


EMPLOYABILITY SKILLS ONLINE



PRODUCT GUIDE

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GETTING STARTED



ABOUT THE PRODUCT

The lessons within *Employability Skills Online* provide training that is critical to the process of selecting, obtaining, and maintaining employment. The lessons are divided amount four content areas that are related to this process: Career Decision Making Skills, Job Seeking Skills, Work Maturity Skills, and Worker Effectiveness Skills. There are two types of lessons: skills lessons and exercise lessons. Skills lessons are designed to develop the employment skills of people preparing to enter the workforce or change careers. Exercise lessons allow students to practice skills they will need throughout their working life (e.g., Writing Job Search Letters).

In addition to its rich content, *Employability Skills Online* provides additional important features:

- Tests students' skills, providing both pretests and posttests to make initial assessments and to gauge students' progress
- Prescribes activities based on students' pretest results
- Provides audio for text items within activities
- Monitors student scores and completion of activities
- Produces reports for individual students and classes

This guide outlines the content and activities of *Employability Skills Online*. Information on the management system is provided under separate cover in the *Employability Skills Online* User Guide.

SKILLS LESSONS

Each skills lesson addresses a single concept related to its respective content area. The lesson structure consists of a series of informational screens that provide information about the concept being addressed. All skills lessons contain a number of multiple-choice questions to reinforce the students' understanding of the topic.

Accessing Audio

When audio is available for an activity, your cursor will change to a hand when it is placed over a text area. You can then click on that text area to hear the audio support.

Navigating a Skills Lesson

Students progress through the lessons and accompanying questions as described below.

1. Use the mouse to answer questions: click on the correct answer.
2. If a question is missed, the student will be told why the answer is wrong. The student should read the response carefully, and try again. The student cannot move to the next question until the current question is answered correctly, so reading and answering carefully will save time.
3. The student may review the instructional material at any time during the lesson by clicking **Review** or **Go Back**. Clicking **Review** takes the student back to the first screen of the lesson. Clicking **Go Back** takes the student to the previous screen of the lesson. If the student has selected **Review** or **Go Back**, they may return to the original screen from which they left by clicking **Return**.
4. There may be times when the student needs to exit the program before completing an activity. To end an activity, close the activity window. **Note:** A score will not be recorded if a student exits the activity before it has been completed.
5. When the student finishes answering all of the questions in an activity, a score is displayed. The score, expressed as a percent, is the number of questions answered correctly out of all the questions attempted.

EXERCISE LESSONS

Three of the four content areas include exercise lessons. (Worker Effectiveness Skills does not contain exercise lessons.) By completing these lessons, students are given the opportunity to practice skills they will need throughout their working life (*e.g.*, Completing a Job Application).

TESTS

Employability Skills Online offers content-area pretests and posttests. Pretests and posttests have no introductory instructional material. The test questions are presented in multiple-choice format. After each test, students have the opportunity to review the questions they missed. Feedback is provided for each missed question. Teachers may elect to bypass the tests by creating specific assignments for students. See the User Guide documentation for more information.

LESSON SUMMARIES



Employability Skills Online contains 102 lessons and 32 tests in a hierarchical arrangement designed to continually reinforce the concepts presented. On the following pages, there is a description and example for each lesson. (Exercise lessons are in bold.) The lessons are arranged in the following content areas:

- **Career Decision Making:** Twenty (20) lessons teach students how to make career decisions by relating job requirements to their personal characteristics and priorities. There are three topic areas:
 - Self Assessment
 - Information About Jobs
 - Career Decisions
- **Job Seeking Skills:** Nineteen (19) lessons teach students how to conduct a job search, complete job applications, write resumes and job search letters, perform appropriately in job interviews, and follow-up after job interviews. There are three topic areas:
 - Finding a Job
 - Job Search Documents
 - Interviewing for a Job
- **Work Maturity Skills:** Thirty-one (31) lessons focus on the role of personal responsibility in each of the interest areas and are designed to develop the knowledge and skills necessary to function effectively as an employee, worker, and citizen. There are five topic areas:
 - Responsible Behavior
 - Building Self-Esteem
 - Teamwork
 - Leadership
 - Problem Solving
- **Worker Effectiveness Skills:** Thirty-two (32) lessons teach students how to perform in a manner that will help them to be successful at work. Students learn how to meet employers' expectations; get along with supervisors, co-workers, and customers; increase their value to their employers; and manage personal finances. There are five topic areas:
 - Employers' Expectations
 - Job Performance
 - Interpersonal Skills
 - Increasing Your Value to Your Employer
 - Financial Responsibility

CAREER DECISION MAKING: SELF ASSESSMENT

These seven (7) lessons teach students how to identify personal interests, aptitudes, and values. Exercise lessons provide opportunities for students to develop personalized inventories by ranking and prioritizing examples of various types of interests, aptitudes, and values.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Planning for Your Career	This lesson describes the Career Decision Making content area and provides an overview of the remaining 19 lessons.	Something that gets in the way or interferes with your ability to do something is a ____.
2	Personal Interests	Examples of interests are defined, and examples of jobs that are related to each interest are used to teach students why it is important for them to consider their personal interests when they make career and job choices.	A person with a mechanical interest would probably be better satisfied working as ____.
3	Inventory of Personal Interests	Students practice the process of developing a personal interest inventory by prioritizing the example interests.	Choose the interest you like best. a. Leadership: Liking to be in charge. b. Social: Liking to be with other people, and not liking to be alone.
4	Personal Aptitudes	Examples of aptitudes are defined, and examples of jobs that are related to each aptitude are used to teach students why it is important for them to consider their personal aptitudes when they make job choices.	A person who has the ability to put or keep numbers, things, or people in order has ____ aptitude.
5	Inventory of Personal Aptitudes	Students prioritize the example aptitudes to produce a personal inventory that is saved in their data file.	Choose the aptitude that best describes you. a. Helping: Being good at helping people. b. Language: Speaking or writing well.
6	Personal Values	Fifteen examples of values are defined in terms that help students understand how their personal values may affect their career choices.	If doing things that really improve other peoples' lives is important to you, you have __ values.
7	Inventory of Personal Values	Students prioritize 15 example values. The result is a list of values that are sorted according to the students' personal choices.	Choose the value most important to you: a. Family: Doing things that are best for your family. b. Learning: Gaining new skills.

CAREER DECISION MAKING: INFORMATION ABOUT JOBS

These eight (8) lessons teach students how jobs are related to personal interests, aptitudes, and values. Students learn how to obtain the information about jobs that is needed to make career decisions. Exercise skills lessons provide opportunities for clients to practice the process of identifying job factors that may affect their own career and job decisions.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Occupational Information	Students learn where to find career and job information, what information is available, how the information is presented and organized, and how to get the information.	The person who is most likely to help you get a job or the career information you need is a ____.
2	Material Benefits of Jobs	This lesson defines material benefits and describes the common types of material benefits that employers provide for workers.	Anything employers give workers that has value is a ____.
3	The Value of Material Benefits	Students learn how to decide how much each material benefit is worth to them.	When the demand for workers is greater than the supply of qualified workers, ____.
4	Inventory of Material Benefits	Students rank 13 material benefits to develop an inventory of which are important to them now. They repeat the exercise to identify what they expect to be valuable to them in 10 years.	List the benefits from the one that is most important to the one that is least important to you now.
5	Environmental Job Factors	Students learn what environmental job factors are and why it is important to consider these factors when making career and job choices.	A hazard that can cause accidents by making it difficult for workers to concentrate on what they are doing is ____.
6	Work Activities	This lesson introduces examples of work activities and situations to help students understand why it is important to consider a variety of job factors when choosing a job.	The ability to judge distances and see things as they really are is ____.
7	Training and Skills for Jobs	This lesson uses examples of the types of jobs that are available at each educational level to emphasize the importance of education and training to achieve career goals.	Which of these workers is more likely to be a high school dropout?
8	Inventory of Job Factors	A series of exercises prompts students through the process of developing personal inventories of environmental factors, physical demands, work activities and situations, and training and education that they prefer.	Select the levels of education and training that you already have and the levels of education and training that you plan to have.

CAREER DECISION MAKING: CAREER DECISIONS

These five (5) lessons teach students a structured process for setting career goals and developing plans to achieve their career goals.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Job Factors & Personal Characteristics	Students learn how their personal interests, aptitudes, values, education and training, skills, and other personal characteristics are related to job factors.	Maria needs to go to school during weekday hours. Which of these jobs is more likely to allow Maria to work at night, on weekends, and holidays?
2	Barriers to Employment	Students learn how barriers to employment may affect their career decisions. This lesson explains what barriers to employment are, why it is important to identify barriers, and introduces a structured process for identifying barriers.	Anything that interferes with or stands in the way of achieving a goal is a ____.
3	Identifying Barriers to Employment	Students learn how to identify job factors that may interfere with their ability to get or do the jobs that they choose.	Which of these job factors is a barrier to employment for Dan?
4	Overcoming Barriers to Employment	Students learn how to deal with job factors that interfere with their ability to get or do the jobs that they choose.	Phil may be able to overcome his transportation barrier to employment for this job by ____.
5	Developing a Plan to Overcome Barriers	Students learn how to apply the Career Decision Model to develop personalized plans for achieving career goals.	An objective that you have not met is ____.

JOB SEEKING SKILLS: FINDING A JOB

These six (6) lessons teach students how to set realistic goals, obtain information about job openings, conduct an effective job search, and keep good records throughout the job search process.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Conducting a Job Search	This lesson provides an overview of a structured process for conducting an effective job search.	A job is more likely to be personally satisfying if it ____.
2	Setting Job Search Goals	Students learn how to set realistic long-term career goals and immediate job search goals based on their needs and qualifications.	A job you want and are willing and able to become qualified to do in the future may be your ____.
3	Planning and Monitoring Your Job Search	Students learn how to plan an effective job search and how to monitor every phase of their job search by keeping good records.	The first step in developing a job search plan is to ____.
4	Job Sources	Students learn how to identify sources for information about jobs, how to get information about job openings from a variety of sources, and the advantages and disadvantages for each identified source.	An agency of your state government that helps employers find qualified workers and helps people find jobs is the ____.
5	Want Ads	Students learn how to find, use, and understand newspaper classified advertisements to obtain information about job openings. This lesson teaches the meanings of common abbreviations that are used in want ads, job announcements, and other sources of information about job openings.	The part of the newspaper that contains want ads is the ____ section.
6	The Process of Applying for a Job	Students learn how to identify appropriate methods for applying for jobs, and respond to case study questions to demonstrate their knowledge of specific steps in the process of applying for a job.	An employer wants college students to apply for part-time jobs. The best way for the employer to advertise job openings is to ____.

JOB SEEKING SKILLS: JOB SEARCH DOCUMENTS

These eight (8) lessons teach students how to complete job applications, write a personal resume, and write business letters that are necessary during the job application process. Prompted exercises allow students to type and print documents that can be used during their actual job searches.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Job Search Documents	This lesson provides an overview of the specific types and purposes of job search documents. Students are prompted to gather and record the information they will need to complete job applications and prepare their personal resumes.	Which of these is personal information that employers cannot require you to provide on a job application form?
2	The Job Application Form	This lesson prepares students to complete job application forms by providing detailed definitions and instructions for completing each part of a standard job application form.	The address where employers can be sure you will get mail that is sent to you for a year or longer after the date of your application is your ___ address.
3	Completing a Job Application Form	Students are prompted to type the information that is required to complete job application forms. The lesson yields a printed job application form that contains the information that each student types during the lesson. This lesson may be updated at any time.	<ul style="list-style-type: none"> • Personal information • Employment desires • Education • Former employment • References
4	Personal Resume	This lesson teaches students how to prepare both chronological and functional resumes. Students learn how to decide which type of resume is appropriate for their use, and what should be included in each part of their resume to make the best impression on prospective employers.	The first step in preparing a personal resume is to ____.
5	Writing a Resume	Students type, view, print, and edit each part of their personal resume. The lesson yields a printed personal resume that contains the information that each student types during the lesson, which can be updated.	List your skills and talents that are not mentioned in any other section of your resume. You may leave this section out of your resume if it does not apply.
6	Writing Business Letters	Students learn basic principles for using block or modified block styles to type formal business letters.	The parts of a business letter should be typed and arranged on the page so that the ___ is near the center of the page.

**JOB SEEKING SKILLS:
JOB SEARCH DOCUMENTS**

Lesson Number	Lesson Title	Lesson Summary	Examples
7	Job Search Letters	Students learn how to apply their business letter-writing skills to prepare effective job application and follow-up letters.	The purpose of a job application letter is to ____.
8	Writing Job Search Letters	Students type and/or edit each part of a business letter. The resulting letter(s) may be printed to produce neatly typed business letters, which contain the information the student types during the lesson's prompted exercise. This exercise may be used repeatedly to prepare a variety of job application and follow-up letters.	The heading is at the top of the page. It is the first part of a job search letter. Remember, the heading includes the address of the sender and the date the letter is written.

JOB SEEKING SKILLS: INTERVIEWING FOR A JOB

These five (5) lessons teach students how to prepare for, behave during, and follow-up after job interviews.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Preparing for a Job Interview	This lesson provides an overview of interviewing skills. Students learn how to plan and prepare for job interviews.	If you want the job, the last sentence in your closing statement should be ____.
2	Interview Dress and Appearance	This lesson teaches students why their appearance is important and how to dress appropriately for job interviews.	True or False: Your main purpose in an interview is to sell yourself to the employer.
3	Interview Behavior	Students learn how to make a good first impression and how to behave appropriately during job interviews.	Listening when the interviewer speaks is one way to show ____.
4	Answering Interview Questions	Students learn how to answer typical interview questions. This lesson stresses the importance of answering interview questions truthfully and completely. Students learn how to take advantage of possible negative situations by making commitments to satisfy employers' expectations.	If you do not know the answer to a question that the interviewer asks, you should ____.
5	Job Search Follow-up	This lesson teaches techniques for following up after job interviews, which can improve a job applicant's chance to get a job. Students learn how to follow up and the importance of interview follow-up.	The follow-up method that is most convenient for the interviewer is to ____.

WORK MATURITY SKILLS: EMPLOYERS' EXPECTATIONS

These seven (7) lessons teach students how to find out what employers expect, and how to satisfy employers' expectations.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	The World of Work	This lesson establishes a basis for understanding employers' expectations by teaching how our economic system works, how businesses are organized, the roles people play in businesses, and why employers hire workers.	An economy that is based on government control of most of the country's resources is a ____.
2	Workers' Rights and Responsibilities	Students learn about the workers' rights, which are guaranteed by our laws; some of the types of benefits that employers provide to workers, and workers' responsibilities.	An employer who refuses to hire someone because of his handicap or disability ____.
3	Overview of Employers' Expectations	In this lesson, students learn how to find out what employers expect and why employers expect some basic worker traits and behaviors.	Most employers expect workers who are late or absent from work to ____.
4	Attendance and Punctuality	This lesson addresses typical employers' expectations in the area of attendance and punctuality.	Poor Reason or Good Reason: Sarah was late for work. She explained to her supervisor that she was late because she rides to work with a friend who works nearby and her friend's baby sitter was late.
5	Personal Appearance	Students learn how employers expect workers to dress and groom themselves on jobs.	Construction workers are often required to wear steel-toed boots and hard hats so that they will be ____.
6	Personal Qualities	In this lesson, students learn why some personal qualities are important and how employers expect workers to demonstrate these qualities on the job.	Beliefs and qualities that influence the way you behave make-up your ____.
7	Positive Work Attitudes	Students learn how to behave in ways that demonstrate positive attitudes on the job. The lesson explains how attitudes affect workers, and how employers and others judge workers' attitudes based on their behavior on the job.	When you smile, cooperate, and are confident, your behavior shows other people that you ____.

WORK MATURITY SKILLS: JOB PERFORMANCE

These six (6) lessons teach students how to do their jobs in ways that satisfy employers' expectations.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Doing Your Job	This lesson provides a summary of some of the ways that employers expect workers to communicate, make decisions, observe safety practices, and perform job specific skills, basic skills, and communication skills on the job.	The first step in solving problems is to ____.
2	Understanding Your Job Description	Students learn how to read and understand a job description to identify the job specific skills that are required on a job.	If you do not understand something that is included in your job description, you should ____.
3	Basic Skills	This lesson helps students understand why employers expect workers to have basic reading and math skills and how these basic skills are used on jobs. This lesson stresses the importance of staying in school to develop the basic skills that better jobs require.	Workers who are likely to have the basic skills they need to do their jobs have ____.
4	Communication Skills	Students learn why communication skills are important and how workers communicate to give and get the information that is needed to do their jobs.	Communication is the process of ____.
5	Making Decisions on the Job	This lesson helps students understand why it is important for workers to make good decisions on the job. Students learn how to apply a 4-step model to make decisions on the job.	Employers control the quality of work that is done by skilled workers by ____.
6	Safety Practices	Students learn why employers expect workers to obey safety rules on the job and how workers can perform their jobs in ways that can help them to avoid being injured or causing others to be injured.	The acronym that stands for the name of a federal government agency that enforces workplace safety rules is ____.

WORK MATURITY SKILLS: INTERPERSONAL SKILLS

These five (5) lessons teach students how to develop and maintain effective working relationships with their supervisors, co-workers, and customers.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Interpersonal Skills	Students learn why it is important to get along well with other people. This lesson summarizes some basic interpersonal skills that workers can use to develop and maintain good working relationships with their supervisors, co-workers, and customers.	The most common reason that workers are fired from their jobs is ____.
2	Relationships with Supervisors	This lesson teaches students how to use their interpersonal skills to develop and maintain good working relationships with their supervisors.	If you are not sure what your supervisor expects you to do, you should ____.
3	Relationships with Co-Workers	Students learn how to apply their interpersonal skills to develop and maintain good working relationships with their co-workers.	When you do your share of the work and help your co-workers when they need your help, you are ____.
4	Relationships with Customers	This lesson teaches students how to use their interpersonal skills to satisfy customers.	Businesses exist to ____.
5	Resolving Conflicts	Students learn what conflicts are and why it is important to resolve conflicts. The lesson teaches students a 5-step process to resolve conflicts by using communication, confrontation, and clarifying skills to find “win-win” solutions.	If you feel yourself getting angry when you are trying to settle a conflict, you should ____.

WORK MATURITY SKILLS: INCREASING YOUR VALUE TO YOUR EMPLOYER

These five (5) lessons teach students how workers can increase their value to their employers by improving their job skills and knowledge, managing their own work, coping with stressful situations, and changing unfavorable behaviors or habits.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Increasing Your Value to Your Employer	This lesson provides an overview of some of the ways that workers can increase their value to their employers. Students learn some of the things that employers value and why it is important for workers to increase their value to their employers.	Most employers consider ____ one of the most valuable assets that a worker can have.
2	Improving Your Job Skills and Knowledge	Students learn why improving job skills is important and how workers can improve the skills they have and learn new skills to become eligible for better jobs.	Workers who have better jobs and get more pay and more and better benefits usually have more ____.
3	Managing Yourself	This lesson teaches students how workers can increase their value to their employer using self-discipline, decision making skills, and time and resource management skills.	Managing your own behavior is ____.
4	Coping with Stressful Situations	Students learn some of the primary causes of job-related stress and how to deal effectively with situations that may cause stress on a job.	One way to reduce the stress caused by conflicts between your job and your personal responsibilities is to ____.
5	Changing a Behavior or Habit	Students learn how to use a behavioral contract to change a behavior or habit.	If something pleasant happens when you do something, you are more likely to ____.

WORK MATURITY SKILLS: FINANCIAL RESPONSIBILITY

These nine (9) lessons teach students some of the things they need to know to understand and handle their personal finances. Students learn how to open and maintain checking accounts, obtain and use credit, and develop a personal budget.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Understanding Your Paycheck	Using basic math, this lesson helps students understand how net pay is calculated based on hourly pay rates and payroll deductions.	The amount of money a worker earns for each hour she works is her ____.
2	Managing Your Checking Account	Students learn how to select the bank and type of account they need, open a checking account, write checks, and maintain a check register to manage their account.	When there is not enough money in your checking account to cash a check that is presented for payment, your bank ____.
3	Balancing Your Checkbook	This lesson teaches students how to reconcile a monthly bank statement to their check register.	If your bank statement lists the wrong amount for a check, you must ____ to correct the error.
4	Understanding Credit	Students learn how to obtain and use credit, the advantages and disadvantages of various forms of credit, and why they need a good credit record.	A good credit history is important ____.
5	Credit Cards	In this lesson, students learn the advantages and disadvantages of credit and debit cards and the best ways to use each.	What is the maximum amount a person can charge on her debit card when she has \$500 deposited in her debit card account?
6	Deciding How to Spend Your Money	This lesson teaches students how to identify essential and non-essential budget items to set priorities for using their money.	The things that you really need and must buy before you can spend money on anything else are your ____.
7	Choosing the Best Buy	Students learn how to select the best value based on quality, quantity, and the intended use for the products and services that they buy.	Julie has \$40 to spend on a pair of pants to wear to work. Which of these is the best buy for Julie?
8	Developing a Personal Budget—Limited	Students learn how to plan how much money they can spend for expenses each month when they have a limited amount of money.	Select a category to show its budget items. Check all budget items you want to include.
9	Developing a Personal Budget—Unlimited	Students learn how to plan how much money they want to spend for expenses each month so they can determine how much they need to earn.	Select an item that you want to budget. Enter the amount of money you want to spend.

WORKER EFFECTIVENESS SKILLS: RESPONSIBLE BEHAVIOR

These seven (7) lessons provide practical information on how students can take personal responsibility for their general health.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Nutrition Facts	This lesson introduces the "Food Pyramid" and provides information needed to understand the relationship between nutrition and health.	How much peanut butter would you have to eat as a substitute for a 3 oz. serving of lean meat?
2	Nutrition and Healthy Shopping	This lesson provides an overview of information about nutrition provided by food labels. The lesson gives information and suggestions on how to shop for foods in a way that will maximize health benefits.	Which of these is likely to provide the fewest nutrients per serving?
3	Nutritional Behavior and Consequences	This lesson emphasizes the importance of good nutrition and explores the consequences of failing to practice good eating habits. The lesson also discusses eating disorders including anorexia and compulsive overeating.	You can avoid rickets by making sure your body gets enough ____.
4	Drug and Alcohol Facts	This lesson provides an overview of the most commonly abused drugs and their effect on health. Emphasis is placed on the health effects of alcohol and tobacco use and abuse.	Any harmful or illegal use of alcohol or drugs is ____.
5	Avoiding Drug and Alcohol Abuse	This lesson gives numerous legal and health reasons for avoiding drug and alcohol abuse. The lesson also provides information about the physical, behavioral, and psychological symptoms associated with the use and abuse of both legal and illegal drugs.	Medicines that can only be legally obtained with a doctor's prescription contain ____.
6	Facts About Sexually Transmitted Diseases	This lesson introduces the concept that sexual behavior is a personal responsibility and a personal health issue. The lesson explores the myths and the facts associated with STD's and includes summary information about causes and symptoms of the most common STD's.	A person who is infected with the AIDS virus (HIV) probably became infected while ____.
7	Avoiding Sexually Transmitted Diseases	This lesson emphasizes the role of responsible sexual conduct. The lesson discusses the various means of contracting STD's. Abstinence, monogamy and other responsible means for avoiding STD's are explored.	The most important factor that makes a person vulnerable to sexually transmitted diseases is the person's ____.

WORKER EFFECTIVENESS SKILLS: BUILDING SELF-ESTEEM

These ten (10) lessons focus on addressing the issue of self-esteem: what it is, what causes low self-esteem, and how to build one's self-esteem. Students will learn how to recognize aggressive, non-assertive and assertive behaviors; and identify appropriate situations in which to use each one.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	What is Self-Esteem?	This lesson's objective is to help the student understand the personal nature of self-esteem. A discussion of the characteristics and behaviors of people with high self-esteem and low self-esteem helps the student gain an appreciation of this concept.	Which of the following best describes self-esteem?
2	What Causes Low Self-Esteem?	This lesson addresses the causes and the consequences of low self-esteem. Causes such as early childhood experiences and unrealistic expectations are exposed. Consequences such as fear of failure and avoidance are given coverage.	Self-esteem is ____.
3	Building Self-Esteem	The process of building self-esteem is the primary focus of this lesson. Building a realistic view of self, dealing with negative self descriptions and accepting uncontrollable events and circumstances are all included as a part of this lesson.	A self-assessment builds self-esteem by ____.
4	Rational Thinking	The importance of rational thinking on self-esteem is the topic of this lesson. Developing the knowledge and skills to distinguishing rational beliefs and ideas from those that are irrational is the focus.	Thinking and believing things that lead to healthy and self-fulfilling emotions and behaviors is ____.
5	Dealing with Irrational Ideas	Primary coverage is given to the role of irrational beliefs on self-esteem. The lesson covers several commonly held but irrational beliefs that are damaging to the process of building and/or maintaining self-esteem.	Thinking and believing things that DO NOT help reduce conflict is ____.

WORKER EFFECTIVENESS SKILLS: BUILDING SELF-ESTEEM

Lesson Number	Lesson Title	Lesson Summary	Examples
6	Taking the Initiative	Students learn how to take the initiative by assuming a leadership role in group situations. Several examples are presented to reinforce the concept.	Sandra would have been successful in taking control of the situation if she had ____.
7	Non-Verbal and Aggressive Behaviors	Students will learn basic rules for using eye contact, body posture and gestures, and voice quality and volume to send appropriate non-verbal messages. Students will also learn how to recognize and use aggressive behaviors.	Most people respond to aggression by ____.
8	Non-Assertive Behaviors	Students will learn how to recognize non-assertive behaviors. They will also learn the consequences of using non-assertive behaviors when assertiveness is the appropriate response.	A friend asks you to accept a gift you do not want. A non-assertive response would be to ____.
9	Assertive Rights	This lesson teaches twelve assertive rights. It provides students with the basis for making decisions based on their knowledge and understanding of their assertive rights.	Joan's brother is upset because Joan did not give him money to pay college tuition and buy college books. If Joan's brother asks Joan to give him the money she promised, Joan should ____.
10	Choosing an Assertive Response	This lesson provides practice in taking control of interpersonal situations by being assertive. The quiz for this lesson requires the student to choose the appropriate assertive response for seventeen interpersonal situations.	Your roommate has been leaving clothes lying all over the room. The appropriate assertive response is to ____.

WORKER EFFECTIVENESS SKILLS: TEAMWORK

These three (3) lessons introduce personal characteristics of effective team members, what a team member’s responsibilities might include, and the importance of teamwork on the job.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Effective Team Members	This lesson introduces students to the personal characteristics that allow citizens to become effective team members. Each characteristic is explained along with its relationship to effective team membership.	Doing your very best work on every task shows that you ____.
2	Responsibilities of Team Members	This lesson covers the responsibilities of team members. Students learn about the importance of teamwork on the job. Specific team member responsibilities discussed include: 1) cooperating to identify problems and set team goals, 2) sharing information and expressing opinions and ideas, 3) resolving conflicts and reaching agreements, 4) accepting and carrying out assigned tasks, and 5) cooperating to achieve the team's goals.	After thoroughly discussing an issue, you feel you are about to lose your temper. You should ____.
3	Being an Effective Team Member	This lesson is a teamwork case study exercise. Students read about several teamwork situations and then respond to questions about teamwork skills related to the information they have read.	Marie and the majority of club members voted to meet only on nights that do not conflict with any club members’ religious beliefs or services. This vote shows ____.

WORKER EFFECTIVENESS SKILLS: LEADERSHIP

These four (4) lessons define the importance of leadership roles, explain the process involved in selecting a leader, and help students learn and apply the basic skills needed for all good leaders.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Definition of Leadership	This lesson provides definition of leadership and identifies various leadership roles. Students learn that leaders are those people who have the responsibility for the achievement of the goals and objectives of groups they lead.	Leaders get the power and authority they need ____.
2	How are Leaders Selected?	Students learn that there are formal and informal leaders and that within these groups, there are various leadership roles and responsibilities. The lesson reviews the selection process for both formal and informal leaders in various types of groups and organizations.	Which of the following sentences describe the most effective leader for a squad of soldiers?
3	Styles and Types of Leaders	The lesson teaches how leaders accomplish the tasks for which they are responsible in both group-centered and leader-centered groups. Students learn to recognize the type of group and leader by the manner in which the group leader is selected and the way the group's activities are directed and evaluated.	Members of a group are more likely to feel a sense of personal accomplishment when their group succeeds if their leader's style is ____.
4	Leadership Skills	The lesson provides coverage of the basic skills common to all good leaders. Students learn how the application of these skills is different for different types of groups.	Telling someone they are doing a good job is an example of ____.

WORKER EFFECTIVENESS SKILLS: PROBLEM SOLVING

These seven (7) lessons introduce two models that will help students learn the six steps necessary for effective problem solving and the five-step process for settling conflicts.

Lesson Number	Lesson Title	Lesson Summary	Examples
1	Identify and State the Problem	This lesson emphasizes the importance of solving problems at home and at work. The lesson introduces a six-step problem-solving model and explores the initial step of this model. A case study problem is created in this lesson that is carried through several other lessons.	Victor is 10-15 minutes late getting to work each morning. If Victor uses our problem-solving model, he should state what is happening by saying, ____.
2	Develop Strategies to Solve the Problem	This lesson teaches how to identify and state problem solving strategies that are achievable and measurable. The solution to the case study problem is expanded.	The things you can do to change a problem situation are ____.
3	Develop a Plan	This lesson shows the student how to apply planning techniques to solving a problem. In this lesson, this process is applied to the case study problem.	Immediately after planning any action, you should ____.
4	Practice Problem Solving	This lesson takes the student through the final steps of the problem-solving model and introduces the importance of implementing and evaluating the actions taken in solving problems. The case study problem is resolved and additional examples are explored.	The results or outcomes that can or might occur as a result of something you do or a decision you make are ____.
5	What is Conflict?	This lesson introduces conflict as a problem to be solved. The origins and nature of conflicts are explored and various types of solutions are introduced: win-win, win-lose, and lose-lose.	A conflict starts when two or more people have different opinions about an issue that involves both or all of them if ____.
6	Settling Conflicts	Students are introduced to a five-step process for settling conflicts. This conflict resolution model is demonstrated through a case study and several real life examples.	The first step in settling conflicts is to ____.
7	Skills Needed to Settle Conflicts	This lesson identifies several skills needed to settle conflicts, explains why these skills are important, and provides examples of effective and ineffective application of these skills.	The first step in a positive confrontation is to ____.

EXERCISE LESSONS



ABOUT EXERCISE LESSONS

Exercise lessons are provided to complement the skills lessons. Each of the 11 exercise lessons provides students opportunities for real-world application of the what they have learned. The lessons provide students with a step-by-step process for activities such as filling out resumes and applications, planning career goals, and creating a budget.

LESSON CONTENT

Each of the exercise lessons begins with an introduction to the exercise topic. After the introduction, detailed on-screen instructions lead students through the activity (resumes, applications, budgets, etc.) or questions using one of six interactions:

- *Multiple Select* – Students select multiple items to include or exclude from a topic.
- *Select the Order* – Students rearrange the order of importance of items by clicking the items and using arrow keys to rearrange them.
- *Multiple Choice* – Students answer true-false questions or choose the most appropriate answer to a question.
- *Sliding Scale* – Students put a value on something using a sliding scale.
- *Text Entry* – Students fill out fields or entire documents using text entry fields. Many times, an example button is available to see a model of how certain fields may be filled out.
- *Radio Buttons* – Students click radio buttons to evaluate each unique item in a list.

After completing the activity, students are sometimes provided additional information that is critical to their thorough understanding of the topic. At the end of the lesson, the information entered during the course of the activity is recorded, and a printable record of student responses (survey results, resume, etc.) is displayed. Students may use these records as models for future real-world applications.

LESSON SUMMARIES

On the following pages, you'll find a lesson summary and an example for each of the exercise lessons. For teachers who want to focus on a particular exercise, this chart makes it easy to locate related lessons. The exercises appear in the recommended chronological sequence, but it is not required that the exercises be completed in this order. However, it is always recommended that students complete all skill lessons before completing the associated exercise lesson.

EXERCISE LESSON SUMMARIES

Topic Area	Lesson Title	Lesson Summary	Examples
<p>Career Decision Making: These lessons teach students how to make career decisions by relating job requirements to their personal characteristics and priorities. Using the exercise lessons, students develop inventories of their own interests, aptitudes, and values that may be retrieved and used to relate personal characteristics and priorities to job factors when clients apply the career decision-making process.</p>			
Self Assessment	Inventory of Personal Interests	Students practice the process of developing a personal interest inventory by prioritizing the example interests. The resulting personal interest inventory is saved in the student's data file and may be retrieved for use in applying the career decision making process.	Choose the interest you like best. a. Leadership: Liking to be in charge. b. Social: Liking to be with other people, and not liking to be alone.
	Inventory of Personal Aptitudes	Students prioritize the example aptitudes to produce a personal inventory that is saved in their data file. Students' inventories may be retrieved for use in applying the career decision-making process.	Choose the aptitude that best describes you. a. Helping: Being good at helping people. b. Language: Speaking or writing well.
	Inventory of Personal Values	Students prioritize 15 example values. The result is a list of values that are sorted according to the students' personal choices.	Choose the value most important to you: a. Family: Doing things that are best for your family. b. Learning: Gaining new skills.
Information About Jobs	Inventory of Material Benefits	Students rank thirteen (13) common material benefits to develop an inventory of benefits that are most important to them now, and repeat the exercise to identify the benefits they expect to be most valuable to them ten years in the future.	List the benefits from the one that is most important to the one that is least important to you now.
	Inventory of Job Factors	A series of exercises prompts students through the process of developing personal inventories of environmental factors, physical demands, work activities and situations, and training and education that they prefer. The inventories are saved and may be retrieved for comparison to job factors when students apply the career decision making process.	Select the levels of education and training that you already have and the levels of education and training that you plan to have.

EXERCISE LESSON SUMMARIES

Topic Area	Lesson Title	Lesson Summary	Examples
<p>Job Seeking Skills: These lessons teach students how to conduct a job search, complete job applications, write resumes and job search letters, perform appropriately in job interviews, and follow-up after job interviews. These user-friendly exercise lessons prompt students through step-by-step processes that result in neatly typed and formatted business letters, resumes, and personal data sheets.</p>			
Job Search Documents	Completing a Job Application Form	Students are prompted to type the information that is required to complete job application forms and prepare personal resumes. The lesson yields a printed personal data sheet that contains the information that each student types during the lesson.	The first step in preparing a personal resume is to__.
	Writing a Resume	Students type, view, print, and edit each part of their personal resume. The lesson yields a printed personal resume that contains the information that each student types during the lesson.	The parts of a business letter should be typed and arranged on the page so that the ____ is near the center of the page.
	Writing Job Search Letters	Students type and/or edit each part of a business letter. The resulting letter(s) may be printed to produce neatly typed business letters that contain the information that the student types during the lesson's prompted exercise. This exercise may be used repeatedly to prepare a variety of job application and follow-up letters.	The heading is at the top of the page. It is the first part of a job search letter. Remember, the heading includes the address of the sender and the date the letter is written.
Interviewing for a Job	Interview Dress and Appearance	This lesson's three exercises are gender-specific. Students select clothing that is appropriate to interview for specific types of jobs. Students demonstrate their understanding of appropriate appearance by selecting pictures of models who are most appropriately dressed and groomed for job interviews.	True or False: Your main purpose in an interview is to sell yourself to the employer.

EXERCISE LESSON SUMMARIES

Topic Area	Lesson Title	Lesson Summary	Examples
<p>Work Maturity Skills: These lessons teach students how to perform in a manner that will help them to be successful at work. Using these exercise lessons, students learn how to meet employers' expectations; get along with supervisors, co-workers, and customers; increase their value to their employers; and manage personal finances.</p>			
Employers' Expectations	Attendance and Punctuality	This lesson addresses typical employers' expectations in the area of attendance and punctuality.	Poor Reason or Good Reason: Sarah was late for work. She explained to her supervisor that she was late because she rides to work with a friend who works nearby and her friend's baby sitter was late.
Financial Responsibility	Developing a Personal Budget — Limited	Students learn how to plan how much money they can spend for expenses each month when they have a limited amount of money.	Select a category to show its budget items. Check all budget items you want to include.
	Developing a Personal Budget — Unlimited	Students learn how to plan how much money they want to spend for expenses each month so they can determine how much they need to earn.	Select an item that you want to budget. Enter the amount of money you want to spend.

ASSIGNMENT SHEETS



There is an assignment sheet for each topic area of *Employability Skills Online*. The assignment sheets list the available activities. The management system will monitor your lesson assignments and the activities your students complete. However, it may be helpful to photocopy an assignment sheet to help you plan lesson assignments or to help your students keep track of the activities they complete.

Assignment Sheets: Career Decision Making

	Self Assessment	
T1	Self Assessment Pretest	
1	Planning for Your Career	
2	Personal Interests	
3	Inventory of Personal Interests	
4	Personal Aptitudes	
5	Inventory of Personal Aptitudes	
6	Personal Values	
7	Inventory of Personal Values	
T2	Self Assessment Posttest	
	Information About Jobs	
T1	Information About Jobs Pretest	
1	Occupational Information	
2	Material Benefits of Jobs	
3	The Value of Material Benefits	
4	Inventory of Material Benefits	
5	Environmental Job Factors	
6	Work Activities	
7	Training and Skills for Jobs	
8	Inventory of Job Factors	
T2	Information About Jobs Posttest	

Assignment Sheets: Career Decision Making

	Career Decisions	
T1	Career Decisions Pretest	
1	Job Factors & Personal Characteristics	
2	Barriers to Employment	
3	Identifying Barriers to Employment	
4	Overcoming Barriers to Employment	
5	Developing a Plan to Overcome Barriers	
T2	Career Decisions Posttest	

Assignment Sheets: Job Seeking Skills

	Finding a Job	
T1	Finding a Job Pretest	
1	Conducting a Job Search	
2	Setting Job Search Goals	
3	Planning and Monitoring Your Job Search	
4	Job Sources	
5	Want Ads	
6	The Process of Applying for a Job	
T2	Finding a Job Posttest	
	Job Search Documents	
T1	Job Search Documents Pretest	
1	Job Search Documents	
2	The Job Application Form	
3	Completing a Job Application Form	
4	Personal Resume	
5	Writing a Resume	
6	Writing Business Letters	
7	Job Search Letters	
8	Writing Job Search Letters	
T2	Job Search Documents Posttest	

Assignment Sheets: Job Seeking Skills

	Interviewing for a Job	
T1	Interviewing for a Job Pretest	
1	Preparing for a Job Interview	
2	Interview Dress and Appearance	
3	Interview Behavior	
4	Answering Interview Questions	
5	Job Search Follow-up	
T2	Interviewing for a Job Posttest	

Assignment Sheets: Work Maturity Skills

	Employers' Expectations	
T1	Employers' Expectations Pretest	
1	The World of Work	
2	Workers' Rights and Responsibilities	
3	Overview of Employers' Expectations	
4	Attendance and Punctuality	
5	Personal Appearance	
6	Personal Qualities	
7	Positive Work Attitudes	
T2	Employers' Expectations Posttest	
	Job Performance	
T1	Job Performance Pretest	
1	Doing Your Job	
2	Understanding Your Job Description	
3	Basic Skills	
4	Communication Skills	
5	Making Decisions on the Job	
6	Safety Practices	
T2	Job Performance Posttest	

Assignment Sheets: Work Maturity Skills

	Interpersonal Skills	
T1	Interpersonal Skills Pretest	
1	Interpersonal Skills	
2	Relationships with Supervisors	
3	Relationships with Co-workers	
4	Relationships with Customers	
5	Resolving Conflicts	
T2	Interpersonal Skills Posttest	
	Increasing Your Value to Your Employer	
T1	Increasing Your Value to Your Employer Pretest	
1	Increasing Your Value to Your Employer	
2	Improving Your Job Skills and Knowledge	
3	Managing Yourself	
4	Coping with Stressful Situations	
5	Changing a Behavior or Habit	
T2	Increasing Your Value to Your Employer Posttest	

Assignment Sheets: Work Maturity Skills

	Financial Responsibility	
T1	Financial Responsibility Pretest	
1	Understanding Your Paycheck	
2	Managing Your Checking Account	
3	Balancing Your Checkbook	
4	Understanding Credit	
5	Credit Cards	
6	Deciding How to Spend Your Money	
7	Choosing the Best Buy	
8	Developing a Personal Budget—Limited	
9	Developing a Personal Budget—Unlimited	
T2	Financial Responsibility Posttest	

Assignment Sheets: Worker Effectiveness Skills

	Responsible Behavior	
T1	Responsible Behavior Pretest	
1	Nutrition Facts	
2	Nutrition and Healthy Shopping	
3	Nutritional Behavior and Consequences	
4	Drug and Alcohol Facts	
5	Avoiding Drug and Alcohol Abuse	
6	Facts About Sexually Transmitted Diseases	
7	Avoiding Sexually Transmitted Diseases	
T2	Responsible Behavior Posttest	
	Building Self-Esteem	
T1	Building Self-Esteem Pretest	
1	What is Self-Esteem?	
2	What Causes Low Self-Esteem?	
3	Building Self-Esteem	
4	Rational Thinking	
5	Dealing with Irrational Ideas	
6	Taking the Initiative	
7	Non-Verbal & Aggressive Behaviors	
8	Non-Assertive Behaviors	
9	Assertive Rights	
10	Choosing an Assertive Response	
T2	Building Self-Esteem Posttest	

Assignment Sheets: Worker Effectiveness Skills

	Teamwork	
T1	Teamwork Pretest	
1	Effective Team Members	
2	Responsibilities of Team Members	
3	Being an Effective Team Member	
T2	Teamwork Posttest	
	Leadership	
T1	Leadership Pretest	
1	Definition of Leadership	
2	How Are Leaders Selected?	
3	Styles and Types of Leaders	
4	Leadership Skills	
T2	Leadership Posttest	
	Problem Solving	
T1	Problem Solving Pretest	
1	Identify and State the Problem	
2	Develop Strategies to Solve the Problem	
3	Develop a Plan	
4	Practice Problem Solving	
5	What is Conflict?	
6	Settling Conflicts	
7	Skills Needed to Settle Conflicts	
T2	Problem Solving Posttest	