

A Guide to Teach Youth What Employers Want Them to Know

January 2005 Version

*Based on
10 Things Employers Want You to
Learn in College*

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Acknowledgement

This booklet is a continuation of my work over many years trying to help students develop their potential for successful careers from their educational experiences both in and out of school. Consequently, all the students and colleagues who had to suffer through my experimentation and crazy ideas have been an important influence on this booklet.

I have had wonderful and timely support from two of my current students. Megan Parker has provided ideas and research in the development of the manuscript, and Katie Frohman has performed miracles with editing and formatting.

The staff at the NYS Office of Children and Family Services, Office of Workforce Development, headed by Mark French, Director, gave me the idea for the booklet and the resources to complete it. More importantly, they reviewed early drafts and made essential suggestions. I hope this booklet is good enough to have the impact that they envision for it.

Forward

The NYS Office of Children and Family Services (OCFS), Office of Workforce Development (OWD) requested that I prepare a booklet for anyone working with youth. This booklet will allow them to bring the ideas in my book, *10 Things Employers Want You to Learn in College*, to youth preparing for college or entry to the workforce.

I have been particularly pleased by the request from business leaders, teachers, youth workers and students who believe that *10 Things* could be used extensively for youth in school and other settings. Several organizations serving these populations are now using the book, and each week I learn of another initiative.

This booklet is prepared in recognition of the good fit between the skills in the book and the Work Readiness Profile provided by the National Institute for Literacy's Equipped for the Future Project.

We need to help youth from every segment of society, but most importantly those that are disadvantaged, have a chance to participate in the American Dream. As Mark Twain said, “I never let schooling get in the way of my education.” I believe that our education system frequently gets in the way of preparing our young people for the world of work. Though there are exciting changes underway, I believe we need to do something NOW. You can help by taking the steps suggested in this booklet.

This booklet is a work in progress and a living document. Please send comments, suggestions and particularly success stories to me at wdcoplin@syr.edu so I can include your experience and wisdom in the next edition of this booklet or on a related web site.

Introduction

The booklet is designed for those who teach and counsel youth in any setting, whether schools or programs offered to youth outside of schools. Its goal is to help you encourage youth to develop the skills they will need to succeed in the workforce. The term “student” will be used throughout the booklet even though you may be working with youth at a community center, in juvenile justice facilities, foster care settings, or in other youth organizations like the Boys and Girls Scouts, the Boys and Girls Clubs of America, or 4-H. The booklet should be read and used in conjunction with *Ten Things Employers Want You to Learn in College*.

The booklet provides specific suggestions on how the skills can be introduced to youth both in and out of a classroom setting. These suggestions are ways to help you plan your educational activities. As experienced teachers and youth workers, you will have a better idea of what will or will not work. Feel free to adapt or reject the suggestions. This booklet’s major value is its list of skills employers want and its philosophy, which will help prepare your students for the workforce.

Getting Started

The first thing you should do is introduce yourself to the basic idea of this booklet and *10 Things Employers Want You to Learn in College*. The goal at this point in time is to obtain a general picture. At the

outset, you should have a big picture of how the two fit together and the overall philosophy contained in both.

This booklet should be read first. Read the introduction carefully and then skim the remaining chapters to get a feel for the booklet’s layout. This will allow you to make better use of it. When you decide to work with your students on a specific skill, you can read the relevant chapter in a more detailed way.

As for the *10 Things* book, you should spend about 10 minutes on each of the first ten chapters and skip over material directly pertaining to college. The philosophy of the book is that you learn at least 50% of what employers want outside the college classroom. The same goes for high school students except where high school teachers consciously integrate the kinds of skills provided here into day-to-day class work and assignments. The material in Chapters 11-19 will help you advise those students who are thinking about college. Some of the ideas and activities, particularly Chapter 19, can be applied directly to high school.

This booklet and the *10 Things* book are based on the following three overarching principles:

1. Employers want employees to have basic skills
2. Students must take responsibility for developing their skills
3. Your job is to be a skills coach by motivating, directing and evaluating both within and outside formal classroom settings.

Motivate Those You Serve

“If we don’t change our direction, we are likely to end up where we are headed.”
-Famous Chinese Proverb

We need to change the educational direction of our youth so that they focus on what they need to succeed in the workplace at this point in their lives regardless of their plans for a college education. Possessing a goal and a commitment to focus will be revolutionary to their futures.

But how can teenagers see their potential when they may have trouble with algebra or global studies in school? How can teachers help students develop skills if they are “forced” to teach to high stakes tests? What if teenagers are convinced that the only key to success is a college education, but they aren’t positive that is even attainable? Show them that the skills are what they can get from school and from their activities outside of school. With these skills, they will get where they want to be in their work life.

How can you generate enthusiasm to get the skills? I can’t give you an answer because only you know what will and will not work for your students. Enthusiasm could come from words of encouragement, a pat on the back or even tangible rewards. The technique depends on each teenager’s preferences and also on where you feel most comfortable.

GET THEIR ATTENTION: Someone asked a man why he hit his donkey over the head with a two-by-four, and he answered, “to get its attention.” This is something you need to do every day, as you well know. The only problem is that you can’t actually use a two-by-four.

ONE APPROACH: The following dialogue between a group of seniors in a Syracuse City high school and me is one of my “two-by-fours.” It works for me every time I use it in inner-city classrooms and at various Boys and Girls Clubs. You may want to try a version of it.

What is the difference between a college basketball player and a pro basketball player?

10 million bucks

How did Carmelo (or whomever) get to be a pro?

Years of experience, constant practice and a serious commitment to success

Guess what? That is how anyone gets to be a professional whether it is doctor, lawyer, engineer, plumber, manager, sales person, teacher, factory worker or anything you want to be.

Yeah, but I am not going to make \$10 million a year.

I absolutely guarantee you that if you do what it takes to be a pro you will make enough money to have a happy life and as much as your ambition, talent and good luck will allow you to make.

You are lying.

*Really, just ask Jim Skinner.
Who’s he?*

In 1975, he started working at the age of 15 at a McDonald’s in Sydney, Australia. That is a big city like New York City in that country. He became a store manager at 19. Can you guess what his job is today?

Don’t tell me he owns his own McDonalds.

No, he is the President of all McDonalds in the world. He makes at least \$10 million a year, and he will not be out of the business, like a basketball player, in five or ten years.

So what do I have to do?

Practice the skills employers want and you will be a big success.

WILL IT WORK? Teenagers usually won’t buy this hook, line and sinker, but it gives me their attention. They all know what a “pro” is. The idea is to point out that if they are a pro in the field they choose, they will have all the material things they need. It’s just a suggestion. You are the one to figure out how to motivate each of those you serve.

Motivating your students cannot come from you only once, it must be ongoing. Each day, you will need a new “two-by-four” to get their attention, but the message will eventually arrive. As the student begins to understand that the skills approach works in their schoolwork or in their jobs, you will be able to spend less time and energy on motivation.

Coach the Way

Once the student begins to accept the basic message that “it’s the skills, stupid,” you will need to show them how to get the skills. THIS DOES NOT MEAN YOU TAKE RESPONSIBILITY FOR TEACHING THE SKILLS. It means that you are a coach who encourages, directs and evaluates the student. You put them in learning situations, cheer them on and get them to evaluate themselves.

“Teachers open the door, but you must enter yourself.”
-Chinese proverb

I recommend placing this quote somewhere, because the skills employers want require that individuals take responsibility for their own development.

Here is how you can do it:

1. **Encouragement.** Keep the list of skills and when you see or have a student report to you some activity in which skills are practiced, congratulate them.
2. **Direction:** Point out how they can develop the skills in school, in work and in their day-to-day activities outside of school and work.
3. **Evaluation:** Help them evaluate themselves. Generally, avoid direct criticism but on occasion that is okay. Better that the student says, “I missed the deadline because I didn’t manage my time well,” than *you* say that to them. If they do give a correct evaluation, praise them. If they don’t, ask them to try again.
4. **Repetition:** For most of the classroom suggestions, students have to plan how they will develop the skill over

the time before the next class. Students follow through on their plan and provide a one-minute report on their success at the next class. This procedure can be followed or not, depending on your preference, but some kind of repetition is crucial.

Organization of This Book

The next 10 chapters briefly describe the 38 skills crucial to a successful life of work. The list is based on research collected from my 35 years of teaching and advising experience at Syracuse University as well as from talking with a large number of employers. Hand out a copy of the list of the 38 skills to all of your students and place signs of the list in appropriate places for motivation.

“We are what we repeatedly do. Excellence, then, is not an act but a habit”
-Aristotle

Each of the 10 chapters in this booklet is organized around three to five of the 38 skills. For each skill, an objective is stated and suggestions are made for in-class and out-of-class activities. These are only suggestions. Feel free to use them if they make sense to you or to adapt or replace them based on your own experiences.

I have assumed a class session lasts one hour, but you can make adjustments for shorter or longer periods. In addition, time estimates are indicated in parentheses for each activity, but they are only rough guidelines.

I have included out of class activities because students need to practice and apply skills in a natural setting. What they do at home, in part-time jobs, in after school activities, in school, at religious institutions, and community organizations provide the opportunity for them to practice their skills. Skills can be introduced and described in the classroom but unless they are used in everyday life they will be subject to the principle “use it or lose it.” You may want to suggest more specific out of class activities related to specific skills that fit your student’s environment.

Many of the activities are based on ideas from Dale Carnegie’s, *How to Win Friends and Influence People*, which will help you provide

the best instruction. If possible, each student should be given a copy to read and practice as a supplement to *10 Things* and this booklet.

The first ten chapters in this booklet cover the same skills as the first ten chapters in *10 Things Employers Want You to Learn in College*. Additional readings for each skill and more elaboration can be found in the book. The remaining chapters in the book were written to suggest how college could best be used to develop the 38 skills. Some of the ideas may supplement practicing the skills for your students.

The recommended sequence for using this booklet is to use the material in this introduction on the first day and then complete the discussions and activities in Chapters 1 and 2. That should be followed with Chapter 10, which presents three problem-solving skills. The chapter is set up so that the students in teams identify a problem that affects them, develops possible solutions and works to get those solutions implemented. For example, they might decide that cafeteria meals are not as enjoyable as they should be. They might recommend music where they eat or change the menu. They would do research and develop a memo to support their proposal, and then try to convince those with power to accept their proposal. Chapter 10's exercise can be used over the semester, in and outside the classroom, to apply the skills of Chapters 3-9. After Chapters 1 and 2, you can jump around or follow the chapter sequence.

A final chapter is provided for your students to assess and plan their development into someone employers would be eager to hire. A series of questions on the 38 skills is provided. Students are asked to rate their current level and then to state how they will improve their skill in the future. Completing this planning exercise will serve to summarize all the material covered and also as a guide for those students who want to be professionals at whatever they plan to do in their career.

This booklet is written for instructors working with youth in several settings. It is set up as if class were held sequentially as if it were a one-semester high school course. However, teachers could also incorporate some or most of the material in any course that

they were teaching. One high school is using *10 Things Employers Want You to Learn in College* in a 9th grade English class, for example. For those working in educational programs at community-based organizations or in alternative educational settings, the booklet could also serve as an entire curriculum or specific components could be adapted to existing programs. Feel free to use the material in the booklet anyway you want.

Final Point about Using This Booklet

This booklet is a hands-on manual that will work if you try some form of the suggested activities. I have attempted to give as much direction as possible, but following specific directions is not the key to success. The key to success is using your knowledge and experience to get your students to commit to developing and practicing the skills while also accepting your coaching and their own self-criticism. With that in mind, you should use the suggestions to stimulate your thinking about how you are going to help your students acquire the skills to be better employees. Be prepared to modify the ideas in this booklet as many of the suggestions may not work given the attitudes and capabilities of your students and limitations of existing programs.

“You miss 100% of the shots you don’t take”

-Wayne Gretzky

I have worked with youth from a variety of backgrounds and am fully aware of the difficulties you will face. I have also found that sometimes everything works out better than expected. The only thing we can do is try.

Skills Employers Want Their Employees to Have

Establishing a Work Ethic

Kick Yourself in the Butt • Be Honest • Manage Your Time • Manage Your Money

Developing Physical Skills

Stay Well • Look Good • Type 35 WPM Error Free • Take Legible Notes

Communicating Verbally

Converse One-on-One • Present to Groups • Use Visual Displays

Communicating in Writing

Write Well • Edit and Proof • Use Word-Processing Tools • Send Information Electronically

Working Directly with People

Build Good Relationships • Work in Teams • Teach Others

Influencing People

Manage Efficiently • Sell Successfully • Politick Wisely • Lead Effectively

Gathering Information

Use Library Holdings • Use Commercial Databases • Search the Web • Conduct Interviews • Use Surveys • Keep and Use Records

Using Quantitative Tools

Use Numbers • Use Graphs and Tables • Use Spreadsheet Programs

Asking and Answering the Right Questions

Detect BS • Pay Attention to Detail • Apply Knowledge • Evaluate Actions and Policies

Solving Problems

Identify Problems • Develop Solutions • Launch Solutions

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Chapter 1: Work Ethic

Kick Yourself in the Butt • Be Honest • Manage Your Time • Manage Your Money

These five skills are really as much about being responsible as they are about doing things correctly. They are absolutely essential for a successful professional career.

Know How to Kick Yourself in the Butt

Objective: Encourage students to be the best they can be.

Classroom Setting: Devote no more than one session.

1. **Discussion:** Use the quotes below and the dialogue quoted in the introduction to begin a discussion. (30 minutes)
 - A Senior VP at one of the leading financial corporations in the world had this to say about self-motivation:

“If I had to police everyone in order to get the job done, it’d be faster, for me, to do it myself. I want someone who will get the job done and get it done right. An employee needs to be a self-starter and self-driven. If I have to tell them what to do, they haven’t done it.”
 - Or, tell about the fate of a baseball player who didn’t show enthusiasm as described below:

“Shortly after I started out as a professional baseball player, I got one of the biggest shocks of my life. I was young and ambitious and what happened? I was fired. The manager said he fired

me because I was lazy! Well, that was the last thing I expected him to say. ‘You drag yourself around the field like a veteran who has been playing ball for twenty years,’ he told me. ‘Why do you act that way if you’re not lazy?’ I said, ‘I’m so nervous, so scared, that I want to hide my fear from the crowd. Besides I hope that by taking it easy, I’ll get rid of my nervousness.’ He said, ‘It will never work. That’s the thing that is holding you down. Whatever you do after you leave here, for heaven’s sake, wake yourself up, and put some life and enthusiasm into your work.’”

Frank went to a lower minor league and, as his coach suggested, “began to act enthusiastic.” He made the majors and may have made the hall-of-fame except for a career-ending injury. He took his enthusiasm to his work and, without a college education, became a very accomplished businessman.

2. **Student Speech:** Pair up the students and ask each to tell the other one of the things they do best and how one of the following is the key to their success: (1) self-motivation, (2) doing more than is asked, (3) being enthusiastic and (4) always working to improve. (10 minutes). Then ask each to give a one-minute speech to the other (5 minutes). Then have each give a one-minute speech to the group and praise them after each speech on how good it was. Do not criticize just find something good to say. (20 minutes)
3. **Plan for next class:** Ask each student to write down and implement a plan on how they will kick themselves in the butt for one of their activities before the next class. (10 minutes)

Out of Class Activities: Work on their plan for next class. There are two other things you can do. First, you have to role model kicking yourself in the butt. Show working hard, enthusiasm, do more than is required and talk about continuous improvement when you are around your students. Second, take

what they wrote and ask them how they are doing on their plan before the next class if possible.

Know How to Be Honest

Objective: Encourage your students to be honest in everything they do

Classroom Setting: Devote no more than one session or work it into other sessions.

1. **Review from last class:** Ask students to give a one-minute talk on what they did to kick themselves in the butt. (15 minutes)
2. **Discussion:** Ask your students to put themselves in the place of someone who has supervised them in a job or in school or elsewhere and to indicate how they would treat people whom they trusted differently from those they did not trust. You may want to tell a short true story from either your own experience or the experience of one of your previous students. (20 minutes)
3. **Student Activity:** Place the students in teams and ask the teams to generate a series of signs promoting honesty. (15 minutes)
4. **Plan for next class:** Ask each student to write down an instance where they practiced honesty in the past month and why it was beneficial to them. (10 minutes)

Out of Class Activities: Work on their plan for next class. There are two things you can do. First, you should model honesty. Second, praise your students when they are honest.

Know How to Manage Your Time

Objective: Encourage students to accept and meet their responsibilities on time.

Classroom Setting: Devote no more than one session to time management.

1. **Review from last class:** Ask each student to give a one-minute talk about when they practiced honesty and why it was beneficial to them. (15 minutes)
2. **Discussion:** Start off with the following statement: Time management is really pretty simple. You have X number of tasks that must be finished at different times and take different amounts of time to complete. To complicate it a little bit, some tasks have to be finished before others. Knowing how to manage your time properly, therefore, simply means listing what has to be finished, estimating the time it will take and in what sequence you will do it. It does not mean just meeting the deadline but giving enough time to do the task well *and* meet the deadline. Ask your students to indicate one deadline they failed to meet and explain why. List reasons they give for their failure to meet a deadline. (15 minutes)
3. **Student Activity:** Break the group into teams of no more than 5 and give them an assignment that requires them to plan a lot of steps. It is best if they pick the project. Here are three ideas for projects: (1) plan to write and produce a newsletter in one month, (2) tell them it is a week before Thanksgiving and they should plan to make Thanksgiving dinner for the school or organization or (3) plan to build a baseball field on a vacant lot within one month. Their plan should include a list of steps and times when each step is to have begun and to be completed. Have them develop the plan in 20 minutes and then have them discuss their plan and generate one common plan by listing the steps and timing on the board. (20 minutes)

4. **Plan for next class:** Ask each student to write a down a plan on how they will better manage their time before the next class. (10 minutes)

Out of Class Activities: Work on the plan for next class. The best way to teach time management is to practice it yourself, especially in relationships with your students. When you call a meeting for a certain time, make sure that you are on time. If one of the plans generated by a group sounds good, ask them to implement the plan outside of class and to keep a record of how their actions corresponded with the plan.

Know How to Manage Your Money

Objective: Encourage students to avoid debt and set priorities on their expenditures.

Classroom Setting: Devote no more to one session to money management.

1. **Review from last class:** Ask each student to give a one-minute talk about how they better managed their time. (15 minutes)
2. **Discussion:** Ask why being able to manage your money would impress an employer. The answer should be that employers have to make a profit by limiting expenses and figuring how to generate income. Employees who can do it in their own lives are more likely to do it for the company. (15minutes)
3. **Student Activity:** Copy a pay stub that shows deductions for an employee. Ask each student to describe every item in the stub. Then ask for volunteers to indicate the ones they know. For those they are clueless about, provide an explanation. (15 minutes) Then, put the students in groups and ask how they would spend the money on the

pay stub if they were living on their own. Present the consensus as they volunteer their ideas. Then comment on what they left out. (20 minutes)

4. **Plan for next class:** Ask each student to write a down a plan for a monthly personal budget when they are on their own. (10 minutes)

Out of Class Activities: Work on their plan for next class. Provide advice on money matters to students. If there is some project activity, coach them on having them use money efficiently. Involve them in discussions of new programs or facilities and the impending costs.

Chapter 2: Physical Skills

Stay Well • Look Good • Type 35 WPM Error Free • Take Legible Notes

The five skills are often overlooked when people, especially youth, think about their attractiveness to employers, but each can make the difference between success and failure in landing and keeping a job.

Know How to Stay Well

Objective: Encourage students to protect their health.

Classroom Setting: No more than 15 minutes because preaching will not work.

1. **Review from last class:** Ask each student to give a one-minute talk about their monthly budget. (20 minutes)
2. **Discussion:** Start off the discussion with the following: “I am not going to tell you that risky behavior like cigarette smoking, alcohol and other drug use, unprotected sex, a poor diet, and not enough sleep can severely damage your health. You already know that. But do you know that it can damage your chance to be rich? Why do you think that?”

Let the students offer their opinion. It should cover the aforementioned points. Good health means energy and alertness to do a good job. Employers prefer workers who show up on time and are ready to work. “Alertness” is a word frequently used in interviews and published lists of characteristics of a good worker. Good health also means higher grades and a more impressive resume while

you are in school. It is a direct path to more money. (25 minutes)

3. **Plan for the next class:** Ask each student to create a plan for how they will live a healthier lifestyle over the next week. (15 minutes)

Out of Class Activities: Work on the plan for next class. Informally praising healthy behavior when you observe it is the best path here. Criticizing unhealthy behaviors may be tempting but be strategic about it. Obviously, illegal activity needs to be identified and punished, but students who are well rested and eating well should be praised.

Know How to Look Good

Objective: Encourage students to be well groomed.

Classroom Setting: Devote no more than 30 minutes to the skill discussion.

1. **Review from last class:** Ask each student to give a one-minute talk about their weekly plan to live a healthier lifestyle. (15 minutes)
2. **Discussion:** You may want to hit them between the eyes with a “two-by-four” with the following: How are getting a date and getting a job similar? They should say: You need to be presentable to get a job, but you also need to be presentable to get a date. So, learn to be as thoughtful when you dress for a job interview or work as you would when you dress for a date. Ask them why employers would want their employees to look good. (10 minutes)
3. **Student Activity:** Have students prepare a list of what their hair and clothes would look like if they were to go to

a job interview. Then have each describe it to the group and encourage critiques. (20 minutes)

4. **Plan for next class:** Ask each student to write a down a plan for how they will change one thing for a more professional look over the next week. (15 minutes)

Out of Class Activities: Work on a plan for next class. Role modeling will help here. To add a little excitement, you could ask for comments about your own appearance from students on certain days and on one-day dress poorly. Praise students when they look good. Criticism is not a good idea unless some rules are being violated. Everybody is pretty insecure about the way they look and making jokes or offering criticisms can produce very negative results. You could also have a “looking good for the employer” event and bring in some outside business owner to comment on everyone’s appearance that day.

Know How to Type 35 WPM Error Free

Objective: Encourage students to commit to typing 35 WPM error-free at the very least.

Classroom Setting: Review from last class by asking each student to give a one-minute talk about how they will look more professional.

If you have enough computers and can do it in a classroom setting, devote at least three hours of class time. Use Mavis Beacon or some other program that trains and tests individuals. In the first class, make the following comment:

“Good word processors can be hired at between \$10 and \$20 an hour by “temp” firms, but the minimum level for these firms is 45 WPM. The temp opportunity alone makes having the skill worthwhile. But there is more! Jobs in temp firms frequently lead

to permanent jobs. I know several successful, highly paid people who started in a temp position in their company. If you learn to not look at your fingers when you are typing and get to 35 words a minute, it could become the difference between a dead-end job and becoming the CEO of a multinational corporation.”

Out of Class Activities: If there are not enough computers available for in class work, create a practice schedule so each student can have time to work on their typing. If possible, make a competition out of it in terms of “most improved” typists and give some kind of tangible award.

Know How to Take Legible Notes

Objective: Encourage the habit of taking adequate and clear notes.

Classroom Setting: Introduce in 30 minutes but also encourage note taking in other class meetings and check them.

1. **Review from last class:** Each student should stand up and give a 30 second statement about their current level of typing skill, how they will improve it and what their goal is in words per minute. (10 minutes)
2. **Discussion:** Provide a brief discussion on how an employee who takes notes can get ahead. The boss will be impressed if he or she asks for the instructions, and the employee has record of them. Other employees will look up to the good note taker. (15 minutes)
3. **Student Activity:** Role play a boss selling computers, which allows you to mention that such salespeople sell \$10,000 systems and earn at least 10% or \$1,000 for the sale. Tell the students that they are the sales force and that you have the results of a survey sent out to 4 different possible customers. Tell them you will want

them to use the information you are now giving them to make decisions on much money he can expect to make from the five customers.

Then, say the following: “Shanita Jones who owns a sock factory says that she will need to replace five existing computers and purchase two new ones at \$2,000 a piece. Mark Diamond says that he just purchased ten new computers and will only be purchasing one next year at \$3,000. Sandra Ricker is starting her business next year, if she gets enough money from the bank, and plans to purchase \$8,000 worth of computers. Jaime Trinidad will be buying \$11,000 worth of computers for the bank he manages.”

After giving the talk, ask if there are any questions. Allow three and then stop. Then say, “give me a list of the four customers and how much each will buy.” (25 minutes)

4. **Plan for next class:** Ask each student to prepare one page of notes on the main points of this class and to review their notes for the next class. (10 minutes)

Out of Class Activity: Work on notes for next class. Try to keep your eyes open to observe note taking by your students in different settings and different classes.

Chapter 3: Verbal Communications

Converse One-on-One • Present to Groups • Use Visual Displays

Verbal communications are more important than ever in the workforce. The most important by far is conversing one-on-one and that is where you should place your emphasis. Presenting to groups and using visual displays can help build one-on-one skills and improve performance in school. As your students take on more important roles in the workforce, these skills play an even more important role.

Know How to Converse One-on-One

Objective: Encourage better one-on-one communication.

Classroom Setting: Devote no more than one class but coach it in all classes.

1. **Review from last class:** Ask one student to read what he or she wrote for notes on the last class and ask the rest of the class to indicate what was left out or different from what they wrote. (10 minutes)
2. **Discussion:** The best way to develop this skill is to practice it. A brief introductory discussion can set the stage for exercises. You might want to read and discuss the following:

From a person who hires for a large corporation: “I think conversing one-on-one is the most important skill set for new hires. A new-hire must be able to carry a conversation. The training process that all our new-hires must complete can be very confusing, and we expect each

new-hire to ask questions in order to grasp a full understanding. If someone cannot hold a decent conversation, I am hesitant to even place them in a lower end job, even if they have the education and training.”

The single most important rule in good one-on-one conversation is careful listening. That is why each person has two ears and one mouth. (15 minutes)

At this point in time, you should have your students read Dale Carnegie’s *How to Win Friends and Influence People* if you have a classroom set. The book will help in developing one-on-one communication skills. More specific applications will be suggested in Chapters 5 and 6, which are about people skills.

3. **Student Activity:** Group students in pairs, have each pair come to the front of the room and have each student ask the other about their favorite movie, sport or song. The goal is to not only hear the answer but also to know why it is their answer. Allow three minutes. Then ask the students to say positive things about the exchange. **DO NOT CRITICIZE OR ALLOW CRITICISM.** (30 minutes)
4. **Plan for next class:** Ask students to write down when they consciously tried to have a good one-on-one conversation. (5 minutes)

Out of Class Activity: Work on having a good one-on-one conversation for next class. When you are conversing with students or your hear students conversing with each other, praise them for good communications if you can make a specific point. If groups are working on the problem-solving activity set up in Chapter 10, you will have more opportunity to praise one-on-one communication outside of class.

Know How to Present to Groups

Objective: Encourage students to feel comfortable and be effective in speaking to groups.

Classroom Setting: Devote no more than one class in providing basic training, but require presentations in other classes.

1. **Review from last class** Ask each student to give a one-minute talk what they realized in thinking about their one-on-one conversations. (15 minutes)
2. **Discussion:** Presenting to groups well takes frequent practice, but you could provide some tips that might be helpful: (15 minutes)
 - a. Mention that the bravest soldiers and the highest paid athletes consider speaking in front of a group of people to be scary. Even great speakers get sweaty palms before they speak.
 - b. People have a very short attention span. You have to get the groups attention in the first 15 seconds and then keep it short.
 - c. If you want to have people remember something, they must hear it three times: first at the beginning when you outline your speech, once in the middle when you explain your thesis, and once at the end when you summarize your topic again.
 - d. Dale Carnegie Institute, one of the premier sales and leadership training companies, promoted one of the “high impact presentation two day seminars” with these tips:
 - Have energetic body language and an upbeat tone of voice
 - Maintain eye contact with your audience
 - Avoid being tied to a script or lectern
 - Get your audience involved by using examples and holding a Q&A session

3. **Student Activities:** Try to incorporate students giving a one-minute talk in front of the at least every other class. Use a timer, and when the individual has finished, praise him or her and ask other members of the class to say what was good about the talk. You will see amazing improvement if it becomes a regular part of the class. (15 minutes)
4. **Plan for next class:** Ask each student to write down a plan on how they can improve their presentation skills for the next class. (15 minutes)

Out of Class Activities: Work on the plan for next class. If groups are working on the problem-solving activity set up in Chapter 10, they will have to make presentations to groups.

Know How to Use Visual Displays

Objective: Encourage students to use handouts in their presentations.

Classroom Setting: Devote only one session to explaining the use of visual displays. Incorporate it in some of the classroom presentations that have to be made. If you have the capacity to train the entire class in power point, you could extend this to several sessions.

1. **Review from last class:** Ask each student to give a one-minute talk about the best way to improve their presentation skills. (15 minutes)
2. **Discussion:** When you give your introduction to visual displays use the handout on the next page. After you hand it out, do not read it to the students but comment on each of the bullets. The last two bullets ask for responses from the students. (15 minutes)

3. **Student Activities:** On selected projects, require students to give a talk and to use a visual display. Note, if you have access to Power Point on the computers available to your students, you could actually teach them to use the program. If not, they could make a visual display on a handout or overhead by writing it or typing it on their own. In any case, it requires them to use just a few simple slides that connect to what they are saying. (20 minutes)
4. **Plan for next class:** If the students are working on Chapter 10, ask each student to prepare two visual displays to present their problem. (10 minutes). If they are not working on a problem, ask them to prepare two visual displays on a topic they know a lot about. If power point is available they should make the slides on power point. If not, a handout or overhead is okay.

Out of Class Activities: Work on the plan for next class. If groups are working on the problem-solving activity set up in Chapter 10, they should work on their visual displays.

Using Visual Displays in Presenting to a Group

- Visual displays can be handouts, overheads or computer generated slides
- Power Point is the computer program used to make slides
- Visual displays help the audience understand and remember your main ideas
- What do you think are other main benefits of using visual displays?
- What roadblocks stand in the way of making good visual displays?

Chapter 4: Written Communications

Write Well • Edit and Proof • Use Word-Processing Tools • Send Information Electronically

Your students will need to write concisely and effectively in almost any field, especially if they want to move up and make more money. The four skills listed above are critical for any field. The first two are what is traditionally thought of as writing and the last two involve the use of computers.

Know How to Write Well

Objective: Encourage students to write effectively in order to communicate (as distinct from self-expression and creativity)

Classroom Setting: Devote one session to talking about the importance of writing but use classes on other topics to help students develop their writing skills.

1. **Review from last class:** Ask each student to give a one-minute talk, using the two slides they have prepared either as a team or individually. (15 minutes)
2. **Discussion:** Ask your students to read the quote below and discuss it. Provide other examples if you know of any. (20 minutes)

A Senior Human Resource Director at a major company says:

“Being able to write clearly is a must at my company. We have a database that holds problems and potential solutions—inpitted by every employee in our implementation field. Our production team uses this

database in order to fix problems that the rest of the company encounters. If they can’t comprehend what the employee is trying to say, they can’t fix it. We also collect writing samples from our potential employees. We ask a number of questions and ask them to respond - quite simple, but we can tell who can write and who cannot.”

Follow this discussion with this quote from the *10 Things* book.

“As you move up the ladder, writing becomes even more important. If you have an idea that you can only explain verbally, you are limited to influencing only those you speak to. However, a one-page memo can be circulated throughout the organization to become part of a process that leads to the improvement and implementation of your idea. Also, putting your idea on paper makes it much harder for others to steal.”

3. **Student Activities:** Model the writing of a memo with the class. One idea would be to ask the class if the food at the organization could be improved. Then list ideas about how it could be made better by asking students to offer them. List them on the blackboard. Vote on the 3 best suggestions. Then ask each to draft a memo to the head of the institution. Give them the following guidelines: (15 minutes)

Memo: Format Date:
 To:
 From:
 Subject:

The first sentence should state the purpose. Then, list suggestions in bullets or with numbers. Finish with a “Thank You” and what you would like to see happen next (like a meeting)

4. **Plan for next class:** Ask each student to write a log of one day’s activities to be submitted next class. (10 minutes)

Out of Class Activities: Work on the activity log. Give small projects that require technical writing. Require that requests for permission to be in written memo form. If groups are working on the problem-solving activity set up in Chapter 10, they will have more opportunities to write small memos.

Know How to Proof and Edit

Objective: Encourage students to edit and proof everything they write.

Classroom Setting: Devote no more than one session but require editing and proofing for other assignments.

1. **Review from last class:** Have each student hand in their activity log. (5 minutes)
2. **Discussion:** Open with the following statement: (25 minutes)

To hit your student over the head with a “two-by-four”, stand at the blackboard and ask one of them to tell you how long they have left in the school year. Let’s say his name is Mr. Smith and he says, “two months.” Then write the following, “Mr. Smith has 20 months left in the school year.” After the yelling stops, say, “Oops, I just made a little typo. Thanks for proofing it.”

Now, you are ready to give the following lecture: A misspelling, which would lose you a couple of points on your paper in a course, could spell doom in the workplace. As a senior executive says, “Who wants to buy our multi-million dollar product, when we can’t even spell it right?”

3. **Student Activity:** Give the students this assignment. (25 minutes)

There are 20 errors in the article below. You will receive 1/2 for each error you correct. You will lose 1/4 point for each error you miss and for each incorrect revision you make. You have 20 minutes to complete this test.

Read your paper from start to finish, circling or marking any errors in grammar, punctuation, and logic sentence. If you can quickly correct an error, do so. Otherwise, finish identifying problems and then look up the relevant that advice in a grammar handbook. Read your paper agains, this time making all suspected problems in your text. Follow your instincts if you feel that a sentence are weak or flawed. Then look up the pertinent advice and editing the errors or flaws. Stick to the possible errors unless you want to improve an awkward or run-on sentence. Ask a teacher, tutor, peer editor or friend for advice as needed

4. **Plan for next class:** Hand back the log you received at the beginning of class, with a few comments on errors and ask the student to revise it so that it is “perfect.” (5 minutes)

Out of Class Activity: When students write even a short note, require them to use proper grammar and spelling. Even when they are rushed, they need to practice this skill so it becomes a habit. Again, if groups are working on the problem-solving activity set up

in Chapter 10, they will have more incentive to get it right and therefore edit and proof carefully.

Know How to Use Word Processing Tools

Objective: Encourage students to become skillful in the use of Microsoft Word.

Classroom Setting: If you have access to computer facilities, hold as many classes as possible in these facilities. Spend one session introducing Word but then when you require any written material, ask for it to be typed and printed out using Word.

1. **Review from last class:** Hand in the edited and proofed log and have a brief discussion on the problems students found in proofing and editing. (10 minutes)
2. **Discussion:** A ten-minute sales pitch on the importance of Word might include: Every business uses it and you cannot succeed in college without it. The program will allow you to write faster and more clearly. AND, it will check your spelling and grammar. (10 minutes)
3. **Student Activity:** The more time students spend working on their word processing skills, the better they will become. There are many types of training software but you don't need them. There will be some students in your group that have some skills so pair them with those that don't have any. You can arrange this by seating students at the computer with Word and have them type the paragraph used in the previous section. Ask them to use grammar and spell check. (30 minutes)
4. **Plan for next class:** Ask each student to do one paper or assignment using Word. If they have no access to Word,

ask them to write a plan on how they will be able to develop their Word skills. (10 minutes)

Outside of Class Activities: Work on the Word document for next class. Whenever possible, have students write using Word and the computer. This will depend on access and availability. Weekly logs, permission requests and small projects could be material for the practice. If groups are working on the problem-solving activity set up in Chapter 10, they will get more practice on Word. If Word is not available to your students, work hard to find a way to make it available.

Know How to Send Information Electronically

Objective: Encourage good practices in sending and receiving email.

Classroom Setting: Work in this area may not be practical. Even if computers are available, email may not be. If the Internet is available, have students use class time to learn how to send emails to each other. The activity will have to be carefully monitored because of the risk of misuse.

Outside of Class Activities: If students have access and can be trusted to act responsibly, encourage them to send emails to relatives and friends and to communicate by email for group projects. If groups are working on the problem-solving activity set up in Chapter 10, and they have access to email, then they will be able to use it to communicate to those with an interest in their problem.

Chapter 5: Working Directly With People

Build Good Relationships • Work in Teams • Teach Others

Knowing how to work with others is critical to your students becoming “pros” in whatever field they can. The three skill areas covered in this chapter are part of the “soft skills” that employers want. For the classroom and out of classroom activities for this chapter and the next, your use of Dale Carnegie’s book *How to Win Friends and Influence People* can be extremely valuable. Read through the book. It will be clear how to use it to help in the classroom, and see its application in coaching students. If you do have multiple copies, the students should read through the book and choose what principles they want to apply.

Know How to Build Good Relationships

Objective: Encourage students to have positive relationships with others.

Classroom Setting: The general topic should be introduced in one session.

1. **Review from last class:** Ask each student to give a one-minute talk about their current level in Word and how they plan to improve it. (15 minutes)
2. **Discussion:** Based on Dale Carnegie’s *How to Win Friends and Influence People*, give a one-minute presentation on a principle you think is most important for building a good relationship. For example, Carnegie’s first principle is “If you want to gather honey, don’t kick over the beehive.” In your one-minute talk, devote 40 seconds to describing how you established good relationships with a boss or friend by not criticizing, condemning or complaining. For the last 20 seconds state the principle and say how beneficial it was to you. (10 minutes)

3. **Student Activities:** Write five principles from Carnegie on the blackboard and also provide a handout. Ask each student to take ten minutes to develop a one-minute talk like you gave on one of the five principles. Pair the students up and have them give the talks to each other. Tell them only to praise their partner. Then have each student get up and give a one-minute talk. Say something positive about each talk. (25 minutes)
4. **Plan for next class:** Ask each student to create a plan on how they will use one principle over the next week. (10 minutes)

Outside of Class Activities: Work on building good relationships in everything students do. They should use one of the principles you gave them or they selected (if they have copies of the book) in their relationship with another person. They should prepare to talk about it in the next class. If groups are working on the problem-solving activity set up in Chapter 10, they will have plenty of opportunity to develop good relationships both within the team and outside to get the problem solved. If not, there will be other opportunities.

Know How to Work in Teams

Objective: Encourage students to work in teams effectively.

Classroom Setting: Devote no more than one session

1. **Review from last class:** Ask each student to give a one-minute talk about how they applied a Dale Carnegie principle to build a good relationship. They should spend 40 seconds describing it and 20 saying why it was beneficial to them. (15 minutes)

2. **Discussion:** The best way to raise the question of teamwork for teenagers would be to discuss sports, especially basketball. There may be a few who have no interest in basketball and even fewer who have no idea what the game is, but it should work. Start off by asking the question, “If you were coaching a basketball team, would you tell all five members to chase the person who has the ball?” The students should quickly point out that if the person with the ball passes to any of the other four members of the team, that member could easily score. You could then discuss the problems with a ball hog. After about 15, minutes you could ask for other applications. (20 minutes)
3. **Student Activity:** There are many team-building exercises with which you are probably already familiar. Here is one to consider: You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is January, and you are in Northern Canada. The daily temperature is 25 below zero, and the night temperature is 40 below zero. There is snow on the ground, and the nearest town is 20 miles away. You are all dressed in city clothes appropriate for a business meeting. Your group of survivors managed to salvage the following items: small ax, cigarette lighter, 20 X 20 foot piece of canvas, extra shirt and pants for each survivor, and family sized chocolate bars (one per person). Your task as a group is to list the above 5 items in order of importance for your survival. List the uses for each. You MUST come to agreement as a group. (20 minutes)
4. **Plan for next class:** Ask each student to write down how working in a team can be better than working alone. (5 minutes)

Outside of Class Activities: Work on ideas about the benefits of working in a team. Specific projects would provide opportunities for your students to experience working in a team. They will also provide opportunities for practicing other people skills and well as writing and time management. The best way to

get some intensive team activity started is to find a group that want to solve a problem (see Chapter 10).

Know How to Teach

Objective: Encourage students to see themselves as teachers.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask each student to give a one-minute talk on the benefits of working on a team. (15 minutes)
2. **Discussion:** It is important that you show students that everyone is a teacher in many situations. Start off by asking, “what does a teacher do?” Break the misconception that teachers just tell students what they know. Emphasize that teaching is setting goals for students, coaching them through activities to meet those goals and providing feedback on how well they are doing. You might do this by asking them to identify their favorite teacher in school and why that teacher was so good. Then, ask for an example from work or friends about someone who taught them something. (20 minutes)
3. **Student activity:** Ask each student to give a one-minute speech on how they taught their brother, friend, classmate or someone else something. They should describe how they went about it and how it worked. (15 minutes)
4. **Plan for next class:** Ask each student to write one page on a teaching situation they have had over the past month. (10 minutes)

Outside of Class Activity: Work on the one-page description of a teaching situation. Make a practice of asking students to show other students how to do something. When new students come,

you should buddy him or her with a student who has been there for a while and specify what the old student should help the new student learn. Comment on the job they do in a positive way. There will be other opportunities like a good writer coaching a poor writer. Again, if groups are working on the problem-solving activity set up in Chapter 10, they will need to help each other practice many skills and therefore will become teachers and coaches.

Chapter 6: Influencing People

Manage Efficiently • Sell Successfully • Politick Wisely • Lead Effectively

These five skills become more important as one moves up the career ladder. However, employers are thinking about the potential of people they hire to exercise some or all of these skills, especially selling. Moreover, demonstrating these skills early in one's career can lead to faster promotions and more money.

Know How to Manage

Objective: Encourage students to respect people to whom they report and to manage others who report to them effectively.

Classroom Setting: Devote more than one session.

1. **Review from last class:** Ask each student to give a one-minute talk about a teaching situation they have had over the past month. (15 minutes)
2. **Discussion:** The purpose of your discussion would be to create an awareness of what a manager does and why a manager is so important. Youth know what a boss is but they don't know what a manager is. You may want to return to a sport example. What does the manager of a baseball team do? He takes responsibility for many things. Have the students suggest responsibilities and list them on the blackboard. It should be clear from the discussion that the major part of the effort is managing people by setting rules and goals and encouraging coaches to help players achieve those goals. You can then ask for examples of managers they know about. Emphasize the need to take responsibility and to be autocratic in some things and democratic in others. (20 minutes)

3. **Student Activity:** Break the class into teams of three. Ask the teams to create a list of best qualities of a manager. Many of those qualities should be taken from the list of 38 skills from the book. Others should be more specific like create a system of rewards. After 15 minutes, the students should share the list and you should make a composite on the blackboard in front of the class. (20 minutes)
4. **Plan for next class:** Prepare notes describing a manager for whom you have either worked or observed. Comment on one good thing and one bad thing the manager did. (5 minutes)

Outside of class activities: For some of the projects that you do with your students, there should be a team manager. You should have the manager report to you and you should coach them on how they can get the other members of the team to work more effectively. If groups are working on the problem-solving activity set up in Chapter 10, the coordination required for the team to succeed will create opportunities for managing others in the group.

Know How to Sell

Objective: Encourage students to see the importance of sales and to develop the capacity to sell.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask each student to give a one-minute talk on a manager they observed and one thing the manager did well and did poorly. (10 minutes)
2. **Discussion:** Because most youth view the field of sales as standing around a retail outlet, you need to impress upon them that sales is not just retail, and it can be a very

lucrative and enjoyable field. You might use the following statement to kick off a discussion:

You probably think selling is about jeans at the GAP or about calling to peddle charities, family portraits or new phone companies. Here are four reasons why you should develop the skills associated with sales:

- Good salespeople are in very short supply. Sales positions are easy to land and are monetarily rewarding. When it comes to pharmaceuticals or financial products, we are talking about six figures in less than five years.
- Successful salespeople have a fast track to the top of the company -- sales representatives become sales managers, who become marketing managers, who become VPs for marketing, who become senior VPs, who become CEOs.
- Selling is a very good training ground for all other professions because it involves synthesizing information and persuading people.
- If you are a successful salesperson, by the time you are 40 you will have lots of free time and excellent contacts to be a mover and a shaker.

After delivering this “sales pitch” about sales, ask the students what kinds of sales positions they might like and follow it by asking about the important characteristics of a successful sales person. Put a list of their answers on the blackboard. Here are my three:

- Being able to handle sustained rejection
 - Keeping pressure on yourself
 - Having solid product knowledge (20 minutes)
3. **Student Activities:** Have the students bring their Dale Carnegie books to the class or if they do not have copies, write down some of the principles on the blackboard. Have a pair of sneakers (or any object) in the front of the room, break the students into pairs and have one try to sell the

sneakers to the other using one of the principles. (20 minutes)

4. **Plan for next class:** Ask each student to create and implement a plan for how they will “sell” an idea to a person over the next week. (10 minutes)

Out of Class Activities: Work on the plan to sell an idea for the next class. Project activities that require students to come up with ideas for improving their institution and improving living conditions for themselves will inevitably create an opportunity to persuade others. When this happens, the lessons of the Dale Carnegie book will hit home. If groups are working on the problem-solving activity set up in Chapter 10, ideas will have to sell both within and outside the team. You can coach using the Dale Carnegie principles as you observe.

Know How to Politick

Objective: Encourage students to understand how politics within an institution works.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask each student to give a one-minute talk on how they tried to “sell” their idea and what the results were. (15 minutes)
2. **Discussion:** Being effective politically is a very complicated skill set, because it requires a deep understanding of human nature and of how an institution can be a combination of history, rules, personalities, and outside conditions. You can only give them a quick overview. Here are some of the main points you may want to make:

- The politics you read in the newspaper about government and elections have the same dynamics as the politics within your institution or any institution.
- People like to keep doing that which they have been doing, so change is very hard.
- Some people have a lot more power than others and those with power like to keep it.
- If you want change, you have to get those with power to accept it.

After each of these points, ask the students to react by giving an example. As a final discussion point, ask the students to give reasons why employers would like their employees to have good political skills. (15 minutes)

3. **Student Activities:** Ask the students to identify 3 different rules that they would like to see changed. Break the class into 3 groups and ask each group to list the three most powerful people for a change and the three most powerful people against the change. Discuss how you could get the people against the change to accept it. Although the skills of politics are very complicated, my experience suggests that youth are pretty savvy about these things and will have many useful insights. (30 minutes)
4. **Plan for next class:** Not Applicable.

Out of Class Activities: The use of a project to make changes will naturally lead to political considerations. You will only be able to make comments and provide guidance as they work through these ideas. In addition, politics are always present, and you can often find teachable moments. If groups are working on the problem-solving activity set up in Chapter 10, they will be attempting to change something and that will provide quality experience in politics.

Know How to Lead

Objective: Encourage students to recognize and take leadership roles.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask if the students have thought about politics as described in the previous session and if they have observed any politics in their school or organization. (10 minutes)
2. **Discussion:** Ask students who they think are great leaders and to give one reason why. Make a list on the board. Then, try to develop a list of characteristics with the group as a whole. You may also like to use your favorite quote about leadership. One of mine is from Nelson Mandela. “A leader is like a shepherd...He stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realizing that all along they are being directed from behind.”

As a final point, ask students to list reasons why they think employers would like their employees to have good leadership skills. (20 minutes)
3. **Student Activities:** Have the students bring their Dale Carnegie books to the class or if they do not have copies, write down some of the principles on the blackboard that are most relevant to leadership. Ask students to give a one-minute talk about the principle they would use in persuading their peers to complete a project. (20 minutes)
4. **Plan for next class:** Ask students to write a plan for how they will take a leadership role in one thing they do. (10 minutes)

Out of Class Activities: Work on the plan for next class.

Coaching is really important. Students should be encouraged to take a leadership role in different projects and activities. A major area is settling disputes among students. You should frequently refer to the need to be proactive and get others to agree as the hallmark of leadership. In addition, if groups are working on the problem-solving activity set up in Chapter 10, leaders will emerge and obtain ideas from what has happened in their own group.

Chapter 7: Gathering Information

Use Library Holdings • Use Commercial Databases • Search the Web • Conduct Interviews • Use Surveys • Keep and Use Records

The six skills in this chapter are essential tools that employees in most fields will use at one time or another in their career. The first two require access to a large library system and may not be something available to your students, and the third can only be used if your students have access to computers connected to the Internet.

Know How to Use Library Holdings

Objective: Encourage students to appreciate the resources public libraries provide.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask each student to give a one-minute talk about their plan to become a leader in some activity. (15 minutes)
2. **Discussion:** Obtain a list of the resources available at a local library in the community and distribute it to your students. Ask them to indicate three sources they might use and for what purpose. Answer general questions about the things you can locate in a public library. You may want to bring in a local librarian to make a presentation, in which case you might want to devote more time. (35 minutes)
3. **Plan for next class:** Ask each student to identify what they could research at a library and how they would do. (10 minutes)

Out of Class Activities: Ask students to identify how they could use the library to research the problem area from Chapter 10 if they are working on that or any topic of interest to them.

Know How to Use Commercial Databases

Objective: Encourage students to be aware of the existence of such databases.

Classroom Setting: Devote no more than 15 minutes in one session.

1. **Review from last class:** Ask each student to give a one-minute talk on what they would like to research at a library. (15 minutes)
2. **Discussion:** You only want to touch the tip of the iceberg here. You should tell the students that the term “database” has two different meanings. One is where information is stored in a computer file for analysis. The other is what libraries call services like Lexis-Nexis and ProQuest. You could ask the librarian to discuss this, if you can host one during a class, or you could get information on Lexis-Nexis and show how much information is available. Some school or public libraries may have Lexis-Nexis. (40 minutes)
3. **Plan for next class:** Applicable only where students have access to commercial databases. Students should identify a database and what they expect to find. (5 minutes)

Out of Class Activities: In those schools with Lexis-Nexis available, students can work on identifying a database and how they would use it.

Know How to Search the Web

Objective: See the possibilities on the web for getting all kinds of information.

Classroom Setting: Devote no more than 30 minutes of one session.

1. **Review from last class:** Briefly review what you have said about libraries and commercial databases. If any students have been able to access a commercial database, they can describe how they used it. (10 minutes)

2. **Discussion:** You might want to give the following little talk from a recent college graduate: (5 minutes)

“Learning how to search the web AND get relevant information will make or break you in many career paths today. I do Internet research all the time, even when trying to find bargains on clothes at online stores. Odds are, someday an employer is going to say to you ‘Find out what services our competitors are offering...’ and you’re going to be wondering where to start. If you’re not an experienced web searcher, you’re going to spend 80% of your time sifting through garbage and personal pages, and the remaining 20% will be actually finding what you want.”

3. **Student Activities:** Assuming your students have access to a computer connected to the Internet, ask each to come up with three pieces of information they would like to know. Show them how to do a search with Google by searching for an interesting piece of information. My favorite is WEB MD, where you can find information on a disease. S.T.D.s are a good research topic because they will probably get their attention. Ask them to do similar searches. The purpose is not to train the students in web research but to show how powerful the web can be. (10 minutes)

4. **Plan for next class:** Ask each student to write down a plan on how they will use the Internet for research in the next week. (5 minutes)
If they have access, they should try their plan.

Out of Class Activities: Work on plan for next class. If the students have access, they should do frequent web searches on subjects of interest to them and connect to a project. If groups are working on the problem-solving activity set up in Chapter 10, they can use the web to get supporting statistics and ideas.

Know How to Conduct Interviews

Objective: Encourage students to gain information through face-to-face meetings.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask each student to give a one-minute talk on their plan to use the Internet for research on a topic. (15 minutes)
2. **Discussion:** Start out by saying why interviewing skills are so important. Here are a few reasons:
 - Students will be interviewed for a job one day so knowing how to interview others for information will help them to give better interviews themselves.
 - You need to gain information whether it is from a sales person, a teacher or someone running this institution for every decision you make in life. Knowing how to get that information will help you achieve whatever goals you have.

- In a job setting, you may be trying to get information from a customer or from your boss or from someone providing services to your company. (10 minutes)
3. **Student Activities:** Create pairs of students. Have one pair play the role of a boss interviewing for a cashier's job at a grocery store. Have them prepare a set of questions to determine whether the applicant has the skills needed for the job. That pair should use the list of 38 skills as a starting point. Have the other pair pretend they are applying for the job. Give both sets (and other sets if you have more than four students) five minutes to prepare. Then have the two pairs role play the interview in the front of the room. After each interaction of no more than 3 minutes, ask for positive comments and praise both groups. (30 minutes)
 4. **Plan for next class:** Ask each student to plan how they will interview one person on a related topic. (5 minutes)

Out of Class Activities: Work on the plan for next class. If groups are working on the problem-solving activity set up in Chapter 10, they will need to interview those affected by the problem as well as those who control the existing policies. You can observe their interviewing and provide praise. If not working on Chapter 10, they can interview someone at work, extra-curricular activities or elsewhere on a topic of interest to them.

Know How to Use Surveys

Objective: Encourage students to understand the use of surveys and some of the biases that can occur.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask each student to give a one-minute talk on their experience in setting up or conducting an interview. (10 minutes)
2. **Discussion:** Survey design is a complicated research technique, which you cannot cover in a comprehensive way. However, you can help your students think of answers to the following:
 - Why are surveys necessary for employers?
 - Who might employers survey?
 - How do you decide who should complete the survey?
 - What is a sample and why is it necessary?
 - What can you do to insure that the survey is accurate and represents the views of whom you want to sample?

If you ask these questions, you will be surprised how some of the students will have a reasonable grasp. Making your students experts is not the point of this lesson. I just want for them to understand the usefulness of surveys. (10 minutes)

3. **Student Activities:** Have half of the class create a five-question survey for attendees of the school or organization and the other half create questions for staff members on a topic like discipline at the school or organization. They should answer the questions in each of the bullets listed above. In addition, questions about the characteristics of each respondent (age, gender) must be included. Allow 20 minutes for creating this survey and then ask for each half to read off what they prepared. Ask for praise and provide praise for what they did correctly. (35 minutes)
4. **Plan for next class:** Ask each student to write a plan for how they could use the survey developed in class over the next week. (5 minutes)

Out of Class Activities: Work on the plan for next class. If groups are working on the problem-solving activity set up in Chapter 10, there will be a need for a survey. Students can conduct surveys of other students and perhaps the staff if the students obtain permission. Even if there is not a project, students could think of a topic for which they would want to conduct a survey.

Know How to Keep and Use Records

Objective: Encourage students to maintain clear and consistent records.

Classroom Setting: Devote no more than one session.

- 1. Review from last class:** Ask each student to give a one-minute talk about their plan for a survey. Have students describe the sample and what they will try to find as well as the method of contact (phone, email, mail, face to face). (15 minutes)
- 2. Discussion:** Your students should be familiar with the concept of a record since that is what describes what they have done and what they do at their school or organization. This is probably a good “two-by-four” to hit them over the head with. It shows them the power of records and also how information needs to be accurate and clear.

You can then tell the story of the baseball player described in the first chapter. When he was in sales, he kept records of every person he called or visited. He found that 70% of his sales resulted from his first call to clients and 23% on the next follow-up call. Only 7% of his sales occurred during a third call. He decided to call people no more than twice and doubled his income. (20 minutes)

- 3. Student Activities:** Have the class develop a form to record the participation of class members. They have to decide on categories and how to collect the information. (20 minutes)
- 4. Plan for next class:** Develop a one-page record, where you list all your specific activities for the next 24-hour period. (5 minutes)

Out of Class Activities: Students should work on a one-page record of their activities. If groups are working on the problem-solving activity set up in Chapter 10, they could develop a way of collecting information. For example, if the problem is to improve the food, they could record how much food was thrown away or how long people stayed in the cafeteria.

Chapter 8: Quantitative Tools

Use Numbers • Use Graphs and Tables • Use Spreadsheet Programs

These three skills are not about mathematics, formulas and solving equations. They are about having the number skills required to make decisions in a job and in life.

Know How to Use Numbers

Objective: Encourage students to use addition, subtraction, multiplication, division and percentages in real world settings.

Classroom Setting: Devote no more than one session to introducing the importance of basic number skills. .

1. **Review from last class:** Briefly overview of all six skills described in the previous chapter. (15 minutes)
2. **Discussion:** You can't teach basic arithmetic to youth in a couple of sessions but you can emphasize the importance of simple calculations and that the fancy stuff they teach in school is not required in most jobs.

Here is how you might do this: First, ask for those who don't like math and those who have trouble with it. Then, conduct a little mental arithmetic exercise and see who can keep up with you. I always ask, "who knows the answer to five times 13?" Only a few will say "65" within five seconds. This will give you a clue. If you are good at it, you could make a game of it and do it every day. Or maybe, if you have some students who are good at it, they could do it. (15 minutes)

Show them that they actually can do math and percentages. Most of them can tell you how much a pair of sneakers costing \$90 would cost if they were 20% off. Although it is true that cashiers and fast food servers need only punch in numbers, being able to do arithmetic can help. Teach them the formula for percentage change or percent difference. (25 minutes)

$$\text{Percent Change} = \frac{\text{New Figure} - \text{Original Figure}}{\text{Original Figure}} \times 100$$

3. **Student Activities:** Have students work in groups of 3 to complete this assignment. Ask each to present the results to the class. (15 minutes)
 - What is the formula for percent change?
 - There were 3 programs at your institution in 1999 and 5 programs in 2000. What is the percent change?
 - There were 2 programs in 2001 and 3 in 2002. What is the percent change?
4. **Plan for next class:** Ask each student to calculate the percent change for someone who weighs 180 pounds in January and 170 pounds in June. (5 minutes)

Out of Class Activities: If groups are working on the problem-solving activity set up in Chapter 10, they are bound to run into some numbers to analyze. They should continue the calculation comparing days until the end of the year.

Know How to Use Graphs and Tables

Objective: Encourage students to construct and interpret graphs and tables.

Classroom Setting: Devote no more than one session.

- 1. Review from last class:** Ask students to give their answer to the percent change problem from last class. You should pair students with the wrong answer with students who got it right. Ask the correct student to explain the error. Then, give all students the following problem: George received a 50 on his first test and a 75 on his second, what is the percent difference? (10 minutes)
- 2. Discussion:** Just as in the case of arithmetic, you will probably face resistance to discussing tables and graphs. Make the point that tables and graphs help people see patterns in numbers. Copy a recent basketball game table from the newspaper and ask the students if the table helps them understand the information. Then, ask about what it would look like if it were written in paragraphs. You can read them the first line of the table such as “Carmelo Anthony played for x minutes in the game, he took y number of shots, etc.” They should get the point. Then ask how we would know if Carmelo was getting better or worse over the last ten games. The answer is to make a trend line graph showing his scores. This should make it clear that tables and graphs are indispensable especially in business. (30 minutes)
- 3. Student Activities:** Have the students construct a table that compares gender to height of everyone in the class. It might look like the one below. After they construct the table, see if they can make a generalization about the relationship between gender and height. (15 minutes)

Name	Gender	Height
Shannon	Female	5 ft
Jason	Male	5 ft 8 inches
Scott	Male	6 ft 2 inches
Katie	Female	5 ft 5 inches
Mary	Female	5 ft 9 inches
Jack	Male	6 ft

- 4. Plan for next class:** Have students make a trend line graph of the win-loss record of their favorite team for the past 3 weeks. (5 minutes)

Out of Class Activities: Work on the graph for their favorite team. If groups are working on the problem-solving activity set up in Chapter 10, one could use tables and graphs to support their project.

Know How to Use Spreadsheet Programs

Objective: Encourage students to understand what Microsoft Excel can do and begin to learn its operations. If they don't have access to computers, you can still help them understand a spreadsheet.

Classroom Setting: Devote no more than one session.

- 1. Review from last class:** Ask each student to give a one-minute talk about the graph they created. They should pass around the graph and interpret what it means. (15 minutes)
- 2. Discussion:** You may choose not to even introduce this topic if you have no access to computers or if you are not familiar with a spreadsheet program. If you do decide to introduce it, you might want to say the following:

Organizing information in lists and tables as well as statistics is becoming an increasingly important part of any job, particularly at the entry level. Solid Excel skills will get you in the door and make your boss grateful. Because spreadsheet programs are so widely used, temp firms are constantly looking for students to put in data. This means you can get a higher paying job from a temp firm and much more than you would get in most jobs open to youths. As we noted earlier, typing well can give you a chance for a temp job, which can easily lead to full time employment in organizations that you might choose to work for someday. That goes triple for Excel. (15 minutes)

3. **Student Activities:** Introduce students to a spreadsheet using the next page. Note that the figure is set up for you to list each person's name, age, gender, and race. You can call on each student and ask him or her to put in the information. (30 minutes)
4. **Plan for next class:** Not Applicable.

Out of Class Activities: If groups are working on the problem-solving activity set up in Chapter 10, a spreadsheet could be used to compile a mailing list or to analyze data from a survey.

1	A	B	C	D
2	Name	Age	Gender	Race
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Chapter 9: Asking and Answering the Right Questions

Detect BS • Pay Attention to Detail • Apply Knowledge • Evaluate Actions and Policies

These four skills are essential in every job category because they require the ability to understand what is happening and the ability to be flexible in dealing with new situations. The classroom discussions presented below are tied to one example, but you might think of others as you work through them.

Know How to Detect BS

Objective: Encourage students to question information they receive not just from people but also from the newspaper, TV and institutions.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Review the quantitative skills covered in the previous chapter. Encourage students to develop these skills in various settings outside the classroom. (5 minutes)
2. **Discussion:** The phrasing of this skill is another “two-by-four” to get the students attention, but you need to follow it up so that students do not trust any information. The point is that they need to make sure the information they receive is carefully examined. Below is a medical example that will be used throughout this chapter.

Think about a medical doctor. When doctors meet with their patients, they need to listen carefully to what the patients say to determine whether the patients are

“blowing smoke.” If you ever tell a doctor you have a fever but then answer “No” to “Did you take your temperature?” you are blowing smoke and likely to be rebuked. This is a common method for doctors to determine whether or not the patient is telling the truth. (15 minutes)

3. **Student Activities:** Ask each student to prepare a one-minute talk about how someone gave them information and how they decided whether or not it was true. Separate them into pairs and ask them to practice their talk. Then have each student present to the group and provide them with praise and questions. (35 minutes)
4. **Plan for next class:** Record one instance before the next class where you used your BS detector. You can use a personal conversation, a TV show or a newspaper. (5 minutes)

Out of Class Activities: If groups are working on the problem-solving activity set up in Chapter 10, they will have plenty of experience in detecting BS as they interview people, talk with each other and gather information. Even if you are not using such an activity, daily happenings will provide opportunity to ask the question “is what he or she saying accurate?” Each student will need to record one instance where he or she will use the BS detector.

Know How to Pay Attention to Detail

Objective: Encourage students to pay attention to detail in everything they do.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask students to give a one-minute talk about when they used their BS detector. They should describe why they decided to use it and their conclusion. (15 minutes)
2. **Discussion:** Pick up the doctor example again reminding the students of the day before. Attention to detail can be illustrated by asking the students about the difference between a temperature of 100.2 and 102. One little decimal point makes a big difference. (15 minutes)
3. **Student Activities:** Use the follow assignment in class. Give the students 10 minutes to complete the assignment, after reviewing it with the students.

Directions: Carefully read the entire sheet before doing anything.

1. Write yesterday's date in the top right hand corner of your test paper.
2. Write the answer to the following multiplication problem underneath the date on your test paper:
 $6 \times 2 = ?$
3. Write the name of the day of the week that begins with the letter "W" in the top left hand corner of your test paper.
4. Add 15 to the answer you got in part #2, and write this new total directly underneath your answer for part #3.
5. In the lower left hand corner of your test paper, write the name of your favorite movie.
6. Just above your answer to part #5, write, "This test is very easy."
7. In the lower right hand corner of your test paper, draw a rectangle and inside the rectangle draw a heart. The size of these drawings is not important.
8. Directly above your answer to part #7, write the name of the lead actor in the film you picked for answer #5.

9. Think of a number between 1 and 50. Double that number. Add 20. Add 6. Subtract 9. Divide by 2. Write this number on your test paper directly above your answer to part #5.
10. Now that you have carefully read all of the parts so far, and you have not carried out any of the actual work, skip the next 2 steps, go back and only complete #3.
11. The name of the first president of the United States is George Washington. He was president from 1789 until 1797. Add the 2 dates together.
12. You should not be reading the end of the exam before the beginning of the exam, but now that you are here, you have just wasted some of the time you may need to complete the test.

(25 minutes)

4. **Plan for next class:** Ask each student to write down one instance where they, or someone to whom they were listening, did or did not talk with detail and how they could have. (5 minutes)

Out of Class Activities: Students should work on their example of paying attention to detail. If groups are working on the problem-solving activity set up in Chapter 10, attention to detail will be critical. As they develop their sales pitches and prepare their reports and overhead, you will have the opportunity to show them how little mistakes can cause big problems. If not using the problem approach, you can still drive home the point by paying close attention to what your students do and say.

Know How to Apply Knowledge

Objective: Encourage students to search for information in making decisions.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask each student to give a one-minute talk about how they or someone they were talking to could have been more specific. (15 minutes)
2. **Discussion:** Start by pointing out that doctors always read the latest scientific journals so they know about the latest medicines and treatments. Continue by saying all professionals do the same. They may talk to friends in similar positions to see how they do their job or they belong to organizations that provide the latest information. Have the class brainstorm a list of things about which they might like to find more information. It could be sports, jobs, college, automobiles, etc. (15 minutes)
3. **Student Activities:** Create groups of 2 or 3 students who have an interest in one of the topics listed in the discussion. Ask them to come up with 10 different kinds of knowledge they would like to get about their topic. Have the teams share their list with the class. (25 minutes)
4. **Plan for next class:** Identify where you might need more knowledge to make a decision in your life. Indicate why. (5 minutes)

Out of Class Activities: If groups are working on the problem-solving activity set up in Chapter 10, getting more knowledge will be crucial. Have the students make a list of questions they would like answered and how they would get them answered. In addition, encourage students to ask questions about their future or education and then have them give you ideas on what kind of additional information they would like. Students should make notes for the next class.

Know How to Evaluate Actions and Policies

Objective: Encourage students to evaluate themselves and what others do that affects them.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask each student to give a one-minute talk about what kind of knowledge they need to make a decision. They should indicate why that knowledge is crucial. (15 minutes)
2. **Discussion:** Continue the medical example. Ask, if the doctor knows that the patient has a 102-degree temperature, what evaluation must she make? In this case, she knows that 98.6 degrees is normal and uses that standard to conclude the patient is sick. Then provide the following description of evaluation:

Three steps are required to evaluate your behavior or the behavior of others:

1. *Identify goals.* Choose specific goals that you would like to achieve or you would like an organization to achieve.
 2. *Measure goals.* How will you measure your progress toward the goal?
 3. *Determine success and failure.* You need to develop an idea of success and failure in order to decide whether or not you want to make a change. (20 minutes)
3. **Student Activities:** Ask each individual in the class to use the three steps to assess a goal they have for themselves in preparing for the work force. Have them refer to the list of 38 skills handed out at the beginning of class. They should select the three skills on which they want to work and indicate their levels of performance now on a scale of 1-10 and what they will be six weeks from now. They will give a

one-minute speech on their three goals and methods of evaluations. (20 minutes)

4. **Plan for next class:** Ask each student to create a plan for how they will reach one of the goals identified in the student activity. (5 minutes)

Out of Class Activities: Work on the plan for achieving a goal from the list of 38 skills for next class. If groups are working on the problem-solving activity set up in Chapter 10, the three steps are critical in clearly identifying the problem they want to work on. You can coach by evaluating daily activities, like participation in classes or in sports. By asking about their goal and how they will know when they have reached it, they will build the capacity to self-evaluate. Self-evaluation is key to developing all skills.

Chapter 10: Problem-Solving

Identify Problems • Develop Solutions • Launch Solutions

Problem solving requires three basic steps and each has its own set of complications. The key for this chapter is to model problem solving to students so that they are always ready to identify and do something to improve conditions. If this chapter is taught early in the course and a team of students or the whole class identifies a problem, these steps will serve to create many opportunities for them to practice most of the skills already discussed throughout previous chapters.

Identify Problems

Objective: Encourage clarity about problems they identify.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask each student to give a one-minute talk about why the goal skills they selected are important and how they will achieve them. (15 minutes)
2. **Discussion:** I find it is easier to put the group through a problem-solving activity instead of talking about the problem-solving steps. In this section, you will want students to understand two things. First, a good problem-solver must have a clear goal to identify a problem. For example, the principal of a high school wants 100% attendance. Second, a good problem-solver has evidence on whether or not that goal is being met. In the case of the example, the principal has statistics showing 80% attendance. After giving this example, you are ready to move to the activity. (5 minutes)

3. **Student Activities:** Separate students into teams of 2 or 3 and ask them to identify a problem at their school or organization. First, they should state their goal and then they have to show how they would get information to demonstrate the degree to which the goal is not being met. For example, students could look at the goal of having no disciplinary actions in the school or organization. Information on the number each week would be readily available. However, students could choose other things like the food, recreation activities, etc. (35 minutes)
4. **Plan for next class:** Ask each student to write a plan for how they could research the existence of a problem they chose in class over the next week. (5 minutes)

Out of Class Activities: Work on a plan to define and gather information on the problem identified in class. Students could ask staff and other students whether or not they think their problem is a problem. This could be part of the evidence of the problem. In addition, personal things, like health, school performance and sports performance could encourage students to think of problems by indicating their goals and how they measure them.

Know How to Create Solutions

Objective: Encourage students to think of solutions to problems they have identified.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask each student to give a one-minute talk about their problem and how they will gather information on it. (15 minutes)
2. **Discussion:** I find it useful to return to the medical example to explain briefly how one generates a solution. You can do this by asking this question:

If the doctor has decided that a 102 degrees temperature indicates an illness and a problem to be solved, what can she do?

The answers should be (1) conduct tests to find possible causes of the fever, (2) read publications about what other doctors do in this situation and (3) try to treat the temperature. Obviously, steps 1 and 2 should be completed before 3.

This is the way to develop all solutions to any problem. (10 minutes)

3. **Student Activity:** For the problems generated by the groups during the previous class, the groups should now try to find causes, gather information and suggest solutions. Ask the groups to do that for their problem. They should speculate on the causes by studying the problem. They should see if others have dealt with the problem or have discussed causes of the problem. They should come up with 3 possible solutions by thinking about causes and studying interviews and library research about similar problems and solutions. (30 minutes)
4. **Plan for next class:** Ask students to continue the process out of class. (5 minutes)

Out of Class Activities: Continue to work on creating solutions. In addition, students may be working on solutions for other problems. Encourage them to use the three steps with their daily activities. When they come to you with ideas, you can ask if they have looked at the causes and researched information from others.

Know How to Launch Solutions

Objective: Encourage students to think of ways of making their solutions to problems accepted in whole or in part.

Classroom Setting: Devote no more than one session.

1. **Review from last class:** Ask each student group to give a one-minute talk about how they continued their work from last class. (10 minutes)
2. **Discussion:** Help the students understand that good ideas are not accepted just because they are good ideas. They also have to be accepted by those in charge. To drive home the point with another “two-by-four”, tell that they would all agree that studying hard or conforming to the rules of the organization is a “good” idea, but students are always violating those ideas. It is a matter of human nature for people to want to do what they always do. That is why you have to develop a clear plan to have others accept your ideas. (15 minutes)
3. **Student Activity:** Place students in their groups again and ask them to choose the best solution to the problem they have been working on and to answer the following questions in order to come up with a plan to implement the solution. (30 minutes)
 1. Restate your assigned problem:
 2. Describe your proposed solution in more detail.
 - Who will be involved?
 - What will happen?
 3. Answer the following questions required to implement your proposal.
 - What resources will be used?
 - From whom will you get necessary permission? When?
 - From whom will you get funds? When?
 - When will the program start?

- Who will organize and oversee the development?
- How will the success of the program be measured? When?
- Organize the above information in a clear, step-by-step outline.

4. **Plan for next class:** Ask students to continue to work on their plan and to take action to implement it outside of class. (5 minute)

Out of Class Activities: Students should continue to work in groups if possible. Be available to them through email or direct contact to help them plan and begin to implement their strategy to have their proposal accepted.

Chapter 11: Assessing and Planning Your KHS

Objective: Encourage students to assess and plan to improve their ability to have a successful professional life of work.

Classroom Setting: This could take several class periods depending on how much time you want to devote to it and the way in which students respond.

1. **Review from Last Class:** Ask each team to prepare a two-minute progress report on their problem. (15 minutes)
2. **Discussion:** Introduce the idea of the KHS or Know-How Score. Hand out the form provided below. A college version of the form is described fully in the *10 Things Employers Want You to Learn in College* with an example of it filled out by a college student. It is a quick and easy way to make the point that the skills count. It also summarizes all the material you have presented over many weeks. I like to say your Know How Score (KHS) is more important than your GPA. A survey of 457 employers puts GPA at 17th out of 20. The survey shows that many of skills are rated as much more important than GPA. Moreover, students with high KHS ratings will also do better academically. (15 minutes)
3. **Student Activities:** Have students fill complete the form below by rating themselves and saying what they plan to do to improve their skills. Do one chapter at a time and then have students describe their scores and how they will improve. You can eliminate those items that you did not cover. You should be able to do two or three of the ten skill areas in one class. The formal procedure for calculating the KHS, with an example, is explained in *10 Things Employers Want You to Learn in College*. (25 minutes)

4. **Plan for Next Classes:** You may want to two or three skill sets by chapter for students to work on by completing the chart below. (5 minutes)

Outside of Class Activities: Depending on your assignment, students work on the KHS chart, which really means self-evaluation and deciding how they will improve their skills as they continue their education.

PLANNING GUIDE FOR IMPROVING

For each of the skills listed below, circle your current level using a 1-5 scale described below. Under the question write your plan for improving your skills.

- 1 = No skill, not even sure I understand the item
- 2 = Understand the meaning of the item and have some idea of how I might do it
- 3 = Have some experience and competence in exercising the skill
- 4 = Have exercised the skills in a competent way on several occasions
- 5 = Feel confident that I can exercise the skills on topics where I have the necessary knowledge

- | SKILLS | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------|----------|----------|----------|----------|----------|
| 1. Kick Yourself in the Butt
Plan: | 1 | 2 | 3 | 4 | 5 |
| 2. Be Honest
Plan: | 1 | 2 | 3 | 4 | 5 |
| 3. Manage Your Time
Plan: | 1 | 2 | 3 | 4 | 5 |
| 4. Manage Your Money
Plan: | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|------------------------------------|---|---|---|---|---|
| 5. Stay Well
Plan: | 1 | 2 | 3 | 4 | 5 |
| 6. Look Good
Plan: | 1 | 2 | 3 | 4 | 5 |
| 7. Type 35 WPM Error Free
Plan: | 1 | 2 | 3 | 4 | 5 |
| 8. Take Legible Notes
Plan: | 1 | 2 | 3 | 4 | 5 |
| 9. Converse One-on-One
Plan: | 1 | 2 | 3 | 4 | 5 |
| 10. Present to Groups
Plan: | 1 | 2 | 3 | 4 | 5 |
| 11. Use Visual Displays | 1 | 2 | 3 | 4 | 5 |

Plan:

12. Write Well 1 2 3 4 5
Plan:

13. Edit and Proof 1 2 3 4 5
Plan:

14. Use Word-Processing Tools 1 2 3 4 5
Plan:

15. Send Information Electronically 1 2 3 4 5
Plan:

16. Build Good Relationships 1 2 3 4 5
Plan:

17. Work in Teams 1 2 3 4 5
Plan:

18. Teach Others 1 2 3 4 5
Plan:

19. Manage Efficiently 1 2 3 4 5
Plan:

20. Sell Successfully 1 2 3 4 5
Plan:

21. Politick Wisely 1 2 3 4 5
Plan:

22. Lead Effectively 1 2 3 4 5
Plan:

23. Use Library Holdings 1 2 3 4 5
Plan:

24. Use Commercial Databases
Plan: 1 2 3 4 5

25. Search the Web
Plan: 1 2 3 4 5

26. Conduct Interviews
Plan: 1 2 3 4 5

27. Use Surveys
Plan: 1 2 3 4 5

28. Keep and Use Records
Plan: 1 2 3 4 5

29. Use Numbers
Plan: 1 2 3 4 5

30. Use Graphs and Tables
Plan: 1 2 3 4 5

31. Use Spreadsheet Programs
Plan: 1 2 3 4 5

32. Detect BS
Plan: 1 2 3 4 5

33. Pay Attention to Detail
Plan: 1 2 3 4 5

34. Apply Knowledge
Plan: 1 2 3 4 5

35. Evaluate Actions and Policies
Plan: 1 2 3 4 5

36. Identify Problems
Plan: 1 2 3 4 5

37. Develop Solutions
Plan: 1 2 3 4 5

38. Launch Solutions
Plan: 1 2 3 4 5