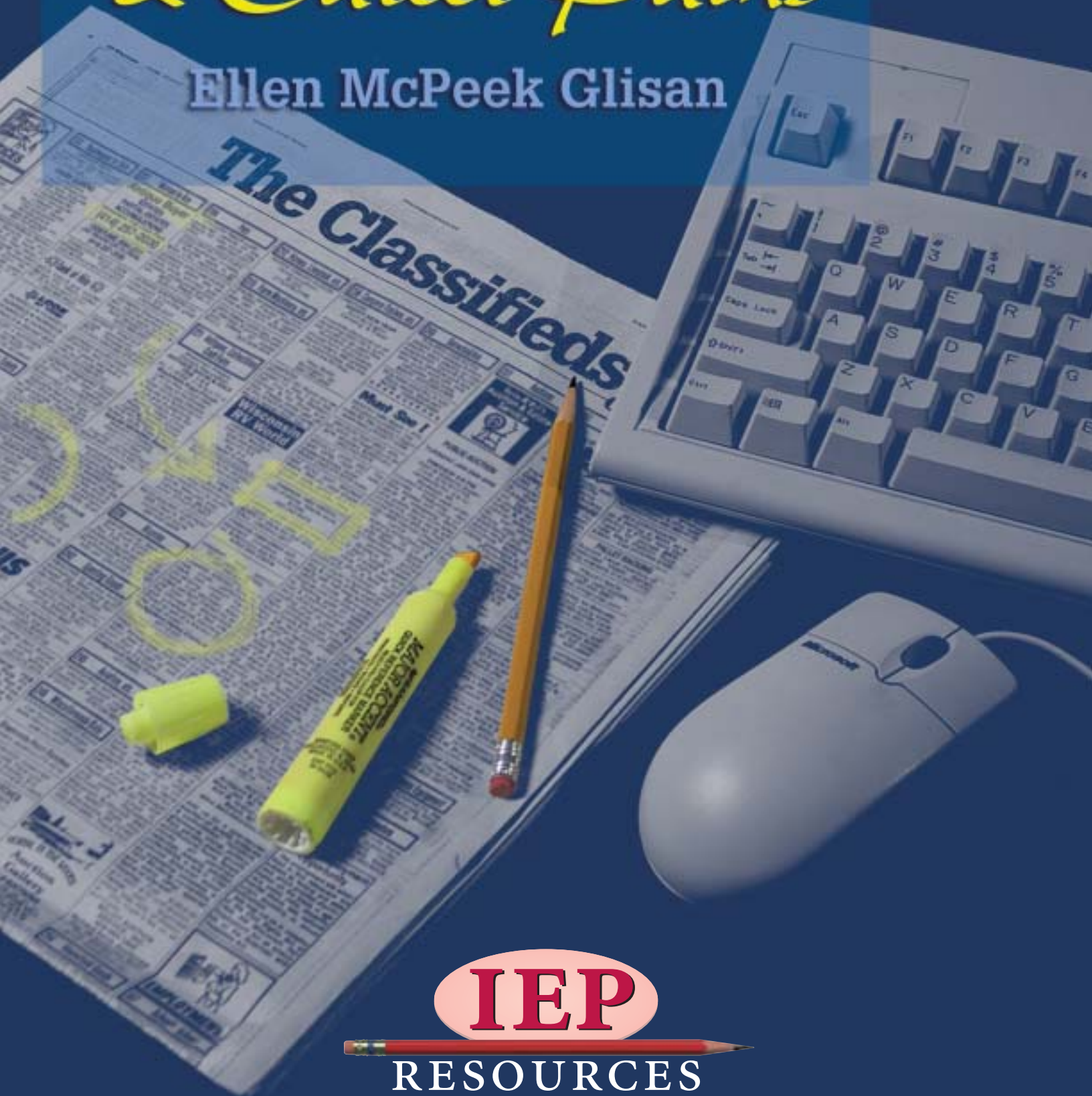


Job Ads & Career Paths

Ellen McPeck Glisan



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Table of Contents

Teacher's Guide

Program Overview	T•1
Objectives	T•2
Teaching Suggestions	T•3
Education & Training Master Summary	T•8
Job Descriptions Summary	T•9
Helpful Skills/Traits Summary	T•11
Success Pointers Summary	T•12
Ads and Success Pointers	T•13
Web Site Content	T•19
Answer Key	T•45

Job Ads

Office/Clerical Jobs

Job #1 Inside Salesperson/Clerk	1
Job #2 Supervisor: Financial Serv./Tellers	7
Job #3 Teller and Operations Manager	13
Job #4 Financial Services Representative	19
Job #5 Teller	25
Building an Office/Clerical Career	31
Crossing Careers from Office/Clerical	32

Healthcare

Job #6 Kennel Helper	33
Job #7 Direct Care Worker	39
Job #8 Personal Care Attendant	45
Job #9 Camp Counselor	51
Job #10 Medical Assistant	57
Building a Healthcare Career	63
Crossing Careers from Healthcare	64

Hotel/Restaurant

Job #11 Cook/Children's Shelter	65
Job #12 Food Service Director	71
Job #13 Food Services Supervisor	77
Job #14 Cook/Large Hotel	83
Job #15 Assistant Banquet Cook	89
Building a Hotel/Restaurant Career	95
Crossing Careers from Hotel/Restaurant	96

Retail

Job #16 Assistant Manager	97
Job #17 Retail Clerk	103
Job #18 Department Supervisor	109
Job #19 Department Store Manager	115
Job #20 District Manager	121
Building a Retail Career	127
Crossing Careers from Retail	128

Sales

Job #21 Salesperson	129
Job #22 Sales Manager	135
Job #23 Ad Sales Representative	141
Job #24 Sales Partner	147
Job #25 Sales Associate	153
Building a Sales Career	159
Crossing Careers from Sales	160

Maintenance/Property Management

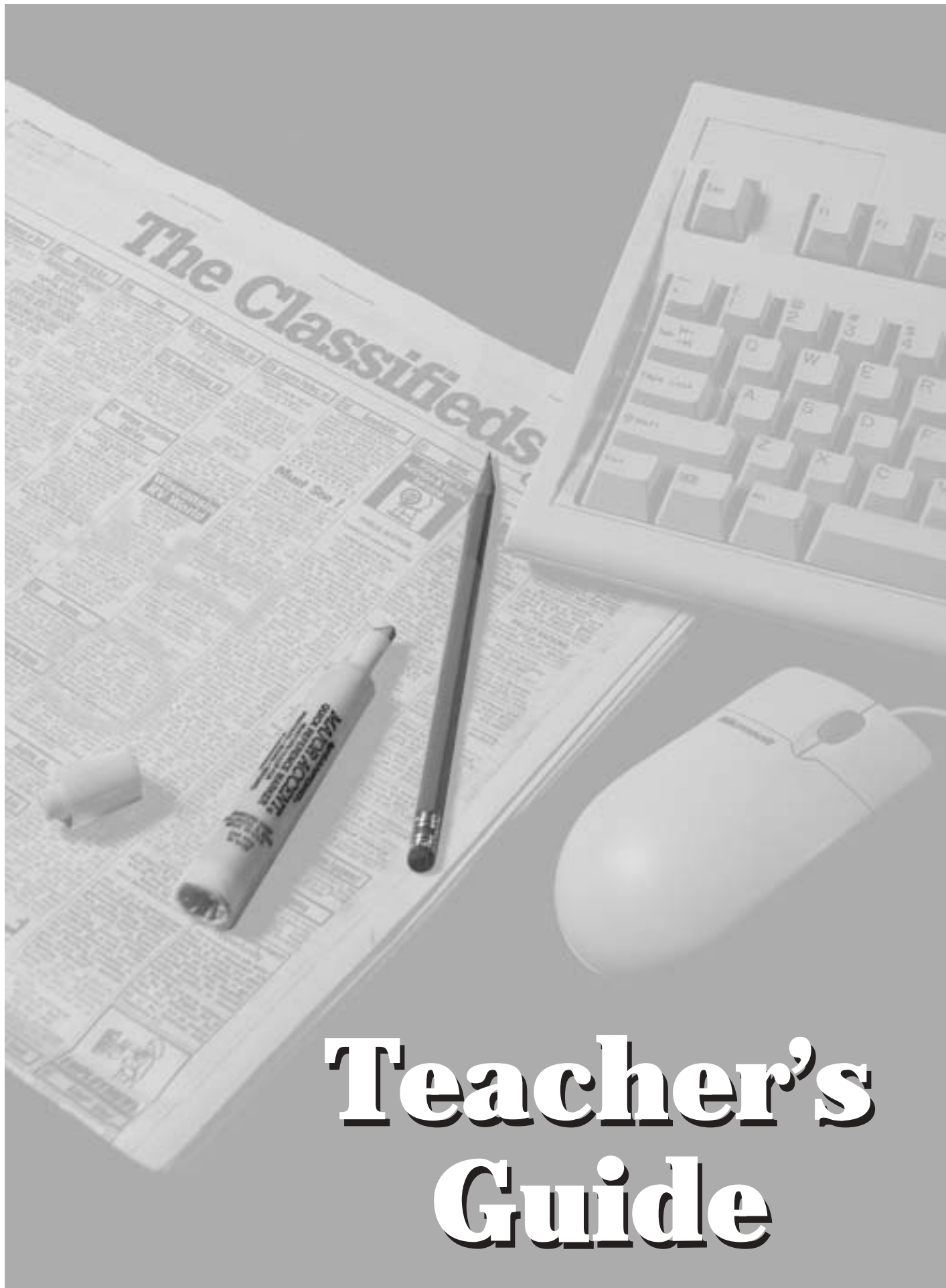
Job #26 Property Manager	161
Job #27 Assistant Mgr./Maintenance Sup.	167
Job #28 Maintenance Worker	173
Job #29 Maintenance Assistant	179
Job #30 Housekeeper	185
Building a Maintenance/ Property Management Career	191
Crossing Careers from Maintenance/ Property Management	192

Job Ad Reaction Forms

Interest Form—Yes	193
Interest Form—No	194
Interest Form—Not Sure	195
First Contact Form—Phone	196
First Contact Form—Mail	197
First Contact Form—E-mail	198
First Contact Form—In Person	199
First Contact Form—Fax	200
Education/Training Form —None Needed	201
Education/Training Form —HS Diploma	202
Education/Training Form —On-the-Job Training	203
Education/Training Form —Trade School	204
Education/Training Form —Associate Degree	205
Experience Form—None Needed	206
Experience Form—Yes	207
Experience Form—No	208
Benefits Form—Insurance	209
Benefits Form—Retirement Plan	210
Benefits Form—Employee Discounts	211
Benefits Form—Other Benefits	212
Benefits Form—No Benefits	213

End of Program Forms

Education/Training Summary	215
Experience Summary	216
Benefits Summary	217
Individual Job Summary	218
Skill Match	219
Risky Jobs	220
Pre-test	222
Post-test	223



Teacher's Guide

Program Overview

Overall Purpose

The overall purpose of the *Job Ads and Career Paths* program is to teach students to critique job ads and to provide an awareness of the careers behind the 30 main job ads that are critiqued.

Career Areas

The *Job Ads and Career Paths* program introduces five job ads in each of the following six career areas:

- Office and Clerical Jobs
- Healthcare
- Hotel/Restaurant
- Retail
- Sales
- Maintenance/Property Management

Program Components

The *Job Ads and Career Paths* program consists of the following components:

For each of the 30 Job Ads:

- Job Introduction
 - Job Title
 - Job Description
 - Education/Training Required
 - Helpful Skills/Traits
 - Success Pointers
 - Experience Required
 - Job Ad
 - Job Ad Expansion
- Employee Interview
 - Questions
 - Answers
 - Photograph
- Finding Basic Job Details
 - Vocabulary
 - Job Ad
 - Information Source Chart
- Going Beyond the Job Ad
 - Job Ad
 - Job Ad Interpretation Activity
- Reacting to Job Ads
 - Job Ad
 - Job Ad Personalization and Summarization Activity
- Job Ad Comparisons
 - Job Ad
 - Comparison Chart With Space for Outside Job Ads

For each of the six Career Areas:

- Building a Career
 - Five Job Ads
 - Career Path Description Lines
- Crossing Careers
 - Four Job Ads
 - Personal Advancement Description Lines

To be used throughout the program:

- Interest Forms
 - Yes
 - No
 - Not Sure
- First Contact Form
 - Phone
 - Mail
 - E-mail
 - In Person
 - Fax
- Education/Training Form
 - None Needed
 - High School Diploma
 - On-the-Job-Training
 - Trade School
 - Associate Degree
- Experience Form
 - None Needed
 - Yes
 - No
- Benefits Form
 - Insurance
 - Retirement Plan
 - Employee Discounts
 - Other Benefits
 - No Benefits
- Web sites
 - Ad #1—www.kingelectric.com (King Electric Company)
 - Ad #9—www.lanarkboyscamp.com (Lanark Boys Camp)
 - Ad #15—www.landonclub.com (Landon Country Club)
 - Ad #20—www.truckstop.com (Trucker's Resort)
 - Ad #25—www.ruffintuff.com (Ruff 'n Tuff Shed)
 - Ad #27—www.merrillwoods.com (Merrill Woods Development Company)

To be used at the end of the program:

- Summary Forms
 - Education/Training
 - Experience
 - Benefits
 - Individual Job
- Skill Match
- Risky Jobs
- Pre-test
- Post-test

(Editor's Note: The actual program you will administer to students, Job Ads, begins on page 1 and continues through page 192. Pages T•1 through T•68 comprise the Teacher's Guide. For a comprehensive and sequential overview of how the program works, carefully read the Teaching Suggestions section on pages T•3 through T•7).

Objectives

Correlation with Life Skills: Thinking and Reasoning Standards

The activities in *Job Ads and Career Paths* incorporate the following national standards and benchmarks*:

Standard: Understands and applies basic principles of logic and reasoning

- Benchmarks:
- Understands the personal values that influence the types of conclusions people make.
 - Recognizes situation in which a variety of conclusions can be drawn from the same information.

Standard: Effectively uses mental processes that are based on identifying similarities and differences

- Benchmarks:
- Articulates abstract relationships between existing categories of information.
 - Compares different sources of information for the same topic in terms of basic similarities and differences.

Standard: Applies decision-making techniques

- Benchmarks:
- Secures factual information needed to evaluate alternatives.
 - Analyzes personal decisions in terms of the options that were considered.
 - Evaluates major factors that influence personal decisions.

Standard: Performs self-appraisal

- Benchmarks:
- Identifies personal strengths and weaknesses.
 - Performs analysis of employability.
 - Understands career goals.
 - Summarizes personal work experience.
 - Identifies peak experiences and significant life experiences.

Standard: Maintains a healthy self-concept

- Benchmarks:
- Uses techniques to remind self of strengths.

Standard: Pursues specific job

- Benchmarks:
- Identifies important benefits and procedures of prospective employers.
 - Identifies a prospective employer's products and services.
 - Fills out a job application.

Standard: Makes general preparation for entering the workforce

- Benchmarks:
- Determines the types of preparation and training needed for entry-level jobs.
 - Analyzes a current job and its future possibilities.

* As identified in *Content Knowledge* by John S. Kendall and Robert J. Marzano; Mid-Continent Research for Education and Learning, 2000. Marketed by the Association for Supervision and Curriculum Development

Upon completion of the *Job Ads and Career Paths* program, students will:

- Understand the meaning of "Career Area."
- Know how to move around in a company web site.
- Understand the importance of education and training to a job seeker.
- Understand how past experience can be used by a job seeker.
- Have a sense of how employees feel about their jobs.
- Write the meaning of a wide range of abbreviations used in want ads.
- Be able to look at a job ad and a prospective job in relation to their own personal needs and skills.
- Know the types of benefits that are associated with different jobs.
- Be familiar with methods that job seekers use to contact employers and will know how to determine which method to use.
- Have conducted multiple want ad comparisons and will be able to use the procedure in the future as a means of gaining information from want ads.
- Understand the process of building a career when starting at entry level.
- Have presented six examples of how a person's job experiences can be used to cross from one career area to another.
- Have written letters, e-mails, and faxes as initial applicant introductions.
- Have presented phone and in-person dialogue as initial applicant introductions.
- Be aware of trade school options in the local area.
- Have determined their personal skill strengths and matched them to jobs involved in the program.
- Be aware of risky job ads and know how to identify them.

Teaching Suggestions

Teaching Suggestions Overview

This section—pgs. T•3 through T•7—details the instructional procedures you will use for the rest of this book. Each of the 30 job ads that make up the bulk of this program are broken down into the following areas:

1. Job Introduction
2. Employee Interview
3. Finding Basic Job Details
4. Going Beyond the Job Ad
5. Job Ad Comparisons

The 30 job ads are grouped into six categories (see “career areas” on pg. T•1). At the end of each categorical grouping a two page segment provides further instruction on the following:

1. Building a Career
2. Crossing Careers

Job Introduction

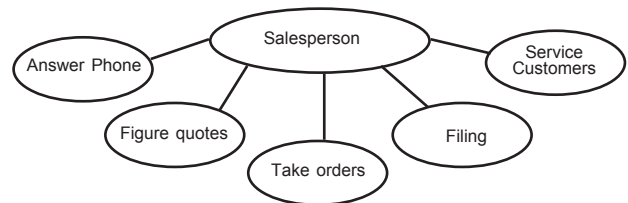
Each section of the Job Introduction page is addressed below. Multiple options are provided so you can customize the activities to best benefit your students.

Job Description Activities

Choose from the following student activities when deciding how you want to use the Job Descriptions.

1. Discuss the actions involved in each of the job tasks.
2. Write a job description using full sentences.
3. Find pictures to depict each job task. Create a collage. Label each picture with the related job task.
4. For each job task, identify one possible problem that might arise.
5. With a team of 3-5 members, create a skit depicting a person with a given job title performing one of the job tasks included in the job description.
6. Write a *Day in the Life* about a person in the given job and incorporate a situation involving each job task.
7. Take a field trip to the type of company involved. Video tape as many of the identified job tasks as possible.
8. Choose one job task and write a detailed description/dialogue showing the employee completing the job task.
9. Write a comic strip depicting a person in the given job completing one of the job tasks.

10. Create job description posters using this format:



11. Draw a picture showing a person in the given job completing one of the tasks on the list.
12. Rank the job tasks for a given job from the one you think you would be best at to the one you think would cause you the most problems.
13. Rank the job tasks for a given job from the one you think you would enjoy the most to the one you think you would enjoy the least.
14. Identify a job you think you might enjoy (other than the currently identified job). Make a comparison chart showing how the listed job tasks relate to your chosen job.
15. Rank the job tasks for a given job in the order from most critical to least critical for the job in question.

Education/Training Required

Sometimes the Education/Training Required box has been filled in and sometimes it is empty. If the box is empty, ask students to search the ad and fill in the box. When the information is not given in the ad, instruct students to look at the web site to find the information. (Web sites are provided for Job Ads 1, 9, 15, 20, 25, and 27.)

Helpful Skills/Traits

Choose from the following student activities when deciding how you want to use the Helpful Skills/Traits.

1. Discuss the meaning of each of the helpful skills/traits.
2. Choose one of the skills and demonstrate your mastery of it.
3. Give yourself a score of 1 (not strong)–5 (strong) for each of the skills. Add your scores and compare them to your classmates. Those with the highest scores would be most likely to be successful at the given job.
4. Rank the skills in order from the one in which you are most skilled to the one in which you are least skilled.
5. Choose one of the skills listed for a given job. Write a short story showing a problem a person had in that job because the skill was not mastered.
6. Choose the skill at which you are most adept. Identify three other jobs that also use this skill.

Teaching Suggestions

7. Make a chart with school subjects across the top and identified skills down the side. Use checks to identify subjects where each skill is taught.
8. Find pictures of people depicting each of the identified skills. Create a job poster with the job title in the center.
9. Write the job title and each of the skills on separate squares of display board. Punch holes in the top of all squares and create a Job Mobile.
10. With a team of three or four members, act out a skit showing strong and weak skills.
11. Study the identified list of skills. Choose the one that is weakest for you. Describe how you could improve your mastery of this skill.
12. With a team of three or four members, make a video depicting each of the skills.
13. Choose a TV show or movie that depicts mastery of one of the identified skills. Describe the scene in writing or tape the scene and show it in class.
14. Identify a possible problem that could arise with the identified job. Explain how one or more of the listed skills could be used to solve the problem.
15. Display your mastery of one of the listed skills by using it. (For example: Show phone skill mastery by having a clever phone conversation.)

Success Pointers

Follow both of the following steps when addressing the Success Pointers listed with each job ad.

1. Discuss the meaning of each Success Pointer.
2. Conduct classroom sessions using some or all of the Success Pointers Discussion Topics presented next to the want ads on pages T•13 through T•18.

Experience Required

Address the following issues with your students:

1. *Job Ads and Career Paths* assumes all required experience is included in the job ad. Therefore, the box is always empty and should be filled in with information from the ad. If the ad does not supply any information, have students write the words “not indicated in ad” in the box.
2. Discuss the difference between required and preferred experience.
3. Discuss the following: Job seekers who do not have the stated required experience sometimes believe they could do the job well. In this case, a job seeker could state his or her qualifications in an introductory letter. Sometimes the number of qualified applicants are low and such an introductory letter results in an interview being granted.

Job Ad Expansion

Have students fill in the blank lines using either the want ad, the web site (Ads 1, 9, 15, 20, 25, and 27) or a combination of the two.

Employee Interview

Choose one or more of the following student activities when deciding how you want to use the Employee Interview.

1. Read through the interview as a group.
2. Choose two students to role play the Interview.
3. Discuss the job photo.
4. Have students interview an employee in a similar job. Use the same questions that were used in *Job Ads and Career Paths* and compare answers.
5. Before giving students a copy of the interview, provide them with the interview questions. Have each of them answer the questions as they think a person in the given job would answer the questions. Compare student answers to the interview answers.

Finding Basic Job Details

Follow these steps when completing the Finding Basic Details pages.

1. Have students complete the Vocabulary Terms and then discuss the terms and their meanings.
2. Have students study the want ad and fill in all possible details in the chart.
3. Have students study the Job Introduction, Employee Interview, and Web sites (Ads 1, 9, 15, 20, 25, and 27) and use the information to complete the middle column.
4. Have students choose Column 4 for information not available to them at this point.

Going Beyond the Job Ad

Follow steps 1 and 2 or steps 1–3 when completing the *Going Beyond the Job Ad*.

1. Answer questions 1-3.
2. Answer question 4 and use one of the 4 businesses to draw the map for 5.
3. If desired, have students create mazes in the computer and/or use an Internet road directions site (such as MapQuest) and print out detailed directions.

Teaching Suggestions

Reacting to Job Ads

Follow steps 1–3 and be aware of issues 4–6 when completing the *Reacting to Job Ads* pages.

1. Have students use personal opinion to answer question 1.
2. Have students use all job-related information available to them to answer questions 2, 3, and 5.
3. For question 4, ask students to answer honestly for their own personal selves.
4. If students are on track to graduate soon, decide if you want to allow them to respond to the job ads by their graduation date.
5. The answer key includes all licensures and certifications as trade school experiences. Although some of these classes are offered by local colleges and other government agencies, classes are classified as trade school training in an effort to differentiate between trade-specific training and college degree programs.
6. When trade school classes are required, the answer key includes both the High School Diploma requirement and the trade school requirement because information is not provided that assumes trade school classes require a high school diploma.

Job Ad Reaction Forms

Near the end of the book (pgs. 193-213) a section titled *Job Ad Reaction Forms* includes reproducible forms that allow students to practice replying to any or all of the 30 job ads. It includes:

1. Interest Forms
2. First Contact Forms
3. Education/Training Forms
4. Experience Forms
5. Benefits Forms

Interest Forms

The *Interest Forms* are used with the *Reacting to Job Ads* activities. The following issues help to clarify the use of the *Interest Forms* (pgs. 193-195):

1. The first question on the *Reacting to Job Ads* activity has three possible choices that can be circled. A different *Interest Form* is provided for each of the three choices. In other words, each time a student circles “yes” for question number one, the student receives an *Interest Form—Yes* to complete (pg. 193).
2. Since there is not a right or wrong answer, different *Interest Forms* are likely to be used by students working on the same *Reacting to Job Ads* activity.
3. The purpose of the *Interest Forms* is to help students evaluate their responses to the first question on the *Reacting to Job Ads* activity and to gain a thorough understanding of the processes related to those choices.

First Contact Forms

The *First Contact Forms* (pgs. 196-200) are used with the *Reacting to Job Ads* activities. The following issues help to clarify the use of the *First Contact Forms*:

1. The second question on the *Reacting to Job Ads* activity has five possible choices that can be circled. A different *First Contact Form* is provided for each of the five choices. In other words, each time a student circles “phone” for question number two, the student receives a *First Contact Form—Phone* (pg. 196) to complete.
2. Sometimes, students will need to complete two or more *First Contact Forms* because of multiple ways job seekers can contact the companies. Students need to study the want ads to know which choices are correct.
3. The purpose of the *First Contact Form* is to help students evaluate their responses to the second question on the *Reacting to Job Ads* activity and to gain an understanding of the processes related to those choices.

Education/Training Forms

The *Education/Training Forms* (pgs. 201-205) are used with the *Reacting to Job Ads* activities. The following issues help to clarify the use of the *Education/Training Forms*.

1. The third question on the *Reacting to Job Ads* activity has five possible choices that can be circled. A different *Education/Training Form* is provided for each choice. In other words, each time a student circles “None needed” for question number three, the student receives an *Education/Training Form—None Needed* (pg. 201) to complete.
2. As a rule, students will only need to complete one *Education/Training Form*. However, sometimes students will need to complete a form for both HS Diploma and Trade School. Students need to study the want ads, Job Introductions, and Web Sites (Ads 1, 9, 15, 20, 25, and 27) to know which choices are correct.
3. The purpose of the *Education/Training Forms* is to help students evaluate their responses to the third question on the *Reacting to Job Ads* activity and to gain an understanding of the processes related to those choices.

Experience Forms

The *Experience Forms* (pgs. 206-208) are used with the *Reacting to Job Ads* activities. The following issues help to clarify the use of the *Experience Forms*:

1. The fourth question on the *Reacting to Job Ads* activity has three possible choices that can be circled. A different *Experience Form* is provided for each of the three choices. In other words, each time a student circles “None needed” for question number four, the student receives an *Experience Form—None Needed* (pg. 206) to complete.

Teaching Suggestions

2. Since students will have varying experience banks, different *Experience Forms* are likely to be used by students working on the same *Reacting to Job Ads* activity.
3. The purpose of the *Experience Forms* is to help students evaluate their responses to the fourth question on the *Reacting to Job Ads* activity and to gain an understanding of the processes related to those choices.

Benefits Forms

The *Benefits Forms* (pgs. 209-213) are used with the *Reacting to Job Ads* activities. The following issues help to clarify the use of the *Benefits Forms*:

1. The last question on the *Reacting to Job Ads* activity has five possible choices that can be circled. A different *Benefits Form* is provided for each choice. In other words, each time a student circles “insurance” for question number five, the student receives a *Benefits Form—Insurance* (pg. 209) to complete.
2. Students will often need to complete more than one *Benefits Form*. Students need to study the want ads, Job Introductions, and Web Sites (Ads 1, 9, 15, 20, 25, and 27) to know which choices are correct.
3. The purpose of the *Benefits Forms* is to help students evaluate their responses to the last question on the *Reacting to Job Ads* activity and to gain an understanding of the processes related to those choices.

Job Ad Comparisons

Students are to collect information from four want ads and complete the chart. The point is to practice (one more time) reading and comparing job ads. Information that is not provided in the want ads can be marked *N/A*.

One of the four ads is provided and students are to find the other three ads on their own. Decide whether you want students to be responsible for bringing the ads from home or if you want to provide a want ad source in the classroom.

The *Building A Career* and *Crossing Careers* activities are found at the end of each of the six career fields in this book (e.g., on pgs. 31-32 for the first career field, Office/Clerical).

Building A Career

The five ads within the career field are presented and the students are asked to show how the ads could work as stepping stones to build a career within the specified career field. Keep the following issues in mind:

1. The answer key ranks the careers in a progressive order. This ranking is subjective.
2. When looking from job to job within this activity, encourage students to assume they have been doing one job for a period of time as they look at the next job higher up the ladder. This imaging allows them to think beyond the want ad to the realities of the job.

Crossing Careers

Students are presented with four want ads representing jobs from four different career paths. They are to assume they work at the job in the first ad and then identify how they could use their experience to move to one of the other jobs. Consider the following suggestions before beginning this activity:

1. Encourage students to choose the job they would like the most rather than the job that they think will connect the easiest.
2. With a little effort, all the jobs can be connected.
3. Encourage students to assume they have been doing the top job for a period of time as they look at the next job up the ladder. This imaging allows them to think beyond the want ad to the realities of the job.
4. Encourage students to “put their best feet forward” and to “toot their own horns.” Excessive modesty can be a problem for job seekers.

Teaching Suggestions

The last section of this book, *End of Program Forms*, includes four forms—pgs. 215-223—that provide students with a summary of lessons learned in completing the *Job Ads and Career Paths* program.

Summaries

1. The *Education/Training Summary* sorts the jobs by whether or not they require training after high school. Only three of the jobs chosen require some college. For this reason, this form mostly sorts jobs that require no high school degree, those that call for a high school degree, and positions asking for trade school certification or licensure.

Students either need to use this form as an ongoing activity that they mark after each career area or go back through all the career areas at the end of the program.

2. The *Experience Summary* sorts jobs by whether or not they require experience.
Students either use this form as an ongoing activity they mark after each career area or go back through the career areas at the end of the program.
3. The *Benefits Summary* sorts the jobs by whether or not they provide benefits. This form results in a simple yes or no format. Jobs that provide only insurance are on the same plane with jobs that provide a variety of benefits.

Students either use this form as an ongoing activity they mark after each career area or go back through all the career areas at the end of the program.

4. The *Job Summary* form can be used repeatedly—after each job ad if desired. The form provides a graphic overview of a given job ad.

Skill Match

The *Skill Match* form (pg. 219) is to be used as a means of determining jobs for which a student has an aptitude. Guide students through the form according to the pointers below.

1. A student should place a check next to each skill on the left that is true of him or herself.
2. Direct students to notice the numbers in parenthesis after each skill. For each checked skill, place a tally in the Job Squares that correspond to the numbers in parenthesis. (Example: Ability to be persistent without being overbearing—tallies need to go in Jobs #21, 23, 24, and 25.)

3. Circle the jobs with the most tallies. These are the jobs that match the marked skills. Each individual student will end up with jobs matching his or her skills.

Risky Jobs

The *Risky Job Ads* are included to alert students to the existence of questionable opportunities.

Pre- and Post-test

A pre- and post-test are included at the end of the book. These tools are to be used to best suit your needs.

Web Sites

To add both realism and another learning modality, web sites are included for these six job ads: 1, 9, 15, 20, 25, and 27. For teaching convenience, the content of these web sites is printed on pages T•19 – T•44. They are also included in the PDF file of this book which is on the *Job Ads and Career Paths Win/Mac CD* included with this book.

(Note: The content of all 30 Job Ads in this book is published separately as web sites on an additional CD titled, **JobWeb**, available from IEP Resources, 1-800-651-0954, www.AttainmentCompany.com.)

Education and Training Master Summary

Ad#	Job Title	No Edu.	HS Diploma	On-the-Job Training	Trade School or Class	Assoc. Deg.
#1	Inside Sales Person/Clerk		X			
#2	Supervisor: Financial Serv./Tellers		X		ABA Classes	pref'd
#3	Teller and Operations Manager		X		ABA Classes*	pref'd
#4	Financial Services Representative		X		ABA Classes	
#5	Teller		X			
#6	Kennel Helper	X		after hired		
#7	Direct Care Worker		X			
#8	Personal Care Attendant		X		Personal Care Certificate	
#9	Camp Counselor		X			
#10	Medical Assistant		X			
#11	Cook/Children's Shelter		X		Food Handler's Permit	
#12	Food Service Director				Food Service Mgr. License	X
#13	Food Services Supervisor		X		Food Serv. Mgr. Lic Pref'd	
#14	Cook/Large Hotel		X		Sanitation Certificate	
#15	Assistant Banquet Cook	X		after hired		
#16	Assistant Manager		X			
#17	Retail Clerk		X			
#18	Department Supervisor		X			
#19	Department Store Manager		X			
#20	District Manager					X
#21	Salesperson		X			
#22	Sales Manager					X
#23	Ad Sales Representative	X	Pref'd			
#24	Sales Partner		X		Real Estate License	
#25	Sales Associate		X		Real Estate License Pref'd	
#26	Property Manager		X		EPA Regulations Knowledge*	
#27	Assistant Mgr./Maintenance Sup.		X		EPA Regulations Knowledge	
#28	Maintenance Worker		X			
#29	Maintenance Assistant	X		after hired		
#30	Housekeeper	X				

* Not mentioned, but included in previous required experience

Job Descriptions for Ads 1-30

- Answering the phone - 1
- Assisting during examinations - 10
- Assisting with and learning plumbing, carpentry, and cleaning skills - 29
- Backing up the tellers, financial reps., and new account reps. - 2
- Balancing the ATM - 3
- Balancing the cash drawer - 5, 17
- Bathing pets - 6
- Brainstorming with customers - 21, 24
- Budgeting - 12, 19, 20, 22
- Calculating food quantities for ordering - 12, 13
- Changing sheets - 8
- Cleaning all rooms of the house - 30
- Cleaning cages and pens - 6
- Cleaning the kitchen and dining room - 11, 13
- Cleaning kitchen work areas - 15
- Cold calling - 23, 25
- Creating/Decorating food items in bulk as directed - 15
- Completing government forms - 12
- Cooking breakfast and lunch for a large group - 11, 13
- Cooking in a fast-paced environment - 14
- Counting money - 5
- Creating incentives for managers - 20
- Creating pleasant food presentations - 14
- Delivering meals, snacks, and drinks - 8
- Doing budgeting and accounting - 26
- Doing laundry - 30
- Entering data - 1
- Explaining house layouts and options - 24
- Explaining benefits of different sheds - 25
- Feeding pets - 6
- Figuring quotes for new jobs - 1, 21, 25
- Filing - 1
- Filling out forms - 5, 21
- Following detailed directions - 5, 28, 29
- Formulating and experimenting with new dishes - 14
- Giving baths - 8
- Giving job performance reviews - 3, 16, 19, 20, 22, 26
- Greeting customers - 5, 16, 17, 18, 19, 24
- Greeting patients and taking them to the examination rooms - 10
- Helping customers adhere to building permit requirements - 25
- Helping to make patients comfortable - 8
- Hiring, managing, and coaching supervisors - 3, 19, 22
- Keeping the grounds clean - 27, 28
- Keeping up with new cooking innovations, technology, and methods - 14
- Keeping work station organized - 5
- Making friendly conversation with patients - 8
- Making sure campers both know and follow camp rules - 9
- Making sure tenants both know and follow apartment rules - 26
- Making sure campers know of and participate in camp activities - 9
- Maintaining the office - 1
- Managing/training supervisors - 16
- Managing meal delivery - 13
- Managing the cash vault - 3
- Measuring patients' weights and heights - 10
- Monitoring financial state of stores in district - 20
- Negotiating - 22, 24
- Opening new accounts - 4
- Operating the cash register - 17, 18
- Ordering food - 11, 12
- Order taking, entry, and invoicing - 1
- Overseeing inventory shipments - 16, 17, 18
- Overseeing or helping clients in meal preparation - 7
- Overseeing or helping clients in household maintenance - 7
- Overseeing property maintenance - 26
- Overseeing ongoing functions such as pool maintenance, flower planting, and apartment cleaning - 27
- Packaging money - 5
- Participating in clients' recreational activities - 7
- Performing ongoing functions such as pool maintenance, flower planting, and apartment cleaning - 28

Job Descriptions for Ads 1-30

- Planning meals for prescribed diets - 12
- Planning menus - 11, 12
- Playing with pets - 6
- Preparing examination rooms - 10
- Preparing foods to be cooked - 15
- Pricing merchandise - 17, 18
- Promoting banking services - 2, 3, 4, 5
- Ready fresh foods for use - 15
- Reporting to upper management - 3, 16, 18, 19
- Responding to tenants' repair needs - 27, 28
- Running errands - 30
- Scheduling employees - 16
- Scheduling tasks so all menu items are finished at one time - 11, 13
- Securing new customers - 21, 22, 24, 25
- Securing new loan customers - 4
- Securing new tenants - 26
- Selling merchandise - 17, 18
- Selling sheds and garages - 25
- Setting up dining area displays - 15
- Servicing customers - 1, 2, 3, 4, 5
- Servicing existing customers - 21, 22
- Setting policies - 19, 22
- Setting up loans - 2
- Shipping and receiving - 1
- Shopping for groceries - 30
- Substituting for receptionists - 10
- Supervising - 2, 12, 13, 18, 26
- Supervising a team of five maintenance people - 27
- Supervising managers - 20
- Taking loan applications - 4
- Taking patients to bathroom or helping with bed pan/urinal - 8
- Taking vitals and patients' histories - 10
- Troubleshooting - 2, 3, 16, 18, 19, 26
- Troubleshooting air conditioning and furnace units - 28
- Using banking software programs - 2, 4
- Using donated foods creatively - 11
- Visiting district stores at least once a week - 20
- Watching out for general safety of campers - 9
- Watching out for general safety of clients - 7, 9
- Working with vendors - 12
- Writing Reports - 1, 4

Helpful Skills/Traits for Ads 1-30

- Ability to be persistent without being overbearing - 21, 23, 24, 25
- Ability to be pleasant without being a pushover - 21, 23, 24, 25
- Ability to deal with constant traveling - 20
- Ability to deal with downtime - 17
- Ability to determine a customer's needs and to sell to the needs - 21, 23, 24, 25
- Ability to follow orders - 15, 28, 29, 30
- Ability to handle multiple tasks - 1, 2, 11, 12, 13, 14, 16, 19, 26, 27, 30
- Ability to maintain confidentiality - 30
- Ability to match need with available talent - 22
- Ability to meet the needs of customers - 18, 22
- Ability to read financial reports - 20
- Ability to work alone - 17, 30
- Accounting skills - 3, 26
- Aptitude for carpentry skills - 29
- Aptitude for housecleaning skills - 29
- Aptitude for plumbing skills - 29
- Attention to detail - 5, 7, 10, 11, 12, 13, 14, 15, 16, 18, 19, 30
- Carpentry skills - 27, 28
- Communication skills - 2, 4, 7, 19, 20, 23
- Computer literacy - 2, 4
- Concern for others - 6, 7, 8, 9, 10
- Cooking skills - 11, 12, 13, 14, 15
- Creative decorating skills - 17
- Creativity with food - 14, 15
- Customer service skills - 2, 4, 5
- Fast money-counting skills - 5
- Floor plan interpretation - 24
- General computer awareness - 1
- Good memory - 19
- Housecleaning skills - 8, 10, 11, 13, 15, 26, 27, 28, 30
- Leadership skills - 2
- Love of animals - 6
- Math skills - 1, 4, 5, 11, 12, 13, 20, 22
- Organizational skills - 1, 11, 12, 13, 16, 19, 20, 22, 26, 27, 30
- Outdoor, physical skills - 9
- Phone skills - 1, 4, 21, 23, 25
- Pleasant cheerfulness - 5, 7, 8, 10, 17
- Plumbing skills - 27, 28
- Problem solving skills - 2, 9, 16, 18, 19, 20, 21, 22, 24, 26, 27
- Relaxed, friendly nature - 6, 7, 8, 9, 10, 24, 25
- Supervisory skills - 12, 13, 16, 18, 20, 22, 26, 27
- Teaching skills - 2, 7, 9
- Typing skills - 1
- Understanding of building features and methods - 24, 25
- Writing skills - 2

Success Pointers for Ads 1-30

- Always be on time - 1, 17, 28, 29, 30
- Always try to be fair, impartial, and open minded - 2, 3, 12, 19, 20, 26, 27
- Be flexible - 6
- Be innovative - 24, 25
- Be innovative about selling - 19, 23
- Be persistent - 6, 21, 23, 24
- Be willing to take orders without questioning - 10, 15, 16, 28, 30
- Be willing to work the needed hours to keep up. - 2, 3, 12, 18, 19, 26, 27
- Be visible in the community - 22
- Build relationships with customers - 4
- Communicate with your subordinates daily - 2, 16, 19, 26, 27
- Develop routines so you can be consistent - 10, 11, 13, 14, 15, 30
- Display an eager and willing attitude - 29, 30
- Encourage and help managers to succeed - 20
- Find a way to keep your personal life intact while traveling often - 20
- Give credit to subordinates when credit is due - 3, 16
- Graciously accept and consider opinions regarding your creations - 14
- Keep both your appearance and your work area neat and clean - 15, 17
- Keep notes to help you remember job details correctly - 1, 20, 21, 22, 23, 24, 30
- Keep your composure no matter what a camper says to you - 9, 28
- Keep your composure no matter what a client says to you - 7
- Keep your composure no matter what a customer says to you - 4, 5, 16, 17, 18, 21, 23, 24, 25
- Keep your composure no matter what a patient says to you - 8
- Keep your composure no matter what a tenant says to you - 26, 27
- Keep your staff motivated and on task - 13, 18
- Make new potential customer calls each day - 4, 21, 25
- Make sure to keep working while chatting with coworkers - 15
- Network with business people to get new leads - 22
- Pay attention to detail - 6, 7, 8, 11, 12, 13, 14, 15, 16, 18, 26, 27, 28, 29, 30
- Pay attention to employment trends - 22
- Pay attention to finances - 19, 20, 26
- Put your needs second to those of your campers - 9
- Put your needs second to those of your clients - 7
- Put your needs second to those of your patients - 8
- Remember that hurtful comments by patients or their family members are not personal - 8
- Remember that attacks by customers are not personal - 5, 23
- Remember that rejections by customers are not personal - 23, 24, 25
- Take steps to sustain a positive attitude - 21
- Think creatively all the time (not just at work) and keep notes of your creative ideas - 14
- Think of ways to make the shop more appealing - 17, 18
- Use time wisely - 13, 30
- Work to make the camping experience fun - 9
- Work to create healthy, appealing meals - 12
- Work to create meals that are healthy and have child appeal - 11
- Without being too aggressive, encourage customers to buy - 17, 18, 21, 24, 25

Office/Clerical — Ads and Success Pointers

Typical Office/Clerical Jobs

Office/Clerical jobs include positions such as secretaries, receptionists, office managers, administrators, order entry people, data entry clerks, bank tellers, and many other office-centered jobs. This section includes an electric company salesperson/clerk and four jobs in financial institutions.

Success Pointers Discussion Topics

- Ad #1 Why is being on time one of the main methods entry-level employees have of building a positive image?
Write an example of a note a salesperson/clerk might make to help remember details.
- Ad #2 What does it mean to be fair, impartial, and open minded?
Why is it important to communicate with subordinates daily?
- Ad #3 Describe a situation where a supervisor does not give credit to a subordinate when credit is due.
Realistically, how often do you think adult employees work more than 40 hours a week in an effort to keep up with their work?
- Ad #4 Why is it important to build relationships with customers?
Give an example of a situation when a credit union employee might have a difficult time keeping his or her composure. In your example, why is it important for the employee to keep his or her composure?
- Ad #5 What types of “attacks” might customers make on employees?
Have students role play a teller and an irate customer. Show two versions: One where the employee maintains composure, and one where the employee loses composure. Discuss the ramifications of each reaction.

(Note: The Answer key for Success pointers Discussion Topics begins on page T*45)

Job Ad #1

Inside salesperson/clerk for elec. utility supply co. P/T. Must be H.S. grad, bondable, type 40 wpm, perform clerical functions, order entry, quotes, invoicing, shipping & receiving, & deal with customers over phone. Electrical exp. preferred. Apply @ 3939 N. Pan Am Expwy. From 9-11 AM & 1-4 PM weekdays at office trailer in back. You can print an application at www.kingelectric.com.

Job Ad #2

Financial Services Rep/Teller Supervisor

Must possess effective customer service abilities and 8 years related banking experience including teller, financial representative, or new accounts experience and familiarity with bank products/ services. HS diploma and ABA course required. PC literacy required, Word, Excel, M&I, Bankers Insight programs a plus. Bring resumé in person to 443 W. Broadway.

Job Ad #3

Teller and Operations Manager

Excellent opportunity for individual with strong leadership skills, 10 years related experience including at least 3 or more years in a supervisory role. PC/10-key, currency counter proficiency. Some college coursework and/or sales and service experience a plus. Word processing, spreadsheet skills ideal. Send confidential resumé to Express-News Box 445.

Job Ad #4

Credit Union

Financial Service Representative. Perfect opportunity for individual who enjoys working directly with the public. Requires 5 years' related experience and proven selling skills. CRT ability, 35 wpm typing speed, good communication skills essential. PC, Banker Insight, spreadsheet, word processing proficiency a definite asset. Call our jobline at 436-5555.

Job Ad #5

TELLER-F/T

As our primary contact with customers, applicants must have exceptional customer service and communication skills. (1 year teller or sales/service experience preferred). CRT, 10-key, 25 wpm typing speed a must. Mon-Fri. hours will vary between 7am-6pm with rotating Sat. 9am-1pm, unless noted. Fax resumé to 342-5555.

Healthcare — Ads and Success Pointers

Typical Healthcare Jobs

Healthcare jobs include positions such as nurses, nurse's aides, personal assistants, direct care workers, dentists, doctors, dental hygienists, eye-care professionals, frame stylists, physical therapists, X-ray technicians, lab technologists, and many other health-related jobs. This section includes a kennel worker, direct care workers in a home and in a hospital, a camp counselor, and an assistant in a clinic.

Job Ad #6

Looking For a Pet Lover With a Good Work Ethic!

General Kennel Worker needed. Will train. Part Time, approx. 32 hours/week, some weekends & holidays, variety of duties. Apply M-F, 10am-3pm at: Friends Forever Pet Service, 59 E. Monterey, Landon Springs.

Job Ad #7

Direct Care Positions

SSLM, a care facility for persons with mental retardation has several direct-care openings for all shifts. PT & FT positions avail. @ our Northside locations. Applicants should be caring, reliable, at least 18, and a HS or GED grad. Exp. helpful, but not required. Training provided. \$1 or \$2 over minimum wage (+ exc benefits for FT). Call the SSLM jobline for info. on this position. 924-5555, ext. 268.

Job Ad #8

Personal Care Attendant More than Just a Job—It's a Career!

\$400 sign-on bonus!

Start at twice the minimum wage! Previous medical experience, HS diploma and Personal Care Certfd req'd. Work set weekday shift and revolving weekend shift. Health benefits and paid vacation. Send resume to Employee Services, Morningside Hospital, Landon Springs or fax to 435-5555.

Success Pointers Discussion Topics

- Ad #6 Why would a kennel worker need to be flexible?
How is being persistent different than being stubborn?
- Ad #7 What is composure? Give an example of something a Direct Care Worker working in a home for handicapped individuals might hear that could require him or her to work to maintain composure.
Give an example of an employee putting a client's needs ahead of his or her own.
- Ad #8 Give an example of a patient or a patient's family member saying something hurtful but not meaning it to be personal.
Do you think patients (or their family members) in hospital settings should be allowed to get away with making unkind statements? Explain your reasoning.
- Ad #9 Why would a camp counselor have to work to make camp fun? Isn't camp fun on its own?
Give an example of something a camper might say that would require a camp counselor to have to put effort into maintaining composure.
- Ad #10 Do you take orders from your parents without questioning? If you don't, do you think you will have a problem doing this in the workplace? Explain your reasoning.
Why is consistency important for a medical assistant? Give an example of a routine a medical assistant might develop to support consistency.

Job Ad #9

CAMP COUNSELOR for summer Therapeutic boys' camp. Ideal for outdoor-minded, w/ room for advancement. Have fun while you make a difference! At least 18 years old with valid driver's license. Call 866-5555 this week. Learn more about our camp at www.lanarkboyscamp.com.

Job Ad #10

Medical Assistant

Needed for busy OB/GYN practice. Prior direct care experience necessary. This is a strong company with competitive salary and benefits. Before Nov. 20th, please submit resumé to: Six Pines Women's Center, P.O. Box 45356, Landon Springs or fax to 616-5555. No phone calls, please.

Job Introduction: Inside Salesperson/Clerk

Job Description

Job Tasks Included:

- Answering the phone
- Entering data
- Figuring quotes for new jobs
- Filing
- Maintaining the office
- Order taking, entry, and invoicing
- Servicing customers
- Shipping and receiving

Job Ad #1

Inside salesperson/clerk for elec. utility supply co. P/T. Must be H.S. grad, bondable, type 40 wpm, perform clerical functions, order entry, quotes, invoicing, shipping & receiving, & deal with customers over phone. Electrical exp. preferred. Apply @ 3939 N. Pan Am Expwy. From 9-11 AM & 1-4 PM weekdays at office trailer in back. You can print an application at www.kingelectric.com.

Education/Training Required

Helpful Skills/Traits

- Ability to handle multiple tasks
- General computer awareness
- Math skills
- Organizational skills
- Phone skills
- Typing skills

Success Pointers

- Always be on time.
- Keep notes to help you remember job details correctly.

Experience Required

Job Ad Expansion

(The missing information below is found on this company's web site on pages T•19 to T•23. Photocopy or print from PDF for student reference.)

Company Name: _____

Company History: _____

Main Line of Business: _____

Benefits: _____

Vacation Plan: _____

Salary: Minimum wage plus \$1

Work Days: Tuesday, Wednesday, and Thursday

Shift: Daytime

Overtime Situation: Clerk must remain on duty until 3rd shift clerk arrives and takes over.

(Teacher's note: Answers on pg. T•49)

Employee Interview

Job Title
Inside Sales Person/Clerk



A Sales Clerk works at her computer.

Interview Questions	Employee Answers
How old are you?	25
What is your favorite part of the job?	The casual atmosphere.
What is your least favorite part of the job?	Figuring quotes—I worry that I will make a mistake.
Where do you see yourself in five years?	At a full-time office job.
What do you wear to work?	Nice outfits.
When do you receive your paychecks?	We are paid every other Thursday.
How did you first hear about the job?	I saw an ad in the newspaper.
What hours do you work?	From 10:00 to 3:00 on M-W-F.
How many coworkers do you have?	14
How long has the most senior coworker been employed?	7 years.

Interview Questions	Employee Answers
What is your first task each day?	I check the fax for orders that came in during the night.
What is your last task each day?	I turn my computer off and the answering machine on.
What did you learn in school that helps you do your job?	To carefully check my math computations.

Finding Basic Job Details

Vocabulary Terms

Explain the meaning of each of these terms as used in Job Ad #1

P/T _____
 bondable _____
 exp. _____
 wpm _____

Directions for Chart

Use the job ad information to fill in as many details in column 2 as possible. Use column 3 to write information not found in the Job Ad. Make a check in column 4 to identify information that probably will only be known after going to an interview.

Job Ad #1

Inside salesperson/clerk for elec. utility supply co. P/T. Must be H.S. grad, bondable, type 40 wpm, perform clerical functions, order entry, quotes, invoicing, shipping & receiving, & deal with customers over phone. Electrical exp. preferred. Apply @ 3939 N. Pan Am Expwy. From 9-11 AM & 1-4 PM weekdays at office trailer in back. You can print an application at www.kingelectric.com.

Column 1	Column 2 Answer given in Job Ad. (Write answer.)	Column 3 Research needed—See Employee Interview and Expanded Job Ad box or Company Web Site. (Write answer.)	Column 4 Need to talk to a current employee, have an interview, or receive a job offer to find answer. (√)
Job Title			
Company Name			
Size of Company			
Salary (calculate)			
Number of hours per week			
Experience Required			
Training/Education Needed			
Application Deadline/timeline			
Resumé needed?			

Going Beyond the Job Ad

Job Title

Inside Sales Person/Clerk

Job Ad #1

Inside salesperson/clerk for elec. utility supply co. P/T. Must be H.S. grad, bondable, type 40 wpm, perform clerical functions, order entry, quotes, invoicing, shipping & receiving, & deal with customers over phone. Electrical exp. preferred. Apply @ 3939 N. Pan Am Expwy. From 9-11 AM & 1-4 PM weekdays at office trailer in back. You can print an application at www.kingelectric.com.

Directions

Use the Extended Job Ad Information, Company Web site information, the Employee Interview, or your general knowledge to answer the questions below.

1. Which word in the ad suggests that a person with a criminal record would not be hired for this job?

Quotes

Bondable

Preferred

2. What would probably be the quickest way to learn more about King Electric?

Call the company.

Talk with an employee.

Go to the web site.

3. Which of the following is the best way to apply for this job?

___ Go to the web site and apply on line.

___ Call for an interview.

___ Apply in person with a completed application printed from the web site.

4. Name some businesses in your local area that offer a job similar to this job.

5. Choose one of the businesses listed in #4. On a separate piece of paper, draw a map showing the route you would take if you were working at that business.

Reacting to Job Ads

Job Title
Inside Sales Person/Clerk






















Job Ad #1

Inside sales person/clerk for elec. utility supply co. P/T. Must be H.S. grad, bondable, type 40 wpm, perform clerical functions, order entry, quotes, invoicing, shipping & receiving, & deal with customers over phone. Electrical exp. preferred. Apply @ 3939 N. Pan Am Expwy. From 9-11 AM & 1-4 PM weekdays at office trailer in back. You can print an application at www.kingelectric.com.

Directions

Circle the correct symbols below and complete these matching forms (found on pgs. 193 through 213):

- Interest form
- First Contact form
- Education/Training form
- Experience form
- Benefits form

1. Is this job of interest to you?	 Yes	 No	 Not Sure		
2. How should a job applicant contact this company?	 Phone	 Mail	 E-mail	 In person	 Fax
3. What is the highest level of education/training required for this job?	 None needed	 HS Diploma	 On-the-job	 Trade school	 Associate Degree
4. Do you have the needed experience for this job?	 None needed	 Yes	 No		
5. Other than vacations, what benefits are included with this job? (Circle all that apply.)	 Insurance	 Retirement Plan	 Employee Discounts	 Other Benefits	 No Benefits

Job Ad Comparisons

Directions

Look in your local paper. Find three job ads that are similar to Job Ad #1. Tape the three ads in the left column. Writing sideways, complete the chart to compare the four ads. For missing information, write "unknown."

	Job Title	Job Duties	Salary	Education Required	Experience Needed	How to Apply
<p style="text-align: center;">Job Ad #1</p> <p>Inside salesperson/clerk for elec. utility supply co. P/T. Must be H.S. grad, bondable, type 40 wpm, perform clerical functions, order entry, quotes, invoicing, shipping & receiving, & deal with customers over phone. Electrical exp. preferred. Apply @ 3939 N. Pan Am Expwy. From 9-11 AM & 1-4 PM weekdays at office trailer in back. You can print an application at www.kingelectric.com.</p>						
<p style="text-align: center;">Comparison Ad #1</p>						
<p style="text-align: center;">Comparison Ad #2</p>						
<p style="text-align: center;">Comparison Ad #3</p>						