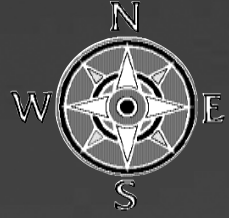


Teacher's Guide Delaware Career Compass



2005 - 2006

Your Career
Adventure

The sky's the limit!

Published by the
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Delaware Department of Labor
with sponsorship of the

Delaware Advisory Council on Career and Technical Education



Acknowledgments

We thank Dr. Manera Constantine and the Delaware Advisory Council on Career and Technical Education (DACCTE) for their continuing and enthusiastic support of the *Delaware Career Compass* and the *Delaware Career Compass Teacher's Guide*.

We also appreciate the advice and contributions of the members of the *Delaware Career Compass* Advisory Committee:

Dr. Manera Constantine	Executive Director, DACCTE
Steve Denver	Cape Henlopen High School
Joanne Miro	Delaware Department of Education
Leann Hornung	St. Catherine of Siena
Bessie Lewis	Central Middle School
Robert Harris	Central Middle School
Arlene Kelso	Glasgow High School
Dom Pedante	Howard High School of Technology
Calvin Cain	Newark High School

Thanks also to members of *America's Career Resource Network* for sharing their state's creative ideas. Activities have been included from the following resources: *Career Outlook*, *Classroom Guide*, North Dakota; *Career Choices User's Guide*, North Carolina; *Minnesota Careers*, Minnesota; and *On Your Mark, Teacher's Guide*, Texas.

Special thanks to Shawn Selby for her hard work on behalf of the *Delaware Career Resource Network*.

Teachers! Share Your Expertise!

We encourage your contributions to the *Delaware Career Compass Teacher's Guide* – innovative, successful ways in which you use the *Delaware Career Compass* in your classroom! Mail or fax your lesson plan(s), using the *Teacher's Guide* format, to:

Lyn Anderson
 Delaware Career Resource Network
 Delaware Department of Labor
 19 Lea Boulevard
 Fox Valley Annex
 Wilmington, DE 19802
 telephone: 761-8064
 fax: 761-6598

Public schools may use state mail: N-250

Thank you!



Letter to Teachers

Since 1989, the Delaware Department of Labor has produced and distributed the *Delaware Career Compass* to Delaware's 8th through 12th grade students. The *Compass* guides students through the four phases of career development as outlined by the National Career Development Guidelines.

The *Delaware Career Compass Teacher's Guide* was developed by the *Delaware Career Compass* Advisory Committee. This group of teachers and school counselors has designed supplemental activities to enhance the use of the *Compass* in your classroom. These activities are based upon their collective experience of classroom use of the *Compass*. This Committee meets annually to review the *Compass* and *Guide* and makes suggestions for improved service to Delaware students.

The *Teacher's Guide* format corresponds to the four stages of career development outlined in the *Compass* as Step 1 through 4: Self-Assessment, Exploring Careers, Making a Decision, and Action Plan. In the *Guide*, these Steps are organized into six Lesson Plans. You'll notice that Step #4 has been divided into three Lesson Plans to simplify use.

- Step #1: **"Who Am I?"**- Self-Assessment Lesson Plan
- Step #2: **"What's Out There?"**- Exploring Careers Lesson Plan
- Step #3: **"How Do I Decide?"**- Decision Process Lesson Plan
- Step #4: **"How Do I Do It?"**- Taking Action
 - Section A: Educational Opportunities Lesson Plan
 - Section B: Postsecondary Opportunities Lesson Plan
 - Section C: Job Search Lesson Plan

Each Lesson Plan consists of: 1) an overview; 2) a list of the Delaware Department of Education State Standards (in the core areas of Language Arts, Economics, and Mathematics) addressed by the activities in the lesson; 3) teacher instructions with helpful hints and an activity answer key; and 4) a list of the student activities with the approximate completion time required for each activity. The activities each correspond to an article in the *Delaware Career Compass*, referenced by specific page numbers. (Note: If a student is expected to supply an original answer to an activity question, we have noted "self-answer" on the answer key.)

The *Delaware Career Compass* and its *Teacher's Guide* are valuable tools for Delaware students as they make their career plans. We would appreciate your overall comments and, in particular, suggestions for additional activities - ways in which you have used the *Delaware Career Compass* in your classroom. Please share them with us. It would also be very helpful if you complete the evaluation at the end of the *Teacher's Guide* and send it to:

Lyn Anderson, Project Director
Delaware Career Resource Network
Office of Occupational and Labor Market Information
Delaware Department of Labor
19 Lea Boulevard, Fox Valley Annex
Wilmington, DE 19802
(302) 761-8064
Email: lyn.anderson@state.de.us

Public schools may use state mail: N-250

Thank you!



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Lesson Plan

Step #1: "Who Am I?" - Self Assessment

Overview

This lesson helps students identify who they are as a person: their learning styles, their work style preference, their personality type, and their interests. Self-assessment is the important first step and the foundation of an overall career path.

State Standards

Language Arts 1-4

Objectives

At the end of this lesson, students will be able to:

1. describe their own learning styles
2. analyze their strengths and weaknesses according to workplace skills
3. determine their likes and dislikes
4. differentiate between personality types and work styles
5. understand their own personality type and how it relates to their career interests
6. determine how their interests fall within the career clusters
7. summarize and articulate what they have learned about themselves

Teacher Instructions

Teachers can use the *Delaware Career Compass* Step #1 readings and activities, as well as extension questions and supplemental activities provided on student handouts to allow students to assess their learning styles, work styles, personalities, and career interests.

Answer Key:

Activity 3.2

1. This activity will help identify an individual's likes and dislikes or in other words, their interests. It will give ideas on what work will best suit an individual.
2. Self-answered.
3. There are three interest areas:
 - a. Hands-On Person- involves working with tools and machines, are curious about how things work and like to build, operate, maintain, and repair equipment.
 - b. People Person- enjoys being with others and exercising people skills such as caring, helping, advising, persuading, and cooperating.
 - c. Information Person- has the ability to find, classify, organize, and explain information in ways that help others understand it.
4. More jobs listed on page 7-9 of the *Delaware Career Compass*.
 - a. Hands-On: mechanic, carpenter, electrician, and welder.
 - b. People: teacher, counselor, social worker, and funeral director.
 - c. Information: accountant, banker, realtor, and bookkeeper.



Student Activities

Using the *Delaware Career Compass*, students will complete the seven activities for “Who Am I?”, including:

Activity 1: What is My Learning Style? (Time required: approximately 25 minutes)

Activity 2: What Skills Do I Need? (Time required: approximately 25 minutes)

Activity 3: What are My Personal Interests? (Time required: approximately 25 minutes)

Activity 4: Work Styles (Time required: approximately 15 minutes)

Activity 5: What is My Personality Type? (Time required: approximately 15 minutes)

Activity 6: What are My Career Interests? (Time required: approximately 25 minutes)

Activity 7: What I Know About Myself (Time required: approximately 20 minutes)



Activity 1: What Is My Learning Style?

Name: _____

Date: _____

Period: _____

Activity 1.1

Complete "What Is My Learning Style?" on page 4.

Activity 1.2

Find someone in your class who has a different learning style than you. Discuss the following:

1. How do each of you learn best? What is your learning style?
2. How do you study for tests? Is it the same? Different?
3. Discuss ways that your learning style might influence what you do in your spare time.
4. Discuss reasons why it is important to know your learning style when you choose a career.

Activity 1.3

Write a paragraph that tells what you've learned about *learning styles*. Consider the following questions and statements when you write:

1. Describe your personal learning style.
2. How can being aware of your learning style benefit you? Give an example.
3. Why might it be important for you to know a friend's learning style?
4. Give an example of how knowing your learning style could benefit you in a work environment.
5. Give an example of how knowing a co-worker's learning style might benefit you in a work environment.

Activity 1.4

Explore two careers that match your learning style. What are they and do they interest you? Why or why not?

Career 1

Career 2



Activity 4: Work Styles

Name: _____

Date: _____

Period: _____

Activity 4.1

Read about the different work styles listed on pages 7 - 9.

Activity 4.2

List the three work styles that you think best describe you.

1. _____
2. _____
3. _____

Activity 4.3

List three occupations from each work style you chose in Activity 4.2 that you would like to learn more about.

- | | |
|-----------|-----------|
| 1a. _____ | 2a. _____ |
| 1b. _____ | 2b. _____ |
| 1c. _____ | 2c. _____ |
| 3a. _____ | |
| 3b. _____ | |
| 3c. _____ | |

Activity 4.4

Which of the nine occupations above would you like to research first? Write a short paragraph explaining why you chose that occupation.

Supplemental Activity

Research all nine of the occupations you listed in Activity 4.3 OR
Research these careers and give a three-sentence description of each.

- | | |
|----------------|---------------------------|
| • Conservator | • Optometrist |
| • Astronomer | • Construction Millwright |
| • Telemarketer | • Prosthetist |
| • Actuary | • Occupational Therapist |



Activity 5: What Is My Personality Type?

Name: _____

Date: _____

Period: _____

Activity 5.1

In order to determine your Holland Personality Code, read pages 10 and 11, and review the six personality types (realistic, investigative, artistic, social, enterprising, and conventional). Determine which three types are most like you and put them in order of first, second, and third (first being the most like you, second somewhat like you, and third a little like you, keeping in mind they are still your top three).

Activity 5.2

Construct your "Holland Code" by combining the corresponding letter of your first, second, and third personality type. For example, if you are of the realistic type the most, enterprising a little less, and social even less, but it's still like you, then your code would be RES. You will use this personality code in choosing occupations to match your career interests.

Your Holland Code _____

Supplemental Activity

Pick one of the following people and determine his or her personality based on Dr. John Holland's theory. Explain why you think he or she fits this personality type based on their individual characteristics.

- Bill Gates – founder of Microsoft
- Steven King – author
- Oprah Winfrey – T.V. personality
- George W. Bush – President of the United States
- Aretha Franklin – singer
- Mia Hamm – soccer player



Activity 6:
What Are My Career Interests?

Name: _____

Date: _____

Period: _____

Activity 6.1

Complete the "What Are My Career Interests?" exercise on pages 12 and 13.

Activity 6.2

Write the Titles of the three occupational clusters that scored the highest.

(Find these Titles in the Delaware Career Matrix on pages 21- 36.)

1. _____

2. _____

3. _____

Activity 6.3

Name one occupation in each of the three vocational clusters you have identified in Activity 6.2 that you would like to learn more about. (Use the Delaware Career Matrix.)

1. _____

2. _____

3. _____

Supplemental Activity

Research the three occupations you have chosen in Activity 6.3.



Activity 7:
What I Know About Myself

Name: _____

Date: _____

Period: _____

Activity 7.1

Complete "What I Know About Myself" on page 14.

Activity 7.2

Get into groups of two or three. Share with each other what you know about yourself from the exercises in Step #1. Compare and contrast your results.

Supplemental Activity

Now that you have completed Step #1, write a paragraph that summarizes what you have learned about yourself and how that knowledge will help you make a good career choice.



Lesson Plan

Step #2: "What's Out There?"- Exploring the World of Work

Overview

This section looks at Delaware's labor market and some of the occupations that offer the best wages and long term job opportunities. When finished with Step #2, students will have a wealth of occupational and labor market information upon which to base their career decision.

State Standards

Language Arts 1-4, Economics 1, Mathematics 3

Objectives

At the end of this lesson, students will be able to:

1. provide an overview of Delaware's labor market
2. identify three job descriptions, number of job openings, and annual wage rates
3. read charts and interpret labor market information
4. identify the importance of education and the related economic benefits

Teacher Instructions

1. Students should read and understand pages 15 through 20.
2. To ensure understanding of the Career Matrix on pages 21-36, you may need to guide students through each element of information in the matrix for a particular job.
3. Using the work sheets for Activity 8 (Labor Market Information), the students should research characteristics of three different occupations. When they have finished with their research, the students should respond to the questions; the final question might serve as a one-paragraph assignment for homework or in-class writing.
4. In Activity 10, students use a sample to develop their own budget starting with the gross monthly pay for an occupation they select from the matrix.
 - a. Note that wages are given as annual wages, which students will have to convert to monthly figures.
 - b. Next, students can apply the percentages in the sample budget for each expenditure category.
 - c. Then, using the chart for different locations, you can generate discussions about how they will have to budget their money.
 - d. Students may use this activity with any hourly income they are currently earning. Discuss how to use the necessary conversions. Once the students have calculated the Gross Monthly Pay, they enter it on page 37 in the top blank of the table and create their budget.



Answer Key

Activity 8.2

1. Manufacturing has historically provided above average wages for people without extensive formal education. Even if manufacturing jobs become more available, they will require much higher levels of education.
2. low level of education and training, low wages / cashier
high level of education and training, high wages / doctor
3. automotive service technicians, respiratory therapy technicians, aircraft mechanics, drafters, electricians, plumbers, power plant operators
4. b
5. self-answered

Activity 8.3

Self-answered based on career interests, research, and personal knowledge.

Activity 9.1

1. MBNA America - 10,684
2. 2,134 - Retail Chain
3. Health Diagnosis and Treating Practitioners, All Others - \$125,606
4. Retail Sales - good if you like it, can live on the salary, want to use it as a stepping stone to management
5. There aren't lots of Writers and Authors to begin with so any growth will produce a large percentage increase.

Activity 9.2

1. They provide technical assistance & training to computer system users as well as investigate and resolve computer software and hardware problems.
2. 101
3. 2,772
4. \$51,797
5. Bachelor's degree
6. Detailed tasks, dealing with scientific/technical ideas, understanding words and communicating.
7. The mechanical engineer performs duties in planning and designing with tools, engines and machines. Where a civil engineer duties are related to construction and maintenance of building structures and facilities.
8. 14/11
9. 504/584
10. \$76,409/\$55,145
11. Frustrating circumstances
12. self-answered based on the characteristics on pages 10 and 11
13. Counsel & aid individuals and families with problems following the recovery from physical or mental illness.
14. 34
15. \$34,019
16. Master's Degree
17. Answers based on the characteristics on pages 10 and 11
18. Leading & influencing people, helping and/or caring for people, understanding words and communicating.
19. Laborer's & Freight, Stock & Material Movers, Hand/Truck Drivers Heavy & Tractor Trailer
20. Automotive Service Technicians
21. Occupations requiring physical activity, working with machines and equipment, detailed tasks.
22. Retail Salesperson
23. Bookkeeping, accounting, and auditing clerks



24. 100
25. \$22,022
26. Registered Nurses
27. \$2.06
28. \$890
29. \$3,520
30. Los Angeles, CA
31. It will cost you more to see a movie and drink a coke in Phoenix but generally, Wilmington has a higher cost of living.

Discussion Question: The data are taken from the first quarter of 2004.

Now that you have an idea of the type of career that would suit your personality and skills, you need to consider the job market, job security, the training/education required, and the salary expected using the *Delaware Career Matrix* located on pages 21-36. Pick three occupations that interest you. Make sure that you consider your results from the prior exercises, especially the "Holland Code", when making your choices.

Student Activities

Activity 8: Labor Market Information

(Time required: approximately 60 minutes)

Delaware's Labor Market is on page 16. Have students read the introductory paragraph, and use it as a motivator to learn more using the *Delaware Career Matrix* in Activity 9.

Activity 9: Delaware Career Matrix Scavenger Hunt

(Time required: approximately 45 minutes)

Activity 10: Your Monthly Budget

(Time required: approximately 45 minutes)



**Activity 8:
Labor Market Information**

Name: _____

Date: _____

Period: _____

Activity 8.1

Read about Labor Market Information (LMI) and Delaware's Labor Market on pages 16 through 20 and be prepared to discuss.

Activity 8.2

Answer the following questions:

1. Why is it important to know that Manufacturing is declining?
2. What two broad categories can service jobs be broken into? Name an occupation that fits into each category.

Service Category 1 Description _____
sample occupation _____

Service Category 2 Description _____
sample occupation _____
3. Name 3 occupations that pay good wages and do not require a college education but do require varying degrees of vocational or technical training.

1. _____

2. _____

3. _____
4. Probably the best way to ease concerns about choosing your career and putting yourself in charge of your future is:
 - a. to just jump into something and see how it goes
 - b. to study the labor market, do your research, learn about yourself, and plan
 - c. worry about it when you have to get a job
 - d. follow in your parents' footsteps
5. Based on page 17, write your own analysis of the relationship between education and wages.

**Activity 8.3**

Name: _____

Date: _____

Period: _____

Occupation #1 _____

1. What is the job title and description for the first career that you chose?
2. How many openings are there for this job in Delaware each year?
3. How many people are employed in this job?
4. What is the average annual wage?
5. What training/education is needed for this position?
6. What are three of the characteristics for this job?

Occupation #2 _____

7. What is the job title and description for the second career that you chose?
8. What are the annual openings for this job in Delaware each year?
9. What is the training code for this occupation and what must you do in order to obtain the training necessary?
10. What does the "Holland Code" indicate about the type of personality necessary for this job?



Occupation #3 _____

11. What is the job title and description for the third career that you chose?

12. What are the annual openings for this job in Delaware?

13. What "worker skills" are necessary for this career?

14. Which of these "worker skills" do you feel are your strongest skills? Explain.

15. What does the Holland Code indicate about the personality necessary for this job?

Summary

Which one of the three jobs you studied best matches your interests? Why?



**Activity 9:
Delaware Data & Career Matrix
Scavenger Hunt**

Name: _____

Date: _____

Period: _____

Activity 9.1

Using pages 18, 19, and 20, answer the following questions:

1. Which Delaware company has the most employees? How many employees does it have?
2. How many employees does Happy Harry's have? What kind of business is it?
3. If you want to make a very high average annual wage, what would be a good choice? What is the average annual wage for the occupation you chose?
4. If you want to enter the profession that has the most total annual openings, what field should you go into? Discuss the reasons why this might or might not be a good choice.
5. Writers and Authors are listed as one of Delaware's fastest-growing occupations but not as one of the occupations with the most annual openings. How can that be? Explain.

Activity 9.2

Using page 31, answer the following questions:

1. What do computer support specialists do?
2. How many openings are there for these jobs in Delaware each year?
3. How many people are employed in these jobs?
4. What is the average annual wage?
5. What training is needed for these positions?
6. List three job characteristics for these jobs.

**Using page 35, answer the following questions:**

7. What are the differences between a mechanical engineer and a civil engineer?
8. What are the annual openings for these occupations in Delaware?
9. How many people are employed in these jobs in Delaware?
10. How much do they make per year in these jobs?
11. What is job characteristic 21?
12. Do the Holland Codes RIS or RIC indicate a well-matched personality for these positions? Why or why not?

Using page 30, answer the following questions:

13. What does a mental health & substance abuse social worker do?
14. How many annual openings are there in Delaware?
15. How much do they get paid per year?
16. What training is needed for this job?
17. What does the Holland Code SEC indicate?
18. Explain three job characteristics for this position.

Using page 36, answer the following questions:

19. Which of the eight jobs in *Transportation, Distribution, & Logistics* has the most openings for the year?
20. Which of the jobs pays the most per hour?
21. What are three job characteristics for the heavy truck drivers?

**Looking at the table on page 19, answer the following questions:**

22. Which job had the most workers in 2002?
23. Which job is expected to have a projected employment of 7,037 in 2012?
24. What is the number of annual openings for carpenters?
25. What is the average annual wage for security guards?
26. Which job has the highest entry wage?

Look at page 38 and answer the questions below:

27. What is the average price for a half gallon of milk in Wilmington?
28. What is the average monthly rent for an apartment in Wilmington?
29. How much is the average monthly rent for an apartment in Manhattan, NY?
30. Which city on the West Coast would you say has the highest cost of living? Why?
31. Generally, how does the cost of living compare between Wilmington and Phoenix, AZ?

Discussion Question:

Explain why the cost of gasoline on this chart does not reflect the current cost of gasoline.



Supplemental Activity 9.3

Below is an overview of the career cluster, Hospitality and Tourism, and an overview of an occupation from that career cluster. Use this as a guide to make up a **Fact Sheet** for an occupation that interests you. All this information is on the Internet - some is in the Career Matrix. Go find it!

Fact Sheet

Career Cluster 9: HOSPITALITY AND TOURISM

The tourism industry creates jobs, business opportunities, and tax dollars. Tourism is a service based industry comprising a number of tangible and intangible components. The tangible elements include transport, foods and beverages, tours, souvenirs and accommodations, while the intangible elements involve education, culture, adventure or simply escape and relaxation.

HOTEL MANAGERS: Hospitality and Tourism

Job Description

Hotel managers help their guests have a pleasant stay at their establishment by providing many of the comforts of home; specialized services (such as health spas) and business facilities (such as conference rooms) may be available, as well. Depending on the size of the establishment and the services offered, duties can vary extensively - from overseeing all aspects of operations to being accountable for specific areas of the business. Hotel managers are responsible for keeping their organization efficient and profitable.

Necessary Education

Even though some employees may advance to hotel management positions without education beyond high school, postsecondary education is still preferred and recommended.

Helpful High School Courses

Mathematics, Accounting, English, Computer Applications, Business

Working Conditions

- Typically work more than 40 hours per week
- Night and weekend work is common
- Relocation may be necessary for advancement in large hotel and motel chains

Salary Range

- 2003, Delaware's average annual salary, \$41,650
- 2003, Delaware's average hourly wage, \$20.03

Career Ladder Information

- Job opportunities are expected to be best for persons with college degrees in hotel or restaurant management
- Career advancement can be accelerated by the completion of certification programs offered by various associations
- Internships, part-time, or summer work are an asset to students seeking a career in hotel management
- Salaries of lodging managers vary greatly according to their responsibilities and the segment of the hotel industry in which they are employed, as well as the location and region where the establishment is located

Personal Qualities and Interests

- You are an effective communicator and able to get along with many different people, even in stressful situations
- You have good problem solving skills
- You have initiative, self-discipline, and are able to concentrate
- You are able to organize and direct the work of others

Did you know?

- Self-employed managers, owners of small hotels and motels, held about 50% of the lodging manager positions in 2002
- Increasing business travel and domestic and foreign tourism will drive employment growth of lodging manager jobs

Additional Information

- Occupational Outlook Handbook: <http://www.bls.gov/oco>
- Educational Institute of the American Hotel and Lodging Association <http://www.ei-ahla.org>
- The International Council on Hotel, Restaurant, and Institutional Education <http://www.chrie.org>



Activity 10: Your Monthly Budget

Name: _____

Date: _____

Period: _____

Activity 10.1

Read and review "Your Money" on page 37 and complete the budget activity.

1. Monthly Pay Computation:

Occupation selection: _____ Annual wage: _____

Convert to monthly wage:

Put your answer in the "Yours" column, next to Gross Monthly Pay.

2. Now calculate your taxes. Multiply the Gross Monthly Pay by the indicated percentages for each category of your taxes.
3. Add: Federal + State + Social Security + Health Insurance + Pension = Total Taxes
4. Subtract: Gross Monthly Pay – Total Taxes = Monthly Take-Home Pay (Net)
5. Now determine your expenses. After multiplying the expense percentages by the Net Take-Home Pay, add the expense categories to find the Total Expenses.
6. Compare Total Expenses to Monthly Take Home Pay and explain your findings.



Activity 10.2

Name: _____

Date: _____

Period: _____

Now, look at the chart "Your Dollars Across America." on page 38.

Pick a location where you might like to live. Add the expenses for an apartment, phone, and total energy - this will give you a pretty good idea of your housing costs for that location. Compare that cost for housing to the amount you have budgeted for housing based on your Gross Monthly Pay. Explain how you might deal with any differences that you find.

City: _____

State: _____

Amount you have to spend in your budget (from Activity 10.1)

Your Budget Amount:

Costs for the city you've chosen:

Apt./mo. \$ _____

Apt./mo. \$ _____

Total Energy/mo. \$ _____

Total Energy/mo. \$ _____



Lesson Plan

Step #3: "How Do I Decide?"- Decision Process

Overview

This lesson will match self-assessment results with the occupations of interest and discuss job characteristics. Students will match chosen occupations to job characteristics. Then they will be asked to set some specific goals.

State Standards

Language Arts 1-4

Objectives

At the end of this lesson, students will be able to:

1. summarize findings from self-assessment activities
2. correlate self-assessment profile to job profile
3. distinguish between compatible and incompatible jobs
4. extend data and predict long-term goals

Teacher Instructions

Teachers can use Step #3 activities and extension questions to allow students to decide which occupations truly fit their personalities, capabilities, and goals.

Answer Key:

Activity 11.1

1. Most likely to change jobs 10-12 times in your life.
2. Self-answered.
3. Having skills is not enough to be successful. Employees must have motivation and the will to reach their career goal.

Student Activities

Activity 11: How Do I Decide? (Time required: approximately 25 minutes)



**Activity 11:
How Do I Decide?**

Name: _____

Date: _____

Period: _____

Activity 11.1

Read page 39 and respond to the following questions:

1. How many times are you likely to change jobs in your life?

2. How would you describe your motivation level and willingness to learn?

3. How do motivation and willingness to learn influence your career success? Explain.

Activity 11.2

Complete the "How Do I Match Up?" worksheet on page 40, comparing your self-profile (review page 14, "What I Know About Myself") with your preferred job descriptions. Do the two match? If so, how? If not, why not?

Activity 11.3

List three occupations that you would not choose based on your findings.

Explain why these occupations would not be a good match for you.

**Activity 11.4**

Name: _____

Date: _____

Period: _____

Based on what you have learned about yourself and occupations, list three occupations about which you would like more information.

Activity 11.5

Set your 1-Year, 5-Year, 10-Year, and Lifetime Goals.

Fill out a Goal sheet (see page 42) for each time period. **Be specific.**

List actual job and salary desired at each stage, whether or not you will own your own home, and where you will be living. Also, list any particular hobbies you want to participate in or travel you would like to take during these time periods. Have you thought about fitting community service into your life?



Lesson Plan

Step #4: "How Do I Do It?" - Taking Action

Section A: Educational Opportunities

Section B: Postsecondary Opportunities

Section C: Job Search

Step #4 - SECTION A: Educational Opportunities

Overview

This section stresses how education impacts job opportunities, wages, and job security. The availability of career and technical education programs, such as Tech Prep, currently offer students opportunities to develop leadership and other skills.

State Standards

Language Arts 1-4, Economics 1, Mathematics 3

Objectives

At the end of this lesson, students will be able to:

1. identify the importance of education and the related economic benefits
2. define and understand Apprenticeships, Career Pathways, Tech Prep, Career and Technical Education programs, including student organizations, and the benefits of participation in these programs
3. recognize positive personal skills in high school and how they relate to successful employee traits

Teacher Instructions

Within Step 4, there are three sub-sections (A-C). Teachers can use Section A readings and activities to provide information on the levels and the importance of education and how education relates to lifestyle choices.

Discussion points include:

- ◆ The importance of education
- ◆ The influence of education on lifestyle choices
- ◆ How vocational programs in high school can help develop good work habits



Answer Key:

Activity 12.1

Electrician	High School/Long-term on-the-job training
Library Technician	High School & Associate Degree (2 years)
Elementary School Teacher	High School, Bachelor's Degree (4 years)
Librarian	High School & Bachelor's Degree & Master's Degree (4 - 6 years)
Lawyer	High School, Bachelor's, and First Professional Degree (7 years)

Activity 12.2: Employment Quiz

- | | |
|------|-------|
| 1. F | 6. T |
| 2. F | 7. F |
| 3. F | 8. C |
| 4. T | 9. D |
| 5. T | 10. B |

Activity 13.1:

1. Teacher needs to provide answers for individual school
2. Self-answered
3. TECH PREP is a program for students to receive free college credit by combining technical training and academics while in high school.
4. By combining high school and college credits
5. Teacher provided
6. Teacher provided

Activity 14.1

1. Knowing how to learn, problem-solving, reasoning, self-management, and responsibility
2. Decision-making, self-management, responsibility, cooperation, and problem-solving
3. Very similar traits

Student Activities

Activity 12: Why is Education Important to Me?

(Time required: approximately 50 minutes)

Activity 13: Career and Technical Education Organizations

(Time required: approximately 25 minutes)

Activity 14: Build Your Work Foundation in School

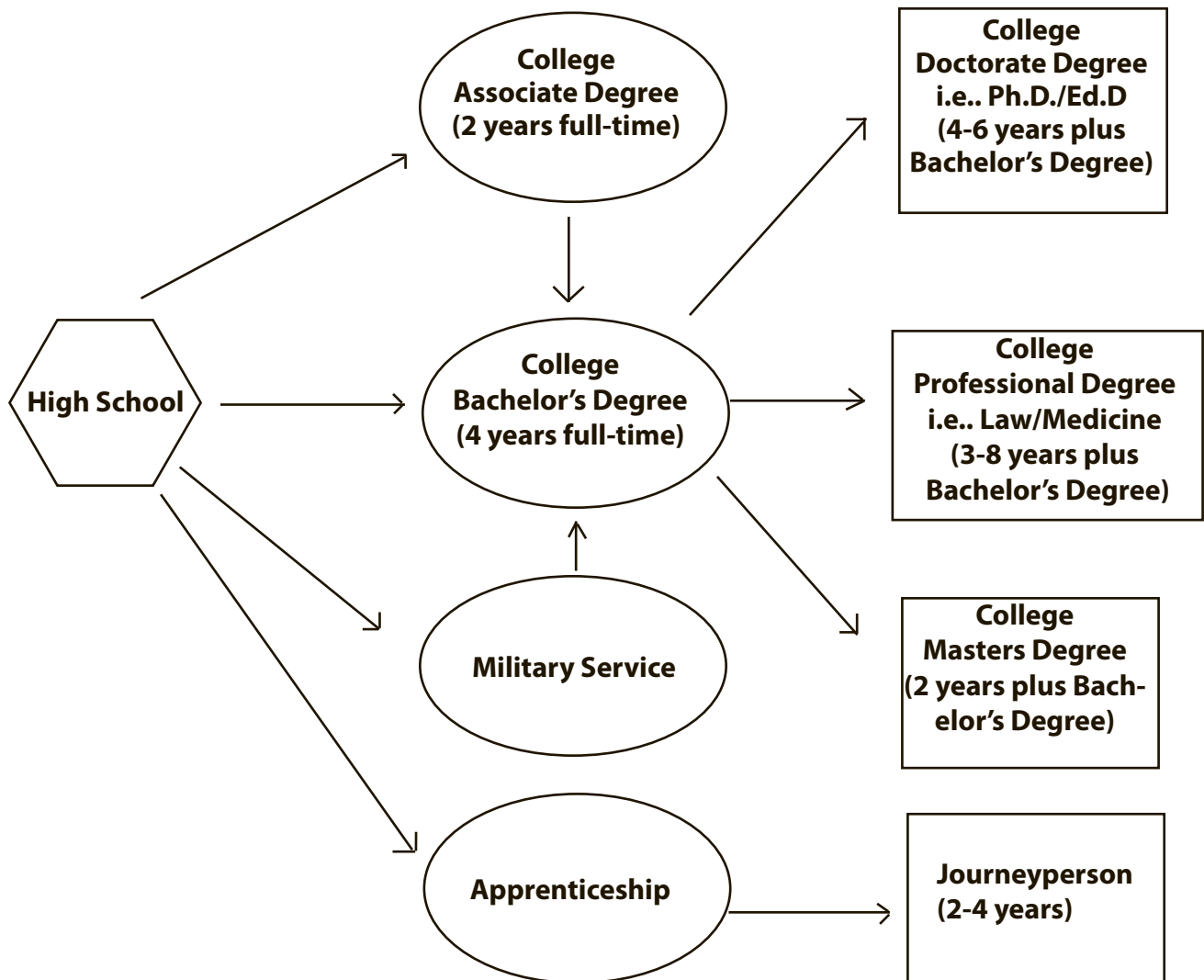
(Time required: approximately 45 minutes)



Activity 12: Why is Education Important to Me?

Levels of Education

The chart below shows possible educational paths and approximate time frames. These are examples of how to advance your education. If you work while going to school, it may take longer to achieve your educational goals, but you will achieve them nonetheless. Some occupations require higher education than others.





Activity 12.1

Name: _____

Date: _____

Period: _____

Using the *Delaware Career Matrix* on pages 21-36, list a possible educational path for the following occupations. How many years of education after high school would this path take?

Example: *Systems Analyst* High School -- Associate Degree -- Bachelor's Degree = 4-6 yrs.

1. *Electrician* _____
2. *Library Technician* _____
3. *Elementary School Teacher* _____
4. *Librarian* _____
5. *Lawyer* _____

Activity 12.2

Directions: Circle the correct answer to the following questions to determine how much you know about the job market.

- T F 1. Most people find their jobs in the classifieds.
- T F 2. There is only one right job for you and your abilities.
- T F 3. The best way to get a job is to wait until the right opportunity comes along.
- T F 4. Generally speaking, the more education you have, the more likely you are to find a job.
- T F 5. Generally speaking, the more education you have, the more money you will make.
- T F 6. Change is inevitable so learn to be flexible. Learning is ongoing.
- T F 7. Except for the income you get, your job has little influence on your way of life.
8. Which of the following probably describes the job opportunities in ten years?
 - a. Most jobs will require four or more years of college.
 - b. There will be a greater number of jobs for unskilled workers.
 - c. There will be a greater number of jobs for those with technical skills required beyond high school.
9. Select the best way to begin planning your career?
 - a. Decide what you think is most important.
 - b. Look at what is available in the job market.
 - c. Take tests to find out what you should do.
 - d. All of the above.
10. If you cannot make up your mind about what occupation to go into, first you should:
 - a. Try out as many jobs as you can.
 - b. Find out more about what different occupations are like.
 - c. Try one and if you like it, stick with it.
 - d. Find out if they have any jobs in Delaware.

7-10 answers right : **WOW!** You've been doing some reading, but visit with your counselor.

4-6 answers right : **OKAY.** You're on your way, but visit with your counselor.

0-3 answers right : **PROCEED** directly to the Guidance Counselor's office.

(Do not pass go, do not collect \$200)



**Activity 13: Career & Technical
Education Organizations, Career
Pathways, and Tech Prep**

Name: _____

Date: _____

Period: _____

Activity 13.1

Read pages 44-49. Answer the following questions in complete sentences:

1. Of the five Career Pathway areas, which two are of the most interest to you?
2. List the Career and Technical organizations available in your high school.
3. What is Tech Prep Delaware?
4. Can Tech Prep save money and give students a head start? How?
5. Who do you contact in your school about Tech Prep?
6. List two Tech Prep courses that are offered in your school or the high school you will attend.



Activity 14:
Build Your Work Foundation In School

Name: _____

Date: _____

Period: _____

Activity 14.1

Look at "Build Your Work Foundation in School" on the inside back cover of the *Compass*. Answer the following questions:

1. What are five positive personality traits of a successful student?
2. What are five positive personality traits of a successful employee?
3. Compare #1 and #2. Are they the same traits?
4. Discuss your findings with your classmates.

Activity 14.2

We all have skills. Sometimes they are hard to find and sometimes they need to be developed. Skills are learned talents or capacities. Acquired or learned skills are used to complete a task in the workplace or other places. Often, we take our skills for granted. The following exercise will assist you in discovering your skills.

1. Think about all the things you do each day: reading, writing, math, speaking, listening, sports, clubs, hobbies, chores, and part-time work. What skills did you use? Could they be transferred to the workplace?
2. Have you recently written an essay, a letter to a friend or relative, or given a presentation in a classroom? Written and oral presentations require the skill of conveying information clearly. Is this skill used in the workplace? By whom?
3. Have you used a computer lately? To do what? What computer skills and knowledge have you acquired? Who uses computer skills at work?



4. How do you manage your time? Classwork, homework, projects, and reports all require time management skills. Is this something you need to improve? How important is time management in the workplace?

5. State a problem you have had to conquer at work or school.

a. What action did you take?

b. What was the result?

c. Skills take problems and turn them into results. What skills did you use in solving the problem?

Activity 14.3

Review the worksheet "Related School Subjects". Pick your top three subjects and write a short paragraph about why you chose these. Do you see yourself in the related careers? Why or why not?



Related School Subjects

If you enjoy and do well in...	Career Interest Area	Occupations to Explore Further
Art	Artistic	Commercial Artist, Designers, Reporters, Architects
Auto Technology	Mechanical Industrial	Mechanics, Avid Body Repairers, Machinist
Business	Business Detail	Tax Preparers, Typist Secretaries, Receptionists
Carpentry/Wood Technology	Mechanical	Carpenters, Brickmasons, Painters, Rooters
Computer Science	Scientific	Systems Analysts, Technical Writers, Programmers
Drafting/Engineering	Mechanical Industrial	Engineers, Drafters, Surveyors, Engineering Technicians
Foreign Language	Artistic Humanitarian Leading-Influencing	Teachers, Musicians, Home Health Aides, Social Workers
Health/Health Occupations	Scientific Humanitarian	Nurses, Physical Therapists, Dieticians
Family & Consumer Sciences	Accommodating Selling Humanitarian	Child Care Workers, Cooks, Orderlies, Waiters
Horticulture/Agriculture	Plants and Animals Scientific	Biological Technologists Veterinarians
Industrial Arts	Artistic Mechanical	Photographers, Cabinet Makers
Language Arts/English	Business Detail Selling Humanitarian Leading-Influencing	Writers, Editors, Public Relations Specialists, Advertising Agents
Mathematics	Scientific Mechanical Business Detail Leading-Influencing	Actuaries, Statisticians, Teachers, Financial Managers
Marketing	Selling	Cashiers, Real Estate Agents, Retail Salespersons
Music	Artistic	Composers, Dancers, Choreographers, Musicians
Physical Education	Physical performing	Athletes, Coaches, Officials
Science	Scientific Humanitarian	Biological Scientists, Chemists, Physicians, Pharmacy Assistants
Social Studies	Protective Leading-Influencing	Police Officers, Lawyers, Paralegals



Lesson Plan

Step 4/SECTION B: Postsecondary Opportunities

Overview

In pursuing a career, students will need to think about the kind of education/training that is required for each occupation. Section B will provide students with information regarding colleges and universities. It will also explore how the Armed Forces can assist students to pay for college, as well as offer many other benefits and skills that will be useful in daily life.

State Standards

Language Arts 1-4, Business Education 3

Objectives

At the end of this lesson, students will be able to:

1. demonstrate knowledge of college planning steps at each grade level
2. understand available financial aid resources
3. identify the educational, training, and financial aid opportunities provided by the Armed Services

Teacher Instructions

Teachers can use the activities and readings in Section B to discuss college planning, financial resources, and military service.

Answer Key:

Supplemental Activity 15.d.

1. Delaware Technical & Community College:

Stanton Campus	Wilmington Campus
Newark	Wilmington
Terry Campus	Owens Campus
Dover	Georgetown
2. Closer to home and less expensive
3. Self-answered based on interests and research of community college sites

Activity 16.1

1. The money for financial aid comes from federal and state governments, banks, the schools themselves, and private donors.
2. You must apply for financial aid.
3. The amount and kind of aid you receive is based on your financial need, your academic record, and on the kinds of available aid at the school you attend.
4. A grant does not require repayment.
A loan requires repayment, usually after you leave school, and has a lower interest rate than other bank loans.



Activity 17.1 Military Word Scramble

- | | |
|-------------------|--------------|
| 1. Navy | 6. Money |
| 2. Air Force | 7. Benefits |
| 3. National Guard | 8. Goals |
| 4. Army | 9. Diploma |
| 5. College Fund | 10. Training |

Activity 17.3 ASVAB

Arithmetic Reasoning 1. The answer is (A) because the rate at which they are moving away from each other is $(4 + 6)$ miles per hour, or 10 miles per hour. In two hours this distance would be 20 miles. Choice (B) is the distance between the runners after one hour, choice (C) is the distance that John runs in two hours, and choice (D) is the distance that Bill runs in two hours. 2. The answer is (A) because 300 hits out of 1,000 at bats would result in a .300 batting average. The other choices would result in either a higher or a lower batting average. 3. The answer is (D) because one first down is $[(10 \text{ yards})] \times [(3 \text{ feet})/(1 \text{ yard})] \times [(12 \text{ inches})/(1 \text{ foot})] = (10 \times 3 \times 12) \text{ inches} = 360 \text{ inches}$.

Word Knowledge 4. Entreated means begged. (B) tempted is a synonym for entice; (C) Asked doesn't convey the sense of desperation meant by the word entreat; and (D) Attend is a synonym for one meaning of the verb 'treat'. 5. A defect is a flaw. The other choices (A) stain, (B) vice, and (C) weakness can indicate a defect, but flaw is the most precise choice. 6. To malingering is to fake that you're sick in order to avoid work in other words, to shirk (avoid) your responsibilities. (A) Discipline means to teach or punish; (B) defame is synonymous with malign; (D) grow is not related.

Paragraph Comprehension 7. A. fewer married couples will be able to purchase a home and have children. The writer shows that having both a home and children don't work together. Consequently, the reader can assume that fewer couples will both purchase homes and have children. The writer doesn't say anything definite about having fewer children or any of the other choices.

Mathematics Knowledge 8. The answer is (A) because one third of the female population is eight. Thus, there are $3 \times 8 = 24$ women, so 24 is 60% of the employees. Dividing by 60%, $24 / .60 = 40$, so there are 40 employees. 9. The answer is (D) because the area is $6x$, where x is the length of the other side. Then $6x = 24$, so $x = 4$. 10. The answer is (A) because the area is x^2 and the perimeter is $4x$. Then $4x = x^2$, or x is 0 or 4. But x cannot be 0 (because then there would be no square), so $x = 4$. 11. The answer is (A) because the triangle must be equilateral, so all angles are equal.

Student Activities

Using the *Career Compass*, students will complete the following activities for Section B:

Activity 15: Postsecondary Opportunities (Time required: approximately 20 minutes)

Supplemental activities (Time required: approximately 90 minutes)

Activity 15.a: Choosing a College

Activity 15.b: What to Look for in a College Catalog

Activity 15.c: What to Look for When Visiting a School Campus

Activity 15.d: Community/Technical Colleges and Your Career Path

Activity 16: Financial Aid (Time required: approximately 30 minutes)

Activity 17: Is the Military for You? (Time required: approximately 30-60 minutes)

Supplemental activity 17.3 (Time required: approximately 30 minutes)



Activity 15

Postsecondary Opportunities

Name: _____

Date: _____

Period: _____

Activity 15.1

Read "Your College Countdown" on page 50 and discuss.

Activity 15.2

Circle the best answer for you.

1. If I were out of high school right now, I would go to:

- A large, 4-year, in-state institution: University of Delaware
- Other 4-year, state university: Delaware State University
- Private college: Wesley College, Goldey Beacom, Widener University, Wilmington College
- A 2-year, in-state institution: Delaware Technical and Community College

2. With financial aid a possibility, I would go on to a school:

- that is as inexpensive as possible.
- that is an average cost school.
- regardless of the cost.

3. Choose one:

- I want a school that is well known throughout the U.S.
- I want a school that is prestigious, but not necessarily well known.
- The school I go to should be familiar to people in Delaware.
- It is not important to me whether the school is well known.

4. Choose one:

- I would like a campus where there is an enclosed, close community.
- I would like a campus where I know some kids, but one where everybody doesn't know everybody else.
- I'm OK with a campus atmosphere where I can be anonymous or where I can become involved with other students of like interests.

5. The size of a school for me should be:

- the bigger the better.
- medium size.
- small.

6. Choose one:

- I wouldn't mind a very large class where I may have to assert myself to get help.
- I would like all my classes to be fairly small.

7. Choose one:

- Studying and learning is thrilling, and I would like a school where I do a lot of it.
- I don't want to have to study too intensely at school.
- I would like to learn by doing something. For the studying I do, I need to see a product or something I created, or know that I am trained for a specific job.

**8. Choose one:**

- a. I want to spend four years at one school and then decide if I want more at that school.
- b. I want to spend four years at one school, then decide if I want to continue at a different school.
- c. I want to spend two years at one school and then go to a different one.
- d. I want to spend one or two years at a school, and be trained for an immediate career.

9. Choose one:

- a. I don't care if my teachers know who I am.
- b. It is important to me that my teachers know me.

10. Choose one:

- a. I want to live at the college in a dormitory.
- b. It's OK if there are dormitories, but I don't want to live in one.
- c. It's OK with me if dormitories are not available.
- d. Campus housing is not important to me, for I would commute from home, or live with relatives.

11. I feel:

- a. it is important to have a lot of my high school friends go to that school.
- b. I would like to go to a school where I can make all new friends.
- c. it is important to choose the school because a friend is going there.
- d. that it is not important to have a lot of my high school friends go to that school.



Supplemental Activity 15.a: Choosing a College

Name: _____

Date: _____

Period: _____

I. Survey the Possibilities

Begin your search with a survey of colleges located in the geographic area of your choice.

Check your local library, school library, or guidance office for the following resources which may help you:

- College Catalogs
- Chronological Guidance
- College Handbook
- Barron's Profiles of American Colleges
- Patterson's Schools Classifieds

Other Resources:

- College Guides and Maps
- Occupational Outlook Handbooks
- Financial Aid Forms
- Armed Forces Brochures
- Internet

II. Weigh the Differences

Fill out the information below about colleges that interest you. Then compare.

Location and Setting: distance from home; city, small town, or country setting

Type and size of college: co-ed, men's, women's, liberal arts, technical, junior, church-related, state-supported, enrollment, facilities

Comprehensive cost: tuition, room and board, extra fees, books, travel expenses, spending money, special clothing

Financial aid: honor scholarships, grants-in-aid, loans, alternative/work study programs, campus jobs

Special curricula: engineering, political science, computers, music, education, marine biology, business, etc.

Admissions requirements: required subjects, test scores, grade point average, class rank, special talents

Kind of students who attend: habits, interests, goals, ethnic and religious background

Campus life: cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, surroundings



III. Narrow Your Choices

No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, you should answer some basic questions about yourself.

1. What am I able to do?
2. What do I want out of life?
3. What do I need in the way of training?

NARROW your choices to 7-10 colleges and write for catalogs. When you have selected 3-6 colleges and have the results of one college admissions examination, consult your counselor.

LISTEN for announcements regarding visits of college representatives to your school and arrange to talk with a few. Attend the annual postsecondary education opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

EVALUATE the institution as a place where you might eat, sleep, and study for the next two to four years. Tour the facilities and inquire about the extracurricular activities, the personal services, and the school regulations. If the college is in session, visit a class, talk to students, observe campus behavior, and eat a meal in the dining hall. **You will know from your experience on the campus whether that college is right for you. No amount of reading or discussing will tell you this.**

SAMPLE LETTER TO COLLEGES

(your street address)
(your city / state / zip code)
(the date)

Director of Admissions
(name of college)
(address of college)

Dear Sir or Madam: (try to find the person's name and use it!)

I am a junior (or senior) at _____ High School in *(your town)*, Delaware, and will be graduating in *(month and year)*.

Please send me an application, a catalog, and other descriptive material that might help me in planning my post-high school education. *(mention your career interest if you have one)*

I would appreciate receiving information and appropriate forms for scholarships and other types of financial aid. *(Use this sentence if you need help with college expenses.)*

Sincerely yours,

(Your Signature)
 (your name typed)

Checklist for Making College Plans

- ✓ Think about preliminary criteria and your priorities.
- ✓ Make a college list that includes "safeties", "possibilities", and "reach" schools.
- ✓ Note colleges where interviews are required.
- ✓ Map out your itinerary.
- ✓ Check that the colleges are in session. Find out tour times and make appointments when needed.
- ✓ Plan how and with whom you'll go.
- ✓ Balance college visits and school demands.
- ✓ Arrange for high school absence and plan to make up missed work.
- ✓ Pack appropriate clothes for the interview.
- ✓ Write names and phone numbers of the college administrators you plan to see.
- ✓ Bring questions and be sure to have a pen and notebook with which to write important information.
- ✓ Bring high school transcript in case admissions counselor requests one.



**Supplemental Activity 15.b:
What to Look for in a College Catalog**

Name: _____

Date: _____

Period: _____

Name of Institution:

Mailing Address:

Phone numbers for:

Admissions:

Financial Aid:

Housing:

Is there an 800 number?

What programs of study does the institution offer?

What is the student/teacher ratio?

What are the requirements for entrance?

Number of high school credits:

Subjects required:

Electives recommended:

Is there an entrance test?

When is the deadline for applying for admissions?

Where will I live?

What is the cost for a year?

Tuition and fees:

Books:

Board/Room:

Transportation:

Personal Expenses:

Leisure Time/Recreation:

What is the school calendar, including holidays?

What are some of the student activities and services?

General information and notes:



Supplemental Activity 15.c:
What to Look for When
Visiting a College Campus

Name: _____

Date: _____

Period: _____

Check page 53 of the *Delaware Career Compass* for websites and telephone numbers of area schools.

Visiting a school campus may include an interview with the admissions personnel, so be prepared to:

1. Talk about yourself - your interests, your goals, your courses, and grades. Take along your personal copy of your school grades/transcript and activities.
2. Talk about the need for financial help (if needed).
3. Ask questions about the school, courses, rules/regulations. Read the catalog before your visit.
Write down your questions in advance and **DO TAKE NOTES!**
4. Even though you might be nervous, be yourself.

On the campus:

1. Take a tour if possible.
2. Allow enough time to get the "feel of the campus." Try to imagine yourself as a student there.
3. Schedule your appointments two weeks in advance and **BE ON TIME!**
4. Pick up all forms you need: application, catalog, map, and financial aid forms.
5. Visit the library. Find out how many computer labs are available on campus. Do you need to bring a computer?
6. Try to visit a class or two.
7. Talk to students: Ask them what they like about the school, and equally important, what they **DON'T** like.
8. Ask questions about life on the campus – what activities does the college offer?

Soon after, or during your visit:

1. Make notes on your reactions and your feelings about the school.
2. Write thank-you notes when appropriate.

MAKE YOUR COLLEGE VISITS EARLY IN YOUR PLANNING PROCESS.



**Supplemental Activity 15.d:
Community/Technical Colleges
and Your Career Path**

Name: _____

Date: _____

Period: _____

1. Look at page 53, which shows where the technical & community colleges are located in Delaware. Which community college is closest to your high school?

2. List two reasons why someone would choose to attend a technical & community college.

a. _____

b. _____

3. Choose two Career Clusters in which you are interested and write them below. Now list three occupations that require training beyond high school under each Career Cluster. Research the availability of training for each of these occupations at the technical & community college nearest you. Check "yes" or "no" when you have your results.

Career Cluster #1-			Career Cluster #2 -		
Job Title	Yes	No	Job Title	Yes	No

**Activity 16:**
Financial Aid

Name: _____

Date: _____

Period: _____

Activity 16.1**Read page 51. Answer the following questions:**

1. Where does the money for financial aid come from?
2. What do you have to do to get financial aid?
3. What determines the amount of financial aid that you can receive?
4. What is the difference between a grant and a loan?

Supplemental Activity

Ask the recruiter from the Army, Air Force, Marines, and Navy about the ROTC scholarships offered by their services.



**Activity 17:
Is the Military for You?**

Name: _____

Date: _____

Period: _____

Activity 17.1

Read page 54. Unscramble the letters to form words.

- 1. YANV _____
- 2. IRA RECOF _____
- 3. TONILARN DAURG _____
- 4. RYMA _____
- 5. LELEGOC NUFD _____
- 6. NEYOM _____
- 7. ENSTIFBE _____
- 8. AOLSG _____
- 9. ILPMAOD _____
- 10. AINNIGTR _____

Activity 17.2

Invite a military recruiter to speak to your class. Use sample questions provided below to acquire information.

- 1. What is the length of time I would need to stay in the service?
- 2. What is the starting salary?
- 3. What and where is basic training?
- 4. How long is basic training?
- 5. What specific jobs do you have available at this time? What type of training will I get for these jobs?
- 6. How do you determine if I am qualified for a specific job?
- 7. How can I be assured I will get the job I request?
- 8. For what civilian jobs will my military training be useful?
- 9. Can I be married and be in the military?
- 10. What benefits (education and others) are available to me after I finish my service term?
- 11. What other options do I have if I decide to stay in the military as a career?
- 12. If I really cannot adjust, is it possible to leave?

Think of other questions you may have and ask your parents what questions they would like to add.



Supplementary Activity 17.3 Sample ASVAB Questions

Arithmetic Reasoning

1. John can run six miles per hour and Bill can run four miles per hour. If they run in opposite directions for two hours, then how far apart will they be?

- A. 20 miles
- B. 10 miles
- C. 12 miles
- D. 8 miles

2. If a baseball player has 1,000 at bats in a season, and he receives no walks, how many hits would he need to have .300 batting percentage?

- A. 300
- B. 250
- C. 350
- D. 400

3. In football, 10 yards are required for a first down. Knowing that a yard is three feet and a foot is 12 inches, how many inches are required for a first down?

- A. 30
- B. 60
- C. 120
- D. 360

Word Knowledge

4. Theresa entreated Jack to let her go with him.

- A. Begged
- B. Tempted
- C. Asked
- D. Attended

5. The best synonym for defect is

- A. stain.
- B. vice.
- C. weakness.
- D. flaw.

6. The best synonym for malingering is

- A. discipline.
- B. defame.
- C. shirk.
- D. grow.

Name: _____

Date: _____

Period: _____

Paragraph Comprehension

Married couples with no children often work two jobs for five or more years to purchase the American dream, a home of their own. They often find that after purchasing a home they must both continue working to meet their financial obligations. Their desire to have children, their careers, and their buying a home are often not compatible.

7. This paragraph implies

- A. fewer married couples will be able to purchase a home and have children.
- B. fewer couples will have children.
- C. fewer couples will purchase a home.
- D. fewer women will have careers.

Mathematical Knowledge

8. In a small company, 60% of the employees are women. A third of the women smoke. There are eight female smokers. How many employees are there?

- A. 40
- B. 50
- C. 60
- D. 70

9. If the length of one side of a rectangle is six inches, and its area is 24 inches, then what is the length of the shortest side (in inches)?

- A. 1
- B. 2
- C. 3
- D. 4

10. If x is the length of a side of a square and its area and perimeter are equal, what is x ?

- A. 4
- B. 8
- C. 9
- D. 16

11. If one angle of an isosceles triangle is 60° , then how many more degrees are in the largest angle than in the smallest?

- A. 0°
- B. 10°
- C. 5°
- D. It cannot be determined from the given information.



Lesson Plan

Step 4/Section C: Job Search

Overview

Finding the right job takes planning and preparation. It requires good organization, management of time and energy, a positive outlook, and good decision making.

State Standards

Language Arts 1-4, Business Education 1

Objectives

At the end of this lesson, students will be able to:

1. access many sources to find job leads
2. apply for a job successfully
3. develop sample resume and cover letter
4. prepare for and learn how to conduct themselves in an interview
5. understand their rights and responsibilities as an employee

Teacher Instructions

Teachers can use Section C to instruct students on employment seeking skills using the readings and activities provided.

Discussion points include:

- How are the labor laws different for employees who are younger than 18 years old?
- What is networking and why is it important?
- What rights does an employee have?
- Importance of resumes, applications, and cover letters.

Answer Key:

Activity 18.1:

1. Any teenager 17 years or younger is required to have a work permit prior to being employed.
2. Teacher-answered for the particular school.
3. The employer, a school official, and the minor (student). A parent must sign if the minor is 15 years or younger.
4. Restricted activities include: operating or cleaning slicing machines, use of circular or band saws, dough mixing machines, and other forming, punching or shearing machines.
5. Minimum wage is \$6.15 per hour.
6. Office of Labor Law Enforcement at the Delaware Department of Labor.

Activity 19.1

1. Employers conduct drug screenings in various ways: by asking applicants about current and past drug use; by giving a written test or polygraph test; or by medical tests of urine, blood, or hair samples. The most commonly used test is a urinalysis or urine test.
2. Employers conduct drug testing for the safety of their employees. Allowing an employee to drive a truck who is under the influence of drugs or alcohol can be a liability. In addition, employees may experience side effects such as memory loss, inability to concentrate, depression, paranoia, and other health-related problems as well as high absenteeism from the job.



3. Self-answered.
4. Yes. Almost all Delaware employers conduct background checks on job applicants.

Activity 20.1:

1. People you know, professional contacts, national associations, trade publications, former students, Department of Labor, and the Internet.
2. Do your homework, know about the company, be ready to talk about yourself, prepare questions, participate actively, discuss all relevant work experience
3. <http://www.vcnet.net>
<http://www.jobbankusa.com>
<http://www.ajb.org>
<http://hotjobs.com>
Other job sites listed on page 61 of the *Delaware Career Compass*.

Activity 22.3: Create Your Objectives

Questions 1 through 4: Self-answered.

Activity 24.1

1. Social Security card, copy of resume, copy of personal references, samples of work, portfolio, black pen. Other items listed on page 71 of the *Delaware Career Compass*.
2. Know the company, dress professionally, and practice interview questions.
3. What are the duties of the job you are interviewing for? What products or services does the company provide?
4. Offer a firm handshake, speak clearly and concisely, be positive and polite, and have reasons why the employer should hire you.
5. What do you consider your greatest strengths and weaknesses? What interests you about this job? Why should I hire you?
6. What are the possibilities of advancement in this organization? What are you looking for in the person you hire for the position? When will a decision be made?
7. After an interview, you should send a thank you letter expressing appreciation to the interviewer for taking the time to see you.

**Activity 25.2:**

1. Be dependable, provide good work, have a positive attitude, be helpful, be a team player, dress appropriately, don't waste time or resources, control your emotions, be a diplomat, and treat everyone with respect.
2. Self-answered.
3. Self-answered.
4. Self-answered.

Student Activities

Using the *Career Compass*, students will complete activities in Section C including:

Activity 18: Am I Eligible for Work? (Time required: approximately 30 minutes)

Activity 19: What About Drugs and Alcohol? (Time required: approximately 20 minutes)

Activity 20: How Do I Find A Job? (Time required: approximately 45-60 minutes)

Activity 21: How Do I Fill Out A Job Application: (Time required: approximately 20 minutes)

Activity 22: Resumes (Time required: approximately 60-90 minutes)

Activity 23: Cover Letters (Time required: approximately 60 minutes)

Activity 24: Job Interviews (Time required: approximately 45-75 minutes)

Activity 25: Keeping Your Job (Time required: approximately 35 minutes)



Activity 18: Am I Eligible to Work?

Name: _____

Date: _____

Period: _____

Activity 18.1

Read page 55 of the *Compass*. Answer the following questions.

1. Who is required to obtain or have a work permit before being employed?
2. Where and from whom in your school would you obtain a work permit?
3. Who must sign your work permit?
4. What type of work is not allowed for teenagers under the age of 18?
5. What is the minimum hourly wage a person can be paid in Delaware?
6. Where can a person get more information and help with problems dealing with pay, working papers, meal breaks, or employment discrimination?

LEGAL HOURS OF EMPLOYMENT
FOR MINORS 14 THROUGH 17 YEARS OF AGE

**MINOR MAY NOT WORK MORE THAN 5 HOURS
CONTINUOUSLY WITHOUT A NON-WORK
PERIOD OF AT LEAST 30 MINUTES**

THE MINIMUM AGE OF EMPLOYMENT
IN DELAWARE IS FOURTEEN (14)

EMPLOYER IS REQUIRED TO HAVE PERMITS
FOR ALL EMPLOYEES UNDER THE AGE OF 18

AGE 14 - 15

NO MINOR 14 - 15 YEARS OF AGE
SHALL WORK BEFORE 7:00 A.M. OR
AFTER 7:00 P.M. — except from June 1st
through Labor Day when the evening hour
shall be 9:00 p.m.

**HOURS OF WORK
FOR 14 - 15**

Not more than 4 hours per day on school
days*

Not more than 8 hours per day on
non-school days

Not more than 18 hours in any week when
school is in session for 5 days

Not more than 6 days in any week

Not more than 40 hours per week

*If the employer is covered by federal law, minor is limited to three
hours on school days

AGE 16 - 17

Minors 16 and 17 years of age may not
spend more than 12 hours in a combination
of school hours and work hours per day.
They must have at least 8 consecutive
hours of non-work, non-school time in each
24 hour period

**CONTACT THE DELAWARE DEPARTMENT OF LABOR
FOR A LIST OF PROHIBITED OCCUPATIONS**



Activity 18.2

Complete a sample work permit.

Name: _____

Date: _____

Period: _____

**DELAWARE DEPARTMENT OF LABOR
OFFICE OF LABOR LAW ENFORCEMENT
4425 N. MARKET STREET, WILMINGTON, DE 19802
(302) 761-8200**

**INSTRUCTIONS FOR COMPLETING
CHILD LABOR WORK PERMIT**

**STEP 1
MINOR:**

1. COMPLETE THE SECTION MARKED "MINOR". IF YOU ARE 14 OR 15 YEARS OF AGE, YOUR PARENT OR LEGAL GUARDIAN MUST SIGN THE PERMIT.
2. TAKE THE CERTIFICATE TO YOUR PROSPECTIVE EMPLOYER AND ASK THEM TO COMPLETE THE SECTION MARKED "EMPLOYER".
3. **IN PERSON** RETURN THE COMPLETED FORM TO AN ISSUING OFFICER AT YOUR SCHOOL OR AT YOUR LOCAL DEPARTMENT OF LABOR OFFICE. YOU MUST PROVIDE THE ISSUING OFFICER WITH ONE OF THE FOLLOWING PROOFS OF AGE: BIRTH CERTIFICATE; BAPTISMAL CERTIFICATE; PASSPORT; SCHOOL RECORD; VALID DRIVER'S LICENSE.
4. YOU MUST GET A NEW PERMIT WHEN YOU CHANGE EMPLOYERS.

**STEP 2
EMPLOYER:**

1. COMPLETE ALL "EMPLOYER INFORMATION" INCLUDING DELAWARE ADDRESS AND PHONE NUMBER. RETURN TO THE CHILD. (S)HE WILL TAKE THE APPLICATION TO AN ISSUING OFFICER AND RETURN IT TO YOU AFTER THE WORK PERMIT HAS BEEN CERTIFIED.
2. DO NOT ACCEPT WORK PERMIT UNLESS IT IS DATED AND SIGNED BY AN ISSUING OFFICER.
3. KEEP EMPLOYER COPY ON FILE - IT IS REQUIRED BY LAW.

**STEP 3
ISSUING OFFICER:**

1. FORM MUST BE FILLED OUT AND SIGNED BY MINOR AND PARENT OR GUARDIAN (IF THE CHILD IS AGED 14 OR 15) AND THE EMPLOYER.
2. EMPLOYER MUST HAVE COMPLETED "COMPANY NAME, ADDRESS, AND PHONE NUMBER" PORTIONS OF THE PERMIT.
3. YOU MUST VERIFY MINOR'S AGE.
4. GIVE MINOR "EMPLOYER COPY" TO RETURN TO THE EMPLOYER.
5. MAIL DDOL COPY TO:

**DEPARTMENT OF LABOR
OFFICE OF LABOR LAW ENFORCEMENT
P.O. BOX 8902
WILMINGTON, DE 19899-8902**

DELAWARE DEPARTMENT OF LABOR CHILD LABOR WORK PERMIT FOR MINOR <small>PLEASE PRINT OR TYPE</small>	
EMPLOYER INFORMATION	
Company Name:	
Address:	
City/State/Zip:	
Description of Minor's Duties:	
Telephone No.:	Hourly Wage To Be Paid:
Employer's Signature:	
Print Name:	
MINOR INFORMATION	
Name:	
Address:	
City/State/Zip:	
Name of School Minor Attends:	
Minor's Signature:	
Parent/Guardian Signature: (if required)	
PERMIT NOT VALID UNLESS THIS SECTION IS COMPLETED BY AN ISSUING OFFICER	
Minor's Birthdate:	Age:
Proof:	
School/Office Issuing Permit:	
Issuing Officer's Signature and Date:	

Subject to Review by the Delaware Department of Labor
Office of Labor Law Enforcement
4425 N. Market Street, 3rd Floor, Wilmington, DE 19802
Wilmington: (302) 761-8200 / Milford: (302) 422-1134

EMPLOYER COPY



Activity 21:
How Do I Fill Out a Job Application?

Name: _____

Date: _____

Period: _____

Activity 21.1

- Read the bottom of page 68.
- Complete the sample application on page 70.
- Exchange your application with another student and peer edit his/her application.
- Correct any errors on your application when it is returned to you.



Activity 22: Resumes

Name: _____

Date: _____

Period: _____

Activity 22.1

Build a Personal Resume File

Read pages 63 through 65 regarding resumes. Using the Personal Fact Checklist on page 64 as your guide, gather all the information needed to create your resume. (Hold off on the Objective Statement. You'll tackle that in Activity 22.3) Choose a safe place to store this information - a personal resume file - so that you will not have to gather it again! Continue to add to your file and make the necessary changes as your experience grows and your life progresses.

Note: Don't worry about formatting your resume now. Concentrate only on creating lists of information including: names, addresses, dates, volunteer activities, skills, personal/special skills, etc. These are the building blocks of your resume.

Activity 22.2

Practice Writing Action Statements

Whenever possible, compose your list of skills and experiences using strong action verbs that emphasize results and performance. This in itself is a skill that you can learn! It just takes thought and practice. Here's an example (action verbs in bold):

***managed** the annual Key Club carwash that **resulted** in an increase in club participation and **generated** 26% more in proceeds for charity over the prior year

Review Activity 14.2 for a list of skills you've already identified. Now use those skills and any you identified in Activity 22.1 to practice writing your personal action statements. The *Resume Action Verbs* list on page 65 will help you get started. When you are happy with your statements, add them to your personal resume file for safekeeping.

Activity 22.3

Create Your Objective

Review the objectives on the sample resumes on pages 66 and 67. Imagine you are developing a resume designed to target a specific job for which you are qualified. It could be a retail clerk, a lifeguard, a singer, a mechanic, or any other occupation for which you have skills and have a true interest. Organize your thoughts by answering the following four questions. Example answers are provided to help you with the process. Then, using your answers, create an eye-catching objective. Save it in your personal resume file!

Note: This information will also be useful when writing your cover letter.



Questions:

1. What job interests you?

2. What kind of environment do you want to work in?

3. What is your availability?

4. What skills will you bring to this specific job?

Example:

Lifeguard
Swim Instructor

neighborhood pool

summer, full-time
days, nights and
weekends

CPR, First Aid, WSI,
3 summers experience,
good communication skills,
team player,
professional

Note: Use the list of skills and action statements from your personal resume file to choose the ones that would be most appropriate for the specific job you're imagining.

Now write your objective and add it to your personal resume file.

Example: A full-time summer position as a lifeguard and swim instructor for a neighborhood pool where I can be part of a team to help people safely enjoy the water.

Activity 22.4

Choose a Format and Build Your Resume

Reread Section 2 on page 64 - *Choose a Format* - and examine the two resumes on pages 66 and 67. Choose a format for your resume that will best show off your skills. Now build a rough draft of your resume.

Note: You have all the tools you need in you personal resume file. Use it!

Activity 22.5

Prepare a Reference Sheet

Prepare a Reference Sheet to take with you to the interview. This will include your name, address, and contact information, as well as three to five people who know your abilities and will speak highly of you. Make sure that they have agreed to speak on your behalf before providing an employer with this information. As always, file it away for future reference.



**Activity 23:
Cover Letters**

Name: _____

Date: _____

Period: _____

The next page contains newspaper classified ads. Respond to an ad which requires your individual skills and experience. (You may also look in your local newspaper.) Below is an example for you to follow.

205 Henderson Road
Edgetown Delaware 19947
May 5, 2005

Mr. Ronald Parks
Human Resources Manager
Blake Industries
300 East Main Street
Lewes, Delaware 19934

Dear Mr. Parks:

Introduction ----->

This letter is in reply to your advertisement for a clerical assistant which appeared in the Delaware State News on May 1, 2005. I will graduate from Cape Henlopen High School in June and am available for full-time employment at that time.

As the following comparison shows, my experience meets the requirements stated in the advertisement.

Qualifications ----->

Your Requirements

Knowledge of word processing

Ability to work with others

Previous related experience

My Qualifications

Proficient in Microsoft Word, PFS WritelFile;
3.2 GPA in business courses

Officer in Future Business Leaders of
America

Summer employment and co-op experience
at Daly Financial Services

Ask for Interview----->

I would be pleased to discuss this and my enclosed resume at your earliest convenience. In a few days, I will call you to arrange a suitable time. Thank you for your time and consideration.

Sincerely,

Joyce Daniels

Enclosure



Help Wanted
Auto-Mechanic
 Chapman Ford is looking for a temporary person for the summer months that can change oil & filter, and bleed and balance tires. Must have experience in both. Must have own tools & a valid driver's license. Contact Fred D'Alota at box 4001 Kirkwood Hwy betw. 9-4am on weekdays.
CHAPMAN

Help Wanted
Automotive Technician
 Busy new car dealer in need of A, B or C Technician. 4 day work week. Can change oil & filter, and bleed and balance tires. Must have experience in both. Must have own tools & a valid driver's license. Contact John Pharis 453-9900 or fax 302-337-0920
Math Slope #1 SUBARU
AUTOMOTIVE-TECHNICIAN
 Mike's Famous Harley-Davidson seeking an experienced service tech for a FT position. Motorcycle exp. a plus. We offer a competitive salary and excellent benefits package. (302) 658-8800 ext 214 MIKE'S FAMOUS US H-D 12958/1950 DeMemBr

Help Wanted
CARPENTER-Tired of not having steady work? Quality mechanic. 40hrs/wk. Call 999-0708 ext. 154.
 Carpenter Yr. round work. Exp'd in all phases of carpentry. Must have own tools, vehicle & valid driver's lic. Salary based on exp. Call 302-836-6440.
Carpentry/Masonry
MANPOWER
 TEMPORARY SERVICES
 Wilmington 479-7500 Newark 368-9060
Carpet Cleaning-FT yr round work. For the Career minded professional, exc. pay, profit sharing, benef pks. Dr's lic req 654-3311
Cashier - FT/PT, Retail exp. pref'd. Wknds. a must. Good pay. Fullon Paper 302-594-0000.
Chef/Kitchen Mgr.
 Immediate opening for exp'd & creative chef oversee all aspects of kitchen. Offering competitive salary & incentives. Stewart's Brewing Co., 219 Governor's Sq, Bear, DE 19701, 302-836-2739
Childcare - Babysitter
 Greenville area. 3 nights/wk for wonderful 5 yr old. Call 777-3521
Childcare - Infant/Toddler Teacher. Exp. nec. EOE/DFW. Acc'd. cfr. Come join our team! 1-23-2009
Childcare in my N. Collm. home for 3 school age children. Mature, dependable, NYS must have car for school runs & activities. Hshld duties, but no housecleaning. 25hrs/wk + ovt for school holidays. Refs avail. reimb. benef. Call day/eve 302-475-2834.
Childcare
 Live-in or live out, non-smk ref.'s Top sal. 302-428-3750
Child Care- Part time help for infants & toddlers. Call 838-7713 or 376-8292.
Childcare- Strong, energetic person needed for PM Pre-K classes. Call 302-999-2070 for interview or fax resume to 998-4626
Cleaners - day house cleaning, good starting pay plus bonus. call 239-2669.
Cleaning- FT position avl. Apply in person only-Top of the Hill Apts. Silverside Rd.
Cleaning- FT/PT - MUST HAVE OWN CAR. pass drug test/bkground check. Call 3602-368-7780
Cleaning - FT & PT pos. avl. Various areas. X Call 324-8055 x 50
CLEANING - Mature person needed to clean mini-storage facility, 9:00am to noon, 3 days per week. Some lifting involved. Apply in person at 200 First State Blvd., Stanton, DE, Call 992-0220
CLEANING OFFICES-PT Brandywine Bldg. Servs. 571-9902
Cleaning - The Maids are looking for dependable House Cleaners. We offer many benefits. Health / Life/ Acc'd. voc. & hol. 401k plan, trans. prov. from the office. No nights or wknds. Call 992-0220
Clerical/Office Person FT. - Fax resume to: (302) 324-9102.
Clerical - P/T. Busy payroll etc. in Fairfax area needs detail oriented person for data entry & gen'l off. duties. Accts. or bookkeeping knowledge a +. Computer exp. pref'd. Adv. 401k 16-Hrs/wk. Call 498-0190 or fax resume 498-0160.
Collections - 2yrs. exp. Immed. Great pay, Call Priority One, 286-6777
Collections-Summer Jobs. Hot Pay! Call Careers USA Newark 302-737-3609 Wilm. 302-477-6600, EOE M/F/D/V

Help Wanted
CODE COMPLIANCE OFFICER
 The Town of South Bethany is seeking applications for an immediate part-time or, possibly, full-time Code Compliance Officer position. Please describe previous construction, inspection and/or code enforcement experience (benefit package offered for full-time only). Interested persons may obtain a position description and application at the Town Hall (402 Evergreen Road, South Bethany, DE) or by telephone (302) 539-3653. Application resume must be returned by 4:30 p.m. on Wednesday, August 1, 2001. SOUTH BETHANY IS AN EQUAL OPPORTUNITY EMPLOYER.

Help Wanted
Cook - Chef Supervisor
 The Methodist Country House, a beautiful continuing care retirement community, has a full-time Chef Supervisor position available. Candidates must possess excellent culinary, supervisory, and sanitation skills. We offer outstanding pay, and excellent benefits including vacation, sick, health, and dental. Interested candidates should send or fax resume to:
 430 Kennett Pike
 Wilmington, DE 19807
 Phone (302) 426-8116
 Fax (302) 426-8108
 EOE Pre-employment drug, fingerprint, and background check required.
Coordinator, Evening
Delaware Tech, Stanton Campus, Rm P/T, 29 hrs/wk. \$16,77/yr. Hours: 4-10pm, Mon-Thurs; 8-12pm on Sat (except summer session). The incumbent in this position is responsible for coordinating the activities of on-campus evening and/or weekend classes, providing support to these classes, and supervising assigned support staff.
Min Quals: Bachelor's degree in a relevant field; two years of relevant experience or other equivalent combination of education and experience; ability to effectively communicate and relate to a diverse population in a multicultural environment.
 Request application and list of Principal Accountabilities from:
Human Resources
 Wilmington Campus, Rm 216-E
 333 Shipley St
 Wilmington, DE 19801
 (302) 573-5469
 OR
Human Resources
 Stanton Campus, Rm 213-B
 400 Stanton-Christiana Rd
 Newark, DE 19713
 (302) 454-3916
 OR
 Email: jobs@hopi.ctcc.edu
AN EQUAL OPPORTUNITY INSTITUTION
CURRICULUM SPECIALIST
 Qualifications: Masters degree + 5 years teaching experience. Please send letter of interest with detailed description of experience with curriculum development to New Castle County Vo-Tech School Dist., 1417 Newport Rd., Wilm., DE 19804 by 8/1/01.
Custodial-position avail FT with benefits. Evening shift Tues.-Sat. Apply in person at JCC, 101 Garden of Eden Rd. Wilm. 302-429-5660.
DANCE INSTRUCTORS
 Rapidly growing studio looking for Teachers of Tap, Jazz, Ballet & Creative Movement. FT & PT available. Exp. required. Fax resume to 610-558-4010
DATA ENTRY
 10,000-12,000 keystrokes req. Must pass background check. Apply w/2 ID's - No fee/col.

Help Wanted
Customer Service Seasonal Positions
 M-F 9am-4:30pm
 M-F 10am-6:30pm
 M-F 9am-6pm & weekend hrs
 M-F 1pm-11am Saturdays
 TR 4pm-11pm Sundays
 10am-5pm
 Seasonal 9am-5pm
 Are you interested in making some extra money in a small but busy customer service telephone environment? Are you conscientious and dependable? Do you enjoy keeping busy? Do you enjoy using computers? Are you proficient in a Windows environment? Do you enjoy being seated and on the phone for most of the day? If the phrase, "controlled chaos" makes you nervous, then don't respond to this ad! If you are interested, please fax your resume and a letter of interest with hours of availability to: 302-655-6023. Attn: Sam

Help Wanted
DELIVERY
Motor Route
 Now available to Deliver the News Journal daily & Sundays:
Leedom Estates
CONTACT:
 Denise Murphy
 1-800-235-9100 x2700

Help Wanted
AUTO-FINANCE MANAGER
 Busy local import dealer looking for a Finance Manager with great communication skills and experience. Must have all current insurance license to sell F & I. Please fax resume to (302) 892-2941 or mail to 4304 Kirkwood Hwy, Wilm, DE. No phone calls, please.

Help Wanted
Automotive Technician
 Mike's Famous Harley-Davidson seeking an experienced service tech for a FT position. Motorcycle exp. a plus. We offer a competitive salary and excellent benefits package. (302) 658-8800 ext 214 MIKE'S FAMOUS US H-D 12958/1950 DeMemBr

Help Wanted
CONCRETE EXPERIENCED
 Exp'd Collectors
 Concrete Experience- pits, walls, slabs, symons panels. 633-6670
Concrete Finishers
 5yrs min experience
 Full benefits. (302) 328-2995
CONSTRUCTION- Assistant to Project Engineer
 Computer skills a must. Full time, exc. benefits. Send resume to: Attn Mark Diamond Material 924 S. Heald St, Wilm., DE 19801 or fax to 302-658-0684.
CONSTRUCTION- Field Supervisors
 Equipment Operators
 Established excavating contractor seeks personnel experienced in water main or utility pipe installation and dirt work. Applicants must have driver's license. (401k, medical, holiday, vacation). Call 610-459-5387.
CONSTRUCTION- Foreman/Laborer. Exp'd in utility work. Yr rnd. benef. Clean lic. only. Call 326-2123
Construction Laborers
 FT perm. pos. for Apt. Rehab demolition and clean out work. Good pay + benefits + 401(k). Apply at person room to: Admirals Club Apts, Fairway Rd (behind Pizza Hut) off Kirkwood Hwy, Newark, eoe
Construction/Renov.
 Several FT perm. pos. for Apt. Rehab work. General Const. trade skills req. Good pay + benefits + 401(k). Apply in person 9am to 4pm, Admirals Club Apts, Fairway Rd (behind Pizza Hut) off Kirkwood Hwy, Newark, eoe
Construction Superintendent
 Local contractor looking for Superintendent to run Plumbing and Piping installations on Industrial, Institutional, & Commercial Projects. Local work. New company truck. Complete benefit's. Vac. Health, 401k etc. Mail resume to: Human Resource, 15 Paisley Drive, Wilmington, DE 19808.

Help Wanted
COLLECTORS
 Phillips & Cohen Assoc. Ltd
 Exp'd Collectors
 Call Tim MacMillan
 302-355-3500
Concrete Experience-
 pits, walls, slabs, symons panels. 633-6670
Concrete Finishers
 5yrs min experience
 Full benefits. (302) 328-2995
CONSTRUCTION- Assistant to Project Engineer
 Computer skills a must. Full time, exc. benefits. Send resume to: Attn Mark Diamond Material 924 S. Heald St, Wilm., DE 19801 or fax to 302-658-0684.
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Construction Superintendent
 Local contractor looking for Superintendent to run Plumbing and Piping installations on Industrial, Institutional, & Commercial Projects. Local work. New company truck. Complete benefit's. Vac. Health, 401k etc. Mail resume to: Human Resource, 15 Paisley Drive, Wilmington, DE 19808.

Help Wanted
Delaware Tech, Stanton Campus, Rm P/T, 29 hrs/wk. \$16,77/yr. Hours: 4-10pm, Mon-Thurs; 8-12pm on Sat (except summer session). The incumbent in this position is responsible for coordinating the activities of on-campus evening and/or weekend classes, providing support to these classes, and supervising assigned support staff.
Min Quals: Bachelor's degree in a relevant field; two years of relevant experience or other equivalent combination of education and experience; ability to effectively communicate and relate to a diverse population in a multicultural environment.
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 333 Shipley St
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 Newark, DE 19713
 (302) 454-3916
 OR
 Email: jobs@hopi.ctcc.edu
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CURRICULUM SPECIALIST
 Qualifications: Masters degree + 5 years teaching experience. Please send letter of interest with detailed description of experience with curriculum development to New Castle County Vo-Tech School Dist., 1417 Newport Rd., Wilm., DE 19804 by 8/1/01.
Custodial-position avail FT with benefits. Evening shift Tues.-Sat. Apply in person at JCC, 101 Garden of Eden Rd. Wilm. 302-429-5660.
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Help Wanted
DELIVERY
Motor Route
 Now available to deliver the News Journal daily & Sundays:
Cecilton, MD & Earleville, MD
CONTACT:
 Tom Harisky,
 302-324-2700

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AUTO-FINANCE MANAGER
 Busy local import dealer looking for a Finance Manager with great communication skills and experience. Must have all current insurance license to sell F & I. Please fax resume to (302) 892-2941 or mail to 4304 Kirkwood Hwy, Wilm, DE. No phone calls, please.

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 OR
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 OR
 Email: jobs@hopi.ctcc.edu
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 Now available to deliver the News Journal daily & Sundays:
Cecilton, MD & Earleville, MD
CONTACT:
 Tom Harisky,
 302-324-2700

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 Busy local import dealer looking for a Finance Manager with great communication skills and experience. Must have all current insurance license to sell F & I. Please fax resume to (302) 892-2941 or mail to 4304 Kirkwood Hwy, Wilm, DE. No phone calls, please.

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**Activity 24:
Job Interviews**

Name: _____

Date: _____

Period: _____

Activity 24.1**Read pages 71-72.****Read the following information on interview behavior.****INTERVIEW DO'S AND DON'TS****THE DO'S**

- DO dress conservatively.
- DO check parking areas and where you are going ahead of time.
- DO arrive ahead of time.
- DO introduce yourself to receptionist, tell why you are here.
- DO take resumes with you.
- DO fill out application neatly.
- DO have a firm handshake.
- DO be yourself.
- DO use good grammar.
- DO show interest.
- DO keep a pleasant expression on your face.
- DO answer questions fully not just yes or no.
- DO have at least one question to ask (about working environment, hours, dress code, kinds of products, and when you should expect to hear a decision.)
- DO say that you'd like the job, if it's a job you want
- DO thank interviewer for his/her time.
- DO send follow up thank you letter within two days. If you don't hear by the time indicated, call back and ask the status of the position.

THE DON'TS

- DON'T arrive late.
- DON'T chew gum.
- DON'T smoke cigarettes.
- DON'T mumble your answer.
- DON'T look around the office.
- DON'T fidget while you're sitting.
- DON'T slouch.
- DON'T put arms or elbows on the desk.
- DON'T curse.
- DON'T ask what the pay is unless you are being offered the job.



Name: _____

Date: _____

Period: _____

Answer the following questions:

- 1. List three things that you should bring to a job interview.**

- 2. List two ways that you should prepare yourself before the job.**

- 3. Name two things that you should know about a company before you are interviewed for a job.**

- 4. List four rules to follow in order to have a good interview.**

- 5. List three questions that you might be asked during an interview.**

- 6. List three questions that you should ask during the interview.**

- 7. What steps should a person take after being interviewed for a job?**

Activity 24.2

Conduct a mock interview with a classmate using the questions on page 71.



Name: _____

Date: _____

Period: _____

Activity 24.3

Often your chances of employment can be increased by making another contact with the employer. This can be done by a telephone call or a thank-you letter. The thank-you letter is the most common follow-up method.

FOLLOW-UP LETTER

- ◆ A thank-you letter may be typed or neatly handwritten on personal stationary.
- ◆ The letter should be written soon after the company or job fair interview. The next day is best!
- ◆ The letter should state your continued interest in the job and your appreciation of the time spent with you during the interview.

AFTER COMPANY INTERVIEW

6200 Waverly Street
Camden, Delaware 19906
September 5, 2005

Mr. Mark J. Raynard
Johnson Electronics, Inc.
230 Washington Avenue
New Castle, Delaware 19720

Dear Mr. Raynard:

Thank you for considering me for the position of electronics technician with your company. I am very impressed with your company and the enthusiasm that your employees have about their jobs.

If you need additional information, please contact me. Thank you again for your time and interest in me. I look forward to hearing from you.

Sincerely,

Helena Harker

AFTER JOB FAIR INTERVIEW

1234 Main Street
Newark, Delaware 19711
September 5, 2005

Ms. Betty Springs
State Banking Services
33 Baltimore Street
Millsboro, Delaware 19901

Dear Ms. Springs:

Thank you for participating in our job fair, Workforce 2005, this week. I was pleased to be able to interview with you and learn more about the opportunities in the banking industry.

As you have requested, I will call you next week to set an appointment for another interview. If you need any further information before then, I can be reached at 555-2415.

Thank you once again. I look forward to talking with you further.

Sincerely,

Carol Petersen



Activity 25:
Keeping Your Job

Name: _____

Date: _____

Activity 25.1

Complete the word search puzzle below.

Period: _____

Keeping A Job



ATTITUDE
HELPFUL
RESOURCEFUL
TEAMPLAYER

DEPENDABLE
PROFESSIONAL
RESPECTFUL
WORKER

DIPLOMAT
PUNCTUAL
RESPONSIBLE



State Standards Addressed in the Compass

English Language Arts Content Standards

Language Arts Standard 1:

Students will use written and oral English appropriate for various purposes and audiences.

Language Arts Standard 2:

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

Language Arts Standard 3:

Students will access, organize, and evaluate information gained through listening, reading and viewing.

Language Arts Standard 4:

Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

Social Studies Content Standards

Economics Standard 1:

Students will analyze the potential costs and benefits of personal economic choices in a market economy.

Mathematics Contents Standards

Mathematics Standard 3:

Students will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas in all content areas; to justify their thinking; to reinforce and extend their logical reasoning abilities; to reflect on and clarify their own thinking; to ask questions to extend their thinking; and to construct their own learning.



Delaware Career Compass Teacher's Guide Evaluation

Some of you have used the *Delaware Career Compass* for several years and others may not be familiar with it. We want to increase awareness of the *Compass* and its use in the classroom. With the implementation of the Department of Education's Career Pathways, we feel the *Compass* can be an important tool in designing course content to meet the Career Pathways standards of disseminating career information and linking student's career awareness with various academic subjects.

The *Delaware Career Compass* addresses all phases of career development addressed in the Delaware Guidelines for K-12 Guidance Programs: assessing career interests and skills; job search skills; career exploration; the correlation between personal qualities, education and training; identifying career goals; and strategies for achieving career success.

We're asking you, the experts, what we can do to improve the use of the *Compass*, and how it can help you incorporate career information into your curriculum. Thank you very much.

Name: _____
Title: _____
School: _____
Mailing Address: _____

E-mail: _____

1. In which setting do you use the *Delaware Career Compass Teacher's Guide*?

- | | |
|--|--|
| <input type="checkbox"/> Middle School/Jr. High School | <input type="checkbox"/> School Library |
| <input type="checkbox"/> Comprehensive High School | <input type="checkbox"/> Alternative Program |
| <input type="checkbox"/> Vocational High School | <input type="checkbox"/> Career Center |
| <input type="checkbox"/> Other (Please specify) _____ | |

2. At which grade levels do you find the information to be most appropriate?

- | | |
|---|---|
| <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 9 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 10 | <input type="checkbox"/> All of the above |
| <input type="checkbox"/> Other (Please specify) _____ | |

3. The *Delaware Career Compass Teacher's Guide*, to be an effective career development tool, must be easy and attractive to use. Please circle "Agree" or "Disagree" for each of the following statements:

- | | | |
|--|-------|----------|
| A. Overall format is visually interesting and attractive | Agree | Disagree |
| B. Teacher Lesson Plans are useful | Agree | Disagree |
| C. Too much information on each page | Agree | Disagree |
| D. Student Activities enhance use of the <i>Compass</i> | Agree | Disagree |
| E. Student Directions are clear | Agree | Disagree |



4. How do you presently incorporate career development into your curriculum?

5. What would encourage more teachers to use the *Delaware Career Compass* in the classroom?

6. Please offer any further comments or specific suggestions which you feel would improve the use of the *Delaware Career Compass*. (Use additional pages if necessary)

7. Please feel free to make comments on "specific" activities you use with your students using the Activity Evaluation Form (also included in this Guide). If you have corrections or suggestions for activity improvement, you may photocopy the activity, write your comments directly on the activity page, and fax it to us. We would also like to incorporate any new activities you develop.

Thank you very much for your time and advice!

Please return this evaluation to:
Lyn Anderson, Project Director
Delaware Career Resource Network
Delaware Department of Labor
19 Lea Boulevard, Fox Valley Annex #119
Wilmington, Delaware 19802
Phone: (302) 761-8064
Fax: (302) 761-6598
lyn.anderson@state.de.us
State Mail: N-250



Delaware Career Compass **Teacher's Guide**

Activity Evaluation Form

(Please use a separate sheet for each activity evaluated. Thanks!)

Activity No./Title: _____
Class in which used: _____
Grade in which used: _____

1. Are the student instructions clear in this activity?

2. Which of the Delaware Curriculum Content Standards do you feel this activity met?

3. Would you use this activity in your classroom again?

4. Do you have any ideas for ways to improve this activity?

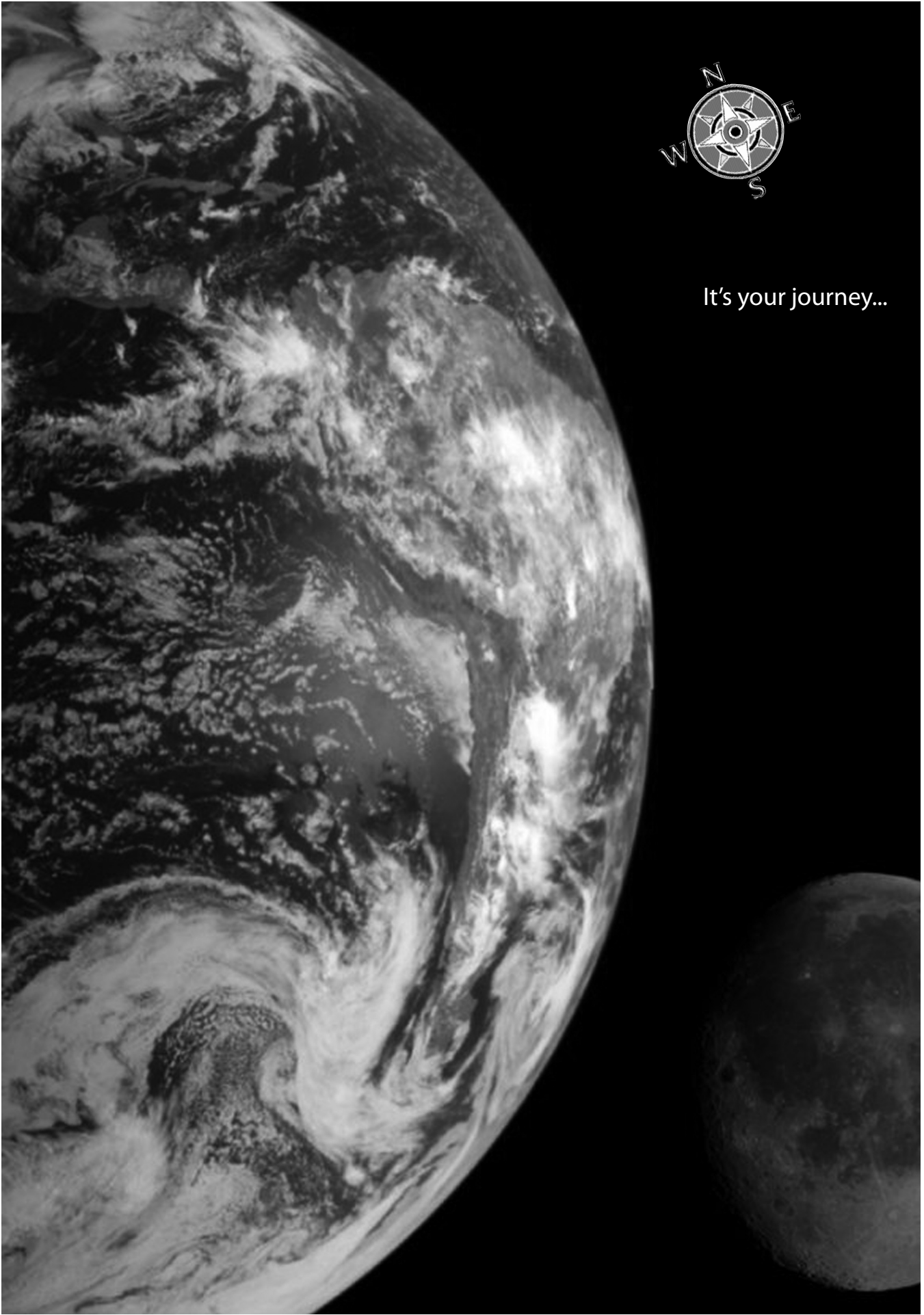
5. Please share any activities you are currently using with your students or ideas you have for other activities.

Submitted by: _____
School: _____
Address: _____

Please return completed evaluation to:

Lyn Anderson, Project Director
Delaware Career Resource Network
Office of Occupational & Labor Market Information
Delaware Department of Labor
19 Lea Boulevard, Fox Valley Annex #119
Wilmington, DE 19802
302-761-8064
or FAX to: (302) 761-6598

State Mail: N-250



It's your journey...