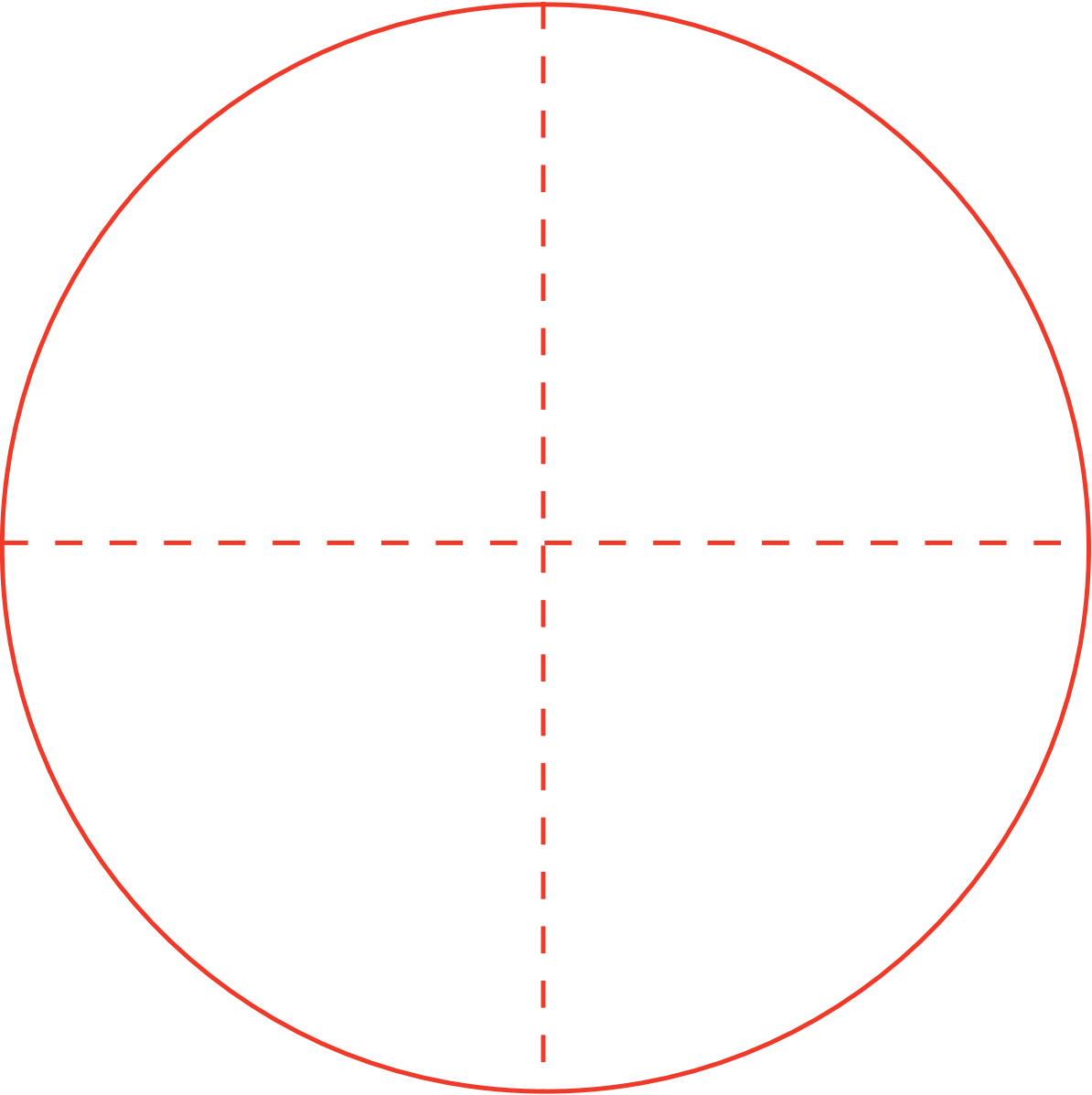
Time Management 2

Estimate the time you spend on various activities during a typical day—school, sleep, work, eating, entertainment, etc. Mark it on the wheel below. Then keep track of the way you actually spend a typical day. Mark it on the second wheel. How close was your estimate? Present your findings to the class or to a small group of students. Decide if there are better ways for you to use your time.

Time Estimates



Actual Time Use



Financial Goals

On the form below, list the short and long-term goals you hope to attain.

Short Term Goals		
Items	Date Wanted	Estimated Cost
Long Term Goals		

Name/Score _____

How Much Do You Spend?

On the log below, write the date, explanation, and amount you spent.

Date	Explanation	Amount

149—How Much Do You Spend? (continued)

Study the list. Divide the list in groups by type or category of expenses, such as food, clothing, recreation, insurance, car expenses, etc. You can use the blank chart on the next page to rearrange the items.

After completing the categories, total the amounts and answer the following questions about each.

1. What is the amount I usually spend on this category? _____

2. Is this a one-time expense? _____

3. Is this a regular or on-going expense? _____

4. Should this category and expense be a part of my regular budget? _____

Time Management 4

There never seems to be enough time for all the things we'd like to do. As in business, our family lives should be reviewed occasionally. Are we actually working toward our stated goals, or are we just floating from moment to moment? If you seem to spend your evenings and weekends running from job to job, take a moment to re-evaluate your planning and time-management practices. List the areas in your family life that need improvement. Formulate a strategy for meeting these needs and implement the program for one week. Review the program of benefits or adjustments.



1. I need to improve these things in the planning and time management of my personal life.

2. My strategy is: _____

3. Plan Implemented on (date): _____

4. Remarks first day: _____

5. Remarks second day: _____

6. Remarks third day: _____

7. Remarks fourth day: _____

8. Remarks fifth day: _____

9. Remarks sixth day: _____

10. Remarks seventh day: _____

11. Family input: _____

12. I benefited in these ways: _____

13. I discovered these problems: _____

14. My revised strategy is: _____

Cover/Application Letter



The cover/application letter is a sales technique used to tell the employer how your abilities will be useful to the company. The letter should specify your qualifications while the resumé gives general background information.

Form and appearance

Type or write neatly

Write on only one side of paper

Avoid smudges and typographical errors

Use 8½" x 11" white bond paper, not personal or fancy paper

Spell, capitalize, and punctuate correctly

Put employer's full name, title, and address

Include your full name and address with zip code on the letter

Retain a copy

Information

Write to a specific person. Find out the name of the executive/personnel manager/ employer you want to reach and the correct title. When in doubt, write to the top person who will refer your resumé to the right party. Use *To Whom It May Concern* if answering a blind ad.

Be brief; do not repeat information in the resumé.

State the position for which you are applying.

Avoid needless detail.

Cover all points requested in the advertisement in exactly the order in which they are asked. Some prospective employers make it a point of testing the applicant's ability to follow directions.

State reason for interest in job. Employers look for people who look for future advancement opportunities rather than just a paycheck.

Refer briefly to the main points in the attached resumé.

Mention that persons listed on the resumé have given their permission to serve as references.

Request interview at employer's convenience.

Tell where you can be reached.

Enclose self-addressed envelope and resumé.

Say you will phone next week.

Be original in your approach. Attract attention in the opening paragraph.

Examples of opening paragraphs:

Have you wished you had an assistant who has experience in child care and directing activities with children? I might be the one.

I've heard that you need of a person who can take dictation and type quickly and without error. I believe that my experience and training has taught me to handle these tasks in an efficient and pleasant manner.

End the letter properly. *Sincerely yours* or *Very truly yours* is appropriate.

Use permanent address for the return address and make sure to include the current date.

Staple letter to resumé as it may be circulated to several departments and otherwise become detached.

Follow up and phone for an appointment a week later. Don't be surprised if the resumé has been referred to another department. Remember, they are in business and you may not get immediate attention, especially if you sent a blind letter. Be persistent until you reach the right person and ask for a convenient date to set up an interview.

Keep in touch regarding possible openings now and in the future. The "job hunt" may take several weeks or even months. It's important to keep your contacts alive without being a nuisance.

Cut a help-wanted ad for a job from the classified ad section of the local paper. Paste or tape it in the space below. Write a cover/application letter on a separate piece of paper. Use the information and the sample letter on the next page as a guide.

Sample Application Letter

110 Lemon Avenue
Somewhere, Oklahoma
74074
February 15, 1977

J.P. Public, Manager
Happy Time Day Care Center
Someplace, Oklahoma 74073

Dear Ms. Public:

Please consider this letter an application for the position of child care aide with the Happy Time Day Care Center.

In June I graduated from Somewhere High School. A record of my high school courses, grades, and previous work experience is included on the attached data sheet.

While enrolled in the child care program, I received work experience with Ms. Jane Smith of Kiddie School in Somewhere. Ms. Smith has given me permission to list her name as a reference.

I enjoyed my work experience with Kiddie School and should like to continue in this line of work. I would appreciate the opportunity to come in and talk over this matter with you at your convenience. I may be reached at the above address or by telephone at 377-2000.

Sincerely yours,

C.L. Jones

Enclosure

Job Application

Completing a job application form is the way an employer will see you for the first time. It is very important that you present yourself in the best possible light.

Read the entire application before beginning to write.

Follow *all* directions and instructions.

Print all information except when a signature is needed.

Write legibly.

Be sure the application is filled out neatly with no cross outs or smudges.

Know the position for which you are applying.

Answer all the questions and fill in the blanks; if a question does not apply to you, draw a short line through the blank or write N/A, which means not applicable.

Read the application form when you have finished to be sure you have answered all questions.

Consult your resumé to be sure you have all dates, names, addresses, and other information correct.

Visit 2 or 3 local businesses and ask for a job applications. Complete the applications and attach them to this page.



Tax Forms

An employer uses tax forms to inform the employee and the IRS of the employee's total salary and how much was withheld from it during the year. This form must be sent to the employee by January 31 of the following year. Form W-2 has several boxes containing payroll and tax information that is used when filing an income tax return. It is important that every employee understands tax forms.



Answer the following questions about the Form W-2 found on the next page.

1. How much FICA (Social Security) tax was withheld from John Doe's salary?

2. How much federal income tax was withheld from John Doe's salary?

3. How much state income tax was withheld from John Doe's salary?

4. How much was John Doe's net salary?

5. How much was John Doe's gross salary?

Sample Tax Form

a Control number			
b Employer identification number		1 Wages, tips, other compensation 3500.00	
c Employer's name, address, and ZIP code Susan Smith Company 123 Liberty Street Anywhere, USA 12345		2 Federal income tax withheld 300.00	
		4 Social security tax withheld 260.00	
		6 Medicare tax withheld	
		8 Allocated tips	
d Employee's social security number 000-00-0000		9 Advance EIC payment	
e Employee's first name and initial John J. Doe		11 Nonqualified plans	
Last name 761 Northern Avenue Anywhere, USA 12345		12a	
		12b	
		12c	
		12d	
f Employee's address and ZIP code		13 Statutory employee <input type="checkbox"/> Retirement plan <input type="checkbox"/> Third-party sick pay <input type="checkbox"/>	
Employer's state ID number		14 Other	
15 State		16 State wages, tips, etc.	
17 State income tax 120.00		18 Local wages, tips, etc.	
		19 Local income tax	
		20 Locality name	

Wages

Answer the following questions on computing hourly pay.

1. Jack has a job working in a bakery. He is paid by the hour at the rate of \$6.30 per hour. He works six hours per Monday through Saturday.
 - a. How many hours does he work per week? _____
 - b. How much does he get paid for each day he works? _____
 - c. What are his weekly earnings? _____
2. Compute these wages.
 - a. 40 hours @ \$6.80 per hour
 - b. 40 hours @ 7.75 per hour
 - c. 40 hours @ \$7.23 per hour
 - d. 40 hours @ 6.95 per hour
 - e. 40 hours @ \$10.82 per hour
 - f. 40 hours @ 9.79 per hour



3. Complete the tables found on the following page. Remember anything over 40 hours is considered overtime for this problem. Overtime pay is $1\frac{1}{2}$ time that of regular pay.

Overtime wages table

Number of Hours	Rate per Hour	Rate for Overtime	Regular Hours	Overtime Wages	Total Pay
50	\$7.50				
48	8.00				
54	9.80				
44	11.00				
50	6.00				
60	6.40				
51	15.00				
58	7.75				
54	6.50				
60	10.00				

Commission salaries table

Weekly Base Pay	Week's Sales	Rate of Commission on Sales	Total Pay
\$275.00	\$950.00	3%	
150.00	1800.00	10%	
200.00	1200.00	30%	
240.00	850.00	8%	
180.00	800.00	12%	
245.00	1000.00	5%	
100.00	900.00	6%	
175.00	750.00	15%	
220.00	1000.00	8%	
230.00	4500.00	5%	

Word Problems

Read and solve the problems.

1. If anything over 40 hours is considered overtime pay, and overtime pay is $1\frac{1}{2}$ times that of regular pay, figure the following employees' weekly gross pay.
 - a. Joe worked 42 hours at a rate of \$7.00 per hour.
 - b. Jane worked 35 hours at a rate of \$3.35 per hour.
 - c. Charles worked 62 hours at a rate of \$5.50 per hour.
 - d. Christine worked 49 hours at a rate of \$6.50 per hour.

2. If a student buys the following school supplies, how much will he/she have left from \$50.00? Drawing pad — \$8.65, Pencils — \$2.33, Notebook Paper — \$3.00, Pens — \$5.28, and Markers — \$3.62



3. If a painting job requires 5 gallons of paint, and the painter already has some partial cans of paint ($\frac{1}{2}$ gallon, $\frac{1}{4}$ gallon, $\frac{3}{4}$ gallon, and $\frac{1}{8}$ gallon), how many more full gallons of paint will he have to buy to make sure that he has at least 5 gallons?

4. If the Federal Tax Rate is 20% of a person's gross income, figure the following tax to withhold out of each employee's pay and each person's net income. Gross pay is pay before taxes are deducted. Net pay is pay after taxes are deducted, also known as take home pay.

a. Jeff's gross pay for one week is \$552.89.

Taxes?

Net Pay?

b. Janet's gross pay for one month is \$1600.35.

Taxes?

Net Pay?

c. Jamie's gross pay for two weeks is \$991.54.

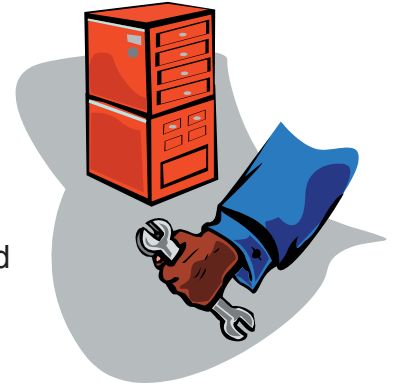
Taxes?

Net Pay?

5. If a mixture calls for $\frac{3}{4}$ cup of an ingredient, how much would you use if you were doubling the mixture?

Discounts

1. A set of wrenches marked to sell for \$159.95 was put on sale at a discount rate of 15%. What was the selling price?
2. What was the selling price of an article marked at \$499.95 and selling at a discount of 23%?
3. If an 18% discount is allowed on an article marked \$350.00, what is the selling price? What is the amount of discount?
4. Automobile tires are on sale for 20% off. What will a set of four tires cost that was marked to sell at \$90.00 each? What was the discount on each tire?
5. Mr. Matthews decided to decrease the price of an \$150.00 lawn mower by 20%. What was the sale price?
6. At a sale a sign read "20% off on all dresses." How much did Joan save on a dress which sells for \$50.00?



156—Discounts (continued)

7. A toaster priced at \$29.99 was sold for \$19.99. What was the discount? What was the percent of discount (to the nearest percent)?

8. A coffeemaker priced at \$30.00 is reduced \$10.00 in price. What is the percent of discount?

9. A CD player with a remote control originally sold for \$199.99. Jim bought it for 40% off. What did he pay for the player?

10. Harold bought a \$99.00 power saw for 15% off. How much did he pay for the saw?

Profit and Loss

Given the following monthly income and expenditures of a company, determine the monthly profit or loss for each company.

1. DCA Company

- Expenditures:
- Rent: \$500.00
 - Electricity: \$135.00
 - Water: \$40.00
 - Salaries: \$1,600.00
 - Wholesale Supplies: \$2,000.00

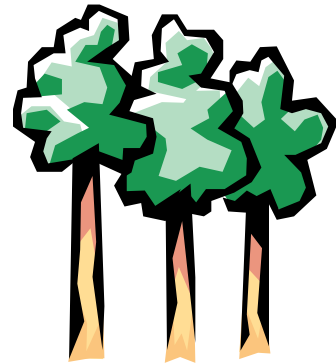
Income: \$5,550.36

Did DCA Company make a profit or incur a loss? _____

Of how much? _____

2. TREE Company

- Expenditures:
- Rent: \$350.00
 - Water: \$100.00
 - Trees: \$650.00
 - Potting Soil: \$200.00
 - Salaries: \$2,000.00
 - Equipment: \$200.00



Income: \$25,000.00

Did TREE Company make a profit or incur a loss? _____

Of how much? _____

3. COPY Company

- Expenditures: Rent: \$750.00
- Electricity: \$200.00
- Water: \$60.00
- Paper: \$2,000.00
- Toner and Ink: \$550.00
- Salaries: \$8,000.00

Income: \$57,983.26

Did COPY Company make a profit or incur a loss? _____

Of how much? _____

4. BOOK Company

- Expenditures: Building Payment: \$1,350.67
- Electricity: \$5,000.00
- Other Utilities: \$2,500.00
- Paper: \$10,000.00
- Building Supplies: \$6,000.00
- Contracts with Writers: \$15,000.00



Income: \$27,000.00

Did BOOK Company make a profit or incur a loss? _____

Of how much? _____

5. CAR Company

- Expenditures: Building Payment: \$4,361.38
- Utilities: \$465.00
- Wholesale Cost of Vehicles: \$100,825.52
- Oil and Parts for Shop: \$4,621.83
- Salaries: \$9,500.42

Income: \$220,417.32

Did CAR Company make a profit or incur a loss? _____

Of how much? _____

Price and Discounts

Wholesale price	% markup	Selling price
1. \$20.00	5%	_____
2. \$9.00	3%	_____
3. \$20.00	30%	_____
4. \$5.00	20%	_____
5. \$45.00	10%	_____
6. \$66.00	11%	_____
7. \$92.00	20%	_____
8. \$360.00	30%	_____
9. \$75.00	15%	_____
10. \$26.00	30%	_____
11. \$97.00	13%	_____
12. \$84.00	4%	_____
13. \$73.00	25%	_____
14. \$49.00	19%	_____
15. \$27.00	17%	_____
16. \$36.00	25%	_____
17. \$92.00	7%	_____
18. \$44.00	10%	_____
19. \$53.00	60%	_____
20. \$0.25	50%	_____

Given the following retail prices and percent of discount , determine the final sale price.

Retail price	Discount	Sale price
1. \$23.99	25%	_____
2. \$45.63	15%	_____
3. \$56.79	5%	_____
4. \$39.99	40%	_____
5. \$165.00	55%	_____

158—Price and Discounts (continued)

6.	\$435.60	35%	_____
7.	\$11.36	33 $\frac{1}{3}$ %	_____
8.	\$1046.99	50%	_____
9.	\$33.89	25%	_____
10.	\$46.50	10%	_____
11.	\$47.95	15%	_____
12.	\$5.41	12%	_____
13.	\$634.76	14%	_____
14.	\$789.49	30%	_____
15.	\$49.99	20%	_____

Name/Score _____

159

Making Change

Figure the amount of change to be given to each client. The total amount due is figured on the sales slip. The amount of money the client has handed to the receptionist is give.

Client: Mr. Ogle		Date: 12/2
Operator: Sally Brown		
Services		
Haircut		\$10.00
Manicure		\$12.00
Mousse (retail)		\$ 5.50

Client paid the receptionist \$35.00

Change Due: _____

Client: Ms Payton		Date: 12/2
Operator: John Mustan		
Services		
Haircut and style		\$22.00
Pedicure		\$20.00
Hair spray (retail)		\$ 5.00
Nail strengthener		\$ 5.85
Comb (retail)		\$ 2.50

Client paid the receptionist \$60.00

Change Due: _____

497

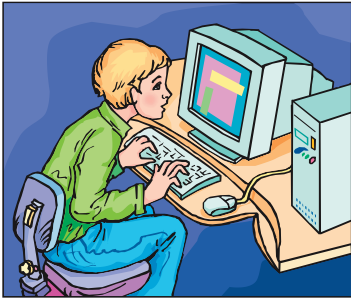
Client: James Robinson		Date: 12/2
Operator: Brenda Myers		
Services		
Shampoo		\$5.60
Mousse (retail)		\$5.50
Sample conditioner		\$3.50

Client paid the receptionist \$20.60

Change Due: _____

Online Shopping/eBay

This activity requires internet access.



Some years ago, a commercial urged shoppers to “let your fingers do the walking.” It suggested that using the phone book’s yellow pages to locate a hard-to-find item was better than before running around town wasting time, energy, and money. Today there is another place to “let your fingers do the walking” that may be even better than the yellow pages—the internet.

Online shopping provides nationwide/worldwide shopping options. You can find almost anything with the click of a mouse. You can often find the exact same item at a much cheaper price. However, there are some things to watch out for as you shop and/or buy. Sometimes shipping costs offset the savings. Be sure to check for all costs, including sales tax and shipping.

1. Choose and describe a product to shop for. (For example, you may choose to shop for a 42 inch, HD TV). _____

2. Go to one or more of the following websites or choose a similar search site. Search for your item. Visit at least 5 sites. Write the results of the search below. Be sure to include brand, price, shipping, pay sales tax or not, and any other applicable information.

www.shoppingyahoo.com

www.google.com

www.froogle.com

3. What did you learn about online shopping? _____

eBay

Another place to shop on the internet is eBay. This is an online shopping site that includes auctions, as well as buy-it-now choices. eBay is a site where you can literally find almost anything you want, regardless of its age or obscurity. For example, suppose your mother breaks one of her favorite dishes. You can probably go to eBay, search for the dish by its manufacturer or pattern name, and find a replacement for your mother.

Remember, many of the eBay items are auctions. Be sure to know the value of the item and how much you want to spend. Remember to look at payment methods and shipping costs. Also, check the buyers rating to be sure he or she is trustworthy.

Go to www.ebay.com and complete the following activity. _____

4. Choose the Toys and Hobbies category. Choose an item to search for. _____

5. How many items did your search find? _____

6. Explore eBay, searching for some items you are interested in. Write the results below.

7. What did you learn about eBay shopping? _____

Goods and Services

Goods and services are produced to give consumers what they need and want. Goods are *things*, such as bicycles. Services are *actions* done for people, such as health care.

1. For the following items, indicate whether they are goods or services by writing **goods** or **services** on the line to the left.

candy bar _____

bus ride _____

shoes _____

automobile _____

automobile repair _____

school _____

peanut butter _____

roller coaster ride _____

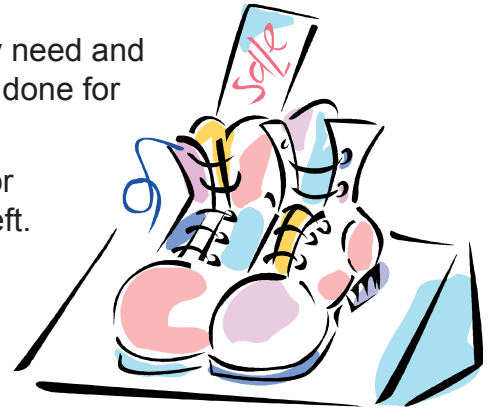
football game _____

record _____

2. List four goods you have consumed today. _____

3. List four services you have consumed today. _____

4. For each member of the family listed in the chart on the next page, write some of the things (goods and services) the



161—Goods and Services (continued)

person consumes and some of the things (goods and services) he/she can produce.

	consumes	produces
elderly, active grandfather		
elderly, ill grandmother		
mother		
father		
daughter, age 17		
5-month old cousin		

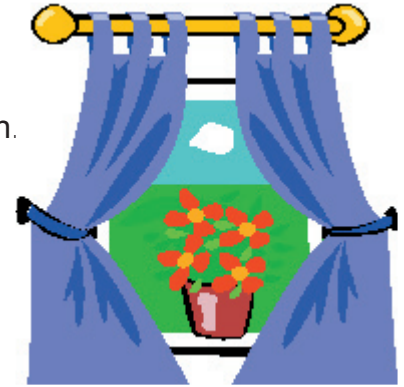
5. Who in the list are the producers? _____

6. Which family members are consumers but not producers? _____

How are their needs supplied? _____

Features and Benefits

There are real differences between a product's feature and the benefit a customer expects from a product. Benefit is what the product will do for the customer, and it is what they tend to focus on. Feature can include color, what comes with it, and other factors about the product. Features of a product can determine benefit, but they are different.



Write **benefit** in front of the benefit statements and a **feature** in front of the feature statements.

1. This rotating brush pulls out deep down dirt and will make your carpet cleaner.

2. Legs on this utility table adjust to allow leveling. _____
3. This sewing machine allows you to use 18 different stitching patterns.

4. The construction of this exercise bike is cast aluminum. _____
5. These curtains are 24 x 36 inches. _____
6. This floor covering is 30% nylon and will give you better wear and be easier to clean.

7. This suit coordinates well and does not require dry cleaning. _____
8. Your family will find hours of enjoyment from these educational reference books.

9. This shirt is 100% cotton. _____
10. This silver serving includes engraving for a special gift. _____
11. This wall covering is prepasted. _____
12. Since the paint is sealed at the factory, this lawn chair will withstand years of outdoor use.

13. You will like this tie; spots can be easily wiped off. _____

Advertising Budget

It is an absolute must that every small business plan its advertising budget. The “no-plan-at-all” approach cannot effectively cover the needs of business in today’s competitive marketplace. Firms that use the no-plan method are truly gambling with their futures. There are four plans which are common to a variety of small businesses: shopping events scheduling, last year’s sales method, anticipated sales method, and objective and task method. Although the objective and task method is the best method for determining advertising dollars needed from a theory standpoint, it takes a lot of time and calculating to control this type of advertising budget. For that reason, most businesses use the second-best approach: anticipated sales method. In this method advertising is projected around sales based on past sales records of the firm, sales of competitors, general economic conditions, and trends in consumer spending.

Prepare an advertising budget for Wayne Landscape and Outdoor Services, Inc. by completing the form on the following page. Given last year’s sales figures, calculate an anticipated five percent increase in sales for the current year and prepare an advertising budget based on 3.5 percent of sales.



Advertising Budget Wayne Landscape and Outdoor Services, Inc.			
Month	Last Year's Sales	Anticipated Sales	Anticipated Budget
January	\$12,965.00		
February	14,889.00		
March	23,397.00		
April	38,217.00		
May	27,120.00		
June	23,105.00		
July	19,765.00		
August	17,016.00		
September	26,055.00		
October	27,650.00		
November	34,032.00		
December	37,225.00		

Job Descriptions

Someday you may be responsible for writing job descriptions. Job descriptions are very important to the employee because they let the employee know exactly what each job includes. Knowing exactly what one's job duties are makes it easier to perform them. This will help achieve better employee evaluation and performance. In writing job descriptions, include specific duties that the employee should perform.

Read the following job description for a lead teacher. Using additional references, such as the internet, library, media center, or teacher interviews, write a job description for an assistant teacher. You may also choose another occupation and write a job description for it.



Job Description for a Lead Teacher

Function of Job

Plans daily program of activities in advance, supervises children and responds to their needs for nurturing and guidance.

Work Performed

Other duties may also be required.

Participates in planning for the center program.

Interacts with children, responds to their needs, gives guidance, sets and maintains limits.

Works with aide in setting up the playroom and playground for activities.

Works with children and aides in keeping room in order and in cleaning up work area during the day.

Eats with a group of children and supervises mealtime activities.

Informs parents of child's progress or of unusual activities.

Notifies director when supplies are needed.

Keeps inventory of equipment.

Minimum Training and Experience

Completion of training from a certified child care training facility. Must be willing to attend preservice and inservice training as arranged by the center.

Market Research

Every business can benefit from market research. But no single research method works best for all businesses.

Business owners or marketing research departments must decide which method is most efficient and effective for the project.

Before completing this assignment, you may wish to do some research on the different types of market research. After you have completed the research, be prepared to discuss the activity in class. Complete this activity on your own paper.



1. Choose a business or a company for the research project. Imagine that you are the president or CEO of the business or company you chose. Determine what you want to know about the company's customers and their buying habits.
2. Determine what market research method is best suited to meet research goals.
3. Prepare a form for your research.

If a survey is to be taken, limit the survey to one page and word the questions carefully to avoid bias.

If publications are studied, prepare a question list and a chart to compare opinions.

If informal research is done, construct a list of questions you plan to ask customers and sales personnel. Make a chart for recording their responses.

4. Conduct the research.
5. Tally responses.
6. Interpret what the patterns of responses indicate.
7. Evaluate results objectively. Attempt to get objective third party feedback on the results.

Shoplifting

Volume grocery stores usually operate on a 1% profit margin. This means if \$1.00 is stolen it takes \$100.00 of sales to replace the loss. Department stores usually operate on about a 3% profit margin. Return on investment is about 11% (If you do not understand these terms, ask your teacher or look them up in the library, resource center, or internet.) Remember, these percentages may change, but the fact that shoplifting is a huge problem. In some areas as many as one out of seven people shoplift. Business people make up for their losses by increasing retail prices, hiring fewer people, and not giving salary increases. The five items below will help illustrate the meaning of these facts and show how shoplifting affects business.



1. Your business operates on a 2% margin of profit. Products valued at \$150.00 are taken by shoplifters and employees in one day. How much merchandise does the store have to sell in order to make up for that \$150.00 loss? _____
2. In many areas one out of seven customers will shoplift. If there are 350 customers in the store in one day, how many of these might be shoplifters? _____
3. The average value of the shoplifter's theft is \$3.00. How much would the store in problem #2 lose in one day in dollar value? _____

Personal Interests



Answer the following questions and statements about personal interests. Think about how these interests might relate to a career choice. Be prepared to explain your answers to your class.

1. List hobbies, interests, and clubs in which you are involved.

2. How might these hobbies, interests, and clubs be helpful in your career choice?

3. List favorite courses and preferred classes. _____

4. How might these courses relate to or provide background for your career choice?

5. Are you willing to continue your education after high school? _____

In what way? _____

6. What post-high school training and/or educational opportunities are available to you?

7. Do you prefer to work indoors or outdoors? _____

8. How many hours per week are you willing to work? _____

9. Do you prefer to work with other people or by yourself? _____

10. What do your interests indicate to you about possible career choices? Explain.

11. List three careers in housing that are of interest to you. _____

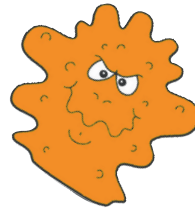
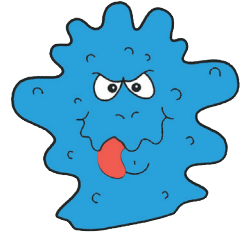
12. Choose one of the careers you listed above and give your reasons for pursuing it.

Squirring Germs and Viruses!

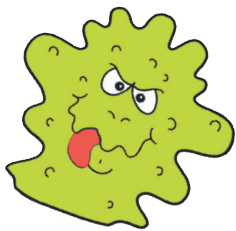
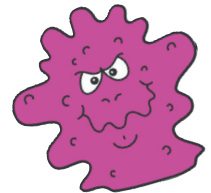
You've been getting infections all of your life: colds, contaminated wounds, nasty little canker sores. These are all health problems that are annoying, but not deadly, right? So, it may be hard to realize that infectious diseases are still causing thousands of deaths worldwide every year. Where do these diseases come from? How do we treat them if we contract them? How do we keep from getting them in the first place?

Work individually or in a small group. Choose an infectious disease from the list on the next page. Research the diseases using materials available in your classroom, the library, or on the internet. Find out the following information about your disease, making careful notes about what you learn:

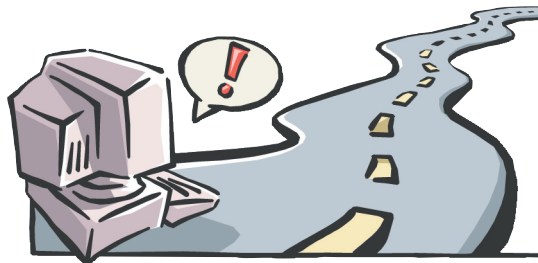
- History
- Transmission
- Characteristics & Symptoms
- Treatment
- Prevention



Using your research—and your creativity—design a depiction about the infectious disease you chose. Your depiction can take any form you want: a chart, get well card, PowerPoint presentation, collage, model, poem, game, report, cartoon, script, or some other idea.



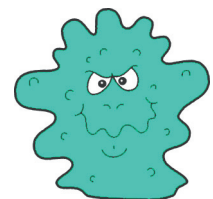
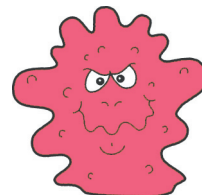
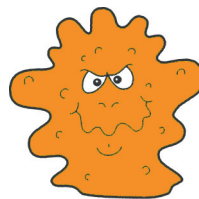
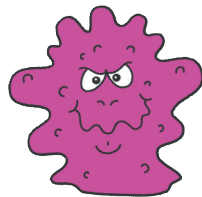
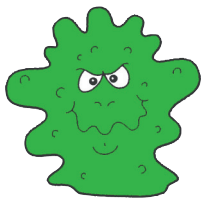
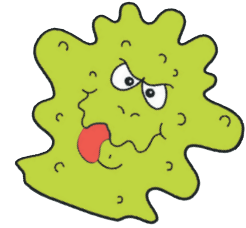
Look on the Internet!
 National Center for Infectious Diseases
 Centers for Disease Control and Prevention
 Atlanta, Georgia
www.cdc.gov/ncidod/diseases/diseases.htm



Disease List

AIDS
Botulism
Bovine Spongiform Encephalopathy (BSE)
Campylobacter
Cholera
Chlamydia
Chronic Fatigue Syndrome
Creutzfeldt-Jakob Disease (CJD)
Cryptosporidiosis
Cyclospora
Dengue/Dengue Fever
Ebola
Escherichia coli O157:H7 (E-coli)
Guinea Worm Disease
Hantavirus Pulmonary Syndrome
Helicobacter pylori
Hepatitis
Histoplasmosis
Influenza

Legionellosis
Listeriosis
Lyme Disease
Malaria
Meningitis
Plague
Pneumonia
Polio
Rabies
Rocky Mountain Spotted Fever
Salmonella Enteritidis
Schistosomiasis
Streptococcal infections
Trypanosomiasis (East African and West African)
Tuberculosis
Typhoid Fever
Viral Hemorrhagic Fever
Yellow Fever
Zoonotic Parasites



Name/Score _____

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Personal Career Plan

Develop your personal career plan using the form provided. Include additional information and/or supplemental material as needed to complete your plan.



Personal Characteristics, Aptitudes, Skills, and Hobbies

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Working Conditions (of personal importance)

1. _____

2. _____

3. _____

Careers of Interest

1. _____
2. _____
3. _____

Career Goals

1. _____

2. _____

3. _____

Training/Education Required (for Career Goals)

Action Plan (for reaching Career Goals)

Steps

Completion Dates:

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

Resources Needed (for completing the steps above):

Your Signature _____

Date _____

Personal Values

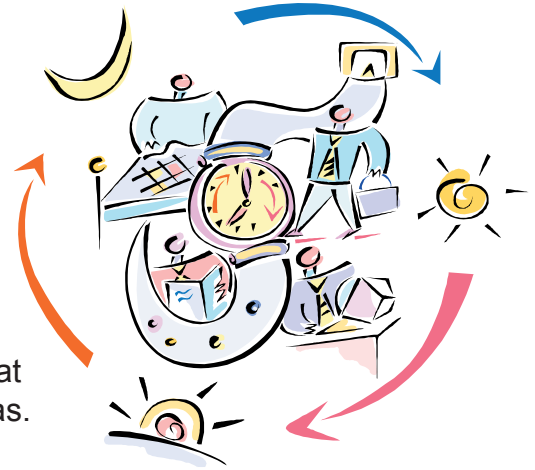
If you could buy anything in the world, where would you look first to help you make a good choice? You should take a good look at yourself! The way you spend your money should be very satisfying to you. You should use money to obtain what you need and what you desire. A clear view of yourself and your values helps you to make personal choices that reflect what is most important to you.

What Are Values? Values are big, generalized ideas of what is important to you. They can be positive, constructive ideas. Values are your guides to progress. You are not born with values. You learn them from your family, your friends, the people around you, and from your experiences. Values are very personal and differ for all individuals. Free time may be very important to Donald, but not to Cindy. Cindy may be willing to put in more time on her job than Donald because getting ahead is very important to her.

Despite our differences, many of us share the same values. Think of your closest friends. Don't you tend to think like they do about what is important? Everyone, of course, has many values, but certain values are more important to us than other values are. They are said to have *priority* over the others. Even though you may not yet be sure which values have priority for you, it is helpful in looking at yourself to try to list your values.

Read the list of values below. Circle the ones that are important to you.

happy family living	independence	respect for authority
religion	helpfulness	equal rights
physical health	conformity	social prestige
economy	excellence in work	friendship
recognition	individuality	material wealth
education	new experiences (change)	security
influence	self-improvement	freedom



172—Personal Values (continued)

Look at the values you circled. Decide which ones are most important. Arrange them in your personal priority order and write them below. You may add your own values to the list, if they are not already listed. You do not have to fill in every blank.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

What values do you respect in other people? _____

Personal Values 2

The items listed below represent values that may influence your life. Pretend you have been invited to a values auction where the values that influence your life are up for bid. You have \$10,000 to spend. Whatever you don't spend has to be returned at the end of the auction. Study the list of values and decide which ones you would like to have. Then work out an ideal way to spend your \$10,000.00 on these items so that you can have all the ones you want.

At the auction other people will also be bidding on the values. Decide the highest amount you would spend for each value. Budget your values again by writing the highest amounts you would bid. Remember when you bid more on one value, you have to lower the amount you spend on another value.

	Ideal Bid	Highest Bid
A satisfying and fulfilling marriage		
Freedom to do what you want		
A chance to direct the destinies of nations		
The love and admiration of friends		
Travel and tickets to any cultural or athletic event as often as you wish		
Complete self-confidence with a positive outlook on life		
A happy family relationship		
Recognition as one of the most attractive persons in the world		
A long life free of illness		
A satisfying religious faith		
A month's vacation with nothing to do but enjoy yourself		
Lifetime financial security		
A lovely home in a beautiful setting		
A world without prejudice		
A chance to eliminate sickness and poverty		
International fame and popularity		
An understanding of the meaning of life		
A world without graft, lying, or cheating		
Freedom within your work setting		
A really good love relationship		
Success in your chosen career		

What do your top bids have in common? _____

What do the items you would not bid on have in common? _____

What major differences were there between your ideal budget and your highest bid budget?

What does this tell you about your real values? _____

Personal Values and Money

If each of ten people were given \$100, the chances are that no two of them would spend the money in the same way. Each person's choice would be made on the basis of personal values.

Because these values greatly influence how people spend their money, choosing goals is an important part of money management. Thinking through money-related decisions is essential if goals are to be achieved.

Make Your Choices

Circle the phrase that you consider most important in each of the following pairs of phrases.

- Purchase of senior pictures and/or class ring
Paying off all debts
- Money for wedding expenses
My own place to live
- Ski trip or trip to Europe
Clothing for Junior/Senior prom
- Down payment on a car
My own place to live
- Purchase of senior pictures and/or class ring
Money for wedding expenses
- Paying off all debts
Clothing for Junior-Senior prom
- College education
Clothing for Junior-Senior prom.
- Ski trip or trip to Europe



174—Personal Values and Money (continued)

My own place to live

9. Purchase of senior pictures and/or class ring

My own place to live

10. Down payment on a car

Money for wedding expenses

11. Paying off all debts

My own place to live

12. Ski trip or trip to Europe

College education

13. Purchase of senior pictures and/or class ring

Clothing for Junior-Senior prom

14. Down payment on a car

College education

15. Ski trip or trip to Europe

Paying off all debts

16. College education

Money for wedding expenses

17. Purchase of senior pictures and/or class ring

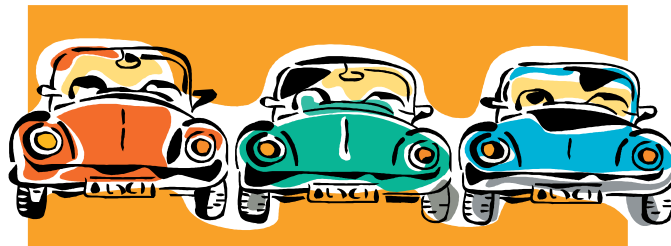
Ski trip or trip to Europe

18. Paying off all debts

Down payment on a car

19. Clothing for Junior-Senior prom

- Money for wedding expenses
- 20. Ski trip or trip to Europe
Down payment on a car
- 21. Purchase of senior pictures and/or class ring
Down payment on a car
- 22. Paying off all debts
College education
- 23. College education
My own place to live
- 24. Purchase of senior pictures and/or class ring
College education
- 25. Ski trip or trip to Europe
Money for wedding expenses
- 26. Clothing for Junior-Senior prom
My own place to live
- 27. Paying off all debts
Money for wedding expenses
- 28. Down payment on a car



Clothing for Junior-Senior prom

What Do Your Choices Mean?

Now that you have circled one item in each pair, count the number of times you circled each one. Record the number of times on the line before each phrase.

Number of Times Circled		Ranking
	Purchase of senior pictures and/or class ring	
	Purchase of senior pictures and/or class ring	
	Ski trip or trip to Europe	
	Paying off all debts	
	Down payment on a car	
	College education	
	Clothing for Junior-Senior prom	
	Money for wedding expenses	
	My own place to live	

Look for the statement you circled the most number of times, and write a **1** in the Ranking column on the right. Write a **2** after the statement circled the second highest number of times. Rank all statements.

Take A Different Look

Your ranked goals resulted from a limited number of choices; therefore, they may not reflect your wants. Answer the questions that follow to assess how your goals relate to money management.

1. What other goals would you add or substitute? _____

2. Did your top three ranked choices surprise you? Why or why not? _____

3. Is it possible to reach all your goals? Why or why not? _____

4. How can managing your money affect achieving you life goals?

Are You Really Listening?

An interactive encounter is an experience of actually listening to another person's feelings as well as words. You can learn a lot about other people and about yourself by answering the following questions.

Divide into groups of two. Decide which person in the pair will go first and who will go second. Read statement number one silently together. The first person then completes the statement aloud to the second person. The second person responds with "What I hear you saying is . . ." and repeats briefly in his/her own words what the first person said. Then reverse the situation with the same question. The second person should respond to the question and the first person repeats what was said. Do the same thing with each question. You may say "I pass" if the response is too personal to share aloud. It is important to respond truthfully and not the way you think your partner expects you to respond.



Do not try to answer all the probing questions in one day. It will probably take two to four hours to respond well to all the statements. However, this could be a most rewarding time if taken seriously.

1. I am proud when . . .
2. I give gifts that are . . .
3. I think school is . . .
4. I handle money . . .
5. My family . . .
6. Something I learned recently is . . .
7. I have thought a lot about . . .
8. It was hard to do, but I . . .
9. It was hard to do, but I did not . . .
10. We have a tradition or custom in my family of . . .
11. Older people . . .
12. I was glad I spoke up about . . .
13. My strongest point is . . .

175—Are You Really Listening? (continued)

14. I would be willing to die for . . .
15. I would fight for . . .
16. I would argue for . . .
17. A turning point in my life was . . .
18. The lowest I have ever felt was . . .
19. I was sad when . . .
20. A high point in my life was . . .
21. An experience I would like to have . . .
22. Something I have not come to a definite stand on is . . .
23. I missed an opportunity when . . .
24. One of the happiest times of my life was when . . .
25. If I were twenty years older . . .
26. If I could start all over again . . .
27. My bluest days are . . .
28. I am best at . . .
29. My feelings get hurt when . . .
30. I am afraid of . . .
31. The people I work closest with are . . .
32. My boss is . . .
33. My teacher is . . .
34. I get mad when . . .
35. People who expect a lot from me make me feel . . .
36. I am different from most people in that I . . .
37. I wish I had kept quiet about . . .
38. I made a . . .
39. I made a good purchase on . . .
40. I helped my family . . .
41. I helped someone outside my immediate family . . .

175—Are You Really Listening? (continued)

42. I try to be an example to younger children by . . .
43. If I had a million dollars I would . . .
44. If I had the powers of Superman or Superwoman . . .
45. My children will never have to . . .
46. If I were President of the United States . . .
47. Many people do not agree with me about . . .
48. In school I do best when . . .
49. On the job I do best when . . .
50. What I want most in life is . . .
51. When my feelings are hurt, I react by . . .
52. I have a problem dealing with . . .
53. People think I . . .
54. I do not like . . .
55. A skinny person . . .
56. A fat person . . .
57. A beautiful person . . .
58. I feel loved when . . .
59. I trust those who . . .
60. When someone meets me for the first time, they . . .
61. I need to improve in . . .
62. I used to be . . .
63. If I could have two perfect days they would be . . . (Describe in detail the feelings, setting, smells, taste, and people involved.)
64. When I think about the future, I see myself . . .
65. When I enter a room full of people I usually feel . . .
66. When I have something to say . . .
67. I am happiest when . . .
68. Nothing is so frustrating as . . .

175—Are You Really Listening? (continued)

69. When I am rejected I usually . . .
70. To me, belonging is . . .
71. The thing that turns me off the most is . . .
72. When I am alone I usually . . .
73. It is fun to . . .
74. When I let go . . .
75. People think of me as . . .
76. In crowds I . . .
77. In a group I usually get most involved when . . .
78. I am rebellious when . . .
79. A frequent daydream I have is about . . .
80. The thing I like best about you is . . .
81. You are . . .
82. Right now this experience is making me feel . . .
83. I believe in . . .



Job Skills

Managers and employees spend much of their time working with each other in daily operations. For this reason, it is important for everyone to develop desirable human relations practices. In this assignment, you will be required to determine which of the practices listed are desirable traits and which are undesirable traits. Place an "X" in the appropriate column below.

Trait	Desirable	Undesirable
Become anxious about getting the job done		
Criticize constructively		
Ignore suggestions		
Take a "That's Not My Job" attitude		
Consider the feelings of others		
Show genuine concern for others		
Criticize privately		
Give praise in public		
Be willing to assume responsibility		
Give up when the going gets tough		
Arrive at work on time		
Change company rules to meet your needs		
Be open-minded and progressive		
Show loyalty to company		
Procrastinate when meeting report deadlines		

Name/Score _____

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Planning Schedules

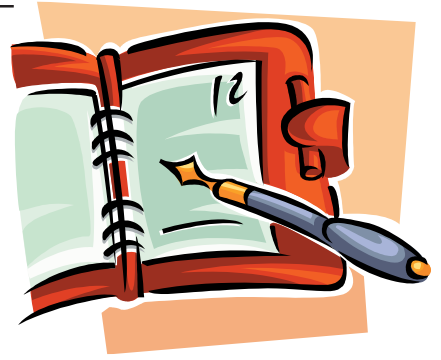
Pretend you are responsible for planning a week of entertainment for an out-of-town guest. Use the internet, magazines, or newspapers to find out about events and times as well as restaurants and other places to visit. Remember, you may want to leave some free time.

Monday _____

Tuesday _____

Wednesday _____

Thursday _____



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177—Planning Schedules (continued)

Friday _____

Saturday _____

Sunday _____

1. Did the techniques you observed improve or detract from effective communication? Why or why not? _____

2. What nonverbal communication techniques do you frequently use? _____

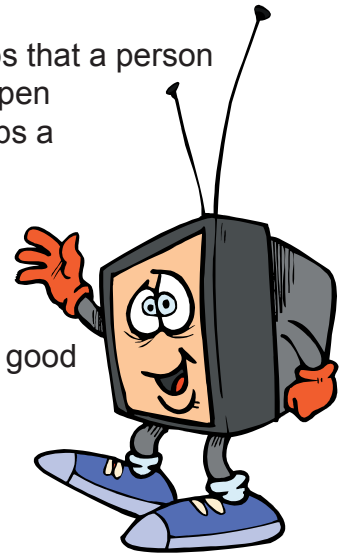
3. In what areas do you need to improve? _____

4. List ways in which you can improve your nonverbal communication skills. _____

Communication

Communication is important because it affects the kinds of relationships that a person has with other people. Messages from friends and acquaintances sharpen relationships. Communication by radio, television, and newspaper keeps a person in touch with people all over the world.

Respond to the following statements about communication. Write a **T** in the blanks before statements that are true and an **F** in the blanks before statements that are false.



- _____ 1. It is possible to build a strong relationship without good communication.
- _____ 2. People should communicate with each other only during problem times.
- _____ 3. Communication can come in many ways.
- _____ 4. As long as you have conveyed your point, good communication has taken place, even if the other person was not interested.
- _____ 5. Getting feedback from the person with whom you are communicating is very important.
- _____ 6. There is only one way to communicate, and that is verbally.
- _____ 7. When you meet someone in the hall and that person just glares at you and does not speak, this is a form of communicating.
- _____ 8. Childhood teachings have much to do with communicating to another person.
- _____ 9. Good communication skills are important for children and adolescents, as well as adults.
- _____ 10. Nonverbal communication consists only of facial expressions.

The correct answers to the statements are listed below. Then discuss in writing why the statements are true or why they are false.

- 1. (false) _____

- 2. (false) _____

3. (true) _____

4. (false) _____

5. (true) _____

6. (false) _____

7. (true) _____

8. (true) _____

9. (true) _____

10. (false) _____

Team Management

Team management concepts promote teamwork within departments, between teams, and among classmates. Use team management concepts in solving the following case studies. Answer the following questions.

Case Study 1

Patient trays for the dining room patients are prepared by dietary personnel and loaded on tray carts. The tray carts are pushed into the dining room, where nurses aides pass the trays to the patients. The dietary supervisor observes a nurses aide pass the wrong tray to a patient.



- 1. How can the food service supervisor reinforce the team management approach in this situation? _____

Multiple horizontal lines for writing the answer to the case study question.



Production Simulation

Divide the class into groups of six to eight people. Give each group the following materials.

- ◆ one pair of scissors
- ◆ one roll of tape
- ◆ five sheets of construction paper

Have each group decide what they would like to make, given a ten-minute time limit and using only the materials provided. After the group has decided on a product, have them start construction. While the group is working, do the following to each group.



- ◆ After five minutes, remove one person from each group.
- ◆ Have one person in each group stop working for three of the ten minutes
- ◆ Remove the scissors for two minutes.
- ◆ Remove the tape for two minutes.

Have the groups stop working after ten minutes. Have each group discuss the following questions and report the group's experiences to the class.

1. Did some planning, assessing, organizing, delegating, or specializing take place? Why or why not? _____

2. What roles emerged in the group? _____

3. Was there a display of good leadership qualities, i.e., tactfulness, enthusiasm, teamwork, encouragement, discipline, cooperation? Why or why not? _____

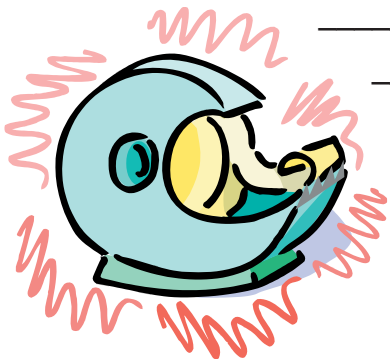
4. What happens when people are absent or just don't show up to complete their responsibilities, such as the person removed from the group after five minutes?

5. What happens when the working environment is not adequate, such as when the tape and/or scissors were taken for two minutes? _____

6. What happens when members of the group are late or do not have an appropriate time schedule to follow, such as the person who quit working for three minutes?

7. What happens when human and material resources are not used efficiently? _____

8. Was the person who had the idea for what to make the same person who did most of the cutting or taping? Was it the same person who provided encouragement and enthusiasm? _____



Brainstorming

Brainstorming is a simple technique that encourages creative strategies and idea exchange. You may be familiar with the process, but will benefit from a review of the basic rules and process. Research brainstorming on the internet or in your library or resource center.

Divide into groups of four to five. Try to team with people you do not know. As a group, list at least fifteen items that make a business successful. When the list is complete, rank the top five items.

Write your top five here.



When teams have completed their lists and rankings, each group will present their top five items to the class. Have each team appoint a leader and recorder.

As a class, discuss the items each group ranked.

Getting Along

A successful person should know how to get along with others. Use the results of this self-test to see how you are doing. Circle your answers.

1. You meet a person you immediately do not like. You would
 - a. Try to find a topic of conversation of common interest.
 - b. Avoid the person.
 - c. Try to put the person in his or her place.
2. You are offered a job for which you are not fitted. You would
 - a. Admit your inadequacy and offer to learn on the job.
 - b. Refuse to try.
 - c. Try to bluff through it.
3. When dealing with people, such as sales representatives or waitresses, you
 - a. Usually smile and say something pleasant.
 - b. Are nice if they are pleasant to you.
 - c. Treat them impersonally.
4. You have been overcharged or undercharged in a business transaction. You would
 - a. Ask the person to recheck the bill.
 - b. Pay the bill without saying anything.
 - c. Tell the person they have cheated you.



5. When you meet a person who is handicapped, you
 - a. Treat the person as you would anyone else.
 - b. Go out of your way to be especially nice.
 - c. Try to avoid the person.

6. A friend has just bought an outfit which you think is unbecoming. They ask if you like it. You would say
 - a. “Yes, I like the color. What would you think about changing the length of the pants?”
 - b. “How’s the weather today?”
 - c. “It looks terrible.”
7. You honestly feel that you
 - a. Are interested in most people.
 - b. Are only really comfortable with your own clique.
 - c. Are bored with most people.
8. In a store you are in no hurry, but the person after you is rushed. You
 - a. Suggest that the person go ahead of you.
 - b. Make your selection because it is your turn.
 - c. Take an extra long time just to calm them down.
9. When you meet people of different races or religions, you
 - a. Consider them as human beings like yourself.
 - b. Have a secret feeling of fear.
 - c. Are convinced your way of life is superior.
10. After a picnic you find there is no trash basket. You would
 - a. Take the papers, bottles, and food home with you.
 - b. Try to hide the trash on the property.
 - c. Leave it on the ground.

Scoring

Give yourself:

- 5 points for every “a” answer,
- 3 points for every “b” answer and
- no points for every “c” answer.

Add up your score. _____

Analysis

35 to 50 points: You are very good in your relationships with others because you respect others and greet them with interest and courtesy. You are liked by your friends and those with whom you deal in a casual way.

18 to 34 points: You do very well with others most of the time, but you are sometimes self-centered and forget to put yourself in the other person’s shoes. Try working toward more of those “a” answers, and you will find that living is more pleasant than it is now.

0 to 17 points: You are having trouble either because you are too shy or too aggressive. You know which! Good human relationships are like anything else in life; they take practice. Select someone you admire. Analyze his or her actions; then adapt those traits to your personality.

Why is this knowledge important to you?

At school (give an example) _____

Getting Along 2

Can you solve the following problems with no one involved losing face?

Case Study 1

You are a clerk in a hardware store. A customer returns a drill purchased on sale. Signs all over the store say, "All sales final." He says it is the wrong size and he wants to exchange it. You remind him that you cannot exchange it because the one he wants is not on sale. He starts to get angry. How might you resolve this so you do not lose a customer.



Case Study 2

A young married couple is furnishing a home. The husband's aunt gave them a coffee table that is too large, doesn't fit in with the decor, and is ugly. The wife doesn't want it. Because the aunt is coming to visit, the husband insists it be where the aunt can see it is being used. The wife says she goes or the table goes. How can this be solved reasonably.

Case Study 3

An efficient secretary is blamed for some missing papers. The boss is in a hurry and cross. It turns out a typist in the office had misplaced them. The boss apologizes but indicates to the secretary that she should have never allowed this to happen. The secretary is angry because she is very conscientious and felt she was wronged. How can this be resolved reasonably?

In the workplace today there are many complex tasks that an employee must be able to learn on the job. During this learning and growing process, you must be able to recognize negative and positive criticism so that you can resolve conflicts. Look at the case studies below and answer the questions.

Case Study 4

Craig was a new employee at the local grocery store. One of his duties was to mop the floor every night after the store closed. The morning store manager told the afternoon manager that his new employee, Craig, was lazy because the corners of the floor were not being mopped. The evening store manager confronted Craig and repeated what the morning manager said about his being lazy.

Was the criticism positive or negative? Why? _____



How would you have handled it? _____

Case Study 4

Sarah and Jane were co-workers in a department store. They were each assigned two display windows to plan and set-up. After the windows were completed, a fellow employee stood back and complimented both of them on their ability to select merchandise for display. Sarah’s display was arranged poorly and needed some changes to create a more attractive balance. The fellow worker stated, “Sarah, the merchandise you have selected makes a statement to the customers, but the items are so closely grouped together they tend to hide the good features.”

Was the criticism positive or negative? Why? _____

How would you have handled it? _____

Make the Sale

Below is a list of objections customers often give when shopping. If you want to make a sale, you must be able to respond to each one. Tell how you would answer each one.

1. Your price is too high. _____



2. I must consult my husband first. _____

3. I'm in a hurry now, but I will be back later.

4. I think I can do better somewhere else.

5. I left my purse at home.

6. I'm too tired to know what I want.

7. Everyone in town will have one just like it.

8. I can buy it cheaper across the street.

9. Will you reduce the price?

10. I won't have anything to do with your company; they gave me a bad deal last year.

How Would You React?

Write your reaction to the following situations.

You are in a grocery store. A small child starts whining, and the mother slaps the child.



You are the clerk at the cash register. How do you feel? _____

How do you act? _____

You are another customer. How do your feel? _____

187—How Would You React? (continued)

How do you act? _____

You are the manager. How do you feel? _____

How do you act? _____

You see a person snatch an old lady's purse.

How do you feel? _____

187—How Would You React? (continued)

How do you act? _____

You recognize the person as a friend of your sister. How do you feel? _____

How do you act? _____

You do not recognize the person, but it is your grandmother's purse. How do you feel? _____



187—How Would You React? (continued)

How do you act? _____

The person is your son or daughter. How do you feel?

How do you act? _____

You are working in a fast food restaurant. Another employee takes the tip that was left at your table.

How do you feel? _____

187—How Would You React? (continued)

How do you act? _____

You are the manager and see what happened. How do you feel? _____

How do you act? _____

You are another employee and see what happened. How do you feel? _____

187—How Would You React? (continued)

How do you act? _____

You are the customer who left the tip and see what happened. How do you feel?

How do you act? _____

Employee Development

Many problems encountered by managers could have been prevented had proper interviewing, selection, scheduling, and training taken place with each new employee. Each of these functions of personnel management costs the firm money, but taking time initially can prevent costly errors and low employee morale later.

Read the case study and analyze the situation.

Case Study

The Mid-State Hotel Equipment Company was established by two people, Darci Young and Robert Roe. Both were successful wholesale salespeople. Darci took charge of the office, while Robert retained control of the sales department. Principally because of the clientele that Robert had built up in this area, the company expanded rapidly and soon attained a prominent position in the local trade. The company employed three people in the shipping room, four people in the office, and three people in sales. Most of the sales required a complete installation of the equipment. These installations required considerable skill and experience. Mr. Roe found that it was almost impossible for him to lay out and control all of the installations the company was making. He placed the following advertisement in a local newspaper: "Wanted: a young person interested in a future as a skilled sales engineer. Will train. No experience necessary. Give full particulars. Write c/o Box 210."



After he reviewed all the responses and conducted preliminary interviews, Mr. Roe decided to ask Jamie Krenshaw for a final interview. She seemed to have the qualifications Mr. Roe desired. She was 25 years old, married, and a veteran. While serving in the Air Force, she worked with some equipment that required similar skills. Her letter was concise and well-written. Mr. Roe arranged for an interview.

Jamie arrived at the appointed time. After a brief discussion of her qualifications and the job, Mr. Roe started to describe the opportunities of the position offered.

Mr. Roe: Laying out an installation is a skilled job. It requires hard work, experience, knowledge of the equipment, and most important, a lot of ingenuity. Now, I think that you have the basic stuff. If you're interested, I can give you the necessary training.

Jamie: It sounds very interesting, Mr. Roe. I've always been able to learn quickly, and I think I'll be able to catch on without too much trouble.

Mr. Roe: Well, there's a real future here. There are so many people trying to do this work who don't know what's going on, that a good worker who knows the business is really appreciated. Why, look at me! I have so many installations here that I can't handle them all myself. That's why I need someone to help me. This organization has grown rapidly, and it's going to keep right on growing. I've got to get someone in now — someone who can grow right with the company. After all, I'm not so young anymore; and I can't keep up this pace. I'm going to have to take it a little easier in the future. Well, how does it sound, Jamie?

Jamie: It sounds very good to me, Mr. Roe. I think there's a lot to be learned, and I'm pretty sure I can handle it. I've always wanted the chance to start with a young company and grow with it. This does sound good to me.

Mr. Roe: Well, then, I guess it's settled. Be here around 8:30 Monday morning, and you can start right in.

Jamie: Thank you very much, Mr. Roe, I'll see you Monday.

On Monday, Jamie reported to work. Her first assignment was helping with sales on the floor. As Mr. Roe told her, "The first thing you have to do is get some idea of what the equipment is like. If you aren't busy selling, I want you to spend your time reading and studying some catalogs."

For several days, Jamie had a great deal of trouble, since she did not know names, uses, or even the location of the merchandise on the display floor. However, gradually, she began to find her way around.

About one week after Jamie started working, Mr. Roe decided to spend some time with her, explaining the various classes of merchandise sold by the company. Jamie listened intently, and this talk seemed to rekindle her enthusiasm. For the next two weeks, Jamie continued to work on the floor and continued to have informal talks with Mr. Roe on Saturdays. Then she was asked to help with stock control for a couple of weeks. While working in stock control, Jamie's enthusiasm and interest seemed to be lagging. Mr. Roe was not very happy with her progress. Mr. Roe remarked to his partner, "I don't know what's wrong with Jamie. She just doesn't seem to use common sense, and she's wasting a lot of time talking to the office help. I'm going to start working more closely with her. Maybe then she'll straighten out." Shortly thereafter, the Saturday afternoon talks had to be dropped because a number of important installations were pending and Mr. Roe was kept very busy.

About this time, Mr. Roe went to Chicago to attend a convention. He left Jamie in charge. During the three days Mr. Roe was gone, Jamie spent a good deal of time out of the office. When Mr. Roe returned, Jamie approached and said, "Look Mr. Roe, I know that you aren't very happy with the way I've worked out on this job. Frankly, I'm not very happy either. Why don't we just call it quits?"

4. Evaluate probable results of each solution. _____

5. Decide on the best solution. _____

Open Door Policy

Many team leaders or managers claim to maintain an “open door” to the office. They want the staff to feel free to come into the office and discuss anything relating to the firm. Some encourage “small talk” as well. This assignment will help you understand the challenge of maintaining open communication.

Read the case study and answer the questions. Be prepared to discuss your responses with the class.

Case Study

Tina Saunders, chief accountant, and Bob Williams, manager of the men’s department, were walking down the main aisle of Mason’s Ready-to-Wear Shop on their way out to lunch. As they approached the door, they saw Jim Mason, the president, talking to Miss Bates, the jewelry department manager. Jim was trying to edge away, and he sounded somewhat impatient as he said, “Well, I have to run along now. Drop into my office when you have a chance. You know . . .”

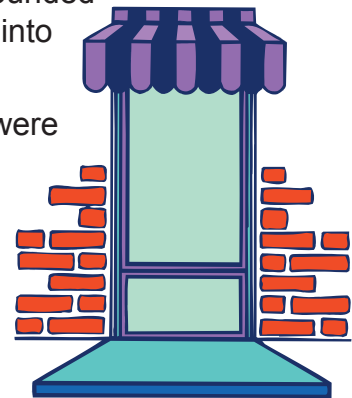
As Tina and Bob walked out the door, Bob said, “Bet his next words were ‘My door is always open’.”

Tina replied, grinning, “I won’t take that bet.”

After the two were seated in the restaurant across the street, Bob said, “Jim is finding it pretty hard to take his father’s place as head of the store. Of course, it was a shock to him when his father was killed in that plane crash. But, it’s been over eight months now, and Jim is still tense and keyed up all the time. It’s not that he doesn’t know store operations. He was well-coached from the ground up. Started as a part-time stock boy even before he was in high school, and he worked every summer through his high school and college years. He spent time in every department. For five years he was his father’s assistant. So he knows operations all right.”

Tina was quiet for a few seconds before answering. “Yes, he knows operations. Maybe that’s his trouble. Now, don’t get me wrong. I like Jim. But I can’t really get to him with ideas or suggestions. I’ve been with the store for a little over two years.” Tina paused for a moment, then said, “I was assistant chief accountant over at the Emporium when I heard of the opening here. I heard, too, that Mr. Mason, Jim’s father, was a fine person to work for, and he was. He gave me free reign in the accounting department and let me make a lot of changes after I’d discussed them with him. Easy man to talk to. Encouraged ideas. But not . . .”

“I know” said Bob. “Now we don’t have a chance to discuss either ideas or problems with the boss. But, heaven forbid, that we go ahead and make our own decisions. I’ve stopped dropping in that ‘open door.’ Last week I made an appointment with Jim to discuss the new line of shirts and suits we’d been handling for the last month.



“When I got to his office,” explained Bob, “Jim was on the phone. He motioned to a chair, and I sat down. When he hung up, he dashed out, without a word, to talk with his secretary. He came back, wrote some things on a pad, and made a few notations on some incoming mail. He then turned to me and said, ‘Well, what’s your problem today? My door is always open!’

“I reminded him that he had agreed to discuss the new shirt and suit lines. I also told him that I had some sales figures and some customer comments that the clerks had passed on to me. When I mentioned clerks, he broke in to sound off about the shortage of help in the women’s department. Then the phone rang. We got back on the track again for about three minutes. He was looking at the sales figures, and I was pointing out the upward trend, when he said, ‘What do you think of Thompson in your department? Is he slowing down a bit?’

“Well, after that comment, I was trying to think of an excuse to leave, but I was saved by the phone. He was pretty angry when he finished the phone conversation. He turned to me and said, ‘Trouble in the advertising department again. Blake is always crying on my shoulder. Guess we have your problem worked out, haven’t we? Blake is coming up now. But, when you have a chance, drop back, and let’s have a real chat about your department. Especially those new lines we put in a while ago.’ I said thanks and left. I’d just about reached Mary’s desk in the outer office when Jim called, ‘Thanks for coming, Bob. Come back any time. You know my door is always open.’”

1. How does Jim rate as a good listener? _____

Success or Failure

There are many factors that have a direct effect on a business' success or failure. Prospective new business owners should be able to analyze their situations and decide whether or not they are ready to venture into business for themselves. By doing this, they may be able to avoid problems and take advantage of successes as they begin their businesses.

Read the case studies that describe the characteristics of a prospective owner for a small retail business. Analyze the primary success and failure factors described by answering the questions that follow. Be ready to discuss your responses with the class or a smaller group of students.

Case Study 1

Cass Lee was always known for her mechanical ability. As a youth, she quickly moved from bike repairs to automobile repairs. In high school, she was the best mechanic in the class; all her free time was spent at the gas station near her house. She learned engine repair, body work, and wiring. She was the first person people called when they had car trouble.



Cass saw a future for herself in auto repair and, wanting to run her own show, looked for her own station. A major oil company had a station with two service bays available on a heavily traveled highway. The rent, however, would be a relatively large percentage of gas sales. This meant that if she only pumped gas, by the time the rent, gas, and oil were paid, she would earn less than the minimum wage. Nevertheless, Cass decided to take the station although she worried that if a gas-price war started with her competitors, her business might be wiped out.

Cass needed someone to pump gas while she did repairs. She looked for someone who was as motivated about auto work as she once had been. She soon hired a high school graduate who wanted to learn auto repair and who seemed reliable. However, Cass was busy and didn't have time to teach her helper properly.

At first things went well. In a few months, however, problems began to appear. Because Cass had her own work bays, her friends came to her for help — some paying reduced rates while others asked for and were given credit. Some even borrowed the empty bays to work on their own cars. Because she was so easygoing, Cass felt awkward asking them for payment.

During this time, Cass was pleased with her income. She paid for her gas with each delivery and had quite a bit of money left over. Being new to business, when she saw so much extra money, Cass assumed that whatever was left after expenses was hers. She made her payments to the oil company, paid her other bills, and spent the remainder.

Earlier, the company had suggested that she keep detailed records to avoid financial problems.

Cass gave that chore to her mother, who once had worked in an office but had little experience in bookkeeping. Her mother repeatedly told her that something seemed amiss, but Cass assured her that she was paying for everything and that there couldn't be an problems.

One day, however, not enough money was available to pay for the full gas delivery. The gas company sent a representative to help Cass check her figures. They found that a lot of gas, as well as parts and a few tires, were missing. Too busy with repairs, Cass had given her helper total responsibility for the gas pumps. When questioned by Cass, the helper admitted that he had been pumping free gas to his friends and for his own car, and that he had incorrectly recorded figures on the pumps.

Cass eventually found out that her employee also had stolen the parts and tires. With the help of a company representative, Cass cleared up her books. She hired a mechanic to do repairs. She kept watch over the gas pumps and books more carefully while the mechanic worked in the bays. However, the mechanic was careless, and several customers told Cass they would not return to her station for future repairs. By that time, Cass was behind in her payments and didn't know what to do next.

1. Explain how the “people factor” affected Cass Lee’s business. _____

2. How would a more effective record keeping system have helped prevent Cass Lee’s problem? _____

3. How would Cass Lee have been better prepared to own and operate a business?

4. What steps should Cass Lee now take to ensure the success of her business?

5. If you had been Cass Lee, how would you have organized and operated the service station business?

Case Study 2

Terry Thomas is 32 years old, and is working as an assistant manager for a large supermarket. Terry has been an employee of that supermarket for twelve years, but has worked only one year as an assistant manager. Terry graduated from high school and has completed three years of college, majoring in business administration. Terry feels that the supermarket does not offer advancement potential, at least not in the near future.



Terry has had the desire for several years to open a supermarket, but has not desired to leave the security of a monthly paycheck. However, because of the lack of advancement potential, Terry is now seriously considering opening a small supermarket. Terry has a chance to lease a suitable building located in a rapidly developing suburban neighborhood. There is very limited competition at this time, and there is plenty of parking space available.

Terry estimates that it will take approximately \$40,000 for stock and for other expenses necessary to start a business. Terry has \$10,000 in savings to invest and would have to borrow the remaining \$30,000. Terry estimates that two employees would be needed to operate the supermarket. These employees would be responsible for such jobs as stocking shelves, checking at the cash register, and cleaning the store.

- 1. What “management factors” should Terry consider in deciding whether or not to open a supermarket? _____

2. What “money factors” should Terry consider in deciding whether or not to open a supermarket? _____

3. What “people factors” should Terry consider in deciding whether or not to open a supermarket? _____

4. What “market factors” should Terry consider in deciding whether or not to open a supermarket? _____

2. Describe the benefits to management and employees. _____

3. How would you implement the plan? What problems might result? _____

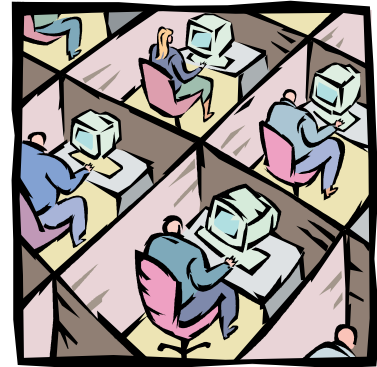
4. Thinking about the problems you identified in #3, how could you improve your technique of implementing the changes? _____

5. Present your idea for the change to the class. Listen carefully if other students present ideas. Discuss these ideas as a group. Be prepared to constructively comment on the project.

Wants and Needs

All too often managers think that they know what the employees want, but the employees claim otherwise. To illustrate this point, the following survey was conducted. The managers were asked to rank ten job factors in the order they thought their employees would rank them. Independently, the workers were asked to rank the same factors in order of importance.

Rank the ten factors as you believe meet employees would rank them. Write a "1" before the factor you believe the employees will rank as their first concern, a "2" before the second most important factor, and so on through number 10. Then compare your results with those of the original survey that is printed the back of this page. Be sure to discuss what you discovered with the rest of the class.



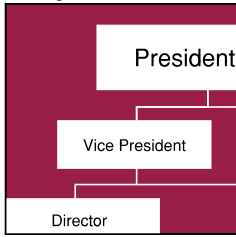
- _____ Full appreciation of work done
- _____ Feeling "in" on things
- _____ Sympathetic help on personal problems
- _____ Job security
- _____ Good wages
- _____ Work that keeps you interested
- _____ Promotion and growth in company
- _____ Personal loyalty of management to workers
- _____ Good working conditions
- _____ Tactful disciplining

192—Wants and Needs (continued)

Job Factors	Employee Rating	Supervisor Rating
Full appreciation of work done	1	8
Feeling “in” on things	2	10
Sympathetic help on personal problems	3	9
Job security	4	2
Good wages	5	1
Work that keeps you interested	6	5
Promotion and growth in company	7	3
Personal loyalty of management to workers	8	6
Good working conditions	9	4
Tactful disciplining	10	7

Organizational Charts

Management



Read the paragraph below; then design an organizational chart for Deb's Wear. You may wish to research organizational charts to use as an example.

Deb's Wear is a ladies-wear business that employs eight people — two assistant managers, four sales-clerks, and two stockers. An assistant manager, two clerks, and one stocker should work each shift. Design a chart which will show the positions of managers and workers and the line of authority.

Form groups of 4–5 students. Choose a company you are familiar with. Research the company to learn about its structure and organization. Design an organizational chart for the company. Present the chart to the class.

Use the bottom and back of this page or your own paper for your charts.

Memos

A business memorandum is more than just a means of communication. It is often an item written to persuade, clarify, or order something done. It may even serve as a legal record to document action taken during a difficult situation. For these reasons, it is important that each employee be skilled in memo writing.

Select one of the case studies below and write an internal business memorandum on a separate sheet of paper. Make up names and add any reasonable details. Hand in your completed memo to your instructor for evaluation.



Case Study 1

You supervise the veterinary assistants at the local veterinary clinic. Write an internal memorandum stating the following change in record keeping policy: all pets will now be listed under the owner's name in the office files instead of being listed by the pet's name and breed. This was implemented because it will prevent errors caused when listing mixed breed animals or animals with the same name. It will be easier because all farm animal records are listed under the owners' names. Give the employees a time limit to have the records changed and any other pertinent directions.

Case Study 2

You are the owner of the local feed store. Business is booming, and your staff has a heavy work load already. Today, you received news that one employee, Steve Sumpter, was injured in an accident. He expects to work half-time beginning next week and then full-time again in one month.

In order to take advantage of the busy season (and avoid paying a new employee, because the agribusiness cannot afford it), write an internal business memorandum to all employees stating that they will have to begin working two hours extra per day until Mr. Sumpter returns to work or the busy season ends, whichever comes first. List reasons for the action and possible consequence if employees do not choose to work extra hours.

Memos 2

Although a memorandum is much shorter than a business letter, it is just as important that a memo be written properly as a letter. Review the basic structure of a memorandum using the internet, a textbook, or reference material from a library or resource center. Then select one of the case studies below and write a memorandum on a separate sheet of paper. Make up names and add any reasonable details.

Case Study 1

You supervise the part-time concessions' help at the local movie theater. Lately, two of your employees have been missing work on weekends when you have heard that there is a dance or big game at the high school. The two have done this without making arrangements for other employees to replace them at work.

Write a memo to your staff telling them that they must arrange for a replacement during the times they miss work. Explain why not following this procedure causes a problem.

Case Study 2

You supervise the clerical staff in a large division of an oil company. Your staff has a heavy workload and your supervisor expects to see results daily. Lately, you've noticed that several workers have been spending an undue amount of time visiting and taking breaks, and meanwhile, the other staff members have not been helping answer the telephones. Today, an important executive informed you that the Atlantic Operation had complained several times that no one would answer the phone.

You have two problems here—workers taking breaks and visiting too often, and other workers not covering the telephones. Select one or both problems and write a memorandum to you staff telling them why this is causing a problem and what your expectations are for correcting it.



Management Skills 2



Print or cut out five articles from the internet, newspapers or magazines that pertain to management skills. These articles can be examples of either good or poor management practices, i.e., company receives award for hiring practices, or company goes bankrupt. Share with the class, explaining your point of view as to good or bad management practices, and discussing why you feel that way.

List the headlines of the stories.

1. _____

2. _____

3. _____

4. _____

5. _____

What's a Leader?

1. Select three individuals in your local community who appear to you to be good leaders. List three leadership traits that you believe each individual possesses. You may need to research your answers.

Leader 1

Name _____

Trait _____

Trait _____

Trait _____

Leader 2

Name _____

Trait _____

Trait _____

Trait _____

Leader 3

Name _____

Trait _____

Trait _____

Trait _____

Am I a Leader?

Leaders tend to exhibit certain personality characteristics. The self-evaluation below will provide insights into personal leadership strengths and weaknesses.

For each statement in the chart, place an **X** in the column that best expresses your feelings about the statement. Then answer the questions to help determine areas that require practice and work.

	Need to Learn	Need to Improve	Can Do Well
I can make decisions confidently.			
I can set clear goals.			
I am well groomed.			
I can effectively communicate instructions to others.			
I show genuine enthusiasm.			
I can accept constructive criticism.			
I can motivate others to perform tasks.			
I am dependable at all times.			
I am flexible.			
I enjoy meeting new people.			
I feel good about myself.			
I offer encouragement to others.			
I can delegate jobs to others.			
I respect other's opinions.			

	Need to Learn	Need to Improve	Can Do Well
I make an effort to arrive on time.			
I have the courage to face problems.			
I can admit my mistakes.			
I can accept compliments, honors, and advancements graciously.			
I am a good listener.			
I am honest with myself and others.			
I have the determination to keep trying until a task is successfully completed.			
I can provide constructive criticism tactfully.			
I have group pride.			
I can confidently perform public speaking.			
I enjoy working with people.			

1. What are your leadership strengths? _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Employment Skills for the 21st Century—Volume 2 Answers



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Answers are given for questions that have defined answers - those not provided here have subjective answers that should be evaluated for content and completeness.

Activity 153

1. \$260.00
2. \$300.00
3. \$120.00
4. \$2,820.00
5. \$3,500.00

Activity 154

1.
 - a. 36
 - b. \$37.80
 - c. \$226.80
2.
 - a. \$272.00
 - b. \$310.00
 - c. \$289.20
 - d. \$278.00
 - e. \$432.80
 - f. \$39

Answers (continued)

Number of Hours	Rate per Hour	Rate for Overtime	Regular Hours	Overtime Wages	Total Pay
50	\$7.50	\$11.25	40	10	\$412.50
48	8.00	\$12.00	40	8	\$416.00
54	9.80	\$14.75	40	14	\$597.60
44	11.00	\$16.50	40	4	\$506.00
50	6.00	\$9.00	40	10	\$330.00
60	6.40	\$9.60	40	20	\$448.00
51	15.00	\$22.50	40	11	\$847.50
58	7.75	\$11.625	40	18	\$519.25
54	6.50	\$9.75	40	14	\$396.50
60	10.00	\$15.00	40	20	\$700.00

Weekly Base Pay	Week's Sales	Rate of Commission on Sales	Total Pay
\$275.00	\$950.00	3%	\$303.60
150.00	1800.00	10%	\$330.00
200.00	1200.00	30%	\$560.00
240.00	850.00	8%	\$308.00
180.00	800.00	12%	\$276.00
245.00	1000.00	5%	\$295.00
100.00	900.00	6%	\$154.00
175.00	750.00	15%	\$287.56
220.00	1000.00	8%	\$300.00
230.00	4500.00	5%	\$459.00

Activity 155

1. a. \$301
b. \$117.25
c. \$401.50
d. \$347.75
2. \$27.12
3. 4 gallons
4. a. Taxes = \$110.58
Net pay = \$442.31
b. Taxes = \$320.07
Net pay = \$1280.28
c. Taxes = \$198.31
Net pay = \$793.23
5. 1 1/2 cups

Activity 156

- | | |
|----------------|--------------|
| 1. \$135.96 | 6. \$10 |
| 2. \$384.96 | 7. \$10, 33% |
| 3. \$287, \$63 | 8. 33 1/3% |
| 4. \$288, \$18 | 9. \$119.99 |
| 5. \$120 | 10. \$84.15 |

Activity 157

1. profit; \$1,275.36
2. profit; \$21,500.00
3. profit; \$46,423.26
4. loss; \$12,850.67
5. profit; \$100,643.17

Activity 158

Selling Price

- | | | | |
|------------|-------------|--------------|-------------|
| 1. \$21.00 | 6. \$73.26 | 11. \$109.61 | 16. \$45.00 |
| 2. \$9.27 | 7. \$110.40 | 12. \$87.36 | 17. \$98.44 |
| 3. \$26.00 | 8. \$468.00 | 13. \$91.25 | 18. \$48.40 |
| 4. \$6.00 | 9. \$86.25 | 14. \$58.31 | 19. \$84.80 |
| 5. \$49.50 | 10. \$33.80 | 15. \$31.59 | 20. \$.38 |

Sale Price

- | | | |
|------------|-------------|--------------|
| 1. \$17.99 | 6. \$283.14 | 11. \$40.76 |
| 2. \$38.79 | 7. \$7.57 | 12. \$4.76 |
| 3. \$53.95 | 8. \$523.50 | 13. \$545.89 |
| 4. \$23.99 | 9. \$25.42 | 14. \$552.64 |
| 5. \$74.25 | 10. \$41.85 | 15. \$39.99 |

Activity 159

Mr. Ogle's change = \$7.50

Ms. Payton's change = \$4.65

Mr. Robinson's change = \$6.00

Activity 162

- | | | |
|------------|-------------|-------------|
| 1. benefit | 6. benefit | 11. feature |
| 2. feature | 7. benefit | 12. benefit |
| 3. feature | 8. benefit | 13. benefit |
| 4. feature | 9. feature | 14. benefit |
| 5. feature | 10. benefit | 15. feature |

Activity 163

Advertising Budget Wayne Landscape and Outdoor Services, Inc.			
Month	Last Year's Sales	Anticipated Sales	Anticipated Budget
January	\$12,965.00	\$13,613.00	\$476.00
February	14,889.00	\$15,633.00	\$547.00
March	23,397.00	\$24,567.00	\$860.00
April	38,217.00	\$40,128.00	\$1,404.00
May	27,120.00	\$28,476.00	\$997.00
June	23,105.00	\$24,260.00	\$849.00
July	19,765.00	\$20,753.00	\$726.00
August	17,016.00	\$17,867.00	\$625.00
September	26,055.00	\$27,358.00	\$958.00
October	27,650.00	\$29,033.00	\$1,016.00
November	34,032.00	\$35,734.00	\$1,251.00
December	37,225.00	\$39,086.00	\$1,368.00

Activity 166

1. \$7,500.00
2. 50
3. \$150.00
4. 300 stores times \$150.00 = \$45,000.00.

At 1% margin of profit, they will have to have \$4,500,000.00 in sales.