

17 Promote Your Positive Skills

TRANSITION OBJECTIVE

Students will complete a simulated job experience from application to evaluation.

RELEVANCE TO SUCCESSFUL TRANSITION

Learning to be an effective, productive and successful employee requires practical experience. Typically, this would be on-the-job experience while working part-time, full-time, as an intern, volunteer or in a community-based vocational training program.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

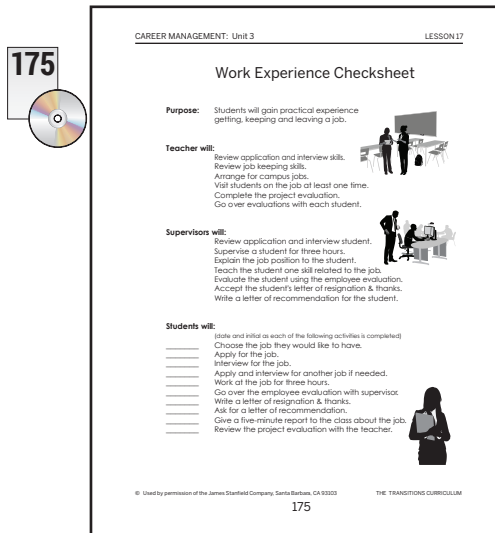
I will be a successful employee when . . .

❑ STEP 2: Convene Roundtable

"Being successful makes me feel ____."

❑ STEP 3: Advance Organizer

"Over the next two weeks you will practice the skills you need to get and keep a job."



❑ STEP 4: Activity - Two-Week Project

This lesson provides a structure for the *Student Work Experience Project*. For the next two weeks, class time will be spent on project activities. In this project, students use the skills they have learned from Units 2 and 3 for getting, keeping and leaving a job. The

Work Experience Checksheet describes the activities of the student, teacher and "job supervisor."

As this project is to take place on campus, you will need support from the principal and other employees on campus who will be involved as "job supervisors." In this project, students follow the sequence on the **Work Experience Checksheet** to apply, interview and complete three hours of work experience on campus. They will work with a "job supervisor" or someone who typically works on a high school campus, such as an office secretary, custodian, cafeteria supervisor, classroom teacher, coach, librarian, security officer or counselor. Make personal contact with these people and have them agree to interview and supervise a student for three hours, then evaluate the work. Explain that this is for practical application of the concepts students have been learning.

Using the project guide **Work Experience Checksheet**, go over the requirements with the class. Students keep a record of activities by writing the date each is completed in the student section. Students spend the first week applying and interviewing for their job. (See Unit 2 for sample applications and interviewing tips.) For those who do not get the first job, a second application and interview will be needed. During the next week, students complete three work hours. They work during the time designated for this class and if needed, during lunch or before

or after school. After their three hours are completed, the “job supervisors” will fill out the **Employee Evaluation**. Use the handout **Project Evaluation** to determine student grades.

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CAREER MANAGEMENT: Unit 3 LESSON 17

Employee Evaluation

Skill Area	Excellent	Fair	Poor
Punctual - on time every day			
Affordable - comes to work every day			
Follows directions and listens to supervisor			
Completes job assignments			
Gets along with co-workers			
Shows respect and listens to supervisor			
Takes initiative with work tasks			
Is helpful to co-workers and others			
Has a positive attitude			
Works hard to do his/her best			

Comments: _____

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STEP 5: Evaluate Outcomes

One thing I learned from this project is “___.”

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CAREER MANAGEMENT: Unit 3 LESSON 17

Project Evaluation

Skill Area	Excellent Work 4 points	Good Work 3 points	Satisfactory Work 2 points	Poor Work 1 point
Application				
Interview				
Punctuality				
Attendance				
Positive communication				
Positive attitude				
Works hard				
Shows respect				
Employee evaluation				
Classroom report				

What did you learn? _____

In what area do you need to grow? _____

Teacher comments: _____

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STEP 6: Connecting Activity

Students give a five-minute presentation to the class, describing their job.

KEY WORDS

Use previous lessons

MATERIALS AND PREPARATION

- Student Handouts: **Work Experience Checksheet**, page 175; **Employee Evaluation**, page 176; **Project Evaluation**, page 177.
- Prepare to set up jobs with people on campus. Use the following **Student Handouts, Sample Applications**, pages 134-139 and review the interviewing skills handouts, pages 109-112.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Creative Thinking, Decision Making, Problem Solving, Knowing How to Learn
- Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty, Reasoning