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A career preparation curriculum for [the] San Bernardino Employment Development Department

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A CAREER PREPARATION CURRICULUM FOR

SAN BERNARDINO EMPLOYMENT DEVELOPMENT DEPARTMENT

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Career and Technical Education

---

by

Michael Scott Lundgreen

September 2002

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September 2002

Approved by:

Joseph A. Scarcella, Ph.D., First Reader   9/7/02
                                                Date

Ronald K. Pendleton, Ph.D., Second Reader

ABSTRACT

There is a deficiency of marketable employees in the
city of San Bernardino. This is not due to a lack of
knowledge, but skills necessary to attain good jobs. In
2000 the population of San Bernardino was approximately
170,000 of which 30% was unemployed.

According to the Employment Development Department a
key factor of this unemployment was the lack of job
preparation skills. The areas that the job-seekers are
needed the most help in are developing a resume, interview
techniques, filling out applications, proper business
dress and conduct, and determining whether the prospective
job will be economically beneficial to them.

To address these issues a curriculum was developed to
instruct the job-seekers in the city San Bernardino the
techniques that may help them become more marketable. The
curriculum was divided into six primary units that can be
developed into a course of instruction for school or other
educational settings.

ACKNOWLEDGMENTS

I wish to acknowledge all of the assistance and patience afforded to me by Dr. Joe Scarcella and Timothy Thelander. Without their dedication I could not have completed this project when I did.

I would also like to thank all of those who helped in the editing process, Ellen Gordon, Patricia Ellis, Julie Lundgreen, and Danielle Gabriel.

DEDICATION

This thesis is dedicated to those who helped me keep things in mind and my mind in focus over the years.

Julie Lundgreen

Sara Lundgreen

Cara Lundgreen

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CHAPTER ONE

BACKGROUND

Introduction

The content of Chapter One presents an overview of
the project. The contexts of the problem are discussed
followed by the purpose, significance of the project, and
assumptions. Next, the limitations and delimitations that
apply to the project are reviewed. Finally, definitions of
terms are presented.

Context of the Problem

The workforce in San Bernardino is volatile.
According to the US Census Bureau, approximately 59% of
the adult population in San Bernardino are employed and of
those only 35% have been gainfully employed for year or
more (US Census, 2000). Some analysts believe this is due
to the lack of preparedness on the part of the employees
(Employment Development Department [EDD], 2001a).
According to Marr, most people lack the basic skills
necessary to prepare for and attain gainful employment
(EDD, 2001c).

Accordingly the 2000 US Census reported, less than
50% of the adult population in San Bernardino had a formal
education beyond high school and less than 25% have

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obtained a formal degree, to include an associates degree and beyond. Complementing this problem is a welfare rate of 49% as compared to Los Angeles at 48%, Orange County at 43% and Riverside at 37%.

There are multiple varying factors that may have contributed to this high welfare rate. Some of these are as follows: The minority population of San Bernardino being 64%; the number of households that has either one or no parent working is about 68%; and the lack of steady jobs. Also a concern is that less than 35% retained a job for an entire year. Added to this, the majority of households in the city of San Bernardino, almost 60%, earn less than the federal low-income standards of $25,000. That number increases to around 72% for state standards, or $35,000 per household (US Census, 2000).

To better place this dilemma in perspective, refer to Table 1, which is a comparison of the City of San Bernardino with other neighboring counties.

Further compounding this dilemma, it is estimated that there will be an increase of almost 1 million people moving into the county within the next 20 years, upon projections that the job sector will continue to change from service oriented to technical (EDD, 2000a). With that

Table 1.

County Comparisons with the City of San Bernardino

Description	Orange County	Riverside	Los Angeles	City of SB
Single or no parent working	39%	43%	45%	55%
Percentage on Welfare	43%	37%	48%	49%
Adult population employed	69%	78%	61%	59%
Adult Population gainfully employed	47%	41%	46%	35%
Percentage with an education	70%	53%	52%	50%
Percentage with a 2 year degree or higher	39%	25%	32%	25%
Minority population	56%	39%	69%	61%
Household Income levels below federal min $29,000	49%	52%	61%	60%
Household Income levels below state min $33,000	54%	58%	69%	72%

(US Census Bureau, 2000)

in mind, San Bernardino Employment Development Department is looking to enhance the skills of all those seeking employment. A key area of focus is personal marketing skills. This includes, resume preparation, interview techniques, filling out an application, proper business attire, business etiquette (discrimination, diversity and harassment), and budgeting skills. The anticipated result, according to Gabriel, the state employment development specialist in San Bernardino, is "there will be a greater number of prepared workers in San Bernardino County"

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(personal communication, October 17, 2001). This assumption is based on the expected results of the improved training program that will be introduced, not on the existent. The current program, however, is lacking in strength, development, and trained personnel to operate it. For this reason, a new curriculum is being developed.

Purpose of the Project

The purpose of the project was to develop a training course for the city of San Bernardino Employment Development Department [EDD] to introduce job seekers to the primary marketing skills necessary for obtaining gainful employment. The primary topics to be covered are: preparing a resume; filling out an application and or test preparation; interviewing for a job; professionalism; job analysis; and budgeting techniques to determine whether or not the job will be beneficial to them.

Significance of the Project

The significance of the project was to improve the current system used in preparing job seekers with marketing skills. By improving the training of individuals in personal marketing skills there will be a greater job pool of qualified candidates to choose from. Overall, this project was designed to assist San Bernardino Employment

Development Department [EDD] in placing their well-trained professionals into the ever changing and increasing job market. It will also be used in training all job seekers in preparation for the job market.

Assumptions

The following assumptions were made regarding the project:

1. This project may help bolster the job seekers self-esteem.

2. This project accentuated the talents of displaced workers.

3. This project better prepares workers for the workforce.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. This course was designed specifically for the city of San Bernardino Employment Development Department [EDD] and its demographics.

2. This course was designed to be a general course of common practices. It does not address each industry in depth and not one specifically.

Delimitations

The following delimitations apply to the project:

1. The course can be modified for use in other cities with varying demographics.

2. This course, with modifications, can be tailored to a specific industry.

Definition of Terms

The following terms are defined as they apply to the project.

Basic Skills – Includes reading, writing, arithetic/mathematics, listening, and speaking (Stasz, 2002).

Demographics – Census-type statistics such as age, income, gender, marital status, and home ownership (USADATA, 2002).

Diversity – People with different skills, knowledge, age, gender, disabilities, disabling conditions (mobility, sunlight, noise), literacy, culture, income, ect. (Universal Usability, 2002).

Employability Skills – The basic skills that are needed to

obtain gainful employment. These skills include,

resume preparation, good interview techniques, the

ability to properly complete an application, and the

knowledge of appropriate business dress (Jail to Job,

1996).

Employment Development Department (EDD) – The EDD is one

of thirteen departments under the California Human

Services Agency. It's primary purpose is to

administer to the disenfranchised worker (Davis,

2002).

Enabling Skills – The knowledge and procedures developed

through the teaching and learning process in school

(Brock, 1997).

Foundation Skills – Is subdivided into three categories,

basic skills, thinking skills, and personal qualities

(Stasz, 2002).

Functional Skills – The skills that people actually

perform at work (Brock, 1997).

Marketability – Understanding the key marketing concepts

of job hunting – including the importance of touting

your accomplishments – will improve your chances of

finding the job of your dreams (Randall, 2002).

Personal Qualities - frames skills concerning

responsibility, self-esteem, socialbility, self-

management, and integrity/honesty (Stasz, 2002).

Resume - The key element in a job search, it is a summary

of your qualifications (Oliu, 1995).

Scenario - A communication device used to demonstrate how

work integrates skills into a productive outcome

(Brock, 1997).

Sexual Harassment - Any unwelcomed sexual advances or

conduct. It includes animosity that is gender-based

and a sexually charged work environment. In the work

place, sexual harassment can come from the owner,

supervisor, manager, lead person, foreperson,

co-worker and/or customer (Eslamboly, 2001).

Sexual Orientation - An enduring emotional, romantic,

sexual, or affectional attraction that a person feels

towards another person (National Education

Association, 1999).

Standardized Testing - Tests designed to give a common

measure of students' performance. These tests are

used to see how well school programs are working.

Examples of these tests are the COPES, CAPS, COPS,

and TABE (Bagin, 1998).

Thinking Skills – encompasses creative thinking, decision

making, problem solving, seeing things in the mind's

eye, knowing how to learn, and reasoning (Stasz,

2002).

Organization of the Thesis

The thesis portion of the project was divided into

four chapters. Chapter One provides an introduction to the

context of the problem, purpose of the project,

significance of the project, limitations and delimitations

and definitions of terms. Chapter Two consists of a review

of relevant literature. Chapter Three documents the steps

used in developing the project. Chapter Four presents

conclusions and recommendations drawn from the development

of the project. The Appendix consists of the project

follow Chapter Four. Finally, the references used.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, it discusses the demographics of the local job pool and the lack of job attainment in the city of San Bernardino, of qualified employees. Next, it discusses the current programs available for job seekers. Then, it proposes the need for a change in the existing programs to promote gainful employment. Finally, it covers the basis of a curriculum development that can aid in increasing the personal marketability of qualified applicants. Information for this was referenced sources such as books, journals, multiple Internet web pages, and personal communication.

The Plight of Job Seekers

According to Gabriel (personal communication, October 17, 2001), from the state of California's Employment Development Department [EDD], the City of San Bernardino has many displaced professionals of various backgrounds. Many of these professionals came to the region as a result of closure of Norton and George Air Force Bases back in 1995 and 1996. In addition to these professionals there

are many other persons who make up this prospective job pool. These persons include many whom have been displaced from other jobs as well as those who are on welfare or have physical or mental limitations. The approximate size of this job pool is 20,000 (US Census, 2000).

All of these people have the ability to join the workforce or become potential job-seekers, unfortunately, many lack a key component to attain gainful employment, personal marketing skills (Gabriel, personal communication, October 17, 2001).

Collectively, the educated job pool in San Bernardino, those working and unemployed, is approximately 22% (US Census, 2000). This is the amount of people who have attained at least an associates degree. Unfortunately though, about 18% of the population never completed high school and currently 49% of the city is on some type of government assistance (US Census, 2000).

Of current gainful employment, 59% of the local population has maintained a steady job for an entire year (US Census, 2000). According to Gabriel, the 41% that have not been able to attain gainful employment lack the basic skills needed to help them attain and maintain a job (personal communication, October 17, 2001).

The dilemma the county faces, is that the projected industry growth is requiring that there be more highly skilled employees. In addition, it is requiring employees that are marketable. Primarily, the market is in need of employees that are knowledgeable, trained, and are prepared to work in their service area (EDD, 2000b).

Current Programs

Currently, the state of California, through local job placement offices, offers very little in training, and preparation to job seekers (EDD, 2000b). The primary program offered to all job seekers is a 3-step process, entitled CalJOBS. The first phase is enrollment in the program. This is accomplished by calling the center, signing up on the Internet, or preferred, applying in person. The next step is the use of the Internet to search for suitable employment. However, some are fortunate enough to have a specialist available as an aid in job seeking. The final step is applying for jobs that have been identified (EDD, 2000c). The primary shortcoming of this current program is that it is assumed that the job seekers have prior computer knowledge and are familiar with all of the other aspects necessary to gain employment (Gabriel, personal communication, October 17, 2001).

Fortunately, those lacking in computer skills or a computer at home have the privilege of using one of fifteen at the resource center. If they have problems, they can request assistance from the resource technician.

If after one month of unsuccessful, productive searching, going on at least two real interviews per week, the job seeker has the opportunity to enroll in the CalWorks program. This program is developed to instruct the job seekers in basic skills for employment. Some of the aid offered is preparation of a resume, interview techniques, and filling out an application (EDD, 2001b). The primary shortcoming of this program is that it takes too long before this aid is offered and it doesn't assist those who need it the most (Gabriel, personal communication, October 17, 2001).

Besides this course, the local EDD offices have some pamphlets that can offer some assistance (EDD, 1999), and a few even have individual counselors that can assist you (Gabriel, personal communication, October 17, 2001). Another resource available is the Employment Training Panel [ETP]. According to Kennedy, they offer funds to employers to aid in the training or re-training of workers (2001).

There are other programs available such as, ROP and Adult Education, County Schools, Job Corps, Department of Rehabilitation, Department of Veteran Affairs, Community Service Department, and Community Colleges (EDD, 2001b). Of these programs, there are waiting lists for most and one needs to be qualified with strict criteria or be able to afford to pay for these services or educational programs.

What is Currently Happening

Job-seekers need to become more marketable by enhancing the skills that will assist them in obtaining gainful employment. One factor in securing gainful employment is to aid people in developing self-esteem, self-confidence, and self-knowledge skills (De Blasi, 1997). Once these characteristics are matured one is better prepared to search for a job. Starr states, "In the first thirty seconds people make judgments about us on a subconscious level, based on what they see, hear, and sense" (2001, para. 13). To prepare ones self for a first encounter, one needs to foster foundation skills. Foundation skills are basic skills such as reading, writing, and arithmetic. They also include thinking skills and personal qualities.

Following are examples of three current programs designed to assist in the training and development of these attributes.

Secretary's Commission on Achieving Necessary Skills

SCANS is the acronym for The Secretary's Commission on Achieving Necessary Skills. This program was designed on a national level to identify the key areas desired for educational mastery. Since it's inception, SCANS, focused on the issues of instruction that will prepare students for college or the workforce upon graduation.

In San Bernardino, utilizing the relationship between local businesses and educational departments, this program was designed to obtain the skill levels identified nationally for graduating students. These programs aided in the preparation of prospective employees in the local job market.

The way the local program is designed prospective employers inform the schools about their base requirements of knowledge or skill for employment. The education sector then develops a program plan to accomplish these goals.

To further accommodate this attainment, the commission has determined that there are three areas vital in all employment. They are functional skills, enabling skills, and the scenario (Brock, 1997; Wise, 1990). To

accomplish these criteria the commission agrees that change first needs to take place in the schools. This equates to what is taught, how it is taught, and to whom it is taught. Next, there needs to be changes in the workplace so that the developments in the school structure will be beneficial in the employment sector (Brock, 1997; Wise, 1990).

The functional skills that are required for work performance consist of six key areas. First, resource management, this skill deals with identification, organization, planning and the allocation of resources. Second, information management, which is the acquisition and use of necessary information. Third, is social interaction or the ability to work with other people. Fourth, systems behavior and performance, by definition, this is the ability to understand how a systems components work and using them to attain goals. Fifth, are human and technology interaction or the selection of and use of appropriate technology. Sixth, are the affective skills such as attitudes, motivation, and values (Martin, 2002).

The enabling skills refer to the direct knowledge and procedures necessary and prevalent in the school setting.

The final skill, the scenario aspect, is one in which role-playing takes place where the student creates mock

workplace situations and learns by working through them with other students. Through this the student develops vital talents and knowledge that will assist them in their career pursuits (Conn, 2002).

This program is relatively new and is a step in the right direction. Where this program pays attention to the skills needed to perform the job correctly it doesn't address the needs of the job-seeker to develop the skills necessary to attain the job after the skills are mastered.

Jail to Job

In Erie, Pennsylvania, the department of education has developed a program called Jail to Job. This program is designed to assist inmates that are being released in the near future. The inmates are instructed in basic skills, like writing, reading, and arithmetic, which prepare them to return to the work force upon release.

The program consists of 4 - 32 hour instructional periods that cover some basic job skills. The entire program is completed in an eight-week period. The key focus areas of this program includes, writing; interest and aptitude testing; educational assessment; job search techniques; resume and job application preparation; job interviewing; and anger management (Jail to Job, 1996). According to follow-up surveys, the results of this

program has been a job placement of approximately 75%
(Jail to Job, 1996).

Each unit focuses on a specific attribute beginning
with orientation and self-assessment. The second attribute
of concentration is the decision making process. Third,
problem-solving issues are addressed. Fourth, testing and
assessment is addressed using the COPES, CAPS, COPS, and
the TABE standardized tests. Fifth, is how to attain
success at work through self discipline and anger
management. Sixth, is an introduction to various job
search techniques, how to evaluate a job, what an ideal
job is, the truth about job applications, using the
telephone, and networking skills. Seventh, interviewing
techniques are introduced. Specifically, dress and
grooming, communication skills, how to respond to
questions, becoming familiar with problem questions and
answers, how to sell yourself, and finally how to and why
should one follow up after an interview. Finally, in the
eighth unit resumes, cover letters, and gratitude's are
addressed.

Underlying throughout the curriculum is a focus
issue, which has recently been addressed on anger
management. This issue has become apparent as needing to

be a key factor in the inmates rehabilitation into society (Jail to Job, 1996).

The success of this program has been tremendous. Of all that have passed through the program thus far 75% have attained employment and 60% have found employment with a relative higher pay following their incarceration then what they were earning before. All of the inmates also stated that they learned from the programs and they all claimed that it helped them develop "employability skills" (Jail to Job, 1996).

Corporate Etiquette and Human Relations

In Pendleton, South Carolina, a course has been developed for Tri-County Technical College that addresses similar issues. Their program offers six different units that instruct students in general business aspects such as social, business, telephone, and international etiquette, self-esteem, and business wardrobe (Clark, 1993).

The individual modules focus more directly on obtaining job search skills. First, they introduce the students to key areas of social interaction necessary to succeed in a job. Second, is developing a resume. It covers the key information that should be contained in a resume, the various types of resumes and cover letters. Third, is telephone etiquette that can be applied to any

industry. Fourth, is the concept of international

etiquette. This is an important area that is being focused

heavily in colleges today since many companies have

offices, holdings, colleagues, or customers in the

international market. Fifth, is the development of a

greater self-esteem through the use of goal setting.

Sixth, is the discussion of proper business wardrobes. In

this module attention is greatly placed on appropriate and

inappropriate dress for interviews and the workplace

(Clark, 1993).

Each of these programs have much to offer. The

information contained within them has assisted many from

various backgrounds in preparing for entering the

workforce. Unfortunately, they all lack some vital aspects

that can prove helpful. Individually, they have much to

offer, but collectively they can better suit the needs of

San Bernardino.

Summary

The literature important to the project was presented

in Chapter Two. It addressed the issues of the current job

outlook for San Bernardino. It discussed the existing job

placement and retention of employees. Next, was a

discussion of the current programs available to job

seekers and their shortcomings. Finally, there was an introduction to new and innovative programs available to aid job seekers in enhancing their marketing skills.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. It discusses the population that was served, and the development of the curriculum. The primary course outline is introduced and it concludes with a summary of the overall project.

Population Served

The primary focus population that was serviced by this program is the disenfranchised workers abiding in the San Bernardino, California metropolitan area. Specifically, this project was developed as an instructional training course for the Employment Development Department [EDD] of the City of San Bernardino. Its focus was to address a growing problem in the current training and employment development programs that are actively in operation today. The existing program is falling short on instructing current job-seekers in the basic personal marketing skills necessary to attain gainful employment. Some of these areas are: resume preparation; interview techniques; how to fill out an application; proper business-attire for the job interview

as well as the workforce; business etiquette; and assessment of the prospective employment opportunity to determine if it will be a financial and self rewarding career path (Gabriel, personal communication, October 17, 2001).

Although this project was developed specifically to address the growing concern and needs of the immediate populous, it can be tailored to serve as a model for various communities and agencies.

Curriculum Development

Content Validation

This Curriculum was developed to correct the lack of instruction being offered to job-seekers in San Bernardino. Authorizing the curriculum design was D. Gabriel, the state director of the San Bernardino Employment Development Department [EDD], and the current program instructor. Another consultant was the instructional coordinator of California State University San Bernardino, Ortega.

A panel from the Employment Development Department [EDD] was developed to ensure that the curriculum followed the state and county guidelines prescribed and that the curriculum also addressed the issues that were perceived

most pressing. This panel also evaluated the content of the curriculum to ensure it met the outlined criterion.

The panel consisted of the director of the Employment Development Department [EDD] for the City of San Bernardino, who has worked for the department for 11 years. The other members included the state assigned coordinator for local programs, who has 22 years of experience, and the current program instructor, who has been with the program for 4 years. Collectively, they have offered, revised, suggested course content, evaluated the curriculum for inclusion, and approved the final curriculum guidelines.

Curriculum Resources

The curriculum itself was developed based on the issues from the existing instructional course offered and from the suggested course focus areas to be addressed from the Employment Development Department. Other helpful aids were some of the instructional plans from the texts, Curriculum Development, Theory into Practice (1975), Résumé's that get Jobs (Reed, 1994), The Complete Job-Search Handbook (Figler, 1979), and Writing that Works (1995).

Curriculum Design

This curriculum was developed for a four-week training course that is sub-divided into six units. Each unit is presented in sequential order to offer the best assistance to the job-seeker in their career development. Although the course is best utilized when taken as a whole, each unit can be taken individually and is not dependent on another. The purpose for this design was to offer each job-seeker the opportunity to focus greater on the areas that would be most beneficial to them (Gabriel, personal communication, October 17, 2001).

This first three units are the meat of the instruction focusing on what is considered the key factors of a job search (Gabriel, personal communication, October 17, 2001).

Unit one focuses on what Reed (1994) identifies as the soul of every job-seeker, the resume. The second unit addresses the issue of interview techniques. The purpose behind this unit is to assist the job-seeker in understanding the key factors that help them get the job and know the flags that destroy their opportunity (Ortega, personal communication, November 7, 2001). The third unit addresses the issue of applications. According to Figler (1979) the application is the first interview with a

perspective employer and if it does not sell you, you've
lost the job.

The final three units deal with interpersonal
relationships and attitudes in the workforce. The first of
these is business attire. According to Ortiz, our attire
in the workplace is a key factor to our success, it is
also directly related to our performance, and can be the
cause of losing a job even if we are the most qualified
(Personal communication, November 7, 2001). The next unit
focuses on business etiquette. According to Gabriel,
business etiquette is a great concern and a growing
problem (personal communication, October 17, 2001). In the
past ten years harassment, which is addressed in this
unit, in it's various forms has accounted for 23% of all
employee performance dismissals (EDD, 2000a). Harassment
includes the philosophies of diversity and discrimination.
The final unit is job analysis. In this unit people are
instructed in evaluation techniques of a job to ensure
satisfaction quantitavely as well as qualitatively. It has
been addressed because the Employment Development
Department [EDD] works with many repeat customers due to
their misconceptions of the earnings ability of a job and
its lack of desired benefits (Gabriel, personal
communication, October 17, 2001).

The Curriculum

Following is the curriculum outline identifying the focus issues described above. This curriculum was designed with the assistance of the EDD. It focuses on key areas that have been identified as weaknesses of job-seekers in San Bernardino County (Gabriel, personal communication, October 17, 2001).

This curriculum will be an aid to all job-seekers in the county of San Bernardino. In addition, it can service many other communities with minor modifications.

Unit 1 - Resumes

1. Types of Resumes

   a. Portfolios

   b. Business/Professional

   c. Instructional

   d. Educational

2. Formats

   a. Chronological

   b. Experiential/Educational

   c. Portfolio

3. Printing

   a. Single/Multiple page

   b. Type of paper

   c. Fonts

4. Components

    a. Heading

    b. Education

    c. Work Experience

    d. Objective Statement

    e. References/Talents

5. Cover Letters

Unit 2 - Interview Techniques

1. Types of Interviews

    a. Individual/Group/Panel

    b. Internet

    c. Phone

    d. Resume

    e. Portfolio

2. Information

    a. Previous Employment

    b. Qualifications

    c. What contributions can be made

    d. What is expected

    e. What do you expect

    f. Strengths/Weaknesses

    g. Salary and Benefits

h.   Diversity/Right to Privacy

    1. Marital Status

    2. Religious Beliefs

    3. Political Affiliation

    4. Family Status

    5. Age

    6. Health (unless required for job)

    7. Sexual Orientation

3. Role Play

Unit 3 – Applications

1. Types of Applications

    a. Resume

    b. General Employment

    c. Job Specific

    d. Portfolio

    e. Professional

    f. Tests

    g. Verbal

    h. Skills

    i. Degreed

2. Parts of an Application

    a. Full Legal Name

    b. Social Security

    c. Alien Status

e.   Marital Status

        f.   Disabilities

        g.   Education

    2.   Diversity

    3.   Sexual Harassment

        a.   Sexual Orientation

        b.   Marital Status

        c.   Gender

Unit 6 - Job Analysis

    1.   Skills Required

    2.   Educational Requirements

    3.   Schedule

    4.   Salary

    5.   Benefits

        a.   Health Plans

        b.   Retirement

        c.   Profit Sharing

        d.   Education Repayment Plans

Summary

The population to be served was introduced. Then the
curriculum resources and content validation were
discussed. Next, the course development was introduced and
finally, an outline of the curriculum was presented. Upon

completion of this curriculum it was presented to the San
Bernardino City Employment Development Department [EDD] to
be reviewed and to be adopted as the new training program
for job-seekers.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the
conclusions gleamed as a result of completing the project.
Further, the recommendations extracted from the project
are presented. Lastly, the Chapter concludes with a
summary.

Conclusions

The conclusions extracted from the project follows.

1. The general populous of San Bernardino lacked
   the basic skills necessary to help them prepare
   better for a prospective job.

2. There were five primary weak areas in personal
   marketing skills: developing a resume, interview
   techniques, filling out an application, proper
   business attire, and analyzing a job for skills
   and satisfaction.

3. The existing program was lacking some of the
   skills and attention needed to effectively
   promote the materials.

Recommendations

The recommendations resulting from the project follows.

1. Continue to develop the curriculum to improve and grow with the San Bernardino demographics.

2. Introduce this program to the local colleges as a suggested general education preparation course.

Summary

Chapter Four reviewed the conclusions extracted from the project. Lastly, the recommendations derived from the project were presented.

APPENDIX

CAREER PREPARATION CURRICULUM

Career Preparation Curriculum for

San Bernardino

Employment Development Department

Table of Contents

Introduction

The City of San Bernardino is facing a dilemma, there are too many people who are not able to obtain and maintain a job due to their lack of marketability (Gabriel, personal communication, October 17, 2001). Because of this the directors of the local Employment Development Department [EDD] are looking a changing some of their existing programs to better service the general population.

The existing system consists of a 3-step process entitled CalJOBS. The first phase is enrollment in the program. This is accomplished by calling the center, signing up on the Internet, or preferred, applying in person. The next step is the use of the Internet to search for suitable employment. However, some are fortunate to have a specialist available as an aid in job seeking. The final step in applying for jobs that have been identified (EDD, 2000c). The primary shortcoming of this current system is that it is assumed that the job seekers have prior computer knowledge and are familiar with all of the other aspects necessary to gain employment (Gabriel, personal communication, October 17, 2001). Fortunately, those lacking in computer skills or a computer at home have the privilege of using one of fifteen at the resource center. If they have problems, they can ask the resource technician for assistance.

If after one month of unsuccessful, productive searching, going on at least two real interviews per week, the job seeker has the opportunity to enroll in the CalWorks program. This program is developed to instruct the job seekers in the basic skills for employment. Some of the aid offered is preparation of a resume, interview techniques, and filling out an application (EDD, 2001b). The primary shortcoming of this program is that it takes too long before this aid is offered and it doesn't assist those who need it the most (Gabriel, personal communication, October 17, 2001).

Because the regular job-seeker does not get the benefits needed until after many attempts to obtain employment have passed, it was proposed that the current system be overhauled. In approaching this, the Employment Development Department

has reviewed their current system and identified six key areas that the job-seekers are lacking skills in. The areas are as follows: Resume preparation; interview techniques; filling out an application; dressing for success; job analysis to determine that the job will provide for your basic needs; and general business etiquette such as prejudice and sexual harassment (Gabriel, personal communication, October 12, 2001).

In attempting to address these issues other existing projects were analyzed. A total of three programs were reviewed from various sources in an attempt to ascertain concepts that are working and will aid in instruction for the city of San Bernardino. The first program was the Secretary's Commission on Achieving Necessary Skills. This program focuses on developing behaviors that will lead to success (Martin, 2002).

The next program that was reviewed was Jail to Job. This program was developed in Erie, Pennsylvania and is offered to the inmates that are being released. The basis of this program was to instruct the inmates in the basic skills necessary for returning to the workforce. The skills they were introduced to were, developing a resume, job search techniques, job interviewing, how to fill out an application, and anger management techniques (Jail to Job, 1996).

Finally in Pendleton, South Carolina, a course from the Tri-County Technical College was assessed. This course offered instruction in social, business, and international etiquette, as well self esteem techniques and business wardrobes (Clark, 1993).

Individually, each of the programs offered excellent ideas that helped the curriculum committee develop a new course of instruction. Collectively though they offered a greater strength. From them the committee determined the best approach that would suit our market.

Armed with this information the committee reviewed various literature and textbooks that had been written on each of the six focus areas and from this the following curriculum was developed.

After the development of the course and during instruction, the students need to be reminded of some key statements of success as developed by Parker (2001, para. 2).

- Leave your cynicism at the door; come on in and be willing to try out a new idea even if it sounds a bit hokey.

- Keep a reminder card in your wallet: "I'm a COMPETENT, CREDIBLE PROFESSIONAL." Re-read your list of accomplishments and remember all the impressive things (your successes) you've done.

- Don't be to narrowly focused. If an opportunity arises to interview for a job you would normally reject, use it as an informational interview.

- When faced with inaction (a mental block) I remind myself of the future condition which I'm aiming for; then I give myself a promise of short term reward (later in the day, or in the week, etc.), some treat I give myself after working toward the goal.

Unit I - Resumes

A resume is the key element in a job search, it is a summary of your qualifications (Oliu, 1995). Because it is such a vital aspect of employment the first unit of instruction was designed to aid the job-seekers in developing a resume. This was accomplished by introducing them to various resume formats. Next, they were instructed about the primary components of a resume. Finally, they were assisted in developing their own resume.

Lesson Plan 1
Unit: Resumes
Topic: Types of Resumes

Goals:
1.   Identify and develop a resume.
2.   Understand the importance of a resume.
3.   Become familiar with multiple formats and styles of resumes.
4.   Be able to identify components of a resume.

Objectives:
Upon completion of this lesson, each student will:
1.   Be able to identify various types of resumes.
2.   Comprehend which resume would be used for various types of employment.
3.   Understand the differences between resume formats.

Opening Exercises:
Quiz on resume knowledge
1.   Can you name at least two resume styles?
2.   Do you know what type of resume would be best for the job you are seeking?
3.   Have you ever had a resume before? If so, did you use it to help you seek employment?
During quiz pass out resume samples.

Lecture/Discussion: Review quiz and introduce the topic of resumes and identify their significance. Begin lecture by introducing the students to various forms of resumes (refer to samples in the handouts). Discuss the background and purpose for a resume. Help the students identify what resume format would be most appropriate for their career goals.

Quiz: Show the students samples of resumes and have them identify them by their format and content. Have the students identify which format would be best for them.

Homework: Gather information necessary to prepare their own resume.

Materials: Handouts
Computer with projector for Power Point presentation
Text: Writing that Works

Lesson Plan 2
Unit: Resumes
Topic: Resume Formats

Goals:
1. Identify and develop a resume.
2. Understand the importance of a resume.
3. Become familiar with multiple formats and styles of resumes.
4. Be able to identify components of a resume.

Objectives:
Upon completion of this lesson, each student will:
1. Be able to identify various resume formats.
2. Comprehend which resume would be used for various types of employment.
3. Understand the differences between resume formats.

Opening Exercises:
Quiz on resume knowledge
1. Name at least three resume styles?
2. What is the purpose of a resume?
3. Which style of resume is best for your occupation?

Lecture/Discussion: Review quiz and introduce the topic of resume formats. Identify their significant differences. Open discussion about the varying formats and their uses (Power Point Presentation). Help the students identify what resume format would be most appropriate for their career goals.

Quiz: The students will identify sample resumes for format (Chronological, Experiential, Educational, Portfolio).

Homework: Gather information necessary to prepare their own resume.

Materials: Handouts
Computer with projector for Power Point presentation
Text: Writing that Works

Lesson Plan 3
Unit: Resumes
Topic: Resume Components

Goals:
1.   Identify and develop a resume.
2.   Understand the importance of a resume.
3.   Become familiar with multiple formats and styles of resumes.
4.   Be able to identify components of a resume.

Objectives:
Upon completion of this lesson, each student will:
1.   Be able to identify the major components or sections of a resume.
2.   Understand the necessity of all of these components.
3.   Develop a resume.

Opening Exercises:
Quiz on resume knowledge
1.   Name the four primary resume formats.
2.   Identify uses for two of these formats.
3.   Which format would be best for you and Why?

Lecture/Discussion:	Review quiz and introduce the topic of resume components. Introduce the major components of a resume. Open discussion about the primary sections with (Power Point Presentation). Help the students identify what information is included in each section and guide them in developing their resumes.
Student Exercises:	The students will begin writing their resume in rough draft form.
Homework:	Complete the rough draft of their resume.
Materials:	Handouts Computer with projector for Power Point presentation Text: Writing that Works

Lesson Plan 4
Unit: Resumes
Topic: Resume Printing

Goals:
1. Identify and develop a resume.
2. Understand the importance of a resume.
3. Become familiar with multiple formats and styles of resumes.
4. Be able to identify components of a resume.

Objectives:
Upon completion of this lesson, each student will:
1. Determine which printing style is appropriate for the students' resume.
2. Format the font and layout of the resume.
3. Complete the resume and print on proper paper.

Opening Exercises:
Quiz on resume knowledge
1. List the 4 components necessary in all resumes or portfolios.
2. Identify which information (on the board) would belong in which section.
3. Complete a heading with all of the correct information.

Lecture/Discussion: Review quiz and introduce the topic of resume printing. Show samples of various types of resume paper. Discuss the uses of each type of paper. Help the students choose which type of paper is best for them, what format style should be used, and what would be an appropriate font and length.

Student Exercises: Facilitate the students designing and rewriting their resumes.

Homework: Gather references for a cover letter

Materials: Handouts
Computer with projector for Power Point presentation
Text: Writing that Works

Lesson Plan 5
Unit: Resumes
Topic: Cover Letters

Goals:
     1.   Identify and develop a resume.
     2.   Understand the importance of a resume.
     3.   Become familiar with multiple formats and styles of resumes.
     4.   Be able to identify components of a resume.

Objectives:
     Upon completion of this lesson, each student will:
     1.   Identify the components included in a cover letter.
     2.   Determine the proper layout of a cover letter.
     3.   Develop a cover letter for a prospective job.

Opening Exercises:
     Quiz on resume printing
     1.   List at least two types of paper that is appropriate for resumes.
     2.   Identify proper fonts for a business resume.
     3.   How long should a resume be and why?

Lecture/Discussion:	Review quiz and introduce the topic of cover letters. Show samples of various cover letter formats. Discuss the purpose of a cover letter. Help the students identify the information that should be included in a cover and what would be an appropriate font and length.
Student Exercises:	Facilitate the students developing and writing a cover letter.
Homework:	Search for a job that you can use your new cover letter and resume for.
Materials:	Handouts Computer with projector for Power Point presentation Text: Writing that Works

Unit II – Interviews

The second unit covered was interviewing techniques. In the unit the job-seeker was first introduced to various interview formats and styles. Next, there was a discussion on the components of an interview. Following is a discussion on the aspects of privacy issues. Finally, the job-seeker is placed in a role play situation to aid them in understanding and building confidence for a job interview.

According to Gabriel, this is one area that even the most skilled job-seeker can have difficulty in mastering (personal communication, October 17, 2001).

Lesson Plan 1
Unit: Interviews
Topic: Types of

Goals:
      1.   Identify proper procedures of interviews.
      2.   Understand the purpose of an interview.
      3.   Become familiar with various styles of interviews and when each, may be used.
      4.   Participate in a mock interview demonstrating proper techniques.

Objectives:
      Upon completion of this lesson, each student will:
      1.   Identify 7 interview styles/formats.
      2.   Determine when each style may be used and how to prepare for them.
      3.   Understand the purpose for an interview.

Opening Exercises:
      Quiz on interviews
      1.   Have you had a job interview before?
      2.   If so, when, and what type of interview?
      3.   What did you think of your interview? Keep it clean.

Lecture/Discussion:	Review quiz and introduce the topic of interview styles/formats. Discuss the various styles and formats of interviews. Help the students identify the various styles and understand when each style/format may be used. Discuss exclusive and similar techniques with each style.
Student Exercises:	Facilitate the students in being able to identify components of each style of interview technique.
Homework:	Think of 2 questions that may be asked during an interview and write them in a sentence and the response to each in no less than two sentences.
Materials:	Handouts Text: The Complete Job-Search Handbook

Lesson Plan 2
Unit: Interviews
Topic: Parts of/Information included on

Goals:
1. Identify proper procedures of interviews.
2. Understand the purpose of an interview.
3. Become familiar with various styles of interviews and when each, may be used.
4. Participate in a mock interview demonstrating proper techniques.

Objectives:
Upon completion of this lesson, each student will:
1. Identify different components of an interview.
2. Understand what to expect from an interview.
3. Be better prepared for an interview.

Opening Exercises:
Quiz on interviews styles/formats
1. List at least 5 interview styles/formats.
2. Compare and contrast 2 different techniques.
3. After learning about the different styles, which do you prefer?

Lecture/Discussion: Review quiz and introduce the topic of interview information. Discuss the various components of an interview. With the aid of a Power Point presentation instruct the students about these various components.

Student Exercises: Facilitate the students in writing responses to various interview questions.

Homework: Complete interview response worksheet.

Materials: Handouts
Texts: The Complete Job-Search Handbook
Resume's that get Jobs

Lesson Plan 3
Unit: Interviews
Topic: Rights to Privacy

Goals:
1.   Identify proper procedures of interviews.
2.   Understand the purpose of an interview.
3.   Become familiar with various styles of interviews and when each, may be used.
4.   Participate in a mock interview demonstrating proper techniques.

Objectives:
Upon completion of this lesson, each student will:
1.   Identify criterion that does not have to be answered in an interview.
2.   Understand your rights to privacy.
3.   Be better prepared for an interview.

Opening Exercises:
Quiz on interviews styles/formats
1.   What are some of your qualifications?
2.   Identify at least 2 additional questions that are asked in almost all interviews.
3.   How has this information about interviews helped you?

Lecture/Discussion: Review quiz and introduce the topic of interview right to privacy issues. With the aid of a Power Point presentation discuss some of the key issues. Identify the laws that are in place to protect these privacy issues. Help the students understand that even though an employer may ask for this information, illegality occurs if they use it to refuse a job, demote or pass one up for promotion.

Student Exercises: Facilitate the students in identifying and discussing the legislature behind these critical issues.

Homework: Prepare mock interview questions to ask a classmate during the next session.

Materials: Handouts
Texts: The Complete Job-Search Handbook
Resume's that get Jobs

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Lesson Plan 4
Unit: Interviews
Topic: Role Play

Goals:
1. Identify proper procedures of interviews.
2. Understand the purpose of an interview.
3. Become familiar with various styles of interviews and when each, may be used.
4. Participate in a mock interview demonstrating proper techniques.

Objectives:
Upon completion of this lesson, each student will:
1. Better understand techniques used and the difficulties faced in the interview process.
2. Exhibit techniques in interviewing.
3. Be better prepared for an interview.

Opening Exercises:
Quiz on interviews styles/formats
1. Identify at least 6 privacy issues that are controversial.
2. Name 2 laws or acts that were passed to protect us.
3. Identify a situation where any one of these privacy issues can be used as a criterion for employment and why?

Lecture/Discussion: Review quiz and introduce the topic of interview role-playing. Review interview techniques, components, and privacy rights. Divide into groups or partnerships for exercise.

Student Exercises: Facilitate the students in role-playing.

Homework: Use the information gathered to go on an interview.

Materials: Handouts
Texts: The Complete Job-Search Handbook
Resume's that get Jobs

Unit III – Applications

The third unit in this program covers the application process. Divided into three sections, this unit first introduces the job-seeker to the most common formats or styles of applications. The next section presents the common components of all applications and describes the primary differences of five common application formats. The final section covers the rights to privacy and introduces the job-seeker to laws and regulations that were written for their protection.

Lesson Plan 1
Unit: Applications
Topic: Types of

Goals:
1. Identify various types of applications.
2. Understand the purpose of an application.
3. Become familiar with various styles of applications and when each, may be used.
4. Be able to fill out an application correctly.

Objectives:
Upon completion of this lesson, each student will:
1. Be able to identify a variety of application formats.
2. Understand the purpose of the application process.
3. Be better prepared to properly fill out an application.

Opening Exercises:
Quiz on interviews styles/formats
1. Have you ever filled out an application before?
2. If yes, what company was it for and what type of work was it for?
3. If no, from your previous work experience what paperwork did you fill out prior to employment if any.

Lecture/Discussion: Review quiz and introduce the topic of applications. With the aid of a Power Point Presentation, introduce students to a variety of applications. Identify various types of applications and discuss their uses.

Student Exercises: Worksheet for identifying various applications and which industries may use each.

Homework: Gather information that you believe would be on an application.

Materials: Handouts
Texts: The Complete Job-Search Handbook
Writing that Works

Lesson Plan 2
Unit: Applications
Topic: Types of

Goals:
1. Identify various parts of applications.
2. Gain an understanding of the purpose of an application.
3. Become familiar with various styles of applications and when each, may be used.
4. Be able to fill out an application correctly.

Objectives:
Upon completion of this lesson, each student will:
1. Be able to identify various components of applications.
2. Become familiar with the information required on applications.
3. Be better prepared to properly fill out an application.

Opening Exercises:
Quiz on interviews styles/formats
1. Name at least 5 different application styles.
2. Give at least one reason why employers use applications.
3. List some items that you believe are parts of an application.

Lecture/Discussion: Review quiz and introduce the topic of application components. With the aid of a Power Point Presentation, introduce students to various components of applications. Identify the various components of an application and discuss the importance and need for each.

Student Exercises: Facilitate group work with the students developing a mock application.

Homework: Gather information that would be on an application.

Materials: Handouts
Texts: The Complete Job-Search Handbook
Writing that Works

Lesson Plan 3
Unit: Applications
Topic: Rights to Privacy

Goals:
1.   Comprehend the right to privacy.
2.   Distinguish what is considered privacy issues and a right to know.
3.   Develop a worksheet to assist in filling out an application.
4.   Be able to fill out an application correctly.

Objectives:
Upon completion of this lesson, each student will:
1.   Identify items that are controversial in regards to privacy acts.
2.   Understand your rights to privacy.
3.   Obtain knowledge of privacy issues.

Opening Exercises:
Quiz on interviews styles/formats
1.   List the 3 necessary pieces information that must be given on all applications.
2.   Identify at least 4 other applications questions.
3.   How has this information about applications helped you?

Lecture/Discussion: Review quiz and introduce the topic of applications right to privacy issues. With the aid of a Power Point presentation discuss some of the key issues. Identify the laws that are in place to protect these privacy issues. Help the students understand that even though an employer may ask for this information, illegality occurs if they use it to refuse a job, demote or pass one up for promotion.

Student Exercises: Facilitate the students in properly filling out an application.

Homework: Use this information about applications to go and correctly fill out an application.

Materials: Handouts
Texts: The Complete Job-Search Handbook
Writing that Works

Unit IV – Business Attire

Another major concern of the Employment Development Department [EDD} is the lack of knowledge or etiquette that is possessed by the common job-seeker when it comes to proper business attire (Figler, 1979). As a result of this a unit was developed to introduce the job-seeker to business attire for a variety of occupations.

First, is a discussion about business attire for either applying for a job or going on an interview. This was crucial aspect of instruction. The greatest accomplishment of this unit was to introduce this topic without offending the job-seeker (Gabriel, personal communication, October 17, 2001).

Finally, proper attire for the workplace was discussed. This ranged from uniforms to casual and formal business attire.

Lesson Plan 1
Unit: Business Attire
Topic: Dressing for an Interview/Application

Goals:
1.   Identify proper business attire.
2.   Understand what proper business attire is.
3.   Determine what circumstances call for which type of attire.
4.   Be able to dress properly for an interview/application or work.

Objectives:
Upon completion of this lesson, each student will:
1.   Be able to identify what is proper dress for an interview or filling out an application.
2.   Understand the importance of proper business attire in these situations.
3.   Prepare to dress for success.

Opening Exercises:
Quiz on business attire for an interview/application
1.   Describe what type of dress is appropriate for going on an interview?
2.   Describe what type of dress is appropriate when just filling out an application?
3.   When was the last time you went on an interview?

Lecture/Discussion:	Review quiz and introduce the topic of proper business attire. With the aid of a Power Point Video Presentation, introduce students to styles that constitute proper business attire. Help the students understand the need to dress professionally not just for an interview but to pick up, fill out and return an application.
Student Exercises:	Worksheet for students to identify various styles of dress that would be appropriate for an interview and for the application process.
Homework:	Have the students' check their wardrobes for appropriate business attire and request they wear it to the next meeting.
Materials:	Handouts Text: The Complete Job-Search Handbook

Lesson Plan 2
Unit: Business Attire
Topic: Dressing for Work

Goals:
      1.   Identify proper business attire.
      2.   Understand what proper business attire is.
      3.   Determine what circumstances call for which type of attire.
      4.   Be able to dress properly for an interview/application or work.

Objectives:
      Upon completion of this lesson, each student will:
      1.   Be able to identify what is proper dress for work.
      2.   Understand the importance of proper business attire.
      3.   Prepare to dress for success.

Opening Exercises:
      Quiz on proper business attire for work
      1.   Is there one type of dress appropriate for work? Explain.
      2.   Describe an inappropriate outfit.
      3.   Describe an appropriate outfit for your line of work.

Lecture/Discussion:	Review quiz and introduce the topic of proper business attire. With the aid of a Power Point Video Presentation, introduce students to styles that constitute proper business attire. Discuss the importance and differences in business attire for various types of careers.
Student Exercises:	Worksheet for students to identify various styles of dress that would be appropriate for work.
Homework:	Have the students remember the importance of proper business attire and dress for success in the future.
Materials:	Handouts Text: The Complete Job-Search Handbook

Unit V – Business Etiquette

Possibly the most controversial and challenging to present was a unit on business etiquette (Ortega, personal communication, January 26, 2002). This unit on business etiquette discusses topics such as sexual harassment, prejudice, discrimination, diversity, lude conduct, and intellectual harassment. Each of these areas are very sensitive and almost always cause contention or heated debates when they are discussed (Tanner, 1975).

The first lesson of instruction introduces the job-seeker to the topics and also introduces them to the laws which govern these behaviors in the workplace. The second lesson the goes a little further in depth to instill the importance of comprehending and adhering to these principles not only for their own protection but safety too.

Lesson Plan 1
Unit: Business Etiquette
Topic: Prejudice/Discrimination

Goals:
1. Identify proper behavior in the workplace.
2. Understand the purpose behind business etiquette.
3. Determine the difference between prejudice/discrimination and proper behavior.
4. Be able to utilize the information gained in pursuing a career.

Objectives:
Upon completion of this lesson, each student will:
1. Be able to identify what is proper language/actions in the workplace.
2. Understand what prejudice and discrimination really is.
3. Be able to properly conduct oneself in the workplace.

Opening Exercises:
Quiz on prejudice/discrimination
1. What is discrimination?
2. What is prejudice?
3. Have you been a victim of either? How did it make you feel?

Lecture/Discussion:	Review quiz and introduce the topic of prejudice/discrimination. With the aid of a Power Point Video Presentation, introduce students to the definitions of and the context of prejudice and discrimination. Discuss the laws that protect us from prejudice and discrimination. Define the purpose and importance for these laws.
Student Exercises:	Worksheet of scenarios dealing with prejudice and discrimination. In workgroups have the students discuss these issues and develop ideas on how to better approach these situations.
Homework:	Have the students look for an article about discrimination or prejudice to bring with them and discuss next time.
Materials:	Handouts Text: Curriculum Development, Theory into Practice

Lesson Plan 2
Unit: Business Etiquette
Topic: Discrimination/Diversity

Goals:

5. Identify factors that determine diversity.
6. Understand the purpose behind business etiquette.
7. Understand the difference between discrimination and diversity.
8. Be able to utilize the information gained in pursuing a career.

Objectives:

Upon completion of this lesson, each student will:
4. Be able to identify key components of diversity and their meanings.
5. Understand what diversity is and it's role in today's society.
6. Be able to properly conduct oneself in the workplace.

Opening Exercises:

Quiz on discrimination/diversity.
4. What is diversity?
5. Explain the difference between diversity and discrimination?
6. Identify three ways diversity can help you?

Lecture/Discussion: Review quiz and introduce the topic of discrimination/diversity. With the aid of a Power Point Video Presentation, introduce students to the definitions of and the context of diversity. Open discussion on diversity and how it has shaped our nation.

Student Exercises: Worksheet on definitions of diversity, discrimination and discerning factors. In workgroups have the students discuss these issues and develop ideas on how to better approach these situations.

Homework: Have the students look for an article about diversity to bring with them and discuss next time.

Materials: Handouts
Text: Curriculum Development, Theory into Practice

Lesson Plan 3
Unit: Business Etiquette
Topic: Sexual Harassment

Goals:
1. Identify proper behavior in the workplace.
2. Understand what sexual harassment is.
3. Determine what behaviors constitute sexual harassment.
4. Be able to utilize the information gained in pursuing a career.

Objectives:
Upon completion of this lesson, each student will:
1. Be able to identify what behavior constitutes sexual harassment in the workplace.
2. Understand what sexual harassment is.
3. Be able to properly conduct oneself in the workplace.

Opening Exercises:
Quiz on prejudice/discrimination
1. What is sexual harassment?
2. What behaviors constitute sexual harassment?
3. Have you been a victim of sexual harassment?

Lecture/Discussion:	Review quiz and introduce the topic of sexual harassment. With the aid of a Power Point Video Presentation, introduce students to the definitions of and the context of sexual harassment. Discuss what conduct constitutes sexual harassment. Inform the students that this abuse comes in many forms and can affect men and women. Impart the knowledge of the laws that are in place to protect us from this abuse. Define the purpose and importance for these laws.
Student Exercises:	Worksheet of scenarios dealing with sexual harassment. In workgroups have the students discuss these issues and develop ideas on how to better approach these situations and to protect themselves from becoming victims.
Homework:	Inform the students to be conscious about sexual harassment so that they are not accused of it and do not become victims.
Materials:	Handouts Text: Curriculum Development, Theory into Practice

Unit VI – Job Analysis

The final unit of instruction covers the topic of job analysis. In this section topics include pay scales, benefits (insurance, pension, IRA's, ect.), sick and vacation time, vacation days, holidays, personal time, and potential pay increases. The primary purpose of this unit is to impart to the job-seeker some information that can assist them in their job search for the ultimate job or career.

This information is often unknown to the job-seeker and as a result many miss out on the benefits that they should have because they were unaware of them (Figler, 1979). Because of this there has been an attempt made to better educate the job-seeker prior to them accepting new employment.

Lesson Plan 1
Unit: Job Analysis
Topic: Job Analysis

Goals:
1. Identify key factors that are pertinent to a job search.
2. Understand what needs are to be met by your employment.
3. Determine what skills and qualifications are required for your career development.
4. Be able to utilize this information to pursue a valuable healthy career.

Objectives:
Upon completion of this lesson, each student will:
1. Be able to identify what characteristics are required to make a job a career.
2. Understand which jobs will be beneficial to you.
3. Be able to make wise choices in you job search.

Opening Exercises:
Quiz on job analysis
1. What benefits do you deem important in your job search?
2. Are pay, vacation, and holidays' important factors in your job search?
3. Would you refuse a job if these benefits are not offered? Why?

Lecture/Discussion: Review quiz and introduce the topic of job analysis. With the aid of a Power Point Video Presentation, introduce students to the key factors of job analysis. Discuss job analysis components. Help the students understand that work experience and skills play a great factor in benefits and that some jobs that pay low early on can grow into some of the most beneficial and influential for us.

Student Exercises: Review job listings for benefits and basic job analysis skills.

Homework: Utilize all of the information gleaned from the course to become a more effective and rewarded employee.

Materials: Handouts
Texts: Resume's that get Jobs
The Complete Job-Search Handbook

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