

Career Awareness Bridge Curriculum

Language Arts Resources

Outcome #1
Occupation Cards

**EMTs and
Paramedics**

Dispatcher

**Legal
Assistant**

**Graphic
Designer**

**Delivery
Driver**

**CNC
Operator**

Outcome #1

How to Navigate Your Way Through American Workplace Culture

<https://usvisagroup.com/american-workplace-culture/>

The United States is often perceived as a country of hard workers. This belief is deeply rooted in the “American Dream” ideology that equality is available to everyone, regardless of their background, if they are willing to work hard for it. If you have the opportunity to work in the United States, be proud of your accomplishment, and understand that the American workplace culture may be vastly different than in your home country.

As you adjust to your new life in the United States, you may also be faced with unique social customs, corporate language, and unfamiliar workplace etiquette. To help ease your transition, we’ve compiled eight common themes of American workplace culture. While the examples listed are meant to be a generalization, every workplace is different and will have their own set of rules and company culture.

Living to work

Many Americans define themselves by their occupation. While it may be perceived as inappropriate in other countries when meeting new Americans, you may be asked, “What do you do?” Because a person’s occupation contributes significantly to their sense of self, Americans often have the tendency of living to work instead of working to live.

The United States is the only industrialized country without national paid parental leave. While it’s not mandatory for an American company to offer this type of leave, it is optional for them to provide it to their employees. It may take some time for you to become more accustomed to the “live to work” mentality, but that doesn’t mean that you have to live your life that way to fit in at your workplace. Take advantage of the vacation time that you are provided and don’t feel pressured to put work first in your life.

Longer work days

Contributing to the “live to work” mentality is the long work days in comparison to other countries. Reports estimate that a full-time employee in the United States will work between 47 and 50 hours a week. When it comes to vacation time, the average US employee only takes about 54% of their allotted vacation time per year.

It is all too common for Americans to respond to and check their work emails after work hours. In some highly competitive workplaces, employees who don't work late and prioritize their family may be seen as not serious about their work. On the other hand, many companies recognize that an appropriate work-life balance helps to keep employees productive and satisfied.

Treating breaks as a luxury

In many European countries, it may be common to take a leisurely two-hour lunch with wine in the middle of the workday. In the United States, that luxury is unheard of. While US labor laws require employees to take time away from their desks for breaks or lunches, many employees will eat while at their desks or skip their breaks altogether.

Meetings during breaks or “working lunches” are a trend that encourages American employees to stay focused on their work during all of their working hours. In some situations, companies may reward employees with breakfast or dinner if they arrive early or stay late to work on a project. More often in office settings than factories, taking a break away from your desk can be perceived as a luxury that some employees aren't willing to take.

Depending on your company, some treat breaks as optional while others are very strict about making sure that you take your allotted breaks. As you start your new job, don't feel pressured to follow suit and work through lunches or breaks. Time away from your work can help you de-stress and be more productive throughout the day. Consult your employee handbook or ask your supervisor the details on your breaks and take advantage of them as you see fit.

“Do-it-yourself” mentality

Americans value individuality and a “do-it-yourself” mentality. Companies often will invest in employees that can bring value on an individual level as well as the ability to work as part of a team. Americans can be perceived as competitive and will strive to be recognized individually for their accomplishments.

This isn't to say that your American coworkers will be unwilling to help and provide guidance. While there may be an emphasis on being unique and showcasing your strengths, many company cultures recognize that everyone brings a vital aspect the overall company goals.

The advantage of the “do it yourself” mentality is that you are encouraged to speak up and share your ideas and opinions. In many American workplaces no matter your position in the company, if you can identify an area that can be improved, your suggestions are welcomed. Possessing a strong work ethic, ambition, and accountability are values often rewarded in American workplace culture.

Sharing your opinions

As mentioned, individuality is highly valued in the American workplace. Americans often share this by freely offering their opinions during meetings, and with supervisors, and coworkers. Many American companies encourage their employees to share by creating an environment for open dialogue between all levels of seniority.

It's common in some companies to hold meetings to gather teams for brainstorming, feedback, and project planning. If you are invited to such a meeting, know that your thoughts and opinions are welcomed and encouraged. An advantage of working with people who have a variety of experiences and the openness to share is the opportunity to combine them to create better solutions. Feel confident in your ideas and opinions because you can help drive innovation within your company and become a more valuable team member.

Keeping it casual

It would not be unheard of if your manager insists you call him or her by their first name, to see them on the dance floor at a company party, or having a casual conversation with you about your family. Americans tend to be very informal in the workplace, regardless of their position within the company. While you may not be greeted by everyone in the office at the start of the day, as the custom in other countries, but you may find yourself talking about your weekend plans with a coworker.

Americans share a belief of fairness and equality which is evident in the workplace. Regardless of your class or social position in your home country, you will most likely be addressed and spoken to just like everyone else. Depending on the company, during introductions your first and last name may be given, then afterward you are simply referred to by your first name.

Men and women are treated with the same level of formality. When sending an email, titles such as sir or ma'am are often seen as out of place and overly formal. It's important to note that hugs and kisses on the cheeks of coworkers are usually frowned upon. While every workplace is different, pay attention to how your coworkers address others and even how they dress. Many workplaces allow for casual dress, including denim, while other companies have a uniform or strict dress policies.

Small talk with limitations

For someone new to the United States, the American art of small talk can be a source of misunderstandings. In many European cultures, it is often unheard of to talk about personal details while at work. Whereas in Latin America, it is often the custom to share the intimate details of one's life with coworkers. In the American workplace culture, small talk will often take on a combination of both.

As with any social interaction, regardless of background, the level of openness can vary from person to person. Some coworkers will ask you about your family, your weekend plans, or your activities outside of work. While others may ask, "How are you?" in greeting, without actually wanting to discuss what is going on in your life.

Small talk in the workplace is usually short, informal, and friendly. In a workplace meeting, it's often custom to start with a brief, casual conversation or social pleasantries before getting into the day's agenda. Take your social cues from how others interact within your workplace. Some coworkers may be more friendly and open to talk than others, but don't feel pressured to share personal details of your life if it makes you uncomfortable.

Punctuality is preferred

Showing up on time is very important in American workplace culture. Punctuality portrays that the person is well-prepared and takes their job seriously. Lateness can be seen as a sign of disrespect, and consistent tardiness may result in disciplinary action within many American companies. Many workplaces will have a time and attendance policy that you are expected to adhere to.

On the occasion that your lateness is unavoidable, it's common courtesy to send a message to your manager or coworkers informing them of your delay. Each company will have its own policy on who should be notified if this situation should come up. Just remember to strive to be on time and always call ahead if you can't.

Just like any country, the United States has its set of cultural nuances that make it unique. While these eight themes cover some of the situations you may encounter in your new workplace setting, every company is different. But most often you will find that Americans aren't that different from the people in your home country. We all want to be treated as a respected and valuable employee. Focus on being a good worker and will find your experience working in the United States to be rewarding.

Outcome #1

American Workplace Culture

Name: _____

Date: _____

Directions: Read the article “How to Navigate Your Way Through American Workplace Culture”. In the chart below, summarize each paragraph, describing the main points of each cultural aspect. Then, write short answers to the reflection questions.

Aspect of American Culture	Summary
“Living to work”	
“Longer work days”	
“Treating breaks as a luxury”	
“Do-it-yourself mentality”	

"Sharing your opinions"	
"Keeping it casual"	
"Small talk with limitations"	
"Punctuality is preferred"	

Reflection:

- Either from your own experience or from someone you know, what aspects of American workplace culture as described in the article are the same as your own culture? Which ones are different?
- In your opinion, what aspects of American workplace culture are healthy and good? What aspects might be unhealthy?

EMAIL PRACTICE 1

Look at Example 1.

Label the five parts of the email message.

What's wrong with this message? How many different kinds of mistakes can you find in this message?

EXAMPLE 1

From a past student (exactly as received with no changes)

1

Subject: professor!

2 Professor! how are you?
Do you remember me?? I was a student who was taking 3
advanced conversation class last year and got a job in
Singapore.
These days, too many things bother me a lot. So I try to
change a job.
I make a resume and cover letter. I am very shy to 4
show you and it seems very ridiculous but I need your
help.
5 This resume is for HR department. Actually I want to
make it complete but my brain just stopped. give me 6
some advice please....
Thank you sir!
7

INTRODUCTION	ATTACHEMENTS	BODY	
SUBJECT	REQUEST	GREETING	CLOSING

Professional Email Writing: General Tips

1. Always use a subject that describes what's in the e-mail.
2. Salutation (start the email): Hello Mr. Whyte is okay. Or just the person's name is okay. Dear Mr. Whyte is better for a letter.
3. The first sentence should explain why you are sending an e-mail.
4. The body should have short, well spaced paragraphs. Spacing make sit easy to scan.
5. If your email has attachments, add a sentence to say that.
6. If you make a request be clear. What do you want?
7. Finish with a simple good-bye. "Thank you for your help. I look forward to you answer." If important add a phone number.

Email Practice

Name: _____

Date: _____

Directions: Rewrite the professional email from Example 1 below correcting all mistakes.

Subject: _____

Outcome #3

Drowning in Dishes, but Finding a Home

by DANIAL ADKISON OCT. 11, 2014

The people who make a difference in your life come in all types. Some write on a chalkboard. Some wear a sports uniform. Some wear a suit and tie. For me, that person wore a tie with a Pizza Hut logo on it.

I started working at Pizza Hut in December 1989, when I was a freshman in high school. Parents in my small western Colorado town encouraged teenagers to work in the service industry after school and on weekends. It kept us out of trouble.

Having a job also kept me out of the house. I grew up mostly with my mother, and I never knew my biological father. My younger sister, younger brother and I went through a series of stepfathers. My relationship with those men was almost always fraught, and I was always looking for reasons to be away from home.

The Pizza Hut was old, and in the back it had three giant sinks instead of a dishwasher. One basin was for soapy water, one for rinsing and the other for sanitizing, using a tablet that made me cough when I dropped it into the hot water. All new employees started by washing dishes and busing tables. If they proved their mettle, they learned to make pizzas, cut and serve them on wooden paddles and take orders.

On my first night, the dishes piled up after the dinner rush: plates, silverware, cups and oily black deep-dish pans, which came clean only with a lot of soap and scrubbing in steaming-hot water. I couldn't keep up, and stacks of dishes formed on all sides of me. Every time I made a dent in the pile, the call came back for help clearing tables out front, and I returned with brown tubs full of more dirty dishes.

At home, the chore I hated most was dishes. A few years earlier, my mother's then boyfriend instilled a loathing of that task by making me scrub the Teflon off a cookie sheet, believing that it was grease, while he sat on the couch and smoked cigarettes. That boyfriend was gone, but another with a different set of problems had taken his place.

My shift was supposed to end at 9 p.m., but when I asked to leave, the manager, Jeff, shook his head. "Not until the work is done," he said. "You leave a clean station." I was angry and thought about quitting, but I scrubbed, rinsed and sanitized until after 10 that night.

I stayed on dish duty for weeks. My heart sank every time I arrived at work and saw my name written next to "dishes" on the position chart. I spent my shifts behind those steel sinks, being splashed with greasy water. After work, my red-and-white-checked button-up shirt and gray polyester pants smelled like onions, olives and oil. At home, I

sometimes found green peppers in my socks. I hated every minute I spent on dish duty, and I wasn't afraid to let everyone around me know it.

One slow midweek night, when I managed to catch up on dishes and clean out the sinks early, I asked Jeff when I could do something different. "Do you know why you're still doing dishes?" he asked. "Because you keep complaining about it." Nobody likes to work with a complainer, he said. But, he promised, if I continued to leave a clean station and not complain, next week he would put me on the "make table," where pizzas were assembled before being put into the oven.

A few days later, when I reported for my after-school shift, I saw my name penciled not in the "dishes" box but in the "make table" box. I was ecstatic.

Jeff had a special way of running his restaurant. From a crop of teenagers, he assembled a team of employees who cared about their work — and one another. Most of my best friends from high school also worked at Pizza Hut, and some of my best memories were made under that red roof.

Pizza Hut became not only my escape from home but also, in many ways, an alternate home. In my real home, I felt unstable and out of control. At work, the path seemed clear: Work hard and do things right, and you will succeed. This model had not seemed possible before.

For one of the first times in my life, I felt empowered. By the time I was in 11th grade, Jeff had promoted me to shift manager. By my senior year, I was an assistant manager, responsible for much of the bookkeeping, inventory and scheduling. I was in charge when Jeff was away.

Our staff was like a second family. We had all-day staff parties that started with rafting trips and ended with dinner and movies. Most of us played on a softball team. We went camping together. We had water fights in the parking lot and played music on the jukebox, turned up to full blast, after all the customers had left.

Jeff was the leader of this unlikely family. He was about 15 years older than me and had recently gone through a divorce. I never considered it at the time, because he seemed to be having as much fun as everyone else, but if I was using my job to create the family I wish I'd had, it was possible that he was, too.

Senior year arrived, and though I loved that job, I knew I would go to college the next fall. I was an A student in class but probably about a C-minus in applying to schools. My mom hadn't gone to college, and I didn't have a lot of logistical or financial support at home. I had received a pile of brochures from colleges, but I didn't know where to start — and, at \$40, every application fee cost me half a day's pay.

A guidance counselor persuaded me to apply to Boston University, which seemed great, primarily because of its distance from Colorado. The scholarship application had to be in by the end of November — and I was definitely not going there without a big

scholarship. But maybe because of the fee or because of my sheer cluelessness, I kept putting off the application.

I still had not mailed it the day before it was due. At work that day, I offhandedly mentioned to Jeff that an application was due the next day but that I hadn't mailed it. He opened a drawer and took out an overnight envelope. He told me to stop what I was doing, leave work and send the application immediately. I protested about the expense of overnight postage, but he said he would cover it.

I ended up getting into B.U., with a scholarship, but I still had never even visited Boston. Though my mom worked hard to take care of my siblings and me, there just was no room in the budget to send me on a college visit. So I figured I would just see the school when I got there in August.

Jeff surprised me with an early graduation present: a trip to Boston. He paid for the hotel, the car and the plane tickets. We toured campus and visited Fenway Park and did some sightseeing around New England. We ate at a lot of Pizza Huts, and we judged them against ours. The verdict: None of them seemed to be very much fun.

Before I headed to college, I told Jeff that I would come back to work over winter break. While I was away, he was promoted to regional manager, and a different person was put in charge of our store. I went back anyway, and though I did my best to enjoy it, the magic was gone. The family had dispersed, and I felt free to shift my mind-set to college and the future.

I have kept in touch with Jeff over the years. We usually meet for lunch when I'm in town. Sometimes we even have pizza.

Washing dishes for Jeff was grueling, greasy work. But then again, making a pizza, or driving a truck, or baking a cake, or any of countless other jobs are not always enjoyable in themselves, either. Out of all the lessons I learned from that guy in the Pizza Hut tie, maybe the biggest is that any job can be the best job if you have the right boss.

A version of this article appears in print on October 12, 2014, on Page BU8 of the New York edition with the headline: Drowning in Dishes, but Finding a Home

[https://www.nytimes.com/2014/10/12/jobs/drowning-in-dishes-but-finding-a-home.html?
_r=0](https://www.nytimes.com/2014/10/12/jobs/drowning-in-dishes-but-finding-a-home.html?_r=0)

5 STRATEGIES FOR CONFLICT RESOLUTION IN THE WORKPLACE

While there are several approaches to conflict, some can be more effective than others. The **Thomas-Kilmann Conflict Model**—developed by Dr. Kenneth W. Thomas and Dr. Ralph H. Kilmann—outlines five strategies for conflict resolution:

1. Avoiding
2. Competing
3. Accommodating
4. Compromising
5. Collaborating

These fall on a graph, with assertiveness on the y-axis and cooperativeness on the x-axis. In the Thomas-Kilmann model, “assertiveness” refers to the extent to which you try to reach your own goal, and “cooperativeness” is the extent to which you try to satisfy the other party’s goal.

Alternatively, you can think of these axis labels as the “importance of my goal” and the “importance of this relationship.” If your assertiveness is high, you aim to achieve your own goal. If your cooperativeness is high, you strive to help the other person reach theirs to maintain the relationship.

Here’s a breakdown of the five strategies and when to use each.

1. Avoiding

Avoiding is a strategy best suited for situations in which the relationship’s importance and goal are both low.

While you’re unlikely to encounter these scenarios at work, they may occur in daily life. For instance, imagine you’re on a public bus and the passenger next to you is loudly playing music. You’ll likely never bump into that person again, and your goal of a pleasant bus ride isn’t extremely pressing. Avoiding conflict by ignoring the music is a valid option.

In workplace conflicts—where your goals are typically important and you care about maintaining a lasting relationship with colleagues—avoidance can be detrimental.

Remember: Some situations require avoiding conflict, but you're unlikely to encounter them in the workplace.

2. Competing

Competing is another strategy that, while not often suited for workplace conflict, can be useful in some situations.

This conflict style is for scenarios in which you place high importance on your goal and low importance on your relationships with others. It's high in assertiveness and low in cooperation.

You may choose a competing style in a crisis. For instance, if someone is unconscious and people are arguing about what to do, asserting yourself and taking charge can help the person get medical attention quicker.

You can also use it when standing up for yourself and in instances where you feel unsafe. In those cases, asserting yourself and reaching safety is more critical than your relationships with others.

When using a competing style in situations where your relationships do matter (for instance, with a colleague), you risk impeding trust—along with collaboration, creativity, and productivity.

3. Accommodating

The third conflict resolution strategy is accommodation, in which you acquiesce to the other party's needs. Use accommodating in instances where the relationship matters more than your goal.

For example, if you pitch an idea for a future project in a meeting, and one of your colleagues says they believe it will have a negative impact, you could resolve the conflict by rescinding your original thought.

This is useful if the other person is angry or hostile or you don't have a strong opinion on the matter. It immediately deescalates conflict by removing your goal from the equation.

While accommodation has its place within organizational settings, question whether you use it to avoid conflict. If someone disagrees with you, simply acquiescing can snuff out opportunities for [innovation and creative problem-solving](#).

As a leader, notice whether your employees frequently fall back on accommodation. If the setting is safe, encouraging healthy debate can lead to greater collaboration.

Related: [How to Create a Culture of Ethics and Accountability in the Workplace](#)

4. Compromising

Compromising is a conflict resolution strategy in which you and the other party willingly forfeit some of your needs to reach an agreement. It's known as a "lose-lose" strategy, since neither of you achieve your full goal.

This strategy works well when your care for your goal and the relationship are both moderate. You value the relationship, but not so much that you abandon your goal, like in accommodation.

For example, maybe you and a peer express interest in leading an upcoming project. You could compromise by co-leading it or deciding one of you leads this one and the other the next one.

Compromising requires big-picture thinking and swallowing your pride, knowing you won't get all your needs fulfilled. The benefits are that you and the other

party value your relationship and make sacrifices to reach a mutually beneficial resolution.

5. Collaborating

Where compromise is a lose-lose strategy, collaboration is a win-win. In instances of collaboration, your goal and the relationship are equally important, motivating both you and the other party to work together to find an outcome that meets all needs.

An example of a situation where collaboration is necessary is if one of your employees isn't performing well in their role—to the point that they're negatively impacting the business. While maintaining a strong, positive relationship is important, so is finding a solution to their poor performance. Framing the conflict as a collaboration can open doors to help each other discover its cause and what you can do to improve performance and the business's health.

Collaboration is ideal for most workplace conflicts. Goals are important, but so is maintaining positive relationships with co-workers. Promote collaboration whenever possible to [find creative solutions to problems](#). If you can't generate a win-win idea, you can always fall back on compromise.

Conflict Management Examples

Name: _____

Date: _____

Directions: Read each scenario and decide which strategy of conflict management would be the best, and why. The five strategies are:

- Avoiding
- Competing
- Accommodating
- Compromising
- Collaborating

Scenario #1

You are a teacher at the local High School school and it is time to start working on the spring play. You love the opportunity to be creative and really want to lead the kids in performing "Mary Poppins". Your coworker decides she really wants to help the children perform "The Little Mermaid". What is the best style of conflict management to take in this scenario? Why?

Scenario #2

You are working in a warehouse and they ask for someone to drive the forklift. You see a young new employee excitedly jump up and say he'd like to give it a try because it would be fun. He is not trained and does not know how to drive the forklift safely. You are trained and know the proper safety measures to take. What is the best style of conflict management to use in this scenario? Why?

Scenario #3

You are a manager and notice your employee has recently started coming in late and not completing tasks on time. She used to be your #1 employee and you know something needs to change. What is the best style of conflict management to use in this scenario? Why?

Scenario #4

You work as a landscaper at a nursing home. You decide you want to plant tulips outside for a beautiful Spring look. Your coworker insists that daffodils are some of the patients' favorites and this would really mean a lot to them to see them blooming outside their windows. You don't really care too much which plant is chosen, you just want to get the job done. What is the best style of conflict management to use in this scenario? Why?

Scenario #5

You are on your way to the store when someone driving behind you gets impatient. They honk their horn loudly and zoom past you yelling. You feel frustrated and alarmed. What is the best style of conflict management in this scenario? Why?

Activity 22. Workplace Ethics: Case Studies

For each of the following case studies, assume you are employed by a large computer company, with approximately 1,000 employees. The company is located in your town. Read each case study and follow the four steps for making ethical decisions. You will be discussing your decision-making process (and your ultimate decision) with the group.

Case 1: LaKeisha is an administrative assistant in the Human Resources Department. Her good friend Michael is applying for a job with the company and has agreed to be a reference for him. Michael asks for advice on preparing for the interview. LaKeisha has the actual interview questions asked of all applicants and considers making him a copy of the list so he can prepare.

Case 2: Emily works in the Quality Control Department. Once a year, her supervisor gives away the company's used computers to the local elementary school. The company does not keep records of these computer donations. Emily really needs a computer. Her supervisor asks her to deliver 12 computers to the school.

Case 3: Marvin is an assistant in the Building Services Department. He has just received a new work computer and is excited to try it out. His supervisor has a strict policy about computer usage (for business purposes only), but Marvin wants to learn the email software. He figures one good way to do this is to send emails to his friends and relatives until he gets the hang of it. He has finished all of his work for the day and has 30 minutes left until his shift is over. His supervisor left early.

Case 4: Jennie was recently hired to work as a receptionist for the front lobby. As receptionist, she is responsible for making copies for the people in her office. Her son, Jason, comes in and needs some copies for a school project. He brought his own paper and needs 300 copies for his class. If he doesn't bring the copies with him, he will fail the project. The company copier does not require a security key, nor do they keep track of copies made by departments.

Case 5: Nonye works in the Customer Service Support Department and spends a lot of his day responding to email. One day he got a message from an email address he didn't recognize. It said, "I'd like to get to know you better, outside of work." Nonye had no idea who sent it, so he deleted it. A few days later, he received another message from the same source. Nonye ignored the message again, thinking they would stop. He mentioned these emails to one of his co-workers, who responded, "You're lucky to have a fan." The messages continue to come every few days and he's feeling pretty weirded out.

Activity 22. Continued - Steps to Solving Ethical Dilemmas

Identify the problem or ethical issue:

What are the facts?

What are some possible solutions?

What are you going to do?

Also consider....how will you know if your decision was the right one?

Outcome #4

WHO?

By Shel Silverstein

Who can kick a football
From here out to Afghanistan?

I can!

Who fought tigers in the street
While all the policemen ran and hid?

I did!

Who will flay and have X-ray eyes
And be known as the man no bullet can kill?

I will!

Who can sit and tell lies all night?

I might!

YOU ARE A MARVEL

By Pablo Casals

Do you know what you are?

You are a marvel.

You are unique.

In all the years that have passed,
There has never been another child like you.

Your legs, your arms, your clever fingers,
The way you move.

You may become A Shakespeare,

A Michelangelo,

A Beethoven.

You have the capacity for anything!

Yes,

YOU ARE A MARVEL

8 Ways of Being Smart

Intelligence area	Is strong in:	Likes to:	Learns best through:	Famous Examples:
Verbal / Linguistic	Reading, writing, telling stories, memorizing dates, thinking in words.	Read, write, tell stories, talk, memorize, work at puzzles.	Reading, hearing and seeing words, speaking, writing, discussing, and debating.	T.S. Eliot, Maya Angelou, Virginia Woolf, Abraham Lincoln
Math / Logical	Math, reasoning, logic, problem-solving, patterns.	Solve problems, ask and answer questions, work with numbers, experiment.	Working with patterns and relationships, classifying, categorizing, working with the abstract.	Albert Einstein, John Dewey, Susanne Langer
Spatial	Reading, maps, charts, drawing, mazes, puzzles, visualization.	Design, draw, build, create, daydream, look at pictures.	Working with pictures and colors, visualizing, using the mind's eye, drawing	Pablo Picasso, Frank Lloyd Wright, Georgia O'Keefe, Bobby Fischer
Bodily / Kinesthetic	Athletics, dancing, acting, crafts, using tools.	Move around, touch and talk, use body language	Touching, moving, processing knowledge through bodily sensations.	Charlie Chaplin, Martina Navratilova, Magic Johnson
Musical	Singing, picking up sounds, remembering melodies and rhythms.	Sing, hum, play instruments, listen to music.	Rhythm, melody, singing, listening to music and melodies.	Leonard Bernstein, Wolfgang Amadeus Mozart, Ella Fitzgerald
Interpersonal	Understanding people, leading, organizing, communicating, resolving conflicts, selling	Have friends, talk to people, join groups.	Sharing, comparing, relating, interviewing, cooperating	Mohandas Ghandi, Ronald Reagan, Mother Teresa
Intrapersonal	Understanding self, recognizing strengths and weaknesses, setting goals.	Work alone, reflect, pursue personal interests	Working alone, doing self-paced projects, having space, reflecting	Eleanor Roosevelt, Sigmund Freud, Thomas Merton
Naturalist	Understanding nature, making distinctions, identifying species.	Be involved with nature.	Working in nature, exploring living things, learning about nature.	John Muir, Charles Darwin, Luther Burbank

For each of the statements below, choose a number between 1 and 5 to rate how the statement describes you.

- 1 – No, the statement is not at all like me
- 2 – The statement is a little like me
- 3 – The statement is somewhat like me
- 4 – The statement is a lot like me
- 5 – Yes, the statement is definitely me



Verbal/Linguistic

- I can use lots of different words to express myself.
 - I feel comfortable working with language and words.
 - I enjoy crosswords and other word games like Scrabble.
 - I tend to remember things exactly as they are said to me.
 - I enjoy participating in debates and/or discussions.
 - I find it easy to explain things to others.
 - I enjoy keeping a written journal and/or writing stories and articles.
 - I like to read a lot.
- TOTAL**



Visual/Spatial

- I understand colour combinations and what colours work well together.
 - I enjoy solving jigsaw, maze and/or other visual puzzles.
 - I read charts and maps easily.
 - I have a good sense of direction.
 - I like to watch the scenes and activities in movies.
 - I am observant. I often see things that others miss.
 - I can anticipate the moves and consequences in a game plan (i.e., hockey sense, chess sense).
 - I can picture scenes in my head when I remember things.
- TOTAL**



Musical

- I often play music in my mind.
 - My mood changes when I listen to music.
 - It is easy for me to follow the beat of music.
 - I can pick out different instruments when I listen to a piece of music.
 - I keep time when music is playing.
 - I can hear an off-key note.
 - I find it easy to engage in musical activities.
 - I can remember pieces of music easily.
- TOTAL**



Logical/Mathematical

- I work best in an organised work area.
 - I enjoy maths and using numbers.
 - I keep a 'things to do' list.
 - I enjoy playing brainteasers and logic puzzles.
 - I like to ask 'why' questions.
 - I work best when I have a day planner or timetable.
 - I quickly grasp cause and effect relationships.
 - I always do things one step at a time.
- TOTAL**



Interpersonal

- I can sense the moods and feelings of others.
 - I enjoy texting and using Twitter and Facebook to keep in touch with my friends.
 - I enjoy team sports rather than individual sports.
 - I can sort out arguments between friends.
 - I prefer group activities rather than ones I do alone.
 - I enjoy learning about different cultures.
 - I enjoy social events like parties.
 - I enjoy sharing my ideas and feelings with others.
- TOTAL**



Naturalistic

- Pollution makes me angry.
 - I notice similarities and differences in trees, flowers and other things in nature.
 - I feel very strongly about protecting the environment.
 - I enjoy watching nature programs on television.
 - I engage in 'clean-up days'.
 - I like planting and caring for a garden.
 - I enjoy fishing, bushwalking and bird-watching.
 - When I leave school, I hope to work with plants and animals.
- TOTAL**



Body/Kinesthetic

- I like to move, tap or fidget when sitting.
 - I enjoy participating in active sports.
 - I am curious as to how things feel and I tend to touch objects and examine their texture.
 - I am well co-ordinated.
 - I like working with my hands.
 - I prefer to be physically involved rather than sitting and watching.
 - I understand best by doing (i.e. touching, moving and interacting).
 - I like to think through problems while I walk or run.
- TOTAL**

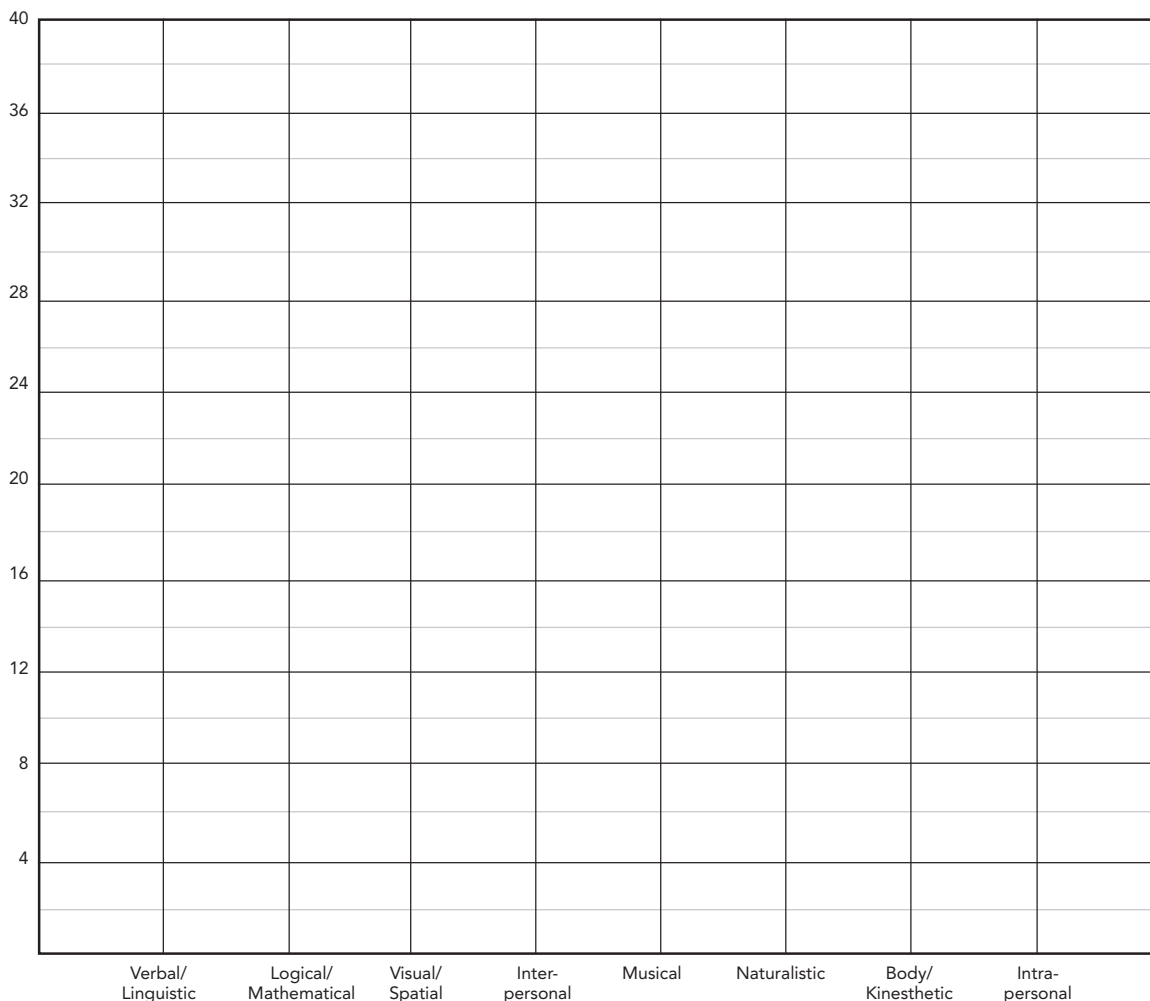


Intrapersonal

- I know myself well.
 - I have a few close friends.
 - I have strong opinions about controversial issues.
 - I work best when the activity is self-paced.
 - I am not easily influenced by other people.
 - I have a good understanding of my feelings and how I will react to situations.
 - I often raise questions concerning values and beliefs.
 - I enjoy working on my own.
- TOTAL**

Multiple Intelligences Graph

for: _____



How Your Dominant Intelligence Dictates the Right Career for You *(Adapted)*

Written by: Winnie Makena

<https://www.standardmedia.co.ke/business/enterprise/article/2001407301/how-your-dominant-intelligence-dictates-the-right-career-for-you>

Spatial intelligence (Picture Smart)

Spatial is defined as something related to space. If you have a good memory regarding the way a location is laid out and the amount of room it takes up, this is an example of a good spatial memory. Spatial intelligence thus refers to the capacity to think abstractly and in multiple dimensions. In the everyday world, think of your colleagues or friends who are designers and have a high preference for visual depiction like the Apple system, or the friend who loves movies or goes to the museum, or any good map reader for that matter. People with spatial intelligence, such as Frank Lloyd Wright, Amelia Earhart, and French fashion designer Gabrielle 'Coco' Chanel have an ability to think in images and pictures, to visualize accurately and abstractly.

Possible careers:

- Pilot
- Surgeon
- Architect
- Graphic Artist
- Interior Decorator

Naturalistic Intelligence (Nature Smart)

Notable individuals with naturalistic intelligence include Charles Darwin, British biologist Jane Goodall and Nobel prize-winning chemist Gertrude Elion. They have the ability to understand the nuances in nature, including the distinction between plants, animals, and other elements of nature and life. You may recognise this in one of your friends who loves to select fresh food at the farmer's market to prepare a delicious meal, the coin collector who loves to spend hours categorising his coins and medals, and of course the people who have a natural insight into their body and health.

Possible careers:

- Geologist
- Farmer/Florist
- Botanist
- Conservationist
- Animal trainer
- Marine biologist
- Veterinarian
- Nature photographer

Logical-Mathematical

If you love to do Sudoku or other logical puzzles then you qualify for this intelligence. Logical-mathematics have the ability to think conceptually and abstractly, the capacity to discern logical and numerical patterns. People with this intelligence, such as Albert Einstein, French scientist Marie Curie and Bill Gates, are skilled at developing equations and proofs and solving abstract problems. Examples from our daily life are found in the person who reads the stock market figures in the newspaper before the news.

Potential career choices:

- Computer programmer, analyst, technician
- Mathematician
- Economist
- Accountant
- Scientist
- Engineer
- Lawyer
- Statistician

Musical Intelligence (Music Smart)

“Music smart” is not limited solely to people who create music. Anyone who enjoys music, at any level, exhibits Musical Intelligence. If listening to music gives you a bounce in your step, and the enthusiasm to tackle your to-do list, you are musically intelligent. It is the ability to produce and appreciate rhythm and beat, pitch and timber. People with outstanding musical-rhythmic intelligence include African singer [Miriam Makeba](#), Dutch violinist Isabelle van Keulen, Beethoven, Jimi Hendrix and Aretha Franklin. They enjoy making as well as listening to good music.

Possible careers:

- Singer
- Music critic
- Music publisher
- Music promoter
- DJ
- Music teacher
- Music therapist
- Recording engineer
- Songwriter
- Sound editor

Linguistic Intelligence (Word Smart)

Do you know anyone who writes long e-mails, often quite interesting, and beautifully crafted letters? Or perhaps your great uncle is a great storyteller who describes his hey-days in great fervour? Then you have likely seen linguistic intelligence at work. Such individuals have well-developed verbal skills and sensitivity to sounds, meaning and the rhythm of words. They are typically good at writing stories, memorising information and reading. Examples are American journalist and producer [Oprah Winfrey](#) and Danish poet Hans Christiaan Andersen.

Possible careers:

- Editor
- Public speaker

- Politician
- Preacher
- Historian
- Journalist
- Lawyer

Intrapersonal Intelligence (Self-Smart)

Self-smart people have the capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes. Think of extraordinary individuals like Albert Einstein or Socrates. People with intrapersonal intelligence, such as Aristotle and Maya Angelou.

They have the capacity to explore one's inner world and feelings. Intrapersonal intelligence is not particular to specific careers; rather, it is a goal for every individual in a complex modern society, where one has to make consequential decisions for oneself. In daily life it could be the person who now and then asks you to leave so she can have some time to herself and sort out her thoughts and returns refreshed with unexpected and well-thought-out ideas.

Possible careers:

- Therapist
- Personal/Career counselor
- Psychologist
- Entrepreneur
- Writer
- Theorist

Bodily-Kinesthetic Intelligence (Body Smart)

This is the intelligence everyone wishes to have and become instantly renowned. It refers to a person's ability to process information physically through hand and body movement, control, and expression. Like [Michael Jordan](#), Babe Ruth, and I. M. Pei, people who have bodily-kinesthetic intelligence express themselves in body movements

like dancing and sports and activities that involve movements of bodies. They prefer to do rather than see or hear. Think of someone who likes to play football or stays in the garage working on small intricate parts for months.

Potential careers:

- Dancer
- Physical Therapist.
- Mechanic.
- Athlete.
- Farmer.
- Coach.

Interpersonal Intelligence (People Smart)

Not to be confused with intrapersonal (self-smart), interpersonal personalities are the opposite and detect and respond appropriately to the moods, motivations, desires and intentions of others. Famous examples include Princess Diana, politician Hillary Clinton Gandhi, Ronald Reagan, Mother Teresa and Oprah Winfrey.

It could be that hairdresser you tell about your work, marriage, and children because she really listens or that salesman who can sell you things you do not need but are convinced you are happy with. They are completely aware of who they are and unlikely to be weighed down by impostor syndrome.

Potential careers:

- Team manager
- Negotiator
- Politician
- Publicist
- Salesperson
- Psychologist

Career Research

Career Researched:

Education Required:

Skills Required:

Job outlook:

Average Salary:

Job Tasks:

THREE LEARNING STYLES

Everyone processes and learns new information in different ways. There are three main cognitive learning styles: visual, auditory, and kinesthetic.

The common characteristics of each learning style listed below can help you understand how you learn and what methods of learning best fits you. Understanding how you learn can help maximize time you spend studying by incorporating different techniques to custom fit various subjects, concepts, and learning objectives. Each preferred learning style has methods that fit the different ways an individual may learn best.

<p><u>VISUAL</u></p> <ul style="list-style-type: none"> • Uses visual objects such as graphs, charts, pictures, and seeing information • Can read body language well and has a good perception of aesthetics • Able to memorize and recall various information • Tends to remember things that are written down • Learns better in lectures by watching them 	<p><u>Tips for Visual Learner</u></p> <ul style="list-style-type: none"> • Turn notes into pictures, charts, or maps • Avoid distractions (windows, doorways, etc.) • Learn the big picture first and then focus on the details • Make mind and concept maps instead of outlines • Color code parts of new concepts in your notes • Use flash cards when trying to study vocabulary
<p><u>AUDITORY</u></p> <ul style="list-style-type: none"> • Retains information through hearing and speaking • Often prefers to be told how to do things and then summarizes the main points out loud to help with memorization • Notices different aspects of speaking • Often has talents in music and may concentrate better with soft music playing in the background 	<p><u>Tips for Auditory Learner</u></p> <ul style="list-style-type: none"> • Record lectures and then listen to them • Repeat material out loud and in your own words • Discuss materials in your study groups • Read textbooks aloud • Listen to wordless background music while studying
<p><u>KINESTHETIC</u></p> <ul style="list-style-type: none"> • Likes to use the hands-on approach to learn new material • Is generally good in math and science • Would rather demonstrate how to do something rather than verbally explain it • Usually prefers group work more than others 	<p><u>Tips for Kinesthetic Learner</u></p> <ul style="list-style-type: none"> • Take study breaks often • Learn new material while doing something active (e.g., read a textbook while on a treadmill) • Chew gum while studying • Work while standing • Try to take classes with instructors who encourage demonstrations and fieldwork

Adapted from:

Cuyamaca College. (2003). Visual learning. Retrieved July 3, 2008, from:

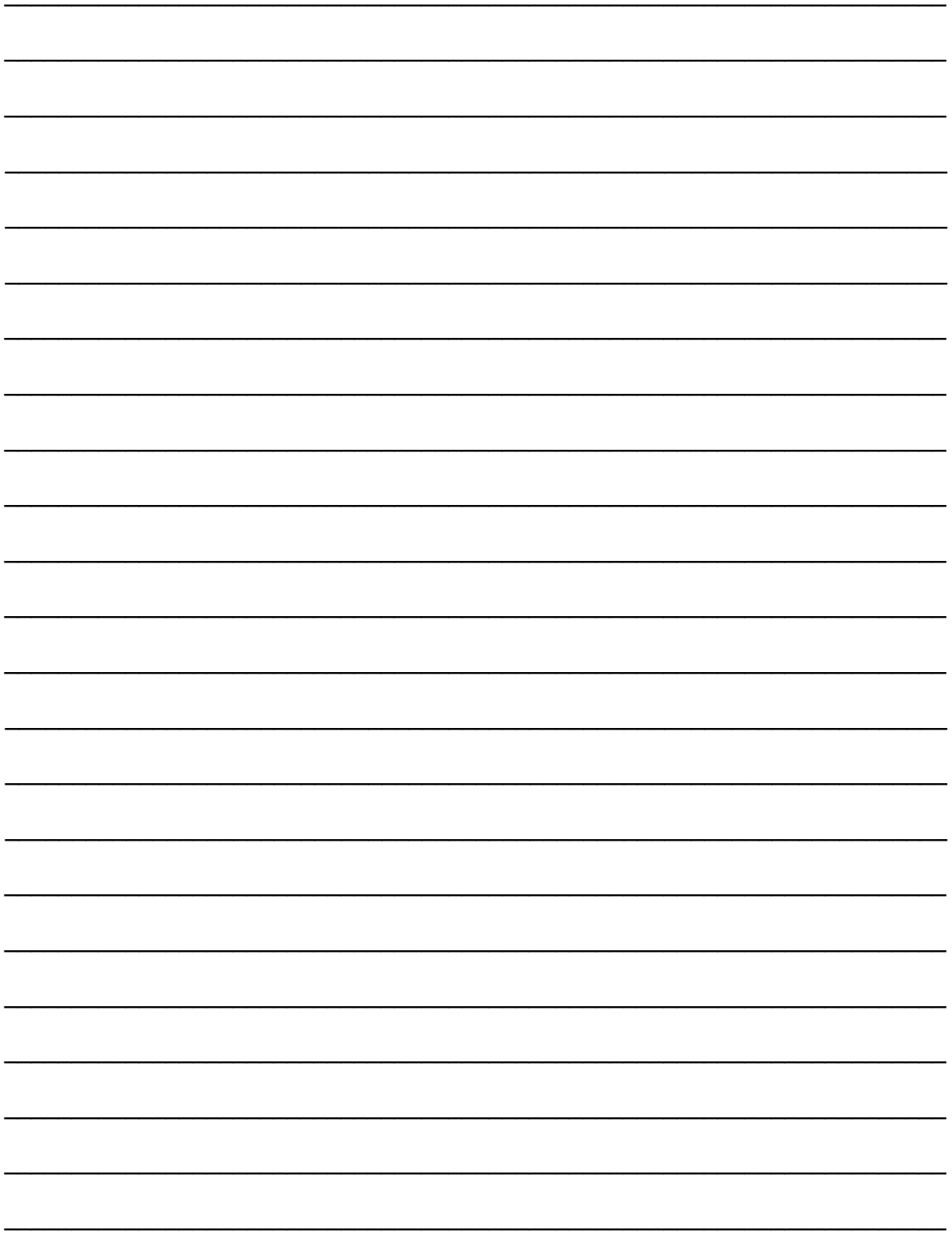
<http://www.cuyamaca.edu/eops/DSPS/resourcesvis.asp>

Landsberger, J. (n.d.). Study guides and strategies: Visual/spatial learning. Retrieved July 3, 2008, from:

<http://www.studygs.net/visual.htm>

Wong, L. (2006). *Essential study skills* (5th ed.). Boston, MA: Houghton Mifflin.

<http://blc.new.uc.iupui.edu/academic-enrichment/study-skills/learning-styles/3-learning-styles>



Skills Inventory

Adapted from: *Skills to Pay the Bills* "Mastering Soft Skills for Workplace Success"
<https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/teamwork.pdf>

Self-Assessment

SKILL #1: RELIABLE

This means: You can be counted on to get the job done.

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

SKILL #2: EFFECTIVE COMMUNICATOR

This means: You express your thoughts and ideas clearly and directly, with respect for others.

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

SKILL #3: ACTIVE LISTENER

This means: You listen to and respect different points of view. Others can offer you constructive feedback – and you don't get upset or defensive.

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

SKILL #4: PARTICIPATES

This means: You are prepared – and get involved in team activities. You are regular contributor.

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

SKILL #5: SHARES OPENLY AND WILLINGLY

This means: You are willing to share information, experience, and knowledge with the group.

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

SKILL #6: COOPERATIVE

This means: You work with other members of the team to accomplish the job - no matter what.

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

SKILL #7: FLEXIBLE

This means: You adapt easily when the team changes direction or you're asked to try something new.

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

SKILL #8: COMMITTED

This means: You are responsible and dedicated. You always give your best effort!

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

SKILL #9: PROBLEM SOLVER

This means: You focus on solutions. You are good about not going out of your way to find fault in others.

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

SKILL #10: RESPECTFUL

This means: You treat other team members with courtesy and consideration - all of the time.

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

Reflection

Write 2-3 paragraphs answering the following questions:

- What skills do I already have? How are they useful for the career path I am interested in?
- What skills do I need to improve? How can I plan to do that?

Adapted from: *Skills to Pay the Bills* "Mastering Soft Skills for Workplace Success

<https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/teamwork.pdf>

Outcome #6

A Day in the Life: Medical-Surgical Hospital Nurse

<https://vault.com/blogs/day-in-the-life/a-day-in-the-life-medical-surgical-hospital-nurse>

Dan Bratton, RN, BSN, works rotating shifts at the medium sized (220 beds) Good Samaritan General Hospital. For two weeks, Dan works 7 a.m. to 3:30 p.m., the next two weeks will be 3 to 11:30 p.m., and the next two weeks will be 11 p.m. to 7:30 a.m. (The 30 minutes overlap between shifts gives the nurses who are leaving some time to report the important events that pertain to each patient to the nurses taking over.) Dan graduated six months ago and this is his first position in a medical-surgical unit. Today, Dan is working the day shift, 7 a.m. to 3:30 p.m. The day shift is busy because this is when physicians come in to see their patients and many diagnostic tests and therapies are scheduled.

6:45 AM: Dan arrives a few minutes early so he can change into his hospital-supplied scrub suit and get himself organized for the day.

7:00 AM: Dan's supervisor gives him a list of eight patients to care for. Dan knows two of the patients from his previous shift; six of the patients are new. They range in age from 25 to 85 and their diagnoses include: diabetes mellitus, congestive heart failure, two days post-stroke, and acute renal failure.

7:05 AM: Dan listens to the report of all the nurses going off shift, paying particular attention to his eight patients. Because the report is tape recorded, any questions must be asked of the night shift leader.

7:30 AM: Dan goes to the patients' records to check each care plan, describing tasks and schedules for the day. Each patient's physician will be coming in early to go around to see his/her patients. Dan will check on any discharges scheduled and any therapy or diagnostic testing that requires the patient to travel to another area of the hospital. Then he plans his day around these events and the medication and care schedule for each patient.

8:00 AM: Dan accompanies the physicians to report on any changes in the past 24 hours and to gather information on what is next in the physician's plan. He discovers that the diabetic patient is to be discharged to home and he will meet with family

members to reinforce the self-care needed to balance treatment for diabetes: exercise, nutrition and medication. Also, one of the post-stroke patients is going to be moved to a rehabilitation facility. Dan talks with those family members to answer questions, provide reassurance and explain the goals of rehab. He shows them a web site, www.medlineplus.gov, where they can find specific information about stroke, appropriate rehabilitation, safety and home care, and any medications that may be prescribed later.

9:00 AM: Dan receives and stores the single-dose medications for his patients who have been brought to the unit by a pharmacy technician. He has to check the physicians' documentation for new orders and authorize them and set them in motion for each of his eight patients. The day goes very quickly, even without any real crises arising. Medications and treatments must be given before patients go to their therapy with rehabilitation or before they go to have radiology testing or treatments.

10:00 AM: Most of the patient discharges occur before noon. The patients who are going home need to have specific discharge instructions, as well as an escort to leave the hospital safely. As soon as one patient leaves, another is admitted, so Dan greets the new patient and completes paperwork setting up a nursing care plan.

11:00 AM: Dan "rounds" on his patients again before lunch to check blood pressures and other vital signs and to keep an eye on everyone.

Noon: This is a good day, Dan gets to relax and eat lunch with a colleague. They discuss a continuing education program on diabetes that they will attend over the weekend. According to their state Board of Nursing regulations, they need 30 hours of continuing education every two years in order to renew their license to practice.

12:30 PM: Dan and his colleague return to work. He sees that one of his patients has called for help. When he goes to the patient's room, he finds that she became dizzy and fell on her way to the toilet. He helps her back to bed and assesses her condition. Fortunately, she appears to have no broken bones and the dizziness has passed. He cautions the patient not to stand up quickly, but to give herself a couple of minutes sitting at the bedside before standing and walking. He also encourages her to seek assistance when she wants to get out of bed. After checking the patient's medication list, Dan phones the patient's physician and suggests some medication changes that may decrease the patient's tendency toward dizziness. Dan knows that the

circumstances around this event are very important because his hospital is working to decrease the overall rate of falls and patient injuries.

1:30 PM: By this time, Dan must administer another round of medications and treatments to his patient group. He checks the physician orders to find new IVs, blood tests and referrals were ordered. Dan checks with the unit secretary to see that these were ordered. Dan talks with one of the medical school students about patient falls and how to prevent them.

2:30 PM: Dan speaks with a nursing school faculty member on the telephone. She is looking for a clinical practice site for students in the summer rotation. He agrees to work with undergraduate student nurses and to recruit fellow staff nurses to take other nurses. He does a final round to check each patient's condition before he leaves for the day.

3:00 PM: Dan gives a report to the group of nurses coming on for the next shift. He speaks to his supervisor regarding his preference for next month's schedule that is being planned. (Some hospitals have made self-scheduling available to the nursing staff.) Then, Dan has a few moments to document the care he provided during the past eight hours. He enters data into a computerized record that contains easy templates for routine care. After that, it is time to relax for a moment!



COABE
COALITION ON ADULT BASIC EDUCATION

educate&
elevate
ADULT EDUCATION
An Investment in America's Future



ADULT LEARNER SUCCESS STORY

Sam Deckoff | Delaware

Adult education opened the door for Sam to pursue higher education, where he learned to think critically and overcome his frustration in math classes. After dropping out of high school, he enrolled in an adult education program and passed his GED® exam, but math was always his biggest weakness.

Sam then enrolled in a community college to pursue his passion in computer science. He initially felt discouraged when, due to his low math scores, he was placed in a remedial math fundamentals class. After learning the basics though, Sam began to excel. He enrolled in Calculus 1 and Calculus 2, both times scoring higher than the rest of the class. He states, “I realized I could do almost anything I put my mind to. I learned more about the type of learner I was, what my limits were, and unbelievably valuable critical thinking skills that will stay with me for the remainder of my life. [Math courses are] about critical and logical thinking, learning how to break down problems, work through them one step at a time, and structuring your work to make it readable to not just you, but others around you.” This valuable lesson helped launch him toward the career of his dreams.

After graduating, Sam stayed on at the college working as a tutor and adjunct professor, and he eventually became the senior manager of the hardware division at a corporation called SUMURI, a local digital forensics company. Here, he has not given up his lifelong pursuit of knowledge, earning a prestigious and rigorous certification in Certified Forensic Computer Examiner (CFCE) certification. ■

ADULT LEARNER SUCCESS STORY



Greity Dominguez | Pennsylvania



Adult education helped Greity remove her language barrier so she could pursue her medical career in the United States. Greity practiced medicine as a doctor in Cuba, but when she came to the United States, she found that her credentials would not be accepted by U.S. hospitals. She would also need to learn English at an advanced level.

She states, “I was not proficient in English. I didn't know how to take the steps I needed to become a doctor in the United States. I needed to become proficient in academic English, and I needed a mentor and a program that understood the challenges I was facing.”

This is when she discovered the Literacy Council of Lancaster-Lebanon. Here she found a mentor, Dr. Daniel Weber, and her English teacher, Ms. Foose. They helped her prepare for her United States Medical Licensing Exam as well as her Occupational English Test. The Literacy Council even provided financial assistance to help with some of the exam fees. All the while, Greity worked a full-time job and supported her family.

Today, Greity has passed her medical exams and, as of March 2022, has been accepted into a residency program here in the United States. She states, “It has been a long and difficult journey, but today I am very close to achieving my goal.” Upon finishing her residency, she hopes to practice medicine in the United States. ■

Inspiring educators so adults succeed and communities thrive



ADULT LEARNER SUCCESS STORY

Maira Marroquin | Illinois



Adult education gave Maira the language skills she needed to begin her pursuit of higher education in the United States. Maira came to the U.S. at the age of 24 from her home country of Colombia with nothing more than her own determination to succeed. She states, “I came here with no money and didn't know the language, but I was determined to create a better life for myself and my son back in Colombia.” Leaving behind a past of domestic abuse and civil strife, Maira now found herself alone with no support network. She had to work long hours to make ends meet.

While she was always willing to work, Maira knew her education and career progress would always be limited by her lack of English if she did not take steps to improve it. She decided to enroll in adult ESL classes at one of the City Colleges of Chicago (CCC). These classes allowed her to develop her English abilities while still giving her the flexibility to work full time. In two years, she progressed from a beginner level to enrolling in English 101 and being able to participate in academic English at a university level.

Six years later, Maira now holds an Associate of Arts degree and is pursuing a bachelor's degree in psychology. She is currently researching pancreatitis cancer cells at Northeastern Illinois University. She hopes to obtain a Ph.D. in neuropsychology. As she continues her academic journey, she finds time to advocate for adult education, including participating in a podcast to share her experiences and motivate other migrant women to find success and achieve the American dream. ■

Inspiring educators so adults succeed and communities thrive

Success Story

Directions: Read the success story of either Sam, Greity, or Mara. Then, answer the following questions.

1. What state does this person live in?

2. What are some challenges or difficulties this person experienced according to the text?

3. What degrees or certifications does this person have or are they working on?

4. What can you learn from this person's story?

Outcome #7

What Should You Include on a Resume?

Directions: Fill in the blanks with the correct vocabulary words from the word bank.

1. A resume is a brief document that tells _____ employers about your skills, work history and more.
2. Because it is so useful and _____ almost every job search begins with one.
3. The summary offers brief highlights of your most _____ skills and achievements.
4. Although it is not required on a resume, the summary can make a great _____ on a hiring manager.
5. In your work experience section, make sure you present yourself in the _____ possible.
6. The skills section can _____ your work experience by listing any technical or career related skills that can help you stand out.
7. Every aspect of your resume should be clear, _____ and _____ to the job you are pursuing

Word Bank:

- best light
- concise
- notable
- potential
- reinforce

- versatile
- relevant
- first impression

Resume Planning

<p>Contact information</p> <ul style="list-style-type: none">● Full name● Phone number● Email● City, State	
<p>Work Experience</p> <ul style="list-style-type: none">● Name of company● Location (City, State or City, Country)● Dates worked (Month, Year)● Job duties/ tasks	
<p>Volunteer Experience</p> <ul style="list-style-type: none">● Name of place● Location (City, State or City, Country)● Dates volunteering (Month, Year)● Duties/ tasks	

<p>Education (including non- US education)</p> <ul style="list-style-type: none">• Name of place• School (City, State or City, Country)• Dates attended(Month, Year)• Name of degree or certificate	
<p>Skills (soft skills and hard skills)</p>	

Outcome #8

Fact and Opinion in the Real World

In the blanks below write F for fact and O for opinion.

1. _____ Doctors make lots of money.
2. _____ Teachers need a degree from a college or university.
3. _____ Store clerks deal with merchandise.
4. _____ Business people must dress formally.
5. _____ Farmers work with crops and animals.
6. _____ Television reporters change the world.
7. _____ Librarians are quiet people.
8. _____ Ophthalmologists work with eyes.
9. _____ Desk jobs would be boring.
10. _____ Nurses could work in a hospital or office

Outcome #8

Instructions for Career Flash Cards:

1. You will be given ten index cards.
2. Write one fact dealing with a career or job per card on the first five cards. On the back of each card, write the correct answer, F for fact.
3. On the remaining five cards, write one opinion per card dealing with a career or job. On the back of each card, write the correct answer, O for opinion.
4. Mix up your cards, and trade them with another student. Have them work through your set of cards, and check the answers by looking at the back.
5. After finishing with both sets of cards with your partner, switch your cards back, and move to another partner.
6. Continue switching and working with partners as time permits.

Defending an Opinion

Directions: Read the article “Experts Debate: Will Computers Edge People out of Entire Careers?” Then, complete the table below by listing the facts from the article as well as the opinions by both McAfee and Autor. Finally, write your personal opinion and give two examples why you believe that.

Facts:		
McAfee’s Opinion:	Example #1	Example #2
Autor’s Opinion:	Example #1	Example #2
Your Opinion:	Example #1	Example #2

Name: _____

Class: _____

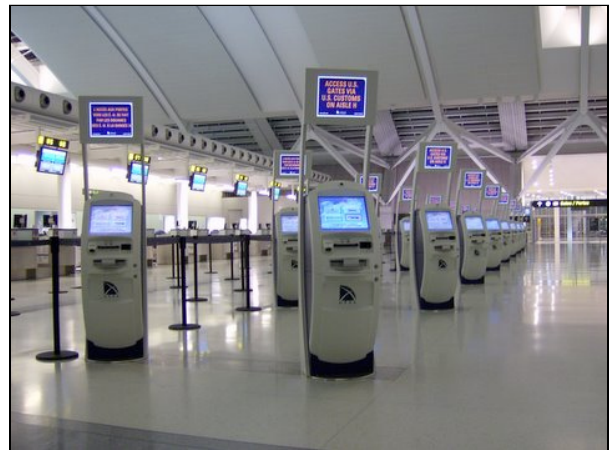
Experts Debate: Will Computers Edge People Out Of Entire Careers?

By David Kestenbaum
2015

Periods of rapid technological development have long been accompanied by fears of job loss. Workers might be replaced directly by machines or indirectly by changes in the economy. Experts have differing opinions on the effects of technological advances in the workplace. As you read, note the arguments of different experts and track how they support their arguments.

- [1] Machines have been taking jobs forever. Computers and software are doing things people were paid to do. They are booking airplane flights. Filing our taxes. And they are getting better all the time.

RENEE MONTAGNE, HOST: Given that computers and software are doing things lots of people used to do, like booking our airplane flights and filing our taxes and getting better all the time, it's worth worrying about how many jobs will be left a few decades from now. David Kestenbaum with our Planet Money team reports there is real debate over that question.



"HPIM0064" by Michael Kooiman is licensed under CC BY-SA 2.0.

DAVID KESTENBAUM, BYLINE: It's one thing to talk about computers taking jobs, but looking out a few decades, people are talking about entire careers disappearing. If you're listening to this story driving an 18-wheeler¹ on I-80,² this thought has probably already occurred to you.

ANDREW MCAFEE: We've got cars that can drive themselves on roads in traffic without mishap.

- [5] **KESTENBAUM:** Andrew McAfee is a professor at MIT.³ He's definitely in the jobs-are-going-away camp.

1. a conversational term for a semi-trailer truck
2. Interstate 80 is a highway that runs from New Jersey to California.
3. Massachusetts Institute of Technology

MCAFEE: The accidents that Google just reported that happened with their autonomous⁴ cars happened because other people rear-ended them and swerved into them.

KESTENBAUM: Truck drivers in this country - almost 2 million jobs. Cashiers - 3 million.

MCAFEE: It turns out people like self service a lot. I don't want to talk to somebody when I go check in at an airport. I just either download the boarding pass to my phone or walk up to a kiosk and get it.

KESTENBAUM: McAfee does not think computers will have anything like human intelligence in the near future, but he says if you just take where we are now and extrapolate,⁵ to him, it's clear where we're headed.

[10] **MCAFEE:** Twenty or 40 years from now, I believe we will not need the labor of a lot of the people alive in order to have a very, very productive economy. In terms of the amount of human labor that you need to get the stuff out of the ground and off the farms and through the factories and into our homes and tables - next to none.

KESTENBAUM: You do not have to go far to find someone who disagrees with Andrew McAfee, just around the corner to the office of another person at the same university.

DAVID AUTOR: My name is David Autor. I'm a professor of economics and associate head of the MIT Department of Economics.

KESTENBAUM: David Autor has been making the opposite case, the chill out, there will be plenty of jobs case. He questions the idea that computers and software will continue to get exponentially⁶ better.

AUTOR: It's hard to know how fast things will change. I mean, that's our first point.

[15] **KESTENBAUM:** OK, he says, robots can drive cars, but they still struggle with very basic tasks, like folding laundry.

AUTOR: The set of things that machines do not do like humans is innumerable.⁷

KESTENBAUM: And, he says, people have been worried about this forever - that machines will take away all the jobs - but those people have always been wrong, partly because they missed

-
4. **Autonomous** (*adjective*) acting independently or having the freedom to do so
 5. **Extrapolate** (*verb*) to form an opinion or to make an estimate about something from known facts
 6. **Exponential** (*adjective*) characterized by extreme rapid increase
 7. **Innumerable** (*adjective*) too many to be counted

some basic economics. When the tractor came along, yes, it eliminated a lot of farming jobs, but it also made food cheaper, which meant people had more money to spend - new opportunities and new jobs.

AUTOR: So I feel it would be rather arrogant of me to say I looked at the future, and people won't come up with stuff. I don't know. I'm humbled by the fact at how bad I would have been at predicting the future.

KESTENBAUM: I asked Andrew McAfee about this.

[20] David's argument is that people have been saying this is going to happen forever, and it just never has.

MCAFEE: He's absolutely right. The Luddites⁸ said that. Marx⁹ predicted it with great confidence. John Maynard Keynes,¹⁰ who's one of my intellectual heroes, talked about it in the 1930s.

KESTENBAUM: So does it feel crazy for you to be saying no, no, no, this time, this time I mean it, and I'm right.

MCAFEE: Yeah, you know, you wonder if you're joining that long litany¹¹ of voices who go down as having made the incorrect prediction one more time, but I think the facts are different this time.

KESTENBAUM: In the past, he says, machines were basically doing mechanical stuff. This time around, they're doing things that seem much more human. They can talk. They can listen. They can even compose music.

[25] (SOUNDBITE OF MUSIC)

KESTENBAUM: Good job, computer. David Kestenbaum, NPR News.

-
8. The Luddites were a group of English workers who destroyed machinery, especially in cotton and woolen mills, which they believed was threatening their jobs. The term "Luddite" is commonly used to refer to a person who is opposed to technological advancement.
 9. Karl Marx (1818-1883) was a philosopher, economist, sociologist, journalist, and revolutionary socialist who wrote extensively on the subject of labor and economic systems.
 10. John Maynard Keynes (1883-1946) was an English economist who is widely considered the founder of modern macroeconomics.
 11. **Litany** (*noun*) a tedious recital or repetitive series

©2015 National Public Radio, Inc. News report titled "Experts Debate: Will Computers Edge People Out of Entire Careers?" was originally broadcast on NPR's Morning Edition on June 3, 2015, and is used with the permission of NPR. Any unauthorized duplication is strictly prohibited.

Unless otherwise noted, this content is licensed under the [CC BY-NC-SA 4.0 license](https://creativecommons.org/licenses/by-nc-sa/4.0/)

Outcome #9

Identifying Fragments and Run-ons

Directions: Ready each statement below. Write “F” for fragment, “RO” for run-on, or “C” for complete sentence.

1. While you were sleeping. _____
2. She replied quickly to the email. _____
3. They had a lot to get done, so they stayed up all night working _____
4. Needed to file the rest of the paperwork. _____
5. Her heart was pounding as she gave her presentation during the meeting. _____
6. He went to the job fair but did not find any companies that interested him he decided to look online. _____
7. Forklift drivers to help in the warehouse. _____
8. I went to several job interviews, I felt more confident. _____
9. He was promoted to General Manager. _____
10. As soon as she opened the door. _____
11. He left the house in such a rush that he accidentally spilled coffee all over his button down shirt _____.
12. I only had one more week left until graduation I was so excited. _____
13. Can you please tell me where the office is? _____
14. John’s reputation for being a hard worker. _____
15. You have really outdone yourself. _____

Online Matching Activity- Cover Letters

<https://wordwall.net/resource/78769300/cover-letter-parts>



7 Key Components of an Effective Cover Letter

<https://www.indeed.com/career-advice/resumes-cover-letters/parts-of-cover-letter>

Your cover letter is typically the first impression you make on potential employers when they review your job application. To capture their attention and increase your chances of being invited for an interview, your cover letter should aim to include key elements presented in a clear format. Hiring managers often sift through numerous applications each day, making it important to incorporate specific cover letter contents that highlight your qualifications and align with their professional expectations.

In this article, discover the key [cover letter](#) contents for every application, plus a template and example to help you write your own standout cover letter.

What is the purpose of a cover letter?

A cover letter offers a personalized introduction to a potential employer, highlighting your qualifications and interest in the role. While your resume focuses on skills and work experience, the cover letter provides insight into your [soft skills](#), attitude, and motivations. Employers may review cover letters to assess how well you align with their company culture and how you can apply your experience to meet the role's requirements. An effective cover letter connects your career goals with the company's values.

Key cover letter contents to include

Cover letter contents may differ between cover letters, but there are still key elements that each one should aim to include to highlight your candidacy for the role. Consistent formatting is also important, ensuring your information is well-organized and easy for employers to review.

A strong cover letter follows a logical structure to showcase your skills. To meet [employer](#) expectations and highlight your top qualities, here are seven sections that every cover letter should include:

1. Header

Cover letters generally begin with a header that includes your contact details. To maintain consistency, many applicants use the same header for both their cover letter and [resume](#). Your header should start with your name and list your email, phone number, and address on separate lines. If relevant to the role, you can also include links to your [portfolio](#) or professional social media profiles.

If space allows, you may also include the hiring manager's name and company contact information. While typically included on hard copy submissions, adding employer details is optional for digital applications.

Read more: [7 Powerful Ways to Start a Cover Letter \(With Examples\)](#)

2. Greeting

The salutation of your cover letter is a key opportunity to stand out by addressing the correct person. Research the hiring manager's name for each job to show effort and [attention to detail](#). You can often find this information in the job listing, on the company website, or by contacting the company directly.

If a specific name is not available, personalize the greeting by referencing the department that the role belongs to. If a name is not available, a standard greeting like 'Dear Hiring Manager' can be acceptable. Keep your greeting professional and concise, using appropriate titles and honorifics where appropriate.

3. Introduction

The opening paragraph of the cover letter should aim to introduce who you are and explain why you are interested in the role. Mention the [job title](#), highlight your relevant strengths, and share why you are excited about the opportunity. If a current employee referred you, you may mention that here.

Review the job posting to identify key qualifications, and use this paragraph to showcase how you meet those requirements, setting the stage for the rest of your letter. This introduction helps employers quickly see why you are a strong fit for the role.

4. Qualifications

After your introduction, focus on your qualifications and experience. This section should aim to immediately capture the employer's interest by highlighting how you can contribute to their team.

Expand on the skills and achievements listed in your resume, specifically focusing on how they align with the job requirements. Share examples of relevant projects or challenges you have worked on, emphasizing how you solved problems and delivered results. Highlight your contributions to the success of past initiatives and showcase the impact of your work to demonstrate your value to the employer.

Read more: [10 Skills for Cover Letters](#)

5. Values and goals

In the next paragraph, show that you have researched the company and understand its mission. Highlight how your goals align with theirs, focusing on what excites you about the [company's culture](#).

A strong cover letter typically demonstrates how you will be an asset to the team, fit in well with colleagues, and share the company's values, making you a more appealing candidate for an interview. Use this section to explain how your work can benefit both you and the employer, showcasing your ability to not only perform the job but also contribute positively to the team.

6. Call to action

In the final paragraph, summarize your interest in the position and suggest the next steps. Thank the hiring manager for reviewing your application, and express your enthusiasm for discussing the role further or scheduling an interview. Keep the focus on how your skills and experience can benefit the company, highlighting the value you can bring to their team.

7. Signature

Conclude your cover letter with a professional sign-off, followed by your name or signature. If you are submitting your cover letter via email, avoid adding an extra [email signature](#). Some suitable closing phrases include:

- Sincerely
- Best regards
- Respectfully
- Thank you
- With thanks

Cover Letter Examples

#1

Mike Lee
2309 Central Ave.
Aurora, IL 60656
872-925-0345
mlee@myemail.com

October 3, 2024

Chris Robinson
Restaurant Manager
350 N. Park St.
Aurora, IL 60656

Dear Mr. Robinson,

I am writing to express my interest in the Chef position at St. Paul's Restaurant. I have been passionate about cooking since I was young, and have chosen to pursue culinary training as soon as I could. Now, with more than 3 years of experience, I am excited to put my skills into practice in a highly respected restaurant like yours.

In my last position at Peterson Restaurant, I learned the art of quality service in a fast-paced environment. I am skilled at working well under pressure and managing a kitchen staff of more than 10 employees. I am trained in knife work as well as kitchen safety. I also have experience creating a robust menu that utilizes a wide range of culinary techniques.

I believe my unique skills make me a perfect fit for the Chef role at your restaurant and I look forward to the opportunity to speak with you in person for an interview. Thank you for your time and consideration.

Sincerely,

Mike Lee

#2

Felecia Smith

Felicia.s@myemail.com

Hello,

My name is Felicia Smith. I am interested in working for your company.

I am qualified for this position because I love to cook good meals at home for my family.
I am a hard worker and a fast learner.

Thanks,

Felicia

Cover Letter Planning

<p>Introduction-</p> <ul style="list-style-type: none">• What is your “Attention getter”?• What position are you interested in?• Why is this job interesting to you?	
<p>Qualifications-</p> <ul style="list-style-type: none">• What makes you a good fit for this job?• What are some measurable accomplishments you can discuss?• What are your credentials?	
<p>Values and Goals-</p> <ul style="list-style-type: none">• What are your career goals?• How do your personal values and goals match with the company or particular position?	

Created by Christine Noreik. 2025

Call to Action-

- What can you say to encourage the employer to contact you?

Cover Letter Peer Review Rubric

Student Reviewer: _____

Graded on:	Scale of 1-3 1=Worst 3=Best	Comments:
Header & Greeting <ul style="list-style-type: none"> ● Did they have an appropriate header with their contact information? ● Did they have an appropriate greeting? 		
Introduction <ul style="list-style-type: none"> ● Did they have an attention getter? ● Did they say the name of the position ● Did they talk about why they are interested? 		
Qualifications- <ul style="list-style-type: none"> ● Did they talk about why they are a good fit for the job? ● Did they mention any measurable accomplishments? ● Did they mention credentials? 		
Values and Goals- <ul style="list-style-type: none"> ● Did they mention any of their career goals? ● Did they mention how their personal values or goals match with the company or particular position? 		
Call to Action- <ul style="list-style-type: none"> ● Did they encourage the employer to contact them? 		

Signature <ul style="list-style-type: none">• Did they have an appropriate signature?		
--	--	--

Instructions

Use the pay stub to answer the questions below.

PAY TO THE ORDER OF: Everyman, Joe 123 N Clark St. Chicago, IL 60610		Fix It Builders 123 Main St. Chicago, IL 60601	
EMPLOYEE ID: 123456 PAY TYPE: HOURLY		Pay Date: 10/4/2019 PAY PERIOD: 9/15/2019 - 9/28/2019	
HOURS / EARNINGS		TAXES	
HOURS RATE EARNINGS 80.00 \$35 \$2,800.00		FEDERAL INCOME TAX \$193.01 MEDICARE \$29.72 SOCIAL SECURITY \$125.46 IL STATE TAX \$90.21	
GROSS PAY: \$2,800		TOTAL EMPLOYEE TAXES: \$438.40	
		NET PAY: \$2,209.60	
DIRECT DEPOSIT / CHECK DETAILS		EMPLOYER TAXES	
Direct Deposit Balance		FEDERAL INCOME TAX \$193.01 MEDICARE \$29.72 SOCIAL SECURITY \$125.46 FEDERAL UNEMPLOYMENT \$2.19	
TOTAL NET PAY: \$2,209.60		TOTAL EMPLOYER TAXES: \$350.38	
		EMPLOYER DEDUCTIONS	
		401K \$140.00 MEDICAL \$12.00	
		TOTAL DEDUCTIONS: \$152.00	
		401K MATCH \$112.00 MEDICAL \$150.00	
		TOTAL CONTRIBUTIONS: \$262.00	


1. Who is the employee receiving the pay stub?

2. When is the pay period of the pay stub?

3. How much does the employee contribute to their 401k?

4. How much does the employer pay in taxes?

5. What is the total net amount of the employee's paycheck?

	COOK COUNTY BUREAU OF HUMAN RESOURCES	
POLICY TITLE: CLEAN WORKSPACE POLICY		
Effective: June 15, 2020	Supersede:	Page 1 of 4

I. Overview

In an effort to limit the spread of the Coronavirus (COVID-19), Cook County establishes this Clean Workspace Policy in accordance with the recommendations set forth by the Occupational Safety and Health Act (OSHA) to keep all places of employment, passageways, storerooms, service rooms, and surfaces in a clean, orderly, and sanitary condition.

II. Intent

This policy is intended to be interpreted consistent with and subject to applicable law. It supersedes all earlier policies and/or memoranda that may have been issued from time-to-time on subjects covered in this policy. This policy is not intended to supersede or limit the County from enforcing programs or provisions in any applicable collective bargaining agreement. Should any provision in this policy conflict with a specific provision(s) in the County’s Personnel Rules, the provisions in this policy shall take precedence.

III. Jurisdiction


The Bureau of Human Resources (“BHR”) is authorized to develop and issue rules for the effective management of Cook County employees, pursuant to section 44-45 of the Cook County Code of Ordinances.

IV. Severability

Should any section or provision of this policy be held invalid by operation of law, none of the remainder shall be affected.

V. Areas Affected

This policy applies to County employees in Offices under the President and/or covered by the Cook County Employment Plan.

	COOK COUNTY BUREAU OF HUMAN RESOURCES	
POLICY TITLE: CLEAN WORKSPACE POLICY		
Effective: June 15, 2020	Supersede:	Page 2 of 4

VI. Nondiscrimination

Cook County prohibits the discriminatory application, implementation, or enforcement of any provision of this policy on the basis of race, color, sex, age, religion, disability, national origin, ancestry, sexual orientation, marital status, parental status, military discharge status, source of income, gender identity or housing status, or any other protected category established by law, statute, or ordinance.

VII. Definitions

Common Areas - A room or lounge available to all staff members of a department such as an office break room or copy room.


Hazard - A condition or activity that can result in an injury or illness.

Personal Protective Equipment (PPE) – Equipment worn by County employees to minimize exposure to specific Hazards, contaminants, and potentially infectious disease. PPE includes, but is not limited to, non-surgical mask, cloth facial coverings, face shields, goggles, gloves, and hand sanitizer.

Workday –the standard eight-hour timeframe during the day in which employees spend performing their duties.

Workplace - The fixed physical County building or facility where employees go to work. For the purpose of this policy, a Workplace can also include a shared work vehicle.

Workspace - A specific area allocated for an employee to perform their duties that is not shared by others, especially in an office or in a vehicle.

	COOK COUNTY BUREAU OF HUMAN RESOURCES	
POLICY TITLE: CLEAN WORKSPACE POLICY		
Effective: June 15, 2020	Supersede:	Page 3 of 4

VIII. Policy and Procedures

The County requires employees to keep their Workspaces, including desktops floors, and walkways, organized and free from clutter in order to facilitate proper cleaning of their Workspace by the Department of Facilities Management.

To facilitate the proper cleaning and decluttering of Workspaces, the County will ensure that employees have access to properly labelled waste receptacles for disposal of Personal Protective Equipment, appropriate storage space, paper shredders, recycling bins, document storage containers, and directives on the use of storage rooms, if applicable. Department Heads or their designees must monitor their respective offices and employee Workspaces to ensure compliance with this policy.

A. Employee Workspace Maintenance


The Department of Facilities Management is responsible for cleaning County buildings and facilities to include employee Workspaces including, but not limited to, offices, cubicles, desks, tables, floors, and other surfaces. The Department of Facilities Management is not responsible for cleaning and/or disinfecting computer keyboards or telephones in employee Workspaces. Employees must clean and wipe down their keyboards and their telephone receivers with a disinfectant wipe several times a day and/or when leaving the Workspace and returning.

B. Personal Items

Employees must keep all Personal Items at home unless such items can be stored away at the end of the Workday. Personal items may not be affixed to office or cubicle walls, unless preapproved by the Department of Facilities Management.

C. Storage Units

Employees must keep the top of file cabinets and shelving units in their Workspace organized and clear of clutter. Employees also must place all

	COOK COUNTY BUREAU OF HUMAN RESOURCES	
POLICY TITLE: CLEAN WORKSPACE POLICY		
Effective: June 15, 2020	Supersede:	Page 4 of 4

boxes and other storage items in an appropriate storage area as designated by Departments. Employees must inventory and collect department public records and follow the appropriate disposal schedule for the destruction and disposal of records in accordance with the Records Compliance Policy.

D. Common Areas

All Common Areas (e.g., reprographic areas, employee kitchens, storage rooms, and conference rooms) should remain free from accumulation of material that may cause an injury and constitute a Hazard.

E. Proper Disposal of PPE

PPE should carefully be removed without causing additional contamination. Dispose of PPE in the proper receptacle provided by the Facilities Management.

IX. Penalties

An employee who violates their responsibilities to keep their Workspace clean and decluttered may result in Facilities Management’s inability to adequately clean Workspaces in County buildings and facilities, thus placing the health and safety of County employees in danger.

Violation of this policy will result in disciplinary action, up to and including termination of employment, in accordance with the Personnel Rules and any applicable collective bargaining agreement.

X. Supplemental Policies

Department Heads may prepare and submit to the Bureau Chief of BHR (or Designee) a supplemental policy designed to meet the specific needs of the department. Such supplemental policy shall not be implemented without prior written approval by the Bureau Chief of BHR (or Designee).

Workplace Policies

Policy Title	Summary of Policy and Procedures
Example: Clean Workspace Policy	

Common Employee Benefits

1. Health Insurance elections

- Some companies offer health insurance to their employees.
- You can sign up for health insurance once a year.
- Health insurance can be for you or your entire family.
- Talk with HR to understand your benefit options
- Talk with HR to understand how much money will come out of every paycheck for health insurance.
- Ask:
 - When can I sign up for health insurance?
 - Can you help me understand my health insurance options?
 - How much money will come out of every paycheck with this health insurance election?

2. Time off

- Talk with HR about how many sick days, vacation days, holidays, and personal days you will receive. These days are called “paid time off” or PTO.
- Ask:
 - When does paid time off start for me?
 - How does paid time off work at this company?

3. Life insurance

- Life insurance can help your spouse or children if you die. It is money your family will receive after you pass away. Some jobs offer life insurance plans. You pay a little every paycheck for a certain amount of money your family receives if you die.
- For example: I pay \$10 per paycheck for a \$30,000 plan for my daughter. This means that if I die, my daughter will receive \$30,000.
 - $\$10 \times 2 = \20 per month $\times 12$ months = \$240 per year for a \$30,000 plan
- Ask:
 - Does this company offer life insurance benefits? How can I sign up? What are my options?

4. Retirement and 401K

- Some jobs offer retirement plans. You put some money in a kind of savings account for when you retire, and your company also puts some money into that account.
- When you stop working or turn the age of 65, you can start to use this money.
- Ask:
 - Does this company offer a retirement plan? What percentage can the company match? How much will be deducted from each paycheck?

5. Worker's Compensation

- If you are injured at your job, you need to fill out an accident report ASAP and submit it to HR.
- HR can help you receive compensation for your medical bills and time off due to the injury.
- Say:
 - I was injured on the job. I want to fill out an accident report form. Can you help me?
 - I would like to submit these medical bills for compensation.
 - I would like to submit time off for my work-related injuries.

6. Short Term/ Long Term Disability

- You may need to apply for short-term or long-term disability with the government because of:
 - Injury at work
 - Injury not at work
 - Illness
 - Pregnancy
- Say:
 - I am _____. I have a doctor's note. Can you help me apply for disability?

Activity 3.9: Compare Employee Benefits

NAME:

DATE:

Directions: Gina's cousin, Jordan, has just finished college and is trying to decide between two job offers. The salaries are the same, but the benefits are very different. Study each of the offers below to compare the employee compensation packages.

	Offer A	Offer B
Salary	\$24,000 a year.	\$24,000 a year.
Health Insurance	Employer pays \$360 a month. Jordan pays \$40 a month.	Employer pays \$300 a month. Jordan pays \$100 per month.
Dental Insurance	Not offered.	Employer pays \$15 per month. Jordan pays \$5 per month.
Tuition Assistance	Employer will pay 100 percent of tuition costs per year toward a bachelor's or advanced degree, up to a total of \$2,000.	Employer will pay 50 percent of tuition costs per year, up to a total of \$4,000.
Transportation Assistance	Jordan gets a \$25 discount off the monthly parking fee of \$100, or a monthly public transportation pass of up to \$50, or \$300 a year toward purchase of a bike.	None.
Retirement Plan	Employer matches 50 percent of Jordan's contributions a year, up to six percent of his salary.	Employer matches 100 percent of Jordan's contributions a year, up to three percent of his salary.
Gym Membership	Jordan gets 30 percent off a \$40-a-month membership at the nearby gym.	Jordan gets a free membership at the gym in the building, which is normally \$30 each month.
Paid Holidays	Employer provides 11 paid days off for holidays each year.	Employer provides nine paid days off for holidays each year.
Paid Time Off	Employer provides five paid vacation days and three paid sick days the first year.	Employer provides 10 days of paid leave the first year which an employee can use for vacation or sick leave.

Which package would you choose and why?

Outcome #11

Guidelines for Researching a Career

Directions: Use the website www.onetonline.org to research a specific career. You may type your career title into the search box in the upper-right corner of the page or go to the “A-Z Index” and find it alphabetically.

Record the following information:

1. Title of profession
2. Significant points
3. Starting salary
4. Training and education required
5. Other qualifications
6. Job outlook
7. Work environment
8. Related occupations
9. Questions you would like to ask a professional in this field