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Career
Skills
Education
Program



INTRODUCTION ▶

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INTRODUCTION

Career Skills Education Program

Our purpose in creating this SkillsUSA resource is to provide you with material that will help you guide your students through basic career and life skills. Use the resource alone or use it to enhance existing courses. It is meant to be flexible to fit your style of delivery, but immediately useful to you as a college instructor.

Survey after survey of business and industry representatives reveal that employers are looking for qualities such as a positive attitude, team work ability, good communication skills, leadership skills, and good work ethics and habits. Unfortunately, many students get technical and academic training without ever learning the vital career skills that will help them get a job and keep a job.

This Career Skills Education Program is a resource designed to provide students with an awareness and understanding of these basic career skills. It will help them feel confident, informed, connected and prepared.

Because the resource is primarily activity driven, students can gain experience and knowledge making them feel involved in their learning process. Completing the activities in the resource will assist students in connecting their current interests, strengths, and experiences to their future life requirements, expectations, and successes.

This resource can help your students get the most of their education whether they are coming to you directly from high school or coming back for retraining from the work force.

PROGRAM NOTES:

This program consists of five separate units which can be used as a sequence or individually. Students will be expected to complete activities in the following areas:

- ▶ Personal Growth
- ▶ Communication and Technology
- ▶ Career Focus
- ▶ Professional Growth
- ▶ Portfolio Development

Each unit has two focus points: reading and writing. The assignments may require the student to read appropriate sections, research information, conduct interviews and visit employment sites to lead to completed written assignments.

Each unit introduces students to the topic and its importance to them. Each introduction relates the unit to student experiences and their need to know. It helps capture their interests and focus their attention on a specific topic.

The objective identified in each unit states the overall goal. It identifies what the student will be able to do after successfully completing the unit.

Assignments will be conducted through on-line research, reading, written work, interviews, visits to employment work sites, as well as classroom presentations. These assignments may be enhanced by allowing students to work in teams replicating today's high performance workplace.

It is suggested that all assignments be turned in electronically to enhance students' skills in the use of computers and to stress the importance of technology in today's workplace.

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PERSONAL GROWTH ▶

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PERSONAL GROWTH

Identify the Need for Lifelong Learning

LESSON OBJECTIVE:

Learners will be able to recognize how quickly jobs change and opportunities arise, realize how goals must be flexible, and state ways to be open to lifelong learning.

MATERIALS REQUIRED:

Writing board, Student Activity Sheets

STUDENT ACTIVITIES:

- ▶ Have students brainstorm case scenario
- ▶ Ask students to create a “learning attitude” goal
- ▶ Have students consider the need for life-long learning in careers
- ▶ Have students examine growing occupations
- ▶ Ask students to write a paper

PROCEDURE:

Introduce this topic by telling a story similar to this . . .

Otto had been employed for over a year working the retail counter in an automotive parts store. He liked the job initially because he was always intrigued with automobiles but it was becoming a drag. It seemed there was little opportunity for advancement. Additionally, because the business had fallen off considerably due to active competition on the Web, he feared that the job might not last much longer. One day Otto decided to confide in the store’s manager Juanita. He and Juanita were good friends and she suggested that he quit “hustling car parts” and find something that would help him move ahead.

What would you suggest that Otto do to move ahead? Ask students to brainstorm for suggestions. Ask students to record their answers on Activity Sheet 1. The rules of Brainstorming are: all answers are good answers; no one can put another’s suggestion down; the more creative the better, quantity not quality, and piggyback on another’s idea. When the input lags, tally the number of suggestions that include getting additional training or learning new skills.

In today’s world we can be certain that jobs and opportunities will change. No one can predict with any certainty what we will be doing in three years. And, an element of chance exists. So, setting long term goals and planning short term goals to attain them may require some flexibility. Being flexible and dealing with chance will require staying ahead of obsolescence, training in new technologies, and developing desirable work habits and personal characteristics.

QUESTIONS TO ASK:

Ask students to give examples of how they have witnessed obsolescence in an environment with which they are familiar or to describe how they may have had a certain routine learned, only to discover the procedure had changed.

- How did it feel?
- How did they cope?

PROCEDURE CONTINUED:

The most important and effective way to cope with these changes is to develop a “learning attitude”. Be alert to opportunities to advance your present skills. ®

- If you have a chance to watch a new process, pay close attention to the steps. Ask questions and take notes if necessary. Supervisors appreciate enthusiastic employees who are willing to learn.
- Be alert to other things that go on in the company, other products the company develops, other branches, etc. Learning more about the company you work for will give you a better idea as to how you fit into it.
- Be open to any training that management expects you to attend. Often, training is offered not because you or your ability is inferior but because you may be considered for promotion.
- If you are weak in certain skills, writing for example, work to improve those skills because the next advancement might require strengths in your weak area.
- Regular reading, even if only for short periods of time, can make you a better conversationalist, improve your vocabulary, and expand your horizons. Reading business periodicals and trade magazines can help you stay current with trends and new developments. (*Russon & Wallace, 1989*)

SUMMARY:

All of these strategies will help you to realize that being an effective and productive citizen in today’s world of rapid change, requires a learning attitude and a commitment to lifelong learning. Ask students to write one thing they intend to do to develop a learning attitude. Students should complete Student Activity Sheet 2.

(*Personality Development for Work, Russon & Wallace, 1989, Southwestern Publishing, Cincinnati, Ohio*)

ADDITIONAL SUPPORT:

For additional information and/or lesson plans see:
www.firn.edu/doe/programs/cd_lesson.htm

ADDITIONAL ACTIVITIES:

Activities 3 and 4 are provided for additional student learning in the area of lifelong learning needs. These activities ask students to research fast-growth occupations.

Identify the Need for Lifelong Learning

Brainstorm suggestions that would help Otto to move ahead. You may work individually or in a small group as your instructor recommends.

Record your ideas on the lines provided below.

The rules of Brainstorming are: all answers are good answers; no one can put another's suggestion down; the more creative the better, quantity not quality, and piggyback on another's ideas. When the input lags, tally the number of suggestions that include getting additional training or learning new skills.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

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Identify the Need for Lifelong Learning

Write one thing you intend to do to develop a learning attitude and list steps to compete to accomplish the development.

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Identify the Need for Lifelong Learning

Contact someone who you know has worked for at least 10 years in your intended employment field. Ask that person to describe the technological advancements he/she has witnessed over that time. Pay close attention to areas like: skills, techniques, equipment, management, financing, record management, and etc. Ask what training or education was necessary to keep up with the changes. Take careful notes or record the interview so you don't leave out any details.

Write a short essay (1-2 pages) on the changes your contact has seen.

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Identify the Need for Lifelong Learning

Go to the Web address www.acinet.org/acinet/select_occupation.asp?sifips=undefined&next=occ_rep or careervoyages.gov and research the fastest growing occupations by clicking on the link "fastest growing". You will find a listing of the top 50. Determine how many of those require only moderate on-the-job training through a Bachelor's Degree (or more).

Select one occupation from the 50 that appeals to you.

Occupation researched:

Read information about that job and determine possible earnings in your state.

Could you make more money if you moved to a neighboring state?

What job characteristics do you already possess?

What characteristics will you need to develop?

Click on the "detailed trends" link and complete a search of another occupation that may appeal to you. What are the projected employment opportunities in that field?

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Surf the Web Site for information that might lead you to information about new jobs that are not now in existence. What did you discover?

Identify the Need for Lifelong Learning

Write a 3-5 page paper that researches employment trends in your preferred occupational area. You are to consider: projected growth in the field, average income, entry level requirements, technological advances, and other information related to employment trends within the area.

You may research journals, professional or trade magazines, newspapers, the Internet, or government publications. Cite at least three references.

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COMMUNICATION & TECHNOLOGY ▶

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COMMUNICATION & TECHNOLOGY

Identify Characteristics Needed to Work in a Team Environment

LESSON OBJECTIVE:

Learners will be able to identify the purpose of working in teams and identify the characteristics of effective team members.

MATERIALS REQUIRED:

- ▶ Activity 1: Nine 2" – 3" foam balls and a watch.
- ▶ Activity 2: One hula hoop for every 6 people.

STUDENT ACTIVITIES:

- ▶ Ask students to research the key traits of successful work teams.
- ▶ Have students arrange themselves in groups of 4-5 people and develop team projects.
- ▶ Have students communicate with team members via the Internet while working on team projects.

PROCEDURE:

Discuss with the audience the importance of teamwork. Give examples, such as playing sports, doing large projects, etc.

QUESTIONS TO ASK:

- ▶ Have participants consider why teamwork is often better than individualism. Why is teamwork so important?

PROCEDURE CONTINUED.

Tell the participants that you will be leading them through an exercise that will assist them in understanding the importance of teamwork. Have the group stand in a large circle with everyone standing shoulder to shoulder around the room. Tell them that the objective is to pass the three balls around the group so that everyone touches all three balls in order. You will start with one person and they are to yell stop when the last person in the circle touches the third ball.

Say, "go." Record the number of people in the group and the time it took to pass the three balls. If you want, you can let them do it again to see if they might do it a bit faster.

Now split the large group into three smaller groups. Give each group a set of three balls. As before, tell them that the objective is to pass the three balls around the group so that everyone touches all three balls in order. You will start with one person and they are to yell stop when the last person in the circle touches the third ball.

Say, “go.” Record the number of people in the group and the time it took to pass the three balls. If you want, you can let them do it again to see if they might do it a bit faster. The time will be much faster this time.

QUESTIONS TO ASK:

Now ask the students a series of questions:

- ▶ How many people were in the group the first time we passed the balls? (How many ever people are there.)
- ▶ What was the objective of the group? (To pass the three balls around the group so that everyone touches all three balls in order.)
- ▶ How many balls did the group pass? (3)
- ▶ How long did it take the group to pass the balls? (time recorded)
- ▶ When we split into the three smaller groups, how many people were in each group? (1/3 the size of first group)
- ▶ What was the objective of the group this time? (To pass the three balls around the group so that everyone touches all three balls in order.)
- ▶ How many balls did each group pass? (3)
- ▶ How long did it take the group to pass the balls? (time recorded)
- ▶ However, how many balls were actually in the room being passed? (9)

PROCEDURE CONTINUED:

Now explain, the reason we have teamwork is to increase productivity and to decrease the time it takes to do the work. By using teamwork, we were able to pass 9 balls instead of three and were able to do it in much less time. One person, by himself or herself, would not be able to do that. Tell the students they will now be doing an activity that illustrates the roles that are a part of effective teams.

QUESTIONS TO ASK:

- ▶ What are the essential roles of a team?
- ▶ Why are these necessary for the team to be effective?

PROCEDURE CONTINUED:

Have the students into groups of 6-8 people. Have each group stand in a circle as before. Have each person stick out both hands with their index fingers pointing straight out and their thumbs up. Place the hula hoop on their extended fingers. Have them set the hula hoop about shoulder high.

Tell the group that their mission is to lower the hula hoop to the floor. However, to do so, they must follow some certain rules. They can't wrap their thumbs or fingers around the hoop; it must rest on the index finger only. If at anytime one of the members' fingers is not touching the hoop, they must raise it back to shoulder level and start over. Say, "go".

While each group is trying to lower the hoop to the floor, note and record what you see and hear the groups doing and saying. You will invariably see some of the groups involuntarily raising the hoop instead of lowering it at first. For most teams, it will be chaos at first. But then, one person will come up with an idea; begin giving the instructions and everyone else follows. Until someone takes charge though, the groups will have difficulty lowering the hoop without someone letting go.

QUESTIONS TO ASK:

- ▶ Why was it so hard to lower the hoop?
- ▶ What happened that got you to begin lowering the hoop?
- ▶ Why was that important?

SUMMARY:

Teams can be an effective strategy for planning, preparing, and producing in the workplace. Teams give us the opportunity to increase productivity while reducing the time it takes to do the work. Furthermore, every team must have a captain or leader, someone that takes charge. That person listens to his members, while leading them in unison to a common goal. Other team members must participate and provide input, while supporting the leader and rest of the team.

ADDITIONAL SUPPORT:

For additional information and/or lesson plans see:

www.staffs.ac.uk/keyskills/withothers/students/

<http://moodle.com>

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Identify Characteristics Needed to Work in a Team Environment

Develop a 2-3 page paper outlining the key traits of successful teams. Search online using such terms as "team traits", "effective teams", "teamwork", etc.

What were the key traits you found?

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Compare these traits for different types of teams. Do similar traits appear for sports teams as they do for work place teams?

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Of the traits you identified, which seem to be the most critical?

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Identify Characteristics Needed to Work in a Team Environment

Get into groups of 4. As a team, identify a group project to be completed by the end of the semester. As a team, complete each of the following:

- ▶ Identify a team leader.
- ▶ Identify a team mission.
- ▶ Identify specific activities to be accomplished.
- ▶ Assign team members to complete the various activities.
- ▶ Decide on a deadline for team review and revision.

Once the project is complete, answer the following questions.

Was the team able to complete its assignment? What factors affected your team's success?

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After learning more about traits of effective teams, what traits were best demonstrated by your team? What traits do you feel your team needed work on?

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Identify Characteristics Needed to Work in a Team Environment

Get into groups of 4. As a team, identify a group project to be completed by the end of the semester. As a team, complete each of the following:

- ▶ Identify a team leader.
- ▶ Identify a team mission.
- ▶ Identify specific activities to be accomplished.
- ▶ Assign team members to complete the various activities.
- ▶ Decide on a deadline for team review and revision.

NOTE: There is one condition. The team may not meet in person. All work and decisions are to be made and conveyed through email and the Internet.

How did only meeting via electronic communication affect your team's effectiveness?

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Were you able to complete all assigned tasks and objectives on time?

What do you see as the strengths and weaknesses of performing as a team in this way?

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CAREER FOCUS

Prepare for Potential Employer Interviews

OBJECTIVE:

Given a lecture and handouts on interview preparation, the student will know how to adequately prepare for a successful job interview.

MATERIALS REQUIRED:

Computer, PowerPoint presentation and LCD projector, screen

STUDENT ACTIVITIES:

- ▶ Brainstorm a list of critical skills needed for the potential employer interview.
- ▶ Create a job interview checklist.
- ▶ Research topics online from job interview checklists.
- ▶ Answer job interview questions.

PROCEDURE:

Prepare a Powerpoint slide presentation using the information provided in this lesson.

Following the introduction, start the powerpoint slide presentation expanding the presentation by discussing each of the slides with the class. Ask the students what the information listed on the slides means to them. Clarify any concepts the students may not understand.

At the conclusion of the slide presentation, hand out the “45 Commonly Asked Questions” sheet and have students read through all the questions by themselves. Once they have had the time to digest the questions, give them a few minutes to formulate answers to the questions. Have them pair up with another student and ask each other the questions and see how many they can answer in a given period of time. Once they see this will take more time than they thought, tell them they will have the opportunity to think about and compose their answers.

Have students take the sheet home and completely answer all of the questions and rehearse the answers. The question sheet can be used again during a “mock interview” role-play at a later date.

Slide 1 - Pre-Interview Checklist

Make your motto “Be prepared”
So . . .before the interview. . .



Slide 2 - Research the organization

- ▶ Size of the company, small-large
- ▶ Organizational structure
- ▶ Location
- ▶ Human resource office or exact location of interview
- ▶ Products it manufactures/sells or services it offers
- ▶ Mode of dress expected in the job you seek
- ▶ Talk with people who work there, if possible

Slide 3 - Gather materials you may need

- ▶ Extra copies of your résumé
- ▶ Samples of your work
- ▶ Professional portfolio
- ▶ List of references or individuals who can attest to the quality of your work

Slide 4 - Reassure yourself

- ▶ Do some positive self-talk
- ▶ Practice speaking with confidence about yourself
- ▶ Practice relating your skills with confidence
- ▶ Practice telling someone you are the best one for the job!
- ▶ Rehearse! Rehearse! Rehearse!

Slide 5 - Expect to encounter

- ▶ Interviewers with different personalities and techniques
- ▶ Application forms to fill out
- ▶ Many questions
- ▶ Possible written and/or skill tests

Slide 6 - Organize your thoughts

- ▶ Plan answers to possible questions
- ▶ Review your short-term goals
- ▶ Review your long-term goals
- ▶ Review your needs
- ▶ Review your KSA's, knowledge, skills and abilities

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Slide 7 - Prepare to dress appropriately

- ▶ Obtain any necessary clothing required if you do not already have it in your wardrobe AND make sure it fits
- ▶ Dress neatly and conservatively
- ▶ Professionally for the job you are seeking, *based on your organizational research
- ▶ Check your personal hygiene
- ▶ Get a haircut, if needed
- ▶ Fingernails should be trimmed and clean

Slide 8 - Be on time for your interview! A few minutes early is even better!

QUESTIONS TO ASK:

- ▶ How many of you have ever had a job interview?
- ▶ Did you get the job?
- ▶ If not, did you take the time to reflect on why you were not hired?
- ▶ Did any of you ever come out of that interview feeling like you were just beaten up?
- ▶ Did you ever come out saying to yourself, “Boy, I was not prepared to answer most of the questions they asked me!” or “I wasn’t ready for that interview, I really bombed it!”
- ▶ How could I have been better prepared?

SUMMARY:

Review all the slides quickly and add any points that the students may have missed. Reiterate the meaning and importance of all items on the slides with the class. Ask if the students have any they would like to see added to the pre-interview list of things to know and do.

ADDITIONAL SUPPORT:

- ▶ Information Sheet #1: Pre-interview Checklist
- ▶ Information Sheet #2: 45 Commonly Asked Questions You Could Expect During an Interview
- ▶ How to prepare for interviewing; how to research employers.
www.uky.edu/CareerCenter/interviewhowto.html
- ▶ Prepare for interviews using tested strategies.
<http://careerjournal.com/jobhunting/interviewing/19981008-farley.html>
- ▶ Job interviewing – Getting down to basics: gathering employer information.
<http://careerplanning.about.com/library/weekly/aa052498.htm>

Prepare for potential employer interviews

Pre-Interview Checklist

Make your motto "Be prepared"

Before the interview:

Research the organization

- ▶ Size of the company, small-large
- ▶ Organizational structure
- ▶ Location
- ▶ Human resource office or exact location of interview
- ▶ Products it manufactures/sells or services it offers
- ▶ Mode of dress expected in the job you seek
- ▶ Talk with people who work there, if possible

Gather materials you may need

- ▶ Extra copies of your résumé
- ▶ Samples of your work
- ▶ Professional portfolio
- ▶ List of references or individuals who can attest to the quality of your work

Reassure yourself

- ▶ Do some positive self talk
- ▶ Practice speaking with confidence about yourself
- ▶ Practice relating your skills with confidence
- ▶ Practice telling someone you are the best one for the job!
- ▶ Rehearse! Rehearse! Rehearse!

Expect to encounter

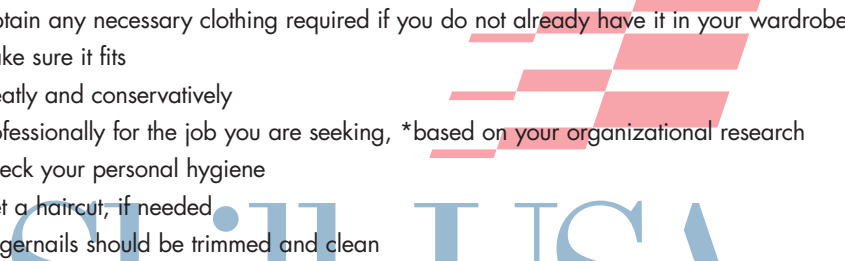
- ▶ Interviewers with different personalities and techniques
- ▶ Application forms to fill out
- ▶ Many questions
- ▶ Possible written and/or skill tests

Organize your thoughts

- ▶ Plan answers to possible questions
- ▶ Review your goals
- ▶ Review your goals
- ▶ Review your needs
- ▶ Review your KSA's, knowledge, skills and abilities
- ▶ Prepare to dress appropriately

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- The SkillsUSA logo is positioned in the background, featuring the text "SkillsUSA" in a blue serif font with a registered trademark symbol. Above the text is a stylized American flag graphic composed of red and white horizontal stripes.
- ▶ Obtain any necessary clothing required if you do not already have it in your wardrobe AND make sure it fits
 - ▶ Neatly and conservatively
 - ▶ Professionally for the job you are seeking, *based on your organizational research
 - ▶ Check your personal hygiene
 - ▶ Get a haircut, if needed
 - ▶ Fingernails should be trimmed and clean

Be on time for your interview! A few minutes early is even better!

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Prepare for potential employer interviews

In a small group, brainstorm a list of critical skills your group thinks are needed for successful interviewing. List these skills below.

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Prepare for potential employer interviews

45 Commonly Asked Questions You Could Expect During an Interview

1. Tell me about yourself.
2. Why do you want to work as a . . . ?
3. What skills do you think this job requires?
4. What qualifications do you have?
5. Why do you want to work for me?
6. How did you learn about us?
7. How many other companies have you approached?
8. What do you like and dislike about your present or last job?
9. Why are you leaving your job?
10. Do you plan to give notice that you are leaving? How much notice?
11. How did that job prepare you for the job you are now seeking?
12. Did you ever have a disagreement with your boss? Why? Why not?
13. As a student, did you enjoy school? Why or why not?
14. Which course did you like the best? Least? Why?
15. Did you join any school activities? Why? Why not?
16. Are you good at math? What types of math can you do comfortably?
17. What were your grades in English?
18. In school, did you wait until the last day to start your term papers?
19. What do you do to relax after work?
20. What do you expect to be doing for work five years from now?
21. What salary do you expect to be earning five years from now?
22. Give an example of any major problem you faced and how you solved it.
23. In your lifetime, what was your greatest accomplishment? Why?
24. What was your greatest failure?

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25. What was your worst disappointment?
26. At what age would you like to retire?
27. Do you have a criminal history that may possibly inhibit you from fulfilling any possible job duties?
28. Do you have any reservations about participating in random mandatory drug and alcohol screenings?
29. In the last 6 months, how many days of work or school have you missed? Why?
30. How many times were you late?
31. Are you at your best when working with a group or working alone?
32. Would you rather be in charge of a project or work as part of a team?
33. As a youngster, did you ever do anything to earn spending money such as babysitting or passing newspapers?
34. What would you do if a supervisor told you to do something now and another supervisor told you to do it later?
35. Give me two reasons why I should NOT hire you.
36. Give me five reasons I should hire you.
37. What do you like most about yourself? Least? Why?
38. Would you have any problems dealing with a supervisor who was a woman, a minority or handicapped?
39. What salary are you looking for?
40. In your last job, did you work any overtime? Would you work overtime if the opportunity presented itself here?
41. Would you consider a job in sales? Why? Why not?
42. Have you ever been fired from a job? Why?
43. Do you have any friends or relatives who work for us?
44. Can you think of anything I may have forgotten to ask that you think may be of importance to me?
45. Do you have any questions for me?

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Prepare for potential employer interviews

Using Information Sheet #1, create your own job interview checklist.

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Prepare for potential employer interviews

Choose a minimum of three topics found on your list of interview questions from your Information Sheet #2. Research suggested ways to answer these topics and be prepared to share your findings either orally or in writing.

The SkillsUSA logo is displayed in a light blue, serif font. The word "Skills" is in a smaller size than "USA". To the right of "USA" is a registered trademark symbol (®). The logo is partially overlaid by a red graphic consisting of several horizontal bars of varying lengths, creating a checkered or staircase effect.

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CAREER FOCUS

Demonstrate Effective Interviewing Skills

OBJECTIVE:

Given a lecture and handouts on having a successful interview, the student will demonstrate the knowledge they have learned by distinguishing between appropriate and inappropriate interview behaviors, listing the top 10 things to do and remember when in the interview, participate in a mock interview, and identify post interview follow up procedures.

MATERIALS REQUIRED:

(for the teacher) Computer, PowerPoint presentation, LCD projector, screen,
(for the student) Completed job application, “45 Questions an Employer May Ask” Information Sheet from prior lesson plan. (see page 223)

STUDENT ACTIVITIES:

- ▶ Distinguish between appropriate and inappropriate interview behaviors.
- ▶ List common reasons why some applicants do not get the job.
- ▶ Discuss in writing what an applicant should do following their interview.
- ▶ Create an interview critique sheet.
- ▶ Practice mock interviews.
- ▶ Arrange for a mock interview with a local employer.

PROCEDURE:

Prepare a PowerPoint presentation using the information provided in this lesson, a flip chart or a whiteboard. Following the introduction, start the PowerPoint presentation expanding the presentation by discussing each of the slides with the class. Follow the slides with a role-play of a “mock” interview. You can use the list of interview questions found in the previous lesson (see page 223). Clarify any concepts the students may not understand.

At the conclusion of the slide presentation, provide students with the handouts. Assign students to the roles they will play in the mock interview. Set the stage by reminding them of the previous lessons and the lesson they just viewed on interviewing skills.

Now, have fun with the role-plays, students usually enjoy these. Allow each student to play the part of the interviewer and potential employee. Follow up each role-play by debriefing and discussing. Use the activity sheets in class or as take home assignments.

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PROFESSIONAL GROWTH

Manage Change Constructively

OBJECTIVES:

After successful completion of this lesson, the student will be able to describe changes that might occur in the workplace and how one might adjust and react to change.

MATERIALS REQUIRED:

- ▶ Computers with Internet access
- ▶ Paper and pencils
- ▶ Flip chart
- ▶ Markers
- ▶ Student Activity worksheets

STUDENT ACTIVITIES:

- ▶ Have students recall jobs they have held and what changes they observed.
- ▶ Have students read and summarize three articles regarding coping with change.
- ▶ Ask students to research and describe the concept of the change curve.

PROCEDURE:

Prior to class, move the seating in the classroom (if possible). If not, in some way make a noticeable change in the classroom environment. Begin by asking what is different about the environment and how it made them feel. Continue by discussing the concept of change.

Discuss with the students Activity #1. Have a student list on a flip chart changes that have been observed in the workplace (cumulative list of all of the students' activity pages). Circle the top three changes that have been observed in the workplace based on frequency.

Discuss with the students Activity #2. This activity could be done as a homework assignment. Suggested Web Sites is provided under additional support. A cumulative list of changes that have been observed in the workplace could be placed on a shared computer drive.

Discuss with the students Activity #3. This activity is designed to further explore the concept of the change curve. Several Web Sites are listed on the activity page to access this information. Based on students' responses to Student Activity #1, on what stage of the change curve do the students feel they are currently?

QUESTIONS TO ASK:

Using small groups, possible questions to ask to students:

- ▶ How have you seen others respond to change?
- ▶ How might you respond to change?
- ▶ What strategies have you used in the past?
- ▶ Based on information received in this lesson, how might you respond in the future?
- ▶ What new technologies are coming which may change my job?
- ▶ Am I keeping up with these technological changes?
- ▶ What challenges are there in these changes for my career?
- ▶ What opportunities are there in these changes for my career?
- ▶ What educational opportunities exist in the coming changes?
- ▶ What is the meaning of changes in societal attitudes in your life?
- ▶ What jobs are going to be in high demand in five years time and what educational needs do I have in order to be ready for high paying jobs of the future?

SUMMARY:

Change is inevitable and constant. Our response to change is an opportunity for growth both personally and professionally. Change can also be disruptive and counterproductive if being done just for the sake of something new and different. Change can be viewed negatively or positively. Several strategies are available to assist individuals in better coping with change.

ADDITIONAL SUPPORT:

Other possible activities:

- ▶ Barbara Taylor believes that different personality styles cope with change in various ways. Students can review the Web Site and its content and do a self-assessment of which personality style they believe they are. www.winstonbrill.com
- ▶ The Institute for Management Excellence hosts an online newsletter designed to assist individuals with coping with change. www.itstime.com
- ▶ Suzy Allegra gives practical information about learning to confidently cope with change. www.theblendmagazine.com
- ▶ Invite a business and industry professional as guest speaker on the subject of change.
- ▶ Invite a psychologist as a guest speaker on adapting to change.
- ▶ Review archived materials to see the changes that have taken place in the last century; the last decade, etc.

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Think about jobs you have held or a job you currently hold.

What changes did you observe?

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How did employees react to those changes?

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Why do you think that employees reacted in the manner that they did?

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Search the Web for sites that offer tips and information about coping with change.

URL of site reviewed: _____

Key Points:

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URL of site reviewed: _____

Key Points:

Sample only.

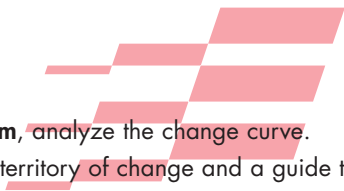
Do not distribute.

Reflection: I am currently faced with this change in the workplace

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How might I use the information I have reviewed to better cope with that change?
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- A. Using the Website located at www.bcg.com, analyze the change curve. The change curve is a kind of map of the territory of change and a guide to coping with change.

What are the five phases of the change curve?

Phase One: _____

Phase Two: _____

Phase Three: _____

Phase Four: _____

Phase Five: _____

- B. Another method of describing the change curve is using four phases. Review the information given at www.hrdq.com/products/mastchangecurve. It is suggested to successfully master change, individuals must pass through all four phases.

The four phases are:

Phase One: _____

Phase Two: _____

Phase Three: _____

Phase Four: _____

- C. How do the two models fit together? In what ways are they similar?
In what ways are they different?

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EMPLOYMENT PORTFOLIO

Provide an Introduction to the Student Portfolio

LESSON OBJECTIVE:

The student will be able to provide a simple introduction to the portfolio, which will include an introduction of the student, and stated purpose of portfolio.

MATERIALS REQUIRED:

One 8 1/2" x 11" sheet of paper for each student, colored pencils and markers

STUDENT ACTIVITIES:

- ▶ Have the students develop a basic list of things they want to reveal about themselves in the portfolio introduction.
- ▶ Have the class things that you would and would not want to include in an introduction.
- ▶ Have students develop a simple introduction for their portfolio.

PROCEDURE:

Tell the students that they will be creating a poster to graphically reveal things they want others to know about themselves. Give each student a sheet of paper and some markers. Give them 15-20 minutes to draw pictures or symbols that represent an important aspect of their life they want others to know about. They are to use words or letters in creating their self mural.

After each student is through, have each student stand and show their mural to the rest of the class and describe what each picture or symbol they created means to them. Allow each student to introduce his work.

QUESTIONS TO ASK:

- ▶ What were some of the things that were revealed that other students didn't know. How long did it take to create the self introduction? Was everyone able to grasp the idea of each person's symbolism and pictures?

SUMMARY:

Not everyone is an artist. Some of the items that we drew or created didn't make much sense to other people. But yet as we described them verbally, we were able to simplify the meanings in a clear and concise way. Likewise, if we will introduce our portfolio with a simple statement of who we are and what we hope to achieve, we will give the employee immediate insight as to who we are and what we wish to achieve.

Provide an introduction to the student portfolio

Develop a basic list of things you want to reveal about yourself in the portfolio introduction. With other members of your class, identify things that you would and would not want to include in an introduction.

What were the things identified that were most relevant to your employment portfolio?

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Why would you not want to include certain personal information in the introduction?

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What are examples of information you would not want to include?

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Provide an introduction to the student portfolio

Develop a simple introduction for your portfolio. After writing your introduction, compare it with other students to note similarities and differences.

Was your introduction similar to other students?

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What information did they include that you feel you could have included as well?

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Rewrite the introduction including the information mentioned above.

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