

**CONNECT THE DOTS:**  
How School Skills Become  
Work Skills

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HOW SCHOOL SKILLS BECOME WORK SKILLS

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TEACHER'S RESOURCE BOOK

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# CONNECT THE DOTS: HOW SCHOOL SKILLS BECOME WORK SKILLS

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Young people are often baffled about why they're required to study certain subjects. Teachers hear mutterings about "What good is this?" or "What will we need to know this for?" It's a hard question to answer—there is no single fact or course that makes an education useful. Young people will someday be required to demonstrate a breadth and depth of skills and knowledge in order to continue their education or succeed on the job.

These skills encompass a totality of what is called *literacy*, whether in mathematics, problem-solving, communications skills, computers or English. Other courses of study such as art, science or foreign languages all help lay the foundation for the ability to generate useful ideas, think critically and solve problems.

A broad education in many areas contributes to developing these essential skills. Employers look to hire people who have a solid grasp of basic literacy, problem-solving and communication skills. Students with these skills will have successful careers and more opportunities to choose jobs that will interest them and pay them well.

***Connect the Dots: How School Skills Become Work Skills*** explores five important skills areas that experts agree are required by most employers: (1) self-management skills (punctuality, responsibility, appropriate risk-taking, integrity); (2) critical thinking skills; (3) communication skills; (4) computer literacy; and (5) basic literacy in reading, writing and mathematics. The realistic, middle school-based scenarios in this program will appeal to young students and will demonstrate how the work that students do today directly connects to the work they will eventually perform on the job.

Young students will benefit in the long run if they realize that their total education matters very much because it will provide them with the foundation they need to become desirable employees in the future. That future may seem a long way off to middle schoolers. Nevertheless, the sooner they begin to see the connection between what they're studying in school and the work they will do when they leave school, the better prepared they will be.

After watching the video *Connect the Dots: How School Skills Become Work Skills* and participating in the class activities included in this Teacher's Resource Book, your students will be able to:

- understand why it is important to begin thinking about career exploration early
- realize that there is a direct connection between school skills and work skills
- identify the skill areas that employers seek in their workers
- recognize many components of those skill areas
- assess their general level of performance in these skill areas
- identify what they need to do to improve their skills in preparation for a satisfying career

The program opens with students asking, *Why do I have to learn this? What is the point of this subject? Who cares if I'm late for class? What difference does it make?* The narrators explain that students often wonder about these questions, challenging whether or not the subjects they are studying are truly relevant or will in any way make a difference in the world of work. The narrators tell the audience that this program will help answer those questions as they explore many of the major skill areas that students develop in school, and take with them into the world of work. The program begins with self-management skills.

Ana shuts off her alarm and goes back to sleep. When she awakens again, she's late and hurries to leave for school. She arrives late to class, and her teacher tells her that she has missed important information that she must get from a classmate to prepare for an upcoming test. A narrator tells the audience, "Now Ana is at a disadvantage because she has to rely on someone else for the information she needs." She is also developing the kind of self-management problems that often get people fired.

Ms. Kendall, a music producer, appears next. She explains that she needs workers that she can count on. We then see Ms. Kendall call Rob into her office and ask about his late work assignments. She tells Rob that she has no choice but to fire him. She explains that she can't meet her deadlines when he misses his deadlines. Excuses don't matter—what matters is meeting deadlines. A narrator tells the viewers, "When teachers demand assignments be completed on time, they are preparing students for the world of work."

Mr. Alzamora, owner of a clothing store, is the next speaker. He comments that it's always the same people who don't get to work on time who perform poorly. He believes the problem lies in their attitude. Next we see Jerry making a presentation to the class. He is poorly prepared; his audience is bored. He can't answer basic questions posed by his teacher, Mr. Langley. Mr. Langley comments to the audience that when he grades his students, he usually takes their attitude into account. It is clear that Jerry made little effort in his presentation. This affected his performance and will affect his grade.

Next, the narrators comment on the importance of self-management skills and mention other employment skills such as accepting responsibility and dressing appropriately. Then they introduce the next skills area: communication skills.

In the next scene, Nayda, Eric and Ana are planning a fundraiser for their class trip. Eric suggests that they hold a bake sale. Nayda complains that a bake sale is boring. Eric is irritated, but he asks Ana what she thinks. Ana thinks a bake sale is a good idea. Nayda complains again, insisting that Eric's idea is dumb. Eric gets mad and tells her to go work on another committee. Nayda leaves abruptly, and the committee's work comes to a halt.

The narrators explain that Nayda probably didn't mean to make Eric mad. She just wanted to do something different to raise money. They tell the audience that Nayda needed better communication skills to avoid conflicts. It's important to pay attention to other people's feelings. We see the scene again, but this time Nayda takes a moment to compliment Eric's suggestion before she offers her own idea. The three teens are able to discuss the ideas and Eric and Ana agree to Nayda's idea.

The narrators point out that the first rule of good communication is to never put down or ridicule someone else's idea. It will only make them mad and cause problems. Next, the narrators explain that communication is a two-way street. If the listener doesn't understand what is being said, it's his/her obligation to ask questions. When Gina gets a D on her math exam, her teacher asks Gina if there is a problem. Gina admits that she doesn't understand the work. The teacher asks why Gina never asks questions to clear up any confusion, but Gina has no real answer. The teacher tells Ana, "Remember to ask questions when you don't understand something."

The narrators tell viewers that asking a question might feel risky because you may fear that everyone else knows the answer and you will look dumb. They assure viewers that in order to learn, you need to take a chance. At this point, we see Keith with his employer, Mr. Wells. Keith asks Mr. Wells which tasks he should make his priority. Mr. Wells is glad to instruct Keith. Then Mr. Wells comments to the audience that when his employees ask questions, he knows it means that they are thinking about their work. Employees who don't ask questions, he says, usually make more mistakes.

The narrators introduce the next section: computer literacy. The narrators remind viewers that it is critical to know how to use the computer as a work tool. Greg tells Gina he has to do a report over again because his teacher said his sources were not good. The teacher expects Greg to use valid sources of information. Gina tells Greg that her teacher said they can tell a source is valid if it's published in a respected journal or newspaper, or book. You can't just use any blog on the Internet as a source because they're not always experts in the subject.

At this point, the narrators comment that it's also important to become familiar with the computer programs that are used in the workplace. We see Rob being turned down for a job because he doesn't know any of the programs the employer needs. The narrators advise the audience to identify and take courses on these kinds of programs when they're offered.

In the next section, we see a group of students trying to solve a math problem with their teacher. Nayda offers a first step, and then Greg suggests an alternate way to get to the correct answer—but it's not very efficient. Ana offers the most efficient way to solve the problem and the teacher praises the students for their efforts. The narrators tell viewers that when you learn to think critically, you are able to generate different solutions and compare

them. Some solutions are better than others because they're more efficient or just work better for some other reason.

At this point in the program, viewers see Keith and his co-worker Lara working together to solve a problem for Mr. Wells. He needs to know how many square feet of granite to order for a counter top. When Keith and Lara figure it out, Mr. Wells comments that, in his experience, many high school graduates can't do simple problems like this. Yet it is crucial to his business for his employees to have these skills. The narrators comment that whether it's how best to support your opinion in a book report, or how best to say something in a foreign language, school teaches important critical thinking skills.

In the next section on basic literacy (reading, writing and mathematics), we see Greg struggling to finish reading a book; he knows there will be a test on the book's content. As he talks with his brother Jerry, it becomes clear that Greg is having trouble with comprehension. Jerry points out that Greg needs to devote more time to his reading so he can take notes and think about what he's reading. The narrators comment that the average teen spends three hours a day watching TV and using other media while many only spend 30 minutes on their homework. They tell the audience that Greg needs to adjust his priorities. The only way to get good at reading is to read a lot.

Ms. Kendall returns to tell viewers that she often sends out fifteen memos a day. She needs to assume that all her employees can read and understand the memos she distributes. She describes how important writing skills are to her, since she has to write all these memos. Gina and Eric talk about the skills they learn in school involving the importance of rewriting.

The narrators remind the viewers about the examples they have viewed of how important basic math is when it comes to a future career. Mr. Alzamora tells the viewer that he knew from a young age he wanted to own his own business. He remarks that math skills are essential to the running of any business. To be successful, you have to keep good financial records of how much money is being earned and how much is being spent.

As the program draws to a close, the narrators sum up all five areas of basic school skills and point out their connection to the five basic work skills areas in the program.

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# STUDENT ACTIVITIES

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

## Pre/Post Test

Decide whether the following statements are true or false.

1. TRUE or FALSE: Middle school is too early to think about career issues. \_\_\_\_\_
2. TRUE or FALSE: Some of my school subjects have no connection to the work I'll do someday. \_\_\_\_\_
3. TRUE or FALSE: You can be fired from a job for completing an assignment late. \_\_\_\_\_
4. TRUE or FALSE: Employers think people with good attitudes make better overall employees because they do better work. \_\_\_\_\_
5. TRUE or FALSE: The way you dress will be less important on the job than it is in school. \_\_\_\_\_
6. TRUE or FALSE: Good communicators are very aware of the feelings of others. \_\_\_\_\_
7. TRUE or FALSE: Employers don't want their employees to take time from their work to ask questions. \_\_\_\_\_
8. TRUE or FALSE: Some subjects in school don't help develop critical thinking skills. \_\_\_\_\_
9. TRUE or FALSE: It doesn't matter what kind of solution you use as long as you solve the problem. \_\_\_\_\_
10. TRUE or FALSE: Most future employees won't need to be able to read or write well. \_\_\_\_\_

*Answers to this test appear on the next page.*

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

## Answer Key

- |     |  |       |
|-----|--|-------|
| 1.  | TRUE or FALSE: Middle school is too early to think about career issues.  | FALSE |
| 2.  | TRUE or FALSE: Some of my school subjects have no connection to the work I'll do someday.                            | FALSE |
| 3.  | TRUE or FALSE: You can be fired from a job for completing an assignment late.  | TRUE  |
| 4.  | TRUE or FALSE: Employers think people with good attitudes make better overall employees because they do better work. | TRUE  |
| 5.  | TRUE or FALSE: The way you dress will be less important on the job than it is in school.                             | FALSE |
| 6.  | TRUE or FALSE: Good communicators are very aware of the feelings of others.  | TRUE  |
| 7.  | TRUE or FALSE: Employers don't want their employees to take time from their work to ask questions.                   | FALSE |
| 8.  | TRUE or FALSE: Some subjects in school don't help develop critical thinking skills.                                  | FALSE |
| 9.  | TRUE or FALSE: It doesn't matter what kind of solution you use as long as you solve the problem.                     | FALSE |
| 10. | TRUE or FALSE: Most future employees won't need to be able to read or write well.                                    | FALSE |

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

Many employers say that possessing strong self-management skills are more important than knowing how to do the job. That's because employers can usually train employees to do the actual job—but if an employee is not able to manage himself effectively, problems are sure to arise. Self-management skills include being on time, getting along well with other employees, communicating effectively, meeting deadlines, keeping a positive attitude and dressing appropriately. Complete the following sentences with this in mind.

According to the program:

1. It's important to be on time for class because:

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2. Employers think employees who are late:

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3. When you are on time it shows:

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Student checklist:

\_\_\_\_\_ I believe it's important to always be on time for class.

\_\_\_\_\_ I am rarely late for class.

\_\_\_\_\_ When I am late it's for a good reason.

According to the program:

4. Employers say having a good attitude is important because:

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5. Dressing appropriately at work is important because:

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6. Meeting deadlines is important because:

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*This activity is continued on the next page.*

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

Student checklist:

- \_\_\_\_\_ I have a good attitude about schoolwork.
- \_\_\_\_\_ I dress appropriately for school.
- \_\_\_\_\_ I get my assignments done on time.

Write a few sentences saying how you can improve having a good attitude, being on time, or meeting assignment deadlines—if any of these areas are a problem for you:

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According to the program:

7. Employers want employees who are good at communicating because:

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8. Good communicators pay attention to:

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9. Good communicators don't put down other people's ideas because:

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Student checklist:

- \_\_\_\_\_ I think communicating well is important.
- \_\_\_\_\_ I pay attention to how other kids feel.
- \_\_\_\_\_ I don't put down other kids' ideas.

Write a few sentences saying how you can improve your communication skills—if any of these areas are a problem for you::

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

Good communication skills require paying close attention to other people's feelings. In each of the following scenarios, a teen speaks without thinking about the other person's feelings. Rewrite that teen's response to show a response where the person pays attention to feelings.

Ella: *I'm so tired I can hardly stay awake in class today. I shouldn't have watched that dumb show last night.*

Kayla: *Yeah, well, you do a lot of dumb things.*

Rewrite Kayla's response:

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Jake: *I played really rotten. The team lost because of me.*

Kevin: *You can say that again.*

Rewrite Kevin's response:

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Lara: *I think I look so fat in this dress.*

Rob: *It's true, you do look like you've gained a lot of weight.*

Rewrite Rob's response:

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Steve: *That test was so hard. I don't think I passed.*

Mike: *Are you kidding? It was a breeze. You must be brain dead.*

Rewrite Mike's response:

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Jenna: *My parents were fighting again last night. I think they might get divorced.*

Kara: *So? At least they wouldn't be fighting anymore.*

Rewrite Kara's response:

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

An important communication skill is learning to use "I" messages effectively. When you use an "I" message, you keep the focus on yourself and on the problem that needs to be addressed. You avoid accusing or blaming the other person for the problem. This helps avoid conflict, and results in more effective communication.

Here is an example:

Sally: *You make me so mad, Larry! You said you would call me last night, but you didn't. You totally lied to me.*

Larry: *You know what? I was sick last night. Just forget it... Who needs you?*

Here's an example of Sally using an "I" message instead:

Sally: *I'm a little upset because I was expecting you to call me last night.*

Larry: *I'm sorry. I was so sick, you wouldn't believe it. Come on, let's go get some pizza.*

Read the situations below. Using the example above as your guide, decide what each person might say, using "I" statements. Write your answers on the back of this page.

1. Jennifer promised to meet Sara in front of the movie theater fifteen minutes before the show so they would be sure to get good seats. Sara has been waiting and getting angry because Jennifer is late. There's no chance now that they will get good seats. Sara shows up just before the movie is to start. What can Jennifer say?
2. Carlos borrowed Nick's baseball mitt. When Nick asks for it back the next day, Carlos tells him he completely forgot about it and left it home. What can Nick say?
3. Tiffany has been friends with Janet for a long time but lately Janet has been making fun of her in front of other kids. On this occasion, Janet tells everyone that Tiffany walks like a penguin. The other kids laugh. What can Tiffany say?
4. Steve got his hair cut in a new trendy style. When he comes home, his mother tells him she thinks it's really weird. What can Steve say?
5. Julia is walking her dog when suddenly the dog pulls away and runs through the neighbor's garden. The neighbor angrily tells Julia to keep her dog on the leash. What can Julia say?
6. Derek's father yells at him for leaving lights on all over the house. Derek just got home and did not leave any lights on. What can Derek say?

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

One key aspect of critical thinking is to use your imagination to think of new ideas or new ways to solve a problem. This ability is important in school and at work. You need to be able to solve problems—not just memorize facts and statistics. To solve problems, you need to use your imagination and think outside the box. Below are three brainteasers. Use your imagination to figure out the correct answers.

1. A man leaves home and turns right. He turns left two times, and then he returns home. What is his occupation?
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2. Train A leaves the West coast and moves at 90 miles an hour. Train B leaves the East coast and travels at 60 miles an hour. When the trains meet, which one will be closer to the West coast?
- 

3. One day two mothers and two daughters went shopping together and each bought a pair of shoes. All together, they had three pairs of shoes. How is this possible?
- 

4. How can you throw a ball as hard as you can and have it come back to you if it doesn't hit anything, there's nothing attached to it, and no one catches and throws it back?
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5. Two babies are born on the same day in the same year at the same time, have the same mother and father, but are not twins. How is this possible?
- 

*The Answer Key for this activity appears on the next page.*

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

## Answer Key

1. The man is a baseball player.
2. The trains are both at the same distance from the West coast when they meet.
3. One of the mothers is also the daughter of the other mother.
4. You throw it up in the air.
5. The babies are two members of a set of triplets.

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

Brainstorming for solutions to problems helps you learn to think critically. When you brainstorm, you think of as many solutions as you can to the problem. You don't evaluate your proposed solutions right away—just keep thinking until you come up with as many solutions as you can. Then you evaluate them to decide which is best.

After reading each problem below, brainstorm for solutions. Try to list at least four solutions to each problem. Then pick the two solutions that you think are best, and write a sentence explaining your reasons.

1. The problem:

Kyra's grandmother expects her to visit this summer for two weeks in August, just like she always does. Recently, Kyra has been invited to visit her best friend, who moved to another state a few months ago. But the invitation is for one of the weeks she is supposed to visit her grandmother.

Brainstorm some solutions here:

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The best solution, for these reasons, is:

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The second-best solution, for these reasons, is:

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2. The problem:

Ryan's friend Luke told him that after Ryan comes back from his weekend trip, they should both ask their elderly neighbor, Mrs. Manning, if they can run errands for her to make some money. On Saturday, while Ryan is still away, Mrs. Manning asks Luke if he wants to earn some money doing yard work for her for the next few months.

*This activity is continued on the next page.*

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

Brainstorm some solutions here:

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The best solution, for these reasons, is:

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The second-best solution, for these reasons, is:

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3. The problem:

Margo's friend Lea wants her to cheat on tomorrow's big algebra test because Lea is afraid she won't pass. Margot doesn't want to do anything that will get her in trouble. What can she do?

Brainstorm some solutions here:

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The best solution, for these reasons, is:

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The second-best solution, for these reasons, is:

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

The ways computers are used in the workplace can change a great deal over time. Imagine that in ten years, you have a job working in a restaurant. How do you think computers might be used in the future in restaurants? Write a brief description here:

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Imagine that in ten years, you have a job in a hospital. How might computers be used in future hospitals? Write a brief description here:

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Imagine that in ten years, you have a job working for a bank. How might computers be used in future banks? Write a brief description here:

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*This activity is continued on the next page.*

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

Imagine that in ten years, you work in a supermarket. How might computers be used in future supermarkets? Write a brief description here:

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Imagine a new business that does not yet exist. Describe the business. How might computers be used in this business in the next ten years? Write a brief description here:

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

As you saw in the video, it's important to be sure of your sources when you are preparing a class report. Choosing reliable sources is also a skill you will use in your future education and possibly in a future career.

For this activity, choose one of the research topics below and prepare a brief report on it. If you prefer, you can think up your own topic but be sure to get your teacher's approval of your subject.

Be sure to use at least three sources for your report. As an introduction to your report, identify your sources, explain why you chose them and describe why you think they are reliable. If you have found conflicting information in two different publications, explain how you decided which source was better. Considering that all sources of information are not equally useful or valid, how would you advise other students to make sure they are using reliable sources?

1. The Plagiarism Epidemic
2. Modern Technology And Stress
3. Animals Have Human-Like Intelligence
4. Downloading Copyrighted Material
5. Media and Information Overload in the 21<sup>st</sup> Century

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

Give yourself 1 point for each 'yes' answer. When you are done, add up your points and read the information in the box below.

Yes or No:

1. I can read at my grade level. \_\_\_\_\_
2. I like to read. \_\_\_\_\_
3. I have read at least one book in the last month. \_\_\_\_\_
4. I read the newspaper at home. \_\_\_\_\_
5. I look up words I don't know when I'm reading. \_\_\_\_\_
6. I go to the library regularly. \_\_\_\_\_
7. I have books in my room at home (not schoolbooks). \_\_\_\_\_
8. I would like to get a book for a holiday or birthday gift. \_\_\_\_\_
9. When I don't understand what I'm reading, I read it again. \_\_\_\_\_
10. I ask questions in class about reading assignments we're given. \_\_\_\_\_
11. I can read and comprehend an instruction manual for a household appliance (TV, microwave, vacuum cleaner etc.). \_\_\_\_\_
12. When I read a novel, I think about why the writer wrote it, or what the writer is trying to say. \_\_\_\_\_

Excellent:	10 points or more
Good:	7-9 points
Fair:	4- 6 points
Need to improve:	Fewer than 4 points

Improve your reading skills by doing some of the activities mentioned in the statements above. The best way to become a competent reader is simple: just spend more time reading! Read for fun. Get books at the library that interest you. If you need help, ask the librarian to suggest a few books. Spend the next rainy day reading for a few hours.

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

In many jobs, it is important to be able to write well. Here are three rules to help you out:

1. **Be Clear:** Think through what you are trying to say, and make sure that is what you actually write.
2. **Be Concise:** Write what you want to say in as few words as possible.
3. **Make Sense:** Make sure that what you write is logical, and makes sense.

**Note:** *These rules don't necessarily apply to creative writing but they should serve as a good guideline for expository writing—such as reports or essays.*

Using the guidelines above, find the flaws in the following paragraph. Then read the analysis on the next page to see how closely your criticism matches it.

**Artificial Intelligence**

Human intelligence is important because it helps humans survive in a challenging environment. When people waste the intelligence they have and don't use it for anything worthwhile, society suffers. Scientists are working on artificial intelligence research to make machines that can think like humans, but it may not be possible to achieve for a variety of reasons. Everyone has the basic intellectual abilities to function successfully unless they are born with a deficit of some kind. Some deficits cause autism or other disabilities. Someday scientists will understand why these deficits happen. The importance of human intelligence in evolution and survival is unquestioned.

Does the paragraph make sense? Why, or why not?

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What aspects of the paragraph are weakest?

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Did the writer think through what he/she wanted to say? Explain.

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Is the point of the paragraph clear to you? Why or why not?

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*This activity is continued on the next page.*

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

Analysis of the paragraph:

The paragraph is weak because it's about two different things which are somewhat related: human intelligence and artificial intelligence. If the writer had thought the concept through further, he/she would have refocused the material to one or the other subject. Also, the premise about human intelligence is stated but not supported by any facts, which would have strengthened the point being made. For example: humans use their intelligence to design weapons to hunt for food, putting them at an advantage to survive over their prey. This fact supports the statement that human intelligence is important for survival.

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

For this activity, imagine a future job that would require you to have good math skills. Using the resume format below, create your own resume. Imagine that you have already finished school—including college and/or vocational training. Your resume should include any degrees or awards you have won. Make sure to mention specific information about your mathematics skills. Some careers you might consider include math teacher, carpenter, financial adviser, bank teller, laboratory assistant, real estate agent or sales person.

**NAME / ADDRESS / PHONE NUMBER**

**CAREER GOAL**

Explain in one sentence what your career goal is, or what job you are applying for.

**EMPLOYMENT**

Make up a brief job history for part time jobs you held during college that would be related to the career you are hoping to pursue.

**EDUCATION**

Identify the level of education you have achieved. Name the school you attended and the date you graduated.

**HOBBIES**

List all appropriate hobbies, clubs and activities you have participated in.

**MAJOR**

Identify what subject you majored in at college.

**AWARDS**

Offer a list of awards that you have won—in school, at college or in your community.

**GRADE POINT AVERAGE**

Identify your high school or college grade average.

**REFERENCES**

Offer the names of people who can recommend you—you may need to invent a former employer or a professor from college.

Write a letter to your prospective employer to go with your resume. Your letter should explain why he/she should hire you. Be sure to use proper business language—remember, you are writing to a possible boss, not a buddy!

# FACT SHEETS

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

In addition to the skills presented in the video, there are many more self-management skills that employers often seek in job candidates. Here is a list of skills you need to be a desirable employee someday.

Employers look to hire people who...

- will report to work on time
- make a good appearance in how they dress
- are honest
- will accept responsibility
- will take initiative and not wait to be told what to do
- are good communicators
- can think critically and solve problems
- show imagination when solving problems
- know how to use the computer as a work tool
- are familiar with recent computer software programs
- have solid reading comprehension
- can write clearly and concisely
- have solid skills in mathematics

### To Be A Good Listener:

- Pay attention to feelings.
- Listen to the feelings underlying the words.
- Respond to the words the speaker has said.

### "I" Messages:

- "I" messages help keep the focus on the problem, not the person.
- "I" messages help avoid accusing or blaming another person.
- "I" messages prevent the other person from becoming defensive.
- "I" messages help keep communication lines open.
- "I" messages help make you a good communicator.

### Ask Questions:

- Asking questions helps you look interested.
- Asking questions shows a good attitude.
- Asking questions helps clarify complicated situations.
- Asking questions helps bring important information into the picture.
- Asking questions makes the speaker feel appreciated.

### When Speaking:

- Make good eye contact.
- Be aware of your body language. Slouching looks like you don't care.
- Be aware of your tone of voice. How you say something is as important as what you say.
- Be concise and allow the listener an opportunity to respond or ask questions.
- Remember that good communication is always a two-way street.

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

When you communicate with others, remember that saying something negative or insulting will probably upset the other person and may ruin your chance at successful communication. Stay positive when you respond to others.

Here's an example of a negative response (a putdown).

Vivian: I think it would be fun to start a stamp collection.

Lucy: Stamps? That's so dumb.

Now read the same situation. This time, Lucy responds in a positive way.

Vivian: I think it would be fun to start a stamp collection.

Lucy: Lots of people love collecting stamps. You might enjoy it, but I'm not the collector type myself.

Notice that when you stay positive, you don't have to agree with the other person. You only have to show respect for their idea and their feelings. Here are more examples:

Shana: I can't wait to get my hair done for the dance.

Tina (negative): Definitely! It's way too long right now!

Tina (positive): It always looks good when you get it cut.

Chris: My parents said I could start babysitting. I really need the money.

Wendy (negative): Now you won't be able to stay over as often. Can't your parents just give you the money?

Wendy (positive): It will feel good to earn your own money and not have to always ask your mom. Maybe I can babysit too, since you'll be busy on Saturday nights now.

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

As shown in the program, being able to think critically is very important to career success in the future, as well as success in school today. Everything you study in school helps you develop critical thinking skills. When you learn to think critically you:

- use your imagination
- generate new ideas to old problems
- take more chances
- look at the problem with a fresh eye
- weigh your ideas
- use your ability to reason
- use your ability to think logically
- know when you need more information
- know where to get information
- understand why some sources of information are better than others

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

In order to find out more about careers, try these tips:

Talk to your parents.

They know you well and have your best interests at heart. They might have interesting ideas on this subject.

Talk to your friends.

Find out what careers your friends are thinking about pursuing. It may give you some ideas of your own.

Talk to other adults.

Ask your doctor, dentist, teacher or other adults what they like about their work.

Talk to your guidance counselor.

Guidance counselors have career information to share with you. Make sure to ask if they have ideas or suggestions for you to think about. Starting to think about a possible career at a young age will help you prepare for your future.

Go to the library.

Your local library has plenty of information about careers. Your librarian will be glad to help you.

Go online.

There is plenty of information about careers on the Internet. Try these sites:

[www.als.lib.wi.us/Teen.html](http://www.als.lib.wi.us/Teen.html)

[www.kids.gov/k\\_careers.htm](http://www.kids.gov/k_careers.htm)

[www.42explore.com/careers.htm](http://www.42explore.com/careers.htm)

[www.funsites.com/ki-teens.html](http://www.funsites.com/ki-teens.html)

[www.quintcareers.com/teen\\_college.html](http://www.quintcareers.com/teen_college.html)

[www.streamingfuture.co](http://www.streamingfuture.co)

[www.edgov/free/kids.html](http://www.edgov/free/kids.html)

[www.uswc.org/girlszone.html](http://www.uswc.org/girlszone.html)

[www.collegejournal.com](http://www.collegejournal.com)

[www.mcpl.lib.mo.us/Links/Teens/Careers](http://www.mcpl.lib.mo.us/Links/Teens/Careers)

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